

PET FORM
Planning and Evaluation Tracking
(2012-2013 Assessment Period)

Division of: Academic Success

Person Responsible for this Division: Dr. Tamara Clunis

Department of: First Year Experience

Person Responsible for this Form: Dr. Lana Jackson

Purpose Statement (With Last Updated Date): The First Year Experience (FYE) Department collaborates with other educational programs and services to strengthen the student connection to the College while creating a foundation for student success. (10/1/12)

Goal Statement #1:

Persist from Term-to-Term and Year-to-Year. (*No Excuses – Goal 4*)

Outcome/Objective Statement

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

Upon completion of EDUC 1300, 100% of First-Time-in-College (FTIC) students will enroll in courses for the next long semester. Retention data will be provided by Institutional Research as a part of its annual report, *The FYS Student Performance Report: Profile of FYS Student Success*, available each Spring semester. (*No Excuses – Goal 4*)

- Results (Provide Numbers and Percentages for Quantitative Data)
 - **2011-2012 Data:** Numbers = 142 out of 198 and Percentage = 75.1%
- Analysis
 - Assessment of this cohort group concluded that 75.1% of the FTIC students enrolled in the FYS persisted to the Spring 2012 term as compared to 73.1% of FTIC students who did not enroll in the FYS.
 - When analyzed individually, several FYS sections revealed greater retention rates than peer, FYS courses, indicating a need for further analysis.
 - While retention of FTIC students enrolled in the FYS section exceeded that of their non-FYS peers, the benchmark of 100% retention was not met. Data from Fall 2011 FYS sections should be used to re-establish benchmark for next PET form.
- Improvements
 - List any Improvements Made in the **2011-2012** (Last Academic) Year Based on the **2010-2011** PET Results:
 - Evaluate Why Improvements Were Successful/Were Not Successful:
 - Provide the Budget Information Needed to Make Past Improvements (Cost/Details):
 - The FYS was piloted for the first-time in Fall 2011; consequently, there were no PET results available from previous years.

- Recommendations/Actions for 2012-2013
 - Person Responsible (Who will complete the action?): Dr. Lana Jackson, Jill Gibson

 - Action Plan:
 1. Develop and FYS Instructor Certification workshop
 - Develop process for FYS instructor training, including application, training, evaluation
 - Identify FYS training content, including data, pedagogy, guest speakers/FYS collaborators
 - Provide multiple training opportunities

 2. Develop a FYS Instructor Evaluation methodology which incorporates an analysis of classroom behaviors and strategies which positively impact student retention.
 - Review faculty evaluation process
 - Expand evaluation of FYS instructors to possibly include peer observations, student survey, instructor survey

 - Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):
 1. The FYS Instructor Certification workshop was/will be hosted in May, July and December 2012. Dates for 2013 are to be determined. Evaluation of the workshops will be conducted.
 2. Instructor Evaluation methodology will be discussed with affected stakeholder groups during Spring 2013. A proposal for FYS Instructor Evaluation will be presented to the Dean of Academic Success and Vice President of Academic Affairs prior to Fall 2013. A pilot of the FYS Instructor Evaluation will be conducted during Fall 2013.

 - Budget Information Needed for Future Action (Cost/Details):
 - Stipends for FYS Instructor Certification workshop participants are currently budgeted for the 2012-2013 academic year at a rate of \$200 per participant.
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Goal Statement #2:

Expand Student Success. *(AC Strategic Plan Version 2.0 – Goal 1)*

Outcome/Objective Statement

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

Upon completion of EDUC 1300, 100% of First-Time-in-College (FTIC) students will have satisfactorily created a comprehensive Educational Plan which includes the identification of short- and long-term goals. Evaluation of the Educational Plan will be conducted by a team of Student Services personnel and FYS Instructors using a rubric scoring system. *(AC Strategic Plan Version 2.0 – Goal 1)*

(It is anticipated the rubric scoring system will rate “satisfactory” as a 3, allowing the Outcome Statement to be modified during the next PET cycle to reflect the rubric scoring system.)

- Results (Provide Numbers and Percentages for Quantitative Data)
 - No data is available at this time.

- Analysis
 - No data is available at this time.

- Improvements
 - List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results:
 - Evaluate Why Improvements Were Successful/Were Not Successful:
 - Provide the Budget Information Needed to Make Past Improvements (Cost/Details):
 - No data is available at this time.

- Recommendations/Actions for **2012-2013**
 - Person Responsible (Who will complete the action?): Dr. Lana Jackson

 - Action Plan:
 1. Identify Student Services/FYS Instructor team for Educational Plan assessment
 2. Create rubric; adjust Outcome benchmark
 3. Verify rubric validity with Institutional Research
 4. Collect Education Plan artifacts
 5. Pilot rubric

 - Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):
 1. Identify team for rubric creation/pilot in Fall 2012
 2. Create rubric during Fall 2012/Spring 2013
 3. Collect Education Plan artifacts from Spring 2013 FYS courses
 4. Pilot rubric with Spring 2013 FYS sections

 - Budget Information Needed for Future Action (Cost/Details):
 - If rubric assessment becomes too burdensome, future discussions will need to include discussions of monetary compensation for participating personnel or a modified assessment using the campus LMS

Goal Statement #3:

Expand Student Success (*AC Strategic Plan Version 2.0 – Goal 1*)

Collaborate with Partners in the Community (*AC Strategic Plan Version 2.0 – Goal 4*)

Outcome/Objective Statement

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

Upon completion of EDUC 1300, 100% of First-Time-in-College (FTIC) students will have satisfactorily completed a Career Project, including a MyPlan self-assessment, career exploration and research, and a job shadow/interview with an area professional. Evaluation of the Career Project will be conducted by a team of

Career & Employment Services personnel and FYS Instructors using a rubric scoring system. (*AC Strategic Plan Version 2.0 – Goal 1, Goal 4*)

(It is anticipated the rubric scoring system will rate “satisfactory” as a 3, allowing the Outcome Statement to be modified during the next PET cycle to reflect the rubric scoring system.)

- Results (Provide Numbers and Percentages for Quantitative Data)
 - No data is available at this time.
 - Analysis
 - No data is available at this time.
 - Improvements
 - List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results:
 - Evaluate Why Improvements Were Successful/Were Not Successful:
 - Provide the Budget Information Needed to Make Past Improvements (Cost/Details):
 - No data is available at this time.
 - Recommendations/Actions for **2012-2013**
 - Person Responsible (Who will complete the action?): Dr. Lana Jackson
 - Action Plan:
 1. Identify Career & Employment Services/FYS Instructor team for Career Project assessment
 2. Create rubric; adjust Outcome benchmark
 3. Verify rubric validity with Institutional Research
 4. Collect Career Project artifacts
 5. Pilot rubric
 - Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):
 1. Identify team for rubric creation/pilot in Fall 2012
 2. Create rubric during Fall 2012/Spring 2013
 3. Collect Career Project artifacts from Spring 2013 FYS courses
 4. Pilot rubric with Spring 2013 FYS sections
 - Budget Information Needed for Future Action (Cost/Details):
 - If rubric assessment becomes too burdensome, future discussions will need to include monetary compensation for participating personnel or a modified assessment using the campus LMS. Due to the nature of the Career Project assessment, consideration should also be given to inviting and compensating area professionals who participate in the assessment process.
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