2017-2018 Assessment Cycle UC_Educational Talent Search III

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."
Educational Talent Search Mission: To encourage and assist first-generation and low income students with enrolling in post-secondary education and overcoming financial barriers to continuing post-secondary 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	Secondary School Persistence(Imported)	
Legends	PO - Program Objective (academic units);	
Standards/Outcomes		
Assessment Measures		

Assessment Measure	Criterion	Attachments
Direct - Project	67% of non-senior participants served each project year will complete the current academic year and continue in school for the next academic year, at the next grade level.	

Goal/Objective	Secondary School Graduation (regular secondary school diploma)(Imported)	
Legends	PO - Program Objective (academic units);	
Standards/Outcomes		
Assessment Measures		

Assessment Measure	Criterion	Attachments
Direct - Project	70% of seniors served during the project year will graduate during the project year with a regular secondary school diploma within the standard number of years.	

Goal/Objective	Secondary School Graduation (rigorous secondary school program of study)(Imported)	
Legends	PO - Program Objective (academic units);	
Standards/Outcomes		
Assessment Measures		

Assessment Measure	Criterion	Attachments
Direct - Project	26% of seniors served during the project year will complete a rigorous secondary school program of study and will graduate during the project year with a regular	

	secondary school diploma within the standard number of years.	

Goal/Objective	Postsecondary Education Enrollment(Imported)
Legends	PO - Program Objective (academic units);
Standards/Outcomes	
Assessment Measures	

Assessment Measure	Criterion	Attachments
Direct - Project	54% of participants, who have graduated with a regular secondary school diploma, during the project year, will enroll in an institution of higher education by the fall semester immediately following high school graduation or will have received notification, by the fall semester immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic semester (e.g. spring semester).	

Goal/Objective	Postsecondary Attainment(Imported)
Legends	PO - Program Objective (academic units);
Standards/Outcomes	
Assessment Measures	

Assessment Measure	Criterion	Attachments
Direct - Project	20% of participants served during the project year, who enrolled in an institution of higher education, by the fall semester immediately following high school graduation or by the next academic semester (e.g. spring semester) as a result of acceptance but deferred enrollment will complete a program of postsecondary education within six years.	

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 Secondary School Persistence(Imported)

Goal/Objective	Secondary School Persistence(Imported)
Legends	PO - Program Objective (academic units);

Standards/Outcomes	
Assessment Measures	

Assessment Measure	Criterion
Direct - Project	67% of non-senior participants served each project year will complete the current academic year and continue in school for the next academic year, at the next grade level.

Assessment Findings	

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Project	Has the criterion 67% of non-senior participants served each project year will complete the current academic year and continue in school for the next academic year, at the next grade level. been met yet? Met	99% of non-senior participants served in the 2016-17 school year completed the academic year and continued in school for the following academic year, at the next grade level.		- Assessment Process: Continuous monitoring: Will continue to monitor courses that tend to be a barrier to students successfully receiving TOPS.

Assessment List Findings for the Assessment Measure level for Secondary School Graduation (regular secondary school diploma)(Imported)

Goal/Objective	Secondary School Graduation (regular secondary school diploma)(Imported)
Legends	PO - Program Objective (academic units);
Standards/Outcomes	
Assessment Measures	

Assessment Measure	Criterion
Direct - Project	70% of seniors served during the project year will graduate during the project year with a regular secondary school diploma within the standard number of years.

Assessment Findings				
	Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
	Direct - Project	Has the criterion 70% of seniors served during the project year will graduate during the project year with a regular secondary school diploma within the standard number of years. been met yet? Met	100% of seniors served during 2016-17 graduated during the project year with a regular secondary school diploma within the standard number of years.		- Assessment Process: Continuous monitoring: Continue to monitor areas of program success that have assisted students in successfully graduating high school with a regular secondary school diploma, in efforts to maintain high graduation rates among seniors in the program.

Assessment List Findings for the Assessment Measure level for Secondary School Graduation (rigorous secondary school program of study)(Imported)

Goal/Objective	Secondary School Graduation (rigorous secondary school program of study)(Imported)
Legends	PO - Program Objective (academic units);
Standards/Outcomes	
Assessment Measures	

Assessment Measure	**Criterion**
Direct - Project	26% of seniors served during the project year will complete a rigorous secondary school program of study and will graduate during the project year with a regular secondary school diploma within the standard number of years.

Assessment Findings	

Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**

| Direct - Project | Has the criterion 26% of seniors served during the project year will complete a rigorous secondary school program of study and will graduate during the project year with a regular secondary school diploma within the standard number of years. been met yet? Met | 56% of seniors served during the 2016-17 project year completed a rigorous secondary school program of study and graduated during the project year with a regular secondary school diploma within the standard number of years. | | - Assessment Process: Continuous monitoring: Continue to monitor student class schedules and transcripts to insure upon Senior year, they are on target to complete high school with a rigorous secondary school diploma. |

Assessment List Findings for the Assessment Measure level for Postsecondary Education Enrollment(Imported)

Goal/Objective	Postsecondary Education Enrollment(Imported)
Legends	PO - Program Objective (academic units);
Standards/Outcomes	
Assessment Measures	

Assessment Measure	Criterion
Direct - Project	54% of participants, who have graduated with a regular secondary school diploma, during the project year, will enroll in an institution of higher education by the fall semester immediately following high school graduation or will have received notification, by the fall semester immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic semester (e.g. spring semester).

Assessment Findings					
	Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
	Direct - Project	Has the criterion 54% of participants, who have graduated with a regular secondary school	78% of participants, who have graduated with a regular secondary school diploma, during		- Assessment Process: Continuous monitoring: Continuously check in with Senior

| | | diploma, during the project year, will enroll in an institution of higher education by the fall semester immediately following high school graduation or will have received notification, by the fall semester immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic semester (e.g. spring semester). been met yet? Met | the 2016-17 project year, enrolled in an institution of higher education by the fall semester immediately following high school graduation or will have received notification, by the fall semester immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic semester (e.g. spring semester). | | students throughout the year to make sure they are not only on target for graduating with a secondary school diploma, but also that they have completed checklists for enrollment in a postsecondary institution upon graduating from high school. |

Assessment List Findings for the Assessment Measure level for Postsecondary Attainment(Imported)

Goal/Objective	Postsecondary Attainment(Imported)
Legends	PO - Program Objective (academic units);
Standards/Outcomes	
Assessment Measures	

Assessment Measure	Criterion
Direct - Project	20% of participants served during the project year, who enrolled in an institution of higher education, by the fall semester immediately following high school graduation or by the next academic semester (e.g. spring semester) as a result of acceptance but deferred enrollment will complete a program of postsecondary education within six years.

Assessment Findings	

	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Project	Has the criterion 20% of participants served during the project year, who enrolled in an institution of higher education, by the fall semester immediately following high school graduation or by the next academic semester (e.g. spring semester) as a result of acceptance but deferred enrollment will complete a program of postsecondary education within six years. been met yet?	The six year cohort data is not yet available, as the 2016-17 project year was the first year of the grant.		- Assessment Process: Continuous monitoring: This data is not yet available, as the program does not yet have a six year graduation cohort.

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 (selected)
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
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.

Due to the 2016-17 project year being the first cycle for this grant, there are no previous results to compare. However, the current results have exceeded the project objectives established. The use of the results can assist in continuing the momentum of the program and persistence of staff in continued improvement of student outcomes.

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.

Impact of closing the loop can not be assessed at this time, as this is the first cycle of this grant. However, I am looking forward to assessing future outcomes in efforts to improve department operations, program quality and students learning.

Attachments (optional)
Upload any documents which support the program / department assessment process.