

**FAYETTEVILLE STATE UNIVERSITY**  
**TITLE III HBCU/CCRAA/Master's Quarterly Report**

**Activity Director:** John Brooks

**Activity Title:** Student Success through Outreach, Advisement, Engagement, and Academic Enrichment and Support

**Period Covered:** Quarter: 1\_X 2\_\_ 3\_\_ 4\_\_ Year-End\_\_\_\_ Date:\_\_\_\_\_ January 2010

**Focus Area:** Academic Quality ( ) Student Support Services ( X )  
Fiscal Stability ( ) Administrative Management ( )

**1. Summarize the purpose/intent of this activity as it relates to the University's strategic plan and list the priority/priorities it addresses.**

This activity supports FSU Strategic Priority 1: Retention and Graduation Rates. This activity supports this strategic priority by strengthening the academic preparation of entering students; by providing effective academic support and advisement; by supporting instruction that engages students and effectively improves their core learning outcomes; and by providing programs for high-achieving students.

2. Discuss each objective in detail and include data to verify progress reported (attach all documents pertinent to the Activity's implementation).

Please add additional objectives and performance indicators to grid, as necessary.

Objectives	Performance Indicators/Anticipated Results	Describe the Methodologies Employed.	Describe progress made towards the performance indicator	Discuss Impact of Objective
<p><b>Objective 1.0: To improve first-year students' preparation for university-level study</b></p>	<p><b>1.1. By 2012, enable at least 75% of participants in outreach programs to enroll in college-level (non developmental) courses in their first semester at FSU</b></p> <p><b>1.1.1. At least 80% of first time students for spring semester attend First Steps.</b></p> <p><b>1.1.2. 100% of students requiring support will be identified</b></p> <p><b>1.1.3. 75% of eligible</b></p>	<p>1.1.1. First Steps: Provide early orientation for admitted students. Use EMT Retain to advertise and register students.</p> <p>1.1.2. Identify first-time students who require reading support, mathematics support, and/or writing support. Use admissions data and Accuplacer placement exams.</p> <p>1.1.3. Freshman Seminar:</p>	<p>1.1.1. Conducted First Steps for students entering Spring 2010. 33 out of 41 (80%) first-time freshmen attended First Steps.</p> <p>1.1.2. Placed students 100% of entering Spring 2010 in appropriate sections.</p> <p>Placed undecided</p>	<p>The better prepared students are, the more likely they are to succeed, persist, and graduate. Student success in college begins long before college. This objective seeks to improve student success by assessing student preparation and designing first-year class schedules that meet their level of preparation.</p>

Objectives	Performance Indicators/Anticipated Results	Describe the Methodologies Employed.	Describe progress made towards the performance indicator	Discuss Impact of Objective
	students will declare major by the end of the first year.	Provide Freshman Seminar for undecided students. Provide interest surveys and career development activities.	Freshmen into two sections of The Seekers Learning Community (51 students enrolled in Fall 2009).	
<b>Objective 2.0: To meet the goals for Retention and Graduation rates as set by university student success plan</b>	<p><b>2.1. By 2012, achieve one-year retention rate of at least 80%, compared to current 74.5%; four-year graduation rates of at least 30%, compared to current 14.2%, and six-year graduation rate of at least 47% compared to current 42.2%.</b></p> <p><b>2.1.1. Students who receive notices take corrective action; 40% of students receiving early alert complete course with C or better.</b></p> <p><b>2.1.1. 50% of students with midterm DF will complete course with C or better</b></p> <p><b>2.1.2. At least 80% of families of 2009 cohort will agree or strongly agree that program is helpful (new program - no baseline data); of students whose families participate in the program, 79% will return for second year (vs. 76% of non-participants)</b></p>	<p>2.1.1. Early Alert: Use EMT Retain to deliver weekly alert messages to students/ advisors about no-shows, excessive absences, and poor performance.</p> <p>2.1.2. Use EMT Retain to develop family support program; communicate with families via email; produce newsletter; conduct family orientations in First Steps.</p>	<p>39% of students receiving an early alert grade earned an A, B, or C.</p> <p>40% of students with a midterm DF earned a C or better.</p> <p>1102 messages sent to family, of which 314 (28.5%) were viewed. Conducting Parent Satisfaction Survey next quarter.</p>	<p>This objective has strengthened the University's ability to identify students experiencing academic difficulty early in the semester and to notify the people most likely to be able to assist the student: the advisor, family members, and academic support staff.</p> <p>This objective has also strengthened the University's ability to offer high quality academic support programs in core areas such as math, writing, and reading.</p> <p>Finally, this objective has increased the collaboration between Academic Affairs and Student Affairs to address the non-academic challenges</p>

Objectives	Performance Indicators/Anticipated Results	Describe the Methodologies Employed.	Describe progress made towards the performance indicator	Discuss Impact of Objective
	<p><b>2.1.3. 20 students per semester will participate. 75% of students who participate who actually return to school</b></p> <p><b>2.1.4. # of students who return as result of Return2FSU initiative will increase by at least 10% (baseline 205 in 2006)</b></p> <p><b>2.1.5. Average improvement of at least 12 points in reading; at least 75% of students who complete math lab will earn minimum required score.</b></p> <p><b>2.1.6. At least 80% of students who use lab will agree or strongly agree that tutors are helpful.</b></p>	<p>2.1.3. Collaborate with staff in Center for Personal Development to provide support and assistance to expectant/single mothers; brochures; website.</p> <p>2.1.4. Return2FSU; Use EMT Retain to contact students who have left FSU during the previous year; assist with readmission, financial aid, and bursar; advise returning students and follow-up monitoring; identify reasons for attrition and propose interventions in response to trends.</p> <p>2.1.5. Administer pre- and post-tests for students who complete reading lab and mathematics laboratory</p> <p>2.1.6. Supt: Follow College Reading and Learning Association (CRLA) guidelines in training tutors.</p>	<p>Held support group meetings regularly; average of 10 students attended, Counseled 11 expectant students individually.</p> <p>91.8% of 2009 cohort returned for Spring 2010.</p> <p>To be reported at end of academic year.</p> <p>Coordinators recommended switch to National Tutoring Association. 88% of respondents would recommend the Learning Center to other students. 98% of respondents found SI sessions helpful.</p>	<p>to student success.</p>

Objectives	Performance Indicators/Anticipated Results	Describe the Methodologies Employed.	Describe progress made towards the performance indicator	Discuss Impact of Objective
	<p><b>2.1.7. DFW rates for students who complete lab activities will be at least 5% lower than for students who do not.</b></p> <p><b>2.1.8. At least 80 students declare their major at the fair.</b></p> <p><b>2.1.9. At least 4 activities are conducted.</b></p> <p><b>2.1.10. 95% of all second year students will have an officially assigned advisor.</b></p> <p><b>2.1.11. Retention rates of</b></p>	<p>2.1.7. Supt: Provide effective academic support activities, including computer software and effective face-to-face tutoring in reading, mathematics, and writing.</p> <p>2.1.8. SYI: Conduct Majors Fair. Use EMT Retain to advertise.</p> <p>2.1.9. SYI: Conduct series of programs, workshops, majors fairs, SYI Pinning Ceremony, Sophomore Awards, and other activities that recognize second-year students and help them decide upon major. Use EMT Retain to advertise.</p> <p>2.1.10. SYI: Identify all second-year students who do not have declared major and/or who have GPAs below 2.0 and assign each an advisor and implement intrusive advisement strategies. Use EMT Retain to identify and communicate with students.</p> <p>2.1.11. Evening Academic</p>	<p>Attendance and progress improved. Made greater use of the Extension Grade. See Appendix 2.1.7.</p> <p>NA (Next quarter)</p> <p>What's New for U workshop established to present undecided student with new information on various majors. Student Success Workshops scheduled to assist student in maintaining academic success.</p> <p>100% of second-year students were assigned an advisor.</p> <p>Retention rates to be</p>	

Objectives	Performance Indicators/Anticipated Results	Describe the Methodologies Employed.	Describe progress made towards the performance indicator	Discuss Impact of Objective
	participants will be +/- 3 percent of same class.	Support Program. Provide evening academic support activities which include individual and group tutoring in mathematics, reading, writing and biology.	reported Q4. Participants had similar term GPA and earned hour percentages as comparable non-participants. Exception: Sophomores. Appendix, 2.1.11.	
<p><b>Objective 3.0: To reduce the number of courses with high rates (in excess of 30%) of DFW final grades</b></p>	<p><b>3.1. By 2012, reduce the number of courses with high DFW rates (in excess of 30% of final grades) to 17 from the current 35.</b></p> <p><b>3.1.1. At least 50 students will apply for 25 positions in courses with high attrition rates.</b></p> <p><b>3.1.2. The number of students who participate in SI will increase by at least 10% over current rate (baseline 1201 in fall 2006)</b></p> <p><b>3.1.4. At least 90% of faculty and at least 75% of students will express satisfaction with SI services. Students who participate in SI will have average course grade of at least 2.35 (compared to current 2.3).</b></p>	<p>3.1.1. Supplemental Instruction (SI): Identify and train SI leaders.</p> <p>3.1.2. Use SI leaders and EMT Retain to advertise the SI program.</p> <p>3.1.3. Conduct SI sessions throughout the semester.</p> <p>3.1.4. Evaluate SI leaders and SI program results each semester.</p>	<p>SI leaders for Spring 2010 identified.</p> <p>516 students attended at least one SI session, vs. 332 in Fall 2008, an increase of 63%.</p> <p>97% of respondents to SI student survey found the sessions helpful. Students who attended at least one SI session had a DFW rate of 19.9%, vs. 32.3% of students in the same sections who did not attend SI. Average grade for students who attended</p>	<p>This objective has enabled the University to target high-enrollment, high-failure courses across the curriculum. DFW rates have decreased in a majority of these courses.</p>

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			one or more SI sessions was 2.49, vs. 2.14 for those who did not.	
<p><b>Objective 4.0: To provide effective academic advisement services</b></p>	<p><b>4.1. By 2012, to increase by at least three percentage points per year the percentage of students responding to the FSU Advising Survey who agree or strongly agree that they are generally satisfied with the quality of advisement at FSU, compared to the current 61.7%.</b></p> <p><b>4.1.1. 60 faculty advisors will complete at least two workshops during the semester.</b></p> <p><b>4.1.2. 80% of faculty with advisees below 2.0 will report contacts; 60% of students who meet at least twice with their advisors will improve their cumulative GPA each semester.</b></p> <p><b>4.1.3. Advisement survey results will improve by three percentage points each year; baseline: 61.7% (fall 06) agreed or strongly agreed that they were generally satisfied with advisement.</b></p>	<p>4.1.1. Design and conduct advisement workshops for faculty.</p> <p>4.1.2. Develop Student Success Program. Identify, communicate with, and track progress of students in academic difficulty.</p> <p>4.1.3. Improve academic advisement for all students through review of advisement survey results.</p>	<p>NA. Previous and next quarters.</p> <p>90% of advisors with Student Success students reported. 42% of students who met at least twice improved their cumulative GPA. See Appendix, 4.0.</p> <p>81% of 903 respondents indicated that they are generally satisfied with advisement. Goal: 70.1%. Fall 2008: 60.5%</p>	<p>This objective has improved the University's advisement services, both those of professional advising units such as University College and those of faculty advisors. Professional advising units have improved their ability to inform faculty advisors of risks to their advisees. Faculty advisors have received training to improve advisement strategies. And the University has better data on the impact of advisement across the University.</p>
<p><b>Objective 5.0: To</b></p>	<p><b>5.1. By 2012, reduce the</b></p>			<p>This objective has</p>

Objectives	Performance Indicators/Anticipated Results	Describe the Methodologies Employed.	Describe progress made towards the performance indicator	Discuss Impact of Objective
<p>achieve high levels of student engagement in educationally purposeful activities inside and outside the classroom as measured by National Survey of Student Engagement (NSSE).</p>	<p>number of items on which FSU students ratings are below those of other Masters I institutions; reduce below-peer ratings for first year student from current 10% to no more than 5%; reduce below-peer ratings for seniors from current 32% to no more than 20%.</p> <p><b>5.1.1. At least 4 activities are conducted.</b></p> <p><b>5.1.2. 90% of first-year freshmen will complete the CSI; 80% will meet with their instructor.</b></p> <p><b>5.1.3. At least 80% of students in Freshman Seminar attend.</b></p> <p><b>5.1.4. First-year retention rates will rise at least one percentage point per year until they reach 80% by 2012.</b></p>	<p>5.1.1. Collaborate with Student Affairs to increase student involvement in lectures, seminar, cultural programs, student development activities, and other co-curricular activities.</p> <p>5.1.2. Follow-up interviews and interventions based on College Student Inventory.</p> <p>5.1.3. Freshmen attend university-wide programs such as Convocation, Founders Day, and others.</p> <p>5.1.4. PALs. Select students to serve as Bronco Peer Academic Leaders (PALS); train students to interact with first year students in ways that will promote</p>	<p>Freshman Seminar students visited Center for Personal Development. Freshman Seminar students used Student Affairs social networking site.</p> <p>94.6% of first-year freshmen took the CSI. 85% met with instructor.</p> <p>NA. Previous and next quarters.</p> <p>To be reported in Quarter 4.</p>	<p>enabled the University to embark upon several high-impact pedagogical strategies designed to increase student engagement: Learning Communities, Reading Clubs, and cultural co-curricular events.</p>

Objectives	Performance Indicators/Anticipated Results	Describe the Methodologies Employed.	Describe progress made towards the performance indicator	Discuss Impact of Objective
	<p><b>5.1.5. At least 75% of learning communities will incorporate an integrative assignment; 80% of students will report higher levels of collaboration and integration on surveys.</b></p> <p><b>5.1.6. At least 75% of first-year freshmen will remain in learning communities; at least two second-year learning communities will be created. Enough learning communities that all first-time students can be enrolled in a learning community.</b></p> <p><b>5.1.7. Reading Club Selection chosen.</b></p> <p><b>5.1.8. Facilitators identified and contracts signed. Blackboard site developed; students e-mailed</b></p> <p><b>5.1.9. 70% of first-year freshmen participate; NSSE items on discussion of readings outside of class will be at least 2.0 (“sometimes”)</b></p>	<p>student success.</p> <p>5.1.5. Learning Communities. Conduct three workshops for faculty teaching in learning communities; faculty will plan co-curricular activities develop strategies for increased collaboration.</p> <p>5.1.6. Learning Communities. Recruit faculty for learning communities; schedule classes; enroll students during First Steps.</p> <p>5.1.7. Reading Club. Determine selection for upcoming year.</p> <p>5.1.8. Reading Club. Recruit and train faculty discussion leaders.</p> <p>5.1.9. Reading Club. Conduct discussion sessions with students during Orientation. Conduct follow-up activities in Freshman</p>	<p>LC assessment workshop held 12/15/2009. 80% of students agreed or strongly agreed with items related to integration, but down slightly from Fa08. See Appendix, 5.1.5-6.</p> <p>NA. next quarter.</p> <p>Blackboard website created and input solicited from students and faculty.</p> <p>NA. Next quarters.</p> <p>Freshman Seminar instructors included Reading Club discussion in Freshman Seminar. NSSE results in Q4.</p>	

Objectives	Performance Indicators/Anticipated Results	Describe the Methodologies Employed.	Describe progress made towards the performance indicator	Discuss Impact of Objective
	compared to 1.88.	Seminar.		
<p><b>Objective 6.0: To ensure that programs and instruction at FSU “add value” to student learning</b></p>	<p><b>6.1. By 2012 increase the CLA assessment of “value added” in analytical reasoning, critical thinking, and writing skills to “above expected” from the current “at expected.”</b></p> <p><b>6.1.1. Review of results of CLA, National Survey of Student Engagement (NSSE); sharing of data and information through Blackboard</b></p> <p><b>6.1.2. “Value Added” on CLA will be at least “above expected;” currently “at expected;” NSSE scores below peer institutions will be 5% for first year students and 20% for seniors (baseline: 10% freshmen; 32% seniors)</b></p> <p><b>6.1.3. 67% of first-year students will have documented improvement in critical thinking and writing skills.</b></p>	<p>6.1.1. Administer CLA and incorporate into Freshman Seminar.</p> <p>6.1.2. Establish systematic process for reviewing student success data and recommending improvements based on the data</p> <p>6.1.3. Implement Core Learning Outcomes Portfolio in Freshman Seminar</p>	<p>Administered CLA-like test at beginning and end of Freshman Seminar I. See Appendix, 6.0.</p> <p>NSSE to be administered Spring 2010.</p> <p>Introduced Core Learning Outcomes Portfolio in Fall 2009 Freshman Seminar. To be continued Spring 2010.</p>	<p>This objective has strengthened the University’s focus on core learning outcomes, especially critical thinking and writing. Through faculty workshops, course redesign, and student assessment, the University is developing and implementing a comprehensive plan to assess and improve critical thinking and writing skills.</p>
<p><b>Objective 7.0: To provide programs of academic enrichment for high-achieving and highly motivated</b></p>	<p><b>7.1. By 2012, the percentage of first-time students with SAT &gt; 1000 will increase to 30% compared to current 13%; one year-retention rate</b></p>			<p>This objective has enabled the University to develop its capacity to challenge and engage high-ability</p>

Objectives	Performance Indicators/Anticipated Results	Describe the Methodologies Employed.	Describe progress made towards the performance indicator	Discuss Impact of Objective
students.	<p>for high-ability students (SAT &gt; 1000) will increase to at least 85% compared to current 73%; four-year graduation rate will increase to 30% compared to current 15.2%</p> <p><b>7.1.1. At least 18% of 2010 freshman class will have SAT of 1000+.</b></p> <p><b>7.1.2. At least 50% of high ability students in the fall 2010 freshman class will apply for admission to the honors program.</b></p> <p><b>7.1.3. At least 90% of students will be contacted at least once per semester.</b></p>	<p>7.1.1. Communicate with prospective students and applicants with 1000+ SAT score to inform them about the honors program and to encourage them to attend FSU to participate in the honors program.</p> <p>7.1.2. Communicate with all new students in with 1000+ (verbal+math) SAT scores to inform them of the honors program and encourage them to apply for admission to program.</p> <p>7.1.3. Identify all currently enrolled students with 1000+ SAT scores and communicate with them to make sure they have declared majors, have assigned advisors, are on track to graduate; invite them to programs (job fairs, workshops,)of potential interest, and</p>	<p>To be reported 2<sup>nd</sup>-4<sup>th</sup> quarters. Percentage of 2009 Cohort with a SAT 1000+ 58/759 had a SAT 1000+ in the 2009 Cohort (7.6%)</p> <p>To be reported Q2</p> <p><b>Communicated</b> with 90% of 1000 plus SAT students  <b>Implemented:</b> GSC Open House; PASS ; Study Abroad Symposium  <b>Service Learning:</b> Honors Newsletter; Community Service Day  <b>Plan</b> to add 3 new Honors in the Major Degree contracts—enabling more</p>	students.

Objectives	Performance Indicators/Anticipated Results	Describe the Methodologies Employed.	Describe progress made towards the performance indicator	Discuss Impact of Objective
	7.1.4. One-year retention rate of high-ability students will increase from 73% to 77%.	provide assistance as needed. Encourage their application to honors program as appropriate.  7.1.4. Implement programs and activities that will enrich academic experiences of high-ability students, to include workshops, travel, research experiences, service learning and other activities.	1000 plus to HIM; Global Awareness Day  1Year Retention Rate for 2008 SAT>1000 students 48/73 of the 2008 Cohort members with an SAT >= 1000 came back (65.75%)	

3. List salaries, equipment, materials, or supplies purchased with Title III during this quarter.

Activity Objective	Equipment (\$5000 +)	Supplies (under \$5000)	Salaries	Total
1.0 EMT Retain License	\$4,550			\$4,550
2.0 EMT Retain License Coordinators** Freshman Counselor SYI Coordinator Evening Acad Support Director Tutors	\$4,550		\$28,662 \$9,554 \$9,554  \$9,554 \$3,800	\$65,674
3.0 SI Coordinator SI Leaders			\$9,554 \$15,198	\$32,592

<b>SI Resource Center EMT Retain License</b>	\$4,550	\$3,290		
<b>4.0 EMT Retain License</b>	\$4,550			\$4,550
<b>5.0 Learning Communities Contracts</b>			\$7,760	\$7,760
<b>6.0 CLA Contracts</b>			\$5,173	\$5,175
<b>7.0 Honors Coordinator</b>			\$9,554	\$9,554
<b>Total</b>	\$18,200	\$3,290	\$95,431	\$116,921

Budget Notes:

\*EMT Retain supported objectives 1-4. The cost of the license was divided among those objectives.

\*\*Salaries are approximate. Total salary expenditures were divided by number of full-time positions to approximate money spent on each position.

**4a. Summarize all Title III-funded travel for the current quarter.**

<b>Activity Objective</b>	<b>Conference/ Workshop</b>	<b>Location &amp; Dates of Attendance</b>	<b>Number of Faculty/Staff Attended</b>	<b>Number of Students Attended</b>	<b>Amount Expended</b>
1.0					
2.0					
3.0					
4.0					
5.0	Learning Communities		1	0	Not yet posted;

	Conference				to be reported Q2
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**4b. Discuss how information/knowledge gained from each trip listed above will assist in meeting the activity’s goals and objectives.**

The Learning Communities conference allowed the Learning Communities Faculty Coordinator to get information on current developments in Learning Communities practice.

**5a. Summarize all campus consultants/workshops sponsored by Title III during the current quarter.**

Activity Objective	Identify the Number of Faculty/Student Participants	Discuss purpose of visit/workshop
1.0		
2.0		
3.0		
4.0		
<b>5.0 Learning Communities Assessment Workshop.</b>	20 faculty	Assess results of integrative assignment projects.

**5b. Discuss how the results/knowledge obtained from each workshop and/or consultant will enhance or be implemented into your program (Indicate the date that travel reports for each attendee was submitted; attach a copy of consultants’ reports.)**

The Learning Communities Assessment Workshop enabled faculty participants to share the results of their integrative assignment projects. Participants learned new strategies for future learning communities. Results of the Learning Communities Student Survey were also shared.

**6. Discuss problems you are experiencing in meeting the activity objectives (i.e. change in organizational structure, key personnel or departmental priorities).**

Given the population we serve of economically disadvantaged and marginally prepared students, meeting our retention and graduation goals will be a challenge. Budget cuts have eliminated the campus teaching and learning center, drastically reducing the faculty development we can do. Although not directly supported by this activity, faculty development is key to producing instructors who can effectively teach our students. This places an additional burden on the academic support programs this activity does fund.

However, we have filled two key positions that were vacant last year—The Coordinators for Developmental Writing and Developmental Math. In addition to providing more supervision and training for our tutoring staff, these positions have aggressively reached out to faculty, informing them about our programs and helping them incorporate academic support into their courses.

University College and the programs this activity supports have made extensive use of the expanded Extension Grade policy to encourage and reward the use of academic support.

In short, most of the news so far this year is good.

Two areas continue to be special challenges:

- Attracting and retaining high-ability students. We are not meeting our goals with this population. The main reason is not the lack of a program but the lack of scholarship funds. Without significant financial incentives to attract and retain these students, any programs for these students will have at best modest results.
- Keeping second-year students on track to graduate in four years. The second year continues to be a challenge at FSU, as it is nation-wide. The institution has made great strides, as much in the introduction of pre-major programs in business and education as in the Second Year Initiative and Student Success programs supported by this grant.

Rising academic standards at FSU are both a challenge and an aid to meeting the goals of this grant. To the extent that raised standards encourages students to take advantage of the resources provided by this and other activities, they encourage student success. However, in the short term these standards will undoubtedly hurt some students. To meet this challenge, we have redoubled our commitment to early alert and intervention, to the Extension Grade program, and to the Student Success program for students in academic difficulty.

**7. Discuss any recommendations that you have to make that would facilitate the accomplishment of this activity's objectives and performance indicators, including technical assistance that you may need.**

None at present.

## Appendix. Supporting Documentation

**Objective 2.0. To meet the goals for Retention and Graduation rates as set by university student success plan.**

### 2.1.1. Early Alert Results.

<p style="text-align: center;"><b>Final Grade after Early Alert</b></p> <table border="1"> <caption>Final Grade after Early Alert Data</caption> <thead> <tr> <th>Year</th> <th>ABC (%)</th> <th>DFW (%)</th> </tr> </thead> <tbody> <tr> <td>Fa07</td> <td>32%</td> <td>18%</td> </tr> <tr> <td>Fa08</td> <td>35%</td> <td>15%</td> </tr> <tr> <td>Fa09</td> <td>39%</td> <td>11%</td> </tr> </tbody> </table>	Year	ABC (%)	DFW (%)	Fa07	32%	18%	Fa08	35%	15%	Fa09	39%	11%	<p>Over the past three years, the percentage of ABC grades earned after an alert grade has increased from 32% to</p>				
Year	ABC (%)	DFW (%)															
Fa07	32%	18%															
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Fa09	39%	11%															
<p style="text-align: center;"><b>ABC after Interim Grade by Period</b></p> <table border="1"> <caption>ABC after Interim Grade by Period Data</caption> <thead> <tr> <th>Year</th> <th>No-Show (%)</th> <th>Early Alert (%)</th> <th>Midterm (%)</th> </tr> </thead> <tbody> <tr> <td>Fa07</td> <td>25.5%</td> <td>20.5%</td> <td>33.0%</td> </tr> <tr> <td>Fa08</td> <td>26.0%</td> <td>26.5%</td> <td>35.0%</td> </tr> <tr> <td>Fa09</td> <td>25.5%</td> <td>31.5%</td> <td>39.5%</td> </tr> </tbody> </table>	Year	No-Show (%)	Early Alert (%)	Midterm (%)	Fa07	25.5%	20.5%	33.0%	Fa08	26.0%	26.5%	35.0%	Fa09	25.5%	31.5%	39.5%	<p>Over the past three years, the percentage of ABC grades earned after</p> <ol style="list-style-type: none"> <li>1. An early alert grade (weeks 3-7) increased from 22% to 32%</li> <li>2. A midterm alert grade increased from 33% to 40%.</li> </ol>
Year	No-Show (%)	Early Alert (%)	Midterm (%)														
Fa07	25.5%	20.5%	33.0%														
Fa08	26.0%	26.5%	35.0%														
Fa09	25.5%	31.5%	39.5%														



## 2.1.7: Academic Support Participation and Grades

<b>LC Math and MATH 121, 123, 129</b>						<p>The DFW rate for students who visited the Math Lab at least once was 17.8%, vs. 27.4% for those who did not, a difference of 8.6 percentage points.</p>	
Visits	N	Grd	DFW %	Prof Alg	SAT M		
0	1360	2.61	27.4%	60.9	425		
01 to 3	51	2.98	17.6%	39.0	405		
04 to 6	19	2.12	31.6%		380		
07 to 9	13	2.67	15.4%	49.0	457		
10+	15	3.07	6.7%		380		
Total	1458	2.62	26.7%	60.5	425		
<b>LC Writing and ENGL 108, 110, 120 (FFR)</b>						<p>The DFW rate for students who visited the Writing Center at least once was 15.9%, vs. 29.1% for those who did not, a difference of 13.8 percentage points.</p>	
Visits	N	Grd	DFW%	HGP A	SAT V		
0	562	2.26	29.1%	2.67	411		
<b>01 to 3</b>	<b>97</b>	<b>2.61</b>	<b>18.6%</b>	2.72	421		
<b>04 to 6</b>	<b>16</b>	<b>2.93</b>	<b>12.5%</b>	2.65	403		
<b>07 to 9</b>	6	3.40	16.7%	2.94	394		
<b>10+</b>	3	3.67	0.0%	2.84	435		
Total	684	2.35	26.9%	2.68	412		
<b>CRISS Lab, Term GPA, and Reading Scores</b>						<p>The CRISS Lab reports absences rather than attendance to facilitate coordination with the Freshman Seminar. Students with no absences had on average 2.6 hours of DFW grades, vs. 5.5 for those with 1 or more absences.</p>	
Absences	N	TGPA	TDFW	HGPA	ProfR		SATV
0	46	2.37	2.6	2.03	58.2		385
01 to 3	92	2.09	2.8	2.19	56.3		379
04 to 6	37	<b>1.60</b>	<b>5.9</b>	2.21	55.4		382
07 to 9	29	<b>1.26</b>	<b>7.6</b>	2.17	58.3		381
10+	8	<b>0.64</b>	<b>11.3</b>	2.25	55.8		353
Grand Total	212	1.90	4.3	2.16	56.8		380
<b>SI Attendance and Grades</b>						<p>Students who attended at least one SI session had a DFW rate of 19.9%, vs. 32.3% of students in the same sections who did not attend SI.</p>	
Visits	N	Crs Grd	DFW%				
0	1419	2.14	32.3%				
01 to 3	286	2.25	26.5%				
04 to 6	88	<b>2.44</b>	<b>19.5%</b>				
06 to 9	51	<b>2.78</b>	<b>13.7%</b>				
10+	91	<b>3.18</b>	<b>2.2%</b>				
Grand Total	1935	2.24	28.9%				

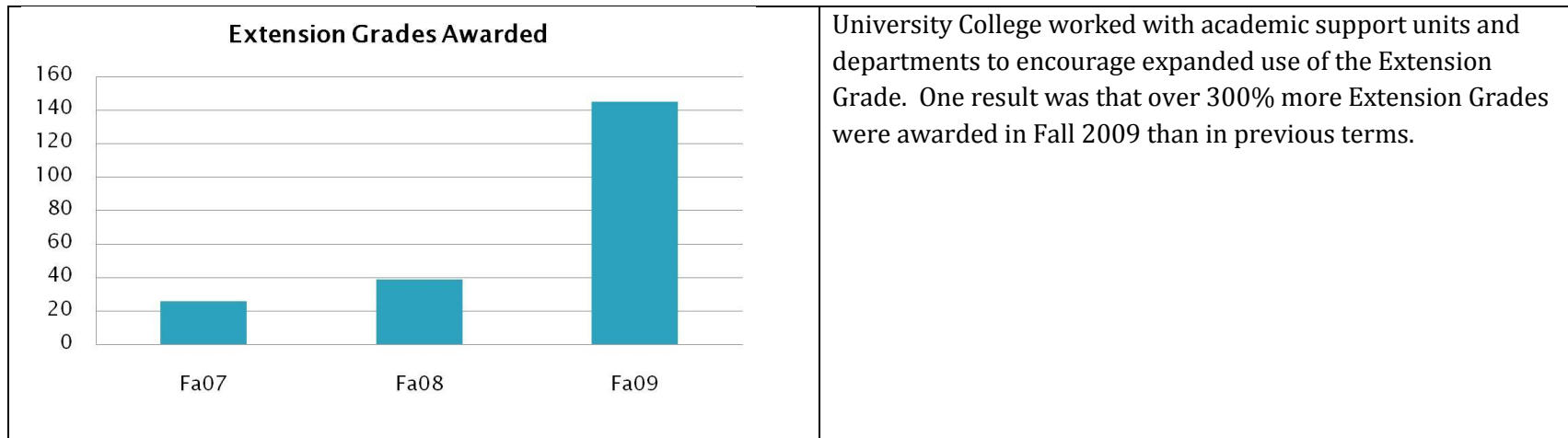
### 2.1.7: The Extension Grade

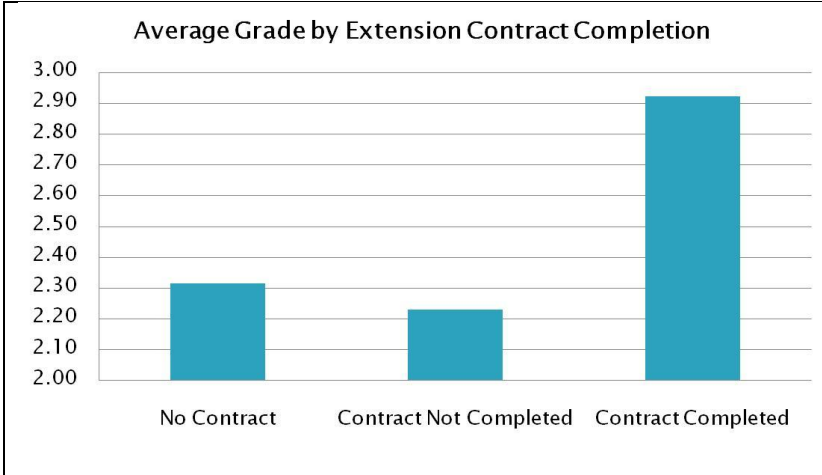
The Extension Grade may be awarded to students who fulfill the terms of an Extension Grade Contract. The Contract specifies that the student must

- Attend class regularly and complete all course requirements.
- Attend at least ten hours of academic support.

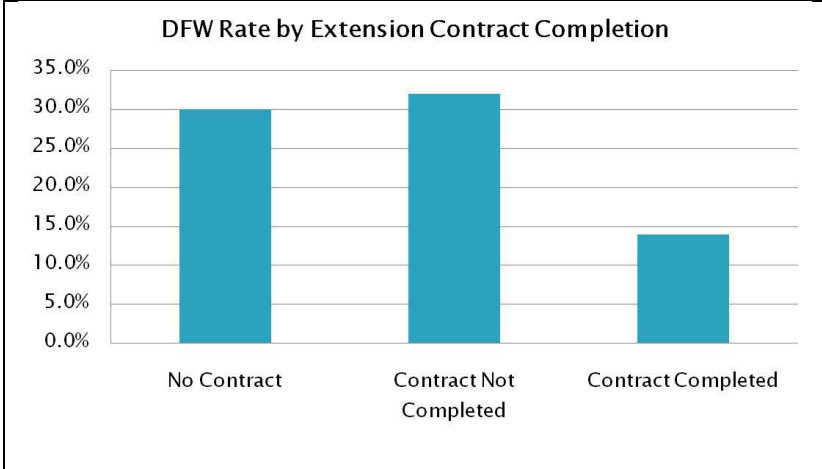
Students who fulfill the terms of the contract and still earn a grade of D or F may be awarded the Extension Grade D or F. An Extension Grade is not calculated into the GPA. The student must enroll in the course the next semester; otherwise, the Extension Grade is converted to a D or F. If the student does enroll and succeeds in the course the second time, the course is not counted as one of their five course repeats. Hence the Extension Grade encourages academic support, protects the student's GPA, and extends the number of course repeats.

Previously available only for a limited number of first-year core courses, as of Fall 2009 the Extension Grade was available for any course for which academic support exists.

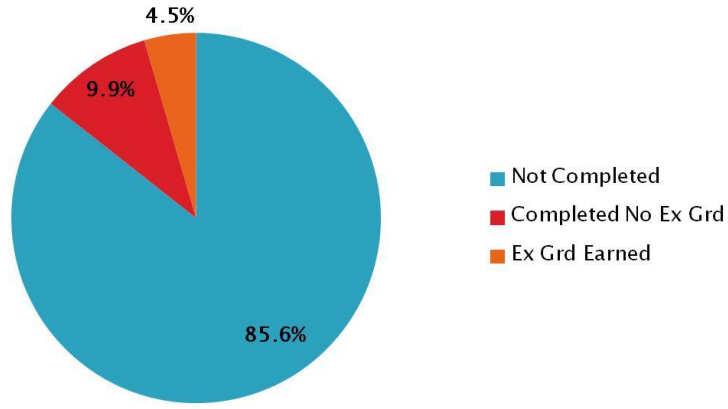




More important than Extension Grades awarded were the Extension Grades avoided by students who fulfilled the terms of their Extension Grade contract. Students who completed their contract had a significantly higher grade than those who either had not contract or did not complete the terms of a contract.

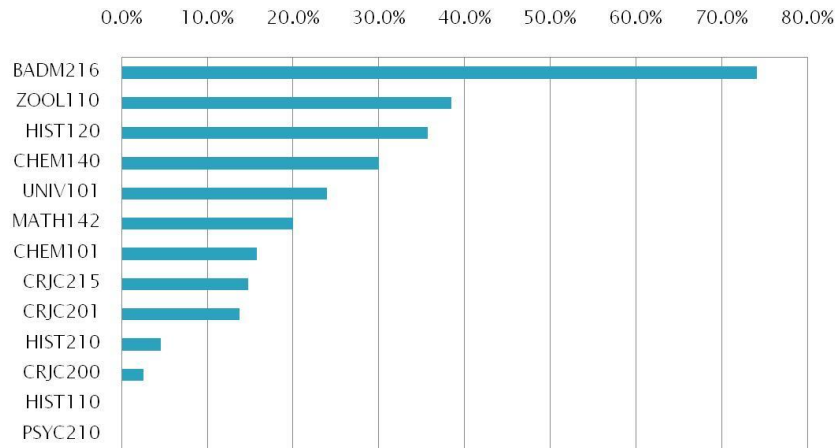


Students who completed Extension Grade contracts also had a significantly lower rate of D, F, or W grades.



Unfortunately, most students with Extension Grade contracts did not fulfill the terms of the contract. This is an area in which we will attempt to improve in Spring 2010.

**Extension Contract Completion by Course**



Extension contract completion varied widely by course. Follow-up research will seek the reasons for this variation.

### 2.1.11. Evening Academic Support Program

Term GPA	Athlete Tutoring	
	No	Yes
<b>Freshman</b>	<b>2.16</b>	<b>2.10</b>
<b>Sophomore</b>	<b>2.04</b>	<b>1.37</b>
<b>Junior</b>	<b>2.34</b>	<b>2.69</b>
<b>Senior</b>	<b>2.72</b>	<b>2.78</b>

Term Percent	Athelete Tutoring	
	No	Yes
<b>Freshman</b>	<b>70.8%</b>	<b>80.3%</b>
<b>Sophomore</b>	<b>70.4%</b>	<b>58.8%</b>
<b>Junior</b>	<b>76.6%</b>	<b>84.7%</b>
<b>Senior</b>	<b>84.8%</b>	<b>85.1%</b>

Because many of the Evening Academic Support students are student-athletes, we decided to compare Evening Academic Support participants with student-athletes who did not participate.

Program participants had comparable GPAs and a higher percentage of earned hours than non-participants. The exception was Sophomore participants, who did worse than their peers in both GPA and percentage. University College will investigate further to determine the reasons for this result.

### 2.1 Coordinator Activity

#### Coordinator for Developmental Math

- Worked with Math Department to coordinate tutoring assistance for Math 121 and Math123 and laboratory activities.
- Supervised and managed the operation of Mathematics Laboratory within the University College Learning Center.
- Provided in the Mathematics Laboratory a variety of programs to help students improve their math skills. (calculator usage, note taking skills information, group tutoring)
- Recruited, interviewed, employed, trained, and evaluated work of 14 peer tutors (11 paid, 3 volunteers) in the Mathematics Laboratory.
- Instruct Math123, College Algebra for the Mathematics Department.

- Collected data on student attendance in laboratory sessions for Math 121 and 123 and other mathematics courses which includes, Calculus and Statistics. Data was also collected for student attendance for courses that utilize math such as Accounting, Economic, Physics, and Chemistry.
- Reported data to the Mathematics Department and its Faculty.
- Intervened with students who needed more time with class assignments to be completed in the math lab and with students who were not attending the math lab.
- Prepared and assisted with the assimilation of EX Grade Contract to students visiting the University College Learning Center and to all mathematics instructors along with instructors who requested the EX Grade Contract.
- Attended scheduled meetings within the University College Learning Center, the Department of Mathematics and the University College. (i.e. Developmental Education Committee, Coordinators Meeting, Freshman Seminar Meetings, Tutor Meetings)
- Attended grant workshop hosted by the Sponsored Research and Programs.
- To create and distribute information about the University College Learning Center to be distributed.

#### Coordinator for Developmental Writing

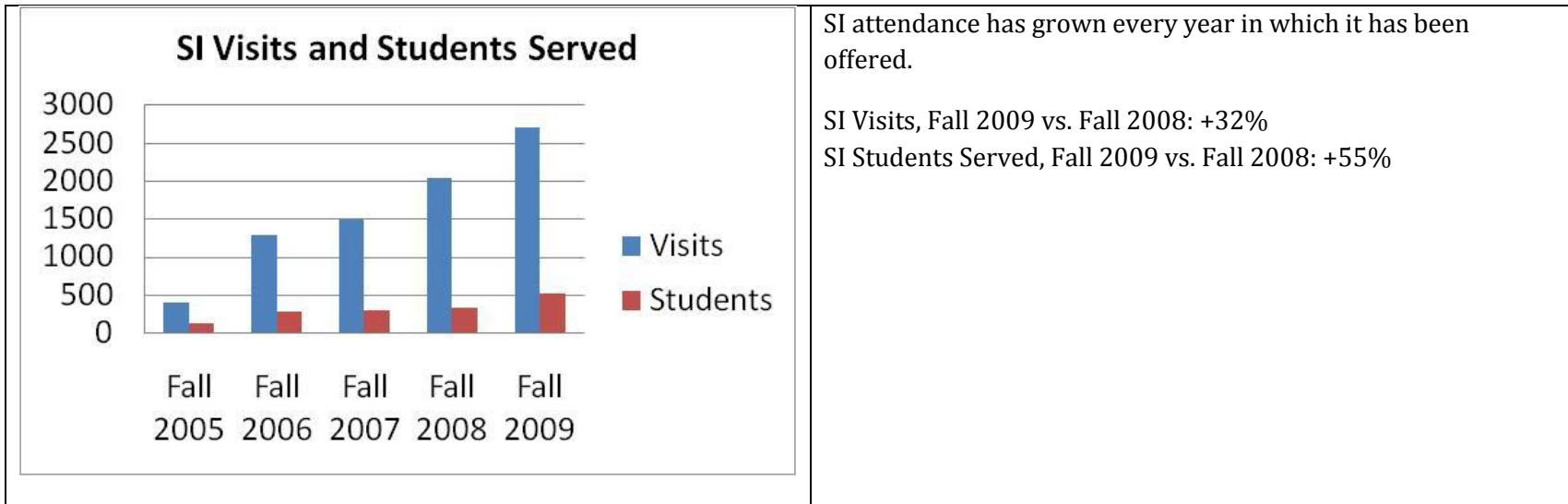
- Worked with faculty teaching ENGL 120 to ensure coordination of class and Writing Center activities.
- Supervised the operation of the Writing Center.
- Provided a variety of programs in the Writing Center to help students improve their writing skills.
- Identified, employed, trained, and evaluated work of 11 peer tutors in the Writing Center.
- Taught ENGL 120, Research and Documentation.
- Collected data on student attendance in laboratory sessions for ENGL 120 and other students utilizing the Writing Center, reported data to faculty, and intervened with students who needed to increase attendance.
- Attended a grant-writing workshop presented by the Office of Sponsored Research
- Worked extensively with ENGL faculty to introduce and implement Extension Grade policy for ENGL 110 and 120 students.
- Served on Reading Club committee and established a selection list for committee members to vote on

**Objective 3.1 To reduce the number of courses with high rates (in excess of 30%) of DFW final grades.**

**SI Attendance and Grades by Course, Fa09**

Course	N	Pct Att	Grd Att	Grd Not	Att-Not	DFW Att	DFW Not	DFW Not-Att
BADM216	54	55.6%	3.03	2.57	0.46	0%	17%	17%
BIOL150	86	8.1%	2.57	2.21	0.37	14%	29%	15%
CHEM101	43	32.6%	1.54	1.14	0.40	36%	62%	26%
CHEM140	95	16.8%	2.88	2.07	0.80	13%	32%	19%
CHEM160	37	21.6%	2.33	2.50	-0.17	25%	10%	-15%
CHEM221	53	17.0%	2.88	2.83	0.04	0%	5%	5%
CRJC200	129	43.4%	2.87	2.32	0.55	13%	30%	18%
CRJC201	77	39.0%	2.60	1.74	0.86	17%	43%	26%
CRJC215	40	62.5%	2.76	2.07	0.69	8%	33%	25%
CRJC220	76	18.4%	2.86	2.18	0.68	7%	24%	17%
CRJC300	40	12.5%		3.00	-3.00		0%	0%
HIST110	50	26.0%	2.31	1.54	0.76	31%	43%	12%
HIST120	88	42.0%	2.27	1.47	0.80	32%	63%	30%
HIST210	77	50.6%	2.51	2.21	0.30	13%	45%	32%
HUMN211	84	10.7%	3.00	3.28	-0.28	22%	16%	-6%
MATH123	50	30.0%	2.22	2.00	0.22	20%	31%	11%
MATH140	20	25.0%	0.75	0.82	-0.07	80%	80%	0%
MATH142	39	33.3%	1.27	1.85	-0.58	54%	50%	-4%
NSCI110	97	24.7%	1.54	1.84	-0.30	54%	31%	-24%
PHIL110	196	20.9%	2.54	1.98	0.56	17%	41%	24%
POLI210	83	14.5%	3.10	2.50	0.60	8%	23%	15%
PSYC210	100	10.0%	2.60	1.78	0.82	0%	36%	36%
SOCI210	118	20.3%	3.29	2.41	0.88	4%	21%	17%
SOCI331	80	35.0%	2.44	2.33	0.11	18%	25%	7%
SPAN110	47	14.9%	2.71	2.75	-0.04	0%	15%	15%
SPAN120	21	4.8%	2.00	1.59	0.41	0%	53%	53%
ZOOL110	55	43.6%	1.42	1.64	-0.23	50%	45%	-5%
Grand Total	1935	26.7%	<b>2.49</b>	2.14	0.35	<b>20%</b>	32%	13%

**N:** Enrollment of students in sections of each course with SI support  
**Pct Att:** Percent of students enrolled in SI sections who attended one or more SI session.  
**Grd Att:** Average course grade for students who attended SI  
**Grd Not:** Average course grade for students who did not attend SI  
**Att-Not:** Difference in average grade between those who attended SI and those who did not.  
**DFW Att:** Percent of students who received a final grade of DFW among those who attended one or more SI session.  
**DFW Not:** Percent of students who received a final grade of DFW among those who did not attend SI.  
**DFW Not-Att:** Difference in DFW% between those who did not attend SI and those who did.  
 In 19 out of 27 courses, grades were higher for students who attended at least one SI session. In 22 out of 27 courses, DFW rates were lower for students who attended at least one SI session.



### 3.1 SI Coordinator Activity, Oct-Dec 2009

- Expanded the SI Resource Center to include partitions, additional dry erase boards and computers for SI leaders.
- Implemented the use of mailboxes, all SI leaders have mailbox slots located in the SI Resource center; all paperwork transmission will be completed via mailbox (time and effort forms, timesheets etc). SI leaders are required to check their mailbox at least twice a week.
- Created five teams with 1 team leader (to divide SI leaders in smaller groups), I meet with each team leader once a week and supply them with the agenda and training (for the physical meetings), we have team meeting every other week and on the off week we conduct training/meeting via blackboard.
- Created a blackboard training website to alternate training and post announcements.
- Recruited, interviewed, employed, trained, and evaluated work of 23 SI leaders
- Hired a total 5 PHIL 110 SI leaders, which allows for SI to offer all PHIL 110 (a mandatory course for all students) academic support.
- Submitted a proposal to create a centralized academic support committee on campus.
- Submitted request and was approved to attend the SI Supervisory Training at University Missouri –Kansas City ( March6-8,2010)

- Submitted monthly SI attendance reports to faculty.
- Prepared and assisted with the assimilation of EX Grade Contract to students and faculty.
- Attended scheduled meetings (i.e. Developmental Education Committee, Coordinators Meeting, Freshman Seminar Meetings, and Staff Senate Meeting).
- Attended grant workshop hosted by the Sponsored Research and Programs.
- Attended Collage workshop to learn how to update and create web pages.
- Updated SI webpage to include photos of all SI leaders and their schedule.
- Assist with University College *First Steps*.
- Conduct spot checks on SI sessions, and visit classes.
- Create and distribute information about the University College Learning Center.
- Organized with the Surplus manager to have old book store items (book shelves, file cabinets etc) removed.

**Objective 4.0: To provide effective academic advisement services**

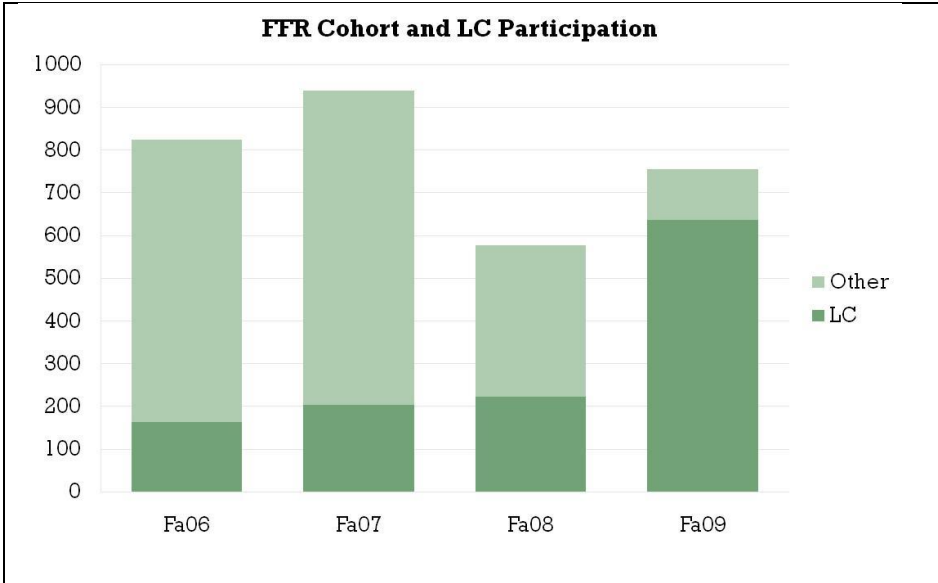
<p style="text-align: center;"><b>Progress of Student Success Students by Advisor Communication</b></p> <p>The chart shows that as the number of advisor communications increases, the percentage of students meeting all five criteria (CGPA2, TGPA &amp; TPct, Prog, NGPALT4, and NGPAGT4) also increases. For 0 communications, approximately 20% meet all criteria. For 1 communication, it rises to about 35%. For 2 communications, it reaches about 55%, and for 3 communications, it reaches about 75%.</p>	<p>N=530</p> <p><b>NGPAGT4:</b> Term GPA needed next term to bring cumulative GPA up to 2.0 &gt; 4.0 – in other words, cannot attain good standing.</p> <p><b>NGPALT4:</b> Term GPA needed to achieve good standing &lt; 4.0 – possible.</p> <p><b>Prog:</b> Progress - Term GPA &gt; Cumulative GPA</p> <p><b>TGPA &amp; TPct:</b> Term GPA &gt;= 2.0 and Term Earned Hours &gt;= 67% of Term Attempted Hours.</p> <p><b>CGPA2:</b> Cumulative GPA &gt;= 2.0 – i.e., academic good standing.</p> <p>Student Success students made progress in direct proportion to the number of communications with their advisor.</p>
<p style="text-align: center;"><b>Number of Student Success Advisor Communications</b></p> <p>The total number of student success students is highest for those with 1 communication (163) and lowest for those with 3 communications (95).</p>	<p>393 out of 530 (74%) Student Success students had at least one documented communication with an advisor.</p>

**Objective 5.0: To achieve high levels of student engagement in educationally purposeful activities inside and outside the classroom as measured by National Survey of Student Engagement (NSSE).**

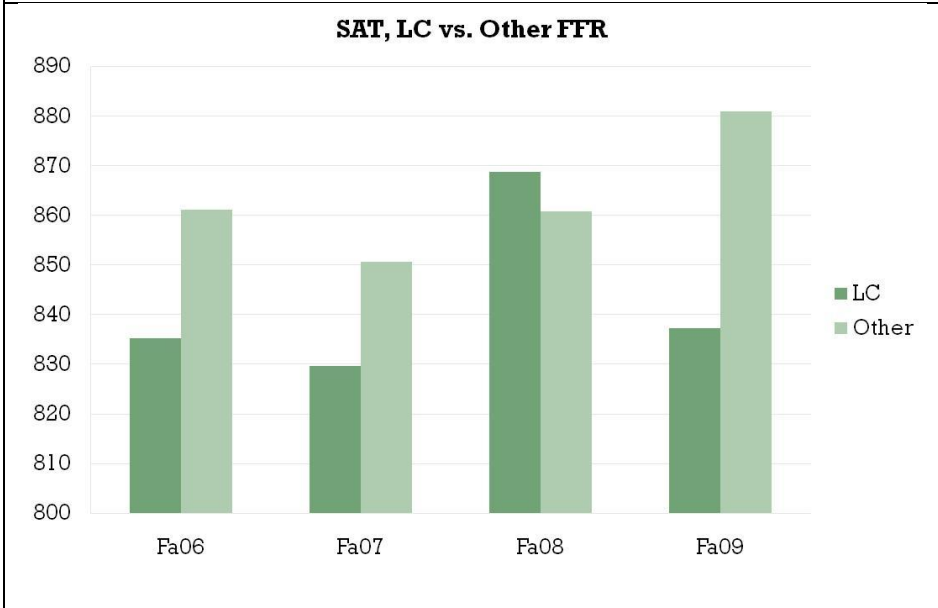
**Freshman Counselor Activities**

- Completed activities coordinated for Phi Eta Sigma and the Bronco Women Fall Semester. These activities are designed to explore the experience of improving their success by integrating social and academic skills, both formally and informally. Bronco Women & Men served as ushers for the 2009-2010 Fall Convocation.
- Met with the Bronco Women Organization to discuss and review the plans for the academic year. Its mission and purpose was shared with interested young ladies. A total of fifty-five freshmen joined the organization.
- Assisted with the administration of the College Student Inventory to first-time freshmen. The motivational assessment, general coping skills and receptivity to support services were discussed with each student. The purpose of the study is to keep the advisor and the student connected.
- Met with present and prospective Peer Academic Leaders (PALS) to discuss the program and goals for the 2009-2010 academic year. The program is designed to provide activities and services for freshmen that encourage balancing an academic, social, family and personal responsibilities through peer academic advising and mentoring. This success can be aided through the proper guidance from the faculty, staff and PALS, which will increase the freshmen's chances of being successful learners.
- Met with Phi Eta Sigma Freshman Honor Society to discuss and plan for the 2009-2010 Academic Year. Officers and committee members for the upcoming year were elected. A total of forty-five members were in attendance.
- Academic alert messages were sent to students and advisors. Students took corrective measures to improve on their academic status. Parents were alerted with reference to their student's academic alerts. The response and concerns from parents were overwhelming.

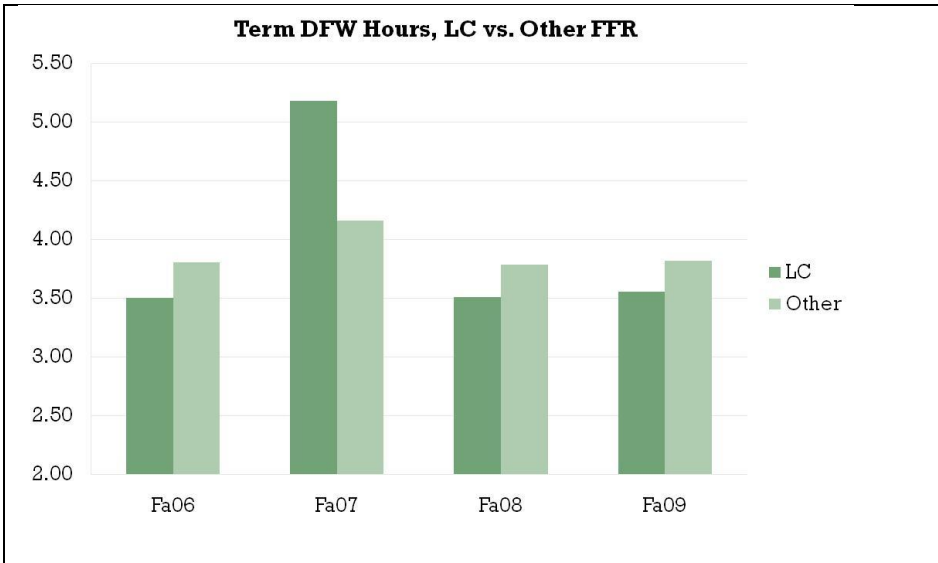
**5.1.5-6: Learning Communities**



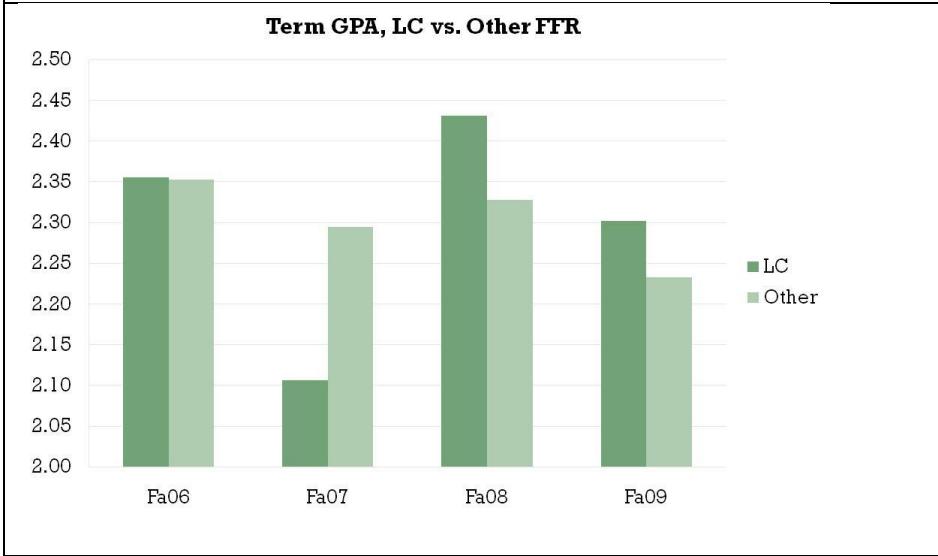
As part of last year’s plan, the size of the learning communities program was increased to make it possible for all entering first-year students to participate. Over 80% of these students were enrolled in a learning community, defined as enrollment in the Freshman Seminar and at least one other course in a given learning community. The remainder could not fit the learning community into their schedules for a variety of reasons. Nevertheless, learning community participation was 300% higher than any previous term.



Learning community participants had on average a lower SAT than non-participants.

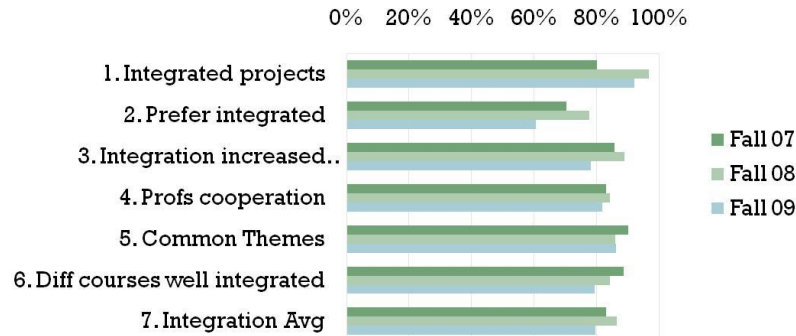


Learning community participants had fewer DFW hours than non-participants, despite their weaker academic preparation.



Learning community participants had a higher term GPA than non-participants, despite their weaker academic preparation.

### Integration of Learning Community Courses



About 80% of learning community participants agreed or strongly agreed with statements about integration of learning community courses. This was nearly as high as the previous two years. This result is remarkable, given that learning community participation was voluntary in previous years, but mandatory in Fall 2009. It also demonstrates that quality was not sacrificed to increase quantity.

**Objective 6.0: To ensure that programs and instruction at FSU “add value” to student learning**

<p style="text-align: center;"><b>Critical Thinking Rubric Scores, Fa09</b></p> <table border="1"> <caption>Critical Thinking Rubric Scores, Fa09</caption> <thead> <tr> <th>Level</th> <th>Begin</th> <th>End</th> </tr> </thead> <tbody> <tr> <td>3-Mastering</td> <td>17</td> <td>46</td> </tr> <tr> <td>2-Developing</td> <td>118</td> <td>161</td> </tr> <tr> <td>1-Emerging</td> <td>361</td> <td>197</td> </tr> </tbody> </table>	Level	Begin	End	3-Mastering	17	46	2-Developing	118	161	1-Emerging	361	197	<p>6.1.1. As part of its efforts to improve critical thinking and writing skills, University College administered a CLA-like assessment at the beginning of Fall 2009. Freshman Seminar included several follow-up assignments that emphasized critical thinking skills. A critical thinking rubric was developed and used to score the assessments. At the end of the semester, another CLA-like assessment was administered.</p> <p>At the beginning of the semester, less than 25% of students scored “Developing” or “Mastering”. At the end of the semester, over half did.</p>
Level	Begin	End											
3-Mastering	17	46											
2-Developing	118	161											
1-Emerging	361	197											
<p style="text-align: center;"><b>Change in Avg Rubric Score</b></p> <table border="1"> <caption>Change in Avg Rubric Score</caption> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Begin</td> <td>10.4</td> </tr> <tr> <td>End</td> <td>14.3</td> </tr> <tr> <td>(Goal)</td> <td>12.5</td> </tr> </tbody> </table>	Category	Score	Begin	10.4	End	14.3	(Goal)	12.5	<p>The improvement in scores surpassed goals and expectations.</p>				
Category	Score												
Begin	10.4												
End	14.3												
(Goal)	12.5												

