



UNIVERSITY of WISCONSIN  
GREEN BAY

**2015-2016 ASSESSMENT PLANS  
FOR  
OFFICES WITHIN THE ENROLLMENT SERVICES DIVISION**

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# **2015-2016 ASSESSMENT PLANS FOR OFFICES WITHIN THE ENROLLMENT SERVICES DIVISION**

## **Introduction**

All offices within the Enrollment Services Division have developed individualized assessment plans that include three components: (1) an office Mission Statement; (2) performance goals for 2015-2016; and (3) a plan to assess the goals. Assessment plans will be carried out by the end of the 2015-2016 fiscal year. Results will be analyzed and a report written that includes programmatic or other changes made as a result of the assessment along with a description of a new assessment plan for 2016-2017. The report will be submitted to the Enrollment Services Division head by July 1, 2016.

## **Office Assessment Plans**

### Academic Advising

#### *Mission Statement*

- Delivering individualized/developmental advising appointments throughout the entire year;
- Educating students on course registration through a variety of programming efforts;
- Providing academic advising support via GPS, FOCUS and First Year Seminars;
- Providing transitional assistance for new freshmen and transfers (e.g., Transfer Student Orientation, Registration and Resources, etc.);
- Coordinating at-risk advising for probationary and suspended students.

#### *Goals for 2015-2016*

Specific performance goals for Academic Advising during the current fiscal year Include:

1. Contributing directly to the development of a reorganization plan for the Enrollment Services division.
2. Enhancing the quality of the campus-wide advising experiences for all students regardless of background, major.
3. Providing professional and faculty advisors with the tools they need to be effective decision-makers and have an impactful, positive experience for students.
4. Working collaboratively with other offices in the Enrollment Services Division to enhance the recruitment process with a focus on local, first-generation students.

## *Assessment Plan*

### 1. General Approaches

- a. Continue to gather and analyze “appointment” information.
- b. Assess academic advising supported programs on campus and analyze retention data from those programs...GPS, Phoenix Start etc.
- c. Conduct and review evaluations from Transfer Student Orientation, Majors Fair, Registration and Resources, etc.

### 2. Specific Strategies

- a. New Student/Transfer Student Orientation: One of the toughest challenges UW-Green Bay has faced over the past decade was how to improve transfer student orientation. This year we'll be piloting a new orientation model based upon Campus Preview Days. This model will connect students to both the academic and social side of the campus and will involve many constituencies.

The intended outcome of this assessment process is the overall improvement of the University's a new student orientation (freshmen and transfer students) while creating some flexibility during the transition to four academic colleges. The data gathered will be similar to the Campus Preview Days student, staff and faculty satisfaction surveys.

- b. Impact of the Advisor/Recruiter Positions: Two advisor/recruiter positions were filled in fall 2015. These are the first of what could be several positions that include recruitment, advising and retention responsibilities. To assess the impact/effectiveness of these positions the following questions will be addressed. How have these positions increased the yield of our transfer students? What can we learn from combining positions such as these? What data supports our efforts in this regard?

The overall goal of the assessment is to demonstrate the effectiveness of the positions with across office responsibilities.

- c. Cross-office Advisor Training and Shared Resource Benefits: One of the many themes over the years has been about doing more with less. Cross-training and shared responsibility has been a way we can be more efficient and nimble in this new environment. What are the benefits of cross-training? In what areas can individuals be cross-trained? What are the impacts for student satisfaction and “one stop shop” service to students?

The overall goal of the assessment is to quantify the benefits of shared responsibility and the benefits of working together to break down silos and be more efficient. A

secondary goal is to demonstrate the effectiveness advisors can have through expertise in various areas.

- d. Advising Model and Perceptions: The biggest challenge UW-Green Bay has faced over the past couple decades is adopting and enforcing an advising model. One of the major sources of dissatisfaction for students, has been how we are arranged on campus and the confusion this causes. We are at a time in our history where we can make some really positive and impactful change in the area of advising. How do advisors/students view our current model? What are some suggestions on improving the quality of the advising experience? Is the four college model adaptable to the changes we face over the coming months?

The overall goal of the assessment is to get professional/faculty advisors ideas on improving our advising model. The data can be used to get new ideas that can propel us forward.

## Admissions

### *Mission Statement*

The UW-Green Bay Admissions Team will serve:

- **Students** through personal relationships that inform and empower them to make their best education decision;
- **Our community** by communicating the value and benefits of a UW-Green Bay education; and
- **Our institution** by fostering intra-institutional collaborations in an effort to achieve enrollment goals with qualified students.

We will work as a team to accomplish these things while embracing the values of integrity, enthusiasm and continuous improvement.

### *Goals for 2015-2016*

1. Enroll more students by focusing on Five Highlighted Majors (Environmental Science, Human Biology, Business/Accounting, Psychology and Social Work)
2. Recruit more transfer students from the UW-Colleges and local technical college.
3. Increase the number of campus visitors.

### *Assessment Plan*

We will assess the major highlight project by comparing our applications, admits and enrolled students from the fall of 2015 to the fall of 2016. We will also assess the effectiveness of the recruitment tactics by measuring how the major open houses, videos, and microsites perform with regards to yield.

Transfer student recruitment assessment will be determined by the number of applicants, admits and enrolled students from NWTC and the five UW-Colleges- Marinette, Manitowoc, Sheboygan, Fox and Fond du Lac. We will also determine if the advisors regular visits with colleges students lead to an increase yield percentage compared to those who do not visit with one of our advisors.

We are going to offer two Saturday visits in the spring of 2016. We will assess the satisfaction of our guests and yield of the students who attend these events compared to those who attend regular weekday visits.

## Career Services

### *Mission Statement*

Career Services at UW-Green Bay facilitates the career development and future success of our students. We guide students in understanding their career and academic choices, and we teach the career development process and professional skills students will need for their future success. We assist students in securing post graduate employment and admission into graduate & professional school. We build and strengthen connections with alumni, employers and graduate/professional schools by collaborating and partnering with organizations to meet their recruitment needs. We are dedicated to providing personalized, direct assistance to help students manage their careers. We adhere to professional standards and ethics in our programs and policies.

*Goals for 2015-2016* – Specific things Career Services would like to accomplish:

1. Assess the effectiveness of Career Planning Class: We want to verify that this has been an effective delivery method of career development programming for students. Is the Career Planning Course (HUD 225) effective in facilitating the career development of students (specifically improving vocational self-knowledge and career options-knowledge) enrolled in the course?
2. Assess the Undecided Student Retention Effort: During the 2010-2011 academic year, our division of Enrollment Services began to examine why students leave. National studies have shown that students who are not connected to an academic program are harder to retain. As part of this effort, Career Services looked to outreach via email to students that were undecided about a choice of major.
3. Assess the “Dine Like a Professional” Etiquette Program: We have evaluated the program for 3 consecutive years and will do again in spring 2016. As a result we have changed venues, we have changed caterers, we have modified the format and we have identified alternate speakers.
4. Assess the On-campus Interview Program: On campus interview evaluations have been conducted annually for over 15 years. Results have been entered into a database and analyzed to change our approach to interview preparation.

5. Assess the PRO Resume Review Process: We have examined this process in the past. Our staff reviews a resume uploaded the first time by a student into our PRO system. We forward feedback to them directly. We have decided to revisit it. Our question is: Do students upload a new resume into PRO after having received a critique of their resume upon initial upload to PRO? Do students see the service of reviewing an uploaded resume into PRO as helpful/beneficial to them?
  - a. Each student whose resume is reviewed will receive an email asking specific questions about the process, the feedback and if the student uploaded a revised resume.
  - b. Based on responses will decide to continue or modify the process.

### *Assessment Plan*

#### 1. Specific Strategies

- a. Assess the effectiveness of Career Planning Class: We want to verify that this has been an effective delivery method of career development programming for students.
  - A pre/post-test has been utilized in the course since it was initially taught. Students self-report career development knowledge at the beginning and end of the course. The results are reviewed annually. 4 sections of the course are taught with two sections each semester.
  - The pre/post-test consistently shows that students gain the information we want them to learn about career development and how to make career decisions.
  - Consistently annual course enrollment has been 500% higher than any other delivery method we have selected for career development (workshop series or individual programs). See below for enrollment numbers. Enrollment dropped in 2013 with the introduction of the GPS Seminars.
  - The pre/post-test will continue and modifications to the class will be made based on the results.
- b. Assess the Undecided Student Retention Effort: During the 2010-2011 academic year, our division of Enrollment Services began to examine why students leave. National studies have shown that students who are not connected to an academic program are harder to retain. As part of this effort, Career Services looked to outreach via email to students that were undecided about a choice of major.
  - Connect with students about our programs and services each semester based on undeclared status with 24-50 earned credits.
  - Track their participation in programs and services for the academic year.
  - Analyze percentage enrolled and percentage no longer undeclared with those students accessing service versus not accessing services.
  - Proceed as indicated on our undecided retention plan.

- c. Assess the “Dine Like a Professional” Etiquette Program: We have evaluated the program for 3 consecutive years and will do again in spring 2016.
- Our program evaluation will look at the overall impact of the program. Are students learning about dining etiquette? Are the students practicing those skills in the environment provided? Are students sharing their professional identity with community members attending?
  - We will look to modify the survey that is sent following the program.
  - Review results for changes to program format or program delivery.
- d. Assess the On-campus Interview Program: On campus interview evaluations have been conducted annually for over 15 years. Results have been entered into a database and analyzed to change our approach to interview preparation.
- Review each evaluation. As needed, connect directly with employer completing the evaluations for specifics.
  - Connect with students who have overall poor performance or specific areas in need of improvement. Invited to an individual consultation. Track this specifically to see who responds.
  - Based on overall trends, modify information shared with students via workshops or resources on interviewing.
- e. Assess the PRO Resume Review Process: Our question is: Do students upload a new resume into PRO after having received a critique of their resume upon initial upload to PRO? Do students see the service of reviewing an uploaded resume into PRO as helpful/beneficial to them?
- Each student whose resume is reviewed will receive an email asking specific questions about the process, the feedback and if the student uploaded a revised resume.
  - Based on responses will decide to continue or modify the process.

## Disability Services

### *Mission Statement*

The Disability Services Office collaborates with students, instructors and staff to ensure equal educational and programmatic access for eligible students with documented disabilities. We provide students the opportunity to reach their full potential by creating academic accommodations and support services along with promoting independence and self-advocacy. Additionally, we serve as a campus and community resource on post-secondary disability issues.

*Goals for 2015-2016* – Specific things Disability Services would like to accomplish:

1. Develop a process and structure to ensure students with disabilities who live on campus receive housing accommodation by making their requests through the Disability Services Office. Traditionally residence hall accommodations for students with disabilities were provided by staff in Residence Life.
2. Ensure registered students with the Disability Services Office receive academic accommodations especially with the transition of notetaking services away from the GB Share.

*Assessment Plan*

1. Specific Strategies
  - a. Residence Life Accommodations: To transition the residence hall disability related accommodations from the staff of Residence Life to the Disability Services information sharing and collaboration between the two departments needs to occur. The university should be informed the change. Records will be collected and shared on the Disability Services Office Summary of Services for Students with Disabilities to include the number of students requesting residence hall accommodations, how many requests are being made and what are the types of accommodations being requested. At the end of the year, we will need to assess if Disability Services Office should continue to make the decisions on housing accommodations and maintain the student/disability records. Also are there changes that need to be made to our current policies for requesting housing accommodations so the university maintains compliance of housing and disability laws?
  - b. Academic Accommodations – Focus on Notetaking Services: As the university moves away from supporting the GB Share, the DS Office will need to collaborate with IT to ensure students with disabilities who need notetaking services receive them in a timely, ease of access and confidential way. DS staff will work with IT to ensure the SharePoint keeps students' names confidential. Beta testing will need to be completed in the fall 2015 semester so we can transition the services spring 2016 as the GB Share will no longer be supported. Assessment will include how many students requested note taker; ease of access from both the note taker and student prospective; degree of difficulty to train the DS Staff to set up SharePoint for individual classes and students; and to ensure confidentiality is being met between the students and note takers. All of this will continue to support the university's responsibility to maintain compliance for providing reasonable accommodations for students with disabilities.



## Financial Aid

### *Mission Statement*

Our primary mission is to assist students with the financial means to access the educational, cultural and social opportunities available at the University of Wisconsin Green Bay. We have the responsibility of developing and maintaining financial aid procedures that allow us to be accountable and responsive to our stakeholders while also providing complicated information in an understandable manner. We provide information and services on multiple levels and offer a variety of assistance, including:

- Award funds from various federal and state agencies
- Institutional scholarship awards
- On and off campus student employment support
- Certification and awarding of military benefits

### **Primary Stakeholders for what we do include:**

- Students
- Parents
- Institutional offices (Bursar, Admissions, Advancement, etc.)
- Regulatory Agencies (Dept. of Education, Higher Educational Aids Board (HEAB), Department of Veterans Affairs (DVA), Department of Defense (DoD), etc.)
- Institutional and community employers

### *Goals for 2015-16 – Specific things Financial Aid would plan to work on:*

1. Evaluate and assess the population of students eligible for veteran or dependent veteran benefits. The assessment of this population is important to make sure necessary services are provided and needs are being met. Due to the unique and complex requirements associated with veteran benefit certifications (whether state or federal), an assessment of changes within the student population may be helpful.
2. Review ISIR volume on a month to month basis. Review peaks and valleys in ISIR volume to determine if there is a need for a shift in resources needed. This may also aid in determining timing and/or frequency in communications sent.
3. Assess our communication plan to our students and prospective students. We attempt to provide necessary and timely information to our students but improvements in timing and methods to relay that information can be evaluated.

## *Assessment Plan*

1. Evaluate and assess the population of students eligible for veteran or dependent veteran benefits.
  - a. Identify the number of students eligible to receive some type of federal or state military benefit (whether as a veteran or dependent of a veteran).
  - b. Review, where possible, the distinction between those receiving veteran benefit and those receiving benefit as the dependent of a veteran
  - c. Of those eligible for some type of benefit, how many also apply for and are eligible to receive other federal or state financial aid i.e. file the FAFSA.
  
2. Review ISIR volume on a month to month basis.
  - a. Look at ISIR load date to find peaks and valleys in processing
  - b. Review total ISIR's loaded over time
  - c. Evaluate total number of transactions received
  - d. Evaluate the average number of transactions received per student
  
3. Assess our communications to our students and prospective students
  - a. Evaluate types of communications used with our students as well as the methods used to relay the information
  - b. Timing of communication in relation to the type
  - c. Sources of outreach i.e. are we using the resources available to effectively communicate. (Examples include GBOSS, calls, admitted student days, transfer student orientation days, FOCUS, etc.)

## GBOSS (Green Bay One Stop Shop)

### *Mission Statement*

GBOSS educates prospective and enrolled students and their families to make informed decisions about admission, financial aid, college finances, and registration so that they may achieve their academic, career, and lifelong learning goals. We are committed to providing excellent customer service that is accurate, timely, professional, and delivered in a friendly and confidential manner. The staff will provide advice, clarify policy and procedures, and empower students by teaching them how to complete self-service transactions to manage their own college business. Students whose needs fall outside our services will be promptly, directly, and correctly referred to an appropriate office or person for assistance.

*Goals for 2015-2016* - Specific things GBOSS would like to accomplish:

1. Matriculate with Major Intent-Matriculate students based off the major interested listed on their application for admission.
2. Graduation Check-out- Participate in a team of individuals which perform degree audit evaluations of students who apply to graduate by a specific deadline date. Each auditor will confirm to each applicant their degree status. The confirmation will inform student their current enrollment will satisfy their last remaining degree requirements or deficiencies that remain (missing credit, incomplete grades, course substitutions, etc.) Each auditor is responsible in providing follow up with students to assist in resolving outstanding academic requirements/issues.
3. Drop/Withdrawal Deadline and Waitlist Policy changes-Obtain approval from Faculty Senate to align the Drop and Withdrawal deadline dates and to change the current waitlist policy.
  - a. Withdrawal Survey Tool-Capture data on why student cancel (before term start) or withdraw (after term start) from the University using newly implemented tool (starts fall 2015).
4. Support Enrollment Services teams and goals- Work closely with each office to determine what role GBOSS needs to play and provide the driving force to ensure ideas and plans will be enacted.
5. Support- Build and maintain relationships with each office's Director and the staff, keeping on top of the goals of each office, and their plan to implement. Also, be familiar with the initiatives for each office, and what role GBOSS is to play in that initiative.

### *Assessment Plan*

1. Matriculate goal-measure how many new, fall 2015 freshman have a Faculty Approved Academic Plan (FAAP) by the end of the academic year 2015-16 (who were MATR as undecided under the current practice) vs how many new fall 2016 freshman have a FAAP by the end of the academic year, 2016-17 (who are MATR as major listed on their admission application).
2. Graduation Check-out-Examine the final list of students who applied to graduate, were notified of the end results. Remaining candidates should be those who have failed courses, dropped at a late date or had outstanding issues that would not have been resolved in time to confer degree. The students who did not resolve issues in a timely manner based on directions received should continue to decrease as we improve the communication/review process.
3. Drop/Withdraw and Waitlist policies-Result in a decrease of drop/withdraw appeals as deadline date will be the same and students won't be confused on when they can drop individual classes vs. drop all classes and leave the university. Less drop/withdraw or tuition appeals from students not realizing they moved off the waitlist to be enrolled in a course after the term start.
4. Withdraw Survey-Analyze data obtained from withdrawal survey process to create action steps to recommend/change processes to result in fewer cancellations and withdrawals.
5. Support- Build and maintain relationships with each office's Director and the staff, keeping on top of the goals of each office, and their plan to implement. Also, be familiar with the initiatives for each office, and what role GBOSS is to play in that initiative.

## Registrar's Office

### *Mission Statement*

The Registrar's Office is the records custodian of the institution. We retain academic history as it relates to catalog, curriculum, enrollment and academic plans, including supporting the on-going development and modification of requirements. We insure that the institution's standards are applied to all degrees conferred and assist students in completing their degrees.

*Goals for 2015-2016* – Specific things the Registrar’s Office would like to accomplish:

1. Adapt Infrastructure of SIS/CourseLeaf to account for institutional changes. Effectively re-map all academic structure in SIS to allow for EdD transcript, correct attributing of courses to four colleges and workflow improvements made for routing course and program curricular actions. Also review and adapt electronic form to match these actions and support all new initiatives. Evaluation of goal is functionality aligns with the processes adopted/approved and implemented.
2. Reduce the number of manual processes needed to maintain records. Reduce manual processing of record creation or registration transactions for select populations wherever possible. Goal is to change at least two areas we work with.
3. Complete the PeopleSoft Upgrade. Upgrade scheduled for spring/summer 2016; test new features and offering of the SIS/PeopleSoft product.

*Assessment Plan*

1. Adapt Infrastructure of SIS. Successfully re-map all academic structure in SIS to allow for EdD transcript, correct attributing of courses to four colleges and workflow improvements made for routing course and program curricular actions. Also review and adapt electronic form to match these actions and support all new initiatives. Evaluation of goal is functionality aligns with the processes adopted/approved and implemented.
2. Reduce number of manual processes.
  - a. Bellin College students have historically been manually pre-registered for high demand course and not completing the registration transaction on own. Starting spring 2016 registration implement a reserve hold for this group and priority registration time to allow for self-registration. For fall 2016 registration incorporate the reserves into the freshman R&R cycle to allow for self-registration of students while serving their need for high demand courses.
  - b. Phuture Phoenix Community Service students have historically asked for this enrollment in the 12<sup>th</sup> or 13<sup>th</sup> week of semester by program directors, they in turn submit list to the Registrar office to add course late, of one credit and in turn asking the Bursar office to remove the \$15 late add fee. This is a workload burden to two offices with upwards of 200 individuals each term. Students should be self-registering. Also students have historically completed 3 credits as per the repeat restriction with some enrolling in 4 or 5 credits, thus violating the repeat rule, where last attempt counts. Starting fall 2016, the course has been changed to allow for earning 6 total credits. Course scheduling will now include a course with true start dates since they decide to add this credit pass the add/drop window. The course will be scheduled to begin in the Seven Week 2 session mid-way into the semester. Students can then self-register with no late add few at the time frame when they have decided to commit to this project, thus eliminating Registrar and Bursar office of manually intervening on the registration and student account.

3. Complete PeopleSoft Upgrade. During scheduled upgrade spring/summer 2016, test of new features and offering of the SIS/PeopleSoft product. During testing use and analyze new features offered (that have previously not been turned on in any bundle updates) to determine if their use adds to scope, benefits staff or students or improves services or makes transactions more efficient, user friendly. As part of this upgrade, move the transcript print from the crystal reporting (to be phased out) to the delivered functionality in PeopleSoft and make that transition prior to the phase out time frame.

## TRIO and Precollege

### *Mission Statement*

The Office of TRiO and Precollege Programs at the University of Wisconsin-Green Bay encourages life-long learning through summer residential programming and academic year services that enable low-income first-generation middle and high school students from Brown County, the state of Wisconsin, and students from selected schools in Federal Region V (MI, MN, WI) to develop and enhance the intellectual, cultural and social skills necessary to complete high school and to enroll and successfully graduate from a postsecondary education. By building self-sufficiency and reliance, resiliency, and resourcefulness our students will be well prepared and positioned to be successful.

*Goals for 2015-2016 – specific things TRIO and Precollege would like to accomplish by the end of the 2015-2016 program year (September 1<sup>st</sup> – August 31<sup>st</sup>).*

1. Assess the effectiveness of the advising components, college readiness curriculums and senior workshop series: do a comprehensive review to evaluate the comprehensiveness and value of the course contents for the UB summer 4:15 College Readiness (CR) course, the RCMS Summer Friday CR Workshops and the Academic Year D2L CR course, and the UB senior workshop series. We want to answer the question, “Are we proactively preparing the students early enough for the college going and application processes in an effective and efficient manner?”
2. Assess the tutoring, ACT Prep, and summer courses offered to TRIO Participants and their impact on Academic Performance: we annually survey the students about the summer courses they enrolled in and the student’s perception of the value of those classes. We want to evaluate the summer session courses taken and the impact they have on the AY grades for similar high school courses and overall GPA. We want to examine the lab/tutoring program for UB to evaluate the impact these services have on grades and GPA. We want to evaluate the impact and effectiveness of the ACT prep offerings available during summer session, online through D2L and in-person through the UB Weekend ACT Prep series.
3. Assess the advising component for TRIO Participants and the impact on student participation in program activities through the entire year and the student’s enrollment in a rigorous program of study while in high school: students meet monthly or twice-monthly

with their cohort adviser either in person or via the use of technology. UB students meet with their mentor twice monthly during the freshman year. We want to evaluate the content of those advising and mentoring sessions and their impact on continual participation and course selection and enrollment.

4. Assess the advising, summer academic array and senior portfolio requirements and their impact on TRIO student college enrollment and PSE graduation rates: students meet monthly or twice-monthly with their cohort adviser either in person or via the use of technology. We want to evaluate the content of the advising services, summer course offerings, college visits, and college readiness series and their impact on PSE enrollment and completion.

#### *Assessment Plan*

1. Assess the effectiveness of the advising components, college readiness curriculums and senior workshop series: we want to examine the usefulness of the course contents in helping our students be ready for the college admissions and financial aid application processes.
  - a. Compare the course curriculums for the UB summer 4:15 CR course, the RCMS Summer Friday CR Workshops and the AY D2L CR course, and the UB senior workshop series to real needs for the college going process
  - b. Compare/contrast to similar courses available online or offered by other TRIO programs
  - c. Evaluate the overall usefulness of the finished portfolios
  - d. Refine/enhance the current curriculums based on the findings.
2. Assess the tutoring, ACT Prep, and summer courses offered to TRIO Participants and their impact on Academic Performance:
  - a. Review each participant's GPA, ACT scores (both composite and subscores), and performance on standardized exams that indicate proficiency levels in reading/language and math
  - b. Assess correlations and relationships that might exist between hours engaged in provided D2L/Lab/Tutoring services and related course work and grades/scores
  - c. Review/edit policies, practices, and service array elements to adjust for greater impact and skill development.
3. Assess the advising component for TRIO Participants and the impact on student participation in program activities through the entire year and the student's enrollment in a rigorous program of study while in high school:
  - a. Review participants high school transcripts and course schedule to assess graduation from high school having completed a rigorous program of study

- b. Examine the content of the advising plan to increase regular participation in program activities and workshops
  - c. Modify existing plans and advising topic schedules to improve participation.
4. Assess the advising, summer academic array and senior portfolio requirements and their impact on TRIO student college enrollment and PSE graduation rates:
- a. Examine and assess the college enrollment rates for the TRIO programs
  - b. Evaluate the overall usefulness of the finished portfolios
  - c. Refine/enhance the current expectations, resources, and support based on the findings.

## Tutoring Services Remedial Math and English

### *Mission Statement*

The mission of Tutoring Services is to facilitate undergraduate student success in academic course work at UW Green Bay. This is accomplished through building, marketing and ultimately providing a comprehensive support services program to meet the needs of the student population to include content area study groups and individual peer tutoring each semester, and other resources to aid in academic success.

*Goals for 2015-2016* – Specific things Tutoring Services would like to accomplish:

1. Tutoring Services will add presentations to program faculty department meetings and specific classroom sections to increase faculty awareness of tutoring services who can then be able to knowledgably refer students to our services when speaking to their students during the semester.
2. Tutoring Services will gauge tutor willingness to offer time in their employment schedule for drop-in tutoring lab offerings and the program will survey the likelihood of tutee utilization of drop-in tutoring if it was added to a semester service array.
3. Tutoring Services will attempt to minimize tutee appointment cancellations through better communication of the programs usage policy. This policy will be disseminated verbally at time of appointment scheduling, sent in the outlook invitation and communicated between tutor and tutee during the first tutoring session.

### *Assessment Plan*

1. Add a question to the tutor request form to determine how the student heard about the tutoring service. This will help assess whether giving presentations to faculty departments and classroom sections increase awareness and usage of tutoring services.
2. Send an automated email to students after each tutoring session using a campus-wide survey platform. This assessment method is intended to determine the likelihood that students will take advantage of different service arrays as they are added.

3. Pre/mid/end of semester interviews with tutors for data collection. This will assess the willingness of the tutor to be able to add hours for drop in tutoring for their content/subject area. This new service will add to the comprehensive offerings of our Center.
4. Compilation and comparison of outlook appointment data by semester to assess the number of cancelled sessions. This is intended to help determine if procedures that are put in place will minimize session cancellation through better and more communication with students who use the tutoring center.