

#### UNIT REPORT

### Academic Success Center - Assessment Plan Summary

## Academic Success Center

### Provide Quality Academic Support Through Supplemental Instruction

#### Goal Description:

The Academic Success Center will assist students and faculty with specific discipline course content.

#### RELATED ITEMS/ELEMENTS

##### RELATED ITEM LEVEL 1

#### Increase Student Learning And GPA

##### Learning Objective Description:

Increase student learning and GPA in traditionally high DFW courses with targeted intervention using Supplemental Instruction

##### RELATED ITEM LEVEL 2

#### Tracking Student Course Performance

##### Indicator Description:

Attendance records will be kept for each SI session. These records will be analyzed in conjunction with student course grades.

##### Criterion Description:

Students who attend 3 or more SI sessions will have a higher semester course grade than those students who did not participate in SI intervention

##### Findings Description:

For the Fall 2015 and Spring 2016 semesters, students who attended 1 or more SI sessions attained a higher GPA in most courses than those students who did not attend SI sessions. Mean GPA results are shown in the information below.

#### Fall 2015

<u>Class:</u>	<u>SI GPA</u>	<u>Non SI GPA</u>
BIOL 1411:	2.31	2.01
BIOL 1413:	2.57	2.37
BIOL 2440:	2.07	1.53
CHEM 1411:	1.74	1.96
GEOG 1401:	2.92	2.31
MATH 1410:	1.67	1.90
MATH 1420:	2.22	1.84
PHYS 1301:	2.65	2.41

#### Spring 2016

<u>Class:</u>	<u>SI GPA</u>	<u>Non SI GPA</u>
BIOL 1411:	2.02	1.55
BIOL 1413:	2.42	1.90
BIOL 1436:	2.66	2.38

CHEM 1411:	2.04	1.75
CHEM 1412:	3.04	2.48
GEOG 1401:	2.77	2.38
MATH 1410:	0.57	1.50
PHYS 1301:	2.42	1.90

#### RELATED ITEM LEVEL 3

##### **Enhancing SI Program Effectiveness**

##### **Action Description:**

For 2016-2017, the ASC will use the same criteria to measure the mean success rate between students who attend three or more SI sessions and those students who choose not to participate in the SI program.

Without a full-time SI coordinator and the addition of new SI leaders and courses, predicting outcomes for program growth and student learning has been tenuous, at best.

The new SI coordinator will collaborate with the ASC Executive Director and SHSU faculty to select courses that typically have high D, F, W rates. Forecasting and predicting program effectiveness and student learning should improve, but creating a baseline for these areas may take more than one year of data collection.

#### RELATED ITEM LEVEL 1

##### **Increase ASC Supplemental Instruction (SI) Impact**

##### **Performance Objective Description:**

For the 2015-2016 academic year, ASC staff and SI leaders will serve as resources to increase student retention in traditionally high DFW courses with targeted intervention using Supplemental Instruction. DFW courses are courses in which high numbers of students earn a grade of "D" or "F" or "Withdraw" from the class.

#### RELATED ITEM LEVEL 2

##### **SI Student And Class Tracking Database**

##### **KPI Description:**

Students who attend SI sessions will indicate the class for which they are attending in the ASC tracking database. Data will be collected to examine the classes for which students attended SI sessions.

##### **Results Description:**

In 2015-2016 academic year, the ASC conducted SI sessions for approximately 964 students.

In Fall 2015, the ASC conducted SI sessions for approximately 458 students. Breakdown of classes follow:

BIOL 1411: 72 students

BIOL 1413: 82 students

BIOL 2440: 49 students

CHEM 1411: 75 students

GEOG 1401: 107 students

MATH 1410: 14 students

Math 1420: 32 students

PHYS 1301: 27 students

In Spring 2016, the ASC conducted SI sessions for approximately 506 students. Breakdown of classes follow:

BIOL 1411: 65 students

BIOL 1413: 113 students

BIOL 1436: 63 students

CHEM 1411: 96 students

CHEM 1412: 27 students

GEOG 1401: 97 students

MATH 1410: 10 students

PHYS 1301: 35 students

#### RELATED ITEM LEVEL 3

##### **Focus on Enhancing SI Constituents and Services**

###### **Action Description:**

We predicted that the number of students availing themselves to SI service would increase, but the overall number of students attending SI sessions decreased. We will keep the same objective for the 2016-2017 academic year.

For the 2016-2017 academic year, a new SI Coordinator position was approved mid-year and hired at the beginning of the Fall 2016 semester. Much of the Fall 2016 semester will be a transition and training period for the new coordinator to become familiar with faculty, SI programs, and SI Mentors and Leaders. Once the new coordinator is in place, more specific supervision and leadership will occur the SI program.

For the 2016-2017 academic year, the decision has been made to work with faculty in other disciplines to add more diverse courses beyond the natural sciences and traditional mathematics, such as Psychology Statistics, Philosophy (Critical Thinking), and History.

## **Provide Quality Mathematics And Statistics Support And Instruction**

### **Goal Description:**

The Academic Success Center will assist students, faculty, and staff with mathematics and statistics work.

#### RELATED ITEMS/ELEMENTS

##### RELATED ITEM LEVEL 1

##### **Increase ASC Mathematics And Statistics Impact**

###### **Performance Objective Description:**

The ASC will serve as a resource for mathematics and statistics services and tutoring for the university and the community beyond the university through the ASC's website, interactions with local community organizations, and interactions with local school districts.

##### RELATED ITEM LEVEL 2

##### **Student And Class Tracking Database**

###### **KPI Description:**

Students who visit the ASC for math/statistics services sign-in prior to their tutoring session, and they sign-out when departing the ASC. When students complete the in and out transactions a record of their visit is recorded in the MSP data collection program. When tutors complete the session reports, class information will be recorded, from which college information can be will extrapolated.

###### **Results Description:**

In Fall 2015 and Spring 2016, the ASC/Math Center conducted approximately 9056 math/statistics tutoring sessions.

In Fall 2015, the ASC/Math Center conducted approximately 3600 math/statistics tutoring sessions. Because of the ineffectiveness of the Legacy data collection program, courses and disciplines could not be captured. Also, a position for an assistant director was approved, and the search was initiated and concluded before the Spring 2016 semester began.

In Spring 2016, an assistant director was in place, and he developed an efficient data collection method to capture the number of tutoring visits. The number of math/statistics tutoring visits for Spring was approximately 5456. With the launch of the Fall 2016 semester, we will once again have access to the course and discipline data breakdown for each tutoring session. Also, we should have access to data that was not provided by the Legacy data collection program.

#### RELATED ITEM LEVEL 3

##### **Focus on Enhancing Mathematics/Statistics Tutoring**

**Action Description:**

For the 2016-2017 academic year, the ASC/Math Center will continue to track the number of math/statistics consultations and requests for mathematics and statistics tutoring sessions at the Huntsville campus. The MSP data collection program will allow the ASC/Math Center to collect more robust data which has the potential to enhance student success.

The goal for the ASC@TWC is to employ a graduate assistant or an undergraduate statistics tutor. Also, the MSP data collection program will allow the ASC@TWC to collect more robust data which has the potential to enhance student success.

For the 2016-2017 academic year, mathematics and statistics tutoring sessions may increase minimally, but a significant increase in services will be difficult because of limited physical resources

**RELATED ITEM LEVEL 2****Woodlands Center Statistics Tutoring Services****KPI Description:**

The ASC will provide statistics tutoring services at The Woodlands Center. The goal for 2015-2016 academic year is to create a baseline for the number of students using the statistics tutoring services offered by The Woodlands Center.

**Results Description:**

For the 2015-2016 academic year, the number of statistics tutoring sessions decreased. In Fall 2015, 98 statistics tutoring sessions were conducted. For Spring 2016, no statistics tutoring sessions were conducted because a statistics tutor was not available at The Woodlands Center.

**RELATED ITEM LEVEL 3****Focus on Enhancing Mathematics/Statistics Tutoring****Action Description:**

For the 2016-2017 academic year, the ASC/Math Center will continue to track the number of math/statistics consultations and requests for mathematics and statistics tutoring sessions at the Huntsville campus. The MSP data collection program will allow the ASC/Math Center to collect more robust data which has the potential to enhance student success.

The goal for the ASC@TWC is to employ a graduate assistant or an undergraduate statistics tutor. Also, the MSP data collection program will allow the ASC@TWC to collect more robust data which has the potential to enhance student success.

For the 2016-2017 academic year, mathematics and statistics tutoring sessions may increase minimally, but a significant increase in services will be difficult because of limited physical resources

**Provide Quality Teacher Certification Test Preparation Services****Goal Description:**

The Academic Success Center (ASC) will assist pre-service and professional teachers with preparation for their TExES Teacher Certification Exams.

**RELATED ITEMS/ELEMENTS****RELATED ITEM LEVEL 1****Increase Client Knowledge Of Test-Taking Strategies For Teacher Certification Exams****Learning Objective Description:**

The ASC will provide teacher certification preparation services that facilitate the growth and confidence of pre-service and professional teachers by reviewing domains and competencies included on the test and teaching them test-taking strategies that will enable them to develop quality test-taking strategies and pass their certification exams. To determine student learning, the TExES Teacher Certification Exam scores will be used.

**RELATED ITEM LEVEL 2****Teacher Certification Review Sessions Evaluation****Indicator Description:**

For 2015-2016, Teacher Certification Review Session effectiveness will be measured by the pass rate of students on the TExES Teacher Certification Exam.

**Criterion Description:**

Of clients who attended two 2-hour teacher certification review sessions, 90% will pass the certification test for which they attended review sessions.

**Findings Description:**

For 2015-2016, the overall pass rate was 96%. Pass rates for individual TExES Teacher Certification Exams were:

EC-6 Generalist Exam: 87% pass rate

118 students attended sessions

63 students took the exam

55 students passed exam

ESL Supplement Exam: 81% pass rate

58 students attended review sessions

31 students took the exam

25 students passed the exam

PPR Exam: 96% Pass Rate

57 students attended review sessions

53 students took the exam

51 students passed the exam

SPED Exam: 100% Pass Rate

6 students attended review sessions

4 students took the exam

4 students passed the exam

4-8 ELAR/SS Exam: 100% Pass Rate

4 students attended review sessions

3 students took the test

3 students passed the test

Bilingual Supplement Exam: 100% Pass Rate

2 students attended review sessions

2 student took the exam

2 students passed the exam

7-12 ELAR Exam: 100% Pass Rate

3 students attended review sessions

1 student took the exam

1 student passed the exam

Physical Education Exam: 100% Pass rate

1 student attended review sessions

1 student took the test

1 student passed the test

Passing rates for the three major certification areas were less than 2014-2015. The EC-6 exam pass rate was down by 3%, the ESL exam pass rate was down by 19%, and the PPR exam pass rate was down 4%. Several variables could have caused the reduction in scores. Pass rates for the EC-6 include students who took the entire test and passed and students who passed a portion of the test and took specific section tests on other attempts.

#### RELATED ITEM LEVEL 3

##### **Teacher Certification Test Preparation Services Performance Criteria**

###### **Action Description:**

For 2016-2017, we will use the same outcome measure of 90% to report the effectiveness of ASC teacher certification test preparation services.

With the implementation of a new EC-6 Core Subjects Exam by the state of Texas, ongoing strategy improvement for test review sessions will be conducted throughout the coming year. The new exam includes 267 questions rather than 140 questions. Also, students have 4 hours and 40 minutes to complete the newly formatted exam rather than the five hours for the old exam. With the old exam students received one score for the entire exam. With the new format, students receive a score for each of the five sections. If students do not pass all sections, they do not pass the test.

Online teacher certification review sessions for the EC-6 Core Subjects Exam, PPR Exam, and the ESL Exam should be completed by December 2016. The online review materials are not meant to replace face-to-face review sessions, but they will allow students another avenue for review.

#### RELATED ITEM LEVEL 1

##### **Teacher Certification Preparation Services**

###### **Performance Objective Description:**

The ASC will serve as a resource for TExES Teacher Certification Exam preparation for the university and the community by offering certification preparation services.

#### RELATED ITEM LEVEL 2

##### **ASC Teacher Certification Review Intake Forms**

###### **KPI Description:**

Students who attend teacher certification review sessions will complete their portion of the ASC Teacher Certification Review Intake Sheet. The 2015-2016 year will also be a baseline for teacher certification review sessions.

###### **Results Description:**

In 2015-2016, approximately 249 students attended teacher certification review sessions at ASC@TWC for the following teacher certification exams.

EC-6 Generalist Exam: 118 students

ESL Supplement Exam: 58 students

PPR Exam: 57 students

SPED Exam:	6 students
7-12 ELAR Exam:	3 students
4-8 ELAR/SS Exam:	4 students
P. E. Exam:	1 student
Bilingual Supplement	2 students

#### RELATED ITEM LEVEL 3

##### **Provide Teacher Certification Test Review Sessions**

##### **Action Description:**

For 2016-2017, the ASC will offer the same services to help preservice teachers pass their certification tests. We will continue to work diligently with the Educator Preparation Services staff and faculty in the College of Education to promote ASC teacher certification test review services. Realistically, this should not be a steady growth area, but teacher certification is an area that must be addressed because of state mandates and guidelines for success.

## **Provide Quality Writing Support And Instruction**

### **Goal Description:**

The Academic Success Center will assist students, faculty, staff, and community members with written and oral work.

#### RELATED ITEMS/ELEMENTS

##### RELATED ITEM LEVEL 1

##### **Increase Academic Success Center (ASC) Writing Services Impact**

##### **Performance Objective Description:**

The ASC will serve as a resource for writing services and writing tutoring for the university and the community beyond the university through the ASC's website, presentations and workshops, and interactions with local community organizations and school districts, including the Students in the Nursing Program, Students in the College of Business, Students enrolled in Online Classes, and Students at The Woodlands Center.

##### RELATED ITEM LEVEL 2

##### **Increase Use In College Of Business**

##### **KPI Description:**

The ASC will seek to increase the numbers of students and faculty from the College of Business using the ASC writing services. Our goal for 2015-2016 was to increase the number of writing tutoring sessions for COBA students by 5%, an increase from 514 sessions to 540 sessions.

##### **Results Description:**

For the 2015-2016 academic year, only Fall 2015 data for COBA writing tutoring sessions were collected—18 courses and 164 writing tutoring sessions. As previously stated, Spring 2016 data by discipline and course were not collected because of the implementation of the new MSP program. The number of COBA appointments for the entire academic year may have increased, but without the data, this assertion cannot be made with certainty. With the ability to collect pertinent data for the 2016-2017, we can establish a baseline and create goals for the 2017-2018 academic year.

##### RELATED ITEM LEVEL 3

##### **Focus on Maintaining, Enhancing, and Expanding ASC Writing Services**

##### **Action Description:**

For the 2016-2017 academic year, the Academic Success Center will continue to track the number of writing consultations and requests for writing tutoring sessions at the Huntsville location, The Woodlands Center, and the online Writing Center.

For 2016-2017, the ASC will discontinue writing tutoring services at the Newton Grisham Library Sunday through Wednesday evenings from 7:00-10:00pm because writing center stamps no longer being provided for library sessions and a lack of interest at our library location. Rather, the ASC will remain open two hours longer Monday-Thursday and Sunday. Existing hours are 8:00am-7:00pm Monday-Thursday and 2:00-7:00pm on Sunday. The new hours will be 8:00am-9:00pm Monday-Thursday and 2:00-9:00pm on Sunday.

We will continue working with administrators and faculty in several academic disciplines—business management, business communication, nursing, and educational leadership—to enhance writing tutoring services for their programs by tailoring our writing tutoring services to meet the specific writing needs of their students.

#### RELATED ITEM LEVEL 2

##### **Online Tutoring Services**

###### **KPI Description:**

The ASC will serve students with online tutoring sessions, with a goal of conducting 10% more writing sessions in 2015-2016 than the 225 sessions conducted in 2014-2015.

###### **Results Description:**

Requests for online tutoring services have remained flat, primarily due to students being served by the ASC@TWC. Online tutoring numbers for Spring 2016 were down because of a reduction of total staff for online tutoring services and a reorganization of online availability to better serve key times. This transition should be fully complete for Fall 2016, and we anticipate higher numbers in the 2016-2-17 academic year because of an increase in tutors and more appropriate scheduling.

#### RELATED ITEM LEVEL 3

##### **Focus on Maintaining, Enhancing, and Expanding ASC Writing Services**

###### **Action Description:**

For the 2016-2017 academic year, the Academic Success Center will continue to track the number of writing consultations and requests for writing tutoring sessions at the Huntsville location, The Woodlands Center, and the online Writing Center.

For 2016-2017, the ASC will discontinue writing tutoring services at the Newton Grisham Library Sunday through Wednesday evenings from 7:00-10:00pm because writing center stamps no longer being provided for library sessions and a lack of interest at our library location. Rather, the ASC will remain open two hours longer Monday-Thursday and Sunday. Existing hours are 8:00am-7:00pm Monday-Thursday and 2:00-7:00pm on Sunday. The new hours will be 8:00am-9:00pm Monday-Thursday and 2:00-9:00pm on Sunday.

We will continue working with administrators and faculty in several academic disciplines—business management, business communication, nursing, and educational leadership—to enhance writing tutoring services for their programs by tailoring our writing tutoring services to meet the specific writing needs of their students.

#### RELATED ITEM LEVEL 2

##### **Student, Class, And College Tracking Database**

###### **KPI Description:**

Students who visit the ASC for writing services sign-in prior to their tutoring session, and they sign-out when departing the ASC. When students complete the in and out transactions a record of their visit is recorded in the My Student Planner (MSP) program, including the class for which they are attending. From class information stored in database, college numbers can be extrapolated.

###### **Results Description:**

In the Fall of 2015 and Spring of 2016, the ASC conducted approximately 7892 writing tutoring sessions.

In Fall 2015, the ASC conducted 4080 individual writing sessions, serving 220 courses university wide. Breakdown of sessions by college follow:

Arts: 16 courses, 39 sessions

Business: 18 courses, 185 sessions

Criminal Justice: 27 courses, 185 sessions



Education: 55 courses, 345 sessions

Nursing: 7 courses, 66 sessions

Humanities: 53 courses, 2652 sessions

Sciences: 35 courses, 245 students

Other (ESL, Personal work, UNIV): 352 sessions

In Spring 2016, the ASC reading/writing tutors conducted approximately 3744 individual sessions, including 523 sessions at ASC@TWC and 122 online sessions. The total number of courses supported was 141.

Breakdown by class and/or discipline is unavailable for Spring 2016 because of the retirement of the Legacy data collection program and implementation of the new My Success Planner (MSP) data collection program. Although partial data is available for some sessions conducted after spring break, the data is neither consistent nor 100% accurate. Much of the unattainable information can be attributed to the reporting issues that were encountered with the implementation of MSP, but these issues were resolved near the close of the Spring 2016 semester. With the launch of the Fall 2016 semester, we will have access to course and discipline data for each tutoring session.

#### RELATED ITEM LEVEL 3

##### **Focus on Maintaining, Enhancing, and Expanding ASC Writing Services**

###### **Action Description:**

For the 2016-2017 academic year, the Academic Success Center will continue to track the number of writing consultations and requests for writing tutoring sessions at the Huntsville location, The Woodlands Center, and the online Writing Center.

For 2016-2017, the ASC will discontinue writing tutoring services at the Newton Grisham Library Sunday through Wednesday evenings from 7:00-10:00pm because writing center stamps no longer being provided for library sessions and a lack of interest at our library location. Rather, the ASC will remain open two hours longer Monday-Thursday and Sunday. Existing hours are 8:00am-7:00pm Monday-Thursday and 2:00-7:00pm on Sunday. The new hours will be 8:00am-9:00pm Monday-Thursday and 2:00-9:00pm on Sunday.

We will continue working with administrators and faculty in several academic disciplines—business management, business communication, nursing, and educational leadership—to enhance writing tutoring services for their programs by tailoring our writing tutoring services to meet the specific writing needs of their students.

#### RELATED ITEM LEVEL 2

##### **Support Students In Nursing Program**

###### **KPI Description:**

The ASC will serve students in the nursing program, with a goal of conducting 10% more writing sessions in 2015-2016 than the 304 sessions conducted in 2014-2015.

###### **Results Description:**

For the 2015-2016 academic year, only Fall 2015 data for Nursing writing tutoring sessions were collected—six courses and 66 writing tutoring sessions. As previously stated, Spring 2016 data by discipline and course were not collected because of the implementation of the new MSP program. The number of nursing appointments for the entire academic year may have increased, but without the data, this assertion cannot be made with certainty. With the ability to collect pertinent data for the 2016-2017, we can establish a baseline and create goals for the 2017-2018 academic year.

#### RELATED ITEM LEVEL 3

##### **Focus on Maintaining, Enhancing, and Expanding ASC Writing Services**

###### **Action Description:**

For the 2016-2017 academic year, the Academic Success Center will continue to track the number of writing consultations and requests for writing tutoring sessions at the Huntsville location, The Woodlands Center, and the online Writing Center.

For 2016-2017, the ASC will discontinue writing tutoring services at the Newton Grisham Library Sunday through Wednesday evenings from 7:00-10:00pm because writing center stamps no longer being provided for library sessions and a lack of interest at our library location. Rather, the ASC will remain open two hours longer Monday-Thursday and Sunday. Existing hours are 8:00am-7:00pm Monday-Thursday and 2:00-7:00pm on Sunday. The new hours will be 8:00am-9:00pm Monday-Thursday and 2:00-9:00pm on Sunday.

We will continue working with administrators and faculty in several academic disciplines—business management, business communication, nursing, and educational leadership—to enhance writing tutoring services for their programs by tailoring our writing tutoring services to meet the specific writing needs of their students.

RELATED ITEM LEVEL 2

**Woodlands Center Writing Tutoring Services**

**KPI Description:**

The ASC@TWC will provide writing services and writing tutoring for student, faculty, staff, and the community. For 2015-2016, writing tutoring sessions at ASC@TWC will be tracked to create a credible and reliable baseline for future assessment years.

**Results Description:**

For 2015-2016, 1031 writing tutoring sessions were conducted at the ASC@TWC, which is a 62% increase over the 625 writing tutoring sessions conducted in 2014-2015. With the 62% increase in 2015-2016, one more year of data collection minimum should be used to create the baseline for writing tutoring sessions for the future academic year.

RELATED ITEM LEVEL 3

**Focus on Maintaining, Enhancing, and Expanding ASC Writing Services**

**Action Description:**

For the 2016-2017 academic year, the Academic Success Center will continue to track the number of writing consultations and requests for writing tutoring sessions at the Huntsville location, The Woodlands Center, and the online Writing Center.

For 2016-2017, the ASC will discontinue writing tutoring services at the Newton Grisham Library Sunday through Wednesday evenings from 7:00-10:00pm because writing center stamps no longer being provided for library sessions and a lack of interest at our library location. Rather, the ASC will remain open two hours longer Monday-Thursday and Sunday. Existing hours are 8:00am-7:00pm Monday-Thursday and 2:00-7:00pm on Sunday. The new hours will be 8:00am-9:00pm Monday-Thursday and 2:00-9:00pm on Sunday.

We will continue working with administrators and faculty in several academic disciplines—business management, business communication, nursing, and educational leadership—to enhance writing tutoring services for their programs by tailoring our writing tutoring services to meet the specific writing needs of their students.

**Writing Knowledge And Skills**

**Goal Description:**

The Academic Success Center help all clients become better writers and develop more confidence in their writing abilities

RELATED ITEMS/ELEMENTS .....

RELATED ITEM LEVEL 1

**Increase Client Knowledge Of Writing Principles And Skills**

**Learning Objective Description:**

The ASC will provide writing tutoring services that facilitate the growth and confidence of all levels of writers by promoting techniques of effective writing and teaching basic writing skills. The ASC strives to offer services to help maintain and enhance the quality of SHSU's campus wide writing program. To determine student learning, a sample of students visiting the ASC will self-report to an online survey which includes the following prompts:

1. ASC writing services has helped me gain confidence as a writer.
2. What effect has the ASC writing services had on your writing abilities?
3. After the writing center session, do you feel that you have a better plan for completing your paper?

#### RELATED ITEM LEVEL 2

##### **Client Survey Of Learned Skills**

###### **Indicator Description:**

A survey of clients' perceptions of the writing skills they have learned by using the ASC writing services. The survey includes 13 questions. Seven questions pertain to satisfaction with ASC tutors and student growth and confidence in their writing abilities. The last six questions are included for feedback about overall ASC services.

###### **Criterion Description:**

Near the end of each semester, students are asked to complete an ASC writing services survey. Students complete the survey anonymously and submit before leaving the ASC. The information from the survey is to evaluate students' perceptions of their writing skills and confidence in their abilities as writers. Of the clients surveyed for the 2015-2016 academic year, 95% of students will indicate that ASC writing service consultations have improved their confidence as writers, 90% of students will indicate that ASC writing service consultations have improved their skills as writers, and 95% of students indicate that they have a better plan for completing their paper.

###### **Findings Description:**

At the end of the Fall 2015 semester, approximately 325 students were surveyed at the conclusion of individual writing center sessions. Survey items pertaining to students' perceptions of learning were:

Survey items:

1. The ASC writing services has helped me gain confidence as a writer.
2. What effect has the ASC writing services had on your writing abilities?
3. After the writing center session, do you feel that you have a better plan for completing your paper?

The following results were recorded:

1. Approximately 95% of students surveyed indicated that the ASC writing services improved their confidence levels.
2. Approximately 97% of students felt that their writing was either "getting much better" or "getting better" as a result of ASC writing services.
3. Approximately 98% of students indicated that they left their tutoring session with a better plan for completing their papers.

At the end of the Spring 2016 semester, approximately 405 students were surveyed at the conclusion of individual writing center sessions. Survey items pertaining to students' perceptions of learning were:

Survey items:

1. The ASC writing services has helped me gain confidence as a writer.
2. What effect has the ASC writing services had on your writing abilities?

3. After the writing center session, do you feel that you have a better plan for completing your paper?

The following results were recorded:

1. Approximately 93% of students surveyed indicated that the ASC writing services improved their confidence levels.
2. Approximately 96% of students felt that their writing was either "getting much better" or "getting better" as a result of ASC writing services.
3. Approximately 98% of students indicated that they left their tutoring session with a better plan for completing their papers.

#### RELATED ITEM LEVEL 2

##### **Student Attainment Of Key Learning Objectives**

###### **Indicator Description:**

Based upon tutor observations, records will be kept indicating which learning objectives students displayed in the tutoring session. The learning objectives are listed on the intake form on which students fill in information about themselves and their writing visit.

###### **Criterion Description:**

ASC writing services tutors indicate on each session write up whether or not they observed students meeting one or more of three student learning objectives. For the 2015-2016 school year, the ASC Writing Services staff will determine if students are meeting the learning objectives of:

1. Being able to identify and self-correct errors
2. Being able to choose appropriate sources (i.e. style manuals, handouts, databases, writing handbooks).
3. Being able to articulate a plan for the next steps in the writing process.

###### **Findings Description:**

During the 2015-2016 academic year, rapid changes occurred in the ASC with regard to data collection. Knowing that the ASC would transition from the Legacy data collection program to the MSP data collection program in Spring 2016, data for this indicator were not collected in the Fall 2015 or the Spring 2016 semester. Also, the rationale was to decrease the amount of paper being used and the manual input of data. As with most new software programs, planning is conducted and completed, implementation occurs, and through trial and error, improvements are made as glitches arise. The Spring 2016 semester was definitely a learning experience with the transition to the new MSP data collection software. Problems may occur and improvements will be made in Fall 2016, but many of the data collection problems have been corrected. During the 2016-2017 academic year, we will begin to realize the benefits of MSP program for data collection to create goals and objectives for the 2017-2018 academic year.

#### RELATED ITEM LEVEL 3

##### **Focus on Student Learning**

###### **Action Description:**

During the 2016-2017 academic year, we will learn and understand the benefits of MSP program for data collection. For the objective of Increase Client Knowledge of Writing Principles and Skills, we may explore students' perceptions of learning using the three survey items in the finding ASC Writing Tutorials Perceived to Be Beneficial. However, with the ability to collect more specific and accurate data, the ACS may explore alternatives to provide more credible and reliable results of student learning to make projections for the 2017-2018 academic year.

## **Update to Previous Cycle's Plan for Continuous Improvement**

### **Previous Cycle's Plan For Continuous Improvement (Do Not Modify):**

For the 2015-2016 cycle, we will maintain the same goals for writing tutoring and mathematics and statistics tutoring sessions because we are limited by physical space to increase numbers of sessions. Our mini-sessions in the Newton Grisham Library may allow for a few more writing sessions, but without a significant space increase the number of writing tutoring and mathematics and statistics tutoring sessions will increase minimally. Additional visits may occur because more students from the main campus may avail themselves to writing and statistics tutoring services at the ASC@TWC. In regard to SI sessions, participant numbers should increase at a rate proportionate to the number of courses and SI leaders added to the SI program. We will use the 2015-2016 school year, and possibly the 2016-2017 school year, for data collection to make reliable predictions once the number of courses and the number of SI mentors and leaders are more consistent from year-to-year. As we work to improve the teacher certification review sessions, a small increase should occur for the 2015-2016 school year. As we work closely with Educator Preparation Services to promote the ASC teacher certification reviewsessions, more students will be aware of services that can help them be successful on the exams, which in turn, should increase student visits.

### **Update of Progress to the Previous Cycle's PCI:**

For the 2015-2016 academic year, the ASC implemented plans to maintain services for writing tutoring and mathematics/statistics tutoring because physical space limited substantial growth. In an effort to serve more students, writing tutoring services were offered at the Newton Grisham Library to answer quick questions that arose when students were writing. Students' expectations for the services were somewhat different, and the differences between services offered and student expectations created low participation over the 2015-2016 academic year.

We knew that the ASC/Math Center would be busy, but we did not have the personnel to have a full-time coordinator in that area at the beginning of Fall 2015, which again created a substantial work load for other ASC personnel, especially the Math/SI Coordinator and Executive Director. Shortly after the beginning of the Fall 2015 semester a position was created and approved, which relieved some of the workload on ASC personnel in the Spring 2016 semester.

The SI Department was in a state of flux with doubling course loads and adding new SI Mentors and Leaders for the 2015-2016 academic year. A few of the original courses were dropped and several new courses were added to the program. The student participation numbers for the 2015-2016 academic year were down from the 2014-2015 academic year. At the end of the 2014-2015 academic year, one ASC employee who was a coordinator SI program resigned, and her position was not reallocated. The ASC operated the entire 2015-2016 academic year with one person coordinating the efforts of the SI Department with a heavier course load and additional student personnel. The same person was also coordinating the efforts of teaching and advising in the Developmental Math Program. In late Spring 2016, the ASC received approval to hire a SI Coordinator, and the position was filled shortly before Fall 2016 began.

For the 2015-2016 academic year, ASC teacher certification test preparation numbers remained approximately the same as the previous year, which was our prediction. The overall passing rate for all tests decreased two points from 98% to 96%. The passing rate on the EC-6 Generalist remained the same as the previous year at 90%. The PPR test passing rate dropped four points from 100% to 96%. The mean score passing rate for the ESL test declined 19 points from 100% passing rate to 81% passing rate. As ASC personnel work with the Educator Preparation Services department more students will be aware of services which has the potential to allow more successful outcomes on the test.

For the 2015-2016 academic year, the ASC chose to transition from the Legacy data collection program, which was being phased out, to the MSP data collection program. The Fall 2015 semester was a time for substantial planning, coordinating the transition efforts, and tutor training for the Assistant Director of the Writing Center. In the Spring 2016 semester, the MSP data collection program was implemented. Many problems arose and many problems were solved, but working through problems with software created much communication and took much mental effort. As glitches arose and problems were solved, data were not collected because of transitions or because the software was not designed to collect that specific data. New software implementation is typically a time of trial and error occurrence and correction.

Although the ASC did not meet all of its goals, the Center, as a whole, conducted approximately 20,000 tutoring sessions for the 2015-2016 academic year.

## **Plan for Continuous Improvement**

### **Closing Summary:**

For the 2016-2017 academic year, we will maintain the same goals for ASC Writing Center tutoring sessions because the Center is limited by physical space to greatly increase the number of student visits. In an effort to create more tutoring availability, the hours for the Writing Center will be extended from 7:00pm to 9:00pm Sunday-Thursday, which is an additional two hours each day. Online writing tutoring for the 2016-2017 academic year will be centralized at the ASC in Huntsville. Operating hours will be late afternoon and evening hours with specifically trained tutors. Additionally, overall tutoring visits may occur because more students at TWC are using our services and students from the main campus, primarily who live in the immediate area, may avail themselves to writing and tutoring services at the ASC@TWC.

For the 2016-2017 academic year, the same goals will be maintained for ASC Math Center tutoring sessions because the Center is limited by physical space to increase numbers of sessions significantly. An Assistant Director for the ASC/Math Center was hired at the beginning of the Spring 2016 semester. With his direction we should see an enhancement of human and physical resources capability and output for the 2016-2017 academic year. In an effort to create more math tutoring capacity, the hours for the ASC/Math center will be extended from 7:00pm to 9:00pm Sunday-Thursday, adding two hours each day for tutoring sessions. Also, the ASC/Math Center will conduct tutoring hours in the library from 7:00-10:00pm Monday-Wednesday.

Teacher certification review sessions will remain at approximately the same level. Strategies will be implemented to increase the passing rate on the ESL test. Also, online tutoring modules should be available by December to allow students who cannot attend face-to-face sessions to have access to test review. Online modules are not meant to replace face-to-face teacher certification review sessions, but merely add another option.

A coordinator for the Integrated Reading and Writing (INRW) Program was hired beginning Fall 2015. Data was collected for the 2015-2016 academic year, and the INRW Program will be included in the ASC Planning and Assessment data for the 2016-2017 academic year, which will allow us to collect some baseline data.

The new SI Coordinator will be more involved with supervision and leadership of the SI program. With the new coordinator in place for Fall 2016, participant numbers may increase. Data collection may occur for two more years to ensure that reliable predictions can be made once the number of courses and the number of SI mentors and leaders are more consistent from year-to-year.

With the MSP data collection program in place, more robust data will be collected to ensure that students are receiving quality tutoring on a timely basis. Improvements in the My Success Planner (MSP) data collection program have been implemented. Beginning Fall 2016, students will have the option of creating their own tutoring appointments. A MSP button has been placed on the Student page in the My Sam Portal. This option may or may not increase student visits, but it does allow students more freedom and choice in scheduling tutoring appointments. Also, for the upcoming year, MSP can be used to schedule teacher certification review sessions for pre-service teacher candidates.