

Annual Goals for Center for Academic Advising and Retention Services (CAARS)

2011-2012

Goal 1:	Peer Tutoring
Description:	Provide peer-tutoring that facilitates and enhances student learning.
Budget:	2500.00
University Goals Supported:	1,2,4
Strategic Goals Supported:	
Responsibility:	Acting Director
Participation:	Learning Support Coordinator
Results:	See attached spread sheet. We document all one-on-one tutor request forms (this excludes walk-in tutoring). We then keep an excel spread sheet noting which students followed through with tutoring. Finally we note the final grades of those who participated.
Actions/Improvements:	Our tutoring program is growing at an alarming rate. We have tutor requests for all general education classes, plus many upper-level classes also. We find a lot of tutors for business majors, and students in higher-level chemistry and biology classes. We often have trouble keeping pace with the tutor requests that come in. Also, our tutors aren't paid very well (some minimum wage; math tutors a little more) so it hard to keep them.

Goal 2:	Test Programs
Description:	Promote awareness of credit-earning test programs.
Budget:	0
University Goals Supported:	2
Strategic Goals Supported:	

Responsibility: Acting Director

Participation:

Results: We compared the number of testers this year to the previous years' testers.

Actions/Improvements: Unfortunately, we did not have a significant increase in our CLEP testing. Efforts will be made in the future to involve the admissions department and faculty advisors in alerting students to the possibility of earning credit through CLEP. We did have an increase in both on-line proctoring services and students who took the MAT. These increases can be traced to networking and website promoting of these services. In the case of MAT, it was simply that we had more testing dates. (While neither of these is a credit-earning test, it is still worth noting the increase.)

Goal 3: Faculty Advising

Description: Offer opportunities for faculty advisor development.

Budget: 0

University Goals Supported: 1,2

Strategic Goals Supported:

Responsibility: Acting Director

Participation:

Results:

Actions/Improvements: SOAR sessions and New Student Orientation in August, January and June are our only opportunities to see the faculty advisors in action. And we really only see the introduction of the faculty advisor to his or her group. Beyond that, we really have very little interaction with the advisors other than through email or other contacts if there is a question. We offered two new advisor sessions, one in fall and one in spring, and had less than optimal participation. (Although the advisors who did come were very interested and seemed to want to do their best in regards to helping their students.) Our goal is to identify faculty advisors who truly have a heart for advising, will invest their time with students for optimal advising sessions, and who know their subject's requirements thoroughly.

Goal 4:	Partner with Learning Communities
Description:	To provide services through our learning communities by sending guest speakers to detail the finer points of advising, testing, study skills and other services our office can offer.
Budget:	0
University Goals Supported:	1,2
Strategic Goals Supported:	
Responsibility:	
Participation:	Learning Support Coordinator
Results:	CAARS' representatives visited 10 learning communities, a UNA 105 class, and several other classrooms to expound the finer points of preregistration and advising. Heather Robertson kept an excel spread sheet of the classes she or another office member spoke to, the students present, and other needs they may have.
Actions/Improvements:	This partnership is a success and we hope to keep the momentum alive as learning communities transition to FYE. The importance of preregistration and advising is often meaningless to freshmen, and our office lets students grasp the advantage they will have if they are plugged into the decision-making processes that will affect their future. We also discuss study skills and testing services, but by far, the most valuable information we impart is often as simple as how to use portal to find one's advisor. It sets the tone that we are here to help students help themselves.

Goal 5:	Conditional Admits
Description:	To create a diagnostic and interactive experience for conditionally-admitted students.
Budget:	0
University Goals Supported:	1,2
Strategic Goals Supported:	
Responsibility:	
Participation:	Learning Support Coordinator

Results: Our office requires participation in either a workshop geared toward conditionally-admitted students, or that they schedule an individual appointment with Heather Robertson. Heather keeps detailed records of those who attend. Those who do not have a hold placed on their ability to register for the next term.

Actions/Improvements: Heather Robertson has crafted a meaningful hour-long presentation that covers many things that conditional students will need to be successful. Many students who struggle academically do so not because of a lack of ability, but a lack of time-management or study skills. Heather covers many topics and also encourages participation in study skills workshops presented throughout the semester. She informs them of our free tutoring services, and also refers them to other campus resources like the Writing Center and Career Services. If needed, she will also direct them to Disability Support Services.

Goal 6: Study Skill Instruction

Description: Provide study skill information in workshop, classroom and online settings.

Budget: 0

University Goals Supported: 1,2

Strategic Goals Supported:

Responsibility: Acting Director

Participation: Learning Support Coordinator

Results:

Actions/Improvements: We are very proud of our study skills workshops and believe students can benefit from them. Attendance is steady, if not record-setting, and we do have quite a few regulars. We are appreciative of the professors who mention them to students. We also have had a fair amount of athletes who attend. Perhaps conditionally admitted students and those on warning or probation should be encouraged to attend more vigorously. Also, students in the Active Suspension Program should be required to attend 1 to 3 sessions.

Goal 7: Study Strategy Assessment

Description: To examine the benefit of using a diagnostic assessment for learning and study strategies.

Budget: 0

**University Goals
Supported:** 1,2

**Strategic Goals
Supported:**

Responsibility:

Participation:

Results:

Actions/Improvements: