

F.O.C.U.S.² (First Years Obtaining Creative Useful Study Skills)

Description of Program: F.O.C.U.S.² is a resource to help students succeed academically in their first year of college.

F.O.C.U.S.² is a program that begins the sixth week of classes. Sessions meet one hour per week for five weeks, and cover topics such as test-taking strategies, how to communicate with professors, time management, and improving study habits. F.O.C.U.S.² is a voluntary program, and is advertised to students on the Office of Residence Life's website, on flyers outside of residence halls, and through email notification.

Student Learning Objectives:

- **Goal 1: Students will be able to recall common reading, studying, and test-taking strategies.**
 - Objective 1.1: Students will be able to identify their self-reported learning style and 2 study techniques that support it
 - Objective 1.2: Students will be able to list 5 common test-taking strategies
 - Objective 1.3: Students will be able to list 5 common distractions that college students face when studying
 - Objective 1.4: Students will be able to recall the S-RUN strategy and the 4 steps to reading a textbook
 - Objective 1.5: Students will be able to list 2 effective note-taking strategies
- **Goal 2: Students will be able to identify time and stress management strategies**
 - Objective 2.1: Students will be able to identify 4 symptoms of stress
 - Objective 2.2: Students will be able to list 4 healthy ways to reduce stress
 - Objective 2.3: Students will be able to list time management strategies
- **Goal 3: Students will be able to identify ways to improve communication with their professors**
 - Objective 3.1: Students will be able to list 4 ways to communicate with their professors outside of class
- **Goal 4: Students will be able to recall strategies for goal setting**
 - Objective 4.1: Students will be able to name the 7 aspects to SMARTER goal setting
 - Objective 4.2: Students will be able to explain the 4 steps to successful goal setting
- **Goal 5: Students will increase their self-reported likelihood of healthy academic behaviors**
 - Objective 5.1: Students will be more likely to use reading strategies
 - Objective 5.2: Students will be more likely to utilize time management strategies
 - Objective 5.3: Students will be more likely to utilize healthy stress-reducing techniques
 - Objective 5.4: Students will be more likely to visit instructors during their office hours
 - Objective 5.5: Students will be more likely to use study strategies

Progress in Assessment Cycle: F.O.C.U.S.² occurs once in the fall semester and once in the spring semester. At the beginning of the Fall 2017 semester, the program's implementation fidelity charts were revamped to better assess student learning improvement. Previously, the data for the quality of the program's sessions and the responsiveness of students was not being collected thoroughly. As the program is five weeks long, data is collected and analyzed towards

the end of the semester. The students learning outcomes from the Fall 2017 program will be reviewed in December, and improvements will be identified for implementation during the next semester.

Academic Mentor Program

Description of Program: The Academic Mentor Program is designed for first year students on academic probation to work with trained upper-class student academic mentors. Mentors will work to identify the needs of each mentee and develop a success plan accordingly. The Academic Mentor Program is advertised on the Office of Residence Life's website, and is mandatory for some students who have grade point averages below a 2.0.

Student Learning Objectives:

- **Goal 1: Students in the Academic Mentor Program will increase their GPA and move off of academic probation.**
 - 1. A greater proportion of students who participate in the Academic Mentor Program will move off of academic probation than those who do not participate.
 - 2. The GPA increase for students participating in the program will be greater than the increase for students who do not participate.
 - 3. A greater proportion of students who participate in the Academic Mentor Program will increase their semester GPA than students who do not participate.

- **Goal 2: After participating in the Academic Mentor Program will feel more confident and more supported.**
 - 1. Students who participate in the Academic Mentor Program will report higher feelings of support.
 - 2. Students who participate in the Academic Mentor Program will report higher expectancy to succeed in academic courses.
 - 3. Students who participate in the Academic Mentor Program will report higher valuation of academic courses.
 - 4. Students who participate in the Academic Mentor Program will increase their GPA and move off of academic probation.

Progress in Assessment Cycle: The Academic Mentor Program concludes during the spring semester. The data from the previous semester is analyzed during the following summer and fall. The LADOR for Spring 2016's program is currently being written.

Residential Learning Community Assessment

Description of Program: The ORL works in collaboration with academic departments across campus to house students in residence halls with other like-minded students who want to get an early start on their academic career. Students who participate in a Residential Learning Community live and take classes with other students who are interested in a specific field, such as business, psychology, or the arts. These students “learn where they live”, and have access to early interaction with faculty members, a convenient group of other students to study with, and access to academic opportunities starting from their first semester on campus. Residential Learning Communities are advertised to students during their acceptance process at JMU.

Student Learning Objectives:

These changes will be greater than that shown by first-year students who lived in a residence hall for that year but were not members of a Residential Learning Community.

Goal 1: Increase* students’ academic motivation.

1. Demonstrate an increase in learning for learning’s sake (e.g., mastery approach orientation, intrinsic motivation to learn, interest in specific topics).
2. Demonstrate an increase in expectancies to succeed in their RLC courses.
3. Demonstrate an increase in academic valuation (valuing academics).

Goal 2: Increase* students’ academic success.

1. Spend more time on task (e.g., studying, talking with faculty) in comparison to non-RLC students in the same major.
2. Demonstrate an increase in career knowledge in comparison to non-RLC students in the same major.

Goal 3: Increase* students’ engagement in the JMU environment as well as one’s civic responsibility.

1. Demonstrate a stronger connection to JMU faculty through interactions inside and outside of the classroom.
2. Demonstrate a stronger connection to JMU students who have similar academic interests.
3. Demonstrate a greater appreciation for diverse perspectives.
4. Complete more community service hours.

Progress in Assessment Cycle: Students in Residential Learning Communities are asked to complete a survey once in the fall semester and once in the spring semester. The survey is also distributed to students living in residence halls where Residential Learning Communities are located, but did not participate in the program so that there is a comparison group. Data collection for Fall 2017 is complete, and these pre-test results will be compared to post-test results in Spring 2018 to assess learning improvement.

Resident Adviser Assessment

Description of Program: ORL employs students who want to become dynamic leaders for a floor of residents who live on campus. They create a positive community for students, aid in creating and hosting educational events, and generally enhance the on campus living experience. The Resident Advisers are asked to complete multiple surveys to gauge their skill growth and development over their time as an Resident Adviser.

Student Learning Objectives:

After serving as an RA for at least one year, students will:

Goal 1: Increase RAs' leadership abilities

- Function more effectively as a member of a team by:
 - being familiar with the responsibilities of the RA job
 - expressing comfort with leading a group
 - understanding the consequences their actions can have on other members of their group.
- Engage in behaviors appropriate of a role model for student residents by:
 - regularly attending classes and following JMU rules
 - participating in the larger JMU community (e.g., going on ASB trips, participating in intermural or Greek organizations, etc).
- Report increased confidence in their abilities to use ethical reasoning to make decisions.

Goal 2: Increase RAs' assertiveness skills

After serving as an RA for at least one year, students will:

- Report increased comfort with confronting residents' inappropriate behavior and/or violations of university policy.
- Demonstrate an increased understanding and use of active listening skills.
- Know how to refer students to appropriate campus resources (e.g., judicial affairs, campus counseling), and take action to refer students when necessary.

Goal 3: Increase RAs' awareness and appreciation of diversity

After serving as an RA for at least one year, students will:

- Express an increased awareness of, and appreciation for, others' diverse perspectives and ideas.
- Report greater comfort interacting with people who have different ideas, beliefs, attitudes, and behaviors.

Progress in Assessment Cycle: The assessment process for Resident Advisers begins during their training prior to the start of the academic year, where a pre-test is administered, and ends at the end of the academic year with a post-test assessment. The Resident Adviser assessment is currently in its data collection stage. The post-test survey is administered to Resident Advisers three times throughout the year to compare growth through the year.