



## 2008-2009 Assessment Plan Report

### **ACADEMIC SUPPORT SERVICES**

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Submitted by Dena Davis  
Assistant Dean, Academic and Enrollment Services



## 2008-2009 Assessment Plan Report

### PROGRAM ASSESSMENT REPORT AY 2008-2009

**Report Date:** June 25, 2009

**School/College:** Academic and Enrollment Services

**Department/Program:** Academic Support Services/*Student Disability Services*

**Person completing the Report:** Barbara Zunder, Tom Merrell

a. **Overview Statement:** Briefly summarize the assessment activities that were undertaken this academic year, indicating:

a. **Which program learning outcomes were assessed this year?**

During the academic year 2008-2009, no learning outcomes were assessed. Assessment will begin during academic year 2009-2010. However, as part of our ongoing program assessment, Student Disability Services conducted its annual end of year report. As part of this assessment, we collect data on the students we are serving (primary disability, secondary disability, gender, college, and ethnicity) as well as the services utilized.

b. **Who in your department/program was involved in the assessment of the above learning outcomes?**

As we begin assessing the learning outcomes in Academic Year 2009-2010, it will be the responsibility of the entire staff to track assessment data.

b. **Please Answers the Following Questions for Each of the Student Outcomes Assessed:**

a. **What did you do?**

*Describe clearly and concisely how you assessed the learning outcomes that were evaluated this year (e.g., measures, research methods, etc.). [Please use bullet points to answer this question]*

- Assessment data on learning outcomes were not collected during AY 2008-2009. We plan on doing the following for AY 2009-2010:
  - During a meeting with their specialist, students will be asked to describe their disability, functional limitations and what impact these have on them in the academic setting. Data will be stored in our central database and compared annually.



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- At the end of the academic year, students will be surveyed about the effectiveness of services used. Data will be collected throughout the academic year regarding the use of services. Qualitative data will be collected from the specialists regarding the proactive versus reactive response to the students' service needs.
- Faculty will be surveyed at the end of the academic year regarding their familiarity with Student Disability Services services, policies and procedures.

### ***c. What did the faculty in the department or program learn?***

*Summarize your findings and conclusions as a result of the assessment indicating strengths and weaknesses in student learning demonstrated by this assessment.*

Some notable findings:

- By the end of the academic year a total of 574 students were currently receiving services through SDS
- Students identifying as having a health-related disability increased (12.5% of caseload in Spring 2009 versus 10.3% of caseload in Spring 2008)
- Students identifying as having a learning disability increased (24.4% of caseload in Spring 2009 versus 21.4% in Spring 2008)
- Students identifying with AD/HD from last year decreased (17.9% of caseload in Spring 2009, versus 18.2% of caseload in Spring 2008)
- Students with dual diagnoses increased over the course of the Academic Year (19.5% Fall 2008 versus 21.1% Spring 2009)
- Based on our cohort studies, we found that more students are using our services for a longer period of time

In terms of services used by students, the two most utilized academic accommodations are notetaking services and exam accommodations.

- Exam Accommodations
  - Number of students eligible for exam accommodations: 286
  - Number of students who utilized exam accommodations: 164 (57%)
  - Number of students who utilized exam accommodations only for finals (Law not included in sample): 15
  - Number of exams proctored: 1090
- Notetaking
  - Number of students eligible for notetaking services: 162
  - Number of students who utilized notetaking services: 92 (57%)
  - Number of courses: 293



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**d. What will be done differently as a result of what was learned?**

*Discuss how courses and/or curricula will be changed to improve student learning as a result of the assessment. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.*

To be determined

**e. Attach a copy of the components of the department/program assessment plan that have been modified since its initial submission:**

- a. *Program Mission*
- b. *Program Learning Goals*
- c. *Program Learning Outcomes*
- d. *Program Learning Rubrics aligned with outcomes*
- e. *Curriculum map that shows the courses that pertain to the outcome*

### **CHANGES TO THE ASSESSMENT PLAN 2009 - 2010**

#### **THEME: STUDENT AWARENESS AND SELF-ADVOCACY**

**Learning Goal 1:** As a result of Student Disability Services, students will be able to describe what their disability is and what impact it has on them in the academic setting.

#### **Outcomes and Rubrics:**

1. Students will be able to describe their disability and functional limitations and what impact they have on them in the academic setting.
  - a) *Below Expectations:* students have little or no knowledge of their disability and functional limitations and what impact they have on them in the academic setting.
  - b) *Minimal Acceptable Criteria:* Students will be able to identify their disability but not accurately describe functional limitations and what has an impact on them in the academic setting.
  - c) *Exemplary:* Students will be able to articulate the nature of their disability and effectively describe the functional limitations and what has an impact on them in the academic setting.

**Measurement/Assessment Plan:** Students will be asked to describe their disability, functional limitations, and what has an impact on them in the academic setting during a meeting with their specialist. Data will be stored in our central database and compared annually.



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### **THEME: STUDENT USE OF ACCOMMODATIONS AND SERVICES**

**Learning Goal 1:** All students registered and eligible for services through Student Disability Services will be able to proactively use services to overcome barriers and reduce the impact of their disabilities on their college experience.

#### **Outcomes and Rubrics:**

1. Students will use appropriate accommodation services (i.e. note taking services, alternative media for texts, extended time for exams, and specialized tutoring services) to achieve their academic performance goals.
  - a) *Below Expectations:* students use services or resources only when in crisis or as a reaction to unacceptable academic performance.
  - b) *Minimal Acceptable Criteria:* students use granted accommodation services, but are not proactive in anticipating upcoming service needs.
  - c) *Exemplary:* students use services and resources regularly and effectively, and are able to anticipate their upcoming service needs.

**Measurement/Assessment Plan:** At the end of the academic year, students will be surveyed about the effectiveness of services used. Data will be collected throughout the academic year regarding the use of services. Qualitative data will be collected from the specialists regarding the proactive versus reactive response to their service needs.

- *Year One:* focus on testing accommodations.
- *Year Two:* focus on note-taking.
- *Year Three:* focus on other types of accommodations and services. Study skills will also be evaluated: students will be asked to describe their academic performance goals and study skills at the beginning of the semester. At the end of the semester they will be asked whether they received assistance with study skills and whether they achieved their academic goals. These data will be compared.

### **THEME: CAMPUS COMMUNITY AWARENESS**

**Learning Program Goal 1:** As a result of Student Disability Services, faculty and students will identify Academic Support Services as a resource for members of the University community, including prospective students, parents, and the public.

#### **Outcomes and Rubrics:**

1. The University community will be able to list basic services provided by Academic Support Services, Student Disability Services, and the Learning and Writing Center (via website and informational brochure distributed throughout the campus community).



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- a) *Below Expectations:* Faculty and students are not aware of the existence of SDS or Academic Support Services.
- b) *Minimal Acceptable Criteria:* Faculty and students are aware of SDS and Academic Support Services and the Learning Center and have a general idea of what services the offices provide through viewing website or brochure.
- c) *Exemplary:* Faculty and students will be able to identify the three basic steps in the SDS referral process, have visited the offices, and referred students to SDS, Academic Support Services and the Learning Center as appropriate.

**Measurement/Assessment Plan:** Faculty will be asked to identify the location and purpose of Academic Support Services, SDS and the Learning Center in our semi-annual Faculty Survey. New SDS students will be asked to identify their referral source on our Contact and Registration Form. This information will be compared annually.



## 2008-2009 Assessment Plan Report

### PROGRAM ASSESSMENT REPORT AY 2008-2009

**Report Date:**

**School/College:** Academic and Enrollment Services

**Department/Program:** Academic Support Services/*Learning Center*

**Person completing the Report:** Michael Sano

1. **Overview Statement:** Briefly summarize the assessment activities that were undertaken this academic year, indicating:

a. Which program learning outcomes were assessed this year:

- 1) Enhancing time management skills
- 2) Developing learning styles awareness
- 3) Increasing academic self-confidence

b. Who in your department was involved in the assessment of the above learning outcomes:

- 1) Learning Center Coordinator and Assistant Coordinator
- 2) Student employees

2. **Please Answer the Following Questions for Each of the Student Outcomes Assessed:**

a. What did you do?

*Describe clearly and concisely how you assessed the learning outcomes that were evaluated this year (e.g., measures, research methods, etc.). [Please use bullet points to answer this question.]*

- **Pre-test:** students requesting tutors at the Learning Center were asked to answer questions through the tutor request form in regard to their grade expectations, goals and preparedness in the courses in which they were seeking tutors.
- **Post-test:** students who received tutoring services at the Learning Center were asked questions through an evaluative survey in regard to their grade expectations, goals and preparedness in the courses in which they received tutoring as well as to what effect the tutors assisted in their development of time management skills, learning style awareness and other academic skills.
- **Analysis:** the results from the pre-test and post-test were summarized and compared to each other as well as data from the students' academic transcripts



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*b. What did the faculty in the department or program learn?*

*Summarize your findings and conclusions as a result of the assessment indicating strengths and weaknesses in student learning demonstrated by this assessment.*

- Out of 399 unique student visitors to the Learning Center in the Spring 2009 semester, 174 completed the pre-test and/or post-test analysis (43.6%). However, only 20 unique student visitors completed both the pre-test and the post-test (.05%).
- In regards to grades and academic self-confidence, those students who completed the post-test and both the pre-test and post-test showed high expectations or hopes for their grades (87.7% indicated they hoped or expected to receive an A or B). When comparing students' expected grades in the post-test to the grades they received, we found that a majority of students expectations matched their grade realities. However, a much higher number of students' grades realities were below expectations than above expectations. Students completing the post-test also showed an overwhelming satisfaction with their tutors' performance in helping them achieve their goals (98.2%). These measures were intended to assess academic self-confidence. Although we can read the confidence level of most students is high due to their expectations matching or surpassing their grade reality, we will be developing a more personalized measure of self-confidence in our assessment efforts next year.
- In regards to enhancing time management skills and developing learning styles awareness, students also reported high satisfaction with their tutors' performance in assisting them in these areas (89% and 88.1%, respectively). Although we can read this satisfaction as positive in our efforts to assist students in these areas, we will be developing a more personalized measure of enhancing time management skills and developing learning styles awareness in our assessment efforts next year.

*c. What will be done differently as a result of what was learned?*

*Discuss how courses and/or curricula will be changed to improve student learning as a result of the assessment. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.*

In the 2009-2010 academic year we will continue to assess the learning outcomes of increasing academic self-confidence, enhancing time management skills, and developing learning styles awareness. We will continue to strive towards completion of both a pre-test and post-test by student visitors for assessment in these areas. However, we will be developing more personalized measures for student visitors to complete. This year students were asked questions when requesting tutors and evaluating tutoring services. In the upcoming year student visitors will complete an intake form during their first appointment with a tutor or Learning Center staff member. The intake form will address the above-mentioned learning outcomes. Towards the end of the semester, after receiving services from the Learning Center, student visitors will be asked to answer the



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same questions again in an effort to measure their progress in line with the Center's learning outcomes.

**3. *Attach a copy of the components of the department/program assessment plan that have been modified since its initial submission:***

- a. Program Mission*
- b. Program Learning Goals*
- c. Program Learning Outcomes*
- d. Program Learning Rubrics aligned with outcomes*
- e. Curriculum map that shows the courses that pertain to the outcome*

### **CHANGES TO ASSESSMENT PLANS FOR 2009-2010**

#### **THEME: ENHANCED TIME MANAGEMENT SKILLS**

**Measurement/Assessment Plan:** Students will complete an intake form during their first appointment with a Learning Center tutor or staff member. The intake will include questions about their ability to follow study plans and manage time effectively. Towards the end of the semester, students will be asked to answer the same questions again to measure their progress in these abilities. Focus groups will also be used to evaluate services alternate years.

#### **THEME: LEARNING STYLES AWARENESS**

**Measurement/Assessment Plan:** Students will complete an intake form during their first appointment with a Learning Center tutor or staff member. The intake will include questions about their ability to describe and adapt their learning styles. Towards the end of the semester, students will be asked to answer the same questions again to measure their progress in these abilities. Focus groups will also be used to evaluate services alternate years.

#### **INCREASING ACADEMIC SELF-CONFIDENCE**

**Measurement/Assessment Plan:** Students will complete an intake form during their first appointment with a Learning Center tutor or staff member. The intake will include questions about their goals for particular courses and the extent to which they feel prepared to achieve these goals. Towards the end of the semester, students will be asked to answer the same questions again to measure their changes in academic self-confidence. Focus groups will also be used to evaluate services alternate years.



## 2008-2009 Assessment Plan Report

### PROGRAM ASSESSMENT REPORT AY 2008-2009

**Report Date:** June 26, 2009

**School/College:** Academic and Enrollment Services

**Department/Program:** Academic Support Services/*America Reads*

**Person completing the Report:** Kim Rutledge

1. **Overview Statement:** *Briefly summarize the assessment activities that were undertaken this academic year, indicating:*

- a) *Which program learning outcomes were assessed this year*  
As a result of America Reads, students will assist students in San Francisco's diverse public school population with literacy development
- b) *Who in your department/program was involved in the assessment of the above learning outcomes*
  - America Reads Coordinator
  - America Reads instructors

2. **Please Answers the Following Questions for Each of the Student Outcomes Assessed:**

a) *What did you do?*

*Describe clearly and concisely how you assessed the learning outcomes that were evaluated this year (e.g., measures, research methods, etc.). [Please use bullet points to answer this question]*

- Instructors introduced to tutors, through lecture and readings, common literacy issues K-3 students face and strategies to help students overcome their challenges. Students were assessed on their progress with a letter grade for the course.
- Instructors assigned reflection assignments that required the tutors to describe their sites and their students.
- Instructors required tutors to develop a lesson plan that went into specifics about learning/tutoring activities and measures for success/understanding.
- Instructors required tutors to reflect on their own learning processes from childhood and compare it to their experiences with tutees.
- Instructors did not require tutors to assess whether their tutoring had a positive effect on their students' literacy skills.



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- b) *What did the faculty in the department or program learn?  
Summarize your findings and conclusions as a result of the assessment indicating strengths and weaknesses in student learning demonstrated by this assessment.*

Each tutor was graded individually on the above course assignments in which they were asked to demonstrate their understanding of the material presented. At the end of the Spring 2009 semester 50 students received grades in the 6 sections of the America Reads Course. Based on their final grades, 94% of America Reads tutors demonstrated that they are aware of literacy issues facing their students and that they know of specific strategies to address these issues by passing the class with an A or B. Four percent of the tutors met the minimal acceptable criteria, which states that they are able to identify at least one literacy issue facing their students and know of one strategy to address this issue by passing the class with a C. Two percent of the tutors were unable to demonstrate their knowledge as they exited the course with an Incomplete. We were unable to learn whether tutoring through America Reads brought about a change in literacy skills in K-3 students.

- c) *What will be done differently as a result of what was learned?  
Discuss how courses and/or curricula will be changed to improve student learning as a result of the assessment. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.*

In the 2009-2010 academic year our goal toward an increased presence in the San Francisco elementary school community will be measured through the maintenance or increase in the number of tutors placed at America Reads sites, as well as through an increased presence of the America Reads Graduate Assistant at the sites.

We will continue to encourage and require America Reads tutors to learn about the literacy issues facing K-3 students and strategies to assist their students as part of their training. We have developed projects that require students to build on their previous knowledge and gain greater understanding of how these literacy issues develop and impact their students' lives. In the 2009-2010 academic year, we will have students reflect on their presence as a tutor has impacted their student's lives.

3. ***Attach a copy of the components of the department/program assessment plan that have been modified since its initial submission:***

- a) *Program Mission*
- b) *Program Learning Goals*
- c) *Program Learning Outcomes*
- d) *Program Learning Rubrics aligned with outcomes*



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*e) Curriculum map that shows the courses that pertain to the outcome*

### **CHANGES TO THE ASSESSMENT PLAN FOR 2009-2010**

Revised Department Goal 1: As a result of America Reads, USF will be seen as a resource to the San Francisco elementary school community.

Revised Measurement/Assessment Plan: Teachers at each site will be asked about their knowledge of USF in connection with America Reads, whether they see the Program as an asset in their school community.



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### PROGRAM ASSESSMENT REPORT AY 2008-2009

**Report Date:** June 23, 2009

**School/College:** Academic and Enrollment Services

**Department/Program:** Academic Support Services/*College Success Courses*

**Person completing the Report:** Dena Davis

1. **Overview Statement:** Briefly summarize the assessment activities that were undertaken this academic year, indicating:

a) Which program learning outcomes were assessed this year.

All outcomes for College Success II: Exploring Majors and Careers were assessed.

b) Who in your department/program was involved in the assessment of the above learning outcomes

Dena Davis, instructor and Director of Academic Support Services, assessed the course.

2. **Please Answer the Following Questions for Each of the Student Outcomes Assessed:**

a) What did you do?

Describe clearly and concisely how you assessed the learning outcomes that were evaluated this year (e.g., measures, research methods, etc.). [Please use bullet points to answer this question]

- All students completed a portfolio assignment at the end of the course.
- The portfolio required extensive analysis and explanation of values, interest areas, major interests (if applicable) and detailed career plans (outcomes 1-4)

b) What did the faculty in the department or program learn?

Summarize your findings and conclusions as a result of the assessment indicating strengths and weaknesses in student learning demonstrated by this assessment.

Eighty percent of enrolled students completed exemplary expectations for outcomes 1-4. Fifteen percent completed minimal expectations and five percent dropped or failed the course (below expectations).



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- c) *What will be done differently as a result of what was learned?*  
*Discuss how courses and/or curricula will be changed to improve student learning as a result of the assessment. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.*

Arrange time for individual consultations to engage students in verbal discussion about goals and detailed career plans prior to completion of career portfolio. Standards for exemplary expectations could be raised to include more specificity and applicability for individual students.

3. ***Attach a copy of the components of the department/program assessment plan that have been modified since its initial submission:***
- a) *Program Mission*
  - b) *Program Learning Goals*
  - c) *Program Learning Outcomes*
  - d) *Program Learning Rubrics aligned with outcomes*
  - e) *Curriculum map that shows the courses that pertain to the outcome*

### **CHANGES TO THE ASSESSMENT PLAN 2009-2010**

NA



## 2008-2009 Assessment Plan Report

### PROGRAM ASSESSMENT REPORT-SERVICE UNITS AY 2008-2009

**Report Date:** July 13, 2009

**Division/Office:** Academic and Enrollment Services

**Department/Program:** Academic Support Services/ *Foreword Summer Bridge Program*

**Person completing the Report:** Charlene P. Lobo Soriano

1. **Overview Statement:** *Briefly summarize the assessment activities that were undertaken this academic year, indicating:*

a. *Which program learning outcomes were assessed this year?*

**Learning Goal 1:** As a result of the Foreword Program, students will develop the essential academic skills needed to successfully meet the demands of the University's rigorous academic curriculum.

**Learning Goal 2:** As a result of the Foreword Program, students will explore the values, skills and knowledge needed to function effectively in our multicultural campus and world.

**Learning Goal 3:** As a result of the Foreword Program, students will learn how and when to take advantage of campus resources and opportunities to help them succeed as student-scholars.

**Learning Goal 4:** As a result of the Foreword Program, students will have a working knowledge of leadership and leadership opportunities available on campus.

b. *Who in your department/program was involved in the assessment of the above learning outcomes?*

- Charlene Lobo Soriano
- Data/Information Services
- Session Leaders
- Foreword Faculty



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### 2. Please Answers the Following Questions for Each of the Student Outcomes Assessed:

a. *What did you do?*

*Describe clearly and concisely how you assessed the learning outcomes that were evaluated this year (e.g., measures, research methods, etc.). [Please use bullet points to answer this question]*

- The faculty were asked to assess student performance
- Pre-and post-program LASSI were administered
- Data culled to ascertain involvement in programs

b. *What did the staff in the department or program learn?*

*Summarize your findings and conclusions as a result of the assessment indicating strengths and weaknesses in student learning demonstrated by this assessment.*

- There were challenges in collecting the data with such a short program.
- In the writing component, students were “uniformly competent,” such that one professor who stated that in her 110 course, she was unlikely to find this kind of class.
- Other assessments are in progress.

c. *What will be done differently as a result of what was learned?*

*Discuss how programs will be changed to improve student learning as a result of the assessment. Include a discussion of how staff will help students overcome their weaknesses and improve their strengths.*

- For writing, we will continue the usage of the rubrics, and use it as a model for other courses.
- We will host more faculty meetings so that faculty could have more consistent practices.
- We need to provide more parameters for assessment in workshops given by staff (leadership, multicultural community, etc.)
- Staff will serve as more hands-on mentors to students and use LASSI results to assist them in becoming academically

### 3. Attach a copy of the components of the department/program assessment plan that have been modified since its initial submission:

#### **CHANGES TO THE ASSESSMENT PLAN 2009 - 2010**

**Learning Goal 1:** As a result of the Foreword Program, students will develop the essential academic skills needed to successfully meet the demands of the University's rigorous academic



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curriculum.

### **Outcomes and Rubrics:**

1. Students will learn how to write at the college level.
  - a) *Below Expectations:* Students are unable to structure arguments, are prone to plagiarize, and unable to utilize basic tenets of grammar.
  - b) *Minimal Acceptable Criteria:* Students can appropriately utilize summary, paraphrase, or quotations; can both define and avoid plagiarism; can construct complex arguments and learn to read academic text (peer-reviewed journals, etc.); learn basic rhetorical concepts; differentiate between inductive and deductive arguments.
  - c) *Exemplary:* Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields. Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes. Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.

**Measurement/Assessment Plan:** Writing exercise prior to course completion.

1. Students will learn necessary study skills that will help facilitate their academic success including: Attitude, Motivation, Time Management, Anxiety, Concentration, Information Processing, Selecting Main Ideas, Study Aids, Self-Testing, and Test-Strategies.
  - a) *Below Expectations:* Students do not fall in the middle range in 6 out of 10 scales using the LASSI survey.
  - b) *Minimal Acceptable Criteria:* Students will fall in the middle range in 7 out of the 10 of the scales using the LASSI survey.
  - c) *Exemplary:* Students will fall in the middle range for all 10 scales using the LASSI survey.

**Measurement/Assessment Plan:** Learning and Study Skills Inventory (LASSI) will be used as pre- and post-test for the Foreword program.

1. Students will learn the fundamentals of college-level mathematics in preparation for their continuing USF course work.
  - a) *Below Expectations:* Students will perform at a level of C- or lower on the final exam given in the Foreword Math Workshop.



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- b) *Minimal Acceptable Criteria:* Students will perform at a minimal level (C or above) on the final exam given in the Foreword Math Workshop
- c) *Exemplary:* Students will perform at a level of B or above on the final exam given in the Foreword Math Workshop.

**Measurement/Assessment Plan:** Post Hoc: Track progress and test results through their core math course.

**Learning Goal 2:** As a result of the Foreword Program, students will explore the values, skills and knowledge needed to function effectively in our multicultural campus and world.

### **Outcomes and Rubrics:**

1. Students will learn how cultural differences affect communication.
  - a) *Below Expectations:* Students are unaware of cultural influences on communication.
  - b) *Minimal Acceptable Criteria:* Students are aware of the effects of their own cultural assumptions and language on communication with others.
  - c) *Exemplary:* Students actively explore knowledge of cross-cultural differences.

**Measurement/Assessment Plan:** In-class exercises.

1. Students will be able to identify their role in their respective communities and beyond.
  - a) *Below Expectations:* Students will be unable to make a connection to the larger society through their actions.
  - a) *Minimal Acceptable Criteria:* Students will learn individual actions they can take to have an impact on one of their various communities.
  - b) *Exemplary:* Students will identify one specific campus activity in which they will participate.

**Measurement/Assessment Plan:** Review data on campus activity participation during students' first year.

**Learning Goal 3:** As a result of the Foreword Program, students will learn how and when to take advantage of campus resources and opportunities to help them succeed as student-scholars.

### **Outcomes and Rubrics:**

1. Students will learn to identify academic resources and how to leverage them for individual success.
  - a) *Below Expectations:* Students are unaware of resources that are available to them.



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- b) *Minimal Acceptable Criteria:* Students will utilize 2-3 academic resources by the end of their first academic year.
- c) *Exemplary:* Students will utilize more than 3 academic resources by the end of their first academic year and refer the resources to fellow students.

**Measurement/Assessment Plan:** Review data on how many resources students utilized their first year at USF.

**Learning Goal 4:** As a result of the Foreword Program, students will have a working knowledge of leadership and leadership opportunities available on campus.

### **Outcomes and Rubrics:**

1. Students will learn where opportunities exist to exercise leadership.

- a) *Below Expectations:* Students will not participate in any leadership opportunity by the end of their first academic year.
- b) *Minimal Acceptable Criteria:* Students will participate in 1 leadership opportunity by the end of their first academic year.
- c) *Exemplary:* Students will participate in more than 2 leadership opportunities by the end of their first academic year.

**Measurement/Assessment Plan:** Review data from participation in leadership opportunities during the year.



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### PROGRAM ASSESSMENT REPORT-SERVICE UNITS AY 2008-2009

**Report Date:**

**Division/Office:** Academic and Enrollment Services

**Department/Program:** First Year Student Services

**Person completing the Report:** Charlene P. Lobo Soriano

1. *Overview Statement: Briefly summarize the assessment activities that were undertaken this academic year, indicating:*

a. Which program learning outcomes were assessed this year?

None. This program is newly staffed as of January 2009.

b. Who in your department/program was involved in the assessment of the above learning outcomes?

Charlene Lobo Soriano  
Dena Davis

2. *Please Answers the Following Questions for Each of the Student Outcomes Assessed:*

a. *What did you do?*

*Describe clearly and concisely how you assessed the learning outcomes that were evaluated this year (e.g., measures, research methods, etc.). [Please use bullet points to answer this question]*

We did not attempt any assessment this year as the program has just revisioned itself starting in January meaning that the primary user group (first year students) would not have known about the office during the critical part of the first year, Fall semester. We endeavor to start anew in Fall 2009 with the incoming class.

b. *What did the staff in the department or program learn?*

*Summarize your findings and conclusions as a result of the assessment indicating strengths and weaknesses in student learning demonstrated by this assessment.*

NA



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*c. What will be done differently as a result of what was learned?*

*Discuss how programs will be changed to improve student learning as a result of the assessment. Include a discussion of how staff will help students overcome their weaknesses and improve their strengths.*

The important thing we have to do is a concerted effort to make sure students, parents, and faculty/staff know that the office exists and what the purpose of the office is. Currently no such publicity exists.

3. *Attach a copy of the components of the department/program assessment plan that have been modified since its initial submission:*
  - a. *Program Mission*
  - b. *Program Learning Goals*
  - c. *Program Learning Outcomes*
  - d. *Program Learning Rubrics aligned with outcomes*
  - e. *Curriculum map that shows the programs that pertain to the outcome*

### **First Year Student Services**

Goals and Learning Outcomes

#### **Mission Statement**

The mission of First Year Student Services (FYSS) is to serve as the primary point of support for first year students at the University of San Francisco. We strive to educate the university community and students' families to support students and be aware of issues relating to the first year. FYSS endeavors to facilitate the successful transition of the first year students to the second year.

**Goal 1:** Foster awareness of specific needs of first year students and unique strategies to ensure retention.

#### *Learning Outcomes and Rubrics*

1. Faculty, staff, and families will be able to identify transition issues for the first year.
  - a) *Below Expectations:* Not aware of any transition issue facing first year students
  - b) *Minimal Acceptable Criteria:* Aware of one transition issue facing first year students
  - c) *Exemplary:* Aware of at least three transition issue facing first year students

*Measurement: Interviews with faculty, staff and families.*

2. Faculty, staff, and families will be able to identify a strategy to ensure students persist.



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- a) *Below Expectations*: Not aware of any strategies to ensure persistence
- b) *Minimal Acceptable Criteria*: Aware of one strategy to ensure persistence
- c) *Exemplary*: Aware of at least three strategies to ensure persistence

*Measurement: Interviews with faculty, staff and families.*

**Goal 2:** Students will be able to identify resources to assist them with academic challenges.

*Learning Outcomes and Rubrics*

1. Students will be able to identify resources to assist them with academic challenges.

- a) *Below Expectations*: Not aware of any resources to assist them with academic challenges
- b) *Minimal Acceptable Criteria*: Aware of two resources to assist them with academic challenges
- c) *Exemplary*: Aware of four resources to assist them with academic challenges

*Measurement: LASSI pre- and post-test*

**Goal 3:** Students will see FYSS as the eminent source of support during the first year.

*Learning Outcomes and Rubrics*

1. Students will recognize FYSS.
  - a) *Below Expectations*: Unable to recognize the acronym FYSS
  - b) *Minimal Acceptable Criteria*: Define what the acronym FYSS stands for
  - c) *Exemplary*: Define what the acronym FYSS stands for and can describe what services are provided by FYSS

*Measurement: Focus groups in the residence halls*



## 2008-2009 Assessment Plan Report

### PROGRAM ASSESSMENT REPORT AY 2008-2009

**Report Date:** June 23, 2009

**School/College:** Academic and Enrollment Services

**Department/Program:** Academic Support Services/*New Student Orientation*

**Person completing the Report:** Dena Davis

1) **Overview Statement:** Briefly summarize the assessment activities that were undertaken this academic year, indicating:

a) *Which program learning outcomes were assessed this year.*

Learning Goal 1, Outcome 1: Students will be able to list core requirements and develop an academic plan that leads to graduation

b) *Who in your department/program was involved in the assessment of the above learning outcomes*

The web registration committee and college staff developed core tutorial and Webtrack, which served as an assessment for these outcomes

All other outcomes will be assessed through Fall 2009 New Student Orientation Survey (to be completed August-September 2009).

2) **Please Answers the Following Questions for Each of the Student Outcomes Assessed:**

a) *What did you do?*

*Describe clearly and concisely how you assessed the learning outcomes that were evaluated this year (e.g., measures, research methods, etc.). [Please use bullet points to answer this question]*

Over 1,200 (of 1,465) students completed tutorial and registration so far (on going through July 17 and then open again in August)

b) *What did the faculty in the department or program learn?*

*Summarize your findings and conclusions as a result of the assessment indicating*



## 2008-2009 Assessment Plan Report

*strengths and weaknesses in student learning demonstrated by this assessment.*

We need to make these outcomes more specific.

- c) *What will be done differently as a result of what was learned?  
Discuss how courses and/or curricula will be changed to improve student learning as a result of the assessment. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.*

We will analyze questions in core tutorial and questions asked during online and in person advising. Schedule changes will be checked as the colleges monitor student schedules. These results will be used both to assess progress to current outcomes and to revise outcomes for 2009-2010.

Goals, outcomes and assessment plans for NSO 2010 will be completed in February 2010.

- 3) Attach a copy of the components of the department/program assessment plan that have been modified since its initial submission:

- *Program Mission*
- *Program Learning Goals*
- *Program Learning Outcomes*
- *Program Learning Rubrics aligned with outcomes*
- *Curriculum map that shows the courses that pertain to the outcome*

**CHANGES TO THE ASSESSMENT PLAN FOR NEW STUDENT  
ORIENTATION WILL BE COMPLETED IN FEBRUARY 2010**