

Texas A&M International University
Assessment Outcomes Matrix
Educational Support Units

Degree Program Unit Name / Person Responsible	Method of Assessment	Frequency of Administration	Objective	Criteria or Benchmark	Summary of Data / Results Achieved	Use of Results / Action Taken
Center for Advancement of Scholastic Achievement (CASA) -- Ana Saenz	Locally developed student evaluation forms.	Annual	(1) Students will be satisfied with Math workshops provided by CASA. (2) Students will be satisfied with the tutoring services provided by CASA.	(1a) 80% of students participating in math workshops will indicate on Math Workshop Evaluation Forms that instruction by tutors was "clear and useful" as reflected in Question #4. (1b) Tutors participating in math workshops will indicate on Workshop Debriefing Forms an 80% satisfaction rate with the "effectiveness of the workshop to help students understand the subject". (2) Students will indicate a 90% satisfaction with quality, professionalism and level of subject knowledge of CASA tutors.	(1a) 82% of students participating in math workshops and returning Math Workshop Evaluation Forms gave the two highest ratings to their instruction by tutors as "clear and useful" as reflected in Question #4. (1b) 90% of tutors participating in math workshops and returning Workshop Debriefing Forms indicated they were satisfied with the "effectiveness of the workshop to help students understand the subject". (2) Evaluations were completed by 1,610 students during the 2003-2004 academic year with 87% rating the "overall effectiveness of tutor" as excellent and 9% rating as very good.	(1a) Criteria were met; however, continuous review of math skills provided in tutor training workshops. (1b) Criteria were met; however, continuous review of these skills provided in tutor training workshops. (2) The survey was modified to include more specific areas to be rated by the students. With this information, the director can provide feedback to the tutors citing specific areas of strengths and weaknesses. In addition, training for tutors was expanded to include role-playing scenarios where the specific rating areas were emphasized and highlighted.

Texas A&M International University
 Assessment Outcomes Matrix
 Educational Support Units

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Developmental Studies -- Conchita Hickey	Report generated from the University Student Information System	Annual	Measure the retention rate of students enrolled in developmental courses.	At least 60% of developmental students who attended during the 2003-2004 academic year will be retained in Fall 2004.	The retention rate was 56.35% -- a decline of 3% from the previous year. The retention rate for 2002-2003 was 59.02%.	A pilot Learning Communities cohort of students in DRDG 0301.102 and DENG 0370.101 was implemented in Fall 2004. Students were enrolled in DENG 0370 alongside GENU1300 and HIST 1301 or were in DENG 0370, DRDG 0301 and GENU 1300. Starting this semester, Spring 2005, all first time freshmen developmental students must take GENU 1300 whether or not they have met the minimum SAT or ACT composite scores. This change will impact those students who have a weakness in one area, but a strength in another that raises the composite score to an 18 ACT or SAT 860 and would otherwise exempt them from taking GENU 1300.

Texas A&M International University
Assessment Outcomes Matrix
Educational Support Units

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Developmental Studies -- Conchita Hickey	Report generated from the University Student Information System	Annual	The percentage of developmental students who attain a 2.0 GPA in designated college level course work for math, reading, and writing will increase.	(1) 60% of students who did not meet College Algebra pre-requisites and took DMAT 0301 (Intermediate Algebra) will attain at least a 2.0 GPA in College Algebra. (2) 60% of students who did not meet the course pre-requisite for English and took DENG 0370 (Basic Grammar and Composition) will attain at least a 2.0 GPA in English 1301 and/or English 1302. (3) 60% of students who did not meet the college level reading pre-requisites for History and Psychology and take DRDG 0301 (College Reading II) will attain at least a 2.0 GPA in the following reading courses: HIST 1301 and PSYC 2301.	(1) The percentage of students who earned a 2.0 GPA in MATH 1314 was 52.63 (n=20) and GPA was 1.658 (n=38). Both figures reflect a slight increase from 2002-2003; however, the 60% benchmark was not met.(2) The percentage of students who earned a 2.0 GPA in ENGL 1301 was 42.31% (n=11) and GPA was 1.308 (n=26). Both figures reflect a decrease from 2002-2003. The 60% benchmark was not met. (3) The percentage of students who earned a 2.0 GPA or above was 16.67% (n=1) for HIST 1301 and 75% (n=3) for PSYC 2301. The baseline GPA was .667 (n=6) for HIST 1301 and 2.0 (n=4) for PSYC 2301. Students met the requirement for PSYC 2301 but not for HIST 1301 which continues to be the most difficult course for developmental readers.	(1) and (2) The grading scales for DMAT 0300, DMAT 0301, DENG 0370, and DRDG 0301 were revised in anticipation of the results and in an effort to increase the preparedness of students entering MATH 1314, ENGL 1301, HIST 1301, and PSYC 2301. A revised grading scale for developmental studies in is the 2004-2005 Catalog. Students must earn a 75-83 to receive a C, 84-92 to earn a B, and 93-100 to earn an A. (3) The course syllabus for DRDG 0301 was changed dramatically. As of Fall 2004, students are using the HIST 1301 text as their reader instead of a developmental reading text and are now required to cover several chapters of the book as part of their course preparation. Strategies for college level reading are being used in coordination with the HIST 1301 text for more effective transition of college reading skills.

Texas A&M International University
Assessment Outcomes Matrix
Educational Support Units

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Developmental Studies -- Conchita Hickey	Report generated from the University Student Information System	Annual	The percentage of developmental students who will meet Texas Success Initiative standards by passing developmental courses or passing the Texas Success Initiative approved assessments will increase.	(1) 75% of the students who remediate in math will pass DMAT 0301, Intermediate Algebra, with at least a C or pass a Texas Success Initiative approved assessment in math; (2) 75% of the students who remediate in reading will pass DRDG 0301, College Reading II, with at least a C or pass a Texas Success Initiative approved assessment in reading; (3) 73% of the students who remediate in writing will pass DENG 0370, Basic Grammar and Composition, with at least a C or pass a Texas Success Initiative approved assessment in writing.	(1) 51.50% of the students either passed DMAT 0301, 46% (n=92), or passed the Texas Success Initiative approved assessment in math, 5.5% (n=11). The benchmark was not met; (2) 69.77% of the students either passed DRDG 0301, 46.51% (n=20) or passed the Texas Success Initiative approved assessment in reading, 23.26% (n=10). The benchmark was not met; (3) 65.33% of the students either passed DENG 0370, 34.67% (n=26) or passed the Texas Success Initiative approved assessment in writing, 30.67% (n=23). The benchmark was not met.	(1), (2), and (3) Faculty met to discuss results. The decision was made to revise the syllabi in all developmental classes regarding the grade ramifications for lack of participation. Students who are absent more than the maximum times allowed will be assigned a "W" instead of an "F" as was the case in 2003-2004. This will more accurately reflect the progress made by students who attend and participate. (3) Developmental English faculty also met during Spring and Summer 2004 with the pilot English 1301 faculty committee to align the curriculum between DENG 0370 and ENGL 1301. Both faculty groups meet regularly during the year to discuss ways to improve student writing.

Texas A&M International University
Assessment Outcomes Matrix
Educational Support Units

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First Year Success Program -- Kristen Standage	Satisfaction survey completed at every program event along with face to face and telephone discussions with students who did not meet University expectations of good standing at mid-term and end of semester.	Each semester.	First time students will be satisfied with the services provided by the First Year Success Program.	Number of first-time students served will be documented at every program event. Students will be asked to complete a survey indicating their level of satisfaction with 90% satisfaction rate as measured by no more than 10% of students responding "dissatisfied" or "very dissatisfied".	Survey results indicated a 90% satisfaction rate. Results indicated the majority of students were satisfied with program services and were likely to continue participation. Mid-term and end of semester telephone and face to face contacts indicated students were requiring greater referrals to student support services on campus to prevent losing good standing status.	While survey results were within the benchmark established, the number of surveys received was not acceptable. In order for this program to succeed in its mission of enhancing the first time student experience, the majority of first-time freshmen must be aware of and have access to the program. Several changes have been made to the program to increase the likelihood of establishing and maintaining a connection between the student mentors in the program and the first time freshmen. The student mentors have begun assisting the Office of Admissions in pre-registration at the local high schools in the spring of each year. The same mentors then serve as Orientation Leaders for the incoming group of freshmen in the fall, many of whom they pre-registered the previous spring. Then these same mentors are assigned a number of first-time freshmen from the GENU classes in order to meet with them weekly throughout the semester. They are then able to establish a connection between the student and the University by helping the student focus on classwork, share information about campus activities, and provide links to necessary services on campus.

Texas A&M International University
 Assessment Outcomes Matrix
 Educational Support Units

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First Year Success Program -- Kristen Standage	Satisfaction survey completed at every program event.	Each semester	Transfer students will be satisfied with the services provided by the First Year Success Program.	Number of transfer students served will be documented at every program event. Students will be asked to complete a survey indicating their level of satisfaction with no more than 10% of students responding "dissatisfied" or "very dissatisfied".	Surveys were implemented from July 2003 to date. Evaluation comparisons indicate that 90% of students served reported as "very satisfied" with the program activities and services.	While survey results were within the benchmark established, the number of surveys received was not acceptable. In order for this program to succeed in its mission of enhancing the first time transfer student experience, the majority of transfer students must be aware of and have access to the program. Several changes have been made to the program to increase the likelihood of establishing and maintaining a connection between the student mentors in the program and the transfer students. The mentors serve as Orientation Leaders for the orientation sessions held each semester and meet the transfer students at that time. The mentors are able to offer the services of the program either on an as-needed basis or as weekly appointments. They are then able to establish a connection between the student and the University by helping the student focus on classwork, share information about campus activities, and provide links to necessary services on campus. The mentors also offer assistance with pre-registration for the next semester.

Texas A&M International University
 Assessment Outcomes Matrix
 Educational Support Units

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Killam Library -- Rodney Webb	(1) Random number table used to check accuracy of location for all books on shelves selected by random number table and (2) Spot check of flagged books to check accuracy of location for individual books flagged after workers reshelfed them.	Every other year.	To assess the accuracy of book shelving by call number order of bound volumes and media collection to facilitate retrieval by library users.	(1) 95% accuracy of the books on the randomly selected shelves; and (2) 95% accuracy of the shelving during spot checks of flagged books.	(1) From November 2003 to January 2004, library employees checked 2,502 individual volumes on 97 randomly selected shelves. Of these 2,288 were in correct order yielding 91.4% accuracy compared to the 95% criterion of success. (2) The 50 spot checks covered 2,606 books of which 2,583 were correctly shelved. This yielded 99% accuracy.	Data collected in the two measures indicated that misshelved books in the library collection are likely the result of patron browsing and misplacing rather than library shelver's errors. The shelver's rate of accuracy in the second measure was 99%, while the overall percent of accurately shelved books in the collection (91.4%) failed to meet the 95% criterion. Therefore, no changes were needed in shelver training. However, more attention was needed to review the shelves to find books out of order and re-shelve them. A program was designed under which certain "hot spots" of high use in the collection, where items are most frequently out of order, are checked. Comparison of holdings and circulation figures in FY2003 and FY2004 identified 23 "hot spots" which are checked each fall, spring and summer as of Fall 2004. This is more frequent than the collection as a whole. Re-assessment in FY2006 will evaluate the effectiveness of this plan.

Texas A&M International University
 Assessment Outcomes Matrix
 Educational Support Units

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Killam Library -- Rodney Webb	(1) Patron use of periodicals; (2) Search in standard bibliographies; and (3) Faculty were surveyed on the usefulness of periodical titles in their disciplines.	Annual	To identify print periodical titles for possible cancellation.	In FY2003, expected levels of achievement were as follows: For patron use, at least four uses of each title per year; for bibliographies, the inclusion of each title in at least one standard subject bibliography; for faculty survey, selection of each title by at least one faculty member who did not select every title in his/her subject areas. Titles that failed at least two of these tests were included in FY2004 assessment. In FY2004, the same expected levels of achievement were used for patron use and faculty survey. Titles that failed both tests have been placed on a cancellation list for final reviews by Deans and library staff.	In FY2003, 76 periodicals failed all three tests. These clumped in a few subject areas as noted in the summary of results. 365 periodicals failed at least two of these tests, and were assessed again in FY2004. In FY2004, 100 periodical titles failed both tests, and have been reviewed for possible cancellation.	The library is reviewing the list of journals recommended for cancellations and assigning pricing information to them. Journal cancellations will take place in FY2006 after the final list is reviewed in the Spring of 2005 with the University Library Committee. The reduced list of potential cancellations will be sent to the College Deans for final approval. Journals selected for cancellation in FY2005 cease subscription in FY2006.

Texas A&M International University
 Assessment Outcomes Matrix
 Educational Support Units

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Office of International Education -- Jannet Garcia	Student Evaluations	Annual	Determine the effectiveness of the study abroad advisement process.	Student evaluations will indicate a 90% satisfaction rate of good or excellent with the advisement process.	Of the collected evaluations for academic year 2004, 58.33% listed the advisement process as excellent, and 41.67% listed it as good.	The results of the survey indicate a very high level of satisfaction among students regarding the advisement process. However, it has always been very difficult to get students to fill out their evaluations and more often than not we do not get completed surveys from the students. As such, we re-designed the evaluation forms and require that one part of the evaluation (the section that deals with customer service, advising, application process, and pre- departure orientation sessions) will be completed prior to departure of the student, and a program specific evaluation be completed upon return of the student. We started use of the Pre-Departure Evaluation in Fall 2004.

Texas A&M International University
Assessment Outcomes Matrix
Educational Support Units

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Office of International Education -- Jannet Garcia	Study Abroad Peer Survey	Annual	To provide study abroad library materials in a manner that is accessible and comparable to peer institutions.	TAMIU Office of International Education will provide materials/information in ways similar to 80% of peer institutions.	17 responses were received from a peer survey posted on NAFSA: Organization for International Educator's Section on US Students Abroad (SECUSSA) list serve. 11 (64.71%) answered that they had a separate location/area where written materials were posted. Most often those were organized by country or continent. Petersons and IIE guides were often listed as library materials, as well as recommendations to search IIE or studyabroad.com web sites. 7 (41.18%) respondents listed the web as their primary information tool, of which most had their own web site or used program provider or partner school web site. Very few mentioned developing their own promotional materials or handouts. There was some mention of making additional resources available, such as travel information, international internships and volunteering.	A new computer was installed in the study abroad library, and on it is posted a list of favorites with links to study abroad appropriate websites or areas of interest. The OIE web page information has been submitted but is pending approval for posting on the TAMIU web site. Students receive a handout with reference to IIEpassport.com and studyabroad.com as electronic search engines for study abroad programming.

Texas A&M International University
 Assessment Outcomes Matrix
 Educational Support Units

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Office of International Education -- Jannet Garcia	Student Evaluations	Annual	Determine the accessibility and usefulness of the study abroad library materials.	Student evaluations will indicate a 90% or higher satisfaction rate of good or excellent with the user friendliness and accessibility of the library.	Of the collected evaluations for academic year 2004, 25% listed the customer service/ advising process as fair, 25% as good and 50% as excellent -- a combined rating of 75% of good or excellent.	The evaluation measure used in this survey is one that combines various services, making it difficult to determine which specific area was of concern to the student. Therefore, we have re-designed our evaluation forms and require students to complete specific information on the library orientation, use of program materials, and the OIE website. This Pre-Departure Orientation Evaluation will assist in determining more specifically which areas of the library require additional improvements.

Texas A&M International University
 Assessment Outcomes Matrix
 Educational Support Units

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Office of International Education -- Jannet Garcia	Email Peer Study Abroad Survey	Annual	Determine the effectiveness of international study advisement process.	80% of peer institutions will indicate similar advisement processes and issues as OIE.	A Study Abroad Advising Survey was sent to the NAFSA: Organization of International Educators' Section of US Students Abroad (SECUSSA) list serve to institutions with a student body of 10,000 or less. 17 responses were received, many describing the initial advisement process; whether they conducted information session prior to individual advisement; how students conduct research/make use of the library; average number of contact hours with study abroad students; usage of peer advisors; common issues in study abroad and peer advising. Some answers were hard to quantify, therefore the assessment review was conducted with the objective to determine if the major points of the advisement process were similar.	It was difficult to benchmark the survey, as there were too many variables because the survey was too broad. It was impossible to concretely state that 80% of peers have a similar advisement process and issues. Therefore, this assessment has resulted in a re-design of the survey to make it more target specific. Assessment tools for the next period are (1) How to make advisement a more independent process for the student, and (2) How to make better use of peer advisors to recruit and advise.

Texas A&M International University
 Assessment Outcomes Matrix
 Educational Support Units

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Office of International Education -- Jannet Garcia (continued)					Some conclusions drawn from the assessment: An equal number of respondents indicated that the initial advisement / recruitment process started with a general information meeting or general orientation (43.75%) after which appointments were made with the study abroad advisor. In some of the smaller offices, students met directly with the study abroad advisor (43.75%) or the faculty member (12.50%). 64.71% answered that they had a resource library for students to conduct program research and 41.18% listed use of the Web as their primary resource. Some offices use peer advisors through incoming J-1 exchange students, study abroad alumni and applicants. The general consensus is that peer advising works best for general questions but not for specific advising duties.	In regards to point 1, greater responsibility is given to the support staff to conduct initial advisement; the OIE web page will allow for more individual research; handouts will be created to guide the student through the first few steps of study abroad research. Regarding point 2, returning study abroad students will be actively recruited to participate in class presentations at the beginning of the semester, they will assist in the annual study abroad fair and they will attend pre-departure orientation sessions to inform out-going students about the study abroad program. To this date the following has been completed or is in the process of completion: A two-step training was established (one for interoffice procedures, the other for the study abroad library). Information regarding updating the new OIE web page was submitted to the Webmaster in mid Fall 2004. Two new handouts were created (1) How to Research Study Abroad, and (2) Frequently Asked Questions; Previous study abroad students were recruited and participated in the Fall 2004 Study Abroad Fair.

Texas A&M International University
Assessment Outcomes Matrix
Educational Support Units

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TRIO Student Support Services -- Leticia Valle	Report generated from the University Student Information System database	Annual	(1) The program participants will persist toward completion on an academic program (retention); (2) The program participants will be in good academic standing with a minimum GPA of 2.0; (3) The program participants classified as seniors will graduate on or before their sixth year.	(1) No less than 80% of 2003-2004 program participants will continue to be enrolled at the university; (2) At least 98% of TRIO students will be in good academic standing; (3) 64% of students classified as seniors who are eligible to graduate will graduate.	(1) The retention rate for 2003-2004 was 77.78%, slightly below the goal; (2) 94.77% of program students were in good academic standing for 2003-2004; (3) 50% of students classified as seniors who were eligible to graduate graduated.	The Program Director and Academic Coordinator met in September 2004 to discuss results and make the following changes: (1) A mentoring program that pairs freshmen with upper level students with like majors has been initiated this semester. The students meet to discuss issues that pertain to their academic goals and any difficulties that may be affecting their success; (2) Telephone calls were made by all TRIO staff to encourage students to come to the tutoring sessions. A decision was made by the Program Director and Academic Coordinator that all freshmen who are enrolled in developmental courses must attend weekly tutoring sessions; (3) Students classified as seniors were strongly encouraged by TRIO staff to enroll on a full-time basis. The position of Academic Coordinator was changed to a full-time position to have greater flexibility in scheduling appointments for all graduating seniors for career and academic advising. The position change will also enable the program to provide evening hours by appointment.

Texas A&M International University
 Assessment Outcomes Matrix
 Educational Support Units

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Writing Center -- Randy Koch	Workshop Attendance Sign-in Sheets	Every Semester	The average attendance per workshop will increase.	Goal to increase average attendance per workshop by 10%.	During 2002-2003, an average of 3.61 students attended each workshop. During 2003-2004, an average of 5.24 students attended each workshop, an increase of 45.15% over the 2002-2003 average.	In order to increase attendance, new workshops on fragments, verb forms, comma splices and run-ons were created and presented for the first time during Spring 2004. Because of poor attendance at the 2 p.m. workshops during Fall 2003, no workshops during Spring 2004 were scheduled at that time. Instead, the number of 7:30 p.m. workshops were doubled, and the 11 a.m. workshops from Monday to Friday and at 3 p.m. on Sunday were still offered. Tutors developed additional workshops on prepositions, using sources, and Chicago documentation style to be presented for the first time during Fall 2004. On May 27, 2004, we contacted the Office of Public Affairs and Information Services and the Print Shop to request assistance with creating and printing banners to be hung on the lamp posts around campus; these banners promote the writing workshops and provide contact information for students interested in attending. On July 5th and 26th, two banners were hung on lamp posts on campus to promote the Summer Session II workshops. Three new workshops -- Prepositions II, Writing about Poetry, and Using Sources -- were developed and added to the Fall 2004 workshop schedule.

Texas A&M International University
Assessment Outcomes Matrix
Educational Support Units

Degree Program Unit Name / Person Responsible	Method of Assessment	Frequency of Administration	Objective	Criteria or Benchmark	Summary of Data / Results Achieved	Use of Results / Action Taken
Writing Center -- Randy Koch	Writing Center Tutor Evaluation Forms	Every Semester	Student satisfaction with Writing Center services will increase.	90% of students who complete evaluation forms will rate tutor quality as "very good" to "excellent".	During the 2003-2004 academic year, tutors were evaluated by 2,419 students. On those evaluations, 83.05% ranked the "overall effectiveness of the tutor" as excellent and 13.97% ranked them as very good, thus exceeding the goal of 90%.	The Directors modified tutor evaluation forms to have more accurate evaluation results. In order to keep tutor evaluations as consistently high as they were during 2003- 2004, Directors gave tutors more specific feedback about their performance and specific areas in which they are strong or need improvement during their three-month, five month, and twelve-month evaluations. In June 2004, Mr. Koch began regular tutor training that required that tutors write a variety of sentences using different techniques (i.e., coordinating and subordinating conjunctions, semicolons, appositives, participial phrases, etc.) to create sentence variety. In addition, training for new tutors has been improved by eliminating an outdated video, updating the Tutor Handbook, adding training for working with students with disabilities (through Student Counseling Services), and reading "A Report on Failing Rising Junior Exams - 2001-2002."

Texas A&M International University
 Assessment Outcomes Matrix
 Educational Support Units

Degree Program Unit Name / Person Responsible	Method of Assessment	Frequency of Administration	Objective	Criteria or Benchmark	Summary of Data / Results Achieved	Use of Results / Action Taken
Writing Center -- Randy Koch	Student Visits and Requests for Tutoring Services Sign-in Sheets and Records.	Every Semester	Student use of Writing Center services will increase.	Increase the average number of visits per week to the Writing Center for writing- related services by 5% each semester and increase the average number of students who received tutor assistance per week by 5% for each semester during the 2003-2004 academic year.	During Fall 2002, 266.81 students per week came to the Writing Center for writing- related services compared to 385.6 students per week during Fall 2003, for an increase of 44.52%. In addition, during Fall 2002, 61.12 students per week received tutor assistance compared to 106.25 students per week during Fall 2003, for an increase of 73.84%. Both goals were met. In addition, Spring 2004 had a 4.31% increase from Spring 2003 in writing-related services and a 74.39% increase in tutor assistance. The first goal was not met (4.31%, not 5.0%), but the second goal was met. Summer 2004 showed an increase of 12.88% in writing- related services from Summer 2003 and a 162.4% increase in tutor assistance. Both goals were met.	In order to encourage students to take advantage of Writing Center services and increase student visits to the Center, Ms. Cantu and Mr. Koch visited 20 classes (primarily freshman comp and GENU classes) at the beginning of the Fall 2003 semester to inform students about Writing Center services available to them. Mr. Koch visited 10 classes at the beginning of the Spring 2004 semester to inform students about Writing Center services. While advising students regarding UWA (University Writing Assessment) holds, directors and the staff assistant informed them about Writing Center services and encouraged them to take advantage of these services. At the beginning of Spring 2004, the Writing Center Director spoke to two groups of approximately 50 adjunct faculty in all disciplines and encouraged them to direct their students to the Writing Center and to contact the director about giving their classes an orientation regarding Writing Center services.