

Cocurricular Assessment Report

Office Name: Academic Achievement Center

Office Assessment Contact: Luke Matulewicz

Office Director: Luke Matulewicz

Office Mission/Purpose

What is the overall mission/purpose of your office?

The Academic Achievement Center mission is to ensure that all learners have the opportunity for academic success by providing guidance through the learning process with academic coaching, tutoring, and success tools. Our vision is to transform into a next-generation learning center.

Assessment Goals for Academic Year

Include justifications for goals programmatically and division-wide.

As the Academic Achievement Center went under many personnel and structural changes in 2023, there were no assessment goals created beyond collection of purposeful and meaningful data.

Outcomes Selected for Assessment

What are the three outcomes selected for assessment this academic year?

1. The new tutoring feedback form will be effective at collecting data and increasing completion rates by being a dynamic form.
2. Exception admit students who attend academic coaching will be retained higher than those who do not.

OUTCOME 1: The new tutoring feedback form will be effective at collecting data and increasing completion rates by being a dynamic form.

Outcome 1 Assessment Methods

How did you measure the outcome? Please provide the assessment method including details such as (survey, interview, observation, direct/indirect, etc), the kind of information generated by the assessment (quantitative, qualitative, mixed), and the scale of assessment (number of participants, instances, etc.).

Launched in fall 2022,, the new feedback form changes every time a tutee completes it. First, the beginning questions and end questions are still the same—session information and satisfaction. In the first block, we added the question from the church, “Please select which applies: 1st-time attendee, 2nd-time attendee, or regular attendee”.

First-time attendees are asked about how they learned about tutoring, what brought them in, and when they will visit again. Second-time attendees are asked about a learning outcome, how we should promote tutoring to their peers, and if there are other courses we should cover. The regular attendees select a random number one through seven to be given a question to answer, and we’ll switch questions at week 8 of the semester. These questions for regular attendees vary and allow us to ask questions that would usually take a focus group to answer. Questions this semester include “Please share your experiences with scheduling tutoring sessions,” “What element(s) of tutoring do you like the most?,” and “What other learning equipment besides a whiteboard would be beneficial to have access to during a tutoring session?” In the last two weeks of the semester, the questions will return to the four learning outcomes to still gather that crucial assessment data.

Outcome 1 Assessment Period Measured

Timeframe of when the outcome being assessed was actively occurring (i.e. A month long training program would be from the first day of training to the last day).

The Spring 2023 and Fall 2023 semesters.

Outcome 1 Assessor(s)

Who was the primary point person creating, conducting, and reporting the assessment?

Luke Matulewicz, Managing Director of Tutoring Services, was the primary assessor.

Outcome 1 Assessment Data

What data did you collect?

In-depth reporting from the feedback form was completed after Fall 2022 and the data collected that semester echoed through the following semester. The Fall 2022 data is available here: [Feedback Form Report-FA22.docx](#)

Outcome 1 Assessment Analysis

What does the data show? What do you observe as working well and opportunities and limitations of the outcome being assessed?

Though feedback from the survey was positive and insightful, the survey never met its intended outcome of driving up completion rates. Completion rates were at or below that of the pervious feedback form (25% or below).

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Outcome 1 Conclusion

Based on your analysis, did you achieve the intended outcome? Why or why not? What actions can be drawn from this assessment? What other useful information can be drawn from this assessment?

The new feedback form, though dynamic and more meaningful was not successful in getting more students to complete it. As we look at it from a whole, the lack of completion and the amount of work it took to update and change it at the end of the semester outweighed the positives.

Outcome 1 Recommendations

What changes would you make based on these findings? What steps, needs, and supports are needed? Set specific and measurable goals for these changes.

The feedback form is being changed after 3 semesters of trial. The new form is predicated on being short. Students will be asked to rank their experience using a smiley face, why they chose that smiley face, and then a random question from the bank of questions from the old survey. This will allow for us to still gather the specific experience from each student and then learn a little more from them too. Hopefully the mix of being shorter but still different each time drives up completion rates.

OUTCOME 2: Exception admit students who attend academic coaching will be retained higher than those who do not.

Outcome 2 Assessment Methods

How did you measure the outcome? Please provide the assessment method including details such as (survey, interview, observation, direct/indirect, etc), the kind of information generated by the assessment (quantitative, qualitative, mixed), and the scale of assessment (number of participants, instances, etc.).

Students who are exception admit to K-State are asked to attend Academic Coaching and enroll in a K-State First course to help their transition into college. Academic Coaching sessions along with a student’s status as exception admit are on Navigate

Outcome 2 Assessment Period Measured

Timeframe of when the outcome being assessed was actively occurring (i.e. A month long training program would be from the first day of training to the last day).

The Fall 2023 semesters

Outcome 2 Assessor(s)

Who was the primary point person creating, conductions, and reporting the assessment?

Luke Matulewicz, Managing Director of Tutoring Services, was the primary assessor.

Outcome 2 Assessment Data

What data did you collect?

The data below is exported from Navigate using the Two Population, One Time Period Invention Effectiveness Analysis tool provided in the platform. Population A are student who DID attend academic coaching, Population B are students who DID NOT attend.

Enrollment Summary	Start Term Fall 2023	End Term Spring 2024	Percent of the Start Term
A: Enrolled	18	15	83.3%
B: Enrolled	62	53	85.5%
A: Graduated	—	0	0.0%
B: Graduated	—	0	0.0%
A: Not Enrolled	—	3	16.7%
B: Not Enrolled	—	9	14.5%

Performance Summary	Start Term Fall 2023	End Term Spring 2024	Percent Change
A: Average Cumulative GPA	2.43	2.56	+5.3%
B: Average Cumulative GPA	2.19	2.47	+12.8%
A: Average Term GPA	2.43	1.60	-34.2%
B: Average Term GPA	2.29	1.85	-19.2%

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Progress Summary	Start Term Fall 2023	End Term Spring 2024	Percent Change
A: Average Attempted Credits by Term	13.67	13.67	0.0%
B: Average Attempted Credits by Term	12.19	12.92	+6.0%
A: Average Earned Credits by Term	11.61	0.27	-97.7%
B: Average Earned Credits by Term	10.32	0.32	-96.9%
A: Average Credit Completion Percentage	84.7%	44.4%	-40.3%
B: Average Credit Completion Percentage	82.0%	47.9%	-34.1%

Outcome 2 Assessment Analysis

What does the data show? What do you observe as working well and opportunities and limitations of the outcome being assessed?

First, the data shows that 15 out of 18 students who met with a coach in the fall semester enrolled in the spring semester. In terms of percentage, that is nearly equal to student who did not meet with academic coaching; however, 9 of 62 students did not return compared to 3.

As we look at GPA data, Navigate is pulling current (as of 4/2/2024) GPA and so the End Term data is not complete and should not be analyzed. Also, considering that students have only attended one semester so far, the cumulative and term GPAs are identical (the .1 difference in Population B is explained by a student taking a summer course). Instead, the Start Term data show that students who met with an academic coach had a .24 higher cumulative GPA than those who did not.

Lastly, students who attended academic coaching attempted and completed nearly 1.5 more credit hours, a 2% increase from those who did not meet with academic coaching.

Outcome 2 Conclusion

Based on your analysis, did you achieve the intended outcome? Why or why not? What actions can be drawn from this assessment? What other useful information can be drawn from this assessment?

Dealing with a small n of 80 students, no large conclusion can be drawn from this assessment; however, there are positive indicators that if the data remains consist, could lead to significant differences between exemption admit students who attend academic coaching compared to those who do not.

Outcome 2 Recommendations

What changes would you make based on these finding? What steps, needs, and supports are needed? Set specific and measurable goals for these changes.

We recommend continued assessment into the academic coaching intervention with exception admit students along with other populations of students to start to map effectiveness of the service we provide.

Programmatic Results

Programmatic Conclusions:

Based on the above assessment, what are the overall strengths and challenges of the program? What additional information did you learn? What questions remain or were discovered?

I think the strengths of the Academic Achievement Center is that we provide services that help students see success while at college – the task now is to support that with strong assessment practices. With a staff focused on student success and a dedication to data collection and verification, we'll be able to get there in no time. The transition of the last year slowed us but we are now well prepared to assess our work this year.

Programmatic Recommendations:

Based on the above assessment, provide at least two recommendations to enhance or augment your existing assessment goals. Include justification and identify what steps, needs, and supports needed to achieve these recommendations?

Recommendations for the Academic Achievement Center focus on solidifying our assessment practices and our primary goals and metrics. Both of which are yearly goals for the AAC, the goals and metrics work in done and we have approved of them and will use them to guide our assessment in the future. We are currently working on creating the assessment plan.

Submitted on: April 3, 2024

Submitted by: Luke Matulewicz