

Student Success Center
Tutoring and Academic Skills Program

Goals, Objectives, and Student Learning Outcomes
2014-2015

GOAL #1: Engage students actively in developing the skills and knowledge necessary to enhance academic success.

CORRESPONDING US STRATEGIC GOAL(S):

SPO 1.1: Provide high quality, comprehensive, and impactful academic support services for undergraduate learners.

SPO 1.2: Empower at-potential undergraduate learners to achieve their academic, professional, and personal goals.

SPO 1.3: Address the academic and personal needs of potential and current transfer, adult, and non-traditional students.

SPO 1.5: Support learners in implementing strategic academic solutions to optimize their UNCG experience.

OBJECTIVES:

1. Help students develop content mastery and critical thinking skills through recurring sessions.
2. Foster independent learning by engaging students in active learning, cognitive scaffolding, and modeling critical thinking.
3. Increase knowledge and implementation of key academic skills.

STUDENT LEARNING OUTCOMES & EVALUATION METHODS

SLO 1. Students define and work towards achieving their academic goals for a course and tutoring sessions.

- a. Tutee needs assessments
- b. Academic Skills needs assessment
- c. ELASSI pre and post scores

SLO 2. Students demonstrate better preparation for tutoring sessions and class as a result of participation in tutoring.

- a. Peer feedback rubrics
- b. Tutee needs assessments

SLO 3. Students are taught how to break concepts down and apply knowledge correctly.

- a. Tutor observations
- b. Academic Skills Accomplishments Report
- c. Tutoring rubrics
- d. Student surveys

SLO 4. Students are taught how to use their academic resources more effectively to learn information on their own, find their own errors, and answer their own questions.

- a. Tutor observations
- b. Peer feedback rubrics
- c. ELASSI pre and post scores
- d. Student surveys

SLO 5. Tutoring participants earn better grades.

- a. Grade analyses (3+ v <3 hrs tutoring)
- b. Cohort analyses comparing all full-time, first-time degree seeking freshmen (uses paired t-test with a bootstrapping approach)

GOAL #2: Continually assess the efficacy of our services in order to improve the impact on student learning.

CORRESPONDING US STRATEGIC GOAL(S):

SPO 5.1: Integrate authentic assessment of student learning within Undergraduate Studies' programs and services as appropriate.

SPO 5.2: Assess departments and programs in US to ensure continuous learning and enhancement.

OBJECTIVES:

1. Utilize a peer feedback process in tutoring to enhance student learning and employee performance.
2. Collect, analyze, and report key data and metrics. Use this information to improve services and increase retention and graduation rates among undergraduate learners.

PROGRAM OUTCOMES & EVALUATION METHODS

1. Enhance student learning and employee performance in tutoring sessions.
 - a. Analyze tutor rubric scores and feedback reports to tutors three (3) times per semester
 - b. Discuss lower scores with tutors to determine root cause of situation and how/whether to address
 - c. Analyze student rubric scores and intervene with students who are not prepared for their tutoring sessions
2. Tutoring participants will outperform non-participants in terms of grades, persistence, and graduation rates.
 - a. LAC tutoring cohort analyses re: GPA performance, persistence, and graduation rates
 - b. Semester, academic year, and annual year comparisons
 - c. GPA comparisons
 - d. Student contact hours and requests by population and service
 - e. Student satisfaction surveys
 - f. Monthly and cumulative computer lab usage
3. Achieve at least a 20% return rate and 95% confidence intervals on end-of-semester student surveys.
 - a. Student satisfaction surveys
4. Ensure consistency in students' experiences in the Academic Skills program.
 - a. Wait times between request date and receiving assistance
 - b. Average number of appointments per student
 - c. Evaluate pre/post data for trends and strengths

GOAL #3: Promote high standards for hiring and development of quality professional and paraprofessional employees.

CORRESPONDING US STRATEGIC GOAL(S):

SPO 3.1: Foster learner's transitions and personal and professional development at UNCG through collaborative, integrative and holistic courses and experiences.

SPO 7.1: Attract, hire, assess, and retain diverse and highly qualified individuals to support the mission of Undergraduate Studies.

SPO 7.2: Provide professional development and continual education to address the needs of Undergraduate Studies staff.

OBJECTIVES & EVALUATION METHODS:

1. Facilitate training opportunities that enhance job knowledge, skill level, and performance.
 - a. Tutor training evaluations
 - b. Tutor observations that examine application of knowledge and skills taught in training
 - c. Tutor self-evaluations at the end of each semester
 - d. CRLA (College Reading and Learning Association) tutor certification count
 - e. Lab monitor evaluations (mid and end semester)
 - f. GA evaluations (mid and end semester)
 - g. Professional development charts for EPA, SPA, and GA staff
2. Uphold ethical standards among all employees as established by state and federal guidelines, UNCG, and our accrediting bodies.
 - a. Analyze result of test questions about ethics built into online tutor orientation
3. Promote awareness of other campus activities and trainings that enhance paraprofessional development.

GOAL #4: Collaborate with faculty and staff to optimize student success.

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SPO 1.5: Support learners in implementing strategic academic solutions to optimize their UNCG experience.

SPO 7.4: Build and maintain collaborative partnerships between and within Undergraduate Studies and university departments and units.

OBJECTIVES & EVALUATION METHODS:

1. Cultivate networked relationships to increase the use of services among at-potential students.
 - a. Evaluate the number and scope of at-potential populations using services (e.g., SAS, Rites of Passage, OARS)
 - b. Referral tracking
2. Facilitate academic skills workshops that teach/model effective academic behaviors that promote success in and out of the classroom.
 - a. Pre-and post-test results collected from Academic Skills workshops (OWLS)
 - b. OWLS requestor surveys
 - c. Success-In-6-Weeks Series
3. Utilize faculty connections to effectively recruit and train qualified tutor and GA candidates.
 - a. Guest facilitators at tutor trainings