

## Team Evaluation Plan

**Strategy/Goal Team Name: First-Year Seminars**

**Plan year: 2015**

**Pilot target population size: 440 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:**

**Note: Data will be disaggregated based upon modality; 3 credit hour stand-alone courses, 1 credit stand-alone courses and 1 credit linked to another content course.**

<b>Expected Outcome</b> (What do you hope to accomplish?)  <b>Ex. Increase placement into college level courses.</b>	<b>Criteria for Success</b> (How will you determine if the outcome was met?)  <b>Ex. After retesting, 25% of students will place into college level course.</b>	<b>Results</b> (Provide the data collected to evaluate this outcome)  <b>Ex. 29% (33/105) of students retested into college level course.</b>	<b>Use of Results</b> (How will you use this data? What changes will be made as a result of these findings?)	<b>Processes Impacted</b>
First year degree seeking students will enroll in an FYS course.	75% of the target population will enroll in FYS courses.			
FYS students will complete the FYS course.	At least 80% of the students enrolled will successfully complete 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.			
FYS students will be successful in all courses during the fall and following spring semester.	1) Fall successful course completion rate for FYS students will be 5% higher than the comparison group.  2) Spring successful course completion rate for FYS students will be 5% higher than the comparison group.			
FYS students will persist from fall to spring semester.	Fall to Spring persistence rate will be 5% higher than that of the comparison group.			

FYS students will persist from year one to year two.	Fall to Fall persistence rate will be 5% higher than that of the comparison group.			
FYS students will complete or transfer within three years.	Graduation/transfer rates will be 3% higher than that of the comparison group.			
FYS students will report increased college readiness.	75% of FYS students will report, through a survey, increased college readiness by indicating participation in FYS significantly or to a large extent improved behaviors and skills indicative of college readiness. Baseline data will be collected through a survey and writing sample administered at the beginning of the semester.			
FYS students will report increased connectivity with faculty and peers.	75% of FYS students will report, through a survey, increased connectivity to faculty and peers by responding participation in FYS significantly or to a large extent feel connected to their faculty member, see their faculty member as a resource person to whom they can go in the future and participation in FYS improved their efforts to get to know students in their classes and ability to meet new people with common interests. Baseline data will be collected through a survey and writing sample administered at the beginning of the semester.			
Interconnect course concepts and experiences (personal, campus, or community) in ways that produce new knowledge and skills (SLO)	75% of FYS students will score a 3 or higher on a rubric designed to assess contextualization, integration, and information literacy on an integrative assignment.			

<p>FYS students will develop a personal development plan, which identifies, discusses and evaluates potential educational and career goals and the possible steps to achieve those goals. (SLO)</p>	<p>80% of FYS students who complete the course will have generated a personal development plan. 75% of FYS students will score 3 or higher on a rubric designed to assess the personal development plan. 75% of FYS students will agree or strongly agree that the PDP helped them clarify how to achieve their educational and career goals.</p>			
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