

# 2016-2017 Assessment Cycle VPAA\_Student Success: ASC: At-Risk Student Groups

## Mission (due 1/20/17)

### University Mission

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

### University Values

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

### University Vision

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

### College / Department / Program Mission

#### College Mission

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

#### Department / Program Mission

*Provide the department / program mission in the space provided. If none is available, write "None Available in 2016-2017".*

ASC supports the University's mission to provide access, opportunity, and success for all students. The ASC fulfills this mission by providing advising, academic counseling, and tutoring to support our students in achieving success at our University through graduation and beyond.

## Assessment Plan (due 1/20/17)

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

#### Assessment List

Goal/Objective	Increase the 1st to 2nd semester retention rate of TOPS students by providing TOPS informational workshops.		
Legends	OO - Outcome/Objective (administrative units);		
Standards/Outcomes			
Assessment Measures			
	Assessment	Criterion	Attachments

	<b>Measure</b>		
	Indirect - School Performance	Freshman receiving TOPS scholarships were required to attend one of eighteen workshops offered in Fall 2016. In addition to the eighteen workshops offered during the semester, students were provided the opportunity to attend one of four workshops offered during Cajun Connection. Outreach about TOPS workshops were provided via University email and the Academic Success Center website. Success is defined as: Less than 10% of freshman attending TOPS workshops would be placed on TOPS probation at the end of the Fall semester.	

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Goal/Objective	Increase the 1st to 2nd year retention rate by 1% over 2 years (2016-17, 2017-2018) by providing student centered services such as student success workshops and major advising.		
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	Indirect - School Performance	Student services are provided throughout the academic year to educate and facilitate a transition to a successful college student. For the 2015-2016 academic year, the 1st to 2nd year retention rate was 74.1% and will serve as the baseline for the 1% increase. Success is defined as: The percentage of first-time, full-time, degree-seeking students for the 2016-17 academic year increases by 0.5% from the current retention rate.	
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Goal/Objective	Examine the retention rate of ADMC and COMPASS students to regular admit students for 1st-2nd year retention.							
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## Results & Improvements (due 9/15/17)

### Results and Improvement Narratives

#### Assessment List Findings for the Assessment Measure level for Increase the 1st to 2nd semester retention rate of TOPS students by providing TOPS informational workshops.

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**Assessment List Findings for the Assessment Measure level for Increase the retention rate of freshman by targeting first-time freshman on academic probation through Fundamentals of College Learning course.**

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			did not enroll, 7 (21%) earned a semester GPA greater than or equal to 2.0; 25 (78%) students earned less than a 2.0 semester GPA. • Of the 32 students that did not enroll, 4 (12%) have a cumulative GPA greater than or equal to 2.0; 28 (87%) have below a 2.0 cumulative GPA.		
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**Assessment List Findings for the Assessment Measure level for Increase the 1st to 2nd year retention rate by 1% over 2 years (2016-17, 2017-2018) by providing student centered services such as student success workshops and major advising.**

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**Assessment List Findings for the Assessment Measure level for Increase participation of faculty advisors in advisor trainings.**

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**Assessment List Findings for the Assessment Measure level for Examine the retention rate of ADMC and COMPASS students to regular admit students for 1st-2nd year retention.**

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			<p>enrollment. For assessment purposes, a grade of D or higher was considered passing even though some students may need to repeat the course to satisfy degree requirements. 7 students (11.6%) did not pass the class upon enrollment, and 10 (16.6%) did not attempt a math class during their first year. One student received an "Incomplete", another did not complete the course due to resignation from the university, and one student took Math 92 instead of taking the higher level course.</p>		
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## Reflection (Due 9/15/17)

### Reflection

#### 1) How were assessment results shared in the unit?

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

Distributed via email

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

Discussed informally

Other (explain in text box below)

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

Frequently (>4 times per cycle)

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

Once per cycle  
Results were not shared this cycle

**3) With whom were assessment results shared?**

*Please select all that apply.*

Department Head  
Dean / Asst. or Assoc. Dean  
Departmental assessment committee  
Other faculty / staff (selected)

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

Based on the previous action plan, of the first-time freshman receiving TOPS aid and also attended one of the TOPS workshops hosted by ASC, there was a slight increase from 9.8% to 10.09% of those students that did not meet the TOPS GPA requirement after their first semester. Also from previous plans, ASC spent time assessing previous objectives and determined that the department had too many in which it was focused. This assessment cycle included a reduction in the number of objectives that ASC focused on, therefore, more time was able to be spent on assessing these five key areas so that the ASC could gain valuable baseline data in order to help the department move forward with programming and initiatives centered on student success. It can be perceived that after the 2017-2018 assessment cycle, more measurable affects can be determined based on those findings.

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

The ASC unit learned some valuable baseline data for the faculty advisor training participation initiative, as well as, important data regarding the success of students enrolled in the initial ACSK 100 course offered in spring 2017. This data will be very helpful as we move forward with both of these objectives and has provided valuable insight in to how we can improve both initiatives in order to progress forward and meet the new objectives for 2017-2018 assessment cycle.

## Attachments

### Attachments

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

Click "Select File" to upload document(s)