

COLLEGE OF ADULT AND LIFELONG LEARNING

Assessment Plan 2012-2013

Academic Units

I. CALL Mission Statement:

The College of Adult and Lifelong Learning (CALL) provides access, career and life coaching, degree completion, and academic support to new, continuing and reentering adult learners in a respectful and nurturing environment. CALL helps students transition to college life and establish a foundation for educational attainments, career success and lifelong learning.

II. Academic Assessment Structure:

The academic unit of the College of Adult and Lifelong Learning is divided into two departments. The Department of Undergraduate Degree Programs houses the BA and BS in Individualized Studies, the BA in Adult Liberal Studies and the pending BA and BS programs in Professional Studies. The assistant dean/director of academic programs is responsible for the assessment plans, reports and activities in this department. The Department of Student Access and Success houses support courses and programs that help prepare students for success in their program of study. The Assistant to the Dean for Student Access and Success is responsible for the assessment plans, reports and activities in this department.

The Assistant to the Dean is the College's representative on the University Assessment Committee and provides guidance and leadership to ensure that the College's assessment activities are being handled in an effective and timely manner.

The College Leadership Team consists of the dean, assistant dean, assistant to the dean and senior director for college services work together to implement improvement measures resulting from the assessment activities.

III. Assumptions

Although the academic programs do not have external accrediting organizations, CALL uses the resources of the Council for Adult and Experiential Learning (CAEL), the American Association of Collegiate Registrars and Admission Officials (AACRAO), the National Academic Advising Association

(NACADA) and the Council for Accelerated Programs (CAP) for the best practices, standards, and professional development opportunities recommended and made available by the above organizations which is a guiding force in our work. CALL also looks to national research, census and labor statistics, and the work of foundations and governmental agencies in the area of non-traditional students for guidance.

IV. Methodology for Assessment of Student Learning Outcomes

This section describes the student learning outcomes, assessment methods and measures for both the undergraduate degree programs and the student access and success programs. Each set of student Learning Outcomes are followed by a rubric showing data collected, when collected, and person responsible.

A. Adult Liberal Studies (ALS)

1. 95% of the eligible ALS students will create an original thesis based on research in one of three areas of concentration: Humanities, Social Sciences, and Natural Sciences.

2. The ALS student will pass their ALS seminars at an 80% or better rate.

3. The ALS student will be retained from Fall 2012 to Fall 2013 at 70% or better.

4. The Adult Liberal Studies program will graduate 30% more students in 2012-2013 than in 2011-2012.

5. The ALS student will have acquired skills for effective citizenship and life-long learning.

6. The ALS student will have become familiar with a body of knowledge and mode of inquiry and demonstrated ability to create original research in area of concentration.

7. The ALS student will understand diverse philosophies within and across societies.

Assessment Measures

	Institutional Unit Service Outcomes/Goals/Objectives	Data Collection methods, metrics Sources of data	When assessed	Responsible party
1	95% of eligible ALS students will write senior thesis	Data from Senior Thesis course	Each semester	Assistant Dean
2	ALS students will pass seminars at 80% rate	Semester grades	Each semester	Assistant Dean
3	Retention from Fall 2012 to Fall 2013 will be 70%	Enrollment data	Each semester	Assistant Dean
4.	30% more students will graduate in 2012-2013 than in 2011-2012	Graduation data	Each semester	Assistant Dean
5.	Graduates of ALS program participate in civic life and enroll in graduate studies	IR Data, Post-graduate surveys	Each year	Assistant Dean
6.	The ALS student will have become familiar with a body of knowledge and demonstrated ability to create original research in area of concentration	Major concentration and the completion of required Senior Thesis	Each semester	Faculty/Assistant Dean
7.	The ALS student will understand diverse philosophies within and across societies	Completion of 9 interdisciplinary seminars and concentration of related coursework	Each year	Faculty/Assistant Dean

B. Individualized Program (IDVP)

1. The number of students who have their program of study approved within 2 semesters of entry into the program will increase from 70% in 2010-2011 to 75% in 2012-2013.

2. The number of student who graduate from the IDVP program will increase 8% from 2010-2011 to 2012-2013.

3. IDVP students will understand interdisciplinary approaches and apply them in real-life situations to effect change or meet prescribed goals.

Assessment Measures

	Institutional Unit Service Outcomes/Goals/Objectives	Data Collection methods, metrics Sources of data	When assessed	Responsible party
1	Number of students who have their program of study approved within 2 semesters will increase from 70% in 2010-2011 to 75% in 2012-2013	Data from Program review process	Each semester	Assistant Dean
2	Number of students who graduate from IDVP will increase 8% from 2010-2011 to 2012-2013	Graduation data	Each semester	Assistant Dean
3	IDVP students will understand interdisciplinary approaches and apply them in real-life situations to effect change or meet prescribed goals.	Completion of Internship/ Field Experience	Each year	Assistant Dean

C. Professional Studies (Pending Approval)

1. Professional Studies students will complete specific, career-focused curriculum designed to provide the essentials needed for employment/re-careering in the area(s) of concentration.

2. Professional Studies Students will apply knowledge gained in classes to real-life career-level experiences and projects.

3. 75% of Professional Studies students will find gainful employment within 6 months of graduation.

Assessment Measures

	Institutional Unit Service Outcomes/Goals/Objectives	Data Collection methods, metrics Sources of data	When assessed	Responsible party
1	Professional Studies students will complete specific, career focused curriculum designed to Provide the essentials needed for employment/re-careering in the area(s) of concentration	Post-graduate surveys Job placement Institutional research	Each year	Assistant Dean
2	Professional Studies students will apply knowledge gained to real-life experiences and projects	Internship/Field Experience Career Placement through COBI	Each Year	Assistant Dean
3.	75% of Professional Studies students will find gainful employment within 6 months of graduation.	Post-graduate surveys Job Placement Institutional research	Each semester	Assistant Dean

D. Department of Student Access and Success

1. Academic success is measured by the number of students passing their courses with a 2.0 or better. The pass rate will increase to from 61% in Fall 2011 to 65% in 2012-2013.

2. The number of students eligible to declare their major will increase from 51% in Fall 2011 to 55% in Fall 2012.

3. The number of students who declare a major by their third semester will increase 5% each semester.

Assessment Measures

	Institutional Unit Service Outcomes/Goals/Objectives	Data Collection methods, metrics Sources of data	When assessed	Responsible party
1	The number of students passing courses with 2.0 or better will increase from 61% in Fall 2011 to 65% in Fall 2012	Pass rates for undecided students	Each semester	Assistant to the Dean
2	The number of students eligible to declare their major will increase from 51% in Fall 2011 to 55% in Fall 2012.	Pass rates and GPA data	Each semester	Assistant to the Dean
3	The number of students who declare their major by their third semester will increase 5% each semester.	Students moving to college of major field	Each semester	Assistant to the Dean

V. Feedback Loop

Data are collected and analyzed by the individuals responsible for data collection as stated earlier. Once the data are collected and analyzed, assessment findings are used by the responsible persons to improve scheduling and delivery of classes, selection of faculty, identification of faculty education needs, college academic policies and procedures, support activities and resource needs. The data is shared with faculty and staff to facilitate best practices in advising, selection of courses, etc. Assessment findings are also shared with other stakeholders.

VI. Action Plan

- (1) Internal reports and reports from Institutional Research are used to determine pass rates, completion rates, and graduation rates. Faculty and staff determine how the population can be better served.
- (2) Records and personal contacts are used to check progress to determine if students are completing their ALS Senior Theses in one semester and to provide assistance as needed.
- (3) Records and advising sessions are used to determine whether IDVP students are making timely progress towards getting an approved program. Student completion and approval of program agreements need to be encouraged and monitored to foster academic success and progress toward degree completion.
- (4) Records and advising sessions are used to check progress of undecided and other transitional students to determine whether they are making progress toward declaring their majors within 3 semesters.
- (5). Survey students and employers regarding employability, job ready skills, and promotability, and re-careering.

Service Units

I. College Mission Statement:

The College of Adult and Lifelong Learning (CALL) provides access, career and life coaching, degree completion, and academic support to new, continuing and reentering adult learners in a respectful and nurturing environment. CALL helps students transition to college life and establish a foundation for educational attainments, career success and lifelong learning.

II. Service Assessment Structure:

The service unit of the College currently consists of the following areas: Career and Life Planning, Prior Learning Assessment (PLA), Program 60 and the Military Service Center. The College is exploring other service programs and will incorporate them into the assessment plan as they evolve. The Senior Director of Educational Services and College Relations is responsible for the assessment plans, reports and activities in this unit.

The Assistant to the Dean is the College's Representative on the University Assessment Committee and provides guidance and leadership to ensure that the College's assessment activities are being handled in an effective and timely manner.

The College Leadership Team consisting of the dean, assistant dean, assistant to the dean and senior director for college services work together to implement improvement measures resulting from the assessment activities.

III. Assumptions:

The service units of CALL follow the rules and guidelines of several organizations. The Council for Adult and Experiential Learning (CAEL) provides guidelines and best practices for serving adult students particularly through their Ten Standards for Assessing Prior Learning and Principles of Serving Adult

Learners Effectively. The Military Service Center follows the policies and procedures set by the U.S. Department of Veterans Affairs. Program 60 adheres to Ohio Revised Code to provide services to the mature adult learner.

IV. Methodology for Assessment of Service Outcomes

This section describes the service outcomes, assessment methods, and measures for Career and Life Planning, Prior Learning Assessment (PLA), Program 60 and the Military Service Center. Each set of Student Service Outcomes are followed by a rubric showing data collected, when collected, and person responsible.

A. Career and Life Planning

1. Provide career counseling, barrier assessment, and life planning services to any students with the goal of serving 100% of interested students annually.
2. Recruit new/returning adults to complete a bachelor’s degree; internal and external recruitment ventures to increase adult student enrollment by 5% annually.
3. Create and monitor adult-friendly message in recruitment efforts in print, in person, and on the web to contribute to the 5% increase in adult student enrollment annually.

Assessment Measures

	Institutional Unit Service Outcomes/Goals/Objectives	Data Collection methods, metrics Sources of data	When assessed	Responsible party
1	Provide career counseling to prospective & returning students	Data from scheduling records	monthly	Senior Director for College Services
2.	Internal and external recruitment ventures to increase adult enrollment	Data from enrollment numbers	Each semester	Senior Director for College Services
3.	Update recruitment efforts in print, in person and on web	Data from enrollment numbers	Each semester	Senior Director for College Services

B. Prior Learning Assessment (PLA) Program

1. Provide advising and assistance to 100% of students interested in pursuing credit through the prior learning assessment program to contribute toward degree completion and overall University enrollment.

2. Offer credit-bearing course in Portfolio Development for students seeking credit through the portfolio option to 100% of students interested.

3. Increase access and availability of course options offered through the Prior Learning Assessment Program by a minimum of 10% annually.

4. Monitor and maintain policies and procedures, fee structure, operations and state directives for the University in offering alternate credit options on an on-going basis.

Assessment Measure

	Institutional Unit Service Outcomes/Goals/Objectives	Data Collection methods, metrics Sources of data	When assessed	Responsible party
1	Provide advising and assistance to students interested in PLA	Data from scheduling and course records	Each semester	Senior Director of College Services
2	Offer Portfolio Development course for credit	Enrollment data	Each semester	Senior Director of College Services
3	Increase access and availability of course options offered through PLA	Internal Records, course contracts, website promotion	Per Academic Year	Senior Director of College Services
4	Monitor procedures, fee structures, operations and state directives	Internal records, PLA Faculty Advisory Committee meeting minutes.	Each semester	Senior Director of College Services

C. Military Service Center

1. Process enrollment certifications through the Veteran’s Affairs and VA ONCE processing system for 100% of veteran students who seek these services so they may receive their educational benefits.

2. Request, obtain and post military transcripts for 100% of students who request transcript processing.

3. Host Military Service Center Orientation for new and transfer students to provide information on required paperwork, VA and UT process, VA payment information and additional resources with a minimum of three sessions per year.

4. Continue to meet requirements of state and federal compliance audits on an annual basis.

Assessment Measures

	Institutional Unit Service Outcomes/Goals/Objectives	Data Collection methods, metrics Sources of data	When assessed	Responsible party
1	Process enrollment certifications for military students	VA ONCE processing system	Each semester	Senior Director of College Services
2	Request, obtain and post military transcripts	Transfer credit evaluations, BANNER student system records	Each semester	Senior Director of College Services
3	Host Military Service Center Orientation for new and transfer students to provide information on required paperwork	Military Service Center Records, Orientation Office Records	Each semester	Senior Director of College Services
4	Meet requirements of state and federal compliance audits	Audit Reports	Per Academic Year	Senior Director of College Services

D. Program 60

1. Provide information and support services to students who are interested in enrolling in audit courses through Program 60 serving 100% of students interested.
2. Coordinate Program 60 Registration Day the business day prior to the first day of class each semester to provide Program 60 students a “one-stop” enrollment service to complete program registration and support services serving 100% of the students who attend the program.
3. Compliance with state-mandated minimum program requirements as outlines in the Ohio Revised Code.

Assessment Measures

	Institutional Unit Service Outcomes/Goals/Objectives	Data Collection methods, metrics Sources of data	When assessed	Responsible party
1	Provide information and support services to prospective Program 60 students	Internal Inquiry tracking log and tally sheet	Each semester	Senior Director of College Services
2	Coordinate Program 60 Registration day the business day prior to the first day classes	Internal records, enrollment data, budget data	Each semester	Senior Director of College Services
3	Compliance with <u>Ohio Revised Code</u> program requirements	The University of Toledo Catalog	Per Academic Year	Senior Director of College Services

V. Feedback Loop

Data are collected and analyzed by the Senior Director and other staff of each service unit. The results are used by the administration and staff of the college to support, revise, expand and improve activities. The results are shared with stakeholders.

VI. Action Plan

- (1) Reports are collected from various sources to determine quantity and quality of services.
- (2) Records are checked to demonstrate an increase in enrollment and retention.
- (3) Continuous professional development of staff and leadership to remain current and up-to-date on best practices in serving adult learners, military/veteran students and mature adult students.
- (4) Provide professional development opportunities to faculty and staff across campus related to support for veteran students transitioning from military life to civilian life.
- (5) Seek student feedback on support services through evaluations of programs offered, courses and services.