

# 2017-2018 Assessment Cycle VPAA\_Student Success: ASC: At-Risk Student Groups

## 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 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."*

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.

#### 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	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			
	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Attachments</b>
	Indirect - School Performance	Freshman receiving TOPS scholarships were required to attend one of seven workshops offered during Freshman Week in Fall 2017. If a student was unable to attend one of the seven in-person workshops offered, students were enrolled in an online Moodle workshop containing all TOPS information. Once students viewed the TOPS information in Moodle, they had to complete a 10 question quiz to verify that they viewed and understand the requirements covered. 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.	

Goal/Objective	Increase the retention rate of freshman by targeting first-time freshman on academic probation through Fundamentals of College Learning course.		
Legends	OO - Outcome/Objective (administrative units);		
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	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Attachments</b>
	Indirect - School Performance	All identified freshman on Academic Probation at the completion of the fall 2017 semester were required to enroll in ACSI 100: Fundamentals of College Learning course for the spring 2018 semester. The purpose of the course is to provide essential academic techniques in a classroom setting while also hosting individual meetings throughout the semester to serve as a form of personalized intervention before students reach suspension status with the University. Success is defined as: At least 40% of students enrolled in ACSI 100 will earn a 2.0 or higher semester GPA in spring 2018.	

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.(Imported)		
Legends	OO - Outcome/Objective (administrative units);		

Standards/Outcomes			
Assessment Measures			
	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Attachments</b>
	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 is serving as the baseline for the 1% increase. The 1st to 2nd year retention rate for first-time, full-time freshman for 2016-2017 was 73.8%. This is a 0.3% decrease from the baseline figure for 2015-2016 of 74.1%. Success is defined as: The percentage of first-time, full-time, degree-seeking students for the 2017-18 academic year increases by 0.5% from the current retention rate of 73.8%.	

Goal/Objective	Increase participation of faculty advisors in advisor trainings.		
Legends	OO - Outcome/Objective (administrative units);		
Standards/Outcomes			
Assessment Measures			
	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Attachments</b>
	Indirect - Benchmarking	Advisor trainings are hosted by the Academic Success Center and speakers are invited from across the university to talk to advisors about a variety of topics. Two advisor trainings are mandatory for new advisory and non-compulsory for returning advisors. The Academic Success Center saw an increase in faculty participation during the 2016-2017 academic year. Now that a baseline has been established based on 2016-2017 participation, ASC can determine how to best reach advisors and increase quality advising across campus. Moving forward, the ASC would like to implement a survey system through the Banner system that will allow students to answer questions about their advising experience. It is the goal of ASC to be able to use this survey instrument as a guide to the quality of advising across campus and be able to determine further measures and goals for advising through the survey.	

Goal/Objective	Examine the retention rate of ADMC and COMPASS students to regular admit students for 1st-2nd year retention.		
Legends	OO - Outcome/Objective (administrative units);		
Standards/Outcomes			
Assessment Measures	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Attachments</b>
	Indirect - Benchmarking	These students are advised in the summer prior to their freshman year by the Academic Success Center staff and continue to be advised and tracked for x number of semesters. ADMC students: these students do not meet the guaranteed admission standards. They are invited to send in additional application materials and their admittance is then voted on by a committee. COMPASS students: These students are admitted by their COMPASS scores rather than their ACT scores. Assessment 1: How does the retention rate for these students compare to regular admit students? Assessment 2: Does the retention rate change for those who took math in FA17 (their first) semester vs those who didn't? Assessment 3: If the student took a placement test and tested in to a higher level math course, did they pass the class?	

### 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?

Four out of 5 of our goals/objectives are assessed with quantifiable data that will give us a depiction as to whether we attained that goal for the year. Most require data that we can track within our office (except for the university retention rate of first-time freshman). One goal has a non-quantifiable outcome that we will know has been met when a survey instrument has been created for students to use to rate their experience with advising.

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

We made a few minor adjustments after our results from the 2016-2017 Assessment, and our hope is that with the adjustments, we are able to see some growth in areas and are also able to meet our objectives that we did not meet in the

previous assessment because the objectives are in better line with where we are.

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

Based off our results from last year's assessment, we were able to create some "baselines" to know where we stand in certain areas. Those baselines gave us opportunity to evaluate and adjust a few outcomes and/or processes in order to see if those things would improve our ability to reach some outcomes and help us grow in some areas. We think our adjustments are in the right direction and anticipate some influence in this year's outcomes.

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

Based on the data that we receive, we will be able to evaluate where we are as a department and whether our objectives are still relevant and beneficial to the students we serve. If found to not be relevant or beneficial, we will evaluate and determine where we need to adjust in order to improve student learning and/or operations.

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

Data will be shared within our department at Department meetings.

## Results & Improvements (due 9/15/18)

### 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.

Goal/Objective	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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		2.0 or higher semester GPA in spring 2018. been met yet? Not met	than fall 2017 GPA; and 11 remained the same in fall and spring.		
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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.(Imported)**

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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.**

Goal/Objective	Examine the retention rate of ADMC and COMPASS students to regular admit students for 1st-2nd year retention.				
Legends	OO - Outcome/Objective (administrative units);				
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Assessment Measures	<b>Assessment Measure</b>		<b>Criterion</b>		
	Indirect - Benchmarking	These students are advised in the summer prior to their freshman year by the Academic Success Center staff and continue to be advised and tracked for x number of semesters. ADMC students: these students do not meet the guaranteed admission standards. They are invited to send in additional application materials and their admittance is then voted on by a committee. COMPASS students: These students are admitted by their COMPASS scores rather than their ACT scores. Assessment 1: How does the retention rate for these students compare to regular admit students? Assessment 2: Does the retention rate change for those who took math in FA17 (their first) semester vs those who didn't? Assessment 3: If the student took a placement test and tested in to a higher level math course, did they pass the class?			
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	Indirect - Benchmarking	Has the criterion These students are advised in the summer prior to their freshman year by the Academic Success Center staff and continue to be advised and tracked for x number of semesters. ADMC students: these students do not meet the guaranteed admission	1. The ASC tracked 331 ADMC or ACCUPLACER (ACPA) admitted students during the 2017-2018 year. Of these students, 244 returned to the university for the fall 2018 semester. That is a retention rate of 73.7%. The overall retention rate of first-time freshman was 74.75%. That is a 1.05% difference between the ADMC/ACPA		

		<p>standards. They are invited to send in additional application materials and their admittance is then voted on by a committee.</p> <p>COMPASS students: These students are admitted by their COMPASS scores rather than their ACT scores.</p> <p>Assessment 1: How does the retention rate for these students compare to regular admit students?</p> <p>Assessment 2: Does the retention rate change for those who took math in FA17 (their first semester vs those who didn't?</p> <p>Assessment 3: If the student took a placement test and tested in to a higher level math course, did they pass the class? been met yet? Not met</p>	<p>students and the overall cohort. 2. There were 183 students that attempted a math course during their first semester (FA17). The retention rate of those students was 74.86% (137 students). There were 148 students that DID NOT attempt a math course during their first semester of enrollment. Of those not enrolled, the retention rate was 72.3% (107 students). This data shows a slightly higher retention rate of students that attempt a math class during their first semester of enrollment at the university. 3. The ASC records show that 101 students qualified for a higher-level math course upon taking the Math Placement Exam in the 2017-2018 year. Of the 101 students, 6 (5.9%) did not attempt a math class during their first year and one student took Math 92 instead of taking the higher-level course. Of the remaining 93 students that enrolled in the higher-level math, 75 (80.6%) passed the class upon enrollment. For assessment purposes, a grade of D or higher was considered passing</p>		
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			<p>even though some students may need to repeat the course to satisfy degree requirements. 15 students (14.8%) did not pass the class upon enrollment, and 3 students did not complete the course due to "withdrawal" from the course.</p>		
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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

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

Discussed informally

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 (selected)

Dean / Asst. or Assoc. Dean

Departmental assessment committee (selected)

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.**

Current results show there was a 2.38% increase in the number of students placed on TOPS probation at the end of the fall 2017 semester from the fall 2016 semester. Secondly, the percentage of students enrolled in ACSK 100 that earned a semester GPA above a 2.0 remained the same - 33% - in both spring 2017 and spring 2018. The ASC did implement some changes to the structure of the course from spring 2017 to spring 2018 and saw positive feedback regarding these changes from students and instructors in regards to class layout, management, and interaction with students even though the number of students earning above a 2.0 semester GPA did not change. There was, however, a 3.5% increase in the amount of students earning a higher spring 2018 semester GPA than fall 2017 GPA from the previous year. Faculty participation increased by 6 in advisor trainings from the 16-17 academic year to the 17-18 academic year. The ASC did not apply any changes from the previous year to better assess the direct impact of these trainings on student experience with advising as the Banner system survey tool was not able to be implemented as originally thought. The ASC is still trying to decide what overall impact the TOPS workshops provided has on whether a first-time freshman maintains their TOPS award from fall to spring semester. Over the course of the 3 cycles, the number that did not retain their TOPS award rose year-to-year. The ASC adjusted how the information was disseminated to students that were not able to attend, but the ASC cannot determine a correlation between TOPS workshops and whether a student successfully completes their courses in order to maintain their award. Lastly, there was a 2.4% increase in the retention rate of ADMC and Accuplacer admitted students in the 17-18 academic year compared to the 16-17 academic year. There were 15 more students that attempted a math course during their first semester, and the retention rate of those students that did attempt a math course during the fall 2017 semester remained the same from the fall 2016 semester at 74%. Overall, the data showed a higher retention rate for those students that attempt a math course during their first semester in both 16-17 and 17-18. Also, the ASC found a higher amount of students attempted and passed the Math Placement Exam in the 17-18 year than in 16-17. The ASC did not implement any changes in how these students were advised, but the ASC believes that the resources that it provides to these students regarding math placement and enrollment in Math 92, if needed, is helpful to these students staying on track within their degree programs.

**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.**

Over the past three cycles, the ASC implemented adjustments where appropriate in each cycle, beginning with reducing the number of objectives that ASC tracked from 2015-2016 to 2016-2017 and then only minor changes were applied to an objective if necessary from there on. The reduction of the number of objectives tracked was so the ASC could focus more on five main areas that the ASC saw as support for its overall purpose to students. With the reduction, efforts were spent on ways to improve these areas in order to better the experience of the students in which the ASC serves. While the data does not show an overwhelmingly positive change for all objectives across the cycles and some objectives reflect outcomes that did not meet the intended goals causing results to change for the negative, the ASC still believes that it is headed in the right direction as a department in order to best serve students. One major change that occurred over the past three cycles is the implementation of ACSK 100 - Fundamentals of Learning course for first-time freshman placed on probation after the fall semester. The structure of the course was built and implemented in spring 2017. After follow-up discussion and analysis of the data, the ASC implemented changes to the structure of the course in spring 2018 and saw positive feedback regarding these changes from students and instructors in regards to class layout, management, and interaction with students even though the number of students earning above a 2.0 semester GPA did not change. Secondly, the ASC has made improvements in trying to better the overall advising experience for students that are being advised in other departments. By providing more workshops with strategic and important information for advisors and increasing the number of faculty that have participated in the workshops, quality of advising will increase. Further analysis of this will be available once the university is able to implement a survey system that allows students to evaluate their advisor. The past 2 years have been somewhat of a transition period for ASC with the retirement of the director late in 2016 and no replacement until recently (2018). During the transition period, ASC continued work to better define the purpose and direction of the department, as well as, department operations and that was reflected within the objectives and any changes made to them each cycle.

**Attachments (optional)**

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

