

2017-2018 Assessment Cycle UC_Student Support Services - Disabilities

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."

The Student Support Services Disability Program (SSS-Disability) is designed to assist low-income students with disabilities with the success services needed to meet their ultimate goal of graduation. The mission is to assist the whole student- as many students with disabilities have various layers of need including but not limited to academic, financial, career, disability management, and other personal needs.

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	Participants in the SSS-D project will persist from one academic year to the beginning of the next academic year or graduate.(Imported)		
Legends	OO - Outcome/Objective (administrative units);		
Standards/Outcomes	Identifier	Description	
	Student SI.Student SI 1	Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).	
	Student SI.Student SI 1.KPI 1	Implement and sustain student support to retain and graduate students.	
Assessment Measures	Assessment Measure	Criterion	Attachments
	Direct - Academic (Other)	76 % of all participants served by the SSS-D project will persist from one academic year to the beginning of the next academic year to the beginning of the next academic year or graduate.	
	Indirect - Academic (Other)	Financial aid and literacy is a major hurdle for low-income students. Providing informational workshops and individual sessions regarding: (1) the process and procedure of the financial aid application process; (2) funds available to students with disabilities at the local, state, and national levels in terms of grants, loans, and scholarships; (3) financial literacy like debt/financial management, credit cards, and budgeting; and (4) graduate school application process, admissions criteria, financial aid and scholarship available will all be implemented.	
	Indirect - Academic (Other)	Recruit up to 6 Summer Success students into the program.	

Goal/Objective	A certain percentage of all enrolled participants served by the SSS-D project will meet the performance level required to stay in good standing at the grantee institution.(Imported)
Legends	OO - Outcome/Objective (administrative units);

Standards/Outcomes	<table border="1"> <thead> <tr> <th>Identifier</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>Student SI.Student SI 1.KPI 1</td> <td>Implement and sustain student support to retain and graduate students.</td> </tr> <tr> <td>Student SI.Student SI 1.KPI 4</td> <td>Improve student success through engagement in high impact practices.</td> </tr> </tbody> </table>		Identifier	Description	Student SI.Student SI 1.KPI 1	Implement and sustain student support to retain and graduate students.	Student SI.Student SI 1.KPI 4	Improve student success through engagement in high impact practices.			
	Identifier	Description									
	Student SI.Student SI 1.KPI 1	Implement and sustain student support to retain and graduate students.									
Student SI.Student SI 1.KPI 4	Improve student success through engagement in high impact practices.										
Assessment Measures	<table border="1"> <thead> <tr> <th>Assessment Measure</th> <th>Criterion</th> <th>Attachments</th> </tr> </thead> <tbody> <tr> <td>Indirect - Student Evaluations</td> <td>The program will implement a tutoring component which will provide the specialized type of tutoring that students with disabilities need to achieve in the traditionally high fail and drop rate classes of mathematics and English. Other types of tutoring will be provided based on need and flexibility.</td> <td></td> </tr> <tr> <td>Indirect - Academic (Other)</td> <td>80% of all enrolled participants served by the SSS-D project will meet the performance level required to stay in good academic standing at the grantee institution.</td> <td></td> </tr> </tbody> </table>		Assessment Measure	Criterion	Attachments	Indirect - Student Evaluations	The program will implement a tutoring component which will provide the specialized type of tutoring that students with disabilities need to achieve in the traditionally high fail and drop rate classes of mathematics and English. Other types of tutoring will be provided based on need and flexibility.		Indirect - Academic (Other)	80% of all enrolled participants served by the SSS-D project will meet the performance level required to stay in good academic standing at the grantee institution.	
	Assessment Measure	Criterion	Attachments								
	Indirect - Student Evaluations	The program will implement a tutoring component which will provide the specialized type of tutoring that students with disabilities need to achieve in the traditionally high fail and drop rate classes of mathematics and English. Other types of tutoring will be provided based on need and flexibility.									
Indirect - Academic (Other)	80% of all enrolled participants served by the SSS-D project will meet the performance level required to stay in good academic standing at the grantee institution.										

Goal/Objective	A certain percentage of new participants served each year will graduate within six (6) years.(Imported)									
Legends	OO - Outcome/Objective (administrative units);									
Standards/Outcomes	<table border="1"> <thead> <tr> <th>Identifier</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>Student SI.Student SI 1</td> <td>Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).</td> </tr> <tr> <td>Student SI.Student SI 1.KPI 1</td> <td>Implement and sustain student support to retain and graduate students.</td> </tr> <tr> <td>Student SI.Student SI 1.KPI 4</td> <td>Improve student success through engagement in high impact practices.</td> </tr> </tbody> </table>		Identifier	Description	Student SI.Student SI 1	Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).	Student SI.Student SI 1.KPI 1	Implement and sustain student support to retain and graduate students.	Student SI.Student SI 1.KPI 4	Improve student success through engagement in high impact practices.
	Identifier	Description								
	Student SI.Student SI 1	Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).								
	Student SI.Student SI 1.KPI 1	Implement and sustain student support to retain and graduate students.								
Student SI.Student SI 1.KPI 4	Improve student success through engagement in high impact practices.									
Assessment Measures	<table border="1"> <thead> <tr> <th>Assessment Measure</th> <th>Criterion</th> <th>Attachments</th> </tr> </thead> <tbody> <tr> <td>Direct - Student data (Other)</td> <td>26% of new participants served each year will graduate within (6) years.</td> <td></td> </tr> </tbody> </table>		Assessment Measure	Criterion	Attachments	Direct - Student data (Other)	26% of new participants served each year will graduate within (6) years.			
	Assessment Measure	Criterion	Attachments							
Direct - Student data (Other)	26% of new participants served each year will graduate within (6) 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 Participants in the SSS-D project will persist from one academic year to the beginning of the next academic year or graduate.(Imported)

Goal/Objective	Participants in the SSS-D project will persist from one academic year to the beginning of the next academic year or graduate.(Imported)				
Legends	OO - Outcome/Objective (administrative units);				
Standards/Outcomes	Identifier		Description		
	Student SI.Student SI 1		Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).		
	Student SI.Student SI 1.KPI 1		Implement and sustain student support to retain and graduate students.		
Assessment Measures	Assessment Measure		Criterion		
	Direct - Academic (Other)		76 % of all participants served by the SSS-D project will persist from one academic year to the beginning of the next academic year to the beginning of the next academic year or graduate.		
	Indirect - Academic (Other)		Financial aid and literacy is a major hurdle for low-income students. Providing informational workshops and individual sessions regarding: (1) the process and procedure of the financial aid application process; (2) funds available to students with disabilities at the local, state, and national levels in terms of grants, loans, and scholarships; (3) financial literacy like debt/financial management, credit cards, and budgeting; and (4) graduate school application process, admissions criteria, financial aid and scholarship available will all be implemented.		
	Indirect - Academic (Other)		Recruit up to 6 Summer Success students into the program.		
Assessment Findings	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Academic (Other)	Has the criterion 76 % of all participants served by the SSS-D project will persist from	83% of SSS-D participants persisted from one academic year to the next or graduated.		- Assessment Process: Continuous monitoring: Students were provided more seminars to foster more integration to develop better study

		<p>one academic year to the beginning of the next academic year to the beginning of the next academic year or graduate. been met yet? Met</p>			<p>habits.</p>
	<p>Indirect - Academic (Other)</p>	<p>Has the criterion Financial aid and literacy is a major hurdle for low-income students. Providing informational workshops and individual sessions regarding: (1) the process and procedure of the financial aid application process; (2) funds available to students with disabilities at the local, state, and national levels in terms of grants, loans, and scholarships; (3) financial literacy like debt/financial management, credit cards, and budgeting; and (4) graduate school application process, admissions criteria, financial aid and scholarship available will all be implemented.</p>	<p>Research documents that the target population are faced with a challenge of finance in higher education (Petty, 2014). Providing participants with the resources have aided in their persistence journey towards degree attainment. This criterion was accomplished through participation in available resources for students (financial literacy seminars).</p>		<p>- Assessment Process: Continuous monitoring: As a result of this criterion, more project participants were given financial resources. Financial literacy coaching was made available to project participants.</p>

		been met yet? Met			
	Indirect - Academic (Other)	Has the criterion Recruit up to 6 Summer Success students into the program. been met yet? Met	One participant was identified for SSS Summer Component. Students were engaged in a rigorous tutoring program to ease the transition from high school to post-secondary education.		- Professional development/training: Professional development opportunities were provided to staff for more training (incoming freshman).

Assessment List Findings for the Assessment Measure level for A certain percentage of all enrolled participants served by the SSS-D project will meet the performance level required to stay in good standing at the grantee institution.(Imported)

Goal/Objective	A certain percentage of all enrolled participants served by the SSS-D project will meet the performance level required to stay in good standing at the grantee institution.(Imported)	
Legends	OO - Outcome/Objective (administrative units);	
Standards/Outcomes	Identifier	Description
	Student SI.Student SI 1.KPI 1	Implement and sustain student support to retain and graduate students.
	Student SI.Student SI 1.KPI 4	Improve student success through engagement in high impact practices.
Assessment Measures	Assessment Measure	Criterion
	Indirect - Student Evaluations	The program will implement a tutoring component which will provide the specialized type of tutoring that students with disabilities need to achieve in the traditionally high fail and drop rate classes of mathematics and English. Other types of tutoring will be provided based on need and flexibility.
	Indirect - Academic (Other)	80% of all enrolled participants served by the SSS-D project will meet the performance level required to stay in good academic standing at the grantee institution.

Assessment Findings	<table border="1"> <thead> <tr> <th>Assessment Measure</th> <th>Criterion</th> <th>Summary</th> <th>Attachments of the Assessments</th> <th>Improvement Narratives</th> </tr> </thead> <tbody> <tr> <td>Indirect - Student Evaluations</td> <td>Has the criterion The program will implement a tutoring component which will provide the specialized type of tutoring that students with disabilities need to achieve in the traditionally high fail and drop rate classes of mathematics and English. Other types of tutoring will be provided based on need and flexibility. been met yet? Met</td> <td>Tutors were hired and trained to assist SSSD participants in key subject areas in order to help students pass difficult coursework that might otherwise undermine their ability to remain enrolled and persist towards graduation.</td> <td></td> <td></td> </tr> <tr> <td>Indirect - Academic (Other)</td> <td>Has the criterion 80% of all enrolled participants served by the SSS-D project will meet the performance level required to stay in good academic standing at the grantee institution. been met yet? Met</td> <td>99% of SSS D participants remained in good academic standing, which is a key indicator of academic achievement that supports graduation completion goals.</td> <td></td> <td></td> </tr> </tbody> </table>	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	Indirect - Student Evaluations	Has the criterion The program will implement a tutoring component which will provide the specialized type of tutoring that students with disabilities need to achieve in the traditionally high fail and drop rate classes of mathematics and English. Other types of tutoring will be provided based on need and flexibility. been met yet? Met	Tutors were hired and trained to assist SSSD participants in key subject areas in order to help students pass difficult coursework that might otherwise undermine their ability to remain enrolled and persist towards graduation.			Indirect - Academic (Other)	Has the criterion 80% of all enrolled participants served by the SSS-D project will meet the performance level required to stay in good academic standing at the grantee institution. been met yet? Met	99% of SSS D participants remained in good academic standing, which is a key indicator of academic achievement that supports graduation completion goals.		
	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives											
	Indirect - Student Evaluations	Has the criterion The program will implement a tutoring component which will provide the specialized type of tutoring that students with disabilities need to achieve in the traditionally high fail and drop rate classes of mathematics and English. Other types of tutoring will be provided based on need and flexibility. been met yet? Met	Tutors were hired and trained to assist SSSD participants in key subject areas in order to help students pass difficult coursework that might otherwise undermine their ability to remain enrolled and persist towards graduation.													
Indirect - Academic (Other)	Has the criterion 80% of all enrolled participants served by the SSS-D project will meet the performance level required to stay in good academic standing at the grantee institution. been met yet? Met	99% of SSS D participants remained in good academic standing, which is a key indicator of academic achievement that supports graduation completion goals.														

Assessment List Findings for the Assessment Measure level for A certain percentage of new participants served each year will graduate within six (6) years.(Imported)

Goal/Objective	A certain percentage of new participants served each year will graduate within six (6) years.(Imported)						
Legends	OO - Outcome/Objective (administrative units);						
Standards/Outcomes	<table border="1"> <thead> <tr> <th>Identifier</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>Student SI.Student SI 1</td> <td>Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).</td> </tr> <tr> <td>Student SI.Student SI 1.KPI 1</td> <td>Implement and sustain student support to retain and graduate students.</td> </tr> </tbody> </table>	Identifier	Description	Student SI.Student SI 1	Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).	Student SI.Student SI 1.KPI 1	Implement and sustain student support to retain and graduate students.
Identifier	Description						
Student SI.Student SI 1	Recruit, retain, and graduate outstanding students (undergraduate and graduate; traditional and nontraditional; transfer and returning adults).						
Student SI.Student SI 1.KPI 1	Implement and sustain student support to retain and graduate students.						

	<table border="1"> <tr> <td>Student SI.Student SI 1.KPI 4</td> <td>Improve student success through engagement in high impact practices.</td> </tr> </table>	Student SI.Student SI 1.KPI 4	Improve student success through engagement in high impact practices.								
Student SI.Student SI 1.KPI 4	Improve student success through engagement in high impact practices.										
Assessment Measures	<table border="1"> <tr> <td>Assessment Measure</td> <td>Criterion</td> </tr> <tr> <td>Direct - Student data (Other)</td> <td>26% of new participants served each year will graduate within (6) years.</td> </tr> </table>	Assessment Measure	Criterion	Direct - Student data (Other)	26% of new participants served each year will graduate within (6) years.						
Assessment Measure	Criterion										
Direct - Student data (Other)	26% of new participants served each year will graduate within (6) years.										
Assessment Findings	<table border="1"> <thead> <tr> <th>Assessment Measure</th> <th>Criterion</th> <th>Summary</th> <th>Attachments of the Assessments</th> <th>Improvement Narratives</th> </tr> </thead> <tbody> <tr> <td>Direct - Student data (Other)</td> <td>Has the criterion 26% of new participants served each year will graduate within (6) years. been met yet? Met</td> <td>2015-2020 six year graduation data indicate that 59% of students actually attained a baccalaureate degree. The objective is currently in progress.</td> <td></td> <td>- Assessment Process: Continuous monitoring: More review of graduation of data was implemented. Review of data allowed for staff to provide more resources through tutoring and mentoring to graduate.</td> </tr> </tbody> </table>	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	Direct - Student data (Other)	Has the criterion 26% of new participants served each year will graduate within (6) years. been met yet? Met	2015-2020 six year graduation data indicate that 59% of students actually attained a baccalaureate degree. The objective is currently in progress.		- Assessment Process: Continuous monitoring: More review of graduation of data was implemented. Review of data allowed for staff to provide more resources through tutoring and mentoring to graduate.
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives							
Direct - Student data (Other)	Has the criterion 26% of new participants served each year will graduate within (6) years. been met yet? Met	2015-2020 six year graduation data indicate that 59% of students actually attained a baccalaureate degree. The objective is currently in progress.		- Assessment Process: Continuous monitoring: More review of graduation of data was implemented. Review of data allowed for staff to provide more resources through tutoring and mentoring to graduate.							

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

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.

The assessment has been informative in what the SSS-D program is attempting to achieve with its participants. The data tells us the number of students participating and the effectiveness of the tutorial experience.

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.

The unit has learned that personalized tutoring has the most significant impact on students with disabilities. This was evidenced in student survey results. Students who attended tutorial sessions on a consistent schedule had higher grade point averages and persisted towards a baccalaureate degree.

Attachments (optional)

Upload any documents which support the program / department assessment process.