

# Academic Affairs Preview 2009 - 10

Goals and Expectations

August 13, 2009

- Thank you for all you have done and all you will do!

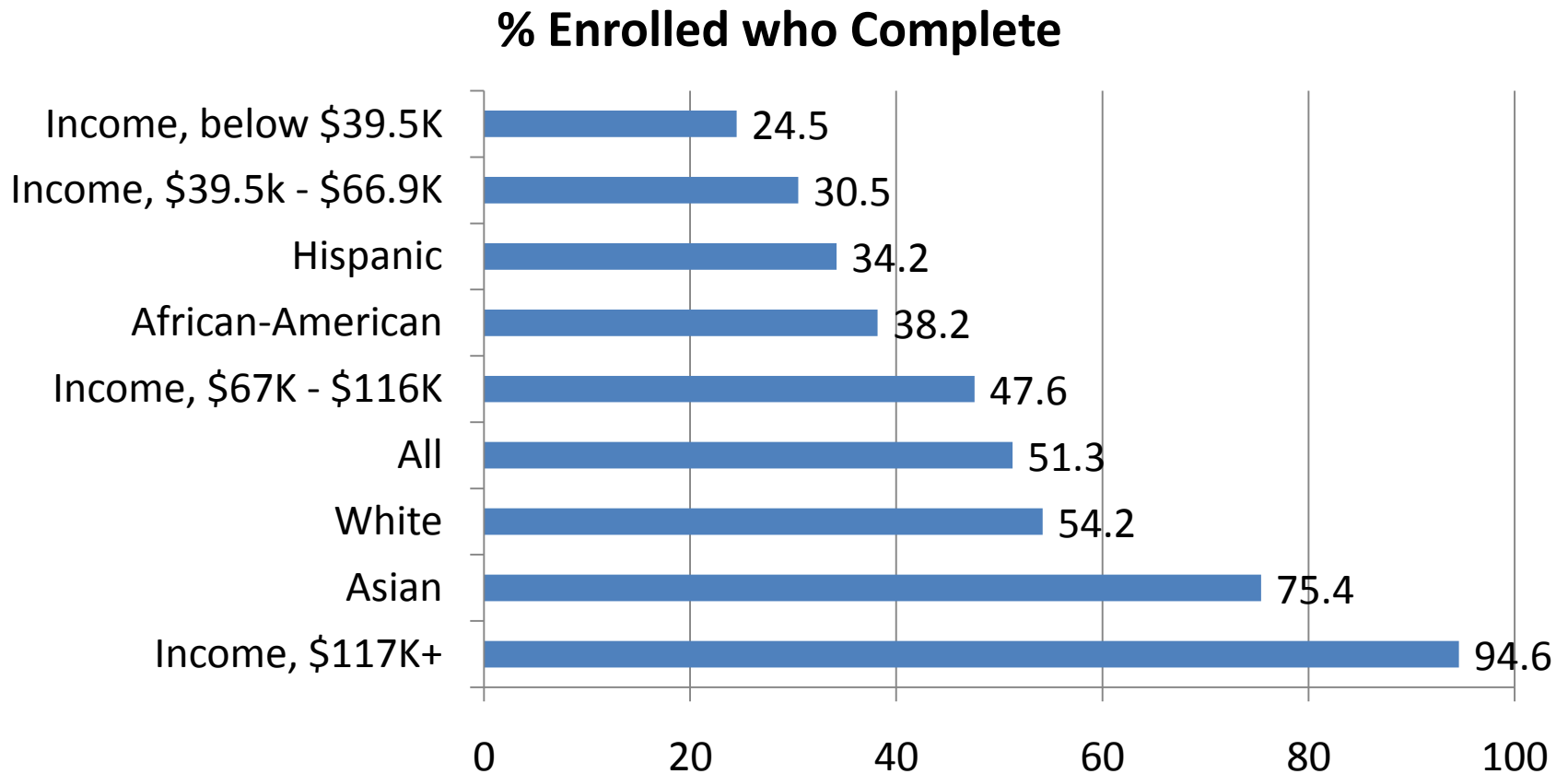
# The National Context

- By the year 2020, the US will once again have the highest percentage of adults in the world with a college degree.
  - President Barack Obama, February 2009
- A new model of higher education
- FSU a leader

# Higher Education: Old and New

20 <sup>th</sup> Century Model	21 <sup>st</sup> Century Model
“Excellence” and “Quality” based on Reputation	“Excellence” and “Quality” based on continuous improvement
Resources (Facilities, faculty, endowment, library holdings, etc.)	Impact on student learning (How effectively do we use resources?)
Student characteristics when admitted (HS GPA, Class rank, Avg. SATs)	Learning outcomes (value-added)
Exclusiveness – “Weeding out”	Inclusiveness – “Student Success”
Traditional college-aged students (18 – 24 years of age)	Diverse audiences (race, age, life experiences, aspirations)

# U.S. Degree Completion



# The “best institutions” and Pell Grants

- From 1992-93 – 2008-09 - Pell Grant recipients (low income students) increased in the U.S. by 38%
- At the 245 “best institutions” (private and public, *US News*..)
  - 7.3% increased Pell recipients by 38% or more
  - 35.1% increased Pell recipients, less than 38%
  - 57.6% decreased Pell recipients
- FSU – Over same time period – 92% increase

# FSU Mission Statement

- Fayetteville State University is a **public comprehensive regional university that promotes the educational, social, cultural, and economic transformation of southeastern North Carolina and beyond**. 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. Awarding degrees at the baccalaureate, master's, and doctoral levels, FSU offers programs in teacher education, the arts and sciences, health professions, business and economics, and unique and emerging fields. FSU is an institution of opportunity and diversity. Committed to excellence in teaching, research, scholarship, and service, the university extends its services and programs to the community, including the military, and other educational institutions throughout North Carolina, the nation, and the world.

# Mission Critical

- Our success in 1) enabling more individuals to earn degrees and 2) ensuring that our graduates are prepared for success in the global environment will significantly influence the future well-being of this region.
- Higher education attainment is the single most important pre-requisite for success in the knowledge-based, global socio-political-economic environment of the 21<sup>st</sup> century.
- Major obstacle to attracting business and industry to this region: low educational attainment .
- The wage gap between high-skill and low-skill job is growing; middle-level jobs are disappearing.
- If our students are not successful, their future prospects will be severely limited and this region and the state will continue to be underdeveloped.

<b>Area</b>	<b>% college degree +</b>	<b>% in poverty</b>	<b>Median income</b>	<b>% employ Manufac</b>	<b>% At-risk pop</b>
<b>Cumberland I</b>	<b>27.4</b>	<b>30</b>	<b>\$46,000</b>	<b>5.7</b>	<b>44.5</b>
<b>Cumberland II</b>	<b>17.9</b>	<b>24.4</b>	<b>\$43,150</b>	<b>8.2</b>	<b>42.2</b>
<b>Hoke, Moore</b>	<b>20.2</b>	<b>24.4</b>	<b>\$43,150</b>	<b>18</b>	<b>40.8</b>
<b>Sampson</b>	<b>12.7</b>	<b>26.7</b>	<b>\$38,120</b>	<b>18.4</b>	<b>52.1</b>
<b>Robeson</b>	<b>11.8</b>	<b>52.2</b>	<b>\$32,900</b>	<b>21.7</b>	<b>74</b>
<b>Bladen</b>	<b>15</b>	<b>42.7</b>	<b>\$34,000</b>	<b>16</b>	<b>40.5</b>
<b>Harnett, Lee</b>	<b>15.9</b>	<b>20.7</b>	<b>\$44,000</b>	<b>19.4</b>	<b>38.9</b>
<b>NC</b>	<b>26.5</b>	<b>21</b>	<b>\$49,360</b>	<b>15</b>	<b>34.2</b>
<b>US</b>	<b>28.6</b>	<b>18.5</b>	<b>\$57,167</b>	<b>12</b>	<b>31.1</b>

Source: [www.educationalneedsindex.com](http://www.educationalneedsindex.com)

# Strategic Priorities

- Retention and Graduation Rates
- Economic Transformation
- Intellectual and Cultural Center
- Leadership and Global Citizens
- Collaborations and Partnerships
- Fiscal Resourcefulness and Sustainability

# Budget Accountability (SP 6)

- 2008-09 – Academic Affairs sustained cut of \$4 million; 52 positions (37 faculty; 15 staff)
- Strive for effectiveness and efficiency in all we do
- Every decision we make has budget implications; all actions have some type of cost.
  - Student Credits Hours (SCHs)
  - Release time
  - Enrollment limits in classes
  - Low productivity programs
  - Course load of students
  - Inattention to D, F, W rates
  - Each student equivalent @ \$12,000 to our budget
- Be prepared for increased scrutiny from public, UNC, General Assembly

# Four Year Graduation Rates (SP1)

Cohort	#	AVG SAT	AVG HS GPA	1-yr Retention (M/F)	4-yr Graduation (M/F)
2007	942	846	2.77	<b>69.2% (68/70)</b>	
2006	839	856	2.8	73.3% (70/75)	
2005	848	843	2.76	70.8% (69/72)	
2004	763	846	2.8	75.4% (74/76)	<b>11.4% (6.4/14)</b>
2003	802	866	2.77	72.7% (75/71)	<b>12.7% (9.3/16)</b>
2002	750	868	2.9	73.4 (68/ 77)	<b>18.4% (11/23)</b>

*John Gardner, Good retention is at best a C-.*

# “Give us better students...”

- Increasing admissions standards
- Improving admissions process – reducing “late admits”
- CHEER for underprepared students
- These efforts alone will NOT lead to better retention and graduation rates

(only one institution in UNC has significantly improved retention and graduation rates through admissions alone)

# Strengthen Academic Support (1.5)

- FSU 2.0 -
  - 2.0 GPA or better to remain in good standing
  - No more than five Ws over course of career
- The data indicate that students who do not meet these standards are not likely to earn a degree
- We can no longer encourage students who are doing poorly to “withdraw since it will not affect your GPA.”
- “Business as usual” – retention and enrollment will decline
- Improved academic support - Extension Grade Policy

# Student Services

- Quality of service
  - What kind of service do we expect for ourselves?
  - What kind of service do we expect for our children?
- When students are in the wrong
  - Goal is NOT to assign blame;
  - Goal is to help them understand. (teachable moment)
- No one is to suffer abusive behavior

# Goals of AIM 2009-10

- Clarify responsibilities of both students and advisors
- Provide resources to help students and faculty fulfill their responsibilities – Advisement workshops for Faculty
- Ensure as part of revision of faculty evaluation process that effective advisors are rewarded appropriately (and ineffective advisors are given incentives to improve)

# Mandate: Email Exchange

- Advisor remark:
- *“For most of his undergraduate career, it appears that the student advised himself.”*
- Chancellor Anderson’s response:
- *“...the most telling statement is that the student was allowed to self-advise during most of his undergraduate tenure. Saying that he ‘chose to’ vs. he was ‘allowed to’ abdicates FSU and its advisors from responsibility. Self-advising works for students at some institutions, but not at FSU. The student’s experience also runs counter to best practices associated with developmental advising.”*

# Campus Culture Changes

Current	New
Graduation Clearance begins with Application for Graduation – 90 + earned hours	Graduation Clearance begins <u>no later than</u> fourth semester of matriculation (45 – 60 earned hours)
Office of Registrar bears primary responsibility for ensuring clearance	Students and Advisors jointly bear primary responsibility for ensuring clearance
Student identified as Prospective Graduate in last semester of matriculation	New concept “Prospective Graduate (PG) – #” to indicate number of semesters away from graduation; “PG -3” means student is in third semester before graduation

# Performance Measures

- Advisement Survey results (by departments)
- Retention rates in the major
- SSI and NSSE data disaggregated by major

Data about academic support, student services, effective advisement will be considered as part of my evaluation as well as the evaluation of unit heads, deans, department chairs, and will guide budget allocations.

# Student Learning (SP 1.2)

- Must specify learning outcomes
- Must specify assessment methods
- Must show that we use the assessment of learning outcomes as a guide for improving courses and programs
- Program goals and learning outcomes must be ready for 2010-11 catalog

# Course Syllabi (1.2)

- Course syllabi – workshops required for all
- Post all syllabi on the web
- Continue to improve syllabi so that by fall 2010 to include learning outcomes, with assessment strategies, and rubrics (workshops throughout this year)
- Course syllabus should be a learning tool
- Multi-sectioned courses – common learning outcomes with common assessments (does not prohibit different areas of emphasis by instructors)

# High Impact Practices (1.2)

- *High Impact Educational Practices*
- **Pick up your copy in lobby as you leave**
- National Survey of Student Engagement (NSSE)  
(our 2009 report just arrived)
- All academic departments must review, discuss, and report how the department will apply these data to their practices – report to their deans by November 1
- “compensatory impact of engagement”

# High Impact Practices (1.2)

- First year seminars and experiences
- Common intellectual experiences
- Learning Communities (nearly all first year students in a learning community)
- Writing Intensive courses
- Collaborative assignments and projects
- Undergraduate research
- Diversity/global learning/study abroad
- Service learning
- Internships
- Capstone courses (Title III activity)

# Faculty Evaluation (1.3)

- Beta test of the new faculty evaluation document
- A peer review process - tool for continuous development
- Implementation of the new process
  - Individual goals that serve as basis of evaluation)
  - Discussion at beginning of year with chair
- Completion of criteria – for reappointment, tenure, promotion, and post-tenure review

# Faculty Expertise System Digital Measures (5.2; 5.3)

- Faculty Expertise System – resource for community
- Scholars System – Digital Measures
- Resume
- SACS faculty roster

# Blackboard training (1.3)

- Post syllabi in Blackboard for students (have some hard copies available)
- Emergency Management Plan requires continuation of instruction if university closes
- All must be proficient enough in BB to continue to conduct class

# Faculty Development and Support (1.3)

- Center for Innovation in Teaching and Learning mandated cut
- We will continue the functions
- Writing Across the Curriculum; Reading Across the Curriculum; CLA in the Classroom
- Certification for online education
- Research proposals – release time
- Visiting research scholars
- Hire instructors – promising ABDs

# Service (5.3)

- “Footprints in the Community”
- United We Serve
- PS2 – Professional Services for Public Schools
- Will call for volunteers

# Preparation for SACS

- September 10, 2010
- A process for self evaluation and improvement
- “Prove” and “Improve”
- All units must keep and post minutes
  - Report from Faculty Senators
  - Connect discussions to Strategic Plan
  - Discuss assessment results to guide improvements
- An opportunity to excel

# Office hours

- Unit offices should be open at 8:00 am until 5:00 pm
- Faculty office hours must be posted and observed
- Faculty attend classes, start and end on time

# Telling our story more effectively

- Tell our story more effectively to address the disparity between image and reality of FSU.
- Continue to improve the reality.

# Summary

- Mission and Strategic Priorities
- Good student services; effective advisement; Advisement Improvement Mandate (AIM); improved academic support
- Specify learning outcomes – programs and courses – with assessment strategies
- Syllabi on the web
- Faculty Expertise System – Digital Measures
- New faculty evaluation
- Minutes of meetings; office hours; class hours
- Ongoing support for faculty and staff – improved working conditions
- “Footprints in the community”
- Protocol – Deans, Unit heads, Faculty Senate
- You are happier about working at FSU!

# Overall expectation

- Continuous improvement – Units and Individual
  - Use evidence to guide improvements
  - Assess and make further improvements
  - Documentation, Documentation, Documentation
- Integrity
  - Do what we say – Say what we do
  - Transparency
  - Reasonableness
  - Trust

- Thank you for all you have done and all you will do!