

First-Year Programs Assessment Plan - 2012

I. Departmental Objectives

First-Year Programs has two objectives. The first is to retain students during the first year and the second is to enable students to have a successful transition into the second year.

1. Retention Objective

The departmental goal is to retain 68% of all first-year students per the CSU-Pueblo Strategic Plan.

2. Student Learning Outcomes

During the first year, students rely heavily on the First-Year Advisor for support. In order for a student to successfully transition into the second year, the student must fully understand the resources available. By the end of the academic year, a student will self-report their level of understanding the following modules in PAWS that will enable success and self-sufficiency.

- a. Billing
- b. Course Evaluation
- c. Enrollment Verification
- d. Major/Minor Change
- e. Financial Aid/Award Letter
- f. Student Academic Progress (SAP)
- g. Registration (Adds, Drops
- h. Transcripts and Grades
- i. DARS
- j. E-Account

By the end of the academic year, students self-reported their ability to navigate the following resources available to them on the campus website.

- k. Degree Planning Sheets
- l. Admissions/Record Forms
- m. Email
- n. Blackboard
- o. Password Reset
- p. Financial Aid
- q. Academic Department Websites
- r. Tutoring Services
- s. Departmental Advisor Name and Location

II. Methods

Procedure

All first-year students working with a First-Year Advisor will be instructed in the aforementioned learning outcomes. Students will be given a Transition

Proficiency Checklist during their last meeting with the First-Year Advisor during the spring semester to ascertain which learning outcomes will be achieved. Student will self-report their awareness of and ability to utilize the various resources and information available to them. The survey items for which the student self-reported low proficiency will be reviewed by the advisor during the final meeting.

Scoring

Student will self-report proficiency on each survey item in a “yes” or “no” rating system. First, the scores will be used to calculate the proficiency percentage for each student. The percentage will be calculated by using the number affirmative responses divided by the total number of possible responses. The proficiency percentage for all students in each advisor’s caseload will be totaled and then averaged. Each advisor will be given an average percentage of the proficiency scores. These data will be held internally and used to help the advisor become more proficient. Second, each question will also be examined for percentage of proficiency so as to ascertain in which areas students need more assistance. Third, the proficiency scores will be aggregated for all advisors providing a departmental average proficiency score.

Sample size

The total participation rate for the sample was 44.7 %. The number of participants for this assessment was 466 and the total population was 1042. Factors affecting the size of the sample include: 1) an advisor left CSU-Pueblo and the results of her assessment were not located, 2) students who were not retained did not complete the assessment, and 3) not all students who were advised for the fall completed the assessment.

III. Results

The FYP department will use these data to assess the effectiveness of advisors in conveying important information related to the identified learning outcomes. The results of the individual survey item percentages by advisor will be used in one-on-one consultation with advisors so as to improve in the low scoring areas and strategize as to how to improve the advising process.