

# Fayetteville State University Faculty Meeting

Wednesday, October 28, 2009

3:00 pm – 4:00 pm

Shaw Auditorium

# Teacher of the Year Awards

## Arts and Sciences

- Dr. Eugenie Almeida
- Dr. Maxwell Twum-Asante
- Dr. Annie Chavis
- Dr. Michele Darnell
- Dr. Michael DeValve
- Dr. Bing Wu
- **Dr. Roger Klomegah**

# Teacher of the Year Awards

## School of Business and Economics

- Dr. Mohsen Souissi
- Dr. Thomas G. E. Williams
- **Dr. Alireza Lari**

## School of Education

- Dr. Cathy Butler-Kosterman
- Dr. Priscilla Manarino-Leggett
- Dr. Frank Merchant
- **Dr. Joseph Johnson**

# Role of faculty

- Teaching
- Research
- Service
- Advisement
- Budget crisis, strategic planning and SACS preparation, institutional priorities for improving retention increase demands on faculty
- Current efforts to define criteria for tenure, promotion, reappointment, post tenure review need to reflect these demands

# Thank you

Increased productivity in all areas: research and grant writing, student research, study abroad, Learning Communities

Our proposed Intelligence Studies (submitted June 2008) program has been recommended for approval to Board of Governors (comments from GA instructive)

## Response to budget reductions

- Increase number of classes taught by regular (tenured and tenure-track) faculty
- Consequence: In fall 2009, FSU students are more likely to be taught by regular faculty than in fall 2008.
  - Fall 2008: 66.2% (940/1421) taught by regular faculty
  - Fall 2009: 73.3% (941/1284) taught by regular faculty

# Faculty Positions

- Reduction in number of classes, 1421 to 1284 (137 fewer classes) has not resulted in loss of enrollment
  - fall 2008: 6,217 - headcount
  - fall 2009: 6,327 – headcount (subject to change)
  - Fall 2008: 73,175 – SCHs
  - Fall 2009: 73,736 – SCHs
  - “Average class size” increased from @18 to @20.
- Cost for adjunct faculty cut in half
  - fall 2008: \$822, 074
  - fall 2009: @\$400,000 (approximate)

# Impact of budget crisis

- 30 positions, 26 of which are faculty positions
- \$1.8 million permanent cut in Academic Affairs budget (@5% of total AA budget)
- We are not finished with abolishing positions.
- 6.5% reduction for this year; 5% required reversion (the 5% will likely be permanent) so permanent cut will be @ 11.5%.
- Further cuts dependent on NC tax collections: tax collections for July – September are 4% behind where they were last year and 1% behind budget projections (reported last week on WFSS)

# Strategic Planning: Continuous Improvement

- The aim of our strategic plan is to ensure continuous improvement
  - Formalizing our processes for developing unit operational plans
  - Completing our plans and reports for 2008-09; plans for 2009-10
  - Process must be **reflective and deliberative**; collectively apply your keen analytical skills to evaluate data and use the data to guide improvements (This is NOT busy work!)
- Departmental Operational Plans – In process of formalizing our processes and developing plans for 2009-10; we are also collecting data regarding assessment of student learning outcomes.
- Strategic planning is especially important (but not the sole reason) for our preparation for SACS.
- **September 10, 2010 (9-10-10)** – Compliance report due – the effectiveness of this report will affect our spring 2011 SACS visit
- Spring 2009 – Institutional corrections and improvements based on draft reports
- December 2009 – SACS conference
- December 2009 – draft reports due from all committees to have for discussion/review at SACS conference

# Retention/Graduation Rates – Cohort

<b>Cohort</b>	<b>#</b>	<b>AVG SAT</b>	<b>AVG HS GPA</b>	<b>1-yr Retention</b>	<b>4-yr graduation</b>
2008	581	865	2.81	73.5%	
2007	942	846	2.77	<b>68.8%</b>	
2006	839	856	2.8	73.3%	
2005	848	843	2.76	70.8%	
2004	763	846	2.8	75.4%	<b>11.4%</b>
2003	802	866	2.77	72.7%	<b>12.7%</b>
2002	750	868	2.9	73.4%	<b>18.4%</b>

# Retention/Graduation Rates - Cohort

- “80-30-50” refers to the traditional measure of retention and graduation rates.
- The traditional measure of retention and graduation rates is limited in focus. It does not include 1) transfer students and 2) graduate students.
- The limited focus makes it difficult for us to incorporate into departmental strategic plans and to see impact on enrollment.
- Bear in mind that enrollment (SCH) = budget and UNCGA is changing approach to budget to reduce funds for those institutions not meeting retention goals

# Retention – Non-Cohort

Student Type	Base Term	Enr	grad	Possible retain	Enr next fall	% retained	% graduated
All	Fa07	6692	705	5987	4049	67.6%	10.5%
Students	Fa08	6217	793	5424	3804	70.1%	12.8%

- “Annual Retention Dashboard” – looks at retention of each group of students from year to year.
  - Undergraduate - Graduate
  - Males – Females
  - Pell Grants; Students with loans
  - Military students, adult learners (25+ years of age)
- Disaggregated by department – provided to guide your strategic planning

# From Retention Dashboard

- Which College/School has best retention rate for all students?
- In SoE, who has higher retention rates, male or female students?
- In SBE, who has higher retention rates, student who started as first-time freshmen or those who began as transfer students?
- In CAS, which SAT groups (700-799; 800-899; 900-999, etc.) has highest retention rates?

# From Retention Dashboard

- Highest retention: SoE (79.3%); CAS (76.6%), SBE (72.2%)
- In SoE, males have higher retention rate than females (82% vs. 78.8%) (Many more females – 545 vs. 110)
- In SBE, students who began as freshmen have higher retention than transfer students (84.9% vs. 77.1%)
- In CAS, students with 900-999 SAT (150 students) have highest retention (80.8%); 800-899 (303) have 79.7% retention; 1000-1099 (96) have 70.4%; 1100-1199 (26) has 65%.

# Annual Retention Dashboard

Student Type	Base Term	#	grad	Possible retain	Enr next fall	% retained	% graduated
All Students	Fa07	6692	<b>705</b>	5987	4049	67.6%	10.5%

- Consider fall 2007 to fall 2008: 705 students graduated and 1938 (5987 – 4049) who could have been retained were not. As a consequence, in fall 2008, we needed to enroll **2643** (**705 graduates + 1938 not retained**) new or readmitted students to achieve the 6692 enrollment from previous year.
- In past years, we would have continued to admit new students and re-admit students (many previously on suspension) until we reached enrollment target. What is impact of these practices?
  - Under-prepared – requiring increased resources for academic support, and higher risk of attrition (56% retention rate of freshmen admitted after August 1 compared to 73% for those admitted before July 1.)
  - Usually have not completed FAFSA, placing pressure on Financial Aid and Bursar
  - Significant readmit of students on suspension has negative impact on academic climate.

# Annual Retention Dashboard

Student Type	Base Term	#	grad	Possible retain	Enr next fall	% retained	% graduated
All Students	Fa07	6692	<b>705</b>	5987	4049	67.6%	10.5%

- The admissions process (admitting and readmitting students until we reach our enrollment target) sends the message, “if you cannot attend anywhere else, go to FSU.” (FSU SP1: “FSU...will be a university of choice for students in North Carolina and the nation...)

# Retention – Impact on enrollment

Student Type	Base Term	#	grad	Possible retain	Enr next fall	% retained	% graduated
All	Fa07	6692	705	5987	4049	67.6%	10.5%
Students	Fa08	6217	793	5424	3804	70.1%	12.8%

- In fall 2008, we discontinued previous admissions practices to improve academic climate and outcomes, with the consequence of lower enrollment (7% decrease), but retention and graduation rates for the fall 2008 students increased (70.1% and 12.8%).
- We achieved modest enrollment increase in fall 2009 even though we cut number of readmitted students in half (from @ 800 to 400)
- The increase in retention of all students from 67.6% to 70.1% is approximately 87 students; a conservative estimate is that this is equivalent to @\$870,000, or a little more than 12 faculty positions.

# Preparing for fall 2010

- Discontinued admission of late admits and readmits.
- Raising admission standards
  - Students must give writing sample
  - Many of the students we require to attend CHEER are admitted elsewhere without a similar requirement
  - Increasing minimum SAT and HS GPA (look closely at students below 2.3)
  - **These actions in preparation for 2013, when UNC system-wide admissions requirements implemented: 800+ SAT & 2.5+ HS GPA**
- Increased academic progression standards, FSU 2.0, so more students could potentially be on suspension
- Limited the number of Ws to five (Can no use course withdrawal as strategy to protect GPAs)
- Academic appeals process more stringent; more than one suspension unlikely to be approved
- **We cannot count on new and readmit students to compensate for students not retained.**
- Enrollment decrease of **10% - 15%** - devastating impact on budget already in crisis – if we do not all participate in improving overall retention (This is what causes me to lose sleep.)

# Retention – Impact on enrollment

Student Type	Base Term	#	Grad	Possible retain	Enr next fall	% retained	% graduated
All Students	Fall 2009	6327	800	5527	3869	70%	12.6%
		6327	800	5527	4421	80%	12.6%

- For fall 2010, if we do not improve retention, we will need 2458 new students to hold enrollment constant and not lose additional funding.
- For fall 2010, if we could increase retention to 80% overall (from 70.1%!) we will need 1906 new students to hold enrollment constant (and not lose funding) with the **result of reducing pressure on enrolling new and readmitted students.**

# What do we do?

## Challenge to All:

- Improve student services in all areas – focus on Admissions, Financial Aid, Registrar (new strategy in August)
- Improve retention of declared majors
  - Required part of departmental strategic plan – focus specifically on groups of students with low rates (males, females, high SAT students, adult learners, military students, etc.)
  - Declared majors (juniors and seniors) should have much higher than 80% retention rates.
- Engaging, innovative, imaginative pedagogies connected to integrated course design

# What do we do?

## Challenge to All:

- Review D, F, W rates in all classes
  - NOT to lower standards
  - Improve academic support – Extension grade contracts (the number of contracts has increased dramatically this year)
  - Use Early Alert process – follow up with advisees (midterm grades)
- Improve academic advisement – **Pre-registration begins November 2** (continue implementation of staggered registration, PIN system; verification forms)
- (Unless there are good reasons for exception, we should advise all students with 2.0+ GPA to enroll in minimum of 15 credits)
- Departments must take responsibility for retention of their majors – has impact on program productivity, which will determine whether program can continue to receive funding

# Questions