Assessment Plan Overview Worksheet – AES

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| Program/Unit Name | Math Tutoring Center |
| Description of Faculty/Staff Involvement | The Math Tutoring staff meet regularly to develop outcomes, assess the extent to which those outcomes are achieved and implement improvements based on that assessment. A subgroup of Tutoring staff belongs to the assessment committee that oversees this process. During the first spring faculty meeting in 2015-2016, the current outcomes and means of assessment were approved. |
| Mission Statement  or School Description | Help students develop competence in their academic subjects. |

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| Outcome Names | Outcomes (Service or Student Learning) | Means of Assessment (what will be assessed, by whom, when, and how) | Criteria for Success (standard of excellence) |
| 1. Math Skills | The Math Tutoring Center effectively supports its students’ efforts to improve their math skills. | After each tutoring session, students will be asked to fill out an anonymous survey about their experience. Questions may include if they felt their skills improved, if they better understood the material after the tutoring session, how likely they would be to come back, how likely would they recommend the Math Tutoring Center to others, etc. This will include open ended questions about the ways the Center supports student learning. | For each item related to how the Tutor Center supports student skills, students will “agree” or “strongly agree,” (on a scale of 1 to 5). Answers to open ended questions will be analyzed for common themes and concerns to identify opportunities for improvement. |
| After each tutoring session, students will be asked to complete two knowledge-based questions to ascertain how well they understood the material that they specifically wanted to cover. | On a semester basis, 75% of students will correctly answer each of the knowledge-based problems. |
| 2. Effective Information | The Math Tutoring Center provides effective information about its services. | A brief survey will be given to attendees at presentations where the Center provides information about their services (Student Housing trainings, EDHE courses, etc). | For each item, 80% of attendees will correctly identify services the Center provides. |
| At least once per assessment cycle, a focus group will be conducted with faculty and staff to ask their perceptions of services the Math Tutoring Center provides. | The majority of faculty and staff will agree that the Center effectively communicates information about their services. Answers to open ended questions will be analyzed for common themes and concerns to identify opportunities for improvement. |
| 3. Retention | The Math Tutoring Center aids retention of students to the institution. | Students will be emailed after grades have been posted for the semester to ask if the student was able to advance to the next math course required of them or if they fulfilled their math requirements. | 80% of students who respond to the email will state that they either fulfilled their math requirements or that they advanced to the next course. |
| Retention data will be obtained from the Office of Institutional Research, Effectiveness, and Planning to examine how many students were retained to the university the following semester. | 80% of students who come for at least one tutoring session will be retained to the next semester. |
| 4. Effective Training | The Math Tutoring Center effectively trains its student staff to tutor in their respective math level. | After each tutoring session, students will be asked to fill out an anonymous survey about their experience. Questions will include if they felt their tutor was knowledgeable about the subject area and if they felt their tutor was able to explain the material. | For each item related to the knowledgeability of tutors, 80% of students will “agree” or “strongly agree,” (on a scale of 1 to 5). |
| After semester training sessions, student staff will be surveyed about the effectiveness of the training and asked for feedback to improve the training. | The majority of student staff will agree that the training was effective and answers to open ended questions will be analyzed for common themes and concerns to identify opportunities for improvement. |