






412010-2013 University College Assessment Summary

OUTCOMES-BASED PLANNING

<p>GOAL(S) <i>What do you want to happen?</i></p> 	<p>OUTCOMES <i>What will occur?</i></p> 	<p>STRATEGIES <i>How will this occur?</i></p> 	<p>RESULTS & FINDINGS <i>What happened?</i></p> 	<p>FOLLOW UP & ACTIONS <i>What changes are needed?</i></p> 
<p>Goals describe broad concepts, for example: clear communication, problem solving, and ethical awareness.</p> <p>The purpose for crafting a set of goals is to give a brief and broad picture of what the college or unit does. Consider this an extension of your mission.</p> <p>Goals:</p> <ul style="list-style-type: none"> *define the scope of your mission *distinguish what your unit can and will do *set reasonable objectives *pave the way for strategies and measurable outcomes *help link outcomes to institutional goals 	<p>Measurable terms for what you anticipate students will be able to know, think or do.</p> <p>Outcomes establish clear, measurable goals that focus on cognitive (think), behavioral (do), and/or affective (believe - attitudes, interests, and values) outcomes that support the main goal(s).</p> <p>Write SMART outcomes that help you establish a “cut point” used to distinguish the achievement of an outcome – Usually a numerical value. For example, 80% of seniors will demonstrate mastery level in XXX by scoring a 4 out 5 on a XXXX measurement.</p> <p>Set these based on benchmark data. This is data that substantiates your reasoning for choosing “cut point.”</p>	<p>Adaptable methods used to ensure criterion is met.</p>	<p>Describe the outcomes and provide an explanation for these outcomes.</p>	<p>Based on the outcomes, what decisions will be/were made? Include rationale.</p>

<p>UNIT GOAL 1: Regularly admitted ASU students and alternately admitted ASI (Academic Success Institute) students who do not meet designated placement score standards for University-level course work will develop the necessary academic and personal responsibility skills to enhance college success.</p>	<p>UC GOAL: 2.0</p>	<p>AAR GOAL: N/A</p>
<p>Outcomes:</p> <ul style="list-style-type: none"> • Students will demonstrate academic proficiency levels equivalent to placement standards in identified deficiency areas of reading and writing. • Students will demonstrate knowledge of study skill strategies applicable to collegiate course work. • Students will demonstrate personal responsibility attributes in the completion of collegiate work. 		
<p>Strategies:</p> <p>FYS will provide:</p> <ul style="list-style-type: none"> • academic courses in reading and writing. • academic study skills instruction in the designated First Year Experience course. • laboratory experiences in reading and writing. • intrusive advising / personal development conferences with students. 		
<p>Results:</p> <ul style="list-style-type: none"> • Reading: 18% met Nelson Denny Composite score of 12.9 grade equivalency; 58% met COMPASS score of 82 (AR cut-score for remediation) • Writing: 26% met the TABE Composite score of 8.9 grade equivalency (eligible for entry into English Composition I with Writing Tutorial). • 53% met COMPASS exit score 46 (eligible for entry into English Composition I with Writing Tutorial) • 7% met COMPASS exit score 80 (AR cut-score for remediation) • See First Year Experience data for study skills assessment data. • Students enrolled in Enhanced College Reading and Language Development completed MyReadingLab and/or MyWritingLab exercises in a one-hour weekly lab and as homework based assignments. • Students enrolled in Enhanced College Reading and Language Development participated in three individual conference sessions with the course instructor. 		
<p>Actions:</p> <ul style="list-style-type: none"> • Faculty discussion of COMPASS scores in relation to course curriculums. • Reading instructors proposed introduction of more standardized reading tests excerpts as part of the Enhanced College Reading curriculum and the inclusion of a prescribed vocabulary program of study. • Writing instructors proposed inclusion of exercises that require editing in preparation for the COMPASS. • Faculty noted an influx of international students and will research instructional strategies to improve these students' performance on assessment measurements. 		
<p>Where is the data collected for this goal stored? First Year Studies Director's Office & UC Assessment Coordinator's Office</p>		

UNIT GOAL 2: Provide a positive work environment that encourages collaboration, professional development and meaningful assessment.	UC GOAL: 4.0	AAR GOAL: N/A
Outcomes: <ul style="list-style-type: none"> • FYS faculty will keep abreast of educational trends and best practices in developmental education. • FYS faculty will engage in analysis of assessment results and implement curricular changes based on a collaborative analysis of assessment data. 		
Strategies: FYS will participate in: <ul style="list-style-type: none"> • annual state developmental education conference. • monthly departmental meetings that address academic improvement issues for students. • semester review of students' proficiency attainment. 		
Results: <ul style="list-style-type: none"> • Faculty participated in the AAACL (Arkansas Association for the Assessment of Collegiate Learning Conference (1) • Faculty attended ArkADE (Arkansas Association of Developmental Education). (8) Faculty presenters (2) • Faculty attended Developmental Education Conference. (2) • Faculty attended Golden Key International Honor Society Leadership Summit. (1) • Faculty attended Arkansas Student Success Symposium. (5) • Faculty attended Arkansas State Reading Faculty Forum (4) • Faculty attended ArkAAN (Arkansas Academic Advising Network) conference. (2) • Faculty participated in MyReadingLab/MyWritingLab training sessions. (8) • Faculty participated in monthly faculty/staff meetings that included curricular and instructional discussions. (8) <p>() indicates number of participants</p>		
Actions: <ul style="list-style-type: none"> • FYS Director will budget professional developmental opportunities for all faculty. Faculty will be encouraged to participate in professional development opportunities by the FYS Director and inclusion of professional development on the productivity document 		
Where is the data collected for this goal stored? First Year Studies Director's Office & UC Assessment Coordinator's Office		

2011-2012 University College Unit Goals Assessment Summary

UNIT NAME: First Year Studies

UNIT GOAL 1: Regular admitted ASU students and alternately admitted ASI (Academic Success Initiative) students who do not meet designated placement score standards for University-level course work will develop the necessary academic and personal responsibility skills to enhance college success.	UC GOAL: 2.0	AAR GOAL: 2D.1 2D.6
<ul style="list-style-type: none">• Outcomes: Students will demonstrate academic proficiency levels equivalent to placement standards in identified deficiency areas of reading and writing.• Students will demonstrate knowledge of study skill strategies applicable to collegiate course work.• Students will demonstrate personal responsibility attributes in the completion of collegiate work.		
Strategies: FYS will provide: <ul style="list-style-type: none">• academic courses in reading and writing.• academic study skills instruction in the designated First Year Experience course.• laboratory experiences in reading and writing.• math emporium model utilizing individualized computer-based instruction.• intrusive advising / personal development conferences with students.		
Results: <ul style="list-style-type: none">• Reading: 10% met Nelson Denny Composite score of 12.9 grade equivalency; 33% met COMPASS score of 82 (AR cut-score for remediation)• Writing: 27% met the TABE Composite score of 12.9 grade equivalency (eligible for entry into English Composition I). 18% met COMPASS exit score 80 (AR cut-score for remediation)• Math: 35.6% successfully mastered six or more modules.• See First Year Experience data for study skills assessment data.• Students enrolled in Enhanced College Reading and Writing Fundamentals completed MyReadingLab and/or MyWritingLab exercises in a one-hour weekly lab and as homework based assignments.• Students enrolled in Enhanced College Reading and Language Development participated in three individual conference sessions with the course instructor.• Developmental math is moved to FYS and converted to a math emporium model of individualized instruction using MyMathLab.		
Actions: <ul style="list-style-type: none">• Faculty expressed concern with success and reliability of current technology program(MyReadingLab/MyWritingLab). A study of alternate programs will be conducted for possible change.• ASU will participate in the CCA Grant course redesign project. Faculty will evaluate learning outcomes for reading and writing courses and redesign an integrated curriculum.• Faculty expressed concern with number of students without sufficient outside class log-in hours (5-hours per week). Math faculty will meet to discuss possible changes to syllabi for both Math I and Math II to promote student independent study.		
Where is the data collected for this goal stored? First Year Studies Director’s Office & UC Assessment Coordinator’s Office		

UNIT GOAL 2: Provide a positive work environment that encourages collaboration, professional development and meaningful assessment.	UC GOAL: 4.0	AAR GOAL: 2D.1
<p>Outcomes: FYS faculty will keep abreast of educational trends and best practices in developmental education. FYS faculty will engage in analysis of assessment results and implement curricular changes based on a collaborative analysis of assessment data.</p>		
<p>Strategies: FYS will participate in:</p> <ul style="list-style-type: none"> • annual state developmental education conference. • monthly departmental meetings that address academic improvement issues for students. • semester review of students proficiency attainment 		
<p>Results:</p> <ul style="list-style-type: none"> • Faculty attended the ArkADE (Arkansas Association for Developmental Education Conference). (4) • Faculty participated in three CCA Redesign Workshops for reading writing and developmental math. (3-5) • Faculty attended the Student Success Conference. (1) • Faculty attended Choice Theory Seminar (2) • Faculty participated in the AAACL (Arkansas Association for the Assessment of Collegiate Learning) workshop. (1) • Faculty participated in the Cengage Redesign Workshop (4) • Faculty participated in Pearson Redesign Workshop (2) • Faculty participated in monthly faculty meetings that included curricular and instructional discussions. (9) <p>() indicates number of participants</p>		
<p>Actions: Faculty adopted Aplia for the lab component of both courses. Assessment results indicated a continued concern with performance of international students even with adopted vocabulary program. Additional professional development in meeting international student needs required.</p>		
<p>Where is the data collected for this goal stored? First Year Studies Director's Office</p>		

<p>UNIT GOAL 1: Regular admitted ASU students and alternately admitted FYA(First Year Admit) students who do not meet designated placement score standards for University-level course work will develop the necessary academic and personal responsibility skills to enhance college success</p>	<p>UC GOAL: 2.0</p>	<p>AAR GOAL: 2D.1 2D.6</p>
<p>Outcomes:</p> <ul style="list-style-type: none"> • Students will demonstrate academic proficiency levels equivalent to placement standards in identified deficiency areas of reading and writing. • Students will demonstrate knowledge of study skill strategies applicable to collegiate course work. • Students will demonstrate personal responsibility attributes in the completion of collegiate work. 		
<p>Strategies: FYS will provide:</p> <ul style="list-style-type: none"> • integrated reading/writing academic course. • academic study skills instruction in the designated First Year Experience course. • Integrated technology program of reading/writing skill development. • math emporium model utilizing individualized computer-based instruction. • intrusive advising / personal development conferences with students. 		
<p>Results:</p> <ul style="list-style-type: none"> • Academic Literacy: Teacher made assessment instruments were piloted for reading and writing diagnostic assessment and critical thinking assessment. Data from these assessments was inconclusive. 71% of the students enrolled in Academic Literacy met the COMPASS exit score of 83. 37% of the students enrolled in Academic Literacy met the COMPASS exit score of 80. 83% of the students enrolled in Academic Literacy passed the concurrent Freshman Composition I course in the Fall 2012 semester. 70% of the student enrolled in Academic Literacy passed the concurrent Freshman Composition I course in the Spring 2013 semester. • Enhanced College Reading: Student enrollment in this course is pre-dominantly international students. 1% of the students enrolled in Enhanced College Reading met the Nelson Denny composite grade equivalence of 12.9. 16% of the students enrolled in Enhanced College Reading met the COMPASS exit score of 83. • Writing Fundamentals: Student enrollment in this course is pre-dominantly international students. 10% of the students enrolled in Writing Fundamentals met the TABE composite grade equivalency of 12.9. 8% of the students enrolled in Writing Fundamentals met the COMPASS exit score of 80. 		

- Math: 51% of the students enrolled in Developmental Math I passed the course (>D = completed six modules) OR met the COMPASS exit criteria of 41 for college algebra.
46% of the students enrolled in Developmental Math II passed the course (>D=completed all twelve modules) OR met the COMOPASS exit criteria of 41.

Actions:

- Academic Literacy faculty expressed deep concern with the number of assessment instruments included in the course curriculum. Faculty will work to reduce the number of assessments to three per semester.
- Data yielded by assessments instruments for both academic skill areas and critical thinking was inconclusive for use as either formative or summative evaluation. Faculty will redesign assessment instruments to incorporate critical thinking assessment into the academic skill assessment instruments.
- Proficiency achievement for international students continues to lag. Faculty requested additional data to determine if international students are succeeding in subsequent courses.
- Math faculty expressed concern with low number of students completing the necessary out-of-class login time in completing homework assignments. Faculty will meet to determine strategies for improving student engagement of the curriculum outside of class.

Where is the data collected for this goal stored? First Year Studies Director's Office & UC Assessment Coordinator's Office

<p>UNIT GOAL 2: Provide a positive work environment that encourages collaboration, professional development and meaningful assessment.</p>	<p>UC GOAL: 4.0</p>	<p>AAR GOAL: 2D.1 2D.6</p>
<p>Outcomes:</p> <ul style="list-style-type: none"> • FYS faculty will keep abreast of educational trends and best practices in developmental education. • FYS faculty will engage in analysis of assessment results and implement curricular changes based on a collaborative analysis of assessment data. 		
<p>Strategies: FYS will participate in:</p> <ul style="list-style-type: none"> • annual state developmental education conference. • monthly departmental meetings that address academic improvement issues for students. • semester review of students' proficiency attainment. 		
<p>Results:</p> <ul style="list-style-type: none"> • Faculty attended ArkADE (Arkansas Association for Developmental Education) conference (6); presented (4) • Faculty attended Student Retention Conference (1) • Faculty attended AACU Conference (2); presented (2) • Faculty attended McGraw-Hill Integrated Course Summit (1) • Faculty attended AAACL (Arkansas Association for the Assessment of Collegiate Learning) conference (3); presented (4) • Faculty attended CRLA of Arkansas/Louisiana conference (5) 		

- Faculty attended CCA redesign meetings (1)
- Faculty attended the Golden Key International Honour Society Regional Summit (1)
- All faculty participated in monthly departmental meetings that included curricular and instructional discussions.

() indicates number of participants

Actions:

- Faculty will be encouraged to participate in at least one professional development opportunity per academic year.
- FYS Director will continue to seek budget funding for professional development.
- Faculty members will be responsible for individual dues for any professional affiliation.

Where is the data collected for this goal stored? First Year Studies Director's Office & UC Assessment Coordinator's Office