Unit Missions

🏅AS Mission Statement

Mission statement
The Office of Academic Support Services provides the support services that are necessary for student success in college courses, assists students in developing an educational plan consistent with life goals and objectives, and equips students with the skills and attitudes necessary for the attainment of personal goals.

Related Items
There are no related items.

🏅AS Mission Statement

Mission statement
The Office of Academic Support Services provides the support services that are necessary for student success in college courses, assists students in developing an educational plan consistent with life goals and objectives, and equips students with the skills and attitudes necessary for the attainment of personal goals.

Related Items
There are no related items.

Learning Outcomes

AS 01: LO Understanding University Policies and Procedures
Start: 7/1/2013
End: 6/30/2014

Learning Outcome
The student will be able to navigate the DSU website and demonstrate a knowledge of Delta State's policies regarding academic probation and suspension and financial aid probation and suspension.

Data Collection (Evidence)
Class discussion, probing questions, test to determine the student's knowledge of policies and procedures.

During the first week of the semester, the students were engaged in multiple dialogues to determine how much they knew about DSU and the policies and procedures that govern student behavior and academic progress. Students were questioned concerning the number of hours the students must attempt to be considered full-time, the hours of operation and services offered by Student Health Services and the DSU laundry, the difference between Flex Bucks and Okra Green dollars, the name of Delta State's President, the university attendance policy and consequences of exceeding the allowable number of absences, the GPA required to remain in good standing with Academic Affairs and with Financial Aid and the consequences of falling below that GPA, dates and deadlines for submitting financial aid documents and for registering for classes, as well as policies concerning alcohol use, parking decals, and residence hall visitation. The next few classes were spent finding answers to all those questions by learning to navigate the DSU website. Additionally, students were taught to access the different pages on the DSU website including those on Online Services, OkraMail, OkraKard, the DSU online catalog, curriculum check sheets, and the student handbook. They were also taught to compute grade point averages. Occasionally throughout the semester, we had website drills. Students were asked to locate a certain policy, form, or contact number on the DSU website. The first student to successfully locate the requested information would receive bonus points applicable to a daily quiz. These impromptu drills offered additional opportunities to discuss information crucial to student success. At the conclusion of this process, the students were given a test to assess their knowledge of university processes and procedures.

Students must attain a grade of at least 70% on the post-test to demonstrate competence.

Results of Evaluation
The results of the Website and Policy test are as follows:
Post-test: 96% of the students demonstrated at least 70% competence on knowledge of DSU's website, policies, and procedures.

Use of Evaluation Results

After hands-on instruction with navigating the DSU website, most students were able to locate the answers to impromptu questions and demonstrate the process to others. Unfortunately, this did not always translate into direct recall of university policy or its applications via written examination. In order to convey the importance of the mastery and regular use of the DSU website's various resources, I occasionally required students to submit assignments or answers to after-class, extra credit website searches via OkraMail. Also, in an attempt to preempt potential academic difficulty, I required students to attend the Academic Support Lab for one thirty minute session per week during tutoring hours. Even with this requirement, I found that many students missed one or more mandatory lab sessions.

I will continue to conduct occasional website drills and searches during the following semesters, not only for the sake of helping the students become familiar with DSU's online resources, but to reinforce the necessity of the website's use. Furthermore, I intend to introduce Canvas to the students by placing various policy documents and links to essential student success information within the class shell. This will give students not only access to the information they need through multiple channels, but it will add an element of practical application to their mastery of the DSU website, DSU Online Services, OkraMail, and Canvas, all of which are essential tools for continued success in college-level courses.

Related Items
There are no related items.

AS 02: LO Establishing Goals

Start: 7/1/2013
End: 6/30/2014

Learning Outcome
The student will be able to establish appropriate short term and long range goals for his/her academic progress at DSU.

Data Collection (Evidence)
Goal worksheet, self-assessments, and unit test questions.

The unit on values and goals was introduced with an exercise on discovering what is important (see Identifying What You Value Exercise attachment). The students were required to identify the link between what they value and how to achieve what they value, and also the role that education would play in the achievement process.

We discussed the characteristics of SMART goals (see Characteristics of SMART Goals attachment) and completed a SMART Goal Worksheet (see SMART Goal Worksheet attachment). Completing this worksheet helped the students develop a plan for achieving a goal, rather than simply saying they wanted to meet a goal. As we moved through the

unit in the text, students created weekly short-term goals and reported their plans for accomplishing these goals to the class. This was followed by a written assessment of the extent to which the goal was met. This unit transitioned into the section on time management so that the students were able to equate the amount time spent on a goal with the level of achievement.

The self-evaluation is an important reflective exercise for the students to observe their attitudinal and behavioral changes. The unit test contained questions about SMART goals. Additionally, the students were required to write a long-term goal and complete all sections of the goal sheet for an assigned topic. These were graded by the instructor. The students must attain at least 70% of the possible points on those questions to demonstrate competence.

- Characteristics of SMART Goals
- Identifying What You Value Exercise
- SMART Goal Worksheet

Results of Evaluation
We began this unit with a discussion of values which quickly transitioned into a discussion of realistic and unrealistic goals. The students seemed to enjoy debating whether or not certain examples of goals were possible and probable, possible but not probable, or entirely impossible. The class discussion, in conjunction with the SMART goals worksheet, was particularly useful in helping students understand the connection between short and long-term planning and goal achievement.

69% of students displayed at least a 70% competency on a quiz about the specifics of SMART Goals.
94% of students scored 70% or higher on the second unit test.

Use of Evaluation Results
Initially, most students created extended long-term goals on the SMART Goals Worksheet.
For the 2014-2015 academic year, I suggest continuing to require students to limit long-range goals to the current semester or school year to convey a sense of practicality in the establishment of SMART goals. In addition, short-term goals created weekly will have a direct connection to the achievement of monthly and semester-long goals, reinforcing the connection between the two. Students should also be required to engage in daily short-term goal setting via "to-do" lists to be included in their academic planners.

Related Items
There are no related items.

AS 03: LO Applying Successful Time Management Strategies

Start: 7/1/2013
End: 6/30/2014
Learning Outcome
The student will be able to identify and apply proper time management techniques to his/her daily academic routine.
Data Collection (Evidence)
Unit test, Improvement Plan, Improvement Plan revisions.

Prior to studying this unit in our text, we logged onto the Virginia Tech website and completed the time management activities in the Cook Counseling Center's Time Management Strategy Series.
(http://www.ucc.vt.edu/academic_support_students/online_study_skills_workshops/time_management_strategies/index.html)
We listed our most common time wasters and then approximated the amount of time per day/week that was spent on those time-wasting activities. This led to a discussion of setting priorities and the importance of developing a schedule. The activity concluded with the students completing the "Where Does Time Go?" assessment. The textbook unit was then introduced and covered over the next couple of weeks.
Time management strategies were tested as items on the unit test, which both objective, multiple choice questions and written responses.

Results of Evaluation
Mastery of objectives involving time management, establishing priorities, and avoiding procrastination was measures through items on the unit test. Ninety-four percent of students met or exceeded the 70% competency rate requirement.
Use of Evaluation Results

The Virginia Tech website is a great way to introduce the material on time management as it is interactive and provides students with immediate feedback. I suggest continuing to utilize this website during the 2014-2015 academic year to introduce this unit. At midterm, the students were required to write a reflection on their progress over the first eight weeks of college detailing what they had done well and what needed improving. As an out-of-class activity, they had to prepare a detailed, step-by-step improvement plan for any subject area in which their grade was below a C. We revisited the improvement plan periodically to determine how well they were following their own guidelines. I will continue to require regular written reflections on the effectiveness of time management strategies in improving students' academic performance.

Related Items
There are no related items.

AS 04: LO Exploring Academic Majors and Related Careers

Start: 7/1/2013
End: 6/30/2014

Learning Outcome
The student will declare an academic major during his/her first year at Delta State and will be able to demonstrate an understanding of the relationship between the chosen academic major and a desired career path.

Data Collection (Evidence)
Academic major/career path project.

Prior to the assignment of the informal research project on an academic major and the career options available for someone with that major, we once again discussed values and realistic/unrealistic academic and career goals. The student's values, as well as his/her interests and abilities, provided the basis upon which the students would declare an academic major. The student's project consisted of a 2-3 page typed paper citing at least 5 sources and an oral presentation to the class. Included in the report was internet research on the major and possible careers linked to the major, and an interview with either someone currently working in the chosen field or with an instructor in the academic area of the major. Visual aids were optional, but encouraged. Some class time was allotted to the research for the project, but most had to be completed outside of class. Students were allowed to use required weekly lab time for this project. The presentation rubric was distributed and thoroughly explained to insure that the students were fully aware of what was expected in the paper and presentation.

The students made the presentations to the class in 10-minute intervals allowing 5 minutes for actual presentation time and 5 minutes for audience question and answer sessions. The grades on the presentations were computed using the following weights: 30% of the grade from participation during peer presentations (asking pre-written questions, taking notes, general attentiveness) and 70% of the grade from instructor evaluation. A grade of at least 70% was required to demonstrate competency.

Results of Evaluation
Ninety-five percent of the students demonstrated a competency level of at least 70% on the Academic Major/Career Project.

Use of Evaluation Results
In order to align this project more closely with the criteria of freshman-level writing projects and presentations, additional elements of research were included. Students were required to submit career/major topics and materials from at least 5 sources for approval prior to drafting. This added an additional level of relevancy to the project, as students were able to practice research skills that will be useful in future college coursework. Overall, student presentations were of sufficient quality and length. Multiple elements of this project were introduced early in the semester, allowing for a step-by-step approach that resulted in the majority of students being prepared on presentation days, both with their presentations and questions for participation in Q and A sessions. The report and

peer questions were due two weeks prior to presentation for instructor review and approval. During the 2014-2015 academic year, I suggest continuing to assign various parts of this project in small, manageable increments, not only to aid in student preparation, but to reinforce the necessity of planning and time management for long-term goals.

Related Items
There are no related items.

AS 05: LO Learning How We Learn
Start: 7/1/2013
End: 6/30/2014

Learning Outcome
The student will be able to identify his/her primary learning style and personality type and to make appropriate adjustments to note taking and studying to compensate when his/her learning style differs from the instructor's delivery method.

Data Collection (Evidence)
The Multiple Pathways to Learning Assessment, the Personality Spectrum Assessment, in-class cooperative learning exercises, and the unit test.

After a brief introduction of the unit, the students completed both the Multiple Pathways to Learning and the Personality Spectrum assessments in class. These instruments provided insight into the ways individual students learn and how they interact and communicate with others. Students shared their results with the class and discussed how the results aligned with or were dissimilar from preconceived understandings of the way they learned best. The students also discussed how they could use the characteristics of their dominant learning style to convert information disseminated by the instructor into a format that better met their learning style needs. The unit test included questions that required students to recognize not only characteristics of the different learning styles and personality types, but also study techniques that maximize each.

Application of this material is difficult to measure objectively. Although the unit test questions do measure the student's knowledge of the learning styles and personality types and study techniques that maximize each, the student's ability and willingness to adapt to different delivery styles is a behavioral change that is often not readily observable. Students must attain at least 70% of the possible points on the unit test to demonstrate competence.

Results of Evaluation
Unit test: 60% of students scored 70% or higher.

Use of Evaluation Results

Class time for this unit allowed for the evolution of multiple discussions concerning different approaches to studying and learning, and the responsibility of the students to adapt to their teachers' teaching styles at the university level. As a separate assignment, students were required to write a reflection describing the teaching style of an instructor they found particularly difficult and outline a plan for adapting their study methods. Unfortunately, it was not possible to objectively measure whether or not they put these plans into action. During the 2014-2015 academic year, I suggest continuing to engage students in open discussion about their perceived and assessed learning styles. Also, I suggest continuing to encourage the application of note-taking and test-taking techniques based on those learning styles through additional written reflections.

Related Items

There are no related items.

AS 06: LO Taking Notes

Start: 7/1/2013
End: 6/30/2014

Learning Outcome

The student will be able to demonstrate multiple note-techniques.

Data Collection (Evidence)

Sample note-taking exercises, unit test.

As a pre-unit exercise, I gave a fun mini-lecture and the students were asked to take notes using their method of choice. At the conclusion of the lecture, students were allowed 5 minutes to clean up their notes and expand as needed, but the students were not allowed to consult me or another student for clarification of material. An open-note quiz followed and the students graded themselves to determine how well their method of recording the information prepared them for the quiz. Although these grades were not recorded, it gave the students valuable feedback on their note-taking skills.

I then introduced the unit on listening and note taking and different note-taking techniques were discussed and practiced. Students were reminded of their dominant learning style and note-taking strategies were provided for each learning style. We then discussed the process of listening and the role active listening plays in a student's ability to take adequate notes. The unit test contained questions that required the student to recognize characteristics of different note-taking styles as well as the connection between listening and note-taking.

Results of Evaluation

90% of students scored 70% or higher on the Listening and Note-Taking unit test.

Use of Evaluation Results

Student performance saw a dramatic increase from last year. Multiple objective daily quizzes allowed me to informally assess student comprehension of the listening process and note-taking techniques, which in turn allowed for lesson adjustment and re-teaching

when necessary. I would suggest continuing to monitor student comprehension of this unit closely for the 2014-2015 academic year, as it appears to be one of the most challenging units in regards to student understanding.

Related Items
There are no related items.

AS 07: LO Reading for Comprehension
Start: 7/1/2013
End: 6/30/2014

Learning Outcome
The student will demonstrate improved reading comprehension skills.

Data Collection (Evidence)
Chapter assignments; unit tests.
As I introduced the chapter entitled *Reading and Information Literacy*, I assigned each student a section of the unit. The student was required to read the assigned section, take thorough notes in their own words, and be prepared to teach that section at the next class. At the following class, the chapter was taught section by section, one student after another. At the conclusion of this process, the students admitted that they understood their individual section better than the other sections because of their preparation. I encouraged them to always read as if they were responsible for teaching the material to others.
The reading software Developing Critical Reading Skills was not utilized this year for reasons stated in the 2013-2014 annual report.
Essentially, college level reading competencies are incorporated into all assignments and assessments for the CED 098/099 courses. A final average of 70% or above in the CED 098 and CED 099 courses denotes sufficient mastery of the reading skills necessary for the general comprehension of freshman-level texts.

Results of Evaluation
Ninety-seven percent of students achieved a final score of 70 or higher for CED 098.
Ninety-three percent of students achieved a final score of 70 or higher for CED 099.

Use of Evaluation Results
As a learning objective, Reading for Comprehension is not limited only to the tested chapter, but integrated into most parts of the course of study throughout the year. For the 2014-2015 academic year, formal assessment should continue to be made through unit tests and weekly quizzes. It is important to note that reading comprehension skills are only reinforced in the CED 098/099 courses. Students in need of additional reading comprehension remediation are assigned to the CRD 099 (College Reading) course, as is appropriate for their respective ACT/SAT subtest scores.

Related Items
There are no related items.

Unit Goals

AS 2014_01: Insure Proper Placement
Start: 7/1/2013
End: 6/30/2014

Unit Goal
Insure that entering freshmen who require developmental classes according to the policies of the Mississippi Board of Trustees of Higher Learning are accurately registered and monitor their progress through the required courses to insure continuous enrollment until successful completion of said courses.

Evaluation Procedures
I run regular Banner ACT component score reports throughout the spring and summer prior to fall enrollment to determine which students require one or more developmental courses. For students whose ACT component scores dictate the need for one or more developmental courses, I then check the student's Banner account to determine if a developmental hold has been placed on the student. If the hold is not already in place, I execute the hold process.   If the hold is already in place, no immediate action is required. Once the student is prepared to register for classes (whether at Freshman Orientation or at another time during the summer after the student has been fully admitted to the University), I remove the hold and register the student for the required developmental course(s). Periodically, I run a Banner Developmental Course Load List report to track enrollment changes in the developmental courses. If a student has been removed from a developmental course, I make sure that a developmental hold has been reapplied to the student's account. At the completion of each semester, I run a Banner report (SFRSLST) to view final grades recorded in all developmental courses. If a student has not successfully completed the required course(s), I check their registration for the upcoming semester. If the student has already preregistered for the failed developmental course for the upcoming semester, no course of action is required on my part. If the student has preregistered, but has not preregistered for the failed developmental course, I contact the student to correct the registration schedule. If there is no schedule for the upcoming semester, I simply execute a developmental hold on the student's account which will prevent registration until the student has contacted me. Once contacted, I register the student for the required course(s), remove the developmental hold, and either assist the student with registering for the remainder of his/her courses or instruct them to work with another academic advisor to complete registration. Accuracy in these processes requires close coordination among the offices of Academic Support Services and Developmental Studies, Enrollment Management, and the Registrar.

Actual Results of Evaluation
Through close coordination among the offices of Academic Support Services and Developmental Studies, Enrollment Management, and the Registrar, Delta State University strictly complies with the IHL policy regarding enrollment in the developmental courses. Students who require developmental courses in mathematics,

English, and/or reading, are properly placed in those courses and are tracked to insure continuous enrollment until each required course is successfully completed while enrolled at Delta State University. Students who withdraw from the University prior to successful completion of those required developmental courses must show proof of credit in the developmental courses from another institution of higher learning or re-enroll in those courses upon readmission to the University.

Use of Evaluation Results
Students who are placed in developmental courses according to the IHL policy are not allowed to withdraw from those classes unless they are completely withdrawing from the university. Additionally, students must maintain continuous enrollment in the required developmental classes until they have been successfully completed, and they may not enroll in a subsequent course in the subject area until they have successfully completed the required developmental course. If there is an enrollment change in a developmental course that does not follow these guidelines, I meet with the office staff who allowed the exception to reinforce the IHL policy and the serious nature of not complying with the stated guidelines and make every effort to correct the exception immediately.

SP1.Ind01: Pass rates: developmental and intermediate courses
SP1.Ind03: Academic and support services
SP1.Ind06: Advising -- access to improved, comprehensive, and directed/targeted advising
SP2.Ind01: Enrollment
SP2.Ind03: Graduation Rate

AS 2014_02: Disseminate Academic Success Information

Start: 7/1/2013
End: 6/30/2014

Unit Goal

Provide academic support classes, peer tutoring services, and study skills workshops that focus on effective time management, study skills, note-taking techniques, and reading comprehension, which will produce better students who will persist to graduation. Additionally, the Director of Academic Support Services and Developmental Studies will continue to present study skills information to GST 100 groups and SSC 101 classes.

Evaluation Procedures

I provide regular email notifications of tutoring hours (see tutoring attachment), workshop dates and topics (see study skills workshop attachments), and other special academic-enhancing events to all students in the OkraMail database. Additionally, these email notices are sent to all faculty and staff through the appropriate ListServs. I enlist the aid of the faculty and GST mentors and encourage them to require their students' attendance at one or more of the workshops per semester. I record attendance at all workshops and have workshop attendees evaluate the speakers. Additionally, I maintain tutoring records and track the academic progress of SDP students and CED students.

Actual Results of Evaluation

Tutors in the Academic Support Lab provided assistance to 8537 students. This is an increase of 5952 students from the previous academic year.

During the Fall 2013 semester, I presented study skills tips to ten GST 100 classes and to the SSC 101 class during both fall and spring. Through these outlets, study skills and time management information was shared with over 130 students. Additionally, I delivered study skills information to football players during a study hall lab orientation at the beginning of the Fall 2013 and Spring 2014 semesters.

During the Fall 2013 semester, 68 students were registered for CED 098, Academic Support Lab I. A total of 68 students received final grades in CED 098. Sixty-five of those students received passing grades in the class and three received a grade of F (3 cut-outs). Of the 65 students who received final grades in CED 098, 61 were enrolled in the CED 099 for Spring 2014, though one never attended. Of the 60 students remaining in CED 099, 56 earned passing grades and four received grades of F (4 cut-outs).

A total of 915 students attended the workshops offered during the 2013 – 2014 academic year, a slight decrease from the previous year. I can only hope that the information disseminated at these sessions will continue to positively impact the academic performance of those in attendance.

Workshop	Students in Attendance	Number of Faculty Who Referred Students to Workshop
Fall 2009 - I	67	18
Fall 2009 - II	107	22
Fall 2009 - III	184	30
Total for semester: 358		
Unduplicated number of faculty referring: 42		
Spring 2009 - I	100	16
Spring 2009 - II	106	11
Spring 2009 - III	174	23
Total for semester: 380		
Unduplicated number of faculty referring: 33		
Fall 2010 - I	97	31
Fall 2010 - II	144	28
Fall 2010 - III	174	35
Total for semester: 415		
Unduplicated number of faculty referring: 52		
Spring 2011 - I	108	23
Spring 2011 - II	153	37
Spring 2011 - III	257	37
Total for semester: 518		
Unduplicated number of faculty referring: 60		
Fall 2011 - I	161	38
Fall 2011 - II	158	44
Fall 2011 - III	198	49
Total for semester: 517		
Unduplicated number of faculty referring: 71		
Spring 2012 - I	113	34
Spring 2012 - II	106	28
Spring 2012 - III	128	20
Total for semester: 347		
Unduplicated number of faculty referring: 51		
Fall 2012 - I	74	11
Fall 2012 - II	61	Athletic Dept. Referal/NA
Fall 2012 - III	98	Athletic Dept. Referal/NA

Fall 2012 - IV	225	12
Fall 2012 - V	154	3
Total for semester: 612		
Unduplicated number of faculty referring: 26		
Spring 2013 - I	93	11
Spring 2013 - II	50	5
Spring 2013 - III	299	13
Total for semester: 442		
Unduplicated number of faculty referring: 29		

Fall 2013 - I	214		
Fall 2013 - II	128		
Fall 2013 - III	194		
Total for semester: 536			
Unduplicated number of faculty referring: 47			
Spring 2014 - I	231		
Spring 2014 - II	148		
Total for semester: 379			
Unduplicated number of faculty referring: NA			

In an effort to provide more direct feedback to the faculty presenters and to assist me in scheduling upcoming workshops (best times, desired topics, etc.), I utilize a brief, IRP approved evaluation form to be completed by all workshop attendees at the end of each workshop (see attached workshop evaluation form). A compilation of some of the feedback is provided below. The workshop evaluation form contains questions not represented below, as well as a space for comments. However, the items shown here are the most relevant and most helpful when scheduling future workshop topics and speakers.

Survey Question	Number of Respondents	Responses
The topics were relevant to my personal needs.	915	92% Agree or Strongly Agree
Would you like to hear this speaker again?	915	94% responded Yes
What additional topics would you like to have discussed at future workshops? (Mark all that apply.)	1996 responses from 915 respondents	19% responded Study Skills 16% responded Financial Management 18% responded Time Management 13% responded Organizational Skills 17% responded Note-Taking Techniques 22% responded Academic Motivation 2% Other* Memorization Stress / Tension Reading for comprehension Problems facing non-traditional students Mental/physical health Interview skills
What day is best for you to attend a presentation?	915 respondents	21% responded Monday 28% responded Tuesday 42% responded Wednesday 30% responded Thursday
What time is best for you to attend a presentation?	915 respondents	14% responded 3 pm – 4 pm 29% responded 4 pm – 5 pm 71% responded 5 pm – 6 pm

Use of Evaluation Results
Tutoring -
I will continue to focus the funds available to hire tutors for the areas in highest demand. Additionally, I will continue to advertise for new potential tutors during presentations to the Honors GST course, hoping to find multi-talented students who can tutor multiple subjects rather than only one specialized area. So far, this practice has been quite successful.

CED 098/099 - Students who have a poor grade point average are placed on academic probation or suspension and financial aid probation or suspension. The vast majority of the CED students who did not return in the spring had lost their financial aid and were unable to pay college fees without assistance. This inability to pay their fees prevented them from re-enrolling. It is not uncommon for underprepared students to make poor choices regarding time management, which typically results in poor grades and the loss of financial aid for tuition and fees. I will continue to devote more class time to the consequences of poor grade

point averages in an effort to assist the students in remaining focused on their academic requirements.

Study Skills Workshops / GST 100 / SSC 101– As I plan upcoming workshops, I use the results of the previous semester's workshop evaluations. Speakers and/or topics with poor reviews will not be asked to present at subsequent workshops. I seek feedback from GST 100 and SSC 101 faculty/staff to determine if the study skills information that I cover with these groups meets the needs of the group, and if needed, I will revise my presentations.

Related Items
- **SP1.Ind01: Pass rates: developmental and intermediate courses**
- **SP1.Ind03: Academic and support services**
- **SP2.Ind02: Retention**
- **SP2.Ind03: Graduation Rate**

AS 2014_03: Update and Revise Subject Content

Start: 7/1/2013
End: 6/30/2014

Unit Goal

Continue to adapt the content covered and time spent on topics addressed in both the CED 098/099 courses and the study skill workshops to meet the ever-changing academic needs of the students enrolled at Delta State University.

Evaluation Procedures

I obtained oral feedback throughout the semester and written feedback at the end of each semester from the CED students on the use of class time and material covered and made necessary adjustments based on that feedback. I used the results of the study skills workshops evaluations when arranging for speakers, determining topics, and setting days and times for the upcoming semester's workshops. Additionally, I continued to monitor the academic progress of the students in CED 098/099 and made adjustments as to how class time was spent in an attempt to increase student retention.

Actual Results of Evaluation

I made regular adjustments to both the content covered in CED 098/099, and also the time spent on each topic as individual student needs dictated. By allowing student input into the areas of emphasis, I expected that the students would take a more vested interest into the content of the course. I expected them to retain the information better because of their involvement, and as a result, demonstrate more academically sound choices. Many times, however, they did not seem to have any desire to have input into the content covered and the way class time was spent. The students who did request certain topics did seem to enjoy the material more and get more involved in the learning process.

Use of Evaluation Results

I asked for student input into the order that I taught the topics in the textbook and revised my syllabus based on their input. Additionally, toward the end of the semester, when we

had a couple of days left, I opened the class for general discussion on any topics of concern. This worked well and was really enjoyed by the students. I will use this technique in future semesters.

- **SP1.Ind01: Pass rates: developmental and intermediate courses**
- **SP1.Ind05: Diversity -- access to diverse ideas/programs**
- **SP2.Ind02: Retention**
- **SP2.Ind03: Graduation Rate**

AS 2014_04: Increase Campus Awareness

Start: 7/1/2013
End: 6/30/2014

Unit Goal

Increase the campus awareness of the services offered by the Office of Academic Support Services and Developmental Studies in the following ways:
Encourage faculty to include Academic Support information in each course syllabus.
Post workshop and tutoring flyers in each academic building, residence hall, and student dining facility.
Use OkraMail and Facebook to announce upcoming events sponsored by this office.
Establish Facebook page solely for Academic Support Services.
Set up a table in the H. L. Nowell Union during Welcome Week to increase awareness of the services offered by this office.
Keep the Academic Support Services website up-to-date.
Reissue request that the Academic Support Services and Developmental Studies' web pages be included under the category*Resources* in the DSU homepage Quicklinks.

Evaluation Procedures

I keep accurate records of lab use and workshop attendance to monitor the number of students being served. By utilizing a wider variety of means of notifying students and faculty of the services offered by the Office of Academic Support and Developmental Studies, I expect the number of students and faculty utilizing the services to continue to increase.

Actual Results of Evaluation

Using the Academic ListServ, I shared study skills workshop dates and times with faculty in time for the information to be included in fall and spring course syllabi. I also sent via email the hours during which tutors would be available to assist students with their academic work. Workshop and tutoring flyers were printed and posted in academic buildings and in residence halls, as well as being shared with students via OkraMail. Prior to each workshop, notices were sent to all students and faculty via email. I also enlisted the services of our Office of Communications and Marketing to update information on the Academic Support Services web pages. I was disappointed, however, that in the process of updating the web pages, most were removed from the A to Z index. Additional announcements about upcoming workshops and tutoring availability were

made by Student Success Staff members in various staff/faculty and student meetings as well as on the SSC Facebook page

Despite our efforts, workshops saw a slight decrease in attendance for the 2013-2014 academic year. 915 students total attended study skills workshops, a decrease of 139 attendees during the 2012-2013 school year. The most likely reason for the decreased attendance was the last minute cancellation of one of our workshops due to the speaker's illness.

Use of Evaluation Results
I will continue to use multiple outlets to advertise tutoring hours, upcoming workshops, and other events sponsored by the Office of Academic Support Services. I will keep the information on my web pages up-to-date for accurate dissemination of information. Prior to the start of the fall and spring semesters, I will email all faculty with information about the upcoming study skills workshops and will encourage them to include the information in their respective course syllabi.

Related Items
- **SP1.Ind03: Academic and support services**
- **SP1.Ind05: Diversity -- access to diverse ideas/programs**
- **SP1.Ind07: Resources: access to appropriate library and learning resources**
- **SP2.Ind02: Retention**

AS 2014_05: Increase SDP Enrollment
Start: 7/1/2013
End: 6/30/2014

Unit Goal
Increase enrollment in Delta State's Summer Developmental Program (SDP), and encourage those students who successfully complete the program to continue their higher education at Delta State University.

Evaluation Procedures
I compared previous enrollment in the Summer Developmental Program with enrollment for the 2012 SDP. Additionally, I tracked those students who successfully completed the program to determine if they continued their higher education at Delta State.

Actual Results of Evaluation
The enrollment for the 2013 Summer Developmental Program was initially seventeen total students, two of which withdrew from the university. Of the fifteen remaining, 10 passed all areas, allowing them to continue their enrollment at an IHL institution. Of those who passed the SDP, nine enrolled at Delta State for the Fall 2013 semester.

Use of Evaluation Results
The majority of the students who successfully completed the 2013 SDP enrolled at Delta State for the fall term. Of those nine, eight completed CED 098 during the fall and one

cut out. Two students did not return in the spring. Of the remaining seven (the cut-out re-enrolled), six successfully completed CED 099. The student who had previously cut out of CED 098 cut out of CED 099 as well.

The students who are admitted through the Summer Developmental Program are especially high risk. Most are admitted with very low high school grade point averages and ACT scores. Typically, they lack some of the crucial college prep curriculum courses that provide the academic foundation necessary for success in college courses. So although the Summer Developmental Program does assist the student in overcoming some of the academic deficiencies, there is no way that a nine-week program can insure success in college courses. Many times, the academic deficiencies are not the greatest obstacle faced by these students. Their greatest challenges are their extremely poor academic habits and lack of academic motivation. These are challenges that I tried to address, and challenges that will continue to exist. As a result, the director of the office of Academic Support Services will need to continue to monitor and track the progress of the SDP students through their first year and beyond, and continue to provide individual mentoring to these students to enhance their level of success and persistence.

Related Items
SP2.Ind01: Enrollment
SP2.Ind02: Retention
SP2.Ind03: Graduation Rate
SP2.Ind05: Admissions yield rate

Section IV.a
Brief Description
Judgment
☐ Meets Standards   ☐ Does Not Meet Standards   ☐ Not Applicable
Narrative

Section IV.b
Comparative data
Enrollment, CHP, majors, graduation rates, expenditures, trends, etc.
Judgment
☐ Meets Standards   ☐ Does Not Meet Standards   ☐ Not Applicable
Narrative

Section IV.c
Diversity Compliance Initiatives and Progress
Judgment
☐ Meets Standards   ☐ Does Not Meet Standards   ☐ Not Applicable
Narrative

Section IV.d
Economic Development Initiatives and Progress
Judgment
☐ Meets Standards   ☐ Does Not Meet Standards   ☐ Not Applicable
Narrative

Section IV.e
Grants, Contracts, Partnerships, Other Accomplishments
Judgment
☐ Meets Standards   ☐ Does Not Meet Standards   ☐ Not Applicable
Narrative

Section IV.f
Service Learning Data
List of projects, number of students involved, total service learning hours, number of classes, faculty involved, accomplishments.
Judgment
☐ Meets Standards   ☐ Does Not Meet Standards   ☐ Not Applicable
Narrative

Section IV.g
Strategic Plan Data

Only use this section if you have strategic plan info to report that is not covered in other areas of your report

Judgment

☐ Meets Standards   ☐ Does Not Meet Standards   ☐ Not Applicable

Narrative

Section IV.h
Committees Reporting To Unit

Each unit includes in the annual plan and report a list of the committees whose work impacts that unit or any other aspect of the university; along with the list will be a notation documenting the repository location of the committee files and records. Committee actions affecting the unit's goals may be noted in other applicable sections of the annual reports. Not required to be included in the unit's annual plan and report, but required to be maintained in the repository location, will be a committee file that includes, for each committee: Mission and by-laws, Membership, Process, Minutes.

Judgment

☐ Meets Standards   ☐ Does Not Meet Standards   ☐ Not Applicable

Narrative

Section V.a
Faculty (Accomplishments)

Noteworthy activities and accomplishments

Judgment

☐ Meets Standards   ☐ Does Not Meet Standards   ☐ Not Applicable

Narrative

Section V.b
Staff (Accomplishments)
Judgment

☐ Meets Standards   ☐ Does Not Meet Standards   ☐ Not Applicable

Narrative

Section V.c
Administrators (accomplishments)
Judgment

☐ Meets Standards   ☐ Does Not Meet Standards   ☐ Not Applicable

Narrative

Section V.d
Position(s) requested/replaced with justification
Judgment
☐ Meets Standards   ☐ Does Not Meet Standards   ☐ Not Applicable
Narrative

Section V.e
Recommended Change(s) of Status
Judgment
☐ Meets Standards   ☐ Does Not Meet Standards   ☐ Not Applicable
Narrative

Section VI.a
Changes Made in the Past Year
Judgment
☐ Meets Standards   ☐ Does Not Meet Standards   ☐ Not Applicable
Narrative

Section VI.b
Recommended Changes for the Coming Year
Judgment
☐ Meets Standards   ☐ Does Not Meet Standards   ☐ Not Applicable
Narrative

Creating S.M.A.R.T. Goals
Specific   Measurable   Achievable   Realistic   Time-framed

Specific - A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six "W" questions:
*Who: Who is involved?
*What: What do I want to accomplish?
*Where: Identify a location.
*When: Establish a time frame.
*Which: Identify requirements and constraints.
*Why: Specific reasons, purpose or benefits of accomplishing the goal.

EXAMPLE: A general goal would be, "Get in shape." But a specific goal would say, "Join a health club and workout 3 days a week, a minimum of 45 minutes a day, for the next 6 months to tone my body and lose 15 pounds."

The steps that you take to accomplish your goal must also be **Specific.** Clearly define the path that you will take (smaller steps or short-term goals) to meet your goal. Additionally, you need to have **Specific** ways to get unstuck if you hit roadblocks when you encounter problems meeting your goal.

Measurable - Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.
To determine if your goal is measurable, ask questions such as......How much? How many? How will I know when it is accomplished?

Achievable - When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.
You can achieve most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

Realistic - To be realistic, a goal must represent an objective toward which you are both willing and able to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress. A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.
Your goal is probably realistic if you truly believe that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

Time-framed - A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency. If you want to lose 10 lbs, when do you want to lose it by? "Someday" won't work. But if you anchor it within a timeframe, "by May 1st", then you've set your unconscious mind into motion to begin working on the goal.

 Source: http://topachievement.com/smart.html

DISCOVERING WHAT IS IMPORTANT

1.   Look at the list of words / phrases below and circle the five that are most important to you.

Getting a good job	Physical/mental health	Family	Power / success
Faith/religion	Music	Helping others	Making a lot of money
Personal happiness	Time to yourself	Being liked by others	Challenges / excitement
Love	Leadership ability	Time for fun/relaxation	Wisdom
Skill for a career	Competing / winning	Physical fitness	Self-improvement
Creative/artistic ability	Professional reputation	Honesty/integrity	Financial stability
Fame /notoriety	Education	Personal reputation	Courage

2.   Look at the five you have circled. Mark out two of those – now two more. You now only have one word left.   Does this word describe what is most important to you – what you value most in your life?

3.   How is this "value" linked to what you do daily? Are you honestly living like this is the one thing that you value most?   Are you daily actions honoring this thing that you value most?

4.   Is this thing you value most linked to your short-term and long-term goals? If not, what are you going to do to make sure it is?

SMART Goal Worksheet

Goal:_____
_____
_____

Start Date:_____   **Target Date:** _____   **Date Achieved:**_____

Verify that your goal is SMART!

SPECIFIC: *What exactly will you accomplish?*
_____
_____

MEASURABLE: *How will you know when you have reached this goal?*
_____
_____

ACHIEVABLE: *Is achieving this goal possible with effort and commitment? Do you have the attitudes, abilities, skills, and financial capacity to reach the goal? If not, how will you get/develop them?*
_____
_____
_____

REALISTIC: *Are you willing to work toward this goal? Do you truly believe you can accomplish it?*
_____
_____

TIME-FRAMED: *What is the time frame that you have set? When do you expect to achieve your goal?*
_____
_____

What are the benefits of achieving this goal? What are the consequences of failing to achieve the goal?
Benefits:_____
_____
Consequences: _____
_____

Now list the possible roadblocks that you may encounter and the steps you will take to get unstuck.

Possible Roadblocks / Obstacles	Solutions / Steps to get Unstuck
_____	_____
_____	_____
_____	_____

Now list the steps that you will take to get you to your goal and the time-frame for each (short-term goals).

What?	Expected Completion Date
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Source: OfficeArrow.com