

2006-2007 Assessment Report  
Focus Center  
Grace Scales, Coordinator (Temporary)

## **Introduction**

Although the Focus Center has been in existence for three years, this is its first NCA assessment plan. The primary focus of the Focus Center is to provide workshops, educational resources, and events that enhance students' academic success, retention, and personal development as well as to provide students opportunities to further explore different fields of study and career options. The center's services fall under the following categories:

- Academic Success
- Study-skills
- Motivation
- Communication
- Major Exploration
- Personal Development

Beginning fall 2007, the Focus Center will expand its outreach to students who are on academic probation or who were previously dismissed from the University. Initially, the Focus Center's target population was first-year students. This year the Center has expanded its users beyond the freshmen year. According to our Peoplesoft data, last fall 435 students participated in one or more Focus Center programs.

Assessing the impact of the center's interventions on student learning beyond documenting student participation numbers has been a challenge up to this year. This year, the Comprehensive Learning Center has implemented a process for documenting and tracking the success of students who use our services through Peoplesoft. Additionally, a student learning outcome evaluation was piloted to capture how the center's interventions contributed to their learning experience. Not all of the workshops were assessed but the data that we do have has given us some insight on the direction the center needs to take and what if any contribution we are making to students' academic success and personal development. Thus, this year's data will serve as a basis for future assessment activities. Several self-assessments such as the Learning and Study Strategies Inventory (LASSI) will be used to direct student goal setting activities associated with the Academic Emergency Intervention probation seminars and readmission workshops this fall.



**Program:** Focus Center

**Completed By:** Grace Scales

**Department:** Comprehensive Learning Center

**Date:** May 15, 2007

**Goal 1:** Students will learn to appraise their own academic abilities, learning strategies and academic interest in relation to careers and majors.

Outcomes	Research Methods	Findings	Review	Actions <sup>i</sup>
<p>70% of the students' will evaluate the following workshops and activities as contributing "greatly" or "quite a bit" to: Assisting them with developing new studying and learning strategies; having a better understanding of themselves (personal development); setting goals and taking responsibility for them; and increasing their awareness of academic majors in relationship to career areas. These workshops and events were:</p> <ul style="list-style-type: none"> <li>• What Do Employers Want from College Students</li> <li>• Finding a Major/Connect Majors to Careers</li> <li>• Individual Career Spotlights: (Engineers, Physician, Accounting, Social Work, Forensic Science, Nursing, etc.)</li> <li>• Major Day Fair</li> <li>• Graduate School Fair</li> <li>• Internships: The Link to the Real World</li> </ul>	<p>Workshops evaluations<sup>ii</sup>; students' feedback; direct one-on-one discussions with students.<sup>iii</sup></p>	<p>Most of the written feedback on the evaluations was positive. The following results were from some of the workshops<sup>iv</sup> listed.</p> <p>What Do Employers Want: 16.7% of the students who completed the evaluation (75% of the attendees) felt that the workshop contributed greatly/quite a bit to their awareness concerning majors and academic awareness</p> <p>Connect Majors: 33.3% of the students who completed the evaluation (11% of the attendees) felt that the workshop contributed greatly/quite to their awareness concerning majors and academic awareness</p> <p>Internships: 33.3%of the students who completed the evaluation (54% of the attendees) felt that the workshop contributed greatly/quite to their awareness concerning majors and academic awareness</p>	<p>The Director of the Comprehensive Learning Center reviewed the data, Future data review activity includes the Focus Center Coordinator (position presently vacant) and others involved in workshop facilitation or serving in an advisory capacity</p>	<ul style="list-style-type: none"> <li>• Increase/broaden the Career Spotlight workshops</li> <li>• Increase workshops that focus on career and major clarification</li> <li>• Seek input from students and faculty in regards to the types of workshops that should be offered</li> <li>• Develop a comprehensive database for the purpose of increasing the outreach efforts to promote the workshops to a broader base across the University</li> <li>• Offer a variety of scheduled times for workshops.</li> <li>• Ensure that there is a diverse pool of presenters who are knowledgeable about the content of the workshops (utilize both internal and external presenters)</li> </ul>



Goal 2: Students will learn strategies that enhance their personal development and assist them with refining their educational and life.				
Outcomes	Research Methods	Findings	Review	Actions
<p>70% of the students' will evaluate the following workshops and activities as contributing "greatly" or "quite a bit" to: Assisting them with developing new study and learning strategies; having a better understanding of themselves (personal development); setting goals and taking responsibility for them; and providing them the support they need to succeed academically. These workshops and events were:</p> <ul style="list-style-type: none"> <li>Time management</li> </ul>	<p>Workshops evaluations; students' feedback; direct one-on-one discussions with students.</p>	<p>Most of the written feedback on the evaluations was positive. The following results were from the workshops listed.</p> <p><b>Time Management</b></p> <ul style="list-style-type: none"> <li>10% of the students who responded to this evaluation question (26% of the attendees) felt that the workshop contributed greatly/quite a bit to their development of new strategies for study and learning. Another 10% felt that the workshop provided some benefit in this area.</li> <li>10% of the students who responded to this evaluation question (26% of the attendees) felt that the workshop contributed greatly/quite a bit to enhancing their understanding of themselves.</li> <li>30% of the students who responded to this evaluation question (29% of the attendees) felt that the workshop contributed greatly/quite to helping them set goals and take ownership of these goals. Another 40% found some benefit as well.</li> <li>81.8% of the students who responded to this evaluation question (26% of the attendees) felt that the workshop provided them the support they needed to succeed academically.</li> <li>40% of the students who responded to this evaluation question (26% of the attendees) felt that the workshop contributed greatly/quite a bit in helping them locate campus resources.</li> <li>90.9% of the students who responded to this evaluation question (29% of the attendees) felt that the workshop contributed greatly/quite a bit with helping them learn effectively on their own.</li> </ul>	<p>The Director of the Comprehensive Learning Center reviewed the data, Future data review activity includes the Focus Center Coordinator (position presently vacant) and others involved in workshop facilitation or serving in an advisory capacity</p>	<ul style="list-style-type: none"> <li>Increase/broaden the Time Management workshops</li> <li>Seek input from students and faculty in regards to the types of time management challenges encountered, so that the time management workshops meet the needs of the students</li> <li>Develop a comprehensive database for the purpose of increasing the outreach efforts to promote the workshops to a broader base across the University</li> <li>Offer a variety of scheduled times for workshops</li> <li>Ensure that there is a diverse pool of presenters who are knowledgeable about the content of the workshops (utilize both internal and external presenters)</li> </ul>



Goal 2: Continues				
Outcomes	Research Methods	Findings	Review	Actions
<ul style="list-style-type: none"> <li>Motivation</li> </ul>		<p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>36.4% of the students who responded to this evaluation question (71% of the attendees) felt that the workshop contributed greatly/quite a bit to their development of new strategies for study and learning.</li> <li>15% of the students who responded to this evaluation question (35% of the attendees) felt that the workshop contributed greatly/quite a bit to enhancing their understanding of themselves.</li> <li>59.1% of the students who responded to this evaluation question (71% of the attendees) felt that the workshop contributed greatly/quite to helping them set goals and take ownership of these goals. Another 40% found some benefit as well.</li> <li>81.8% of the students who responded to this evaluation question (26% of the attendees) felt that the workshop provided them the support they needed to succeed academically.</li> <li>40% of the students who responded to this evaluation question (26% of the attendees) felt that the workshop contributed greatly/quite a bit in helping them locate campus resources.</li> <li>75% of the students who responded to this evaluation question (77% of the attendees) felt that the workshop contributed greatly/quite a bit with helping them learn effectively on their own.</li> </ul>		
<ul style="list-style-type: none"> <li>Stress &amp; Memory</li> </ul>		<p><b>Stress and Memory</b></p> <ul style="list-style-type: none"> <li>27.8% of the students who responded to this evaluation question (82% of the attendees) felt that the workshop contributed greatly/quite a bit to their development of new strategies for study and learning. Another 16.7% of them felt that the workshop provided some benefit in this area.</li> </ul>		



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		<ul style="list-style-type: none"><li>• 5.9% of the students who responded to this evaluation question (27% of the attendees) felt that the workshop provided some benefit to enhancing their understanding of themselves.</li><li>• 84% of the students who responded to this evaluation question (81% of the attendees) felt that the workshop provided them the support they needed to succeed academically.</li><li>• 56.5% of the students who responded to this evaluation question (74% of the attendees) felt that the workshop contributed greatly/quite a bit in helping them locate campus resources.</li></ul>		
<ul style="list-style-type: none"><li>• Communication</li></ul>		<p><b>Oral Presentation</b></p> <ul style="list-style-type: none"><li>• 33.3% of the students who responded to this evaluation question (33% of the attendees) felt that the workshop did not contribute much to their ability to communicate clearly and effectively.</li><li>• 33% of the students who responded to this evaluation question (33% of the attendees) felt that the workshop did not contribute much to enhancing their understanding of themselves.</li><li>• 66.7% of the students who responded to this evaluation question (33% of the attendees) felt that the workshop contributed greatly/quite to helping them set goals and take ownership of these goals.</li><li>• 33.3% of the students who responded to this evaluation question (33% of the attendees) felt that the workshop contributed greatly/quite a bit in helping them locate campus resources. Another 33.3% of them felt that the workshop provided some benefit in this area.</li></ul>		



<b>Goal 3:</b> Students will learn to apply independently subject knowledge and study strategies gained from workshop conveners to appropriate courses. Students will learn to independently utilize the Focus Center computers and educational resources that will enhance academic success.				
Outcomes	Research Methods	Findings	Review	Actions
<p>70% of the students' will evaluate the following workshops and activities as contributing "greatly" or "quite a bit" to: their understanding of thinking critically; writing and/or communicating clearly and effectively<sup>v</sup>; developing strategies for studying &amp; learning; computer &amp; information technology; setting goals and taking responsibility for them; and providing the support they need to succeed academically</p> <p><u>Academic Success</u></p> <ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Improve Your Writing Skills</li> <li>• Discover Proofreading and Editing Skills</li> <li>• Mid-term Misery</li> <li>• Academic Probation Seminar<sup>vi</sup></li> <li>• Readmission Workshop<sup>vii</sup></li> </ul>	<p>Workshops evaluations; students' feedback; direct one-on-one discussions with students. Observation of classroom activities<sup>viii</sup></p>	<p>Most of the written feedback on the evaluations was positive. The following results were from some of the workshops listed.</p> <p><b>Critical thinking</b> 16.7% of the students who responded to this evaluation question (50% of the attendees) felt that the workshop contributed greatly/quite a bit to their ability to think critically. 15% found some benefit.</p> <p><b>Improve Your Writing Skills</b></p> <ul style="list-style-type: none"> <li>• 30% of the students who responded to this evaluation question (59% of the attendees) felt that the workshop contributed greatly/quite a bit to their ability to write clearly and effectively. 10% found some benefit.</li> <li>• 90.9% of the students who responded to this evaluation question (65% of the attendees) felt that the workshop contributed greatly/quite a bit to their development of new strategies for studying and learning.</li> </ul> <p><b>Discover Proofreading and Editing Skills</b> 25% of the students who responded to this evaluation question (40% of the attendees) felt that the workshop provided some benefit to their ability to write clearly and effectively. 75% found little benefit. However, 75% of the students felt it contributed to their development of new strategies for studying and learning.</p> <p><b>Midterm Misery</b> 50% of the students who responded to this evaluation question (80% of the attendees) felt that the workshop contributed greatly/quite a bit to their development of new strategies for studying and learning.</p>	<p>The Director of the Comprehensive Learning Center reviewed the data, Future data review activity includes the Focus Center Coordinator (position presently vacant) and others involved in workshop facilitation or serving in an advisory capacity</p>	<ul style="list-style-type: none"> <li>• Continue to offer a series of the popular workshops</li> <li>• Offer more workshops in the area of communication, motivation and academic success (critical thinking, writing enhancement, various styles of writing such as APA, MLA, oral presentations)</li> <li>• Seek input from students and faculty regarding workshops to consider</li> <li>• Offer a variety of scheduled times for workshops.</li> <li>• Develop relevant workshops that will enable students enhance students' computer skills</li> <li>• Ensure that the Focus Center has educational resource materials that are subject related</li> <li>• Ensure that there is a diverse pool of presenters who are knowledgeable about the content of the workshops (utilize both internal and external presenters)</li> </ul>



Goal 3 Continues				
Outcomes	Research Methods	Findings	Review	Actions
<u>Study Skills</u> <ul style="list-style-type: none"> <li>• Study Smarter, Improve Your Study Skills</li> <li>• Note Taking Techniques</li> <li>• Test Taking Tips</li> <li>• How to Prepare for Finals</li> </ul>		<p><b>Study Smarter, Improve Your Study Skills</b></p> <ul style="list-style-type: none"> <li>• 14.3% of the students who responded to this evaluation question (41% of the attendees) felt that the workshop contributed greatly/quite to their development of new strategies for studying and learning.</li> <li>• 83.3% of the students who responded to this evaluation question (44% of the attendees) felt that the workshop contributed greatly/quite to helping them set goals and take ownership of these goals.</li> <li>• 78.6% of the students who responded to this evaluation question (41% of the attendees) felt that the workshop provided them the support they needed to succeed academically.</li> </ul> <p><b>Note Taking Techniques</b></p> <ul style="list-style-type: none"> <li>• 50% of the students who responded to this evaluation question (27% of the attendees) felt that the workshop provided some benefit to their development of new strategies for study and learning.</li> <li>• 33.3% of the students who responded to this evaluation question (27% of the attendees) felt that the workshop contributed greatly/quite to helping them set goals and take ownership of these goals.</li> <li>• 33.3% of the students who responded to this evaluation question (27% of the attendees) felt that the workshop provided them the support they needed to succeed academically.</li> </ul> <p><b>Test Taking Tips</b></p> <ul style="list-style-type: none"> <li>• 47.3% of the students who responded to this evaluation question (100% of the attendees) felt that the workshop contributed greatly/quite to their development of new strategies for study and learning.</li> <li>• 70% of the students who responded to this evaluation question (100% of the attendees) felt that the workshop contributed greatly/quite to helping them set</li> </ul>		



		<p>goals and take ownership of these goals.</p> <ul style="list-style-type: none"> <li>84.2% of the students who responded to this evaluation question (100% of the attendees) felt that the workshop provided them the support they needed to succeed academically.</li> </ul> <p><b>How to Prepare for Finals</b></p> <ul style="list-style-type: none"> <li>42.9% of the students who responded to this evaluation question (77% of the attendees) felt that the workshop contributed greatly/quite to their development of new strategies for studying and learning.</li> <li>85.7% of the students who responded to this evaluation question (77% of the attendees) felt that the workshop contributed greatly/quite to helping them set goals and take ownership of these goals.</li> <li>100% of the students who responded to this evaluation question (77% of the attendees) felt that the workshop provided them the support they needed to succeed academically.</li> </ul>		
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<sup>i</sup> Information in the Actions column represents actions that were taken or are in progress being acted upon.

<sup>ii</sup> CLC Program Evaluation Form’s rating scale ranges from 5 to 1 (5 = greatly, 4 = quite a bit, 3 = some, 2 = not much, and 1 = not applicable)

<sup>iii</sup> In addition to the over arching goal list above, each workshop has a set of different learning objectives based on the specific topic. Future goals for the Focus Center is to establish means for documenting these outcomes

<sup>iv</sup> Evaluations were not distributed at every workshop

<sup>v</sup> Starting fall 2007 the writing workshops will be sponsored through the Writing Center. The Comprehensive Learning Center will publicize and make student referrals. Some writing workshops may be offered at the Focus Center location

<sup>vi</sup> Newly developed for 2007-08

<sup>vii</sup> Newly developed for 2007-08

<sup>viii</sup> Focus Center staff members conduct select study-skills lectures for Introduction to University Life courses upon request. Feedback is collected from students concerning the ability to apply strategies learned in lecture.