

2017-2018 Assessment Cycle VPAA_Student Success: The Learning Center

Mission (due 12/4/17)

University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

College / VP and Program / Department Mission

Mission of College or VP-area

Provide the mission for the College or VP-area in the space provided. If none is available, write "None Available in 2017-2018."

The purpose of The Learning Center is to provide students with academic assistance, its main objective being to help students achieve academic success. The student always comes first at The Learning Center, which offers individual tutoring, study group tutoring, supplemental instruction, and other academic resources. The primary mission of The Learning Center is to help students become more efficient, independent learners. Our programs, facilitated by trained peer tutors and professional staff, create a welcoming, supportive, and energetic community that promotes connection, collaboration, leadership, and growth.

Mission of Program / Department

Provide the program / department mission in the space provided. The mission statement should concisely define the purpose, functions, and key constituents. If none is available, write "None Available in 2017-2018."

The Academic Success Center (ASC) supports the University's Strategic Goals and Mission by providing students, faculty, and staff with support services necessary for student success at UL Lafayette. The mission of the ASC is to enhance student learning by implementing student success programs that provide support for retention and graduation. The ASC strives to be an exemplary model of service through collaborative efforts, integrated services, and efficient communication processes.

Attachment (optional)

Upload any documents which support the program / department assessment process.

Assessment Plan (due 12/4/17)

Assessment Plan (Goals / Objectives, Assessment Measures and Criteria for Success)

Assessment List

Goal/Objective	Increase student success ("C" or better) in courses for which Supplemental Instruction is provided to students.(Imported)		
Legends	SLO - Student Learning Outcome/Objective (academic units); OO - Outcome/Objective (administrative units);		
Standards/Outcomes	Identifier	Description	
	Student SI.Student SI 1	Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).	
	Student SI.Student SI 1.KPI 1	Implement and sustain student support to retain and graduate students.	
	Student SI.Student SI 1.KPI 4	Improve student success through engagement in high impact practices.	
	Student SI.Student SI 4	Expand and strengthen UL Lafayette	
Assessment Measures	Assessment Measure	Criterion	Attachments
	Direct - Student Final Course Grades (Other)	TLC will track the percentages of SI participants vs. non-participants who earned a "C" or better	

Goal/Objective	Increase student participation in tutoring for challenging courses at TLC.(Imported)		
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Assessment Measures	Assessment Measure	Criterion	Attachments
	Direct - Attendance (Other)	Student receptionists in The Learning Center (TLC) will utilize an online software program (TutorTrac) to schedule and check in each student who attends individual, group, and SI tutoring sessions throughout the semester. The total number of students who attends individual, group & SI tutoring sessions will be compared to previous respective semesters. We will also compare the number of students who visited TLC multiple times (3 times or more).	

Program / Department Assessment Narrative

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations); this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. In the space below, describe the program's or department's overall plan for improving student learning and/or operations (the "assessment plan"). Consider the following:

- 1) What strategies exist to assess the outcomes?
- 2) What does the program/department expect to achieve with the goals and objectives identified above?
- 3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?
- 4) What is the plan for using data to improve student learning and/or operations?
- 5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

Assessment Process

The Learning Center's goal is to assist students to be academically successful in order to increase retention and encourage graduation. In order to meet this goal, TLC must encourage student visits by use of creative marketing, providing effective tutoring services, and recruiting qualified tutors. The purpose of assessment is to determine whether TLC is actively working towards our goals. Throughout each semester TLC collects data which includes student grades, visits, and qualitative feedback. The data is then analyzed and goals/objectives are adjusted. Upon the completion of each assessment cycle, TLC will share the data with Academic Affairs to demonstrate the impact that peer tutoring has on student success.

Results & Improvements (due 9/15/18)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for Increase student success ("C" or better) in courses for which Supplemental Instruction is provided to students.(Imported)

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			<p>from the 16-17 academic year regarding SI will serve as a baseline comparison between the "old" SI and the "official" SI. During the Fall 2016 semester, TLC offered SI for 5 different subjects (ACCT 201, BIOL 110, BIOL 121, BIOL 220, & CHEM 107). 24% of enrolled students in eligible courses attended SI sessions (1,877 eligible students, 458 attended 1 or more session). Of the students who participated in SI, 69% earned a "C" or better in their course. The detailed reports showing subject specific data are attached. 55% of non-participating students earned a "C" or better in</p>		
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			<p>their course. During the Fall 2017 semester, TLC offered SI for 3 different subjects (BIOL 110, BIOL 220, & BIOL 318). Data shows a 91% increase in attendance compared to Fall 2016 attendance. 46% of enrolled students in eligible courses attended SI sessions (1,395 eligible students, 641 attended 1 or more session). Of the students who participated in SI, 74% earned a "C" or better in their course. This is a 7.25% increase from Fall 2016 data. The detailed reports showing subject specific data are attached. 51% of non-participating students earned a "C" or better in</p>		
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			<p>their course. During the Spring 2017 semester, TLC offered SI for 4 different subjects (BIOL 110, BIOL 121, BIOL 220, & CHEM 108). 23% of enrolled students in eligible courses attended SI sessions (1,638 eligible students, 375 attended 1 or more session). Of the students who participated in SI, 69% earned a "C" or better in their course. The detailed reports showing subject specific data are attached. 63% of non-participating students earned a "C" or better in their course. During the Spring 2018 semester, TLC offered SI for 3 different subjects (BIOL 110, BIOL 220, & BIOL 261).</p>		
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		<p>Data shows a 126% increase in attendance compared to Spring 2017 attendance. 52% of enrolled students in eligible courses attended SI sessions (1,132 eligible students, 591 attended 1 or more session). Of the students who participated in SI, 76% earned a "C" or better in their course. This is a 10% increase from Spring 2017 data. The detailed reports showing subject specific data are attached. 58% of non-participating students earned a "C" or better in their course.</p>		
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Assessment List Findings for the Assessment Measure level for Increase student participation in tutoring for challenging courses at TLC.(Imported)

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		<p>individual, group & SI tutoring sessions will be compared to previous respective semesters. We will also compare the number of students who visited TLC multiple times (3 times or more). been met yet? Met</p>	<p>a combination of services - which will explain the discrepancy between the total number of students and the sum of the students to reason. During the Fall 2017 semester, 1,452 students visited TLC 7,206 times. This represents a 20% increase in the number of students who utilized TLC services and a 29% increase in student visits. 652 students attended individual appointments 1,705 times (37% increase in students, 84% increase in visits); 674 students attended SI sessions 2,034 times (24.5% increase in students; 44% increase in visits); 60 students attended SI Office Hours 423 times (60% decrease in students; 73% decrease in visits); and 452 students attended study groups 1,022 times (15% increase in students; 28% decrease in visits). The students may have participated in a combination of services - which will explain the discrepancy between the total number of students and the sum of the students to reason. Overall, TLC saw an increase in the number of students</p>		
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		<p>who visited and an increase in the number of times these students came to TLC when comparing Fall 16 to Fall 17 semesters. During the Spring 2017 semester, 950 students visited TLC 5,032 times. 420 students attended individual appointments 1,856 times; 374 students attended SI sessions 2,020 times, 53 students attended SI Office Hours 164 times, and 318 students attended study groups 989 times. The students may have participated in a combination of services - which will explain the discrepancy between the total number of students and the sum of the students to reason. During the Spring 2018 semester, 1,133 students visited TLC 7,581 times. This represents a 19% increase in the number of students who utilized TLC services and a 50% increase in student visits. 532 students attended individual appointments 2,777 times (26% increase in students, 49% increase in visits); 588 students attended SI sessions 3,948 times (57% increase in students; 95% increase in visits);</p>		
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			<p>113 students attended SI Office Hours 247 times (113% increase in students; 50% increase in visits); and 197 students attended study groups 609 times (38% decrease in students; 38% decrease in visits). The students may have participated in a combination of services - which will explain the discrepancy between the total number of students and the sum of the students to reason. Overall, TLC saw an increase in the number of students who visited and an increase in the number of times these students came to TLC when comparing Spring 17 to Spring 18 semesters. In an attempt to determine whether students are visiting TLC for more than exam review, the number of students who visited TLC 3 or more times was tracked. Students may visit TLC twice (for midterm exam assistance and final exam assistance). Students who visit 3 or more times may be utilizing the services of TLC for more than exam review. Working with the Office of First Year Experience, TLC provided a new</p>		
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		<p>incentive to students for repeat visits - a free t-shirt. During the Fall 2016 semester, 525 students visited TLC 3 or more times. During the Fall 2017 semester, 650 students visited TLC 3 or more times. This is a 24% increase in students who attended regularly. During the Spring 17 semester, 479 students visited TLC 3 or more times. During the Spring 18 semester, 618 students visited TLC 3 or more times. This is a 29% increase in students who attended regularly.</p>		
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Reflection (Due 9/15/18)

Reflection

The primary purpose of assessment is to use data to inform decisions and improve programs and operations; this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. Recalling this purpose, respond to the questions below.

1) How were assessment results shared in the program / department?

- Please select all that apply. If "other", please use the text box to elaborate.*
- Distributed via email (selected)
- Presented formally at staff / department / committee meetings (selected)
- Discussed informally (selected)
- Other (explain in text box below)

2) How frequently were assessment results shared?

Frequently (>4 times per cycle) (selected)
 Periodically (2-4 times per cycle)
 Once per cycle
 Results were not shared this cycle

3) With whom were assessment results shared?

Please select all that apply.

Department Head (selected)
 Dean / Asst. or Assoc. Dean (selected)
 Departmental assessment committee
 Other faculty / staff (selected)

4) Consider the impact of prior applied changes. Specifically, compare current results to previous results to evaluate the impact of a previously reported change. Demonstrate how the use of results improved student learning and/or operations.

Applied changes to the SI model included proper/official training for SI supervisors and SI Leaders as well as intentional targeting of courses. Online marketing via social media increased and departmental partnerships allowed for incentives to be shared with students to encourage their attendance to TLC services. All of these changes led to an increase in students visiting TLC and ultimately assisted in their overall success in courses. The implementation of the SI model also directly impacted student learning via facilitated group activities which required students to review and apply concepts discussed in class.

5) Over the past three assessment cycles, what has been the overall impact of "closing the loop"? Provide examples of improvements in student learning, program quality, or department operations that are directly linked to assessment data and follow-up analysis.

Closing the loop (creating goals, measuring those goals, evaluating the goals) has impacted the overall quality of services offered at TLC. Staff trainings are more intentional and engaging to better prepare tutors for students, marketing and classroom visits by the Coordinator increased the student population's understanding/awareness of TLC's services, and each assessment cycle has influenced increased goals (Learning Center related certifications and prestigious acknowledgements).

Attachments (optional)

Upload any documents which support the program / department assessment process.