## 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 (a			academic units);
Standards/Outcom es				
	Identifier		Description	
	Student SI.Student S	11		uate outstanding students (undergraduate and nontraditional; transfer and returning adults).
Assessment Measures	Assessme	Crite	erion	Attachments
	nt Measure	onix		
	Direct - Written Assignment	Colle succ adva orde to sk and mea expr infor senic an e regu proc Direc as fo essa jourr woul expre Colle your Univ	ents in University ege are required to essfully complete an inced writing course in r to assure their ability illfully express ideas information. As a sure of written ession of ideas and mation, graduating ors are required to write ssay as part of the lar graduation checkout edure in the college. ctions for the essay are blows: Write a 500-word y describing your hey in college. How d you describe your eriences in University ege? Did you find that experiences in ersity College were ue and how so? What	Writing_Assessment_Evaluation_Form_2013_20 14.doc

	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"	
Direct - Pre/Post Test	Expectations. 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	Writing_Assessment_Evaluation_Form_2013_20 14.doc

influences/circumstances/ev
ents 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.

	Effectiveness of this	
	requirement will be	
	determined to have been	
	met when 75% of graduating	
	students have improved their	
	scores.	
Indirect -	Oral expression of ideas is	Oral_Assessment_Form.pdf
Exit	measured by comparing	Oral_Assessment_Training_Guide.pdf
Interviews	scores from the oral	0_ 1
	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, 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 Quide which is	
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."	

Goal/Objective	To use technology	y to organize and present ideas and information(Imported)			
Legends	SLO - Student Lea	arning 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.	
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Goal/Objective	To formulate a st	rategic and effective career development plan(Imported)	
Legends	PO - Program Objective (academic units);		
Standards/Outcomes			
	Identifier	Description	
	Student SI.Student SI 1	Recruit, retain, and graduate outstanding students (underg graduate; traditional and nontraditional; transfer and return	
Assessment Measures			
	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	

	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.	
Direct - Written Assignment	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.	
Indirect - Survey - students	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.	

#### **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 Lea	arning Outcome/Objective (academic units);
Standards/Out comes		
	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	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 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

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		entrance essay ar improvement, and course requireme	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.				
	Indirect - E Interviews	assessment comp meetings. The ora Rating Scale: An H. Spitzberg (199 Center for Busine by Thomas Hadju verbal indicators, articulation, vocal personal opinion of interruption of spe responding roles, twitches, unmotiva emphasize what is nodding of head in gestures that sugg University College of Spitzberg (1998 fall within the "Ina complete Commu Improvement is m criterion is met wh	Oral expression of ideas is measured by comparing scores from the assessment completed during student's initial entrance and their fina meetings. The oral assessment was adapted from The Conversation Rating Scale: An Instructional Assessment of Interpersonal Competer H. Spitzberg (1995), and from the Carnegie Mellon, Tepper School of Center for Business Communication, Communication Audit: Listenin by Thomas Hadjuk (2009). The oral assessment measures both vert verbal indicators, such as: speaking rate, speaking fluency, vocal coarticulation, vocal variety, volume, asking of questions, speaking about personal opinion expression, maintenance of topics and follow-up coarticulation, vocal variety, volume, asking smooth transitions between lis responding roles, posture, lean toward the other person, shaking or twitches, unmotivated movements, facial expressiveness, use of ges emphasize what is being said, smiling and/or laughing, use of eye con nodding of head in response to statements, side conversations with gestures that suggest boredom. To assure consistency, raters follow University College Oral Assessment Guide, which is also adapted fro of Spitzberg (1995) and Hadjuk (2009). Students whose overall entrafall within the "Inadequate" range on the oral assessment, are encour complete Communication courses in order to improve their oral expresioner for a statement is measured by comparing the entrance and exit score criterion is met when 75% of students' scores increase from "Inadequate," "Good," or "Excellent."		exit Skills ce by Brian Business, Effectively and non- dence, self, ments, ning and rvous res to cact, ners, and ne the work ce scores ged to sion. This		
Assessment Findings							
	Assess ment Measure	Criterion	Summary	Attachments of the Assessments	Improve ment Narrative s		
Direct - Written Assignm ent		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	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,	016C_Writing_Assessment_Evalu ation_Form.pdf	- Assessm ent Process: Continuo us monitorin g: In summary, of the essays submitted during this reporting period, 94.50% of overall		

	for the essay are as	eighty-three	scores
	follows: Write a 500-	exit essays	were
	word essay describing	(n=183)	judged to
	your journey in	averaged	be
	college. How would	28.85, which	Exemplar
	you describe your	is above the	у,
	experiences in	"Meets	Exceeds
	University College?	Expectations	or Meets
	Did you find that your	" range of 25	Expectati
	experiences in	to 28 points.	ons,
	University College	Of the exit	which
	were unique and how	essays	exceeds
	so? What suggestions	assessed,	the 75%
	do you have for	ninety-three	target.
	improvement? Please	percent	Revision
	give specific examples	, (94.5%,	to the
	of how we helped you.	n=173) were	Assessm
	Please give specific	judged to be	ent
	examples of how we	either	Evaluatio
	can improve our	exemplary	n Form
	services. What are	(n=20,	might be
	your plans and goals	10.9%, 33	helpful to
	for after graduation?	points or	improve
	How has University	more), to	objectivit
	College helped you to	exceed	y.
	identify those goals?	expectations	Continue
	How did we help you	(n=100,	to
	prepare for success in	54.6%,	research
	your chosen	range of 29-	similar
	profession? Printed	32 points), or	rubrics.
	essays are submitted	to meet	
	during the graduation	expectations	
	checkout advising	(n=53,	
	appointment, and are	29.0%, 25-	
	uploaded to the	28 point	
	University College	range). Six	
	graduation checkout	essays (n=6,	
	Moodle course.	3.3%) almost	
	Essays are scored	met	
	using the college-	expectations	
	created Writing	(22 to 24	
	Assessment	points), and	
	Evaluation rubric	four essays	
	which measures	(n=4, 2.2%)	
	grammar, structure,	did not meet	
	essay organization,	expectations	
	overall content, and	(21 points or	
	critical thinking. This	less). The	
	criterion will be met	one hundred	
	when at least 75% of	and eighty-	
	graduating seniors	three	
	submit essays judged	(n=183)	
	as "Exemplary,"	scores were	
	"Meets," or "Exceeds"	also	
	Expectations. been	averaged by	
		category.	
	1		

		13
met yet? Met	Grammar	
Met	scores averaged	
	2.76, which	
	meets	
	expectations. Spelling	
	averaged 3.5	
	(exceeds	
	expectations	
	), and	
	language scores	
	averaged	
	4.99,	
	exceeding	
	the "adaguata"	
	"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/str	
	ucture 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	

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%)	
demonstrate	
d the ability	
to think	
critically, with	
an average	
score of 3.01	
out of 4	
points.	
Direct - Has the criterion During this	-
Pre/Post Students in University reporting	Assessm
Test College are required period,	ent
to successfully University	Process:
complete an advanced College	Continuo
writing course in order continued	us
to assure their ability collecting	monitorin
to skillfully express entrance	g: A
ideas and information. essays from	change in
Effectiveness of this students as	the
requirement is they	assessm
measured by requested	ent
comparing student transcript	criterion,
entrance essay scores evaluations,	perhaps
with their graduation prior to	utilizing
essay scores. changing	the
Entrance essays are their majors.	above
completed when The essays	factors
students request an were used to	(i.e.,
evaluation of their make a	increases
credits. Directions for pre/post-	in total
the essay are, "Write writing	score, a
an essay (250 words) course	change in
answering the comparison	distributio
	1 1
following questions: of	n of
following questions: of	n of

	University College?	overall	from
	What	content, and	almost
	influences/circumstan	critical	meets to
	ces/events led you	thinking in	exceeds
	here? How do you	written	categorie
	plan to use your	communicati	s) will be
	Bachelor of General	on. Essays	discusse
	Studies degree?"	were scored	d. Also,
	Entrance essays are	using the	tracking
	scored using the	Writing	the
	college-created	Assessment	scores of
	Writing Assessment	Evaluation	students
	Evaluation rubric	Rubric.	who
	which measures	Within the	enter the
	grammar, structure,	reporting	college
	essay organization,	period, one	during
	overall content, and	hundred	their last
	critical thinking.	(n=100)	year, and
	Graduation essays are	students	comparin
	required as part of the	completed	g them
	regular graduation	both an	with the
	checkout procedure.	entrance and	scores of
	Directions for the	exit essay,	students
	essay are as follows:	and were	who are
	Write a 500-word	selected for	in
	essay describing your	а	General
	journey in college.	comparison.	Studies
	How would you	Overall	for longer
	describe your	scores	than one
	experiences in	increased	year
	University College?	1.93 points	might be
	Did you find that your	from an	worthy of
	experiences in	average total	considera
	University College	score of	tion.
	were unique and how	27.81 at	Regardin
	so? What suggestions	entrance	g
	do you have for	(Meets	suggestio
	improvement? Please	Expectation	ns from
	give specific examples	range of 25-	the last
	of how we helped you.	28 points), to	reporting
	Please give specific	an average	period,
	examples of how we	total score of	collection
	can improve our	29.74 at exit,	methods
	services. What are	which is	(i.e.,
	your plans and goals	within the	handwritt
	for after graduation?	Exceeds	en
	How has University	Expectations	entrance
	College helped you to	range of 29	essays
	identify those goals?	to 32 total	versus
	How did we help you	points. Of	typed exit
	prepare for success in	the total one	essays)
	your chosen	hundred	are under
	profession? Essays	(n=100)	discussio
	are scored using the	essays,	n and
	college-created	ninety-six	alternativ
	Writing Assessment	exit essay	es
	×		

	Evaluation rubric	scores	continue
	which measures	(n=96,	to be
	grammar, structure,	96.0%) fell	research
	essay organization,	within	ed, as
	overall content, and	Exemplary	well as
	critical thinking. Upon	(33 points or	replacem
	graduation, writing	more, $n =$	ents or
	assessment scores of	16, 16.09%),	improvem
	students who have	Exceeds	ents to
	completed both the	(from 29 to	the
	entrance essay and	32 points, n	current
	the graduation essay	= 54,	evaluatio
	will be compared in	= 54, 54.0%), or	n rubric.
	order to measure	Meets (25 to	in rubric.
	improvement, and	28 points, n	
	thereby determine the	= 5, 4.3%	
	effectiveness of the		
		ranges. In	
	advanced writing	comparison, Entrance	
	course requirement. Effectiveness of this		
		essay scores	
	requirement will be determined to have	from the	
		same	
	been met when 75%	sample	
	of graduating students	(n=100), had	
	have improved their	eighty-nine	
	scores. been met yet?	essays (n =	
	Not met	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	

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 28% of exit essays earning that ranking. Also examined were the essays that fell within the categories of almost meets and does not meets and does not meets and does not meets and to be in the Almost Meets category, Each of those students completed both an Entrance assay, and theri total exit scores moved from		
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both an Entrance and Exit essay, and their total exit scores		
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and Exit essay, and their total exit scores		
essay, and their total exit scores		
their total exit scores		
exit scores		
moved from		
	moved from	
an average	an average	
of 23.25	of 23.25	

18
(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

			19
		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.	
	Hoo the criteries Ore!		
Indirect -	Has the criterion Oral	A sample of	-
Exit	expression of ideas is	one hundred	Assessm
Interview	measured by	and sixty-	ent
S	comparing scores	eight	Process:
	from the oral	(n=168)	Results
	assessment	students	Discusse
	completed during	assessed for	d/
	student's initial	their Oral	Shared:

entrance and their final exit meetings. The oral assessment was adapted from The graduationExpression of IdeasAlthou the rat in 201Was adapted from The was adapted from The Rating Scale: An Assessment of Assessment of and from the Carnegie and from the Carnegie of Business, Center for Businessadvising, evaluationappea appea of Selected forAlthou were Assessment of and from the Carnegie for Business, Center for Businessevaluation evaluation2017Ommunication, Competence by Brian and from the Carnegie of Business, Center for Businessevaluation evaluation2018, cores, of scores, of scores, of scores, of communication, the students communication, the students communication, assessed during the forty-one of (2009). The oral assessment measures 24.40%)maximum scores, of scores, of communication, the students communication, the students communication addit: assessment measures 24.40%)"and scores, of scores, of sco	
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as: speaking rate, "Excellent," review speaking fluency, one hundred vocal confidence, and two Asses	
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variety, volume, 60.71%) Trainir	g
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personal opinion "Good," and warrar	
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raters in			
2016-2017			
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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/postt	
est	
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	
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I		roto d	1
		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.	
			<u> </u>

# 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 Lea	arning 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).
Accessment		
Assessment Measures		
	Assessment Measure	Criterion

	Direct - Written Assignment	<ul> <li>seniors are required to use a word processing program to type an essay as part of the regular graduation checkout procedure in the College.</li> <li>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.</li> <li>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, 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.</li> </ul>			
Assessment Findings	Assessment Measure	Criterion	Summary	Attachments of the	Improvement Narratives
	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 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	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.	Assessments	- 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.

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	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		
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 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	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.	- 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.

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 Obj	jective (academic units);	
Standards/Outcome s			
	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	Criterion	
	Measure		
	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	

		completes on Moodle in the s this reporting period, the care measuring changes in studen their essays. In addition, answ credits form and on the exit su efficiency and validity of using to the essays.	er planning crite t entrance and e vers to the caree urveys will be co	rion will be evalue exit career plans, er question on the ompared, in order	as stated in e evaluation of r to assess the
	Direct - Writter Assignment	n Graduating seniors career pla which is submitted as part of for the essay are as follows: W in college. How would you de Did you find that your experie how so? What suggestions do specific examples of how we how we can improve our serv graduation? How has Univers How did we help you prepare criterion will be met when at le baccalaureate career or educ essay.	the graduation c Write a 500-word scribe your expendences nces in Universion you have for in helped you. Plea ices. What are y ity College help for success in y east 75% of grad	heckout procedu d essay describin eriences in Unive ty College were nprovement? Ple ase give specific your plans and go ed you to identify your chosen profe duating seniors v	re. Directions og your journey ersity College? unique and ease give examples of pals for after v those goals? ession? This vill have post-
	Indirect - Survey - students	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 use 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 beer 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 rate 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 senior "Strongly Agree" or "Agree" that their experiences in University College improved their awareness of the career planning process.		on Moodle, survey is used student in preparing oplied for ave you been rogram?" "If immediately, ions are rated ee, Strongly ve improved r experiences eer planning uating seniors	
Assessment Findings			Γ	Γ	
	Assessmen t Measure	Criterion	Summary	Attachments of the Assessment s	Improvemen t 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

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required when students	were	continue the
request an evaluation of their	selected for	current
credits, and are used to	comparison.	method of
facilitate career planning	Of those in	data
during advising. Directions for	the sample,	collection
the entrance essay are, "Write	ninety-eight	(i.e.,
an essay (250 words)	(n=98,	comparison
answering the following	98.99%) exit	of entrance
questions: What is your story?	essays	and exit
Why are you interested in	included post	essays),
University College? What	baccalaureat	while
influences/circumstances/even	e career or	continuing
ts led you here? How do you	education	the pilot of
plan to use your Bachelor of	plans. In	the new
General Studies degree?"	comparison,	method.
Directions for the senior exit	seventy-six	
essay are, "Write a 500-word	(n=76,	
essay describing your journey	76.77%)	
in college. Reflect on your time	entrance	
between your entrance to the	essays	
Bachelor of General Studies	contained	
program in University College	post-	
and now, and discuss whether	graduation	
you changed your career or	career or	
educational plans or goals. If	educational	
so, in what way have they	goals. These	
changed? Did the University	results	
College staff help you with	indicate that	
your decision? How did we	22.22%	
help you prepare for success	(n=22) of	
in your chosen profession?	students	
Overall, how would you	entering	
describe your experiences as	University	
a student in University	College	
College? What suggestions do	without	
you have for improvement?	career or	
Did you find that your	educational	
experiences in University	plans gained	
College were unique, and how	a career or	
so? Please give specific	educational	
examples of how we helped	goal by	
you, and how we can improve	graduation,	
our services." In addition to	and therefore	
student essays, students	the criterion	
complete an Evaluation of	was met. In	
Credits form when they first	an effort to	
express interest in entering the	improve the	
college. On the form, they are	efficiency of	
asked to answer the question,	data	
"Have you decided what you	collection	
will do after graduation?	regarding	
No Yes." This question	career	
is also included on the Senior	planning,	
Exit Survey, which each	students	
student completes on Moodle	were asked	
in the semester before they	to indicate,	

plan to graduate. During this reporting period, the career	on the front of the	
planning criterion will be	Evaluation of	
evaluated by measuring	Credits form,	
changes in student entrance	whether they had career	
and exit career plans, as stated in their essays. In	plans for	
addition, answers to the career	after	
question on the evaluation of	graduation.	
credits form and on the exit	In addition,	
surveys will be compared, in	the same	
order to assess the efficiency	question was	
and validity of using this	added to the	
method of measurement as an	Senior Exit	
alternative to the essays. been	Survey.	
met yet?	During this	
Met	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,	
	(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	
1	5059,	

			30
		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).	
Direct -	Has the criterion Graduating	A sample of	-
Written	seniors career plans are	one hundred	Assessment
Assignment	measured via the Graduation	and eighty-	Process:
	Essay, which is submitted as	three	Continuous
	part of the graduation	graduation	monitoring:
		J	

		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	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- baccalaureat e career or educational plans.	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 measuremen t method will continue.
S	ndirect - Survey - tudents	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	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	- Assessment Process: Continuous monitoring: Because of the importance of this criterion, the department will continue monitoring.

graduation." Oth are rated using a (Strongly Agree, Neutral, Disagree), such experiences in L College have im skills for underst using career info experiences in L College have im awareness of th planning proces criterion will be r least 75% of gra seniors "Strong!" "Agree" that thei in University Co their awareness planning proces yet? Met	a 5-point scalein UniversityAgree,Collegee, Stronglyimprovedas, "MytheirUniversityawareness ofproved mythe careeranding andplanningprmation," "Myprocess.Universityprocess.proved mye careers," Thisnet when atduatingy Agree" orr experienceslege improvedof the career
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## 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.