

2016-2017 Assessment Cycle UC_Student Support Services - STEM

Mission (due 1/20/17)

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 / Department / Program Mission

College Mission

Provide the college mission in the space provided. If none is available, write "None Available in 2016-2017."

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.

Department / Program Mission

Provide the department / program mission in the space provided. If none is available, write "None Available in 2016-2017".

The Student Support Services STEM Program (Science, Technology, Engineering and Mathematics) is designed to assist first generation, low-income, and or a small number of students with disabilities who are in need of academic support in the science, technology, engineering and mathematics area. The broader mission of this project is to ensure that there is a climate of institutional support for those students who are from first generation and/or low income backgrounds. The mission and purpose of SSS-STEM Program assists in forwarding the mission of the university in regard to diversity and integration.

Assessment Plan (due 1/20/17)

Assessment List (Goals / Objectives, Assessment Measures and Criteria for Success)

Assessment List

| Goal/Objective | RETENTION STEM participants served by the SSS project will persist from one academic year to the beginning of the next academic year. Semester and CUM GPA's are obtained from the UL Lafayette ISIS database after each semester, monitored by the SSS staff, and maintained electronically and in hard copy program files for the 120 current students. | | | | | | | | |
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| Goal/Objective | ACADEMIC STANDING All enrolled participants served by the SSS STEM project will meet the performance level required to stay in good academic standing at the grantee institution. | | | | | | | | |
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| Goal/Objective | GRADUATION RATES New participants served each year will graduate within six (6) years. | | | | | | | | | |
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Results & Improvements (due 9/15/17)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for RETENTION STEM participants served by the SSS project will persist from one academic year to the beginning of the next academic year. Semester and CUM GPA's are obtained from the UL Lafayette ISIS database after each semester, monitored by the SSS staff, and maintained electronically and in hard copy program files for the 120 current students.

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| Goal/Objective | RETENTION |
|----------------|-----------|

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| Assessment Findings | Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
| | Direct - Annual Performance Report Data (Other) | Has the criterion Increased retention rates of students matriculating in the areas of Science, Technology, Engineering and Math will be accomplished. The objective is to retain 35% of these students to the 3rd semester, currently only 31% are being retained in these specific areas. been met yet? Met | 94% of SSS STEM Participants persisted from one academic year to the beginning of the next academic year. | | - Assessment Process: Continuous monitoring: At the end of each semester, staff will check the schedules of each student participant and analyze their course grades for the semester as well as the courses the student has enrolled into for the following semester. This process will allow staff to discuss and implement an education plan for those students at risk of stopping out. |

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Assessment List Findings for the Assessment Measure level for ACADEMIC STANDING All enrolled participants served by the SSS STEM project will meet the performance level required to stay in good academic standing at the grantee institution.

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| | | Met | | | Students who have completed a satisfactory grade in a particular class will be offered tutoring and supplemental instruction in order to attain a better understanding of the course and assignments. |
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| | | <p>Science, Technology, Engineering and math is the focus. The objective is to increase the graduation rate in these areas from 11% to 27%. been met yet? Met</p> | <p>However, we can say that this measurement has been reached because at this moment 51.88% of students in the cohort group have already graduated with their first bachelor's degree.</p> | | <p>improved graduation rate over the previous year, especially regarding the patterns of the average credit hours completed by each cohort group on the APR. Pull Credit hour reports on each cohort group and compare averages as well as look at papers that may show ways to improve the completion rate for other cohort groups.</p> |
|--|--|---|--|--|--|

Reflection (Due 9/15/17)

Reflection

1) How were assessment results shared in the unit?

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)

The Academic Counselor received annual reports on the outcomes of the students in the caseload and met the Director and Secretary to discuss the overall outcomes based on the Annual Performance Report. Opportunities for improvement focused on freshman math achievement goals (Math 109, Math 110, Calculus 250 and 270) for students who will participate in the Summer 2016 Summer Success Program operating under SSS STEM.

2) How frequently were assessment results shared in the unit?

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

Departmental assessment committee

Other faculty / staff

4) What were the measurable or perceivable effects on your current (2016-2017) findings based on prior action plans (created in 2015-2016)?

Throughout the 2015-2016 assessment cycle, our SSS team examined the impact that the passage or failure of freshman level math courses had on cohort students' graduation outcomes. We were inspired to use new strategies that required us 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. This strategy has seemed to reduce the number of failures in freshman math courses across disciplines.

5) What has the unit learned from the current assessment cycle?

We have learned the importance of attending available training. This has led the staff to learn about taking a comprehensive approach to helping students through appreciative advising strategies and how that process helps us impact student outcomes. We have noticed that although we are properly trained, we do not seem to have enough time to refresh our skills in that area by sharing best practices and conducting cross training. We know the importance of this refreshing so the team is now inspired to commit to at least one session per semester to review the guidelines provided to us to be effective advisors.

Attachments

Attachments

Upload any supporting documents related to your assessment plans, results, or improvements. Documents may include rubrics, survey questions, reports, etc. There is no limit to the number of documents you can upload.

Click "Select File" to upload document(s)