West Virginia Northern Community College
Co-Curricular Assessment Plan

Supervisor Name: CJ Farnsworth

Campus Location: Wheeling, B&O 226A

Email: cfarnsworth@wvncc.edu

Phone: 304.214.8853

Academic Support Center (ASC) Mission Statement: To motivate and empower students to become successful and independent learners.

Academic Support Center (ASC) Goals:

I. Provide interactive academic spaces to reinforce and extend student learning
II. Provide a variety of holistic and comprehensive support services and programs that enhance academic success, personal growth, retention, and graduation
III. Align programs and services with best practices in student learning theory and addressing diverse student learning needs
IV. Uphold scholarly integrity and academic honesty in all learning center programs and services
V. Maintain a staff of learning center professionals who are consistently connected to the field of learning centers in higher education and learning assistance
VI. To effectively brand and consistently promote the learning center virtually and on-campus
VII. Maintain a process of consistent and continual review and quality improvement in programs/services - including analysis of strengths, challenges, and appropriate corrective actions – annually

Approach to Co-Curricular Assessment:

The Academic Support Center strives to evaluate the success of programs, services, and initiatives by focusing on the following:

- Identification of student learning outcomes
- Documentation of resource/service/program use and need
- Measurement of student satisfaction
- Collection of and response to student feedback

These efforts, combined, provide a comprehensive schema for assessment used to increase the effectiveness of programs, services, and initiatives resulting in enhanced student learning, retention, and success.

Goal I: Provide interactive academic spaces to reinforce and extend student learning				
Student Learning Outcome	Strategy/learning activity	Assessment Method/tool	Benchmark	Timeline /Person Responsible
1.a Students will develop their computer skills and support their coursework using ASC computer lab and mobile cart Chromebooks.	Hands-on Learning Formative Assessment	Report of student use Student & instructor feedback	*(Data is currently available for only summer 2018)* Summer *2018 = 49 students (NM/WRT)* 2018-2019 Goal: Fall = 60 students (NM/WRT/WHG) Spring = 55 students (NM/WRT/WHG)	Fall 2018-Spring 2019 Stephanie Smith Ida Williams Dennis Bills Robin Evans

Goal II: Provide a variety of holistic and comprehensive support services and programs that enhance academic success, personal growth, retention, and graduation				
Student Learning Outcome	Strategy/learning activity	Assessment Method/tool	Benchmark	Timeline /Person Responsible
2.a Students & community members attending No Stigma Attached Lunch 'n' Learn programs will evaluate the relevance of these programs to their experience, learning/ education, & personal growth.	Targeted feedback	Paper-based evaluation card	*(2017-2018 average = 67%)* 2018-2019 Goal: 80% of attendees identify program relevance to their experience, learning/education, and/or personal growth	Oct 17, 18 Nov 14, 18 Dec 6, 18 Jan 23, 19 Feb 14, 19 March 23, 19 April 11, 19 Robin Evans & Kevin Serig
2.b Students who participate in the Review & Retest Program will "test-out" of at least 1 level of developmental education *(course or supplement)*.	Homework and practice Reinforcing effort and providing recognition Cues, questions, activating prior knowledge	Test scores (before and after)	*17-18 average = 46% success* 2018-2019 Goal: 51%	June 2018 – May 2019 Stephanie Smith Kris Matyskiela Ida Williams Dennis Bills & all paraprofessional staff
2.c Students who participate in the Academic Recovery Program will make progress toward recovering good academic standing.	Student goal setting Student self-assessment Coaching & conferencing	Documentation of student plan and follow-through GPA *(before & after)*	*Pilot semester – no previous data* 2018-2019 Goal: 0.75 increase in GPA for students who complete program	October-December 2018 *(may extend into spring 2019 semester)* Kristi Aulick w/assistance from support staff: Kevin Serig, Kris Matyskiela, Robin Evans, Stephanie Smith, CJ Farnsworth

2.d Students who attend Supplemental Instruction (SI) will improve course engagement, performance, and completion positively impacting course retention and success rates.	Cooperative learning Peer-led support & collaboration Discovery, inquiry-based learning	D F W rates	*Pilot semester for program, benchmark based on D F W rates for identified courses by campus fall 2017: ENG 097= , ENG 101= , Math 101* 2018-2019 Goal:	Stephanie Smith Ida Williams Dennis Bills CJ Farnsworth Judith Johnson Tawyna Sisteilli Krsangi Dove Eric Hasenhauer In cooperation with faculty members: Jennifer Kriechbaum, Chana Baker, Mark Goldstein, Greg Winland

Goal III: Align programs and services with best practices in student learning theory and addressing diverse student learning needs

Student Learning Outcome	Strategy/learning activity	Assessment Method/tool	Benchmark	Timeline /Person Responsible
3.a FYS students, enrolled in hybrid sections, attending the Learning Strategies Workshop will identify one "best practice" learning/study strategy and commit to implementing the strategy selected.	Student self-assessment & reflection	Exit ticket Follow-up questionnaire	2018-2019 Goal: 85% of FYS students will successfully complete exit ticket 50% of those students will report implementing the strategy identified	Fall 2018 CJ Farnsworth Robin Evans
3.b Students working with tutors will explain their learning preferences.	Peer teaching and collaboration Modeling Student self-assessment	Survey-evaluation tool	*New assessment measure – no benchmarks* 2018-2019 Goal: 100% of students completing survey will explain their learning preferences *(providing insight into what tutors are doing well and where they can improve)*	Fall 2018 – Spring 2019 Robin Evans CJ Farnsworth

Goal IV: Uphold scholarly integrity and academic honesty in all learning center programs and services

Student Learning Outcome	Strategy/learning activity	Assessment Method/tool	Benchmark	Timeline /Person Responsible
4.a Students receiving testing accommodation in the ASC will demonstrate effective time management skills by initiating test session appointments 24 hours in advance	Analysis of student behavior	Documentation of test session requests and appointments	*Current goal based on anecdotal experience* 2018-2019 Goal: 60% of students will schedule appropriately the first time	Fall 2017-Spring 2018 Kevin Serig Ida Williams Dennis Bills CJ Farnsworth Robin Evans

			85% of students will schedule appropriately thereafter	

Goal V: Maintain a staff of learning center professionals who are consistently connected to the field of learning centers in higher education and learning assistance

Staff Learning Outcome	Strategy/learning activity	Assessment Method/tool	Benchmark	Timeline /Person Responsible
5.a Academic Support Staff will engage in 3 hours, minimum, of professional development	Direct instruction Guest speaker Field experience or field study	Professional development form	2018-2019 Goal: 100% participation	July 1, 2018-June 30, 2019 All regular and paraprofessional staff

Goal VI: To effectively brand and consistently promote the learning center virtually and on-campus

Student Learning Outcome	Strategy/learning activity	Assessment Method/tool	Benchmark	Timeline /Person Responsible
6.a Students will identify channel through which they learned of ASC programs/services.	Effective questioning	Checklist	*First semester assessment measure* 2018-2019 Goal: Establish benchmarks for effectiveness of various marketing channels	CJ Farnsworth Robin Evans
6.b Students will connect with the ASC through *remind* text messaging system and student success blog.	'Accountable talk'	Subscription numbers	*2017-2018 benchmark: remind = 124 followers blog = 63 followers* 2018-2019 Goals: remind = 150 follower blog = 75 followers	CJ Farnsworth Robin Evans Ida Williams Dennis Bills

Goal VII: Maintain a process of consistent and continual review and quality improvement in programs/services - including analysis of strengths, challenges, and appropriate corrective actions

Staff Learning Outcome	Strategy/learning activity	Assessment Method/tool	Benchmark	Timeline /Person Responsible
7.a Staff will participate in all assessment efforts by collecting, reviewing, and recommending improvements/ changes in response to data.	Accountable talk Collaboration Effective questioning	Annual Report	100% participation from all regular and paraprofessional staff	2018-2019 academic year All

Co-curricular Assessment Analysis Plan

Goal:				
Student Learning Outcome	Measurement	Benchmark	Result	Recommendations