

2016-2017 Assessment Cycle UC_General Studies BGS

Mission (due 1/20/17)

University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

College / Department / Program Mission

College Mission

Provide the college mission in the space provided. If none is available, write "None Available in 2016-2017."

MISSION – University College provides an academic environment to facilitate the matriculation of a diverse population of intellectually-capable undergraduate students wishing to pursue a unique and coherent interdisciplinary program of study in an area in which there does not exist an established curriculum; who initially selected a major for which they lack the interest or preparation necessary for success, but possess a specific and attainable career development plan; or who are transitioning into other colleges and pursuing the academic requirements necessary for admission into their preferred major. In meeting the needs of these students, University College promotes retention at the University of Louisiana at Lafayette, collaborates with other colleges to elevate to the collective quality of campus learning, and enables and empowers students to achieve success in their chosen field of graduate study and/or occupation. Indeed, a distinguishing characteristic of the college is its program of intensive developmental initiatives geared toward enhancing student accomplishment.

VISION – To become a college of choice for incoming freshmen desiring to pursue an individualistic multidisciplinary curriculum founded in a strong core of liberal education that imbues students with broad knowledge, transferable skills, and a strong sense of civic duty.

Department / Program Mission

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Assessment Plan (due 1/20/17)

Assessment List (Goals / Objectives, Assessment Measures and Criteria for Success)

Assessment List

Goal/Objective	To skillfully express ideas and information.								
Legends	SLO - Student Learning Outcome/Objective (academic units);								
Standards/Outcomes	<table border="1"> <thead> <tr> <th>Identifier</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>Student SI.Student SI 1</td> <td>Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).</td> </tr> </tbody> </table>			Identifier	Description	Student SI.Student SI 1	Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).		
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		<p>and information, graduating seniors are required to write an essay as part of the regular graduation checkout procedure in the college. Directions for the essay are as follows: Write a 500-word essay describing your journey in college. How would you describe your experiences in University College? Did you find that your experiences in University College were unique and how so? What suggestions do you have for improvement? Please give specific examples of how we helped you. Please give specific examples of how we can improve our services. What are your plans and goals for after graduation? How has University College helped you to identify those goals? How did we help you prepare for success in your chosen profession? Printed essays are submitted during the graduation checkout advising appointment, and are uploaded to the University College graduation checkout Moodle course. Essays are scored using the college-created Writing Assessment Evaluation rubric which measures grammar, structure, essay</p>	
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		organization, overall content, and critical thinking. This criterion will be met when at least 75% of graduating seniors submit essays judged as "Exemplary," "Meets," or "Exceeds" Expectations.	
	Direct - Pre/Post Test	Students in University College are required to successfully complete an advanced writing course in order to assure their ability to skillfully express ideas and information. Effectiveness of this requirement is measured by comparing student entrance essay scores with their graduation essay scores. Entrance essays are completed when students request an evaluation of their credits. Directions for the essay are, "Write an essay (250 words) answering the following questions: What is your story? Why are you interested in University College? What influences/circumstances/events led you here? How do you plan to use your Bachelor of General Studies degree?" Entrance essays are scored using the college-created Writing Assessment Evaluation rubric which measures grammar, structure, essay organization, overall	Writing_Assessment_Evaluation_Form_2013_2014.doc

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		<p>order to measure improvement, and thereby determine the effectiveness of the advanced writing course requirement. Effectiveness of this requirement will be determined to have been met when 75% of graduating students have improved their scores.</p>	
	<p>Indirect - Exit Interviews</p>	<p>Oral expression of ideas is measured by comparing scores from the oral assessment completed during student's initial entrance and their final exit meetings. The oral assessment was adapted from The Conversational Skills Rating Scale: An Instructional Assessment of Interpersonal Competence by Brian H. Spitzberg (1995), and from the Carnegie Mellon, Tepper School of Business, Center for Business Communication, Communication Audit: Listening Effectively by Thomas Hadjuk (2009). The oral assessment measures both verbal and non-verbal indicators, such as: speaking rate, speaking fluency, vocal confidence, articulation, vocal variety, volume, asking of questions, speaking about self, personal opinion expression, maintenance of topics and follow-up</p>	<p>Oral_Assessment_Form.pdf Oral_Assessment_Training_Guide.pdf</p>

		<p>comments, interruption of speaking turns, making smooth transitions between listening and responding roles, posture, lean toward the other person, shaking or nervous twitches, unmotivated movements, facial expressiveness, use of gestures to emphasize what is being said, smiling and/or laughing, use of eye contact, nodding of head in response to statements, side conversations with others, and gestures that suggest boredom. To assure consistency, raters follow the University College Oral Assessment Guide, which is also adapted from the work of Spitzberg (1995) and Hadjuk (2009). Students whose overall entrance scores fall within the "Inadequate" range on the oral assessment, are encouraged to complete Communication courses in order to improve their oral expression. Improvement is measured by comparing the entrance and exit scores. This criterion is met when 75% of students' scores increase from "Inadequate" to "Adequate," "Good," or "Excellent."</p>	
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Goal/Objective	To use technology to organize and present ideas and information											
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		Survey is a questionnaire used to gather data regarding student career plans, and to assess student perception of the quality of their General Studies program, and of its usefulness in preparing them for life after graduation. When at least 90% of graduating seniors successfully complete the Senior Exit Survey on Moodle, this criterion will be met.	
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Goal/Objective	To formulate a strategic and effective career development plan								
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		<p>Write a 500-word essay describing your journey in college. How would you describe your experiences in University College? Did you find that your experiences in University College were unique and how so? What suggestions do you have for improvement? Please give specific examples of how we helped you. Please give specific examples of how we can improve our services. What are your plans and goals for after graduation? How has University College helped you to identify those goals? How did we help you prepare for success in your chosen profession? This criterion will be evaluated by comparing student entrance and exit career plans. Establishment of a baseline is planned for this reporting period.</p>	
	<p>Direct - Written Assignment</p>	<p>Measure career plans of graduating seniors using the Graduation Essay. Graduation essays are required as part of the regular graduation checkout procedure. Directions for the essay are as follows: Write a 500-word essay describing your journey in college. How would you describe your experiences in University College? Did you find that your experiences in University College were unique and how so? What suggestions do you have for improvement? Please give specific examples of how we helped you. Please give specific examples of how we can improve our services. What are your plans and goals for after graduation? How has University College helped you to identify those goals? How did we help you prepare for success in your chosen profession? This criterion will be met when at least 75% of graduating seniors will have post-baccalaureate career or educational plans, as reported in the graduation essay.</p>	
	<p>Indirect - Survey - students</p>	<p>Service quality is measured via the college-generated Senior Exit Survey, which is completed by graduating seniors on Moodle, the University's course management system. The</p>	

	<p>Senior Exit survey is used to gather data regarding student career plans, and to assess student perception of the usefulness of their General Studies program in preparing them for life after graduation. Questions include: "Have you applied for admission to a graduate/professional school or program?" "Have you been accepted for admission to a graduate/professional school or program?" "If you are not planning to attend a graduate/professional school immediately, please describe your plans following graduation." Other questions are rated using a 5-point scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree), such as, "My experiences in University College have improved my skills for understanding and using career information," "My experiences in University College have improved my awareness of the career planning process," This criterion will be met when at least 75% of graduating seniors "Strongly Agree" or "Agree" that their experiences in University College improved their awareness of the career planning process.</p>	

Results & Improvements (due 9/15/17)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for To skillfully express ideas and information.

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Direct - Pre/Post Test	Students in University College are required to successfully complete an advanced writing course in order to assure their ability to skillfully express ideas and information. Effectiveness of this requirement is measured by comparing student entrance essay scores with their graduation essay scores. Entrance essays are completed when students request an evaluation of their credits. Directions for the essay are, "Write an essay (250 words) answering the following questions: What is your story? Why are you interested in University College? What influences/circumstances/events led you here? How do you plan to use your Bachelor of General Studies degree?" Entrance essays are scored using the college-created Writing Assessment Evaluation rubric which measures grammar, structure, essay organization, overall content, and critical thinking. Graduation essays are required as part of the regular graduation checkout procedure. Directions for the essay are as follows: Write a 500-word essay describing	

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	<p>Indirect - Exit Interviews</p>	<p>Oral expression of ideas is measured by comparing scores from the oral assessment completed during student's initial entrance and their final exit meetings. The oral assessment was adapted from The Conversational Skills Rating Scale: An Instructional Assessment of Interpersonal Competence by Brian H. Spitzberg (1995), and from the Carnegie Mellon, Tepper School of Business, Center for Business Communication, Communication Audit: Listening Effectively by Thomas Hadjuk (2009). The oral assessment measures both verbal and non-verbal indicators, such as: speaking rate, speaking fluency, vocal confidence, articulation, vocal variety, volume, asking of questions, speaking about self, personal opinion expression, maintenance of topics and follow-up comments, interruption of speaking turns, making smooth transitions between listening and responding roles, posture, lean toward the other person, shaking or nervous twitches, unmotivated movements, facial expressiveness, use of gestures to emphasize what is being said, smiling and/or laughing, use of eye contact, nodding of head in response to statements, side conversations with others, and gestures that suggest boredom. To assure consistency, raters follow the University College Oral Assessment Guide, which is also adapted from the work of Spitzberg (1995) and Hadjuk (2009). Students whose overall entrance scores fall within the "Inadequate" range on the oral assessment, are encouraged to complete Communication courses in order to improve their oral expression. Improvement is measured by comparing the entrance and exit scores. This criterion is met when 75% of students' scores increase from "Inadequate" to "Adequate," "Good," or "Excellent."</p>

Assessment Findings					
	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Written Assignment	Has the criterion Students in University College are required to successfully complete an advanced writing course in order to assure their ability to skillfully express ideas and information. As a measure of written expression of ideas and information, graduating seniors are required to write an essay as part of the regular graduation checkout procedure in the college. Directions for the essay are as follows: Write a 500-word essay describing your journey in college. How would you describe your experiences in University College? Did you find that your experiences in University College were unique and how so? What suggestions do you have for improvement? Please give specific examples of how we helped you. Please give specific examples of how we can improve our services. What are your plans and goals for after graduation? How has University College helped you to identify those goals? How did we help you prepare for success in	A total of two hundred forty-eight (n=248) Exit Essays submitted by graduating seniors were selected for evaluation. The essays were analyzed using the Writing Assessment Evaluation rubric. Overall, almost ninety-eight percent (97.98%, n=243) of the essays were judged to be Exemplary, Exceeds Expectations, or Meets Expectations; of those, 37.5% (n=93) were judged to be Exemplary, 53.2% (n=132) were judged to Exceed Expectations, and 7.3% (n=18) Met Expectations. Of the two hundred		- Assessment Process: Measures changed: In order to assess inter-rater reliability, a 25% of graduation essays will be scored by more than one rater.

		<p>your chosen profession? Printed essays are submitted during the graduation checkout advising appointment, and are uploaded to the University College graduation checkout Moodle course. Essays are scored using the college-created Writing Assessment Evaluation rubric which measures grammar, structure, essay organization, overall content, and critical thinking. This criterion will be met when at least 75% of graduating seniors submit essays judged as "Exemplary," "Meets," or "Exceeds" Expectations. been met yet? Met</p>	<p>forty-eight essays, four essays (1.6%) Almost Met Expectations, and only one (n=1) Did Not Meet Expectations (0.4%). The two hundred forty-eight (n=248) essay scores were also averaged by category using the Writing Assessment Evaluation rubric. Grammar scores averaged 3.1 (2-3 errors), which Meets Expectations. Spelling averaged 3.7 (Exceeds Expectations) . Language scores averaged 5.8, exceeding the Adequate rating score of four (4) points. The two hundred forty-eight (n=248) essays average Paragraph score was above Adequate (2 points), with</p>		
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			<p>an average score of 2.5. The score for essay length also exceeded Adequate (2 points), with an average score of 2.3, for the two hundred forty-eight essays evaluated. Regarding organization, the essays were judged to be organized (3.8), and Overall Content scores were assessed as Appropriate (3.8 average score). In summary, 97.98% of overall scores were judged to be Exemplary, Exceeds or Meets Expectations, which exceeds the 75% target.</p>		
Direct - Pre/Post Test	<p>Has the criterion Students in University College are required to successfully complete an advanced writing course in order to assure their ability to skillfully express ideas and information. Effectiveness of this</p>	<p>During this reporting period, University College continued collecting entrance essays from students as</p>			<p>- Assessment Process: Data Collection changed: The question of internal</p>

		<p>requirement is measured by comparing student entrance essay scores with their graduation essay scores. Entrance essays are completed when students request an evaluation of their credits. Directions for the essay are, "Write an essay (250 words) answering the following questions: What is your story? Why are you interested in University College? What influences/circumstances/events led you here? How do you plan to use your Bachelor of General Studies degree?" Entrance essays are scored using the college-created Writing Assessment Evaluation rubric which measures grammar, structure, essay organization, overall content, and critical thinking. Graduation essays are required as part of the regular graduation checkout procedure. Directions for the essay are as follows: Write a 500-word essay describing your journey in college. How would you describe your experiences in University College? Did you find that your experiences in University College were unique and how so? What suggestions</p>	<p>they requested transcript evaluations, prior to changing their majors. The essays were used to make a pre/post-writing course comparison of grammar/structure, organization, overall content, and critical thinking in written communication. Essays were scored using the Writing Assessment Evaluation Rubric. Within the reporting period, one hundred and seventeen (n=117) students completed both an entrance and exit essay, and all of them (100.00%, n = 117) were selected for a comparison. Exit essay overall scores increased</p>		<p>consistency reliability arose due to the differences between the formats of the Entrance and Exit essays. Various improvement options were discussed, such as, changing the Exit essay to a 250-word, handwritten essay format, or changing the entrance essay to typewritten. After discussion of how we are measuring this goal, and whether the entrance and exit essays are measuring the same thing (i.e.,</p>
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		<p>do you have for improvement? Please give specific examples of how we helped you. Please give specific examples of how we can improve our services. What are your plans and goals for after graduation? How has University College helped you to identify those goals? How did we help you prepare for success in your chosen profession? Essays are scored using the college-created Writing Assessment Evaluation rubric which measures grammar, structure, essay organization, overall content, and critical thinking. Upon graduation, writing assessment scores of students who have completed both the entrance essay and the graduation essay will be compared in order to measure improvement, and thereby determine the effectiveness of the advanced writing course requirement. Effectiveness of this requirement will be determined to have been met when 75% of graduating students have improved their scores. been met yet? Not met</p>	<p>1.46 points from an average total score of 29.91 at entrance, to an average total score of 31.37 at exit, which is within the Exceeds Expectations range of 29 to 32 total points. Of the total 117 essays, one hundred, thirteen Exit scores (n=113, 96.6%) fell between Exemplary (33 points or more, n = 35, 29.9%), Exceeds (from 29 to 32 points, n = 73, 62.4%), and Meets (25 to 28 points, n = 5, 4.3%). In comparison, Entrance essay scores from the selected sample (n=117), had eighty-three (n = 83, 70.9%) that were within the Exemplary (n = 24, 20.5%), plus Exceeds (n = 58,</p>	<p>internal consistency reliability), we changed the entrance essay method of collection, in that students will be typing their Entrance Essays. In addition, we are researching reliable replacements for the Writing Assessment Evaluation, in order to address the concern regarding the broad descriptors in each category of the evaluation.</p>
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			<p>49.6%), and Meets (n = 1, 0.9%) range. Entrance essays included five (n=5, 4.3%) that were judged to fall in the Almost Meets category. Four (n = 4) of those students completed both an Entrance and Exit essay. Their total Exit scores moved from 23.25 (Almost Meets Expectations) to 26.75 (Meets Expectations). None of the Entrance or Exit essay scores of the students completing both an entrance and exit essay Did Not Meet Expectations (21 points or less). On average, overall scores increased, which might indicate that requiring students to complete an advanced</p>		
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			<p>writing course results in an improvement in their grammar/structure, organization, overall content. However, only seventy-one (n=71, 60.68%) of the total 117 students improved their scores.</p>		
	Indirect - Exit Interviews	<p>Has the criterion Oral expression of ideas is measured by comparing scores from the oral assessment completed during student's initial entrance and their final exit meetings. The oral assessment was adapted from The Conversational Skills Rating Scale: An Instructional Assessment of Interpersonal Competence by Brian H. Spitzberg (1995), and from the Carnegie Mellon, Tepper School of Business, Center for Business Communication, Communication Audit: Listening Effectively by Thomas Hadjuk (2009). The oral assessment measures both verbal and non-verbal indicators, such as: speaking rate, speaking fluency, vocal confidence, articulation, vocal</p>	<p>Oral expression of ideas is measured by comparing scores from the University College Oral Assessment completed during student's initial entrance and their final exit meetings. Students whose overall entrance scores fall within the "Inadequate" range on the oral assessment are encouraged to complete Communication courses in order to improve their oral</p>		<p>- Assessment Process: Continuous monitoring: Although results were positive for this monitoring period, the small sample size of students assessed at both entrance and exit, indicates a need to continue data collection, and revisit this measure when there is a larger</p>

		<p>variety, volume, asking of questions, speaking about self, personal opinion expression, maintenance of topics and follow-up comments, interruption of speaking turns, making smooth transitions between listening and responding roles, posture, lean toward the other person, shaking or nervous twitches, unmotivated movements, facial expressiveness, use of gestures to emphasize what is being said, smiling and/or laughing, use of eye contact, nodding of head in response to statements, side conversations with others, and gestures that suggest boredom. To assure consistency, raters follow the University College Oral Assessment Guide, which is also adapted from the work of Spitzberg (1995) and Hadjuk (2009). Students whose overall entrance scores fall within the "Inadequate" range on the oral assessment, are encouraged to complete Communication courses in order to improve their oral expression. Improvement is measured by comparing the entrance and exit scores. This criterion is</p>	<p>expression. Improvement is measured by comparing the entrance and exit scores. This criterion is met when 75% of students' scores increase from "Inadequate" to "Adequate," "Good," or "Excellent." A sample of two hundred and thirty-three (n=233) students assessed for their Oral Expression of Ideas during graduation checkout advising, were selected for evaluation during this reporting period. Regarding overall scores, of the students assessed (n=233), one hundred and seven (n=107, 45.92%) were rated as "Excellent," ninety-four (n=94, 40.34%) achieved a</p>	<p>data sample.</p>
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		<p>met when 75% of students' scores increase from "Inadequate" to "Adequate," "Good," or "Excellent." been met yet?</p> <p>Met</p>	<p>score of "Good," and twenty-eight (n=28, 12.02%) were rated as "Adequate." Only one student (n=1, .43%) was assessed to fall into the "Fair" range, and three (n=3, 1.29%) were ranked "Inadequate." Of the two hundred and thirty-three (n=233) students in the sample, only three (n=3) completed the Oral Assessment at both entrance and final exit meetings. At entrance, all three students were rated at the "Good" level; however, at exit, two of the students (n=2, 66.67%) achieved a rating of "Excellent," and one student maintained a "Good" ranking (n=1, 33.33%).</p>	
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			Because of the small number of students completing both the entrance and exit assessments , it is difficult to state that this criterion was met; however, preliminary results indicate that student's scores did tend to increase.		
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Assessment List Findings for the Assessment Measure level for To use technology to organize and present ideas and information

Goal/Objective	To use technology to organize and present ideas and information		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes	Identifier	Description	
	Student SI.Student SI 1	Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).	
Assessment Measures	Assessment Measure	Criterion	
	Direct - Written Assignment	In order to assure proficiency in the use of technology, students in University College are required to successfully complete at least one course in the use of computers. As a measure of success, graduating seniors are required to use a word processing program to type an essay as part of the regular graduation checkout procedure in the College. Printed essays are submitted during the graduation checkout advising appointment, and are also uploaded to Moodle, the	

		University's course management system. This criterion will be met when at least 75% of graduating seniors successfully upload their essay to Moodle, and also print and submit a copy of their essay for review.		
	Direct - Written Assignment	In order to assure proficiency in the use of technology, students in University College are required to successfully complete at least one course in the use of computers. As a measure of success, graduating seniors are required to complete a college-generated Senior Exit Survey on Moodle, the University's course management system. The Senior Exit Survey is a questionnaire used to gather data regarding student career plans, and to assess student perception of the quality of their General Studies program, and of its usefulness in preparing them for life after graduation. When at least 90% of graduating seniors successfully complete the Senior Exit Survey on Moodle, this criterion will be met.		
Assessment Findings				
	Assessment Measure	Criterion	Summary	Attachments of the Assessments
	Direct - Written Assignment	Has the criterion In order to assure proficiency in the use of technology, students in University College are required to successfully complete at least one course in the use of computers. As a measure of success, graduating seniors are required to use a word processing	During this reporting period, three hundred and twenty-three (n=323) students were enrolled in the Grad Checkout 16-17 Moodle course. Of those enrolled, two hundred and seventy-seven (85.7%, n=277)	
				- Assessment Process: Results Discussed / Shared: The need to continue to measure proficiency in the use of technology was discussed, and it was decided to continue.

		<p>program to type an essay as part of the regular graduation checkout procedure in the College. Printed essays are submitted during the graduation checkout advising appointment , and are also uploaded to Moodle, the University's course management system. This criterion will be met when at least 75% of graduating seniors successfully upload their essay to Moodle, and also print and submit a copy of their essay for review. been met yet? Met</p>	<p>submitted essays on Moodle. Also during this reporting period, two hundred and forty-nine students (77.09%, n=249) printed their essays and turned them in during their Graduation Checkout Advising appointment.</p>		
	Direct - Written Assignment	Has the criterion In order to assure proficiency in the use of technology,	During this reporting period, three hundred and twenty-three		- Assessment Process: Results Discussed / Shared: The need to

		<p>students in University College are required to successfully complete at least one course in the use of computers. As a measure of success, graduating seniors are required to complete a college-generated Senior Exit Survey on Moodle, the University's course management system. The Senior Exit Survey is a questionnaire used to gather data regarding student career plans, and to assess student perception of the quality of their General Studies program, and of its usefulness in preparing them for life after graduation. When at</p>	<p>(n=323) students were enrolled in the Grad Checkout 16-17 Moodle course. Of those enrolled, two hundred and ninety-two (90.4%, n=292) responded to the Senior Exit Survey, therefore this criterion was met.</p>		<p>continue measure proficiency in the use of technology was discussed, and it was decided to continue.</p>
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		least 90% of graduating seniors successfully complete the Senior Exit Survey on Moodle, this criterion will be met. been met yet? Met			
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Assessment List Findings for the Assessment Measure level for To formulate a strategic and effective career development plan

Goal/Objective	To formulate a strategic and effective career development plan					
Legends	PO - Program Objective (academic units);					
Standards/Outcomes	<table border="1"> <thead> <tr> <th>Identifier</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>Student SI.Student SI 1</td> <td>Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).</td> </tr> </tbody> </table>		Identifier	Description	Student SI.Student SI 1	Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).
Identifier	Description					
Student SI.Student SI 1	Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).					
Assessment Measures	<table border="1"> <thead> <tr> <th>Assessment Measure</th> <th>Criterion</th> </tr> </thead> <tbody> <tr> <td>Direct - Written Assignment</td> <td>Pilot Entrance Essay as a career plan data-gathering tool. Compare student entrance career plans with their exit career plans, as reported in the senior exit essays, to help determine effectiveness of career planning during advising. Entrance essays are completed when students request an evaluation of their credits. Directions for the essay are, "Write an essay (250 words) answering the following questions: What is your story? Why are you interested in University College? What influences/circumstances/events led you here? How do you plan to use your Bachelor of General Studies degree?" Graduation essays are required as part of the regular graduation checkout procedure. Directions for the essay are as follows: Write a 500-word essay describing your journey in college. How would you describe your experiences in University College? Did you find that your experiences in University College were unique and how so? What suggestions do you</td> </tr> </tbody> </table>		Assessment Measure	Criterion	Direct - Written Assignment	Pilot Entrance Essay as a career plan data-gathering tool. Compare student entrance career plans with their exit career plans, as reported in the senior exit essays, to help determine effectiveness of career planning during advising. Entrance essays are completed when students request an evaluation of their credits. Directions for the essay are, "Write an essay (250 words) answering the following questions: What is your story? Why are you interested in University College? What influences/circumstances/events led you here? How do you plan to use your Bachelor of General Studies degree?" Graduation essays are required as part of the regular graduation checkout procedure. Directions for the essay are as follows: Write a 500-word essay describing your journey in college. How would you describe your experiences in University College? Did you find that your experiences in University College were unique and how so? What suggestions do you
Assessment Measure	Criterion					
Direct - Written Assignment	Pilot Entrance Essay as a career plan data-gathering tool. Compare student entrance career plans with their exit career plans, as reported in the senior exit essays, to help determine effectiveness of career planning during advising. Entrance essays are completed when students request an evaluation of their credits. Directions for the essay are, "Write an essay (250 words) answering the following questions: What is your story? Why are you interested in University College? What influences/circumstances/events led you here? How do you plan to use your Bachelor of General Studies degree?" Graduation essays are required as part of the regular graduation checkout procedure. Directions for the essay are as follows: Write a 500-word essay describing your journey in college. How would you describe your experiences in University College? Did you find that your experiences in University College were unique and how so? What suggestions do you					

		<p>have for improvement? Please give specific examples of how we helped you. Please give specific examples of how we can improve our services. What are your plans and goals for after graduation? How has University College helped you to identify those goals? How did we help you prepare for success in your chosen profession? This criterion will be evaluated by comparing student entrance and exit career plans. Establishment of a baseline is planned for this reporting period.</p>								
	Direct - Written Assignment	<p>Measure career plans of graduating seniors using the Graduation Essay. Graduation essays are required as part of the regular graduation checkout procedure. Directions for the essay are as follows: Write a 500-word essay describing your journey in college. How would you describe your experiences in University College? Did you find that your experiences in University College were unique and how so? What suggestions do you have for improvement? Please give specific examples of how we helped you. Please give specific examples of how we can improve our services. What are your plans and goals for after graduation? How has University College helped you to identify those goals? How did we help you prepare for success in your chosen profession? This criterion will be met when at least 75% of graduating seniors will have post-baccalaureate career or educational plans, as reported in the graduation essay.</p>								
	Indirect - Survey - students	<p>Service quality is measured via the college-generated Senior Exit Survey, which is completed by graduating seniors on Moodle, the University's course management system. The Senior Exit survey is used to gather data regarding student career plans, and to assess student perception of the usefulness of their General Studies program in preparing them for life after graduation. Questions include: "Have you applied for admission to a graduate/professional school or program?" "Have you been accepted for admission to a graduate/professional school or program?" "If you are not planning to attend a graduate/professional school immediately, please describe your plans following graduation." Other questions are rated using a 5-point scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree), such as, "My experiences in University College have improved my skills for understanding and using career information," "My experiences in University College have improved my awareness of the career planning process," This criterion will be met when at least 75% of graduating seniors "Strongly Agree" or "Agree" that their experiences in University College improved their awareness of the career planning process.</p>								
Assessment Findings	<table border="1"> <thead> <tr> <th data-bbox="399 1833 516 1900">Assessment</th> <th data-bbox="516 1833 753 1900">Criterion</th> <th data-bbox="753 1833 870 1900">Summary</th> <th data-bbox="870 1833 992 1900">Attachments</th> <th data-bbox="992 1833 1383 1900">Improvement Narratives</th> </tr> </thead> </table>					Assessment	Criterion	Summary	Attachments	Improvement Narratives
Assessment	Criterion	Summary	Attachments	Improvement Narratives						

Measure			of the Assessments	
Direct - Written Assignment	<p>Has the criterion Pilot Entrance Essay as a career plan data-gathering tool. Compare student entrance career plans with their exit career plans, as reported in the senior exit essays, to help determine effectiveness of career planning during advising. Entrance essays are completed when students request an evaluation of their credits. Directions for the essay are, "Write an essay (250 words) answering the following questions: What is your story? Why are you interested in University College? What influences/circumstances/events led you here? How do you plan to use your Bachelor of General Studies degree?" Graduation essays are required as part of the regular graduation checkout procedure.</p>	<p>During this reporting period, a sample of one hundred and sixteen (n=116) graduating seniors completing both entrance and exit surveys were compared. Of those, one hundred and nine (n=109), 93.97% of their exit essays included post baccalaureate career or education plans. In compar</p>		<p>- Assessment Process: Measures changed: In order to improve efficiency and reliability of data collection, the Evaluation of Credits Form was revised to include the question, "Have you decided what you will do after graduation? _____ No _____ Yes." Also the directions for the graduation exit essay were changed to read: "Write a 500-word essay describing your journey in college. Reflect on your time between your entrance to the Bachelor of General Studies program in University College and now, and discuss whether you changed your career or educational plans or goals. If so, in what way have they changed? Did the University College staff help you with your decision? How did we help you prepare for success in your chosen profession? Overall, how would you describe your experiences as a student in University College? What suggestions do you have for improvement? Did you find that your experiences in University College were unique, and how so? Please give specific examples of how we helped you, and how we can improve our services."</p>

		<p>Directions for the essay are as follows: Write a 500-word essay describing your journey in college. How would you describe your experiences in University College? Did you find that your experiences in University College were unique and how so? What suggestions do you have for improvement? Please give specific examples of how we helped you. Please give specific examples of how we can improve our services. What are your plans and goals for after graduation? How has University College helped you to identify those goals? How did we help you prepare for success in your chosen profession? This criterion will be evaluated by comparing student entrance and exit career plans. Establishment of a baseline is planned for this</p>	<p>ison, ninety-six (n=96, 82.76%) entrance essays contained post-graduation career or educational goals. These results indicate that 11.21% (n=13) of students entering University College without career or educational plans may have gained a career or educational goal by graduation.</p>		
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		reporting period. been met yet? Met			
	Direct - Written Assign ment	Has the criterion Measure career plans of graduating seniors using the Graduation Essay. Graduation essays are required as part of the regular graduation checkout procedure. Directions for the essay are as follows: Write a 500-word essay describing your journey in college. How would you describe your experiences in University College? Did you find that your experiences in University College were unique and how so? What suggestions do you have for improvement? Please give specific examples of how we helped you. Please give specific examples of how we can improve our services. What are your plans and goals for after graduation? How has University	A sample of two hundre d and twenty- nine graduat ion essays (n=229) were examin ed during this reportin g period. Of those, two hundre d and nine (n=209 , 91.27%) student s reporte d that they had post- baccal aureate career or educati onal plans.		- Assessment Process: Measures changed: Graduation essay directions were changed to read: "Write a 500-word essay describing your journey in college. Reflect on your time between your entrance to the Bachelor of General Studies program in University College and now, and discuss whether you changed your career or educational plans or goals. If so, in what way have they changed? Did the University College staff help you with your decision? How did we help you prepare for success in your chosen profession? Overall, how would you describe your experiences as a student in University College? What suggestions do you have for improvement? Did you find that your experiences in University College were unique, and how so? Please give specific examples of how we helped you, and how we can improve our services."

		<p>College helped you to identify those goals? How did we help you prepare for success in your chosen profession? This criterion will be met when at least 75% of graduating seniors will have post-baccalaureate career or educational plans, as reported in the graduation essay. been met yet? Met</p>			
	Indirect - Survey - students	<p>Has the criterion Service quality is measured via the college-generated Senior Exit Survey, which is completed by graduating seniors on Moodle, the University's course management system. The Senior Exit survey is used to gather data regarding student career plans, and to assess student perception of the usefulness of their General Studies program in preparing them for life after graduation. Questions</p>	<p>During this reporting period, two hundred and ninety-two (n=292) students completed the Senior Exit Survey on Moodle. Of those responding, two hundred and thirty-</p>		<p>- Assessment Process: Results Discussed / Shared: The Senior Exit Survey was revised to delete questions 9 through 18, and add "Have you decided what you will do after graduation? ____ No ____ Yes If yes, what are your plans? ____ Continue in my current career ____ Begin my career ____ Obtain a certification ____ Enter graduate school ____ Other Please Explain: _____ _____."</p>

		<p>include: "Have you applied for admission to a graduate/professional school or program?" "Have you been accepted for admission to a graduate/professional school or program?" "If you are not planning to attend a graduate/professional school immediately, please describe your plans following graduation." Other questions are rated using a 5-point scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree), such as, "My experiences in University College have improved my skills for understanding and using career information," "My experiences in University College have improved my awareness of the career planning process," This criterion will be met when at least 75% of graduating seniors "Strongly Agree" or "Agree" that their</p>	<p>nine (n=239, 81.8%) either Strongly Agreed (n=113, 39%) or Agreed (n=126, 43%), that their experiences in University College improved their awareness of the career planning process.</p>		
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		experiences in University College improved their awareness of the career planning process. been met yet? Met			
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Reflection (Due 9/15/17)

Reflection

1) How were assessment results shared in the unit?

Please select all that apply. If "other", please use the text box to elaborate.

Distributed via email (selected)

Presented formally at staff / department / committee meetings (selected)

Discussed informally (selected)

Other (explain in text box below)

2) How frequently were assessment results shared in the unit?

Frequently (>4 times per cycle)

Periodically (2-4 times per cycle) (selected)

Once per cycle

Results were not shared this cycle

3) With whom were assessment results shared?

Please select all that apply.

Department Head

Dean / Asst. or Assoc. Dean (selected)

Departmental assessment committee

Other faculty / staff (selected)

4) What were the measurable or perceivable effects on your current (2016-2017) findings based on prior action plans (created in 2015-2016)?

The Oral assessment was introduced and preliminary results compiled. Entrance essay scores were computed and were compared with exit essay scores. Per the 2015-2016 action plan, the need for improvements to the Writing Assessment Evaluation were discussed, and will be continued in order to find a reliable replacement.

5) What has the unit learned from the current assessment cycle?

For the most part across measures, all goals were met, with the exception of the entrance versus exit essay comparison. After discussion of how we are measuring this goal, and whether the entrance and exit essays are measuring the same thing (i.e., internal consistency reliability), we changed the entrance essay method of collection. We are researching reliable replacements for the Writing Assessment Evaluation, and students will be typing their Entrance Essay in order to improve consistency of measures.

Attachments**Attachments**

Upload any supporting documents related to your assessment plans, results, or improvements. Documents may include rubrics, survey questions, reports, etc. There is no limit to the number of documents you can upload.

Click "Select File" to upload document(s)