

Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: **First Year Experience (FYE)**
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A. Brief Introductory Statement:

The First Year Experience (FYE) program consists of two courses:

UNIV 1105 “Foundations of College Success”

This course assists incoming students in making a successful transition to college. Topics include the purpose of higher education, goal setting, time management, study and test taking skills, critical thinking, stress management, academic advisement, career and major exploration, using campus resources, and understanding student responsibilities.

For this assessment period, we have chosen to focus on three areas: critical thinking, learning strategies, and academic advisement.

UNIV 3170 “Peer Mentor Leadership Seminar”

In this two-credit hour seminar course, FYE Peer Mentors are taught to effectively help Foundations of College Success (UNIV 1105) students in making a successful transition to college. FYE Peer Mentor requirements are available at www.weber.edu/fye. Enrollment is limited to FYE Peer Mentors. The course may be repeated once for two more credits and additionally for zero credits.

B. Mission Statement

The First Year Experience (FYE) department at Weber State University assists incoming students in making a successful and responsible transition to the university environment. The department is committed to helping students maximize their potential for academic success by providing them with a solid foundation of knowledge and skills that promote life-long learning.

To accomplish its mission, First Year Experience provides students with valuable information such as: the purpose of higher education, goal setting, time management, study and test taking skills, critical thinking, stress management, academic advisement, career and major exploration, using campus resources, and understanding student responsibilities.

C. Student Learning Outcomes

UNIV 1105 “Foundations of College Success”

Learning Outcomes

After completing this course, students will be able to:

1. **Purpose of Education:** Articulate the value of a college education for themselves, their community, and society. Identify and apply behaviors and mindsets that support college success.
2. **Campus Resources:** Demonstrate the ability to identify and use campus resources in support of academic and personal success.
3. **Goal Setting:** Implement the mechanics of goal setting using the SMART goal framework.
4. **Time Management:** Apply a variety of time management strategies to support short- and long-term goals.
5. **Note Taking:** Utilize a variety of note taking strategies to engage with academic content inside and outside the classroom.
6. **Reading Strategies:** Apply active reading strategies (e.g., annotation) to support comprehension of and engagement with a range of academic texts.
7. **Test Preparation/Test Taking:** Utilize test preparation and test taking strategies to succeed at a range of test types.
8. **Critical Thinking:** Analyze information using critical thinking strategies to engage ideas actively and deeply.
9. **Communication:** Effectively communicate with a range of audiences using college-level writing and presentation skills.
10. **Stress Management:** Identify personal stressors, stress symptoms, and self-regulation strategies to maintain wellness and resilience.
11. **Learning Strategies:** Apply a range of learning strategies to support individual and collaborative efforts toward knowledge construction and problem-solving.
12. **Academic Advisement:** Utilize academic advisement resources to develop an academic plan for degree completion.
13. **Career/Major Exploration:** Identify potential majors and careers suited to individual values and interests using career/major exploration strategies and resources.
14. **Health and Wellness (optional):** Identify effective strategies to maintain personal health and wellness.
15. **Money Management (optional):** Demonstrate sound financial planning in support of short- and long-term goals.
16. **Information Literacy (optional):** Construct accurate knowledge using information literacy skills to evaluate and synthesize sources.
17. **Diversity (optional):** Critically examine multiple perspectives through civil discourse.
18. **Service Learning (optional):** Apply learning in meaningful ways to new settings and complex problems for the benefit of individuals and society.

UNIV 3170 “FYE Peer Mentor Leadership Seminar”

Learning Outcomes

As a result of this course, students will:

1. **Communication:** Apply effective communication skills with students and UNIV 1105 instructors.
2. **Facilitation:** Facilitate effective lessons based on specific UNIV 1105 course topics.
3. **Leadership:** Apply effective leadership skills for use in their UNIV 1105 fieldwork experience and beyond.
4. **Mentoring Challenges:** Identify strategies to deal with challenges associated with the role of Peer Mentor.
5. **Personal Development:** Articulate their personal development resulting from the Peer Mentor experience.

D. Curriculum

Curriculum Map

Core Courses in Department/Program		Learning Outcomes			
		UNIV 1105			
UNIV 1105 "Foundations of College Success"	Outcomes assessed during previous assessment cycles	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	
		Effectively demonstrate a variety of note taking strategies.	Effectively utilize the mechanics of goal setting .	Effectively apply active reading strategies (e.g., annotation).	
	Outcomes assessed during current assessment cycle	Learning Outcome 4	Learning Outcome 5	Learning Outcome 6	Learning Outcome 7
		Effectively demonstrate a variety of time management strategies.	Effectively apply test preparation and test taking strategies.	Effectively utilize career/major exploration strategies and resources.	Effectively apply stress management strategies.
		Learning Outcome 8	Learning Outcome 9	Learning Outcome 10	
Additional outcomes for future assessment	Purpose of Education				
		UNIV 3170			
UNIV 3170 "FYE Peer Mentor Leadership Seminar"	Outcomes assessed during previous assessment cycle	Learning Outcome 1		Learning Outcome 2	
		Apply effective communication skills with students and UNIV 1105 instructors.		Facilitate effective lessons based on specific UNIV 1105 course topics.	
	Outcomes assessed during current assessment cycle	Learning Outcome 3		Learning Outcome 4	
		Apply effective leadership skills for use in UNIV 1105 fieldwork experience and beyond.		Identify strategies to deal with challenges associated with the role of Peer Mentor.	
		Learning Outcome 5			
Outcomes for future assessment	New assessment cycle to include communication skills and facilitation skills .				

Additional Information:

The First Year Experience UNIV 1105 “Foundations of College Success” instructors cover a total of thirteen primary topic areas and five optional topics (see attachment). For this assessment period (2018-19), we have chosen to do a data comparison from last year’s report on two areas (learning strategies and academic advisement) and added one new area for baseline assessment data for comparison in the next report (critical thinking).

The First Year Experience UNIV 3170 “FYE Peer Mentor Leadership Seminar” covers five primary topic areas. For this assessment period (2018-19), we have chosen to focus on personal development.

E. Assessment Plan

UNIV 1105 “Foundations of College Success”

The FYE assessment plan is to gather Chi Tester data from each UNIV 1105 “Foundations of College Success” section for three of the department’s learning objectives (see attachment) for a minimum of two years and then compare data. If it is determined that one or more areas are consistently being met and that no curricular or pedagogical changes need to be made, then the area(s) will be replaced with additional learning objectives. Artifacts will be collected from each course section by using the Chi Tester system. This is the second year that we are using this type collection method rather than randomly selecting students and gathering artifacts of their work and is the first time we have comparison data utilizing Chi Tester.

UNIV 3170 “FYE Peer Mentor Leadership Seminar”

Artifacts will be collected from each section of UNIV 3170 “FYE Peer Mentor Leadership Seminar” for two of the department’s learning objectives (see attachment) for a minimum of two years and then data will be compared. If it is determined that one or both areas are consistently being met and that no curricular or pedagogical changes need to be made, then the area(s) will be replaced with additional learning objectives. Artifacts will be collected from each student in the section. Artifact samples come from individual assignments, end-of-semester mentor portfolios, and instructor rubrics of presentations and overall performance.

F. Report of assessment results for the most previous academic year:

Evidence of Learning for UNIV 1105 “Foundations of College Success”

UNIV 1105 Foundations of College Success Table 1: Critical Thinking					
Measurable Learning Outcome Students will...	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1.A: Identify effective critical thinking strategies.	Measure 1: (Direct) Exam question responses.	Measure 1: (Direct) A minimum of 80% of students will meet departmental expectations.	Measure 1: (Direct) 84% met expectations by correctly answering at least 3 out of 5 questions correctly. 55% correctly answered at least 4 out of 5 questions correctly.	Measure 1: (Direct) The majority of students effectively identified critical thinking strategies.	Measure 1: (Direct) Based on the findings, the department plans to hold additional trainings and make some minor curricular and pedagogical changes to increase consistency among student work. This area will be re-assessed next year.
	Measure 2: (Indirect) As part of the FYE end-of-semester student evaluation, students responded to the statement, “As a result of my experience in this course, my understanding of critical thinking/higher-level thinking has increased” with 5 being “Strongly Agree” and 1 being “Strongly Disagree.”	Measure 2: (Indirect) The FYE standard of excellence is a 4.0 on a 5.0 Likert scale.	Measure 2: (Indirect) Spring 2019 semester results indicated that the standard of excellence was met (4.37).	Measure 2: (Indirect) The majority of students agreed that their understanding of critical thinking strategies has increased as a result of their experience in the UNIV 1105 course.	Measure 2: (Indirect) The department is pleased with the consistency of the positive results and plans to continue to gather student evaluation data related to this outcome.

UNIV 1105
Foundations of College Success
Table 2: Learning Strategies

Measurable Learning Outcome Students will...	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 2.A: Identify effective learning strategies.	Measure 1: (Direct) Exam question responses.	Measure 1: (Direct) A minimum of 80% of students will meet or exceed departmental expectations.	Measure 1: (Direct) 73% met expectations by correctly answering at least 3 out of 5 questions correctly. 45% answered at least 4 out of 5 questions correctly.	Measure 1: (Direct) The majority of students effectively identified learning strategies, however, we fell short of meeting the targeted standard of excellence.	Measure 1: (Direct) Based on the findings, the FYE department plans to meet with Student Success Center advisors and FYE adjunct faculty to ensure we maintain consistency with guest presentation content (MBTI) and assignments/readings regarding this topic.
	Measure 2: (Indirect) As part of the FYE end-of-semester student evaluation, students responded to the statement, "As a result of my experience in this course, my understanding of learning strategies has increased" with 5 being "Strongly Agree" and 1 being "Strongly Disagree."	Measure 2: (Indirect) The FYE standard of excellence is a 4.0 on a 5.0 Likert scale.	Measure 2: (Indirect) Spring 2019 semester results indicated that the standard of excellence was met during this assessment period (4.55).	Measure 2: (Indirect) The majority of students agreed that their understanding of learning strategies has increased as a result of their experience in the UNIV 1105 course.	Measure 2: (Indirect) Although the results from the student evaluations were very positive, the direct measurement results indicate that the changes listed above need to be made to increase the number of students meeting this expectation.

UNIV 1105
Foundations of College Success
Table 3: Academic Advisement

Measurable Learning Outcome Students will...	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 3.A: Effectively utilize academic advisement resources.	Measure 1: (Direct) Exam question responses.	Measure 1: (Direct) A minimum of 80% of students will meet or exceed departmental expectations.	Measure 1: (Direct) 81% met expectations by correctly answering at least 3 out of 5 questions correctly. 42% answered at least 4 out of 5 questions correctly.	Measure 1: (Direct) The majority of students effectively identified academic advising resources and information.	Measure 1: (Direct) Based on the findings, the FYE department plans to once again meet with Student Success Center advisors and FYE adjunct faculty to ensure we maintain consistency with assignments and the content of academic advisement presentations.
	Measure 2: (Indirect) As part of the FYE end-of-semester student evaluation, students responded to the statement, "As a result of my experience in this course, my awareness of academic advising resources has increased" with 5 being "Strongly Agree" and 1 being "Strongly Disagree."	Measure 2: (Indirect) The FYE standard of excellence is a 4.0 on a 5.0 Likert scale.	Measure 2: (Indirect) Spring 2019 semester results indicated that the standard of excellence was met during this assessment period (4.66).	Measure 2: (Indirect) The majority of students agreed that their understanding of academic advisement resources has increased has a result of their experience in the UNIV 1105 course.	Measure 2: (Indirect) Although the results from the student evaluations were positive, the direct measurement results indicate that the changes listed above need to be made to increase the number of students meeting this expectation.

Evidence of Learning for UNIV 3170 “FYE Peer Mentor Leadership Seminar”

UNIV 3170 FYE Peer Mentor Leadership Seminar Table 4: Articulating Personal Development					
Measurable Learning Outcome Students will...	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p>Learning Outcome 1:</p> <p>Articulate personal development resulting from the Peer Mentor experience.</p>	<p>Measure 1: (Direct)</p> <p>UNIV 3170 written assignments and UNIV 1105 instructor feedback rubrics.</p>	<p>Measure 1: (Direct)</p> <p>A minimum of 90% of students will meet or exceed departmental expectations.</p>	<p>Measure 1: (Direct)</p> <p>All mentors met the departmental expectations by effectively articulating their personal development that resulted from their mentoring experience as indicated on student and instructor mid-term and end-of-year rubrics, written reflections, and synthesis paper.</p>	<p>Measure 1: (Direct)</p> <p>Mentors are held to a higher standard because they are selected by a committee to serve in this role and receive a tuition waiver for their participation. As a result, all mentors should exceed expectations.</p>	<p>Measure 1: (Direct)</p> <p>No curricular or pedagogical changes needed at this time. The department is pleased with the results.</p>

Summary of Artifact Collection Procedure (2018-2019)

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
Critical thinking strategies exam question responses.	Identify effective critical thinking strategies.	Instructors align test questions in Chi Tester and collective data is retrieved through the system.	Chi Tester
Learning strategies exam question responses.	Identify effective learning strategies.	Instructors align test questions in Chi Tester and collective data is retrieved through the system.	Chi Tester
Academic advisement exam question responses.	Effectively utilize academic advisement resources.	Instructors align test questions in Chi Tester and collective data is retrieved through the system.	Chi Tester

Summary of Artifact Collection Procedure (2018-2019)

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
Personal development synthesis reflection assignment and instructor/mentor rubrics (5).	Articulate personal development resulting from the Peer Mentor experience.	Twice during semester (at time assignment is due and again when mentoring portfolio is submitted).	Physical file will be stored for two years in the FYE department.

Please respond to the following questions.

- 1) Reflecting on this year's assessment(s), how does the evidence of student learning impact your faculty's confidence in the program being reviewed; how does that analysis change when compared with previous assessment evidence?

Based on FYE faculty evaluations that were collected during the most recent assessment cycle, our adjunct instructors have expressed confidence in the skills that our UNIV 1105 "Foundations of College Success" students are demonstrating through their assigned work. The department is pleased with the positive student feedback from end-of-semester evaluations regarding the assessed topics (critical thinking, learning strategies, and academic advisement).

The department is also satisfied with the UNIV 3170 "FYE Peer Mentor Leadership Seminar" assessment results. Being that the FYE mentors in this class are selected specifically for this course, it came as no surprise that they exceeded our standard of excellence in the assessed area of personal development resulting from their peer mentor experience. With continued growth of the program, we are working to develop new, engaging methods to teach this seminar course to a steadily increasing number of mentors (currently 27).

- 2) With whom did you share the results of the year's assessment efforts?

Results will be shared with FYE faculty, FYE peer mentors, higher-level management, and advisors in the Student Success Center (concerning advising-related results).

- 3) Based on your program's assessment findings, what subsequent action will your program take?

Overall, the FYE department is pleased with the results of our UNIV 1105: Foundations of College Success assessment findings. After reviewing the assessment results from 2016-17 (the first year in which we utilized Chi Tester to extract exam data for the first complete cycle), we learned that we needed to continue to work on refining the process in order to obtain more accurate data on student performance. As a result, we added Chi Tester questions to gain a better understanding of what students are learning in each of the assessed areas. For the upcoming assessment period, we will continue to re-evaluate and add questions that best reflect what is being taught in UNIV 1105. We plan to reassess two outcomes, learning strategies and critical thinking. We also plan to continue to make curricular and pedagogical changes in the assessed areas (critical thinking, learning strategies, and academic advisement). It should also be noted that the UNIV 1105 end-of-semester student evaluations of the department, faculty, and mentors are all very high; this is a direct result of the efforts of our FYE instructors and peer mentors. They should be commended for their efforts to connect with students and make a positive impact.