

**Center for Academic Support**  
Reading & Writing Center

Assessment Project Plan  
Spring 2014

**The Goal:**

- To assess what students want or need from a session (SLO 1)
- To assess what students learned and apply during and from the session (SLO 2)
- To assess what student understand to apply after the session. (SLO 3)

**The Rationale:**

Since we were not satisfied with either the process or results from the spring 2013 assessment, we decided to modify the approach. After attending the *Strengthening Student Success Conference* in October 2013, Sandra Mills, the lab coordinator, learned that Santa Barbara City College had also attempted a similar assessment project to our spring 2013 assessment project with some success. They, too, asked students to complete a brief form (Attachment A) before the session. Then after the session, the consultant completed another form (Attachment B) providing a brief overview of the what that student brought, did during the session, and suggestions for next steps. After the session, the student was asked to write a brief review of the session (Attachment C). Ultimately, the assessment compared the student's impressions of the session to those of the consultant, similar to what we at LMC had attempted in spring 2013. .

**The Plan**

We will adapt the SBCC forms for our next assessment project to be completed in Spring 2014. Still three forms to complete, now students will be completing two while the consultant will complete one.

The first form that students will complete requires a bit more writing about the number of visits to the Center, their understanding of the assignment, the instructions, their topic, how much they had already attempted to complete the assignment, both the reading necessary and writing process, their goal for the session, and any other general comments or questions.

The second form will be completed by the consultant and replace the Center's current form, in triplicate with one to the student, one to the instructor, and one to the student's file. With a combination of boxes to check and some narrative, the consultant should be able to complete this in two or three minutes. This form assesses SLO 1, 2, and 3, the preparation of the student (assignment instructions, materials brought, step or point in the assignment process, activity during the session and a brief note about next steps), from the consultant perspective. (This is a

rubric that consultants will now complete to inform the student's preparation, participation, and next steps. (Attachment D).

The third form will be completed by student after the session. Mostly a qualitative rating from 1 – 5, students will assess whether their needs were met, the level of active involvement in the session, ideas for next steps, applicability to other assignments, self-confidence, and consultant's affective demeanor. Each statement offers a place for students to write other comments voluntarily.