

Fayetteville State University

Operational Plan and Assessment Record

For

College of Arts and Sciences

(Name of Unit or Department)

Fall 2008 – Spring 2009

(Academic Year)

David E. Barlow, Dean

(Name and Title of Person Responsible for the Unit)

Part I: Profile of administrative programs and services within unit:

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

Mission

Key Personnel

Name	Title	Status (full or part time)		
Daniel Okunbor	Assistant Dean	Full Time		
Blanche Radford-Curry	Assistant Dean	Full Time		
Shirley Chao	Lead Assessment Coordinator	Full Time		
Bogan Czejdo	Distinguished Professor of Science and Technology	Full Time		
Patricia Petty	Administrative Assistant	Full Time		
Diana Anthony	Administrative Assistant	Full Time		

Key Services/Processes (quantified using baseline data from 2007-08)

Student Satisfaction Inventory (SSI) Results on a scale of 1 to 7 with regard to importance vs. satisfaction and the gap between the two ratings (Spring, 2008). Largest gap reported as a challenge 2.72

- Classes within my major are scheduled so I can graduate in 4 years. (6.23 – 4.94 = 1.29 gap)
- Faculties are fair and unbiased in their treatment of individual students (6.19 -4.84 = 1.35)
- Faculty provide timely feedback about student progress in a course (6.15 -4.83 = 1.32)

- This institution shows concern for students as individuals ($6.11 - 4.79 = 1.32$)
- Faculty take into consideration student differences as they teach a course ($6.07 - 4.71 = 1.36$)

Campus Quality Survey (Spring, 20008) used a scale of 1 (poor) to 5 (excellent) for all employees to rate services. The highest score from all employees was 3.70 and the lowest was 2.249.

- Curriculum planning, design and coordination 3.132

College Basic Subjects (The Rising Junior) Examination Results scores range from 40 to 560 with a mean of 300.

- Average English score 218
- Average Math score 236
- 60% show low proficiency in reading critically
- 57% show low proficiency in reading analytically
- 56% show low proficiency in understanding literature
- 60% show low proficiency in writing as a process
- 56% show medium proficiency in using the conventions of written English
- 61% show low proficiency in practical applications of general mathematics
- 65% show medium proficiency in using properties and notations in general mathematics
- 50% show low proficiency in using statistics
- 58% show medium proficiency in evaluating algebraic expressions
- 65% show medium proficiency in algebraic equations and inequalities
- 53% show medium proficiency in 2 and 3 dimensional figures
- 55% show medium proficiency in geometrical calculations

Major Field Tests

- There are not enough students taking the test to make any accurate generalization about students' level of achievement in the major.

Other Sources:

Campus Quality Survey

Student Satisfaction Survey

NSSE

Your Own Surveys

Accreditation Findings

Professional Association Standards

	<p>b. Implement Advisement in the Major initiative, requiring each student to meet with their advisor to complete an academic progress report before receiving their PIN to Register</p> <p>c. Increase the accessibility of courses by improving course offerings by spreading courses throughout the day and week</p> <p>d. Assistant Dean Daniel Okunbor hired students to contact students who were not declared majors and encouraged declare a major and seek an advisor in their major</p> <p>e. Assistant Dean Okunbor hired students to contact students who did not pre-register for fall 2008 to encourage them to register</p> <p>f. Variable credit hours are to be added to courses in English 110 and 120 and Math 121 and 123 to provide greater student support</p> <p>g. Distinguished Professor Bogan Czejdo will create the "Belk Robotics and Computer Science Tutors" program to provide academic support to students in computer science courses</p> <p>h. The Center for Promoting STEM Education and Research (CPSER) established to provide tutorial services for students enrolled in various STEM courses</p>	<p>b. None</p> <p>c. None</p> <p>d and e. \$19,500 (Title III)</p> <p>f. None</p> <p>g. \$3,000</p> <p>h. \$254,184 (Title III)</p>
<p>2. Increase the Student Satisfaction score with advising in each department within the College of Arts and Sciences by 10 percentage points between the Spring and Fall</p>	<p>a. Appointed CAS Assistant Dean Blanche Radford-Curry to address student issues</p> <p>b. Implement Advisement in the</p>	<p>a. Same as (1a) above</p> <p>b. None</p>

<p>semesters (1.5) (P1)</p>	<p>Major initiative, requiring each student to meet with their advisor to complete an academic progress report before receiving their PIN to Register</p> <p>c. Increase the accessibility of courses by improving course offerings by spreading courses throughout the day and week</p> <p>d. Assistant Dean Daniel Okunbor hired students to contact students who were not declared majors and encouraged declare a major and seek an advisor in their major</p> <p>e. Assistant Dean Okunbor hired students to contact students who did not pre-register for fall 2008 to encourage them to register</p> <p>f. Conduct advisement workshops by the Dean and the Lead CAS Assessment Coordinator, Shirley Chao</p>	<p>c. None</p> <p>d. and e. Same as (1d & 1e) above</p> <p>f. None</p>
<p>3. Improve the curriculum planning, design and coordination rating for the university of 3.132 to 3.4 on the Campus Quality Survey (1.2) (P1)</p>	<p>a. Hire Lead CAS Assessment Coordinator Shirley Chao to coordinate assessment efforts within the College and to Chair the CAS Assessment Committee with representatives from each department.</p> <p>b. Hire two CAS Assessment Coordinators, Elizabeth DeValve and Judith Fowler to assist Shirley Chao in coordinating the assessment efforts within the College</p> <p>c. The Assessment Team will conduct advisement and assessment workshops for faculty and coordinate the hiring of</p>	<p>a. \$14,000 (two months salary increase) and three course releases</p> <p>b. Four course releases</p> <p>c, d, and e. \$40,009.98 (Title III)</p>

	<p>several external consultants to assist the departments with the assessment process</p> <p>d Department of Criminal Justice will seek specialized certification by the Academy of Criminal Justice Sciences</p> <p>e Several programs are working on specialized accreditation within their disciplines: Computer Science, Music, Psychology, Chemistry, Forensic Science, and Fire Science</p> <p>f Hire Dr. Sally Cummings to redesign the generic nursing curriculum</p> <p>g. Conduct the substantive change self-study and under go a review by SACS of their Off-Site MSW program at Ft. Sam Houston in San Antonio, Texas</p> <p>h. Increase the attractiveness of computer science program by incorporating Robotics into the curriculum.</p>	<p>f. \$20,000 (Title III)</p> <p>g. \$5,461.71 (Title III)</p> <p>h. \$10,000, external grant</p>
<p>4 Establish at least three new partnerships and collaborations within the College of Arts and Sciences. (5.1) (P5)</p>	<p>a. Seek a MOU with E.E. Smith High School to offer students in the Math and Science Academy to begin taking college level courses with FSU faculty</p> <p>b. Collaborate with FTCC to better serve the people of Southeastern North Carolina: exploring the coordination of an Interdisciplinary Studies program; offering RN-BSN at the Spring Lake Campus; and developing new dual enrollment agreements.</p>	<p>a. \$5,000, purchase of robots</p> <p>b. None</p> <p>c. \$3,000, trips (Grenada);</p>

	<p>c. Seek the development of more MOUs with international universities</p> <p>d. Establish more dual enrollment agreements;</p> <p>e. Work with Enrollment Management and the Transfer and Advisement Center to improve the dual enrollment process</p> <p>f. Launch the partnership with the U.S. Army to offer a Masters in Social Work at Ft. Sam Houston in San Antonio, Texas</p>	<p>\$1,500 (Tanzania), \$15,200 Nigeria and South Africa</p> <p>d. \$100</p> <p>e. None</p> <p>f. 140,000 (Federal Grant)</p>
<p>5. Increase external funding by increasing grant proposals from 53 to 60. (6.2) (P6)</p>	<p>a. Encourage, support, and coordinate grant proposal writing activities under Assistant Dean Okunbor</p> <p>b. Prepare letters of support for faculty seeking external and internal funds for program development and research</p> <p>c. Establish the Faculty Research and Scholarship Committee to investigate strategies for enhancing scholarship and grant writing within the College</p>	<p>a. None</p> <p>b. None</p> <p>c. None</p>
<p>5. Increase private fund contributions to the College of Arts and Sciences from \$1,000 to \$4,500. (6.3) (P6)</p>	<p>a. Establish special CAS Committees (Fine Arts Series, Black History Month, Women's History Month) and encourage and assist them with seeking external funding for their activities</p> <p>b. Initiate a special fund raising activity for the CAS faculty and staff to support a FSU Global Scholar</p>	<p>a. None</p> <p>b. None</p>

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Part III: Assessment Plan

College of Arts and Sciences
(Division or Sub-unit)

David E. Barlow, Dean
(Division/Sub-unit Head)

2008-2009
(Period Covered)

(Date Submitted)

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

1. Increase the persistence rate in each department within the College of Arts and Sciences by 10%. (1.1) (P1)

1.1 First Means of Assessment for Outcome Identified Above (align with strategic plan accountability measures)

<p>1.1.1 Means of Program Assessment & Criteria for Success Persistence rates provided by the University data base by department were collected for 2007-2008. The persistent rates for 2008-2009 are not yet available to determine if we experience a 10% increase.</p>
<p>1.1.2 Summary of Assessment Data Collected CRJC: 62.32% ENGL 72.86% GOVT 60.71% MATH 70.86% NTSC 67.71% NURS 46.70% PAFA 80.45% PSYC 69.76% SOCI 79.91% SWRK ? These 2007-2008 persistence rates establish a baseline.</p>
<p>1.1.3 Use of Results to Improve The persistence rates for 2007-2008 will be used as a baseline. Departments with the lowest persistence rates will be targeted for improvement in the 2009-2010 Operational Plan. Efforts will be made to determine persistence rates for the Social Work Program, because it is a graduate-only program.</p>

1.2 Second Means of Assessment for Outcome Identified Above

<p>1.2.1 Means of Program Assessment & Criteria for Success The persistence rate for the University will be obtained to determine how many of the College of Arts and Sciences' departments are at or above the university rate. The persistence rate for 2008-2009 are not yet available to determine if which departments are at or above these the university rate.</p>
<p>1.2.2 Summary of Assessment Data Collected FSU 67.04</p>

1.2.3 Use of Results to Improve

The persistence rate for 2007-2008 will be used as a baseline. CAS Departments which are below the university persistence rate will be targeted for improvement in the 2009-2010 Operational Plan. Efforts will be made to obtain persistence rates for Social Work and other graduate programs.

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Part III: Assessment Plan (continued)

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

2. Increase the Student Satisfaction score with advising in each department within the College of Arts and Sciences by 10 percentage points (1.5) (P1)

2.1 First Means of Assessment for Outcome Identified Above (align with strategic plan accountability measures)

<p>2.1.1 Means of Program Assessment & Criteria for Success</p> <p>Using the data collected by the university on the Advisement Survey, each CAS department will increase their student satisfaction with advisement score by 10 percentage points between the Spring and Fall semester.</p>
<p>2.1.2 Summary of Assessment Data Collected</p> <p>CRJC = 93.33 – 47.83 = 45.50 ENFL = 81.82 – 72.22 = 9.6 GOVT = 79.41 – 45.45 = 33.96 MATH = 92.31 – 60.00 = 32.31 NTSC = 82.43 – 66.15 = 16.26 NURS = 86.05 – 71.43 = 14.62 PAFA = 91.67 – 80.95 = 10.72 PSYC = 75.81 – 55.07 = 20.74 SOCI = 93.33 – 67.31 = 26.02 SWRK = ?</p> <p>Only the Department of English and Foreign Languages failed to meet the goal; however, they began the year with the second highest satisfaction rating, making it more difficult for them to improve as dramatically as the other departments. Satisfaction scores for Social Work are not available because they are a graduate only program.</p>
<p>2.1.3 Use of Results to Improve</p> <p>Special attention will be given to Department of English and Foreign Languages to implement new strategies to increase the satisfaction of their students with advisement. Efforts will be made to obtain data for Social Work students and other graduate students.</p>

2.2 Second Means of Assessment for Outcome Identified Above

<p>2.2.1 Means of Program Assessment & Criteria for Success</p> <p>Using the data collected by the university on the Advisement Survey, each CAS department will score at or above 90% in the Fall survey. These data are not available yet, so a baseline is established.</p>
<p>2.2.2 Summary of Assessment Data Collected</p> <p>CRJC = 93.33 ENFL = 81.82 GOVT = 79.41 MATH = 92.31 NTSC = 82.43 NURS = 86.05</p>

<p>PAFA = 91.67 PSYC = 75.81 SOCI = 93.33 SWRK = ? Six out of nine department scored 90% or better. No data were available for Social Work students.</p>
<p>2.2.3 Use of Results to Improve The strategy of using PIN numbers will be continued as it appears to increase student access to and satisfaction with advisement. Special attention will be given to the Departments of English and Foreign Languages, Government and History, Natural Sciences, Nursing, and Psychology to implement strategies to improve their satisfaction scores. Efforts will be made to obtain data on graduate students.</p>

Part III: Assessment Plan (continued)

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

<p>3. Improve the curriculum planning, design and coordination rating for the university of 3.132 to 3.4 on the Campus Quality Survey (1.2) (P1)</p>
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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 Program Assessment & Criteria for Success Results of the Campus Quality Survey</p>
<p>3.1.2 Summary of Assessment Data Collected The Campus Quality Survey for the university increased from 3.132 to 3.429.</p>
<p>3.1.3 Use of Results to Improve Continue to support position of Lead Assessment Coordinator, two CAS Assessment Coordinators, and Department Coordinators to guide assessment of all CAS academic programs.</p>

3.2 Second Means of Assessment for Outcome Identified Above

<p>3.2.1 Means of Program Assessment & Criteria for Success Obtain specialized accreditation in at least one new program</p>
<p>3.2.2 Summary of Assessment Data Collected Letter from Academy of Criminal Justice Association stating that the undergraduate program in the Department of Criminal Justice received full 10-year certification.</p>
<p>3.2.3 Use of Results to Improve Continue efforts to seek accreditation in Computer Science, Music, Psychology, and Chemistry.</p>

Part III: Assessment Plan (continued)

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

4. Establish at least three new partnerships and collaborations within the College of Arts and Sciences. (5.1) (P5)

4.1 First Means of Assessment for Outcome Identified Above (align with strategic plan accountability measures)

4.1.1 Means of Program Assessment & Criteria for Success

Review the list of newly signed MOUs with international universities in 2008-2009 which engage CAS programs.

4.1.2 Summary of Assessment Data Collected

New MOUs were signed with:
University of Western Cape in South Africa
Covenant University in Lagos, Nigeria
University of Abuja in Abuja, Nigeria
Institute for Social Work in Tanzania
(Signed four new international agreements)

4.1.3 Use of Results to Improve

Work with the Provost, Chairs, and the Office of International Education to expand and maintain MOUs with other universities. Seek to renew, retain, and evaluate agreements which already exist to make sure they are functional and effective.

4.2 Second Means of Assessment for Outcome Identified Above

4.2.1 Means of Program Assessment & Criteria for Success

Review the list of signed MOUs with community colleges and high schools.

4.2.2 Summary of Assessment Data Collected

New MOUs signed with:
E.E. Smith High School (Math and Science Academy)
Dual Enrollment in Criminal Justice with Wayne Community College
(Signed two new MOUs with community colleges and high schools)

4.2.3 Use of Results to Improve

Continue our efforts to sign more Dual Enrollment Agreements in different disciplines and with different community colleges. Work with the Dual Enrollment Committee to improve the process for seeking, reviewing, and monitoring Dual Enrollment Programs. Seek to renew, retain, and evaluate agreements which already exist to make they are functional and effective.

Part III: Assessment Plan (continued)

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

5. Increase external funding by increasing grant proposals from 53 to 60. (6.2) (P6)

5.1 First Means of Assessment for Outcome Identified Above (align with strategic plan accountability measures)

5.1.1 Means of Program Assessment & Criteria for Success

Obtain data from Sponsored Research on the number of grant proposals

submitted by the College of Arts and Sciences
<p>5.1.2 Summary of Assessment Data Collected</p> <p>The number of grant proposals went down from 53 to 43. However, there was a 53% increase in the amount of money requested and the College of Arts and Sciences represented 86% of all grant proposals submitted by the university</p>
<p>5.1.3 Use of Results to Improve</p> <p>The Dean will work with the Provost to improve university support for sponsored research by the faculty. Assistant Dean Okunbor will continue to work with faculty by taking the lead on organizing committees to seek external funding. Work closely with the Faculty Research and Scholarship Committee to strategize on how to encourage and support faculty efforts to seek external funding.</p>

5.2 Second Means of Assessment for Outcome Identified Above

<p>5.2.1 Means of Program Assessment & Criteria for Success</p> <p>Obtain data from Sponsored Research on the amount of money requested in CAS grant proposals.</p>
<p>5.2.2 Summary of Assessment Data Collected</p> <p>Increased from just over \$16,000,000 to \$25,000,000</p>
<p>5.2.3 Use of Results to Improve</p> <p>The Dean will work with the Provost to improve university support for sponsored research by the faculty. Assistant Dean Okunbor will continue to work with faculty by taking the lead on organizing committees to seek external funding. Work closely with the Faculty Research and Scholarship Committee to strategize on how to encourage and support faculty efforts to seek external funding.</p>

Part III: Assessment Plan (continued)

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

<p>6. Increase private fund contributions to the College of Arts and Sciences from \$1,000 to \$4,500. (6.3) (P6)</p>

6.1 First Means of Assessment for Outcome Identified Above (align with strategic plan accountability measures)

<p>6.1.1 Means of Program Assessment & Criteria for Success</p> <p>Data gathered from Institutional Advancement on the amount of money contributed to the College of Arts and Sciences</p>
<p>6.1.2 Summary of Assessment Data Collected</p> <p>Increased from \$1,000 to over \$5,200, well above the \$4,500 target.</p>
<p>6.1.3 Use of Results to Improve</p> <p>Continue with another CAS Global Scholarship Campaign. Use the CAS Global Scholar to promote the program to the CAS faculty and staff.</p>

6.2 Second Means of Assessment for Outcome Identified Above

<p>6.2.1 Means of Program Assessment & Criteria for Success</p> <p>Data gathered from Institutional Advancement on the number of faculty and staff contributing to the College and Arts and Sciences.</p>

6.2.2 Summary of Assessment Data Collected

Increased contributions from CAS faculty/staff from 1 to 95

6.2.3 Use of Results to Improve

Launch the CAS Global Scholarship campaign earlier and develop strategies to increase participation.