

Assessment Map: Summary

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Department Overview

The Academic Success Center faces the unique challenge of providing resources to all levels of students – from remedial first-year courses to tutoring and presentation services for upper-level students. This means that the department mission and goals must apply to the range of students utilizing the services and programs.

A 2-year assessment cycle in which there are short-term assessments on a per service or per semester cycle which gauge the immediate outcomes for those students whose needs are critical should be balanced with long-term assessments measuring the overall development of the student clients as they continue progressing through their education. Additionally, this permits the ASC to track and assess the feedback for faculty and student staff in order to provide a robust professional experience.

Assessment Methods

In order to track the chosen learning outcomes, the map includes a balance of direct and indirect assessment methods. The learning outcomes selected are largely concerned with equipping student clients to be more successful in their studies. This has led me to place an emphasis on projects that require students to utilize and demonstrate the most fundamental skills to college success, such as time-management, research, and critical thinking (along with critical reading and writing). I've also chosen traffic-based assessments that work to hold students accountable for their presence – another crucial piece to their success in the university.

I also chose satisfaction surveys aimed to not only ensure the satisfaction of the student client but also to provide valuable feedback to the student staff. A focus group discussion also provides a glimpse into the immediate reaction and takeaways from clients.

Data Collection & Analysis

The aforementioned projects and traffic assessments will be collected and analyzed on a per semester basis. The satisfaction surveys and group discussions are to be collected and analyzed per session, with critical feedback being reported immediately.

Timelines

The assessment cycle of ASC should culminate with presentations of results, demonstrations of student work, and perhaps recognition for faculty and student staff demonstrating exemplary service. Presentations should include ways in which the action plan was successful and how department objectives were met. The action plan should be revised to address any weaknesses and highlight any strengths, with clear communication to the greater university.

Learning Outcome (As a result of participating in the ASC students will...)	Assessment	Measurement & Scoring	Location	Target Population	Timeline
utilize techniques and skills necessary for collegiate success.	Course attendance record (T, QN)	Students demonstrate a commitment to attendance	MU 100, MU 090, EDU 195	Student Clients	Analyzed at the end of each semester
	Portfolio review (S, QL)	Progress and implementation of research skills, study skills, time management, etc (Rubric)	EDU 195	Student Clients	A compilation of work done over the semester, analyzed that the semester's end
	Focus group discussion (I, QL)	Students discuss and reflect on the content covered in the seminar	Study Skills Seminars	Student Clients, Staff	Analyzed per seminar
engage with academic activities conducive to success.	Number of IAC attended (T, QN)	Students demonstrate a commitment to academic improvement by seeking individual IAC	Individual Academic Consultations	Student Clients	Analyzed on annual basis

	Post-session satisfaction survey (Sa, T, I)	Students rate the level of their tutoring session, additionally giving insight into number of sessions attended and the ability of their peer	Peer Tutoring Program	Student Clients, Student Staff	Analyzed per tutoring session
critically assess the value of a diverse and inclusive educational culture.	Reflection essay (I, QL)	Student's reflect on the structure and purpose of higher education and their role in the system (Rubric)	EDU 195	Student Clients	Administered and analyzed at the end of each semester
utilize a variety of research skills to complete scholarly assignments.	Research paper project (D, Su)	Students demonstrate their ability on the various portions of a research pape (Rubric)	EDU 195	Student Clients	Administered and analyzed at the end of each semester

Type of Assessment
F - Formative
Su - Summative
T - Traffic

Sa - Satisfaction
D - Direct
I - Indirect
QN - Quantitative
QL - Qualitative