

Academic Success Center

Coordinate quality developmental education programs

Goal Description:

The Academic Success Center will coordinate a developmental education program for Math and Reading/Writing that meets state requirements and readies students for college-level work.

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

80% Completion/Pass Rates

Performance Objective Description:

80% of students placed in developmental courses will complete their developmental course and be TSI-complete (college-ready) in one semester.

RELATED ITEM LEVEL 2

Success Rates in Dev Math 0331 and 0332

KPI Description:

End of semester course grades will be used to determine success rates for students in developmental math courses.

Results Description:

The following success rates were recorded for Fall 2016:

MATH 0331: 72.2% (97 students enrolled)

MATH 0332: 79.8 % (648 students enrolled)

MATH 0212: 68% (25 students enrolled)

The following success rate was recorded for Spring 2017:

MATH 0333 (new NCBO): 52% (209 students enrolled)

RELATED ITEM LEVEL 2

Success Rates in INRW 0111/ENGL 1301

KPI Description:

End of semester course grades will be used for both INRW 0111 and ENGL 1301 to determine success rates for students in this co-requisite model.

Results Description:

Fall 2016: 114 students enrolled in ENGL 1301 and INRW 0111 77% (89) passed ENGL 1301 with a C or better.

Spring 2017: 15 students enrolled in ENGL 1301 and INRW 0111 33% (5) passed ENGL 1301 with a C or better.

RELATED ITEM LEVEL 2

Success Rates in INRW 0301

KPI Description:

End of semester course grades will be used to determine success rates of students in INRW 0301.

Results Description:

Fall 2016: 245 students were enrolled in INRW 0301 and 88% (217) passed and were TSI complete.

Spring 2017: 15 students were enrolled in INRW 0301 and 86% (13) passed and were TSI complete.

RELATED ITEM LEVEL 1

Increase enrollments in co-requisite developmental INRW

Performance Objective Description:

Through holistic advising and placement, at least 50% of all students requiring developmental coursework in Reading and/or Writing will be placed in co-requisite models (INRW 0111 + ENGL 1301)

RELATED ITEM LEVEL 2

Enrollment report for Developmental INRW

KPI Description:

Enrollment reports completed after the 12th class day will be used to compare the number of students enrolled in 3-hour developmental INRW and students in the corequisite model.

Results Description:

Fall 2016: 245 students enrolled in INRW 0301 and 114 enrolled in INRW 0111 and ENGL 1301, which translates to 68% of students needing INRW were enrolled in INRW 0301 and 32% were enrolled in INRW 0111 and ENGL 1301.

Spring 2017: 15 students enrolled in INRW 0301 and 15 enrolled in INRW 0111 and ENGL 1301, which translates to 50% of students enrolled in INRW 0310 and 50% were enrolled in INRW 0111 and ENGL 1301.

RELATED ITEM LEVEL 1

Student success in subsequent college-ready gateway courses.

Performance Objective Description:

Students who pass Dev Math 0332, INRW 0301, or INRW 0111/ENGL 1301 and enroll in Spring 2016 gateway classes (i.e. MATH 1314, MATH 1320; ENGL 1301; ENGL 1302) will pass those courses with a C or better at the same rate as students who did not take developmental courses.

RELATED ITEM LEVEL 2

Student performance in gateway courses

KPI Description:

Reports run at the end of Spring 2017 semester will compare gateway course grades of students who took DE courses in Fall 2016 with grades of students who did not.

Results Description:

Because of the complexity of this report, it must be requested through Institutional Effectiveness and uploaded at a later date. Future assessment cycles will address that the results for this KPI will be delayed.

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:

In Fall 2016, the SI Program did not evaluate disaggregated attendance data. The SI Program impacted 32% of the Fall 2016 enrollment for supported sections and 75% of the courses saw higher course grades for SI participants than non-participants. The SI D/F/W rate for Fall 2016 was lower than the non-participant D/F/W rate for seven out of eight supported courses.

All ten SI-supported courses for the Spring 2017 semester saw higher course grades for SI participants compared to non-participants. Nine out of ten supported courses had lower D/F/W rates for SI participants than non-participants. Nearly all participants saw higher course GPA's as they attended more SI sessions, as measured by 1-4 sessions, 5-9 sessions, and 10+ sessions. The attached tables illustrate these increases and show that the program impacted 29% of the students enrolled in SI-supported sections.

Attached Files

 [Fall 2016 SI Summary](#)

 [Spring 2017 SI Summary](#)

RELATED ITEM LEVEL 3

Increase Student Learning and GPA Action

Action Description:

Based on 2016-2017 findings, the SI program plans to continue improving SI Leader training to include ways to integrate course content with student development and learning theory. Attendance will continue to be tracked and the program will adopt the newer summary report (as shown for Spring 2017) to share the benefits of attending more SI sessions over the course of a semester.

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 ClassTracking 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:

The SI program currently uses paper sign-in sheets and Excel for recording and tracking attendance. SI Leaders spent time in every lecture meeting sharing details about SI and their sessions. As a result, six out of ten courses saw 25% or greater impact on enrolled students in SI-supported courses. Of the four that did not reach 25% impact, two were pilot SI courses, one is no longer being supported, and the other was explained by class times and the level of engagement by the SI Leader.

RELATED ITEM LEVEL 3

Increase ASC Supplemental Instruction (SI) Impact

Action Description:

Increase focus on SI Leader-Student-Faculty interactions, SI Leader communications training, and create partnerships with other departments to increase awareness of the SI program.

Provide Quality Academic Support at The Woodlands Center

Goal Description:

The ASC at TWC will provide helpful, timely academic support that is both comparable to ASC services on the Huntsville Campus and also unique to specific needs of TWC students, faculty and The Woodlands, TX community members.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Increase Client Knowledge Of Writing Principles And Skills at ASC@TWC

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 or paper 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

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 2016-2017 school year, the ASC Writing Services staff will determine the best method of recording 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:

Data for this indicator were not collected due to changes in our operating processes and data collection policies. This information was moved to end of semester evaluations and ongoing tutor evaluations and will instead be reported in these areas for 201780.

RELATED ITEM LEVEL 1

Increase Client Knowledge for Taking Teacher Certification Exams

Learning Objective Description:

The ASC at TWC 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 TExES certification exam 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

ASC@TWC Teacher Certification Test Score Results

Indicator Description:

ASC@TWC Teacher Certification Review Session effectiveness will be measured by the pass rate of students who attended review sessions and completed 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 the 2016-2017 academic year, the overall pass rate was 97%. Pass rates for individual TExES Teacher Certification Exams were:

EC-6 Generalist Exam: 87% pass rate
175 students attended sessions
154 attempted the test
134 passed the test

EC-12 PPR Exam: 96% pass rate
142 students attended sessions
125 attempted the test
120 passed the test

EC-12 ESL Exam: 88% pass rate
96 students attended sessions
84 attempted the test
74 passed the test

EC-12 BSL Exam: 100% pass rate
12 students attended sessions
12 attempted the test
12 passed the test

EC-12 SPED Exam: 100% pass rate
17 students attended sessions
15 attempted the test
15 passed the test

7-12 ELAR Exam: 100% pass rate
2 students attended sessions
2 attempted the test
2 passed the test

4-8 ELAR/SS Exam: 100% pass rate
15 students attended sessions
10 attempted the test
10 passed the test

7-12 HIST Exam: 100% pass rate
2 student attended sessions
2 attempted the test
2 passed the test

EC-12 Principal Exam: 100% pass rate

1 student attended sessions
1 attempted the test
1 passed the test

Passing rates for the three major certification areas were equal to or higher than the 2015-2016 academic year. The EC-6 Generalist exam pass rate remained constant at 87%, the ESL exam pass rate was 88%, which is a 7% increase from the 2015-2016 academic year, and the PPR exam pass rate remained constant at 96% for the 2016-2017 academic year. Pass rates for all exams include students who were successful on their first attempt and students who passed the exams in subsequent attempts.

RELATED ITEM LEVEL 1

Improve Teacher Certification Preparation Services at the ASC at TWC

Performance Objective Description:

The ASC at TWC 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 at TWC Teacher Certification Review Survey

KPI Description:

Students who attend teacher certification review sessions will complete teacher certification review survey.

Results Description:

In July 2017, completed Teacher Certification Review Surveys were collected after students left the room for the second review session for each test. To create anonymity, students stacked the surveys face down as they left the room. The overall passing rate for the TExES exams (97%) and the outcomes (4.7 to 5.0 on a Likert Scale of 1 to 5) of the survey complement each other. Survey is attached.

Results for survey Likert Scale Questions.

1a = 5.0

1b = 4.9

1c = 4.9

1d = 4.8

1e = 4.7

1f = 4.8

1g = 4.9

For questions 2-5, all students answered yes to all questions.

Answers for open-ended question 6 varied. Students wrote:

"I would have liked the PPR review to be just a little longer. I felt a little rushed on trying to answer some of the questions."

"Maybe spend a little more time talking about each competency."

"Maybe a handout about legal things acts would be helpful because I have no background knowledge for those."

"With these classes, I have left with confidence and new knowledge. Thanks for these classes; I have passed all my tests (so far)!"

"I like the extra general knowledge Professor Barnes shares during the reviews. The tips to test taking for time, the tips on what to look for specifically drilling the competencies in our heads I felt helped me understand what to look for during the exam."

Attached Files

[!\[\]\(5eb1325dfdc3f1cad8426726c0db51cd_img.jpg\) ASC@TWC Teacher Certification Review Session Survey](#)

RELATED ITEM LEVEL 1

Increase ASC@TWC Writing Services Impact

Performance Objective Description:

The ASC@TWC will serve as a resource for writing services and writing tutoring for students, faculty and The Woodlands community through the ASC's website, presentations and workshops, and interactions with local community, including the students in the SON, students in the COBA, and students enrolled in the COE.

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:

The main campus Writing Center at the Academic Success Center (ASC) saw 312 sessions from classes with the ACCT, BANA, BUAD, ECON, FINC, MGMT, and MKTG course identifiers.

The ASC at TWC conducted 40 writing sessions for students enrolled in COBA courses: ACCT, BUAD, ECON, FINC, MGMT, and MKTG.

With the concerted efforts of the ASC Huntsville and the ASC at TWC, 352 writing tutoring sessions were conducted for students enrolled in courses in the COBA.

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. When students complete their session, a record of their visit is recorded in the My Success Planner (MSP) program, including the class for which they are attending if reported. From class information stored in database, college numbers can be extrapolated.

Results Description:

Protocol and data collection procedures developed and tested for 201680 and 201720. This data is now available for future assessment purposes.

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:

Main Campus Writing Center at the Academic Success Center (ASC) saw 105 sessions with students who reported NURS- classes.

The ASC at TWC conducted 125 writing tutoring sessions for students enrolled in the School of Nursing.

Together, the ASC Huntsville and the ASC at TWC conducted 230 writing tutoring session for nursing students in the 2016-2017 academic year. As such, were 24.34% below our intended goal. We intend to focus on this area of tutoring again next FY with a renewed effort to meet this same requirement (10% increase over 304).

Provide Quality Mathematics And Statistics Support And Instruction

Goal Description:

The Academic Success Center/Math Center will provide the University and the Huntsville, TX community with mathematics and statistics assistance.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Deeper understanding of subjects tutored

Learning Objective Description:

Tutors in the Math Center will develop a deeper understanding of the subjects they tutor and cross-learn in content outside their areas of expertise.

RELATED ITEM LEVEL 1

Develop awareness, direction, and self-confidence in STEM based subjects.

Performance Objective Description:

Students will be able to show content competency through summation of tutoring sessions, and application of basic mathematics and other STEM based applications outside the academic environment.

RELATED ITEM LEVEL 2

Data collection of STEM-based tutoring sessions

KPI Description:

Monthly tabulation of STEM based tutoring sessions will be completed to observe inflection trends.

Results Description:

The ASC/Math Center recorded 10,263 visits commencing Fall 2016 through end of session 1 of Summer 2017.

RELATED ITEM LEVEL 2

Tutor evaluation

KPI Description:

Clients will submit anonymous semester evaluation of tutors which highlights:

- 1. Their overall ratings of the program, office, and the tutoring process.
- 2. Areas of concerns, and activities in which the Math Center may engage to further enhance the SHSU community.

Results Description:

This feedback was not collected for the ASC - Math area. We intend to use a protocol similar to ASC - Writing to collect this data using Qualtrics surveys, either in-center or via email, to collect anonymous feedback and responses on tutee perceptions of tutor performance.

RELATED ITEM LEVEL 1

Increase access to math, statistics, and other STEM based tutoring services for all SHSU students.

Performance Objective Description:

The ASC/Math Center will expand tutoring services to include all STEM-based disciplines, while maintaining its primary objective of providing mathematics and statistics services to the University and the Huntsville, TX community.

RELATED ITEM LEVEL 2

Data collection of STEM-based tutoring sessions

KPI Description:

Monthly tabulation of STEM based tutoring sessions will be completed to observe inflection trends.

Results Description:

The ASC/Math Center recorded 10,263 visits commencing Fall 2016 through end of session 1 of Summer 2017.

RELATED ITEM LEVEL 2

Online Mathematics and Statistics Tutoring

KPI Description:

The ASC/Math Center will provide online tutoring services for Mathematics and Statistics, with a goal of servicing at least 30 sessions per week.

Results Description:

The ALOT Online math tutoring program was started in 201720, and protocols are being developed for full launch 201780.

RELATED ITEM LEVEL 2

Peer to peer teach and learn

KPI Description:

Tutors will participate in peer to peer teach and learn exercises during monthly training meetings. Tutors will be assigned concepts outside their areas of expertise, where they will present their findings and comprehension during the monthly training. Content competency will be measured qualitatively through their ability to discuss such content with their peers.

Results Description:

Tutor training protocols have been developed and are currently being piloted for ASC - Math. Further data on this KPI will be available for the next assessment cycle as we finalized the best form of ongoing training for our tutors.

RELATED ITEM LEVEL 2

Statistics Tutoring Services at The Woodlands Center

KPI Description:

The ASC at TWC will hire a statistics tutor and develop a baseline for statistics tutoring services.

Results Description:

At the beginning of Spring 2017, two undergraduate students were hired to work at the [ASC@TWC](#) as statistics tutors. One tutored BANA for students enrolled in business classes. The second tutor was hired to tutor statistics for students enrolled in mathematical statistics classes.

With the ASC@TWC not having BANA and statistics tutors for Summer and Fall 2016, we had to PR with emails and face-to-face interactions. Progress was slow because the number of students enrolled in BANA and statistics classes at the ASC@TWC is much lower in the spring semester than the in the fall semester. For Spring 2017, we conducted 77 BANA tutoring sessions and 26 statistics tutoring sessions.

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:

My Success Planner set the Math Center as a tutor service in the Academic Success Center - Math Center location. Student data of class attended for as well as duration of visit are now recorded in My Success Planner accessible to anyone able to run student service reports.

RELATED ITEM LEVEL 2

Tutor evaluation

KPI Description:

Clients will submit anonymous semester evaluation of tutors which highlights:

- 1. Their overall ratings of the program, office, and the tutoring process.
- 2. Areas of concerns, and activities in which the Math Center may engage to further enhance the SHSU community.

Results Description:

This feedback was not collected for the ASC - Math area. We intend to use a protocol similar to ASC - Writing to collect this data using Qualtrics surveys, either in-center or via email, to collect anonymous feedback and responses on tutee perceptions of tutor performance.

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 Client Knowledge Of Writing Principles And Skills at ASC@TWC

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 or paper 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

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 2016-2017 school year, the ASC Writing Services staff will determine the best method of recording 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:

Data for this indicator were not collected due to changes in our operating processes and data collection policies. This information was moved to end of semester evaluations and ongoing tutor evaluations and will instead be reported in these areas for 201780.

RELATED ITEM LEVEL 1

Increase Tutor Knowledge in Respective Knowledge Areas

Learning Objective Description:

Determine various ways to help tutors in their development as professional employees in the Reading/Writing, Math, SI, and Developmental Education divisions.

RELATED ITEM LEVEL 2

Measure Tutor Skills Growth and Development

Indicator Description:

A mixture of formal and informal assessments measuring tutor skill levels and competency levels. These evaluations will be used to determine a baseline skill level, mid semester progress, and end of semester progress completion.

Criterion Description:

At the beginning, middle, and end of the semester, tutors will be evaluated on their level of skill and service with regard to employment. Tutors are expected to achieve a "B" quality grade or better on each evaluation, and should they not achieve this, they will be asked to improve this by the next evaluation period.

Findings Description:

23/24 Writing Tutors completed the semester training quizzes with a "B" (80) or higher, and 23/24 tutors completed observations. All tutors participated in training presentations within the group.

RELATED ITEM LEVEL 1

Improve and Maintain Tutor Skills Excellence

Performance Objective Description:

Tutors will be expected to maintain a determined level of proficiency in both their tutoring quality and their skills assessment (minimum "B" level). This level will be measured using a variety of formal and informal assessments.

RELATED ITEM LEVEL 2

Tutors Maintain Skills Readiness

KPI Description:

Tutors will maintain a minimum "B" quality evaluation of skills evaluation and assessment. If this is not met, they will be required to raise this by the next administration of assessment/evaluation.

Results Description:

23/24 tutors at the ASC - Writing Center main campus met these requirements and/or completed the required training assignments with an 80 or better for the 201720 semester.

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:

The main campus Writing Center at the Academic Success Center (ASC) saw 312 sessions from classes with the ACCT, BANA, BUAD, ECON, FINC, MGMT, and MKTG course identifiers.

The ASC at TWC conducted 40 writing sessions for students enrolled in COBA courses: ACCT, BUAD, ECON, FINC, MGMT, and MKTG.

With the concerted efforts of the ASC Huntsville and the ASC at TWC, 352 writing tutoring sessions were conducted for students enrolled in courses in the COBA.

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 2016-2017 than the sessions conducted in 2015-2016.

Results Description:

The main campus Writing Center at the Academic Success Center saw a more than 19% increase in online tutoring sessions from 2015/2016 to 2016/2017. 2015/2016 previously reported 283 online tutoring sessions, and 2016/2017 has seen 337 tutoring sessions.

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. When students complete their session, a record of their visit is recorded in the My Success Planner (MSP) program, including the class for which they are attending if reported. From class information stored in database, college numbers can be extrapolated.

Results Description:

Protocol and data collection procedures developed and tested for 201680 and 201720. This data is now available for future assessment purposes.

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:

Main Campus Writing Center at the Academic Success Center (ASC) saw 105 sessions with students who reported NURS- classes.

The ASC at TWC conducted 125 writing tutoring sessions for students enrolled in the School of Nursing.

Together, the ASC Huntsville and the ASC at TWC conducted 230 writing tutoring session for nursing students in the 2016-2017 academic year. As such, were 24.34% below our intended goal. We intend to focus on this area of tutoring again next FY with a renewed effort to meet this same requirement (10% increase over 304).

RELATED ITEM LEVEL 2

Writing Tutoring Services at The Woodlands Center

KPI Description:

The ASC@TWC will provide writing services and writing tutoring for student, faculty, staff, and the community. Writing tutoring sessions at ASC@TWC will increase by 10%.

Results Description:

For the 2016-2017 academic year, 1085 writing tutoring sessions were conducted at the [ASC@TWC](#), which is a 5% increase over the 2015-2016 academic year.

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 or paper 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:

339 end of semester evaluations were collected using the Qualtrics suite for data collection. Of the 339 responses, 262 were deemed valid. Of these 262 responses, 96.37% rated their tutor's proficiency as above average or higher, 93.77% rated positive workplace environment variables as Mostly True or higher, and 86.26% rated positive front desk experiences as Mostly True or Higher.

Of the 262 responses, 133 were required, 129 were not required, and of the 133 required sessions, 68.99% (89) would have attended if not required.

Of the 262 responses, 99.25% (260) were likely to recommend the tutor they worked with to other students and 98.47% (258) were Likely or Very Likely to return to the center. Of the 4 unlikely to return, only 1 was due to unsatisfactory service; the others were graduating or not needing this type of assistance.

Of the 262 responses, 95.02% (248) thought that the ASC visit improved their overall skills as a writer and 98.85% (258) thought that they left the ASC session with a clear plan for the next step in the writing process.

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.

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RELATED ITEM LEVEL 1**Increase Client Knowledge Of Writing Principles And Skills at ASC@TWC****Learning Objective Description:**

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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**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 2016-2017 school year, the ASC Writing Services staff will determine the best method of recording 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:

Data for this indicator were not collected due to changes in our operating processes and data collection policies. This information was moved to end of semester evaluations and ongoing tutor evaluations and will instead be reported in these areas for 201780.

RELATED ITEM LEVEL 1**Increase Tutor Knowledge in Respective Knowledge Areas****Learning Objective Description:**

Determine various ways to help tutors in their development as professional employees in the Reading/Writing, Math, SI, and Developmental Education divisions.

RELATED ITEM LEVEL 2**Measure Tutor Skills Growth and Development****Indicator Description:**

A mixture of formal and informal assessments measuring tutor skill levels and competency levels. These evaluations will be used to determine a baseline skill level, mid semester progress, and end of semester progress completion.

Criterion Description:

At the beginning, middle, and end of the semester, tutors will be evaluated on their level of skill and service with regard to employment. Tutors are expected to achieve a "B" quality grade or better on each evaluation, and should they not achieve this, they will be asked to improve this by the next evaluation period.

Findings Description:

23/24 Writing Tutors completed the semester training quizzes with a "B" (80) or higher, and 23/24 tutors completed observations. All tutors participated in training presentations within the group.

RELATED ITEM LEVEL 1

Improve and Maintain Tutor Skills Excellence

Performance Objective Description:

Tutors will be expected to maintain a determined level of proficiency in both their tutoring quality and their skills assessment (minimum "B" level). This level will be measured using a variety of formal and informal assessments.

RELATED ITEM LEVEL 2

Tutors Maintain Skills Readiness

KPI Description:

Tutors will maintain a minimum "B" quality evaluation of skills evaluation and assessment. If this is not met, they will be required to raise this by the next administration of assessment/evaluation.

Results Description:

23/24 tutors at the ASC - Writing Center main campus met these requirements and/or completed the required training assignments with an 80 or better for the 201720 semester.

Update to Previous Cycle's Plan for Continuous Improvement

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

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. In the 2016-2017 year, the SI program met the majority of its goals, with the exception of reaching 25% impact for a handful of course sections. This year's data will be used to create new goals for the subsequent years as the program intends to support additional course sections. The new SI Coordinator will be more involved with supervision and leadership of the SI program. 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 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.

Update of Progress to the Previous Cycle's PCI:

The Writing Center at the Academic Success Center was successful in improving its training program and ensuring that tutors have a more objective way to measure their progress as a tutor and to ensure the quality of their tutoring. Additionally, we met our goal for an increase in online tutoring sessions and saw success in collecting data from student sign-ins and session summary reports from My Success Planner. Our services targeting NURS and COBA did not meet their goals, and we intend to aim for the same goal during this next assessment cycle as for the 2015-2016 cycle. We met our goals for end of semester evaluations and would like to continue to maintain these goals for the coming assessment cycle while ensuring that other areas have access or improved access to tools to run their own end of semester evaluations. Now that the Writing Center at the ASC is on the tutor side of MSP, we will re-add the three learning objectives from the 2015-2016 assessment year that we were unable to collect during the 2016-2017 assessment cycle.

For the 2016-2017 academic year, writing and reading tutoring services at the ASC@TWC remained constant at approximately 1200+ visits because of space and human resource limitations. We are bound by the physical space available at the [ASC@TWC](#) and the number of tutors we can hire, which limits the number of tutoring sessions we can conduct. The number of BANA 3363 and STAT 3379 tutoring sessions at the ASC@TWC were limited because we were not able to hire tutors for these courses until the Spring 2017 semester. We promoted the ASC@TWC statistics tutoring services through emails to students, emails to professors, electronic signage, posters on all bulletin boards, and face-to-face visits to classrooms. We had some visits, but not a good percentage of the students who attended the classes at TWC. The low visit rates may be to the inconsistency of the availability of tutors for BANA and STATS statistics classes at TWC. Teacher certification review sessions at the ASC@TWC increased minimally for the 2016-2017 year. Also, the passing rate of students who attended teacher certification review sessions and took the ESL certification test increased by 7%, from 81% to 88%. The pass rate for all other tests remained constant. The overall pass rate for students who attended teacher

certification review sessions was 97%. Online teacher certification modules were not completed in the 2016-2017 academic year. This will be a goal for next year. In fall of 2016, a new 4-week seminar program for graduate students, Thriving and Surviving in Grad School, was implemented for the 2016-2017 academic year. . In Fall 2016, 40 students attend the sessions, and in Spring 2017, 15 student attended the sessions.

In the 2016-2017 year, the SI program met the majority of its goals, with the exception of reaching 25% impact for a handful of course sections. This year's data will be used to create new goals for the subsequent years as the program intends to support additional course sections. The new SI Coordinator will be more involved with supervision and leadership of the SI program. 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 leaders are more consistent from year-to-year.

In the 2016-2017 year, INRW met all goals. Goals for the next year are to increase the number of students enrolled in the co-requisite model to meet the requirements of HB 2223. 75% of students requiring remediation in reading or writing or both will be enrolled in the co-requisite model.

At the end of the 2016-2017 academic year, the ASAC/Math Center attained its goal of expanding services hours to 9:00 pm, adding two hours from Sunday through Thursday. After assessment of use, Sunday hours were scaled back to 7:00 pm in Spring 2017. The Center maintained its service hours in the Library from 7:00 pm – 10:00 pm, Monday through Wednesday. Reallocation of personnel services reduced the per hour wage by capping the number of student workers on duty during non-peak hours. Given the physical space limitation, expanded hours will continue during the next fiscal cycle, while sporadic use of non-assigned rooms (FAR 105) will increase.

New Plan for Continuous Improvement

Closing Summary:

For the 2017-2018 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. Online writing tutoring for the 2017-2018 academic year will continue to be centralized at the ASC in Huntsville. Operating hours will be after 12:00pm until the center closes 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 2017-2018 academic year, the ASC/Math Center will maintain its goal of providing quality tutoring services for STEM related courses. The planned initiatives, which include Group Tutoring and tutoring in housing facilities, will address the previous limitation of services caused by the finite physical resources during the previous years. Coupled along with the new marketing campaign, the expectation is to impact at least 50% of the student body enrolled in math courses. This translates to essentially increasing the physical numbers from 10, 000 to over 15, 000 visits for the year. The adjustment of the hours of operation created more math tutoring capacity, and hence will continue for the 2017-2018 academic year. The ASC/Math Center will continue conducting tutoring in the library from 7:00-10:00pm Monday-Wednesday. With the update of the data collection tool, the expectation is to capture all data missed due to the lack of technical resources.

For the 2017-2018 academic year, writing and reading tutoring services at the ASC@TWC will remain the same at approximately 1200+ visits because of space and human resource limitations. We are bound by the physical space available at the [ASC@TWC](#) and the number of tutors we can hire, which limits the number of tutoring sessions we can conduct. One immediate item that must be considered is how to increase ASC@TWC size and services to accommodate the number of students attending SHSU-TWC. In Fall 2017, the COCJ moved the Homeland Security master's program to TWC, and in the Fall of 2018 the School of Nursing will move the entire program to the TWC, which will more than double the number of nursing students utilizing ASC@TWC services. The number of BANA 3363 and STAT 3379 tutoring sessions at the ASC@TWC will increase by 10% because we will have tutors in place for the entire 2107-2018 academic year. To help increase BANA 3363 and STATS 3379 tutoring services for the 2017-2018 academic year, we will continue to promote the services through emails to students, emails to professors, electronic signage, posters on all bulletin boards, and face-to-face visits to classrooms. Teacher certification review sessions at the ASC@TWC for the 2017-2018 academic year will remain at approximately the same level. For the 2017-2018 academic year, we have two goals regarding teacher certification review sessions: (a) increase the pass rate of the EC-6 Core Subjects test from 87% to 90% and (b) increase the pass rate of the ESL test from 88% to 90%. We project that the online teacher certification modules will be completed in the 2017-2018 academic year. For the new 4-week seminar program for graduate students, Thriving and Surviving in Grad School, we project a 10% increase in attendance for the 2017-2018 academic year. For the 2017-2018 academic year INRW will continue to focus on increasing the number of students enrolling in the co-requisite model. Students requiring remediation in either reading, writing, or both will be supported in ENGL 1301 and data will be used to assess the best ways for students to achieve success in this model. For the 2017-2018 academic year, the Supplemental Instruction program will focus on support of various BIOL and CHEM courses and expand to offer small group and 1:1 support. Traditional SI sessions will continue twice per week. Additional data collection will take place to ensure that reliable predictions can be made once the number of courses and the number of SI Leaders are more consistent from year-to-year. For the 2017-2018 academic year, we will continue with the deployment of MSP adding appointment campaigns and SI attendance tracking to its capabilities. With the MSP data collection program in place, more robust data will continue to be collected to ensure that students are receiving quality tutoring on a timely basis. We plan to transition from the advisor system in MSP to the tutor system allowing for additional variables to be collected during summary reports. This transition will be ready by the start of Fall 2017.