**ASC Assessment Plan/Report UPDATE—Mar 15, 2010**

NOTE: this update includes analysis of additional program assessment data collected at the end of fall semester 2009 and through the first six weeks of spring semester 2010.

*PLEASE NOTE: Previous ASC assessment plans/reports (plus annual program reports) have presented substantial* indirect *student learning data (including longitudinal data for some areas/aspects of the program), gathered from student usage patterns and student surveys, grade and retention information, etc. The current ASC assessment plan is an effort to assess student learning* directly *and across all (or nearly all) of the programs and services included within the ASC.*

**1. MISSION STATEMENT**

The Academic Skills Center helps students who use our services improve their learning process.

(Improvement of learning process might include one or more of the following actions: gain awareness of learning strategies and learning skill sets, assess learning style preferences and strengths, assess attitudes toward learning and studying, assess time management and/or other factors inhibiting learning, etc.).

**2. Learning Outcomes**

* Students will be aware of decision options that can improve their learning process, production, and/or products (i.e., students will gain metacognitive awareness and understanding of their own learning).

* Students will be able to apply better decision making in/to their learning process (i.e., students will apply metacognitive awareness of own learning styles, strengths, and strategies, etc. as appropriate to meet particular learning goals, needs, or situations).

**3. Program Components**

* Students gain awareness of, and practical experience with, learning process options through their use of ASC services: individual consultation with ASC professional staff, individual consultation with ASC peer tutors/writing consultants, group consultation with academic help room tutors, group or classroom workshops developed by the ASC, and other learning process/strategy sessions developed by the ASC.

**4a. Data Sources and Instruments**

* The primary source of data will be ASC consultation/meeting reports for student use of services (individual, group, help room, workshop session).
* Individual consultation/meeting reports are currently produced and maintained for each area within the Academic Skills Center (Disability Services, Learning Support Center, Quantitative Skills Center, and Writing Center).
* To date, the relevant Quantitative Skills Center (QSC) and Writing Center (WC) report forms have been revised/adapted to include direct evidence of student learning: the revised forms are being piloted this semester. Other ASC report forms will be revised/adapted over the course of fall semester (and based on feedback regarding pilot use of revised forms), and implemented during the academic year.
* Group, help room, and workshop session consultation/meeting reports have been less consistently produced in the past, so reports for these areas will require particular emphasis as we move forward.
* Finally, ASC staff and student tutors/consultants have received specific training about revised consultation report methodologies and formats—and we will continue providing ongoing feedback and support as we continue piloting this learning process oriented model of assessment.

**4b. Methods**

* Review and analysis of ASC consultation/meeting reports for the following:

A) evidence of student awareness of learning process options;

B) evidence of student decision making regarding learning process;

C) evidence of student application of *improved* decision making in/to learning process.

**5. Analyze and interpret the data**

Responses to direct assessment questions on the pilot QSC and WC consultation/meeting reports for all of fall semester, plus through the first six weeks of spring semester (through February) were reviewed (separate from the context of other report information) and each set of responses was coded as one of the following categories.

A = indicates evidence of student awareness of learning process options.

B = indicates evidence of student decision making regarding learning and/or learning process.

C = indicates evidence of student application of *improved* decision making in/to learning and/or learning process.

D = no clear evidence indicated and/or incomplete data.

**Analysis of the data from QSC and WC consultation/meeting reports demonstrate the following student learning outcomes for the reported tutoring sessions**.

**OVERALL QSC/WC SESSIONS** (N = 567 report forms)

**Category of**

**Student Learning Evidenced Percentage of Sessions**

A 12.0

B 36.2

C 34.9

D 16.8

The report coding process presumed that a tutoring session labeled C entailed both A & B as well (that is, student learning that evidenced *improved* decision making in/to learning and/or learning process necessarily included student awareness of learning process options [A] and student decision making regarding learning and/or learning process [B]).

Thus, based on the data reported above, the following general picture of student learning becomes apparent: 83.1% of reported sessions indicate evidence of student awareness of learning process options; likewise, 48.2% of reported sessions indicate evidence of student decision making regarding learning and/or learning process. The preceding data is presented in table format just below.

**% of Sessions Student Learning Evidenced**

83.1 awareness of learning process options

48.2 student decision making regarding learning and/or learning process

34.9 student application of *improved* decision making in/to learning and/or learning process

The student learning data described above (especially in conjunction with specific responses for QSC and WC sessions) continue to provide fun, provocative, and useful information as we consider small and big picture understandings of student academic support programs. In addition, this effort seem to be yielding helpful program information about direct student learning in the ASC (as well as yielding information about tutor teaching and effectiveness in the QSC and WC—factors we plan to include in our assessment efforts at some point in the future).

Using the current instruments, additional data will be gathered for the remainder of the academic year. During summer break, the QSC & WC Directors will meet to review, analyze, and discuss the full data set. At that time, we will also review and revise/adapt the data collection instruments in each area, as appropriate (and perhaps in collaboration with student tutors).

**6. How will the data collected be used for decision-making, strategic planning, etc**.

* During fall semester 2009, QSC and WC pilot data collection, analysis, and discussion were initially used to revise and fine tune the relevant consultation/meeting report forms, to revise/update program training and feedback for student-employees (in relation to both tutoring practices and completion of data report forms), and to determine appropriate and efficient means for storing, analyzing, and sharing the collected data.
* Once we have determined best practices (at least tentatively) for QSC and WC data collection and analysis, etc., then we will proceed with systematic data collection and/or analysis for other areas within the ASC. The most likely ASC area to include next will be individual student meetings with Learning Support Center staff, given that professional staff in this area already maintain student meeting/consultation reports for most sessions.
* All ASC professional staff will be involved in discussions to determine and implement appropriate assessment and/or program revisions and updates; student employees will be involved as well, but in more limited capacities (primarily related to their specific area of ASC tutoring or other work: e.g., writing consultants were asked to provide their feedback about data coding of specific WC sessions).
* In addition, the data collected from ASC consultation/meeting report forms—direct evidence of student learning and/or student awareness of learning process options—will be reviewed in conjunction with other ASC *indirect* student learning measures (post-meeting questionnaires, student usage data, student retention and grade information, etc.) as means to assess effectiveness of ASC program and services, as evidence for continuing or adapting current practices or services, and as evidence for suggesting new areas for ASC programs and services that would fit with our overall program mission.