Mission/Purpose Statements

Learning Outcomes

Assessment Tools

For

Student Support Services

May 2005
Mission/Purpose:

Mission: To provide educational services to disadvantaged students and foster an institutional climate supportive of the success of these students.

Purpose: To increase student learning, which increases retention and graduation rates of disadvantaged students, we will:
- Provide basic skill instruction and tutoring
- Counsel/advise regarding academic, personal and career issues
- Inform regarding financial aid and graduate school admission
- Provide special services for students with limited English proficiency
- Support cultural activities that promote an appreciation of diversity
- Proctor alternative tests for students with disabilities

Learning Outcomes:
Students who utilize Student Support Services will:
1. Gain self-confidence academically, socially and emotionally
2. Exhibit critical thinking skills to utilize information
3. Become an independent, life-long learner to achieve educational goals
4. Develop collaborative relationships in order to contribute to society

Assessment Tools:
The following will be utilized as assessment tools:
A. An annual focus group will be held with invited program participants to hear students indicate changes in their self-confidence, critical thinking skills, ambitions regarding their plans to be life-long learners and their ability to develop collaborative relationships as a result of utilizing the Student Support Services program
B. Pretest and posttest use of the Learning and Study Strategies Inventory (LASSI) to measure changes in self-confidence and critical thinking skills as a result of taking a Study Skills Workshop
C. Course grade improvement survey utilizing Likert scale
D. Student and tutor evaluations of learning outcomes utilizing Likert scale

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Tool A</th>
<th>Tool B</th>
<th>Tool C</th>
<th>Tool D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>