

2017-2018 Assessment Cycle UC_Student Support Services - Teacher Prep

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."

The purpose of the SSS-Teacher Prep project is to meet the academic, social and interpersonal needs of first-generation, low income college students, and specifically those of culturally diverse backgrounds so they can remain in good standing, be retained, and complete undergraduate degrees in the College of Education.

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	Participants in the SSS-Teacher Prep project will persist from one academic year to the beginning of the next academic year or graduation(Imported)								
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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 Participants in the SSS-Teacher Prep project will persist from one academic year to the beginning of the next academic year or graduation(Imported)

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		<p>institution. been met yet? Met</p>	<p>resources provided to project participants. Academic tutoring, study sessions, academic coaching, and advising are services provided to each project participant. Extensive academic counseling, grade monitoring, and peer-tutor mentoring are essential in ensuring that participants attain good academic standing. Early warning monitoring system enabled staff to monitor academic performance.</p>		<p>project participants persist in identified barrier courses such as MATH 117, MATH 217, and MATH 317.</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 (selected)

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 (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.

Graduation data revealed that students who completed bachelor degrees in education were highly engaged in project activities. Project activities include: tutoring, Praxis workshops, academic coaching, and peer mentoring. Results allowed staff to review students who graduated in other fields and review reasons for change of major closely.

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.

The SSS-Teacher Prep unit has learned that student engagement continuously has the most impact on student completion of an education degree. Annual Performance Report (APR) data continues to drive program activities specifically in the number of graduates completing education degrees.

Attachments (optional)

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