

2017-2018 Assessment Cycle UC_Upward Bound I

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 mission of University of Louisiana at Lafayette Upward Bound program is to prepare students for college and lifelong learning and to instill the ideas of achievement in all aspects necessary to succeed at the college level. The mission also includes building an atmosphere that enhances positive self-esteem while fostering unity and collaboration. In addition, the Upward Bound program aims to increase the rates at which participants complete secondary education, enroll in, and graduate from institutions of post-secondary education. The Upward Bound program provides students and staff with a sense of belonging, pride, personal responsibility and a deep commitment to give back to the larger community. Our educational community provides curriculum opportunities for academic accomplishment, for self-governance, for individual and group empowerment as well as for personal and cultural growth. The project's overall goal is to ensure that

participants successfully complete high school and enter and graduate from a program of 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	Retain program participate by providing academic services as after-school instruction, a six-week summer program., Saturday Enrichment instruction, counseling, advising and presentations.(Imported)		
Legends	OO - Outcome/Objective (administrative units);		
Standards/Outcomes			
Assessment Measures	Assessment Measure	Criterion	Attachments
	Direct - Sign-in Sheets (Other)	80% of continued participation in program activities until the end of the program year. Assessment will take place by May 31, which is the end of the program year. Retention is based on students continued participation in program activities. Sign-in sheets will be used to determine attendance during program year.	

Goal/Objective	Conduct a Summer Bridge program to prepare Upward Bound first-time freshman for transition to college in order to increase their enrollment in college the following fall.(Imported)		
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Assessment Measures	Assessment Measure	Criterion	Attachments
	Direct - College Enrollment following high school graduation. (Other)	Tracking of program participants through National Clearinghouse, institutional data, and /or student personal reporting to determine post-secondary status.	

Goal/Objective	Provide enhanced academic support services: workshops during summer Bridge (study skills, financial aid, university policy) for participants so that they are prepared to persist in college from the fall semester following graduation to the following semester.(Imported)		
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	Indirect - Survey - students	Continued participation in program activities. Successful completion of the Bridge program. Tracking of program participants through National Clearinghouse, institutional data, and /or student personal reporting to determine post-secondary status	

Goal/Objective	Participants served during the project year will have a cumulative GPA of 2.5 or better on a four point scale at the end of the school year (high school GPA).(Imported)		
Legends	OO - Outcome/Objective (administrative units);		
Standards/Outcomes			
Assessment Measures			
	Assessment Measure	Criterion	Attachments
	Indirect - Evaluation of high school transcript/grades. (Other)	70% participant will achieve a GPA of 2.5 or greater.High school transcripts and grade reports will be examined to determine outcome.	

Goal/Objective	Tracking of program participants through National Clearinghouse, institutional data and/or student personal reporting to determine post-secondary enrollment status. Assessment will take place the fall, semester immediately following graduation from high school. The Student Clearinghouse Database will be used to determine student enrollment in post-secondary education. In addition, students may be contacted individually.		
Legends	OO - Outcome/Objective (administrative units);		
Standards/Outcomes			
Assessment Measures			

	Assessment Measure	Criterion	Attachments
	Indirect - Post secondary education enrollment (Other)	75% of all current and prior UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will enroll in a program of post secondary education by the fall term immediately following high school.(Imported	

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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 Retain program participate by providing academic services as after-school instruction,a six-week summer program., Saturday Enrichment instruction, counseling, advising and presentations.(Imported)

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	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - College Enrollment following high school graduation. (Other)	Has the criterion Tracking of program participants through National Clearinghouse, institutional data, and /or student personal reporting to determine post-secondary status. been met yet? Met	A successful summer Bridge program was conducted. 90% of UBI Bridge participants enrolled in postsecondary education following their participation in the 2017 Bridge Program.		- Assessment Process: Continuous monitoring: Continue to provide resources/advising to assist participants with enrollment, persistence, and retention in postsecondary education.

Assessment List Findings for the Assessment Measure level for Provide enhanced academic support services: workshops during summer Bridge (study skills, financial aid, university policy) for participants so that they are prepared to persist in college from the fall semester following graduation to the following semester.(Imported)

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	Indirect - Survey - students	Has the criterion Continued participation in program	A successful summer Bridge program was conducted. 90% of UBI Bridge		- Assessment Process: Continuous monitoring: Continue to

		activities. Successful completion of the Bridge program. Tracking of program participants through National Clearinghouse, institutional data, and /or student personal reporting to determine post-secondary status been met yet? Met	participants enrolled in postsecondary education following their participation in the 2017 Bridge Program. Students indicated that the meetings/workshops were helpful.		provide resources/advising to assist participants with enrollment in postsecondary education.
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Assessment List Findings for the Assessment Measure level for Participants served during the project year will have a cumulative GPA of 2.5 or better on a four point scale at the end of the school year (high school GPA).(Imported)

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Assessment Findings	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Indirect - Evaluation of high school transcript/grades. (Other)	Has the criterion 70% participant will achieve a GPA of 2.5 or greater.High	94% of participants served during the project year had a cumulative		- Assessment Process: Continuous monitoring: Continue to provide resources/advising to assist participants

		school transcripts and grade reports will be examined to determine outcome. been met yet? Met	GPA of 2.5 or better on a four-point scale at the end of the school year (high school GPA).		with academic improvement.
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		year, will enroll in a program of post secondary education by the fall term immediately following high school.(Imported been met yet? Met	school graduation date in the school year, enrolled in a program of post secondary education by the fall term immediately following high school.		postsecondary education.
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	Direct - Post-Secondary Graduation (Other)	Has the criterion 85% of project participants served during the project will continue in school for thenext academic year, at the next grade level, or would have	100% of project participants served during the project continued in school during the		- Assessment Process: Continuous monitoring: Continue to provide resources/advising to assist participants with high school graduation and

		graduated from secondary school with regular diploma.(Imported) been met yet? Met	2017-2018 academic year, at the next grade level, or graduated from secondary school with regular diploma.		enrollment in postsecondary education.
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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

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)

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

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.

Current findings indicate an increase (from last year) in Bridge participants' post secondary enrollment the fall semester immediately following graduation from high school. Students utilized ACT resources more readily, competed and received more scholarships than the year before, and demonstrated a more serious commitment to enroll in post secondary education.

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 the UBI staff's persistent monitoring of senior participants is necessary to ensure that UB seniors are on track regarding the necessary paperwork needed for financial aid, admissions, and scholarships.

Attachments (optional)

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