University of Louisiana at Lafayette

Detailed Assessment Report
2015-2016 General Studies BGS
As of: 11/17/2016 03:29 PM CENTRAL
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

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, transferrable skills, and a strong sense of civic duty.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Expression of Ideas
To skillfully express ideas and information.

Connected Documents
2012-2013 Graduation Checkout Directions
Evaluation Rubrics
Evaluation Rubrics 2010-2011
Graduation Checkout Directions 2011-2012
Senior Exit Survey
Writing Assessment Evaluation Form 2011-2012
Writing Assessment Questions 2011-2012
Written Essay
Written Essay Directions 2010-2011
Written Essay Evaluation Form

Written Essay Evaluation Form 2010-2011
Written Essay Rubric

Related Measures

M 2: Entrance Essay
Students requesting an evaluation of credits, are required to write an essay. Directions for the essay are, "Write an essay (250 words) answering the following questions: What is your story? Why are you interested in University College? What influences/circumstances/events led you here? How do you plan to use your Bachelor of General Studies degree?" Entrance essays written by students graduating from University College, are scored using the college-generated Writing Assessment Evaluation rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Pilot entrance essay use as a pretest writing assessment.

Finding (2015-2016) - Target: Met
During this reporting period, University College began collecting entrance essays from students as they requested transcript evaluations, prior to changing their majors, in order to make a pre/post writing course comparison of grammar/structure, organization, overall content, and critical thinking in written communication. Nine (9) students graduating within the reporting period completed both an entrance and exit essay, and all of them (100.00%, n = 9) were selected for a comparison. Overall scores increased 2.78 points from an average total score of 25.00 to an average total score of 27.78, which is within the Meets Expectations range of 25 to 28 total points. When combining Exemplary (n = 0, 0%) with Exceeds (n = 3, 33.3%) and Meets (n = 6, 66.7%) scores, all of the exit essays (100.00%, n = 9) were within that range, as opposed to the entrance essays, where only five entrance essays (n = 5, 55.6%) in the selected sample were within the Exemplary (n = 0, 0%), plus Exceeds (n = 2, 22.2%), and Meets (n = 3, 33.3%) range. Remaining entrance essays included three (33.3%, n = 3) that were judged to fall in the Almost Meets category, and one (11.1%, n = 1) Did Not Meet Expectations. Although a small sample of essays were available, it appears as though requiring students to complete an advanced writing course results in an improvement in their grammar/structure, organization, overall content.

Related Action Plans (by Established cycle, then alpha):

Revise Rubric
Continue to collect essays. Revise rubric to be more concrete.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Entrance Essay | **Outcome/Objective:** Expression of Ideas

Implementation Description: Academic advisor will research and compare other rubrics to determine ways to improve the current one in use, then present suggestions to Dean and Asst. Dean.
Responsible Person/Group: Academic Advisor

M 6: Writing Assessment
Graduating seniors are required to write an essay as part of the regular graduation

checkout procedure in the College. Directions for the essay are as follows: Write a 500 word essay describing your journey in college. How would you describe your experiences in University College? Did you find that your experiences in University College were unique and how so? What suggestions do you have for improvement? Please give specific examples of how we helped you. Please give specific examples of how we can improve our services. What are your plans and goals for after graduation? How has University College helped you to identify those goals? How did we help you prepare for success in your chosen profession?

Printed essays are submitted during the graduation checkout advising appointment, and are uploaded to the University College graduation checkout Moodle course. Essays are scored using the college-created Writing Assessment Evaluation rubric which measures grammar, structure, essay organization, overall content, and critical thinking.

Source of Evidence: Writing exam to assure certain proficiency level

Connected Documents

> 2012-2013 Graduation Checkout Directions
> Evaluation of Credits Request Form
> Graduation Checkout Directions 2011-2012
> Writing Assessment Evaluation Form 2011-2012
> Writing Assessment Questions 2011-2012

Target:

At least 90% of the graduating seniors will submit essays judged as "Exemplary","Meets" or "Exceeds" Expectations.

Connected Documents

> 2012-2013 Graduation Checkout Directions
> Graduation Checkout Directions 2011-2012
> Writing Assessment Evaluation Form 2011-2012
> Writing Assessment Questions 2011-2012

Finding (2015-2016) - Target: Met

A total of two hundred thirty (n=230) Exit Essays submitted by graduating seniors were selected for evaluation. The essays were analyzed using the Writing Assessment Evaluation rubric. Overall, ninety-one percent (91%, n=210) of the essays were judged to be Exemplary, Exceeds Expectations, or Meets Expectations; of those, 7.4% (n=17) were judged to be Exemplary, 32.6% (n=75) were judged to Exceed Expectations, and 51.3% (n=118) Met Expectations. Of the one hundred thirty essays, eighteen (7.8%) Almost Met Expectations, and two Did Not Meet Expectations (0.9%). The one hundred thirty essay scores were also averaged by category using the Writing Assessment Evaluation rubric; grammar scores averaged 2.61 (2 errors), which Meets Expectations; spelling averaged 3.75 (Exceeds Expectations); language scores averaged 4.68, exceeding the Adequate rating score of four (4) points. The one hundred thirty (130) essays average Paragraph score was above Adequate (2 points), with an average score of 2.65. The score for essay length also exceeded Adequate (2points), with an average score of 2.55, for the one hundred thirty essays evaluated. Regarding organization, the essays were judged to be generally organized (3.06), and Overall Content scores were assessed as Appropriate (2.83 average score). In summary, 91% of overall scores were judged to be Exemplary, Exceeds or Meets Expectations, which exceeds the 90% target.

Related Action Plans (by Established cycle, then alpha):

Writing assessment quizzes meet or exceed expectations

Continue to monitor whether writing assessment quizzes meet or exceed expectations.

Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Writing Assessment | **Outcome/Objective:** Expression of Ideas

Connected Document
[2012-2013 Graduation Checkout Directions](#)

Writing Assessment Modifications

The method used to obtain written language samples was judged to limit the response of participants. The team determined that an essay format would provide a greater sampling of written language skills. A pretest and post test would demonstrate growth. A small sample will be taken upon entrance into University College and a larger sample would be obtained at the time the Degree Plan will be developed. This would allow advisors to tailor their advising in such a manner as to facilitate development of effective written language skills necessary for student to function professionally. This plan will be implemented in the 2015-2016 academic year. As it will take several semesters for students to articulate into their senior year, an essay will be obtained from those students currently in the Bachelor of General Studies program at the time of their development of the Degree Plan.

Established in Cycle: 2014-2015
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Writing Assessment | **Outcome/Objective:** Expression of Ideas

Responsible Person/Group: Assessment Coordinator
Connected Documents
[2012-2013 Graduation Checkout Directions](#)
[Evaluation of Credits Request Form](#)

Possibly revise rubric

Examine and possibly revise rubric to assist in scoring the areas of organization, overall content, and critical thinking.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Writing Assessment | **Outcome/Objective:** Expression of Ideas

Revise Rubric

Revise rubric to improve it.

Established in Cycle: 2015-2016
Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Writing Assessment | **Outcome/Objective:**
Expression of Ideas

Implementation Description: Research various rubrics and determine improvements

Responsible Person/Group: Academic Advisor in coordination with Dean and Asst. Dean

M 8: Verbal Assessment

Pilot use of the verbal assessment evaluation, as a measure of verbal expression of ideas.

Source of Evidence: Academic direct measure of learning - other

Target:

Begin use of the verbal assessment evaluation, as a measure of verbal expression of ideas.

Finding (2015-2016) - Target: Met

During this reporting period, University College introduced the Verbal Assessment, as a measure of verbal expression of ideas. During the graduation checkout advising appointment, students were engaged in conversation, and this conversation was evaluated across the Verbal Assessment criteria: Speaking Skills, Language, Overall Content, Critical Thinking, and Overall Verbal Ability. Of the graduating seniors, two hundred, thirty-three (n=233) were evaluated, and achieved an average overall score of 13.46, which is judged to Exceed Expectations (13-14 points), according to the Verbal Assessment scale. Overall, 91.4% (n = 213) of the students assessed ranked as either Exemplary (36.91%, n = 86), Exceeds (30.47%, n = 71), or Meets (24.03%, n = 56) Expectations. Therefore, exit scores appear to meet the target. University College also began utilizing the Verbal Assessment when students first meet with an advisor to discuss the possibility of changing their major. During this reporting period, only two (2) students were assessed at this initial entrance meeting. The average score for the two (2) students, was 12.5, which Meets Expectations. One (1) student's overall score was nine (9 = almost meets), and the other (1) student's overall score was sixteen (16 = exemplary). Because this sample size is so small, a comparison can not be made at this time. However, the process of assessing the verbal expression of ideas will be continued for further data collection.

Related Action Plans (by Established cycle, then alpha):

Revise Rubric

Revise rubric to eliminate somewhat broad descriptors

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Verbal Assessment | **Outcome/Objective:**
Expression of Ideas

Implementation Description: Academic Advisor will research rubrics that are valid and reliable, and that are a better reflection of the artifact (i.e., initial advising session).

Responsible Person/Group: Academic Advisor will research and

present suggestions to Dean and Asst. Dean.

SLO 3: Use of Technology

To use technology to organize and present ideas and information.

Connected Documents

2012-2013 Graduation Checkout Directions
Career Development Skills Survey Questions 2011-2012
Evaluation Rubrics
Evaluation Rubrics 2010-2011
Graduation Checkout Directions 2011-2012
Senior Exit Survey
Writing Assessment Evaluation Form 2011-2012
Writing Assessment Questions 2011-2012
Written Essay Directions 2010-2011
Written Essay Evaluation Form
Written Essay Evaluation Form 2010-2011
Written Essay Rubric

Related Measures

M 6: Writing Assessment

Graduating seniors are required to write an essay as part of the regular graduation checkout procedure in the College. Directions for the essay are as follows: Write a 500 word essay describing your journey in college. How would you describe your experiences in University College? Did you find that your experiences in University College were unique and how so? What suggestions do you have for improvement? Please give specific examples of how we helped you. Please give specific examples of how we can improve our services. What are your plans and goals for after graduation? How has University College helped you to identify those goals? How did we help you prepare for success in your chosen profession?

Printed essays are submitted during the graduation checkout advising appointment, and are uploaded to the University College graduation checkout Moodle course. Essays are scored using the college-created Writing Assessment Evaluation rubric which measures grammar, structure, essay organization, overall content, and critical thinking.

Source of Evidence: Writing exam to assure certain proficiency level

Connected Documents

2012-2013 Graduation Checkout Directions
Evaluation of Credits Request Form
Graduation Checkout Directions 2011-2012
Writing Assessment Evaluation Form 2011-2012
Writing Assessment Questions 2011-2012

Target:

At least 90% of graduating seniors will successfully upload the Writing Assessment to Moodle, the University's electronic course management system, and will print and submit a copy of the essay for review.

Connected Documents

2012-2013 Graduation Checkout Directions
Graduation Checkout Directions 2011-2012
Writing Assessment Evaluation Form 2011-2012

[Writing Assessment Questions 2011-2012](#)

Finding (2015-2016) - Target: Met
During this reporting period, the Graduation Checkout process was revised, in that students were required to complete a written essay, rather than completing a Senior Exit Survey and Writing Quiz on Moodle. Of the two hundred forty-eight graduating seniors evaluated, all students (n=248, 100%) completed the Graduation Checkout process on Moodle, with 96.4% (n=239) uploading the exit essay to Moodle. Therefore, this target was met.

Related Action Plans (by Established cycle, then alpha):

Discontinue monitoring printing of writing assessment quizzes.
Because of the format of the graduation checkout process and the implementation of UNIV200, students continually print their quizzes for scoring. As such, it is determined that this will no longer be monitored.

Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
> **Measure:** Writing Assessment | **Outcome/Objective:** Use of Technology

Eliminate printing
Since responses are available in Moodle, printing of Career Development/ Exit Surveys will be eliminated.

Established in Cycle: 2014-2015
Implementation Status: Finished
Priority: Medium

Relationships (Measure | Outcome/Objective):
> **Measure:** Writing Assessment | **Outcome/Objective:** Use of Technology

Continue to monitor.
Continue to monitor, and consider implementing a better method of determining whether students printed their essays (collection weak point) and uploaded them to Moodle.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
> **Measure:** Writing Assessment | **Outcome/Objective:** Use of Technology

Responsible Person/Group: Academic Advisor

M 7: Senior Exit Survey

Graduating seniors are asked to complete a college-generated Senior Exit Survey on Moodle, the University's online course management system. The Senior Exit Survey is used to gather data regarding student career plans, and to assess student perception of the quality of their General Studies program and its usefulness in preparing them for life after graduation.

Source of Evidence: Service Quality

Connected Documents

2012-2013 Graduation Checkout Directions
Career Development Skills Survey Questions 2011-2012
Graduation Checkout Directions 2011-2012

Target:

At least 90% of graduating seniors will successfully complete the Senior Exit Survey on Moodle.

Connected Documents

2012-2013 Graduation Checkout Directions
Career Development Skills Survey Questions 2011-2012
Graduation Checkout Directions 2011-2012

Finding (2015-2016) - Target: Met

In this reporting period, 100% (n=248) of graduating seniors successfully completed the Senior Exit Survey on Moodle. Therefore, this target was met.

Related Action Plans (by Established cycle, then alpha):

Assess clarity of directions re: printing grades

Because this target was only partially met, the assignment directions will be reviewed and revised to increase clarity.

Established in Cycle: 2011-2012
Implementation Status: Finished
Priority: Medium

Relationships (Measure | Outcome/Objective):
> **Measure:** Senior Exit Survey | **Outcome/Objective:** Use of Technology

Implementation Description: Review and revise graduation checkout directions.
Responsible Person/Group: Asst. Dean, Advisor
Connected Document
2012-2013 Graduation Checkout Directions

Revise directions and continue to monitor printing of grades

Revise directions and continue to monitor printing of grades from Moodle.

Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
> **Measure:** Senior Exit Survey | **Outcome/Objective:** Use of Technology

Connected Document
2012-2013 Graduation Checkout Directions

Merge Questionnaires

Merge the Career Development and Senior Exit Surveys. Revise questions to assist in eliminating redundancy.

Established in Cycle: 2014-2015
Implementation Status: Finished

Priority: Medium

Relationships (Measure | Outcome/Objective):
      Measure: Senior Exit Survey | **Outcome/Objective:** Use of Technology

Connected Document
      [Senior Exit Survey](#)

Continue monitoring in 2016-2017

Continue monitoring in 2016-2017 reporting period.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
      Measure: Senior Exit Survey | **Outcome/Objective:** Use of Technology

Responsible Person/Group: Academic Advisor

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 2: Career Plan

To formulate a strategic and effective career development plan.

Connected Documents
    [2012-2013 Graduation Checkout Directions](#)
    [Career Development Skills Survey Questions 2011-2012](#)
    [Evaluation Rubrics](#)
    [Evaluation Rubrics 2010-2011](#)
    [Graduation Checkout Directions 2011-2012](#)
    [Name of college and degree questions](#)
    [Senior Exit Survey](#)
    [Survey](#)
    [Writing Assessment Evaluation Form 2011-2012](#)
    [Writing Assessment Questions 2011-2012](#)
    [Written Essay Directions 2010-2011](#)
    [Written Essay Evaluation Form](#)
    [Written Essay Evaluation Form 2010-2011](#)
    [Written Essay Rubric](#)

Related Measures

M 2: Entrance Essay

Students requesting an evaluation of credits, are required to write an essay. Directions for the essay are, "Write an essay (250 words) answering the following questions: What is your story? Why are you interested in University College? What influences/circumstances/events led you here? How do you plan to use your Bachelor of General Studies degree?" Entrance essays written by students graduating from University College, are scored using the college-generated Writing Assessment Evaluation rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

Pilot entrance essay use as a career plan, data-gathering tool.

Finding (2015-2016) - Target: Met

During this reporting period, University College began collecting entrance essays from students as they requested transcript evaluations, prior to changing their majors, as a means of beginning career exploration and planning.   Nine graduating seniors completed both an entrance and exit essay, and all were used in the current study. Included in the directions for the 250-word entrance essay is the question, "How do you plan to use your Bachelor of General Studies degree?"   Eight of the nine (n = 9) entrance essays (88.8%, n = 8) included a response to the question, with five including a specific goal. Responses included "graduate sooner," "better my future," continue working at my job," "administrative assistant," "I have all the experience I need," "I feel maybe teaching isn't for me," "teaching may not be the only thing," and to obtain a degree while remaining "debt free." Although most of the responses were somewhat unspecific, they do provide a departure point for career discussion. Taking into consideration the small sample size, it does appear as though the entrance essays will meet the stated purpose.

Related Action Plans (by Established cycle, then alpha):

Continue data collection

Continue using the entrance essay to collect data, establishing a pre-test type score.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Entrance Essay | **Outcome/Objective:** Career Plan

Implementation Description: Continue current process
Responsible Person/Group: Academic Advisor, Office staff

M 6: Writing Assessment

Graduating seniors are required to write an essay as part of the regular graduation checkout procedure in the College. Directions for the essay are as follows: Write a 500 word essay describing your journey in college. How would you describe your experiences in University College? Did you find that your experiences in University College were unique and how so? What suggestions do you have for improvement? Please give specific examples of how we helped you. Please give specific examples of how we can improve our services. What are your plans and goals for after graduation? How has University College helped you to identify those goals? How did we help you prepare for success in your chosen profession?

Printed essays are submitted during the graduation checkout advising appointment, and are uploaded to the University College graduation checkout Moodle course. Essays are scored using the college-created Writing Assessment Evaluation rubric which measures grammar, structure, essay organization, overall content, and critical thinking.

Source of Evidence: Writing exam to assure certain proficiency level

Connected Documents

2012-2013 Graduation Checkout Directions
Evaluation of Credits Request Form
Graduation Checkout Directions 2011-2012

Writing Assessment Evaluation Form 2011-2012
Writing Assessment Questions 2011-2012

Target:
At least 90% of graduating seniors will have post-baccalaureate career or educational plans.

Connected Documents

2012-2013 Graduation Checkout Directions
Graduation Checkout Directions 2011-2012
Writing Assessment Evaluation Form 2011-2012
Writing Assessment Questions 2011-2012

Finding (2015-2016) - Target: Met

For this reporting period, post-baccalaureate career or educational plans were measured using the Senior Exit Survey. Of the 239 surveys evaluated, 95.0% (n=227) of the surveys included post-baccalaureate career or educational plans.   Regarding future educational plans, 5.9% (n = 14) of students reported that they have applied to programs, and 34.3% (n = 82) reported that, although they have not applied, they plan to do so. The remaining students with plans (54.8%, n = 131) reported that their plans were career related, but did not include further education at this time. Since 95% of students stated that they have post-baccalaureate career or educational plans, this target was met.

Related Action Plans (by Established cycle, then alpha):

Continue monitoring

Continue monitoring

Established in Cycle: 2011-2012
Implementation Status: Finished
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Writing Assessment | **Outcome/Objective:** Career Plan

Responsible Person/Group: Assessment coordinator
Connected Document
2012-2013 Graduation Checkout Directions

Post-graduation education and career plans

Because of the nature of the goal, it is deemed worthwhile to continue monitoring.

Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Writing Assessment | **Outcome/Objective:** Career Plan

Connected Documents
2012-2013 Graduation Checkout Directions
Evaluation of Credits Request Form
Senior Exit Survey

Merge Career Development and Exit Surveys

In order to eliminate redundancy and revise questions, the Career Development and Exits Surveys will be merged.

Established in Cycle: 2014-2015
Implementation Status: Finished
Priority: Medium

Relationships (Measure | Outcome/Objective):
> **Measure:** Writing Assessment | **Outcome/Objective:** Career Plan

Connected Document
> Senior Exit Survey

Move to Senior Exit Survey

Continue to assess, but move data collection criteria in Weave to reflect collecting data using the Senior Exit Survey, rather than the Written Essay.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
> **Measure:** Writing Assessment | **Outcome/Objective:** Career Plan

Implementation Description: Contact the Director of Institutional Assessment to learn how to accomplish this.
Responsible Person/Group: Academic Advisor

M 7: Senior Exit Survey

Graduating seniors are asked to complete a college-generated Senior Exit Survey on Moodle, the University's online course management system. The Senior Exit Survey is used to gather data regarding student career plans, and to assess student perception of the quality of their General Studies program and its usefulness in preparing them for life after graduation.

Source of Evidence: Service Quality

Connected Documents
> 2012-2013 Graduation Checkout Directions
> Career Development Skills Survey Questions 2011-2012
> Graduation Checkout Directions 2011-2012

Target:

Target 1: At least 80% of the graduating seniors will "Strongly Agree" or "Agree" that their experiences in University College improved their awareness of the career planning process.

Connected Documents
> 2012-2013 Graduation Checkout Directions
> Career Development Skills Survey Questions 2011-2012
> Graduation Checkout Directions 2011-2012
> Senior Exit Survey

Finding (2015-2016) - Target: Met
Surveys included in this assessment were completed as Moodle

questionnaires, by two hundred forty-eight (n=248) University College graduating seniors (n=248), who responded to the question, "My experiences in University College have improved my awareness of the career planning process." Of those responding, 80% (n=198), reported that they either Strongly Agreed (29%, n=73), or Agreed (50%, n=125) that their experiences improved their awareness of career planning, which meets the stated target. Graduating seniors were also questioned about other aspects of career planning, with 72.2% (n=179) of the respondents reporting either Strongly Agreeing (27%, n=68), or Agreeing (45%, n=111), that their experiences in University College improved their "awareness of different occupations and changing male/female roles;" 79% (n=196) reporting that they Strongly Agreed (32%, n=80), or Agreed (47%, n=116) that their experiences in University College improved their "awareness of how work relates to the needs and functions of society;" 78.6% (n=195) of respondents either Strongly Agreed (33%, n=38) or Agreed (45%, n=112) that their understanding of how to make good decisions improved; 67.6% (n=188) of respondents reporting either Strongly Agreeing (33%, n = 82) or Agreeing (43%, n = 106) that they saw an improvement in their awareness of the interrelationship of life roles due to their experiences in University College; with 81.5% (n = 202), stating that they Agreed (45%, n = 111), or Strongly Agreed (37% n = 91) that their experiences improved their "awareness of the relationship between work and learning;" with 79.4% (n = 197) stating that their experiences in University College improved their "skills for understanding and using career information," and, with 85.5% (n = 212) reporting their experiences in University College improved their awareness of the "importance of personal responsibility and good work habits." In summary, not only did students overall awareness of the career planning process improve, so did their awareness of specific aspects of career planning. As such, this target was met.

Related Action Plans (by Established cycle, then alpha):

College and degree name

Track satisfaction with the name of the college and degree name.

Established in Cycle: 2011-2012
Implementation Status: Finished
Priority: Medium

Relationships (Measure | Outcome/Objective):
>>**Measure:** Senior Exit Survey | **Outcome/Objective:** Career Plan

Implementation Description: Tracking begun, monitoring continuing.
Responsible Person/Group: Assessment Coordinator
Connected Documents
>>2012-2013 Graduation Checkout Directions
>>Name of college and degree questions
>>Senior Exit Survey

Continue monitoring

Continue monitoring

Established in Cycle: 2011-2012
Implementation Status: Finished
Priority: Medium

Relationships (Measure | Outcome/Objective):
>>**Measure:** Senior Exit Survey | **Outcome/Objective:** Career Plan

Responsible Person/Group: Assessment coordinator

Connected Document

[2012-2013 Graduation Checkout Directions](#)

Educate students re BGS and continue to monitor

While student experiences in the College of General Studies have been positive overall (91% n=340), results indicate that only 67% (n=282) of students are either very satisfied or satisfied with the name of their degree, Bachelor of General Studies. Student education regarding the meaning of a Bachelor of General Studies and what can be accomplished with the degree will be implemented and results will continue to be monitored.

Established in Cycle: 2012-2013

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

> **Measure:** Senior Exit Survey | **Outcome/Objective:** Career Plan

Connected Documents

[2012-2013 Graduation Checkout Directions](#)
[Senior Exit Survey](#)

Merge questionnaires

Merge the Career Development Survey with the Senior Exit Survey, and revise questions.

Established in Cycle: 2014-2015

Implementation Status: Finished

Priority: Medium

Relationships (Measure | Outcome/Objective):

> **Measure:** Senior Exit Survey | **Outcome/Objective:** Career Plan

Connected Document

[Senior Exit Survey](#)

Revisit questions

Revisit the questions asked in the survey, to determine whether revision is needed.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: Low

Relationships (Measure | Outcome/Objective):

> **Measure:** Senior Exit Survey | **Outcome/Objective:** Career Plan

Responsible Person/Group: Academic Advisor, Asst. Dean, and Dean

Analysis Questions and Analysis Answers

How were assessment results shared and evaluated within the unit?

Assessment report was emailed to all staff, and discussed. Actions were planned based on the discussion.

Connected Document

[Evaluation of Credits Request Form](#)

Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?

The entrance essay was implemented late in this reporting cycle, which caused a very small amount of data to be collected, so results are unclear at this time. Preliminary indications are positive; however, we should be better informed once we have an adequate sample size. Verbal assessments were also completed, and it was determined that rubric revisions would be beneficial, in order to increase clarity. Written essays continue to be informative, as are the exit surveys. During the 2015-2016 cycle, it was noted that career-plan responses from the Senior Exit Survey appeared to be more informative that those from the written essays. This may be due to the way the questions are asked in the exit survey, versus those for the written essay. As such, we will continue to use the Senior Exit Survey responses to collect this information.

Connected Document

[Evaluation of Credits Request Form](#)

What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?

Data collected from the senior exit survey and from the writing assessments continue to be helpful. It was noted, however, that there may be a need to revise the rubrics for the verbal and written assessment. The written assessment appears to be good overall, but can use some small revision to increase clarity.

Connected Documents

[Evaluation of Credits Request Form](#)
[Senior Exit Survey](#)