

## Office of Student Success and Advising Assessment Plan 2017 - 2022

### Mission

The Office of Student Success and Advising (OSSA) strives to empower students to craft an educational experience that supports their personal values and long-term goals. Taking a developmental, holistic approach, staff collaborate with students at various stages in their undergraduate career, engaging them in academic coaching interactions aimed at promoting understanding of academic program options, advising technology, and campus resources. Students are invited to seek support from an academic advisor whenever they need to discuss curricular or co-curricular planning, decisions about their program of study, graduation planning, or academic progress.

OSSA's mission directly supports Priority II of IU Kokomo's campus strategic plan: *Increasing college enrollment and degree attainment in north central Indiana.*

### Program Goals and Student Learning Outcomes

The program goals established in the OSSA assessment plan place student learning and academic ownership at the center of the academic advising experience. As students engage with advisors at various stages of their undergraduate career, they are encouraged to explore and reflect upon learning opportunities with the aim of connecting those experiences to long-term personal and professional goals.

#### 1. Academic Planning

*Provide timely learning opportunities for students to master navigation of the Interactive Graduation Planning System (iGPS) via new student orientation, individual advising appointments, group advising sessions, and targeted classroom visits to freshman seminar courses*

Learning Outcome: Students will create an appropriate educational plan based on their goals

- Component 1: Choose an interest area in the first semester
- Component 2: Select a major in the first year
- Component 3: Design semester schedules that support timely completion of degree

#### 2. Ownership of Academic Progress

*Through one on one meetings and proactive outreach related to academic progress, engage students in self-assessment of degree progress and strategies to move forward with immediate and long term academic goals.*

Learning Outcome: Students will assess their own educational progress and make adjustments based on their assessment.

- Component 1: Understand program and degree requirements, including prerequisites and minimum GPAs
- Component 2: Articulate how their academic performance reflects (or does not reflect) their program's expectations
- Component 3: Adjust educational plan as needed to maintain progress towards degree
- Component 4: Create parallel plans and/or change majors when appropriate

#### 3. Practical Knowledge of Campus Resources and Technology

*Throughout orientation process and first year, introduce students to relevant technology for navigating campus resources and interacting with advising.*

Learning Outcome: Students will appropriately utilize campus resources and technological tools related to advising

- Component 1: Use campus resources (such as Accessibility Services, Financial Aid, CAPS, Writing Center, Math Lab, Success Coaching, tutoring) appropriately to support success
- Component 2: Use advising-related technology (such as the iGPS suite, SAS, the Student Center, One.IU.edu, and Canvas) accurately when needed

4. Communication and Execution

*Improve student response rates to OSSA outreach concerning academic progress and persistence.*

Learning Outcome: Students will appropriately respond to OSSA communications, regardless of mode, in a timely manner [No components]

5. Campus Engagement

*Promote opportunities for building social connections and sense of belonging on campus.*

Learning Outcome: Students will develop relationships with peers, faculty, and staff to promote student success

- Component 1: Join a student organization or athletic team/activity
- Component 2: Seek out mentoring from faculty and/or staff
- Component 3: Participate in KEY activities related to academic interests

6. Career Literacy

*Engage students in meaningful conversations around career options and academic planning.*

Learning Outcome: Students will articulate realistic connections between their academics and career vision

- Component 1: Consult with advisors regarding career options related to major
- Component 2: Utilize Office of Career Services to further explore options

Activity Map

Activity	New Student Orientation	After Orientation 1 on 1 Advising Meeting	Early Alert Outreach	FYS Classroom Visits	Semester Progress 1 on 1	Wild Week of Advising	Registration Planning Sessions	End of Term Progress Outreach	Graduation Planning Checks	Senior Capstone Planning	Graduation Plan Review
Goal # 1: Provide timely learning opportunities for students to develop and assess their individualized degree completion plan and progress toward immediate and long-term goals.											
Outcomes											
Academic Planning	X	X		X			X		X	X	
Ownership of Academic Progress			X	X	X		X	X	X	X	X
Campus Engagement	X	X	X						X	X	
Career Literacy		X			X				X	X	X
Goal # 2: Introduce students to relevant technology for navigating campus resources and interacting with campus community, including advising.											
Outcomes											
Practical Knowledge of Campus	X	X	X	X	X	X	X	X	X	X	
Communication & Execution	X	X	X			X		X			

Office of Student Success and Advising: Learning Outcomes, Components, and Assessment Plan

July 2017, Draft

Outcome 1, Academic Planning: Students will create an appropriate educational plan based on their goals

Component 1: Choose an interest area in the first semester

Component 2: Choose a major in the first year

Component 3: Design semester schedules that support timely completion of degree



Outcome 2, Ownership of Academic Progress: Students will assess their own educational progress and make adjustments based on their assessment

Component 1: Understand program and degree requirements, including prerequisites and minimum GPAs

Component 2: Articulate how their academic performance reflects (or does not reflect) their program's expectations

Component 2: Adjust class schedules as needed to maintain progress towards degree

Component 3: Create parallel plans and/or change majors when appropriate

Outcome 3, Practical Knowledge of Campus Resources and Technology: Students will appropriately utilize campus resources and technological tools related to advising

Component 1: Use campus resources (such as Accessibility Services, Financial Aid, CAPS, Writing Center, Math Lab, Success Coaching, tutoring) appropriately to support success

Component 2: Use advising-related technology (such as the iGPS suite, SAS, the Student Center, One.IU.edu, and Canvas) accurately when needed

Outcome 4, Communication and Execution: Students will appropriately respond to OSSA communications, regardless of mode, in a timely manner [No components]

Outcome 5, Campus Engagement: Students will develop relationships with peers, faculty, and staff to promote student success

Component 1: Join a student organization or athletic team/activity

Component 2: Seek out mentoring from faculty and/or staff

Component 3: Participate in KEY activities related to academic interests

Outcome 6, Career Literacy: Students will articulate realistic connections between their academics and career vision

Component 1: Consult with advisors regarding career options related to major

Component 2: Utilize Office of Career Services to further explore options

## Assessment Plan, 2017-2018 through 2021-2022

### 2017-2018

Learning Outcome: Communication and Execution

Component (if applicable): N/A

Artifact to be examined: Student response to Fall 2017 Academic Progress Hold, measured after communication outreach to impacted students is made during Week 6 of term; operationalized as percentage of students responding as instructed to outreach, and survey responses regarding specific mode of communication that motivated student response

### 2018-2019

Learning Outcome: Academic Planning

Component (if applicable): Two components will be measured -

Choose a major in the first year

Design semester schedules that support timely completion

Artifact to be examined: TBD; likely data from AdRx, and student work in A101 Student Success Seminar

### 2019-2020

Learning Outcome: Practical Knowledge of Campus Resources and Technology

Component (if applicable): Use advising-related technology

Artifact to be examined: TBD; likely data from iGPS re: student usage of iGPS planning tools

### 2020-2021

Learning Outcome: Ownership of Academic Progress

Component (if applicable): TBD

Artifact to be examined: TBD

### 2021-2022

Learning Outcomes: Campus Engagement and Career Literacy

Component (if applicable): TBD

Artifact to be examined: TBD