2017-2018 Assessment Cycle UC_Student Support Services - LS-LAMP 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."
Increase the quality and participation of minority students seeking higher education leading to professional employment at the professional level in Science, Technology, Engineering, and Mathematics.

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	LS-LAMP Scholars will attend 2 seminars, or lectures per semester in order to practice communication skills and Junior or Senior Research Topic Ready Scholars, will attend a conference or workshop(Imported)
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	
Assessment Measures	

Assessment Measure	Criterion	Attachments
Direct - Academic (Other)	100% of Level 1 LS-LAMP Scholars will attend 2 seminars, 25% of Level 1 Junior and/or Senior Scholars will attend a Conference or Workshop to do a poster presentation of their Research. 75% Level 1 Participants attended Seminars. And 25% level 1 scholars attended Conferences/Workshops.	

Goal/Objective	LS-LAMP Junior and Senior Scholars are to have a mentor for Research at least one semester before graduation and Freshman and Sophomore Scholars are to have in mind what sort of Research they are interested in.(Imported)
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	
Assessment Measures	

Assessment Measure	Criterion	Attachments
Direct - Academic (Other)	All Level 1 Scholars that are Junior and Seniors have a Mentor, All level 1 scholars that are Freshman and Sophomores are working on Research Titles and matching with Mentors. 75% of Senior and Junior Level 1 Scholars have Mentors, 75% of Freshman and Sophomore Level 1 Scholars have matching Mentors in mind.	

Goal/Objective	LAMP Students are encouraged to pursue terminal degrees and enroll in graduate school after completing undergraduate and/or masters degrees the Fall after degree completion.(Imported)
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	
Assessment Measures	

Assessment Measure	Criterion	Attachments
Indirect - Exit Interviews	LAMP Students are encouraged to pursue terminal degrees and enroll in graduate school after completing undergraduate and/or masters degrees the Fall after degree completion. 50% of Senior LAMP Scholars to enroll into Graduate School.	

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 LS-LAMP Scholars will attend 2 seminars, or lectures per semester in order to practice communication skills and Junior or Senior Research Topic Ready Scholars, will attend a conference or workshop(Imported)

Goal/Objective	LS-LAMP Scholars will attend 2 seminars, or lectures per semester in order to practice communication skills and Junior or Senior Research Topic Ready Scholars, will attend a conference or workshop(Imported)
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	

Assessment Measures		
	Assessment Measure	**Criterion**
	Direct - Academic (Other)	100% of Level 1 LS-LAMP Scholars will attend 2 seminars, 25% of Level 1 Junior and/or Senior Scholars will attend a Conference or Workshop to do a poster presentation of their Research. 75% Level 1 Participants attended Seminars. And 25% level 1 scholars attended Conferences/Workshops.

Assessment Findings					
	Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
	Direct - Academic (Other)	Has the criterion 100% of Level 1 LS-LAMP Scholars will attend 2 seminars, 25% of Level 1 Junior and/or Senior Scholars will attend a Conference or Workshop	All LS-LAMP at each level met the criterion: 10 Level 1 scholars attended at		- Assessment Process: Continuous monitoring: We will monitor students' progress and

| | | to do a poster presentation of their Research. 75% Level 1 Participants attended Seminars. And 25% level 1 scholars attended Conferences/Workshops. been met yet? Met | least 2 seminars, of the 10 30% or 3 attended or participated in conference or workshop to present a poster presentation of their research. | | continue to pair students up with mentors in their major. As well as provide them with information on up coming conferences and workshop on and off campus. |

Assessment List Findings for the Assessment Measure level for LS-LAMP Junior and Senior Scholars are to have a mentor for Research at least one semester before graduation and Freshman and Sophomore Scholars are to have in mind what sort of Research they are interested in.(Imported)

Goal/Objective	LS-LAMP Junior and Senior Scholars are to have a mentor for Research at least one semester before graduation and Freshman and Sophomore Scholars are to have in mind what sort of Research they are interested in.(Imported)
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	
Assessment Measures	

Assessment Measure	Criterion
Direct - Academic (Other)	All Level 1 Scholars that are Junior and Seniors have a Mentor, All level 1 scholars that are Freshman and Sophomores are working on Research Titles and matching with Mentors. 75% of Senior and Junior Level 1 Scholars have Mentors, 75% of Freshman and Sophomore Level 1 Scholars have matching Mentors in mind.

| Assessment Findings | |

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Academic (Other)	Has the criterion All Level 1 Scholars that are Junior and Seniors have a Mentor, All level 1 scholars that are Freshman and Sophomores are working on	75% of Senior and Junior scholars are actively working with a mentor in their major. 75% of freshman and sophomore		- Assessment Process: Continuous monitoring: We will continue to bi-weekly seminar where scholars are engaged by a faculty member in

| | | Research Titles and matching with Mentors. 75% of Senior and Junior Level 1 Scholars have Mentors, 75% of Freshman and Sophomore Level 1 Scholars have matching Mentors in mind. been met yet? Met | level 1 scholar have some idea about whom they would like to be their mentor. | | the STEM area. Scholars will be given information about research symposiums on campus and off. The will be encouraged to attend as many conferences, workshops, as recommended by Program Coordinators and mentors. |

Assessment List Findings for the Assessment Measure level for LAMP Students are encouraged to pursue terminal degrees and enroll in graduate school after completing undergraduate and/or masters degrees the Fall after degree completion.(Imported)

Goal/Objective	LAMP Students are encouraged to pursue terminal degrees and enroll in graduate school after completing undergraduate and/or masters degrees the Fall after degree completion.(Imported)
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	
Assessment Measures	

Assessment Measure	Criterion
Indirect - Exit Interviews	LAMP Students are encouraged to pursue terminal degrees and enroll in graduate school after completing undergraduate and/or masters degrees the Fall after degree completion. 50% of Senior LAMP Scholars to enroll into Graduate School.

Assessment Findings	

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - Exit Interviews	Has the criterion LAMP Students are encouraged to pursue terminal degrees and enroll in graduate school after completing undergraduate and/or masters degrees the Fall	20% of scholars entered graduate school in 16-17. All scholars are encouraged to attend		- Assessment Process: Continuous monitoring: We will continue to provide scholars with graduate school information from various institutions. We will have graduate students

		after degree completion. 50% of Senior LAMP Scholars to enroll into Graduate School. been met yet? Not met	graduate school.		present information about their experiences in graduate school. Also because the Lamp program typical have about 20-25 students of different classifications we will reduce the number from 50% to 25% of students entering graduate school in an academic year.

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) (selected)

The LAMP Staff compiles a comprehensive report on LAMP participants' participation, mentors, GPA, Graduation, Graduate School Enrollment that is due in late Summer annually. This report is reviewed by LAMP Grantee Southern University, UL Lafayette LAMP Coordinator, Special Services Department Head, Dean, Vice President of Research, and Vice President of Academic Affairs/Provost.

2) How frequently were assessment results shared?

Frequently (>4 times per cycle)
Periodically (2-4 times per cycle)
Once per cycle (selected)
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 (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.

We are looking at alternative incentives to encourage faculty and graduates students to become mentors. Mentorship action plan for 16-17 was implemented where only 50% of the participants actually secured a mentor. This process has encouraged us to identify additional incentives for faculty and graduates students to become mentors. We are working with Dr. Krayesky to secure faculty mentors as well as student-peer mentors. Dr. Krayesky has created a mentoring/tutoring program in Biology which many LAMP scholars are participance.

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.

We learned that mentorship participation is down and look at more realistic goals.

Not enough students are following the written steps to secure a mentor. Of those that are trying several are being rejected due to busy faculty schedules. However, identifying new incentives for faculty and incentives for more graduates students might create more mentorship commitments. Moreover, LS- LAMP Co-Coordinator, Dr. Jessie Broussard attend various STEM functions and presentations on campus to inform presenters about the LAMP program. Which resulted in the increase of faculty members willing to become mentors to LAMP Scholars.

Attachments (optional)
Upload any documents which support the program / department assessment process.
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