Fayetteville State University
Fayetteville, North Carolina

A Four-Year Study on the Impact of Title III on the University

2007-2011

Presented To:

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Conducted By:

Associates for Institutional Development, Inc.

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# TABLE OF CONTENTS

**EXECUTIVE SUMMARY** ............................................................................................................................. 1

I. INTRODUCTION ........................................................................................................................................ 1
   A. FAYETTEVILLE STATE UNIVERSITY: A HISTORICAL VIEW .......................................................... 1
   B. TITLE III PROGRAMS ......................................................................................................................... 4
II. ASSESSMENT RATIONALE ................................................................................................ .................... 5
III. IMPACT STUDY PROCESS ...................................................................................................................... 7
IV. PROCESS FOR REPORTING IMPACT STUDY FINDINGS ........................................................................ 7
V. SUMMARY FINDINGS FOR EACH ACTIVITY .......................................................................................... 9
VI. COMPOSITE PERFORMANCE OF THE FSU TITLE III FUNDED PROGRAMS (YEARS: 2007 – 2011) ...................................................................................................................... 44

**CONTINUED ENHANCEMENT OF THE TELECOMMUNICATIONS MEDIA CENTER TO SUPPORT COMMUNICATION ARTS MAJORS** .................................................................................. 48

I. INTRODUCTION ........................................................................................................................................ 48
II. PRIMARY GOAL, MAJOR OBJECTIVE, PRIMARY IMPLEMENTATION STRATEGIES, AND MAJOR ACCOMPLISHMENTS .................................................................................................................. 49
III. STATISTICAL ANALYSIS ........................................................................................................................ 50
IV. EVIDENCE THAT THE INSTITUTION UTILIZED OUTCOMES OF THE PROGRAM TO STRENGTHEN INSTITUTIONAL PERFORMANCE (ACADEMIC OR ADMINISTRATIVE) .......................................................................................... 53

**ENHANCING THE INSTITUTION THROUGH FACULTY AND ADMINISTRATOR DEVELOPMENT AND INCREASING PARTICIPATION IN INSTITUTIONAL IMPROVEMENT** .................................................................. 56

I. INTRODUCTION ........................................................................................................................................ 56
II. PRIMARY GOAL, MAJOR OBJECTIVE, PRIMARY IMPLEMENTATION STRATEGIES, AND MAJOR ACCOMPLISHMENTS .................................................................................................................. 57
III. STATISTICAL ANALYSIS ........................................................................................................................ 57
IV. EVIDENCE THAT THE INSTITUTION UTILIZED OUTCOMES OF THE PROGRAM TO STRENGTHEN INSTITUTIONAL PERFORMANCE (ACADEMIC OR ADMINISTRATIVE) .......................................................................................... 61

**ENHANCING UNDERGRADUATE STUDENTS’ RESEARCH TRAINING THROUGH FACULTY MENTORSHIP: AN INTERDISCIPLINARY APPROACH** ................................................................. 68

I. INTRODUCTION ........................................................................................................................................ 68
II. PRIMARY GOAL, MAJOR OBJECTIVE, PRIMARY IMPLEMENTATION STRATEGIES, AND MAJOR ACCOMPLISHMENTS .................................................................................................................. 69
III. STATISTICAL ANALYSIS ........................................................................................................................ 70
IV. EVIDENCE THAT THE INSTITUTION UTILIZED OUTCOMES OF THE PROGRAM TO STRENGTHEN INSTITUTIONAL PERFORMANCE (ACADEMIC OR ADMINISTRATIVE) .......................................................................................... 74
FOREIGN LANGUAGE LABORATORY .................................................................................. 77

I. INTRODUCTION ........................................................................................................ 77
II. PRIMARY GOAL, MAJOR OBJECTIVE, PRIMARY IMPLEMENTATION
    STRATEGIES, AND MAJOR ACCOMPLISHMENTS ................................................. 78
III. STATISTICAL ANALYSIS ......................................................................................... 81
IV. EVIDENCE THAT THE INSTITUTION UTILIZED OUTCOMES OF THE
    PROGRAM TO STRENGTHEN INSTITUTIONAL PERFORMANCE
    (ACADEMIC OR ADMINISTRATIVE) ........................................................................ 84

INTERNATIONALIZING THE CURRICULUM .................................................................. 88

I. INTRODUCTION ........................................................................................................ 88
II. PRIMARY GOAL, MAJOR OBJECTIVE, PRIMARY IMPLEMENTATION
    STRATEGIES, AND MAJOR ACCOMPLISHMENTS ................................................. 89
III. STATISTICAL ANALYSIS ......................................................................................... 93
IV. EVIDENCE THAT THE INSTITUTION UTILIZED OUTCOMES OF THE
    PROGRAM TO STRENGTHEN INSTITUTIONAL PERFORMANCE
    (ACADEMIC OR ADMINISTRATIVE) ........................................................................ 97

ENHANCING STUDENT SUCCESS THROUGH OUTREACH, ADVISEMENT,
    ENGAGEMENT, AND ACADEMIC ENRICHMENT AND SUPPORT ....................... 101

I. INTRODUCTION ........................................................................................................ 101
II. PRIMARY GOAL, MAJOR OBJECTIVE, PRIMARY IMPLEMENTATION
    STRATEGIES, AND MAJOR ACCOMPLISHMENTS ................................................. 102
III. STATISTICAL ANALYSIS ......................................................................................... 104
IV. EVIDENCE THAT THE INSTITUTION UTILIZED OUTCOMES OF THE
    PROGRAM TO STRENGTHEN INSTITUTIONAL PERFORMANCE
    (ACADEMIC OR ADMINISTRATIVE) ........................................................................ 107

ENHANCING AND STRENGTHENING THE OFFICE OF SPONSORED
    RESEARCH AND PROGRAMS .................................................................................... 110

I. INTRODUCTION ........................................................................................................ 110
II. PRIMARY GOAL, MAJOR OBJECTIVE, PRIMARY IMPLEMENTATION
    STRATEGIES, AND MAJOR ACCOMPLISHMENTS ................................................. 111
III. STATISTICAL ANALYSIS ......................................................................................... 113
IV. EVIDENCE THAT THE INSTITUTION UTILIZED OUTCOMES OF THE
    PROGRAM TO STRENGTHEN INSTITUTIONAL PERFORMANCE
    (ACADEMIC OR ADMINISTRATIVE) ........................................................................ 116

STUDENT SUCCESS BY ESTABLISHING A READING ACROSS THE
    CURRICULUM PROGRAM ......................................................................................... 119

I. INTRODUCTION ........................................................................................................ 119
II. PRIMARY GOAL, MAJOR OBJECTIVE, PRIMARY IMPLEMENTATION
    STRATEGIES, AND MAJOR ACCOMPLISHMENTS ................................................. 119
III. STATISTICAL ANALYSIS .................................................................................................................. 122
IV. EVIDENCE THAT THE INSTITUTION UTILIZED OUTCOMES OF THE
PROGRAM TO STRENGTHEN INSTITUTIONAL PERFORMANCE
(ACADEMIC OR ADMINISTRATIVE) ................................................................................................. 124

ENHANCING MINORITY STUDENT SUCCESS IN THE SCHOOL OF BUSINESS
AND ECONOMICS BY CREATING A NEW PARADIGM FOR LEARNING ........ 127

I. INTRODUCTION .................................................................................................................................. 127
II. PRIMARY GOAL, MAJOR OBJECTIVE, PRIMARY IMPLEMENTATION
STRATEGIES, AND MAJOR ACCOMPLISHMENTS ............................................................................ 127
III. STATISTICAL ANALYSIS .................................................................................................................. 129
IV. EVIDENCE THAT THE INSTITUTION UTILIZED OUTCOMES OF THE
PROGRAM TO STRENGTHEN INSTITUTIONAL PERFORMANCE
(ACADEMIC OR ADMINISTRATIVE) ................................................................................................. 132

LIBRARIAN/FACULTY COLLABORATIVE FOR INFORMATION LITERACY
(CCRAA) .............................................................................................................................................. 134

I. INTRODUCTION .................................................................................................................................. 134
II. PRIMARY GOAL, MAJOR OBJECTIVE, PRIMARY IMPLEMENTATION
STRATEGIES, AND MAJOR ACCOMPLISHMENTS ............................................................................ 134
III. STATISTICAL ANALYSIS .................................................................................................................. 135
IV. EVIDENCE THAT THE INSTITUTION UTILIZED OUTCOMES OF THE
PROGRAM TO STRENGTHEN INSTITUTIONAL PERFORMANCE
(ACADEMIC OR ADMINISTRATIVE) ................................................................................................. 138

ESTABLISHING AND ENHANCING LIBRARY RESOURCES (CCRAA) ............... 140

I. INTRODUCTION .................................................................................................................................. 140
II. PRIMARY GOAL, MAJOR OBJECTIVE, PRIMARY IMPLEMENTATION
STRATEGIES, AND MAJOR ACCOMPLISHMENTS ............................................................................ 141
III. STATISTICAL ANALYSIS .................................................................................................................. 142
IV. EVIDENCE THAT THE INSTITUTION UTILIZED OUTCOMES OF THE
PROGRAM TO STRENGTHEN INSTITUTIONAL PERFORMANCE
(ACADEMIC OR ADMINISTRATIVE) ................................................................................................. 144

ENHANCING FACILITIES (SAFRA) .......................................................................................... 146

I. INTRODUCTION .................................................................................................................................. 146
II. PRIMARY GOAL, MAJOR OBJECTIVE, PRIMARY IMPLEMENTATION
STRATEGIES, AND MAJOR ACCOMPLISHMENTS ............................................................................ 147
III. STATISTICAL ANALYSIS .................................................................................................................. 148
IV. EVIDENCE THAT THE INSTITUTION UTILIZED OUTCOMES OF THE
PROGRAM TO STRENGTHEN INSTITUTIONAL PERFORMANCE
(ACADEMIC OR ADMINISTRATIVE) ................................................................................................. 150
II. PRIMARY GOAL, MAJOR OBJECTIVE, PRIMARY IMPLEMENTATION STRATEGIES, AND MAJOR ACCOMPLISHMENTS .................................................... 185
III. STATISTICAL ANALYSIS ................................................................................. 187
IV. EVIDENCE THAT THE INSTITUTION UTILIZED OUTCOMES OF THE PROGRAM TO STRENGTHEN INSTITUTIONAL PERFORMANCE (ACADEMIC OR ADMINISTRATIVE) ................................................................. 189

STRENGTHENING INSTITUTIONAL ASSESSMENT FOR CONTINUOUS QUALITY IMPROVEMENT ..................................................................... 192

I. INTRODUCTION ..................................................................................................... 192
II. PRIMARY GOAL, MAJOR OBJECTIVE, PRIMARY IMPLEMENTATION STRATEGIES, AND MAJOR ACCOMPLISHMENTS ................................................ 193
III. STATISTICAL ANALYSIS .................................................................................... 194
IV. EVIDENCE THAT THE INSTITUTION UTILIZED OUTCOMES OF THE PROGRAM TO STRENGTHEN INSTITUTIONAL PERFORMANCE (ACADEMIC OR ADMINISTRATIVE) ................................................................. 196
EXECUTIVE SUMMARY

I. INTRODUCTION

A. FAYETTEVILLE STATE UNIVERSITY: AN HISTORICAL OVERVIEW

Fayetteville State University (FSU) is a historically black, regional university located in Fayetteville, North Carolina, United States. FSU is a constituent institution of the University of North Carolina System. The primary mission of Fayetteville State University is to provide quality education to its students through basic liberal arts foundation, specialized professional training, and specific graduate programs. The University offers Bachelor’s degrees in 43 areas, Master’s degrees in 22 areas, and one doctoral degree in educational leadership. The University is fully accredited by the Southern Association of Colleges and Schools.

The University has a rich history since its inception in 1867, when seven African-American men – Matthew N. Leary, Andrew J. Chesnutt, Robert Simmons, George Grainger, Thomas Lomax, Nelson Carter, and David A. Bryant – paid $136 for two lots on Gillespie Street and converted themselves into a self-perpetuating Board of Trustees to maintain this property permanently as a site for the education of black children in Fayetteville. General O. Howard of the Freedman's Bureau, one of the best-known friends of black education, erected a building on this site, and the institution became known as the Howard School. By a legislative act of 1877, the North Carolina General Assembly provided for the establishment of a Normal School for the education of black teachers and thus becomes the first and oldest state-supported institution of its kind in North Carolina and the first state-sponsored institution for the education of African-American teachers in the South. The Howard School was chosen as the most promising because of its successful record during the previous ten years. It was designated a teacher training institution, and its name was changed to the State Colored Normal School in Fayetteville in 1880, Fayetteville State Teachers College in 1939, Fayetteville State College in 1963, and Fayetteville State University in 1969.

In 1880, Charles W. Chesnutt was appointed Principal of the State Colored Normal School upon the death of Robert Harris. After three years in office, Chesnutt resigns to move to Cleveland, Ohio, where he passes the Ohio Bar and begins a law practice. His literary career begins in earnest in 1889 when The Conjure Woman, a collection of his stories is published. It is
followed by The Life of Frederick Douglass, and many other novels and short stories. In 1928 he is awarded the coveted Springarn Medal, at that time given annually by the NAACP for distinguished achievement.

Dr. Ezekiel Ezra Smith, 31 years of age and a graduate of Shaw Collegiate Institute in Raleigh, is appointed Principal in 1883 upon the resignation of Charles W. Chesnutt. In 1888, President Grover Cleveland appoints Dr. E.E. Smith as Minister Resident and Consul General of the United States to Liberia, in which capacity he serves for two years. George H. Williams assumes the duties of Principal of the State Colored Normal School. Dr. E.E. Smith returns to Fayetteville as Principal of the State Colored Normal School in 1895. Prior to this, he had organized the first newspaper for Black North Carolinians, the Carolina Enterprise, in Goldsboro. In 1898, Dr. Smith obtains a leave of absence for the purpose of serving as Regimental Adjutant of the Third North Carolina Volunteer Infantry during the Spanish-American War. During his absence, the Reverend L. E. Fairly carries on his work. Dr. Smith returns to his duties in 1899. During Dr. Smith's long and distinguished tenure, the institution moves to its permanent site on Murchison Road in 1907. Later, Dr. Smith and his wife deed additional land to the state to bring the institution's holdings to 92 acres. The campus grows to eight buildings and several cottages. All high school work is discontinued in 1929 and the title of Principal is changed to President. Dr. E.E. Smith retires on June 30, 1933 and is elected President Emeritus.

Dr. James Ward Seabrook is elected President in 1933. Under his leadership the institution becomes a four-year college, is renamed Fayetteville State Teachers College in 1939, and earns both state and regional accreditation. Dr. Seabrook retires in 1956 and is elected President Emeritus. Dr. Rudolph Jones succeeded Dr. Seabrook in 1956. Advances made during his tenure include the revision of the charter in 1959 authorizing the expansion of the curriculum to include programs leading to degrees outside the teaching field; adoption of the name Fayetteville State College in 1963; and significant additions to the physical plant to accommodate growing enrollment. Dr. Jones retires and is elected President Emeritus in 1969.

In 1969, the institution acquired its present name, Fayetteville State University, and Dr. Charles A. Lyons, Jr., graduate of Shaw University, was elected president. By a legislative act in 1972, Fayetteville State University became a constituent institution of University of North
Carolina System. The Chief Executive Officer's position was re-titled to Chancellor, with Dr. Lyons becoming the first Chancellor of the University. During his tenure, the curriculum was expanded to include a variety of both baccalaureate and master’s level programs. In addition, the Fort Bragg-Pope AFB Extension Center, in conjunction with the weekend and evening college, was established in order to provide military personnel and other persons employed full-time with the opportunity to further their education. The general academic structure took its present configuration in 1985 when the University became a Comprehensive Level 1 Institution. In addition to expanding program offerings and services, eight buildings were added to the physical plant during this period to include the Charles Chesnutt Library.

Dr. Lyons retires in 1987 and in 1988; Dr. Lloyd V. Hackley is named the seventh Chief Executive Officer of Fayetteville State University. He actively pursued initiatives to further expand program offerings and improve the campus environment in response to the needs and interests of students and the community. FSU master's level program offerings expanded to fifteen (15); FSU's first doctoral program in Educational Leadership was established and baccalaureate program offerings were increased to thirty-six (36) disciplines in the arts and sciences, business and economics, and education. The addition of the $6.3 million ultra-modern School of Business and Economics Building and the new $10.9 million Health and Physical Education Building underscored Dr. Hackley's commitment to FSU's continued expansion and growth. He also strengthened FSU’s community outreach to at-risk children in the public schools, establishing numerous scholarship and tutoring/mentoring programs to encourage more young people to aspire to academic excellence and a college education. FSU’s first major public capital campaign was completed during Dr. Hackley's tenure, and enabled FSU to increase the number of privately funded scholarships available to students. On December 31, 1994, Dr. Hackley left his post at FSU to become President of the North Carolina Department of Community Colleges, the first African-American to lead the state's system of 59 community colleges. Dr. Donna J. Benson, Associate Vice President for Academic Affairs for The University of North Carolina, is appointed by UNC President C. D. Spangler to serve as Interim Chancellor.

The University of North Carolina Board of Governors elects Dr. Willis B. McLeod, FSU Class of 1964, as the ninth leader and first alumnus Chancellor of FSU, effective November 15, 1995. Dr. McLeod's major initiatives include a new "Freshman Year Initiative," or "F.Y.I."
program designed to enhance students' educational outcomes; new outreach efforts aimed at strengthening community ties and involving the community in University life; campus improvements including $46 million in Higher Education Improvement Bond Projects underway; forming a regional partnership of public school, community college, and University leaders to focus on enhancing the educational outcomes for pre-K through 16 students; and initiatives funded by the U.S. Department of Housing and Urban Development to revitalize the neighborhoods surrounding the FSU campus. After serving his alma mater for eight years, Dr. McLeod steps down from the position of Chancellor on June 30, 2003.

Dr. T. J. (Thelma Jane) Bryan made history in July 2003, accepting the job as Chancellor of Fayetteville State University as the first female leader of the institution, moreover the first African-American female chancellor of the University of North Carolina System. In June 2007, she resigned as Chancellor.

Dr. James A. Anderson is named the 11th Chief Executive Officer of Fayetteville State University on March 7, 2008. Dr. Anderson, who comes to FSU from the University of Albany in New York, began his duties as Chancellor of the state’s second-oldest public institution on June 9, 2008. Erskine Bowles, President of the 17-campus University of North Carolina System, made the appointment.

B. TITLE III PROGRAMS

Title III of the Higher Education Act of 1965, as amended, authorizes through the United States Department of Education (DoED) grants to developing institutions in the areas of faculty and curriculum development, administrative and fiscal improvement, development capability, and student services. This program is intended to strengthen institutions of higher education that serve high percentages of minority students and students from low-income backgrounds. Federal assistance to these institutions helps improve academic quality, student services, institutional management, and fiscal stability. The Title III program awards federal grants, over a five-year period, to qualifying institutions of higher education that are accredited or progressing toward accreditation. These grants assist institutions that have limited financial resources and serve a high proportion of students who are low-income and/or members of minority groups. Part B grants are awarded to postsecondary institutions that have been officially classified as
Historically Black Colleges and Universities (HBCUs) or Historically Black Graduate Institutions (HBGIs).

During the 2007-2008 grant year, federal funds were allocated for a new program, College Cost Reduction Access Act (CCRAA). At the end of the grant cycle for the CCRA award, a new grant was approved under the “Student Aid and Fiscal Responsibility Act of 2009” (SAFRA). SAFRA was funded for a five-year cycle, 2010-2015. In addition to receiving SAFRA funds, Fayetteville State University is one of ten (10) institutions to receive yet another grant award, the Master’s Program Award, whose grant cycle is 2010-2012. When institutions apply for any of the above-stated funds, they must submit detailed plans of operations for activities to be funded and the DoED must approve these plans.

As a result of the mandate of funding agencies and institutions to demonstrate programmatic accountability, one of the services requested most by institutions of higher education is program assessment. These institutions have moved away from assigning resources to programs without having the capacity to determine the effectiveness of the program and the impact of the program on the institution, as a whole. This Impact Study focuses on determining the impact of the Title III funds awarded to discrete programs designed to strengthen the University. Through the Impact Study process, the strengths and weaknesses of each Activity were identified that affected the effectiveness and adequacy of the programmatic inputs in meeting the Activity’s planned outcomes.

Fayetteville State University contracted with Associates for Institutional Development, Inc. (AID, Inc.) to conduct an Impact Study of select Title III activities encompassing the grant years 2004-2009 to document the extent to which each Activity has accomplished the outcomes for which the Activity was funded.

II. ASSESSMENTRATIONALE

The Program Impact Study is one of the most important processes that identifies over time the impact of the program’s outputs and inputs and impact that these components have had on the target population and the University as a whole. Although the impact study requires
extensive data analysis and documentation review, the benefit to the institution is enormous. Specific outcomes can be compared to resources expended and successful programs can be highlighted. Programs that have not accomplished their intended outcomes are also identified. Through the impact study, the extent to which the planned outcome was met can be documented. Additionally, the adequacy of the program’s outcomes as related to the problem that the program was developed and implemented to address will be documented. Through statistical analysis, interviews, and documentation review, the institution receives a comprehensive picture of the overall impact of the programs being evaluated.

To accomplish the assessment goals of the Impact Study, a data collection process is implemented that includes onsite visits; interviews with key staff; participant self-assessments; interviews with faculty, students, and external stakeholders; and the administration of surveys and questionnaires, as needed. The Impact Study process combines qualitative and quantitative methodologies as means of assessing the effectiveness of the program. To ensure that the assessment model is analytical, the process determines not only the success or failure of the program but also explanations for the actual outcomes. To guarantee objectivity, the process relies upon multiple sources of data encompassing multiple points of view. Finally, to be adaptable, the assessment’s design must meet the assessment needs of the institution.

Through assessment of programmatic impact, the institution delineates a process for accurately collecting information and data about a program or some aspect of a program in order to make necessary decisions about program effectiveness. In order to conduct a comprehensive Impact Study, the institution must provide the program information and data for each year being evaluated. This information includes:

- Program Plans (rationale, target audience, baseline data, objectives, projected outcomes, performance indicators/measures, implementation strategies)
- Documentation on Actual Programmatic Outcomes (descriptive and statistical)
- Progress Reports
- External Evaluation Reports
- Annual Reports
Results of Surveys and Questionnaires
Budget Information (Burn Rates)

III. IMPACT STUDY PROCESS

The Impact Study process includes the following:

- Identifying the over-arching goal or planned outcome for each program;
- Identifying the actual outcome based on data;
- Analyzing the gap between the desired outcome and the actual outcome by utilizing the “Effectiveness Estimate (EE)” technique:

\[
\text{Effectiveness Estimate} = (R) \text{Actual Results} - (C) \text{Results Without Program} - (P) \text{Planned Impact} - (C) \text{Results Without Program}
\]

- Quantifying program accomplishment by conceptualizing the “proportion of the problem” eliminated by the program through use of the Adequacy Ratio (AR):

\[
\frac{(R) \text{Actual Results}}{(P) \text{Planned Impact}} = 1 - (C) \text{Results Without Program}
\]

- Conducting interviews with the Title III Office staff and Activity staff to ascertain descriptive and quantifiable documentation of program impact on the institution.

IV. PROCESS FOR REPORTING IMPACT STUDY FINDINGS

The consultants utilized information and data to generate the Impact Study Report. This report addresses the critical findings garnered through interviews and review of documentation and program data. It is important to note that this Impact Study includes in the final report the following information:

1. Institutional enhancements as a result of program implementation;
2. Enhancements to student performance, where applicable;
3. Affect on administrative personnel effectiveness, where applicable;
4. Overall academic/administrative program enhancements;
5. Problems encountered that adversely affected the implementation of the program during the specified time period;
6. Recommendations to strengthen the continued implementation of each program regardless of funding status;

7. Results of the *Effectiveness Estimate* analysis to determine the level of program effectiveness; and,

8. Results of the *Adequacy Ratio* analysis to determine the extent to which the program addressed the problem it was designed and implemented to address.

Information garnered through the impact study process, in combination with other sources of data will provide an opportunity for the institutional leadership to incorporate the findings into programmatic and budgetary decision-making.
V. SUMMARY FINDINGS FOR EACH ACTIVITY

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<td>CONTINUED ENHANCEMENT OF THE TELECOMMUNICATIONS MEDIA CENTER TO SUPPORT COMMUNICATION ARTS MAJORS (FUNDED: 2007-2008; 2008-2009; 2009-2010; 2010-2011)</td>
<td>To strengthen students’ telecommunication skills by increasing by 25% each semester the number of students who train on state-of-the-art telecommunication equipment.</td>
<td>82.86%/120.86% (Data for one year)</td>
<td>The expenditure of Title III funds allowed communication students to learn on state-of-the-art equipment utilized in the industry, thus making them marketable upon graduation from the institution. The equipment helps students create industry-standard products for their courses and in-house studio broadcasts, as well as strengthens their performance in internship assignments. At its inception, this Activity was funded as a renovation project only. However, in subsequent years, the Activity’s primary intent changed to strengthening student learning outcomes as a result of utilizing state of the art equipment in the renovated laboratories. With this in mind, the only accurate data that could be used in this report were laboratory usage data from 2010-2011 and the first semester of the 2011-2012 academic year. Using these data for the one-and one-half year period, the Effectiveness Estimate was high standing at only 17% lower than the 100% Effectiveness Estimate (82.86%). These data document the usage of the equipment, but do not demonstrate the impact of the equipment on the academic</td>
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Since a great deal of equipment was purchased, it is important to document how the purchase of the equipment strengthened student learning and faculty instruction. Syllabi should document the incorporation of the new equipment into the curriculum and instructional methodologies.

Impact could not be determined from the Quarterly Reports because the Title III Director did not receive reports in a timely manner. For this type of Activity, documenting impact of these purchases is important since this was the primary objective. The renovation of the classroom lab and student station provided up-to-date facilities in which radio and television students can be trained. Additionally, some funds were dedicated to a mass media writing lab for the new program in print journalism. It is imperative that the Activity Director focuses on documenting the impact of the new equipment on faculty and student performance.

The purpose of performing the Adequacy Ratio analysis is to determine the adequacy of the Activity’s outcomes in addressing the reason for which the Activity was developed. Therefore, this measurement

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<td>documents the adequacy of the actual outcomes attained as a result of the inputs supported by the grant divided by one (1) minus (-) the baseline data of the previous year. For this Activity, the adequacy of the program yielded a high mean Adequacy Ratio of 120.86%, 21.0 % higher than the 100% level. Although the Effectiveness Estimate and the Adequacy Ratio were high based on documented student usage, it is important for the Activity Director to begin to document student learning outcomes and their relationship to the usage of the new equipment. It must also be emphasized that the television equipment had not been installed and had been in the original boxes since the 2010-2011 grant year due to a lack of a comprehensive purchase and installation plan.</td>
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<td>ENHANCING THE INSTITUTION THROUGH FACULTY AND ADMINISTRATOR DEVELOPMENT (FUNDED: 2007-2008; 2008-2009; 2009-2010; 2010-2011)</td>
<td>To ensure the effectiveness of the University's academic and administrative organizational structure by providing a minimum of one hundred (100) opportunities for faculty and staff to engage in formal professional development activities, including workshops, webinars, and conferences, annually.</td>
<td>50.00%/94.20%</td>
<td>Due to the fluctuation in the objectives from year-to-year, it was difficult to identify a major objective for discussion that would cover the activities completed through the funding periods covered by the Impact Study. One of the initial objectives was developed to provide a plethora of opportunities to a minimum of fifty percent (50%) of the full-time faculty. Since records of participants were not kept by name, there was no way to determine if the 50% target was met or if the same faculty members attended workshops and traveled multiple times. Therefore, it was impossible to document if the objective was met. After reviewing the information provided by the Activity Director and the external evaluation reports, the evaluator concluded that it was impossible to accurately determine the number of individuals who participated in these activities, however, it was possible to determine the average number of opportunities in which faculty and staff could participate in on an annual basis. By counting the professional development opportunities sponsored by the University, along with external conferences, training sessions, and meetings identified by faculty and staff, a minimum of one hundred (100) opportunities for engagement were available for support.</td>
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The Effectiveness Estimate data show that this Activity accomplished at the 50.0% level the outcomes for which it was funded. The evaluator, after a review of the available information, believes that this Activity provided funds for many faculty and staff to engage in development activities but the record keeping was sub par and did not adequately document the full extent to which the Activity’s funds strengthened the Institution. Therefore, a thorough evaluation of program outputs compared to Title III inputs can’t be adequately discussed.

If for instance, records had been kept by category, i.e. leadership training, pedagogy, institutional effectiveness, technology training, etc., it would have been easier to document the exact number of training sessions offered in each category. Likewise, if the list of the participants had been disaggregated by individual name and a record of the actual number of times an individual participated in activities was available for review, a more accurate picture of the number and percentage of individuals impacted by Title III inputs could have been documented. Additionally, if faculty and staff had submitted the required written reports on information garnered through participation
and how this information would be used to strengthen unit efficiency, leadership effectiveness, and student, faculty, and staff performance, more specific impact would have been documented and follow-up procedures to determine the effectiveness of these strategies could have been conducted.

In summary, given the fact that recordkeeping and reporting were not adequate or consistent, there was no way to determine if travel, webinars, workshops, or forums strengthened faculty and staff performance and student learning outcomes.

The purpose of performing the Adequacy Ratio analysis is to determine the adequacy of the Activity’s outcomes in addressing the reason for which the Activity was developed. Therefore, this measurement documents the adequacy of the actual outcomes that were attained as a result of the inputs supported by the grant divided by one (1) minus (-) the baseline data of the previous year. For this Activity, the adequacy of the program yielded a high mean Adequacy Ratio of 94%, 6.0 % lower than the 100% level. Although the Effectiveness Estimate was 50.0% effective due to the unevenness in attaining the

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planned outcome from year to year, the inputs appeared adequate due to the high Adequacy Ratio attained during the 2010-2011 grant year. During this grant period, the Actual Result was twenty-nine (29) points higher than the Results Without the Program yielding a high Adequacy Ratio that positively affected the overall mean Adequacy Ratio of 94%. This high result is inconsistent due to the low burn rate of 22% for the 2010-2011 grant year.

The evaluator determined, through the interview process that due to Self-Study activities, there was a higher number of on-campus forums that required a high participation rate by faculty and staff. However, since documentation was not available to confirm all of the activities that were implemented during the 2010-2011 grant year and the number of faculty and staff that participated, more detailed documentation was needed to explain this finding. Although there were a plethora of activities in which faculty and staff could participate yielding a high Adequacy Ratio, there was no documentation to support that participation in these activities strengthened faculty or staff performance.

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ENHANCING UNDERGRADUATE STUDENTS’ RESEARCH TRAINING THROUGH FACULTY MENTORSHIP: AN INTERDISCIPLINARY APPROACH (Funded: 2008-2009; 2009-2010)

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<td>To ensure that a minimum of twenty (20) FSU students in the College of Arts and Sciences’ (Departments of Sociology, Social Work, Criminal Justice and Psychology) will develop research skills by collaborating with faculty mentors to engage in community-based research, each academic year.</td>
<td>133.3%</td>
<td>During the first year of Activity implementation, it was reported that twenty-seven (27) student participants completed and presented community-based research in the behavioral sciences with the assistance of a faculty mentor and thirty-one (31) students completed and presented research in the second year. With an anticipated number of twenty (20) students, the Activity exceeded its expectations. During the two (2) years of implementation, it was reported that 58 research projects were completed by students with the assistance of their faculty mentors. If correct, this number exceeded the planned outcome of twenty (20) student projects per year by 35%. However, data to support these outcomes were not available. In addition, documentation of all related activities was either not available or inconsistent. In the final analysis, the Effectiveness Estimatedata indicates that this Activity accomplished at the 133.3% level the outcomes for which it was funded during 2009-2010. However, the mean Effectiveness Estimate could not be calculated because there was no baseline data on student outcomes to carry over from the previous year. Thus, the data representing student involvement in</td>
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<td>research projects in 2009-2010 was the only data that could be analyzed. It appears that the Activity accomplished the ultimate goal of the project during the year reflective of the data. The Adequacy Ratio of 114.81% indicated that the Activity’s outcomes in addressing the reason for which the Activity was developed were adequate in the 2009-2010 grant year. Therefore, this measurement documented the adequacy of the actual outcomes that were attained as a result of the inputs supported by the grant.</td>
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<td>FOREIGN LANGUAGE LABORATORY (UNSPENT) (FUNDED: 2008-2009; 2009-2010; 2010-2011)</td>
<td>To increase the number of FSU students who strengthen their foreign language and cultural skills by a minimum of 500 students annually by expanding the Foreign Language Laboratory and making software available for student use.</td>
<td>-55.80%/98.72%</td>
<td>The total enrollment for the University with respect to the number of classes offered is a decisive factor in estimating the number of students using the Foreign Language Lab. As the institutional enrollment dictated the need for foreign language courses, student Lab usage time either increased or decreased. The increase was apparent in FY 2008-2009 and 2009-2010. However, in 2010-2011 the number of foreign language classes was reduced: thus decreasing student Lab usage resulting in a mean EE level of -55.80%. The mean Adequacy Ratio was high, 98.72%, due to the fluctuation in the results over the funding period being reviewed in this study. Additionally, when using the Adequacy Ratio, the formula interprets the low increases in results each year as no progress being made. However, the need for student tutorial services steadily increased. As a result, tutorial Lab hours increased form twenty-eight (28) in 2007-2008 to forty-two (42) in 2010-2011. This increased need did not affect the total number representing student usage time, but rather demonstrated the increased student need for academic supportive services to excel in foreign language courses.</td>
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In the final analysis, the mean Effectiveness fell short of the 100.00% level of attainment by 155.80%, but the accomplishment of the Activity’s outcomes strengthened the quality of the Foreign Language Lab. Therefore, the inputs appeared to be adequate during the 2008-2009 and 2009-2010 grant years, which contributed to the high mean Adequacy Ratio of 98.72% indicating that the Activity’s outcomes were adequate in addressing the reason for which the Activity was developed. Further, during all three (3) grant years, the number attributed to student Lab usage was higher than the results without the program and supported the assumption that the number of foreign language courses provided to accommodate the institutional enrollment will have a direct impact on the demand for student usage time of Foreign Language Laboratory services.
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<td>INTERNATIONALIZING THE CURRICULUM</td>
<td>To strengthen the University’s curriculum and international alliances by implementing a minimum of thirty (30) different international initiatives, while providing at least six (6) programs for the international students at the University, annually.</td>
<td>169.17% /120.75%</td>
<td>Student and faculty participation in study abroad activities fell short of expectations. The Effectiveness Estimate data indicated that this Activity was accomplished at the 169.17% level the outcomes for which it was funded. While the mean Adequacy Ratio was 120.75%, fluctuations in data were apparent throughout the years covered by this study. The most significant increases were noted in fiscal year 2008-2009, when the Activity enjoyed a 47.27% increase in student/faculty study abroad and MOU initiatives. However, the numbers decreased steadily from 2009-2010 to 2010-2011 with the most significant decrease noted in 2010-2011 where the Effectiveness Estimate decreased to -240%. In addition, no new MOUs were established after fiscal year 2009-2010. Consequently, during these two years the major objective was not achieved. The number of international students and FLTAs enrolled realized modest, but steady increases over the four year period of this study with the greatest realized in FY 2010-2011. This increase was 58% over the original baseline of eighteen (18) students in 2007-2008 to thirty-one (31) students in 2010-2011.</td>
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<td>ENHANCING STUDENT SUCCESS THROUGH OUTREACH,</td>
<td>To strengthen the University’s one-year retention rate to at least 80%, by September 2012 through the implementation of academic intervention services that reduce DFWs.</td>
<td>512.35%/7.10%</td>
<td>During the 2007-2008 and 2009-2010 grant periods, the Activity did not meet its objective; however, in the 2008-2009 and 2010-2011 grant periods, the planned outcomes were exceeded. The progress made in the Activity has not been consistent; however, improvement is shown in two of the four grant periods. The documented results are uneven due to the changes in objective(s), data collection, and the Activity’s leadership. In the final analysis, the mean Effectiveness Estimate and Adequacy Ratio fell short of the 100.00% level of attainment thus far; however, this Activity’s final data results are expected after September 2012.</td>
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<td>ADVISEMENT, ENGAGEMENT, AND ACADEMIC</td>
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<td>ENHANCING AND STRENGTHENING THE OFFICE OF SPONSORED RESEARCH AND PROGRAMS (FUNDED: 2008-2009; 2009-2010; 2010-2011)</td>
<td>To increase sponsored programs productivity for the entire University by increasing submissions by 5% annually.</td>
<td>57.74%/3.60%</td>
<td>During the funded grant periods, the Effectiveness Estimate showed 100% achievement for the 2009-2010 and 2010-2011 grant years. Further, in the 2008-2009 grant year, the Effectiveness Estimate reached 200%. The Adequacy Ratio results provided evidence that the Activity yielded a mean of 106.96; a 3.60% for grant productivity. In the final analysis, the progress made in the Activity exceeded expectations. The documented results provided strong evidence that the Activity is a significant benefit to the University. Its data collection and activities have strengthened its achievements.</td>
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<td>STRENGTHENING STUDENT SUCCESS BY ESTABLISHING A READING ACROSS THE CURRICULUM PROGRAM (FUNDED: 2008-2009; 2009-2010; 2010-2011)</td>
<td>To strengthen students’ reading comprehension and literacy skills by a minimum of 5% in pre-selected disciplines as measured by a pretest and posttest through the implementation of proven reading-comprehension Strategies into their classes by the end of the 2010-2011 academic year.</td>
<td>247.49%/3.77%</td>
<td>This Activity was not able to provide data for the 2008-2009 grant period due to the lack of appropriate data collection and changes in the objective(s). During the 2009-2010 and 2010-2011 funded grant periods, the Effectiveness Estimate showed 700% results for the 2009-2010 and 350% results 2010-2011 grant years. The Adequacy Ration shows a 3.77% result. The data provided evidence that the Activity met expectations in pretests and posttests, the outcomes show a growth from 27% to 40%, which indicated 13.7% more students, met expectations in the posttests. In the final analysis, the progress made in the Activity exceeded expectations. The documented results provided strong evidence that the Activity is a significant benefit to the University. Its data collection and activities have strengthened its achievements.</td>
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<td>ENHANCING MINORITY STUDENT SUCCESS IN THE SCHOOL OF BUSINESS AND ECONOMICS BY CREATING A NEW PARADIGM FOR LEARNING (FUNDED: 2008-2009; 2009-2010; 2010-2011)</td>
<td><em>To increase by 10% annually the percentage of students who earn a grade of “C” or better in targeted courses.</em></td>
<td>113.85%/8.20%</td>
<td>This Activity was not able to meet its objective during the 2008-2009 grant period due to the lack of appropriate data collection and changes in the objective(s). During the 2008-2009, 2009-2010 and 2010-2011 grant periods, the Effectiveness Estimate showed 113.85% results for the 2009/2010 and the Adequacy Ratio yielded an 8.20% result. The Activity exceeded expectations during the 2009-2010 and 2010-2011 grant periods. In the final analysis, the results demonstrated that the program is continuing to have a profound impact on increasing the percentage of students earning a grade of “C” or better in targeted courses. The documented results provided strong evidence that the Activity is a significant benefit to the University. Its data collection and activities have strengthened its achievements.</td>
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<td>LIBRARIAN/FACULTY COLLABORATIVE FOR INFORMATION LITERACY (CCRAA) (FUNDED: 2008-2009;2009-2010;2010-2011)</td>
<td>To maintain a participation rate of ten (10) faculty members annually who infuse Information Literacy into their classroom assignments</td>
<td>100.00%/100%</td>
<td>This program Activity was funded for two years. The primary goals and objective was to infuse Information Literacy for students using the library. This would be accomplished through a partnership developed between library faculty and University faculties. Toward that end, library faculty would work with university faculty to design and incorporate Information Literacy into their course content and teaching strategies on a routine bases. To accomplish this task, the Library would establish a Selection Committee to screen and select up to ten (10) faculties per year. After the third year, at least 30 faculty would have been selected and pass through the program. In reviewing the Effectiveness Estimate and the Adequacy Ratio data it was clear that this objective was achieved. Both were noted to be at 100.00% each category in achieving the program goals and objectives.</td>
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<td>ESTABLISHING AND ENHANCING LIBRARY RESOURCES (CCRAA) (FUNDED: 2007-2008; 2008-2009; 2009-2010; 2010-2011)</td>
<td>To strengthen the University’s Library resources for all major disciplines by 1% annually to support student learning, faculty instruction, and research.</td>
<td>235.99%/101.91%</td>
<td>This Activity was in existence for approximately four years. The primary goal was to increase the library Holdings by at least 1% a year for all Disciplines. According to records reviewed the cost of library materials have increased by as much as 30% or more. Coupled this with a reduction in the budget at the state and federal levels funding; the university is hard pressed to keep current on the many books and periodicals necessary for faculty and students to stay current with teaching and research needs. Using Baseline data as a starting point the Library has made some steady progress in increasing the number of Holdings. When we review the Mean for the Effective Estimate data at 235.99% it clearly indicates that this objective was achieved based on sheer volume of materials purchased. Furthermore, when we review Mean Adequacy Ratio data at 101.91% it also indicates that the need to allocate resources toward this Activity’s Outcomes addressing this problem is sound. And it further documents that this objective was indeed realized.</td>
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<td>ENHANCING FACILITIES</td>
<td><em>To strengthen the University’s academic climate by renovating a minimum of four (4) academic buildings for classroom and laboratory space for teaching and research each year.</em></td>
<td>100%/100%</td>
<td><em>This Activity was specifically designed to specifically address the need for enhancing various academic facilities on campus to support teaching, research and learning. Toward that end, and working from the University Master plan a decision was made to renovate (4) buildings. Title III funds were instrumental in making this happen. When one review the 2010-11 data in the Effectiveness Estimate Table it is clear that this objective was met. According to these data a total of four buildings were completed during the grant period. Further evidence and analysis of the Adequacy Ratio also at 100% in 2010-11 affirms that this objective was achieved. The Mean AR is actually 133.33% due to the level of effectiveness of actual positive outcomes produced by the grant.</em></td>
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<td>CENTER FOR PROMOTING STEM EDUCATION AND RESEARCH (CCRAA) (FUNDED: 2007-2008; 2008-2009; 2009-2010; 2010-2011)</td>
<td>To maintain a passing rate of (C) or higher for 60% of the students in STEM 100 and 200 level courses who receive CPSER tutoring, each semester.</td>
<td>165.34%/112.79%</td>
<td>The STEM program is designed to interest more minority students in the sciences of Math, Science, Technology and Engineering. The program reaches into the high school level by providing summer experiences exposing them to the Sciences. Additionally, a similar effort is made to encourage freshmen and sophomore students to study in one of the four STEM areas. The FSU program is impressive. Indeed, students are taking the 100 and 200 level courses with great success. The program prides itself with providing Tutorial help to students enabling them to successfully pass these courses and matriculate in the STEMS. According to available data at least 63.3% or more of students enrolled in these classes who received tutoring passed the class successfully. When one analyzes the Effectiveness Estimate data the Mean for this cohort of students is 165.34% with a Standard Deviation of 273.54%. The objective is being effectively achieved. In every year the actual Outcome Results exceeded the Planned Impact Outcomes. When we review the data for Adequacy Ratio, in addressing the reason for starting the program we find in 2011 91.46% success rate for the AR. Consequently, this measurement further documented the adequacy of the actual outcomes that were</td>
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<td>SCHOOL OF EDUCATION ACADEMIC ADVISEMENT &amp; RETENTION CENTER (SOEAARC) (CCRAA)</td>
<td>To strengthen the University’s retention rate of first-time and transfer students by retaining a cohort of a minimum of 199 incoming and transfer and first-time students through the provision of intrusive advising and counseling services to improve retention of education majors annually.</td>
<td>50.74%/95.07</td>
<td>This Activity was established to address a critical part of the University’s Strategic Plan. That is to recruit and graduate more significant numbers of students from the College of Education. During the grant a Baseline was set at 199 students. According to the Mean Effective Estimate &amp; Standard Deviation the College was effective at reaching over 53% of its students with one type of academic support or the other. In that same regard, the data from the Adequacy Ratio revealed that the Mean Average for retention of these cohorts was 95.7% for these students targeted by the School of Education. Clearly this would suggest that even through a 100 percent was not retained the achievement toward accomplishing this objective is impressive. However, for the future, better data should be maintained in order to determine whether there is an increase or not in the number of students who use the Center.</td>
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<td>STRENGTHENING CAMPUS INFORMATION SERVICES</td>
<td>To maintain technological capacity at FSU to meet at least 80% of the demand for technologies by faculty, staff and students.</td>
<td>113.85%/8.20%</td>
<td>The primary goal of this Activity was to improve and make current (by 80%) the technological infrastructure of the institution while insuring that such improvements would be sustainable going forward. The main strategies of this Activity were to ensure that the University was competitive and current technologically by 1) implementing a real-time data warehouse; 2) infusing technology in the teaching and learning process; 3) maintaining currency of network infrastructure equipment; 4) enhancing administrative processes, and, 5) improving the use of administrative systems. The implementation strategies incorporated to realize this objective followed a process of identify areas of need, build/install and test new equipment or services, and fully implement new equipment and services. In successfully implementing the overall objective, the following steps were identified and followed:&lt;br&gt;&lt;li&gt;Infuse technologies in the teaching and learning process by increasing the number of smart classrooms each year by 4 or 5 while refreshing the older smart classroom with a goal of achieving 100% of the</td>
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<td>classrooms to be smart classrooms by 2015.</td>
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<td>• Increase wireless coverage gradually by 15% to 20% each year in academic and administrative buildings to achieve 100% coverage by 2012.</td>
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<td>• Maintain the network to be highly available (99.99% of the time) by refreshing aging hardware, adding additional devices such as firewalls, and spam filters, and by implementing intelligent monitoring systems.</td>
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<td>• Train employees (faculty and staff) on the use of campus technologies and on IT policies and procedures.</td>
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<td>• Implement a data warehouse system by end of 2008 to enable user departments to have access to administrative data in one central data repository.</td>
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<td>• Increase effectiveness and efficiency of administrative processes by the use of the newly implemented enterprise resource planning system – BANNER.</td>
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The accomplishments of the Activity impact the efficiency and effectiveness of the entire campus community, to include students, faculty, and staff:
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<td>• Implementation of a Data Warehouse that did not exist before and that 100% of the Administrative departments were given access to for reporting purposes;</td>
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<td>• Network uptime was considerably improved from 94% to 99.9% — meaning reducing the downtime by several hours over the course of a year;</td>
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<td>• Reduced the University’s financial liability by $150K to $200K annually by implementing the book rental system;</td>
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<td>• Trained over 60% of the faculty and staff in the use of MS Office, BANNER, Blackboard, and WEB design applications. The end result of this effort has been that we have seen a 28% decrease in the support calls for software assistance; and,</td>
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<td>• Wireless coverage on campus was increased from 25% to 55%.</td>
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<td>The purpose of performing the adequacy Ratio analysis is to determine the adequacy of the Activity’s outcomes in addressing the reason for which the Activity was developed. Therefore, the measurement documents the adequacy of the actual outcomes attained as a result of the inputs</td>
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supported by the grant divided by one (1) minus (-) the baseline data of the previous year. For this Activity, the adequacy of the program yielded a high mean Adequacy Ratio of 107.06%, 7.06% higher than the 100% level.

The Effectiveness Estimate and the Adequacy Ratio reflected a proficient Activity based on the performance data. The Activity is steadily progressing and creating an efficient, effective, and user-friendly technological environment.
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<td>ACHIEVING ACADEMIC EXCELLENCE THROUGH SPECIALIZED/PROGRAM ACCREDITATION (FUNDED: 2008-2009; 2009-2010; 2010-2011)</td>
<td>To improve academic programs and a culture of evidence by supporting a minimum of one (1) academic program each grant year yielding five (5) programs that are ready to apply for specialized accreditation or who have attained specialized accreditation by September 2012.</td>
<td>100.00%/100.00% (Data for one year)</td>
<td>Achieving Academic Excellence through Specialized/Program Accreditation was to ensure that a minimum of ten (10) eligible academic programs initiate, achieve and/or maintain specialized accreditation by providing Title III funding to support the required programmatic activities during the 2007-2012 grant cycle. As understood through the evaluation process, the original goal, to support the ten (10) identified programs in receiving specialized accreditation during the five-year grant cycle, has proven to be a great challenge. Another major challenge was the performance indicators used from the outset. The following disclaimer, taken directly from the Activity’s narrative, illustrates the lack of measurable performance indicators the best – “With the purpose of this Activity being to support the process of and resources for attaining accreditation, the data collected will be qualitative and narrative with the exception of the number of programs that ultimately achieve accreditation.” While only one of the ten programs has received accreditation, there were some other accomplishments in the Activity. The computer science and music programs have made progress toward receiving...</td>
</tr>
<tr>
<td>ACTIVITY</td>
<td>OBJECTIVE</td>
<td>MEAN/EE/AR</td>
<td>COMMENTS</td>
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<td>professional accreditation from their accrediting agencies, ABET and NASM, respectively. Consultants were engaged to conduct objective assessments of the programs slated for immediate accreditation site visits.</td>
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<td>This Activity was designed to enhance academic quality at Fayetteville State University through the attaining of specialized accreditation for ten programs. While only one program, at the time of this evaluation, has received accreditation, some benefits of the program can still be seen. Such benefits as professional development for faculty, the development of student learning outcomes, equipment upgrades to programs, and self-inspection have the potential to elevate and progress programs as well as the University.</td>
</tr>
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<td>With the lack of overall achievement in regards to the Activity’s original objective and the lack of measurable performance indicators being identified during the implementation of the Activity, the major objective had to be revised to its current form to accommodate what was actually accomplished by the Activity and to reflect valid statistics for the impact report.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The purpose of performing the Adequacy</td>
</tr>
</tbody>
</table>
Ratio analysis is to determine the adequacy of the Activity’s outcomes in addressing the reason for which the Activity was developed. Therefore, the measurement documents the adequacy of the actual outcomes attained as a result of the inputs supported by the grant divided by one (1) minus (-) the baseline data of the previous year. For this Activity, the adequacy of the program yielded a high mean Adequacy Ratio of 100.00%, which meets the 100% level.

The Effectiveness Estimate and the Adequacy Ratio reflect an Activity performing on target; however, based on the Activity’s original objective, it is performing at about 10%.
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>OBJECTIVE</th>
<th>MEAN/EE/AR</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPREHENSIVE STRATEGIC PLANNING, ACTIVITIES, AND PROGRAMS TO ADDRESS THE DEFICIT IN MALE ENROLLMENT AND TO STRENGTHEN STUDENT AND ACADEMIC SUPPORT PROGRAMS FOR CURRENT MALE STUDENTS AT FAYETTEVILLE STATE UNIVERSITY (FUNDED: 2008-2009; 2009-2010; 2010-2011)</td>
<td>To establish a comprehensive program that addresses enrollment management with a special focus on increasing male retention rates by three percent (3%) annually in an effort to reach 80% overall by implementing services designed to address the challenges facing male students.</td>
<td>-25.00%/99.48% (Data for one year)</td>
<td>The primary goal of the Male Retention Activity is to increase the retention and graduation rates of male students by implementing the major objective. The Male Retention Activity’s major objective is to establish a comprehensive program that addresses enrollment management with a special focus on increasing male retention rates by three percent (3%) annually in an effort to reach 80% overall by implementing services designed to address the challenges facing male students. This Activity was designed to improve male retention and graduation rates. While that continues to be a challenge, the Activity has enhanced the University in other areas. The Strategic Planning Steering Committee was established by the Chancellor, James Anderson, and included senior administrators from each division and other key faculty, staff, and students. This allowed for campus-wide involvement, buy-in, and decision-making. The intended outcome of the Male Retention Activity is to realize greater academic success by male students through focusing on implementing retention strategies and activities for all undergraduate students with a special focus on strategically selected sub-groups to reduce retention gaps. The two sub-groups...</td>
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<tr>
<td>ACTIVITY</td>
<td>OBJECTIVE</td>
<td>MEAN/EE/AR</td>
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<td>are male students and military-affiliated students (active duty, veterans, dependents). These two groups tend to have the lowest persistence and graduation rates among students overall. Male retention is a concern in many institutions. The key to most successful male-centered programs is the level of engagement the University can illicit from the students. In trying to get a sense of the initiative at Fayetteville State University, it seems that, through the interviews and the documentation, the level of student engagement is less than desirable. This may be the key to reversing the downward trend. The purpose of performing the Adequacy Ratio analysis is to determine the adequacy of the Activity’s outcomes in addressing the reason for which the Activity was developed. Therefore, this measurement documents the adequacy of the actual outcomes attained as a result of the inputs supported by the grant divided by one (1) minus (-) the baseline data of the previous year. For this Activity, the adequacy of the program yielded a mean Adequacy Ratio of 99.48%, below the 100% level. Both the Effectiveness Estimate and the</td>
</tr>
<tr>
<td>ACTIVITY</td>
<td>OBJECTIVE</td>
<td>MEAN/EE/AR</td>
<td>COMMENTS</td>
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<tr>
<td>Adequacy Ratio indicate some challenges with the Activity. It is important for the Activity Director to define the Activity’s vision and measures accomplishments, successes, and needs and aligns them with the performance of the current male population. The Activity Director should also ensure that the objectives are measurable and that anticipated outcomes are clearly defined. The intended outcomes of the Activity need to be redefined, and the means of assessing progress needs to be determined to ensure consistent/routine and varied assessments of the target group as a means of determining gains in performance. It is evident that this is a needed Activity; however, it is underperforming at the current time. A rededication and retooling of the Activity may help to realize more success.</td>
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<tr>
<td>ACTIVITY</td>
<td>OBJECTIVE</td>
<td>MEAN/EE/AR</td>
<td>COMMENTS</td>
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<tr>
<td>STRENGTHENING INSTITUTIONAL ASSESSMENT FOR CONTINUOUS QUALITY IMPROVEMENT (FUNDED: 2007-2008; 2008-2009; 2009-2010; 2010-2011)</td>
<td>To improve the effectiveness of FSU’s academic programs by administering a minimum of thirty-seven (37) student and University assessments that promote appropriate academic placement, evaluate the educational impact of the University experience on students and provide information to improve academic programs and student services.</td>
<td>150.68%/101.07% (Data for one year)</td>
<td>The Strengthening Institutional Assessment for Continuous Quality Improvement through University Testing Services Activity at Fayetteville State University seeks to build a campus-wide culture of assessment at Fayetteville State University, and in advancing and enhancing assessment practices through its delivery, analysis, and reporting of assessment results. More recently, the focus has shifted to include a larger role in ensuring student access and success. During the 2007-2012 grant period, University Testing Services established a comprehensive program of testing and assessment across the FSU campus in an attempt to continue implementation of a meaningful assessment process that leads directly to improvements in teaching and learning. The Activity has provided academic and non-academic departments with the autonomy necessary to ensure faculty participation and to satisfy appropriate strategic priorities, including improving student retention and graduation rates. To that end, University Testing Services pursued a two-pronged approach to achieving its goal: 1) To increase access to assessment activities for students with disabilities; and 2) To provide</td>
</tr>
<tr>
<td>ACTIVITY</td>
<td>OBJECTIVE</td>
<td>MEAN/EE/AR</td>
<td>COMMENTS</td>
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<tr>
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<td>comprehensive assessment services that promote appropriate academic placement, evaluate the educational impact of the University experience on students, and provide information to improve academic programs and student services.</td>
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<tr>
<td></td>
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<td></td>
<td>Purchases of the planned surveys and major field tests have been made annually and have been administered as scheduled.</td>
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<tr>
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<td></td>
<td>The Activity is providing a valuable service to the University by conducting the number of assessments completed annually. The Activity is helping the University address assessment across academic programs, as it seeks to meet the challenges of greater accountability and mandates from General Administration of the North Carolina, as well as those of its regional accrediting agency, the Southern Association of Colleges and Schools. These mandates have resulted in the expanded role for University Testing Services to play a larger role in developing comprehensive strategies to measure learning outcomes and program-level impact of experiences throughout the college career.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The purpose of performing the Adequacy Ratio analysis is to determine the adequacy</td>
</tr>
<tr>
<td>ACTIVITY</td>
<td>OBJECTIVE</td>
<td>MEAN/EE/AR</td>
<td>COMMENTS</td>
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<td>of the Activity’s outcomes in addressing the reason for which the Activity was developed. Therefore, this measurement documents the adequacy of the actual outcomes attained as a result of the inputs supported by the grant divided by one (1) minus (-) the baseline data of the previous year. For this Activity, the adequacy of the program yielded a mean Adequacy Ratio of 101.07%, 1.07% higher than the 100% level. The Effectiveness Estimate and the Adequacy Ratio were high based on performance documentation. The Activity is progressing. The testing center should be given more responsibility in regards to University administered tests and the data collection involved in the process. The testing center should also receive results to tests it has purchased and administered and the Institutional Research Office, of which the testing center is a part, should be a repository of all intuitional data to maintain consistent reporting across the University.</td>
</tr>
</tbody>
</table>
VI. COMPOSITE PERFORMANCE OF THE FSU TITLE III FUNDED PROGRAMS (YEARS: 2007 – 2011)

MEAN EFFECTIVENESS ESTIMATES AND ADEQUACY RATIOS
<table>
<thead>
<tr>
<th>Objective</th>
<th>Effectiveness</th>
<th>Adequacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Excellence</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Business &amp; Economics</td>
<td>72.22%</td>
<td>109.08%</td>
</tr>
<tr>
<td>Campus Strength</td>
<td>50.23%</td>
<td>107.06%</td>
</tr>
<tr>
<td>Career Services</td>
<td>3599.68%</td>
<td>210.99%</td>
</tr>
<tr>
<td>Comprehension &amp; Literacy</td>
<td>525.00%</td>
<td>123.26%</td>
</tr>
<tr>
<td>Education</td>
<td>50.74%</td>
<td>95.07%</td>
</tr>
<tr>
<td>Facilities</td>
<td>66.67%</td>
<td>133.33%</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>-55.80%</td>
<td>98.72%</td>
</tr>
<tr>
<td>Information Literacy</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Institutional Strength</td>
<td>150.68%</td>
<td>101.07%</td>
</tr>
<tr>
<td>International Education</td>
<td>169.17%</td>
<td>120.75%</td>
</tr>
<tr>
<td>Library</td>
<td>235.99%</td>
<td>101.91%</td>
</tr>
<tr>
<td>Male Retention</td>
<td>-25.00%</td>
<td>99.48%</td>
</tr>
<tr>
<td>Professors</td>
<td>50.00%</td>
<td>94.20%</td>
</tr>
<tr>
<td>Program Productivity</td>
<td>133.33%</td>
<td>106.96%</td>
</tr>
<tr>
<td>STEM</td>
<td>165.34%</td>
<td>112.97%</td>
</tr>
<tr>
<td>Student Retention</td>
<td>-75.00%</td>
<td>99.17%</td>
</tr>
<tr>
<td>Telecommunication</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Undergraduate Research</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
VII. RECOMMENDATIONS

The primary challenge in conducting this Impact Study was the inconsistency in the documentation and lack of data to verify findings delineated in the Annual Report at the end of each grant year. Therefore, it was difficult to verify much of the information shared by the Activity Directors in preparation for this study. Many of the objectives submitted by Activity Directors were not measurable; consequently, it was problematic to apply a statistical treatment to reported findings that could not be quantified. Another overriding issue was the lack of data each year to document the progress made to address outcomes whose accomplishment span over more than one year.

In some instances, the findings are misleading in many due to the lack of accurate baseline data against which to quantify the progress made during the designated funding period as well as to measure the level of accomplishment at the end of the funding period against the level of proficiency before the Activity was funded. Consequently, many of the activities received high Effectiveness Estimates and Adequacy Ratios because the data they provided were more favorable than the data from the previous years that were not available for inclusion in this study.

Given that these issues were prevalent, the following recommendations are offered to assist in ensuring that the positive outcomes of the program continue to strengthen institutional performance. **It is recommended that:**

**Recommendation 1:**

Activity Directors establish a process for measuring improvements in the purpose for which the Activity was funded each year by keeping records (data) documenting the: (1) actual outcomes of the previous year (that will become the baseline for the following year); (2) number and percentage of improvement that should be attained by the end of the current grant period as a result of funding; and, (3) actual outcome for the current year being evaluated.
Recommendation 2:

Objectives be written in measurable terms by stating in this order, the: (1) desired outcome numbers and percentages; (2) methods that will be implemented to attain the number and percentage; and, (3) timeframe for accomplishing the outcome.

Recommendation 3:

If the objective is going to take more than one year to accomplish, the final desired outcome, number or percentage, be divided by the number of years projected to complete the final outcome, and this number or percentage will be doubled each year to calculate the desired outcome for the objective. For example: An Activity’s overall desired outcome is 100.00% completion in four years (divide 100.00% by four (4) to get the number or percentage of completion for each year).

- First Year- a desired outcome of 25.00% completion;
- Second Year- a desired outcome of 50.00% completion;
- Third Year- a desired outcome of 75.00% completion; and,
- Fourth Year- a desired outcome of 100.00% completion during the final year.
CONTINUED ENHANCEMENT OF THE TELECOMMUNICATIONS MEDIA CENTER TO SUPPORT COMMUNICATION ARTS MAJORS


I. INTRODUCTION

Title III funding for the telecommunication program was initiated during the 2008-2009 grant year. This initial support was provided using carry forward funds from the 2007-2008 grant year. The renovation of a production room was completed to lay the groundwork for a proposed Communications Department. At the time of the renovations, mass communication courses were taught in the University’s English Department. Renovating the facilities was the first step in preparing for a discrete department that would focus on radio, television, and print journalism. Therefore, additional renovations were made to the student radio facilities to permit staff to serve more students and to house the new equipment dedicated to student training. The student radio station (BRONCO iRadio) was completed and opened in the fall of 2010. The Communications Department was established as planned for the 2010-2011 academic year, and an interim Chair of this new department was appointed fall 2010. The new major in Journalism has now been implemented. With the growing number of communication majors, the continual renovation of this facility will allow greater access for both station personnel and faculty; and, the equipment will strengthen student learning and faculty instruction.

Title III funding supported the repair and purchase of equipment that allowed students and staff to be properly trained for careers in the radio and television industry. Funding also enabled administrators to subscribe to programming, new services, and memberships in professional organizations. These acquisitions allowed instructors to teach students about programming, directing, interviewing, and how highly regarded wire services gather and disseminate news. Additionally, funding was requested to upgrade the WFSS Laboratory and make it digital compliant as mandated by federal law. This upgrade supports better quality digital transmissions and more programming options, localized alerts for emergencies, and localized traffic reports.

During the 2010-2011 grant year, the Activity was granted its largest funding allocation to upgrade the television laboratory with modern cameras, lighting, computer equipment, and
technology support kits for instruction. Funding was continued for a permanent technology support person, supervised by the Coordinator of the Communication Program, to maintain the program’s technology inventory, maintain the Communication Program’s computer laboratory, and assist students and faculty needing specialized expertise for audio and videoproduction editing.

II. PRIMARY GOAL, MAJOR OBJECTIVE, PRIMARY IMPLEMENTATION STRATEGIES, AND MAJOR ACCOMPLISHMENTS

The primary goal of this Activity was to strengthen the University’s telecommunication academic program to ensure that students majoring in telecommunications acquire hands-on experience on state of the art equipment prior to graduation. The major objective for this Activity was:

*To strengthen students’ telecommunication skills by increasing by 25% each semester the number of students who train on state-of-the-art telecommunication equipment.*

The focus of this Activity was to ensure that mass communication majors have the technical skills to work in the communication industry by continuing to upgrade the telecommunication labs that provide students hands-on experience with up to date equipment. Once all equipment has been installed, students will be trained on current audio and video equipment, thus making them more marketable upon graduation, while providing the University and its students a means to communicate effectively to the entire University community.

At the time of the Impact Study interview, most of the equipment for the television facility was still in boxes and could not be installed until ancillary equipment could be purchased to support the installation of the primary equipment. The evaluator noted that there should have been a comprehensive installation plan developed prior to purchasing major equipment to ensure that all ancillary purchases needed to support the installation of the major equipment purchases were included in the same requisition.

This Activity’s budget was adequate to support its activities and planned outcomes. The first two years of funding was a result of unspent funds from the previous grant period. For grant years 2009-2010, 2010-2011, and 2011-2012, the Activity received funding as a discrete
Activity. During the grant years covered by this study, the burn rate at which funds were expended to support the planned activities and outcomes was:

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>Burn Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>(Unspent Funds)</td>
</tr>
<tr>
<td>2008-2009</td>
<td>(Unspent Funds)</td>
</tr>
<tr>
<td>2009-2010</td>
<td>88%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>98%</td>
</tr>
<tr>
<td><strong>Average Burn Rate:</strong></td>
<td><strong>93%</strong></td>
</tr>
</tbody>
</table>

III. **STATISTICAL ANALYSIS**

Statistical Impact Based on the Effectiveness Estimate and Adequacy Ratio

1. Effectiveness Estimate (EE) Results

Effectiveness Estimate = \( \frac{(R) \text{ Actual Results} - (C) \text{ Results Without Program}}{(P) \text{ Planned Impact} - (C) \text{ Results Without Program}} \)

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>To strengthen students’ telecommunication skills by increasing by 25% each semester the number of students who train on state-of-the-art telecommunication equipment.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>(C) Baseline Data/Results Without Program</th>
<th>(P) Planned Impact Outcome</th>
<th>(R) Actual Outcome/Results</th>
<th>(EE) Effectiveness Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>139</td>
<td>174</td>
<td>168</td>
<td>82.86%</td>
</tr>
</tbody>
</table>

**Mean EE:** N/A

**Standard Deviation:** N/A
At its inception, this Activity was funded as a renovation project only. However, in subsequent years, the Activity’s primary intent changed to strengthening student learning outcomes as a result of utilizing state of the art equipment in the renovated laboratories. With this in mind, the only accurate data that could be used in this report were laboratory usage data from 2010-2011 and the first semester of the 2011-2012 academic year. Using these data for the one-and one-half year period, the Effectiveness Estimate was high standing at only 17% lower than the 100% Effectiveness Estimate. These data document the usage of the equipment, but do not demonstrate the impact of the equipment on the academic program and student learning. Therefore, it was impossible to conduct a thorough analysis of the impact of this Activity.

Since a great deal of major equipment was purchased, it is important to document how the purchase of the equipment strengthened student learning and faculty instruction. Syllabi should document the incorporation of the new equipment into the curriculum and instructional methodologies. Impact could not be determined from the Quarterly Reports because the Title III Director did not receive reports in a timely manner and when received, they did not contain data to document accomplishments toward the achievement of the objectives. For this type of Activity, documenting impact of these purchases is important since this was the primary objective. The renovation of the classroom lab and student station provided up-to-date facilities in which radio and television students can be trained. Additionally, some funds were dedicated to a mass media writing lab for the new program in print journalism. It is imperative that the
Activity Director focuses on documenting the impact of the new equipment on faculty and student performance.

2. Adequacy Ratio (AR) Results

\[(R) \text{ Actual Results} = \text{Adequacy of Program} = 1 - (C) \text{ Results Without Program}\]

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>To strengthen students’ telecommunication skills by increasing by 25% each semester the number of students who train on state-of-the-art telecommunication equipment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant Year</td>
<td>(R) Actual Results</td>
</tr>
<tr>
<td>2007-2008</td>
<td></td>
</tr>
<tr>
<td>2008-2009</td>
<td></td>
</tr>
<tr>
<td>2009-2010</td>
<td></td>
</tr>
<tr>
<td>2010-2011</td>
<td>168</td>
</tr>
</tbody>
</table>

| MEAN AR:    | N/A |
| STANDARD DEVIATION: | N/A |
The purpose of performing the Adequacy Ratio analysis is to determine the adequacy of the Activity’s outcomes in addressing the reason for which the Activity was developed. Therefore, this measurement documents the adequacy of the actual outcomes that were attained as a result of the inputs supported by the grant divided by one (1) minus (-) the baseline data of the previous year. For this Activity, the adequacy of the program yielded a high mean Adequacy Ratio of 120.86%, 21.0 % higher than the 100% level. Although the Effectiveness Estimate and the Adequacy Ratio were extremely high, it is important for the Activity Director to begin to document student learning outcomes and their relationship to the usage of the new equipment.

IV. EVIDENCE THAT THE INSTITUTION UTILIZED OUTCOMES OF THE PROGRAM TO STRENGTHEN INSTITUTIONAL PERFORMANCE (ACADEMIC OR ADMINISTRATIVE)

Students working with the Student Radio Station and the MacLab have had a positive impact on programs at FSU as evidenced by the number of events they have supported via student talent and technology. Student work completed using technology in the MacLab was not possible before the renovations and purchase of the equipment. Staff using the renovated WFSS Production Studio have been extremely productive in the number and quality of interviews completed, which helps FSU to establish stronger relationships with community organizations. New technology has allowed better training of students, allowing new possibilities for advanced internships, such as at The Fayetteville Observer and The New York Times, and jobs following graduation. The newly renovated studios have assisted the Department in securing a Dual Enrollment Agreement with Central Carolina Community College’s program in film/video production. New agreements with Cape Fear Community College’s program in film/video production and speech communication are pending.

The inability to secure final funding for remaining equipment and installation needs from other funding sources delayed the progress of this Activity. Evaluations of productivity and the collection of data will continue to be useful as a means to gauge future direction and ways for improvement. The evaluator noted that course syllabi should document the incorporation of the new equipment into the curriculum and instructional methodologies.
RECOMMENDATIONS:

The following recommendations are being offered to assist in ensuring that the positive outcomes of the program continue to strengthen institutional performance. **It is recommended that:**

Recommendation 1:

The Activity Director delegates the ordering and installation of all equipment to the technical staff that teach the production courses and maintain the equipment.

Recommendation 2:

Each quarterly report includes quantifiable data and other outcomes listed by objective to document the extent to which student performance and faculty and staff instruction have been improved as a result of the purchase of equipment and other resources.

Recommendation 3:

The University fund the installation of the equipment that is in boxes and purchase only the ancillary equipment that must be purchased to make the current equipment operable.

Recommendation 4:

A moratorium be placed on purchasing large pieces of equipment using Title III funds until faculty and staff show evidence in quantifiable terms that the quality of instruction and student learning have been strengthened as a result of the equipment purchases.

Recommendation 5:

Consideration be given to how student performance will be tracked as a result of this infusion of up-to-date technology, the new production room and student radio station, and renovations.

Recommendation 6:

Now that there is a new department of Communication, tracking should be maintained to
document that the funds spent have actually had an impact on student learning and faculty performance.

Recommendation 7:
Staff documents the activities and experiences that students participate in with media professionals and ways in which student performance was enhanced as a result of this exposure.

DOCUMENTS REVIEWED/ DATA SOURCES:
2008-2009 External Evaluation Report
2009-2010 External Evaluation Report
2010-2011 External Summary Report
Activity Burn Rate
Quarterly Reports

PERSONS INTERVIEWED:
Dr. Todd Frobish, Activity Director
Mr. Jeffrey Womble, Former Activity Director
ENHANCING THE INSTITUTION THROUGH FACULTY AND ADMINISTRATOR DEVELOPMENT


INCREASING PARTICIPATION IN INSTITUTIONAL IMPROVEMENT

(FUNDED: 2009-2010; 2010-2011- UNSPENT FUNDS)

I. INTRODUCTION

The activities, Enhancing the Institution through Faculty and Administrator Development and Increasing Participation in Institutional Improvement were two activities funded to focus on professional development. Throughout the grant periods addressed in this study, changes were made to the Activity’s objectives; however, the overall focus was not affected by these modifications. Fayetteville State University’s Faculty/Professional Development initiatives were supported by Title III funds for several grant cycles. Through the years, the leadership assigned to administer this Activity changed and therefore the quality of the documentation available to confirm the attainment of the planned outcomes was inconsistent. This inconsistency was especially prevalent during the current grant cycle.

Through professional development activities, faculty and staff are provided opportunities to contribute positively to the University’s strategic planning process. In the 2008-2009 academic year, FSU completed a strategic planning process that included faculty, staff, students, members of the Board of Trustees, and other external stakeholders. The result was a comprehensive plan that will guide FSU’s development for the next five years that encompasses six general areas:

- Retention and Graduation Rates
- Economic Transformation
- Intellectual and Cultural Center
- Leadership and Global Citizens
- Collaborations and Partnerships
- Fiscal Resourcefulness and Sustainability
The successful implementation of the University’s Strategic Plan requires full involvement of the faculty and staff. Hence, these activities support faculty and staff development efforts that were linked to the priorities outlined in the strategic plan. Funds were provided to support on-campus workshops, seminars, and webinars, as well as travel to conferences and workshops that would enable faculty to contribute to institutional improvement efforts guided by the Strategic Plan. All faculty and staff who requested funds from these activities were required by the Title III Director, according with Title III regulations, to document in writing at the end of the Activity how the information garnered from professional development activities would strengthen their performance. Reports were required prior to reimbursement to document how the new knowledge would strengthen student learning and faculty and staff performance. More specifically, all who received funds were required to 1) share information with colleagues to support departmental improvement efforts, and 2) write a report on how the development activities have impacted institutional improvement efforts. A review of the documentation disclosed that this requirement was not adhered to on a consistent basis.

II. PRIMARY GOAL, MAJOR OBJECTIVE, PRIMARY IMPLEMENTATION STRATEGIES, AND MAJOR ACCOMPLISHMENTS

The primary goal of this Activity was to strengthen the effectiveness of the administrative and academic units of the University through ongoing professional development opportunities. The major objective for this Activity was:

To ensure the effectiveness of the University’s academic and administrative organizational structure by providing a minimum of one hundred (100) opportunities for faculty and staff to engage in formal professional development activities, including workshops, webinars, and conferences, annually.

The major focus of this Activity was to ensure the effectiveness of the University’s academic and administrative organizational structure by providing support for faculty and staff to participate in programs, workshops, or conferences (on-campus or off-campus), and to establish a University-wide faculty mentoring program which consists of both formal and informal activities that provide guidance to junior faculty in areas that include teaching,
scholarly activities, service, tenure, and promotion. The University continually seeks to improve instruction and academic programs in areas seeking specialized accreditation and to improve customer service through training and professional development opportunities that would lead to more effective and efficient employees. Such opportunities for training and development would help members of the faculty, staff, and administration not only perform their duties better, but would also provide them with opportunities for upward mobility within the University. To accomplish this objective, FSU continues to provide support through Title III funds in the following three areas:

**Specialized Accreditation**

Specialized Accreditation was one administered under the rubric of the activities discussed herein. Funds to support professional development specialized accreditation were combined within one budget. In addition to external costs associated with the program review process by each accrediting agency, typical internal costs associated with each accreditation effort include course upgrade initiatives, infusion of technology into the classroom, assessment initiatives to track and measure student competency, initiatives to enhance student learning, acumen in specific disciplines, professionalism among faculty, and opportunities for faculty development.

Academic units seeking specialized accreditation included, but were not restricted to the following: BS in Music Education and BA in General Music: National Association of Schools of Music; MA Counseling: Council for Accreditation of Counseling and Related Educational Programs; BS in Computer Science: Accreditation Board for Engineering and Technology; BS in Social Work: Council on Social Work Education; BS in Forensic Science Education Programs: American Academy of Forensic Science; BS in Fire Science: International Fire Service Accreditation Congress; Master of Public Administration: National Association of Schools of Public Affairs and Administration; and Visual Arts: National Association of Schools of Art and Design. The status of these accreditations will be discussed in the *Achieving Academic Excellence through Specialized/Program Accreditation* Activity.

**Professional Development**

Faculty development needs were identified and included: (1) enhancement workshops and
projects to improve teaching and learning; (2) development of skills to use the equipment in the technology-smart classrooms; (3) development of skills to use real-time video classrooms; (4) assistance with online course production; (5) active learning techniques workshops; and (6) travel to national conferences for professional development. Through this Activity, support was available to implement activities to address these needs.

Due in part to the influx (admission) of less prepared high school students and the challenges of teaching non-traditional (adult learners) undergraduate students, Fayetteville State University reengineered its faculty development practices to respond to its customer base. As a result, a Center for Innovation in Teaching and Learning (CITL) was developed with its primary mission focused on achieving student success. To that end, the CITL actively served as an instructional development and teaching and learning resource for equipping faculty with the necessary knowledge, skills, abilities, and where necessary, technologies needed to improve student success. The CITL had four interrelated functions:

1. Collaboration to strengthen instruction at FSU-both inside and outside the classroom;
2. Support for the development and assessment of innovative pedagogies, educational technologies, and curricula;
3. Research in learning process, particularly in adult and diverse learners; and,
4. Support for faculty professional and leadership development.

These four functions supported one another and allowed the CITL to provide a full range of services to the FSU community. The Center hired a curriculum designer who worked with the deans, department chairs, and faculty members in setting course goals and developing criteria and assessment plans at the program, department, and course levels. Also, the curriculum designer worked with the assessment coordinators in measuring the goals, learning objectives, and instructional outcomes at the course and departmental levels.

The Academic Leadership Development Program was an effort to strengthen the management skills of FSU academic administrators. The Center facilitated a series of on and off campus leadership and professional development programs and activities for FSU’s Deans,
Assistant Deans, and Department Chairs. As such, the purpose of the Academic Leadership Development Program is to advance the academic leadership and managerial capacity through the examination of governance topics, theories and techniques. These "Executive Development Seminars for Deans, Assistant Deans, and Chairs" were considered an important component of the CITL's leadership initiative. These unique workshops were specifically designed to focus on Departmental and School/College leadership. The seminars included methodologies that help the Deans, Assistant Deans, and Chairs learn as much as possible, as quickly as possible, about the responsibilities that are essential to the University’s strategic direction. Topics included: Leadership Styles, Evaluating College Teaching, Performance Counseling, Developing a Faculty, Conflict Management, Managing Legal Landmines, Strategic Thinking, Evaluating College Teaching, Using Data to Guide Departmental Planning and Decision Making, and Mentoring in the Academic Department.

The Activity currently employs one full-time Instructional Technologist who continues to work in the University’s Teaching and Learning Center (aka CITL). Funds were allocated for travel for faculty to attend conferences, meetings, course work, and to participate in faculty exchanges at other institutions. Faculty travel continues to be supported to improve instructional delivery, assessment of student learning, curriculum development and course content enrichment, as well as assessment and student learning outcomes. Emphasis remains on enhancing managerial capacity relative to governance, through exploration of various theories and techniques under the direction of expert consultants.

**Faculty, Staff, and Administrator Development**

Focus groups at the University identified the following staff training priorities: (1) promoting team management and developing an environment for building harmonious relationships; (2) promoting standards of accountability in the learning environment; and, (3) promoting education and improvement of staff performance, thus enhancing productivity and service quality. Attendance at conferences, meetings, training workshops, and participation in faculty and administrator exchanges at other institutions were part of the overall strategy to achieve improvement in performance of all employees and thus, improvement in service delivery and overall quality of the institution. Team attendance at selected conferences and workshops
for the purpose of strengthening the institution was encouraged. Conferences and workshops selected were ones that would improve instructional delivery, institutional assessment and assessment of student learning, curriculum development and course content enrichment, as well as program and unit review and evaluation, and improved services and re-accreditation efforts. Faculty, staff, and administrators engage in workshops/information sharing sessions, reflective discussions and documentation of changes in student performance and/or client satisfaction and increased efficiencies and effectiveness of specific programs.

This Activity’s budget was adequate to support its activities and planned outcomes. During the grant years covered by this study, the burn rate at which funds were expended to support the planned activities and outcomes was:

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>Burn Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>NO DATA AVAILABLE</td>
</tr>
<tr>
<td>2008-2009</td>
<td>95%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>96%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>22%</td>
</tr>
</tbody>
</table>

Average Burn Rate: 71%

The burn rate for the three years for which data were provided averaged 71%. Funds were adequate to support the attainment of program activities, however, in the 2009-2010 grant period; funds were not expended at an acceptable level.

III. STATISTICAL ANALYSIS

Statistical Impact Based on the Effectiveness Estimate and Adequacy Ratio

1. Effectiveness Estimate (EE) Results

Effectiveness Estimate = \( \frac{(R) \text{ Actual Results} - (C) \text{ Results Without Program}}{(P) \text{ Planned Impact} - (C) \text{ Results Without Program}} \)
Due to the fluctuation in the objectives from year-to-year, it was difficult to identify a major objective for discussion that would cover the activities completed through the funding periods covered by the Impact Study. One of the initial objectives was developed to provide a plethora of opportunities to a minimum of fifty percent (50%) of the full-time faculty. Since records of participants were not kept by name, there was no way to determine if the 50% target was met or if the same faculty members attended workshops and traveled multiple times.
Therefore, it was impossible to document if the objective was met. After reviewing the information provided by the Activity Director and the external evaluation reports, the evaluator concluded that it was impossible to accurately determine the number of individuals who participated in these activities, however, it was possible to determine the average number of opportunities in which faculty and staff could participate in on an annual basis. By counting all of the professional development opportunities sponsored by the University, along with external conferences, training sessions, and meetings identified by faculty and staff, a minimum of one hundred (100) opportunities for engagement were available for support. Therefore, the evaluator surmised that information existed to report on these activities.

The Effectiveness Estimate data show that this Activity accomplished at the 50.0% level the outcomes for which it was funded. The evaluator, after a review of the available information, believes that this Activity provided funds for many faculty and staff to engage in development activities but the record keeping was sub par and did not adequately document the full extent to which the Activity’s funds strengthened the Institution. Therefore, a thorough evaluation of program outputs compared to Title III inputs can’t be adequately discussed. If for instance, records had been kept by category, i.e. leadership training, pedagogy, institutional effectiveness, technology training, etc., it would have been easier to document the exact number of training sessions offered in each category. Likewise, if the list of the participants could have been disaggregated by individual name and a record of the actual number of times an individual participated in activities, a more accurate picture of the number and percentage of individuals impacted by Title III inputs could have been documented. Additionally, if faculty and staff had submitted the required written report on information garnered through participation and how this information would be used to strengthen unit efficiency, leadership effectiveness, and student, faculty, and staff, performance more specific impact would have been documented and follow-up procedures to determine the effectiveness of these strategies could have been conducted. In summary, given the fact that recordkeeping and reporting were not adequate or consistent, there was no way to determine if travel, webinars, workshops, or forums strengthened faculty and staff performance and student learning outcomes.
2. Adequacy Ratio (AR) Results

**Actual Results**

*Adequacy of Program = 1 - (C) Results Without Program*

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>(R) Actual Results</th>
<th>(C) Results Without Program</th>
<th>(AR) Adequacy Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>82</td>
<td>180</td>
<td>45.56%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>85</td>
<td>82</td>
<td>103.66%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>76</td>
<td>85</td>
<td>89.41%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>105</td>
<td>76</td>
<td>138.16%</td>
</tr>
</tbody>
</table>

**MEAN AR:** 94.20%

**STANDARD DEVIATION:** 38.34%

The purpose of performing the Adequacy Ratio analysis is to determine the adequacy of the Activity’s outcomes in addressing the reason for which the Activity was developed. Therefore, this measurement documents the adequacy of the actual outcomes that were attained as a result of the inputs supported by the grant divided by one (1) minus (-) the baseline data of...
the previous year. For this Activity, the adequacy of the program yielded a high mean Adequacy Ratio of 94%, 6.0 % lower than the 100% level. Although the Effectiveness Estimate was 50.0% effective due to the unevenness in attaining the planned outcome from year to year, the inputs appeared adequate due to the high Adequacy Ratio attained during the 2010-2011 grant year. During this grant period, the **Actual Result** was twenty-nine (29) points higher than the **Results Without the Program**yielding a high Adequacy Ratio that positively affected the overall mean Adequacy Ratio of 94%. This high result is **inconsistent** due to the low burn rate of 22% for the 2010-2011 grant year. The evaluator determined trough the interview process that due to Self-Study activities, there was a higher number of on-campus forums that required a high participation rate by faculty and staff. However, since documentation was not available to confirm all of the activities that were implemented during the 2010-2011 grant year and the number of faculty and staff that participated, more detailed documentation was needed to explain this finding. Although there were a plethora of activities in which faculty and staff could participate yielding a high Adequacy Ratio, there was insufficient documentation that participation in these activities strengthened faculty or staff performance due to the inconsistent completion of required reports.

IV. **EVIDENCE THAT THE INSTITUTION UTILIZED OUTCOMES OF THE PROGRAM TO STRENGTHEN INSTITUTIONAL PERFORMANCE (ACADEMIC OR ADMINISTRATIVE)**

The successful implementation of the University’s Strategic Plan requires full involvement of the faculty and staff. Hence, this Activity supported faculty and staff development efforts that were linked to the priorities outlined in the strategic plan. Funds were provided to support on-campus workshops, seminars and webinars, as well as travel to conferences and workshops that would enable faculty to contribute to institutional improvement efforts guided by the Strategic Plan. All faculty and staff who requested funds from this Activity were to document how their proposed project was related to the University’s Strategic Plan and all who received funds were required to 1) share information with colleagues to support departmental improvement efforts, and 2) report on how the Activity has had an impact on improvement efforts.
Although the funds were expended to provide professional development opportunities, consistent and adequate documentation was not available for review that verified the attainment of planned outcomes. Furthermore, the required travel reports were not available for many of the persons who supported by Title III funding. By reviewing the Activity expenditures in the Title III Office, the evaluator could confirm that travel took place and webinars and workshops were held. However, evidence that participants used the information garnered from these activities to strengthen the University’s operation or to strengthen faculty, student, and staff performance could not be verified using the provided documentation.

RECOMMENDATIONS:

The following recommendations are being offered to assist in ensuring that the positive outcomes of the program continue to strengthen institutional performance. It is recommended that:

Recommendation 1:
Since this Activity had several different names and two Activity Directors during the timeframe covered by the impact study (2007-2011) and since adequate documentation that provided evidence that the outcomes delineated in the plan of operation were accomplished was not available, the University consider rethinking the focus of this Activity and assigns an Activity Director who has sufficient time to develop a strong plan of operation, criteria for participation, requirements for sharing information upon their return, and a system for documenting outcomes.

Recommendation 2:
Faculty and staff who use Title III funds for travel share the knowledge garnered from the travel with the staff and/or departmental faculty through a forum and document how the strategies garnered from the travel will strengthen their performance and their knowledge-base related to their professional responsibilities.

Recommendation 3:
Documentation and records for professional development opportunities be kept by category with the name of the Activity, i.e. Leadership Training, Pedagogy, Institutional Effectiveness,
Technology Training, etc., to document the number and types of professional development opportunities offered annually.

**Recommendation 4:**

Participant lists be disaggregated by individual name and a record of the actual number of times an individual participated in various activities be documented in order to provide a more accurate picture of the number and percentage of individuals impacted by Title III inputs.

**DOCUMENTS REVIEWED/ DATA SOURCES:**

2006-2011 External Evaluation Reports
2007-2011 Plans of Operation
Activity Burn Rate
Quarterly Reports
Lists of Travel

**PERSON INTERVIEWED:**

Perry A. Massey, Activity Director
I. INTRODUCTION

This purpose of the Activity, *Enhance Undergraduate Students’ Research Training through Faculty Mentorship: An Interdisciplinary Approach*, was to prepare and assist undergraduate behavioral science majors at Fayetteville State University (FSU) to conduct community-based research projects in Cumberland and surrounding counties. The anticipated outcomes of Activity implementation were that students would develop advanced skills in applied research; appreciate and recognize the importance of teamwork and collaboration in research; and benefit from facilitated student-faculty interactions and role modeling through mentorship. However, during the two grant periods addressed in this study, the leadership of this Activity was questionable; the overall objective was modified twice; and the documentation available to confirm the attainment of the planned outcomes was inconsistent and incomplete. Because of the lack of complete and consistent documentation, it was difficult to determine, for example, exactly how many students participated in this Activity. This inconsistency was especially prevalent during the final grant cycle. Nevertheless, the overall focus of the Activity was not affected.

At the onset of the project, faculty members from the Departments of Sociology, Psychology, Criminal Justice, and Social Work formed mentoring teams to assist students in identifying relevant research topics in order to undertake research projects. The overall project was executed in two phases: the planning phase and the implementation phase. In the planning phase, participating students were required to attend workshops to develop additional skills in research methodology and statistical analyses including the use of the Statistical Packages for the Social Sciences (SPSS). In the implementation stage, students worked with their faculty mentors to develop specific research ideas based on existing theories and observed issues. In collaboration with their faculty mentors and community staff, they designed community-based studies and collected and analyzed data. At the completion of research, the students were to
present their findings to faculty, staff, and students on the University’s Research Day and disseminate the findings to the surrounding community. They were also encouraged to present their findings at regional conferences.

II. PRIMARY GOAL, MAJOR OBJECTIVE, PRIMARY IMPLEMENTATION STRATEGIES, AND MAJOR ACCOMPLISHMENTS

The primary goal of this Activity was to expose undergraduate students to scholarly research through active participation in community-based research projects in the behavioral sciences. The major objective recommended for this Activity was:

*To ensure that a minimum of twenty (20) FSU students in the College of Arts and Sciences (Departments of Sociology, Social Work, Criminal Justice and Psychology) will develop research skills by collaborating with faculty mentors to engage in community-based research, each academic year.*

The focus of this Activity was to pair students with faculty mentors from the Department of Arts and Sciences to develop specific research ideas based on existing theories and observed issues to equip them with the skills necessary to conduct community-based research. The University continually seeks to improve graduation rates, graduate school attendance rates, and student employment rates after graduation. Undergraduate research experiences greatly improve students’ chances for success in each of the aforementioned categories. To this end, representatives from the four (4) participating departments in the College of Arts and Sciences met during the second quarter of the first year of grant funding to begin implementing of the project. The Departments of Criminal Justice and Psychology designed a community-based project. The Departments of Sociology and Social Work designed a joint community-based project in partnership with the Fayetteville Housing Authority. The departments advertised the project widely via class announcements, emails to all majors and faculty, flyers, and the department websites.

Using defined eligibility criteria to select student participants, each department recruited eligible students with a minimum GPA of 2.70 to participate in the project and each department
had faculty mentors who were also willing to participate. Space and presenters were to be secured and student orientation sessions were to be implemented. Submitting IRB proposals to Office of Sponsored Research; collecting data using IRB approved methodology; and presenting the status of individual team projects to other research teams were necessary strategies identified as necessary to achieve the Activity objective. In addition, students were to conduct a review of relevant literature, develop advanced skills in applied research; learn to utilize research resources on campus, identify and narrow down a research topic; use the data to conduct the research and answer the research questions; acquire team building skills and collaboration skills in social research with the faculty mentors and other students; and present research findings at a professional meeting.

To accomplish this objective, Title III funds to support this Activity were provided for professional travel, supplies, equipment, contractual services, and data collection. This Activity’s budget was adequate to support its activities and planned outcomes. During the grant years covered by this study, the burn rate at which funds were expended to support the planned activities and outcomes was:

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>Burn Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>100.00%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>77.00%</td>
</tr>
<tr>
<td><strong>Average Burn Rate:</strong></td>
<td><strong>88.50%</strong></td>
</tr>
</tbody>
</table>

Overall, funds were expended as planned since the mean burn rate was 88.50% over the years covered by the study. Left over funds 2009-2010 that were not used by the Activity reverted back to the Title III office to be redirected to other activities.

III. STATISTICAL ANALYSIS

Statistical Impact Based on the Effectiveness Estimate and Adequacy Ratio

1. Effectiveness Estimate (EE) Results

\[
\text{Effectiveness Estimate} = \frac{(R) \text{ Actual Results} - (C) \text{ Results Without Program}}{(P) \text{ Planned Impact} - (C) \text{ Results Without Program}}
\]
OBJECTIVE

To ensure that a minimum of twenty (20) FSU students in the College of Arts and Sciences (Department of Sociology, Social Work, Criminal Justice, and Psychology) develop research skills by collaborating with faculty mentors to engage in community-based research, each academic year.

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>(C) Baseline Data/Results Without Program</th>
<th>(P) Planned Impact Outcome</th>
<th>(R) Actual Outcome/Results</th>
<th>(EE) Effectiveness Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>27</td>
<td>30</td>
<td>31**</td>
<td>133.33%</td>
</tr>
<tr>
<td>2010-2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MEAN EE: N/A
STANDARD DEVIATION: N/A

Note: Data on student participation and outcomes were inconclusive. *Reflects the number of students reported to have completed research projects and presented the findings.

The Effectiveness Estimate data show that this Activity accomplished at the 133.3% level the outcomes for which it was funded during the 2009-2010 fiscal year. Since the Activity was first implemented in 2008-2009, there was no baseline data on student outcomes to carry over from the previous year. As a result, the mean Effectiveness Estimate could not be calculated. Thus, the data representing student completion of research projects in 2009-2010 was the only data that could be analyzed. The evaluator, after a review of the available data, believes that this
Activity was actually effective and that the necessary assistance and support to enable the students to successfully engage in and complete community research was provided.

The progress made in this Activity improved as the Activity continued to be implemented. During the two years of implementation, the Activity exceeded the minimum anticipated number of twenty (20) students that developed research skills by collaborating with faculty mentors to engage in community-based research to twenty-seven (27) students in 2008-2009. That number was increased to thirty-one (31) students in 2009-2010. The 2009-2010 end of year report suggests that the implementation strategy to achieve the objective was geared to the completion of the research project and presentation of the findings at the on-campus Research Day. The Activity was not carried over for the 2010–2011 grant year because the Activity Director failed to submit a Plan of Operation in the time allotted. However, it was reported that students completed fifty-eight (58) research projects with the assistance of their faculty mentors. If correct this number exceeded the minimum outcome of twenty (20) projects per year by thirty-five percent (35%).

It appears that the Activity accomplished the ultimate goal of the project during the year reflective of the data; however, intermediary benchmarks that were identified by the Activity Director were not monitored or assessed. There were no measurable performance indicators given to measure the progress made toward the achievement of the major objective. Because there was no documentation of student outcomes, the full extent to which the Activity’s funds strengthened the undergraduate research efforts of the University could not be determined. For example, there were no evaluations administered to document that students had improved research skills or if they benefited from the research experience in the short or long term. Students and faculty attended conferences; yet, no trip reports were provided as evidence of travel or the impact of travel and no evidence of students or faculty presentations at these conferences. In addition, each department had students and faculty mentors that participated in the Activity. However, the reported number of students and faculty participating in research related activities varied and were thus inconclusive. Appropriate documentation relative to the progress made toward the achievement of the major objective and performance indicators for this Activity were not maintained.
2. Adequacy Ratio (AR) Results

(R) Actual Results
Adequacy of Program = 1 – (C) Results Without Program

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>To ensure that a minimum of twenty (20) FSU students in the College of Arts and Sciences (Department of Sociology, Social Work, Criminal Justice, and Psychology) develop research skills by collaborating with faculty mentors to engage in community-based research, each academic year.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>(R) Actual Results End of Grant Period</th>
<th>(C) Results Without Program</th>
<th>(AR) Adequacy Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009-2010</td>
<td>31</td>
<td>27</td>
<td>114.81%</td>
</tr>
<tr>
<td>2010-2011</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MEAN AR: N/A
STANDARD DEVIATION: N/A

![Bar Chart](chart.png)
The Adequacy Ratio of 114.81% reflects only one year of analyzed data. Additionally, when using the Adequacy Ratio, the formula interprets the low increases in results each year as no progress being made. The purpose of performing the Adequacy Ratio analysis is to determine the adequacy of the Activity’s outcomes in addressing the reason for which the Activity was developed. Therefore, this measurement documents the adequacy of the actual outcomes that were attained as a result of the inputs supported by the grant divided by one (1) minus (-) the baseline data of the previous year. For this Activity, the adequacy of the program yielded an Adequacy Ratio of 114.81% in the 2009-2010 grant year. The mean Adequacy Ratio could not be determined. In order to determine the adequacy of the actual outcomes, data from an additional year of project implementation is needed. For the year in question, the results were higher than expected, but not a true indicator of adequacy due to the absence of baseline data, that would have allowed for an analysis of data from one year to the next during the funding periods addressed in this study. The Adequacy Ratio obtained was a result of the Activity appearing to accomplish its planned outcome for one year covered by the study.

IV. EVIDENCE THAT THE INSTITUTION UTILIZED OUTCOMES OF THE PROGRAM TO STRENGTHEN INSTITUTIONAL PERFORMANCE (ACADEMIC OR ADMINISTRATIVE)

This Activity was not funded during FY 2010-2011. Previous evaluations revealed that students actually conducted and presented research, but the actual numbers and outcomes could not be determined for any of the Activity objectives. Efforts were expended by the evaluator to gain clarification, gather Activity data, and determine overall student outcomes from the Activity Director. However, he would not or could not provide any additional information.

This purpose of this Activity was to expose undergraduate behavioral science majors at Fayetteville State University to community-based research projects in Cumberland and surrounding counties. Title III funds were used for professional travel, supplies, equipment, contractual, and data collection. The anticipated outcome of this Activity was to enable students to complete a research project and present the findings with the assistance of a faculty mentor. Through participation, it was anticipated that students would develop advanced skills in applied research; appreciate and recognize the importance of teamwork and collaboration in research; and benefit from facilitated student-faculty interactions and role modeling through mentorship.
During the two (2) years of implementation, it was reported that students completed 58 research projects with the assistance of their faculty mentors. If correct this number exceeded the minimum planned outcome of twenty (20) projects per year by thirty-five percent (35%).

Title III funding assisted the Activity to plan and implement a project designed to prepare students to participate in scholarly inquiry with the assistance of a faculty mentor that would prepare them to pursue graduate study and leadership roles in their communities. The Activity supported University priorities to improve persistence, graduation rates, and graduate school enrollment for the students involved. Students who conduct and present research with the assistance of a faculty member receive the necessary support to succeed and are in many instances motivated by their achievement to pursue further study and inquiry. The benefits of a program of this nature to the students and campus community are indeed significant. As such, the replication of an Activity of this nature should be considered.

**RECOMMENDATIONS:**

The following recommendation is being offered to assist in ensuring that the positive outcomes of the program continue to strengthen institutional performance.

**It is recommended that:**

The fundamental concepts of this program be replicated with a new Activity Director to ensure that undergraduate research opportunities are once again available to more students majoring in the behavioral sciences.

**DOCUMENTS REVIEWED/DATA SOURCES:**

2008-2009 External Evaluation Report
2009-2010 External Evaluation Report
2008-2009 Expenditures
2009-2010 Expenditures
Activity Burn Rate
Plan of Operation 2008-2009

Plan of Operation 2009-2010

PERSON INTERVIEWED:

Dr. Akbar Aghajanian, Activity Director
FOREIGN LANGUAGE LABORATORY

(FUNDED: 2008-2009; 2009-2010; 2010-2011)

I.  INTRODUCTION

The Foreign Language Laboratory Activity was designed to provide services to the foreign language and cultural programs at Fayetteville State University (FSU). Title III, funds were used fund personnel, travel, and supplies in the form of computer software and hardware, books and CD ROMs, audiovisual equipment, lab furniture, documentaries, webcam and Rosetta Stone licenses to support foreign language offerings at the University. The Lab expected to increase student interest in non-traditional/critical foreign languages, as well as expand the offerings of critical languages to meet workforce and state demands and needs.

The Language Lab was originally funded as part of another Title III Activity, the International Education Center, but was separated from it in FY 2008-2009 to enable the staff to focus upon the specific function of the Laboratory, which was seen as separate from the international function. Separation of the Activity allowed the faculty and staff to focus more on student learning outcomes. Since the primary thrust of the Activity changed, the related objective to internationalize the curriculum was replaced with objectives designed to address facilitating desired student learning outcomes.

Since its establishment, the Lab was successful in helping and facilitating the expansion of foreign language offerings, including eight (8) critical languages; Chinese, Yoruba, Swahili, Hindi, Urdu, Russian, Arabic, Persian in addition to Spanish and French; and the FSU global course, which provided valuable global opportunities for FSU students and foreign students to work together. The Lab was open on an average of sixty-five (65) hours/weekdays and two (2) to five (5) hours/weekends to address the needs of faculty and students and to ensure each foreign language class had at least one (1) to two (2) hours of teaching and practice time. The Activity substantially and directly implemented and supported the UNC Tomorrow 4.1 and FSU Strategic Plan 2009-2014 Priority 4: Initiative 4 under Priority 3, Intellectual and Cultural Center, and Priority 4: Leaders and Global Citizen to prepare students, faculty, and staff to “compete successfully in the global economy” and to “demonstrate 21st “century global
II. PRIMARY GOAL, MAJOR OBJECTIVE, PRIMARY IMPLEMENTATION, AND MAJOR ACCOMPLISHMENTS

The primary goal of this Activity was to develop and expand the Foreign Language Laboratory as an approach to internationalize the curriculum. However, the Activity does not have the resources to internationalize the curriculum across all disciplines. Nor has a clear implementation strategy to accomplish this task been presented. Rather the achievable goal has been to continue to expand the services of the Laboratory to support the academic and cultural programs of the University. The major objective recommended for this Activity was:

*To ensure that 100% of FSU students have the opportunity to strengthen their foreign language and cultural skills by expanding the Foreign Language Laboratory and making software available for student use by September 30, 2011.*

The Activity is currently evolving toward a more global focus for FY 2011-2012. As such, the primary objective was revised to allow the Laboratory to communicate with institutions of higher education globally through virtual and international connections. The revised objective is:

*To increase the number of FSU students who strengthen their foreign language and cultural skills by a minimum of 500 students annually by expanding the Foreign Language Laboratory and making software available for student use.*

The focus of this Activity was to support the foreign language and cultural programs through providing high quality service, increasing learning tools, warehousing data, and upgrading and updating equipment. The Activity continued to support teachers and students in learning foreign languages with updated facilities, a wide range of resources, language learning software, consultation sessions, and personalized tutoring in an effort to ensure the realization of positive student outcomes. The Activity was managed by the Director of Foreign Language Laboratory, who was employed full-time to expend 100% in time an effort toward the implementation of this Activity. Funding was also available to hire five (5) student assistants to
work a total of 2,523 hours to provide general assistance to students and instructors and primary tutoring for students. The methodology employed to ensure that students, faculty, and staff had 100% access to language learning systems included:

- Using language learning software to provide training and assistance;
- Providing primary foreign language tutoring;
- Using a sign/paper system;
- Creating audio files;
- Replacing and upgrading equipment;
- Providing lab orientations & software consultations;
- Providing reasonable hours of operation;
- Providing student access to language systems;
- Purchasing and installing language learning and classroom management software;
- Conducting mandatory training lab for assistants and tutors;
- Posting tutoring schedules via emailing list and free copies;
- Conducting multiple channel recruitment;
- Maintaining an operations log; and
- Creating and designing content.

To develop and expand the Foreign Language Laboratory, the Activity served as a liaison to facilitate the FSU Global Classes with translation, system testing, communication with Chinese partners, concept explanations, FSU students’ interactions with Chinese students, promoting the global class, and arranging class observations by FSU faculty and local school teachers. The following outcomes from the years of implementation are representative of this Activity’s accomplishments toward satisfying the major objective. Specifically, the Activity:

- Expanded and developed the Foreign Language Laboratory to serve 133 foreign language and cultural classes, up to approximately 4,347 students per quarter, and provided full laboratory access to the faculty;
- Supported three (3) FSU-BTTC global classes (UNC-China program);
Provided foreign language tutoring sessions in Chinese, Arabic, Spanish, French, Swahili, Portuguese, etc. and Rosetta Stone use sessions;

Made it possible for students and staff who did not take language or cultural courses to use the language learning software;

Promoted language and cultural classes for students and helped them register for the class;

Supported Fulbright Language Teaching Assistants (Arabic, Swahili, Chinese, and Yoruba);

Provided three (3) internship opportunities to FSU computer science students;

Organized academic expos for the FSU Open House and demonstrated the global class to prospective students;

Committed to FSU promised support in helping establish the Chinese program of Cumberland County Schools in recruiting teachers, curriculum building, course design, teacher training, classroom observations, advice on cultural activities, and Chinese summer camp;

Organized the successful Chinese Week, which included: six workshops and discussion forums in Chinese martial arts, calligraphy, Chinese parenting, Chinese movies, and sessions of global competence contests; and,

Ensured 100% of 100 level classes and some higher-level classes had a weekly lab session. Lab hours were adjusted each semester on average of seven (7) times to make sure all students’ lab needs were met. The satisfaction rate for tutoring services and overall services was 100%.

This Activity’s budget was not adequate to support the activities and planned outcomes listed in the plan of operation. During the grant years covered by this study, the burn rate at which funds were expended to support the planned activities and outcomes was:

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>Burn Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>102%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>100%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>100%*</td>
</tr>
</tbody>
</table>

Average Burn Rate: 100.70%

Overall, funds were expended as planned. The mean burn rate was 100.70% over the years covered by the study. However, the budgets in the first and second years of
Activity implementation only provided for personnel and supplies. Funds were not available for updating equipment and resources to expand and develop the Lab. Supplemental funds were provided to refresh computers and purchase ten (10) new computers; replace headsets and broken chairs; and purchase blackout curtains; and two (2) foreign language learning systems (CAN8 and Rosetta Stone) running in eight (8) foreign languages. An increase in the third fiscal year provided funding that was adequate to support the Activity.

III. STATISTICAL ANALYSIS

Statistical Impact Based on the Effectiveness Estimate and Adequacy Ratio

1. Effectiveness Estimate (EE) Results

Effectiveness Estimate = \( (R) \) Actual Results - \( (C) \) Results without Program
\( (P) \) Planned Impact - \( (C) \) Results without Program

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>To increase the number of FSU students who strengthen their foreign language and cultural skills by a minimum of 500 students annually by expanding the Foreign Language Laboratory and making software available for student use.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant Year</td>
<td>(C) Baseline Data/Results Without Program</td>
</tr>
<tr>
<td>2008-2009</td>
<td>14,877</td>
</tr>
<tr>
<td>2009-2010</td>
<td>15,539</td>
</tr>
<tr>
<td>2010-2011</td>
<td>16,821</td>
</tr>
</tbody>
</table>

MEAN EE: -55.80%

STANDARD DEVIATION: 437.77%
The Foreign Language Lab became an independent Activity with Title III funding in fiscal year 2008-2009. Prior to funding, the factual base line before the Lab was funded is zero 0. Due to a database crash, the number of students using the Lab in 2008-2009 was lost. As a result, the numbers listed in the Effectiveness Estimate Table represent Lab student/usage time retrieved from paper sign-in data since the 2008-2009 fiscal year. Although the total enrollment for the University is a decisive factor in estimating the number of students using the Lab, 100% of the FSU students, faculty, and staff had opportunity to use the Lab services.

Student usage time increased during 2008-2009 and 2009-2010 when the Activity clearly achieved its objective of increasing the number of FSU students to strengthened their foreign language and cultural skills by a minimum of 500 students annually. In 2010, the Activity did not achieve its objective. The institutional enrollment decreased, as did the number of foreign language courses and overall student lab usage, from 5,602 students in 2008-2009 to 5,103 in 2010-2011 to realize a mean EE level of -55.80.

This Activity has prepared students to succeed in foreign language courses and to gain knowledge of other cultures. In the final analysis, the mean Effective Estimate fell short of the 100.00% level of attainment by 155.80 %, but the accomplishment of the Activity’s outcomes strengthened the quality of the Foreign Language programs. The Adequacy Ratio of 22.4% was
due to the fluctuation in the results over the funding period being reviewed in this study. Additionally, when using the Adequacy Ratio, the formula interprets the low increases in results each year as no progress being made.

2. Adequacy Ratio (AR) Results

\[
\text{(R) Actual Results} \\
\text{Adequacy of Program} = 1 - (C) \text{ Results without Program}
\]

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>To increase the number of FSU students who strengthen their foreign language and cultural skills by a minimum of 500 students annually by expanding the Foreign Language Laboratory and making software available for student use.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant Year</td>
<td>(R) Actual Results End of Grant Period</td>
</tr>
<tr>
<td>2008-2009</td>
<td>15,539</td>
</tr>
<tr>
<td>2009-2010</td>
<td>16,821</td>
</tr>
<tr>
<td>2010-2011</td>
<td>14,040</td>
</tr>
<tr>
<td><strong>MEAN AR:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>STANDARD DEVIATION:</strong></td>
<td></td>
</tr>
</tbody>
</table>
The purpose of performing the Adequacy Ratio analysis is to determine the adequacy of the Activity’s outcomes in addressing the reason for which the Activity was developed. Therefore, this measurement documents the adequacy of the actual outcomes that were attained as a result of the inputs supported by the grant divided by one (1) minus (-) the baseline data of the previous year. For this Activity, the adequacy of the program yielded a high mean Adequacy Ratio of 98.72%, which was only 1.28% lower than the 100% level. The low Effectiveness Estimate of -55.80% was due to the lack of attaining the planned outcome in fiscal year 2010-2011. This occurrence was attributed to a drop in the institutional enrollment, which reduced the number of foreign language courses being offered. Nevertheless, the inputs appeared to be adequate due to the high Adequacy Ratio attained during the 2008-2009 and 2009-2010 grant years. During these years, the number attributed to student Lab usage increased from 662 to 1,282 respectively, which was higher than the results without the Activity.

In contrast, the number of hours allocated for Lab tutoring services increased from 28 in 2007-2008 to 42 hours in 2010-2011, which was an increase of 66 percent. However, this increase did not increase student/usage time, but rather indicated an increased need to provide academic support for students enrolled in foreign language courses to obtain desired student learning outcomes.

IV. EVIDENCE THAT THE INSTITUTION UTILIZED OUTCOMES OF THE PROGRAM TO STRENGTHEN INSTITUTIONAL PERFORMANCE (ACADEMIC OR ADMINISTRATIVE)

Through Title III funding, the lab played an integral and important role in the success of up to 136 foreign language and cultural course offerings and three (3) global classes during the years of implementation. During the FY 2010-2011, the Activity served 133 foreign language and cultural classes, 4,347 students, and provided full laboratory access to the faculty. Among these courses were those in critical languages: Chinese, Arabic, Swahili, and Yoruba. Since the lab can only serve twenty-six (26) students at one time, the Activity has extended its hours to the evenings and weekends to accommodate them, including an increase in the number of hours allocated for tutoring services from twenty-eight (28) hours in 2007-2008 to forty-two (42) hours in 200-2011, an increase of sixty-six percent (66%). As a result, a larger space may be needed to ensure the laboratory facilities are appropriate to accommodate the student enrollment.
The Foreign Language Lab designates the formality of formal language and cultural programs. The cutting edge language learning systems, tutoring services and cultural exposure instills in the students confidence in their language and cultural learning abilities. These two factors have the potential to positively impact student enrollment in the language and cultural programs. However, the positive outcomes of lab exposure with respect to student outcomes need to be continuously assessed via student satisfaction surveys, tutoring and course pre-posttests and reported to determine students’ personal and learning outcomes and the overall impact on the Activity on the University. The language software, tutoring, virtual communication technology and instruments, on site technology, and language and cultural assistance provided in the Lab are assets to the University and important factors in promoting student academic achievement and global literacy.

The services effectively ensured 100% FSU student, faculty and staff language lab usage and supported foreign language offerings, student learning success, and global literacy courses. These activities directly support the program objective, and are necessary further development. The focus of this Activity was to support the foreign language and cultural programs through providing high quality service, increasing learning tools, warehousing data, and upgrading and updating equipment.

Although the Activity has done an excellent job in developing and expanding the Foreign Language Laboratory, it appears to be extending its efforts beyond those required in the Plan of Operation. Of concern is the fact that the Activity Director teaches a course for the global literacy initiative UNC-China twice weekly that was not approved. Since she is paid 100 percent from Title III to provide oversight for the Foreign Language Lab, teaching the course is an unallowable Activity because it was not written in the approved Plan of Operation. In addition, the Activity conducts several outreach activities with the schools in the surrounding community. While commendable, these outreach efforts are not written in the Plan of Operation. If there is a need and desire to continue community outreach activities at schools in the community, the activities must be approved and included in the Plan of Operation. Further, there appears to be an overlap in the responsibilities of the Foreign Language Laboratory and the International Education Center, especially in the provision of cultural programming. Both activities provide such programming for FSU and international students. The question to be answered is does the
Lab have the responsibility to implement cultural programs for the University and surrounding community or provide academic supportive services to the students to realize positive learning outcomes or both?

The continuing support from Title III funds is vitally important for the successful operations of the Foreign Language Laboratory and its ability to continue the current services, upgrade facilities, purchase urgently needed educational, especially language and cultural learning software, provide tutoring service to student language and cultural learning, to create a multi-functional teaching and learning laboratory, and to take initiatives to support student global competence and competitiveness building. The support allowed the Activity to build a solid foundation for the further development and expansion to enhance the capacity of FSU to produce realize positive student outcomes in the foreign languages. This Activity substantially and directly implements and supports the UNC Tomorrow 4.1 and FSU Strategic Plan 2009-2014 Priority 4: Initiative 4 under Priority 3, Intellectual and Cultural Center, and Priority 4: Leaders and Global Citizen to prepare students, faculty, and staff to “compete successfully in the global economy” and to “demonstrate 21st “century global competencies”.

RECOMMENDATIONS:

The following recommendations are being offered to assist in ensuring that the positive outcomes of the program continue to strengthen institutional performance. It is recommended that:

**Recommendation 1:**
The University consider providing a larger facility for the Foreign Language Laboratory to ensure that the space is appropriate to address the needs of the entire student body, faculty, and staff.

**Recommendation 2:**
The University ensure that the Activity Director refrain from teaching the global literacy initiative UNC China course and areplacement be found to assume this responsibility to ensure
the Activity and institution adheres to the current approved Plan of Operation and is compliant with Title III regulations and guidelines.

**Recommendation 3:**

The outcomes of lab exposure be assessed via student satisfaction surveys, tutoring, course grades and pre- and post-tests reported to determine overall effectiveness, students’ learning outcomes as well as the overall impact of the Activity on the University.

**Recommendation 4:**

The University determine whether the Lab has the responsibility to implement cultural programs for the University and surrounding community or provide academic supportive services to the students to realize positive learning outcomes or both.

**DOCUMENTS REVIEWED/ DATA SOURCES:**

- 2008-2009 External Formative Evaluation Report
- 2008-2009 External Summative Evaluation Report
- 2009-2010 External Evaluation Report
- Quarterly Reports
- Activity Budget
- Activity Burn Rate
- Annual Reports
- Chinese Week Program and Snapshots
- Cumberland International Early College High School Lab Session Snapshots
- A Snapshot of Global Courses
- Time and Effort Forms
- Travel Reports
- Activity Narrative 2011-2012

**PERSON INTERVIEWED:**

Dr. Yali Li, Activity Director
INTERNATIONALIZING THE CURRICULUM

I. INTRODUCTION

The major thrust of the Activity, to *Internationalize the Curriculum* at Fayetteville State University (FSU), was to expand opportunities to share knowledge, ideas, and experiences across national boundaries by offering faculty and students more opportunities to study, exchange, and research abroad. Through the implementation of the International Education Center (IEC) the Activity planned to identify and establish more foreign partner institutions through formal Memorandums of Understandings (MOUs) and agreements in Asia, Africa, Latin America, and the Caribbean Island countries; establish more 3+1/2+2 dual degree and other exchange programs with foreign partner institutions; and work with our current and new foreign partners to establish more study abroad hosting institutions for FSU’s faculty and students to study, teach, and conduct research overseas.

The Activity planned to increase the number of FSU students participating in study abroad and student exchange programs by locating more opportunities in targeted countries, and developing an independent study abroad program. Another initiative of the Activity was to provide assistance to faculty members in initiating and coordinating successful study abroad programs. In addition, to personnel salaries, Title III funding was used to support professional travel and purchase supplies.

The IEC served as a one-stop resource for general information, international education, scholarship information, student support and support for international activities and travel for the Fayetteville State University (FSU) campus community. All international students, Fulbright Language Teaching Assistants (FLTAs) and other international visitors come to IEC first for support, help and assistance in arrangements with other FSU units.

Title III funding allowed the Activity to address and expand on three (3) priorities; to sustain a comprehensive International Education Center annually; facilitate, support and organize
various cultural immersion programs at the University; and sponsor faculty, administrators and students to participate in study abroad, international exchange, and other international activities. The Activity, embraces cultural programming that promotes cross-cultural understanding, multiculturalism, and global awareness by partnering with international organizations and institutions. The implementation of this Activity supports institutional Priorities 4: Leadership and Global Citizens and Priority 5: Collaboration and Partnerships.

II. PRIMARY GOAL, MAJOR OBJECTIVE, PRIMARY IMPLEMENTATION STRATEGIES, AND MAJOR ACCOMPLISHMENTS

The primary goal of this Activity was to strengthen the University’s curriculum and international initiatives through services and activities provided to students, faculty and constituents through the International Education Center. The major objective for this Activity was:

To strengthen the University's international focus by increasing FSU's formal global initiatives with other countries through student/faculty travel and the development of MOU's by 10%, annually.

The focus of this Activity was to expand opportunities to share knowledge, ideas, and experiences across national boundaries by offering faculty and students more opportunities to study, exchange, and research abroad and by partnering with surrounding communities and foreign universities in sharing values, goals and vision. These efforts were designed to provide FSU students and faculty with more opportunities to study and work overseas in order to prepare them to be global citizens. The Activity Director administers the Activity with the assistance of the International Student Cultural Program Advisor, who is employed full-time to expend 100% in time an effort toward the implementation of this Activity. Methodology involved in promoting this Activity included:

- Recruiting Study Abroad and International Student Advisor;
- Maintaining physical space and website containing up-to-date materials, shelf, bulleting, and online content information related to our overseas partner institutions, international education, and national security; and,
• Providing advisement, guidance and assistance to students and faculty participating in study abroad and exchange programs;

• Providing advisement, guidance and assistance to FLTAs, international students and faculty for studying, teaching, and conducting research at FSU;

• Working with foreign partners to exchange programs (study abroad, student exchange, and faculty exchange) and identify institutions that would be interested in hosting FSU students abroad;

• Developing strategies and soliciting funding and support to recruit highly qualified undergraduate foreign students;

• Marketing FSU internationally; and,

• Distributing receiving and processing travel request packages according to institutional policies.

The IEC advises six percent (6%) of the entire FSU faculty population on study abroad proposals, students and faculty exchanges; four percent (4%) of the entire student body on study abroad opportunities and scholarship opportunities; and 100% of the international student body on all requests received.

Throughout its years of funding, the following outcomes are representative of this Activity’s accomplishments. The Activity enrolled seventeen (17) new international students and 14 FLTAs during the 2010-2011 academic year for a total of thirty-one (31) students; maintained ten (10) international partner institutions; signed sixteen (16) Memorandums of Understanding (MOUs) to expand partnerships to Africa and Caribbean Island countries; established Articulation Agreements with three (3) study abroad hosting institutions. MOUs and Articulation Agreements were established with the following institutions:

**Current Memoranda Of Understanding**

**Universities Located in Africa**

- University of Abuja, Nigeria
- Covenant University, Nigeria
- Institute of Social Work, Tanzania
- University of the Western Cape
- University of Dar Es Salaam
Universities Located in Caribbean Islands

- St. George's University, Limited
- St. George's University - Medical or Veterinary Medicine

Universities Located in China

- Baotou Teachers' College - Education
- Baotou Teachers' College - English
- Inner Mongolia University
- East China University of Science & Technology
- Hebei Normal University
- Zhejiang Gongshang University

Universities Located in France

- ESC Bretagne Brest

University Located in India

- Indian Institute of Social Welfare & Business Management

University Located in Poland

- State Higher Vocation School in Krosno

Articulation Agreements

- Hebei Normal University

Sino-US Co-operation Agreement for Dual Bachelor's Degree Program

- East China University of Science & Technology
- Hebei Normal University

Other related accomplishments of this Activity included.

- Established 3+1 and 2+2 dual degree and other exchange programs with foreign partner institutions;
- Accommodated students and faculty visits to learn or get information or assistance with study abroad opportunities and scholarships;
Advised, guided, and assisted students, faculty and visitors who were planning to participate in study abroad and exchange programs. All immigration documents are issued to students upon request;

Updated the IEC website on a regular basis to include new data and upcoming opportunities for students and faculty;

Received F-1 Visa Student Advising Training;

Received recommendation for IEC’s proposal to host a Fulbright Scholar in Residence by the Council for International Exchange of Scholars for an award under the 2011-2012 academic year;

Hosted East China University of Science & Technology, Baotou Teachers’ College, Inner Mongolia Normal University, Beijing Foreign Studies University, and Hebei Normal University, the partner institutions in China, to discuss short and long term goals, and starting and continuing partnerships with FSU IEC;

Hired an International Student/Cultural Immersion Program Advisor; and,

Worked with Inner Mongolia Normal University to establish a $160,000 foundation to provide support and scholarships that will cover tuition, fees, room and English Language Teaching Assistantships for their students to come to FSU and for FSU students to study at their institution annually.

This Activity’s budget was adequate to support its activities and planned outcomes. During the grant years covered by this study, the burn rate at which funds were expended to support the planned activities and outcomes was:

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>Burn Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>.00%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>84.00%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>92.00%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>*12.00%</td>
</tr>
<tr>
<td><strong>Average Burn Rate:</strong></td>
<td><strong>55%</strong></td>
</tr>
</tbody>
</table>

Overall, funds were expended as planned. Although the reported burn rate was only 12% in FY 2010-2011, it did not reflect expenditures for the salary of the International Student/Cultural Immersion Program Advisor, which had not yet been calculated in the Banner System and received in the Title III office. The Activity Director reported that all funds
allocated had been expended. Consequently, the calculated mean burn rate of 55.00% was much higher for the years covered by the study.

III. **STATISTICAL ANALYSIS**

*Statistical Impact Based on the Effectiveness Estimate and Adequacy Ratio*

1. **Effectiveness Estimate (EE) Results**

\[
\text{Effectiveness Estimate} = (R) \text{ Actual Results} - (C) \text{ Results Without Program} - (P) \text{ Planned Impact} - (C) \text{ Results Without Program}
\]

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>To strengthen the University's international focus by increasing FSU's formal global initiatives with other countries through student/faculty travel and the development of MOU's by 10%, annually.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant Year</td>
<td>(C) Baseline Data/Results Without Program</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>2007-2008</td>
<td>26</td>
</tr>
<tr>
<td>2008-2009</td>
<td>26</td>
</tr>
<tr>
<td>2009-2010</td>
<td>55</td>
</tr>
<tr>
<td>2010-2011</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td><strong>MEAN EE:</strong> 169.17%</td>
</tr>
<tr>
<td></td>
<td><strong>STANDARD DEVIATION:</strong> 541.63%</td>
</tr>
</tbody>
</table>
The University’s international initiatives included student/faculty travel abroad and the development of MOU’s. The Effectiveness Estimate data indicated that this Activity was accomplished at the 169.17% level the outcomes for which it was funded. However, fluctuations in data were apparent throughout the years covered by this study. The most significant increases were noted in fiscal year 2008-2009, when the Activity enjoyed a 47.27% increase in student/faculty study abroad and MOU initiatives. However, the numbers decreased steadily from 2009-2010 to 2010-2011 with the most significant decrease noted in 2010-2011 where the Effectiveness Estimate decreased to -240%. During these two (2) years the major objective was not achieved.

Student and faculty participation in study abroad activities fell short of expectations. The documented results have been uneven due to the low performance during the last two (2) grant years. The number of students and faculty that studied abroad in 2010-2011 was quite small when compared to previous years. Specifically, the number of students that participated in study abroad increased to five (5) in 2008-2009, but decreased to two (2) for the remaining two (2) years of this study. Baseline data indicated an increase from one (1) faculty member engaged in study abroad activities in 2007-2008 to twenty-six (26) faculty members in 2009-2010 and increase of ninety-six percent (96%). However, the number of students and faculty involved in
study abroad dropped sharply during 2010-2011 from twenty-six (26) students and faculty to seven (7) representing a seventy-three percent (73%) decrease.

With respect to MOUs, there were four (4) created in 2007-2008, seven (7) in 2008-2009, four (4) in 2009-2010, and one (1) in 2009-2010 for a total of sixteen (16). Articulation agreements included two (2) in 2007-2008 and one (1) in 2008-2009 for a total of three (3). No MOUs or agreements were created after fiscal year 2009-2010.

Thirty-one (31) international students, FLTAs and Visiting Scholars came to study and work at FSU in 2010-2011. This reflects more than 50% increase from the previous year. Twenty (20) international students and FLTAs enrolled at FSU in 2009-2010. This is slight increase from previous years. Overall, the number of international students enrolled realized small, but steady increases over the four-year period of this study with the greatest gains realized in FY 2010-2011. This increase was 58% over the original baseline of 18 students in 2007-2008.

The mean Effective Estimate 169.17% was above the 100.0% level of attainment by sixty-seven (67%). The high mean Adequacy Ratio of 120.75% was due to the fluctuation in the results over the funding period being reviewed in this study. Additionally, when using the Adequacy Ratio, the formula interprets the low increases in results each year as no progress being made.

In the final analysis, the mean effective estimate was above 100.00% level of attainment by 67%. However, this gain is primarily attributed to the gains achieved in fiscal year 2008-2009 only. In the years that followed study abroad initiatives declined. However, the accomplishment of the Activity’s outcomes strengthened the quality of the Activity in 2008-2009. The Adequacy Ratio of 120.75% was due to the fluctuation in the results over the funding period being reviewed in this study. Additionally, when using the Adequacy Ratio, the formula interprets the low increases in results each year as no progress being made.

2. Adequacy Ratio (AR) Results

\[
\text{Adequacy of Program} = 1 - \frac{R}{C} \\
\text{Actual Results}
\]

2. Adequacy Ratio (AR) Results
The purpose of performing the Adequacy Ratio analysis is to determine the adequacy of the Activity’s outcomes in addressing the reason for which the Activity was developed. Therefore, this measurement documents the adequacy of the actual outcomes that were attained as a result of the inputs supported by the grant divided by one (1) minus (-) the baseline data of the previous year. For this Activity, the adequacy of the program yielded a high mean Adequacy Ratio of 120.75%. These results were higher than expected due to fluctuations in the data. These Adequacy Ratios were a result of the Activity accomplishing its planned outcome for one year covered by the study and in falling below the actual attainment of the outcome from...
successive years.

IV. EVIDENCE THAT THE INSTITUTION UTILIZED OUTCOMES OF THE PROGRAM TO STRENGTHEN INSTITUTIONAL PERFORMANCE (ACADEMIC OR ADMINISTRATIVE)

The implementation of the Activity, Internationalize the Curriculum, produced some positive outcomes for the University. With the assistance of Title III, students and faculty had opportunities to conduct research and study abroad. The Activity has also facilitated the exchange of foreign students and faculty to the University to share culture, knowledge, and experiences; thus enhancing overall global awareness at the University and within the community. In addition, to personnel salaries, Title III funding was used to support professional travel and purchase supplies.

The title of this Activity was reported to be *Internationalizing the Curriculum* until the submission of the 2010-2011 Plan of Operation. This aspect of the Activity was not successful. To date, there have been no official curriculum enhancements with international subject matter. Without this accomplishment, the Activity could not realize its overall goal of internationalizing the curriculum. As a result, the Activity Director changed the name to *Internationalizing the Campus through the International Education Center (IEC)*. Per the Title III Director, the name has not been officially changed. The Title III Director must approve any changes in the Plan of Operation. Nevertheless, the new title or something similar would be more reflective of actual Activity implementation.

During the implementation of this Activity from years 2007-2011, there have been seventeen (17) Memorandums of Understandings and three (3) Articulation Agreements established with institutions of higher education globally. However, the most active partnerships are with institutions from China. This is a matter of concern since there are agreements in place with institutions in other countries. This concern is only exacerbated by the fact that as of the 2010-2011 fiscal year there were only seventeen (17) international students enrolled in the University and fourteen (14) FLTAs, while two (2) students and seven (7) faculty members participated in study abroad. Yet, MOU’s and Agreements exist with nineteen (19) institutions including MOUs to expand partnerships to Africa and Caribbean Island countries.
The University cannot have a significant international focus when so few countries are included in educational programming and so few international students are enrolled. Increasing the international student enrollment will further enhance the international culture of the institution and contribute to financial stability. By cooperating with foreign higher education institutions, the University could provide more opportunities for its students and faculty for study and teaching abroad opportunities. The number of international students increased moderately during the four (4) year included in this study. Currently for the 2011-2012 grant year, three (3) study abroad proposals are under preparation and more students and faculty are planning to study abroad or teach abroad.

The Activity requests the employ of a Study Abroad Advisor to increase its efforts to provide study abroad opportunities. The Study Abroad Advisor would promote, design and assist study abroad programs for students. This person would also monitor the approval procedures being followed by all the FSU faculty members when they propose and conduct study and teaching abroad programs as well as all assessments of study and teaching abroad programs. The Activity strongly believes that the Study Abroad Advisor position is a critical to the implementation of these efforts. The principals involved must decide whether additional staff support is needed to allow the Activity to operate in a more organized and purposeful fashion in order to reap maximum benefit from the Title III funds.

The primary function of this Activity has been to provide a facility that contains up-to-date materials related to oversee partners, international education, programming and support, and study abroad opportunities for students and faculty, workshops and presentations. In an effort to expand the services provided, the Activity identified the following priorities: design procedures and policies for faculty and staff members to follow as they propose cooperative relationships with foreign higher education institutions and inviting foreign visitors; form close cooperative relationships between the IEC and the Offices of Admissions, Graduate School and Student Life to increase efforts in the recruitment of fee paying international students; and provide better services to encourage successful persistence to the completion their studies. The implementation of this Activity supports institutional Priorities 4: Leadership and Global Citizens and Priority 5: Collaboration and Partnerships.
RECOMMENDATIONS:

The following recommendations are being offered to assist in ensuring that the positive outcomes of the program continue to strengthen institutional performance. **It is recommended** that:

**Recommendation 1:**
The title of this Activity be officially changed from *Internationalizing the Curriculum* to *Internationalizing the Campus through the International Education Center* or a similar related title that is approved by the Title III Director to realistically address international education and the needs of the students and faculty.

**Recommendation 2:**
The Activity Director ensures that the Activity objective reflects the title and overall goal of the Activity.

**Recommendation 3:**
The University re-establish relationships with institutions where MOUs and Articulation Agreements were previously established; create new MOUs and Articulation Agreements with other foreign institutions of higher education with an emphasis on Spanish speaking countries; and work with admissions to increase international student enrollment.

**Recommendation 4:**
The University ensure that the Activity addresses the priorities identified by the Activity to enhance student and faculty travel abroad and the recruitment of international students to the University in order to realize the positive cultural and financial outcomes that these efforts are capable of providing.

**Recommendation 5:**
The principals involved decide whether additional staff support is needed to allow the Activity to operate in a more organized and purposeful fashion in order to reap maximum benefits from the Title III funds.
**DOCUMENTS REVIEWED/ DATA SOURCES:**

2007-2008 External Evaluation Report  
2008-2009 Formative External Evaluation Report  
2008-2009 Formative External Evaluation Report  
2009-2010 External Evaluation Report  
2007-2011 Quarterly Reports  
2009-2010 Annual Report  
2010-2011 Annual Report  
Evaluation Impact Report  
2011-2012 Plan of Operation  
Program Website  
Activity Burn Rate

**PERSON INTERVIEWED:**

Dr. Yunkai Chen, Activity Director
I. INTRODUCTION

The Activity, *Enhancing Student Success through Outreach, Advisement, Engagement, and Academic Enrichment and Support*, was funded to focus on strengthening the academic preparation of entering students. Title III funds provided for personnel, workshops, and professional development for staff and faculty. Additionally, funds were utilized to purchase digital licenses, CLA, Learning Community, Reading, and Learning Communities Consultant: Introducing Entrepreneurship into core courses, and Peer Academic Leader Contracts. Further, funds were used for travel to various meetings including the North Carolina Counseling Association, Hobson Connect U, National Tutorial Association, Supplemental Instruction Supervisor Workshop, Association of American Colleges and Universities, NACADA Conferences, AccuTrack Deluxe Training, Engaged STEM Learning, and Learning Communities Conferences. Supplies included Computer for Counseling Psychology Intern, renewal license for EMT Retain, Printing for UC Honors and Awards, books for Learning Communities, Chancellor’s Reading Club, and Magnetic Card Reader for attendance. A major focus was to improve first-year students’ in FSU’s outreach programs enrollment in college level courses in their first semester—at least 80% by 2012.

FSU’s retention and graduation rates; comparable to peer institutions, meant that many admitted students would not graduate within six years. FSU lacked the level of academic support, advisement, and enrichment programs that would enable these students to succeed; thus, this Activity emerged to improve the institution’s capacity for helping students succeed, persist, and graduate. This Activity employed eight best practices for support services that when executed effectively will yield high degrees of success. The related programs were consistent with best practice techniques to retain students with characteristics similar to those of the students at FSU. Students are provided with opportunities for tutoring, supplemental instruction, advisement, early alert, and learning communities. They had access to digital academic laboratories, as well as ongoing developmental, enrichment, and intervention activities.
II. PRIMARY GOAL, MAJOR OBJECTIVE, PRIMARY IMPLEMENTATION STRATEGIES, and MAJOR ACCOMPLISHMENTS

The primary goal of this Activity was to improve the institution’s capacity for helping students succeed, persist, and graduate. The major objective for this Activity was:

*To strengthen the University’s one-year retention rate to at least 80%, by September through the implementation of academic intervention services that reduce DFWs.*

This Activity’s intent to deliver effective academic support and advisement by supporting instruction that engages students along with the task of improving the core learning outcomes for high-achieving students is reasonable given the level of funding and personnel; however, to achieve notable performance outcomes, it will require consistent oversight. This should include Activity leadership, supervision of personnel, and collection and analysis of data. The methodology involved in promoting this Activity included:

- Providing a First-Year Program as the Learning Communities for students with a focus on first-year freshmen and DFW students;
- Creating a Student Success Program known as the Students of Promise for students on their second or third suspension;
- Teaching a special section of University 110 course that included counseling and academic support activities;
- Providing an Academic Support Community Plan support to help reduce the number of students with DFWs;
- Providing at-risk student services that included an early alert system, student success counseling, and mandatory advisement;
- Planning, implementing, and providing academic tutorials and supplemental instruction, and,
- Promoting an environment that is customer friendly for student advising.

The Student Success Activity provided programs that have the potential to meet a wide range of student needs and may affect their success and retention. The support services attracted first-year and at-risk student populations to the Student Success specialized programs, which if fully utilized--it can have a direct impact on student enrollment into college level courses,
increase retention and persistence. The Student Success Activity’s intense focus on prevention/intervention support services can result in a high degree of academic and social integration; both of which can influence retention and graduation rates.

This Activity’s funding level over the past four years shows over $3.8 million. It has the potential to provide prevention and intervention support services at a range that may produced higher results. Throughout its years of funding, the following outcomes were representative of this Activity’s accomplishments:

- Established a “First Steps” assessment process to help identify students (80% attended First Steps) reading, mathematics, and writing needs—it is noted that 100% of students were accurately placed in support classes as a result of Admissions and Accuplacer placement exams data;
- Created an Early Alert System that notifies parents about the student’s academic situation and a survey designed to collect Early Alert System data—survey results showed that 97% satisfaction; DFW rate decreased from 32.3% to 19.9%;
- Enhanced the skill level of tutors by offering training to strengthen their ability to assist students in the Supplemental Instruction Laboratories; and,
- Incorporated an Evening Academic Support and Grade Extension Contract programs into the first-year and at-risk student support services.

This Activity’s budget was more than adequate to support its activities. During the grant years covered by this study, the burn rate at which funds were expended to support the planned activities and outcomes averaged 95.5%.

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>Burn Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>100%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>100%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>82%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Average Burn Rate: 95.5%*
III. STATISTICAL ANALYSIS

Statistical Impact Based on the Effectiveness Estimate and Adequacy Ratio

1. Effectiveness Estimate (EE) Results

Effectiveness Estimate = \( (R) \text{ Actual Results} - (C) \text{ Results Without Program} \)
\( (P) \text{ Planned Impact} - (C) \text{ Results Without Program} \)

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>(C) Baseline Data/Results Without Program</th>
<th>(P) Planned Impact Outcome</th>
<th>(R) Actual Outcome/Results</th>
<th>(EE) Effectiveness Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>75%</td>
<td>76%</td>
<td>69%</td>
<td>-600.00%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>69%</td>
<td>70%</td>
<td>74%</td>
<td>500.00%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>74%</td>
<td>75%</td>
<td>70%</td>
<td>-400.00%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>70%</td>
<td>71%</td>
<td>72%</td>
<td>200.00%</td>
</tr>
</tbody>
</table>

MEAN EE: \(-75.00\%\)

STANDARD DEVIATION: \(512.35\%\)
Data revealed that the progress made in this Activity has not been consistent; however, improvement can be seen for some of the grant years. The documented results have been uneven due to a lack of monitoring, appropriate data collection and analysis. During the 2008-2009 and 2010-2011 grant years, student retention improved. The Effectiveness Estimate for the 2008-2009 grant year showed a 74% actual performance outcome, which means that the program results increased by 5% when compared to the 2007-2008 grant year. There was a slight increase in the actual outcomes of 2% from the 2008-2009 to the 2009-2010 grant year. At least two years the Activity’s performance was within the range to meet the objective. The two years where there was a gain in the retention rate showed that the gains were within what would have been expected based on what was estimated—although, it did not yield the anticipated 80% retention rate.

This Activity has prepared students to persist and has lessened the DFWs. It remains essential to have all staff properly trained to facilitate their assigned tasks and professional development should be ongoing. To achieve greater success, this Activity should be monitored monthly and supervision of staff should be consistent with meetings to troubleshoot problem areas and ways to assess and advance the support services. In summary, the *Enhancing Student Success through Outreach, Advisement, Engagement, and Academic Enrichment and Support* Activity has the potential to influence student persistence toward graduation. It is fully staffed with funding that suggests that a greater degree of consistent success should be experienced. It should be noted that this Activity has had a fluctuation in objectives from year to year making it difficult to experience the desired program outcomes.

2. **Adequacy Ratio (AR) Results**

\[
\text{Adequacy of Program} = 1 - \text{(C) Results Without Program}
\]

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>(R) Actual Results End of Grant Period</th>
<th>(C) Results Without Program</th>
<th>(AR) Adequacy Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OBJECTIVE</strong></td>
<td>To strengthen the University’s one-year retention rate by 1% annually, yielding at least an 80% retention rate by September 2012, through the implementation of academic intervention services that reduce DFWs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

105
<table>
<thead>
<tr>
<th></th>
<th>Adequacy</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>69%</td>
<td>75%</td>
<td>92.00%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>74%</td>
<td>69%</td>
<td>107.25%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>70%</td>
<td>74%</td>
<td>94.59%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>72%</td>
<td>70%</td>
<td>102.86%</td>
</tr>
<tr>
<td><strong>MEAN AR:</strong></td>
<td><strong>99.17%</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>STANDARD DEVIATION:</strong></td>
<td><strong>7.10%</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The purpose of performing the Adequacy Ratio analysis was to determine the adequacy of the Activity’s outcomes in addressing the reason for which the Activity was developed. For this Activity, the adequacy of the program yielded a mean Adequacy Ratio of 99.17%—at the end of the three-year grant period. The Adequacy Ratio showed fluctuations in results over the funding period being reviewed in this study. The 2007-2008 and 2009-2010 academic years less progress being made, however, the Adequacy Ratio documented that the Activity was within the expected outcomes. Given that each year is actually unique and has its own influences, the expectation is that there will be some Activity differences in the results from year to year. The overall result was very good given the performance in two years of the funding period addressed in this study was lower than expected.
IV. EVIDENCE THAT THE INSTITUTION UTILIZED OUTCOMES OF THE PROGRAM TO STRENGTHEN INSTITUTIONAL PERFORMANCE (ACADEMIC OR ADMINISTRATIVE)

This Activity was designed to enhance student success through outreach, engagement, academic enrichment, and support to succeed in the University setting. Title III funds were used for personnel, workshops, and professional development for staff and faculty to ensure that the anticipated outcomes for retention and graduation rates were met. Additionally, funds were utilized to purchase digital licenses, CLA, Learning Community, Reading, and Learning Communities Consultant: Introducing Entrepreneurship into core courses, and Peer Academic Leader Contracts. Further, funds were used for travel and registration to various meetings, workshops, and conferences. Title III funding for supplies included a computer for the Counseling Psychology Intern, renewal license for EMT Retain, Printing for UC Honors and Awards, books for Learning Communities, Chancellor’s Reading Club, and Magnetic Card Reader for attendance.

By the 2010-2011 grant year, the retention rate of 70.8% moved to 72.1%. While this Activity shows potential for greater levels of performance, it is critical that the Activity focus on activities that are justifiable, measureable, reasonable, and attainable within the grant year and cycle. The Activity continues to have a student population that commands direct support services on an ongoing basis in order to assist them with persistence to graduation. The methodology involved in promoting this Activity included:

- Providing a First-Year Program as the Learning Communities to students with a focus on first-year freshmen and DFW students;
- Creating a Student Success Program known as the Students of Promise for students on their second or third suspension;
- Teaching a special section of University 110 course that included counseling and academic support activities;
- Providing an Academic Support Community Plan support to help reduce the number of students with DFWs;
- Providing an at-risk student services that included an early alert system, student success counseling, and mandatory advisement;
• Planning, implementing, and providing academic tutorials and supplemental instruction; and,

• Promoting an environment that is customer friendly for student advising.

Title III funds have assisted the Activity in providing essential support service to improve first-year and at-risk student chances for persistence to graduation at FSU. This Activity has supported the mission of the University by establishing support services for students most vulnerable for attrition. Title III funding has continued to strengthen the capacity for first-year and at-risk services to meet the goal of increasing the University’s retention and graduation rates.

RECOMMENDATIONS:
It is noted that while this Activity’s primary objective was to strengthen the University’s one-year retention rate over a five-year period; it was not able to perform consistent incremental success. The following recommendations are being offered to assist in ensuring that the positive outcomes of the Activity are consistent. It is recommended that:

Recommendation 1:
The Activity focus on the objective that directly relates to the Plan of Operation and concentrates on articulating justifiable, measureable, reasonable, and attainable measures to ensure favorable and consistent outcomes. For example, 1) desired outcomes in numbers and percentages; 2) methods used to implement and achieved desire outcomes; and, 3) timeframe for accomplishing the objectives.

Recommendation 2:
The Activity Director provides yearly professional development for all Title III funded personnel to help ensure skills enhancement for the execution of support services, data gathering, and reporting.

Recommendation 3:
The Activity Director maintains documentation that provides evidence of meetings with staff and performance evaluations. This recommendation includes documenting plans to become less
dependent on Title III funds for staffing this Activity. At present, there are 7 full-time and one half-time staff on Title III funding.

**DOCUMENTS REVIEWED/DATA SOURCES:**

2009-2010 Formative Evaluation
2009-2010 Summative Evaluation
2009/2010 Title III Plan of Operation Report
2009/2010 Year-End Quarterly Report
2010/2011 Plan of Operation

**PERSON INTERVIEWED:**

Dr. John Brooks, Activity Director
ENHANCING AND STRENGTHENING THE OFFICE OF SPONSORED RESEARCH AND PROGRAMS

(FUNDED: 2008-2009; 2009-2010; 2010-2011)

I. INTRODUCTION

The Enhancing and Strengthening the Office of Sponsored Research and Programs Activity was to ensure compliance with Federal and state laws and FSU policies. The Activity provided support and clarification of the proposal submission procedures; it directed the process of awards for external sponsored program funds and ensured a uniform administrative process among the constituent institutions. It functioned as a support structure and sought to assist faculty, staff, and students in identifying appropriate funding sources to match academic and research interests, assisted with the development of proposals and budgets, and developed a process that included pre-award and post award non-financial administration of grants, contracts, and cooperative agreements. The primary thrust of this Activity was to increase the number of grant/contract submissions and ensure that all applications to government funding agencies and philanthropic funders comply with the policies of FSU as they relate to issues of budgetary compliance, intellectual property, and regulatory compliance.

The Activity was able to submit 83 proposals in 2010-2011; a 13.7% increase from 2009/2010. For the 2010-2011 grant year, the University generated $12,176,064 in new awards. This represented an increase from $3,790,982 in 2009/2010. The Activity has met its objective to improve the effectiveness and efficiency of sponsored research and programs. Its efforts to increase sponsored programs productivity for the entire University by increasing submissions and awards by 5% was achieved. It is noted that the University generated a 112.5% increase for unsubmitted proposals from 2009/2010. Title III funds provided resources for enhancing the operation and ensuring compliance with federal, state, and university policies and regulations. The funds provided personnel; including three staff positions, travel to meetings, workshops, and conferences, research administration materials, equipment including three computers, a cardscan system, and general office supplies. Title III funds have helped the Activity staff to provide comprehensive and high quality support services campus-wide, which has strengthen the development of grant procurement activities; however, it is noted that the Activity has two
vacancies (the Activity Director as of August 2011 and the Compliance Officer as of September 2011).

II. PRIMARY GOAL, MAJOR OBJECTIVE, PRIMARY IMPLEMENTATION STRATEGIES, AND MAJOR ACCOMPLISHMENTS

The primary goal of this Activity is to improve the effectiveness and efficiency of sponsored research and programs. The major objective for this Activity was:

*To increase sponsored programs productivity for the entire University by increasing submissions by 5% annually.*

The focus of this Activity was to serve as an advocate for a campus environment that is conducive to the research enterprise, provide advisement to the FSU administration on matters of regulatory compliance issues; long with providing comprehensive and higher quality support services to faculty, staff, and students to develop proposals and secure external grants, contracts, and cooperative agreements are reasonable expectations. Methodology involved in promoting this Activity included:

- Hiring a Post Awards Specialist to strengthen fiscal and programmatic management of sponsored activities;
- Providing comprehensive support services for the development and administration of sponsored research and program;
- Streamlining the intent to submit process in order to improve its efficiency;
- Providing at least two training sessions per semester;
- Implementing a tracking tool to monitor proposals at different stages of the submission process; and
- Training faculty/staff on the new electronic system called RAMSeS for the submission of proposals for approval.

The Enhancing and Strengthening the Office of Sponsored Research and Programs Activity provided services that have the potential to increase grant procurement Activity. The new RAMSeS database system has resulted in fewer errors in submissions and has produced
well-trained and informed faculty/staff. Enhancing the internal capacity of this Activity had a direct correlation to the ability of the University to identify and pursue external funding sources. This Activity has focused its efforts on supporting the University’s research agenda and multi-discipline initiatives that draw on the University’s vast expertise. Throughout the years of funding, the following outcomes were representative of this Activity’s accomplishments:

- Improved services that are more closely aligned with the University’s strategic plan;
- Averaged an increase of 5.02% in submissions in a three-year period;
- Averaged an increase of 35.56% in award amounts in a three-year period;
- Submitted 83 proposals during the 2010/2011 grant year, the percentage of change from 2009/2010 grant year is an increase of 13.7%;
- Advanced the notification of the intent to submit a proposal, which allows the Activity to order and prioritize proposals based upon the requirements of the submission process;
- Provided grant training workshops to yield an increase in new submissions per grant year by attendees:
  - 2008/2009: 23 workshops
  - 2009/2010: 10 workshops
  - 2010/2011: 6 workshops
- Established an internal timeline to accurately track the proposal development;
- Developed proposals that were in compliance with current guidelines;
- Increased grant awards from $5.6 to $12.7 million in three-years:
  - 2008/2009: $5,556,513 in awards
  - 2009/2010: $12,131,084 in awards
  - 2010/2011: $12,716,064 in awards

The Activity’s budget was more than adequate to support its activities. During the grant years covered by this study, the burn rate at which funds were expended to support the planned activities and outcomes was:
### Grant Year | Burn Rate
---|---
2008-2009 | 100%
2009-2010 | 105%
2010-2011 | 43%

**Average Burn Rate:** 82.6%

The Post-Award position was not filled until March 2011. Further, it is noted that the Activity Director position has been vacant since August 2011 and the Compliance Officer position has been vacant since September 2011. As of this writing, the FSU accounting department has not calculated nor posted all of the Activity’s expenditures.

### III. STATISTICAL ANALYSIS

**Statistical Impact Based on the Effectiveness Estimate and Adequacy Ratio**

1. **Effective Estimate (EE) Results**

   \[
   \text{Effectiveness Estimate} = (R) \text{ Actual Results} - (C) \text{ Results Without Program} - (P) \text{ Planned Impact} - (C) \text{ Results Without Programs}
   \]

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>To increase sponsored program productivity for the entire University by increasing submissions by 5% annually.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grant Year</strong></td>
<td><strong>(C) Baseline Data/Results Without Program</strong></td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>2007-2008</td>
<td></td>
</tr>
<tr>
<td>2008-2009</td>
<td>72%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>80%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>84%</td>
</tr>
</tbody>
</table>

**MEAN AR:** 133.33%

**STANDARD DEVIATION:** 57.74%
The above documented results show that the Activity exceeded its planned outcomes in 2008-2009 and met the actual results in 2009-2010 and 2010-2011. The Effectiveness Estimate was 133.33% at the end of the three year grant period. The impact was the greatest during the 2008/2009 (1st year); the Activity met the expected level of effectiveness based on actual outcomes throughout the remaining grant years. The University has benefited from the Activity’s asserted efforts to increase grant procurement Activity through new technological tools, faculty/staff training, and consistent monitoring and tracking of grant submissions and awards. In summary, this Activity was effective and served the University’s faculty/staff in generating more grant awards.

2. Adequacy Ratio (AR) Results

\( (R) \) Actual Results

\( (C) \) Results Without Program

\[ \text{Adequacy of Program} = 1 - (C) \text{ Results Without Program} \]

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>To increase sponsored programs productivity for the entire University by increasing submissions by 5% annually.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant Year</td>
<td>(R) Actual Results End of Grant Period</td>
</tr>
<tr>
<td>2008-2009</td>
<td>80%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>84%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>88%</td>
</tr>
<tr>
<td>MEAN AR:</td>
<td></td>
</tr>
<tr>
<td>STANDARD DEVIATION:</td>
<td></td>
</tr>
</tbody>
</table>
The purpose of performing the Adequacy Ratio analysis was to determine the adequacy of the Activity’s outcomes in addressing the reason for which the Activity was developed. Data show that this Activity yielded a mean Adequacy Ratio of 106.96% for grant productivity. This demonstrated that the Activity made consistent progress towards meeting its objective to increase sponsored programs productivity for the entire University by increasing submissions by 5% annually. The Activity was successful in meeting its objective due to its consistency with carrying out assertive measures to engage faculty/staff in grant procurement activities.

The Adequacy Ratio showed an increase over the funding period being reviewed in this study. These results were expected based on the Activity accomplishing its planned outcomes for the three years covered by the study—in 2010-2011 (88%), 4.00% above the previous year and an 8.00% increase from the first year of the grant cycle. Based on the Adequacy Ratio information for all three grant years, the Activity’s impact was adequate and consistent with the
objective’s intended outcome by demonstrating an increase in sponsored program productivity for the entire University, thus increasing submissions by 5%, annually.

IV. EVIDENCE THAT THE INSTITUTION UTILIZED OUTCOMES OF THE PROGRAM TO STRENGTHEN INSTITUTIONAL PERFORMANCE (ACADEMIC OR ADMINISTRATIVE)

This Activity supports FSU’s mission that emphasizes the research mission of the University. It is critically important to the reputation and future of the University to remain committed to the highest standards of research integrity in all research and scholarship. The Activity’s practice was one that integrated and coordinated all significant requirements with which the University must comply by law, regulation or other binding rule or agreement. The Activity has clarified proposal submission procedures and processing of awards for external sponsored program funds. Further, it has in place a uniform administrative process among the constituent University of North Carolina (UNC) institutions. Its support structure has assisted faculty/staff and students in identifying appropriate funding sources to match academic and research interest. This Activity has documented evidence of 83 grant submissions within the 2010-2011 grant period. The data shows that the Activity increased grant submissions from 72 to 83 during the 2008-2009 to 2010-2011 grant period. Moreover, there was a 112.5% increase in unsubmitted proposals from the 2009-2010 grant year. By the end of the 2010-2011 grant year, the total for new grant submissions was $13,575,175. At the time of submission, all grants were in compliance with Federal and state laws and UNC policies. As of this writing, the Activity has two vacancies to fill, which includes the Sponsored Research and Programs Director and the Compliance Officer positions. Methodology involved in promoting this Activity included:

- Hiring of a Post Awards Specialist to strengthen fiscal and programmatic management of sponsored activities.
- Providing comprehensive support services for the development and administration of sponsored research and programs;
- Streamlining the intent to submit process in order to improve its efficiency;
- Providing at least two grant procurement trainings/workshops per semester;
• Implementing a tracking tool to monitor proposals at different stages of the submission process;

• Training faculty/staff on the new electronic system called RAMSeS for the submission of proposals for approval;
• Providing assistance with IRB criteria and requirements; and,

• Enhancing Activity website regularly to include grant procurement information.

RECOMMENDATIONS:

The following recommendations are being offered to assist in ensuring that the positive outcomes of the program continue to strengthen institutional performance. It is recommended that:

Recommendation 1:

While this Activity has met its 2010-2011 objectives, Activity staff continue to perform with high levels of success; the Director of Sponsored Research and Programs (vacant since August 2011) and Compliance Officer (vacant since September 2011) positions be filled as expeditiously as possible.

Recommendation 2:

The Activity Director develops Quarterly Progress Reports, Time and Effort Reports and submits these reports to the Title III Administrator in a timely manner.

Recommendation 3:

A tally sheet be designed to document research grants and develop and use a sign-in sheet/survey form to document grant procurement workshop attendance.
**Recommendation 4:**

The Activity’s webpage be used for funding announcements and other significant grant information.

**DOCUMENTS REVIEWED/DATA SOURCES:**

1st Quarterly Report for 2009-2010  
4th Quarterly Report for 2010-2011  
2010-2011 Title III Impact Report  
2010-2011 Plan of Operation  
Formative and Summative Evaluations 2009/2010

**PERSON INTERVIEWED:**

Ms. Shenetta Dudley, Program Assistant
I. INTRODUCTION

The Strengthening Student Success by Establishing a Reading Across the Curriculum Program Activity was initiated in 2008 as a means for addressing student deficiencies in reading and reading comprehension skills. It was created to address the FSU’s Strategic Priority 1 and proposed to improve academic and co-curriculum progress and student services/satisfaction in order to strengthen students reading comprehension and literacy skills by at least 5% in pre-selected disciplines and decrease literacy by 5% among a pilot group of 20 FSU students through the implementation of the Reading Across the Curriculum (RAC). Title III funding was available for this Activity starting the 2008/2009 academic year; however, it experienced changes in leadership and the objective was re-written.

The thrust of the Activity was to strengthen students’ reading comprehension and literacy skills by a minimum of 5% in pre-selected disciplines as measured by a pretest and posttest through the implementation of proven reading-comprehension strategies into their classes by the end of the 2010/2011 academic year. Further, implementation strategies addressed activities towards meeting this objective.

II. PRIMARY GOAL, MAJOR OBJECTIVE, PRIMARY IMPLEMENTATION STRATEGIES, AND MAJOR ACCOMPLISHMENTS

The primary goal of this Activity was to address students’ deficiencies in reading and reading comprehension skills. The primary objective that appears on the Activity Director’s Report was:

_to strengthen students’ reading comprehension and literacy skills by a minimum of 5% in pre-selected disciplines as measured by a pretest and posttest through the implementation of proven reading-comprehension strategies into their classes by the end of the 2010/2011 academic year._
The focus of the Activity was to assess students’ academic growth through the RAC Faculty Course Revision Project. The data from students’ performance outcomes and faculty feedbacks were collected and evaluated as a basis for describing the program’s effectiveness. Data collected with all students in seven (7) courses using the pretests and posttests with rubrics indicated an average gain of 38.8% and a maximum gain of 78.6% between the two tests as shown below in Table 1. It is noted that according to the Activity Director, no data was collected for the 2008-2009 grant period.

Table 1. Average Scores and Gains between Pre-test and Post-test

<table>
<thead>
<tr>
<th>Average Points</th>
<th>English 110</th>
<th>English 120</th>
<th>English 341</th>
<th>French 120</th>
<th>Sociology 210</th>
<th>Sociology 220</th>
<th>Music 210</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>1.21</td>
<td>1.12</td>
<td>1.88</td>
<td>1.5</td>
<td>1.13</td>
<td>1.32</td>
<td>2.09</td>
</tr>
<tr>
<td>Posttest</td>
<td>2</td>
<td>2</td>
<td>2.42</td>
<td>2.3</td>
<td>1.43</td>
<td>1.32</td>
<td>2.55</td>
</tr>
<tr>
<td>Percentage of growth</td>
<td>62.5%</td>
<td>78.6%</td>
<td>28.7%</td>
<td>53.3%</td>
<td>26.5%</td>
<td>0%</td>
<td>22.0%</td>
</tr>
</tbody>
</table>

Students who met expectations in pretests and posttests grew from 27% to 40.7%, which indicated 13.7% more students met expectations in the posttests. Students who exceeded expectations in pretests and posttests for each course grew from 8% to 36%, which indicated 28% more students exceeded the expectations in the posttests. Further, the average percentage of the students who did not meet expectations in pre-tests and post-tests decreased from 60% to 20.4%, which indicated 39.6% less students did not meet expectations. The current results support the strong correlation between the use of reading comprehension strategies in class and students’ academic growth. Pre-test and post-test data showed significant improvement in students’ reading comprehension skills.

Methodology involved in promoting academic success included:

- Training seven faculty members in various disciplines to create more reading-courses by implementing proven strategies into their curriculum;
Conducting three pre-workshops to provide reading comprehension strategies including a RAC handbook that consisted of sample pretest and posttest along with rubrics and data, and sample reading strategy assignment sheets;

Providing a RAC Faculty Course Revision Project questionnaire to discern specific courses to be redesigned, course learning objectives, perceptions of students’ reading and reading comprehension levels, and anticipated lessons learned;

Creating discipline specific pretest and posttest to be administered to students accompanied by a scoring rubric and data; and,

Creating and teaching three reading comprehension assignments that implement proven reading comprehension strategies.

Various reading comprehension strategies were implemented in an intentional and systematic manner in an effort to strengthen the monitoring of student performance and increased accountability by faculty. Examples of reading comprehension strategies that each faculty used included reading and response, reading summary, textual analysis, journal entries, multi-genre response, thinking cap questions, conceptual understanding, and interpretation of text quote, dialogical journaling, and post-reading journal. Throughout its funding period, the following outcomes were representative of this Activity’s accomplishments. The RAC has:

Formed a Faculty Literacy Team to revise course outlines, descriptions, and content;

Conducted training workshops for faculty members on the literacy team that has helped to strengthen their ability to integrate reading across the curriculum;

Provided the opportunity for faculty to gain a wide-range of reading comprehension strategies including multi-genre response, dialogical journaling, contextual concept explanation, quick-writes, and reading summary;

Registered faculty on the Faculty Blackboard site in order to link activities, send e-mail reminders, quarterly usage reports, total active reading time, average pages read and students’ comments;

Provided a usage report that indicated that a total of 6,943 pages read by FSU students from August to December 2010;

Developed a Reading Assessment process that now includes a pretest and posttest that are implemented in each of the classes of the Literacy Team; and,
Measured students’ reading comprehension skills through pretest and posttests administered at the start of the semester and toward the end of the semester. Students’ demonstrated skills were assessed on a 0-3 scale based on their ability level, and the average points for pretests and posttests were calculated. The percentage of growth from pretests to posttests for each course was measured. Data collected with all students in seven courses using the pretests and posttests with rubrics indicated an average gain of 38.8% and a maximum gain of 78.6% between the two tests—see the Statistical Analysis section.

Overall, this Activity’s budget was adequate to support its activities for the grant year intended. During the grant period covered by this study, the burn rate at which funds were expended to support the planned activities and outcomes is shown below.

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>Burn Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008/2009</td>
<td>100%</td>
</tr>
<tr>
<td>2009/2010</td>
<td>100%</td>
</tr>
<tr>
<td>2010/2011</td>
<td>92%</td>
</tr>
</tbody>
</table>

**Average Burn Rate:** 97.3%

### III. STATISTICAL ANALYSIS

**Statistical Impact Based on the Effectiveness Estimate and Adequacy Ratio**

1. **Effectiveness Estimate (EE) Results**

\[
\text{Effectiveness Estimate} = (R) \text{ Actual Results} - (C) \text{ Results Without Program} - (P) \text{ Planned Impact} - (C) \text{ Results Without Program}
\]

**OBJECTIVE**

To strengthen students’ reading comprehension and literacy skills by a minimum of 5% in pre-selected disciplines as measured by a pre-test and post-test through the implementation of proven reading-comprehension strategies into their classes by the end of the 2010-2011 academic year.

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>(C) Baseline Data/Results Without Program</th>
<th>(P) Planned Impact Outcome</th>
<th>(R) Actual Outcome/Results</th>
<th>(EE) Effectiveness Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Effectiveness Estimate shows for the 2009-2010 grant year, the Activity met its objective—it was well above the mean. For the 2010/2011 grant period, the effectiveness of the Activity objective was met based on planned and actual outcomes. The Activity exceeded its performance during the 2009/2010 grant period. There was a 7% increase from 2009/2010 to 2010/2011 in actual outcomes experienced by this Activity due to its more assertive data collection practices.

2. Adequacy Ratio (AR) Results

\( (R) \text{ Actual Results} \)

\[ \frac{1}{1 - (C) \text{ Results Without Program}} \]

**OBJECTIVE:** To strengthen students’ reading comprehension and literacy skills by a minimum of 5% in pre-selected disciplines as measured by a pre-test and post-test through the implementation of proven reading-comprehension strategies into their classes by the end of the 2010/2011 academic year.

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>(R) Actual Results End of Grant Period</th>
<th>(C) Results Without Program</th>
<th>(AR) Adequacy Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/2010</td>
<td>34%</td>
<td>27%</td>
<td>125.93%</td>
</tr>
</tbody>
</table>
The Adequacy Ratio demonstrated that the Activity performed well and that the Activity had the impact intended. With a 7% increase in this Activity’s outcomes for both the 2009/2010 and 2010/2011 grant years resulting in an Adequacy Ratio mean of 123.26% provides evidence of the Activity’s adequacy in strengthening students’ reading comprehension and literacy skills in pre-selected disciplines as measured by a pretest and posttest.

IV. EVIDENCE THAT THE INSTITUTION UTILIZED OUTCOMES OF THE PROGRAM TO STRENGTHEN INSTITUTIONAL PERFORMANCE (ACADEMIC OR ADMINISTRATIVE)

The University adopted the RAC for the 2011-2012 academic year as part of the Quality Enhancement Plan. To date, ten faculty members have agreed to participate in the RAC Faculty Course Revision Project during the upcoming spring 2012 semester. Also, the University has extended the RAC Faculty Blackboard site usage to all FSU faculty. Additionally, in support of the RAC efforts, the University has increased the faculty stipend from $500 to $1,000, which is helpful in recruiting more faculty participants. This Activity continues to show progress and has
had an influence on students’ reading comprehension. The methodology involved in promoting this Activity included:

- Forming a Faculty Literacy Team to revise course outlines, descriptions, and content;
- Conducting training workshops for faculty members on the literacy team that has helped to strengthen their ability to integrate reading across the curriculum;
- Exposing faculty to a wide range of reading comprehension strategies including multi-genre response, dialogical journaling, contextual concept explanation, quick-writes, and reading summary;
- Registering faculty to Faculty Blackboard site in order to link activities, send e-mail reminders, quarterly usage reports, total active reading time, average pages read and students’ comments;
- Monitoring reading usage to determine the total number of pages read by FSU students from August to December 2010;
- Reading assessment process now includes a pretest and posttest that is implemented in each of the classes of the Literacy Team; and,
- Building students’ reading comprehension skills to measure pretest and posttests administered at the start of the semester and toward the end of the semester.

RECOMMENDATIONS:

The following recommendations are being offered to assist in ensuring that the positive outcomes of the program continue to strengthen institutional performance. It is recommended that:

Recommendation 1:

The Activity Director lists the tasks to be completed in chronological order in the Implementation/Timeline form in the Activity’s Plan of Operation by objective.

Recommendation 2:

The Activity Director records, analyzes, and reports baseline data to facilitate the documentation of anticipated increases in student performance each academic year.
**Recommendation 3:**

The Activity Director uses only the approved objectives as designated in the Plan of Operation and, if modification is necessary, receives approval from the Title III Office.

**Recommendation 4:**

Results of the evaluation of faculty workshops be documented and summarized and included in Title III Quarterly Reports, along with the workshop titles, content and list of attendees.

**Recommendation 5:**

Details pertaining to the criteria for participation and selection for Literacy Team Membership be documented and made available for Title III staff and external evaluator review.

**DOCUMENTS REVIEWED/DATA SOURCES:**

- 2009/2010 Title III Impact Report
- 2009/2010 Summative Report
- Plan of Operation
- 2009/2010 Title III Quarterly Progress Report

**PERSON INTERVIEWED:**

Dr. Trela Anderson
ENHANCING MINORITY STUDENT SUCCESS IN THE SCHOOL OF BUSINESS AND ECONOMICS BY CREATING A NEW PARADIGM FOR LEARNING

(FUNDED: 2008-2009; 2009-2010; 2010-2011)

I. INTRODUCTION

The Enhancing Minority Student Success in the School of Business and Economics by Creating a New Paradigm for Learning Activity was to provide non-traditional teaching methods to help address poor student performance and high DFW rates in several technical classes. Additionally, the equipment purchased for the Trading Room, Cisco Networking, Oracle, and Knowledge Systems labs have helped to improve the delivery of distance education classes and unlimited opportunities for students to earn certifications to improve their employment prospects. The Activity has effectively used emerging technologies to exploit students’ visual senses, which allowed students to be actively engaged cognitively; thus increasing their participation in various major fields, especially the STEM fields.

This Activity met its objectives and has shown considerable success in increasing student enrollment and passing in the target courses. A total of 589 students were enrolled in the target courses 2010/2011. The Activity showed a significant reduction in the DFW rate from 2008 to 2011. Within the School of Business and Economics, the graduation rate increased by 30% (152 to 196 graduates) since the start of Title III funding in 2008.

II. PRIMARY GOAL, MAJOR OBJECTIVE, PRIMARY IMPLEMENTATION STRATEGIES, AND MAJOR ACCOMPLISHMENTS

The primary goal of this Activity was to address three challenges: 1) improve poor student performance and high DFW rates in several technical classes; 2) strengthen improvement in the delivery of distance education classes, and 3) increase opportunities for students to earn certifications to improve their employment prospects. The major objective for this Activity was:

To increase by 10% annually the percentage of students who earn a grade of “C” or better in targeted courses.
The Activity continued to make significant progress throughout the funding period. Students were performing better in the process oriented courses listed below. Progress was being made to increase by 10% the number of students with a “C” grade in the identified process oriented courses. The Activity Director attributed the increase to the establishment and use of the Trading Room and business simulation. Results indicated that students participating in the simulation had a higher percentage of correct answers compared to students enrolled in traditional sections of the course (57% of correct answers as compared to 37% in the traditional course). The establishment and use of a Trading Room resulted in a significant decrease in the percentage of students earning D, F, W grades in the targeted courses shown below—thus, increasing the number of “C” grades or better. The implication was that the simulation enhanced student learning (remembering, understanding, and applying) of disciplinary concepts relative to students analyzing data through a case study method. DFW Rates and T-test results are shown below.

<table>
<thead>
<tr>
<th>CLASS</th>
<th>DFW Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 07/ Spr 08</td>
</tr>
<tr>
<td>ECON211 - Microeconomics</td>
<td>33%</td>
</tr>
<tr>
<td>ECON212 - Macroeconomics</td>
<td>42%</td>
</tr>
<tr>
<td>FINC 311 - Finance</td>
<td>36%</td>
</tr>
<tr>
<td>FINC 410 - Investments</td>
<td>35%</td>
</tr>
<tr>
<td>MGMT325 – Quant Methods</td>
<td>38%</td>
</tr>
<tr>
<td>MGMT335 – Operations Mgt</td>
<td>18%</td>
</tr>
</tbody>
</table>

Percent Correct Answers Simulation Exam (Mgmt 325 and Mgmt 335)

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Group</th>
<th>No. of Students</th>
<th>Mean (% correct)</th>
<th>t-value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Mgmt</td>
<td>Simulation</td>
<td>39</td>
<td>57.05%</td>
<td>2.54</td>
<td>0.013*</td>
</tr>
<tr>
<td></td>
<td>Traditional Strategic Mgmt Course</td>
<td>35</td>
<td>37.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operations Mgmt</td>
<td>Simulation</td>
<td>39</td>
<td>63.46%</td>
<td>6.11</td>
<td>0.000**</td>
</tr>
<tr>
<td></td>
<td>Traditional</td>
<td>42</td>
<td>37.5%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Overall, this Activity’s budget was adequate to support its activities for the grant year intended. During the grant period covered by this study, the burn rate at which funds were expended to support the planned activities and outcomes is shown below.

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>Burn Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>100%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>92%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>95%</td>
</tr>
</tbody>
</table>

**Average Burn Rate** 95.6%

III. STATISTICAL ANALYSIS

Statistical Impact Based on the Effectiveness Estimate and Adequacy Ratio

1. Effectiveness Estimate (EE) Results

Effectiveness Estimate = \((R)\) Actual Results – \((C)\) Results Without Program – \((P)\) Planned Impact – \((C)\) Results Without Program

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>To increase by 10% annually the percentage of students who earn a grade of “C” or better in targeted courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant Year</td>
<td>(C) Baseline Data/Results Without Program</td>
</tr>
<tr>
<td>2008-2009</td>
<td>66%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>62%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>69%</td>
</tr>
<tr>
<td>MEAN EE:</td>
<td>72.22%</td>
</tr>
<tr>
<td>STANDARD DEVIATION:</td>
<td>113.85%</td>
</tr>
</tbody>
</table>
The Effectiveness Estimate shows less impact was demonstrated in the 2008-2009 grant year due to a sluggish start in the grant year. Gains were made incrementally during the 2009-2010 and 2010-2011 grant periods—demonstrating by the last year that the effectiveness exceeded the objective of increasing the percentage of students earning a “C” or better by 10% in targeted courses. Experience was gained in administering the Activity, which greatly improved its ability to collect the appropriate data. The Effectiveness Estimate data provide evidence that the Activity was successful in meeting its objective to increase by 10% annually the percentage of students who earned a grade of “C” or better in the targeted courses. In 2008-2009 the actual outcome yielded 62%, the planned outcome for 2009-2010 was 68%—the Activity’s actual outcome reached 69%. The Activity’s actual outcome yield was 80% for the 2010-2011 grant year—an increase of 11% from the previous grant year.

2. Adequacy Ratio (AR) Results

\[
\text{(R) Actual Results} = 1 - \left( \frac{C}{\text{Results Without Program}} \right)
\]
**OBJECTIVE**

To increase by 10% annually the percentage of students who earn a grade of “C” or better in targeted courses.

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>(R) Actual Results</th>
<th>(C) Results Without Program</th>
<th>(AR) Adequacy Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>62%</td>
<td>66%</td>
<td>100.00%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>69%</td>
<td>62%</td>
<td>111.29%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>80%</td>
<td>69%</td>
<td>115.64%</td>
</tr>
</tbody>
</table>

**MEAN AR:** 109.08%

**STANDARD DEVIATION:** 8.20%

The purpose of performing the Adequacy Ratio analysis was to determine the adequacy of the Activity’s outcomes in addressing the reason for which the Activity was developed. The Adequacy Ratio shows that the Activity was effective. Its performance increased each grant year after the 2008-2009 grant period. By the end of the 2010-2011, the Activity reached an actual outcome of 80%, which was 11% higher than the previous 2009-2010 grant year. The Adequacy Ratio suggests that the Activity has addressed the intention of the objective. For this Activity, the results demonstrated that the program is continuing to have a profound impact on increasing the percentage of students earning a grade of “C” or better in targeted courses.
IV. **EVIDENCE THAT THE INSTITUTION UTILIZED OUTCOMES OF THE PROGRAM TO STRENGTHEN INSTITUTIONAL PERFORMANCE (ACADEMIC OR ADMINISTRATIVE)**

This Activity was designed to create a new paradigm for learning through the integration of the live financial trading in the business curriculum. The University was interested in incorporating a new teaching/learning paradigm. Emerging technologies as the 3D dynamic illustrations, simulations, virtual reality worlds have been developed to provide an engaging and diverse means to receive and apply knowledge. FSU’s School of Business and Economics faculty strongly believe that the application, such as technologies has enhanced learning because they have witnessed students’ ability to manipulate, experiment, and translate theories into real world applications.

The use of the current technology allowed students to increase their performance in the target courses. The innovative technology is better preparing students for their futures within the workplace, graduate and/or professional school. The School of Business and Economics has 30 faculty and of that eight (8/30 26%) are actively using the simulations, Second Life, and Trading Room; all are supported with Title III funds. As a result of this Activity, faculty was encouraged to research more simulation programs to enhance their course instruction. The methodology involved in promoting this Activity included:

- Providing infrastructure improvements to equip a Trading Room with dual monitor computers, software, a stock market ticker, tables, and chairs;
- Enabling faculty to merge practical experience with theoretical concepts thus enhancing student learning;
- Preparing students to master the requisite skills and knowledge to matriculate into their upper division courses;
- Infusing technology into the traditional teaching method to enhance learning in order to help improve student performance, and,
- Establishing a Trading Room that mirrors the Wall Street Trading Room, this allows students to simulate participation in financial markets in the United States and across the globe.
RECOMMENDATIONS:

The following recommendations are being offered to assist in ensuring that the positive outcomes of the program continue to strengthen institutional performance. **It is recommended that:**

**Recommendation 1:**
To clear up any ambiguity that may exist in quantitative reporting results, all data reports show a full academic year not just the fall semester.

**Recommendation 2:**
The Activity Director revisits the objectives to determine if they align with the original request to revise the objectives and implementation strategies/timetable in the Plan of Operation as advised by the Title III Administrator.

**Recommendation 3:**
That faculty include in their course syllabi the use of interactive modules, the new labs, and equipment, such as Second Life, 3D equipment, Trading Room, and Oracle lab.

**Recommendation 4:**
The Activity Director collects data and prepares comparative analyses to demonstrate the effectiveness of the infusion of technology into the instructional process.

**DOCUMENTS REVIEWED/DATA SOURCES:**

2009/2010 Summative Evaluation
2008/2009 Title III Impact Report
2009/2010 Title III Impact Report

**PERSONS INTERVIEWED:**

Dr. Pamela Jackson
Dr. Assad Tavakoli
LIBRARIAN/FACULTY COLLABORATIVE FOR INFORMATION LITERACY
(CCRAA)

(FUNDED: 2008-2009; 2009-2010; 2010-2011)

I. INTRODUCTION

This Activity was established to work with faculty to design and incorporate Information Literacy into their course content and teaching strategies on a routine bases. The intent is to encourage resource base learning outside the classroom. Accordingly, the ultimate goal is to engage students to use the library as a key resource. Furthermore, the Activity encourages students to verify and authenticate solid information rather than relying solely on the Internet which oftentimes is not a reliable source for research. After the successful completion of the courses, for which the syllabus has been redesigned, faculty members are able to expose students to Information Literacy competencies as defined by the Association of Colleges and Research Libraries (ACRL). Simply put, students benefit tremendously from this experience in using the library.

Consequently, the plan of action calls for the library staff to work collaboratively with the faculty by presenting workshops and activities that helps them to modify and tweak their syllabi by incorporating Information Literacy objectives into all classroom assignments. Growing out this collaboration is a joint effort by the library staff and faculty to design, plan and implement active learning assignments into all instructional assignment strategies. Hence, Information Literacy is fully incorporated across the curriculum.

II. PRIMARY GOAL, MAJOR OBJECTIVE, PRIMARY IMPLEMENTATION STRATEGIES, AND MAJOR ACCOMPLISHMENTS

The primary goal of this Activity was to create an atmosphere where library staff work together routinely work in partnership with faculties to institute Information Literacy across the curriculum. Students through their library assignments learn the importance and benefit to becoming well versed in the effective use of the library. Acquiring appropriate skills in Information Literacy will equip students with the ability to recognize, evaluate and effectively retrieve useful information required for assignments as well as other research needs.
Furthermore, this Activity is designed to help improve academic and co-curricular programs, student services and satisfaction with the library as well as expand collaboration and partnerships.

A Library Consultant was hired to instruct the librarians and faculty on how to incorporate Information Literacy into their classroom assignments. This assistance demonstrated to faculty how to implement the most up-to-date teaching along with technology incorporated into the strategies. Faculty, (Chesnutt Library Fellows) was chosen through an application process using a Screening and Selection Committee before they could participate in the program. Approximately ten (10) faculties were selected for each Activity cycle from a pool of forty two (42) applicants. The selection committee was careful to identify a diverse representation of faculty from across the disciplines. A two-day workshop was held December 13-14, 2010 for all Library Fellows helping them to acquire many of the aforementioned skills needed in helping them to revise syllabus for Information Literacy to use effectively in their classes.

This Activity budget appears to be adequate to support this program. During the grant years covered by this study the burn rate at which funds was expended is as follows:

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>Burn Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>100%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>100%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Average Burn Rate:</strong></td>
<td><strong>81.67%</strong></td>
</tr>
</tbody>
</table>

III. STATISTICAL ANALYSIS

Statistical Impact Based on the Effectiveness Estimate and Adequacy Ratio

1. Effectiveness Estimate (EE) Results

\[
\text{Effectiveness Estimate} = \frac{(R) \text{ Actual Results} - (C) \text{ Results Without Program}}{(P) \text{ Planned Impact} - (C) \text{ Results Without Program}}
\]
The above Tables for the Effectiveness Estimate data clearly show that excellent progress was achieved over the grant period. Each year, the target goal was to have at lease ten (10) faulties selected and participate in this Activity. The data document consistent participating in the program Activity thus achieving a one hundered percent (100) success participation rate. Consequently, the objective of the program was met. Baseline data and Actual Outcomes Results was consistent throughout the grant period.
2. Adequacy Ratio (AR) Results

(R) Actual Results
Adequacy of Program = 1 – (C) Results Without Program

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>To train a minimum of ten (10) faculty members who infuse “Information Literacy” into their classroom assignments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant Year</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2007-2008</td>
<td></td>
</tr>
<tr>
<td>2008-2009</td>
<td></td>
</tr>
<tr>
<td>2009-2010</td>
<td></td>
</tr>
<tr>
<td>2010-2011</td>
<td></td>
</tr>
</tbody>
</table>

MEAN AR: 100.00%
STANDARD DEVIATION: 0.00%

The purpose of performing the Adequacy Ratio analysis is to determine the adequacy of the Activity’s outcomes in addressing the reason for which this Activity was developed. For this Activity, the Adequacy of the program yielded a Mean Adequacy Ratio of 100%. Consequently, these results were as intended in meeting the goals and objectives established.
IV. EVIDENCE THAT THE INSTITUTION UTILIZED OUTCOMES OF THE PROGRAM TO STRENGTHEN INSTITUTIONAL PERFORMANCE (ACADEMIC OR ADMINISTRATIVE)

This Activity was designed to encourage a partnership between the faculties and the library to integrate Information Literacy into class syllabus throughout the curriculum. The Library intent was to create an environment permitting students to acquire the abilities to recognize when information is needed to locate, evaluate, and effectively use the same and adhere to ethical standards when it is applied to research and writing. Oftentimes students are quick to use the Internet as an authentic source for verification and documentation of fact. This program, through working with faculty, attacked this issue head on. This was a collaborative effort requiring the Library to work hand and hand with faculty to incorporate Information Literacy across the curriculum. Consequently, the Library faculty worked together with the faculty to design active learning assignments, plan instruction as well as develop assessment strategies.

This Activity was linked and designed to address several priorities of the university and Chancellor’s strategic initiatives. They were as follows:

**Priority 1: Retention and Graduation Rates**

- **Initiative 2:** Improve Academic and Co-Curricular Programs
  
  **Principal Accountability 3:** Demonstrate master of learning outcomes of major programs as specified in each program’s objectives.

- **Initiative 5:** Improve Student Services and Satisfaction
  
  **Principal Accountability 2:** Increase the percentage of students who report high levels of satisfaction… library services…

**Priority 5: Collaboration and Partnerships**

- **Initiative 1:** Expand Collaborations and Partnerships
- **Initiative 4:** Collaborate to Support Academic Achievement

To ensure the success of this program, the Library identified a consultant to come in and instruct both the Librarians and faculty on incorporating information into classroom assignments. Additionally, a technology consultant was hired to instruct participants on the use of the most
current technology and how to incorporate its use with up to date teaching strategies. Dr. Terence Mech and Ms. Kimberly Gay were used for the aforementioned purpose.

**RECOMMENDATIONS:**

This program has made excellent progress and there are no recommendations at this time.

**DOCUMENTS REVIEWED/DATA SOURCES:**

Quarterly Reports
2006-2011 External Evaluation Reports
2007-2011 Plans of Operations
Activity Burn Rate
List of Travel
Consultant List

**PERSON INTERVIEWED:**

Mrs. Evelyn Council, Activity Director
ESTABLISHING AND ENHANCING LIBRARY RESOURCES (CCRAA)


I. INTRODUCTION

This Activity is designed and established to assist the library in acquiring additional resources to help support program development and research needs of both students and faculties at Fayetteville State University (FSU). Conversely, this effort is compounded by the high and predatory pricing along with inflation that drives up the cost of library materials. According to records reviewed the cost for library materials have increased by as much as 30% or more. This issue coupled with reductions in state funding has not allowed FSU to keep pace with the resource needs of the library. Consequently, the need from Title III funds to help augment these increasing costs.

Because of a lack of appropriate library materials to support students and faculty, there was growing disenchantment with the library as a whole. This was made clear from satisfaction surveys administered to students and faculty. Another essential part of this Activity is to ensure that the library is meeting requirements established by the Southern Association of Colleges and Schools, (SACS). The library must be able to demonstrate that it is on par with other peer institutions similar in nature. To that end, the University must demonstrate the appropriate learning materials is on hand and document how it supports teaching, research and community service. Moreover, SACS require that students and faculties have easy access to these materials at all times.

To further strengthen this Activity, a staff development component is included as important need. Accordingly, professional development opportunities were made available to the staff to stay current and up-to-date and knowledgeable about library resources, trends, technology and operations. Hence, information acquired at conferences and workshops was invaluable to improving library services. Such opportunities also, better empower the library staff to interact with other libraries across the country to establish consortia and other kinds of relationships beneficial to FSU.
II. PRIMARY GOAL, MAJOR OBJECTIVE, PRIMARY IMPLEMENTATION STRATEGIES, AND MAJOR ACCOMPLISHMENTS

The primary goal of this Activity is to enhance library resource materials. This is accomplished through the purchase of required materials to support student learning, faculty’s research and community service. Therefore, the library must be certain that these materials are on hand and accessible to the university community. At the same time, it must be cognizant of the requirements to keep current and in accordance with SACS requirements for collegiate libraries. Overall, the library set out to increase its book collection by 5%. However, in specific areas the breakdown was as follows:

- Education & Leadership--- 6%
- Physical & Life Sciences--- 14%
- Computer Science & Math--- 16%
- Business Administration--- 30%
- Economics----------------- 13%
- Psychology----------------- 8%
- Social Sciences------------- 8%
- Nursing------------------ 18%
- Music, Art & Humanities--- 5%

During this period, the library witnessed a 1% increase in the Periodical Collections along with eleven (11) back files being renewed. Additionally, 366 periodical titles have been renewed. Further evidence shows 50 electronic databases renewed along with audiovisual titles and thirty (30) new electronic databases were purchased with audiovisual titles.

This Activity budget appears to be adequate for the effective implementation of its stated objectives. During the grant years covered by this study, the burn rate at which funds were expended was:

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>Burn Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>100%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>100%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>100%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Average Burn Rate: 100%*
III. STATISTICAL ANALYSIS

Statistical Impact Based on the Effectiveness Estimate and Adequacy Ratio

I. Effectiveness Estimate (EE) Results

Effectiveness Estimate = (R) Actual Results - (C) Results Without Program
(P) Planned Impact - (C) Results Without Program

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>(C) Baseline Data/Results Without Program</th>
<th>(P) Planned Impact Outcomes</th>
<th>(R) Actual Outcome/Results</th>
<th>(EE) Effectiveness Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>252,595</td>
<td>255,121</td>
<td>258,838</td>
<td>247.15%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>258,838</td>
<td>261,426</td>
<td>266,752</td>
<td>305.80%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>266,752</td>
<td>269,420</td>
<td>270,930</td>
<td>102.70%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>270,930</td>
<td>271,426</td>
<td>272,360</td>
<td>288.31%</td>
</tr>
</tbody>
</table>

Mean EE: 235.99%
Standard Deviation: 92.20%

Overall, there was a modest increase in library holdings between 2007 and 2011. According to the Table above, Library increase holdings had gone from an actual Baseline of 253,595 to 272,360 between 2007 and 2011. Although the increase is modest it moved the
Library closer to meeting its intended goal of a steady one percent (1%) increase in holdings per year.

2. **Adequacy Ratio (AR) Results**

**(R) Actual Results**

*Adedquacy of Program = 1- (C) Results without Program*

<table>
<thead>
<tr>
<th>Objective</th>
<th>To strengthen the University’s resources for all major disciplines by 1.0% annually to support student learning, faculty instruction, and research.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>(R) Actual Results End of Grant Period</th>
<th>(C) Results Without Program (Baseline Data)</th>
<th>(AR) Adequacy Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008***</td>
<td>258,838</td>
<td>252,595</td>
<td>102.47%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>266,752</td>
<td>258,838</td>
<td>103.06%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>270,930</td>
<td>266,752</td>
<td>101.57%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>272,360</td>
<td>270,930</td>
<td>100.53%</td>
</tr>
</tbody>
</table>

**MEAN AR:** 101.91%

**STANDARD DEVIATION:** 1.10%

The data revealed a modest increase in Library holdings. In fact, the Adequacy Ratio Mean Average showed overall a 101.91% gain. As new programs are added at the Doctoral levels the
demand for and on library resources is expected to increase. Currently the University’s Strategic Plan call for the addition of Criminal Justice major at the Doctoral level and the addition of a new program in Intelligence Studies at the undergraduate level. Also, the addition of an MSN is highly anticipated.

IV. EVIDENCE THAT THE INSTITUTION UTILIZED OUTCOMES OF THE PROGRAM TO STRENGTHEN INSTITUTIONAL PERFORMANCE (ACADEMIC OR ADMINISTRATIVE)

Sprinkle throughout this program evidence could be seen as contributing to the overall strengthening of the University. This was observed by the increase in the number of volumes added to library as well as the renewal and purchase of periodicals and audiovisuals. Additionally, the number of new materials was on hand and documented to meet SACS requirements for the library. Moreover, the evidence indicated that the library is up to speed in providing the necessary materials for students and faculty to conduct research and teaching while meeting community the service requirements. New library materials were purchased across the curriculum from Business to Humanities and the Physical Sciences. Overall 14,154 new hardcover books were added to the library with Title III support since 2007. Accordingly, 62 databases, 110 journals, Academic E-books, and IGI global E-books journals were added. The films and video areas were also strengthened as well. As new degrees at both the undergraduate and doctoral level are anticipated the demand on library resources is expected to continue increasing.

Further evidence showed that staff participated in professional development conferences. Records were on hand to show the kind of conferences that they were involved. The documents also revealed the kind of contributions the staff was able to make back to the University from having participated in professional development conferences.

RECOMMENDATIONS:

There are no recommendations at this time. According to budget documents reviewed, all funds were spent according to planned activities. The results were a modest increase in the academic materials added to the library holdings.
DOCUMENTS REVIEWED/DATA SOURCES:

Title III Impact Report
Title III Master’s Quarterly Report
Plan of Operation
2009-2010 Summative Evaluation

PERSON INTERVIEWED:

Mr. Bobby Wynn, Director for the Chesnutt Library
I. INTRODUCTION

This Activity was designed to specifically address the need for the enhancement of various academic facilities on the campus. The first year of funding was in 2008-2009. Toward that end, this Activity has been effective in addressing the specific need for renovating academic facilities as described in the campus Master Plan. Fayetteville State University (FSU) has been strategic in using Title III funds to not only enhance the academic function, but also to improve safety and address the environmental impact on the university at the same time. Accordingly, the facilities area has been instrumental in managing storm water drainage projects to include, installing ADA sidewalks as well as creating Bio Retention areas for storm water to collect and installing permeable pavers allowing water to seep through pavement thus, avoiding unsafe water levels flowing into streets. However, another essential element of this Activity has been and is the renovation of several academic facilities to enhance teaching, research and learning. Accordingly, the Butler Theatre for the Performing Arts was renovated. The result is greater functionality and improved safety for instruction and student learning. In addition, a Micro Probe Suite was renovated with new equipment being installed. The major objective for this activity was:

*To strengthen the University’s academic climate by renovating a minimum of four (4) academic buildings for classroom and laboratory space for teaching and research each year.*

The Activity Director was not available for this interview. Consequently, the interview was conducted primarily with the Director of Facilities Administration instead, Mr. Gene Cottrell. He was very cooperative and helpful in addressing questions needing answers.
II. PRIMARY GOAL, MAJOR OBJECTIVE, PRIMARY IMPLEMENTATION STRATEGIES, AND MAJOR ACCOMPLISHMENTS

The primary goal of this Activity was to enhance academic facilities and make environmental improvements to the University campus. This was in keeping with the University’s Strategic Plan of improving and strengthening the entire teaching and learning atmosphere throughout the campus. All of these efforts were directly related to the campus Master Plan and meeting Southern Association of Colleges and Schools (SACS) accreditation standards.

The primary goal was to renovate at least four academic buildings between 2008 and 2011. To that end, the Butler, Lilly Gym, Lyons Science, and the Lyons Science Annex buildings have all been renovated. Throughout the years of funding, the following outcomes are representative of this Activity’s accomplishments.

- Four academic facilities were renovated for enhanced teaching and learning
- New lighting was installed throughout the campus. The completion of this project greatly improved safety and security benefiting the campus community.
- New ADA sidewalks were installed. The result was a more user friendly campus to those who may have experienced any physical impairment.
- Permeable Pavers to reduce water run off were installed. This project contributed to a more environmentally friendly campus as well as to the safety and welfare of the campus community.
- Installed Bio Retention areas to collect storm water.

This Activity budget appears to have been adequate to support its various projects and planned outcomes. During the grant years covered by this study, the burn rate at which funds were expended to support planned activities and outcomes that follows was:

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>Burn Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td></td>
</tr>
<tr>
<td>2008-2009</td>
<td>100%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>95%</td>
</tr>
</tbody>
</table>
Although no hard data was provided to calculate a Burn Rate, the Activity Director, reported that 98% of the funds were spent as of 12/31/2011.

III. STATISTICAL ANALYSIS

Statistical Impact Based on the Effectiveness Estimate and Adequacy Ratio

1. Effectiveness Estimate (EE) Results

Effectiveness Estimate = (R) Actual Results – (C) Results Without Program
(P) Planned Impact – (C) Results Without Program

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>To strengthen the University’s academic climate by renovating a minimum of four (4) academic buildings for classroom and laboratory space for teaching and research each year.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>(C) Baseline Data/Results Without Program</th>
<th>(P) Planned Impact Outcomes</th>
<th>(R) Actual Outcome/Results</th>
<th>(EE) Effectiveness Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008-2009</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>0.00%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>100.00%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>*100.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>MEAN EE:</strong> 66.67%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>STANDARD DEVIATION:</strong> 57.74%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A total of four (4) buildings were renovated and improved along with several other critical projects included in the Master Plan. One hundred percent (100%) of all buildings scheduled for renovation was completed.

This Activity has contributed greatly to the teaching, research and learning outcomes for faculty and students alike. During Phase I of the comprehensive renovation of the Lilly Gym facility, Title III funds made it possible to purchase and upgrade exterior lighting as well as replace the entire roof on the building. Additionally, lighting improvements were made to the Butler Theater, while Lyons Science Building received a Suite renovation to install a Microprobe area. Title III funds also permitted the renovation of two lab spaces. This provided a boost to the Chemistry Department in the Lyons Science Building and Annex. Accordingly, these renovations enabled the Chemistry Department to achieve and maintain its accreditation as well as create much needed storage space for the department.

2. Adequacy Ratio (AR) Results

\[
AR = \frac{R}{C} = 1 - \left( \frac{C}{R} \right)
\]

\[
Adequacy\ of\ Program = 1 - (C)\ Results\ without\ Program
\]
**OBJECTIVE**

To strengthen the University’s academic climate by renovating a minimum of four (4) academic buildings for classroom and laboratory space for teaching and research, each year.

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>(R) Actual Results</th>
<th>(C) Results Without Program (Baseline Data)</th>
<th>(AR) Adequacy Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008-2009</td>
<td>2</td>
<td>2</td>
<td>100.00%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>4</td>
<td>2</td>
<td>200.00%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>4</td>
<td>4</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

**MEAN AR:** 133.33%

**STANDARD DEVIATION:** 57.74%

The renovation of four (4) academic building was clearly evident. These data document and show a 100% completion rate. The Mean Average was 133.33 % that is a very impressive result and further attests to the success of this Activity’s initiative.

**IV. EVIDENCE THAT THE INSTITUTION UTILIZED OUTCOMES OF THE PROGRAM TO STRENGTHEN THEN INSTITUTIONAL PERFORMANCE (ACADEMIC OR ADMINISTRATION)**

This Activity is linked directly to the FSU Master Plan. Title III funds were installed in Science building. All of these improvements helped to contribute to the re-accreditation of the
University by SACS. In addition to improving facilities, environmental improvements were made as well. An example of these improvements includes installing permeable pavers and bio-retention areas. By the end of 2010-2011 all four projects were completed. They were:

- Lilly Gym---$ 300,000
- Mitchell Strom Water--$ 275,000
- Chemistry Accreditation-- $ 139,000
- Lyons Science-- $107,198

**RECOMMENDATIONS:**

The following recommendations are being offered to assist in ensuring that the appropriate documentation is maintained permitting a more concise assessment of this Activity. **It is recommended that:**

**Recommendation 1:**

Objectives be written in more quantitative and qualitative outcome based terms.

**Recommendation 2:**

Quarterly Reports be completed and submitted to the Title III Coordinator on timely basis. These reports should include relevant and useable data that can be used to better assess outcomes of the program.

**Recommendation 3:**

Title III Impact Reports be replete with data that can be used to assess the progress of the program.

**DOCUMENTS REVIEWED/DATA SOURCES:**

2007-2008 Summative Title III Report
2007 thru 2011 Impact Report
2010-2011 Plan of Operation
PERSONINTERVIEWED:

Mr. Gene Cottrell, Director of Facilities Administration
I. INTRODUCTION

The Activity addresses several strategic priorities and initiatives of the University based on the Fayetteville State University 2009-2014 Strategic Plan. Moreover, it was established to impact and increase the small and under-represented population of minority students enrolled in Science, Mathematics, Engineering and Technology (STEM). The Center serves as an umbrella for all enrichment programs to ensure that all students are exposed and properly introduced to opportunities in the STEM areas. The sciences form the bases for student’s success in virtually every discipline of study. Accordingly, the STEM Activity was established to provide resources to all students in all disciplines and at the same time prepare high school students to pursue an education in Science, Technology, Engineering and Mathematics.

II. PRIMARY GOAL, MAJOR OBJECTIVES, PRIMARY IMPLEMENTATION STRATEGIES, AND MAJOR ACCOMPLISHMENTS

The primary goal of this Activity was to increase the number of minority students pursuing career study in Math, Science, Technology and Engineering Education. To that end, students were provided enrichment experiences designed to help to help them prepare for successful careers. And at the same time, help address the critical shortage for professionals needed throughout the STEM fields.

To maintain a passing rate of (C) or higher for 60% of the students in STEM 100 and 200 level courses who receive CPSER tutoring, each semester.

This Activity is designed to have a serious impact on students not only enrolling in the STEM subjects but also to successfully earn a grade of “C” or better. Students are afforded tutorials. Moreover, they are matched one on one with tutors who manage and supervise Study Halls. In these settings students are exposed to the most effective study and review techniques. Also, it proposes to increase enrolled in the STEM Activity by at least 5% or more.
Additionally, STEM objective was to enroll at least one hundred (100) students in 100 and 200 level courses.

Throughout the years of funding for this Activity considerable and significant progress has been realized. Some of those accomplishments are as follows:

- 63.3% of students served in the Tutoring Center received a grade of “C” or better in courses tutored, these data are confirmed by the Registrar. Of the five Tutees who responded to a survey, four strongly agreed that the Tutors were knowledgeable in the content of subjects tutored. Sixty students received tutoring in Math 129, 140 and 142; Biology 150 and 200; Botany 201; Chemistry 101, 102, 140, 160, and 221; Physics 121 and 122; Zoology 210 and Natural Science 120.

- The number of students enrolled in STEM disciplines increased in the fall of 2010 to 629 from 531 in fall of 2009. This was slightly over 18% growth.

- Brochures and other recruitment material was developed and placed in high schools to recruit and make student aware of opportunities for studying in one of the STEM areas and or Summer Research Internships.

- A faculty focus group was established. It included a total of eleven faculty members. They are: Dr’s. Daniel Okunmbor, Perry Gillespie, Deepthika Senarante, Erin White, Darren Pearson, Kimberly Smith-Burton, Dwight House, Doug Wang, Jonathan Breitzer and Grayling Williams.

- Leveraged the STEM grant to compete and secure other large grants for the University. The most recent one for $600,000 was received from MSEIP Minority Science Education Improvement Program over 4 years from the US Department of Education will result in $1.75 million.

This Activity’s budget was indeed adequate to support the initiatives planned. During the grant period covered by this grant the burn rate expended to support the program plans and outcomes was:

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>Burn Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>100%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>100%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>100%</td>
</tr>
</tbody>
</table>
III. STATISTICAL ANALYSIS

Statistical Impact Based on the Effectiveness Estimate and Adequacy Ratio

1. Effectiveness Estimate (EE) Results

Effectiveness Estimate = (R) Actual Results – (C) Results Without Program
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</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008-2009</td>
<td>55%</td>
<td>60%</td>
<td>79%</td>
<td>480.00%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>79%</td>
<td>60%</td>
<td>82%</td>
<td>-15.79%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>82%</td>
<td>60%</td>
<td>75%</td>
<td>31.82%</td>
</tr>
</tbody>
</table>

MEAN EE: 165.34%

STANDARD DEVIATION: 273.54%
This objective was surpassed and fully achieved. In each year, there was a significant increase in the actual results for the end of grant period. The Adequacy Ratio was 143.64% in 2008/09. Although it did decrease to 91.46% the mean average was an impressive 12.97%. These results clearly document that this Activity’s goals and objective was successfully achieved.

2. Adequacy Ratio (AR) Results

\[ \text{(R) Actual Results} \]
\[ \text{Adequacy of Program} = 1 - (C) \text{ Results without Program} \]

<table>
<thead>
<tr>
<th>OBJECTIVE 1.0</th>
<th>To maintain a passing rate of (C) or higher for 60% of the students in STEM 100 and 200 level courses who receive CPSER tutoring, each semester.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant Year</td>
<td>(R) Actual Results End of Grant Period</td>
</tr>
<tr>
<td>2008-2009</td>
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<tr>
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</tr>
<tr>
<td>2010-2011</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
These data observed continue to affirm that this objective was achieved. There was a steady increase in the number of students who pass the required Math and Science courses with a grade of (C) or higher. Much of this growth can be directly tied to the effective tutorial support provided by the department. In every instance the End of Year data exceeded Baseline data further affirming that this objective was achieved. Accordingly, the overall Adequacy Ratio is 91.46% with a Mean AR of 112.97%.

IV. EVIDENCE THAT THE INSTITUTION UTILIZED OUTCOMES OF THE PROGRAM TO STRENGTHEN INSTITUTIONAL PERFORMANCE (ACADEMIC OR ADMINISTRATIVE)

This Activity was intended to enhance the STEM subjects by providing support to attract more minority students to major in one or more of these areas. Programs were designed to gain attention of high school students as well as those entering college at the freshmen level. A main focus was to introduce high school students through the production of recruitment materials that intended to explain and attract them to the program. To aid in this regard, students were afforded Summer Internships to study under the tutelage of faculty members doing the summer months. During this period students were exposed to the STEM subjects. In addition, they participated in various classroom and Lab experiences permitting them to witness the excitement of studying in the STEM areas. And at the college level, those student are introduced to STEM in the freshmen year and offered tutorials designed to ensure their success in 100, 200 and above course levels. According to data reviewed, the tutors were very well grounded in the subject area that they were assigned to tutor. Students were asked to complete survey forms commenting on the capability of the tutors to handle the subject matter. Moreover, this Activity is linked to a specific University goal as included in the strategic plan.

It should also be noted, that all of the data clearly pointed to the success of the program. Students enrolled in the program earned a grade of “C” or better in significant numbers. Moreover, the documents reveal that there was indeed an increase in the number of students enrolled in STEM by more than 5%. In fact, between 2009 and 2010 the number of students increased from 531 to 629.
This program has greatly enhanced academic areas for STEM programs at the University. To that end, the use of Title III funds has been leveraged to attract other resources to the academic areas. This is in no small measure attributed to the excellent work and leadership of Dr. Daniel Okunbor who heads the program. He has written additional proposals that resulted in $1.75 million funding for the Minority Science Education Improvement Program (MSEIP) from the US Department of Education.

RECOMMENDATIONS:

Due to the excellent results, outcomes, and management of this program, there are no recommendations at this time.

DOCUMENT REVIEWED/DATA SOURCES:

2009/2010 Formative Evaluation
2009/2010 Summative Evaluation
2010/2011 Quarterly Reports
Plan of Operation for 2009/2010
Impact Report for 2009/2010
US Department of Education Grant Performance Report (ED524B)

PERSON INTERVIEWED:

Dr. Daniel Okunbor, Activity Director
Dr. Sherrice Allen, Faculty
I. INTRODUCTION

This Activity is designed to provide academic support and guidance to those students who wish to pursue a teaching career in Education. The School of Education Academic Advisement & Retention Center (SOEAARC) places particular emphasis upon transfer students from the Community Colleges seeking to study education. The program helps students to understand the core curriculum requirements as well as class selection, goal setting and options available to them as education majors. A primary goal of the program Activity is to help the School of Education meet and or exceed the Teacher Education Retention and Graduation Rates required by Fayetteville State University and the University of North Carolina System. Moreover, the SOEAARC program also, serve the needs of students who maybe undeclared majors and may have expressed an interest in Teacher Education as well as those who may be considering a change of major.

A unique aspect of the program is meeting students where they are. Because many of the students are non-traditional and or older this approach takes on increasing importance. Some of the resource support provided by SOEAARC is as follows:

- Intrusive advisement;
- Coordination with the SOE Praxis Committee to implement monthly Plato workshops in preparation for the Praxis I examination; and,
- Provide supplemental enrichment activities.

According to documents reviewed, the SOEAARC program is having a positive impact upon the University. Documentation reveals a 61% success rate for Fall 2009 first time freshmen and a 56.7% success rate for Transfer students in the spring of 2011. Also, all 27 students who participated in the Praxis I exam had a 100% passing rate. Accordingly, the
College of Education witnesses an increase in the GPA of students earning a 2.5 or higher GPA prior to graduation.

II. PRIMARY GOAL, MAJOR OBJECTIVE, PRIMARY IMPLEMENTATION STRATEGIES, AND MAJOR ACCOMPLISHMENTS

The primary goal of this Activity was to assist the University in attracting capable students to study Education and persist through graduation. Moreover, the primary objective of this support is to help the University and the College of Education to meet and or exceed the Teacher Education retention and graduation standards as established by the University of North Carolina System. To that end, SOEAARC helps the School of Education to implement strategies to target and attract undergraduate and transfer students who demonstrate a greater probability of earning a degree. The idea is to create so much positive publicity around the program that students would choose a major within the School of Education as a first choice. The major objective for this Activity was:

*To strengthen the University’s retention rate of first-time and transfer students by retaining a cohort of a minimum of 199 incoming transfer and first-time students through the provision of intrusive advising and counseling services to improve retention of education majors, annually.*

Some of the specific strategies engaged by SOEAARC and the School of Education to help students were as follows:

- Making contact with 274 perspective education majors via phone to assist with Pre-registration for summer and fall 2011 semester.
- SOEAARC initiated contact with 536 perspective education majors via E-mail and phone encouraging them to pre-register for summer and fall 2011 semester.
- SOEAARC initiated contact with 524 perspective education majors via E-mail and phone encouraging them to pre-register for the spring semester.

This Activity’s budget appears to have been adequate to support the prescribed goals and objectives. During the grant years covered by this study, the burn rate at which funds were expended to support the planned activities and outcomes was:
<table>
<thead>
<tr>
<th>Grant Year</th>
<th>Burn Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>95%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>100%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>100%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Average Burn Rate:</strong></td>
<td><strong>98.75%</strong></td>
</tr>
</tbody>
</table>

Presently, we are unable to report on the Burn Rate as these data was not available at the time of this evaluation.

III. STATISTICAL ANALYSIS

*Statistical Impact Based on the Effectiveness Estimate and Adequacy Ratio*

1. Effectiveness Estimate (EE) Results

   \[
   \text{Effectiveness Estimate} = (R) \text{ Actual Results} - (C) \text{ Results without Program} - (P) \text{ Planned Impact} - (C) \text{ Result without Program}
   \]

<table>
<thead>
<tr>
<th>OBJECTIVE 1.0</th>
<th>To strengthen the University’s retention rate of first-time and transfer students by retaining a cohort of a minimum of 199 incoming transfer and first-time students through the provision of intrusive advising and counseling services to improve retention of education majors, annually.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant Year</td>
<td>(C) Baseline Data/Results Without Program</td>
</tr>
<tr>
<td>2009-2010</td>
<td>199</td>
</tr>
<tr>
<td>2010-2011</td>
<td>176</td>
</tr>
</tbody>
</table>

MEAN EE: 50.74%

STANDARD DEVIATION: 53.31%
According to the preceding Table, the overall program Activity was not quite met. Baseline Data reported to the program show that the intended target of reaching 199 students was not reached. The Actual Outcome Results fell short by a little more than twenty percent (20%). Therefore, the Effectiveness Estimate would naturally reflect the same results that were 88.44% of intended outcomes.

2. Adequacy Ratio (AR) Results

\[(R) \text{ Actual Results} - (C) \text{ Results Without Program}\]

**Adequacy of Program = 1 - (C) Results Without Program**

<table>
<thead>
<tr>
<th>OBJECTIVE 1.0</th>
<th>To strengthen the University’s retention rate of first-time and transfer students by retaining a cohort of a minimum of 199 incoming transfer and first-time students through the provision of intrusive advising and counseling services to improve retention of education majors, annually.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant Year</td>
<td><strong>(R) Actual Results End of Grant Period</strong></td>
</tr>
<tr>
<td>2007-2008</td>
<td></td>
</tr>
<tr>
<td>2008-2009</td>
<td></td>
</tr>
<tr>
<td>2009-2010</td>
<td>176</td>
</tr>
<tr>
<td>2010-2011</td>
<td>179</td>
</tr>
<tr>
<td><strong>MEAN AR:</strong></td>
<td><strong>95.07%</strong></td>
</tr>
<tr>
<td><strong>STANDARD DEVIATION:</strong></td>
<td><strong>9.38%</strong></td>
</tr>
</tbody>
</table>
Indeed, the Adequacy Ratio naturally would reflect other Baseline data. The Mean Average is shown at 95.07 % indicating that this objective was not met. However, in 2011 it was exceeded by achieving a level of 101.70 %.

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>(R) Actual Results End of Grant Period</th>
<th>(C) Results Without Program</th>
<th>(AR) Adequacy Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2007-2008</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2008-2009</td>
<td>842</td>
<td>Unknown</td>
<td>N/A</td>
</tr>
<tr>
<td>2009-2010</td>
<td>2,363</td>
<td>Unknown</td>
<td>N/A</td>
</tr>
<tr>
<td>2010-2011</td>
<td>9,826</td>
<td>Unknown</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Mean AR:

The evidence and data suggest that the amount of services did appear to increase. To that end, the program collaborated with the PLATO lab and provided help to students in passing the Praxis exam. Additionally, tutorial help was provided in Math, Reading and Writing. According
to the year end data, there was indeed a significant increase in the number of students using the SOEAARC services between 2009 and 2010. In fact, the usage more than doubled. However, data to completely determine the Actual Results and Results Without Program and Adequacy Ratio could not be concluded because of inconclusive data. Nevertheless, the participation rate numbers are impressive.

Clearly, this program Activity has made some significant progress in helping the University and the School of Education achieve its overall objective. That is, attracting more education qualified students while improving retention and graduation rates. Additionally, the program is and did provide the necessary support structure to help ensure student success. Based upon NSSE data provided at this evaluation in the fall of 2008 the average advisement satisfaction rate was 56.51%. However, in 2009 that satisfaction results increased to a 73.55% for the spring semester. This produced an increased just short of 20% for education majors.

IV. **EVIDENCE THAT THE INSTITUTION UTILIZED OUTCOMES OF THE PROGRAM TO STRENGTHEN INSTITUTIONAL PERFORMANCE (ACADEMIC OR ADMINISTRATIVE)**

The University was able to provide critical support services to students interested in majoring in Teacher Education. The SOEAARC program was extremely involved in outreach to students. In the fourth quarter of 2010/2011 the program sent 598 Praxis workshop invitations and 598 letters from the Dean to those students with GPA’s below 2.0. Students were encouraged to buckle down and were offered access to the services available to help to improve their academic standing. In addition, 85 Bronco Connection newsletters were sent to students with dual enrollment while 139 Teach Grant notifications along with 598 Millennium Scholarship notifications were sent out to students in the third quarter. During this same period SOEAARC initiated contact with 557 students using EMT Retain encouraging them to registrar for the Summer I session. Accordingly, the School of Education reported that three hundred fifty (350) students registered and completed this session.

In addition, because of SOEAARC, the University was able to work closely with the Community College System. This was an advantage plus because community college students more often have a higher retention rate after having already successfully completed two years of
college through the Dual Enrollment Program. In fact, 87 students were able to transition directly into the College of Education as a result of this program.

Throughout the program it is evident that the SOEAARC initiative is impacting with positive outcomes for the School of Education. To that end, 268 students completed declaration of major requests in the fourth quarter. At the same time eleven (11) were admitted to the Teacher Education. A key part of the program is to help students demystify the path to Teacher Education. In that regard, SOEAARC offered help to 752 students in understanding the appropriate pathways to entering and graduating the field.

Finally, Title III funds were instrumental in contributing too many of the gains realized in the College of Education. The use of these funds help to create a more focused and structured approach to supporting the goals of both the State Governing Board and the University’s Strategic Plan. Because of this support, a study lab was established helping students prepare for the Praxis Exam among other tutorials designed to ensure the retention and graduation rate of students from the University.

RECOMMENDATIONS:

The following recommendation are being offered to assist in ensuring that the outcomes are positive and contribute to strengthening the University’s Strategic Plan. It is recommended that:

**Recommendation 1:**

The Activity Director record and maintain more consistent data for measuring the program impact on the University as a whole.

**Recommendation 2:**

Gaps in data between years be corrected and on-going baseline data be maintained for purposes of evaluating and measuring outcome effectiveness.

**DOCUMENTS REVIEWED/DATA SOURCES**

Title III Impact Report
Masters Quarterly Reports
Plan of Operation
2009-2010 Formative Evaluation
2009-2010 Summative Evaluation

**Person Interviewed:**

Ms. Shari Willis
I. INTRODUCTION

As a constituent institution of the University of North Carolina, Fayetteville State University (FSU) competes on the local, state, regional and national level for prospective students. In this new technological age, it is imperative to remain current with technology for student, faculty, and staff to carry out their roles, functions, and responsibilities on University campuses. Also, for the University to remain competitive, an important factor in today’s digital age is the availability of current technology. Strengthening Campus Information Services focuses on maintaining currency by upgrading and replacing existing technologies and by adding new ones that are appropriate for the teaching and learning environment.

The campus IT division suffered a 15% budget reduction as a result of state cutbacks. The allotted budget barely covered the recurring operational expenditures of the unit. Title III funding has enabled the IT division to maintain current technologies and increase the University’s competitiveness in the region. The target groups that benefited from Title III support were the campus users, which include students, faculty, and staff who depend on technologies for efficiencies. While there was a 15% reduction in state allocations, the ITTS Division was faced with increased demands for service, since the entire campus leveraged technology to increase productivity in a depressed economic climate. Title III funding supported the campus during these economic challenges and allowed the University to increase the number of functional smart classrooms, access to wireless coverage, and training of faculty and staff. Title III funding also assisted the University in outsourcing some services.

II. PRIMARY GOAL, MAJOR OBJECTIVE, PRIMARY IMPLEMENTATION STRATEGY, AND MAJOR ACCOMPLISHMENTS

The primary goal of this Activity was to improve and make current (by 80%) the technological infrastructure of the institution while insuring that such improvements would be
sustainable going forward. The major objective of Strengthening Campus Information Services was:

*To maintain technological capacity at FSU to meet at least 80% of the demand for technologies by faculty, staff and students.*

The main strategies of this Activity were to ensure that the University was competitive and current technologically by 1) implementing a real-time data warehouse; 2) infusing technology in the teaching and learning process; 3) maintaining currency of network infrastructure equipment; 4) enhancing administrative processes, and, 5) improving the use of administrative systems. The implementation strategies incorporated to realize this objective followed a process of identify areas of need, build/install and test new equipment or services, and fully implement new equipment and services. To successfully implement the overall objective, the following steps were identified:

- Infuse technologies in the teaching and learning process by increasing the number of smart classrooms each year by 4 or 5 while refreshing the older smart classroom with a goal of achieving 100% of the classrooms to be smart classrooms by 2015.

- Increase wireless coverage gradually by 15% to 20% each year in academic and administrative buildings to achieve 100% coverage by 2012.

- Maintain the network to be highly available (99.99% of the time) by refreshing aging hardware, adding additional devices such as firewalls, and spam filters, and by implementing intelligent monitoring systems.

- Train employees (faculty and staff) in the use of campus technologies and on IT policies and procedures.

- Implement a data warehouse system by end of 2008 to enable user departments to have access to administrative data in one central data repository.

- Increase effectiveness and efficiency of administrative processes by the use of the newly implemented enterprise resource planning system – BANNER.

This Activity’s budget was adequate to support its activities and planned outcomes. During the grant years covered by this study, the burn rate at which funds were expended to support the planned activities and outcomes was:
The burn rate for the three years for which data were provided averaged 95%. Funds were adequate to support the attainment of program activities.

### III. STATISTICAL ANALYSIS

**Statistical Impact Based on the Effectiveness Estimate and Adequacy Ratio**

1. Effectiveness Estimate (EE) Results

\[
Effectiveness\ Estimate = \frac{(R)\ Actual\ Results - (C)\ Results\ Without\ Program}{(P)\ Planned\ Impact - (C)\ Results\ Without\ Program}
\]

**OBJECTIVE:** To maintain technological capacity at FSU to meet at least 80% of the demand for technologies by faculty, staff and students.

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>(C) Baseline Data/Results Without Program</th>
<th>(P) Planned Impact Outcome</th>
<th>(R) Actual Outcome/Results</th>
<th>(EE) Effectiveness Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>67%</td>
<td>80%</td>
<td>73%</td>
<td>46.15%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>73%</td>
<td>80%</td>
<td>78%</td>
<td>71.43%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>78%</td>
<td>80%</td>
<td>83%</td>
<td>250.00%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>83%</td>
<td>80%</td>
<td>88%</td>
<td>-166.67%</td>
</tr>
</tbody>
</table>

**MEAN EE:** 50.23%

**STANDARD DEVIATION:** 170.70%
The effectiveness data illustrate the progressive performance of the Activity. Starting at a baseline of 67%, the Activity has consistently improved each year, and it is now operating 8% above the projected goal.

2. Adequacy Ratio (AR) Results

\[
(R) \text{ Actual Results} \\
Adequacy of Program = 1 - (C) \text{ Results Without Program}
\]

| Objective: To maintain technological capacity at FSU to meet at least 80% of the demand for technologies by faculty, staff and students. |
|---|---|---|
| Grant Year | (R) Actual Results End of Grant Period | (C) Results Without Program | (AR) Adequacy Ratio |
| 2007-2008 | 73% | 67% | 108.96% |
| 2008-2009 | 78% | 73% | 106.85% |
| 2009-2010 | 83% | 78% | 106.41% |
| 2010-2011 | 88% | 83% | 106.02% |

**MEAN AR:** 107.06%

**STANDARD DEVIATION:** 1.31%
The Adequacy Ratio analysis is to determine the Activity’s performance in addressing the reason for which the Activity was developed. The data illustrate that the Activity has consistently improved the technological status of the campus by routinely outperforming projected results if the program did not exist.

IV. EVIDENCE THAT THE INSTITUTION UTILIZED OUTCOMES OF THE PROGRAM TO STRENGTHEN INSTITUTIONAL PERFORMANCE (ACADEMIC OR ADMINISTRATIVE)

A list of accomplishments begins the evidence of Activity outcomes strengthening the Institution’s performance. The accomplishments of the *Strengthening Campus Information Services* impact the efficiency and effectiveness of the campus community, students, faculty, and staff:

- Implementation of a Data Warehouse that did not exist before and that 100% of the Administrative departments were given access to for reporting purposes;
- Network uptime was considerably improved from 94% to 99.9% -- meaning reducing the downtime by several hours over the course of a year;
- Reduced the University’s financial liability by $150K to $200K annually by implementing the book rental system;
• Trained over 60% of the faculty and staff in the use of MS Office, BANNER, Blackboard, and WEB design applications. The end result of this effort has been that we have seen a 28% decrease in the support calls for software assistance; and,

• Wireless coverage on campus was increased from 25% to 55%.

There are now seven administrative units that are using the Imaging System to manage documents. According to the business units that are using the imaging system, the timesavings in document storage and retrieval amount is approximately 8 to 10 hours per week. The Registrar’s office meets 75 to 80% of the requests for smart classrooms.

EDUCAUSE (a national organization that promotes technology in higher education) – Core Data Service Survey (2007-08) surveyed some 962 plus institutions on several IT related services including Helpdesk services. According to the data collected by EDUCAUSE, FSU, in comparison with all 962 institutions, is with the second highest number of institutions offering second lowest number of helpdesk hours. However, this does not include the 24-hour helpdesk service FSU offers specifically for course management system issues for both faculty and students.
EDUCAUSE’s CORE data survey indicates that FSU has deployed the necessary technologies on campus to conduct e-learning and to enhance the teaching and learning process by using the most commonly used technology tools. While attempting not to be an institution that is on the bleeding edge of technology, FSU does explore emerging technologies on an experimental basis for the teaching and learning process.

RECOMMENDATIONS:

The Activity is progressing on schedule. The director has undertaken a strategy of outsourcing and collaboration with other state institutions to save cost and provide a more reliable and safe technological experience for the institution. The following recommendations are being offered to assist in ensuring that the positive outcomes of the program continue to strengthen institutional performance. It is recommended that:

Efforts be made to continue the pursuit of VDI (cloud) technology to provide greater access and expanded coverage at reduced cost. This will also make it easier to get even greater coverage in
smart classrooms.

**DOCUMENTS REVIEWED**

Summative Evaluations for FY 2008 – 2010
Formative Evaluations for FY 2008 – 2010
2009 – 2011 Impact Statements
Contracts
Purchase Requisitions

**PERSON INTERVIEWED**

Mr. Nick Ganesan, Activity Director
ACHIEVING ACADEMIC EXCELLENCE THROUGH SPECIALIZED/PROGRAM ACCREDITATION (HBCU)

(FUNDED: 2008-2009; 2009-2010; 2010-2011)

I. INTRODUCTION

The Activity, *Achieving Academic Excellence through Specialized/Program Accreditation*, was funded to further promote academic quality at Fayetteville State University through specialized accreditation efforts. Consistent with FSU Strategic Priority #1 initiative 2 - Improving Academic and Co-Curricular Programs and UNC Tomorrow Priority #4 -- enhance the Global competitiveness of institutions and graduates, Fayetteville State University has employed Title III Funds in support of multiple specialized-accreditation efforts. These funds have been applied for external costs associated with each accreditation effort, external costs associated with the program self-study review process required by each accrediting agency, typical internal costs associated with each accreditation effort that may include course upgrade initiatives such as infusion of technology into the classroom and assessment initiatives to track and measure student competency, initiatives to enhance student learning, acumen in specific disciplines, professionalism among faculty, and demonstration of opportunities for faculty development.

Academic units seeking specialized accreditation within the five-year grant cycle (and their respective agencies) include, but are not restricted to, the following:

- Visual Arts - NASD
- Theater Arts- NAST
- Forensic Science- AAFS
- Chemistry- ACS
- Computer Science - ABET
- School of Business and Economics - AACS
- Bachelor of Social Work-CSWE
- School of Education-CAEP (formally NCATE) and NC DPI
- Birth-Kindergarten Teaching- NAEYC
II. PRIMARY GOAL, MAJOR OBJECTIVE, PRIMARY IMPLEMENTATION STRATEGY, AND MAJOR ACCOMPLISHMENTS

The primary goal of *Achieving Academic Excellence through Specialized/Program Accreditation* is to ensure that a minimum of ten (10) eligible academic programs initiate, achieve and/or maintain specialized accreditation by providing Title III funding to support the required programmatic activities during the 2007-2012 grant cycle. As understood through the evaluation process, the original goal, to support the ten (10) identified programs in receiving specialized accreditation during the five-year grant cycle has proven to be a great challenge. Another major challenge was the performance indicators used from the outset. The following disclaimer, taken directly from the Activity’s narrative, illustrates the lack of measurable performance indicators the best – “*With the purpose of this Activity being to support the process of and resources for attaining accreditation, the data collected will be qualitative and narrative with the exception of the number of programs that ultimately achieve accreditation.*”

While only one of the ten programs has received accreditation, there were some other accomplishments in the Activity. The computer science and music programs have made progress toward receiving professional accreditation from their accrediting agencies, ABET and NASM, respectively. Consultants were engaged to conduct objective assessments of the programs slated for immediate accreditation site visits. Following is a list of activities that were conducted to assist in meeting the requirements for the NASM accreditation.

**NASM ACCREDITATION**

1st Quarter

**Retreat 1:** Aug. 2009  
NASM – 8/22  
Overview of accreditation process, committee assignments, develop action plan, building walk-through.

**Retreat 2:** Sept. 2009  
NASM – 9/26  
Completed Section IV:  
Management Document Portfolio (MDP) I, II, III
NASM – 10/06  
Completed Section I: Purpose and Operations  
Begin Section II: Instructional Programs

Retreat 4: Nov. 2009  
NASM – 11/03  
Completed Section II: Instructional Programs  
Completed Section III: Evaluation and Planning  
Goal: NASM Self-Study draft completed by December 2009.  
NASM Self-Study completed and removal of apparent areas of non-compliance progress report written

2nd Quarter and 3rd Quarter  
Self-Study draft completed

4th Quarter  
NASM Accreditation  
Self-study draft completed

NASM Accreditation  
Self-Study and Site Visit completed in October 2010

Fayetteville State University received a NASAD site visit October 21-27, 2010. Both the NASM and NASAD accreditation visits occurred in October 2010 after the 2009-2010 grant period, however; funds were expended doing the 2009-2010 grant year to assist with meeting the accreditation criteria.

During FY 2009–2010, the primary accomplishment reported by the Chemistry Department toward its accreditation was the engagement of a consultant. The consultant conducted a review and assessment of the Chemistry program with the faculty and students of the department. The purpose of the program review was to assist the University and the Department of Natural Sciences in fulfilling the departmental mission and achieving program approval from the American Chemical Society Committee on Professional Training (ACS-CPT).

The FSU Fire Science Program Director provided an initial review of the criteria for the accreditation of Fire Related Degree Granting Programs of the International Fire Service Accreditation Congress Degree Assembly (IFSAC). The Director of the FSU Fire Science Program prepared this review. The FSU Fire Science Program faculty took these steps to
determine if the program was in compliance with Section G23.2 of the Criteria: “The Institution shall have the human, physical, and learning resources necessary to accomplish its stated purposes.” The report speaks to the findings related to faculty selection criteria of partner institutions in an effort to ensure that their standards will not inhibit or prohibit the ability of FSU to acquire IFSAC accreditation.” The initial report also included additional findings and recommendations related to other sections of Article 23 that must be planned for in the preparation for the accreditation self-study process.

In Fall 2009, the OFSP identified the student learning outcomes for the core courses (those required in both the Fire Management and Fire Investigations concentrations: FSCN 377, FSCN 422 (capstone course), FSCN 441 (capstone course) and FSCN 490 (capstone course). The initial required evidence has been gathered supporting the achievement of the student learning outcomes (SLO). This evidence will be submitted to the Natural Sciences Assessment committee on or before the required submission date.

With the lack of measurable performance indicators being identified during the implementation of the Activity, the major objective had to be rewritten to accommodate what was actually accomplished by the Activity and to reflect valid statistics for an impact report. The major objective of Achieving Academic Excellence through Specialized/Program Accreditation isto improve academic programs and a culture of evidence by supporting a minimum of one (1) academic program each grant year yielding five (5) programs that are ready to apply for specialized accreditation or who have attained specialized accreditation by September 2012. At the time of the evaluation and with the documentation provided, only one program, Music, had completed the specialized accreditation process and received accreditation – a 10% gain over four years. It was written in the Activity’s narrative that data would consist of documentation of activities completed (e.g., requisitions and invoices, letters of accreditation, travel reports, self-study reports, purchase orders, consultant reports, follow-up visitation reports, etc.) as outlined in a PERT chart developed from the scope of work (Action Plan) submitted by the chair of each program receiving funds. There was evidence presented of purchase requisitions and travel documents, but no action plan, PERT chart was presented during the evaluation. A gap analysis and budget monitoring was also to be conducted monthly by the Activity Director to determine if adjustments needed to be made in order to meet the outcomes of the Activity or if the program
needed to be removed from the Activity due to lack of continual progress. Once again, this evidence was not produced during the evaluation.

The Activity’s funding level has been adequate. Between the years of 2008 – 2010, the Activity’s burn rate was good, reflecting 95 and 96%; however, there was a drastic drop in Activity in 2010 – 2011 with a burn rate of only 22%.

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>Burn Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>95%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>96%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>22%</td>
</tr>
<tr>
<td><strong>Average Burn Rate:</strong></td>
<td><strong>71%</strong></td>
</tr>
</tbody>
</table>

The statistical data for Achieving Academic Excellence through Specialized/Program Accreditation was derived by documented accomplishments of the Activity in relation to the revised major objective – to improve academic programs and a culture of evidence by supporting a minimum of one (1) academic program each grant year yielding five (5) programs that are ready to apply for specialized accreditation or who have attained specialized accreditation by September 2012.

III. STATISTICAL ANALYSIS

**Statistical Impact Based on the Effectiveness Estimate and Adequacy Ratio**

1. Effectiveness Estimate (EE) Results

   \[
   \text{Effectiveness Estimate} = (R) \text{ Actual Results} - (C) \text{ Results Without Program} \\
   \quad (P) \text{ Planned Impact} - (C) \text{ Results Without Program}
   \]
The data reveal that the progress made in this Activity was less than expected. In 2008–2009, there was an absence of documented progress. It must also be noted that the charts reflect outcomes based on the revised objective, and not the original objective of the Activity.

2. Adequacy Ratio (AR) Results

\[(R)\] Actual Results
\[Adequacy of Program = 1 - (C) Results Without Program\]
The Adequacy Ratio analysis is to determine the Activity’s performance in addressing the reason for which the Activity was developed. For *Achieving Academic Excellence through Specialized/Program Accreditation*, the mean adequacy ration is 100.00% and the standard deviation is 81.65%. Once again, however, this is based upon a revised objective that calls for half the productivity of the original objective.
IV. EVIDENCE THAT THE INSTITUTION UTILIZED OUTCOMES OF THE PROGRAM TO STRENGTHEN INSTITUTIONAL PERFORMANCE (ACADEMIC OR ADMINISTRATIVE)

This Activity was designed to enhance academic quality at Fayetteville State University through the attaining of specialized accreditation for ten programs. While only one program, at the time of this evaluation, has received accreditation, some benefits of the program can still be seen. Such benefits as professional development for faculty, the development of student learning outcomes, equipment upgrades to programs, and self-inspection have the potential to elevate and progress programs as well as the University.

RECOMMENDATIONS

The intended outcome of Achieving Academic Excellence through Specialized/Program Accreditation was to realize ten programs with specialized accreditation. To date, there is only one. The following recommendations are being offered to assist in ensuring that the rate of receiving specialized accreditations increases. It is recommended that:

Recommendation 1:

The new Activity Director reassesses the targeted programs accreditation ready status. In other words, before engaging in the process, it should be clear where a program is in regards to being accredited, what type of resources will be needed to reach accreditation status level, and how long will such improvements take.

Recommendation 2:

The Activity Director develops new objectives that take into account the data gathered from the program assessment and reassess and documents the programs’ accreditation readiness.

Recommendation 3:

The Activity Director identifies measurable performance indicators that will denote the status toward achieving the major objective.
**Recommendation 4:**

When developing revised outcomes for this Activity, the schedule of the accrediting organizations and the resources of the University (to include personnel) be taken into account in order to establish a realistic timetable of successful completion.

**DOCUMENTS REVIEWED**

Summative Evaluations for FY 2008 – 2010  
Formative Evaluations for FY 2008 – 2010  
2009 – 2010 Impact Statement  
Travel Reports  
Purchase Requisitions

**PERSON INTERVIEWED**

Marion Gillis-Olion
I. INTRODUCTION

The Activity, *Comprehensive Strategic Planning, Activities, and Programs to Address the Deficit in Male Enrollment and to Strengthen Student and Academic Support Programs for Current Male Students at Fayetteville State University (Male Retention)*, was funded to improve retention and graduation rates of male students at Fayetteville State University. The Male Retention Activity established a comprehensive program that was to address enrollment management with a special focus on retention activities to strengthen college success for male students that enroll at the University. Based on 2007 data, the University retention of male students from the freshman-to-sophomore year was 67.6%; the graduation rate for four (4) years declines significantly to 6.4% and rebounds at six (6) years to 30.8%. It is the goal of the University to increase its overall (males and females) retention and graduation rates by 2011 to 80% for first-year students, 30% for the 4-year graduation rate, and 50% for the 6-year graduation rate. Given these data, it was deemed an imperative that the University further assesses and establishes academic support and co-curricular programs and activities that will help male students persist and succeed. This project supports the University’s strategic priorities, specifically, Priority 1: Increased Retention and Graduation Rates of its male student population; Priority 4: Leadership and Global Citizens through academic and co-curricular preparation of its male students; and Priority 5: Collaboration and Partnerships with on campus and external organizations.

The Activity focuses on attracting and retaining male students through planning and implementing focused strategies; collecting and analyzing data; gathering information with regard to male students’ issues and problems; utilizing best practices and models; collaborating with institutional departments and external constituencies; and developing and implementing
solutions in the form of programs, activities, and interventions that will result in increased year-to-year retention and graduation rates.

II. PRIMARY GOAL, MAJOR OBJECTIVE, PRIMARY IMPLEMENTATION STRATEGIES, AND MAJOR ACCOMPLISHMENTS

The primary goal of the Male Retention Activity is to increase the retention and graduation rates of male students by implementing the major objective. The Male Retention Activity’s major objective is to establish a comprehensive program that addresses enrollment management with a special focus on increasing male retention rates by three percent (3%) annually in an effort to reach 80% overall by implementing services designed to address the challenges facing male students. The major objective of this Activity is to:

*To establish a comprehensive program that addresses enrollment management with a special focus on increasing male retention rates by three percent (3%) annually in an effort to reach 80% overall by implementing services designed to address the challenges facing male students.*

The achievement of this objective is ongoing. The Activity obtained enrollment trend data on male students from the Office of Institutional Research. The data was analyzed and used to establish an operational plan and to identify male students to participate in the Male Mentoring Program, which was initiated spring 2010. Faculty mentors contacted approximately 200 students with GPAs of 2.0 and below. Only 10% of the male students responded. Each male freshman student with a GPA of 1.8 to 2.5 and male transfer students enrolled in fall 2010 were extended an invitation along with an application to participate. As of FY 2010–2011, there are 108 students participating in the program.

Males represented 31.2% of the University's student population in academic year 2008-2009, but decreased slightly by 1.4% to 29.8% in 2009-2010. An assessment of participation levels of males in focused initiatives was conducted and compared with their fall and spring grade point averages to determine if academic achievement was impacted as a result of participation. The activities included the Mentoring Program, Making the Bronco Man, the CHEER Summer Bridge Program, the Bronco Man Learning Community and Supplemental
Instruction. An analysis of the data indicated that male students' grade point averages decreased overall from 2.57 in fall 2009 to 2.42 in spring 2010. This trend was also apparent in the grade point averages of male students participating in the Mentoring Program and the Making Bronco Man Program. However, their grade point averages from fall 2009 to spring 2010 were lower than the male student population as a whole at 2.21 to 2.13 and 2.35 to 2.15 respectively. It is assumed that students participating in these volunteer programs do so to obtain needed support to successfully matriculate within the academic milieu.

At the end of FY 2010, a comprehensive strategic plan to move forward with the male retention initiative was completed and approved by the Vice Chancellor and Chancellor's Chief of Staff, the Provost and Vice Chancellor for Student Affairs. In FY 2008-2009, the Male Retention Activity established a comprehensive program that addressed enrollment management with a special focus on retention and graduation activities to strengthen college success for male students. At the time, FSU enrollment was 29% male with a six-year graduation rate being less than 40%. A concerted effort was needed to increase those numbers. This initial year the outcomes were to develop a Comprehensive Strategic Plan; to hire an Enrollment/Retention Counselor (Coordinator); to establish a Program Assistant position, to develop strategies, programs, and activities to assist with enrollment management activities; and to develop strategies, programs, and activities to assist with retention of male students.

Based on 2007 data, FSU retention of male students from the freshman-to-sophomore year was 67.6%. The graduation rate for four years declined significantly to 6.4% and rebounded at six years to 30.8%. During this year, the objectives were to assess FSU activities and programs that target retention and successful learning outcomes to improve retention and graduation rates; to develop a comprehensive strategic plan with action plans for specific programs and activities; to implement programs and activities with an emphasis on collaboration; and to seek additional external funding.

The Activity is now focusing on implementing retention strategies and activities for all undergraduate students with special focus on strategically selected sub-groups to reduce retention gaps. The two sub-groups are male students and military-affiliated students (active duty, veterans, and dependents). These two groups tend to have the lowest persistence and
graduation rates among students overall. The primary outcome is to increase the four-year graduation rate of first-time freshmen per cohort by 3% per year with a goal of achieving a 30% graduation rate within five years, and to increase the year-to-year persistence rate of undergraduate male students and military-affiliated students at each classification level (sophomore, junior, and senior) by 3% per year.

The Activity’s funding level has been inconsistent. Between the years of 2008–2010, the Activity’s burn rate was sporadic, reflecting 97%, 54%, and 0%; illustrating a drastic drop in Activity in 2010–2011 with an overall burn rate of only 50.33%.

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>Burn Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>97%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>54%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Average Burn Rate:</strong></td>
<td><strong>50.33%</strong></td>
</tr>
</tbody>
</table>

### III. STATISTICAL ANALYSIS

**Statistical Impact Based on the Effectiveness Estimate and Adequacy Ratio**

1. **Effectiveness Estimate (EE) Results**

\[
\text{Effectiveness Estimate} = (R) \text{ Actual Results} - (C) \text{ Results Without Program} - (P) \text{ Planned Impact} - (C) \text{ Results Without Program}
\]
The data revealed that the Activity has fallen short of its mark every year. The intended outcomes, based on a 3% increase are not being realized. To the contrary, there is a downward trend occurring.

2. Adequacy Ratio (AR) Results

\[
(R) \text{ Actual Results} = \text{Adequacy of Program} = 1 - (C) \text{ Results Without Program}
\]
The Adequacy Ratio analysis is to determine the Activity’s performance in addressing the reason for which the Activity was developed. For the Male Retention Activity, the mean adequacy ratio is 99.48% and the standard deviation is 7.65%. This illustrates that there is some measure of consistency but the trend is headed in the wrong direction.

### IV. EVIDENCE THAT THE INSTITUTION UTILIZED OUTCOMES OF THE PROGRAM TO STRENGTHEN INSTITUTIONAL PERFORMANCE (ACADEMIC OR ADMINISTRATIVE)
This Activity was designed to improve male retention and graduation rates. While improving male retention continues to be a challenge, the Activity has enhanced the University in other areas. The Strategic Planning Steering Committee was established by the Chancellor, James Anderson, and included senior administrators from each division and other key faculty, staff, and students. This allowed for campus-wide involvement, buy-in, and decision-making. The intended outcome of the Male Retention Activity is to realize greater academic success by male students through focusing on implementing retention strategies and activities for all undergraduate students with a special focus on strategically selected sub-groups to reduce retention gaps. The two sub-groups are male students and military-affiliated students (active duty, veterans, dependents). These two groups tend to have the lowest persistence and graduation rates among students overall.

Male retention is a concern in many institutions. The key to most successful male-centered programs is the level of engagement the University can illicit from the students. In trying to get a sense of the initiative at Fayetteville State University, it seems that, through the interviews and the documentation, the level of student engagement is less than desirable. This may be the key to reversing the downward trend.

RECOMMENDATIONS:

The following recommendations are being offered to assist in ensuring that the positive outcomes of the program continue to strengthen institutional performance. It is recommended that:

**Recommendation 1:**
That Activity Director defines the Activity’s vision and measures accomplishment/success needs and aligns them with the performance of the current male population.

**Recommendation 2:**
The Activity Director ensures that the objectives are measurable and that anticipated outcomes are clearly defined.
Recommendation 3:

The intended outcomes of the Activity be redefined and the means of assessing progress needs be determined to ensure consistent/routine and varied assessments of the target group as a means of determining gains in performance.

DOCUMENTS REVIEWED

Summative Evaluations for FY 2008 – 2010
Formative Evaluations for FY 2008 – 2010
2010 – 2011 Impact Statement
Office of Institutional Research Data

PERSON INTERVIEWED

Marsha R. McLean
I. INTRODUCTION

The *Strengthening Institutional Assessment for Continuous Quality Improvement* through University Testing Services Activity at Fayetteville State University seeks to build a campus-wide culture of assessment at Fayetteville State University, and in advancing and enhancing assessment practices through its delivery, analysis, and reporting of assessment results. More recently, the focus has shifted to include a larger role in ensuring student access and success.

Until recently, assessment of entering students was often limited to evaluating readiness for college-level courses. Over the past four years, assessment across academic programs has developed rapidly, spurred by the accountability agenda and mandates from General Administration of North Carolina and in preparation for 2011 SACS reaffirmation visit. New instruments and techniques were developed so that two-year and four-year institutions, like FSU, can assess what students do throughout the college experience, and how they change as a result of exposure to various educational activities. These mandates have resulted in the challenge for University Testing Services to play a larger role in finding or developing comprehensive strategies to measure learning outcomes and program-level impact of experiences throughout the college career.

During the 2007-2011 grant period, University Testing Services established a comprehensive program of testing and assessment across the FSU campus in an attempt to continue implementation of a meaningful assessment process that leads directly to improvements in teaching and learning. The Activity has provided academic and non-academic departments with the autonomy necessary to ensure faculty participation and to satisfy appropriate strategic priorities, including improving student retention and graduation rates. To that end, University Testing Services pursued a two-pronged approach to achieving its goal: 1) To increase access to
assess activities for students with disabilities; and 2) To provide comprehensive assessment services that promote appropriate academic placement, evaluate the educational impact of the University experience on students, and provide information to improve academic programs and student services.

II. PRIMARY GOAL, MAJOR OBJECTIVE, PRIMARY IMPLEMENTATION STRATEGIES, AND MAJOR ACCOMPLISHMENTS

The primary goal for Strengthening Institutional Assessment for Continuous Quality Improvement is to provide comprehensive assessment services that promote appropriate academic placement, evaluate the educational impact of the university experience on students, and provide information to improve academic programs and student services. The major objective for the Activity is to improve the effectiveness of FSU’s academic programs by administering a minimum of thirty-seven (37) student and University assessments that promote appropriate academic placement, evaluate the educational impact of the University experience on students and provide information to improve academic programs and student services.

Purchases of the planned surveys and major field tests have been made annually and have been administered as scheduled. The Activity administered a number of assessments to include: the Graduate Record Exam, Praxis – CBT, CLEP, MBTI/Strong, ACCUPLACER, Miller Analogies, Praxis – Paper, Collegiate Learning Assessment (CLA), HESI, Association of Social Work Boards (ASWB), Proctored Exams, In-House Proctored Exams, TOEFL, Automotive Service Excellence (ASE), COMPASS, Foreign Service Officers Test (FSOT), Nuclear Medicine Technology Certification Board (NMTCB), Thomas Edison State College (TESC), ACE Lifestyle and Weight Management/Groups Fitness Instructor, BOC, AND GIAC. Most surveys are now being reported at the departmental levels.

The administration made a decision to discontinue the rising Junior Test – College BASE; therefore, those funds were moved in the Activity’s budget to fund the new ACCUPLACER Diagnostic test and to purchase additional licenses for the ACCUPLACER. Students are using ACCUPLACER in University College in Math and English, and their scores are relayed as soon as they complete the tests. They are then required to take their scores to University College for placement.
The Activity continually seeks compliance with providing services to those with disabilities. The original objective was accomplished in 2008 - 2009 and services are now available to that population through the “comprehensive services”. The Activity Director works with the Center for Personal Development to determine if the Activity is providing the necessary services to assure that ADA candidates could fully use testing services.

Funding for *Strengthening Institutional Assessment for Continuous Quality Improvement* has been adequate to meet the planned objectives. Some budget modifications approvals were obtained to reallocate funds for more testing materials at the time the University adopted ACCUPLACER and dropped the College Base. Funds were also reallocated for travel related to the staff for training.

**III. STATISTICAL ANALYSIS**

*Statistical Impact Based on the Effectiveness Estimate and Adequacy Ratio*

1. Effectiveness Estimate (EE) Results

\[
\text{Effectiveness Estimate} = \frac{(R) \text{ Actual Results} - (C) \text{ Results Without Program}}{(P) \text{ Planned Impact} - (C) \text{ Results Without Program}}
\]

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>To improve the effectiveness of FSU’s academic programs by administering a minimum of thirty-seven (37) student and University assessments that promote appropriate academic placement, evaluate the educational impact of the University experience on students and provide information to improve academic programs and student services.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>33</td>
</tr>
<tr>
<td>2008-2009</td>
<td>33</td>
</tr>
<tr>
<td>2009-2010</td>
<td>37</td>
</tr>
<tr>
<td>2010-2011</td>
<td>38</td>
</tr>
<tr>
<td><strong>MEAN EE:</strong></td>
<td>150.68%</td>
</tr>
<tr>
<td><strong>STANDARD DEVIATION:</strong></td>
<td>272.34%</td>
</tr>
</tbody>
</table>
2. Adequacy Ratio (AR) Results

\[(R) \text{ Actual Results}\]
\[\text{Adequacy of Program} = 1 - \frac{(C) \text{ Results Without Program}}{\text{(R) Actual Results}}\]

<table>
<thead>
<tr>
<th>Objective:</th>
<th>To improve the effectiveness of FSU’s academic programs by administering a minimum of thirty-seven (37) student and University assessments that promote appropriate academic placement, evaluate the educational impact of the University experience on students and provide information to improve academic programs and student services.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant Year</td>
<td>(R) Actual Results End of Grant Period</td>
</tr>
<tr>
<td>2007-2008</td>
<td>33</td>
</tr>
<tr>
<td>2008-2009</td>
<td>37</td>
</tr>
<tr>
<td>2009-2010</td>
<td>38</td>
</tr>
<tr>
<td>2010-2011</td>
<td>34</td>
</tr>
<tr>
<td><strong>Mean AR:</strong></td>
<td>101.07%</td>
</tr>
<tr>
<td><strong>Standard Deviation:</strong></td>
<td>9.32%</td>
</tr>
</tbody>
</table>
The Activity operates fairly consistently. Many of the fluctuations in assessments administered are because of need for a current year rather than a lack of funds or some other limited resource. The mean for the Effective Estimate was calculated at 156.68%. The Adequacy ratio’s mean was calculated at 101.07%. There is a measure of consistency with this type of Activity, if it is serving in its defined capacity.

IV. EVIDENCE THAT THE INSTITUTION UTILIZED OUTCOMES OF THE PROGRAM TO STRENGTHEN INSTITUTIONAL PERFORMANCE (ACADEMIC OR ADMINISTRATIVE)

The Activity is providing a valuable service to the University in conducting the number of assessments completed annually. The Activity is helping the University address assessment across academic programs, as it seeks to meet the challenges of greater accountability and mandates from General Administration of the North Carolina, as well as those of its regional accrediting agency, the Southern Association of Colleges and Schools. These mandates have resulted in the expanded role for University Testing Services to play a larger role in developing comprehensive strategies to measure learning outcomes and program-level impact of experiences throughout the college career.
The following recommendations are being offered to assist in ensuring that the positive outcomes of the program continue to strengthen institutional performance. **It is recommended that:**

**RECOMMENDATIONS**

**Recommendation 1:**

The objectives for this Activity be rewritten in measurable terms to correctly reflect how the Activity’s outcomes are being measured.

**Recommendation 2:**

The testing center receives results of tests it purchased and administered and that the Institutional Research Office, of which the testing center is a part, be a repository of all institutional data to maintain consistent reporting across the University.

**Recommendation 3:**

The testing center be given more responsibility in regards to University administered tests and the data collection involved in the process.

**DOCUMENTS REVIEWED/DATA SOURCES**

Summative Evaluations for FY 2008 – 2010
Formative Evaluations for FY 2008 – 2010
2010 – 2011 Impact Statement
Office of Institutional Research Data
Quarterly Reports

**PERSON INTERVIEWED**

Mr. Alvis Moore, Activity Director