**FLY Program**  
**Assessment Plan**  
**2016-2017**

**Overall Program Outcome:**

To develop academic self-regulation skills in order to achieve degree completion.

**Student Learning Outcomes and Assessment Measures**

- The student will identify when he or she is distracted during academic endeavors  
  *As measured by LASSI-Concentration Scale; Item A on the Weekly Reflection Tool*
- The student will apply strategies to refocus attention when distracted during academic endeavors  
  *As measured by LASSI-Concentration Scale; Item A on the Weekly Reflection Tool*
- The student will recognize academic strengths and weaknesses  
  *As measured by LASSI-Time Management Scale; Item B on the Weekly Reflection Tool*
- The student will establish prioritized study times through the creation of a weekly schedule  
  *As measured by LASSI-Time Management Scale; Item C on the Weekly Reflection Tool*
- The student will utilize the weekly schedule for studying  
  *As measured by LASSI-Time Management Scale; Item C on the Weekly Reflection Tool*
- The student will identify multiple academic resources  
  *As measured by LASSI-Using Academic Resources Scale; Item D on the Weekly Reflection Tool; and tutoring reports*
- The student will utilize the appropriate academic resource when he or she needs assistance  
  *As measured by LASSI-Using Academic Resources Scale; Item D on the Weekly Reflection Tool; and tutoring reports*
- The student will articulate his or her learning needs and questions effectively in written or spoken communication  
  *As measured by Item E on Weekly Reflection Tool; weekly Learning Specialist conversations*

The LASSI-Learning and Study Skills Inventory (Third Edition, online) will be used to measure student learning outcomes. This is a nationally normed instrument that has been tested for reliability and validity. (URL: http://www.hhpublishing.com/_assessments/lassi/samples.html)

**Focus for assessment purposes will be on three of the Scales related to Self-Regulation (Concentration, Time Management, and Using Academic Resources) as measured by the LASSI after two consecutive semesters in FLY**
Pre-test will be administered within the first two weeks of Fall semester

**Or first two weeks of semester the student begins in FLY

Post-test will be administered during the second to last week of the Spring semester

**or within the second to last week of the second consecutive FLY semester

**Formative Assessment Measures**

The following data will be used to determine which interventions (programs, workshops, tutoring, expertise, activities, strategies, etc.) are needed in order for the students to be successful.

**Weekly Reflection Tool** (See attached)

- Will be filled out by student and Learning Specialist weekly, and will be used to guide key conversations and decision making

**Weekly Meeting Notes Form** (see attached)

- Will be filled out weekly by the Learning Specialist (based on input and conversation with the student), will guide the order of the weekly meeting, and will indicate areas of needed intervention

**Semester Goals Sheet** (See attached)

- Student will set semester goals along with the Learning Specialist, and actions to meet those goals at the start of the semester, then will revisit them periodically in the weekly meetings to measure progress towards meeting those goals. (If student has already set goals with his or her Academic Advisor, then those goals will be revisited and reviewed; new goals will not be set)

**Record of Student interventions/communication**

- After each weekly scheduled meeting with the Learning Specialist, an Advisor report will be submitted in SSC

- Number of emails and phone calls will be logged

- Tutor reports will be generated to determine number of times student utilized the Learning Commons

- Number of workshops/social activities that the student attended through FLY will be recorded

**FLY Program Student Success/Retention Outcomes:**

- 85% of the FLY Program students are in good academic standing (2.0 or higher)

- 75% of first-time FLY Program freshman return to BGSU as sophomores

**FLY Program Assessment Reporting**

A program assessment report will be generated annually and submitted to the Director of the Learning Commons, the UL Dean and UL Associate Dean by September 15, 2017. The report will include the following:
• Progress toward achieving each of the program learning outcomes
• Description of interventions and activities used to help students achieve the student learning outcomes
• Changes made to the program for AY 2017-2018 as a result of assessment measures
• Modifications to the program learning outcomes (if any)
• Modifications to the FLY program assessment plan (if any)

Prepared by FLY Program Learning Specialists, Tracy Foos and Jessica Oetjens with input from Colleen Boff (Associate Dean of UL) and Jessica Turos (Associate Director of Office of Academic Assessment)

Last updated September 8, 2016