West Virginia Northern Community College Co-Curricular Assessment Plan

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

Goal II: Provide a variety of holistic and comprehensive support services and programs that enhance academic success, personal growth, retention, and graduation Student Learning Strategy/learning Assessment Benchmark Timeline /Person Outcome activity Method/tool Responsible 2.a Students & Targeted Paper-based (2017-2018 average = Oct 17, 18 evaluation card Nov 14, 18 community members feedback 67%) attending No Stigma Dec 6, 18 Attached Lunch 'n' Jan 23, 19 2018-2019 Goal: 80% of Learn programs will Feb 14, 19 attendees identify evaluate the March 23, 19 program relevance to relevance of these April 11, 19 their experience, programs to their learning/education, experience, learning/ and/or personal growth **Robin Evans** education, & & Kevin Serig personal growth. **2.b** Students who Homework and Test scores 17-18 average = 46% June 2018 - May participate in the practice (before and success 2019 Review & Retest after) Program will "test-Reinforcing effort 2018-2019 Goal: 51% Stephanie Smith out" of at least 1 level and providing Kris Matyskiela of developmental recognition **Ida Williams** education (course or Dennis Bills supplement). & all paraprofessional Cues, questions, staff activating prior knowledge **2.c** Students who Student goal Documentation Pilot semester - no October-December participate in the setting of student plan previous data 2018 and follow-(may extend into Academic Recovery Program will make through spring 2019 semester) Student self-2018-2019 Goal: progress toward assessment 0.75 increase in GPA for recovering good students who complete GPA (before & Kristi Aulick academic standing. after) program w/assistance from Coaching & support staff: Kevin conferencing 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
diverse student lear		en Dest pratinces	m-student learning tileoi	y and additessing
Student Learning Outcome	Strategy/learning activity	Assessment Method/tool	Benchmark	Timeline /Person Responsible
3.a FYS students, enrolled in hybrid	Student self- assessment &	Exit ticket	2018-2019 Goal:	Fall 2018
sections, attending the Learning Strategies Workshop will identify one "best practice"	reflection	Follow-up questionnaire	85% of FYS students will successfully complete exit ticket 50% of those students	CJ Farnsworth Robin Evans
learning/study strategy and commit to implementing the strategy selected.			will report implementing the strategy identified	
3.b Students working with tutors will explain their learning	Peer teaching and collaboration	Survey- evaluation tool	New assessment measure – no benchmarks	Fall 2018 – Spring 2019
preferences.	Modeling		2018-2019 Goal:	Robin Evans CJ Farnsworth
	Student self- assessment		100% of students completing survey will explain their learning preferences (providing insight into what tutors are doing well and where they can improve)	
			y in all learning center pr Benchmark	
Student Learning Outcome	Strategy/learning activity	Assessment Method/tool	Deficilliai K	Timeline /Person Responsible
4.a Students receiving testing accommodation in the ASC will	Analysis of student behavior	Documentation of test session requests and	Current goal based on anecdotal experience	Fall 2017-Spring 2018
demonstrate effective time management skills by initiating test session appointments 24 hours in advance		appointments	2018-2019 Goal: 60% of students will schedule appropriately the first time	Kevin Serig Ida Williams Dennis Bills CJ Farnsworth Robin Evans

by contacting the Accessibility Counselor and instructor. 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 activity Direct instruction Staff will engage in 3 hours, minimum, of professional development Goal V: To effectively brand and consistently promote the learning center virtually and on-campus Student Learning Outcome field experience or field study Goal VI: To effectively brand and consistently promote the learning center virtually and on-campus Student Learning Outcome activity Goal VI: To effectively brand and consistently promote the learning center virtually and on-campus Student Learning Outcome activity Goal VI: To effectively brand and consistently promote the learning center virtually and on-campus Student Learning Outcome activity Assessment Method/tool Effective Questioning Assessment Method/tool Gas Students will identify channel through which they learned of ASC programs/services. Establish benchmarks for effectiveness of various marketing channels For effectiveness of various marketing channels For effectiveness of various marketing channels CJ Farnsworth Robin Evans CJ Farnsworth Robin Evans Learning and Strategy/learning and spread and continual review and quality improvement in programs/services - including analysis of strengths, challenges, and appropriate corrective actions Staff Learning Strategy/learning Assessment Benchmark Timeline /Person					
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				paraprofessional stair	A11
collecting, reviewing, questioning All and recommending		questioning			All
improvements/					
changes in response					
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Co-curricular Assessment Analysis Plan

Goal:				
Student	Measurement	Benchmark	Result	Recommendations
Learning				
Outcome				