

Academic Support Center (ASC) WVNCC

2017-2018 Co-Curricular Assessment Plan

PLAN INSTRUCTIONS

SECTION I

Mission, Goals, & Objectives: The most recent version of mission statement, a bulleted list of department goals, and a bulleted list of department objectives.

SECTION II

Outcomes & Assessment Plan: Identify measurable outcomes, define any key terms, provide any necessary explanation or justification of objectives, identify the assessment instrument(s), a general timeline for completion of activities/assessments and identify, specifically, who is responsible for the objectives, outcomes and assessments.

SECTION III

Results & Discussion: To be completed after the assessment cycle is complete, including results of assessment, any particular challenges, whether desired outcomes were achieved, and applicability of data/feedback gathered and how it will inform subsequent assessment planning.

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Department: Academic Support Center

Person Submitting Plan: CJ Farnsworth (Director)

SECTION I: Mission, Goals & Objectives

ASC Mission To motivate and empower students to become successful and independent learners.

ASC Goals

1. Provide holistic student resources and services that promote cognitive, affective, and socio-cultural learning.
2. Provide resources and services to administrators, faculty, and staff that enhance and support classroom instruction and professional development.
3. Provide exceptional, individualized, student-centered, and relationship-based service and attention to all students served by Academic Support Centers.
4. Increase participation in academic support services through partnerships with faculty; deliberate, on-time, direct promotion; and consistent follow-up and feedback.

ASC Objectives

1.1 The ASC will offer a Lunch'n'Learn Series focusing on mental health topics cited by the research to affect significant percentages of college students and maintain an online mental health assessment and referral program. (*ACC*)

1.2 / 2.1 The ASC will offer soft and life-skill based classroom workshops to supplement the content/skill-based, academic curriculum. (*ALL*)

2.2 The ASC will offer a "Mental Health First-Aid" workshop for faculty, staff and administration. (*ACC*)

2.3 The ASC will schedule tutors to attend the classes for which they tutor and work directly with the instructor/students, according to their schedule. (*TUT*)

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3.1 ASC staff will serve as “Support Coaches” for new students, as assigned, and manage onboarding of new students through research-based, relationship management strategies.

3.2 ASC staff will be accessible to students via email, phone, text, or face-to-face during working hours and will clearly and consistently communicate their availability. (*ALL*)

3.3 ASC will maintain and expand its text-messaging, opt-in, communication tool with all students served. (*CUSV*)

4.1 ASC staff (including paraprofessional staff) will follow-up with all no-shows via telephone or text message. (*ALL*)

4.2 ASC paraprofessional staff will share face time with faculty served on a weekly basis. (*TUT*)

4.3 ASC will expand feedback campaign to include all services provided and consistently send survey, on a weekly basis, to all students, faculty, staff, and administrators served. (*CUSV*)

4.4 ASC will document all program/service activity, participation, feedback and assessment in our annual report.

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SECTION II: Outcomes & Assessment Plan *(duplicate for each goal proposed)*

GOAL	1. PROVIDE HOLISTIC STUDENT RESOURCES AND SERVICES THAT PROMOTE COGNITIVE, AFFECTIVE, AND SOCIO-CULTURAL LEARNING.
Objective(s)	<p>1.1 The ASC will offer a Lunch'n'Learn Series focusing on mental health topics cited by the research to affect significant percentages of college students and maintain an online mental health assessment and referral program. <i>(ACC)</i></p> <p>1.2 The ASC will offer soft and life-skill based classroom workshops to supplement the content/skill-based, academic curriculum. <i>(ALL)</i></p>
Outcome(s):	<p>1.1a Engage 10% of FTE student population in mental health programming through attendance of at least 1 Lunch'n'Learn program (approximately 135.8 of 1358 students attending at least one program)</p> <p>1.1b Establish baseline for percentage of students who report mental health concerns as a prohibitive factor impacting their persistence and success</p> <p>1.1c Establish baseline for percentage of students completing online mental health assessment, percentage following through with referral and percentage who successfully complete the semester during which the assessment is submitted</p> <p>1.2 Align outcomes 100% for soft & life-skill workshops to program goals and objectives.</p>
Definition(s):	<p><u>Holistic</u>- characterized by the treatment of the whole person, taking into account emotional and social factors.</p> <p><u>Socio-cultural</u>- related to the different groups of people in society and their habits, traditions, and beliefs</p> <p><u>Soft Skills</u>- personal attributes that enable someone to interact effectively and harmoniously with other people</p> <p><u>Life Skills</u>- psychosocial abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life</p>
Explain action item(s)/ significant activity	<p>Offer 8 Lunch'n'Learn programs focused on topics identified, in the research, as significantly impeding college success and completion; maintain an online mental health assessment and referral program; provide a "Mental Health First Aid" professional development workshop, with the following objectives:</p> <ul style="list-style-type: none"> • Promote basic understanding of mental health and mental illness, including effects on academic, personal and professional success • Reduce the stigma associated with mental illness by providing clear, factual information about mental illness, its causes, ways to address it and recovery

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	<ul style="list-style-type: none"> Reinforce the importance of positive mental health and effective ways of coping with stress <p>Align the outcomes of supplemental, support workshops with the needs and objectives of specific programs of study, using program summaries, course descriptions and syllabi.</p>
Assessment instrument(s):	<p>1.1a Attendance records measured against FTE</p> <p>1.1b Administer WVNCC student survey (based on Mental Health America screening), compare results to national results reported on the CIRP Freshmen Survey (TFS)</p> <p>1.1c Results/reports from Screening for Mental Health, Inc. online assessments</p> <p>2.1 Alignment grid of outcomes and faculty evaluation</p>
General timeline:	<p>1.1a August 2017-May 2018</p> <p>1.1b Survey administered September 2017 and January 2018</p> <p>1.1c Results compiled at the end of each semester: December 2017 & May 2018</p> <p>1.2 Outcomes aligned in grid by September 1, 2017; faculty evaluations done following each workshop, compiled in May 2018</p>
Person(s) responsible:	<p>1.1 Kevin, Jacqui, CJ</p> <p>1.2 All</p>

GOAL	2. PROVIDE RESOURCES AND SERVICES TO ADMINISTRATORS, FACULTY, AND STAFF THAT ENHANCE AND SUPPORT CLASSROOM INSTRUCTION AND PROFESSIONAL DEVELOPMENT.
Objective(s)	<p>2.1 The ASC will offer soft and life-skill based classroom workshops to supplement the content/skill-based, academic curriculum. <i>(ALL)</i></p> <p>2.2 The ASC will offer a “Mental Health First-Aid” workshop for faculty, staff and administration. <i>(ACC)</i></p> <p>2.3 The ASC will schedule tutors to attend the classes for which they tutor and work directly with the instructor/students, according to their schedule. <i>(TUT)</i></p>
Outcome(s):	<p>2.1 100% alignment of outcomes for soft & life-skill workshops with specific program goals and objectives</p> <p>2.2 Improve faculty, staff and administration knowledge and skill to recognize and respond to the mental health issues of students by 50%</p> <p>2.3 100% of tutors will attend a minimum of 3 class sessions for the courses in which they tutor and sessions offered pre- and post- class meeting will increase by 5%</p>

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Definition(s):	<p><u>Soft Skills</u>- personal attributes that enable someone to interact effectively and harmoniously with other people</p> <p><u>Life Skills</u>- psychosocial abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life</p>
Courses/Action Item(s)/ Significant Activity	<p>2.1 Align the outcomes of supplemental, support workshops with the needs and objectives of specific programs of study, using program summaries, course descriptions and syllabi.</p> <p>2.2 Work with Amy Gamble to provide professional development workshop that will allow faculty, staff and administrators to identify, understand and respond to signs of addictions and mental illnesses.</p> <p>2.3 Require tutors to visit all courses tutored to better understand course material, instructional methods, and develop rapport.</p>
Method for assessment of outcome(s):	<p>2.1 Use grids to align outcomes 100% for soft & life-skill workshops to program/course goals and objectives.</p> <p>2.2 Pre- and Post- assessment of workshop attendees</p> <p>2.3 ASC login system report to track tutor attendance and sessions</p>
General Timeline:	<p>2.1 Outcomes aligned in grid by September 1, 2017; faculty evaluations done following each workshop, compiled in May 2018</p> <p>2.2 Day of workshop, TBD pre- and post- assessment administered same day</p> <p>2.3 ASC login reports for each semester</p>
Person Responsible:	<p>2.1 All</p> <p>2.2 Kevin, CJ</p> <p>2.3 Stephanie, CJ</p>

GOAL	3. PROVIDE EXCEPTIONAL, INDIVIDUALIZED, STUDENT-CENTERED, AND RELATIONSHIP-BASED SERVICE AND ATTENTION TO ALL STUDENTS SERVED BY ACADEMIC SUPPORT CENTERS.
Objective(s)	<p>3.1 ASC staff will serve as “Support Coaches” for new students, as assigned, and manage onboarding of new students through research-based, relationship management strategies. <i>(ALL)</i></p> <p>3.2 ASC staff will be accessible to students via email, phone, text, or face-to-face during working hours and will clearly and consistently communicate their availability. <i>(ALL)</i></p> <p>3.3 ASC will maintain and expand its text-messaging, opt-in, communication tool with all students served. <i>(CUSV)</i></p>
Outcome(s):	<p>3.1 75% of students who work with Support Coaches will return for subsequent visits (2 or more)</p> <p>3.2 Students will not wait more than 24 hours (during the work week) for follow-up/return communication</p>

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	3.3 Minimally, 100 students will opt-in to the ASC text messaging system and we will communicate important information twice weekly
Definition(s):	<p><u>Support Coach</u>- Assist first time students as they adjust to college; transitioning students to the college; providing students with assistance in understanding WVNCC policies, procedures, expectations, responsibilities and making use of the resources and services available to them.</p> <p><u>Onboarding</u>- Organizational socialization, refers to the process through which new students acquire the necessary knowledge, skills, and behaviors to become effective and integrated into the academic environment.</p> <p><u>Relationship Management</u>- A strategy in which a continuous level of engagement is maintained between WVNCC and its individual students.</p>
Courses/Action Item(s)/ Significant Activity	<p>3.1 All ASC staff will be provided with ongoing training and professional development to be effective Support Coaches</p> <p>3.2 Collaborative communication throughout the department</p> <p>3.3 Remind is our platform</p>
Method for assessment of outcome(s):	<p>3.1 Students tracked through ASC login system, each staff member will keep caseload files</p> <p>3.2 Communications will be tracked electronically, documentation kept for any identified lapses, survey questions address follow-up and communication</p> <p>3.3 Remind system tracks all participants and messages</p>
General Timeline:	<p>3.1 May – September 2017</p> <p>3.2 Documentation kept in Excel spreadsheet</p> <p>3.3 Completed by May 2018</p>
Person Responsible:	<p>3.1 All</p> <p>3.2 All, Jacqui</p> <p>3.3 Jacqui</p>

GOAL	4. INCREASE PARTICIPATION IN ACADEMIC SUPPORT SERVICES THROUGH PARTNERSHIPS WITH FACULTY; DELIBERATE, ON-TIME, DIRECT PROMOTION; AND CONSISTENT FOLLOW-UP AND FEEDBACK.
Objective(s)	<p>4.1 ASC staff (including paraprofessional staff) will follow-up with all no-shows via telephone or text message. <i>(ALL)</i></p> <p>4.2 ASC paraprofessional staff will share face time with faculty served on a weekly basis. <i>(TUT)</i></p>

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	<p>4.3 ASC will expand feedback campaign to include all services provided and consistently send survey, on a weekly basis, to all students, faculty, staff, and administrators served. (<i>CUSV</i>)</p> <p>4.4 ASC will document all program/service activity, participation, feedback and assessment in our annual report. (<i>DIR</i>)</p>
Outcome(s):	<p>4.1 Establish baseline of 75% follow-up communication for no-shows</p> <p>4.2 Establish baseline of 100% of tutors making weekly contact (15x during semester)</p> <p>4.3 Increase participation rate by 50% (based on fall 2016-spring 2017 totals)</p> <p>4.4 Annual report completed, including comparison section, for 5 years consecutively-spring 2020</p>
Definition(s):	<p><u>Paraprofessional Staff</u>- Job title given to persons who are trained to assist with academic/educational support programs/services, but do not necessarily, themselves, have professional licensure</p> <p><u>No-Show</u>- Person who has made an appointment but neither keeps nor cancels it</p> <p><u>Face Time</u>- Time spent in face-to-face contact with someone</p> <p><u>Annual Report</u>- Comprehensive report on a departmental activities throughout the preceding (academic) year</p>
Explain action item(s)/ significant activity	<p>4.1 Accessibility and communication continue to be challenges in higher education- intentional, on-time response/feedback is a key aspect of relationship management; follow-up will be orchestrated, primarily, through reception desk</p> <p>4.2 Face-time on a weekly basis will enhance relationship management between support staff and faculty, a key factor in academic support program success</p> <p>4.3 Revised, service specific, survey to all students and faculty served</p> <p>4.4 All data compiled at the end of the spring semester for the academic year</p>
Assessment instrument(s):	<p>4.1 Outlook calendars, emails, ASC login</p> <p>4.2 Contact logs</p> <p>4.3 Survey Monkey (IR)</p> <p>4.4 ASC Login System (in-house, IT), Evaluation Surveys-Survey Monkey (IR), Banner</p>
General timeline:	<p>4.1 August 2017 – May 2018</p> <p>4.2 August 2017 – May 2018</p> <p>4.3 August 2017 – May 2018</p> <p>4.4 May – July 2018</p>
Person(s) responsible:	<p>4.1 All, Jacqui</p> <p>4.2 Stephanie, Paraprofessional staff</p> <p>4.3 Jacqui, CJ</p>

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	4.4 All, CJ
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SECTION III Results & Discussion

To be completed after the assessment cycle is complete (May 2018).

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- i. Results
- ii. Challenges
- iii. Applicability
- iv. Recommendations