



Annual Assessment Report

Unit - Learning Services

Co-Curricular Unit General Information

GMU Mission Statement

A public, comprehensive, research university established by the Commonwealth of Virginia in the National Capital Region, we are an innovative and inclusive academic community committed to creating a more just, free, and prosperous world.

Unit Mission Statement

Learning Services is aligned with the George Mason University Mission and Strategic Plan by supporting students in achieving their academic goals. Learning Services helps students understand the academic expectations at George Mason, develop greater awareness of how they learn, and cultivate effective self-management and study strategies.

Executive Office

Office of the Provost

Department/Division

University Life

Assessment Lead

Vicki Dominick

Unit - Learning Services: Assessment Report

LASSI

After attending at least three academic coaching sessions, students will increase their scores on a standard measure of study strategies (Learning and Study Strategies Inventory, 3rd edition)

Outcome Status: Active

Assessment Period(s): 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026

Mapping

Unit - Learning Services: (X indicates alignment)

- **Study Strategies:** After utilizing Learning Services, students will be able to identify and apply various study strategies and self-regulation strategies. (X)
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Assessment Method	Findings and Improvements																																	
<p>Assessment Measure Name: LASSI</p> <p>Description of Assessment Measure: Comparison of the pre-test and post-test average results for each of the 10 scales of the Learning and Study Strategies Inventory (3rd edition).</p> <p>Assessment Measure Status: Active</p> <p>Assessment Type: Indirect Measure</p> <p>Target: Higher average scores on the post-test scales when compared with the pre-test scales.</p>	<p>Findings Date: 06/30/2025</p> <p>Findings: The average scores of students who participated in academic coaching increased their average scores on the Learning and Study Strategies Inventory across all scales.</p> <p>Reporting Period: 2024 - 2025</p> <p>Conclusion: Target Met</p> <p>Individual(s) Responsible for Assessment: Vicki Dominick</p> <p>Number of Students Assessed: 425</p> <p>Analysis of Results: The average scores of students who participated in Learning Services programs increased their average scores on the Learning and Study Strategies Inventory across all scales.</p> <p>Supporting Documents: LASSI results July 1 2024 to June 24 2025.xlsx</p> <p>Charts & Graphs:</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">2022-2023</th> <th colspan="2">2023-2024</th> <th colspan="2">2024-2025</th> </tr> <tr> <th></th> <th>Pre-Test</th> <th>Post-Test</th> <th>Pre-Test</th> <th>Post-Test</th> <th>Pre-Test</th> <th>Post-Test</th> </tr> </thead> <tbody> <tr> <td>Anxiety</td> <td>41</td> <td>59</td> <td>43</td> <td>62</td> <td>40</td> <td>61</td> </tr> <tr> <td>Attitude</td> <td>44</td> <td>56</td> <td>37</td> <td>56</td> <td>39</td> <td>59</td> </tr> </tbody> </table>							2022-2023		2023-2024		2024-2025			Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Anxiety	41	59	43	62	40	61	Attitude	44	56	37	56	39	59
	2022-2023		2023-2024		2024-2025																													
	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test																												
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Attitude	44	56	37	56	39	59																												

Unit - Learning Services: Assessment Report

Assessment Method	Findings and Improvements						
	Concentration	35	60	35	62	34	58
	Information Processing	35	60	43	64	39	69
	Motivation	33	57	25	54	32	56
	Selecting Main Ideas	35	60	41	65	36	68
	Self Testing	37	69	43	68	38	70
	Test Strategies	38	63	37	67	37	64
	Time Management	31	64	32	66	34	61
	Using Academic Resources	34	57	25	56	30	50
<p>ACTIONS & IMPROVEMENT PLANS</p>							
<p>Past Improvements: A review of the data indicated that the average scores on the Motivation scale and Using Academic Resources scale were the lowest during the 2023-2024 academic year so information about motivation was updated in the academic success workshop as well as the academic success certificate program. In addition, new student workers were provided training on academic resources and how to provide referrals to clients.</p>							
<p>Future Improvements: Using academic resources was the lowest post-LASSI average score, so we will provide training to staff and develop a social media campaign to normalize help-seeking behavior.</p>							
<p>Individual(s) Responsible for Improvement Plan: Vicki Dominick</p>							
<p>Resources Needed: We will need funding to purchase 500 assessments for the upcoming academic year.</p>							
<p>Findings Date: 06/28/2024</p>							
<p>Findings: Students who used Learning Services and took the Learning and Study Strategies Inventory scored higher on the post-test than they did on the pre-test.</p>							
<p>Reporting Period: 2023 - 2024</p>							
<p>Conclusion: Target Met</p>							
<p>Individual(s) Responsible for Assessment: Vicki Dominick</p>							

Unit - Learning Services: Assessment Report

Assessment Method	Findings and Improvements																																	
	<p>Number of Students Assessed: 371</p> <p>Analysis of Results: Students who received support from Learning Services reported improvements in their study strategies as measured by the LASSI.</p> <p>Supporting Documents: Overview of NEW LASSI 3rd Edition.docx; Scales of LASSI 3rd Edition.docx</p> <p>Charts & Graphs:</p> <div data-bbox="779 386 1986 1166"> <table border="1"> <caption>Learning and Study Strategies Inventory 2023-2024</caption> <thead> <tr> <th>Category</th> <th>Pre-Test Score</th> <th>Post-Test Score</th> </tr> </thead> <tbody> <tr> <td>Anxiety</td> <td>43</td> <td>62</td> </tr> <tr> <td>Attitude</td> <td>37</td> <td>56</td> </tr> <tr> <td>Concentration</td> <td>35</td> <td>62</td> </tr> <tr> <td>Information Processing</td> <td>43</td> <td>64</td> </tr> <tr> <td>Motivation</td> <td>25</td> <td>54</td> </tr> <tr> <td>Selecting Main Ideas</td> <td>41</td> <td>65</td> </tr> <tr> <td>Self Testing</td> <td>43</td> <td>68</td> </tr> <tr> <td>Test Strategies</td> <td>37</td> <td>67</td> </tr> <tr> <td>Time Management</td> <td>32</td> <td>66</td> </tr> <tr> <td>Using Academic Resources</td> <td>25</td> <td>56</td> </tr> </tbody> </table> </div> <p>ACTIONS & IMPROVEMENT PLANS</p> <p>Past Improvements: None</p> <p>Future Improvements: A review of the data indicates that the average scores on the Motivation scale and Using Academic Resources scale were the lowest. Explore ways to improve results by offering additional interventions.</p> <p>Individual(s) Responsible for Improvement Plan: Vicki Dominick</p> <p>Resources Needed: We will need to purchase 500 replacement administrations of Learning and Study Strategies Inventory and we will need staff to explore and develop additional interventions.</p>	Category	Pre-Test Score	Post-Test Score	Anxiety	43	62	Attitude	37	56	Concentration	35	62	Information Processing	43	64	Motivation	25	54	Selecting Main Ideas	41	65	Self Testing	43	68	Test Strategies	37	67	Time Management	32	66	Using Academic Resources	25	56
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Unit - Learning Services: Assessment Report

Assessment Method	Findings and Improvements																																	
	<p>Findings Date: 06/30/2023</p> <p>Findings: As in previous semesters, students scores on the LASSI post-test improved over the pre-test scores across all scales.</p> <p>Reporting Period: 2022 - 2023</p> <p>Conclusion: Target Met</p> <p>Individual(s) Responsible for Assessment: Vicki Dominick</p> <p>Number of Students Assessed: 485</p> <p>Supporting Documents: Overview of NEW LASSI 3rd Edition.docx; Scales of LASSI 3rd Edition.docx</p> <p>Charts & Graphs: This graph represents the average percentile scores for each of the 10 scales of the LASSI on the pre-test and the post-test. The 50th percentile is the average for all scales.</p> <div data-bbox="779 581 1986 1354" data-label="Figure"> <table border="1"> <caption>Learning and Study Strategies Inventory 2022-2023</caption> <thead> <tr> <th>Scale</th> <th>Pre-Test (Percentile)</th> <th>Post-Test (Percentile)</th> </tr> </thead> <tbody> <tr> <td>Anxiety</td> <td>41</td> <td>59</td> </tr> <tr> <td>Attitude</td> <td>44</td> <td>56</td> </tr> <tr> <td>Concentration</td> <td>35</td> <td>60</td> </tr> <tr> <td>Information Processing</td> <td>35</td> <td>60</td> </tr> <tr> <td>Motivation</td> <td>33</td> <td>57</td> </tr> <tr> <td>Selecting Main Ideas</td> <td>35</td> <td>60</td> </tr> <tr> <td>Self Testing</td> <td>37</td> <td>69</td> </tr> <tr> <td>Test Strategies</td> <td>38</td> <td>63</td> </tr> <tr> <td>Time Management</td> <td>31</td> <td>64</td> </tr> <tr> <td>Using Academic Resources</td> <td>34</td> <td>57</td> </tr> </tbody> </table> </div> <p>ACTIONS & IMPROVEMENT PLANS Optional:</p>	Scale	Pre-Test (Percentile)	Post-Test (Percentile)	Anxiety	41	59	Attitude	44	56	Concentration	35	60	Information Processing	35	60	Motivation	33	57	Selecting Main Ideas	35	60	Self Testing	37	69	Test Strategies	38	63	Time Management	31	64	Using Academic Resources	34	57
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Unit - Learning Services: Assessment Report

Assessment Method	Findings and Improvements
	<p>In 2016, we switched from the 2nd edition of the Learning and Study Strategies Inventory (LASSI) to the 3rd edition. The new edition is shorter than the second edition with 60 questions assessing 10 scales.</p> <p>Future Improvements: We will continue to administer the LASSI to Learning Services clients to ensure that students are improving their strategies.</p> <p>Individual(s) Responsible for Improvement Plan: Vicki Dominick</p> <p>Resources Needed: Purchase 500 replacement assessments for the upcoming academic year.</p>

Knack Tutor Recruitment

Launch Knack Tutoring pilot in Fall 2024. Recruit at least three qualified tutors for each of the 23-25 targeted courses in the program.

Outcome Status: Active

Assessment Period(s): 2024 - 2025

Mapping

Unit - Learning Services: *(X indicates alignment)*

- **Tutoring Resources:** Provide information and support for expanding learning and tutoring services to students at Mason. **(X)**

Assessment Method	Findings and Improvements
<p>Assessment Measure Name: Tutor Recruitment</p> <p>Description of Assessment Measure: Utilize Navigate email campaigns to identify students meeting minimum grade requirements and invite them to apply. Review weekly Knack tutor reports to monitor recruitments. Reach out to faculty when needed to help recruit additional tutors.</p> <p>Assessment Measure Status: Active</p> <p>Assessment Type: Direct Measure</p> <p>Target: Recruit at least 3 tutors for each of the 23-25 targeted courses in the program.</p>	<p>Findings Date: 06/30/2025</p> <p>Findings: At least three qualified tutors were recruited, trained, and active for 24 out of 28 Knack supported courses.</p> <p>Reporting Period: 2024 - 2025</p> <p>Conclusion: Partially Met</p> <p>Individual(s) Responsible for Assessment: Vicki Dominick</p> <p>Number of Students Assessed: 218</p>

Unit - Learning Services: Assessment Report

Assessment Method	Findings and Improvements																									
	<p>Analysis of Results: Although there was only one active tutor for GCH 271 (Appl Human Anat & Phys II), they provided 24 tutoring sessions. The two active tutors for GOVT 300 (Research Method/Analysis) provided 18 tutoring sessions, however, there were 29 requests. This indicates that students were interested in tutoring support for GOVT 300, but they were underserved. For GCH 412 (Fundamentals of Epidemiology), only one tutoring session was completed from the two that were requested. As for BIOL 430 (Adv Human Anatomy Physiology I), one of the instructors contacted Knack Implementation Committee at the start of the Fall 2024 semester and indicated that they were not interested in this class being tutored by Knack. Although there were 2 qualified tutors, they never accepted any tutoring requests.</p> <p>While the other Knack supported courses had at least three active tutors, Knack was underutilized for two courses. Although there were four active tutors for GCH 335 (Applied Health Statistics), they did not accept the three tutoring requests. In addition, the three qualified MATH 124 (Calculus Algebra/Trigonometry B) tutors did not accept the five requests for tutoring.</p> <p>Supporting Documents: Knack Tutors by Course Aug 24 to May 25.xlsx</p> <p>Charts & Graphs:</p> <table border="1" data-bbox="814 740 1986 1341"> <thead> <tr> <th colspan="5" data-bbox="814 740 1986 808">Knack Usage August 2024 - May 2025</th> </tr> <tr> <th data-bbox="814 808 1066 876">Course Number</th> <th data-bbox="1066 808 1335 876">Course Name</th> <th data-bbox="1335 808 1587 876"># of Active Tutors</th> <th data-bbox="1587 808 1839 876"># of requests</th> <th data-bbox="1839 808 1986 876"># of completed sessions</th> </tr> </thead> <tbody> <tr> <td data-bbox="814 876 1066 1013">BIOL 103</td> <td data-bbox="1066 876 1335 1013">Introductory Biology II-Survey of Cell and Molecular Biology</td> <td data-bbox="1335 876 1587 1013">12</td> <td data-bbox="1587 876 1839 1013">64</td> <td data-bbox="1839 876 1986 1013">94</td> </tr> <tr> <td data-bbox="814 1013 1066 1149">BIOL 124</td> <td data-bbox="1066 1013 1335 1149">Human Anatomy and Physiology I</td> <td data-bbox="1335 1013 1587 1149">6</td> <td data-bbox="1587 1013 1839 1149">42</td> <td data-bbox="1839 1013 1986 1149">88</td> </tr> <tr> <td data-bbox="814 1149 1066 1341">BIOL 125</td> <td data-bbox="1066 1149 1335 1341">Human Anatomy & Physiology II</td> <td data-bbox="1335 1149 1587 1341">3</td> <td data-bbox="1587 1149 1839 1341">14</td> <td data-bbox="1839 1149 1986 1341">17</td> </tr> </tbody> </table>	Knack Usage August 2024 - May 2025					Course Number	Course Name	# of Active Tutors	# of requests	# of completed sessions	BIOL 103	Introductory Biology II-Survey of Cell and Molecular Biology	12	64	94	BIOL 124	Human Anatomy and Physiology I	6	42	88	BIOL 125	Human Anatomy & Physiology II	3	14	17
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Unit - Learning Services: Assessment Report

Assessment Method	Findings and Improvements				
	BIOL 213	Cell Structure and Function	10	66	128
	BIOL 214	Biostatistics for Biology Majr	10	50	135
	BIOL 430	Adv Human Anatomy Physiology I	2	6	0
	BUS 210	Business Analytics I	12	119	222
	BUS 310	Business Analytics II	12	164	284
	CHEM 103	Chem Sci in Mod Soc I	4	13	17
	CHEM 211	General Chemistry I	25	169	283
	CHEM 212	General Chemistry II	10	80	127
	CHEM 313	Organic Chemistry I	8	106	193
	CHEM 314	Organic Chemistry II	6	24	49
	ECON 103	Microeconomic Principles	4	53	56
	ECON 104	Macroeconomic Principles	6	54	35
	FNAN 303	Financial Management	9	195	217
	GCH 270	Appl Human Anat & Phys I	3	12	10

Unit - Learning Services: Assessment Report

Assessment Method	Findings and Improvements				
	GCH 271	Appl Human Anat & Phys II	1	7	24
	GCH 335	Applied Health Statistics	4	3	0
	GCH 412	Fundamentals of Epidemiology	1	2	1
	GOVT 300	Research Method/Analysis	2	29	18
	MATH 105	Precalculus Mathematics	6	21	35
	MATH 108	Intro Calc:Business Applicatio	17	117	220
	MATH 113	Analytic Geometry/Calculus I	15	102	169
	MATH 114	Analytic Geom and Calc II	14	74	136
	MATH 123	Calculus Algebra/Trigonometry A	3	7	7
	MATH 124	Calculus Algebra/Trigonometry B	3	5	0
	STAT 250	Introductory Statistics I	10	183	401
ACTIONS & IMPROVEMENT PLANS					

Unit - Learning Services: Assessment Report

Assessment Method	Findings and Improvements
	<p>Past Improvements: None - Knack Tutoring was launched in August 2024.</p> <p>Future Improvements: The Knack Implementation Committee will review the usage data and determine if the underutilized courses will continue to be supported by Knack by July 2025. If so, Vicki Dominick will work with the faculty to improve tutor recruitment and increase student utilization of the program at the start of the Fall 2025 semester.</p> <p>Individual(s) Responsible for Improvement Plan: Vicki Dominick</p> <p>Resources Needed: Continued funding for the Knack contract for 2025-2026 and 2026-2027. Assistance with data analysis from University Life Project and Process Management and assistance with marketing from University Life MarCom.</p>

Knack Client Recruitment

Inform students in targeted courses about the Knack Tutoring pilot program and how they can schedule an appointment with a tutor.

Outcome Status: Active

Assessment Period(s): 2024 - 2025

Mapping

Unit - Learning Services: *(X indicates alignment)*

- **Tutoring Resources:** Provide information and support for expanding learning and tutoring services to students at Mason. **(X)**

Assessment Method	Findings and Improvements
<p>Assessment Measure Name: Knack Client Recruitment</p> <p>Description of Assessment Measure: Review weekly Knack client reports to monitor the number of students who have signed up for Knack as well as the number of appointments scheduled, attended, and no-showed.</p> <p>Assessment Measure Status: Active</p> <p>Assessment Type: Direct Measure</p> <p>Target: At least 90% of the targeted courses will have at least one student request tutoring through Knack.</p>	<p>Findings Date: 06/30/2025</p> <p>Findings: All courses included in the Knack Tutoring program received at least one request for tutoring during the 2024-2025 academic year.</p> <p>Reporting Period: 2024 - 2025</p> <p>Conclusion: Target Met</p> <p>Individual(s) Responsible for Assessment: Vicki Dominick</p> <p>Number of Students Assessed: 692</p> <p>Analysis of Results: Although all Knack supported courses received at least one request for tutoring, no tutoring sessions were completed for three courses: BIOL 430 (Adv Human Anatomy Physiology I), GCH 335 (Fundamentals of Epidemiology), and MATH 124 (Calculus Algebra/Trigonometry B).</p> <p>One of the BIOL 430 instructors contacted the Knack Implementation Committee at the start of the Fall 2024 semester indicating that they were not interested in this course being supported by Knack. A lack of faculty support could have impacted student use of the program.</p> <p>Supporting Documents:</p>

Unit - Learning Services: Assessment Report

Assessment Method	Findings and Improvements
	Knack Tutors by Course Aug 24 to May 25.xlsx ACTIONS & IMPROVEMENT PLANS Past Improvements: None - Knack Tutoring was launched in August 2024 Future Improvements: A review of the data will be conducted by the Knack Implementation Committee to determine if these courses will continue to be supported by Knack. If so, Vicki Dominick, will work with the faculty on tutor recruitment and student usage. Individual(s) Responsible for Improvement Plan: Vicki Dominick Resources Needed: Continued funding for the Knack contract for 2025-2026 and 2026-2027. Assistance from University Life Project and Process Management with data analysis as well as the University Life MarCom team with marketing the program.

Navigate Referrals

Participate in the Navigate referral pilot in order to increase the number of referred students scheduling an appointment with Learning Services.

Outcome Status: Active

Assessment Period(s): 2024 - 2025

Mapping

Unit - Learning Services: *(X indicates alignment)*

- **Partnerships:** Explore opportunities for further partnership with university life and academic departments. (X)

Assessment Method	Findings and Improvements
Assessment Measure Name: Navigate Referrals Description of Assessment Measure: Monitor Navigate alerts and email campaigns to determine the number of students referred to Learning Services as well as the number of appointments created. Compare data to 2023-2024 academic year. Assessment Measure Status: Active Assessment Type: Direct Measure Target: We will increase the number of appointments scheduled as a result of referrals through Navigate by at least 20%.	Findings Date: 07/01/2025 Findings: During the 2024-2025 academic year, 30% of students referred to Learning Services scheduled an appointment which was a significant decrease from the year before. Reporting Period: 2024 - 2025 Conclusion: Target Not Met Individual(s) Responsible for Assessment: Vicki Dominick Number of Students Assessed: 70

Unit - Learning Services: Assessment Report

Assessment Method	Findings and Improvements																
	<p>Analysis of Results: During the 2024-2025 academic year, 21 (30%) students out of 70 students referred to Learning Services scheduled an appointment through the Navigate Mason platform. During the 2023-2024 academic year, 72 (56%) students out of 128 students referred to Learning Services scheduled an appointment. Not only was there a decrease in the percentage of referred students making an appointment, there was also a significant decrease in the number of referrals to Learning Services.</p> <p>The decrease in referrals may be due to the fact that the Referral Pilot committee was disbanded at the end of the Fall 2024 semester and units shifted their focus to the launch of the new scheduling platform, Patriot Connect. In addition, the impersonal nature of an automatic email may not have resonated with students as effectively as a more personalized approach, such as a tailored email or a direct phone call from a staff member, which could have conveyed greater care, urgency, and support.</p> <p>Supporting Documents: Referral Campaign Data 2024-2025.xlsx; Referral Data 2023-2024 (Cases Report).xlsx</p> <p>Charts & Graphs:</p> <table border="1" data-bbox="814 743 1992 1117"> <thead> <tr> <th colspan="4" data-bbox="814 743 1992 808">Referrals to Learning Services</th> </tr> <tr> <th data-bbox="814 808 1136 878"></th> <th data-bbox="1136 808 1457 878"># students referred</th> <th data-bbox="1457 808 1661 878"># appts scheduled</th> <th data-bbox="1661 808 1992 878"># appts attended</th> </tr> </thead> <tbody> <tr> <td data-bbox="814 878 1136 980">2023-2024</td> <td data-bbox="1136 878 1457 980">128</td> <td data-bbox="1457 878 1661 980">72 (56%)</td> <td data-bbox="1661 878 1992 980">N/A</td> </tr> <tr> <td data-bbox="814 980 1136 1117">2024-2025</td> <td data-bbox="1136 980 1457 1117">70</td> <td data-bbox="1457 980 1661 1117">21 (30%)</td> <td data-bbox="1661 980 1992 1117">18 (26%)</td> </tr> </tbody> </table> <p>ACTIONS & IMPROVEMENT PLANS</p>	Referrals to Learning Services					# students referred	# appts scheduled	# appts attended	2023-2024	128	72 (56%)	N/A	2024-2025	70	21 (30%)	18 (26%)
Referrals to Learning Services																	
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Unit - Learning Services: Assessment Report

Assessment Method	Findings and Improvements
	<p>Past Improvements: To increase the number of referred students scheduling appointments with Learning Services, automatic referral reports were created in Navigate Mason starting on July 10, 2024. These reports enrolled students in an email campaign inviting them to make an appointment. It was thought that this would increase the timeliness of the services for students since the email was sent within a day of the referral. In addition, it was hoped that this would decrease the workload of the Associate Director of Learning Services who was manually emailing and calling students who had been referred.</p> <p>Future Improvements: With the launch of Patriot Connect on May 1, 2025, we will begin exploring strategies to effectively track referrals and related appointments to Learning Services using this new scheduling platform. Our goal is to establish a reliable tracking system by December 2025. As part of this process, we will also evaluate how to balance the need for timely outreach to referred students with the benefits of a more personalized communication approach—moving beyond the limitations of automated email campaigns to potentially include individualized messages or direct staff engagement.</p> <p>Individual(s) Responsible for Improvement Plan: Vicki Dominick</p> <p>Resources Needed: Patriot Connect and support from University Life Technology Services, specifically UL Patriot Connect support on how to create referral tracking reports and systems.</p>

Disability Services

Meet with staff in Disability Services by October 2024 to discuss ways to connect their clients with Learning Services. Develop a plan to be implemented by Spring 2025.

Outcome Status: Active

Assessment Period(s): 2024 - 2025

Mapping

Unit - Learning Services: (X indicates alignment)

- **Partnerships:** Explore opportunities for further partnership with university life and academic departments. (X)

Assessment Method	Findings and Improvements
<p>Assessment Measure Name: Disability Services</p> <p>Description of Assessment Measure: Review Associate Director's calendar to verify meeting.</p> <p>Assessment Measure Status: Active</p> <p>Assessment Type: Direct Measure</p> <p>Target: At least one meeting will take place between Learning Services and Disability Services by October 2024.</p>	<p>Findings Date: 07/10/2025</p> <p>Findings: A meeting took place on December 19, 2024 to discuss ways that Disability Services and Learning Services can connect our clients.</p> <p>Reporting Period: 2024 - 2025</p> <p>Conclusion: Partially Met</p> <p>Individual(s) Responsible for Assessment: Vicki Dominick</p> <p>Number of Students Assessed: 0</p>

Unit - Learning Services: Assessment Report

Assessment Method	Findings and Improvements
	<p>Analysis of Results: Various options for referring students were discussed including the use of the referral feature in Patriot Connect. Since Disability Services staff do not use Patriot Connect and there is no way to ensure that the referral information would be private so that other users could not view who made the referral, it was decided not to use this platform at the current time. Disability Services staff will email the Associate Director or Assistant Director of Learning Services as well as the referred student with information about the referral. The Learning Services staff will then reach out to the student by email or phone to schedule an academic coaching appointment.</p> <p>Supporting Documents: Example Disability Services Referral Email.docx</p> <p>ACTIONS & IMPROVEMENT PLANS</p> <p>Past Improvements: No past improvements</p> <p>Future Improvements: During our review of referral options with Disability Services, we identified several other confidential campus units that currently lack a structured process for referring students to Learning Services. These units include Counseling and Psychological Services, Student Support and Advocacy Center, Assistive Technology Initiative, Student Health Services, Student Conduct, and Academic Integrity. Learning Services will develop a draft referral process that can be used by these confidential units by August 29, 2025. We will then present this draft process to each of the units for feedback with the goal to launch the process by January 15, 2025.</p> <p>Individual(s) Responsible for Improvement Plan: Vicki Dominick</p> <p>Resources Needed: May need assistance from University Life MarCom to set up a webform for referrals.</p>