Project Summary:

Learning Success Center / ED PS 2600 Pre and Post Surveys (Fall 2014 & Spring 2015)

Goal and desired outcomes of the program or service:
The purpose of the three-credit Educational Psychology 2600 class is to assist students in developing and improving academic and life skills that will promote effective transitions into the university environment, greater academic success, and higher retention rates at the University of Utah. The course emphasizes topics such as personal awareness, time management, critical thinking, reading and note taking skills, test taking, goal setting, diversity awareness, stress management, and wellness.

Goal of assessment:
Obtain information about student demographics and study habits at onset of ED PS 2600 course. Results used to compare with post-survey and observe changes in students' academic functioning.

Population sampled:
ED PS 2600 enrolled students (12 sections total in Fall and Spring)

Respondents: Fall Pre: 78; Fall Post: 63; Spring Pre: 32; Spring Post: 23

Administration Type: Department-sent e-mail

Summary of Key Findings
Students in Ed Psych 2600 assessed their academic preparedness by completing a survey through Campus Labs. Instructors utilized the baseline survey results at the beginning of each semester to gain a better understanding of their students’ needs and preferences for the class. Results from the post-survey were used to understand student growth through the semester, make curriculum changes and improvements, and direct training for future ED Psych 2600 instructors. Students rated themselves on skills related to setting and following through on goals, identifying and remembering important information in lectures, managing time effectively, feeling comfortable when speaking/participating in class, performing well on tests, managing stress effectively, identifying legitimate/factual sources of information, adapting to different teaching styles, succeeding in college level coursework, and feeling connected to the University of Utah. Pre/Post comparisons of the results of these surveys show an increase in student self-ratings upon exiting the course by at least 5% in both the Fall and Spring semesters. Further, all comparisons on the mean differences of students’ self-ratings of these skills were statistically significant (p<.05) during the fall semester, and 7 out of 10 ratings were statistically significant (p<.05) during the spring semester.
**Actions Taken/Planned based on the findings from this assessment:**
Continued curriculum planning is needed to address students’ expressed need for performing well on tests, succeeding in college level coursework, and feeling connected to the University of Utah. Further, remaining up-to-date on current research and best practices is vital to the success of the ED PS 2600 course and Learning Success Center.

**Alignment**

**Student Affairs Key Activity:** [still in process]

**Departmental Key Activity:** Strategies for College Success

**Departmental goal this project addresses:** Use best practices to provide instruction in learning strategies and other life skills to help students in their academic pursuits. Successful achievement of this goal would be indicated by 1) at least 80% of enrolled students reporting that they found the course helpful, 2) an average increase of at least 5% across skills covered in the course during the semester, and 3) instructor evaluation ratings of at least 4.0 out of 6.0.

**Student Affairs Learning Domain Connection:** Academic Persistence & Achievement

*Please explain how this project connects to this Learning Domain:* This project assessed students’ self-report of changes in their knowledge and skills from the start to the end of the course, as described above.