

Program Assessment Plan

PROGRAM: Student Academic Services (SAS)

SAS Mission Statement:

“Creating Pathways for Learning Through Partnerships”

SAS Philosophy Statement

We believe God challenges Calvin to develop students’ gifts of knowledge, understanding, and critical thinking so that they may make manifest his Kingdom. Connecting God’s calling with the complex teaching and learning process requires careful and creative thought. To accomplish this mandate, Calvin sets a high standard for both students and faculty, believing such preparation is foundational for the transformation of culture.

Student Academic Services plays a supportive role in equipping Calvin students. In a fallen world, preparation for kingdom work involves overcoming obstacles such as physical challenges, unique learning styles, and cultural adjustments. We create pathways through these and other obstacles in the learning process. Our purpose focuses on providing a variety of support resources empowering students for academic success.

Approved by SAS, April 2, 1998
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Program Assessment Coordinator: Jim MacKenzie

ASSESSMENT PLAN:

Introduction

Student Academic Services supports the mission of the college by carrying out six different functions that encourage academic success. One of these functions is a program (Access) that is limited to one or two semesters, while the other five functions are characterized by services that are available to students over their complete college career. Since each function is characterized by a unique student population receiving services, the assessment plan is organized around these six student types: conditionally admitted students, AHANA students, international students, students on probation, students with disabilities, and students receiving tutoring.

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A. Conditionally Admitted Students

ASC 004 Precollege Mathematics for the Liberal Arts Student

Objectives	Measurement	Criterion
<p style="text-align: center;"><u>Skills</u></p> <p>(a) Students will perform arithmetic operations on signed numbers, fractions, decimals and percents.</p> <p>(b) Students will be able to manipulate simple algebraic expressions and formulas.</p> <p>(c) Students will be able to calculate standard statistics for small data sets.</p> <p>(d) Students will be able to locate and correct arithmetic, algebra and statistical errors.</p>	<p>(a)-(d) Students will be presented with exercises, quizzes, journal requirements, individual conferences, and tests to determine the extent of their ability.</p>	<p>(a)-(d) 80% of students will pass the course with at least a C- grade and score at least 50% on the skill portion of the final exam.</p>
<p style="text-align: center;"><u>Knowledge</u></p> <p>(a) Students will understand how and when the order of operations, fundamental rules of algebra, and properties of simple statistics can and should be applied.</p> <p>(b) Students will understand how the math they learn can be applied.</p>	<p>(a) Students will be asked to explain and justify steps taken in solving problems in group settings and on exams and quizzes.</p> <p>(b) Students will be given several application problems in class, on quizzes and on exams. Part of the response will include discussion of the relationship between the math they use and the problem.</p>	<p>(a)-(b) 80% of students will pass the course with at least a C- grade and score at least 50% on the application and writing portions of the final exam.</p>

ASC 005 Precollege Mathematics for the Business and Science Student

Objectives	Measurement	Criterion
<p style="text-align: center;"><u>Skills</u></p> <p>(a) Students will be able to manipulate simple algebraic expressions and formulas.</p> <p>(b) Students will be able to solve algebraic equations and evaluate algebraic functions.</p> <p>(c) Students will be able to locate and correct arithmetic and algebra errors.</p>	<p>(a)-(c) Students will be presented with exercises, quizzes, and tests to determine the extent of their ability.</p>	<p>(a)-(c) 80% of students will pass the course with at least a C- grade and score at least 50% on the skill portion of the final exam.</p>
<p style="text-align: center;"><u>Knowledge</u></p> <p>(a) Students will understand how and when the fundamental rules of algebra can and should be applied.</p> <p>(b) Students will understand how to use symbols to represent unknown quantities in applications.</p>	<p>(a) Students will be asked to explain and justify steps taken in solving problems in group settings and on exams and quizzes.</p> <p>(b) Students will be given several application problems in class, on quizzes and on exams. Part of the response will include discussion of the relationship between the math they use and the problem.</p>	<p>(a)-(b) 80 % of students will pass the course with at least a C- grade and score at least 50% on the application and writing portions of the final exam.</p>

ASC 006 College Thinking and Learning

Objectives	Measurement	Criterion
<p style="text-align: center;"><u>Skills</u></p> <p>Students will demonstrate an ability to (a) monitor their own learning, (b) utilize suitable strategies for the acquisition of course material, (c) use appropriate methods to retain course material, (d) use effective test-taking strategies when called upon to give evidence of learning.</p>	<p>(a)-(d) Students will be internally assessed in the ASC 006 course by means of performance based evaluations based on case studies, simulations, journaling, and individual meetings.</p> <p>(a)-(d) Students will be externally assessed based on their academic performance in classes taken concurrently with ASC 006.</p>	<p>(a)-(d) 85% of students will demonstrate internal competency by passing the ASC 006 course with a grade of C or higher.</p> <p>(a)-(d) At least 80% of the students will demonstrate external competency by attaining academic good standing (GPA \geq 1.50) after one semester.</p>
<p style="text-align: center;"><u>Knowledge</u></p> <p>Students will demonstrate a knowledge of (a) self as a unique learner based upon an understanding of learning style theories, (b) terminology associated with cognitive learning style theory, i.e. metacognition, acquisition, retention, (c) various tools and strategies utilized by active learners, (d) factors beyond the classroom that impact academic performance.</p>	<p>(a)-(d) Students will be formally assessed in the ASC 006 course by means of tests, quizzes, exercises, and classroom participation.</p>	<p>(a)-(d) 85% of students will demonstrate competency by passing the ASC 006 course with a grade of C or higher.</p>

ASC 007 Precollege Grammar and Composition

Objectives	Measurement	Criterion
<p style="text-align: center;"><u>Skills</u></p> <p>(a) Students will correctly apply to their own writing the conventions of grammar and usage used in formal writing and speaking.</p> <p>(b) Students taking ASC 007 will develop writing proficiency at the sentence and paragraph levels.</p>	<p>(a) Students will be presented with exercises, quizzes, and writing assignments to determine their understanding of and ability to apply the conventions of grammar and usage.</p> <p>(b) Students will practice the components of a well-developed paragraph -- topic sentence, unity for a specific audience, sufficient related points for the main idea to be understood, specific secondary details and examples to provide information and interest, and a concluding statement -- through specific exercises and incorporate all of these components into five individual papers.</p>	<p>(a) By the conclusion of ASC 007 80 % of students will demonstrate readiness for ENGL 101 by passing a grammar/usage exam with 70% accuracy and demonstrate application of these conventions by editing sentence level errors in the writing portion of the exam.</p> <p>(b) By the conclusion of ASC 007 80 % of students will demonstrate writing proficiency by receiving a grade of at least a “C” on an impromptu paragraph written to include at least 300 words and the components of a well-developed paragraph.</p>

ASC 007 (cont.)

<p style="text-align: center;"><u>Knowledge</u></p>		
<p>(a) Students will understand that writing is a recursive process including pre-writing, focusing-in, and preparing multiple drafts.</p> <p>(b) Students will comprehend how sentence parts work together to create a variety of sentences structure options.</p> <p>(c) Students taking ASC 007 will realize that writing fluency can result from reflection and self-discovery.</p>	<p>(a) –(b) Students will be assessed through a final exam.</p> <p>(c) Students will write journal entries throughout the semester, which focus on issues of relevance to them.</p>	<p>(a) 80 % of students will pass the final writing exam with a grade of C or above.</p> <p>(b) 80% of students will utilize at least three varied sentence patterns in the writing of the final exam paragraph.</p> <p>(c) By the end of the semester, 80% of students will have completed a journal comprised of forty entries disclosing their thoughts and concerns as college freshmen.</p>

B. AHANA Students

Objectives	Measurement	Criterion
<p style="text-align: center;"><u>Skills</u></p> <p>Students will demonstrate the ability to utilize the various campus offices and community organizations to enhance their academic performance and educational experience.</p>	<p>AHANA FTIAC's will individually meet with the AHANA counselor for an initial assessment by interview.</p>	<p>Seventy percent of AHANA FTIAC's "partnering" with Student Academic Services will complete the initial assessment.</p>
<p style="text-align: center;"><u>Knowledge</u></p> <p>Students will demonstrate a knowledge of the (a) appropriate campus/community resources available to enhance their knowledge, and the (b) systematic approaches necessary to acquire, retain and demonstrate learning.</p>	<p>(a)-(b) Students will be tracked by a database on knowledge of campus/community resources through information obtained in individual meetings.</p>	<p>(a)-(b) Sixty percent of AHANA FTIAC's "partnering" with Student Academic Services will be in good standing by the end of the academic year.</p>

C. International Students

International Students

Objectives	Measurement	Criterion
<p><u>Skills</u></p> <p>First-year students will develop social and cultural awareness skills necessary for making an effective transition to the academic and social culture of Calvin College.</p>	<p>Student outcomes will be measured by end-of-the year GPA, retention to the following year, and results from a international student survey completed by residence life staff.</p>	<p>GPA: Average GPA for first-year international students will be at least equal to average GPA of all first-year Calvin students.</p> <p>Retention: Retention of first-year international students will be at least equal to retention of all first-year Calvin students.</p> <p>Survey: To be determined.</p>
<p><u>Knowledge</u></p> <p>(a) First-year students will access services, information and programs available to them.</p> <p>(b) First-year students will understand (at least superficially) the American culture and its value system.</p> <p>(c) First-year students will better understand their own culture and value system.</p>	<p>(a)-(c) A questionnaire given during the March Retreat will evaluate students' understanding of resources available to them and their knowledge of American culture and how it contrasts with their own culture.</p>	<p>(a)-(c)To be determined.</p>

English as a Second Language Students

Objectives	Measurement	Criterion
<p style="text-align: center;"><u>Skills</u></p> <p>(a) Students will increase the number of English words and idioms they understand and are able to use in their writing.</p> <p>(b) Students will reduce the number of sentence structure errors in their writing.</p> <p>(c) Students will be able to organize and develop their paragraphs and essays in a way that is considered logical, coherent and to-the-point by American standards.</p> <p>(d) Students will use a process approach to writing which incorporates idea-generating strategies, multiple drafts and final editing to produce the finished product.</p>	<p>(a)-(d) Students' progress will be measured by regular vocabulary and grammar quizzes and tests, weekly writing assignments (first paragraphs, later essays), and the Michigan Test of Language Proficiency(a standardized test which students take before and after the course).</p>	<p>(a)-(d) Ninety percent of students will obtain an average grade of B- or better on quizzes, tests and writing assignments; each student will turn in a first draft, final draft and corrections of final draft of all but two assignments; and on the MTELP taken at the end of the semester, 80% of the students will receive: a score of 85 or higher or a score under 85 but one that both the ESL instructor and ENGL 101 professor agree shows readiness for Eng 100 or a score of 8 or more points higher than they received on the first test.</p>

English as a Second Language (cont.)

<p style="text-align: center;"><u>Knowledge</u></p> <p>Students will demonstrate an increased understanding of English words and idioms, the importance of accurate sentence structure, proper paragraph development, and the process approach to writing.</p>	<p>Students' understanding will be measured by regular vocabulary and grammar quizzes and tests, weekly writing assignments (first paragraphs, later essays), and the Michigan Test of Language Proficiency(a standardized test which students take before and after the course).</p>	<p>Ninety percent of students will obtain an average grade of B- or better on quizzes, tests and writing assignments; each student will turn in a first draft, final draft and corrections of final draft of all but two assignments; and on the MTELP taken at the end of the semester, 80% of the students will receive: a score of 85 or higher or a score under 85 but one that both the ESL instructor and ENGL 101 professor agree shows readiness for Eng 100 or a score of 8 or more points higher than they received on first test.</p>
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D. Probational Students

Objectives	Measurement	Criterion
<p style="text-align: center;"><u>Skills</u></p> <p>Students will demonstrate an ability to (a) monitor their own learning, (b) develop and utilize suitable strategies for learning course materials, (c) access appropriate academic resources.</p>	<p>(a) - (c) Students will be evaluated by means of their semester GPA.</p>	<p>(a) - (c) At least 50% of students will meet all their terms of probation.</p>
<p style="text-align: center;"><u>Knowledge</u></p> <p>Students will (a) understand why they are on probation from both an institutional and personal perspective, (b) understand the requirements of probation, (c) understand the strategies needed to get off probation, and (d) understand the resources available.</p>	<p>(a) - (d) Students will be evaluated by means of their semester GPA.</p>	<p>(a) - (d) At least 50% of students will meet all their terms of probation.</p>

E. Students with Disabilities

Objective	Measurement	Criterion
<p style="text-align: center;"><u>Skills</u></p> <p>(a) Students will access appropriate support services. (b) Students will develop self-advocacy skills.</p>	<p>(a)-(b) To be measured by observation of the student's use of appropriate services and the frequency of his/her own self-advocacy as observed by regularly scheduled meetings with the Coordinator of Services to Students with Disabilities in conjunction with an Evaluation of Services survey distributed to all students being served.</p>	<p>(a) Ninety percent of students will successfully complete the semester as indicated by the student's GPA which should reflect good standing. (b) Ninety percent of students will successfully complete negotiations with professors and administration in regard to accommodations and academic scheduling as reported on the Evaluation of Services survey.</p>
<p style="text-align: center;"><u>Knowledge</u></p> <p>(a) Students will develop an understanding of the nature of his/her own disability. (b) Students will develop an understanding of the accommodations necessary for success.</p>	<p>(a) To be measured by observation of the student's ability to articulate that understanding. (b) To be measured by the adequacy of the accommodation requested as reported by the student and faculty or staff person providing the accommodation.</p>	<p>(a)-(b) Successful completion of the semester as indicated by the student's GPA which should reflect good standing.</p>

F. Students Receiving Tutoring

Objectives	Measurement	Criterion
<p style="text-align: center;"><u>Skills</u></p> <p>Students will demonstrate an ability to (a) monitor their own learning, (b) utilize suitable strategies to gain knowledge for themselves, and (c) acquire specific skills needed for the course in which they are tutored.</p>	<p>(a)-(c) Grade for the course in which the student is being tutored.</p>	<p>1. (a)-(c) Seventy percent of tutees will receive a grade of A, B, or C for the course in which they are tutored.</p>
<p style="text-align: center;"><u>Knowledge</u></p> <p>Students will understand (a) what it means to be an independent learner, (b) various strategies needed for academic success in the tutored course, and (c) the specific knowledge needed for the tutored course.</p>	<p>(a)-(c) Grade for the course in which the student is being tutored.</p>	<p>2. (a)-(c) Seventy percent of tutees will receive a grade of A, B, or C for the course in which they are tutored.</p>

G. Common Values

The values listed below are derived from the SAS Statement of Philosophy and represent those common values that students in contact with SAS should acquire no matter what service(s) they received.

Objective	Measurement	Criterion
<p><u>Values</u></p> <p>Students will value (a) their gifts of knowledge, understanding, and critical thinking developed at Calvin as a way for them to transform society, (b) the complex and challenging nature of the learning process, and (c) the strategies and skills that facilitate the learning process.</p>	<p>A sample of senior students who have had significant involvement with SAS will be compared to a control group of senior students.</p>	<p>A lack of statistical difference in results will be a measure of the success of the SAS Program. Specific criterion will be determined.</p>

Conclusion: This is the first assessment plan for Student Academic Services and it will join the other departmental plans in support of the overall assessment program of the College. The SAS plan is organized around the several different student types served by SAS and is based on the measurement of student outcomes. Development of this assessment plan is seen as a first step in an ongoing process of continuous quality improvement. The coming year will see the collection of data and the use of this information in performance analysis. Future years will see student outcomes data from this assessment plan driving the refining of program objectives and improvement of our services to students.