



UNIVERSITY OF
NORTH★TEXAS™
INSTITUTIONAL EFFECTIVENESS
Non-Academic Assessment Plan
Department: **Learning Center**
VP Reporting Unit: **Student Development**
Period: **FY2007**

Mission

The Learning Center's mission is to provide programs that enhance learning and facilitate academic excellence for all UNT students. This directly relates to the university's mission to strengthen support for high quality teaching and learning and support activities that increase retention and graduation rates.

Expected Outcome # 1

The average rating of all Learning Center programs will be at least 4.0 on a 5-point scale. Programs include: study skills and speed reading classes supplemental instruction/tutoring and Learning Center informational sessions.

Assessment Tool

A paper and pencil evaluation based on a 5-point Likert scale that evaluates the components of the program and the instructor. At the end of each program the staff member responsible for that program will distribute the evaluation. Evaluation results will be compiled and averaged to determine the overall rating of all programs.

Actual Results

At the end of each program the staff member responsible for that program distributed the evaluation. The average rating of all Learning Center Programs was 4.42. Facilitators rated themselves in an end-of-term self evaluation through qualitative methods.

Changes Made Based on Assessment Results

Assessment results show that the programs more than met intended levels of performance. However the delivery of the programs is constantly evolving based on the comments of students and facilitators.

Administrative Initiatives

- 1.2** Transform instruction in large-enrollment undergraduate classes to improve student learning outcomes.
- 1.4** Challenge learners through increased involvement in peer and mentor relationships, service learning and other diverse learning opportunities, including engagement in partnerships with businesses, educational settings, social agencies, and creative venues in the North Texas region and beyond.
- 1.10** Increase retention and facilitate timely graduation through enhanced advising, progress tracking programs and facilitative educational cost structures.

Expected Outcome # 2

Students utilizing the Study Skills Program will increase their knowledge of effective study skills by 20% as measured by the Learning and Study Skills Inventory.

Assessment Tool

Learning and Study Skills Inventory - LASSI (H&H Publishing Co, Inc.). The Coordinator for Learning Success Programs will distribute the LASSI at the beginning and end of each study skills course. The post test will be compared to the pre test to determine how the students' study skills were affected.

Actual Results

The Coordinator for Learning Success Programs gave the LASSI at the beginning and end of each study skills course to every student enrolled in the course. Average improvement in all areas was 26%.

Changes Made Based on Assessment Results

Assessment results show that students more than met intended levels of performance; no changes needed at this time. However, the delivery of the material is constantly evolving based on the comments of students and the facilitator at the completion of each program.

Administrative Initiatives

1.4 Challenge learners through increased involvement in peer and mentor relationships, service learning and other diverse learning opportunities, including engagement in partnerships with businesses, educational settings, social agencies, and creative venues in the North Texas region and beyond.

1.10 Increase retention and facilitate timely graduation through enhanced advising, progress tracking programs and facilitative educational cost structures.

Expected Outcome # 3

Students utilizing the Speed Reading Program will increase their average reading comprehension by 15% while increasing their average reading speed by 200 words per minute as measured by the Ultimate Speed Reader program.

Assessment Tool

Ultimate Speed Reader (Davidson & Associates, Inc.). The Coordinator for Learning Success Programs will instruct students how to log-on to the program so that progress is recorded continuously throughout the five-week course. The program prepares a report for each student showing their average reading comprehension and average reading speed throughout the five-week course. A comparison of the first week scores and the last week scores will determine the effectiveness of the course.

Actual Results

The Coordinator for Learning Success Programs instructed every student how to log on to the Ultimate Speed Reader program so that progress was recorded continuously throughout the five-week course. Results show that students increased their average reading comprehension by 25% while increasing their average reading speed by 181 words per minute.

Changes Made Based on Assessment Results

Although assessment results show that students met the intended levels of performance for reading comprehension, they did not meet intended levels of performance in reading speed. Therefore, the Coordinator for Learning Success Programs will place additional emphasis on increasing reading speed through improved lecture, more comprehensive handouts and increased use of the Ultimate Speed Reader program for the 2007-2008 academic year.

Administrative Initiatives

1.4 Challenge learners through increased involvement in peer and mentor relationships service learning and other diverse learning opportunities including engagement in partnerships with businesses educational settings social agencies and creative venues in the North Texas region and beyond.

1.10 Increase retention and facilitate timely graduation through enhanced advising progress tracking programs and facilitative educational cost structures.

Expected Outcome # 4

Students attending Supplemental Instruction will earn a .50 average GPA higher for that course than those students not attending. Supplemental Instruction (SI) targets traditionally difficult classes in which a large percentage (33% or more) of the students receive a D, F or W. SI assists students in developing critical thinking and effective study skills.

Assessment Tool

The Coordinator for Supplemental Instruction will compile an end-of-term report comparing the average GPA for the course of students attending and those not attending.

Actual Results

The Coordinator of Supplemental Instruction compiled an end-of-term report comparing the average GPA for the course of students attending and those not attending. Assessment results show that for the fall 2006 semester, students attending SI earned a 2.36 GPA for the course while those not attending earned a 1.96 GPA (difference of .39). For the spring 2007 semester, students attending SI earned a 2.30 GPA for the course while those not attending earned a 1.88 GPA (difference of .42).

Changes Made Based on Assessment Results

Assessment results show that students fell just below the intended levels of performance. To address this shortcoming, the Coordinator of Supplemental Instruction will initiate different procedures for the upcoming year including: revising and improving the interview and hiring process to ensure better informed and more highly qualified employees, revamping of the ongoing training process to include techniques designed to enhance both peer and self evaluation, increased presence at training and office hours by the program coordinator, and improved communication with university faculty.

Administrative Initiatives

1.2 Transform instruction in large-enrollment undergraduate classes to improve student learning outcomes

1.4 Challenge learners through increased involvement in peer and mentor relationships, service learning and other diverse learning opportunities, including engagement in partnerships with businesses, educational settings, social agencies, and creative venues in the North Texas region and beyond.

1.10 Increase retention and facilitate timely graduation through enhanced advising, progress tracking programs and facilitative educational cost structures.

Expected Outcome # 5

Students attending Supplemental Tutoring will pass Math 1010 at a 20% rate higher than those students not attending. Supplemental Tutoring (ST) works the same as Supplemental Instruction; however, ST works strictly with every section of Math 1010. ST assists students in developing critical thinking and effective study skills.

Assessment Tool

The Coordinator for Supplemental Instruction will compile an end-of-term report comparing the pass rate of students attending and those not attending.

Actual Results

The Coordinator of Supplemental Instruction compiled an end-of-term report comparing the pass rate of students attending and those not attending. Assessment results show that for the fall 2006 semester, students attending ST passed Math 1010 at a rate of 46.28% while those not attending passed at a rate of 42.64% (difference of 3.64%). For the spring 2007 semester, students attending ST passed Math 1010 at a rate of 73.563% while those not attending passed at a rate of 50.23% (difference of 23.33%).

Changes Made Based on Assessment Results

Although assessment results show that students met intended levels of performance for the spring 2007 semester, they did not meet levels of intended performance for the fall 2006 semester. To address this shortcoming, the Coordinator of Supplemental Instruction will initiate different procedures for the upcoming year including: revising and improving the interview and hiring process to ensure better informed and more highly qualified employees, revamping of the ongoing training process to include techniques designed to enhance both peer and self evaluation, increased presence at training and office hours by the program coordinator, and improved communication with university faculty.

Administrative Initiatives

1.2 Transform instruction in large-enrollment undergraduate classes to improve student learning outcomes

1.4 Challenge learners through increased involvement in peer and mentor relationships, service learning and other diverse learning opportunities, including engagement in partnerships with businesses, educational settings, social agencies, and creative venues in the North Texas region and beyond.

1.10 Increase retention and facilitate timely graduation through enhanced advising, progress tracking programs and facilitative educational cost structures.