

**Learning Centered Plan for Central Academic Affairs  
Bi-annual Update, February 14, 2008**

**Part I – Learning-Centered Activities for Other Constituencies**

*New Activities for Constituencies*

*Online Support*

- Undergraduate Studies created online resources to assist students and advisors with the Retroactive Withdrawal application process. Assessment will include a count of the number of applications and the percentage that are successful.
- Academic Resources launched an Academic Affairs Software Collaboration website to facilitate collaboration on software license purchasing and management. Participation now is at 30%. Assessment will include number of license consolidation opportunities and percentage participation of potential users.

*Workshops*

- The Center for Community Service-Learning sponsored a workshop on “Teaching as Storytelling” hoping to improve attendance by not having the term service-learning in the title. Attendance was 50% better than for the previous workshop.
- The Early Assessment Program developed and implemented workshops for high school English teachers in the fall and winter quarters. Participants’ applications were used to align the workshop presentations with participants’ needs; additional adjustments will be made based on surveys administered after the workshops. Similar workshops will be offered to high school math teachers in the spring quarter.

*Instruction-related*

- The Faculty Center for Professional Development has partnered with Sonoma State University in the implementation of faculty development in the principles of Universal Design for Learning. Faculty have been provided the opportunity to focus on a course to incorporate UDL principles and to implement aspects of the accessible Technology Initiative for their students. Evaluators have been funded and will carry out an assessment in fall 2008.
- The International Center developed a new Study Abroad program in Egypt for civil engineering to be offered in summer 2008. There will be both a student evaluations and an International Center assessment.
- The International Center coordinated and implemented a program for the Lyle Center for Regenerative Studies in Nicaragua in December 2007. The program serves as a supplement to a special topics course. The Center also coordinated and implemented a program in December for the Food and Nutrition Department in Costa Rica.

*Other*

- Academic Resources created a new FTES/SFR-based budget allocation model, in council with the college deans and division management. This data-driven process resulted in the redistribution of \$2.8 million for the fiscal year 2007-08, and improved understanding and collaboration throughout the management team. The model will be used in planning for the 2008-09 fiscal year.

- The Kellogg Honors College has collaborated with University Housing to designate one of the floors of the residence halls as a “Poly Scholars/Honors Floor.” The RA, which is a member of the Honors Club, has organized social and academic activities, including a mixer and free tutoring services in Physics and Chemistry for all students in the residence halls.
- A new International Students Club was formed in October, with an international student as president, and an International Center staff person as advisor.
- The International Center sponsored an International Festival during International Education Week. The festival included a variety of activities including films, performances, poster presentations, panels, international food, and a guest speaker.

#### Assessment of Activities for Constituencies

- The Advising Month Planning Committee, led by Undergraduate Studies, established learning outcomes for each workshop this year and is asking presenters to ensure that content and handouts meet these outcomes. Student clubs are being encouraged to sponsor workshops to improve attendance. Assessment will be carried out through surveys administered to the participants.
- The University Writing Center revised their 5-question tutoring evaluation form. All questions were getting approval ratings of 92% or higher. Two new questions were introduced to measure tutor engagement with the student (rather than student’s feelings about their writing) and to measure whether the session’s time period is sufficient (rather than whether the session started on time).
- The Learning Resource Center interviewed two focus groups of faculty mentors in the McNair Scholars Program to evaluate the program’s workshops and annual symposium. The mentors suggested greater interaction between the Howard Hughes Medical Institute and the McNair students to expand networking and other opportunities, and to combine the two annual symposia. These changes will be implemented this year. A survey will be administered to the participants in both programs to assess the success of this collaboration.

#### Advertising to Highlight or Increase Involvement in Activities for Constituencies

- The ASI Tutoring Program in the Learning Resource Center launched an advertising campaign to announce Learning Resource Center’s free tutoring services in freshman English classes. The effectiveness will be assessed via tutee applications.
- The University Writing Center has sent an email to faculty for the last two quarter to publicize their GWT workshops. Attendance has more than doubled.
- The Kellogg Honors College ran a targeted advising campaign to promote study abroad and summer research. As a result, 7 students participated in summer research, 2 students participated in study abroad programs, and 1 in National Student Exchange. This was an increase from previous years. A workshop was held in the fall quarter to introduce summer research opportunities to Kellogg Honors students. The success of this workshop will be assessed by the number of students who apply for, and are successful obtaining, summer research positions.

## **Part II – Organizational Learning within the Units**

### *Changes to Improve Service*

#### *Tracking Systems*

- Undergraduate Studies created, with the support of tech staff, a curriculum proposal database to better track proposals. Assessment will include time for submission to approval, and feedback from departments and colleges.
- Institutional Research, Assessment, and Planning implemented a project/request tracking system to log in and keep track of all requests for IRAP support.
- Office of Research and Sponsored Programs will expand a database to begin tracking proposals that include student involvement. Manual count indicates that 46% of proposals in the last quarter were in this category.
- Academic Resources launched an IT Support Ticketing System to track desktop support demand and enhance feedback to supported users within central Academic Affairs. 876 tickets for 90% of all services were logged over the 10 month period the system has been in production. The types of requests and related response times will be analyzed to provide a basis for setting and assessing service goals. User satisfaction data will also be collected.

#### *Collection or Analysis of Assessment Data*

- The Graduation Writing Test Advisory Committee collected the practices of all CSU campuses regarding the fulfillment of the Graduation Writing Assessment Requirement. The information will be used to review current Pomona policies and practices. Under consideration is a greater use of emails and service indicators and a course for students who have difficulty passing a timed essay test but have the ability to develop the critical writing skills. Assessment will be based on course success rates.
- Research and Sponsored Programs analyzed results of service satisfaction survey. In response, the office has begun providing regular follow-up reports and copies of communications on contract negotiations for Principal Investigators.

#### *Revisions of forms/procedures*

- The University Writing Center designed a new referral form (with checkboxes for organization, grammar, etc.) that allows an instructor to quickly and easily give the student and tutor some guidance in the tutorial session. Tutors believe that even one check would give them a head start in helping the student.
- The University Writing Center revised their procedure to authorize hour long appointments (rather than the normal half hour appointments) moving the approval from the Director to the tutors. The Center will assess whether the students are more satisfied with longer appointments and if the tutors use the time effectively.
- The University Writing Center began posting photos of their tutoring staff above the reception desk to help students to remember their previous tutors when making future appointments.
- The Faculty Center for Professional Development redesigned its website in order to provide easier access to information about activities and programs of the Center and the

University as well as resources available to support teaching and learning. The weekly e-mail announcement now features a “teaching Note” to provide insight into a specific aspect of teaching and learning.

- The Faculty Center for Professional Development has scheduled repeat offerings of many of its workshops on two different days and different time slots to accommodate faculty on different teaching schedules. This has been successful, as attendance at many workshops and other activities has nearly doubled.

### Professional Development

- Research and Sponsored Programs developed written “Standard Practice Guides” (on safety, RSCA, and Conflict of Interest) to help employees to learn and understand the steps required for the Office’s complex programs and to incorporate improvements into standard operations.
- A staff member from the College Reading Skills Program attended the CRLA Conference in October. Changes were made to the tutor training program as a result of the conference and information about the “Hierarchy of Student Needs” was presented to the other staff in the program. Tutors have been observed using these new techniques.
- The University Writing Center has revised their online tutor-training course to include grammar review materials and online quizzes.
- The Director of the Center for Community Service-Learning attended the Surdna Professional Development Retreat in the fall quarter. At the retreat she selected marketing and outreach to faculty as an area for improvement. As a first step, the newsletter was redesigned and a template created. Each issue will highlight a faculty member and include a replicable class activity.
- The Learning Resource Center, the University Writing Center and Undergraduate Studies have formed a weekly learning community to reconsider learning support models, tutor training models, and uses of technology. The group is also discussing the development of learning outcomes and assessment for the various aspects of their programs.
- The Learning Resource Center, the University Writing Center and Undergraduate Studies and the Library met to investigate possible areas of collaboration in student learning such as training for tutors in using databases for research.

## **Part III – Budget, Planning, and Recognition**

### Budget-related Activities

- The Second Annual Report from the Office of Research and Graduate Studies, including lists of all grants and contracts and all MS these and projects, was published in a DVD format to decrease printing costs and to offer a searchable document.

### Planning-related Activities

- Undergraduate Studies increased the number of internal staff meetings so that the staff can better understand each other’s responsibilities and offer more knowledgeable service to its constituencies. Each meeting now has an agenda with desired outcomes to facilitate

discussions and to encourage the entire staff to present items. Assessment will include feedback from staff and productivity of office.

- The Learning Resource Center hosted its first two-day staff retreat to promote team cohesiveness and to facilitate effective program planning. As a result, the format of staff meetings was changed to become more collaborative and staff reported improved morale; and a commitment was made to increase networking with other constituencies.
- The Center for Community Service-Learning increased the number of staff retreats from one per year to one per quarter. At the fall meeting, the staff tutored each other in Powerpoint, SPSS, and resources in Pomona.

#### Recognition-Related Activities

- The Student Research Poster Competition will be incorporated into the Stories of Successful Learning event to provide more visibility for the competition. A survey given to students will be revised to obtain feedback on the students' learning.
- Research and Graduate Studies is planning the 2008 PI Reception to acknowledge and celebrate the accomplishments of faculty and staff who submitted proposals for external funding. In light of the budget situation, this year's event will be a more modest event, funded entirely with foundation funds.
- Two Learning Resource Center tutors will present a poster at the Stories of Successful Learning event on tutors' perceptions of their own learning from their tutoring experience.