ASSESSMENT REPORTING FORM

Complete this form if your program already has results from a program assessment activity.

Name: Leilani Takeuchi
Program Name: First Year Programs
Unit: Undergraduate Education
UH User Name: ltakeuc
Phone: (808) 956-7513

1. List the program’s student learning outcomes.

Program Goals:
- To help students connect with each other, advisors, faculty and ultimately, to help them feel connected to the institution
- To help students make the transition from being a high school learner to a university learner
- To introduce students to resources that can support their academic work at UHM and other services that can give them assistance
- To provide students a positive role model in the peer mentor whose knowledge and perspective they will respect
- To be a forum where students can explore their intellectual interests
- To encourage students to develop more positive attitudes and behaviors towards the university
- To increase student retention to the sophomore year and subsequently through the senior year to graduation
- To increase faculty and department participation in first-year programs

2. Where are your program’s student learning outcomes published?

(Mark all that apply and include URLs when appropriate)

[ ] Website. URL:
[X] Student Handbook. URL, if available online:
[ ] Information Sheet, Flyer, or Brochure. URL, if available online:
[ ] UHM Catalog. Page Number:
[X] Other: Program planning documents.
[ ] Other:
3. Provide the program’s activity map or other graphic that illustrates how program activities/services align with program student learning outcomes.

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter Description</th>
<th>NSSE Benchmarks</th>
<th>WASC Proposal</th>
<th>Learning Outcome(s)</th>
<th>Partnership / Collaboration</th>
</tr>
</thead>
</table>
| 1    | Be Part of a Community | Active and Collaborative Learning | Practice community | - Typical concerns of first-year students  
- That they are not alone on this big campus!  
- Differences between high school and college  
- How to set goals for success  
- The importance of building relationships with other first year students. | UHM |
| 2    | Manage Your Time | Time Usage and Demands | - Learn how to practice effective study and time management skills.  
- Understand the importance of class attendance and reading a syllabus.  
- Learn prioritization skills to help them balance personal, academic, and social activities | College of Education, Learning Assistance Center |
| 3    | Get Engaged in Campus Life | Supportive Campus Environment | - Learn about the academic resources available to assist them throughout their college career at UHM  
- Develop a better understanding of the benefits of extra-curricular and co-curricular involvement | Offices and Departments |
| 4    | Think Critically | Personal and Social Gains | Varying methods of inquiry and validation | - Know where to find good resources  
- Learn about UHM technology and how to use it (STAR, LAULIMA, VOYAGER)  
- Learn about the Student Conduct Code and academic honesty | STAR, UH Libraries, Laulima |
| 5    | Learn How You Learn | Personal and Social Gains | - How to evaluate the way they prefer to learn.  
- Strategies to maximize peer collaboration | Learning Assistance Center |
|   | Manage Your Money | Supportive Campus Environment | - Develop and enhance their money management skills  
- Be aware of important information regarding financial aid | Financial Aid, College of Business, USA Funds |
|---|-------------------|-------------------------------|--------------------------------------------------|----------------------------------|
| 7 | Explore Majors and Careers | Practical Competence Gains; Enriching Educational Environment | - Clarify their academic and professional goals  
- Learn how internships and co-op programs can pave the way to employment  
- Begin to think about workplace skills and values  
- Learn about the range of university and community events that are available to students | Center for Career Development and Student Employment |
| 8 | Meet with an Advisor | Supportive Campus Environment | Written and Oral Communication  
- Learn about the importance of meeting with an academic advisor  
- Learn how to maximize their time with an academic advisor  
- Recognize resources that enhance academic advising | Manoa Advising Center, Pre-Health/Pre-Law Advising Center, College of Education, College of Business, STAR |
| 9 | Study Together | Enriching Educational Environment | Written and Oral Communication  
- Students will learn the benefits of study groups  
- Students will discuss strategies to maximize the power of peer collaboration  
- Students will prepare for exams  
- Students will be aware of services offered at the Student Success Center including: tutoring, computer lab, 24/5 access | Learning Assistance Center, Student Success Center |
| 10 | Share What You've Learned | Enriching Educational Environment | Written and Oral Communication  
- Students will demonstrate written and oral presentation skills  
- Students will present career research they collected as part of their Career Exploration project.  
- Students will share highlights from their prepared handout. | Center for Career Development and Student Employment |
| **Laulima / STAR** | Enriching Educational Environment; Practical Competence Gains | - Students will know how to utilize Laulima functions for courses.  
- Students know how to use the university degree audit system (STAR)  
- Students understand how to find the online listing of General Education requirements. | Laulima, STAR, MyUH Portal |
|-------------------|-------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------|
| **Co-curricular Activities (including Career Fair and ACE Bash)** | Enriching Educational Environment | - Students will learn about the range of university and community events that are available to students  
- Students will develop a better understanding of the benefits of extra-curricular and co-curricular involvement  
- Students will understand the connections between out-of-class university experiences and their overall student development | Center for Career Development and Student Employment, CAPS, ASUH |
| **Community Service** | Student Faculty Interaction; Supportive Campus Environment, Enriching Educational Environment; Active and Collaborative Learning | - Students will recognize the importance of service and community involvement | Departments, Service Learning Program |
| **Academic Resources** | Enriching Educational Environment | - Students will be aware of academic services including tutoring, supplemental instruction, ENG 100 mentoring, etc. | Learning Assistance Center, Student Success Center |
| **Professor Out-of-Class Meeting** | Student Faculty Interaction; Supportive Campus Environment, Enriching Educational Environment; Active and Collaborative Learning | Written and Oral Communication | - Students will know how to locate and attend faculty office hours | Departments |

Version 5
Assessment Office, [airo@hawaii.edu](mailto:airo@hawaii.edu), [http://manoa.hawaii.edu/assessment](http://manoa.hawaii.edu/assessment)
To make the annual reports more meaningful and useful, please base your responses to questions 4-13 on assessment activities that took place between June 2009 and September 2010.

4. State the assessment question(s) and/or goals of the assessment activity. Include the student learning outcomes that were targeted, if applicable.

   What did the program want to find out?

   Assessment questions:
   - What are our program persistence and retention rates?
   - How do our persistence and retention rates compare to first-time UHM freshmen?
   - Are ACE students familiar with campus resources after participating in our seminar?
   - Do ACE students report feeling part of the UHM community?
   - What suggestions do ACE Peer Mentors have about the ACE seminar curriculum?

5. State the type(s) of evidence gathered

   To assess the student learning outcome(s) or answer the assessment question, what evidence was collected?

   - STAR/Banner information related to student persistence and retention rates.
   - Student Expectations Survey (completed at beginning of seminar)
   - Student Engagement Survey (completed at end of seminar)
   - Class assignments (written reflection)
   - Peer Mentor Focus Group

6. List the person/people who interpreted or analyzed the evidence that was collected.

   Examples: program staff; faculty committee; advisory board; graduate students; external organization/evaluators

   - Manoa Institutional Research Office (MIRO): Program Officer and Analyst
   - FYP Program Staff: Coordinator, Student Coordinator, Student Assistant

7. How did he/she/they evaluate, analyze, or interpret the evidence?

   What method was used to evaluate, analyze, or interpret the evidence?

   Examples: Compiled survey results; used qualitative methods to compile interview, focus group, or other open-ended response data; used a rubric or scoring criteria; used a scoring key on exams; used their professional judgment (no rubric or scoring key used); external organization/person analyzed data.

   - MIRO calculated our persistence and graduation rates.
   - FYP compiled survey results and used qualitative methods to compile focus group and open-ended response data
8. **State how many persons** (e.g., students, clients) **submitted evidence that was evaluated** (e.g., state the sample size).

*If applicable, please include the sampling technique used.*

- STAR Institutional Data: 369 (100% of ACE students)
- Surveys: 364 (98% of ACE students)
- Class assignments: 366 (99% of ACE students)
- Peer Mentor Focus Groups: 10 (26% of ACE peer mentors)

9. **Summarize the actual results.**

ACE students persist at higher rates than general UHM first-time freshmen. ACE assessment results reveal that freshmen are greatly concerned about money management and time management, as well as making friends and campus connections. In addition, students reported through written reflections that academic advising and the services provided through the Student Success Center at Sinclair Library supported their academic success. Peer Mentors provided feedback on the ACE seminar and recommended new activities and lessons.

10. **What was learned from the results?**

ACE students persist at higher rates than general UHM first-time freshmen. ACE assessment results reveal that freshmen are greatly concerned about money management and time management, as well as making friends and campus connections. In addition, students reported through written reflections that academic advising and the services provided through the Student Success Center at Sinclair Library supported their academic success. Peer Mentors provided feedback on the ACE seminar and recommended new activities and lessons.

11. **Use of results/program modifications:**

**State how the program used the results**

--or--

**Explain planned use of results**

*Please be specific.*

These findings have prompted adjustments: the ACE curriculum strengthened its time and money management skills components; offered more in-class and out-of-class activities for students to get to know each other and the campus; held all class sessions at Sinclair Library, thus connecting students to the resources offered through the Student Success Center. Peer Mentor training has also been revised to better prepare mentors through summer activities and reflections.
12. Reflect on the assessment process.

Is there anything related to assessment procedures your program would do differently next time?

What went well?

In the future, we hope to focus on a specific program goal and develop a deeper analysis on that goal.

Assessment success: Moving from a paper survey to an online survey increased our survey response rate by 30%.

13. Other important information

Mahalo to the Assessment Office for helping us develop our program assessment plan.