

2017-2018 Assessment Cycle UC_General Studies BGS

Mission (due 12/4/17)

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 / VP and Program / Department Mission

Mission of College or VP-area

Provide the mission for the College or VP-area in the space provided. If none is available, write "None Available in 2017-2018."

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.

Mission of Program / Department

Provide the program / department mission in the space provided. The mission statement should concisely define the purpose, functions, and key constituents. If none is available, write "None Available in 2017-2018."

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, transferrable skills, and a strong sense of civic duty.

Attachment (optional)

Upload any documents which support the program / department assessment process.

Assessment Plan (due 12/4/17)

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

Assessment List

Goal/Objective	To skillfully express ideas and information.(Imported)						
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).
	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> <th>Attachments</th> </tr> </thead> <tbody> <tr> <td>Direct - Written Assignment</td> <td>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</td> <td>Writing_Assessment_Evaluation_Form_2013_2014.doc</td> </tr> </tbody> </table>	Assessment Measure	Criterion	Attachments	Direct - Written Assignment	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	Writing_Assessment_Evaluation_Form_2013_2014.doc
Assessment Measure	Criterion	Attachments					
Direct - Written Assignment	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	Writing_Assessment_Evaluation_Form_2013_2014.doc					

		<p>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 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.</p>	
	<p>Direct - Pre/Post Test</p>	<p>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</p>	<p>Writing_Assessment_Evaluation_Form_2013_2014.doc</p>

	<p>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 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.</p>	
--	--	--

		Effectiveness of this requirement will be determined to have been met when 75% of graduating students have improved their scores.	
	Indirect - Exit Interviews	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	Oral_Assessment_Form.pdf Oral_Assessment_Training_Guide.pdf

	<p>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>	
--	---	--

Goal/Objective	To use technology to organize and present ideas and information(Imported)		
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	Attachments
	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.	
	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.	
--	--	---	--

Goal/Objective	To formulate a strategic and effective career development plan(Imported)								
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> <th>Attachments</th> </tr> </thead> <tbody> <tr> <td>Direct - Written Assignment</td> <td>To assess the effectiveness of career planning during advising, student entrance career plans, as stated in their entrance essays, are compared with their exit career plans, as reported in the senior exit essays. Entrance essays are required when students request an evaluation of their credits, and are used to facilitate career planning during advising. Directions for the entrance 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?" Directions for the senior exit essay are, "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." In addition to student essays, students complete an Evaluation of Credits form when they first express interest</td> <td></td> </tr> </tbody> </table>			Assessment Measure	Criterion	Attachments	Direct - Written Assignment	To assess the effectiveness of career planning during advising, student entrance career plans, as stated in their entrance essays, are compared with their exit career plans, as reported in the senior exit essays. Entrance essays are required when students request an evaluation of their credits, and are used to facilitate career planning during advising. Directions for the entrance 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?" Directions for the senior exit essay are, "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." In addition to student essays, students complete an Evaluation of Credits form when they first express interest	
Assessment Measure	Criterion	Attachments							
Direct - Written Assignment	To assess the effectiveness of career planning during advising, student entrance career plans, as stated in their entrance essays, are compared with their exit career plans, as reported in the senior exit essays. Entrance essays are required when students request an evaluation of their credits, and are used to facilitate career planning during advising. Directions for the entrance 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?" Directions for the senior exit essay are, "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." In addition to student essays, students complete an Evaluation of Credits form when they first express interest								

		<p>in entering the college. On the form, they are asked to answer the question, "Have you decided what you will do after graduation? _____ No _____ Yes." This question is also included on the Senior Exit Survey, which each student completes on Moodle in the semester before they plan to graduate. During this reporting period, the career planning criterion will be evaluated by measuring changes in student entrance and exit career plans, as stated in their essays. In addition, answers to the career question on the evaluation of credits form and on the exit surveys will be compared, in order to assess the efficiency and validity of using this method of measurement as an alternative to the essays.</p>	
	<p>Direct - Written Assignment</p>	<p>Graduating seniors career plans are measured via the Graduation Essay, which is submitted as part of the 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>Career planning 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>	

Program / Department Assessment Narrative

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations); this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. In the space below, describe the program's or department's overall plan for improving student learning and/or operations (the "assessment plan"). Consider the following:

- 1) What strategies exist to assess the outcomes?
- 2) What does the program/department expect to achieve with the goals and objectives identified above?
- 3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?
- 4) What is the plan for using data to improve student learning and/or operations?
- 5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

Assessment Process

- 1) What strategies exist to assess the outcomes?

Written communication skills are assessed via a pre/post-test comparison of written essays. A pre/post-test comparison is a means of assessing oral expression of ideas. Exit surveys assess service quality and student career plans. In this reporting period, University College began asking students if they had career plans upon their first visit to the College. This information will be compared with student exit survey career plans.

Throughout the year, process effectiveness and possible improvements are informally discussed and assessed by staff members. In addition, at the end of each reporting period, results are shared at staff meetings, and improvements are planned and instituted as needed.

- 2) What does the program/department expect to achieve with the goals and objectives identified above?

The staff of University College believe in the importance of written and oral communication skills, and therefore, the college uses the data collected to determine the effectiveness of the University College writing course requirement, as well as the need for an oral communication course requirement. In addition, the data is used to drive improvements in service quality and student career planning.

- 3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?

It is anticipated that data-driven revision of processes and forms will assist the College in improving student service in skillful expression of ideas and information, the use of technology, and in career development.

- 4) What is the plan for using data to improve student learning and/or operations?

The College uses the data collected to institute form and process changes. For example, discussion of the data from the last reporting period resulted in adding the process of the Dean or other staff member meeting with each student the first time they express interest in changing their major. During this meeting, the students' career plans and goals are discussed, along with discussion of the University College goal of assisting students with their career plan development.

- 5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

Throughout the year, process effectiveness and improvement ideas are informally discussed and assessed by staff members. In addition, at the end of each reporting period, results are shared and improvements are planned and instituted as needed.

Results & Improvements (due 9/15/18)

Results and Improvement Narratives

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

Goal/Objective	To skillfully express ideas and information.(Imported)
----------------	--

Legends	SLO - Student Learning Outcome/Objective (academic units);							
Standards/Outcomes	<table border="1" data-bbox="313 384 1513 495"> <thead> <tr> <th data-bbox="313 384 553 422">Identifier</th> <th data-bbox="553 384 1513 422">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="313 422 553 495">Student SI.Student SI 1</td> <td data-bbox="553 422 1513 495">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" data-bbox="313 642 1513 1976"> <thead> <tr> <th data-bbox="313 642 526 711">Assessment Measure</th> <th data-bbox="526 642 1513 711">Criterion</th> </tr> </thead> <tbody> <tr> <td data-bbox="313 711 526 1304">Direct - Written Assignment</td> <td data-bbox="526 711 1513 1304">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 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.</td> </tr> <tr> <td data-bbox="313 1304 526 1976">Direct - Pre/Post Test</td> <td data-bbox="526 1304 1513 1976">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 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? Essays are scored using the college-created Writing Assessment Evaluation rubric which measures grammar, structure, essay organization, overall content, and critical thinking. Upon</td> </tr> </tbody> </table>		Assessment Measure	Criterion	Direct - Written Assignment	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 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.	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 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? Essays are scored using the college-created Writing Assessment Evaluation rubric which measures grammar, structure, essay organization, overall content, and critical thinking. Upon
Assessment Measure	Criterion							
Direct - Written Assignment	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 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.							
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 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? Essays are scored using the college-created Writing Assessment Evaluation rubric which measures grammar, structure, essay organization, overall content, and critical thinking. Upon							

		<p>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.</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 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
<p>Direct - Written Assignment</p>	<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. 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</p>	<p>A total of one hundred, eighty-three (n=183) exit essays were submitted by graduating seniors, and were evaluated using the Writing Assessment Evaluation rubric. The overall score for the one hundred,</p>	<p>016C_Writing_Assessment_Evaluation_Form.pdf</p>	<p>- Assessment Process: Continuous monitoring: In summary, of the essays submitted during this reporting period, 94.50% of overall</p>

		<p>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 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</p>	<p>eighty-three exit essays (n=183) averaged 28.85, which is above the "Meets Expectations" range of 25 to 28 points. Of the exit essays assessed, ninety-three percent (94.5%, n=173) were judged to be either exemplary (n=20, 10.9%, 33 points or more), to exceed expectations (n=100, 54.6%, range of 29-32 points), or to meet expectations (n=53, 29.0%, 25-28 point range). Six essays (n=6, 3.3%) almost met expectations (22 to 24 points), and four essays (n=4, 2.2%) did not meet expectations (21 points or less). The one hundred and eighty-three (n=183) scores were also averaged by category.</p>		<p>scores were judged to be Exemplary, Exceeds or Meets Expectations, which exceeds the 75% target. Revision to the Assessment Evaluation Form might be helpful to improve objectivity. Continue to research similar rubrics.</p>
--	--	--	--	--	---

		<p>met yet? Met</p>	<p>Grammar scores averaged 2.76, which meets expectations. Spelling averaged 3.5 (exceeds expectations), and language scores averaged 4.99, exceeding the "adequate" rating score of four (4) points. The average score for paragraph length (2.53), was above adequate (2 points), as was the essay length average score (2.59). Overall grammar/structure scores, which combine spelling, grammar, punctuation, language, paragraph length, and essay length, averaged 19.49 (81.20%) out of a possible 24 total points. More specifically, the essays were deemed to be</p>		
--	--	-------------------------	--	--	--

			<p>organized, with organization scores averaging 3.28 (82% of a possible 4 points), and content scores were assessed to be appropriate (3.1 average score out of 4 points). In their essays, most students (75.25%) demonstrated the ability to think critically, with an average score of 3.01 out of 4 points.</p>		
	<p>Direct - Pre/Post Test</p>	<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 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</p>	<p>During this reporting period, University College continued collecting entrance essays from students as 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,</p>		<p>- Assessment Process: Continuous monitoring: A change in the assessment criterion, perhaps utilizing the above factors (i.e., increases in total score, a change in distribution of scores, scores moving</p>

		<p>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 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</p>	<p>overall content, and critical thinking in written communication. Essays were scored using the Writing Assessment Evaluation Rubric. Within the reporting period, one hundred (n=100) students completed both an entrance and exit essay, and were selected for a comparison. Overall scores increased 1.93 points from an average total score of 27.81 at entrance (Meets Expectation range of 25-28 points), to an average total score of 29.74 at exit, which is within the Exceeds Expectations range of 29 to 32 total points. Of the total one hundred (n=100) essays, ninety-six exit essay</p>	<p>from almost meets to exceeds categories) will be discussed. Also, tracking the scores of students who enter the college during their last year, and comparing them with the scores of students who are in General Studies for longer than one year might be worthy of consideration. Regarding suggestions from the last reporting period, collection methods (i.e., handwritten entrance essays versus typed exit essays) are under discussion and alternatives</p>
--	--	---	--	---

		<p>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>scores (n=96, 96.0%) fell within Exemplary (33 points or more, n = 16, 16.09%), Exceeds (from 29 to 32 points, n = 54, 54.0%), or Meets (25 to 28 points, n = 5, 4.3%) ranges. In comparison, Entrance essay scores from the same sample (n=100), had eighty-nine essays (n = 89, 89.0%) that were within the Exemplary (n = 4, 4.0%), Exceeds (n = 34, 34.0%), or Meets (n = 51, 51.0%) range. Regarding the distribution of scores, only 4.0% of entrance essays were rated exemplary, whereas 16.0% of exit essays earned that rating. Similarly, essays ranked as exceeding expectations increased</p>		<p>continue to be researched, as well as replacements or improvements to the current evaluation rubric.</p>
--	--	--	---	--	---

			<p>from 34.0% at entrance to 54.0% upon exit. A change in the ratio of essays earning the "Meets expectations" ranking was also observed, with 51% of entrance essays falling in that category, as opposed to 26% of exit essays earning that ranking. Also examined were the essays that fell within the categories of almost meets and does not meet expectations. Entrance essays included ten (n=10, 10.0%) that were judged to be in the Almost Meets category. Each of those students completed both an Entrance and Exit essay, and their total exit scores moved from an average of 23.25</p>		
--	--	--	---	--	--

			<p>(Almost Meets Expectations) to an average score of 28.80 (Exceeds Expectations). Only one student's entrance essay was rated as "did not meet expectations " (21 points or less), earning a score of 21. In contrast, the same student's exit essay received a score of 28, which is at the top of the "meets expectations range of 25-28 points. While the specific criterion of 75% of students improving their scores was not met, since 69.0% of the 100 students submitting both entrance and exit essays improved their scores, all of the above factors (increases in the overall total score, change in</p>		
--	--	--	--	--	--

			<p>distribution of scores, scores moving from almost meets to exceeds categories) indicate that the University College writing requirement is effective. Worth further examination might be the variable of the length of time a student is in the College, since students sometimes change their major during their last semester or last year before they graduate, and may be taking the writing class in the same semester that they complete graduation checkout advising, which is when their exit essays are submitted.</p>		
	<p>Indirect - Exit Interviews</p>	<p>Has the criterion Oral expression of ideas is measured by comparing scores from the oral assessment completed during student's initial</p>	<p>A sample of one hundred and sixty-eight (n=168) students assessed for their Oral</p>		<p>- Assessment Process: Results Discussed / Shared:</p>

		<p>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</p>	<p>Expression of Ideas during graduation checkout advising, were selected for evaluation during this reporting period. Regarding overall scores, of the students assessed (n=168), forty-one (n=41, 24.40%) were rated as "Excellent," one hundred and two (n=102, 60.71%) achieved a score of "Good," and twenty (n=20, 11.9%) were rated as "Adequate." Only five students (n=5, 2.98%) were assessed to fall into the "Fair" range, and no students (n=0, 0.0%) were ranked "Inadequate." These results were compared with the results from the 2016-2017 reporting</p>		<p>Although the raters in 2016-2017 were the same as those in 2017-2018, there appeared to be a shift in raters' perceptions of the individual rankings of "excellent" and "good," so a review of the Oral Assessment Training Guide may be warranted.</p> <p>- Assessment Process: Continuous monitoring: Since a small number of students completed both the entrance and exit assessments, it is difficult to assess this criterion at this</p>
--	--	--	--	--	--

		<p>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." been met yet? Met</p>	<p>period, and some changes appear to be worth discussing. The percentage of students listed as either "excellent" or "good" in 2016-2017 (86.29%) was similar to the percentage of students with the same rankings in 2017-2018 (85.11%); however, changes in the distribution of the ratings may be worth noting. The percentage of students rated as excellent decreased from 45.92% in 2016-2017 to 24.40% in 2017-2018, while, in contrast, the percentage of students receiving a rank of "good" increased from 40.34% in 2016-2017 to 60.71% in 2017-2018. Although the raters in 2016-2017</p>		<p>time. Therefore, it should continue to be monitored in order for a proper data analysis to be completed.</p>
--	--	---	--	--	---

			<p>were the same as those in 2017-2018, it appears as though there may have been a change in raters' perceptions of the rankings, and a review of the Oral Assessment Training Guide might be warranted. The pretest/posttest comparison of the 2017-2018 Oral Assessment entrance and exit scores did not show definitive results due to the small sample size, since only five (n=5) of the one hundred and sixty-eight (n=168) students in the 2017-2018 sample were assessed at both entrance and final exit meetings. Students' entrance and exit scores were the same, with three students</p>		
--	--	--	--	--	--

			<p>rated "Excellent" (n=3, 60.00%) and two of the students (n=2, 40.00%) rated "Good." Because of the small number of students completing both the entrance and exit assessments, it is difficult to assess this criterion; however, because no students were rated as "Inadequate" at entrance, this criterion was met.</p>		
--	--	--	--	--	--

Assessment List Findings for the Assessment Measure level for To use technology to organize and present ideas and information(Imported)

Goal/Objective	To use technology to organize and present ideas and information(Imported)	
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

		<p>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.</p>			
	<p>Direct - Written Assignment</p>	<p>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.</p>			
<p>Assessment Findings</p>					
	<p>Assessment Measure</p>	<p>Criterion</p>	<p>Summary</p>	<p>Attachments of the Assessments</p>	<p>Improvement Narratives</p>
<p>Direct - Written Assignment</p>	<p>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 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</p>	<p>During this reporting period, a sample of one hundred and eighty-two students, who submitted exit essays during their graduation checkout advising appointment, were chosen for assessment. Of those who submitted a printed essay, one hundred and seventy (93.41%, n=170) uploaded their essays on Moodle.</p>			<p>- Assessment Process: Results Discussed / Shared: Discussion of the results included exploring possible methods to promote efficiency of data collection. In addition, because of the computer literacy course requirement in the college, there was discussion regarding replacing the current technology measures with the successful completion of the computer literacy class as the criterion.</p>

		<p>University's course management system. This criterion will be met when at least 75% of graduating seniors successfully upload their essay to Moodle. been met yet? Met</p>			
	<p>Direct - Written Assignment</p>	<p>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 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</p>	<p>During this reporting period, a sample of one hundred and eighty-two students, who submitted exit essays during their graduation checkout advising appointment, were chosen for assessment. Of those, one hundred and seventy-three (95.05%, n=173) students also responded to the Senior Exit Survey; therefore, this criterion was met.</p>		<p>- Assessment Process: Results Discussed / Shared: Discussion of the results included exploring possible methods to promote efficiency of data collection. In addition, because of the computer literacy course requirement in the college, there was discussion regarding replacing the current technology measures with the successful completion of the computer literacy class as the criterion.</p>

		seniors successfully complete the Senior Exit Survey on Moodle, this criterion will be met. been met yet? Met			
--	--	--	--	--	--

Assessment List Findings for the Assessment Measure level for To formulate a strategic and effective career development plan(Imported)

Goal/Objective	To formulate a strategic and effective career development plan(Imported)					
Legends	PO - Program Objective (academic units);					
Standards/Outcomes	<table border="1"> <thead> <tr> <th data-bbox="358 909 610 951">Identifier</th> <th data-bbox="610 909 1531 951">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="358 951 610 1024">Student SI.Student SI 1</td> <td data-bbox="610 951 1531 1024">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 data-bbox="358 1167 583 1241">Assessment Measure</th> <th data-bbox="583 1167 1531 1241">Criterion</th> </tr> </thead> <tbody> <tr> <td data-bbox="358 1241 583 1976">Direct - Written Assignment</td> <td data-bbox="583 1241 1531 1976">To assess the effectiveness of career planning during advising, student entrance career plans, as stated in their entrance essays, are compared with their exit career plans, as reported in the senior exit essays. Entrance essays are required when students request an evaluation of their credits, and are used to facilitate career planning during advising. Directions for the entrance 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?" Directions for the senior exit essay are, "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." In addition to student essays, students complete an Evaluation of Credits form when they first express interest in entering the college. On the form, they are asked to answer the question, "Have you decided what you will do after graduation? _____ No _____ Yes." This question is also included on the Senior Exit Survey, which each student</td> </tr> </tbody> </table>		Assessment Measure	Criterion	Direct - Written Assignment	To assess the effectiveness of career planning during advising, student entrance career plans, as stated in their entrance essays, are compared with their exit career plans, as reported in the senior exit essays. Entrance essays are required when students request an evaluation of their credits, and are used to facilitate career planning during advising. Directions for the entrance 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?" Directions for the senior exit essay are, "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." In addition to student essays, students complete an Evaluation of Credits form when they first express interest in entering the college. On the form, they are asked to answer the question, "Have you decided what you will do after graduation? _____ No _____ Yes." This question is also included on the Senior Exit Survey, which each student
	Assessment Measure	Criterion				
Direct - Written Assignment	To assess the effectiveness of career planning during advising, student entrance career plans, as stated in their entrance essays, are compared with their exit career plans, as reported in the senior exit essays. Entrance essays are required when students request an evaluation of their credits, and are used to facilitate career planning during advising. Directions for the entrance 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?" Directions for the senior exit essay are, "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." In addition to student essays, students complete an Evaluation of Credits form when they first express interest in entering the college. On the form, they are asked to answer the question, "Have you decided what you will do after graduation? _____ No _____ Yes." This question is also included on the Senior Exit Survey, which each student					

		<p>completes on Moodle in the semester before they plan to graduate. During this reporting period, the career planning criterion will be evaluated by measuring changes in student entrance and exit career plans, as stated in their essays. In addition, answers to the career question on the evaluation of credits form and on the exit surveys will be compared, in order to assess the efficiency and validity of using this method of measurement as an alternative to the essays.</p>
	Direct - Written Assignment	<p>Graduating seniors career plans are measured via the Graduation Essay, which is submitted as part of the 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>Career planning 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					
	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Written Assignment	Has the criterion To assess the effectiveness of career planning during advising, student entrance career plans, as stated in their entrance essays, are compared with their exit career plans, as reported in the senior exit essays. Entrance essays are	A sample of ninety-nine (n=99) graduating seniors who completed both entrance and exit essays		- Assessment Process: Continuous monitoring: Results indicate that it would be worthwhile to

		<p>required when students request an evaluation of their credits, and are used to facilitate career planning during advising. Directions for the entrance 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?" Directions for the senior exit essay are, "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." In addition to student essays, students complete an Evaluation of Credits form when they first express interest in entering the college. On the form, they are asked to answer the question, "Have you decided what you will do after graduation? _____ No _____ Yes." This question is also included on the Senior Exit Survey, which each student completes on Moodle in the semester before they</p>	<p>were selected for comparison. Of those in the sample, ninety-eight (n=98, 98.99%) exit essays included post baccalaureate career or education plans. In comparison, seventy-six (n=76, 76.77%) entrance essays contained post-graduation career or educational goals. These results indicate that 22.22% (n=22) of students entering University College without career or educational plans gained a career or educational goal by graduation, and therefore the criterion was met. In an effort to improve the efficiency of data collection regarding career planning, students were asked to indicate,</p>		<p>continue the current method of data collection (i.e., comparison of entrance and exit essays), while continuing the pilot of the new method.</p>
--	--	---	--	--	---

		<p>plan to graduate. During this reporting period, the career planning criterion will be evaluated by measuring changes in student entrance and exit career plans, as stated in their essays. In addition, answers to the career question on the evaluation of credits form and on the exit surveys will be compared, in order to assess the efficiency and validity of using this method of measurement as an alternative to the essays. been met yet? Met</p>	<p>on the front of the Evaluation of Credits form, whether they had career plans for after graduation. In addition, the same question was added to the Senior Exit Survey. During this reporting period, nineteen (n=19) students completed the revised Evaluation of credits request forms. Of those students, sixteen (n=16) answered the question, "Have you decided what you will do after graduation?" Of those answering, fourteen (n=14, 87.5%) stated that they did have plans, and two (n=2, 12.5%) said that they did not have plans for after graduation. On the Senior exit survey, two</p>		
--	--	---	---	--	--

			<p>hundred and thirteen students (n=213) answered the question, with one hundred and eighty-three (n=183, 81.58%) saying yes, and thirty (n=30, 14.08%), answering no, they did not have after graduation plans. While this method of data collection seemed efficient regarding time required for collection and outcome assessment, results regarding validity are inconclusive, due to the disparity between the sample size of students answering on the evaluation form (n=16) and the sample size of students answering on the exit survey (n=213).</p>		
	<p>Direct - Written Assignment</p>	<p>Has the criterion Graduating seniors career plans are measured via the Graduation Essay, which is submitted as part of the graduation</p>	<p>A sample of one hundred and eighty-three graduation</p>		<p>- Assessment Process: Continuous monitoring:</p>

		<p>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. been met yet? Met</p>	<p>essays (n=183) were examined during this reporting period. Of those, one hundred and seventy-four (n=174, 95.6%) students reported that they had post-baccalaureate career or educational plans.</p>		<p>Career development is an integral part of advising in the College. If the pilot method of pre/post data collection proves to be efficient and valid, it may be prudent to discontinue the current method of reading each essay. Until such time, this measurement method will continue.</p>
	<p>Indirect - Survey - students</p>	<p>Has the criterion Career planning 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</p>	<p>During this reporting period, two hundred and fifty-four (n=254) students completed the Senior Exit Survey on Moodle. Of those responding, two hundred and four (n=204, 80.31%) either Strongly Agreed (n=96, 37.8%) or Agreed (n=108, 42.52%), that their</p>		<p>- Assessment Process: Continuous monitoring: Because of the importance of this criterion, the department will continue monitoring.</p>

		<p>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. been met yet? Met</p>	<p>experiences in University College improved their awareness of the career planning process.</p>		
--	--	---	---	--	--

Reflection (Due 9/15/18)

Reflection

The primary purpose of assessment is to use data to inform decisions and improve programs and operations; this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. Recalling this purpose, respond to the questions below.

1) How were assessment results shared in the program / department?

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
- Discussed informally (selected)
- Other (explain in text box below)

2) How frequently were assessment results shared?

- 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) Consider the impact of prior applied changes. Specifically, compare current results to previous results to evaluate the impact of a previously reported change. Demonstrate how the use of results improved student learning and/or operations.

As an example, oral expression of ideas results from 2016-2017 were compared with those from the 2017-2018 reporting period, suggesting a need to revisit the assessment form criteria to ensure consistency of evaluation. Results from other measures indicate that department efficiency may be increased by using the piloted method of assessing student career planning. In addition, utilizing the pre/post method of data collection seems to assist in increased validity of results, since it allows a comparison of results by student, thereby allowing for the ability to “drill down” to specifics regarding advanced writing and computer literacy classes taken, length of time as a student in General Studies, number of advising appointments, etc.

5) Over the past three assessment cycles, what has been the overall impact of "closing the loop"? Provide examples of improvements in student learning, program quality, or department operations that are directly linked to assessment data and follow-up analysis.

Looking at the past three assessment cycles, it appears as though “closing the loop” has resulted in several revisions/changes to forms, as well as changes in departmental methods of data collection. Utilizing the pre/post method of data collection, for example, seems to increase the validity of results, since it allows a comparison of results by student, and thereby helping us “drill down” to specifics (e.g., which advanced writing and computer literacy classes were completed; the length of time a student is in the General Studies program; the number of advising appointments they attended). Finally, it allows for more informed decision making, due to the ability to evaluate the impact of changes/revisions on our department, and most importantly, on our students.

Attachments (optional)

Upload any documents which support the program / department assessment process.