

Team Evaluation Plan

Strategy/Goal Team Name: First-Year Seminar

Plan year: 2014

Pilot target population size: 260 students

Overall target population (size): 1200 students

Target population description: First-year degree seeking students

Comparison group description: First-year degree seeking students not enrolled in one of the FYS courses

Data Sources:

Expected Outcome (What do you hope to accomplish?) Ex. Increase placement into college level courses.	Criteria for Success (How will you determine if the outcome was met?) Ex. After retesting, 25% of students will place into college level course.	Results (Provide the data collected to evaluate this outcome) Ex. 29% (33/105) of students retested into college level course.	Use of Results (How will you use this data? What changes will be made as a result of these findings?)	Processes Impacted
First year degree seeking students will enroll in an FYS course.	75% of the target population will enroll in FYS courses.	40% (103/260) of the target population enrolled in the FYS courses.	This criterion was not met. Seven of the thirteen sections were cancelled due to low enrollment. Sections will be scheduled much earlier for the Fall 2015 semester and will be offered at a wider variety of times. Improved marketing and communication is expected to improve enrollments moving forward.	
FYS students will complete the FYS course.	At least 80% of the students enrolled will successfully complete the course.	66% (68/103) of the students enrolled successfully completed the course.		
FYS students will be retained through the fall semester.	Fall semester retention rate for FYS students will be 5% higher than the comparison group.	100% (103/103) of the students enrolled in FYS were retained through the Fall 2014 Semester. This is equal to the comparison group which has a retention rate of 100% (100/100)	The criterion was not met since both the FYS and comparison groups were retained at the same rate of 100%.	

<p>FYS students will be successful in all courses during the fall and following spring semester.</p>	<p>1) Fall successful course completion rate for FYS students will be 5% higher than the comparison group.</p> <p>2) Spring successful course completion rate for FYS students will be 5% higher than the comparison group.</p>	<p>36% (37/103) of the FYS successfully completed all fall courses.</p> <p>Similarly, 42% (42/100) of the comparison group successfully completed all fall courses.</p> <p>Cannot be determined at this time</p>	<p>This criterion was not met since both the FYS and comparison groups successfully completed all courses at the same rate. Additional data will be analyzed, such as full-time/part time status, semester hours attempted, and GPA to try to determine if any other factors need to be considered before drawing conclusions regarding these results.</p>	
<p>FYS students will persist from fall to spring semester.</p>	<p>Fall to Spring persistence rate will be 5% higher than that of the comparison group.</p>	<p>93% (96/103) of the FYS students persisted from Fall to Spring.</p> <p>This is 2 percentage points higher than the comparison which had a 91% (91/100) persistence rate.</p>	<p>This criterion was not met. Although the FYS students persisted slightly better than the comparison group, the rate was only 2% better rather than the targeted 5%.</p>	
<p>FYS students will persist from year one to year two.</p>	<p>Fall to Fall persistence rate will be 5% higher than that of the comparison group.</p>	<p>Cannot be determined at this time</p>		
<p>FYS students will complete or transfer within three years.</p>	<p>Graduation/transfer rates will be 3% higher than that of the comparison group.</p>	<p>Cannot be determined at this time</p>		
<p>FYS students will report increased confidence in college readiness.</p>	<p>FYS students will report increased confidence in college readiness by responding agree or strongly agree on a survey 5% more frequently than the control group.</p>	<p>The survey was not designed to answer this question exactly as worded, but students (n=24) indicated the degree to which participation in FYS improved different behaviors and skills indicative of college readiness.</p> <p>58% indicated their ability to see multiple sides of issues improved significantly or to a large extent. 67% indicated they significantly or to a large extent improved</p>	<p>The return rate on the survey was too low to draw meaningful conclusions. The team will share a complete assessment plan with the FYS faculty prior to the start of the fall 2015 semester so all aspects of the plan can be incorporated more seamlessly into the curriculum and improve participation.</p>	

		<p>their ability to identify solutions for complex problems. 71% indicated they improved significantly or to a large extent their ability to evaluate the quality of opinions and facts. 67% indicated they significantly or to a large extent improved their understanding of faculty expectations of students. 87.5% indicated they agreed or strongly agreed that the seminar format of the course helped them develop academic skills such as textual understanding, critical thinking and speaking. 83% agreed or strongly agreed that the seminar format of the course helped develop social skills like teamwork, sensitivity and good manners. 83% agreed or strongly agreed that the seminar format of the class helped develop personal skills such as honesty, integrity, willingness to accept criticism, responsibility and initiative.</p> <p>10 students from the comparison group responded to the survey and only 6 actually answered questions, therefore there are no data for comparison.</p>		
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<p>FYS students will report increased participation in class discussions.</p>	<p>FYS students will report increased participation in class discussion by responding agree or strongly agree on a survey 5% more frequently than the control group.</p>	<p>67% (n=24) for the FYS students who completed the survey indicated participation in FYS significantly or to a large extent increased the degree to which they participate in classroom discussions.</p> <p>10 students from the comparison group responded to the survey and only 6 actually answered questions, therefore there are no data for comparison.</p>		
<p>Increase use of library resources.</p>	<p>FYS students will report increased use of library resources in all courses 5% more than the control group.</p>	<p>Two survey questions address library resources but neither directly measures student perception of how frequently they use the library resources. Instead 54% of the FYS students reported the FYS course improved their ability to find what they need through the library and 58% indicated the course increased their understanding of available library resources, in both cases, significantly or to a large extent.</p> <p>10 students from the comparison group responded to the survey and only 6 actually answered questions, therefore there are no data for comparison.</p>		
<p>FYS students generate a personal development plan that includes educational and career goals and steps to achieve those goals. (Course level outcome)</p>	<p>90% of FYS students who complete the course will have generated a personal development plan that includes an educational plan and 75% of the students will use the educational plan in subsequent semesters.</p>	<p>45% of students generated a personal development plan during the fall 2014 semester.</p> <p>Use of the plan has not yet been assessed. Students will be surveyed this semester.</p>	<p>A greater percentage of students completed an educational plan without completing the personal development plan. The team, with input from the FYS faculty, needs to develop a better framework for the PDP so it is more meaningful for the students.</p>	