

2017-2018 Assessment Cycle UC_Ronald E McNair Program

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 / Purpose

The Ronald E. McNair Post Baccalaureate Achievement Program is designed to provide preparation for graduate study leading to the Ph. D. to eligible students who are from low income/first generation backgrounds and students who are from groups underrepresented in graduate study (Native American, Hispanic/Latino, African American, Pacific Islanders, Alaskan Natives). Participants are provided with the opportunity for a faculty-mentored research internships, seminars and workshops on graduate school admissions, testing, financial aid, travel to conferences and other experiences to assist them for enrollment in graduate study. This program was first funded in 1992 and has continuously been refunded through competitive grant competitions through the U.S. Department of Education. We are currently in the 3rd year of a five year

funding cycle.

The McNair Program assists the university's mission of retaining, preparing and graduating individuals with academic backgrounds and skills necessary to enter the workforce and/or pursue graduate study or professional school matriculation.

Goals:

SLO 1: 60% of the McNair participants served during each budget period will complete research and scholarly activities that will directly impact their educational progression as measured by completion of a research internship, public research presentation, and/or submission of an approved final document.

SLO 2: 80% of new participants served in each program year will attain a baccalaureate degree within three (3) years of their tenure in the program.

SLO 3: 40% of bachelor degree recipients will enroll in a post baccalaureate program by the fall term of the academic year immediately following completion of that degree.

SLO 4: 10% of program cohorts will attain a doctoral degree within 10 years of their baccalaureate graduation.

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	The ultimate goal of the McNair Program is to expose upper class undergraduate students to scholarly experience in preparation for graduate study.(Imported)	
Legends	PO - Program 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).
	Student SI.Student SI 1.KPI 1	Implement and sustain student support to retain and graduate students.
	Student SI.Student SI 1.KPI 2	Expand recruitment of high-potential undergraduate and graduate students, which embraces diversity and enhances the university
	Student SI.Student SI 1.KPI 4	Improve student success through engagement in high impact practices.
	Student SI.Student SI 1.KPI 5	Expand and enhance incentives for graduate students
	Assessment Measures	

	Assessment Measure	Criterion	Attachments
	Direct - Performance (recital/exhibit/science project)	80% of of McNair Program participants served during the project year will have completed appropriate research or scholarly activities during the McNair Program academic year.	
	Direct - Performance (recital/exhibit/science project)	40% of McNair Program bachelor's degree recipients (or equivalent) will be accepted and enrolled in a post baccalaureate program of study by the fall term of the academic year immediately following the completion of the bachelor's degree (or equivalent).	
	Direct - Performance (recital/exhibit/science project)	70% of first year graduate students will continue to be enrolled in graduate school at the beginning of the fall term of the next academic year.	
	Direct - Performance (recital/exhibit/science project)	15% of McNair Program participants served who will attain a doctoral degree within ten (10) years of the attainment of the bachelor's degree.	

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

As a College that offers a wide range of academic support programming to achieve student success, our collective assessment is based on the Council for Advancement of Standards in Higher Education (known as CAS). Our overall strategy primarily involves around student performance and feedback data that is analyzed using both formative and summative evaluation processes. The main goal is to improve our service delivery protocols that impact student performance through dynamic engagement and feedback from administrators, support staff, student employees, campus partners and students enrolled in our varied University College programs: On-campus and Off-campus Trio Programs, Bachelor of General Studies (BGS) Curriculum (campus based and online students), and the UL Lafayette Honors Program.

Guided by specific and measurable annual objectives, each subdivision of the College is expected to use student performance data to assess the extent to which each program has met its unique goals, targets, and objectives that independently and collectively impact student retention and graduation. Five principles guide our Division's collection and use of data:

1. The Division's leadership fosters a culture where team members are not afraid of data. Rather the culture is designed to encourage honest assessments to be used to improve student outcomes and not to penalize staff efforts or shortcomings.

2. The Division stresses the use of a variety of sources to validate data and to show patterns of improvement or need for improvement that shape new or modified service delivery.
3. The Division encourages using data to identify gaps in student learning. Using data from multiple sources is helpful in identifying hidden performance gaps and support opportunities. The University's retention and graduation rates are key benchmarks for measuring the Division's contributions and/or opportunities for improvement.
4. The Division encourages extensive dialogue among all team members to reflect upon improvement opportunities and achievements. For example, regarding Off and On-Campus Trio programs, continuity of services is monitored to leverage limited resources that impact maximum student outcomes. Other examples of Inter-program partnerships are hiring former Trio Participants and Honor students as Peer-tutors and student employees and connecting BGS majors to Trio services are key in leveraging student performance outcomes.
5. The Division encourages the use of data that is not removed from the day-to-day functions of supporting students. Monitoring the daily use of services--from tutoring to advising to Honor's Learning Communities participation—staff are required to use multiple data sources daily as building blocks to make adjustments as needed throughout the assessment cycle to improve services and student performance. Data are shared with individual team members, College wide and University wide partners and stakeholders periodically throughout the assessment cycle and annually to prepare for the new cycle and for establishing new targets. Ultimately, assessment data are used by the University College Dean who consults with the Vice President of Academic Affairs on at least a quarterly basis to measure the College's contributions to the University's mission.

Results & Improvements (due 9/15/18)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for The ultimate goal of the McNair Program is to expose upper class undergraduate students to scholarly experience in preparation for graduate study.(Imported)

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	Assessment Measures	Assessment Measure

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Assessment Findings					
	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Performance (recital/exhibit/science project)	Has the criterion 80% of of McNair Program participants served during the project year will have completed appropriate research or scholarly activities during the McNair Program academic year. been met yet? Met	The 80% benchmark was exceeded		- Assessment Process: Targets / Criteria for Success changed: 92%plus of active participants during the project year completed appropriate research or scholarly activities - Resources / Resource Allocation (for Educational Programs: Additional resources and processes will be provided for/with participants/mentors/staff to increase the comprehensive attainment of target successes for all participants
Direct - Performance (recital/exhibit/science project)	Has the criterion 40% of McNair Program bachelor's degree recipients (or equivalent) will be	10 of the 25 bachelor degree recipients were accepted and enrolled in a post		- Curricular Change : Seminars and workshops will be expanded for additional knowledge-based reviews and individual experiences related to each participant's future plans for	

		accepted and enrolled in a post baccalaureate program of study by the fall term of the academic year immediately following the completion of the bachelor's degree (or equivalent). been met yet? Met	baccalaureate program.		graduate study which will increase the post baccalaureate enrollment of more scholars each program year
	Direct - Performance (recital/exhibit/science project)	Has the criterion 70% of first year graduate students will continue to be enrolled in graduate school at the beginning of the fall term of the next academic year. been met yet? Met	This criterion was exceeded in the project year with 100% of McNair graduate students continuing to be enrolled in graduate school.		- Assessment Process: Continuous monitoring: An expanded yearly review of currently enrolled graduate scholars will be included in ongoing monitoring and will be textualized as part of the program's Annual Performance Report
	Direct - Performance (recital/exhibit/science project)	Has the criterion 15% of McNair Program participants served who will attain a doctoral degree within ten (10) years of the attainment of the bachelor's degree. been met yet? Not met	Six students from several cohorts received the doctoral degree during the project year but this did not meet the threshold of 15% in the cohort year. 2 from the cohort year who received the doctoral		- Assessment Process: Data Collection changed: Increased efforts will be made in an aggressive follow-up of prior participants who are enrolled in the pipeline toward the doctoral degree to ascertain where participants who have been out of contact are in their educational achievements. Comprehensive data is not readily available in current avenue processes such as national student clearinghouse

			degree equals 9%.		databases. Program staff will implement expanded assistance to prior participants in finding the financial resources necessary to continue ongoing pursuit of the doctoral degree which affects the numbers of prior participants not achieving the doctorate within the 10 year time span from their cohort completion.
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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 (selected)

Discussed informally (selected)

Other (explain in text box below)

Detailed data regarding participants during the project year was shared regularly with department staff, mentors, and other university staff on a regular basis and with the U. S. Department of Education annually via the Annual Performance Report.

2) How frequently were assessment results shared?

Frequently (>4 times per cycle) (selected)

Periodically (2-4 times per cycle)

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 (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.

Regular needs assessments were conducted with participants which generated areas to be addressed to provide updated specific services for individual student productivity. Specific analysis of program operations revealed issues and concerns which were addressed to improve overall quality of service and program management.

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.

Regular review and analysis of program operations with feedback from mentors and participants generate and provide specific feedback for quality improvement in program assessment and effectiveness. Staff are able to create changes in the methods of delivery of program services and this results in more appropriate and beneficial services to participants cycle after cycle.

Areas impacted are orientation of participants and mentors; delivery of specific seminars and workshops to meet participants needs; individual and group counseling; tuning in to more appropriate admissions/financial assistance processes; increase in quality design of research investigations.

Attachments (optional)

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