

University of Louisiana at Lafayette

Detailed Assessment Report 2015-2016 Student Support Services - STEM

As of: 11/21/2016 02:02 PM CENTRAL

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

Mission / Purpose

The Student Support Services STEM Program (Science, Technology, Engineering and Mathematics) is designed to assist first generation, low-income, and or a small number of students with disabilities who are in need of academic support in the science, technology, engineering and mathematics area. The broader mission of this project is to ensure that their is a climate of institutional support for those students who are from first generation and/or low income backgrounds.

The mission and purpose of SSS-STEM Program assists in forwarding the mission of the university in regard to diversity and integration.

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 1: Retention

Objective 1. STEM participants serve by the SSS project will persist from one academic year to the beginning of the next academic year. Semester and CUM GPA's are obtained from the UL Lafayette ISIS database after each semester, monitored by the SSS staff, and maintained electronically and in hard copy program files for the 120 current students.

Related Measures

M 1: Retention Rates

Increased retention rates of students matriculating in the areas of Science, Technology, Engineering and Math will be accomplished. The objective is to retain 35% of these students to the 3rd semester, currently only 31% are being retained in these specific areas.

Source of Evidence: Academic indirect indicator of learning - other

Target:

40% STEM participants serve by the SSS project will persist from one academic year to the beginning of the next academic year.

Finding (2015-2016) - Target: Met

94% of SSS STEM Participants persisted from one academic year to the beginning of the next academic year. [\[Preview Formatting\]](#)

Established by Michael Chretien on 10/12/2015

O/O 2: Academic Standing

35% of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing at the grantee institution.

Related Measures

M 2: Academic Standing

Increased retention and graduation rates will be realized. The objective is to increase the the rate of students who remain in good academic standing to 57% for students majoring in Science, Technology, Engineering and Math.

Source of Evidence: Academic indirect indicator of learning - other

Target:

35% of all enrolled participants served by the SSS STEM project will meet the performance level required to stay in good academic standing at the grantee institution.

Finding (2015-2016) - Target: Met

97.5% of SSS STEM students remained in academic good standing with the university.

O/O 3: Graduation Rates

New participants served each year will graduate within six (6) years.

Related Measures

M 3: Graduation Rates

Increased graduation rates in the area of Science, Technology, Engineering and math is the focus. The objective is to increase the graduation rate in these areas from 11% to 27%.

Source of Evidence: Academic indirect indicator of learning - other

Target:

To increase the 6 year graduation rate in STEM areas from 11% to 27%.

Finding (2015-2016) - Target: Met

Our exact 6 year cohort measurements will not be available until after Summer 2016 Semester. However, we can say that this measurement has been reached because at this moment 51.88% of students in the cohort group have already graduated with their first bachelor's degree.

Related Action Plans (by Established cycle, then alpha):

Graduation Planning

Monitor 2010 - 2011 cohort group graduation outlook. Students approaching graduation are met with to discuss future academic and professional options.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Graduation Rates | **Outcome/Objective:**
Graduation Rates

Six Year Graduation Plan

We will look for patterns that might suggest the improved graduation rate over the previous year, especially regarding the patterns of the average credit hours completed by each cohort group on the APR.

Established in Cycle: 2015-2016

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Graduation Rates | **Outcome/Objective:**

Graduation Rates

Implementation Description: Pull Credit hour reports on each cohort group and compare averages as well as look at papers that may show ways to improve the completion rate for other cohort groups.

Projected Completion Date: 05/2016

Responsible Person/Group: Project Director, Academic Counselor, and Administrative Assistant

Additional Resources: List of Students' credit hours from university database

O/O 4: Retention Rates

Objective 1. 35% of STEM participants served by the SSS project will persist from one academic year to the beginning of the next academic year.

Objective 2. 35% of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing at the grantee institution.

Objective 3. 16% of the new participants served each year will graduate within six (6) years.

Assessment Instruments and Measurements: (1) Semester and CUM GPA's are obtained from UL's ISIS database after each semester, monitored by the SSS staff and maintained electronically and in hard copy program files. Number of students assessed = 120 (2) A list of fall and spring degrees awarded to program participants is provided by UL's registrar's office. Degrees awarded are monitored by the SSS staff and maintained electronically and in hard copy program files. (3) Each semester a list of program participants currently enrolled is provided by UL's registrar's office and is monitored and maintained in electronic and hard copy program files. Number of students assessed = 120

Analysis Questions and Analysis Answers

How were assessment results shared and evaluated within the unit?

The Academic Counselor received annual reports on the outcomes of the students in the caseload and met the Director and Secretary to discuss the overall outcomes based on the Annual Performance Report. Opportunities for improvement focused on freshman math achievement goals (Math 109, Math 110, Calculus 250 and 270) for students who will participate in the Summer 2016 Summer Success Program operating under SSS STEM.

Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?

Throughout the 2015-2016 assessment cycle, our SSS team examined the impact that the passage or failure of freshman level math courses had on cohort students' graduation outcomes. We were inspired to use new strategies that required the us to help students learn to be aware of their commitment to completing daily written homework during time periods in which the tutoring lab was open as a primary success strategy, even if written homework was optional. This strategy has seemed to reduce the number of failures in freshman math courses across disciplines.

What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?

We have learned the importance of attending available training. This has led the staff to learn about taking a comprehensive approach to helping students through appreciative advising strategies and how that process helps us impact student outcomes. We have noticed that although we are properly trained, we do not seem to have enough time to refresh our skills in that area by sharing best practices and conducting cross training. We

know the importance of this refreshing so the team is now inspired to commit to at least one session per semester to review the guidelines provided to us to be effective advisors.