FAYETTEVILLE STATE UNIVERSITY
Fayetteville, North Carolina

SUMMATIVE EXTERNAL EVALUATION REPORT
TITLE III/INSTITUTIONAL AID PROGRAM
STRENGTHENING HISTORICALLY BLACK COLLEGES AND
UNIVERSITIES PROGRAM (HBCU),
STUDENT AID AND RESPONSIBILITY ACT (SAFRA)
&
MASTER’S PROGRAM
2013-2014

Submitted by:

Dr. Haywood L. Strickland, President
ASSOCIATES FOR INSTITUTIONAL DEVELOPMENT, INC.
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INTRODUCTION

The Summative Evaluation of the 2013-2014 Title III HBCU, CCRAA and Master’s Programs at Fayetteville State University (FSU) was conducted by Associates for Institutional Development, Inc. The evaluation team consisted of the following individuals: Dr. Gloria James, Vice President, AID, Inc., Red Oak, Georgia; Dr. Nathaniel Jackson, President, The Jackson Group, Atlanta, GA; Dr. I. Warren Sanders, Associate Vice President for Institutional Advancement, Wiley College, Marshall, TX; and Dr. Joyce Brown, Retired Director of Trio Programs, North Carolina A & T University, Greensboro, North Carolina. No member of the evaluation team had any direct association with FSU or its Title III Program Activities. The following delineation represents guidelines set out for the evaluation:

Assess and evaluate status of each of the University’s Title III Activities as it relates to stated objectives, tasks and anticipated results to measure success (ARMS).

Assess internal monitoring procedures used by the Title III Coordinator and FSU to plan, manage and evaluate the total Title III initiative.

Examine activity objectives.

Consider the impact made in the project year.

Three basic constructs guided the data and information gathering process, which served as the evaluation framework:

1. What are the desired outcomes of program activities and what stage of development or accomplishment have they achieved?
2. What are the program objectives and ARMS and how are they expected to result in the desired observable outcomes?
3. What resources (inputs), including the quantitative and qualitative characteristics of people, funding, equipment, supplies, training, initial plans and strategies, are being used to form the procedures and activities that lead to the desired outcomes?

As a result of documents reviewed and interviews with appropriate faculty, staff, and administrators, the following information was ascertained:

1. Specific objectives over the Title III grant year;
2. Specific objectives accomplished to date and corresponding ARMS with documentation;
3. Specific objectives in progress for the year and projected time of completion;
4. Specific objectives toward which no progress has been made;
5. Percent of objectives accomplished to date;
6. Total funds awarded over the grant period;
7. Institutional goals over the Title III grant period; and
8. Expenditures to date.

The activities included in the FSU plan have supported the institution in its efforts to establish and strengthen its physical plant, financial management, academic resources, and the student support efforts. The grant activities address the areas of fiscal stability, funds and administrative management, student services, and academic resources instruction and support. Major program outcomes have been developed and the activities have begun to make a difference in allowing the University to achieve its overall institutional and state goals.

The schedule for the Summative External Evaluation visit schedule is captured below:
Fayetteville State University  
Grant Year 2013-2014  
Title III (Parts B & F) and Master’s Degree Grant Programs  
Summative External Evaluations  
Conducted By:  
Associates for Institutional Development, Inc.  
Dr. Haywood L. Strickland, President

December 1-2, 2014

Evaluators:  
Dr. Gloria Pryor James, Vice President  
Associates for Institutional Development, Inc.

Dr. Joyce Brown, Associate  
Associates for Institutional Development, Inc.

Dr. I. Warren Sanders, Associate Vice President, Institutional Advancement,  
Wiley College

Dr. Nathaniel Jackson, President  
The Jackson Group

November 30, 2014

6:00 p.m. Organizational Meeting with Title III Director and Team  
Marriott Courtyard, Sycamore Dairy Drive

December 1, 2014

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>9:00-9:45 am</td>
<td>Meeting with Title III Administrator</td>
</tr>
<tr>
<td>10:00-11:20 am</td>
<td>Evaluation Interviews</td>
</tr>
<tr>
<td>Dr. Nathaniel Jackson</td>
<td>Enhancing Business Practices—Ms. Yolanda Bonnette—Barber Bldg, RM 136</td>
</tr>
<tr>
<td>Dr. Joyce Brown</td>
<td>Enhancing Student Success in the Core Curriculum—Dr. John Brooks—Helen Chick Bldg, RM 103</td>
</tr>
<tr>
<td>Dr. Warren Sanders</td>
<td>Strengthening Campus Information Services—Mr. Nick Ganesan—ITTS Bldg, Basement</td>
</tr>
<tr>
<td>Dr. Gloria James</td>
<td>Technology and Professional Development Integration Initiative: Making Evidenced Based Decision Regarding Majors and Careers Leading to Increased Retention and Graduation Rates—Ms. Daisy Osborn—School of Business &amp; Economics Bldg, RM 251</td>
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</tbody>
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**FAYETTEVILLE STATE UNIVERSITY SUMMATIVE EXTERNAL REPORT 2013 - 2014**

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td><strong>11:40-12:10 pm</strong></td>
<td>Evaluation Interviews</td>
</tr>
<tr>
<td>Dr. Joyce Brown</td>
<td>Library Resources Development and Implementation—<em>Mr. Bobby Wynn</em> Library,</td>
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<td>Dr. Nathaniel Jackson</td>
<td>Building Capacity to Enhance Academic Support Resources and Improving Year-to-Date Persistence of Target Groups—<em>Dr. Jason DeSousa</em>—Chick Bldg, Conf RM 203</td>
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<tr>
<td>Dr. Warren Sanders</td>
<td>Professional Leadership and Staff Development—<em>Ms. Denis Brown-Hart</em>—Barber Bldg, HR16</td>
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<tr>
<td>Dr. Gloria James</td>
<td>Project Administration and Evaluation—<em>Ms. Sophia Long</em>—Collins Bldg, RM 211</td>
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<th>Time</th>
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<tr>
<td><strong>12:30-1:20 pm</strong></td>
<td>LUNCH—SAC 220</td>
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<tr>
<td><strong>1:30-3:00 pm</strong></td>
<td>Evaluation Interviews</td>
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<tr>
<td>Dr. Gloria James</td>
<td>Master’s Degree Program—<em>Dr. Doreen Hilton</em>—Continuing Education Bldg, RM102</td>
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<tr>
<td>Dr. Nathaniel Jackson</td>
<td>Center Promoting STEM Education and Research—<em>Dr. Mychal Smith</em>—Lyons Science Annex, RM 224</td>
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<tr>
<td>Dr. Warren Sanders</td>
<td>Continued Strengthening of the Effectiveness of the Office of Institutional Advancement—<em>Mr. Jeffery Womble</em>—Helen Chick Bldg, RM 222</td>
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<tr>
<td>Dr. Joyce Brown</td>
<td>Strengthening Support for Sponsored Research—<em>Mr. Leslie Evelyn</em>—School of Business &amp; Economic, RM 310</td>
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**December 2, 2014**

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<th>Time</th>
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<tr>
<td><strong>9:00 am</strong></td>
<td>Team Arrives on Campus</td>
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<td><strong>9:15-10:30 am</strong></td>
<td>Evaluation Interviews</td>
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<td>Dr. Warren Sanders</td>
<td>The Center for Defense and Homeland Security—<em>Dr. Curtis Charles</em>—FSU Science and Technology Bldg, Annex RM 134</td>
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<td>Dr. Nathaniel Jackson</td>
<td>Achieving Academic Program Excellence—<em>Dr. Marion Gillis-Olion</em>—Collins Bldg, RM 201B</td>
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<td>Dr. Gloria James</td>
<td>Enhancing Facilities—<em>Mr. Rudolph Cardenas</em>—SACS, RM 220</td>
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<tr>
<td><strong>11:30 am</strong></td>
<td>Exit Interview <em>Dr. Conway</em> and <em>Ms. Long</em></td>
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ACHIEVING ACADEMIC PROGRAM EXCELLENCE

Academic Excellence, (the Activity) has made significant progress toward achieving its stated objectives. The Activity seeks to enhance efforts both to strengthen the level of academic achievement among students and improve the delivery of academic services by Fayetteville State University (FSU). The Activity had three specific but interrelated foci. The first focus area was the internal assessment of academic programs and the identification of those programs interested in pursuing accreditation. The second focus area was to support the academic programs that expressed an interest in seeking accreditation. The third area of interest was the enhancement of student outcomes through the development of some assessment tools and the refinement of others.

The internal program reviews targeted eighteen academic programs for improvement in three (3) of six (6) specific areas. With respect to accreditation, the Activity sought to increase by four (4) the number of academic programs that achieved and maintained accreditation. In the area of student achievement, the Activity used a strategy to improve evidenced based decision making by students. The strategy related to students utilized a series of skilled-based pathways to prepare faculty members to adopt and implement pedagogical tools to improve student outcomes. Finally, the Activity supported the purchase of assessment instruments to expand and enrich efforts to evaluate student performance internally, while at the same time placing student assessment in a comparative national context.

In terms of outcomes, the reviewer made three major observations. First, the Activity collects and manages a large volume of data and significant improvement was made in the way the data are aggregated and presented. It is now possible to note the specific academic departments and programs in the accreditation process and their status with respect to attaining accreditation, a
recommendation made earlier by a reviewer with the Associates for Institutional Advancement. Second, and very importantly, it was noted that students at FSU, participating in national versions of previously used internal assessments, were beginning to compare favorably to their national counterparts. Finally but less encouraging, the Activity Director noted that instructors trained in the use of evidenced based pedagogies reported using those strategies less often as time went by.

**Specific Objectives, Implementation Strategies and, Anticipated Results**

The following objectives and performance indicators guided the Activity in the 2013-2014 grant-year:

**Objective 1.0:** To ensure that FSU maintains and/or achieves academic program excellence as evidenced by at least 75% of departments (n=19) showing improvements in three (3) of the six (6) items on the Continuous Improvement Report (CIR).

**Performance Indicators:**

1.1 Identify baseline data on CIR by December 2013 and compare department performance annually.

1.2 Conduct internal program reviews of a minimum of 15 departments (3 annually) and have the reviews reports audited by external consultants (at minimum
Status: Accomplished On-going.

The Continuous Improvement Report (CIR) shows the results on each metric and is prepared by the Provost’s Office in late October or early November, 2014. This year 94% (17 out of 18) of departments improved on three or more metrics. Six departments exceeded the goal of improvement on three metrics. Eighty-nine (89%) of the departments (n=16) showed improvement in the OPAR scores. The OPAR goals and outcomes include the metrics used in the continuous improvement process and addresses how the results are used to create strategies to improve the metric results.

Additionally, three programs were submitted for annual program reviews this year, which was 100% of the performance indicator. However, the reports, as of September 30, 2014, had not been reviewed by external evaluators. Finally, the Activity now has OPAR data for three years on the CIR report cards. One-hundred (100%) of the departments have baseline data as of Grant-year 2012 and comparison are now possible to OPAR and CIR data for 2013 and 2014. All departments (100%) participated in the 2013-14 OPAR process with the exception of one department (Management) which no longer exists as a separate department.

Rating: 4.0

Objective 2.0: Increase the number of programs by four (4) that achieve/maintain accreditation by state, national and regional accreditation agencies
by September 30, 2017. (Baseline: Current accreditations/certifications held are NCATE, AACSB, ACJS, CCNE (UG), CSWE (MSW), NASM, ABET, SACS).

Performance Indicators: 2.1 Support the initiatives of identified non-accredited departments/schools/colleges that develop an Action Plan that includes tasks designed to meet accreditation standards, timeline for completion of each task, implementation strategies and anticipated outcomes, and proposed start-up budget for each annual grant period by December 1. (Plan of Action form will be developed by the Activity Director). Identified departments:

- Forensic Science – AAFS
- Chemistry – ACS
- Bachelor of Social Work – CSWE
- Visual Arts – NASD
- Fire Science – IFSAC
- Birth-Kindergarten – NAEYC
- Masters of Science in Nursing – CCNE
2.2 Support the initiatives of accredited departments/schools/colleges that develop an Action Plan that includes tasks designed to meet changes in accreditation standards, timeline for completion of each task, implementation strategies and anticipated outcomes, and proposed start-up budget for each annual grant period by December 1. (Plan of Action form will be developed by the Activity Director).

For example:

Bachelors of Nursing – CCNE

School of Education—CAEP/NCATE

2.3 Support school/college/department plans for actions to address the issues and recommendations for program improvements arising from external consultants and on-site visiting teams during the 2012-17 grant-cycle.

Status: Accomplished/Ongoing

Compared to previous years, major progress was made toward the achievement of the objective. One new accreditation (FESHE) has been received this year bringing the total new accreditations during the grant cycle to 2. The Geospatial Intelligence certificate program began accreditation exploration. The Geospatial Intelligence Certificate Program self-study was reviewed by USIF. A faculty representative attended the conference at which the proposal was
considered by the accreditation council. This travel was paid for with non-Title III funds. The results of the review have not been received to date. However, the faculty member was advised to increase the number of geography courses in the curriculum.

Additionally, Chemistry completed its self-study and a representative from the Chemistry Department attended the American Chemical Society Meeting to meet with the accreditation committee members. The representative felt that there were minimal questions posed and the answers were well received. Therefore, the program is now under consideration for initial rulings regarding accreditation. With respect to other programs expressing an interest in accreditation, the Activity director has read each of the reports written for accreditation and provided feedback either orally and in writing to the program personnel. This procedure has increased the probability of attaining accreditation by decreasing errors in presentation and increasing user friendliness (ease of finding references, formatting relevance, and unclear statements).

Relative to the other performance indicators, Action Plans have been received from 100% of those units requesting funds. One unit, The Early Childhood Learning Center is a part of the School of Education, has requested application materials to determine the feasibility of accreditation. This unit was unexpected as it had not taken the opportunity for accreditation, although included at the initiation of the grant. The Psychology Department was approved by the Deans Council to seek accreditation, but has not requested funds to date. The Healthcare Administration program coordinator traveled to the accrediting agency conference. At its November meeting, the Council of Deans will determine if accreditation should be sought this early in the program’s existence.

**Rating: 4.0**
**Objective 3.0:** To increase the value added by 5% to students’ evidence based decision making as measured by the Collegiate learning Assessment (CLA) over 2012 baseline each year. (Average baseline scores 2.47 for Sophomores, 3.04 for seniors, and 2.67 all test takers 2012) by 2016.

**Performance Indicators:**  

3.1 Train faculty participants from a minimum of five (5) academic majors in one or more of the professional development pathways (CLAU, IL, WAC) annually.

3.2 Support three faculty development pathways (WAC, IL, CLAU) that facilitate professional development of critical and analytical thinking strategies, timeline for completion of each task, implementation strategies to assess student learning and anticipated outcomes, and proposed start-up budget for each annual grant period.

3.3 Compare Rising Junior Examination CLA and Senior Exit Examination CLA assessment scores each annually.
3.4  At least 25 MEBD faculty participants submit the course-level/rubric-based assessments results annually.

3.5  Provide workshops and peer-review sessions on CLA-style performance task development to faculty to produce 5 CLA-style Performance tasks for CLA Style Performance Task internet library.

**Status: In Process.**

In 2013-2014, FSU, through the Activity, began to measure the performance of its students in a comparative context. Prior to the grant year under review, 2013-2014, FSU used a version of the Collegiate Learning Assessment (CLA) that measured student performance, but did not allow for a comparative evaluation. To address the issue of comparison, the MEBD faculty teaching senior level courses encouraged their students to take the national CLA in spring 2014 to ensure that there would be a representative sample. As a result, over 200 seniors took the test and the scoring of the test by a national agency showed that this was an adequate and representative sample.

In spring 2014, the total mean CLA score for juniors was 1011 and the total mean score for seniors was 1028. This 17 point difference is a 2% increase in scores between the juniors and seniors. The foregoing outcome suggests that the Activity is in reach of the 5% increase in scoring that it seeks to achieve by 2016. Further, the CAE analyses include a value added score that compares expected CLA senior scores to actual CLA senior scores. That value added score is 16% for seniors.
More detailed analysis of the CLA results were also encouraging. Approximately 50% of the rising juniors were at basic or above proficiency while 68% of the seniors were at basic or above proficiency. Ten percent (10%) of the juniors were at proficient while almost 32% of the seniors were at proficient or higher. The metrics specified in the objective cannot be used now that the national performance task is being used.

Regarding the MBED Pathways, thirty-six (36) faculty members enrolled in the pathways: Nine (9) in CLAU, ten (10) in WAC, and ten (10) in eleven (11). Twenty-eight or (93% of the budgeted faculty) are being trained for the first time in the pathway. One faculty member has dropped out of CLAU. Seven (7) individuals are continuing fellows—previously trained, but continuing to submit data on student performance. 6 out of 10 (60%) slots available each semester are filled.

The Office of Faculty Development (OFD) has been enlisted to support the development of faculty pathways. Meetings are advertised by the OFD, meetings are held in the OFD and support for contract preparation will be given by OFD. All pathways are following the same schedule—training in the fall and implementation and assessment in the spring. All fellows are paid one time per year. Continuing Fellows are paid each semester. Time and Effort sheets for faculty working on projects such as this are collected at the completion of the project.

**Rating: 3.8**

**Objective 4.0:** To strengthen the University’s ability to demonstrate continual quality improvement by purchasing, administering, and providing data and analysis for a minimum of six (6) assessments annually, for example, ACCUPLACER, CLA (Rising Junior Exam and
Graduating Seniors), Student Satisfaction Inventory (SSI),
Graduating Senior Survey, computer based test, etc.

**Performance Indicators:**

4.1 Administer the ACCUPLACER to a minimum of 85% of incoming freshmen and determine if placements in math and English courses demonstrates use of data from instrument.

4.2 Administer Collegiate learning Assessment (CLA) to the incoming first-time freshmen class (80% minimum), rising juniors (100 minimum), and seniors (50 minimum) and compare performance of groups for evidence of growth.

4.3 Administer instruments to assess student perceptions of the quality of experiences at FSU and compare to internal and or external norms.

4.4 Send assessment results to 100% of the operational units, whose responsibilities are evaluated in the survey, for analysis and incorporation into their quality service initiatives, annually.

**Status:** In Process
Efforts to achieve objective 4 are on-going; the outcomes noted for the objective were disparate and are listed as follows:

- Four (4) out of 6 (66%) assessments to be purchased, administered and analyzed have been: Accuplacer, CLA, and Praxis, GRE.
- Twenty-six (26) first time freshmen that entered in the spring were tested. Units of the Accuplacer have been purchased for use in the summer.
- The campus approved using the CLA as a requirement for the senior exit examination. Faculty teaching capstone courses were provided incentives to include the taking of the CLA as a course requirement. Workshops for Proctors of the new CLA were held.
- Fifty (50%) of the units has been contacted for interview. The UTS Director is conducting interviews with units to determine the content of the instrument that will replace the ISI and CQS.
- Fourteen of the 17 (82%) surveys have been completed and the results have been shared with the unit requesting the survey within two hours to one day of the survey closing.

**Rating:** 3.0

**Overall Rating:** 3.7

III. **Resources (Fiscal and Personnel)**

The Activity was allotted $437,813 in 2013-2014. Of the amount provided, $359,268 or (82%) was expended, as of September 30, 2014. Two staff members’ salaries were charged to the Activity at 100% of time. One staff member’s salary was charged at 40% of time.
IV. Challenges to Programmatic Accomplishments

One of the major challenges associated with the Activity relates to reporting. Given the dissonance among the dates for the on-site accreditation visits, the payments for the visits and Title III reporting dates, there is a lack of synchronization, which makes the reports on accreditation efforts less accurate than they would be otherwise. On-site visits held in September are charged to the next cycle of Title III funding. The follow-up activity is charged to the next cycle as well. The program review process is not on target and therefore the hiring of the external consultants to review the self-studies are conducted even later.

The spring 2014 scores on student outcomes cannot be compared to the previous institutional CLA scores statistically because the national CLA includes selected response items as well as a performance task score and the rubric for scoring the performance task has been revised for the national CLA, now called the CLA+. Consequently, accurate comparisons can only be made starting with the next group of students moving from the freshmen to the sophomore classification. Additionally, the added value component of the Activity can only be determined when the most recently tested freshmen become seniors. Finally, there was no feedback on how the assessments were used in classrooms.

Also, the extent to which insights gained from the CLA and the MBED faculty workshops were used to improve pedagogy have not been determined. For example, there was no strategy to determine if the information provided by the CLA was employed to enhance classroom instruction. Similarly, but much more clearly, it was evident that faculty trained in the MBED pathways were not steadfast in their use of the strategies they acquired in the pathways workshops.
V. **Program Impact, Summary, and Recommendations**

The impact that the Activity is having on the University is significant. The impact is felt at two levels. First, the Activity is providing administrators and the faculty insights regarding the academic performance of students. The challenge, however, is to get faculty to explain how they use the insights provided with the analysis of the CLA. *The reviewer recommends that the Activity Director offer a financial incentive for faculty members to write papers on how they have employed data from the CLA to support enhanced student outcomes.*

At a second level, the Activity has the unrealized potential to influence pedagogy at the University. Refining strategies provided in the MBED workshops for faculty members to give feedback regarding their teaching would also enhance student outcomes. However, the first emphasis regarding the MBED workshops must be on faculty for the Activity to maximize the impact that it has on the University.

**Recommendations:**

To enhance the implementation of the Activity, it is recommended that:

**Recommendation 1**

The reviewer recommends the Activity Director offer a financial incentive for faculty members to write papers on how they have employed data from the CLA to support enhanced student outcomes.

**Recommendation 2**

The reviewer recommends the Activity Director offer a financial incentive for faculty members to write papers on how they have employed MBED strategies to support enhanced student outcomes.
**Documentation Reviewed**

Annual Performance Reports
Quarterly Reports
Spring CLA+ Results
Title III Trip Reports
Time and Effort Reports
Accreditation Status Reports

**Person(s) Interviewed**

Dr. Marion Olion
ENHANCING STUDENT SUCCESS IN THE CORE CURRICULUM (HBCU)

I. Introduction

This Activity seeks to improve teaching and learning in the core curriculum or general education program at Fayetteville State University (FSU). According to the 2009-2014 FSU Strategic Plan, Priority 1 focuses on increasing student retention and graduation rates. One of the best ways to increase retention and graduation rates is to improve student learning in the core curriculum. Priority 3 focuses on making FSU an intellectual and cultural center, in part by expanding offerings in the fine arts and increasing the participation of students and faculty in the fine arts. The proposed support for Humanities and Creative Arts will support this strategic priority. Priority 4 focuses on creating leaders and global citizens by promoting international and intercultural education. Developing the Global Literacy core student learning outcomes (SLO) will support this strategic priority. Priority 5 focuses on expanding collaborations and partnerships, in part by promoting service and service learning. The proposed Office of Ethics and Civic Engagement will support this strategic priority.

FSU introduced a revised core curriculum in the fall of 2013. The revised curriculum includes a set of eight (8) core student learning outcomes (SLOs) grouped in three (3) areas:

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<tr>
<th>CORE STUDENT LEARNING OUTCOMES</th>
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<tr>
<td>Transitional Studies</td>
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<tr>
<td>1. Transitional Studies</td>
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<tr>
<td>a. University Studies</td>
</tr>
<tr>
<td>b. Life Skills</td>
</tr>
<tr>
<td>Essential Skills</td>
</tr>
<tr>
<td>1. Communication Skills</td>
</tr>
<tr>
<td>a. Written Communication</td>
</tr>
<tr>
<td>b. Oral Communication</td>
</tr>
<tr>
<td>2. Reasoning Skills</td>
</tr>
<tr>
<td>a. Critical Thinking</td>
</tr>
<tr>
<td>b. Quantitative Reasoning</td>
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<tr>
<td>3. Information Literacy</td>
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The revised core curriculum represents an opportunity to improve teaching and learning at the University and thereby achieves the number one strategic priority, which is improving student
retention and graduation rates. The Activity will help the University build its capacity to support learning in the core curriculum by providing:

- Faculty development to redesign and assess core courses as well as pre-major courses that address core student learning outcomes;
- Academic support focused on courses that address core student learning outcomes;
- Advisement for students taking core courses and transitioning into the major; and
- Enrichment programs to engage students in core learning.

By enhancing the educational experience and outcomes for students in the core curriculum, this Activity should result in an increased one (1) year student retention rate and an increase in the percentage of students on track to graduate in four (4) years.

II. Specific Objectives, Strategies, and Accomplishments

The following objectives and performance indicators guided the Activity for the 2013-2014 grant years:

**Objective 1.0:** To ensure that the number of core courses that meet annual targets for student mastery of core learning outcomes (CLOs) will increase by courses per year, starting from a baseline of 60.

**Performance Indicators:**

1.1 The percentage of core courses offered during the fall in which 70% of students earn a C or higher will increase by one percentage point each semester compared with the previous fall, starting from a baseline of 64%.

1.2 By the end of spring semester, at least 85% of core courses offered during the academic year will submit an assessment report.

1.3 The percentage of students taking the FSU Rising Junior assessment who score in the "Developing" or
"Mastering" range will increase by at least 3 percentage points each spring, starting from a baseline of 58.9%.

1.4 The number of faculty certified in core teaching and assessment will increase by an average of 15 per spring, starting from a baseline of 65 at the end of 2012-2013.

**Status:** In progress/Ongoing

This accomplishment of this objective is in progress. At mid-year, all core courses had assessment plans with annual targets. However at year end, only forty-nine (49) core courses reported that students met targets for student mastery of CLOs. The core curriculum committees met to review requests for new courses and to develop uniform core assessment data reporting procedures. At the end of the year, core assessment reports were submitted to chairs and posted into departmental assessment reports. A review of the core assessment reports revealed inconsistencies and incompleteness in reporting. Seventy percent (70%) of core courses (73 courses) reported assessment results. The inconsistency in reporting meant that not all courses with assessment results had clearly stated targets and results. It appears that some faculty did not have the expertise to create assessment plans with annual targets. Only, forty-nine (49) core courses reported students met targets for students’ mastery while sixty-four (64) were desired. Core assessment workshops were conducted to assist faculty in this regard. Faculty is now working on revising core assessment plans based on what was communicated in workshops. They will submit assessment plans for courses, which will be reviewed and implemented in spring semester 2015.

The core assessment initiative is the largest academic assessment initiative in FSU history. Over ninety (90) courses and 400 sections will be assessed each semester. The process of creating and implementing these assessments has required faculty to focus on teaching and learning in new ways. All core courses will have assessment plans with annual targets.

In fall 2013, 62.8% of core courses had at least 70% of students earn a “C” or higher. However, in spring 2014, 53.8% of the core courses had at least 70% of the students earning a C
or higher. The performance of students did not improve at mid-year in part because the 2013 student cohort had a weaker academic profile than the 2012 student cohort and because faculty were focusing on putting assessments in place. Spring performance has traditionally been poorer than fall, and spring 2014 was no different.

The Rising Junior exam provides valuable data on student proficiency in critical thinking and written communication, two (2) core learning outcomes. Three hundred and twenty (320) rising juniors out of 627 eligible students (51%) registered for the Rising Junior assessment. As of March 31, 2014, 245 rising juniors had taken the assessment. At year end, 271 rising juniors had taken the assessment. Of that number twenty-eight (28) 10.3% scored Proficient.

The University is changing the assessment used for the Rising Junior exam. It will take time to match the new scores with old scores to determine whether students are “Developing” or “Mastering.” In addition, because of the change in the instrument used, assessments were scored using the categories Below Basic, Basic, Proficient, and Advanced rather than Emerging, Developing, or Mastering. The 10.3% Proficient will become the new baseline measure for the next year.

Although the change in instruments is creating a temporary disruption in the ability to compare proficiency from last year to this year, in the long run it will provide more detailed, consistent, and widely comparable data. The Rising Junior communication plan was implemented using EMT Retain. A review of the results was shared with faculty at the CLA Workshop on Sept. 22, 2014.

The following are examples of the documentation provided to support the attainment of Objective 1.0: Core Curriculum Course Assessment Plan, Course Assessment Data Reporting Form and Program SLO Matrix.
CORE CURRICULUM COURSE ASSESSMENT PLAN

Course Subj-Num: UNIV 101-102  Title: Freshman Seminar I-II  Credit Hours: 1  Plan Academic Year: 2013-2014

Department: University College  Sections per year: 27  Enrollment limit: 35

1. Core Student Learning Outcome (SLO): Transitional Studies

For which the course was certified for the University College Core Curriculum beginning fall 2013. For a list and description of Core SLOs, see the Core Curriculum Committees Blackboard course.

2. Course Assessment Responsibility

   a. Coordinator*: Tyson Beale

   b. Team**: John Brooks, Lara Chatman, Shawn Conyers, April Raines, Michael Rich

* The person with primary responsibility for the assessment of this specific course.

** Full-time faculty charged with the creation of the assessment plan and the implementation of the Action Plan (see below).

3. Assessment Plan

Identify specific components of the Core SLO listed above that the course will address. Refer to the Core Curriculum Committees Blackboard course for rubrics and guidelines. List assessments common to all sections that will be used to determine student mastery of the Core SLO. Indicate the target goals for mastery and the percentage of students taking the course who should meet or exceed those targets. Indicate how assessment data will be collected, analyzed, and used for improvement. (Note: Core courses must be assessed every time they are taught and in all sections offered.) Add rows if necessary.
<table>
<thead>
<tr>
<th>Core SLO Component</th>
<th>Assessment(s)</th>
<th>Target</th>
<th>Action Plan (for implementation, analysis, and use of results)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and fix performance gaps with problem solving.</td>
<td>Academic Success Plan assignment, Success Plan rubric</td>
<td>70% of students score “Emphasize” or “Master” by the end of UNIV 102</td>
<td>Create assignment and rubric in Freshman Commons; assignments submitted by week 5, scored by midterm each semester. Associate Dean will download Commons Grade Center and run Rubric Evaluation report. Results will be discussed at post-semester assessment workshop.</td>
</tr>
<tr>
<td>Develop a timeline for degree completion.</td>
<td>Advisement/Registration</td>
<td>70% of students score “Emphasize” or “Master” by the end of UNIV 102</td>
<td>Create assignment and rubric in Freshman Commons; assignments submitted by week 13, scored by week 15 each semester. Associate Dean will download Commons Grade Center and run Rubric Evaluation report. Results will be discussed at post-semester assessment workshop.</td>
</tr>
</tbody>
</table>

4. **Syllabus**
Attach a representative syllabus for the course, indicating where and how assessments will be conducted.

5. **Assessments**
Attach copies of the assessment instruments, including any rubrics.

6. **Signatures**

_The Chair's signature certifies that this plan was developed by the Assessment Coordinator and Team listed above._

Course Assessment Coordinator ____________________________ Date __________________

Departmental Assessment Coordinator ____________________________ Date __________________

Department Chair __________________________________________ Date __________________
Workshops on CLA results lead to initiatives to improve critical thinking and written communication skills. The workshops equipped faculty to improve teaching and learning in the new core learning outcomes of Global Literacy and Ethics and Civic Engagement. Certification workshops in Ethics and Civic Engagement, as well as Global Understanding, were held in March 2014. A certification workshop in Hybrid Course Design was held in February 2014. A total of ninety-six (96) faculty were certified in core teaching and assessment by the end of the 2013-2014 grant cycle. The workshops equipped faculty to improve teaching and learning in the new core learning outcomes of Global Literacy and Ethics and Civic Engagement.

**Rating:** 2.5

**Status:** In progress/Ongoing

**Objective 2.0:** To increase the percentage of first-year freshmen who have earned 30 hours and a cumulative GPA of 2.0 or higher at the end of the first year by one percentage point per year, starting from a baseline of 31.6%.
Performance Indicators:  

2.1 The percentage of core courses in which 30% or more of students earn final grades of D, F, or W will decrease by an average of 1 percentage point each semester, calculated annually based on fall and spring, starting from a baseline of 36.5%.

2.2 The percentage of first-year students who are satisfied with advisement will increase by an average of one-half percentage point per semester, calculated annually based on fall and spring, starting from a baseline of 83%.

2.3 The percentage of first-year students in good academic standing at the end of the fall semester will increase by 1 percentage point per year, starting from a base of 78%.

2.4 The percentage of first-year students in good academic standing who declare a major by the end of the first year by 1 percentage point each year, starting from a baseline of 70%.

2.5 The number of first-year students participating in the Honors program will increase by 10 each year, starting from a baseline of 20.

The accomplishment of this objective is in progress. At year-end, 40.6% of first-year freshmen who entered in fall 2013 earned at least thirty (30) hours and a cumulative GPA of 2.0 or higher at the end of spring semester 2014 remained in good standing at the end of fall semester 2014 which exceeded the desired outcome of 33.6%. It was anticipated that the percentage of core courses in which 30% or more of students earned final grades of D, F, or W would be 35.5% or lower. However, the percentage for fall 2013 was 37.2%, and at year-end, spring 2014 it increased to 46.2%. It was unlikely that students’ first-year performance would meet the
anticipated outcome. The 2013 cohort was significantly weaker than the 2012 cohort. The conditional admitted subgroup was 1/3 of the overall freshmen class.

Admission criteria are beyond the control of the Activity. However, students with weaker academic preparation make it more difficult to achieve activity targets. The advisors utilize the RETAIN early alert system to notify both students and professors of student progress. The University College initiated an Admissions With Conditions (AWC) campaign to monitor and assist at-risk students with coaching sessions and frequent individualized meetings with academic advisors. The University also implemented an advising coaching model in addition to the standard traditional academic advising model. The new approach focused on student reflection, exploration of options, past performance, active listening, and follow up. Students identified for coaching met with staff members every two (2) weeks in the University College. The coaching model was useful and students have reported positive feelings regarding the consistent follow-up and care demonstrated by academic advisors. In addition, the Saving Our Sisters (SOS) program launched for female students is a retention centered program. The Associate Dean revamped the advisor model for academic probation students. Retention-centered programs initiated by mid-year included: AWC Program, SOS Program, Coaching Model and University College Week.

At mid-year, the University College was on track to meet the 71% target as approximately 67% of first-year students in good standing (324 out of 480) declared their major. Four hundred and seventy-five (475) out of 641 first-year students (74.1%) were in good standing at the end of spring 2014. Activity inputs such as the Freshman Seminar Career Research project, the Major Fair, and the Declaration of Major learning module made it possible for students in good standing to declare their major. The Major Fair, held each year to expose freshmen to the many “major” offerings at the University, was held in late March 2014. The Fair was postponed twice due to the especially snowy winter. Nevertheless, at year end, 78.1% of the 2013 freshman cohort members in good standing declared a major by the end of their first year at FSU, which exceeded the desired outcome of 71%.

University College provided academic support for many core courses through the Learning Center. The College’s academic support programs served 1,086 students during fall semester 2013. Eighty-one percent (81.1%) of the students that attended academic support obtained a final grade of “C” or higher. Only 68.9% of students who did not attend academic support made a “C” or higher.
The University College’s preliminary report illustrated that 89.44% of students were satisfied with academic advisement in fall 2013 and 90.39% of University College students were satisfied with advisement in spring semester 2014. In the short-term students appear to feel more connected. There is an aim to also review advisor effectiveness in addition to student satisfaction moving forward.

Students were recognized for academic achievement via the Phi Eta Sigma Honor Society held each spring semester. Freshman with 3.5 GPAs and higher were honored and inducted into the organization for their academic achievement. Each spring FSU holds an HONORS ceremony to recognize the accomplishments of students for academic and non-academic milestones. Students were nominated by their UNIV instructors and advisors on campus. In addition, the University College launched a UC week full of academic and non-academic programs and resources to expose students to the many academic supports and allies on campus that are in place to support student success.

**Rating: 3.0**

**Objective 3.0:** To increase the number of FSU students who engage in high-impact educational practices related to the FSU Core Learning Outcome of Humanities and Creative Arts by forty (40) each year, starting from a baseline of 200.

**Performance Indicators:**

1. Increase the number of diversified programming options for students by 3 each year, from a baseline of 35.
2. Increase student attendance at fine arts programs by an average of 20 each semester, calculated annually based on fall and spring, starting from a baseline of 200 students.
3. Offer at least one workshop each semester for faculty on integrating fine arts into the curriculum.

**Status:** Accomplished/Ongoing.
This objective was accomplished. During the 2013-2014 academic year, 330 students attended the Fine Arts Series (FAS) educational events, which was 118% above the target of 280 students. Professors were charged with encouraging students’ attendance via class assignments. The use of social media, Bronco Advantage also contributed to ensuring student attendance. The Activity was successful in getting more students to attend the events. However, there were not as many events. As a result, in the future, the Activity will not increase options (events), but rather work to increase the number of students who attend events. The following educational events have occurred: Dwayne Cyrus dance workshop; Mark Sunkett sabar drumming workshop; Contemporary Art from the Muslim World exhibition included two (2) Skype lectures by the curator, and Aziz Sohail, who lives in Pakistan.

<table>
<thead>
<tr>
<th>Event</th>
<th>Student Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Power of Sounds &amp; Rhythm: West African Music Instruments Exhibition</td>
<td>200</td>
</tr>
<tr>
<td>Dwayne Cyrus dance workshop</td>
<td>40</td>
</tr>
<tr>
<td>Aziz Sohail lecture via Skype</td>
<td>40</td>
</tr>
<tr>
<td>Forces of Nature dance class</td>
<td>50</td>
</tr>
</tbody>
</table>

A faculty survey was developed to identify needed activities. The survey was administered at the end of the 2013-2014 academic year. The questions were also included on the Senior Survey. The FAS committee, in collaboration with Institutional Research, created a questionnaire to determine the best mode of delivery. A workshop was determined not to be the best mode of content delivery. The FAS series created a focus group to develop activities that would best meet this goal. An interactive website, education packet or study guide was thought to be more convenient and useful to faculty. Information from the survey was used to indicate the types of activities, materials, and time lines that need to be created and administered over the next year.

Students now have many programming options in a variety of media and art forms. The presentation of twenty-nine (29) events, 76.8% of the target was reported. Based upon students’ written reflections, all educational programs were informative and contributed to student engagement and demonstration of student learning outcomes in the creative arts. Preliminary
survey results indicate that the programs are relevant to the FSU community and are of high quality.

**Rating:** 4.0

**Objective 4.0:** To increase the number of FSU students who engage in high-impact educational practices related to the FSU Core Learning Outcome of Global Literacy by fifty (50) each year, starting from a baseline of 250.

**Performance Indicators:**

4.1 The number of FSU students engaging in either study abroad or technology-mediated international experiences will increase by an average of 10 each semester, calculated annually based on fall and spring, starting from a baseline of 20.

4.2 The number of campus-wide co-curricular events promoting Global Literacy will increase by one each year, from a baseline of two.

4.3 Global Scholars will on average maintain a cumulative GPA of 3.2 each semester.

4.4 Offer at least one workshop each semester for faculty on integrating Global Literacy into the curriculum.

4.5 The percentage of students enrolled in foreign language classes who utilize the Language Lab to supplement classroom instruction will increase by at least 2.5 percent each semester, calculated annually based on fall and spring, starting from a baseline of 48%.

4.6 At least 80% of students who utilize the Language Lab to supplement classroom instruction each semester will agree or strongly agree that it enhanced their learning of a foreign language.
Status: Accomplished/Ongoing.

Interest in Global Literacy workshops continues to grow. This objective set a target number of 350 students to engage in high-impact educational activities in 2013-2014. Global Understanding Information Sessions and Global Understanding Workshops were held with 568 students, which was 162% of the target. During the 2013-2014 fiscal year, 110 FSU students (275% of the goal) engaged in either study abroad or technology-mediated international experiences. In fall 2013, seventy-three (73) students participated in GU courses and in spring 2014, twenty-six (26) students participated in GU courses, while eleven (11) students were engaged in study abroad in summer and fall of 2014.

Honors and International Education supported FSU faculty members to offer three (3) Global Understanding Courses with the Chinese partner institutions in fall of 2013. Sixty-eight (68) FSU students and eighty-two (82) foreign students enrolled in three (3) courses. At year end, Honors and International Education supported FSU SBE faculty members to offer one (1) Global Understanding Course with the Chinese partner institution in spring 2014. Twenty-six (26) FSU students and twenty-six (26) foreign students enrolled in this course. Honors and International Education also supported SBE faculty members to offer a Study Abroad Program to China in summer of 2014. Nine (9) students participated in this program. In addition, Honors and International Education supported two (2) students to study abroad in China in summer 2014 through UNC-EP. In addition, one (1) student was supported in obtaining a full scholarship and study abroad at Inner Mongolia Normal University in fall of 2014.

At year end, there were seven (7) campus-wide co-curricular events promoting Global Literacy four (4) in spring 2014 and three (3) in fall 2014 before October 1, 2014, (175% of the goal), which included Global Awareness Day with approximately 500 students in attendance, Global Understanding Workshop with approximately fifteen (15) faculty in attendance, and Global Mentoring Program with approximately twenty-four (24) students in attendance. Over 10% of FSU students participated in at least one (1) Global Literacy event. The events included Global Understanding Workshop, UNC-India Technology Learning Grant for GU, Global Awareness Day, and the ACE-COIL Global Understanding Workshop.

During the 2013-2014 academic year, the Global Literacy Core Advisory Committee met according to FSU’s Coordinated Schedule of Events. The 2013-2014 committee members include the following faculty members:
Expansion of the Language Lab provided more capacity for students to use the lab. At year-end, 58% of foreign language students used the lab to enhance their language instruction. A sign-in program was employed to verify student usage. This information was compared to class lists to obtain the actual number of foreign language students that utilized the lab. Faculty of foreign language classes was encouraged to bring students to the lab. The expansion of the Language Lab provided more capacity for students to use the lab and resulted in an unrecorded satisfaction from faculty of foreign language courses. Because of the increase in the size of the Language Lab, the increase in the number of courses using interactive video technology to partner with foreign institutions and the increase in participation in Global Literacy events, the number of students engaging in high-impact activities related to Global Literacy has increased substantially. However, not all students choose to participate in the courses in which they enrolled, therefore, the data provided to support participation in global literacy may include students who dropped the course or never attended class. Reporting was altered to facilitate the process of accurate reporting of foreign language students’ use of the lab.

The Student Satisfaction Survey was administered to students to ascertain if the Laboratory enhanced their learning. Of the 128 students who responded to the survey, 94% agreed or strongly agreed that the lab enhanced their learning. Those who responded demonstrated the
anticipated result of enhanced language learning. Students who used the lab had a very positive experience.

The Global Scholars program challenges high-ability students and provided them with international educational opportunities. At year end, 78% of Global Scholars maintained an average GPA of 3.2 or higher. One (1) Global Scholar graduated May 2014. Correspondence concerning academic success was provided three (3) times per semester and student success sessions for students not meeting Honors GPA requirements were reported. During the fall 2013 semester, FSU provided academic support for students enrolled in Global Literacy Core Student Learning Courses with Fulbright Language Teaching Assistants (FLTAs).

**Rating: 4.5**

**Objective 5.0:** To increase the number of students who participate in service learning as part of a core course by 60 each year, starting from a baseline of 296 students.

**Performance Indicators:**

**5.1** The number of students completing service in Ethics and Civic Engagement core service-learning courses registered with the Office of Civic Engagement and Service Learning will increase by an average of 15 each semester, calculated annually based on fall and spring, starting from a baseline of 82 students completing service-learning hours (fall 2012).

**5.2** The number of students completing service for any core service-learning courses registered with the Office of Civic Engagement and Service Learning will increase by an average of 25 each semester, calculated annually based on fall and spring, starting from a baseline of 174 students completing service-learning hours (Fall 2012).

**5.3** Offer at least one workshop each semester for faculty on designing service-learning courses or redesigning
courses to meet the Ethics and Civic Engagement core SLO.

**Status:** Accomplished/Ongoing.

The number of students participating and completing service-learning for fall 2013, spring 2014, and summer 2014 as part of a core course was 536 students. This exceeded our desired outcome by 180 students. Students enrolled in an Ethics and Civic Engagement core service-learning course completed 4,102 hours of service in the community in fall 2013, spring 2014, and summer 2014. Based on a baseline of eighty-two (82) students, the increase has more than doubled the amount desired. The number of students participating and completing service-learning for fall 2013, spring 2014, and summer 2014 as part of an ETCE core course was 456 students. This exceeded the desired outcome by 340 students.

The Office of Civic Engagement & Service Learning solicited faculty to teach service learning courses through faculty departmental meetings, emails and via the CESL office website. Banner was also utilized and service learning courses were designated. Courses meeting the Ethics and Civic Engagement core learning outcome are listed in the university academic catalogue as well as Banner. Core Service Learning courses are identified by the course name as well as the SL course designation. Faculty members were recruited, received orientation, and were certified by the CESL office and University College to teach Ethics and Civic Engagement service learning and core courses. The CESL office also provided an orientation for faculty and classes on the policies and procedures needed for the coordination and implementation of service learning.

Four (4) workshops were provided for faculty on designing service-learning courses or redesigning courses to meet the Ethics and Civic Engagement core SLO, which exceeded the desired outcome by 200%. In fall 2013 a Service-Learning Discussion was held on December 10, 2013 and attended by three (3) SL faculty members, one (1) Community Partner, and three (3) Office of Civic Engagement and Service Learning staff members. The 2014 Ethics and Civic Engagement Fellows Training was held on March 22nd and March 29th and attended by nine (9) faculty members and two (2) staff members of the Office of Civic Engagement and Service Learning. Marketing was conducted via digital measures (i.e. emails to general faculty, chairs and Deans), interest meetings, and informal discussions. A Train-the-Trainer Workshop was also conducted on May 28, 2014. Eleven (11) faculty and staff were trained to teach Ethics and Civic
Engagement courses. In addition, six (6) new sections of ETCE courses were taught for the spring 2014 semester and one (1) for the summer 2014 semester. A comprehensive report on the number of students participating in service learning was developed that documented:

- Department
- Course Number
- Faculty Name
- Course Name
- Number of Students Enrolled
- Number of Students Registered with the CCJ&SL
- Number of Students Completing Service Hours
- Total Number of Service Hours
- Student Level: Graduate /Undergraduate

**Rating:** 4.5

**Overall Rating:** 3.7

II. **Resources (Fiscal and Personnel)**

In 2013-2014 Title III allocated $909,351.00 to the Activity. As of September 30, 2014, $861,856.00 or ninety-five percent (95%) of the allocation was expended. Positions charged to Title III were as follows:

i. Academic Program Counselor (P. Lorraine Jackson) 100% of time

ii. International Student/Cultural Immersion Program Advisor (Deborah Vasquez) 100% of time

iii. Service-Learning Program Manager (Melissa L. Lyon) 100% of time

iv. University Program Associate (T. Monique Broadhurst) 100% of time
    Fine Arts Series Coordinator (Tiffany Parsons) August 2013 – March 2014, 50% of time

v. Lead Academic Support Coordinator (Carmen Wade) 100% of time

vi. Academic Support Coordinator - Writing (Felicia Crittenden) 10/13 – 2/14
    Briana Murrell (9/14 – present) 100% of time

vii. Academic Support Coordinator - Math (Jonathan Tepuola) 100% of time
IV. Challenges to Programmatic Accomplishment

Several challenges to programmatic accomplishment were encountered during the first half of the grant year:

- Programmatic and budget responsibilities were sometimes challenging since faculty and staff in foreign language, performing and fine arts and civic engagement and the faculty in general education do not report to the Activity Director.
- Incomplete and inconsistent reporting revealed a need for further training of faculty in core assessment. Workshops were planned for fall 2014 to ensure that all faculty responsible for core assessment understand reporting requirements. In addition, departments will report each semester instead of annually. This will allow identification of problems while there is still time to correct them.
- Weaker preparation of first-year students created challenges that academic support programs and course redesign were not able to overcome.
- Getting professors to encourage student attendance across the department via class assignments proved to be challenging. The FAS committee needs to do a better of job of promoting the arts across the curriculum.
- Changes in the Rising Junior assessment instrument made it difficult to relate assessment scores to the performance indicator. For 2014 - 2015, the performance indicator will be revised to make 2013-14 the baseline. Comparison of freshman and rising junior results shows relatively little growth in core learning outcomes measured, suggesting a need for further faculty development and course redesign.
- There is a great need for more attention in core courses on critical thinking and written communication. This will provide a focus for faculty development in 2014-2015.
- The Major Fair was postponed twice due to the especially snowy winter. Inconsistencies in the publication of major admission requirements have confused students and advisors alike.
- Marketing and promoting events presented a challenge.
- A workshop may not be the best mode of content delivery. Perhaps an interactive website, education packet or study guide may be more convenient and useful to faculty.
➢ The reporting program needs to be changed with a superior program to facilitate a more accurate reporting of foreign language students using the lab.

V. Program Impact, Summary, and Recommendations

The core assessment initiative was the largest academic assessment initiative in FSU history. Over ninety (90) courses and four-hundred (400) sections each semester will be assessed. The process of creating and implementing these assessments required the faculty to focus on teaching and learning in new ways. Workshops have equipped faculty to improve teaching and learning in the new core learning outcomes of Global Literacy and Ethics and Civic Engagement. The faculty will submit assessment plans for courses, which will be reviewed and implemented in spring semester 2015.

The 2013 cohort was significantly weaker than the 2012 cohort. The performance of students has not yet improved. In part this is because the faculty was focusing on putting assessments in place. Assessment results were forthcoming at the end of this year that could be used to improve teaching and learning next year.

The coaching model was very useful and students have reported positive feelings regarding the consistent follow-up and care demonstrated by academic advisors. At year end, 78.1% of the 2013 freshman cohort members in good standing declared a major by the end of their first year at FSU, which exceeded the desired outcome of 71%. Activity inputs such as the Freshman Seminar Career Research project, the Major Fair, and the Declaration of Major learning module made it possible for students in good standing to declare their major. In addition, 90.39% of University College students were satisfied with academic advisement in spring semester 2014. In the short-term students appear to feel more connected. There is an aim to also review advisor effectiveness in addition to student satisfaction moving forward.

Based upon student written reflections, all educational programs were informational and contributed to student engagement and demonstration of student learning outcomes in the creative arts. The FAS committee needs to do a better job of promoting the arts across the curriculum. Students now have many programming options in a variety of media and art forms. Preliminary survey results indicate that the programs are relevant to the FSU community and are of high quality.
The number of students participating and completing service-learning for fall 2013, spring 2014, and summer 2014 as part of a core course was 536 students. This exceeded the desired outcome by 180 students. Students enrolled in an Ethics and Civic Engagement core service-learning course completed 4,102 hours of service in the community in fall 2013, spring 2014, and summer 2014. Four (4) workshops were provided for faculty on designing service-learning courses or redesigning courses to meet the Ethics and Civic Engagement core SLO, which exceeded the desired outcome by 200%.

Interest in Global Literacy workshops continued to grow. During the 2013-2014 fiscal year, 110 FSU students (275% of the goal) engaged in either study abroad or technology-mediated international experiences. The Global scholars program challenged high-ability students and provided them with international educational opportunities. Because of the increase in the size of the Language Lab, the increase in the number of courses using interactive video technology to partner with foreign institutions, and the increase in participation in Global Literacy events, the number of students engaging in high-impact activities related to Global Literacy has increased substantially.

Title III funds were utilized to support travel for the following faculty and staff members during this grant period:

**Title III Related Travel during FY 2013-2014**

<table>
<thead>
<tr>
<th>Date and Destination</th>
<th>Purpose of Travel</th>
<th>Traveler</th>
<th>Incorporation of Outcomes to Strengthen Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 10/18/13 Raleigh, NC</td>
<td>NC Service Learning Summit</td>
<td>Melissa Lyon</td>
<td>Learned about service-learning best practices at other NC institutions</td>
</tr>
<tr>
<td>2 1/9/14 Raleigh, NC</td>
<td>NC Campus Compact Network Meeting</td>
<td>Melissa Lyon</td>
<td>Learned about service-learning best practices at other NC institutions</td>
</tr>
<tr>
<td>3 2/19/14 Raleigh, NC</td>
<td>NC Service Learning Coalition Retreat</td>
<td>Melissa Lyon</td>
<td>Learned about service-learning best practices at other NC institutions</td>
</tr>
<tr>
<td>4 2/4/14 - 2/5/14 Wilmington,</td>
<td>Civic Engagement Institute and PACE Conference</td>
<td>Sherree Davis, Beth Hogan, Pam Jackson,</td>
<td>Developed plan to improve education in civic engagement at FSU.</td>
</tr>
<tr>
<td>Date and Destination</td>
<td>Purpose of Travel</td>
<td>Traveler</td>
<td>Incorporation of Outcomes to Strengthen Activity</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------</td>
<td>----------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>NC</td>
<td></td>
<td>Thomas Williams, Melissa Lyon, Wesley Fountain, Marsha McLean</td>
<td></td>
</tr>
<tr>
<td>2/14/2014-2/18/2014 First Year-Experience Conference; San Diego, CA</td>
<td>Retention focused - Professional Development Conference centered on higher education first-year experience (curricular and co-curricular programming)</td>
<td>Tyson Beale April Raines Amanda Meyer</td>
<td>Goal of 2.0, 2.1, and 2.2 is to expose students to campus resources and academic supports that will assist in student success. We are currently managing 3 detailed retention based programs for females, probation, and freshman students. These practices were illustrated during the first year conference.</td>
</tr>
<tr>
<td>4/8/2014 – 4/12/2014 Washington, D.C.</td>
<td>National Service Learning Conference</td>
<td>Melissa Lyon Sherree Davis</td>
<td>Aligning with our goal to increase the number of courses and students in ETCE and core courses we have applied principles and ideas from the conference in the continued development and sustainability of such courses.</td>
</tr>
<tr>
<td>Date: 03/16 – 04/05/2014 Destination: Beijing, Baotou, Hohhot, and Shanghai in China</td>
<td>Visit FSU’s partner universities in China. They are Beijing Foreign Studies University (BFSU) in Beijing, Baotou Teachers’ College (BTTC) in Baotou, Inner Mongolia Normal University (IMNU) in Hohhot, and East University of Science and Technology (ECUST) in</td>
<td>Yunkai Chen</td>
<td>Discussed dual degree programs and other cooperation, established relationship with new leaders of these four universities, and tentatively planned new Global Understanding courses.</td>
</tr>
<tr>
<td>Date and Destination</td>
<td>Purpose of Travel</td>
<td>Traveler</td>
<td>Incorporation of Outcomes to Strengthen Activity</td>
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<tr>
<td>Date: 4/13-4/14/2014 Destination: East Carolina University, Greenville, NC</td>
<td>Shanghai. This visit is to Re-establish and expand cooperation with these partner universities, and plan new Global Understanding courses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date: 05/10 – 05/20/2014 Destination: Hohhot and Baotou in China</td>
<td>Observe multiple Global Understanding courses and participate in a Global Understanding Information Session with relevant faculty and administrators in the UNC system at East Carolina University.</td>
<td>Alison Van Nyhuis</td>
<td>Held a related American Council on Education (ACE)-Collaborative Online International Learning (COIL) workshop at FSU in April/May 2014 with consultants from ACE and COIL (3), faculty from Inner Mongolia Normal University (1) and Baotou Teachers’ College (1) in China, and multiple administrators, faculty, and staff from FSU in order to discuss, design, and administer Global Understanding courses at FSU.</td>
</tr>
<tr>
<td>Date: 05/23 – 06/02 Destination: Hohhot and Baotou in</td>
<td>Work with partner instructors in Baotou Teachers’ College in Baotou and Inner Mongolia Normal University in Hohhot to workout teaching plans and contents of new Global Understanding courses in history</td>
<td>Sidney Pash</td>
<td>Worked with administrators and partner instructors from these two universities to determine the teaching plans and contents of the course. Successfully started Global Understanding History course in Fall of 2014 with IMNU and will offer another Global Understanding History course in Spring of 2015 with BTTC.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Donatus Okhomina</td>
<td>Worked with administrators and partner instructors from these two universities to determine the teaching plans and contents of the course.</td>
</tr>
<tr>
<td>Date and Destination</td>
<td>Purpose of Travel</td>
<td>Traveler</td>
<td>Incorporation of Outcomes to Strengthen Activity</td>
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<tr>
<td></td>
<td>contents of new Global Understanding courses in international business</td>
<td></td>
<td>Successfully started Global Understanding International Business course in Fall of 2014 with IMNU and will offer another Global Understanding International Business course in Spring of 2015 with BTTC.</td>
</tr>
<tr>
<td>China</td>
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<tr>
<td>Date: 6/8-6/11/2014</td>
<td>Participated in the American Council on Education (ACE) Institute for Leading Internationalization with “senior campus leaders with responsibility for internationalization, including senior international officers” (<a href="http://www.acenet.edu/news-room/Pages/Institute-for-Leading-Internationalization.aspx">http://www.acenet.edu/news-room/Pages/Institute-for-Leading-Internationalization.aspx</a>); participation involved writing and reading assignments at the institute as well as additional writing and reading assignments completed before and after the institute.</td>
<td>Alison Van Nyhuis</td>
<td>Teaching a new Global Understanding course, ENGL211: World Literature I, with Professor Su Rina at IMNU (19 FSU students enrolled) during the fall 2014 semester and planning a new Global Understanding course, ENGL212: World Literature II, with Professor Su Rina at IMNU during the spring 2015 semester. Coordinating the scheduling of 4 FSU GU courses during the fall 2014 semester with BTTC and IMNU in China (90 FSU students enrolled) and 5 GU courses during the spring 2015 semester with BTTC and IMNU in China and Panjab University in India. Organizing 7 International Education Week activities at FSU; these activities have been confirmed from November 17-21, 2014.</td>
</tr>
<tr>
<td>Destination: Hilton</td>
<td></td>
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<tr>
<td>Mark Center, Alexandria, VA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Dates: 08/07 – 08/10/2014</td>
<td>To gain knowledge on how to develop the “emerging leaders” within the FSU Honors Program and to make connections with various graduate schools and corporate representatives for future references to our students.</td>
<td>Priscilla L. Jackson</td>
<td>Learned more knowledge to develop the “emerging leaders” within the FSU Honors Program and to make connections with various graduate schools and corporate representatives for</td>
</tr>
<tr>
<td>Destination: Roanoke, Virginia</td>
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<tr>
<td>Date and Destination</td>
<td>Purpose of Travel</td>
<td>Traveler</td>
<td>Incorporation of Outcomes to Strengthen Activity</td>
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<td></td>
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<td>future references to our students.</td>
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</table>

The workshops listed below were conducted to support the achievement of the Activity Objectives 1 and 5.

**Consultants/Workshops Sponsored with Title III FY 2013-2014**

<table>
<thead>
<tr>
<th>Purpose/Name/Date</th>
<th>Participants (Number/Faculty, Staff, and/or Students)</th>
<th>Outcomes/Incorporation of Outcomes to Strengthen Activity</th>
<th>Evaluation Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service-Learning Discussion, Tuesday, December 10, 2013 2:00pm to 3:30pm</td>
<td>Attended by three SL faculty members, one Community Partner, and three Office of Civic Engagement and Service Learning staff members.</td>
<td></td>
<td>N/A</td>
<td>This was an open discussion many topics were discussed including the development of a new community partnership with the new Murchison Road Community Farmers Market.</td>
</tr>
<tr>
<td>Ethics and Civic Engagement Fellows Training, March 22nd, 29th, and April 5th.</td>
<td>Attended by 9 faculty members and two Office of Civic Engagement and Service Learning staff members.</td>
<td>Second cohort of FSU faculty members to become certified to teach the ETCE core courses (ETCE 200, 101, 102, &amp; 103).</td>
<td>Eight participants completed an evaluation. Evaluation responses ranged from agree to strongly agree regarding their overall satisfaction</td>
<td>The evaluation results will be used with the ETCE Fellow Trainers to assist with the development of the 2015 ETCE Fellows Training. Three newly certified ETCE Fellows are</td>
</tr>
<tr>
<td>Purpose/Name/Date</td>
<td>Participants (Number/Faculty, Staff, and/or Students)</td>
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<tr>
<td>Global Understanding Workshop</td>
<td>15 faculty</td>
<td>The Global Understanding Workshop consisted of multiple components, including an on-campus general information session and workshop, expanding international collaborations with Covenant University, Nigeria, and expanding international collaborations with Baotou Teachers’ College (BTTC) and Inner Mongolia Normal University (IMNU), China, and learning about Global Understanding</td>
<td>with the workshops, and indicated that their understanding of service-learning increased.</td>
<td>teaching ETCE 200 and ETCE 101 for the first time Fall 2014. Three faculty were selected for grants to develop Global Understanding courses.</td>
</tr>
<tr>
<td>Purpose/Name/Date</td>
<td>Participants (Number/Faculty, Staff, and/or Students)</td>
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<tr>
<td>Ethics and Civic Engagement Fellow Train-the-Trainers Workshops April 5th and May 28th.</td>
<td>Attended by 5 faculty members and 2 Office of Civic Engagement and Service Learning staff members.</td>
<td>Courses, such as by accepting an invitation to attend East Carolina University (ECU).</td>
<td>Evaluations were positive and indicated the need to consider extending the train-the-trainer portion of the workshops.</td>
<td>ETCE Fellow Trainers are applying knowledge and skills gained through their trainer certification and are currently planning for implementation of the 2015 ETCE Fellows (3rd cohort) Training as university ETCE trainers.</td>
</tr>
<tr>
<td>Ethics and Civic Engagement Introductory Workshop during Bronco Kick-off, August 13th (2 sessions).</td>
<td>11 faculty and 6 ETCE fellow trainers as co-presenters</td>
<td>Provided an overview of the ETCE core learning outcome, courses and certification process for eligibility to teach ETCE courses.</td>
<td>N/A Participants reported that the information received was valuable and expressed further interest in teaching an ETCE course.</td>
<td>ETCE Fellows training information was shared with the participants.</td>
</tr>
<tr>
<td>Core Assessment Workshop.</td>
<td>Reviewed results from 2013-2014</td>
<td></td>
<td></td>
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</tbody>
</table>
### Purpose/Name/Date

<table>
<thead>
<tr>
<th>Participants (Number/Faculty, Staff, and/or Students)</th>
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<th>Use of Results</th>
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</thead>
<tbody>
<tr>
<td>August 13 (2 sessions)</td>
<td>core assessment project.</td>
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</table>

### Recommendations

There are no recommendations made for this Activity at this time.

### Documents Reviewed

- Proposal/Plan of Operation
- Budget
- Mid-Year Progress Report
- FSU Retention Data
- External Formative Evaluation
- Office of Civic Engagement and Service Learning, Fall 2013 Report on Service Learning
- Time and Effort Reports
- Position Descriptions
- Travel Requisitions
- Trip Reports
- Personal Service Agreements
- Detailed Description of Services

### Person Interviewed

Dr. John Brooks, Activity Director
STRENGTHENING CAMPUS INFORMATION SERVICES

I. Introduction

This ITT activity is essential as well as mission critical to the smooth operation of Fayetteville State University (FSU)! Furthermore, it’s designed to address the University’s technology and telecommunication needs. Its primary function is the management, implementation and training of personnel in the most efficacious manner in the use of technology. The end result is to better serve critical needs of FSU. This includes maintaining the current system while upgrading and replacing existing technologies as well as adding new ones where appropriate.

According to documents reviewed, the Campus Information Services is linked directly to several university strategic priorities, 1 and 6. Respectively, (1) they are to increase retention and graduation rates and (6) to ensure fiscal resourcefulness and sustainability. For any of this to work effectively the entire system must be protected in a manner that secures the network from potential hackers causing disruption to the university. The University of North Carolina at Chapel is central to meeting Help Desk questions and answering daily questions. Based on document’s reviewed and feedback from the Director it appears that this activity is making positive progress. It is indeed helping to meet many the University’s technology needs for lab support for student and faculty’s academic needs.

II. Specific Objectives, Strategies, and Accomplishments

The activity is guided by the following objectives for FY 2013/2014.

Objective 1.0: To strengthen the university’s technology infrastructure and services so the availability of both are at least 95% or higher.

Performance Indicator (s): 1.1 Maintain high availability of networked Systems on campus to be at or above 99.99% functional.

1.2 Existence of redundancy and two fully functional data centers.

1.3 Existence of a service contract for 24 X 7 IT Helpdesk Service.

Status: Accomplished/Ongoing.
According to documents reviewed and speaking with the Director, this objective has been achieved. Accordingly, two (2) Data Centers have been established on the FSU campus. Both Centers are identical in composition. One Center is located in the science building while the other is located in the Butler Building. Fiber optical cable has been laid across campus for multiple paths as described in the University’s Master Plan. A Network Availability Report provided a complete breakdown by building on the level of completion for the entire campus. According to documentation presented the Infrastructure/Server Network Availability is now at 99.97 percent accessible to users. To fully achieve this task an external/internal vulnerability scan was conducted. This was done by a third party.

Information provided, show that a redundant Data Center is in place and functioning at an acceptable level. The functionality of the system application now in place supports, e.g., check-writing, e-mail, and issuing receipts. Accordingly, the availability of system applications now permits business to be transacted throughout ninety-nine point ninety seven percent (99.97) of the campus. Self-help Online Portals are about ninety percent (90) completed. Students are able to go online using “My Bronco” and check their email, grades, register online as well as communicate with academic advisors. The plan going forward is to add “Interactive Dynamic” capabilities so that students are able to select their seat assignment for classes as well. At the same time, students are provided information on virus protection software, models and suggested standards their computers should meet. Moreover, the Help Desk is up and running. According to the FSU Monthly Calls Report, the service response level is about seventy six point thirteen percent (76.13%). The goal was to achieve at least seventy five (75%).

Finally, ITT has installed the Human Resource DataMart Module. BANNER as the operation system is fully up and running. Also, Datamart has been configured to capture essential data elements needed by HR. Such data includes salaries, position job description, and department name along with how positions are funded.

**Rating:** 4.9

**Objective 2.0:** To increase wireless capacity by 20% each year throughout the campus, specifically in the areas where students gather.

**Performance Indicator(s):** 2.1. Wireless density throughout the campus will be increased by 20% each year of the grant.
**Status**: In Process.

This objective has not been fully accomplished. The University has set forth a bold step of increasing wireless capacity on campus by 20% each year of the grant. Indeed, they have set course in this direction. According to reports and material shared the University is now at eighty percent (80%) toward achieving this goal. To successfully implement this process a system has been put in place to capture the on campus wireless demand. This is done on monthly bases. According to data reviewed over a one month a total of 9,300 wireless access points were accessed across the campus. These devices included games, notebooks, cell phones, players and Tablets. The largest usage is cell phones, with notebooks being a close second, followed by tablets. By monitoring these devices the University is able to see and identify the exact locations of usage. Hence, they are then able to increase the signal strength where it is most needed as well as add more capacity. Additional monitoring devices are being installed throughout campus. Due to task related PCI, data security needs and a lack of adequate staffing the Wireless-Heat Map was not generated.

The final phase is to complete wireless in the Residence Halls. This process will be completed as soon as final approval is granted and the additional technology fee is added to the students account.

**Objective 3.0**: To maintain the Smart Classroom technology so at least ten (10) classrooms/conference rooms are refreshed/upgraded each year of grant.

**Performance Indicator(s)**: 3.1: Ten or more Smart Classrooms are upgraded each year resulting in high availability of functional classrooms.

**Status**: In Process.

Evidence revealed to date that eighty-four (84) of the planned one hundred fifteen (115) Smart Classrooms have been installed across the campus already. This represents a seventy three percent (73%) completion rate toward full accomplishment of objective two. The important thing now is to see that they are maintained while still completing the remaining ones. The current locations are Knocks, School of Business and Economics, Rosenthal Arts and Butler Education Buildings. The goal now is to make certain that they are keep current and up to date. A process is already in place to train faculty and other staff in the proper usage of the equipment.
An additional seven (7) classrooms have been identified and surveyed by the ITT staff for upgrading of technology. At this point Control Panels are in need of replacement in six (6) of them. In addition, projectors and podium computers are in need of replacing. The Director informs that due to staff shortages in ITT this effort is currently running behind schedule. The plan now is to complete this project by the fall of 2015.

**Rating:** 3.7

### III. Resources (Fiscal and Personnel)

According to records provided three (3) of the ITT staff members are supported one hundred percent (100%) by Title III funds. Additionally, ongoing professional development was afforded to the staff. Documents revealed that a total of six (6) individual staff participated in one or more conferences or workshops. The budget for this program is $551,000. All budget funds were expended, meaning that one hundred percent (100%) of allocations were spent toward the implementation of goals and objectives. However, according to the Director, $750 to $800,000 is needed to support a high quality program. Consequently, and based on this observation, resources appear not to be adequate.

### IV. Challenges to Programmatic Accomplishments

There were no major challenges reported. However, like many Universities, FSU is facing staff shortages. Consequently, staffing in ITT is currently below normal. The consequence has been a delay or slowdown in implementing certain parts of the grant. Nonetheless, the Director reported that Title III funds are being properly integrated throughout campus and according to the University’s master plan.

### V. Program Impact, Summary and Recommendations

Indeed leading and managing the university’s Information Technology and Telecommunication Services is a critical function! However, there is no succession plan in place to manage the area in the absence of a Director. This critical area is too essential to the health of University to not have another person who could step in at a moment’s notice.

On the other hand, this program activity has made great strides and is having tremendous impact on the University. Hence, an excellent and very strong infrastructure is in place FSU ITT
system is in consonance with its sister institutions across the state. Its network and hardware configuration and Servers are up to date. ERP, BANNER, and Blackboard are all hosted in the cloud!

Another concern is the threat of a virus attack on the system. Nonetheless, the University has taken steps to protect itself. Toward that end, Alien Vault, a security application has been deployed. Alien Vault, a Unified Security Management System is an all-in-one platform designed to ensure that mid-market organizations can effectively defend themselves from external threats to the University’s ITT system.

Student and faculty alike now have access to eighty four (84) Smart Classrooms throughout large parts of the campus. Additionally, students are able to register online and manage their Bronco account as well. Through this system students are able to not only register for classes, but pick lab assignments at the same time. They are also able to determine the availability of printers across the campus when working on assignments.

A major challenge now is to maintain and keep current various technology improvements. Hence, readily replacing worn out technology is important for maintaining the confidence of the campus community. The fastest growing demand for the campus is the use of wireless technology. To combat this rapid demand, the University has installed devices throughout campus to monitor such demands. As this information is known, ITT is then able to respond by adding the necessary signal strength along with capacity to handle demands on the system.

**Recommendations:**

It is recommended that:

**Recommendation 1**

That a succession plan be put in place ASAP to help manage and lead the Office of Information and Telecommunication Services in the absence of the Director. This would also serve to prevent the loss of critical knowledge in the absence of the Director.

**Recommendation 2**

Staffing shortages be addressed as soon as possible so that Smart Classrooms and other technology maybe properly maintained as well as upgraded where needed.
**Recommendation 3**

Performance Indicators be revised to provide Baseline data for better measuring program impact.

**Documents Reviewed**

Proposal/Plan of Operation  
Budget  
1st Quarterly Report  
Hostgroup Availability Report  
Wireless Devices Monitoring Status Report  
2013-2014 Title III Bi-Annual Progress Report  
FSU Master Report  
ITT Network Availability Report

**Person Interviewed**  
Mr. Nick Ganesan, Director
I. Introduction

The Office of Career Services at Fayetteville State University strives to provide the highest quality and level of service to students, faculty, alumni and employers. To that end, it has instituted the Technology and Professional Development Integration Initiative (TPDII) Activity. The ultimate goal of the TPDII is to increase the usage, understanding and ease of services provided by the office to aid in evidence-based decision-making regarding academic majors and careers leading to increased retention and graduation rates. The TPDII is designed to assist the University in this regard by providing information on career choices that align with the academic preparedness gained at the University, assisted by the use of technology that yields a seamless integration of services and information sharing among students, faculty, staff, employers, and alumni.

Fundamental to this Activity is the integration of the Strong Interest Inventory. The inventory serves as an introduction to possible career options and is grounded in the theory of John Holland. The intention of the Activity is to administer the inventory to first-year, full time enrolled students at the onset of their enrollment in the University to minimize attrition due to indecision regarding their major/career path and a lack of self-efficacy (confidence in their ability to master certain tasks). As students are exposed to assessments, resources and information regarding careers and majors, it is expected that their career self-efficacy will increase along with their likelihood to persist in a course of study until graduation.

Students who regularly meet with Career Counselors through repeat visits are continuously exposed to various career exploration resources and professional development experiences that connect their performance in their current area of study to their capability and marketability after graduation for employment or graduate school. Currently, the office has five (5) Career Counselors on staff, two (2) of whom are paid through Title III funding. The University enrolls approximately 5,570 students each year, which yields a student to Career Counselor ratio of 1114:1. In comparison, to the national ratio of 371:1, the office’s current ratio is nearly three (3) times higher and demonstrative of the increasing demand on this office, and the limited capacity
of the Counselors to conduct one-on-one consultations with select sub-populations outside of the Office’s primary duties and highlights the need for the continuance of Title III support.

The TPDII will assist the University with Strategic Priority 1: Graduation and Retention Rates and the attainment of the University’s QEP goals and objectives.

II. Specific Objectives, Implementation Strategies, and Accomplishments

This Activity was guided by following objectives and performance indicators for the 2013-2014 grant year.

**Objective 1.0:** To ensure that a minimum of 85% of incoming freshmen will be administered the Strong Interest Inventory assessment to support major declaration and eventual persistence to graduation.

**Performance Indicators:**

1.1 A minimum of 85% incoming freshman will participate in a class overview of Strong Interest Inventory assessment interpretation during the 2013-2014 academic year.

1.2 At least 50% of freshman undeclared majors will participate a minimum of one (1) time in a classroom overview setting with an Interest Inventory Certified Practitioner during the 2013-2014 academic year.

1.3 At least 50% of students facing academic probation will meet a minimum of one (1) time in a Classroom overview setting with a Strong Interest Inventory Certified Practitioner during the 2013-2014 academic year.

**Status:** In Process.
The Strong Interest Inventory was administered from August to October 2013, the 4th Quarter of grant year 2012-2013 and the 1st Quarter of grant year 2013-2014 in freshman orientation sessions and in freshman seminar courses. All 702 full time freshmen enrolled at the University completed the assessment. The entire Class of 2017 will have a hardcopy personal assessment results to use as evidence in making decisions about their major and career path. The administration exceeded the desired outcome of 597 students (85%) by 702 students (117%).

**Year-End Accomplishment Level:**

- 702/299 = 234% of year-end checkpoint
- 702/597 = 117% of desired outcome
- Exceeded Outcome by 117%

Although the desired outcome was met and exceeded, challenges occurred that made it difficult to achieve meeting the objective of ensuring that at least 85% of incoming freshmen sit for the Strong Interest Inventory in a classroom setting. These challenges included difficulty scheduling classroom time with all freshman seminar instructors, student absences, as well as possibility that SII certified instructors may have opted to do a classroom overview on their own, meaning the data would not have been collected in a centralized office, namely by career services.

Activities and procedures that were implemented to achieve the desired outcomes included students participating in New Student Orientation activities in August of each year. Although August falls in the last quarter of the grant year, Freshman Orientation is actually the first significant action designed to move this Activity toward meeting its objectives and performance indicators for the subsequent grant period. Administering the Strong during orientation and in tandem with the University College’s orientation activities is a strategy that ensures a captive audience of the majority of freshman students. Providing first-year students with the Strong assessment assists them in making evidence-based decisions regarding their major and using that evidence to connect with other co-curricular opportunities that work together with teaching and learning taking place at the University. The assessments, along with the four-year plan template, assist students with beginning to plan for their career development undertakings during their matriculation.
Some technical difficulties arose in the computer lab during the orientation. The Office of Career Services staff did additional planning and collaboration with University College so that instructors administered assessments in the classroom settings and later invited Career Services into the classroom for SII overview. This could have impacted the Objective 1.0 whose desired outcome was to reach 85% of freshman. Through this collaboration, all first-year students were able to be administered the Strong and receive the SII overview. The project activity included a lecture presentation of John Holland’s Six Personality/Environment types. The lectures provided by Career Counselors to give students a preliminary understanding of how personality and interests may provide “evidence” as to the job duties, positions, and environments students may find fulfilling. Sharing the Strong Interest inventory results with students provides a supportive method to encourage them to make evidence-based decisions about their major and career choice.

The plan to connect with the University College to obtain an updated list-serv of students who had not declared a major with the Registrar’s Office was achieved. At the beginning of fall semester 2013, 540 students had not declared an academic major. By spring semester 2014, the number dropped to 432 students, thus, reducing the percentage of undeclared students from 76% to 61%. In addition, 322 freshmen that had not declared a major participated in at least one (1) classroom overview with a Strong Interest Inventory certified practitioner, which exceeded the desired outcome of 50% yielding a 119% actual outcome. Although the Activity cannot at this time confirm a causal relationship, it is perceived that grant activities such as the Strong Interest Inventory administration and subsequent follow-up sessions are a factor in the increase of these numbers.

**Year-End Accomplishments**

- 322/135 = 238% of year-end checkpoint
- 322/270 = 119% of desired outcome
- Exceeded desired outcome by 119%

The plan to target this population of students in their first semester as to ensure they are to have further Strong interpretation via “one-on-one” structured appointments with Career Counselors, proved challenging given the number of Career Counselors available to meet with students one on one in addition to other Career Counselor primary duties. While the objective is worthwhile to pursue given the impact that targeting the at-risk population would have on first-to
second-year retention rates, it is recommended that implementation strategies be adjusted to have a more realistic percentage of students targeted due to the small number of available counselors. Further, it is recommended that another strategy be incorporated that entails having counselors interact within classrooms to give students a general overview vs. offering one-on-one sessions for all first-year students. This revised strategy would make achieving the objective easier while ensuring that students receive counseling on how the SII can impact their career choices. Finally, it is recommended that the University consider hiring graduate students who can become certified to assist with assessments and follow-up with students.

Focus II will replace the Strong Interest Inventory in 2014-2015 because it is more in line with the General Education curriculum for career development and exploration. The assessment measures skills, leisure activities, personality, work interest, and values. The results should address the concern of counseling students that may or may not have the skills and values to be successful in the careers identified in the Strong Interest Inventory. Because it can be discussed by section, smaller student sessions can be implemented, i.e., skills or leisure activities can be covered adequately in the time allowed.

**Rating:** 4.0

**Objective 2.0:** To develop continuous relationships with FSU student population to facilitate professional development and increase retention through repeat (2 or more) visits.

**Performance Indicators:**

2.1 The office will increase the number of student professional development counseling visits to office by 10% annually through use of sign-in system, internal filling system, and Bronco Advantage.

2.2 Provide increase in student participation of professional development calendar events and resources by 10% annually.
2.3 Engage at least 10% more professionals or companies in various industries through on-campus recruiting programs and career, graduate school, volunteer, and cooperative education fairs.

**Status:** Exceeded.

There were 2,068 office visits and 968 repeat visitors for the 2013-2014 grant year. Data were not available for unique visitors because this part of Bronco Career Link was discontinued before year-end data could be retrieved. Check-in rosters and notes were used to identify student visitors each quarter and to send follow-up communications to encourage future visits. Announcements reminding students of the services provided through Career Counseling were sent them utilizing the list-serv.

Year-end data presented in reference to repeat visitors showed an increase of almost four (4) times the repeat visitors at mid-year. An increase in the percentage of students that are repeat visitors to the office indicates the development of a continuous relationship and rapport with students for professional development on campus implying increase in career readiness and workplace success. Performance measures such as the number of employers and graduate schools that come to campus and interact with students indicate that students are developing critical interpersonal, networking competencies necessary for successful career navigation.

This may also implicitly support retention in that as students establish ongoing relationships with campus offices and personnel, the likelihood of attrition decreases. Additionally, as students gain a clearer sense of purpose and vocational direction from repeat visits to the Career Services Office, they may be more incline to declare majors and be accepted into majors that increase retention. These data are supported by reports from the Vice Chancellor of Academic Affairs who indicated that students who declare majors are more likely to persist and graduate from the University. In this way, this objective, performance indicators, and project activities directly support the University’s graduation and retention rates.

The methodology used to address the student participation in career development related activities and counseling sessions largely included hiring of additional staff to specialize in classification specific planning for professional development workshops, programs, and outreach...
initiatives to various classifications. Counselors strategically, efficiently, and effectively reached out to as many students as possible to get the word out about the programs and workshops that were available to them. The planned programs and workshops targeted different areas of concern that a particular classification may have had as suggested by Career Development theorists.

Counselors collaborated with faculty in Academic Affairs and employers, companies, agencies, and organizations in the community to provide students with multiple opportunities to engage in the career development process. Online visit counters and kiosk sign-in systems were the primary methods of data collection for this objective. The online “hits” and sign-in processes helped to capture the amount of times students are “touched” on a day-to-day basis through online resources and/or through face to face interaction via office visits and appointments or workshops.

**Year-End-Accomplishments**

- Baseline Participation (11-12): 4,677
- Participation (12-13): 9,502
- Participation (13-14): 9,357
- \( \frac{9357}{10452} = 90\% \) of desired outcome

Professional development workshops were provided through multiple formats for the FSU students to meet the engagement needs (and differences) of the various types of enrolled students at FSU, i.e. online, part-time, transfer/commuter, etc. Career Counselors scheduled workshops and online webinars to provide more offerings and attract greater numbers of participants each year. Regular communication through cohort list-serv listings were used to send out announcements reminding students of the services provided through our office.

**Year-End-Accomplishments**

- Baseline Professionals & Companies (11-12): 124
- Professionals & Companies (12-13): 140
- Professionals & Companies (13-14): 158
- Desired outcome \( 10\% \times 140 = 14 + 140 = 154 \)
- \( \frac{158}{154} = 103\% \) of year-end checkpoint
- \( \frac{158}{154} = 103\% \) of desired outcome
Performance measures such as the number of employers and graduate schools that come to campus and interact with students indicate that students are developing critical interpersonal, networking competencies necessary for successful career navigation. Participation at workshops and events is a performance measure in that more enrolled students and graduated alumni are being reached and positively impacted by the career development activities offered. These activities included Career Fairs, Resume Writing Workshops, Interview Skills Workshops, and more workshops on other professional development topics. The Office of Career Services staff reached out to employers on a continual basis encouraging them to provide workshops, information sessions, and other on-campus recruiting.

The on-campus recruitment program continues to be a work in progress to continually provides students the opportunity to interact with a network of employers and recruiters in an on-campus environment or setting. Methods of exposure include information sessions, classroom presentations, mock interviews, in-person interviews, conference calls/webinars, as well as Career Fairs, and special networking events. With budget concerns impacting the recruiting schedule and travel of employers, more and more of the staff’s efforts have shifted to virtual methods such as webinars and conference calls.

**Rating:** 5.0

**Overall Rating:** 4.5

### III. Resources (Fiscal and Personnel)

In 2013-2014, Title III allocated $135,479.00 to the Activity. As of September 30, 2014, $125,299.00 or 92% of the allocation was expended. Positions charged to Title III were as follows:

i. Career Counselor 100% 12 Months

ii. Career Counselor 100% 12 Months

iii. Administrative Support Associate 100% 12 Months

*Since the Activity budget only supports personnel, it is recommended that future budgets be increased if possible to provide operational funds to enable the Activity to continue the work that has been started.*
IV. **Challenges to Programmatic Accomplishments**

There were several challenges identified that hindered full implementation of this Activity. The staff found it was difficult to meet with at least 85% of the new freshman, 50% of the undeclared freshman and students on academic probation in a classroom setting because of the difficulty in scheduling classroom time with the freshman seminar instructors, student absences, and the possibility that instructors may have opted to do a classroom overview on their own, which resulted in data not being collected by career services.

The challenges came about as a result of inadequate logistical planning and implementation of the New Student Orientation sessions. In order to capture the entire freshman population, the Activity will schedule the administrations during Orientation breakout sessions. In addition, the length of the sessions will be extended, and dependable labs, testing rooms and user IDs will be ensured. The short time scheduled for NSO sessions inhibits the ability for all students to have enough time to complete the assessment because students may not attend orientation (Commuter, Transfer, etc.) or technical difficulties, i.e. issues with computers not working, students not having network ID. The Office of Career Services had to do additional planning and collaboration with the University College so that instructors could administer the assessment in the classroom settings and later invited Career Services into the classroom for SII overview.

Students that have unique needs may require one visit, i.e. visit to the clothes closet, minor fix to resume. These students may interact with career services minimally for a variety of reasons, however, the assumptions are that the higher the number of visits, the stronger the relationship/support between students and the Office, thus, further supporting retention and graduation rates. Another challenge to getting the number of unique visitors to come to the Office came about by not having access to the site that housed the information. The subscription to the site expired and was not renewed; therefore, the information could not be retrieved from the site.

Additionally, challenges to increasing participation by 10% annually were present in prior years and documentation included online “hits” to various websites and Blackboard courses without regard to if “hits” were unique or clicks. This year, Blackboard and online hits were not included in reports as previously reported. Not including Blackboard online hits gives staff a more accurate view of the “real” impact with connecting and engaging with students but also makes
numbers look as if they are declining. Also, a better collaboration with academic departments can greatly assist OCS in students participating in workshops and events.

V. **Program Impact, Summary, and Recommendations**

The impact of this Activity remains connected to the long-term University graduation and retention rates. The assessment activities that were done with the students led students to reflect and make evidence-based decisions (M.E.B.D) while determining their major and career path.

During the 2013-2014 grant year, all 702 full time freshmen enrolled at the University completed the assessment. Meaning the entire Class of 2017 will have hardcopy personal assessment results to use as evidence in making decisions about their major and career path. The 2010-2011 data from the University College that supports 1st to 2nd year retention rates documented an improvement in retention and since the implementation of the Strong there appears to be a correlation between students identifying career interests and selecting an appropriate major in which you have an interest and the ability to succeed.

Performance measures such as the number of employers and graduate schools that come to campus and interact with students indicate that students are developing critical interpersonal, networking competencies necessary for successful career navigation. The participation at workshops and events is a performance measure in that more enrolled students and graduated alumni are being reached and positively impacted by the career development activities offered. These activities include Career Fairs, Resume Writing Workshops, Interview Skills Workshops, and more workshops on other professional development topics.

**Recommendations**

The following recommendations are being offered to further enhance the implementation of the processes and programs that were supported by Title III during the 2013-2014 grant period. It is recommended that:

**Recommendation 1**

Implementation strategies be adjusted to have a more realistic percentage of students targeted due
to the small number of available counselors.

**Recommendation 2**

Another strategy be incorporated that entails having counselors interact within classrooms to give students a general overview vs. offering one-on-one sessions for all first-year students.

**Recommendation 3**

The University considers hiring graduate students who can become certified to assist with assessments and follow-up with students.

**Recommendation 4**

Follow-up with faculty instructors be undertaken to identify the students that did not participate in the review and determine the reasons.

**Recommendation 5**

Qualitative and quantitative retention data including survey results indicating the level of satisfaction with career services; evaluations of specific career services and events; documentation of unduplicated student participation in career and graduate school fairs and internships; the number of students attending graduate school after graduation and where they were attending; and, the number of students employed after graduation and where they were employed continue to be compiled and analyzed for FY 2014-2015 and compared to the baseline number in FY 2011-2012 to ensure positive individual outcomes.

**Recommendation 6**

The 2014-2015 budgets be increased if possible to provide operational funds to enable the Activity to continue the work has been started.

**Documents Reviewed**

Plan of Operation
Budgets
Time and Efforts Forms
Grant Activity Status Report
December 2013 Graduate Survey Executive Summary
Events Participation Lists
Title III Summative Evaluation 2012-2013
Student Newspaper Advertisement
List of Criminal Justice Fair Participants
List of On-Campus Recruiters
2013 Fall Career and Graduate Fair Participants
Graph of Fall 2013-2014 Undeclared Majors
Graph of Spring 2013-2014 Undeclared Majors
Graph of 2013-2014 Cohort Academic Standing Report

**Person Interviewed**

Mrs. Daisy Osborn, Interim Activity Director
LIBRARY RESOURCES DEVELOPMENT AND IMPLEMENTATION (HBCU)

I. Introduction

The purpose of the Library Resource Development and Implementation Activity is to continue to meet the needs of both ongoing and projected new academic programs at Fayetteville State University. In order to continue meeting the requirements of the Southern Association of Colleges and Schools (SACS), Chesnutt Library must continually compare its collections with those of its peers and ensure that the library is providing learning/information resources that are appropriate to support its teaching, research and service mission as required by Southern Association of Colleges and Schools. In addition, SACS requires that “each institution must ensure that all students and faculty have access to the primary and secondary materials needed to support its purposes and programs… the library collections …at the graduate level must provide library resources substantially beyond those required for the bachelor’s degree.” The library also must continue to provide the resources called for by SACS and other accrediting agencies in previous accreditation reviews.

In FY 2013-2014, the library continued to develop resources for Education and Educational Leadership, Physical and Life Sciences, Computer Science and Mathematics, Business Administration, Economics, Psychology, Social Sciences, Nursing, and Music, Art & the Humanities. It also continued to implement the staff development component of the Activity, which ensures that the Associate Director for Collection Development (or designees) continues to update skills, knowledge and familiarity with library resources, trends and operations. The information obtained at professional conferences is required to manage the selection of resources and assist faculty.

Because the state funded portion of the library’s budget was reduced by 33% in 2012-2013 and by fifty percent (50%) in 2013-2014, while predatory pricing and inflation increased subscriptions by twelve percent (12%) over same period, the library required additional resources to support the program development and research needs of faculty and students at the University. To cover increases, the library has eliminated subscriptions to any back files (except JSTOR and Project MUSE), de-selected journals and transferred funds from its operations lines to the book and journal lines. In addition, the library used a number of methods to assess the collection and
services annually.

With the assistance of Title III funding, the library is able to preserve current library resources and enable the purchase of new books. Therefore, the achievement of the Title III objectives and performance indicators will ensure that students and faculty have the resources needed for study and research in all major disciplines; and allow the library to stay in compliance with regional and specialized accrediting agencies. The Activity supports Priority 1 in the Chancellor’s Strategic Plan for 2009-2014 (Retention and Graduation Rates 1.4.2, 1.4.4, 1.5.1, 1.5.2) and Priority 5 (Collaborations and Partnerships 5.1).

II. **Specific Objectives, Implementation Strategies, and Accomplishments**

The following objectives and performance indicators guided the Activity for the 2013-2014 grant years.

**Objective 1.0:** To increase library holdings for all major disciplines by September 30, 2014 by the following percentages:

1. 3% increase in the book collection: (577 volumes)
   a. Education & Educational Leadership – 0.18% (79 volumes)
   b. Physical & Life Science – 23% (41 volumes)
   c. Computer Science & Mathematics – 41% (48 volumes)
   d. Business Administration – 60% - (56 volumes)
   e. Finance/Economics - .45 % (56 volumes)
   f. Psychology - 70 % (102 volumes)
   g. Social Sciences - 30 % (66 volumes)
   h. Nursing - 94 % (50 volumes)
   i. Music, Arts & Humanities - 19 % (83 volumes)

2. Decrease in the Periodical Collection (5 titles)

3. 458 periodical titles renewed.
   Renew JSTOR and Project MUSE
   98 electronic databases renewed & audio visual titles

**Performance Indicators:** 1.1 Students, faculty and staff will have access to additional resources to support curriculum and research needs.

**Status:** In Progress.
The accomplishment of this objective is in progress and ongoing. The holdings of Chesnutt Library consist of approximately 330,000 bound volumes and 2,742 periodical subscriptions, of which 1,901 are electronic journal subscriptions with full-text access. Full text electronic journals are accessible through NC LIVE (11,300) and EBSCO Online (13,326). The materials budget was encumbered at a level of 100% and invoices were received and applied to renew/purchase all remaining materials. One hundred percent (100%) of the budget was expended renewing databases, backsets and the selection of some e-books. During FY 2013-2014, $95,197.26 was spent on books, $130,586.34 was spent on periodicals, $934.09 was spent on audiovisuals and $460,229.63 was spent on electronic databases. Ninety-eight (98) electronic databases & audiovisual titles were renewed along with the renewal of the JSTOR and MUSE Collection. Two hundred and sixty seven (267) periodical titles were also renewed, but the collection was decreased by a targeted five percent (5%). Faculty and students were able to access databases and resources that were needed for courses and accreditation.

A total of 759 books were ordered which was 0.44% increase. As illustrated, Social Sciences, Business Administration, and Music, Arts and Humanities exceeded the target number of books ordered by .53%, .06% % and .46% respectively by the end of the second quarter. All other disciplines with the exception of Educational Leadership fell short of the target in actual book orders primarily because the prices were more than projected. The collections and databases provided resources substantially beyond those required for the bachelor’s degree.

**Chesnutt Library Target and Actual Performance in Book Orders 2013 – 2014**

<table>
<thead>
<tr>
<th>Academic Discipline</th>
<th>Target</th>
<th>Actual Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education &amp; Educational Leadership</td>
<td>0.18%</td>
<td>0.18%</td>
</tr>
<tr>
<td>Physical &amp; Life Science</td>
<td>0.23%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Computer Science &amp; Mathematics</td>
<td>0.41%</td>
<td>0.34%</td>
</tr>
<tr>
<td>Bus. Administration</td>
<td>0.60%</td>
<td>0.66%</td>
</tr>
<tr>
<td>Finance &amp; Economics</td>
<td>0.45%</td>
<td>0.20%</td>
</tr>
<tr>
<td>Psychology</td>
<td>0.70%</td>
<td>0.17%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>0.30%</td>
<td>0.71%</td>
</tr>
<tr>
<td>Nursing</td>
<td>0.94%</td>
<td>0.60%</td>
</tr>
<tr>
<td>Music, Arts &amp; Humanities</td>
<td>0.19%</td>
<td>0.65%</td>
</tr>
</tbody>
</table>

The assumptions made to develop Title III collection increases for FY 2013-2014 were
based on information gathered from the Library Trade Annual, utilizing the table closest to what is used to order books for the academic library. The average cost was taken from the closest subject area in the table. The baseline and Chesnutt Library collection data was taken from the Cataloging Report statistics in the online catalog and the World Cat Collection Analysis software. The raw number of the total is compared against the catalog total.

The quality of the library collection is good, but additional library resources are needed across the curriculum, and particularly in areas supporting graduate study and faculty publication. continued emphasis will be placed on Nursing, Business Administration and the Doctoral program in Educational Leadership. Emphasis will also be placed on the following academic programs: Master of Social Work Program, Bachelor of Science degree in birth through kindergarten education, Bachelor of Arts degree in Music, Forensic Sciences concentration in Chemistry and Biology, Biotechnology, Doctoral program in Criminal Justice and the development of an alternative baccalaureate program to support Health and Physical Education. Identified areas include:

1. Teacher Education with special emphasis on graduate/doctoral courses in education and in birth through kindergarten education
2. Business Administration and Economics with special emphasis on graduate programs in business and entrepreneurship
3. Social Sciences, with special emphasis on Social Work, Political Science, Public Administration, Sociology, doctoral programs in Criminal Justice, Intelligence Studies and International Relations
4. English and the Humanities, with special emphasis on courses in English literature and composition, and language arts, Spanish, Pashto, Mandarin Chinese, Hindi and Swahili languages
5. Psychology, with special emphasis on testing, guidance, mental health, and clinical studies
6. Classics, Art and Multicultural Studies with special emphasis on music, the visual arts, speech, theatre and African American studies
7. Physical and Life Sciences, with special emphasis on nursing and graduate courses and programs in Forensics, Biology, Chemistry, Health, Physics, Mathematics,
Information Science and Fire Science

8. Subscriptions and back sets of scholarly journals and publications in print and/or electronic format to support the above areas.

The library used a number of methods to conduct an annual assessment of the collection and services provided. During the 2012-2013 academic year, the library introduced a new survey tool entitled LibQual to measure users’ satisfaction with library services. LibQual is a suite of services used by libraries to track, understand, and act upon users’ opinions of service quality. These services are offered to the library community by the Association of Research Libraries (ARL). The program is a tested web-based survey that helps libraries assess and improve library services, change organizational culture and market “the library as place”. The survey was administered in the fall of 2012 and twenty-five percent (25%) of the student body responded. Students were given incentives to take the survey online. As a result, a total of 1,509 students took the survey. The results indicated that graduate students felt that there are not enough resources available to them.

The library will continue to use the same assessment, ordering and evaluation procedures each year with changes in emphasis on the disciplines developed. Shortcomings in services will be determined by student feedback. Because the state funded portion of the library’s budget was further reduced by fifty percent (50%), while predatory pricing and inflation have continued to increase, the library has eliminated subscriptions to any backfiles (except JSTOR and Project MUSE), de-selected journals and transferred funds from its operations lines to the book and journal lines in an effort to cover increases. The Associate Director collaborates with other institutions to get the best value for funds used by maintaining membership in consortia or making group purchases whenever possible. “Pay per use plans” offered by vendors as an option when purchasing databases was also be investigated.

Faculty members are feeling the impact of the state budget cuts because materials were available for faculty and staff with streamlined access. They have had to go back to basics at times when conducting research resulting in a greater reliance on interdisciplinary loans.

To continue the enhancement of services, the Chesnutt Library migrated to the WMS online catalog system from the Innovative Interfaces catalog system. Ordering hardcopy materials resumed with “going live” on May 15, 2014. The online catalogue system was marketed during
the summer. WMS has a different look that will make it easier to see what other schools have to enable them to use different processes, such as UNC – AMPs, which is needed to use and develop different technologies. The WMS online catalog system was implemented as scheduled and the materials were ordered and processed in a timely manner.

Rating: 4.0

**Objective 2.0** To ensure that the Chesnutt Library maintains currency in library trends and standards by providing support for one (1) staff member to attend a minimum of one (1) professional meeting annually.

**Performance Indicator: 2.1** The Associate Director for Collection Development will keep abreast of the current trends and developments in the library profession by attending one (1) meeting annually.

**Status:** Accomplished/Ongoing.

The staff development component of this Activity continued to ensure that the Associate Director for Collection Development (or designees) updated skills, knowledge and familiarity with library resources, trends and operations. The information obtained is required to manage the selection of resources and provide assistance to the faculty. Librarians were funded to attend conferences that served to upgrade knowledge and selection skills necessary to augment the library collections. Four (4) librarians, cited below, attended professional development conferences; shared expertise gained with the library staff and made recommendations for library enhancements. One hundred percent (100%) of the travel budget has been spent.
### Staff Development Travel 2013-2014

<table>
<thead>
<tr>
<th>Date/Location</th>
<th>Purpose of Travel</th>
<th>Incorporation of Outcomes to Strengthen Activity</th>
<th>Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 6-8, 2013/Atlanta, GA</td>
<td>To Attend: Access Services Annual Conference, November 6-8, 2013 at Georgia Tech., Learning Center. Atlanta, Georgia</td>
<td>Learned from other professional librarians, how to bring the best and most innovative solutions to the Library field and how to support Library patrons and that will directly support the mission the Library. This conference provided up to date knowledge on collection development, information technology, and user services departments in an effective way in the academic library environment. Helped to improve presentation skills by using different teaching methodologies and Web 2.0 resources in information literacy and instructional classes. Provided exposure to many different facets of the library profession.</td>
<td>Vela pan Vela pan</td>
</tr>
<tr>
<td>June 26- July 1, 2014/Las Vegas, Nevada</td>
<td>To attend: ALA Annual Conference</td>
<td>This annual conference provided additional skills needed to serve the users better with tips, discussion groups and networking opportunities afforded from librarians all over the world. Best practices in the profession were identified, as well as ideas on how to improve services and outreach to</td>
<td>Robert Foster</td>
</tr>
</tbody>
</table>
June 19 – 20, 2014
To attend: 2014 AABIG Bibliographic Instruction Conference
The programs and discussion sessions in the conference will directly be of benefit for reviewing the current bibliographic instruction curriculum and processing of class preparation with the faculty members.
Jinong Sun

To attend: 2014 Library Assessment Conference
Based on what was learned from the conference, combined with the Chesnutt Library’s status, two suggestions were made: 1. Adopt e-resource usage analysis tools. 2. Consider building a library learning commons.
Jinong Sun

Rating: 5.0

Overall Rating: 4.5

III. Resources (Fiscal and Personnel)

In 2013-2014 Title III allocated $693,040.00 to the Activity. As of September 30, 2014, $693,008.00 or one hundred percent (100%) of the allocation was expended. No salaries were charged to Title III by the Activity in 2013-2014.

IV. Challenges to Programmatic Accomplishments

There were no challenges reported that would inhibit programmatic accomplishments.

V. Program Impact, Summary and Recommendations

Achievement of the Title III objectives and performance indicators for the Library Resources Development and Implementation Activity at Fayetteville State University is ensuring...
that faculty, staff and students have the resources needed for study and research in all major academic disciplines and that the Library stays in compliance with regional and specialized accrediting agencies. Title III has been very beneficial in enabling the library to stay current with its resources and acquire the materials needed to continue services to the campus community without interruption even after experiencing a 50% state budget cuts. Faculty and students are able to access databases and resources that are needed for courses including distance learning, research and accreditation. In addition, newer E books and hard back books titles were purchased. By incorporating assessment results in the planning and delivery of services and resources for the campus community, the library will be able to continue to address the needs of the University and be in compliance with SACS and other accrediting agencies. The Activity personnel are to be commended for their dedication and commitment in the implementation of this Activity.

**Recommendations**

No recommendations are made for this Activity.

**Documents Reviewed**

2013-2014 Plan of Operation
Activity Budget
Title III Summative Evaluation 2012-2013
Travel Report
Grant Activity Status Report
Summary Report of Expenditures
Trainings, Online Trainings and Workshops
Grant Award Activity
Leidos Non-Disclosure Agreement
Training Sign-Sheets
Time and Effort Reports

**Person(s) Interviewed**

Mr. Bobby C. Wynn, Activity Director
Ms. Evelyn P. Council, Assistant Director for Collection Development
BUILDING CAPACITY TO ENHANCE ACADEMIC SUPPORT RESOURCES AND IMPROVING YEAR-TO-DATE PERSISTENCE OF TARGET GROUPS

Introduction

The Activity to enhance the persistence of FSU students toward graduation is a multipronged plan. In 2013-2014, four different projects constituted the persistence effort. The constituent agendas are those of the School of Education’s persistence project, the Call Center, the Male Initiative on Leadership and Excellence and the Save Our Sisters (SOS) program. While the Title III activity is disparate and uncoordinated, the individual components each reflects progress toward meetings its objectives.

The activity is characterized by effectiveness in reaching its objectives generally, the lack of coordination by design, and dysfunction between the two components most closely linked by their goals, objectives, and strategies. And, one of the projects appears to be awkwardly mislabeled as a persistence project. More specifically, the Call Center seems ill-situated to support students’ progress toward graduation and it is unrelated to the other persistence initiatives. Therefore, one of the cosmetic steps that would be appropriate is to drop the name of the Title III umbrella initiative to make it less gender specific, while maintaining gender references to particular components of the Activity.

Some of the specific outcomes of the project were as follows: The Call Center received and directed more calls to appropriate offices through which students were directly linked to the services they sought and the Center reported an increase in the satisfaction rate among its clientele as reflected among seniors in the Student Satisfaction Survey. The School of Education continued to make progress in its effort to retain more students in the teacher education program. Both the MILE Initiative and the SOS program showed increases in the number of students retained from fall to fall utilizing baseline established in prior years.

A major challenge confronting the Persistence Activity was referenced above, which is the on-going dysfunction between the Male Initiative on Leadership and Excellence, MILE, and the female Initiative, the Save Our Sisters program. However, the reviewer share with the Chief of Staff the potential for greater dysfunction, if the problem is not addressed. Later in the review
presented herein, the reviewer will offer recommendations that may help to foster greater cooperation between MILE and SOS.

**Specific Objectives, Implementation Strategies and, Anticipated Results**

The following objectives and performance indicators guided the Activity in the 2013-2014 grant-year:

**Objective 1.0:**

To strengthen year-to-year persistence of students served by the (a) Student Services Call Center and the (b) School of Education Academic Advisement & Retention Center by at least three (3) percentage points higher than the persistence rate of all other students each year of the grant.

**Performance Indicators:**

1.1 **Academic Advisement & Retention Center**

Administering the “Satisfaction with Student Services Survey,” which will be administered each spring (starting 2012 through 2017) demonstrating year-to-year increases on overall student satisfaction with student academic services reflected on the survey.

1.2 **Academic Advisement & Retention Center**

Administering the “Graduation Senior Survey” bi-annually demonstrating student satisfaction among seniors by 2% bi-annually, starting 2012 through 2017.

1.3 **Academic Advisement & Retention Center**

The SOEAARC will provide a minimum 300 individual documented sessions to student each month through office visits, telephone, and email.
1.4 Academic Advisement & Retention Center
The School of Education will earn a satisfaction rating of at least 80% on the annual advisement survey.

1.5 Academic Advisement & Retention Center
The SOEAARC will prepare CAPP Information Sessions to reach 100% of the fall admitted students annually and review the CAPP during advisement sessions.

1.6 Academic Advisement & Retention Center
The SOEAARC will provide advisement to the “Pre-Education Learning Community” students and provide a minimum of three CAPP reviews as class objectives.

**Status: Accomplished/On-going.**

Objective 1 represents an awkward attempt to insert the Student Services Call Center into the persistence activity by relating it to the persistence efforts of the School of Education’s Academic Advisement and Retention Center (SOEAARC). However, when the program manager for the Call Center was asked how the Call Center was benefiting students in education, she seemed unaware that her component of the Activity was linked to the School of Education. In fact, the Call Center is mentioned as the vehicle for implementing performance indicator 1.1 for the Academic Advisement Center in the School of Education.

Further, pursuing the placement of the Call Center with the Title III Director, the reviewer verified that the location of the Call Center was a forced fit. The placement of the Center resulted from the creation of the Call Center with Title III carryover funds. Upon its establishment, the Center had to operate within the context of a Title III activity. Consequently, the Call Center was placed in the Title III retention initiative, without a strategy for relating it to persistence, thus the awkwardness of its placement. Therefore, **the reviewer recommends that the activity be relocated**
and placed perhaps in the Enhancing Business Practices Activity or a separate activity be developed to contain it.

Despite the aforementioned problems, student satisfaction with the Call Center exceeded the three (3%) increase. In spring 2013, the satisfaction rate was 82.7%. In comparison, in spring 2014, it was 94.1%, according to the ESC Satisfaction Survey.

The second element in the same objective is the Academic Advising Center in the School of Education, referenced in performance indicators 1.2 through 1.6. The purpose of the SOEAARC is to support students enrolled in education or seeking to enroll in the School of Education. Primarily, the SOEAARC provides counseling services by keeping students on track through curriculum reviews and working with a freshmen learning community of students who have expressed an interest in education.

Outcomes related to SOEAARC were as follows: In 2013-2014, there were a total of 5,696 contact sessions over a twelve month period (October 2013-September 2014). The contact sessions averaged 475 per month. The SOE advisement satisfaction rating was 84.667%, which exceeds the 80% goal.

Rating: 4.0

Objective 2.0: To strengthen persistence rates of African American males who participate in the “Male Initiative on Leadership & Excellence” (MILE) program by 2.5% each year from 2013 through 2017 by implementing specialized strategies garnered from participation in the “Summer Pre-College Transition Initiative,” “Bronco Men Learning Community: African American Male Student Success Seminar,” and the MILE Program.

Performance Indicators: 2.1 As for student-participants in the “Summer Pre-College Transition Initiative,” a minimum of 15 faculty members who teach such students will participate in a Likert-style survey to measure the extent to which the Transition Initiative and other...
MILE strategies have impacted student success each semester.

2.2 From 2012 through 2017, 20% of African American males participating in the credit-bearing “Bronco Men Learning Community: African American Male Student Success Seminar” will demonstrate fewer DFWs at the end of the second semester as compared to males who have not participated in the specialized seminar.

**Status: Accomplished /On-going.**

The prima facie evidence that accompanies the explanation of outcomes for the objective points to positive results. The activity exceeded most of the performance indicators relative to the performance of students in MILE; even though the effort to get fifteen faculty members to reflect on the performance of students via a Likert-type scale was not implemented, due to a shortage of personnel. However, a more detailed, yet basic statistical analysis of the data may be warranted to further validate the conclusions drawn. For example, a simple analysis of variance indicating how the students clustered around the mean for the variables studied might be helpful because the n or size of the two groups on which the analysis is based vary considerably—the n for the MILE group is 58 while that for the comparison group is 186. Therefore, *the reviewer recommends that the activity director conduct or seek assistance in conducting rudimentary analysis of the data presented.*

Nonetheless, the outcomes for objective 2 were the following. The average rate of persistence from fall to fall for MILE participants exceeded that for all FSU students by 46.2 percentage points between 2008–2009 and 2012–2013. The cumulative GPA was 2.70 compared to 2.02 for the FSU-male-comparison group. Regarding DFWs in 2013–2014, the representative sample was averaged 3.50 and students in the MILE Student Success Course averaged 2.00.

**Objective 3.0:** To increase one-year retention rates for first-time female freshman in the “Saving Our Sisters (SOS)” initiative by 1.5 percentage
point for students who enter in Fall 2013 (from 74.6% to 76.1%) and by 1.5 percentage points each year thereafter (2014-2017) by implementing programs and symposiums that will enrich the academic experiences of first-time female freshman students.

**Performance Indicators:**

3.1 The percentage of women who have earned a GPA of 2.0 or higher and who have declared a major by the end of the first year will be higher for program participants than for other female members of the same freshman cohort.

3.2 Program staff will offer at least eight (8) activities/events each semester for program participants.

3.3 Program staff will offer at least one workshop per year for faculty and staff on addressing the learning styles of female students.

**Status: Accomplished/On-going.**

The objective that focuses on female students through the SOS program also produced positive outcomes. The one-year retention rate for first-time female freshman in the SOS initiative was 89.58%. The SOS program had forty-nine (49) females for the fall 2013 semester. For the spring 2014 semester, forty-six (46) females returned. For the 2013-2014 academic year 83% were in good standing (GPA > 2.0). Again, the reviewer suggests that caution be exercised in interpreting the results given the small n involved in the analysis.

Unlike students in the MILE program, the female students in SOS apparently don’t have access to external funding, other than Title III that would make travel possible to enhance the outcomes of the program. Toward that end, *the reviewer recommends that the program managers consult several sources regarding the acquisition of external funding that may be specifically geared toward their program*. More specifically, *the program managers should consult the*
Office of Sponsored Programs and make a request for assistance to locate grants that target minority women and girls. Second, the program managers should consult the government grants website to locate grants that would address their needs. Finally, the program managers of SOS should consult a private source that aggregates grants, such Procopio Funding, which provides free access to grant seekers.

**Rating:** 4.0

**Overall Rating:** 4.0

III. **Resources (Fiscal and Personnel)**

In 2013-2014, the activity was allotted $515,739. As of September 30, 2014, the activity expended $523,582 of the funds provided. The activity overspent its allocation by 2%.

IV. **Challenges to Programmatic Accomplishments**

While each of the four (4) units of the activity is making progress toward achieving its specified objective(s), the general coordination of the activity is weak. None of the of the “program managers” of the units effectively reports to the activity director. As a result, day-to-day administrative oversight is also weak, as demonstrated by the failure of the SOS program managers to clear the purchase of resources with the activity director. The failure to obtain the clearance resulted in a purchase of books and other material for students unauthorized under Title III regulations.

As previously stated, there is no logical programmatic reason for the inclusion of the Call Center in the persistence activity. The program manager was not able to explain any connection between the Call Center and Persistence. Further, while Call Center accomplished its part of objective 1, no data was provided relative to persistence. Finally, the absence of external funding for SOS retards the effectiveness of efforts to enhance the program. However, the program managers should assume responsibility for identifying and trying to secure additional resources.
V. **Program Impact, Summary, and Recommendations**

It is evident that generally the activity is well executed and is having a positive impact on the University. Each element of the activity objective its objective; thereby, producing positive outcomes for students. With the exception of the Call center all components of the activity have a demonstrated impact on persistence.

The impact, however, is varied because of the broad-based implementation of two components, the Call Center and the SOEAARC, contrasted with the formative and experimental status of MILE and SOS. On the one hand, the first two are full scale activities that have an impact throughout the University. On the other hand, the other two are being piloted to determine what it will take to bring them to scale. Therefore, at this review, it is more accurate to say that they have a potential for impact on the institution that is yet unrealized.

**Recommendations:**

To enhance the implementation of the Activity, it is recommended that:

**Recommendation 1**
The reviewer recommends that the activity be relocated and placed perhaps in the Enhancing Business Practices Activity or a separate activity be developed to contain it.

**Recommendation 2**
The reviewer recommends that the activity director conduct or seek assistance in conducting rudimentary analysis of the data presented.

**Recommendation 3**
The reviewer recommends that the program managers consult several sources regarding the acquisition of external funding that may be specifically geared toward their program. More specifically, the program managers should consult the Office of Sponsored Programs and make a request for assistance to locate grants that target minority women and girls. Second, the program managers should consult the government grants website to locate grants that would address their needs. Finally, the program managers of SOS should consult a private source that aggregates grants, such as Procopio Funding, which provides free access to grant seekers.
**Documentation Reviewed**
Annual Performance Report
Quarterly Reports
Sign-sheets
Program Agendas
Program Flyers
School of Education EITC Evaluation April 11, 2014

**Persons Interviewed**
Dr. Jason DeSousa, Activity Director, MILE
Dr. Pamela Williams, SOS
Ms. Tavoria Wax, Enrollment Services
PROFESSIONAL LEADERSHIP AND STAFF DEVELOPMENT

I. Introduction

This program activity is designed to address the need for improved staff performance and services rendered throughout Fayetteville State University (FSU) as well as to its external publics. The university’s goal is to improve the culture and customer service to and among all of its customers. To that end, FSU is attempting to establish a more customer friendly environment aimed particularly toward its students, faculty and staff. Activities are focused on staff development as a first priority. In that regard, they are offering courses that require, all staff become involved. The ultimate goal is to offer skilled based training to strengthen service quality and teamwork. The expected result is greater student satisfaction thus yielding higher retention rates. Accordingly, a great deal time is centered on data collection gathered from Student Satisfaction Surveys. From analysis of these data, it is expected that campus-wide recognition programs for staff in particular would be developed.

Having concluded its second year of operation, it appears that the program is stalled and experiencing a bit of difficulty toward full implementation. Nevertheless, in the first year and a half quite a lot of planning was indeed achieved. To that end, a consulting firm has been actively engaged with the University. The firm, Leadership Potential of Atlanta, GA worked with the FSU Human Resources Office. Meeting and planning sessions were conducted across the campus with various personnel.

II. Specific Objectives, Strategies, and Accomplishments

For the current year FY 2013-2014 there were three (3) objectives listed. Consequently, an analysis will be performed on each one separately.

Objective 1.0: To ensure that FSU has a well-defined “culture of service” by developing division service quality action plans for at least 75% of the University’s supervisors to develop and implement these plans by 2015.

Performance Indicators:

1.1 Select key departments for SIQ pilot.

1.2 Train 25% of supervisors to develop and begin to implement plans by September 2014.
1.3 Train 25% of supervisors in pilot departments in SIQ concepts/tools

**Status:** In Process.

The consulting firm Leadership Potential International of Atlanta, Georgia has been fully engaged with the SIQ Committee. They are in full gear and have completed a number of meetings with key University personnel. The leadership team carrying out this task cuts across divisions with a focus on customer service outcomes. This SQI committee is made up of fifteen (15) faculty and staff members. A list was provided to the evaluator showing composition of the committees’ identification. To date, at least eighteen (18) or more one on one interviews has been conducted in addition to five (5) focus groups consisting of sixty four (64) students, faculties and staff. All of the data and observations have since been presented back to the SIQ Committee for action and implementation. The report identified three areas of the university that should be addressed. They are:

- Image
- Leadership Development
- Employee Engagement

According to the Director, about half, or 12.5%, of the intended divisions has now developed Service Action Plans. Library Sciences and Facilities were selected for the pilot. Accordingly, staff development opportunities have been identified for this group. It is expected that the action plans for these units will serve as a template for others area of the university as they are folded into the project.

The SIQ Committee has met and decided that the aforementioned areas are where training is most desired. Samplings of courses that will be offered are:

- Personality Styles, Myers Briggs
- Introduction to Project Management
- Team Decision Making and Problem Solving
- Business Ethics
- Conflict Resolution

It is anticipated that these classes would be offered in both fall and spring. The challenge now is the absence of an HR Specialist to implement courses. Consequently, this objective has
been stalled. Additionally, Action Plans referred to in the Plan of Operation are lagging behind in need of developing. Conversely, a bright spot was the approval by the Chancellors’ Cabinet, a University Wide Online Training initiative. The result is, training online allowing staffs to complete courses in Sexual Harassment, Title IX, Preventing Slips and Falls among other professional development courses were offered.

**Rating:** 2.75

**Objective 2.0:**
To ensure that FSU is hiring staff with the requisite competencies to effectively perform their responsibilities by consulting with and training 100% of the appropriate University leadership to improve their employee selection and onboarding skills by September 30, 2014.

**Performance Indicators:**

2.1 Targeted Selection, Identify and prepare 3 skilled Targeted Selection trainers.

2.2 Nine (9) supervisors trained each quarter

2.3 25% of all supervisory level selection committees (between 10/1/2013 - 9/30/2014) conducted under consultation of employee trained in the Targeted Selection process.

**Status:** In Process.

To date, two skilled Targeted Selection trainers have been identified. At the end of year approximately 25% of supervisors had been trained. According to the Director, supervisors listed below went through training over the last year. They are as follows:

- Budget Director
- Chief of Police
- Director of Administration
- Director of Grants and Contracts
- Associate VC for Enrollment and
- Director for Systems and Procedures.
The Director also reported that over the last year Compliance On-line training class was provided for the entire campus. All 900 employees were required to take this course including some 140 managers. The courses were divided in two parts, with four (4) courses for managers and two (2) for staff. Other On-line training classes launched during this same period were as follows:

- Anti-Harassment
- Title IV Compliance
- Accommodating Workers With Disabilities
- Bullying in The Workplace

In addition to activities already cited above, FSU in the last year kicked off the Bronco program. It is designed to improve skill sets of all staff and those seeking promotional opportunities. Two courses are fully in place, and were launched in September 2013, they are, Effective Communications and Customer Service/Conflict Management. Two additional courses are also in the pipeline, they are, Time Management and Team Enhancement. Also initiated in September was a Transformational Leadership Development Program. Over this time period a workshop entitled “Strengths Finders” was also held. According to the sign roster at least twenty seven (27) staff members participated. This effort is designed to help build trust and leadership behavior within management teams. Clearly a significant amount of progress is being realized and momentum is building.

**Rating: 2.75**

**Objective 3.0:** To strengthen staff’s commitment to providing “extraordinary service” by developing and implementing a FSU customer-focused training initiative that will include training sixty (60) employees by September 2014.

**Performance Indicator (s):** 3.1 SIQ Recognition

3.2 Minimum of 3 sessions on customer service topics
3.3 Minimum of 60 employees trained in customer service topics

Status: In Process.

Some modest progress is being realized towards implementing this objective. It was reported that fourteen employees to date have been trained on various customer service topics. At the end of the 2014 grant year there was a significant number of additional staff members involved in training. In fact, records show that at least fourteen (14) additional staffs had completed the CPL Leadership Assessment Exercise. This occurred between January and April of 2014. To help insure ongoing training will occur, it is anticipated a Training Specialist will be hired in the 2015 calendar year.

Rating: 2.5

III. Resources (Fiscal and Personnel)

Currently the resources appear to be adequate. A budget of $112,800 was provided for operating this activity. According to data provided, ninety-seven percent (97%) of the budget had been spent at year’s end. The Director of Human Resources manages the budget, in coordination with the Title III Coordinator.

IV. Challenges to Programmatic Accomplishments

At this writing, the greatest challenges seem to be staffing-related issues. The Employee Relations and Training Manager went out on disability in June 2012. This created a major void in implementing parts of the program. This program has been stop and goes since its inception. It would appear that the aforementioned personnel/staffing issues have stalled the project. This does not bode well for the program. No Action Plans are visible for review and or feedback. Even though an outside group was brought in to help identify and develop instruments and courses not much else is occurring. If this program activity expect to succeed it is imperative that necessary personnel is hired and put in place to manage and complete its implementation. The office is still down by an Administrative Assistant. This person did a lot of the training but was promoted to a new position. Consequently, there remains a need for administrative staff support to help with training and program implementation.
V. **Program Impact, Summary, and Recommendations**

While this program is having some positive impact on the university it has yet to reach full potential. The goal is to improve customer services throughout the university. The expected end result is greater retention of students, faculty and staff. Clearly, by having better trained personnel would contribute to improved service delivery. Another key component of the program is a defined, employee recognition program. Again, the more motivated employees are the more likely positive outcomes will result for the university. The payoff potential could be enormous!

Current efforts and progress toward implementation clearly suggest that the University has to place greater emphases on hiring someone to fully implement the program. The SIQ Committee is fully operational and working with the consulting firm to carry out stated objectives. This is further evident by the number of training courses now in place. Employees can access these courses both in the classroom and online. Clear schedules of classes were available for review. But again, the effort is stalled due to a lack of personnel.

**Recommendations:**

It is recommended that:

**Recommendation 1**
The Director move forward with all deliberate speed to implement the SIQ Awards Program.

**Recommendation 2**
Baseline data is included for each all objectives/performance measures for more concise measured outcomes.

**Recommendation 3**
A manual be developed and maintained for employee recognition programs.

**Recommendation 4**
Quarterly Reports should contain more qualitative and quantitative data that document the level of progress for each objective and related performance indicator.

**Recommendation 5**
Needed personnel be hired ASAP to complete program implementation.

**Recommendation 6**
Action Plans be developed as spelled out in the Plan of Operation and made available to the evaluator.
**Documents Reviewed**

Process Measures for Strengthening Campus Information Services
Strengths Finders Participants List
Proposal Plan of Operation
SIQ Focus Group Participants
SIQ Training Courses Outline
Targeted Selection, attendance sheets
Sign-In Sheet for Bronco Leadership Training 101
CPI 260 Personality assessment samples for supervisors
Budget
1st Quarterly Report
Targeted Selection search committee training
Employee Recognition PowerPoint
“How Full Is Your Bucket?” Training attendance sheet and calendar

**Person(s) Interviewed**

Ms. Denise Brown-Hart, Activity Director and Director of Human Resources
I. Introduction

The Facilities Management Activity is related to the University’s strategic plan priority of attracting and retaining faculty/staff, improving facilities and technology, improving student services and satisfaction, and maximizing the use of funds. Storm water management and sustainability efforts address Strategic Plan Priority 6, Goal 4: Develop/Implement an Environmental Sustainability Program.

II. Specific Objectives, Implementation Strategies, and Accomplishments

The Activity was guided by the following objective and performance indicators for FY 2013-2014.

Objective 1.0: To ensure that all of FSU’s facilities meet the requirements of the academic programs and are safe and comfortable to achieve maximum utilization.

Performance Indicators: 1.1 Provide design and construction management and project oversight for all repair/renovation related projects.

1.2 Reduce the numbered deferred maintenance needs on FSU’s campus.

1.3 Prioritize the safety and comfort needs of the campus and make recommendations to administration

Status: In Process.

With the recent flooding at the end of April 2014, a remediation study for flood control in four (4) academic buildings was established as a priority for the safety and comfort needs of the campus. A pre-proposal meeting was conducted with an engineering consultant to define the scope of work for determining flooding issues at the buildings and the proposal was subsequently
approved. The engineering consultant was hired to perform a Water Intrusion Study for these academic buildings: Taylor Science, Science & Technology, Butler (SOE), and Chick Building. Preliminary schematics and probable construction costs were provided. The remaining Title III funds of $19,500.00 from the 2013-2014 grant period will be used to pay for the design phase of the Water Intrusion study.

The total estimated cost that will reduce FSU’s deferred maintenance needs is approximately $250,000. This is related to repairing mechanical equipment, replacing floor coverings, removing hazardous materials, and providing improved air quality in the spaces. Some funds were identified to abate and replace flooring at one of the academic spaces in order to restore usage for student tutoring and counseling. The study is about twenty percent (20%) complete with a targeted completion on December 2014.

**Overall Rating: 3.0**

### III. Resources (Fiscal and Personnel)

In 2013-2014, Title III allocated $30,000.00 to the Activity. As of September 30, 2014, $19,500.00 or 65% of the allocation was expended.

### IV. Challenges to Programmatic Accomplishments

The funds allocated for this Activity were not sufficient to complete major projects. Additional funds to supplement Title III funds were identified to abate and replace flooring at one of the academic spaces in order to restore academic usage for student tutoring and counseling. The total estimated cost that will reduce deferred maintenance needs is about $250,000.00. This includes repairing mechanical equipment, replacing floor covering, removing hazardous materials, and providing air quality in the spaces.

### V. Program Impact, Summary, and Recommendations

The Water Intrusion study and actual construction mitigation will impact the air
quality and environmental conditions of the spaces from potential mold and other hazardous health issues. Air quality testing, hazardous materials abatement, and monitoring for a recent flooded space (5,000 SF) amounted to over $14,000.00 eliminating the need for future repairs in similar area/spaces. The study will reduce the re-occurring costs for maintenance of mechanical equipment, replacement of furniture, floor covering and other academic equipment.

In summary, this study will enable the University to sufficiently prepare contract documents to mitigate future flooding issues into these academic buildings. There will be savings to properties, equipment and furnishings.

**Documents Reviewed**

Proposal/Plan of Operation
Budget
Year-End Report

**Person Interviewed**

Rudy Cardenas, Activity Director
PROJECT ADMINISTRATION AND EVALUATION

I. Introduction

This Activity relates to the University’s Strategic Plan by ensuring that Title III funding for all activities is consistent with the priorities inherent in the plan. “The Future is Calling” is the guiding theme for the six (6) strategic priorities, established by the Office of the Chancellor. Increased retention and graduation rates, economic transformation, an intellectual and cultural center, leaders and global citizens, collaborations and partnerships, and fiscal resourcefulness and sustainability provide the framework under which specific initiatives and action plans will be developed by the entire University community. Shared governance was incorporated in the process from the outset as indicated by the Strategic Planning Steering Committee that included representatives of the Fayetteville State University Board of Trustees, administrators, faculty, staff, and students.

The primary responsibility of the Office of Title III Coordination is the administration, monitoring, and evaluation of the institution’s HBCU Title III Undergraduate Program, Master’s Program, and the 2010-2015 SAFRA Grant. Fayetteville State University (FSU) is moving to strengthen the Office and its attendant services by fully staffing the function. The purpose of project administration is to assist the University in achieving its mission and vision through the implementation of its strategic priorities that are addressed through Title III activities.

The Title III Coordinator coordinates all Title III activities including the overall monitoring, fiscal oversight, and evaluation of programs. She also corresponds with the Department of Education’s program and grants officers on matters related to successful program implementation. Specifically, Program Administration: (1) assures the projected activities are carried out as stipulated in the Comprehensive Development Plan and the Revised Plan of Operation; (2) facilitates the maximum impact of the activities on the University's mission and goals; and, (3) serves as institutional spokesperson for Title III and related programs.

The Staff in the Office of Program Administration implements four basic functions:

Coordination Function—Monitors Title III policies and procedures set forth by the U.S. Department of Education and relates them to the Activity Directors and other appropriate University personnel. Regular meetings are held with Activity Directors to ascertain the
extent to which they are meeting the objectives delineated in their plans of operation. Additionally, Activity Directors submit biannual reports that document programmatic outcomes;

**Liaison Function**—Serves as the University’s liaison with the U.S. Department of Education. The Director executes all changes, approvals, and other appropriate contacts;

**Evaluation Function**—Ensures that the Title III Program is assessed and progress documented through ongoing internal and external formative and summative evaluations; and,

**Fiscal Function**—Ensures ongoing compliance with University and Federal regulations and guidelines relating to budget expenditures, records, and oversight.

The grants management and oversight responsibilities are reflected in the objectives of the project administration and evaluation activity. Achievement of the objectives and performance indicators assists in maintaining the University’s compliance with all federal guidelines. In order to assure that Fayetteville remains in continual compliance and has effective and efficient Title III programs, the Title III Office works, in conjunction with external contractors, to ensure that the Activity Directors and Title III related staff, including grants and contracts, institutional research, planning, human resources, the budget office, to name a few, institutes processes to ensure 100% compliance with federal guidelines, while ensuring that FSU is continually strengthening its ability to be exemplary stewards of the Title III funds.

II. **Specific Objectives, Implementation Strategies, and Accomplishments**

The following objectives and performance indicators guided the Activity for the 2013-2014 grant year:

**Objective 1.0:** To ensure that Fayetteville State University’s Title III Program is in 100% compliance by submitting, monitoring, and evaluating activities’ progress on a continual basis, at least once each quarter.
**Performace Indicators:**

1.1 Prepare and submit Annual Performance Report using IS (Institutional Service) reporting system or an alternative process designated by the U.S. Department of Education, annually.

1.2 Review eight (8) bi-annual reports and give feedback to Activity Directors.

1.3 Prepare and submit Phase I and Phase II information, annually, by March and May respectively or as designated by the U.S. Department of Education, annually.

1.4 Maintain 100% compliance with federal regulations (34 CFR Part 608 for HBCUs, Circular A-21, and EDGAR), annually.

**Status:** Accomplished.

Fayetteville State University met requested deadlines from the Department of Education (DOE) and other external entities. Title III staff monitored the progress of the activities offering suggestions on meeting programs goals/objectives. Data collected from the Activity Directors was submitted to the Department of Education for review and evaluation of the program’s progress and need for continual assistance. The reporting system provided by the DOE increased the adequacy and timely submission of the Annual Performance Report.

An external consultant was contracted to provide technical assistance to the Title III Administrator and activity directors, as needed. Individual meetings were held with the external consultant, Title III Administrator, and the activity directors focusing on writing measureable objectives that will produce the desired outcomes. In an effort to obtain more adequate documentation, the quarterly reporting was changed to bi-annual reporting. Noticeable improvement was achieved in many of the activities.
The Phase I data report was completed and submitted February 24, 2014, at the requested due date. The report was used to assist the DOE in determining the funding amount the University would receive for the 2014-2015 grant year. Phase II was scheduled to be submitted by April 9, 2014; however, due to delays within the DOE a new submission date was announced.

**Rating:** 4.5

**Objective 2.0:** To ensure that Title III, Part B Grant budget is in 100% compliance with federal regulations by providing leadership, support, guidance and counsel for eight (8) activity directors, annually.

**Performance Indicators:**

1. **2.1** Monitor and track budgets for the nine (9) activities, each month, including Program Administration.

2. **2.2** Contract to conduct an external formative and summative evaluation for nine (9) activities, annually, including Program Administration.

**Status:** Accomplished.

Meetings, workshops, and evaluations were conducted to provide activity directors with guidance in managing their Activity according to state, federal, and legislative guidelines. This includes: beginning of the year meetings, mid-year workshops, and external evaluations. Information gained has been used to ensure documents such as invoices, equipment inventories, hiring of personnel, contractual agreement, etc. are properly processed. The University’s policies and procedures are strictly followed and the Federal Awarding Agency compliance guidelines are adhered to minimizing the number of possible audit findings. The external evaluations are used to monitor the activities’ progress and give guidance and suggestions on how the objective/goal can be obtained in a more efficient and effective manner increasing the number of activities receiving an evaluation rating of three (3) or above. Activity Directors will gain the skills and knowledge needed to successfully manage the activity. Attendance at all scheduled meetings, workshops, and evaluations are mandatory for continual funding.
The A-133 audit was not conducted at the time of the 2013-2014 summative external evaluation. All Title III expenditures are expended in accordance to OMB Circulars A-102, 2 CFR Part 215, 220 (A-21), 225 (A-87), 230 (A-122), FAR 31.2 and EDGAR Part 74. The Title III office continues to work with the Contracts and Grants Office ensuring that regulations are followed, thereby, reducing/eliminating the number of audit findings. There was a decrease in the number of audit findings from four to two in previous years. In 2010-2011, the audit documented two (2) findings, the 2011-2012 audit documented four (4) findings and the 2012-2013 audit documented two (2) findings. An Accounting Technician was hired to monitor Title III expenditures and an external consultant was engaged to provide technical assistance to the Title III Administrator and activity directors.

Twice annually, the University engages Associates for Institutional Development, Inc. (AID, Inc.) to conduct a formative and summative external evaluation. The findings from the formative evaluation are used to strengthen the continual implementation of the activities for the remainder of the grant period by identifying those strategies that are yielding anticipated outcomes and those that have not been successful, thus far, along with recommendations to promote the attainment of the outcomes delineated in the objectives and performance indicators. Additionally, these findings are used to inform the Phase II proposals for the upcoming grant period. The findings from the summative evaluation clearly document the accomplished outcomes, successful implementation strategies, and recommendations that could be used to strengthen implementation of the next grant year’s activities.

The scale used to document attainment level follows:

1 = No significant progress
2 = Performance less than 50% of the measure identified
3 = Performance between 50% and 90% measure
4 = Performance within 10% of the measure (91%-110%)
5 = Performance exceeds the measure by more than 10% (111% and above)

Rating: 5.0
**Objective 3.0:** To ensure that Title III staff (3), eight (8) Activity Directors and their staff, demonstrate knowledge of Title III policies and procedures, and federal regulations by providing ongoing professional development and technical assistance, annually.

**Performance Indicator:** 3.1 Each Staff member responsible for conducting Title III business attends at least one (1) workshop, annually, either on campus or off campus.

**Status:** Accomplished/Ongoing

The Activity Director and Title III staff continued to receive necessary information to meet the objectives and performance indicators of their activities as scheduled while remaining in compliance with all state, federal and university regulations. Mandatory workshops, meetings, and evaluations were consistently held throughout the year providing guidance on managing the program’s activities.

Funding was allocated for travel to various conferences, meetings and workshops. A meeting was held prior to releasing funds for the 2013-2014 grant year to discuss policies and procedures related to grant implementation. A meeting was also held prior to preparing and submitting Phase II data to ensure that activity directors understood the process for developing the 2014-2015 plans of operation. A consultant assisted activity directors in ensuring that their objectives and performance indicators were measurable and time-specific.

**Rating:** 4.0

**Overall Rating:** 4.5

**III. Resources (Fiscal and Personnel)**
In 2013-2014, Title III allocated $238,808.00 to the Activity. As of September 30, 2014, $176,341.00 or 74% of the allocation was expended. Positions charged to Title III were as follows:

i. Title III Coordinator 100% 12 Months
ii. Assistant 100% 12 Months
iii. Accounting Technician 100% 12 Months

IV. Challenges to Programmatic Accomplishments

In the past, several activity directors did not submit their quarterly reports in a timely manner and the quality of the reports were not acceptable for some activities. There was a challenge in getting the first quarter reports to be a reflection of programmatic outcomes since little progress was documented at the end of the first quarter, especially for new activity initiatives. Due to these challenges, the decision was made to change the reporting timeline bi-annual reports. The intent of the change is to allow more time to combat any challenges that would hinder the activity from meeting its goals and objectives. Challenges included: timely hiring of personnel needed to carry out the activities goal, the processing of contractual service contracts to utilize the expertise of external services, etc.

V. Program Impact, Summary, and Recommendations

Information gained from the meetings, workshops, and evaluations were used to ensure documents such as invoices, equipment inventories, hiring of personnel, contractual agreements, etc., are properly processed, the University’s policies and procedures are strictly followed, and the Federal Awarding Agency’s compliance guidelines are adhered to minimizing the number of possible audit finding. The external evaluations were used to monitor the activities’ progress; give guidance and suggestions on how the objective/goal can be obtained in a more efficient and effective manner, increasing the number of Activity giving a grade of three or above.

Funding was allocated for travel and the end of year report documented travel to one conference for the Title III Director:
**Date and Destination**  
Charlotte, NC

**Purpose of Travel**  
2014 Annual National Association of HBCU Title III Administration

**Traveler**  
Sophia Long

**Incorporation of Outcomes to Strengthen Activity**  
To enhance knowledge of managing the overall coordination of the Federal and University mandated compliance areas and grants for which the department is responsible including maintaining standard operating procedures and record keeping complying with federal regulations.

**Recommendations:**

The following recommendations are being offered to further enhance the implementation of the processes and programs that were supported by Title III during the 2013-2014 grant period. It is recommended that:

**Recommendation 1**
Activity Directors who do not adhere to reporting deadlines not be permitted to utilize Title III funds or other resources until required reports are received by the Title III office in the requested format, containing data needed to measure the extent to which the Activity is on target in meeting its stated anticipated outcomes delineated in the measurable objectives and performance measures.

**Recommendation 2**
Since Activity Directors are informed of the dates of the external evaluations a minimum of a month in advance, they be required to submit their reports to the Title III Office by deadline and are available to meet with the external evaluator at their scheduled time.

**Documents Reviewed**
Travel documentation  
2013-2014 Budgets  
2013-2014 Plans of Operation
Institutional Data

**Person Interviewed**

Sophia Long, Activity Director
I. Introduction

The goal of the Activity to Strengthen Support for Sponsored Research is to increase the amount of funding that Fayetteville State University (FSU) receives from external sources through grants and contracts. This goal is being achieved through the efforts of the Office of Sponsored Research and Programs (OSRP) and the Research Office (RO), which provides a range of pre-award and non-financial post-award services for externally funded projects. Through training opportunities and the provision of support from the initial funding inquiry to proposal submission, the OSRP, the RO and other faculty and staff are positioned to strengthen the University's capacity to make the grant application process efficient, effective, and user-friendly. The services provided by these offices include identifying potential funding sources, directing the grant application process, supporting prospective grantees to ensure adherence to compliance requirements. The OSRP also maintains records about sponsored program awards in databases and summary reports, and is involved in various campus-wide, sponsored program initiatives. An increased number of submissions will be achieved through the work of the OSRP and the RO by:

1. Increasing Knowledge Needed to Develop Proposals;
2. Increasing the Number of Applications Submitted;
3. Providing Comprehensive Support Services; and
4. Ensuring Compliance.

During the 2013-2014 fiscal year, the Sponsored Research staff, faculty, and other appropriate staff were trained and technology/software was employed to provide the University with the capacity to strengthen the amount of funding received from external grants and contracts. To that end, the OSRP continued to maintain paid subscriptions to the Community of Science (COS) database allowing faculty, staff and students to obtain grant opportunity data from their desks via e-mail and/or search for grant opportunity data as necessary. In addition, the OSRP/RO’s staffing structure allowed for individualized technical consultations throughout the development of each proposal section i.e., interpretation of grant instructions, assistance with and review of the budget, human subjects certification, cost sharing, etc. through submission and grant award management, which included post-award administrative reporting, no-cost extensions, etc.
Workshops were presented to assist faculty, staff and students to maneuver through the database more efficiently in addition to conducting faculty specific funding searches.

With capacity building in place, the Activity is positioned to enable the University to increase by five percent (5%) each remaining year of the grant (2012-2017), the number of proposals submitted and ultimately awarded funds garnered through grants and contracts submitted (increase based on FY 2012-2013 baseline of number of proposals submitted). The Title III Activity aligns with the University’s mission and supports Priority 7 - Fiscal Resourcefulness and Sustainability within the University’s Strategic Plan (2012-2017).

II. Specific Objectives, Implementation Strategies, and Accomplishments

The Activity was guided by the following objectives and performance indicators for the 2013-2014 grant periods.

**Objective 1.0:** To ensure that 100% of the Sponsored Research staff, faculty, and other appropriate University staff receive training, new technology, and updated software to provide the University with the capacity to increase the number of proposals submitted to external agencies by 5% each year (increase based on 2011-2012 baseline of 54 proposals submitted).

**Performance Indicators:**

1.1 Increase in the number of proposals submitted over the previous year by five percent (5%) through workshops and technical assistance provided faculty and staff.

1.2 Provide a minimum of four (4) workshops for faculty and staff seeking external funding, annually.

1.3 Develop a minimum of two (2) new research partnership agreement each year of the grant.
1.4 Develop a minimum of two (2) external relationships with federal, state, and county sponsors annually.

**Status:** In progress.

This accomplishment of this objective is in progress. The desired outcome was a five percent (5%) increase in the number of grant applications and contract proposals submitted over the previous grant year. The goal was not met because there was a ten percent (10%) decrease in the grant proposals submitted by faculty and staff. Although the numbers of proposals submitted decreased, the monies requested was not significantly impacted. A total of $44,561,179.00 was requested in FY 2013 and $44,408,182.00 was requested in FY 2014. However, the amount awarded in FY 2014 exceeded the amount awarded in FY 2013 by $100,000.00.

The decrease in faculty proposal submissions was attributed to an increase in faculty turnovers during the 2013-2014 academic year. Due to budget cuts from the University System of North Carolina General Administration, faculty teaching loads increased because the number of faculty decreased, which resulted in less time for faculty to write grants. In addition, the faculty did not find RAMSeS user friendly and appeared to have a problem with submitting the completed proposal to OSRP in a timely manner, especially those with larger awards. The Activity is working to get new faculty to write and submit proposals by providing trainings to help them manage teaching and scholarly activities while writing grant proposals. Proposals are checked for compliance and edited if they come in a timely manner. All proposals submitted to OSRP within the five (5) days or more past the agency date for the compliance review, were accepted by the agency. As a result, more proposals are passing the first compliance review and overall more proposals are being submitted. Through a coordinated effort by NC General Administration interactions between the Offices of Contracts and Grants and Sponsored Programs will provide oversight in grants development from proposal preparation to closeout.

One hundred percent (100%) of the faculty and staff had the opportunity to receive grant training from the OSRP. The OSRP provided training and disseminated information via email, websites, direct face-to-face contact and the University News. To increase the number of proposals submitted to external agencies, individualized and group workshops, training opportunities and technical assistance meetings were provided. Trainings were offered to groups
and individual faculty in one-on-one settings when needed. These activities enabled the Activity to more effectively target and reach the population of the University that was involved in application/proposal writing and development. In order to reach more faculty and staff, the Activity implemented grants training during the Bronco Kick-off (mandatory training period for all FSU faculty and staff at the beginning of the academic year), which provided accessibility to a larger audience. Seventeen (17) faculty members attended the two (2) to four (4) hour workshop, which included an orientation and introduction to the OSRP.

The Activity exceeded the goal of providing four (4) workshops and technical assistance at a level of 100%. There were 209 trainings/workshops/technical assistance meetings conducted from October 1, 2013 to September 30, 2014. In addition, Hanover Consultants conducted workshops on grant seeking funding strategies for the Departments of Social Work and the School of Business and Economics. The goal was accomplished and exceeded.
## SPONSORED CONSULTANTS/WORKSHOPS

<table>
<thead>
<tr>
<th>Purpose/Name/Date</th>
<th>Participants (Number/Faculty, Staff, and/or Students)</th>
<th>Outcomes/Incorporation of Outcomes to Strengthen Activity</th>
<th>Evaluation Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hanover / Consultants worked with specific units at FSU in providing grant-seeking funding strategies, research-based grants prospecting, program development consultation, technical assistance, and grant alerts. Contract Period: 8/1/2013 – 01/31/2014</td>
<td>Department of Social Work</td>
<td>Grant proposal reviews to strengthen proposals for submission and grants prospecting</td>
<td>TBD</td>
</tr>
<tr>
<td>Hanover/ consultants worked with specific units at FSU in providing grant-seeking funding strategies, research-based grants prospecting, program development consultation, technical assistance, and grant alerts. Contract Period: 8/1/2013 – 01/31/2014</td>
<td>School of Business and Economics</td>
<td>Grant proposal reviews to strengthen proposals for submission</td>
<td>TBD</td>
</tr>
</tbody>
</table>

Evaluations of services were conducted every month in an online survey, individually at training sessions and semi-annually as part of the Operational Plan and Assessment Report (OPR) used to modify and change programs. As a result of feedback obtained from the evaluations, budget information was put on the web to assist faculty and staff in budget preparation. Participant comments from evaluation are brought to weekly meetings where issues are discussed.

The goal was met for new partnerships. At the end of the fiscal year two (2), new partnerships were established. To increase collaborations and the exchange of scholarly work, a new partnership was established with Leidos, Inc. to help and provide support in proposal
development. Direct contact by the research office was made with the company; a non-disclosure agreement was signed and effective as of November 2013; and contract negotiations with the Director of Sponsored Research were completed. The Activity also established a new partnership with Next Generation Biomedical LLC. Other partnership agreements are currently being reviewed.

External relationships were developed and established with an achievement level of 150%. Direct contact was made by the Chief Research Officer, Dr. Daryush ILA with multiple members of the Department of Defense and the Department of Energy. Direct contact was also made by the compliance officer at the Emergency Management Institute (EMI), which facilitated the opening of a new partnership and new opportunities. Carla Padilla attended the EMI – FEMA to establish a relationship with this agency. A new relationship with the Emergency Management Institute-FEMA was established. As a result, invitations from governmental agencies for proposers to submit white papers, quad charts, and proposals were received.

Travel undertaken by the OSRP staff is reflected in the following Chart, which details the event and the outcomes/impact realized by the Activity as a result of attendance. Dr. Daryush Ila participated in a conference during the fiscal year to gain knowledge on how other institutions under OMB Circular 21 establish and manage a core research facility. Dr. Daryush Ila also attended the NSA-HBCU/MIs Partnerships Meeting and met with NASA and other HBCUs to form possible partnerships to increase proposal submission. He attended the 2014 White House Initiative on HBCUs and met and interacted with agencies to form possible partnerships with senior federal officers, representatives from the private sector and foundations to increase the proposal submissions. In addition, Shenetta Dudley attended a meeting with RTI and Universities. The meeting helped to form a valuable partnership with RTI and assist in gaining future proposals and internships for FSU Students. The trip reports are discussed in weekly meetings where the staff provides a briefing on the travel outcomes.
<table>
<thead>
<tr>
<th>Date and Destination</th>
<th>Purpose of Travel</th>
<th>Traveler</th>
<th>Incorporation of Outcomes to Strengthen Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/25 – 27/2013</td>
<td>SRA International Training/Workshop</td>
<td>Daryush Ila</td>
<td>Gained knowledge on how other institutions under OMB Circular 21 establish and manage a core research facility. Provided basic tools to create and manage core facility at FSU.</td>
</tr>
<tr>
<td>02/04 – 02/07/2014</td>
<td>EMI – FEMA</td>
<td>Carla Padilla</td>
<td>A relationship with a federal agency was established. The Trip was at no cost to Title III or the University.</td>
</tr>
<tr>
<td>4/14/2014 Raleigh, NC</td>
<td>UNC SPARC Meeting</td>
<td>Carolyn Harris</td>
<td>To improve pre-awards skills and knowledge in the area of post award management and to remain compliant to agency guidelines.</td>
</tr>
<tr>
<td>4/14/2014 Raleigh, NC</td>
<td>UNC SPARC Meeting</td>
<td>Dwane Hodges</td>
<td>To gain knowledge and increase pre-awards skills in the area of budget development to train faculty, staff and administrators.</td>
</tr>
<tr>
<td>5/20/2014 Baltimore, MD</td>
<td>National SBIR-STTR Conference/Workshops</td>
<td>Carla Padilla</td>
<td>Increase knowledge on ITAR and Commercialization to assist the university in Compliance with ITAR regulations, increase the number of proposals and bring grant funds to the University.</td>
</tr>
<tr>
<td>5/20/2014 Baltimore, MD</td>
<td>National SBIR-STTR Conference/Workshops</td>
<td>Gregory McElveen Marcus Hunt</td>
<td>The meeting increased understanding of how to develop Department of Defense proposals and meet agency contacts.</td>
</tr>
<tr>
<td>06/16/2014 Washington, DC</td>
<td>National Innovation Summit/SBIR-STTR Conference</td>
<td>Daryush ILA</td>
<td>Increase knowledge for how to treat FSU initiated IP for PFI, I-Corps, GOALI, and other funding opportunities before approaching</td>
</tr>
<tr>
<td>Date</td>
<td>Location</td>
<td>Event Description</td>
<td>Participants</td>
</tr>
<tr>
<td>------------</td>
<td>----------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>7/25/2014</td>
<td>Lemont, IL</td>
<td>Research at Argonne National Laboratory for a joint SBIR/STTR proposal.</td>
<td>Zhiping Luo</td>
</tr>
<tr>
<td>8/11/2014</td>
<td>RTP, NC</td>
<td>Meeting with RTI and Universities to strengthen current and future grant proposals and increase the number of proposals submitted and awarded.</td>
<td>Shenetta Dudley</td>
</tr>
<tr>
<td>8/18/2014</td>
<td>Washington, DC</td>
<td>GRC Funding Competitiveness Conference</td>
<td>Pamela Jackson</td>
</tr>
<tr>
<td>8/20/2014</td>
<td>Raleigh, NC</td>
<td>Fred Pryor’s Project Management Workshop</td>
<td>Carla Padilla</td>
</tr>
<tr>
<td>8/20/2014</td>
<td>Raleigh, NC</td>
<td>Fred Pryor’s Project Management Workshop</td>
<td>Leslie Evelyn</td>
</tr>
<tr>
<td>9/16/2014</td>
<td>Huntsville, AL</td>
<td>NSA-HBCU/MIs Partnerships Meeting</td>
<td>Daryush ILA</td>
</tr>
<tr>
<td>9/21/2014</td>
<td>Washington, DC</td>
<td>2014 White House Initiative on HBCUs</td>
<td>Daryush ILA</td>
</tr>
<tr>
<td>9/22/2014</td>
<td>Chapel Hill, NC</td>
<td>UNC GA SPARC Meeting</td>
<td>Carolyn Harris, Carla Padilla, Leslie Evelyn, Dwane Hodges, Shenetta Dudley</td>
</tr>
</tbody>
</table>

The Activity completed an Annual Report that was being approved by the University Cabinet at the time of this evaluation. The report features faculty and staff researchers and their
accomplishments. This publication, which was disseminated to the Board of Trustees in December 2014, not only showcased the achievements of faculty and staff researchers, but also served as an additional incentive to pursue excellence in scholarly research. A new Research Awards Ceremony for the FY 2013-2014 will coincide with the December 2014 Board of Trustees Meeting. The Annual Report can be viewed on the Activity website.

The intent and focus of the objective and performance indicators remained consistent with the initial intent and focus outlined at the beginning of the fiscal year. Using available comparative data on proposal submissions from fiscal year to fiscal year served to inform the Activity on the level of progress made toward increasing the number of proposals submitted to external agencies and reveal the level of University capacity to increase that number of competitive proposals submitted as a result of Activity implementation.

**Rating:** 3.5

**Overall Rating:** 3.5

### III. Resources (Fiscal and Personnel)

In 2013-2014 Title III allocated $225,527.00 to the Activity. As of September 30, 2014, $217,722 or ninety-seven percent (97%) of the allocation was expended. Positions charged to Title III were as follows:

i. Post Awards Administrator/Grants Specialist (Carolyn Harris), 100% of time

ii. Budget Officer/Grants Specialist (Dwane Hodges), 100% of time

iii. Budget Officer/Grants Specialist (Carla Padilla), 100% of time

### IV. Challenges to Programmatic Accomplishments

The Activity reported that additional funds were needed to hire more consultants to work with specific units at the University to provide grant-seeking funding strategies, research-based grants assistance, program development consultation, technical assistance, and grant alerts. The funds would provide supplementary services to assist OSRP in achieving the goal of this Title III Activity to increase the amount of funding that the University receives from external sources through grants and contracts. Consultants would be contracted to do training, provide electronic research administrative tools and provide more of workshop type training for a maximum of two
or three (3) hour sessions to ensure faculty are provided the skills needed to write competitive proposals in a minimum of time to increase participation. The goal is to assist faculty to apply for higher dollar awards. Therefore, it is recommended that the Activity be assisted if possible in the acquisition of additional funds to assist in the provision of technical assistance in the application and proposal writing process for additional departments and schools to increase the chances of generating more competitive proposals/applications.

V. Program Impact, Summary and Recommendations

Enhancing the capacity to generate competitive proposals by creating a culture of research throughout Fayetteville State University continues to be essential. Although the objective as stated was not accomplished, the performance indicators were accomplished and the accomplishment of the objective is in progress. The positive impact of the Activity is evidenced by Office of Sponsored Research and Programs assessment results, which indicated that forty-six percent (46%) of the faculty surveyed had not written or submitted an external grant application during their employment before the 2012-2013 fiscal year and sixty percent (60%) or more found the Research office staff to be professional, courteous/polite and helpful. Continuing to use available comparative data on proposal submissions from fiscal year to fiscal year will inform the Activity on the level of progress made toward increasing the number of proposals submitted to external agencies and reveal the level of University capacity to increase the number and the funds received as a result of Activity implementation. Eighty percent (80%) of the functions of this Activity is due to Title III funding. However, to maintain the momentum established, it is imperative that the Activity continues to increase the quality of grant preparation to ensure the production of competitive proposals as well as to increase the number of grants produced from year to year. The Activity personnel are to be commended for their dedication in the implementation of this Activity.

Recommendations

It is recommended that:

Recommendation 1

The Activity be assisted if possible in the acquisition of additional funds to assist in the provision of technical assistance in the application and proposal writing process for additional departments
and schools to increase the chances of generating more competitive proposals/applications.

**Documents Reviewed**

2013-2014 Plan of Operation

Grant Activity Status Report

Activity Budget

Office of Sponsored Research and Programs Assessment Results

Sponsored Research Annual Report 2012-2013

Grants Recognition Ceremony Program

Time and Effort Forms

Leidis Non-Disclosure Agreement

Training Log

Travel Authorizations

2012-2013 Summative Evaluation

**Persons Interviewed**

Dr. A. Leslie Evelyn, Activity Director

Ms. Sheets Dudley, Pre-Award Administrator and Grants Specialist
THE CENTER FOR DEFENSE AND HOMELAND SECURITY

I. Introduction

Since 911, homeland security has been at the center of protecting the American public. Hence, this program initiative is twofold. The first is the need for increasing and preparing African Americans and other minority participants as the next generation for careers in U.S. Homeland Security Agencies. The second is to create partnerships between HBCU’s and national security agencies. Presently the involvement of African Americans/HBCU’s in this area is limited at best. Clearly, this program is designed to help address this shortage and prepare African Americans to serve in the National Security and Disaster Preparedness labor market.

A key component of the program focuses on creating interdisciplinary learning approaches among faculty. Using this method, faculties are engaged in transformational education and research in emerging technologies thus, preparing students for rewarding careers in Homeland Security. These include areas in Cyber Security, Biological and Chemical Countermeasures, Computer Intelligence and Disaster Management. Hence, this Activity serves as a catalyst for both faculty and students to see Homeland Security as a learning research discipline, as well as career field.

II. Specific Objectives, Strategies, and Accomplishments

This program activity is guided by the following objective for FY 2013-2014.

Objective 1.0: To ensure the successful implementation of the Center for Defense and Homeland Security, by building capacity through the submission of three (3) competitive grants to the federal agencies by engaging industry partners, K-12 LEA’s a minimum of ten faculty and undergraduate research students.

Performance Indicators: 1.1 By 2015 the Center for Defense and Homeland Security will have developed three (3) competitive grant proposals.

1.2 Annually, the University will select five (5) research assistants, yielding a total of fifteen (15) by the end
of the grant cycle (September 30, 2015) to participate in summer research at National Lab partners and the Coast Guard based on the experiences of that these students acquire as a result of their participation in interdisciplinary research under the supervision of

1.3 By 2015, the CDHS will administer two (2) in/pre-service interdisciplinary professional development workshops each year for STEM teachers.

1.4 By 2015, the CDHS will have secured two (2) federal agency contracts.

**Status:** Accomplished/Ongoing.

A review of program activities and documentation provided by the program Director revealed that this objective was indeed accomplishment as stated. The ethos of this activity is to contribute to the development of highly technically qualified 21st century Homeland Security and STEM workforce. Accordingly, the CDHS is partnering with the Cumberland County School System K-12 and industry partners. Working with companies like Lockheed and others they developed competitive grant proposals to secure research opportunities for both faculty and students. Toward that end, ten (10) major proposals were developed and submitted. Out of the ten (10) proposals submitted, four have been funded. They are as follows:

- National Summer Transportation Institute (NSTI), funded at $47,000.00. The purpose of the NSTI funding is to promote awareness of Science, Technology, Engineering, and Mathematics (STEM) to disadvantaged and at-risk middle and high school students around Cumberland County.

- Navy Next Generation Outreach and Recruitment Initiative (AGORA), funded at $718,338.00 for three years. This grant will be used to develop the a pipeline of the next generation of professionals equipped to address issues of compelling interest to the Navy, as well as the security of the United States. Grant partners include, Cumberland County Schools, Lockheed Martine and MIT Lincoln Laboratory.
➢ HBCU-UP Target Infusion Project: Hi-Tech Studio Classroom at Fayetteville State University funded at $399,985.00 for three years. This program is committed to enhancing the quality of undergraduate STEM education and research at HBCU’s as a means to broaden participation in the nation’s STEM workforce.

➢ Science Technology Engineering Advocacy and Mathematics (STEAM), funded at $750,000.00. Project is designed to equip postsecondary and college-level students with diagnosed disabilities (i.e. students identified as disabled Veterans, wounded service members and those from other underrepresented gender and minority groups) with the necessary skills and advocacy strategies required to compete with non-disabled or non-minority workers in STEM-related career fields or graduate programs.

Of the remaining six (6) proposals in the pipeline, one (1) is currently awaiting a decision. The remaining five (5) will be evaluated based on feedback and most likely resubmitted in the New Year for additional funding consideration.

Currently, some faculties have participated in, In/Pre-service Interdisciplinary professional development workshops for STEM teachers. At least 80 teachers were touched.

Furthermore, to help guide the successful implementation of this Activity an advisory board has been established. Evidence of its involvement is clear. Documents on hand show that meetings are held throughout the year. Minutes and correspondence denotes the kinds of services offered to help the University guide and develop a comprehensive program. In fact, a meeting of this group occurred on the day of this program evaluation.

Observations revealed that the new laboratory/teleconferencing room is now in full use. Further evidence suggests that it is a real asset and is heavily utilized by faculty and students. They are able to participate in a plethora of conferences and seminars without ever leaving the FSU campus. The end result is exposing students and faculties to a variety of critical Homeland Security issues through the use of technology.

Progress is also being realized toward selecting Research Assistants. Accordingly, five students were identified as working with faculty on various research projects. Overall ten (10) CDHS students have participated in the summer research program. It was further reported that two
(2) of them were selected to conduct research at MIT Lincoln Laboratory in the coming summer of 2014. Furthermore, one was selected as a National Collegiate Inventor and Innovators Alliance Fellow. As a consequence, he was invited to attend the NCHA national conference in San Jose, California. The CDHS faculty supervise the students as a part of their research projects. The following students were selected:

- Candacy Bush, Sophomore- Biology/Chemistry
- Rayshawn Locklear, Sophomore-Math/Secondary Ed. Math
- Tierra Montgomery, Sophomore-Computer Science
- Malik Oliver, Junior-Double Major-Chemical Engineering/Chemistry
- Kyndreshia Stroman, Junior- Math/Physics

A list of students interviewed for Research Assistant positions was available for review. A total of thirteen students were interviewed.

Finally, through participating in summer experiences at national laboratories students are exposed to and engaged in transformational educational research. These emerging technologies are critical to U.S. national security.

**Rating: 5.0**

### III. Resources (Fiscal and Personnel)

Currently, it appears that resources are adequate for supporting this program activity. The budget for fiscal year 2013-14 is reported as $233,200. According to fiscal data provided, eighty-eight percent of the budget had been spent at the end of the program year.

### IV. Challenges to Programmatic Accomplishments

One challenge still remains. None born American citizen faculty members are unable to have access to work in national laboratories. Over time students who are being trained now will help to minimize this problem. On the other hand, the Center is actively engaged in developing research proposals. Clearly, they have had some major successes. At the close of the grant year over $2 million dollars in research and program dollars had been achieved. This is quite impressive
for a Center that is still relatively neoteric. Also, student Research Assistants as described in the
grant has been selected. Documentation was clear that students are actively engaged with faculty
conducting research. In fact, these Research Assistants are quite impressive to put it mildly.
Several had already received summer assignments at national research labs. At least one was
selected to participate in a national conference.

Finally, when hiring new faculty the Center must consider the need to seek out more
American citizens. This is necessary given the need for obtaining national security clearance to
work in US National Laboratories. Since the ability of faculty to fully participate is essential to
student success; this becomes an important consideration. Both students and faculties should have
equal exposure to national laboratories in order to more effectively transmit acquired knowledge
into classroom engagement.

V. **Program Impact, Summary and Recommendations**

Indeed this program activity is critical if HBC’s ever expect to fully participate as partners
in homeland security. Equally important is the need to train and prepare African Americans in
particularly and other minorities for careers in National Homeland Security jobs. Accordingly, the
impact for this program is huge. Presently only a tiny portion of HBC’s have embarked upon this
field of study. This program could become a catalyst for inspiring others to become more involved.

The Director has a very clear picture of what it will take to make FSU a full partner at the
table. The faculty is engaged in Interdisciplinary approaches to learning. Clearly this has a direct
impact on the students who study in this area. Faculties are clearly thinking outside the box as they
look for ways to cross teach subject areas thus, enhancing student learning outcomes.

The evidence is clear; students are gaining valuable exposure and experiences. They are
being exposed to the use of Robotics addressing and solving many security issues. In addition,
they are working in Summer Internships in national laboratories. As a result, they are able to
receive hands on training making them extremely competitive for careers in Homeland Security.

**Recommendations:**

It is recommended that:
Recommendation 1
The CDHS also considers introducing the LEGO Mindstorms EV3 robots as another tool and way of creating excitement to learning in the K-12 grade levels.

Recommendation 2
CDHS consider enhancing its structure for research assistants and assigning them to more senior faculty only.

Recommendation 3
Reach out to the National Action Council for Minorities in Engineering, (NACME) located in White Plains New York. They have developed lots of educational research around minorities K-12 studying Math and Science education.

Documents Reviewed
Plan of Operation
Navy Next-Generation Outreach and Recruitment Initiative
Budget
Grant Activity Status Report
Formative Feedback from Classroom Observations
Teacher Perception and Confidence Percentage Table
Content Knowledge: Physical Table
Student Achievement EVAAS Student Pattern Report for 5th and 8th Graders

Person(s) Interviewed
Dr. Curtis Charles, Activity Director and Director for CDHS
I. Introduction

Broadly stated, the purpose of the Activity is to improve and sustain appropriate business practices dictated both by the UNC system and best practices in business management. More specifically, the Activity seeks to convert paper accounting to an electronic format, train appropriate personnel to support the conversion, and to improve the efficiency of the purchase ordering process. While procedures were implemented to enhance efficiency and provide the requisite training for personnel, to date, the specific outcomes for the Activity have not been documented.

The on-site interview with the Activity Director and discussions with the Title III Director and Chief of Staff substantiated the fact that no quarterly reports were submitted for 2013-2014. The Chief of Staff who provides administrative oversight for Title III provided an explanation regarding the failure to submit quarterly reports for the Activity. According to the Chief of Staff, the Activity Director was promoted to associate Vice President for Financial Affairs, which precluded the time required to prepare the quarterly reports. The reviewer and the leader of the evaluation team emphasized the importance of submitting the reports, especially since report submission was an established practice at the institution.

II. Specific Objectives, Implementation Strategies and, Anticipated Results

The following objectives and performance indicators guided the Activity for the 2013-2014-grant-year:

Objective 1.0: To ensure accurate grants and contracts accounting by strengthening the University’s Grants and Contracts Office through the provision of training for 100% of the Office staff and other appropriate University personnel and by purchasing/updating technology, as needed.

Performance Indicators: 1.1 Accounting for 100% of the campus grants and contracts will be reviewed and coordinated in a timely manner, each year.
1.2 Data conversion support that moves a minimum of 65% of existing Banner HR employee data into the multi-year encumbering and correct budgeting format will be provided on a conditional basis.

1.3 Training will be provided to a minimum of twenty (20) departments and activity directors on Banner and pulling information related to grant and contract and Title III financial activity, annually.

**Status:** Not Accomplished.

The purpose of objective one was to provide guidance and direction to the Activity’s effort to convert and reconcile employee data in the Banner system to a multi-year encumbering and correcting format to reduce mistakes in payroll accounting from one year to the next. The performance indicators for objective 1 clearly point to the outcome sought; however, there are no baseline data against which to measure the progress or lack thereof in reaching the outcomes. For example, performance indicator 1.1 seeks to review and coordinate 100% of campus grants and contracts each year. However, there is no indication of the actual or raw number that 100% represents. Consequently, even if the number of grants reviewed during 2013-2014 were provided, which it is not, there would be no way to know the percentage of grants that would have been reviewed by September 30, 2014. Ultimately however, no data were submitted supporting outcomes for the performance indicator.

Similarly with respect to performance indicator 1.2; while seeking to review 65% of the employee records in Banner and convert them, there is no base for calculating the 65%. During the on-site interview, the Activity Director noted how important the conversion is to proper payroll accounting at the University. However, no data was supported for the performance indicator.

Finally, relative to performance indicator 1.3, which sought to train staff to assist with the conversions, substantial progress was made, according to the activity director during 2013-2014.
The activity director stated that the requisite number of individuals were trained. Again, however, no data was provided to support outcomes for the performance indicator.

**Rating: 1.0**

**Objective 2.0:** To strengthen purchase ordering process by increasing electronic processes by a minimum of 10%, annually to facilitate more efficient services to the campus community and to vendors (Baseline: 2011-2012 = _____ automated purchasing processes that exists).

**Performance Indicators:**

2.1 100% of campus buyers will have on-line access to hundreds of higher education supplier catalogs to provide more choices, as needed.

2.2 By September 30, 2013, approval processing efficiency within the SCIQUEST solution will be at a minimum similar to or possibly better than the current BANNER approval alternative.

2.3 By September 30, 2013, 100% of those suppliers participating in the SCIQUEST purchasing process will be provided electronic settlement of invoices.

2.4 More comprehensive reporting of campus buying patterns will be provided on a quarterly basis.
**Status:** In Process.

Objective 2 focuses on improving the vending process at the University. This Title III activity is designed to facilitate the implementation of the electronic purchasing and payment system called SCIQUEST (E-Buy). The E-Buy system is set up to provide an electronic accounting of both the goods and services purchased and payments issued to cover the purchases. Performance indicators 2.1 and 2.3 express in percentage terms that 100% improvement is sought in the number of buyers who have online access to the system (2.1) and the number whose invoices will be settled electronically. However, neither indicator provides a baseline against which to measure progress toward meeting the respective indicators. For indicators 2.2 and 2.4, no data is incorporated into the performance indicators. Thus, no progress can be measured.

The on-site interview with the current Activity Director did reveal that new vendors had been added to the e-buy system. She also pointed out that the system will never reflect 100% of the vendors with whom the University is engaged because vendors are constantly being added and subtracted. Again, however, no data was provided to address the performance indicators in 2013-2014.

**Rating:** 1.0

**Objective 3.0:** To ensure that 100% of North Carolina and UNC General Administration reporting requirements are continually met as they relate to space utilization, design/construction contracts and energy management by maintaining a productive staff with the skills and knowledge to meet these requirements annually.

**Performance Indicators:**

3.1 Each year, the Architect and Chancellor’s Cabinet will meet with the Master Planning Consultant to address specific needs and changes in strategic priorities.
3.2 The Campus Master Plan will be continually updated, as needed, to achieve the planned growth as outlined in the Plan, annually.

3.3 A minimum of 20% of campus signage for building identification will be completed annually.

3.4 Adequate pedestrian lighting alongside sidewalks, around buildings and in parking lots and quads will be completed by September 2013.

3.5 Structural deficiencies in key academic buildings will be completed each year of the grant.

3.6 The Storm Management initiative will be implemented each year throughout the five-year grant cycle.

Status: Deleted.

Overall Rating: 1.0

III. Resources (Fiscal and Personnel)

The resources provided for the activity were adequate, both fiscal and personnel. The total amount allocated to the activity was $302,268. Of the funds allocated, $247,878 or (82%) percent was expended as of September 30, 2014. No data on salaries was provided.
IV. **Challenges to Programmatic Accomplishments**

The major challenge to the Activity is the maintenance of the data required to submit quarterly reports. *Perhaps, the administration should consider whether or not responsibility for the Activity can effectively reside at the level of an Assistant Vice President.* In many of the larger institutions of higher education like FSU, the currently utilized arrangement is not productive.

V. **Program Impact, Summary, and Recommendations**

The reviewer restates the impact from the 2013-14 formative review because it remains relevant. The activity could have a significant impact on the University. Two important areas of financial management will be improved, if the activity is effectively implemented. First, the vending process through which the vending accounts receivables and accounts payable are managed could be greatly facilitated by the e-buy procedure established by the University. It could help prevent late payments and overpayments. Second, the effort to reconcile payroll and other human resources records with grants records in the new multiyear-encumbrance system could eliminate overpayments for individuals working on federal grants. Apparently, the human records and federal grants records relative to payroll are not synchronized. The activity can be a major contributor to eliminating the problem.

**Recommendations:**
The following recommendations are offered to strengthen the outcomes of the activity. It is recommended that:

**Recommendation 1**
The reviewer recommends that the activity director make every effort to submit timely quarterly reports.

**Recommendation 2:**
Perhaps, the administration should consider whether or not responsibility for the Activity can effectively reside at the level of an Assistant Vice President.
**Documentation Reviewed**

Documents were requested and promised but none were provided.

**Persons Interviewed**

Ms. Yolanda A. Bonnette, Activity Director
CONTINUED STRENGTHENING OF THE EFFECTIVENESS OF THE OFFICE OF
INSTITUTIONAL ADVANCEMENT

I. Introduction:

Institutional Advancement remains the gateway to University engagement with both its internal and external publics. Conversely, in order to do so requires trained and capable professional personnel. The purpose of this activity is to address a specific need for a professionally trained development staff. Indeed, a well-trained staff would better represent and increase their capabilities to engage a larger number of constituents on behalf of the University. Accordingly, Title III funding is being utilized to strengthen the Institutional Advancement infrastructure. This is being done through the addition of professional staff and enhanced training for them to become more effective in their respective jobs. Moreover, it is anticipated that the new staff would contribute to more efficient communications with key constituent groups. Such mediums currently include Social Media i.e. Facebook, Twitter, LinkedIn, U-tube and E-mail among others. Additional emphases are placed on strengthening relationships with corporations and foundations while improving the management of data input integrity and accuracy in the BANNER System.

Additionally, this Activity is aligned with the University of North Carolina Board of Governors goal of increasing private fund-raising. To that end, FSU is currently in the midst of a $25 million fundraising Campaign. To do so effectively requires a well-trained Advancement staff. The campaign is expected to conclude in 2017. A very impressive Case Statement has been developed in support of the campaign. This is complemented by a very professional campaign and leave behind piece entitled “From a Proud Legacy…To a 21st Century University”.

In the final analysis, the ultimate goal is to have a highly skilled staff who can contribute to the University’s ability to attract more private financial support and visibility, thus enhancing campus-wide activities and programs.
II. Specific Objectives, Strategies and Accomplishments

The activity will be guided by the following objectives for FY2013-2014.

**Objective 1.0:** To strengthen the University’s sustainability by providing a minimum of 80% of the IA staff with training and technology that will assist them in developing and implementing strategic communications, outreach initiatives, targeted campaigns, that highlight student, faculty, staff, and alumni accomplishments, geared toward increasing by 20% support from external funding sources, annually.

(Baseline: 2012-2013=$1.5mil).

**Performance Indicators:**

1.1 A minimum of 80% of IA staff will participate in training, professional meetings and/or webinars, by September 30, 2014.

**Status:** Accomplished/Ongoing.

According to documents presented and reviewed this objective was met. At the end of year, 12 (12) of the fifteen (15) or sixty five percent (65%) or more of the Institutional Advancement staff had participated in some type of training and professional meetings. Accordingly, this has resulted in more effective engagement with an increasing number of the University constituents. One such occasion was the Chancellor’s CIAA Scholarship Breakfast. Additionally, the University was able to achieve a twenty percent (20%) increase in private support. To a large extent, one could surmise this is related to the level of training afforded to the staff. In this regard, the University had another very successful year attracting over $5million dollars in cash and pledges for the 2013-2014 academic year.

**Rating:** 4.9

**Objective 2.0:** To strengthen communications with key constituents and prospects through the implementation of strategies designed to yield a 25% increase in contact information and outreach activities by September 30, 2014.

( Baseline: 2012-2013=10,000 contacts)
Performance Indicators

2.1 Develop and implement a minimum of two (2) strategic communications and outreach initiatives that will yield an increase in unit databases and contacts by 25 percent by September 30, 2014 (Baseline: 2012-2013= 10,000 contacts)

Status: In Process.

Communication material is clearly being developed. Consequently, the potential to reach a larger number of constituents for the University over the course of a year was much improved. Although the Director reported that the database contains 21,000 constituents more documentation is needed. Additionally, it was reported that a significant number of contacts are made each week with constituents. To that end, 9,600 of those constituents are touched via email and or social media during an average week. This is huge as well as impressive to say the least. Additionally, the spring and summer addition of FS &U magazine is another important medium used to touch and inform alumni and other supporters of the University. Furthermore, it was reported that the University is reaping the benefits of additional outreach to its constituents. At year end, records revealed giving by constituents had realized an overall increase of approximately $4.2 million over the prior year. Moreover, the University has been fortunate to receive two major gifts. One is to establish an Endowed Chair and the other for a Distinguished Professorship in Economics. Both gifts are thought to be the direct result of increased training and outreach from staff. Other outreach efforts included the Chancellor’s Scholarship Brunch.

Another important component is public relations. The Public Relations Office continues to produce the FSU magazine quarterly which is sent to alumni and donors as already mentioned. Additionally, an Alumni Newsletter has been in circulation since May of 2013. At the same time the PR and Alumni Relations Offices will continue communicating through Instagram, Facebook, Google, Twitter and Bronco Shouts via email on weekly bases. To further increase personal contact with constituents a “Contact Center” has been established in Paige Alumni Center. Students are being trained to make calls to alumni and other constituent groups. The training is being conducted by Mr. Clinton Johnson, Director of Advancement Services. Students are being paid from the Work Study Program.
III. **Resources (Fiscal and Personnel)**

It appears that the resources for both fiscal and personnel were adequate. A budget of $213,091.00 was presented for the 2013-2014 fiscal year. Documents show that eighty eight percent of the budget had been spent at year’s end of the activity. New personnel as identified in the Plan of Operation are in place.

IV. **Challenges to Programmatic Accomplishments**

No major challenges were reported or observed during this evaluation review.

V. **Program Impact, Summary and Recommendations**

Indeed, this program is having positive impact on the University. Accordingly, professional staff persons are in place and receiving appropriate training. The training is being carried out as stated in the proposal. As a consequence, these individuals are a greater asset and are contributing to outcomes expected from this office. All staff are benefiting in that emphases are being placed on enhancing staff quality as a whole. As a result, staff received hands on training as well as participated in professional conferences such as CASE. Moreover, the results are clear and show that Institutional Advancement is now attracting more financial resources to the university. This is documented in the Development Report which shows a substantial increase in the amount of money being raised over the last year. Clearly this is supported by the contact now being made with at least 9,600 or more individuals with a potential to reach 21,000 in the database. The University remains in the midst of a $25 million campaign ending in 2017. This campaign is reported to have now reached slightly over $15 million in cash and pledges. Equally important, has been the University’s ability to increase engagement and use of Social Media such as Instagram for greater connections with its publics. The result is showing increased and greater outreach and involvement of these customers in the life of the university.

**Recommendations:**

It is recommended that:
**Recommendation 1**
A demonstration of engagement with Social Media is shown during the next evaluation.

**Documents Reviewed**
Proposal Plan of Operation  
Conference Attendance Travel List  
The 2014 Chancellor’s CIAA Breakfast Program  
Budget  
FS&U Magazine, Spring/Summer Edition  
Sample Pledge Commitment Documents  
Brochure, The Campaign for Fayetteville State University

**Person(s) Interviewed**  
Mr. Jeffery Womble, Activity Director and Director of Public Relations
Introduction

The STEM program is designed to provide academic support to first and second year students enrolled in general education math and science courses (Botany, Biology, Chemistry, Physics, Zoology, and Mathematics). The activity reviewed here complements other STEM programs at the University. Similar to the NSF program for enhancing math and science academic outcomes in general education, the activity promoted by the Center for STEM Education and Research at Fayetteville State University focuses on all students enrolled in General Education.

While the Title-III-supported STEM activity at FSU continues to focus on the enhancement of basic skills in math and science, the strategy for achieving the outcome has changed. The change in the activity results from the fact that the summer component was dropped and was not an element of the activity in 2013-2014, the year under review. Narrowing the focus of the activity, however, did not negatively affect the STEM activity’s capacity to produce positive outcomes.

The activity continued to reach its target population at almost the rate specified in its objective. Seventy-one (71%) of the seventy-five (75%) of the population targeted earned a grade of ‘C’ or better through the strategies used by the activity. A greater number of students would have been served by the activity if more students sought services earlier in the semester. Many of the students fail to utilize the STEM tutoring services until they encounter an academic crisis in their 100- and 200-level math and or science courses.

Specific Objectives, Implementation Strategies and, Anticipated Results

The following objectives and performance indicators guided the Activity in the 2013-2014 grant-year:

**Objective 1.0:** To ensure that 75% of the tutees who enroll in the 100 and 200 level science courses and participate in tutoring services offered by the STEM tutors pass the course with a grade of “C” or better, each semester. We will also conduct data collection and analysis through
administering an assessment survey and generating grade reports for tutees at midterms and finals.

**Performance Indicators:**

1.1 Hire five (5) tutors for Fall and Spring semesters and Summer sessions. Provide Training for tutors on Effective Tutoring and increase visibility in the Fall and Spring semesters.

1.2 Recruit tutees in Fall, Spring, and Summer sessions.

1.3 Assignment of Tutees to Tutors in Fall, Spring, and Summer sessions. Implement tutoring sessions, ensuring tutees receive effective tutoring in the appropriate courses.

**Status:**

The STEM initiative at FSU successfully coordinated the critical components required to effectively deliver tutoring services to the target population. The coordinating strategy encompassed several steps: First, the activity director had to inform the targeted students about the availability of tutoring services. Second, the activity focused on scheduling the sessions with the tutees. Finally, the activity had to resolve conflicts between the tutoring services for the 100 and 200 courses and those for upper-level STEM courses for majors. In terms of outcomes, seventy-one (71%) of the target population earned a grade of ‘C’ or better in their 100 and 200 math and science courses, according to the activity director.

The data supporting the outcomes for the activity were also provided for each session of the 2013-2014 academic year. Relative to the calculation of the 71% of students who received a grade of ‘C’ or better in 100 and 200 math and science courses, the data show the following: fall 66%, spring 74%, summer I 88%, and summer II 60%.

**Rating:** 4.0
Overall Rating: 4.0

III. Resources (Fiscal and Personnel)

In 2013–2014, $125,400 was allotted to the activity. Of the amount provided, $121,430 or ninety-seven (97%) was expended, as of September 30, 2014. Salaries charged to Title III were identified as follows:

i. Activity Director at 100% of time and

ii. Seven (7) tutors as $13/hr.

IV. Challenges to Programmatic Accomplishments

The major challenge relates to the need to get more students into tutoring sessions. The activity director indicated that the activity is less effective than it could be because most students do not seek tutoring services until they encounter an academic crisis at which point it may be too late for them to benefit from tutoring services. However, the majority of students who seek tutoring early in each semester and on a sustained basis receive a grade of ‘C’ or better in their 100 and 200 math and science courses.

Strategies for getting more students to take advantage of the tutoring services provided by the STEM activity are limited. Laboratory sessions are already a requirement in the 100 and 200 math and sciences courses. Therefore, other mandatory requirements would be futile. Perhaps, more promising strategies involve reaching out to more students, many of whom may participate in other curricular and non-curricular activities and organizations sponsored or chartered by the University.

The activity could consider developing an initiative that reaches out to students in organizations throughout the University. For example, the STEM Title III activity might tap students who participate in the persistence initiative also sponsored by Title III. The MILE project and the SOS project, which constitute the Persistence Activity could benefit from the services offered by the STEM Activity. Further, the activity director could consider challenging non-curricular organizations such as Greek organizations and sports teams to see how many of their first and second year members can achieve high grades in their 100 and 200 math and science courses. Therefore, the reviewer recommends that the activity director develop an initiative to
reach out to the Title III Persistence Activity to attract additional students to the tutoring services. Also, the reviewer recommends that the activity director enhance efforts to attract students to tutoring services by reaching out directly to Greek organizations and athletic teams to challenge their members to utilize the tutoring services.

V. Program Impact, Summary, and Recommendations

Clearly, the activity is having an impact on the students who receive tutoring services offered by the activity. Increasing the number of students coming and remaining in tutoring sessions would allow the activity to have an even more positive impact on a larger number of students. Two other facts also speak to the impact that the activity can have on the university. First, we know that the majority of students who complete their second year of college are more likely to persist to graduation. And, we recognize that first and second year math and science courses constitute the greatest academic barriers to moving to the next classification. Our understanding of both factors leads to the obvious conclusion that the expanded success of the activity will contribute significantly to persistence and graduation; however to date, data has not been presented to make this claim.

Fortunately, the activity director acknowledged that he thinks that the activity has amassed the requisite data to further delineate the impact of the activity. The reviewer recommends that the activity director utilize available data and collect other necessary data to more definitively state the impact of the activity. Further, a better knowledge of the impact, convincingly presented and disseminated, would likely appeal to more students, thus leading to greater participation by students in the tutoring sessions.

Recommendations:
To enhance the implementation of the Activity, it is recommended that:

Recommendation 1

The reviewer recommends the activity director develop a strategy to reach out to the Title III Persistence Activity to attract additional students to the tutoring services. Also, the reviewer recommends the activity director enhance efforts to attract students to tutoring services by reaching out directly to Greek organizations and athletic teams to challenge their members to utilize the tutoring services.
Recommendation 2

The reviewer recommends the activity director utilize available data and collect other necessary data to more definitively state the impact of the activity.

Documentation Reviewed
Annual Performance Report
Quarterly Reports
Time and Effort Reports

Persons Interviewed
Dr. Mychal Smith, Activity Director
ENHANCING FACILITIES

(SAFRA)

I. Introduction

Fayetteville State University Facilities Management received funding for planning, design and construction related activities from Title III in 2013-2014. The projects involved efforts to enhance the facilities and to provide a safer and more attractive campus for faculty, staff, and especially students. All activities were implemented to improve the campus image, identity, and enhance the administrative and professional operating environment for faculty and staff supporting the FSU Strategic Plan initiatives. Sustainability is now at the forefront of all FSU design and construction projects and will be included in all of the funded activities.

The major anticipated outcome of Facilities Management through this Activity was to address the physical needs of the campus, both interior and exterior. The University would like to decrease the number of areas on campus with code compliance issues while increasing security and safety for faculty, staff, and students.

The Facilities Management objectives relate to the University’s strategic plan priorities of attracting and retaining faculty/staff, improving facilities and technology, improving student services and satisfaction, and maximizing the use of funds. Emphasis was placed on storm water management and sustainability efforts addressed Strategic Plan Priority 6, Goal 4: Develop/Implement an Environmental Sustainability Program.

II. Specific Objectives, Implementation Strategies, and Accomplishments

The Activity was guided by the following objective and performance indicators for FY 2013-2014:

**Objective 1.0:** To ensure that 100% of North Carolina and UNC General Administration reporting requirements are continually met as they relate
to space utilization and design/construction contracts and by retaining Title III funded positions during the 2013-2014 fiscal year.

**Performance Indicators:**

1.1 Report to Cabinet/Sustainability Coalition quarterly updates on all sustainability programs and initiatives, including energy management.

1.2 Report current space utilization statistics to the UNC – General Administration office yearly.

1.3 Provide all necessary administrative support to ensure that contracts, amendments, change orders are properly executed and recorded.

**Status:** In Process.

One hundred percent (100%) of all reporting requirements were met. Data gathering and Space Allocation totaling 158,600 square feet were submitted to the UNC–General Administration for the Science and Technology and Renaissance Hall. A grand total of forty (40) design and construction contracts were processed and approved: sixteen (16) designers, fifteen (15) general contractors, ten (10) vendors, and eleven (11) hazardous material abatement contracts. With the completion of the Science & Technology building, the total campus gross square footage of 1,424,243 increased to a new total of 1,496,344 gross square feet. Due to renovations the previous year, 51,000 square feet of space had to be re-allocated in space management reporting. The space utilization plan will be generated by the UNC–General Administration.

The Sustainability Report was drafted and is being finalized for publication. A Sustainability Coalition comprised of senior administrators and department heads was established and reports are provided this body for input and review prior to submission to external bodies. Data were gathered to complete the 2014 Strategic Energy and Water Plan scheduled for submission in October 2014. Collection of energy consumption data for the energy management program was completed for the October 2014 reporting to the State Energy Office. Additionally, since sustainability is a priority, the University’s academic division created a minor in Sustainability.
A Project Database was established to account for all design and construction projects established from July 2013 thru the end of the grant year. Administrative support processed a total of sixteen (16) Change Orders for two (2) major construction contracts for a total transaction of over $508,000 for reasons due to fifty-nine (59) unforeseen conditions and thirteen (13) owner requested change in scope to the contract documents. Due to other renovations and space allocations, additional data will be updated for the next reporting to UNC-GA by December 2014. The completion of the expanded and renovated Student Center required input of 58,742 square feet to the space database. This process is being completed for the December 2014 submittal date to UNC-GA.

**Overall Rating:** 3.5

### III. Resources (Fiscal and Personnel)

In 2013-2014, Title III allocated $106,920.00 to the Activity. As of September 30, 2014, $94,096.00 or 88% of the allocation was expended.

### IV. Challenges to Programmatic Accomplishments

The space management function is being expanded to identify space allocated to departmental units, facilities infrastructure and furniture layouts and specific needs for each space. Due to renovations the previous year, 51,000 square feet of space had to be re-allocated in the space management reporting. The deadline for UNC-General to generate the space utilization plan was September 2014, however, FSU’s Space Allocation Manager resigned and the position was not filled. The plan now is to generate two years concurrently. Additionally, gathering accurate data within a specific schedule across campus presents a challenge. A plan is being outlined to accomplish this mission by end of the first quarter of the 2014-2015 grant year.

### IV. Program Impact, Summary, and Recommendations

The completion of the New Science & Technology building added 72,100 square feet to the space database. The space allocation reporting will be used to measure space utilization percentage and will be used to improve usage of space. The Student Center and the Gym interior
and exterior projects were enhanced through change orders. The addition and renovation of the Student Center will accommodate over 7,000 square feet of space for student lounges and study areas accessible to on-line technology capabilities.

The Energy Savings Performance Contract is 40% complete. This project will reduce energy and water costs and consumption by 40%. One of the largest energy performance measures of the performance contract is the installation of a hot and chill water loop system tying eleven (11) academic buildings on the West campus. In April 2014, FSU was presented an Award for the University’s efforts in Energy Management Saving Initiatives at the NC State Sustainability Conference.

Several contracts for academic buildings were executed, i.e., roofing study at the Chesnutt Library, roofing at the Taylor Social Science, asbestos abatement at Chick building, a flooding study for four (4) academic buildings.

Title III funds were utilized to support travel for the following personnel during the grant year:

<table>
<thead>
<tr>
<th>Date and Destination</th>
<th>Purpose of Travel</th>
<th>Traveler</th>
<th>Incorporation of Outcomes to Strengthen Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 25, 2014</td>
<td>Attend Appalachian Energy Summit Mid-Year Conference</td>
<td>Rudolph Cardenas</td>
<td>Incorporate new sustainability and energy conservation practices into FSU operations and activities.</td>
</tr>
<tr>
<td>Greensboro, NC</td>
<td></td>
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</tr>
<tr>
<td>February 25, 2014</td>
<td>Attend Appalachian Energy Summit Mid-Year Conference</td>
<td>Jon Parsons</td>
<td>Incorporate new sustainability and energy conservation practices into FSU operations and activities.</td>
</tr>
<tr>
<td>Greensboro, NC</td>
<td></td>
<td></td>
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<tr>
<td>March 27, 2014</td>
<td>NC State Construction Conference</td>
<td>Harold Miller</td>
<td>Enhance facilities design and construction, minority contractors’ participation and state mandates.</td>
</tr>
<tr>
<td>NC State</td>
<td></td>
<td></td>
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<tr>
<td>March 27, 2014</td>
<td>NC State Construction Conference</td>
<td>Chuck McGoogan</td>
<td>Enhance facilities design and construction, minority contractors’ participation and state mandates.</td>
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<tr>
<td>NC State</td>
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</tr>
<tr>
<td>April 22, 2014</td>
<td>Sustainable Energy Conference</td>
<td>Rudy Cardenas</td>
<td>Enhance energy saving and sustainability initiatives.</td>
</tr>
<tr>
<td>NC State</td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>Enhance energy saving and sustainability initiatives.</td>
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<tr>
<td>NC State</td>
<td>Sustainable Energy Conference</td>
<td>Harold Miller</td>
<td>Enhance energy saving and sustainability initiatives.</td>
</tr>
<tr>
<td>June 5, 2014</td>
<td>Interscope User Committee Meeting</td>
<td>Ashlynn Hodges</td>
<td>Enhance planning, design and construction management, budgeting and historical utilized business reporting.</td>
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<tr>
<td>UNC-CH</td>
<td>Association of University Architects Conference</td>
<td>Rudy Cardenas</td>
<td>Enhance design and construction practices for academic buildings, sustainability initiatives and campus master planning.</td>
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<tr>
<td>June 22, 2014</td>
<td>Interscope User Committee Meeting</td>
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<tr>
<td>South Bend Indiana</td>
<td>Association of University Architects Conference</td>
<td>Rudy Cardenas</td>
<td>Enhance design and construction practices for academic buildings, sustainability initiatives and campus master planning.</td>
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<td>July 10, 2014</td>
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<td>Enhance planning, design and construction management, budgeting and historical utilized business reporting.</td>
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<td>July 25, 2014</td>
<td>Historically Underutilized Business Coordinator’s Meeting</td>
<td>Ashlynn Hodges</td>
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<td>NC A&amp;T</td>
<td>2014 Appalachian Energy Summit</td>
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<td>September 4, 2014</td>
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<td>Ashlynn Hodges</td>
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</tbody>
</table>
Documents Reviewed

Proposal/Plan of Operation
Budget
Year-End Reports
Design and Construction Contracts
Change Orders

Person Interviewed

Rudolph Cardenas, Activity Director
HBCU MASTER’S DEGREE PROGRAM

I. Introduction

The primary purpose of the Program is to engage in capacity building by strengthening and improving graduate education at Fayetteville State University (FSU) by providing financial assistance, academic and non-academic assistance, and support to African Americans and low income graduate students in STEM and related disciplines. The Program is also designed to increase enrollment, persistence, progression, and graduation rates; enhance existing STEM and related programs; establish new STEM degree programs; and, provide research and development opportunities for faculty and students.

II. Specific Objectives, Implementation Strategies, and Accomplishments

The Activity was guided by the following objectives and performance indicators for FY 2013-2014:

Objective 1.0: To increase the number of African Americans and low income students who earn degrees in STEM and related programs by providing scholarships to at least two (2) new students each year and by providing stipends and opportunities for at least ten (10) students to engage in research and internships in their respective degree programs to at least ten (10) students each year. At least twelve (12) scholarships will be awarded each year.

Performance Indicators: 1.1 Scholarships will be awarded to two (2) new graduate students in the STEM disciplines each year.

1.2 Each student scholarship recipient will work with a faculty member on a research project participate in an internship.
Status: In Process.

This objective has resulted in an increase in the number of African American and low income graduates in the STEM areas. During the first semester of the 2013-2014 academic year, twenty-two (22) students were awarded scholarships and seventeen (17) were funded, two (2) of which were new awards. Thirteen (13) students were awarded stipends for attending the Statistics and Research Methodology Institute during this grant year. Three (3) students graduated in December 2013 and all three (3) students are employed in STEM areas.

Five (5) additional students were expected to graduate in May 2014; however, only three (3) of these students graduated. Two (2) of the students that graduated in May 2014 are employed in STEM areas. One student is currently in a doctoral program. Three (3) additional students are expected to graduate in December 2014. To date, one (1) student has stopped out of the Program because of personal family issues. The University discontinued the MS Biology and MS Mathematics programs. Effective fall 2014 semester, new scholarships were awarded only to students in mathematics and science/biology concentrations of the MAT and MEd programs.

The Graduate Counselor held individual meetings with undergraduate STEM students interested in pursuing graduate study at FSU. A total of fifteen (15) scholarships were awarded for the fall semester 2014. Two (2) scholarships were awarded to new students in the mathematics program. Program scholars are required to attend monthly group meetings and individual meetings with the Graduate Counselor. These meetings address issues that could impact students’ academic and career performance. Students also complete logs of their activities. All of these activities are designed to help students stay involved and be successful in their programs.

During the first semester of the 2013-2014 grant year, eight (8) program scholars worked with faculty on research and gave presentations at professional conferences.

1. Alexander-Lee: NCTM
3. Fairley: SRC 2014
5. Ragin: ABRCMS & SRC 2014
6. Smith: ASBS
7. Stanley: NCTM & SRC 2014”Shelia Foley” <foleys@gram.edu>,
8. Thompson: SRC 2014
The remaining nine (9) were scheduled to begin working with faculty on research projects during the second semester. Research support was also provided to two (2) non-program scholars in their work with faculty. These students also served as research mentors for undergraduate students, several of whom presented their research at conferences. Both of these students are expected to graduate during the 2014-2015 academic year.

This Activity enabled students to learn about the types of research that students and faculty in the STEM disciplines are involved in and assisted them in developing ideas for their own research. They also have the opportunity to observe other students presenting their research, therefore, lessening the fear of presenting at conferences.

**Rating:** 4.5

**Objective 2.0:** To improve the preparation of public school teachers in the STEM disciplines by offering opportunities for graduate education to at least one (1) public school teacher each year.

**Performance Indicator:** 2.1 Award scholarships to public school teachers in the STEM disciplines.

**Status:** In Process.

Public school teachers in the STEM areas are expected to be better-prepared and more effective as teachers as a result of the graduate education and the professional development activities afforded them through participation in the Program. FSU has added two (2) new public school teachers to the educational system and enhanced the preparation of five (5) existing teachers. The Project Director and Graduate Counselor communicated with STEM and education faculty to request their assistance in identifying potential scholarship recipients who are public school teachers. The desired outcome is to award a scholarship to at least one (1) public school teacher. This desired outcome of one scholarship was exceeded in that seven (7) public school teachers were awarded scholarships in mathematics and science. Public school teachers made
three (3) presentations at conferences. By the end of the grant period, eight (8) public school teachers remained active in the Program.

All public school teacher scholarship recipients were paired with an education professor and with a professor in the mathematics content area. To ensure ample opportunities for mentoring in research as it relates to their teaching, public school teachers are paired with two (2) mentors (one in education and one in the STEM content area). These school teachers experience some challenges in meeting with their research mentors given their full-time teaching schedules; however, they are now able to schedule meetings during evening hours.

**Rating:** 4.0

**Objective 3.0:** To strengthen and update graduate programs in mathematics and biology and develop new master’s degree programs and certificates to meet industry, employment, and market demands.

**Performance Indicator:** 3.1 Proposals for new degree and certificate programs will be submitted for review.

**Status:** In Process.

This objective was revised for 2014-2015 to focus on strengthening and updating MAT and MEd programs with concentrations in the STEM areas. The focus for the 2013-2014 academic year was on supporting students who are currently in the MS Biology and MS Mathematics programs to enable them to graduate in a timely manner and on strengthening the MAT and MEd Programs with concentrations in the STEM areas.

Given that these two major programs have been discontinued, resources to strengthen the MAT and MEd programs in mathematics and science will increase as well as support for student research and professional development. An exploratory work group was formed by Academic Affairs to explore the feasibility of developing a Professional Science Master’s (PSM) Degree program but the decision was made not to develop the program.

**Rating:** 3.0
**Objective 4.0:** To attract, retain, and support graduate faculty by providing support for research, publications, and professional development opportunities and activities to at least twenty (20) faculty each year.

**Performance Indicators:**

4.1 Award travel grants to at least 5 faculty in the STEM areas during the academic year

4.2 Award fifteen (15) research mini-grants to faculty during the academic year.

**Status:** In Process/Ongoing.

Faculty are required to present research supported by the Program’s research mini-grants at public forums. Research mini-grants are awarded to faculty who teach and conduct research that support the MAT and MEd programs with concentrations in STEM areas. Awards were made to eight (8) faculty. Faculty continue to be involved in research and professional development activities that will contribute to their retention. Three (3) faculty were awarded travel grants to attend professional conferences and presented their research at conferences this year.

Programs are expected to be strengthened and to enhance currency of instruction and course content as a result of providing support to faculty. The Research Funding Advisory Council will review faculty research proposals and make recommendations to Project Director regarding funding. Awards will be made to faculty involved in the MAT and MEd programs with concentrations in STEM disciplines.

**Rating:** 4.5

**Objective 5.0:** To provide academic support and counseling resources to assist students to achieve success in STEM disciplines.

**Performance Indicators:**

5.1 Students will complete at least six (6) credit hours of graduate level courses each semester with at least a grade of B.
5.2 Students will be on track to earn their degree within three (3) years.

**Status:** Accomplished.

All students enrolled in at least six (6) credit hours each semester, maintained a grade point average above 3.5, stayed involved in professional development activities, and remained on track to graduate. All program participants are expected to graduate within three (3) years; most do so in approximately two (2) years. Students participated in monthly seminars, workshops, and cohort meetings will gain support, networking skills, and knowledge to promote academic success and career planning.

Curriculum planning sessions with scholarship recipients were held at the beginning of the semester. Advisement and mentoring logs were developed to track activities and accomplishments. Sessions focused on curriculum planning, doctoral studies, personal statements, professional development, balancing personal and professional life, maintaining healthy interpersonal relationships, and personal adjustment issues. Students met with the Graduate Counselor, a mentor, and a faculty advisor at least twice each semester and gained support and guidance to promote academic success. Several Program Scholars applied or are in the process of applying to doctoral programs. Others are pursuing employment in STEM areas. The Statistics & Research Methodology Institute was held from May to June 2014 and enhanced skills learned in courses and contributed to stronger research activity.

**Rating:** 4.0

**Overall Rating:** 4.0

III. **Resources (Fiscal and Personnel)**

In 2013-2014, Title III allocated $475,500.00 to the Activity. As of September 30, 2013, $387,995.00 or 82% of the allocation was expended. Positions charged to Title III were as follows:
Graduate Advisor 100% 12 Months
Administrative Support Associate 100% 12 Months

IV. **Challenges to Programmatic Accomplishments**

The MS Biology and MS Mathematics programs were discontinued. As such, funding cannot continue to be directed to strengthen these programs. Fewer than fifteen (15) research mini-grants were expected to be awarded for the 2013-2014 grant year. Public school teachers continued to experience some challenges in meeting with their research mentors given their full-time teaching schedules; however, they are now able to schedule meetings during evening hours. One student chose not to take advantage of the counseling and support resources provided and decided to stop out of his degree program and likely will not graduate within 3 years should he return.

V. **Program Impact, Summary, and Recommendations**

The Statistics & Research Methodology Institute was held from May to June 2014 and enhanced skills learned in courses and contributed to stronger research activity. Evaluations completed by the participants rated the Institute content and delivery as excellent or good.

Fayetteville State University (FSU) continues to provide financial assistance, academic and non-academic assistance, and support to African Americans and low income students in STEM and related areas designed to strengthen and improve graduate education. The Program is also designed to increase enrollment, persistence, progression, and graduation rates; enhance existing STEM and related programs; improve preparation of public school teachers in STEM disciplines by offering opportunities for graduate education; establish new STEM degree programs; and provide research and development opportunities for faculty and students.

Title III funds were utilized to support travel for the following faculty and students during the grant year:
<table>
<thead>
<tr>
<th>Date and Destination</th>
<th>Purpose of Travel</th>
<th>Traveler</th>
<th>Incorporation of Outcomes to Strengthen Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 6-8, 2013 Louisville, KY</td>
<td>NCTM Regional Conference &amp; Exposition</td>
<td>Molly N. Williams *Gabrielle P. Alexander-Lee *Shane G. Stanley *Jazmine Torrence</td>
<td>Students presented papers based on their research and will use feedback to strengthen and enhance their research skills. They shared their experiences with other Program scholars to encourage them to present their research at conferences.</td>
</tr>
<tr>
<td>November 13-17, 2013 Nashville, TN</td>
<td>2013 Annual Biomedical Research Conference for Minority Students (ABRCMS)</td>
<td>*Bobby Ragin</td>
<td>Student presented paper based on his research and will use feedback to strengthen and enhance his research skills. He shared his experiences with other Program scholars to encourage them to present their research at conferences.</td>
</tr>
<tr>
<td>March 2-5, 2014 Greenville, SC</td>
<td>88th Annual Meeting of the Southeastern Branch of the Entomological Society of America (SEB-ESA)</td>
<td>Dr. Leiceng Zhu *Yaleaka Currie *Adrian McLean *Machebu Williams</td>
<td>One student presented her paper based on her research and will use feedback to strengthen and enhance her research skills. She shared her experiences with other Program scholars to encourage them to present their research at conferences.</td>
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<td>*Machebu Williams</td>
<td>shared her experiences with other Program scholars to encourage them to present their research at conferences.</td>
</tr>
<tr>
<td>March 19-22, 2014 Atlanta, GA</td>
<td>79th Annual Conference of the ASBS</td>
<td>Molly N. Williams Frank K. Nani *Isaac Smith</td>
<td>One student presented his paper based on his research and will use feedback to strengthen and enhance his research skills. He shared his experiences with other Program scholars to encourage them to present their research at conferences.</td>
</tr>
<tr>
<td>March 23-25, 2014 Phoenix, AZ</td>
<td>Society of Toxicology (SOT) Annual Meeting</td>
<td>Dr. Shirley Chao *Jasmine Gaston</td>
<td>One student presented her paper based on her research and will use feedback to strengthen and enhance her research skills. She shared her experiences with other Program scholars to encourage them to present their research at conferences.</td>
</tr>
<tr>
<td>April 5-8, 2014 Atlanta, GA</td>
<td>American Society of Andrology Conference</td>
<td>Dr. Subir Nagdas *Allen McNamara *Shane Stanley</td>
<td>One student presented paper based on his research and will use feedback to strengthen and enhance his research skills. He will share experiences with other scholars to encourage them to present their research at conferences.</td>
</tr>
<tr>
<td>June 9-12, 2014 Atlanta, GA</td>
<td>CDC 2014 STD Prevention Conference</td>
<td>Mr. Molly N. Williams *Ryshonda Lewis *Isaac Smith</td>
<td></td>
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<td>CDC 2014 STD Prevention Conference</td>
<td>Dr. Frank Nani</td>
<td></td>
</tr>
<tr>
<td>September 29, 2014 - October 2, 2014 Phoenix, AZ</td>
<td>International Symposium on Human Identification</td>
<td>Dr. Khalid Lodhi *Risa Pino</td>
<td>Student presented paper based on her research and will use feedback to strengthen and enhance her research skills. She will share experiences with other scholars to encourage them to present their research at conferences.</td>
</tr>
</tbody>
</table>
**Recommendations**

The following recommendation is being offered to further enhance the implementation of the processes and programs that were supported by Title III during the 2013-2014 grant period. It is recommended that:

**Recommendation 1**

The Project Director documents in her progress reports the names of the faculty members who received mini-grants, the topics of the research, and the number of students who was assigned to work with faculty as a requirement of receiving the award.

**Documents Reviewed**

Travel Award Documentation  
List of Summer Institute Attendees  
Summer Institute Evaluations  
Staff PAFs  
List of Scholarship Recipients  
Conference Agenda’s  
Mini-Grant Application  
Proposal/Plan of Operation  
Budget

**Person Interviewed**

Dr. Doreen B. Hilton, Project Director