# 2017-2018 Assessment Cycle UC_Upward Bound Math/Science

## 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."*
To provide academic and counseling supportive services to strengthen math and science skills of high school program participants in order to prepare them for the rigors of post secondary education and to encourage them to pursue post-secondary degrees in STEM areas.

**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 | Obj 1: Academic Performance-GPA (75% of project participants during project year will have a cum GPA of 2.5 or higher on a 4-point scale at the end of school year).(Imported) |
|---|---|
| Legends | SLO - Student Learning Outcome/Objective (academic units); |
| Standards/Outcomes | |
| Assessment Measures | |

| Assessment Measure | Criterion | Attachments |
|---|---|---|
| Direct - High School grade reports, attendance records, anecdotal records (Other) | Each student is to maintain a 2.5 high school cum GPA or higher. | |

| Goal/Objective | Secondary School Retention and Graduation (75% of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary diploma (e.g. rigorous program of study).(Imported) |
|---|---|
| Legends | SLO - Student Learning Outcome/Objective (academic units); |
| Standards/Outcomes | |
| Assessment Measures | |

| Assessment Measure | Criterion | Attachments |
|---|---|---|
| Indirect - School Performance | Retention and graduation is based on high school matriculation that is cumulatively based on AY GPA, passage of state exit exams (if applicable), and satisfactory attendance record. | |

| Goal/Objective | Post Secondary Enrollment (70 % or higher of graduating high school seniors (program participants) will enroll in a program of post-secondary education by fall term immediately following the expected graduation date from high school.(Imported) |
|---|---|
| Legends | SLO - Student Learning Outcome/Objective (academic units); |
| Standards/Outcomes | |
| Assessment Measures | |

| Assessment Measure | Criterion | Attachments |
|---|---|---|
| Indirect - School Performance | Data to determine PS Enrollment is determined by the following: 1) enrollment status pulled down by host institution, 2) by National Student Clearinghouse, or by self-reporting. | |

| | |
|---|---|
| Goal/Objective | Post Secondary Completion (35 % of program participants who enrolled in a program of post-secondary education, by fall term immediately following high school graduation or by next academic term (e.g. spring semester) will attain either an associate's degree (within 3 years) or bachelor's degree within 6 years following graduation from high school.(Imported) |
| Legends | SLO - Student Learning Outcome/Objective (academic units); |
| Standards/Outcomes | |
| Assessment Measures | |

| Assessment Measure | Criterion | Attachments |
|---|---|---|
| Indirect - A form of proof of completion of a post secondary program (Other) | Determination of progress/completion status will be gleaned from the following: 1) National Student Clearinghouse, 2) host institution proclamation of graduation status, 3) self-reporting. | |

**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**

1. Data such as grade reports, transcripts, ACT scores & other state standardized test results will drive the program activities to assist program participants in academic improvement. Other data collection includes tracking students who remain at the host institution or via National Student Clearinghouse will determine programmatic successes in regards to post secondary school entry (2-yr or 4-yr) and persistence/graduation with a degree within 6 years after graduating from high school.
2. The Upward Bound Math Science Program expects to achieve its goals and objectives, thus improving the educational

attainment of low-income, first generation students from the target schools in the Acadiana area.
3. Improvements in counseling and academic program interventions specific to the needs/demands of program participants will improve anticipated outcomes by keeping participants engaged in their academic careers, i.e. improved ACT scores, high school retention, higher rates of post-secondary entry and completion.
4. Review of the data will assist UBMS staff to plan for 1) new or improved course content, 2) examine LEAP 2025 and ACT testing format to teach participants better testing strategies, 3) enlist more partners such as LOSFA in providing information relevant to participants and their parents in preparing for completing the FAFSA and college enrollment.
5. Data will be shared within the department for the following reasons: a) showcase successes, b) indicate specific areas for improvement, and c) garner participant input to improve delivery of counseling and academic services.

## Results & Improvements (due 9/15/18)

**Results and Improvement Narratives**

**Assessment List Findings for the Assessment Measure level for Obj 1: Academic Performance-GPA (75% of project participants during project year will have a cum GPA of 2.5 or higher on a 4-point scale at the end of school year).(Imported)**

| Goal/Objective | Obj 1: Academic Performance-GPA (75% of project participants during project year will have a cum GPA of 2.5 or higher on a 4-point scale at the end of school year).(Imported) |
|---|---|
| Legends | SLO - Student Learning Outcome/Objective (academic units); |
| Standards/Outcomes | |
| Assessment Measures | |
| Assessment Findings | |

Assessment Measures:

| Assessment Measure | Criterion |
|---|---|
| Direct - High School grade reports, attendance records, anecdotal records (Other) | Each student is to maintain a 2.5 high school cum GPA or higher. |

Assessment Findings:

| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
|---|---|---|---|---|
| Direct - High School grade reports, attendance records, anecdotal records (Other) | Has the criterion Each student is to maintain a 2.5 high school cum GPA or higher. been met yet? | | | |

**Assessment List Findings for the Assessment Measure level for Secondary School Retention and Graduation (75% of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary diploma (e.g. rigorous program of study).(Imported)**

| Goal/Objective | Secondary School Retention and Graduation (75% of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary diploma (e.g. rigorous program of study).(Imported) |
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| Legends | SLO - Student Learning Outcome/Objective (academic units); |
| Standards/Outcomes | |
| Assessment Measures | |

| Assessment Measure | Criterion |
|---|---|
| Indirect - School Performance | Retention and graduation is based on high school matriculation that is cumulatively based on AY GPA, passage of state exit exams (if applicable), and satisfactory attendance record. |

| Assessment Findings | |
|---|---|

| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
|---|---|---|---|---|
| Indirect - School Performance | Has the criterion Retention and graduation is based on high school matriculation that is cumulatively based on AY GPA, passage of state exit exams (if applicable), and satisfactory attendance record. been met yet? | | | |

**Assessment List Findings for the Assessment Measure level for Post Secondary Enrollment (70 % or higher of graduating high school seniors (program participants) will enroll in a program of post-secondary education by fall term immediately following the expected graduation date from high school.(Imported)**

| Goal/Objective | Post Secondary Enrollment (70 % or higher of graduating high school seniors (program participants) will enroll in a program of post-secondary education by fall term immediately following the expected graduation date from high school.(Imported) |
|---|---|
| Legends | SLO - Student Learning Outcome/Objective (academic units); |
| Standards/Outcomes | |
| Assessment Measures | |

| Assessment Measure | Criterion |
|---|---|

| | Indirect - School Performance | Data to determine PS Enrollment is determined by the following: 1) enrollment status pulled down by host institution, 2) by National Student Clearinghouse, or by self-reporting. |
|---|---|---|

| Assessment Findings | | | | | |
|---|---|---|---|---|---|
| | **Assessment Measure** | **Criterion** | **Summary** | **Attachments of the Assessments** | **Improvement Narratives** |
| | Indirect - School Performance | Has the criterion Data to determine PS Enrollment is determined by the following: 1) enrollment status pulled down by host institution, 2) by National Student Clearinghouse, or by self-reporting. been met yet? | | | |

**Assessment List Findings for the Assessment Measure level for Post Secondary Completion (35 % of program participants who enrolled in a program of post-secondary education, by fall term immediately following high school graduation or by next academic term (e.g. spring semester) will attain either an associate's degree (within 3 years) or bachelor's degree within 6 years following graduation from high school.(Imported)**

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| Legends | SLO - Student Learning Outcome/Objective (academic units); |
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| Assessment Measures | | |
|---|---|---|
| | **Assessment Measure** | **Criterion** |
| | Indirect - A form of proof of completion of a post secondary program (Other) | Determination of progress/completion status will be gleaned from the following: 1) National Student Clearinghouse, 2) host institution proclamation of graduation status, 3) self-reporting. |

| Assessment Findings | | | | | |
|---|---|---|---|---|---|
| | **Assessment Measure** | **Criterion** | **Summary** | **Attachments of the Assessments** | **Improvement Narratives** |
| | Indirect - A form of proof of | Has the criterion Determination of | | | |

| | completion of a post secondary program (Other) | progress/completion status will be gleaned from the following: 1) National Student Clearinghouse, 2) host institution proclamation of graduation status, 3) self-reporting. been met yet? | | | |
|---|---|---|---|---|---|
| | | | | | |

# 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
Other (explain in text box below)

APR results are reported immediately after submitting the APR electronically to DOE

**2) How frequently were assessment results shared?**

Frequently (>4 times per cycle)
Periodically (2-4 times per cycle)
Once per cycle (selected)
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 (selected)
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.**

Program participants report improved confidence in math due to math intervention in which self-esteem is assessed (pre- & post-) and students are in an environment of fail safe (students get an extra opportunity to improve their math quiz score by correcting their work under a rubric that requires them to use metacognition).

**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.**

Our objectives are consistently met in regards to High school GPA, math and ELA passage on high stakes testing, and students are retained in high school and following the Louisiana college-track curriculum.

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