

Fayetteville State University

Operational Plan and Assessment Record

For

University College

(Name of Unit or Academic Department)

Fall 2009 – Spring 2010

(Academic Year)

John I. Brooks III, Director

(Name and Title of Person Responsible for the Unit)

Part I: Profile of instructional programs and/or administrative services within unit:

(Summary of data from most recent university-wide assessment measures, external evaluation measures and unit specific evaluation measures)

University College Department Mission Statement (See FSU Catalog)

The goals of the University College are to assist all students in their transition to the university; to provide effective mentoring and advisement to students; to offer strong programs of academic support in reading, writing, mathematics, critical thinking, and the natural sciences; to provide academic enrichment programs to enhance undeclared students' educational experience; and to work with other academic units to ensure that students develop the fundamental skills and knowledge necessary for success in all academic majors.

Key Positions in Department (Indicate the number of faculty and staff and status in chart form)

EPA Non-Teaching Staff	Title	Highest Degree (specialty areas)	Courses Taught (complete in Spring)	Student Credit Hours (complete in Spring)	# of Advisees (complete in Spring)
Anderson, P.	SI Coord	M.A.	NA	NA	NA
Baha'l, L.	Retention Counselor	M.S.	UNIV 101, 102		
Brooks, J.	Director	Ph.D.	UNIV 101, 102		
Campbell, N.	Acad Supt Spec	M.A.	UNIV 101		
Conyers, S.	Acad Supt Spec	M.S.	UNIV 101, 102		
Crittenden, F.	Coord Dev Writing	M.A.	ENGL 110, 120		NA
Hill, Diane	Acad Supt Spec	M.A.	UNIV 101, 102		
Hinnant-Jones, Z.	SYI Coord	M.A.	UNIV 101, 102		
McIver-Bell, M.	Coord Dev Reading	M.A.	UNIV 101, 102 Lab; ENGL 108, 110		

EPA Non-Teaching Staff	Title	Highest Degree (specialty areas)	Courses Taught (complete in Spring)	Student Credit Hours (complete in Spring)	# of Advisees (complete in Spring)
Muhammad, A.	Acad Supt Spec	M.A.	UNIV 101, 102		
Page, C.	Reading Excellence Professional	M.A.	UNIV 101, 102		
Raines, A.	Acad Supt Spec	M.A.	UNIV 101, 102		
Rich, M.	Acad Supt Spec	M.B.A.	UNIV 101, 102		
Sparrow, L.	Counselor	M.A.	UNIV 101, 102		
Tupuola, J.	Coord Dev Math	M.S.	MATH 123		NA
Wingfield, E.	Freshman Counselor	M.A.	UNIV 101, 102		
Vacant	Acad Counselor				

Number of Declarations of Major over the past three years by program

Cohort Member Successfully Declaring Majors	2008 - 2009	2007 - 2008	2006 - 2007
2008 Cohort (N = 589)	153 (26.0%)		
2007 Cohort (N = 942)	429 (45.5%)	288 (30.6%)	
2006 Cohort (N = 852)	353 (41.4%)*	371 (43.5%)	160 (18.8%)

*Includes declared majors who have dropped out.

University College is not a degree-granting program. It is responsible for undeclared students. For the purposes of the Operational Plan, the undeclared student population is divided into transfer students and students who began at FSU as first-time freshmen. The Transfer and Advisement Center is responsible for undeclared transfer students. The University College Operational Plan will cover undeclared first-time freshmen. Success is measured by the percentage of first-time freshmen who are retained and who successfully declare a major by the end of the second year.

Persistence

Number in 2007 cohort in Fall 2007: 942

Percent of 2007 cohort enrolled in fall 2008: 69.1% (Retention Rate)

Percent of 2007 cohort who declared major in December 2007 or May 2008: NA

Persistence Rate: (retention and graduation rates combined): 69.1%

A	B	C	D	E	F	G	H
University College	Base term	enrolled #	graduated #: Dec 08 - May 09	possible to retain # (C-D)	enrolled fall 09 #	% retained (F/E) %	grad % (D/C)
Ugrad Students	Fa08	2377	106	2271	1535	67.6%	4.5%
Pell Recipients	Fa08	1457	69	1388	1013	73.0%	4.7%
FT Freshmen*	Fa08	1647	66	1581	1079	68.2%	4.0%

A	B	C	D	E	F	G	H
University College	Base term	enrolled #	graduated #: Dec 08 - May 09	possible to retain # (C-D)	enrolled fall 09 #	% retained (F/E) %	grad % (D/C)
Transfer*	Fa08	730	40	690	456	66.1%	5.5%
Male Students	Fa08	900	39	861	574	66.7%	4.3%
Female Students	Fa08	1477	67	1410	961	68.2%	4.5%
In-State With Loans	Fa08	1390	70	1320	976	73.9%	5.0%
In-State Without Loans	Fa08	841	38	803	471	58.7%	4.5%
SAT <700	Fa08	44	3	41	27	65.9%	6.8%
SAT 700-799	Fa08	454	11	443	310	70.0%	2.4%
SAT 800-899	Fa08	528	15	513	364	71.0%	2.8%
SAT 900-999	Fa08	252	14	238	165	69.3%	5.6%
SAT 1000-1099	Fa08	119	6	113	78	69.0%	5.0%
SAT 1100-1199	Fa08	41	2	39	23	59.0%	4.9%
SAT 1200+	Fa08	9	1	8	8	100.0%	11.1%
Military Students	Fa08	86	2	84	28	33.3%	2.3%
Adult Learners (25+)	Fa08	626	48	578	353	61.1%	7.7%
CHEER students	Fa08	0	0	0	0	#DIV/0!	#DIV/0!

Advisement Survey Results

Undeclared: Fall 2008: Percent who responded “Strongly Agree” or “Agree” to the item: “I am satisfied with the quality of academic advisement.” 75.2%

Fall 2008: Advisement results – Mean for all students: 61.2%

Undeclared: Spring 2009: Percent who responded “Strongly Agree” or “Agree” to the item: “I am satisfied with the quality of academic advisement.” 79.4%

Spring 2009: Advisement results – Mean for all students: 85%

DFW Rates

UNIV Department: Percent of students in classes taught by your department that earned final grade of D, F, or W: 21.6%

Percent of all students who earned final grade of D, F, W: 21.7%

Measures of Student Engagement – National Survey of Student Engagement (NSSE 2008)

Department: Level of Academic Challenge (LAC): Freshmen

Number of Respondents: 220

FSU LAC Average (Freshmen): 53.2

All Universities: 52.9

Carnegie Institutions: 53.1

HBCU Average: 53.3

Department: Active and Collaborative Learning (ACL): Freshmen

Number of Respondents: 242

FSU ACL Average (Freshmen): 48.4

All Universities: 42.5

Carnegie Institutions: 45.5

HBCU Average: 48.2

Student Learning Outcomes – Collegiate Learning Assessment (CLA)

Forth coming CLA data.

Multiple Drafts of Assignments

Freshmen indicated that they prepared two or more drafts of a paper or assignment before turning it in.

FSU Average (Freshmen): 2.84

All Universities: 2.47

Carnegie Institutions: 2.6

HBCU Average: 2.66

Integrating Ideas from Various Sources

Freshmen indicated that they worked on a paper or project that required integrating ideas or information from various sources.

FSU Average (Freshmen): 3.22

All Universities: 3.3

Carnegie Institutions: 2.6

HBCU Average: 3.33

Preparation for Class

Freshmen report that they spend X hours preparing for class.

FSU Average (Freshmen): 4.05

All Universities: 4.14

Carnegie Institutions: 4.14

HBCU Average: 4.02

Thinking Critically and Analytically

Freshmen indicate that their experience at FSU has contributed to their development in thinking critically and analytically.

FSU Average (Freshmen): 3.23

All Universities: 3.36

Carnegie Institutions: 3.42

HBCU Average: 3.33

Part II: Operational Plan for

Undeclared first-time freshmen
(Instructional Degree Program or Sub-unit)

University College
(Program/Sub-unit Head)

Fall 2009 – Spring 2010
(Period Covered)

October 2009
(Date Submitted)

Unit/Institutional Purpose Linkage

UNC-Tomorrow Reference: (number and Title from UNCT (response))

- 4.1 Our Global Readiness
- 4.2 Our Citizens and Our Future
- 4.7 Outreach and Engagement

FSU Mission Reference: (portion of FSU mission statement the unit supports)

The primary mission of FSU is to provide students with the highest quality learning experiences that will produce global citizens and leaders as change agents for shaping the future of the state. Committed to excellence in teaching, research, scholarship, and service, the university extends its services and program to the community, including the military and other educational institutions throughout North Carolina, the nation and the world. Awarding degrees the baccalaureate, masters' and doctoral levels, FSU offers programs in teacher education, business and economics, and unique and emerging fields.

FSU Priority Reference: (FSU Strategic Planning Priority Statement the program/unit supports)

- 1. Retention and graduation rates

Unit Goals: (Unit's versions of the FSU initiatives supported and goals identified by the unit)

- 1. Improve core learning outcomes of first-year students.
- 2. Improve intervention with at-risk students.
- 3. Increase percentage of first-year students participating in academic support.
- 4. Improve quality of enrichment programs.
- 5. Increase percentage of students completing the first year on track to graduate in four years.
- 6. Increase percentage of second-year students declaring major by end of Spring semester.
- 7. Improve advisement learning outcomes of undeclared students.

Intended Outcomes and Strategies to Achieve Them: (Outcomes based on FSU strategic planning accountability indicators, unit profile data, professional organization standards, and student learning outcomes)

Priority/Goal Alignment	Intended Outcome	Strategies	Cost
P1 G1 O1	Average score on CLA performance task will increase by 20%, from 11.2 to 13.5.	1a. Give FSU CLA at beginning and end of first year. Implement CLA-like activities in Freshman Seminar. 1b. Have UNIV students keep Core Portfolio including Critical Thinking skills.	\$6,000 for training and administration for CLA. None
P1 G2 O2	Percentage of first-year freshmen earning ABC after Early Alert grade will increase from 29% to 32%.	2a. Increase early alert follow-up and document in Retain. 2b. Undertake communication plan emphasizing completion of attempted hours.	None None
P1 G3 O3	Percentage of first-year students participating in University College sponsored academic support will increase from 35% to 43%	3a. Encourage expanded use of Extension Grade in all lab courses, SI, and UNIV. 3b. Create centralized Extension Grade tracking system in Retain.	None None
P1 G4 O4	Percentage of first-year freshmen completing integrative assignments will increase from 24% to 29%.	4a. Learning Community instructors will receive training in constructing integrative assignments. 4.b Learning Communities will be expanded to include 80% of first-year freshmen.	\$60,000 for workshops and faculty development grants.
P1 G5 O5	Percentage of first-year freshmen with 2.0 and 3.0 earned hours at end of Spring semester will increase from 29% to	5a. Monitor attempted hours for non-developmental students. Students not on academic probation will	None

Priority/Goal Alignment	Intended Outcome	Strategies	Cost
	32%.	average 15 attempted hrs/semester. 5b. Student Credit Hour survey will be conducted in the Spring.	
P1 G6 O6	40% of 2008 cohort (232 students) will have declared a major by the end of the second year.	6a. SYI Coordinator will coordinate communication plan for second-year students. 6b. Conduct and coordinate major recruitment programs for second-year students.	None
P1 G7 O7	75% of UNIV students will score "Developing" or better on Advisement Learning Outcomes by end of Spring.	7a. University College will develop advisement learning outcomes and assess advisees during pre-registration. 7b. Freshman Seminar I and II will redesign Registration assignment to emphasize Advisement Learning Outcomes.	None

Part III: Assessment Plan

Undeclared Freshmen
(Instructional Degree Program or Sub-unit)

University College
(Program/Sub-unit Head)

Fall 2009 – Spring 2010
(Period Covered)

October 2009
(Date Submitted)

Intended Outcome (Note: There should be an assessment plan for each intended outcome listed in Part II.)

P1 G1 O1	Average score on CLA performance task will increase by 20%, from 11.2 to 13.5.
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1.1 First Means of Assessment for Outcome Identified Above (align with strategic plan accountability measures)

<p>1.1.1 Means of Assessment & Criteria for Success</p> <p>University will administer the CLA to entering first-year students at the beginning of Fall 2009. University College will administer CLA to students in UNIV 102 at end of Spring. Average score will be 20% higher on the second assessment. Initial CLA administered to 544 first-year students. Average score was 11.2 out of 30 on the pre-test. Post-test will show an average increase of at least 20% to 13.5.</p>
<p>1.1.2 Summary of Assessment Data Collected (to be completed in the Spring)</p>
<p>1.1.3 Use of Results to Improve (to be completed in the Spring)</p>

1.2 Second Means of Assessment for Outcome Identified Above

<p>1.2.1 Means of Assessment & Criteria for Success</p> <p>NSSE Item on Thinking Critically and Analytically will equal or exceed CSWE average (3.2).</p>
<p>1.2.2 Summary of Assessment Data Collected</p> <p>Data will be collected in the Spring, 2010 and will be available November, 2010.</p>
<p>1.2.3 Use of Results to Improve (cannot be completed until mid-year)</p>

Part III: Assessment Plan (continued)

Intended Outcome (Note: There should be an assessment plan for each intended outcome listed in Part II.)

P1 G2 O2	Percentage of first-year freshmen earning ABC after Early Alert grade will increase from 29% to 32%.
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2.1 First Means of Assessment for Outcome Identified Above (align with strategic plan accountability measures)

<p>2.1.1 Means of Assessment & Criteria for Success Retention Data Specialist will collect data on final grades following Early Alert grades of EA, D, or F. Early Alert grades are interim grades submitted after the end of the no-show period and before midterm. Percent of freshmen earning an A, B, or C after an Early Alert grade will increase from 29% to 32%.</p>
<p>2.1.2 Summary of Assessment Data Collected Data will be collected after Fall 2009 and Spring 2010.</p>
<p>2.1.3 Use of Results to Improve</p>

2.2 Second Means of Assessment for Outcome Identified Above

<p>2.2.1 Means of Assessment & Criteria for Success Retention Data Specialist will analyze Retain records of Early Alert follow-up to determine effectiveness of interventions. Follow-up contact by phone, text message, or personal contact should lead to a higher percentage of A, B, or C final grades than e-mail alone. Analysis will also include student characteristics (e.g., CSI receptivity scores) to determine which students respond best to which types of intervention.</p>
<p>2.2.2 Summary of Assessment Data Collected Data will be collected after Fall 2009 and Spring 2010.</p>
<p>2.2.3 Use of Results to Improve</p>

Part III: Assessment Plan (continued)

Intended Outcome (Note: There should be an assessment plan for each intended outcome listed in Part II.)

P1 G3 O3	Percentage of first-year students participating in University College sponsored academic support will increase from 35% to 43%.
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3.1 First Means of Assessment for Outcome Identified Above (align with strategic plan accountability measures)

<p>3.1.1 Means of Assessment & Criteria for Success Retention Data Specialist will collect data on attendance at University College sponsored academic support programs (Learning Center, Supplemental Instruction, CRISS Lab). Percentage of first-year students participating will increase from 35% (Spring 2009) to 43% (Spring 2010).</p>
<p>3.1.2 Summary of Assessment Data Collected Data will be collected after Fall 2009 and Spring 2010.</p>
<p>3.1.3 Use of Results to Improve</p>

3.2 Second Means of Assessment for Outcome Identified Above

<p>3.2.1 Means of Assessment & Criteria for Success Extension grade contracts for undeclared freshmen will increase by 100% from Fall 2008 to Fall 2009, from 100 to 200.</p>
<p>3.2.2 Summary of Assessment Data Collected Data will be collected after Fall 2009.</p>
<p>3.2.3 Use of Results to Improve</p>

Part III: Assessment Plan (continued)

Intended Outcome (Note: There should be an assessment plan for each intended outcome listed in Part II.)

P1 G4 O4	Percentage of first-year students completing integrative assignments will increase from 24% to 29%
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4.1 First Means of Assessment for Outcome Identified Above (align with strategic plan accountability measures)

<p>4.1.1 Means of Assessment & Criteria for Success Number of faculty and learning communities using integrative assignments will increase by 20%, from seven to nine. Learning Communities Coordinator will report.</p>
4.1.2 Summary of Assessment Data Collected
4.1.3 Use of Results to Improve

4.2 Second Means of Assessment for Outcome Identified Above

<p>4.2.1 Means of Assessment & Criteria for Success Percentage of students indicating on the Learning Communities Satisfaction survey that integrative assignments increased their understanding will increase from 85% to 90%.</p>
4.2.2 Summary of Assessment Data Collected
4.2.3 Use of Results to Improve

4.3 Third Means of Assessment for Outcome Identified Above

4.3.1 Means of Assessment & Criteria for Success

NSSE recoded score on learning communities will increase from 0.30 to 0.40. NSSE score on integration will exceed CSWC average.

4.2.2 Summary of Assessment Data Collected

4.2.3 Use of Results to Improve

Part III: Assessment Plan (continued)

Intended Outcome (Note: There should be an assessment plan for each intended outcome listed in Part II.)

P1 G5 O5	Percentage of first-year freshmen with 2.0 and 30 earned hours at end of Spring semester will increase from 29% to 32%.
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5.1 First Means of Assessment for Outcome Identified Above (align with strategic plan accountability measures)

<p>5.1.1 Means of Assessment & Criteria for Success Retention Data Specialist will collect data on first-year freshmen. Data will show an increase over the three-year average for the past three years (29%).</p>
<p>5.1.2 Summary of Assessment Data Collected Data will be collected after Spring 2010.</p>
<p>5.1.3 Use of Results to Improve</p>

5.2 Second Means of Assessment for Outcome Identified Above

<p>5.2.1 Means of Assessment & Criteria for Success Analysis of sample of advisement verification forms in Retain. 75% of first-year students not on probation will be advised to take at least 15 hrs.</p>
<p>5.2.2 Summary of Assessment Data Collected Data will be collected during Spring 2010.</p>
<p>5.2.3 Use of Results to Improve</p>

Part III: Assessment Plan (continued)

Intended Outcome (Note: There should be an assessment plan for each intended outcome listed in Part II.)

P1 G6 O6	40% of 2008 cohort (232 students) will have declared a major by the end of the second year.
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6.1 First Means of Assessment for Outcome Identified Above (align with strategic plan accountability measures)

<p>6.1.1 Means of Assessment & Criteria for Success Retention Data Specialist will create WebFocus report to extract and analyze data from Banner. Data will show that the second-year cohort meets outcomes.</p>
<p>6.1.2 Summary of Assessment Data Collected Data will be collected after Fall 2009 and Spring 2010.</p>
<p>6.1.3 Use of Results to Improve</p>

6.2 Second Means of Assessment for Outcome Identified Above

<p>6.2.1 Means of Assessment & Criteria for Success Retention Data Specialist will analyze communication data in Retain and connect with academic performance. Analysis will determine most effective activities and means of communicating with second-year students.</p>
<p>6.2.2 Summary of Assessment Data Collected Data will be collected after Fall 2009 and Spring 2010.</p>
<p>6.2.3 Use of Results to Improve Follow-up will be targeted to the most effective measures and the students most likely to respond.</p>

Part III: Assessment Plan (continued)

Intended Outcome (Note: There should be an assessment plan for each intended outcome listed in Part II.)

P1 G7 O7	75% of UNIV students will score “Developing” or better on Advisement Learning Outcomes by end of Spring.
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7.1 First Means of Assessment for Outcome Identified Above (align with strategic plan accountability measures)

7.1.1 Means of Assessment & Criteria for Success UNIV instructors will assess students on advisement assignment using Advisement Learning Outcomes rubric. 75% will score “Developing” or better.
7.1.2 Summary of Assessment Data Collected Data will be collected after Fall 2009 and Spring 2010.
7.1.3 Use of Results to Improve

7.2 Second Means of Assessment for Outcome Identified Above

7.2.1 Means of Assessment & Criteria for Success 80% of undeclared freshmen will agree or strongly agree that they are satisfied with advisement on the Advising Survey.
7.2.2 Summary of Assessment Data Collected Data will be collected after Fall 2009 and Spring 2010.
7.2.3 Use of Results to Improve