

Comprehensive Learning Center  
Assessment Report Narrative  
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Director

## **INTRODUCTION**

The Comprehensive Learning Center at Cleveland State University was instituted in April of 2006. Prior to this time, the following units with the exception of the Mentoring Program reported to University Studies: The Focus Center, the Freshmen Orientation Course, the Mentoring Program, National Student Exchange Program and the Tutoring Center. The Mentoring Program and the Office of Disability Services officially became part of the Center July 1, 2006. Out of these five units, only two have previous year assessment reports and plans. Most of the outcome goals listed in these units' previous reports have been changed to be consistent with the mission and the goals of the Comprehensive Learning Center.

The mission and goals of the Comprehensive Learning Center were developed to meet the student success and retention goals outlined by the Cleveland State University's President and the Office of the Vice President of Student Affairs and Institutional Diversity (Vision 2009). Additional resources used by the director to develop the Center's mission and goals included a report from an external consultant done in 2005 and the Council for the Advancement of Standards in Higher Education (CAS) standards for learning assistance programs. Since its implementation last July, some additional revisions were made to the Center's mission and goals to reflect changes in the University's structure and new strategic direction. Presently, the Center is undergoing a self-study using the CAS assessment and evaluation guidelines as a guide for further aligning our program and service learning outcomes with our assessment practices.

### **Comprehensive Learning Center Mission**

The purpose of the Comprehensive Learning Center is to promote greater integration among Cleveland State University's academic and co-curricular student learning experiences, particularly at the first and second-year level. The Center will facilitate and provide opportunities for: Increased student to student and faculty/staff to student interaction through freshmen orientation course and mentoring activities; engagement in opportunities that link students' curricular and co-curricular experience; and increased student engagement and academic success through tutoring services, workshops, educational resources, learning accommodations and other activities. Lastly, the Center encourages high academic expectations and educational fortitude for all students regardless of level of academic preparation for college level work, career aspirations, and social classification.

The Comprehensive Learning Center units and programs provide academic and personal development workshops, Introduction to University Life courses (freshmen orientation), mentoring activities, learning accommodations, university exchange opportunities, tutoring services, adjunct/supplemental instruction, and testing services. The Comprehensive Learning Center plays a critical role in the University's retention efforts. Under the Leadership of the Vice President of Student Affairs and Institutional Diversity, the Center's goals are:

1. To assist the University with creating integrated learning experiences for Cleveland State University freshmen and sophomores
2. To assist the Division of Student Affairs and Institutional Diversity with building stronger retention programs by developing an integrated and comprehensive retention plan that includes strategies to create collaborations among academic support services and to support the University's general education goals vital to ensuring that first and second-year students are academically successful and socially integrated into the university
3. To increase faculty participation and support of learning initiatives sponsored through the Center such as the Introduction to University Life course and Mentoring Program
4. To provide Center leadership and institutional support in assessment, research, and professional development activities geared toward producing greater student retention and learning outcomes by offering workshops on designing learning outcomes, evaluating retention programs, and conducting scholarly research on program outcomes
5. To expand Tutoring Center services and increase tutor training and competency
6. To support student engagement goals by increasing student participation through Comprehensive Learning Center initiatives such as the freshmen orientation courses, academic/study skill workshops, mentoring, tutoring and other first and second-year programming
7. To utilize technology to increase student engagement, learning and educational access
8. To foster an integrative approach to providing students with disabilities reasonable accommodations, advocacy, tutorial support and other academic support services as needed
9. To impact student development, intercultural understanding, civic engagement, and career preparation by providing leadership opportunities and increasing students' academic and social engagement through Comprehensive Learning Center programming such as freshmen orientation courses, workshops, peer tutoring and mentoring opportunities

Establishing individual unit or program goals has been a collaborative process between the program coordinators and the director for the Comprehensive Learning Center. The following matrix was developed based on the National Survey of Student Engagement (NSSE), American Association of Colleges and Universities, and the Policy Center on the First Year College learning outcomes. Additional appropriate learning outcomes were added to the matrix by Center staff members. This matrix guided the development and revision of each programs' goals. This fall, an evaluation form was constructed and piloted across all of the programs except Disability Services and the National Student Exchange Program. The results of this pilot are incorporated into each unit's program assessment report.

**Comprehensive Learning Center  
Expected Contributions to Student Learning Outcomes by Unit (Matrix)**

Question to Student: To what extent did the service, unit, program, or staff contributed to your knowledge, skills, learning and development in the following areas?	Disabilities	FOCUS	Mentoring	Orientation	Tutoring
A. Understanding of the General Education Requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B. Understanding of the University's Structure and Policies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C. Writing Clearly and Effectively	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D. Thinking Critically	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E. Developing Strategies for Studying & Learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F. Computer & Information Technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G. Learning Effectively on My Own	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H. Understanding Myself	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I. Setting Goals and Taking Responsibility for Them	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
J. Understanding the Expectations of College	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K. Providing the Support I Need to Succeed Academically	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L. Increasing My Connection with Faculty	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M. Helping Me Locate Campus Resources (support services, programs, offices . . .)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N. Increasing My Level of Cultural Competency in Respect to Diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
O. Increasing My Awareness of Academic Majors in Relationship to Career Areas of Interest	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

The Comprehensive Learning Center's overall assessment strategy is:

- To develop suitable learning outcomes across programs that support the mission and goals of the Center
- To increase our knowledge of each programs overall contribution to student success and learning within the context of the Center's mission
- To provide program coordinators and manager feedback on their programs and services' impact on their constituites
- To guide programmatic decisions

The Council for the Advancement of Standards in Higher Education recommends that learning centers' assessment activities be done in a systematic and coordinated manner. This responsibility resides with the Director for the Comprehensive Learning Center. Over the last seven months, I have been building the infrastructure for our centralized assessment activities with the support of the Registrars and the Institutional Research Office. We have established Peoplesoft groups for most of our programs. This technology has increased our capacity to document student participation and service usage, assess students' academic progress and semester retention, and assess cross-program participation. We use a variety of surveying methods to collect information on student learning and development outcomes associated with our programs and services

such as evaluation forms, reflective prompts, focus groups, etc. (See addendum) in addition to institutionally generated data. Some of the data included in the unit assessment plans were generated from these centralized efforts.



