






## 2010-2013 University College Assessment Summary

### OUTCOMES-BASED PLANNING

<b>GOAL(S)</b> <i>What do you want to happen?</i> 	<b>OUTCOMES</b> <i>What will occur?</i> 	<b>STRATEGIES</b> <i>How will this occur?</i> 	<b>RESULTS &amp; FINDINGS</b> <i>What happened?</i> 	<b>FOLLOW UP &amp; ACTIONS</b> <i>What changes are needed?</i> 
<p>Goals describe <b>broad</b> concepts, for example: clear communication, problem solving, and ethical awareness.</p> <p>The purpose for crafting a set of goals is to give a brief and broad picture of what the college or unit does. Consider this an extension of your mission.</p> <p>Goals:</p> <ul style="list-style-type: none"> <li>*define the scope of your mission</li> <li>*distinguish what your unit can and will do</li> <li>*set reasonable objectives</li> <li>*pave the way for strategies and measurable outcomes</li> <li>*<b>help link outcomes to institutional goals</b></li> </ul>	<p>Measurable terms for what you anticipate students will be able to know, think or do.</p> <p>Outcomes establish clear, measurable goals that focus on cognitive (think), behavioral (do), and/or affective (believe - attitudes, interests, and values) outcomes that support the main goal(s).</p> <p>Write <b>SMART</b> outcomes that help you establish a “cut point” used to distinguish the achievement of an outcome – Usually a numerical value. For example, 80% of seniors will demonstrate mastery level in XXX by scoring a 4 out 5 on a XXXX measurement.</p> <p>Set these based on benchmark data. This is data that substantiates your reasoning for choosing “cut point.”</p>	<p>Adaptable methods used to ensure criterion is met.</p>	<p>Describe the outcomes and provide an explanation for these outcomes.</p>	<p>Based on the outcomes, what decisions will be/were made? Include rationale.</p>

**2010-2011 University College Unit Goals Assessment Summary****UNIT NAME:**

<b>UNIT GOAL 1: Provide academic support for general education and other introductory historically difficult courses</b>	<b>UC GOAL:</b>	<b>AAR GOAL:</b>
<b>Outcomes:</b> Students involved with Learning Support Services will acquire the study skills, campus resources, and content knowledge to succeed in 1000- and 2000-level courses, and will be aware of and satisfied with services, and will persist to graduate from ASU.		
<b>Strategies:</b> -Individual and group tutoring in Learning Support Center. -Expanded tutoring opportunities in residence halls in Fall 2011 (PALS). -General education and developmental courses supported by Structured Learning Assistance. -Historically difficult courses supported by Supplemental Instruction. -Making Connections presentations, class visits, and promotional materials to increase awareness. -Mid-semester and end-of-semester service satisfaction surveys.		
<b>Results:</b> Provide academic support for general education and other introductory historically difficult courses		
<b>Actions:</b> Students involved with Learning Support Services will acquire the study skills, campus resources, and content knowledge to succeed in 1000- and 2000-level courses, and will be aware of and satisfied with services, and will persist to graduate from ASU.		
<b>Where is the data collected for this goal stored?</b> -Students using Learning Support Services will report course grades at or above non-LSS students in the same course -Students using LSS will report satisfaction rates of 80% or higher on end-of-semester surveys -Student usage of services will increase by 10% per semester -SLA and SI-supported courses will report DFW rates of less than 30% -Students involved in LSS will persist at a higher retention rate than non-LSS students.		

<b>UNIT GOAL 2: Provide a positive work environment that encourages collaboration, professional development, and meaningful assessment</b>	<b>UC GOAL:</b>	<b>AAR GOAL:</b>
<b>Outcomes:</b> Learning Support Services' employees will attain professional competence as peer educators, develop ethical decision-making and leadership skills, and express satisfaction working in Learning Support Services.		
<b>Strategies:</b> -CRLA-certified training curriculum and certification requirements -CRLA code of ethics and clearly defined professional standards -Certification-based pay increases and leadership positions -Regularly scheduled employee evaluations and feedback		
<b>Results:</b> Provide a positive work environment that encourages collaboration, professional development, and meaningful assessment.		

**Actions:**

Learning Support Services' employees will attain professional competence as peer educators, develop ethical decision-making and leadership skills, and express satisfaction working in Learning Support Services.

**Where is the data collected for this goal stored?**

- All LSS Employees will complete a minimum of Level 1 certification requirements
- Employees will report satisfaction rates of 90% or higher on end-of-semester satisfaction surveys.

**UNIT GOAL 3: Provide comprehensive, campus-wide peer educator standards and training****UC GOAL:****AAR GOAL:****Outcomes:**

Learning Support Services will lead collaborative CLASS meetings representing campus academic support organizations and will train all campus peer educators

**Strategies:**

- Coalition of Learning and Academic Support Services (CLASS) quarterly meetings
- Fall and spring CRLA-certified peer educator training seminars

**Results:**

Provide comprehensive, campus-wide peer educator standards and training

**Actions:**

Learning Support Services will lead collaborative CLASS meetings representing campus academic support organizations and will train all campus peer educators

**Where is the data collected for this goal stored?**

- Documented minutes of meeting discussions and decisions
- Peer educator scores of 90% or higher on training post-test

**2011-2012 University College Unit Goals Assessment Summary****UNIT NAME:****UNIT GOAL 1:****UC GOAL:****AAR GOAL:****Outcomes:****Strategies****Results:****Actions:**

Where is the data collected for this goal stored?

**UNIT GOAL 2:****UC GOAL:****AAR GOAL:**

Outcomes:
Strategies
Results:
Actions:
Where is the data collected for this goal stored?

<b>UNIT GOAL 3:</b>	<b>UC GOAL:</b>	<b>AAR GOAL:</b>
Outcomes:		
Strategies		
Results:		
Actions:		
Where is the data collected for this goal stored?		

## **2012-2013 University College Unit Goals Assessment Summary**

**UNIT NAME: Learning Support Services**

<b>UNIT GOAL 1:</b> Students involved with Learning Support Services will acquire the study skills, campus resources, and content knowledge to succeed in 1000- and 2000-level courses.	<b>UC GOAL:</b> Comprehensive Learning Support Structure	<b>AAR GOAL:</b>
<b>Outcomes:</b> GPA of students utilizing LSS services will be 2.5% higher than students not utilizing LSS services.		
<b>Strategies:</b> <ul style="list-style-type: none"> <li>• Individual and group tutoring in Learning Support Center.</li> <li>• Expanded tutoring opportunities in residence halls in Fall 2011 (PALS).</li> <li>• General education and developmental courses supported by Structured Learning Assistance.</li> <li>• Historically difficult courses supported by Supplemental Instruction.</li> </ul>		
<b>Results:</b> <ul style="list-style-type: none"> <li>• 4065 participants' grade data pulled from Banner (covers Fall 2011 and Spring 2012).</li> </ul>		

- Swipe system inventory concludes the average GPA of LSC student is 3.01 compared to Non LSC student of 3.07.
- SLA student GPA of 2.00 vs. non-SLA student GPA of 2.01
- 52% SLA DFW rate vs. 36% non-SLA DFW rate.

**Actions:**

Learning Support Service will assess the final grades of patrons utilizing LSS and compare them to midterm grades to assess the program functionality and success.

Tutors will be hired to cover the most utilized general education courses (College Algebra, Biology, Chemistry, Physics, etc.).

**Where is the data collected for this goal stored?**

UNIT GOAL 2: Provide comprehensive, campus-wide peer educator standards and training	UC GOAL: Academic Skill Instruction	AAR GOAL:
<b>Outcomes:</b> All tutors will be CRLA 1 certified by the end of their second semester working in LSC.		
<b>Strategies:</b> <ul style="list-style-type: none"> <li>•Coalition of Learning and Academic Support Services (CLASS) quarterly meetings</li> <li>•Fall and spring CRLA-certified peer educator training seminars for all campus tutors</li> <li>•End of Training evaluations are conducted to determine the effectiveness of training.</li> <li>•Interactive discussions are incorporated into training in order to gauge tutors' understanding of their responsibilities and expectations pre and post instruction.</li> </ul>		
<b>Results:</b> Evaluation Reports <ul style="list-style-type: none"> <li>•14 tutors from LSS, Athletics, SSS, and Languages departments participated in the Spring 2012 training.</li> </ul>		
<b>Actions:</b> Assessment tools need to be and will be put in place to determine effectiveness of training for programs outside of LSS.		
Where is the data collected for this goal stored?		

UNIT GOAL 3: Increase support for special student population.  Strengthen academic support in specific subject areas.	UC GOAL: Dynamic Work Environment	AAR GOAL:
<b>Outcomes:</b> Assessment tools will be put in place to determine effectiveness of programs apart from the increase of student usage.		
<b>Strategies:</b> <ul style="list-style-type: none"> <li>•CLASS meetings</li> <li>•PALS residence life joint program</li> </ul>		

- Academic Coaching
- SLA/SI departmental collaborations

**Results:**

- 3 tutors qualified for certification
- 6 professional development meetings were hosted by center.
- Employee semester and/or annual performance evaluations

**Actions:**

- Study Skills, Time Management, Calculator, and Basic Math Workshops will develop based upon identified needs of special populations.
- Collaborations between Disability Services, Multicultural Affairs, and other departments will develop to bring awareness of LSS services.

Where is the data collected for this goal stored?