University of Louisiana at Lafayette

Detailed Assessment Report
2015-2016 Student Support Services
As of: 11/22/2016 02:39 PM CENTRAL
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Mission / Purpose

Help improve the retention and six year graduation rates of first generation and low income students who are participants in the Student Support Services (Regular) Program based on the required Annual Performance Report (APR). .

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

SLO 1: Objective 1: Good Academic Standing
Objective 1: A percentage of students served by SSS will remain in *good academic standing* throughout the 2015-16 academic year.

Relevant Associations:

Standard Associations

SACS (sections): 2010
1 Mission
1 Financial stability
1 Institutional Mission
2.10 Student Support Services
2.12 Quality Enhancement Plan
3 Qualified staff
3 educational support services
3.8.1 Learning/information resources
3.9.1 Student rights
4.1 Student achievement

General Education/Core Curriculum Associations

1.1 Think critically and read with comprehension.
1.2 Write essays that make arguments appropriately supported by evidence, while synthesizing and documenting sources.
1.3 Speak cogently in presenting information.
2.1 Apply key processes and scientific reasoning to draw reasonable conclusions within the natural sciences.
3.3 Create engaged citizens.
5.1 Use mathematical methods and models to solve quantitative problems and to communicate solutions effectively.
5.2 Analyze and critically evaluate numerical and graphical data to draw reasonable and valid conclusions about "real-world" situations.
6.1 Search electronic sources for information.
6.2 Collect, evaluate and utilize retrieved data to advance arguments.
6.3 Communicate through electronic media.

Related Measures

M 1: Good Academic Standing
Measure for Objective 1: *Good Academic Standing* will be measured using ISIS screen "ah_chrnlist" (or appropriate Banner Database if operational during this academic year) which indicates whether or not students are on probation or suspension.

Source of Evidence: External report

Target:
At least 75% will remain in good academic standing by the end of the 2015-16 academic year.

Finding (2015-2016) - Target: Met
96% of SSS participants remained in good standing at the end of the 2015-16 academic year.

SLO 2: Objective 2: Six year graduation rate

Objective 2: To assure that a percentage of project participants in Cohort 12 graduate within six years after their first service date in SSS from the 2010/11 academic year.

Relevant Associations:

Standard Associations

SACS (sections): 2010
2 Institutional environment
2 Quality Enhancement Plan
2.9 Learning Resources and Services
2.10 Student Support Services
2.12 Quality Enhancement Plan
3 Qualified staff
3 Institutional Effectiveness
3 Institutional credits for a degree
3.5.3 Undergraduate program requirements
3.6.2 Institutional credits for a degree
4.1 Student achievement

Related Measures

M 2: Six year graduation rate
Measure for Objective 2: The 2010-11 cohort students' six year graduation rate will be measured by graduation dates confirmed in ISIS using the "ah_stdnawls" screen (or appropriate data from the Banner database once it is operational) for all Cohort 12 participants six years after their first service dates.

Source of Evidence: Existing data

Target:
At least 32% will graduate within six years of receiving services.

Finding (2015-2016) - Target: Met
40% of the 2015-2016 cohort participants graduated within six years of receiving services.

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

Six-year graduation rate
Action Plan: Six-year Graduation Rate: Look for patterns what might suggest the improved graduation rate over the previous year, especially regarding the patterns of the average credit hours completed by each

cohort group on the APR.

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

Relationships (Measure | Outcome/Objective):
> **Measure:** Six year graduation rate | **Outcome/Objective:**
> Objective 2: Six year graduation rate

Implementation Description: Pull credit hour reports on each cohort group and compare averages as well as look at patterns that may show ways to improve the completion rate for other cohort groups.
Projected Completion Date: 05/2016
Responsible Person/Group: SSS Director & Secretary
Additional Resources: Lists of cohort students' credit hours

SLO 3: Objective 3: Persist from one year to the next

Objective 3: A percentage of SSS students selected to participate in the program will *persist from Fall 2015 to Fall 2016.*

Relevant Associations:

Standard Associations

SACS (sections): 2010
3   educational support services
4.1   Student achievement

General Education/Core Curriculum Associations

1.1   Think critically and read with comprehension.
1.2   Write essays that make arguments appropriately supported by evidence, while synthesizing and documenting sources.
1.3   Speak cogently in presenting information.
2.2   Use critical and logical thinking, knowledge of accepted scientific methods, and appropriate sources to evaluate the credibility of information with scientific content
3.2   Understand the diverse and complex nature of humanity
3.3   Create engaged citizens.
5.1   Use mathematical methods and models to solve quantitative problems and to communicate solutions effectively.
5.2   Analyze and critically evaluate numerical and graphical data to draw reasonable and valid conclusions about "real-world" situations.
6.1   Search electronic sources for information.
6.2   Collect, evaluate and utilize retrieved data to advance arguments.
6.3   Communicate through electronic media.

Related Measures

M 3: Persistence Rate

Measure for Objective 3: Persistence will be measured using ISIS screen "ah_chrnlist" based on Fall 2016 semester enrollment (or appropriate Banner Database if operational during this academic year) which indicates whether or not SSS participants are persisting from one academic year (Fall 2015) to the next (Fall 2016).

Source of Evidence: Academic direct measure of learning - other

> **Target:**
> At least 58% will persist from one academic year (Fall 2015) to the next (Fall

2016).

Finding (2015-2016) - Target: Met
91% of participants persisted from Fall 2015 to Fall 2016.

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

Credit hour assessment

Evaluate the credit hour completion of students in Cohort 11 to see who is and is not on track for graduation.

Established in Cycle: 2015-2016
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
> **Measure:** Persistence Rate | **Outcome/Objective:** Objective 3: Persist from one year to the next

Implementation Description: SSS Director will evaluation the number of credit hours each cohort 11 students have earned at least 90 credits in order to complete their degree by Spring 2017.
Projected Completion Date: 05/2017
Responsible Person/Group: Project Director & Secretary, with input from all SSS Advisors
Additional Resources: Cohort lists and access to ISIS and Banner records and time to analyze

Analysis Questions and Analysis Answers

How were assessment results shared and evaluated within the unit?

Each SSS Advisor received annual reports on the outcomes of the students in their caseloads and the team met to discuss the overall outcomes based on the funding agency's required Annual Performance Report. Opportunities for improvement focused on freshman math achievement goals for students who will participate in the Summer 2016 Summer Success Program operating under Student Support Services.

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?

In the 2015-16 assessment cycle, our SSS team examined the impact that the passage or failure of freshman level math courses had on cohort students' graduation outcomes.   This inspired the use of new strategies that required the SSS team lead by the math specialist to help students learn to be aware of their commitment to completing daily written homework during time periods in which the tutoring lab was open as a primary success strategy, even if written homework was optional. The findings seem to reduce the number of failures in freshman math courses across disciplines.

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

Our Unit has learned the importance of attending available training. That has led to staff learning about taking a comprehensive approach to helping students through Appreciative Advising strategies and how that process helps us impact student outcomes. What works well is that we were all properly trained but we do not seem to have enough time to refresh our skills in that area by sharing best practices and conducting cross training. This experience has inspired our team to commit to at least one session per semester to review how the use of these essential strategies can strengthen our students' retention and

completion rates.