Office of Academic Affairs

Assessment Plan Executive Summary

Mission Statement
The Office of Academic Affairs is a team of professionals who help students set individual learning goals and provide accurate information and guidance about academic programs, services, and college expectations as a means of achieving those goals. In addition, we support the development of faculty skills related to pedagogy, technology, scholarly activities, academic advising, and service obligations.

Goals/Outcomes

1. Develop and implement advising and programming for first-year students and transfer students that eases their transition to the College and promotes academic success.
2. Offer intrusive advising to undergraduate students identified to be: a) at-risk and implementing appropriate interventions through the work of the Early Alert Team; and 2) in academic difficulty to support these students’ efforts to improve their academic standing while on academic contract.
3. Coordinate peer tutoring for a variety of introductory-level undergraduate courses to complement and reinforce what students learn in the classroom.
4. Ensure that students with documented disabilities are provided equal opportunities and access to College programs, services and facilities.
5. Provide international students with accurate and timely information about F-1 student regulations, maintenance, and benefits.
6. Develop and implement professional development programming, services and resources that meet faculty needs as they strive to become more effective teachers and scholars.
7. Support the development of faculty skills, both pedagogical and technological, related to the creation, design and delivery of fully online courses through training experiences for first time online instructors and through the sharing of best practices for all instructors teaching online courses.
8. Provide support to fully online students through the Online Orientation course experience to ensure that online students are aware of campus resources and are prepared, both academically and technically, to be successful in online courses at Fisher.
9. In partnership with OIT, maintain and enhance the infrastructure necessary to deliver high quality, student-centered course experiences that align with national best practices and the needs of faculty, as well as support all faculty in the use and exploration of current and emerging strategies that may be implemented in online, hybrid, flipped and traditional campus courses.

Data Collection Tools and Approaches
The above goals are assessed with a variety of assessment tools, both direct and indirect. The table below summarizes assessment methods used by goal (* denotes those collected in 2014-2015).
<table>
<thead>
<tr>
<th>Goal</th>
<th>Assessment Tools/Methodology</th>
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| 1    | Great Beginnings Parent and Student Surveys*  
Freshman Seminar Course Evaluations*  
Freshman Seminar Instructor Survey*  
Common Assignments in Freshman Seminar*  
Transfer Student Surveys – Orientation, Course Registration & Advising, Transitions Seminar Retention Data* |
| 2    | Early Alert Team database* and tracking student retention  
Academic progress data tracked by Academic Standing Committee, the Registrar’s Office and the Office of Academic Affairs.* |
| 3    | Academic progress data tracked by the Office of Academic Affairs. |
| 4    | Institutional research data on academic progress.* |
| 5    | Record of compliance with federal mandates.*  
Survey of international students. |
| 6    | Survey participants of professional development programming*, recipients of resources and support. |
| 7    | Faculty satisfaction survey (Fundamentals of Online Teaching training course)*  
Online Faculty Surveys & Debriefing Sessions*  
Priorities of Online Learners Survey (Noel-Levitz)  
Statistics of the number of faculty who have been trained, including full-time, part-time by school or academic division* |
| 8    | Online Faculty Debriefing Sessions*  
Priorities of Online Learners Survey (Noel-Levitz)  
Statistics of the number of online students who access and complete the Online Student Orientation course and Online Student Readiness Quiz.* |
| 9    | Usage statistics tracking of all major educational technologies each semester (Blackboard, Collaborate, Echo360, Turnitin, etc.) *  
Training statistics collected each semester, including number of faculty trained through one-to-one consultations, workshops and classroom visits*  
Educational Technology Roundtable – Educational Technology White Paper*  
Tracking of number of views and comments on Fisher Geeks Blog posts |

**Use of the Evidence**

The schedule of assessment varies with some data tracked at census, specific surveys deployed at set times post-programming, and other methodologies on a multi-year cycle. The academic calendar controls the flow of operations in Academic Affairs. As data is collected, it is shared at staff meetings for analysis and review. Data is used to inform future programming, to make improvements to operational processes, and to guide budget allocation/reallocation decisions.