Report:	Assessment Plan Details for: • University College
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Workspace:	Operational Plan & Assessment Report - OPAR
Assessment Plan:	2009-10 Cycle: Assessment Plan and Assessment Findings
Assessment Plan Template:	OPAR Assessment Plan
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Measures and Findings

University College Unit Goals 09-10

1. Improve core learning outcomes of first-year students.

1. Improve CLA Performance

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.2.1., 1.2.2.

Measures & Findings

CLA Scores
Direct - Exam

Details/Description: University will administer the CLA to entering first-year students at the beginning of Fall 2009. University College will administer CLA to students in UNIV 102 at end of Spring.

Acceptable Target: Average score will be 20% higher on the second assessment. Initial CLA administered to 544 first-year students. Average score was 11.2 out of 30 on the pre-test. Post-test will show an average increase of at least 20% to 13.5.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for CLA Scores

Summary of Findings: CLA-like performance tasks were administered to entering freshmen at three points during the year: Orientation Week before Fall Semester (Pre), at the end of Fall Semester (Mid), and at the end of Spring Semester (Post).

Average score for all takers improved from 11.2 (Pre) to 13.5 (Mid) to 18.3 (Post).

Average score for students who took all three administrations increased from 11.1 (Pre) to 14.4 (Mid) and 17.8 (Post).

The scoring rubric identified three levels of mastery: Emerging, Developing, and Mastering. At the beginning of the year, less than 5% of all takers scored at the Mastering level; by the end of the year, almost 30% did. At the beginning of the year, over 70% scored at the Emerging level; by the end of the year, just over 20% were Emerging.

Acceptable Target Achievement: Exceeded

Recommendations : University College will continue to emphasize CLA-like assignments in Freshman Seminar and to promote CLA-like assignments in other Core classes.

Reflections/Notes :

Substantiating Evidence:

University College CLA Rubric Scores, 2009-2010 (Adobe Acrobat Document)

University College Critical Thinking Rubric (Adobe Acrobat Document)

University College Final Assessment Sp10 (Adobe Acrobat Document)

NSSE Thinking Critically and Analytically
Indirect - Survey

Details/Description: NSSE Item on Thinking Critically and Analytically will equal or exceed CSWE average

Acceptable Target: NSSE Item on Thinking Critically and Analytically will equal or exceed CSWE average

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for NSSE Thinking Critically and Analytically

Summary of Findings: NSSE Results for Spring 2010 will be entered when they are available Summer 2010.

Acceptable Target Achievement:

Recommendations :

Reflections/Notes :

Substantiating Evidence:

8. Create Core Portfolios

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.2.2.

Measures & Findings

Students with Core Portfolios
Direct - Portfolio

Details/Description: Students will complete core portfolios with artifacts demonstrating

Acceptable Target: 75% of students in UNIV 102 will complete core portfolios.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Students with Core Portfolios

Summary of Findings: Unable to assess. Original intent was to use co-curricular web tool to construct e-portfolio. This proved impossible with University's software. Students added core learning outcomes to traditional paper career portfolios, but results were too cumbersome to assess effectively.

Acceptable Target Achievement: Not Met

Recommendations : Continue effort to build core portfolios. Use dedicated e-portfolio software for next year.

Reflections/Notes :

Substantiating Evidence:

2. Improve intervention with at-risk students.

2. First-year freshmen earning ABC after Early Alert

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.1.5.

Measures & Findings

Effectiveness of interventions

Details/Description: Retention Data Specialist will analyze Retain records of Early Alert follow-up to determine effectiveness of interventions. Follow-up contact by phone, text message, or personal contact should lead to a higher percentage of A, B, or C final grades than e-mail alone. Analysis will also include student characteristics (e.g., CSI receptivity scores) to determine which students respond best to which types of intervention.

Acceptable Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Effectiveness of interventions

Summary of Findings: 35% of first-year students receiving an Early Alert grade who communicated directly with their advisor earned a final grade of A, B, or C in the course in which they received the Early Alert, as opposed to 30% of those who received only an e-mail message about the alert grade.

Acceptable Target Achievement:

Recommendations : Continue to promote advisor follow-up to early alerts. Establish a goal of 50% ABC for students who communicate with their advisor.

Reflections/Notes : We appear to have confirmation that students who communicate with their advisor are more likely to succeed after earning an Early Alert interim grade.

Substantiating Evidence:

Final grades following Early Alert
Direct - Other

Details/Description: Retention Data Specialist will collect data on final grades following Early Alert grades of EA, D, or F. Early Alert grades are interim grades submitted after the end of the no-show period and before midterm.

Acceptable Target: Percent of freshmen earning an A, B, or C after an Early Alert grade will increase from 29% to 32%.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Final grades following Early Alert

Summary of Findings: 33.2% of first-year freshmen who received an early alert interim grade earned a final grade of A, B, or C.

Acceptable Target Achievement: Met

Recommendations : Continue to use Banner/Retain early alert system. Work on improving effectiveness of interventions.

Reflections/Notes : Early alert interim grades (D, F, EA) are those reported during weeks 3-7 of the semester. They exclude No-Show grades (weeks 1-2) and midterm grades (weeks 8-10). Most students who receive an early alert grade do poorly in the course. Attention must be focused on the effectiveness of intervention after early alert.

Substantiating Evidence:

Final ABC After Early Alert for First-Year Freshmen, 2007-2009 (Adobe Acrobat Document)

3. First-Year Students in Academic Support

3. First-year students participating in academic support

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.1.5., 1.2.2.

Measures & Findings

Attendance
Direct - Other

Details/Description: Retention Data Specialist will collect data on attendance at University College sponsored academic support programs (Learning Center, Supplemental Instruction, CRISS Lab).

Acceptable Target: Percentage of first-year students participating will increase from 35% (Spring 2009) to 43% (Spring 2010)

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Attendance

Summary of Findings: The percentage of first-year freshmen making use of academic support grew from 30% in Fall 2008 to 38% in Fall 2009. This was a significant increase. Moreover, students who visited the Learning Center did significantly better in the courses for which they sought support than students who did not.

However, we did not meet the goal of 43%.

Acceptable Target Achievement: Not Met

Recommendations : We will continue to work with faculty to build incentives for students to make use of academic support and the communication plans by which we get students into the Learning Center.

Reflections/Notes :

Substantiating Evidence:

First-Year Learning Center Attendance Fall 2008 vs. Fall 2009 (Adobe Acrobat Document)

Extension grade contracts
Direct - Other

Details/Description: Extension grade contracts for undeclared freshmen will increase by 100% from Fall 2008 to Fall 2009, from 100 to 200.

Acceptable Target: Extension grade contracts for undeclared freshmen will increase by 100% from Fall 2008 to Fall 2009, from 100 to 200.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Extension grade contracts

Summary of Findings: Extension grade contracts increased from 100 in Fall 2008 to 1123 in Fall 2009, an increase of 1023%.

Acceptable Target Achievement: Exceeded

Recommendations : Continue extension contract program and focus on greater completion rate for contracts.

Reflections/Notes : Completion rate of extension grade contracts averaged only 14.4% of contracts signed. Many students failed to attend the required number of sessions. More work with faculty and students to encourage/require attendance is needed. See attachment.

Substantiating Evidence:

Extension Contracts and Final Grades, Fa09-Sp10 (Adobe Acrobat Document)

4. Improve quality of enrichment programs.

4. Integrative assignments

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.2.2., 1.2.5.

Measures & Findings

Integrative Assignment usage
Direct - Other

Details/Description: Number of faculty and learning communities using integrative assignments will increase by 20%, from seven to nine. Learning Communities Coordinator will report

Acceptable Target: Number of faculty and learning communities using integrative assignments will increase by 20%, from seven to nine. Learning Communities Coordinator will report

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Integrative Assignment usage

Summary of Findings: 18 learning communities incorporated integrative assignments in Fall 2009, according to University College records of faculty development contracts awarded.

Acceptable Target Achievement: Exceeded

Recommendations : Continue promoting integrative assignments.

Reflections/Notes :

Substantiating Evidence:

Learning Communities Satisfaction Survey
Indirect - Survey

Details/Description: Percentage of students indicating on the Learning Communities Satisfaction survey that integrative assignments increased their understanding will increase from 85% to 90%.

Acceptable Target: Percentage of students indicating on the Learning Communities Satisfaction survey that integrative assignments increased their understanding will increase from 85% to 90%.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Learning Communities Satisfaction Survey

Summary of Findings: Average score for item 3 on Learning Communities Survey was 78%, down from 85% after Fall 2008.

Acceptable Target Achievement: Not Met

Recommendations : Will review integrative assignments and workshop. Will continue to monitor response rate.

Reflections/Notes : Large increase in learning community participation may have affected scores.

Substantiating Evidence:

LC Assessment_Fa09_Integration.pdf (Adobe Acrobat Document)

NSSE Learning Communities Score
Indirect - Survey

Details/Description: NSSE recoded score on learning communities will increase from 0.30 to 0.40. NSSE score on integration will exceed CSWC average.

Acceptable Target: NSSE recoded score on learning communities will increase from 0.30 to 0.40. NSSE score on integration will exceed CSWC average.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for NSSE Learning Communities Score

Summary of Findings: NSSE findings will be reported when available in Fall.

Acceptable Target Achievement:

Recommendations :

Reflections/Notes :

Substantiating Evidence:

5. First-Year On-Track

5. First-year freshmen with 2.0 and 30 earned hours

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.1.5.

Measures & Findings

Advisement verification
Indirect - Other

Details/Description: Analysis of sample of advisement verification forms in Retain.

Acceptable Target: 75% of first-year students not on probation will be advised to take at least 15 hrs

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Advisement verification

Summary of Findings: Analysis of Advisement Verification forms proved difficulty to undertake. Looked instead at average Spring term attempted hours for first-year freshmen with a CGPA >= 2.0 at end of Fall. Average attempted hours for these students was 15.0.

Acceptable Target Achievement: Met

Recommendations : Switch to monitoring term attempted hours.

Reflections/Notes :

Substantiating Evidence:

Data on first-year achievement
Direct - Other

Details/Description: Retention Data Specialist will collect data on first-year freshmen.

Acceptable Target: Data will show an increase over the three-year average for the past three years (29%).

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Data on first-year achievement

Summary of Findings: 36.5% of the 2009 cohort had earned at least 30 hours and a cumulative GPA of 2.0 by the end of Spring. This is above the 3-year average of 29%.

Acceptable Target Achievement: Met

Recommendations : Look at percentage below 2.0 in future.

Reflections/Notes : Although more students were above 2.0 and 30 hours, more students were also BELOW 2.0. The measure needs to be revisited to provide a better indicator of overall first-year performance.

Substantiating Evidence:

2009 Cohort Performance, 2009-2010 (Adobe Acrobat Document)

6. Second-Year On-Track

6. 2008 cohort declare majors

Measures & Findings

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.1.5.

Banner declaration report

Details/Description: Retention Data Specialist will create WebFocus report to extract and analyze data from Banner.

Acceptable Target: Data will show that the second-year cohort meets outcome.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Banner declaration report

Summary of Findings: According to Retain, 55% of 2008 Cohort (321) have declared a major.

Acceptable Target Achievement: Exceeded

Recommendations : Revise target upward to 65%.

Reflections/Notes : 55% of original cohort had declared a major, but only 65% were enrolled Spring 2010. It will be impossible to reach a second-year retention goal of 60% with so little margin for loss.

Substantiating Evidence:

EMT Retain Communication Effectiveness

Indirect - Other

Details/Description: Retention Data Specialist will analyze communication data in Retain and connect with academic performance.

Acceptable Target: Analysis will determine most effective activities and means of communicating with second-year students.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for EMT Retain Communication Effectiveness

Summary of Findings: Analysis of 2008 cohort members advised by University College staff showed that Student Success students who communicated at least once with their advisor had a higher term GPA than those who did not. There was no difference in term GPA among students in good standing related to advisement communication.

Acceptable Target Achievement: Met

Recommendations : Continue to promote Student Success program. Work to increase percentage of Student Success students communicating with their advisor. Establish goal that 90% of Student Success students will have at least one advising communication.

Reflections/Notes :

Substantiating Evidence:

Term GPA by Advisement Communication Spring 2010 (Adobe Acrobat Document)

7. Improve advisement learning outcomes

7. Score on Advisement Rubric

Measures & Findings

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.1.5., 1.5.2.

Advisement Learning Outcomes Score
Direct - Other

Details/Description: UNIV instructors will assess students on advisement assignment using Advisement Learning Outcomes rubric

Acceptable Target: 75% will score "Developing" or better.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Advisement Learning Outcomes Score

Summary of Findings: Freshman Seminar instructors scored each student in UNIV 102 using an Advisement Rubric developed in Fall 2009. Assessments were based on the Advisement/Registration assignment and other interactions between instructors and their advisees. The Rubric identified three levels of advisement competency: Emerging, Developing, Mastering.

Among students who received a score of at least 1, 80% were scored at Developing or Mastering.

Acceptable Target Achievement: Met

Recommendations : This was the first year University College had defined Advisement Learning Outcomes and attempted to use a rubric to assess students' progress. University College will refine its rubric and continue to assess students.

Reflections/Notes :

Substantiating Evidence:

Freshman Seminar Advisement Rubric Scores Spring 2010 (Adobe Acrobat Document)

UC Advisement Learning Outcomes Rubric (Adobe Acrobat Document)

Advising Survey Results
Indirect - Survey

Details/Description: 80% of undeclared freshmen will agree or strongly agree that they are satisfied with advisement on the Advising Survey.

Acceptable Target: 80% of undeclared freshmen will agree or strongly agree that they are satisfied with advisement on the Advising Survey.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Advising Survey Results

Summary of Findings: In Spring 2010, 85% of undeclared students agreed or strongly agreed that they were satisfied with advisement.

Acceptable Target Achievement: Met

Recommendations : Continue to emphasize intrusive, informed, and compassionate advisement.

Reflections/Notes :

Substantiating Evidence:

Advising Survey Results for Undeclared Students Spring 2010 (Adobe Acrobat Document)