



2017-2018 UGS Assessment Plan

General Information:

Unit	Academic Achievement and Access Center
Unit Mission	The mission of the Academic Achievement and Access Center (AAAC) is to help students: have full and equal access to all facilities, classes, events, and activities that the University of Kansas has to offer; engage in active and collaborative learning in and out of the classroom; and attain their academic and personal goals.
Unit Student Learning Outcomes	<p>Students who utilize or interact with the programs and services offered by the Academic Achievement and Access Center will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate self-advocacy by accessing and navigating the Access Online system. (CLD 6) 2. Develop an enhanced set of study skills that can be applied in other courses. (CLD 6) 3. Demonstrate comprehension of course content by making meaningful connections between new information and previous knowledge. (CLD 1) <p>Student tutors who work for the Academic Achievement and Access Center will be able to:</p> <ol style="list-style-type: none"> 4. Demonstrate understanding of metacognition as it relates to Bloom's Revised Taxonomy. (CLD 1)

Program/Service Specifics:

Program/Service	Student Access Services (SAS)
Description of Program/Service	SAS facilitates reasonable accommodations for KU students with documented disabilities.
Staff Contact(s)	Deb Meyer debmeyer@ku.edu
Applicable Student Learning Outcome(s)	SLO #1
Criteria for Success	Students will log into Access Online and schedule alternative testing accommodation reservations within established deadlines (3 business days for mid-term exams and 10 business days for final exams) 85% of the time, reducing the number of late scheduled exams.
Direct or Indirect Assessment	Indirect
Assessment Method	<u>Qualitative Data.</u> The number of late exam requests from the end of the spring 2017 semester will be used as the baseline. Access Online can provide the percentage of students and exam requests that are submitted late. This

	data can be collected on a weekly, monthly, or semesterly basis. Reporting results will be based on the entire semester.
Population/Sample	The population will consist of approximately 280 students who submit late requests in the fall and spring semesters.
Timeline/Frequency	Two times; Fall 2017 & Spring 2018
Use to Inform Current Practice	Better data-driven decisions regarding office procedures for requesting testing accommodations will be possible through this assessment. If the assessment shows that students have reduced the number of late exam requests, there may not need to be any targeted intervention. However, if the data shows minimal or no improvement, it will require the Access Specialists to develop an additional training module for students and spend additional time during initial accommodations meetings on how to sign up for exam accommodations.
Results Reporting	Data will be published in the annual report for Summer 2018. The targeted audience is KU administration and it will be sent out electronically.

Program/Service	AAAC Tutor Training
Description of Program/Service	Tutoring Services provides a peer-led, course specific, small group tutoring program offered for a small fee each semester. Students who are hired to facilitate the small group sessions attend training on metacognition in preparation for their roles as tutors.
Staff Contact(s)	Patricia Noteboom pnoteboom@ku.edu
Applicable Student Learning Outcome(s)	SLO #4
Criteria for Success	Peer-tutors will show demonstrated improvement (via improved scores) in their mastery of metacognition at the end of the semester.
Direct or Indirect Assessment	Direct
Assessment Method	<u>Pre/post-tests.</u> Peer-tutors will take a pre-test on their understanding of metacognition, in this case, developing skill in turning tutees into more efficient and effective learners during initial tutor training in August and then a post-test at the conclusion of the semester to assess the effectiveness of the training program. The pre- and post-tests will be administered electronically. The results will be tabulated and scores will be compared for each tutor.
Population/Sample	The population will consist of up to 45 peer-tutors who participate in the training session.
Timeline/Frequency	Two times; Fall 2017 (November) & Spring 2018 (May)
Use to Inform Current Practice	This assessment will help Tutoring Services determine if we are conducting enough formal training with our peer-tutors. Results lower than expected will provide data on adding additional trainings throughout the semester.
Results Reporting	Data will be published in the annual report for Summer 2018. The targeted audience is KU administration and it will be sent out electronically.