

## Unit Effectiveness Plan for 2001-2002

### Department(Unit): Cost-Share Tutorial Services

#### College (Division): Assistant Vice President for Academic Affairs and Director of Assessment Services

<b>Unit Mission or Purpose:</b>						
To provide academic support services which will serve to increase student retention and graduation rates.						
<b>Articulation of how unit mission/purpose relates to University mission:</b>						
Students must be retained at the University in order to fully pursue knowledge, truth and excellence offered in a student-centered academic community.						
Intended outcome	Related Institutional Goal/Objective/Strategy	Action Steps	Method of Assessment (Who, What, When)	Results of Assessment	Proposed Changes and Recommendations for Improvement	Resources Needed for Proposed Changes
1. 70% of tutor users will be retained from one fall semester to the following spring semester.	<p>Goal 1: The University will provide an environment that fosters broad-based education.</p> <p>Objective 1.3: To promote and support a student-centered academic community that enables students to achieve their educational goals.</p> <p>Related Strategies: Recruit, support, and train all employees to enhance their ability to deliver quality service to students; Establish a comprehensive plan for learning and tutorial centers; Improve retention/graduation rates</p>	<p>SOAR will provide quality peer tutoring in both entry-level and in higher-level challenge courses.</p> <p>Tutoring in Student Support Services will be offered in small groups on a scheduled basis.</p> <p>Tutoring in Cost-Share will be individualized with flexible scheduling.</p> <p>Cost-Share Tutorial staff will recruit and hire, and both Student Support Services and Cost-Share staff will train and monitor the 75-90 qualified, faculty-recommended upper-level and graduate student tutors.</p>	<p>Student Support Services and Cost-Share staff will track enrollment of fall tutor users at the beginning of the following spring semesters after census date.</p> <p>Student users and SOAR staff evaluate tutor performance throughout the school year through on-site staff evaluations and student user evaluation forms showing level of satisfaction.</p>	<p>89% of Fall '01 SSS tutor users returned Spring '02. (83 of 93 students)</p> <p>90% of Fall '01 C-S tutor users returned Spring '02. (256 of 321 students)</p> <p>Satisfaction rating of 2001-02 SSS tutoring = 4.69% (1=poor;5=excellent)</p> <p>Satisfaction rating of 2001-02 C-S staff, services &amp; tutoring = 3.37% (1=poor;4=excellent)</p> <p>Outcome achieved: Yes Evaluators:</p>	<p>Refine tutor user satisfaction surveys and methods of distribution &amp; retrieval to better reflect user satisfaction.</p>	<p>No additional resources needed.</p>

	for all students.			SSS Director & C-S Asst. Dir.		
2. At least 80% of student participants will express satisfaction with SOAR counseling/advising.	Goal 1, Objective 1.1: To promote and sustain the excellence of undergraduate programs that prepare students for careers and graduate studies. Related Strategies: Provide a variety of delivery systems for core curriculum courses that accommodate learning differences and student expectations; Support a culture of improvement through assessment of programs and student support services. Objective 1.3 and Related Strategies: Maintain and enhance a student living and learning environment that complements the academic program; Strengthen and encourage student involvement in all aspects of campus life.	Student Support Services counselors and the assistant director of the McNair Scholars Program will meet with each program participant to assess student need, prescribe improvement plans, and monitor ongoing student progress. The Student Support Services counselors and the McNair assistant director will meet with participants in their respective programs throughout each semester to counsel/advise as needed.	Student participants in Student Support Services and McNair will evaluate program counseling/advising they have received at the end of each semester through satisfaction surveys and student/counselor interviews.	92% SSS user satisfaction rating of counseling/advising = 2.77% (1=poor;3=good)  89% McNair respondents expressed satisfaction of counseling/advising (Always-63%; Frequently-27%)  Outcome achieved: Yes Evaluators: SSS Director; McNair Asst. Dir.	Rework wording of Outcome statement to better express measurement of user satisfaction.	No additional resources needed.
3. At least 80% of student users will express satisfaction with SOAR group support services they received.	Goal 1, Objective 1.1 and Related Strategy: Provide a variety of delivery systems for core curriculum courses that accommodate learning differences and student expectations. Goal 2: UTA will expand access to	Provide group instruction through Student Support Services seminars, Cost-Share study groups and course related reviews, and McNair research institute.	Student participants will perform ongoing evaluations of group support services each semester throughout the school year through separate seminar, study group, course related reviews, and research	97% SSS user satisfaction of program seminars = 3.85% (1=very dissatisfied; 4=very satisfied)  92% C-S user satisfaction of	Continue to refine methods of capturing, analyzing and reporting survey information.	Consultation with IRP staff.

	learning opportunities for all students.		institute evaluation forms based on the Likert scale and on participant comment sections. SOAR staff will collect, analyze, and report the evaluation data.	<p>Review Sessions &amp; study groups = 3.69% (1=very dissatisfied; 4=very satisfied)</p> <p>75% user satisfaction of McNair Research Institute (42% Excellent; 33% Good)</p> <p>88% user satisfaction of McNair seminars (57% Excellent; 31% Good)</p> <p>Objective achieved: Yes Evaluators: SOAR-SSS Director, C-S Assistant Dir., McNair Assistant Dir.</p>		
4. Supplemental Instruction participants will achieve a projected 1/2 to a full letter grade increase over non-participants in the same class.	Goal 1, Objective 1.1 and Related Strategies: Provide a variety of delivery systems for curriculum courses that accommodate learning differences and student expectation.	SOAR will provide Supplemental Instruction (SI) for selected courses which have a 30%-40% D/F/W grade distribution. The assistant director of Cost-Share Tutorial will meet with academic department representatives to select courses and receive recommendations for SI leaders. The assistant director and Cost-	Each semester, SI supervisors under the direction of Cost-Share Tutorial's assistant director will report grade distribution for both SI and non-SI participants for each course offered. Average grade point averages of each group will be noted and compared. The assistant director will compile a comprehensive	In 43 of the 83 (52%) course sections for which SI was offered, participants achieved 1/2 to a full letter increase over non-participants in the same class. Intended Outcome Achieved: Yes	Assess retention of SI participants from fall to spring semesters. Assess and interpret grade differentials of SI and non-SI participants.	Consult OIT for retention data. Consult IRP for interpreting grade differentials.

		Share staff will select and train SI leaders.	report of all grade point averages over the year to determine the percentage of courses which meet the intended outcome.	Robin Melton, Asst. Director of Cost-Share Tutorial, evaluated results and recommended improvement.		
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