

## #2. Executive Summary: Undergraduate Program Assessment:

### Student Outcomes – Gen Ed

**Department: Academic Resource Center Date: December 20, 2021**

**Members involved with analysis of artifacts: Bethany Landrey, Matt Myers, Angel Hoppe**

**See Undergraduate Program Outcome Assessment Plan: Student Outcomes – Gen Eds for: a) Learning Outcome; b) Background; c) Question(s); d) Methodology**

#### **Analysis of artifacts:**

1). **PERFORMANCE CRITERIA**\* - *How was data analyzed? (attach rubrics/scoring tools if used).*

A survey was sent out to all undergraduate students during the final two weeks of the Fall 2021 semester. Students were asked to respond to questions related to their knowledge of the existence of the Tutoring and Writing Center, how they heard about the Center, etc. In addition were optional open-ended questions asking for suggestions on how to improve the advertising of the Center.

#### **Summary of RESULTS\*:**

1). *Restate the assessment question(s) (from the Assessment plan):*

1. How do students obtain the knowledge of the Academic Resource Center and the Tutoring and Writing Center?

2). *Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.*

For the Fall 2021 semester a total of 1100 students were contacted to complete the survey. Of the students contacted, 111 responded for a response rate of 10%. As far as distribution of respondents, 36% indicated they were freshmen, 24.3% sophomores, 20.7% juniors, and 18.9% seniors. With regard to Question 1, 99.1% of respondents gave a response of "Yes" to the question of if they knew Concordia has a Tutoring and Writing Center on campus. With regard to Question 2, students could select more than one response, as it applied to them. The top 5 responses selected, as far as how students found out Concordia has a Tutoring and Writing Center, were as follows: "I saw information about it in the library" (62.7%); "campus flyer" (50.9%); "my professor" (50%); "another student" (42.7%); "student life office" (26.4%).

3). **INTERPRETATION**\* - *Discuss how the results answer the assessment question(s).*

Almost all students are aware of the presence of the Tutoring and Writing Center on Concordia's campus. Advertisements around campus are an important method

4). *Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)* 56.3% of the respondents stated they were referred to the Center by one of their professors, 50% from seeing information about tutoring in the Library, and 25% from a campus flyer. This suggests that faculty recommendations are a key factor in encouraging students to make use of this resource, and that continuing to disseminate information around campus is helpful. Additionally, peer referrals are an important piece of this, as well.

#### **Sharing of Results:**

*When were results shared? Date:* December 20, 2021

*How were the results shared? (i.e. met as a department)* Emailed to individuals, informal discussion

*Who were results shared with? (List names):* Tim Preuss, Matt Myers, Angel Hoppe

#### **Discussion of Results –Summarize your conclusions including:**

1. **ACTION**\*- *How will what the department learned from the assessment impact the teaching process/course/program etc. in your department starting the next academic year?*

We will continue to provide subject matter and writing tutors to the Concordia student body. We will encourage faculty members to promote use of the Center to their students. The ARC will continue to advertise the Tutoring and Writing Center through a variety of means, and continue to promote its use with students who seek academic assistance, as well as discuss additional means of advertisement.

2. **IMPACT**\*- *What is the anticipated impact of the ACTION\* on student achievement of the learning outcome in the next academic year?*

The services provided by the Tutoring and Writing Center will continue to assist and support

students in being successful in their courses, which also may have a positive impact on persistence, retention and completion rates.

3. **BUDGET IMPLICATIONS** – *Indicate budget requirements necessary for the successful implementation of the ACTION\** (i.e. an additional staff person, new equipment, additional sections of a course). High priority will continue to be placed on hiring of quality, faculty-recommended student tutors to provide this service, and will place a high priority on maintaining the budget toward this end.

*If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.*

*What assessment questions related to the learning outcome would the program like to investigate in the future?*

Submitted by: Bethany Landrey  
(date):

Reviewed by the Assessment Committee

Department Chair notified/additional action needed:

BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean:

Approved & Posted to Assessment site: