2011-12 Cycle
Assessment Findings

Finding per Measure

2: Degree Attainment

Increase recruitment, retention, and graduation rates
To increase enrollment numbers and retention and graduation rates

1: Increase enrollment
• Increase enrollment of transfer students from 96 in 2010-2011 to 105 for 2011-2012.
• Increase enrollment of first time freshman from 70 in 2010-2011 to 75 in 2011-2012.

Measure: Enrollment Report
Other level; Indirect - Other

Details/Description: "Application", "Admit", and "Enrolled" data are provided through WebFocus Reporting System housed in, and managed by, the Office of Institutional Research. Unit heads are able to access census data each semester or annually using filter dates.

Acceptable Target: In order to increase enrollment numbers, we must increase:
* MSA enrollees from 8 in 2010-2011 to at least 16 in 2011-2012.
* Ed.D. enrollees from 17 to at least 19 for the 2011-2012 academic year.
* Transfer enrollment from 96 in 2010-2011 to 105 in 2011-2012.
* First time freshman enrollment from 70 in 2010-2011 to 75 in 2011-2012.

Implementation Plan (timeline): Recruitment will occur during the entire academic year and results will be reflected in the final enrollment numbers assessed in February 2012.

Key/Responsible Personnel: Director of Teacher Education Recruitment, Graduate program Coordinators, Chairperson, Assistant Dean, Dean

Findings for Enrollment Report

Summary of Findings: Web Focus Data revealed no change in number of students enrolled at the institution with an expressed interest in teacher education. However, the data reveal a slight increase in the enrollment numbers of EDLE as noted below:

<table>
<thead>
<tr>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOE</td>
<td>754</td>
</tr>
<tr>
<td>EDLE</td>
<td>80</td>
</tr>
<tr>
<td>ELEM</td>
<td>430</td>
</tr>
<tr>
<td>MSSS</td>
<td>244</td>
</tr>
</tbody>
</table>

Specifically, undergraduate enrollment recorded a slight decrease from 573 to 565 with an increase in graduate enrollment from 181 to 190. However, much effort was made to recruit and enroll students into undergraduate education programs through the SOEAARC.

1. During 2011-12 we made 68 visits to our 7 Community College partner sites. Community College partners are: Fayetteville Technical Community College; Sampson Community College; Bladen Community College; Lenoir Community College; Richmond Community College; Southeastern Community College; and Central Carolina Community College.

2. Increased enrollment of transfer students from 96 in 2010-2011 to 214 (Fall 2011 cohort 121 and Spring 2012 cohort 93), a 49% increase above the 105 transfer student goal for 2011-2012. (Some students were enrolled both semesters.)

3. Increased the number of dual enrollment plans from 5 colleges to 7 Community Colleges, adding Central Carolina and Richmond Community College.

4. Participated in the FSU Pinning Ceremony for incoming freshmen; Support Services Fair; Majors Fair; Spring Open House; First Steps throughout the year; and, made 11 recruitment visits to high schools with the Office of Admissions. Information retrieved from banner reflect an increase in enrollment of first time
Results: Acceptable Target Achievement: Met

Recommendations:

Reflections/Notes:

Substantiating Evidence:

- Fall 2010 Enrollment Numbers (Adobe Acrobat Document)
- Fall 2011 Enrollment Numbers (Adobe Acrobat Document)
- Sample: MOU Dual Enrollment Agreement (Adobe Acrobat Document)
- Samples: Recruitment & Advisement Sign In Sheets, Dual Enrollment Plans (Adobe Acrobat Document)

This Findings is associated with the following Actions:

Increase Enrollment Numbers (Strategies; 2012-13 Cycle)
Increase Enrollment Numbers (Strategies; 2011-12 Cycle)

2: Increase Retention Rate

- Retain at least 70% of the 2009-2011 continuing students; identify and contact 100% of the fall 2011 first time admits; provide a completed CAPP to 85% first time admits.

- Increase 2010-2011 overall SOE retention rate of 79.1% to 81% in 2011-2012.

- Increase the 2010-2011 retention rate as reported on the Academic Department Metrics Report for each department as detailed below:
  - First Time Freshman for ELEM from 74.1 to 77.0
  - First Time Freshman for MSSS from 55.0 to 57.0

Measure: Retention DashBoard; Enrollment Instrument (EMT RETAIN) Resource
Other level; Direct - Other

Details/Description: Retention data is collected annually by Academic Affairs and reported to departments through Blackboard posting in Academic Affairs Budget Workshop, Course Document, at Retention Data Link; Unit has access to review the Retention DashBoard link

Second source of data for First Time Freshman served through the SOEAARCH is reviewed each semester and annually through EMT Retain Enrollment Resource (data accessed through Banner)

The Graduating Senior Survey is an on-line instrument administered each semester to graduating seniors by the Division of Academic Affairs. Survey results are analyzed and reported to academic departments by Academic Affairs through the Provost's Office. Data are posted to Blackboard in Academic Affairs Budget Workshop, Course Document, at Graduating Senior Survey Link; Departments review findings each May and use data to determine any intervention or support to students

Acceptable Target: All first time fall 2011 admits will be identified. Of these at least 80% will receive a completed CAPP and at least 70% of these students will be registered for fall 2012.

At least 75% of continuing students will be retained in spring 2012.

Implementation Plan (timeline): The target will be documented by June 30, 2011

Key/Responsible Personnel: SOEAARC advisors and director; chairpersons and faculty

Findings for Retention DashBoard; Enrollment Instrument (EMT RETAIN) Resource

Summary of Findings: Retention and advisement of freshman students and first semester transfer students are addressed through the SOE Academic Advisement and Retention center, which is funded through Title III funds.

The SOEAARC has contacted all newly admitted students using EMT Retain and assigned advisors, as appropriate. The SOEAARC implemented a new procedure that transfers students to the department for advising after obtaining 45 credit hours or after the first semester for transfer students with more than 45 hours.

As a result, a total of 347 (294 Elementary Education Department and 53 Middle Grades, Secondary, & Specialized Subjects) student files were transferred to the Departments for advising at the start of the Spring 2012 semester from previous semesters. At the end of the Spring 2012 semester, a total of 116 files were prepared for transfer (96 Elementary Education and 15 Middle Grades, Secondary, & Specialized Subjects) for advisement.

2: The SOEAARC was unable to create Curriculum Plans using CAPP for all students advised in SOEAARC due to the inaccurate information within the CAPP system. It would not be effective to provide students with inaccurate information. However, the department of ELEM and MSSS have revised all curriculum plan to reflect correct information and the revisions were submitted for inclusion in the 2012-2013 catalog. In the meanwhile, the SOEAARC was able to use the Curriculum Plans provided by department chairs. 83%
of incoming students were advised with the curriculum plans provided by department chairs.

3: The SOEAARC collaborated with the Dean of University College to have access to all first time students, those enrolled in the Education Learning community (ELC), and others who are not in the ELC to make presentation visits to each classroom and to share written information inviting students to come into the SOEAARC for advising during the Spring 2012 semester. As a result, one presentation was provided due to the timing of receipt of materials. The declaration of major process and selection of major is part of the spring semester curriculum for first-time students. The SOEAARC anticipates working with University College earlier in upcoming semesters.

4: The SOEAARC provided advisement and guidance to 156 newly admitted students. The Spring 2012 is the first semester in which the SOE had a Pre-Education major declaration. The SOEAARC promotes the Declaration of Pre-Education Major process, which is deemed to advance retention, by inviting 310 students (first time transfers and freshmen) to declare Pre-Education as a major. Results of this effort over a two-month span are 69 students declared as Pre-Education as of May 15, 2012. It is suspected that the number was lower due to the timing of the request at the end of the semester when students were focused on finals.

5. The data on students retained to fall 2012 is not complete. Many students have not made use of early registration so the data will be updated after drop add period in September using Census data.

6. Retention information across departments reveal that the SOE did not increase the retention rate of students who would maintain enrollment in the fall 2011 semester. The retention rate for eligible students is 77.2, down from 79.1% from the previous year, but still above 75.0. For each department the finding is

**Results**

**Acceptable Target Achievement:** Met

**Recommendations:** The pre-education major process will be implemented in fall 2012 to limit students with GPA below the required 2.5 to indicate an interest in education and declare a major in an education program. Students will also be required to complete Disclosure Statement during the core education courses and criminal background check prior to completing the field experience aligned to methods and student teaching courses. (Both documents are attached.)

Departments must identify other contributing factors to the declining retention rate and identify strategies to address the decline. This action is especially true for the department of Elementary Education so that the department can at least achieve a 80% retention rate as the other two departments have reflected.

Reflections/Notes: Students with GPA below 2.5 are having a significant negative impact on the SOE retention numbers. Many of these students are on academic probation or suspension before they are able to declare a major as a student enrolled in an education program.

**Substantiating Evidence:**

- "Did You Know?" Handout (Word Document (Open XML))
- Disclosure Form (Word Document (Open XML))
- Retention Data - EDLE (Excel Workbook (Open XML))
- Retention Data - ELEM (Excel Workbook (Open XML))
- Retention Data - MSSS (Excel Workbook (Open XML))
- Retention Data - SOE (Excel Workbook (Open XML))
- SOE Admission, Pre-Major, and Major Procedures (Word Document (Open XML))
- TE Criminal Background Check Procedure (Word Document (Open XML))

**This Findings is associated with the following Actions:**

**Increase Persisten**

* (Strategies; 2012-13 Cycle)

**Increase Retention**

* (Strategies; 2011-12 Cycle)

Printed on: 01/24/2014 02:38:55 PM (EST)
Details/Description: Graduation data is collected annually by Academic Affairs and reported to departments through Blackboard on the Retention Dashboard Spreadsheet.

Acceptable Target: The SOE completion numbers will increase from 154 in 2010-2011 to 175 in 2011-2012. This will reflect an overall increase of the SOE graduation rate as reported by Academic Affairs by 2% over the 2010-2011 result.

Implementation Plan (timeline): Completion data will be reported by May 31, 2011.

Key/Responsible Personnel: SOEAARC advisors, chairpersons, advisors, assistant dean, dean

Findings for Retention Dashboard (Graduation Rate)

Summary of Findings: The SOE did not meet its projections for completion numbers. The number of completers for 2011-2012 decreased from 154 in 2010-2011 to 120. It is worth noting that there were 21 students who withdrew from student teaching, many of them citing financial difficulties since they are expected to serve in a full time capacity as a student teacher and not seek employment.

In 2011-2012, the SOE reported an overall graduation rate of 15.8%, a decrease of 7.2% reported in 2011.

Graduation rate reported for each department is
EDLE: 2009-2010 = 29.6; 2010-2011 =26.3
ELEM: 2009-2010 = 22.7; 2010-2011 = 14.9
MSSS: 2009-2010 = 21.4; 2010-2011 = 18.2

All departments reported a decrease in graduation rate.

Results: Acceptable Target Achievement: Not Met

Recommendations: Through SOEAARC the following strategies were employed to move students closer to program completion.

1. Students were assigned an advisor in Banner from the SOEAARC who expressed an interest in Teacher Education as newly admitted students. Students identified below 45 completed credit hours were reassigned an advisor in Banner within the SOEAARC.
2. The 2009 cohort was the initial for the SOEAARC. Since opening, the SOEAARC has 175 inactive files (students who have left the SOE through graduation, selection of another major, or suspension from the university). The SOEAARC advisors will continue to follow-up with those students to determine their status and provide intrusive advising over the summer during the less active registration periods. However, the SOEAARC does not have contact with students admitted to the institution in 2007 and 2008.
3. The SOEAARC hosted three Dual Enrollment information sessions. The first session using the interactive television (ITV) system broadcast to 5 partnering Community Colleges during the fall 2011 semester from the campus of Sampson Community College (our largest group of Dual Enrolled students) to keep students informed on requirements and services to assist in their matriculation toward a bachelor's degree. The SOEAARC hosted the second meeting with Community College partner sites Department Chairs via Adobe Connect to provide information on changes with the Dual Enrollment processes. The SOEAARC hosted the third information session via Adobe Connect with students in March to share the information in preparation for the summer and fall 2012 semesters. By using Adobe Connect, students can login anywhere and participate in the Information Session.

Students need financial support in addition to financial aid support to cover tuition and fees during student teaching. Students enrolled in the freshman class will be informed during the LC, and transfer students during the first semester with SOEAARC, that the requirement is full time commitment during student teaching.

Reflections/Notes: It is understandable that students should prepare financially for the student teaching experience. However, giving the annual salary earned by a Teacher Assistant ($28,000.00), it is challenging to save from these funds toward 4 months of unemployment. There are students who are driven by passion to teach, and who desire to find solution rather than curtailing their dreams.

Substantiating Evidence:

- SOE Completers Data: 2006-2012 (Adobe Acrobat Document)
- SOE Retention Dashboard (Excel Workbook (Open XML))

Contains data on Enrollment, Retention, and Graduation

This Findings is associated with the following Actions:

Increase Completion Numbers (Strategies; 2012-13 Cycle)

Increase Completion Numbers
4: Decrease Number of Students with GPA below 2.5

**Measure**: GPA
Other level; Direct - Other

**Details/Description**: GPA is housed in banner; SOEAARC staff with access to EMT Retain are able to run query to determine the number of enrolled students with GPA below the required 2.5.

**Acceptable Target**: At least 13 of 63 students will be able to increase GPA to the required 2.5. At least 50 Success Plans will be completed and the same number of students participate in Supplemental Activities.

**Implementation Plan (timeline)**: Measure of target will be tracked through May 30, 2012.

**Key/Responsible Personnel**: Dean, Assistant Dean, Chairperson, Faculty Advisors, SOEAARC Advisors

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**Summary of Findings**: The number of students with GPA below 2.5 was 89 at the beginning of the fall 2011 as opposed to the 63 identified at the end of spring 2011 semester.

1: The Dean secured funding through Title III to provide additional advisors to the SOEAARC for 2011-12.
2: The advisors in the SOEAARC receive weekly updates on grade alerts for students who excessively do not show to class or have D and F grades. Students are contacted immediately via email and phone by advisors to develop a plan to increase the GPA.
3: The SOEAARC advisors contacted all students (89 identified for Fall 2011) with a GPA below 2.5. During the Spring 2012, 56 students were identified with below 2.5 GPA to be advised in the SOEAARC. Based upon the 89 students below 2.5 GPA cohort, 31% (28) increased their GPA; 49% (44) lowered their GPA; 11% (10) had no change; and, 9% (6) were not enrolled. This data represents the Fall 2011 GPA to Spring 2012 final GPA.
4: The SOEAARC had a total of 5 Supplemental Activities (Praxis I Workshops) with 56 students participating during the Fall 2011 semester and 37 students participated in the 3 Praxis Workshops during the Spring 2012 semester for a total of 93 students.

**Results**: Acceptable Target Achievement: Met

**Recommendations**:

**Reflections/Notes**: Many of the students who recorded a GPA below 2.5 had attempted in excess of 100 credit hours. Since the SOEAARC was designed to work with incoming students through 45 credit hours earned, many of the original 63 students identified from the 2010-2011 below 2.5 GPA cohort, were transferred to academic departments for those advisors to work with students in designing a plan to increase their GPA or to transition to a program that does not require a GPA of 2.5 or are no longer advised in the SOEAARC, thus eliminating a tracking system.

**Substantiating Evidence**:
- Sample Praxis I Flyer (Adobe Acrobat Document)
- Tutorial Sign-In Sheet (Adobe Acrobat Document)

This Findings is associated with the following Actions:

- **Decrease number of prospective education majors with GPA below 2.5**
  - (Strategies; 2012-13 Cycle)
- **Decrease number of prospective education majors with GPA below 2.5**
  - (Strategies; 2011-12 Cycle)

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3: Educational Support

**Support to enhance student learning**
The SOE will deliver instruction and provide academic support that will enhance student learning

### 1: Improve Graduating Senior Survey

**Measure**: Graduating Senior Survey
Program level; Indirect - Survey

**Program level; Indirect - Survey**

The measure of receiving...
Details/Description: Results reveal that students are not as satisfied as we would like them to be with the feedback they receive from faculty on submitted assignments. The Graduating Senior Survey is an on-line instrument that is administered each semester to graduating seniors. Seniors are not required to complete the survey, but are strongly encouraged to do so. Results are scored and sent to campus by the beginning of the following semester. The possible ratings are 1 to 4. The SOE average on "Prompt feedback from faculty" is 3.03.

Acceptable Target: All faculty members will provide detailed feedback on all submitted assignments. As a result, overall Graduating Senior Survey scores across all departments and summarized for the SOE, will increase from 3.03 as reported in 2010-2011 to 3.15 in this 2011-2012 academic year.

Implementation Plan (timeline): By June 30, 2012

Key/Responsible Personnel: All faculty

Findings for Graduating Senior Survey

Summary of Findings: The result of the Graduating Senior Survey indicate that students are still not receiving the expected feedback from faculty since the rating fell from 3.03 to a low of 2.95.

Results: Acceptable Target Achievement: Not Met

Recommendations: Faculty must respond to students' needs and provide feedback for improvement

Reflections/Notes:

Substantiating Evidence:
2011 Graduating Senior Survey (Excel Workbook (Open XML))

This Findings is associated with the following Actions:

Improve Graduating Senior Survey Learning Scores
(Strategies; 2012-13 Cycle)

2: Quality of Teacher Education Programs

The SOE will develop a survey to be administered to program completers and their employers to determine opinion on quality of programs within the SOE. Survey should yield a rating of at least 80% satisfaction.

Details/Description: The SOE will develop and administer a survey to determine program quality and teacher effectiveness, employment history, and professional development needs, among others. The survey will replace the NCDPI survey that is no longer available.

Acceptable Target: The survey will be developed by the Assessment Committee and vetted with the Administrative Leadership team as well as SOE faculty by October 2011. The contact information for all program completers for 2008-2011 will be secured. Electronic surveys will be submitted to all program completers by November 2011. Survey results will be assessed during spring 2012 and the results should show a satisfaction rate of at least 75%.

Implementation Plan (timeline): * Develop survey by October 2011
* Secure completer contact information by September 2011
* Submit electronic surveys by November 2011
* Review responses during spring 2012 and determine if a second submission is necessary
* Analyze results by April 2012
* Share results with faculty and leadership team by May 2012

Key/Responsible Personnel: Assessment Coordinator, Assessment Committee, Leadership Team, Faculty, dean

Findings for Quality of Teacher Education Programs

Summary of Findings: The School of Education administered a survey to all program completers each semester.

Fall 2011 SOE Alumni Survey Results

In reaction to the statement "The SOE program of study at FSU helped me to work with families and the community", 20 or 95% of survey takers indicated "Strongly agree" or "Agree". One or 5% selected "Strongly disagree". Further, 20 or 95% of survey participants rated the statement "The SOE program of study at FSU helped me to develop my leadership skills" at either "Agree" or "Strongly agree". One or 5% selected "Strongly disagree" as their answer choice. When asked to respond to the prompt "The SOE programs at FSU helped me to communicate effectively within school settings", 20 or 95% of responders selected "Strongly agree" or "Agree", while one or 5% selected "Strongly disagree". Additionally, 20 or
95% of survey takers selected “Strongly agree” or “Agree” in reaction to the statement “The SOE program of study at FSU helped me to comprehend content knowledge”. When asked to reply to the indicator “Overall, I was satisfied with the SOE program of study at FSU that prepared me for my career in education”, 20 or 95% of survey takers indicated “Strongly agree” or “Agree”. One or 5% selected “Strongly disagree”. To add, 20 or 95% of survey participants selected “Strongly agree” or “Agree” in reaction to the statement “I would recommend others to select the SOE to attain their degree or licensure”. One or 5% selected “Strongly disagree”. The Spring results show that ninety-one (91%) or 21 respondents chose “Agree” or “Strongly agree” in reaction to the statement “The SOE Program of Study at FSU helped me to work with families and the community.” Additionally, two or 9% or participants selected “Strongly disagree” in reaction to this prompt. Further, twenty-two or 96% of surveyors selected “Agree” or “Strongly agree” in reaction to the statement, “The SOE Program of Study at FSU helped me to develop my leadership skills.” One (4%) respondent selected “Strongly disagree” in reply to this prompt. Moreover, twenty-two or 96% of survey takers selected “Agree” or “Strongly agree” in response to the statement, “The SOE Program of Study at FSU helped me to comprehend content knowledge.” One (4%) respondent opted for “Strongly disagree” in response to this prompt. In reaction to the statement, “The SOE Program at FSU helped me to communicate effectively within school settings”, 22 or 96% of survey takers chose “Agree” or “Strongly agree”, while one or 4% selected “Strongly disagree”. In reply to the statement, “Overall, I was satisfied with the SOE Program of Study at FSU that prepared me for my career in education,” 96% or 22 program completers preferred “Agree” or “Strongly agree”. Four percent or 1 participant selected the “Disagree” option on the survey. To add, 96% or 22 survey takers chose “Agree” or “Strongly agree” when presented with the prompt, “I would recommend others to select the SOE to attain their degree or licensure”. One program completer (4%) opted for “Strongly disagree”. The SOE also secures Advisement Survey Results provided by the Division of Academic Affairs. the results of this second measure yield the following results:

ELEM: 2011 = 78.04; 2012 = 86.30
MSSS: 2011 = 90.90; 2012 = 97.01
SOE Overall: 2011 = 83.78; 2012 = 91.68

All areas have reflected an increase in student satisfaction with advisement processes in the SOE.

Results: Acceptable Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Encourage continued advisement processes applied during this academic year, which have seen satisfactory results.

Substantiating Evidence:
- 2011-2012 Student Satisfaction Data (Adobe Acrobat Document)
- AA Student Advisement Survey Results (Excel Workbook (Open XML))
- Fall 2011 Alumni Satisfaction Survey Results (Adobe Acrobat Document)
- Results: Alumni Survey of Job Readiness (Adobe Acrobat Document)

This Findings is associated with the following Actions:

Improved Quality of Teacher Education Programs (Strategies; 2012-13 Cycle)
Improved Quality of Teacher Education Programs (Strategies; 2011-12 Cycle)

3: Enhance Academic Program

The SOE will secure approval to offer the Birth through Kindergarten program via online modality as a follow up to the development of all courses to online format completed during the 2010-2011 academic year.
Findings for On-Line Program

Summary of Findings: The pertinent documents were submitted to UNCGA to approve the B-K Non-teaching programs as a full online Bachelor of Science Degree Program. Documents were also submitted to recognize the Special Education program as an online program.

Although the documents were submitted early spring 2012 semester, we have not had response from general Administration to our request. However, since FSU already offers multiple programs through online modality, and since the BK and SPED programs are state approved, we do not foresee in any issues with securing the approval with the designation of online program for both BK Non-Teaching and Special Education.

Results: Acceptable Target Achievement: Exceeded

Recommendations:

Reflections/Notes:

Substantiating Evidence:
- BK Online Program Document (Adobe Acrobat Document)
- SPED Online Program Document (Adobe Acrobat Document)

This Findings is associated with the following Actions:

Enhance Academic Program
( Strategies; 2011-12 Cycle)

4: Increase Student Satisfaction on Advisement Survey

Based on the 2011-2012 Academic Department Metrics Report, each department will reflect an increase in the results reported on the Metrics as detailed below:
- EDLE from 78.6 to 80.0
- ELEM from 81.2 to 83.0
- MSSS from 68.3 to 70.0

Using the same data source, the SOE overall Satisfaction Survey average will also increase from 76.0 to 77.5.

Measure: SOE Advisement Survey: Academic Affairs Department Metrics Report

Other level; Indirect - Survey

Details/Description: Students' response on services provided by each academic department may be directly related to enrollment, retention, and completion numbers. The survey to determine students' satisfaction with the advisement process is administered each semester. Advisement Survey Results, reported in percentage, are calculated and provided to departments by the Division of Academic Affairs annually. Advisement Survey Results are available on the Academic Department Metrics Report.

Acceptable Target: Increase student satisfaction as reflected on Academic Department Metrics Report for each department:
- EDLE from 78.6 to 80.0
- ELEM from 81.2 to 83.0
- MSSS from 68.3 to 70.0 (The Department of Health, Physical Education, and Human Services was home to one academic program. That program is now housed in the Department of Middle Grades, Secondary, and Specialized Subjects MSSS). The data for that program will be calculated in the MSSS average.)
- The SOE overall satisfaction will increase from 76.0 to 77.5

Implementation Plan (timeline): Results will be reviewed by May 2012

Key/Responsible Personnel: Institution, Dean, Chairperson

Findings for SOE Advisement Survey: Academic Affairs Department Metrics Report

Summary of Findings: AA Department Metrics Report Finding
The survey instrument measuring student satisfaction has been changed since the 2010-2011 academic year. However, there are similar measures in the rating. The results reported by the Division of Academic Affairs reveal an increase in all department and the SOE for the 2011-2012 academic year. (No data were provided for the Department of Educational Leadership.)

EDLE = 86.34%
ELEM = 86.34%
MSSS = 97.01%

SOE = 91.68%

NOTE: There is no satisfaction survey data posted for the Department of Educational Leadership.

SOE Advisement Survey Findings
In addition to the survey results provided by the Division of Academic Affairs, The School of Education has developed and implemented an advisement survey administered to students who are served by advisors in the SOEAAARC. The SOEAAARC Fall 2011 Survey results show a total of 86 respondents from a population of 271 students using a 5.0 scale. The results were a 4.16 overall satisfaction rating and 4.15 rating related to the
The SOEAARC Spring 2012 Survey results show a total of 15 respondents using the identical 5.0 scale; however, with a smaller population of 179 students. The lower number of students who received the evaluation is due to the large number transferred to the department at the start of the semester. The results were a 4.25 overall satisfaction rating and 4.29 rating related to the statement, "I would recommend other first-year students to visit the SOEAARC." In addition, the SOEAARC received a 4.46 rating on the quality of service. Overall, the ratings increased from the fall to the spring semester.

The satisfaction average for the 2011-2012 academic year is 4.20.

Results: Acceptable Target Achievement: Exceeded

Recommendations:

Reflections/Notes: Continue to administer surveys and maintain proven advisement processes.

Substantiating Evidence:
- Advising Survey Results (Academic Affairs) 2011-2012 (Excel Workbook (Open XML))

This Findings is associated with the following Actions:

4: Student Satisfaction on Advisement Survey
(Strategies; 2012-13 Cycle)

4: Student Satisfaction on Advisement Survey
(Strategies; 2011-12 Cycle)

4: Research and Professional Development:

To provide support to the SOE faculty and staff
To enhance the intellectual contributions of the faculty through presentation at conferences and peer reviewed publications through the implementation of a research agenda delivered through the SOE Research Center

Faculty Development
To provide opportunities that will result in faculty members attending at least 10 Professional Development Activities and submit at least 7 intellectual contributions for publication

Measure: Faculty
Program level; Direct - Other

Details/Description: Faculty members are expected to enhance their scholarship, which will be reflected in course delivery and content and ultimately, student satisfaction on department surveys. Professional development will also result in scholarly publications.

Acceptable Target: Faculty members in the SOE will

* attend at least 10 different Professional Development Activities.
* submit at least 7 intellectual contributions for publication

Implementation Plan (timeline): By June 2012

Key/Responsible Personnel: Division of Academic Affairs, Dean, Assistant Dean

Findings for Faculty

Summary of Findings: Faculty members in the SOE exceeded the target achievement with regards to participation in Professional Development activities and intellectual contributions. Faculty members attended over 10 conferences and made greater than 15 presentations with over 20 books and peer reviewed journals published. Faculty members professional travel was supported through the Division of Academic Affairs and Title III funds.

Faculty members are also participating in the SOE Office of Research Initiative Research Symposium scheduled for June 22, 2012.

Results: Acceptable Target Achievement: Met

Recommendations:

Reflections/Notes:

Substantiating Evidence:
- Research Symposium Poster (Adobe Acrobat Document)
This Findings is associated with the following Actions:

Enhance Faculty Intellectual Contributions (Strategies; 2012-13 Cycle)
Enhance Faculty Intellectual Contributions (Strategies; 2011-12 Cycle)

Staff Development
To provide opportunities for staff to become involved in at least 3 opportunities designed to enhance their skills and to increase academic outlook through enrollment in a course by at least 2 staff members

Measure: Staff Direct - Other

Details/Description: The Dean, with consent from department chairperson, will host at least two meetings each semester with all staff employed in the SOE to determine needs, concerns, strengths, and issues. The Office of Human Resources will be contacted to provide workshops to meet the stated needs of the staff. Additionally, staff members will be encouraged to enroll in courses.

Acceptable Target: All staff members will participate in at least 3 professional development workshops during the 2011-2012 academic year.

At least two staff members will enroll in courses to enhance their academic achievement

Implementation Plan (timeline): Results will be reviewed by June 2012

Key/Responsible Personnel: Dean, chairperson, Human Resources staff

Findings for Staff

Summary of Findings: Staff participated in on-campus and off-campus training to enhance their skills. Two staff from the Dean's Office, one staff from the Department of Educational Leadership participated in Professional Development at the State level. On campus training include EBuy, Banner, Safety, Praxis/Plato.

Three staff members are currently pursuing courses towards degrees at the Bachelor's (2) and masters levels (1).

Results: Acceptable Target Achievement: Met

Recommendations:

Reflections/Notes:

Substantiating Evidence:

Staff PD Certificate: Hawkins (Adobe Acrobat Document)
Staff PD Certificates: McFayden & Carter (Adobe Acrobat Document)

This Findings is associated with the following Actions:

Support Staff Development (Strategies; 2012-13 Cycle)
Support Staff Development (Strategies; 2011-12 Cycle)

5: Enhance Community Engagement

Research Agenda
To launch a research agenda through the revitalization of the SOE Research Center

Increased Collaborative Research
An approved research agenda will be supported by external funding and result in at least 2 collaborative research projects

Measure: Collaborative Research Other level; Direct - Other

Details/Description: Faculty members will enhance their academic contributions through involvement in collaborative research projects. The SOE Research Center will be the primary mode to assist faculty members to develop collaborate research projects.
Acceptable Target: At least 2 collaborative research projects will be initiated.

Implementation Plan (timeline): Projects will be launched by May 2012

Key/Responsible Personnel: Dean, Director of Research Center, Chairperson, Faculty Members

Findings for Collaborative Research

Summary of Findings: Faculty published a total over 3 books and over 10 refereed journal articles. They also made approximately 20 presentations at refereed national and international conferences. Scholarly projects included 5 collaborative research projects.

Results: Acceptable Target Achievement: Met

Recommendations: Extend collaborative research projects to external bodies, such as other units on campus and faculty at other institutions

Reflections/Notes:

Substantiating Evidence:

This Findings is associated with the following Actions:

Increased Collaborative Research
(Strategies; 2012-13 Cycle)

Increased Collaborative Research
(Strategies; 2011-12 Cycle)

6: Continuous Improvement

Community outreach to students, parents, and educators
To increase the services provided to P-12 students, parents, and educators from the Sandhills region

Service to P-12 Students

To offer at least 4 professional development activities to P-12 students enrolled at Professional Development School sites

Measure: Service to P-12 Students
Other level; Direct - Other

Details/Description: Through the Pre-College Program and support from the SOE faculty members, P-12 students who are enrolled in our PDS partner sites.

Acceptable Target: At least 4 academic enrichment activities will be planned and implemented for P-12 students with at least 200 students served through these activities.

Implementation Plan (timeline): Activities will be implemented by June 2012.

Key/Responsible Personnel: Dean, Assistant Dean, PDS Coordinator, Chairpersons, faculty

Findings for Service to P-12 Students

Summary of Findings: Fayetteville State University's (FSU) faculty and staff offered an extensive range of services and professional development opportunities for public schools during the 2011-2012 academic year. These services included a continuation of the Raise-a-Reader Literacy project and the PRIDE Pact mentoring program, both offering early intervention and enrichment activities for over 150 young children in Cumberland County. Service activities also consisted of a prescriptive supplemental tutoring program, faculty-sponsored student health and wellness activities, and widespread professional development for over 400 public school teachers and 200 school executives, representing over 10 school systems. Additionally, both pre-service and in-service teachers participated in high-quality professional growth conference sessions through the 4th Annual Excellence in Teaching Conference (formerly Institute), which provided Common Core and Essential Standards as well as other STEM-focused workshops for 90 FSU students, 55 public school teachers, 4 public school students and 17 community members. This rigorous two-day Conference afforded the opportunity for public school teachers to earn Continuing Education Units (CEU) while considering new ideas proven to impact teaching and learning. Further, faculty in the School of Education (SOE) were involved in facilitating year-long science and math education support, as well as interactive software training to over 50 public school teachers in 4 area school systems through a collaborative effort with FSU's Center for Defense and Homeland Security. To add, through the Math/Science Education Center, faculty facilitators enhanced the core subjects of math and science with hands-on demonstrations for students identified as academically and intellectually gifted as well as to teachers working in math and science classrooms throughout the state. What's more, the Center participated in MSEN Day, a special event for students to compete against their peers in events ranging from math and science testing to creating water bottle rockets, parachute egg drops, an oratorical...
contest, and a quiz bowl. Altogether, the SOE provided far-reaching public school service opportunities through student-focused teaching and learning activities for 486 public school teachers, 2,377 public school students, 206 public school administrators, 608 FSU students, 56 FSU faculty/staff and 166 other community members, including parents and business leaders.

**Results:** Acceptable Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:**

**Substantiating Evidence:**

- SOE Faculty Service to Public School - (Adobe Acrobat Document)
- SOE Service to Public Schools - Table (Adobe Acrobat Document)
- Survey Results: Excellence in Teaching Conference (Adobe Acrobat Document)

**This Findings is associated with the following Actions:**

- Provide service to P-12 students
  (Strategies; 2012-13 Cycle)

- Provide service to P-12 students
  (Strategies; 2011-12 Cycle)

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**Service to Parents**

To provide 3 service opportunities that are designed to assist parents in developing strategies to enhance the support to their children

**Measure:** Service to Parents

*Other level; Direct - Other*

**Details/Description:** The SOE faculty members, with support from the Wachovia, a Wells Fargo Company, Endowed Professor of Education will provide opportunities for parents that will isolate strategies to support the academic achievement of their children.

**Acceptable Target:** At least 3 workshops will be planned to support parents with at least 50 parent participants recorded.

**Implementation Plan (timeline):** The plan and activities will be implemented by June 2012.

**Key/Responsible Personnel:** Dean, Wells Fargo Endowed Professor of Education, Faculty

**Findings for Service to Parents**

**Summary of Findings:** Working with families and communities is an integral and critical facet of the School of Education conceptual framework. This school year, the Office of Professional Development coordinated with principals of three Cumberland County Schools identified as Title I schools to host a series of Parent Empowerment workshops. These workshops explicitly articulate those factors that diminish involvement of families and communities in schools, discuss how family's involvement in school relates to student achievement, and discuss how a student's background and culture may influence school performance. Workshops were facilitated by the Professional Development Schools Coordinator, with each session featuring Dr. Gail Thompson, the Wells Fargo Endowed Professor and her works on helping minority parents increase achievement through effective communication and involvement in students’ education. Topics for each workshop were generated through collaborative meetings with principals of two identified Professional Development Schools, T.C. Berrien Elementary and Ferguson Easley Elementary, and Sunnyside Elementary, a rural Title I school located in Vander, N.C. Dr. Thompson, two faculty members and a graduate assistant presented three two-hour workshops on the following issues: From Three Strikes to the Ph.D: A Personal Story to Help Parents Empower Their Children; The Gift That Matters Most: How You Can Improve Your Child’s Reading Skills; Making Sense Out of Academic Jargon: What AYP, Title I, IEP Meetings, and All of That Other Stuff Means; and Yes I Can! Practical Math Strategies That Busy Parents Can Share With Their Children. Overall, attendance included seven principals, one CCS Board of Education member, three FSU students, five FSU faculty/staff, 30 public school teachers, 31 public school students, and 88 parents. Information was well received by parents and has generated great interest from other Cumberland County School Parent Facilitators regarding FSU hosting more parent workshops at different locations throughout the county. Evaluations from the workshops have helped determine future topics for workshops in 2012-2013.

**Results:** Acceptable Target Achievement: Exceeded

**Recommendations:**

**Reflections/Notes:**

**Substantiating Evidence:**

- Parent Sign-In sheet # 2 (Adobe Acrobat Document)
- Parent Sign-In Sheet # 3 (Adobe Acrobat Document)
Service to Educators

To provide at least 4 skills based workshops to educators, with an emphasis on reaching SOE alumni, determined through needs-based surveys and planned meetings with PDS partners.

**Measure:** Service to Educators

Other level: Direct - Other

**Details/Description:** The SOE at FSU provides approximately 70% of the educators who serve the Cumberland County School Systems in various areas, from teachers of records to Principals and Assistant Principals. The SOE will coordinate workshops to assist teachers in expressed areas of needs. Workshops will be coordinated through the PDS Collaborative.

**Acceptable Target:** At least 4 workshops will be planned during the 2011-2012 academic year that will serve at least 80 educators from the county and supporting region.

During the 2010-2011 academic year, the SOE met its goal in support to educators through planned workshops. Funding to support workshops has been requested through the Title III proposal submitted through the SOE Academic Advisement and Retention center (SOEAARC).

**Implementation Plan (timeline):** Workshops will be implemented by June 2012.

**Key/Responsible Personnel:** Dean, Assistant Dean, PDS Coordinator, Chairperson, Faculty Members

**Findings for Service to Educators**

**Summary of Findings:** Through the USTEP collaboration and partnership with the Cumberland County Schools Curriculum and Instruction team and the North Carolina Department of Public Instruction, students participating in clinical practice actively participated in 14 professional development sessions in Fall 2011 and Spring 2012. These sessions are specifically designed to address the content and pedagogical concerns addressed by current building administrators as “must have” resources for beginning teachers. These two hour sessions, led by SOE faculty, NCDPI consultants, and Cumberland County Schools Curriculum Specialists and master teachers are comprised of research/inquiry based instruction regarding topics such as differentiated instruction, school law, professional teaching standards and classroom management, technology, special education, and content specific strategies. In addition, elementary beginning teachers are offered a free eight-hour Praxis II workshop during each semester to assist beginning teachers with test preparation for initial licensure. Finally, the Excellence in Teaching Conference, hosted by the School of Education, is a two day education conference that has been offered annually at Fayetteville State University for the past four years. This year’s conference theme was reflective of the immersion of the new national Common Core and Essential Standards, which will be fully implemented as the North Carolina education standards beginning in Fall 2012. The Conference was attended by 197 educators from across the Sandhills region.

Two faculty members and one staff member from the SOE currently serve on the Center for Defense and Homeland Security Initiative, which has dedicated resources to providing STEM education outreach to teachers throughout the Sandhills region. Our mathematics education faculty, Assessment Coordinator, and Professional Development Schools Coordinator have collaborated with three research scientists in Biology, Computer Science, and Forensics to deliver three workshops during the 2011-2012 school year. The workshop, geared toward Middle Grades mathematics and science teachers, infuses knowledge of the Common Core Math Standards for statistics and probability with Tinker Plots technology. Throughout the year, 63 middle school teachers from Cumberland, Scotland, Sampson, Harnett, and Bladen counties have attended one of three free workshops in which they received explicit instruction on statistics and probability, presentations on robotic sensors, plant resiliency, crime statistics and genetics, and a demonstration on how to utilize data sets with a visual technology tool called Tinker Plots.

25 elementary methods students and seven faculty/staff members successfully served 48 public school teachers, nearly 350 students, three principals, and six parent volunteers at the annual American Education Week Interdisciplinary Fair in November of 2011. This event features interactive, hands-on displays in the disciplines of language arts, math, science, and social studies for students ranging from Pre-K to fifth grade. Title I schools in attendance included selected grade levels from Ferguson Easley Elementary, Margaret Willis Elementary, Lucile Souders Elementary, and the FSU Early Childhood Learning Center.

**Results:** Acceptable Target Achievement: Exceeded

**Recommendations:**
**School of Education Strategic Priorities**

**To promote relevant and significant learning**

To ensure that graduates within the School of Education are achieving program learning outcomes at a level acceptable to the faculty.

### 1: Assessment of Undergraduate Learning

**Details/Description:** Matrix of Program Learning Outcomes will be collected annually by each department; data to be included on the Matrix of Program Learning Outcomes will be gathered through rubric evaluation of major assessments; Evaluations of assessments related to SLO are completed in TaskStream; Assessment data are available in Task Stream Learning Achievement Tools (LAT) Portal and reported by the SOE Office of Assessment; Departments use data to determine next steps through use of results; data is collected for each student completing a program during the fall and spring semesters; a summative annual report is produced by the Director of Assessment, which is accessible by chairs and program coordinators for review and analysis; Learning Outcomes - Assessment Overview is a summative analysis completed by the Dean to reflect the Student Learning outcomes matrices submitted by the departments.

**Acceptable Target:** 100% programs will complete Program Learning Outcomes with measures to assess those outcomes and results used to enhance learning outcomes for the next academic year as reflected on the Matrix of Program Learning Outcomes for each undergraduate program.

**Implementation Plan (timeline):**

- Student Learning Outcomes will be completed by August 2011.
- Learning Outcomes will be assessed by May 2012.
- Matrix of Program Learning Outcomes will be completed and posted by June 30, 2012.

**Key/Responsible Personnel:** Chairperson, Program Coordinators, Faculty Members

**Findings for Learning Outcomes - Assessment Overview**

**Summary of Findings:** All completers reported satisfactory rating on the SLO for each program. Ratings reflected that some students have a cumulative success rate, but when drilled down, there are areas of growth identified.

**Results:** Acceptable Target Achievement: Met

**Recommendations:** Faculty to review summative rubric data aligned to the "Use of Results" column on each Matrix and apply to the 2012-2013 year.

**Reflections/Notes:** Faculty must be involved in the analysis of SLO data.

**Substantiating Evidence:**

- SOE Average SLO Findings - Undergraduate (Word Document (Open XML))
- SOE SLO Assessment Overview Worksheet (Excel Workbook (Open XML))
- SOE Student Learning Outcomes Result (HTML)
- Student Learning Outcome Report (HTML)
- Student Learning Outcomes - Assessment Overview (Excel Workbook (Open XML))

**This Findings is associated with the following Actions:**

**Undergraduate Student Learning Outcomes**
To ensure that 100% of all candidates earning a graduate degree reflect at last a rating of proficient on each learning outcome:

**Measure:** Matrix of Program Learning Outcomes

**Other level:** Direct - Student Artifact

**Details/Description:** Matrix of Program Learning Outcomes will be collected annually by each department; data to be included on the Matrix of Program Learning Outcomes will be gathered through rubric evaluation of major assessments; Evaluations of assessments related to SLO are completed in TaskStream; Assessment data are available in Task Stream Learning Achievement Tools (LAT) Portal and reported by the SOE Office of Assessment; Departments use data to determine next steps through use of results; data is collected for each student completing a program during the fall and spring semesters; a summative annual report is produced by the Director of Assessment, which is accessible by chairs and program coordinators for review and analysis; Learning Outcomes - Assessment Overview is a summative analysis completed by the Dean to reflect the Student Learning outcomes matrices submitted by the departments.

**Acceptable Target:** 100% graduate programs will complete Program Learning Outcomes with measures to assess those outcomes and results used to enhance learning outcomes for the next academic year as reflected on the Matrix of Program Learning Outcomes for each graduate program.

**Implementation Plan (timeline):**
- Student Learning Outcomes will be completed by August 2011.
- Learning Outcomes will be assessed by May 2012
- Matrix of Program Learning Outcomes will be completed and posted by June 30, 2012.

**Key/Responsible Personnel:** Program Coordinators, Chairpersons

**Findings for Matrix of Program Learning Outcomes**

**Summary of Findings:** All completers reported satisfactory rating on the SLO for each program. Ratings reflected that some students has a cumulative success rate, but when drilled down, there are areas of growth identified.

While standards for M. Ed. programs are very similar, the measures used to address same differ across programs. Such differences inhibits looking across programs at averages. All graduate program SLO Matrices are included instead of an average SLO metric as was completed for the BS programs.

**Results:** Acceptable Target Achievement: Met

**Recommendations:** Faculty to review summative rubric data aligned to the "Use of Results" column on each Matrix and apply to the 2012-2013 year.

**Reflections/Notes:** Faculty must be involved in the analysis of SLO data.

**Substantiating Evidence:**
- Ed. D. SLO Findings (Adobe Acrobat Document)
- M. Ed. MG SLO Metric (Word Document (Open XML))
- M. Ed. Secondary Education SLO metric (Word Document (Open XML))
- M. Ed. SPED SLO Metric (Word Document (Open XML))
- MAT MG SLO Metric (Word Document (Open XML))
- MAT Secondary Education SLO metric (Word Document (Open XML))
- MAT SPED SLO Metric (Word Document (Open XML))
- MSA SLO Findings (Microsoft Word)
- Student Learning Outcomes - Assessment Overview (Excel Workbook (Open XML))

**This Findings is associated with the following Actions:**
- Graduate Learning Outcomes
  (Strategies; 2011-12 Cycle)
- Graduate Learning Outcomes
  (Strategies; 2013-14 Cycle)
3: Graduating Senior Survey

Increase Graduating Senior Survey from 3.26 to 3.31 on the survey item "How would you evaluate the quality of your instruction - Overall"

Increase Graduating Senior Survey result from 3.51 to 3.55 on the survey item faculty "set high expectations for us to learn"

**Measure:** Graduating Senior Survey
Other level; Indirect - Survey

**Details/Description:** The Graduating Senior Survey is an on-line instrument administered each semester to graduating seniors by the Division of Academic Affairs. Survey results are analyzed and reported to academic departments by Academic Affairs through the Provost’s Office. Data are posted to Blackboard in Academic Affairs Budget Workshop, Course Document, at Graduating Senior Survey Link; Departments review findings each May and use data to determine any intervention or support to students

**Acceptable Target:** * An increase from 3.26 to 3.31 on the Graduating Senior Survey measure "How would you evaluate the quality of your instruction - overall"
* An increase from 3.51 to 3.55 on the Graduating Senior Survey measure "Set High Expectations for us to learn"

**Implementation Plan (timeline):** Survey results will be reported by June 2012

**Key/Responsible Personnel:** Academic Affairs, Dean, Chairpersons,

**Findings for Graduating Senior Survey**

**Summary of Findings:** The Graduating Senior Survey reflect a decrease in the result of the measure "How would you evaluate the quality of your instruction - overall" from 3.26 to 3.05.

The Graduating Senior Survey results reflect a finding of 3.46 in response to the measure: Faculty Contribution - Set high expectation for us to learn, a decrease of .05 from last year's rating and .09 below the projection for this academic year.

**Results:** Acceptable Target Achievement: Not Met

**Recommendations:** Faculty must give priority to the the instructional process and the needs of students as the first priority of the academic charge.

**Reflections/Notes:** We will hold discussions with faculty who teach courses at each level - early core, methods, and student teaching - to review the academic priorities of the unit and the faculty members' roles in meeting the charge through specific data driven assignments, providing timely feedback, and maintaining advising schedules.

**Substantiating Evidence:**

- SOE Graduating Senior Survey Results (Excel Workbook (Open XML))

**This Findings is associated with the following Actions:**

**Improved Results on Graduating Senior Survey**
( Strategies; 2013-14 Cycle)