

University of Louisiana at Lafayette

Detailed Assessment Report 2015-2016 Student Support Services - Teacher Prep

As of: 11/21/2016 10:43 AM CENTRAL

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

Mission / Purpose

The purpose of the Teacher Prep K-12 SSS 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. Specific needs include: to successfully gain and maintain good academic standing, persist from one academic level to the next, and then, to graduate with a degree in education. As education majors, students are additionally challenged by the requirement to take and pass a teacher's license examination at two levels, Praxis I (reading, writing, and mathematics) and Praxis II (content based). The mission of the project is to enhance the educational experiences of students, who are underprepared and increase their chances of success in college and later as a fully prepared and certified classroom teacher.

Goals

G 1: To enhance the academic and interpersonal skills of eligible students.

The primary goal of the UL Lafayette's Teacher Prep K-12 Student Support Services Program is to provide services that enhance the academic and interpersonal skills of eligible students thereby increasing their academic standing, retention and graduation rates while fostering an institutional climate supportive of low income, first generation college students, and individuals majoring in education.

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

O/O 1: Student Persistence

50% of all participants served by the Teacher Prep K-12 SSS project will persist from one academic year to the beginning of the next academic year or will graduate and/or transfer from a 2-year to a 4-year institution during the academic year.

Related Measures

M 4: Annual Performance Report

The annual performance report (APR) is the primary assessment tool used in measuring student progress by Student Support Services. Reporting is done annually to the U.S. Department of Education using APR data.

Source of Evidence: Existing data

Connected Document

[Annual Performance Report \(APR\) data 2013-14 for Weave Assessment 2014-15](#)

Target:

50% of project participants will persist from one academic year to the beginning of the next academic year or will graduate and/or transfer from a 2-year to a 4-year institution during the academic year.

Connected Document

[Annual Performance Report \(APR\) data 2013-14 for Weave Assessment 2014-15](#)

Finding (2015-2016) - Target: Met

76% of students persisted from one academic year to the beginning of the next year or graduated and/or transferred from a 2-year to a 4-year institution during the academic year. In order to accomplish this target, students engaged in the following activities: academic library, book clubs, ACT/Praxis study sessions, and service learning. Academic resources (Praxis test preparation, GRE, and ACT) were made available to students to adequately prepare for tests. In the College of Education, students are exempt from Praxis I if they have an ACT score of 22 or higher. Therefore, ACT preparation tutorials and study sessions were offered to students. Students engaged in book clubs throughout the semester. Participation in book clubs enabled students to facilitate a scholarly discussion on a plethora of educational topics and fostered peer networking. Students participated in United Way Day of Action and United Way Book Readers, volunteer in local schools, host an educational toy drive, tutor in their local communities, and peer mentor in the Upward Bound Math Science Program.

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

Math Study Groups

Due to the importance of students successfully passing math courses, the SSS-Teacher Prep Team implemented more math study sessions in the tutorial lab. Students were able to engage in math study groups (Math 117, 217, and 317) led by peer tutors.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Annual Performance Report | **Outcome/Objective:** Student Persistence

O/O 2: Good Academic Standing

65% of all enrolled participants served by the Teacher Prep K-12 SSS project will meet the performance level required to stay in good academic standing at the grantee institution.

Related Measures

M 4: Annual Performance Report

The annual performance report (APR) is the primary assessment tool used in measuring student progress by Student Support Services. Reporting is done annually to the U.S. Department of Education using APR data.

Source of Evidence: Existing data

Connected Document

[Annual Performance Report \(APR\) data 2013-14 for Weave Assessment 2014-15](#)

Target:

65% of all enrolled participants will meet the performance level required to stay in good academic standing.

Connected Document

[Annual Performance Report \(APR\) data 2013-14 for Weave Assessment 2014-15](#)

Finding (2015-2016) - Target: Met

93.5% of all enrolled students met the performance level of good academic standing. Data reveals that 51% of students had a 3.0 GPA or higher. The

average cumulative GPA was a 2.972 for the performance reporting year. This target was attained through tutoring, study groups, and frequent advising sessions with Project Coordinator. An early warning system using Grades First alerted the Project Coordinator of participants' grades. An action plan was created for students to improve grades for the semester.

O/O 3: Graduation and/or Transfer Rates

Graduation rate of 25% of new participants served each year will graduate from the applicant institution with a bachelor's degree or equivalent within (6) years.

Related Measures

M 5: APR Graduation data

In the 2015-16, reporting cycle, it is a requirement to report on existing graduation data. Data will be collected on participants who graduate with a bachelor's degree.

Source of Evidence: Existing data

Target:

25% of new participants served each year will graduate from the institution with a bachelor's degree or equivalent within 6 years.

Finding (2015-2016) - Target: Met

Graduation data of SSS-Teacher Prep project participants of cohort year 2010-11 began with 140 students. Data indicates that 84 project participants attained a bachelor's degree within six years (2010-2016). Thus, the bachelor's degree attainment rate is 60%. Thus, the B.A. degree attainment rate of 35% was attained.

Of the 84 graduates, 56 attained a baccalaureate degree in the College of Education which reflects the overall mission of the grant. Thus, the graduation rate of participants attaining a baccalaureate degree in education is 40%.

Listed below is a summary of data (6 year graduation):

21 (15%) project participants transferred to another institution

28 (20%) project participants are not enrolled in an institution or did not persist.

7 (5%) project participants are currently enrolled at the institution.

Analysis Questions and Analysis Answers

How were assessment results shared and evaluated within the unit?

Assessment results were shared with SSS-Teacher Prep project staff at meetings. Staff were involved in the process by evaluating tutorial services. The SSS-Teacher Prep Student Advisory Council met and reviewed assessment results to improve program results with students.

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 Praxis II Content Boot Camp study sessions were established in 2014-15. In the 2015-16 cycle, an emphasis was placed on preparing students for the rigor of Praxis II content tests. For example, students met frequently with Project Coordinator to discuss study plans. Math study groups were implemented this cycle and lead by peer-tutor mentors. Students were able to complete homework problems and study for tests in a group setting. The Math Fitness Club enabled students to engage in math content as a group. As a result of the Math Fitness Club, findings revealed more students passing math courses.

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

This unit learned that professional development among staff is vital to desired outcomes. Staff members attended an Appreciative Advising workshop to help the target population overcome barriers that impede their persistence. Effective strategies learned from the workshop enabled students to persist.