Report:	Assessment Plan Details for: • Provost and Vice Chancellor for Academic Affairs
	Report Generated by TaskStream
Workspace:	Operational Plan & Assessment Report - OPAR
Assessment Plan:	2009-10 Cycle: Assessment Plan and Assessment Findings
Assessment Plan Template:	OPAR Assessment Plan
Report Generated:	Friday, February 25, 2011

Measures and Findings

Provost and Vice Chancellor for Academic Affairs Unit Goals

1. Increase graduation rates.

80% retention

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.1.5.

Measures & Findings

80% of those who do not graduate re-enroll

Details/Description: FSU will measure retention in two ways. The first will be the standard method used throughout higher education which tracks re-enrollment and subsequent degree completion of students who enter as first-time, full-time first-year students. The second non-standard method will consider all students enrolled in fall 2009 who did not complete a degree in the academic year and determine the percentage of students who re-enroll in fall 2010. The retention rate based on the standard and non-standard methods will be at least 80%. The university will also apply the non-standard method to subgroups of students, including undergraduate and graduate students, transfer students, Pell recipients, military students, male and female students, and adult learners. See addendum on “Annual Retention Dashboard.”

Acceptable Target: The intended outcome for all groups of students is at least 80%.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for 80% of those who do not graduate re-enroll

Summary of Findings: The one-year retention rate from fall 2008 to fall 2009 was 70.1% compared to 67.6% for fall 2007 to fall 2008. The one-year retention rate from spring 2009 to spring 2010 was 68.4%, well below the 80% goal. Adult learners (student 25+ years of age) continue to have low retention rates.

Acceptable Target Achievement: Not Met

Recommendations : 1. Ask Transfer and Advisement Center to work with departments to consider ways of improving retention of adult learners.
2. Continue to require departments to monitor their year-to-year retention of majors and to address disparities for specific subgroups of students.

Reflections/Notes : The one-year retention data are drawn from the "Annual Retention Dashboard." This report is different from the traditional retention rates that focus exclusively on first-time, full-time freshmen. The Retention Dashboard monitors enrollment of all students from year to year. The plan was based on fall to fall retention and the assessment report refers to spring to spring retention rates.

Substantiating Evidence:

Retention Dashboard: Fall 2008 to Fall 2009 (Excel Workbook (Open XML))

Retention Dashboard: Spring 2009 to Spring 2010 (Excel Workbook (Open XML))

Average SAT scores and rank in graduating class

Details/Description: Average SAT scores and rank in graduating class will be used to measure likelihood of success at FSU. The Office of Admissions will develop a variety of recruitment strategies to enroll students with high likelihood of success.

Acceptable Target: At least 80% of first-time students in fall 2010 will have a verbal-math SAT score of 800 or higher (compared to 71% in fall 2008) and at least 67% will be ranked in the top half of their graduating class (compared to 58% in 2008).

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Average SAT scores and rank in graduating class

Summary of Findings: [NEED DATA - WILL BE AVAILABLE IN SEPTEMBER-OCTOBER 2010]

Acceptable Target Achievement:

Recommendations :

Reflections/Notes :

Substantiating Evidence:

Enrollment of military and adult learners

Details/Description: Enrollment of military students, their dependents, civilian employees of the Department of Defense, and adult learners will increase by at least 2% each year.

Acceptable Target: Enrollment of military students, their dependents, civilian employees of the Department of Defense, and adult learners will increase by at least 2% each year.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Enrollment of military and adult learners

Summary of Findings: 1) In fall 2008, 180 military students and 248 military dependents were enrolled for a total of 328. In fall 2009, 157 military students and 276 military dependents were enrolled for a total of 433. The enrollment increase for military students and dependents combined was 32%.

2) In fall 2009, FSU had 2,691 adult learners (25+) compared to 2,583 in fall 2008, an increase of 108 students, or 41.8%, in this category.

Acceptable Target Achievement: Met

Recommendations : Improve efforts to improve active-duty military students and veterans and to collect enrollment data on these students.

Reflections/Notes : Military personnel and military dependents self-report. Hence, data may not be accurate.

Substantiating Evidence:

Higher levels of satisfaction from students on surveys

Details/Description: Using various assessment instruments, such as the Student Satisfaction Inventory (SSI) and Campus Quality Survey (CQS), units and units that provide academic services will report higher levels of satisfaction from students and other users of services. Offices and units include the Chesnutt Library, Registrar, Financial Aid, academic departments, academic support, and other offices that provide academic support.

Acceptable Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

No Findings Added to Higher levels of satisfaction from students on surveys

NSSE item 12 >= 3.25

Details/Description: In response to NSSE item 12, “Overall, how would you evaluate the quality of academic advisement,” first-year students and seniors will give a rating of at least 3.25 (on a 1-4 scale in which 4 = excellent). (2009 average = 2.92 for FY students and 2.77 for Seniors)

Acceptable Target: In response to NSSE item 12, “Overall, how would you evaluate the quality of academic advisement,” first-year students and seniors will give a rating of at least 3.25 (on a 1-4 scale in which 4 = excellent). (2009 average = 2.92 for FY students and 2.77 for Seniors)

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for NSSE item 12 >= 3.25

Summary of Findings: Even though the average rating for freshmen improved from 2.92 in 2009 to 3.12 in 2010 and the senior rating improved from 2.77 in 2009 to 2.86 in 2010, the target was not met.

Acceptable Target Achievement: Not Met

Recommendations : Continue with ongoing efforts to improve academic advisement through the Advisement Improvement Mandate (AIM). Implementation of CAAP (online degree audit) will also contribute to improved advisement.

Reflections/Notes : The improved ratings corroborate evidence from the Advisement Survey that show student satisfaction with advisement is increasing.

Substantiating Evidence:

NSSE item 13 >= 3.25

Details/Description: In response to the NSSE item 13, “How would you evaluate your entire educational experience at this institution,” first-year students and seniors will give a rating of 3.25 or better (on a four-point scale where 4 is excellent). 2009 results: 2.89 for first-year students and 2.94 for seniors.)

Acceptable Target: In response to the NSSE item 13, “How would you evaluate your entire educational experience at this institution,” first-year students and seniors will give a rating of 3.25 or better (on a four-point scale where 4 is excellent). 2009 results: 2.89 for first-year students and 2.94 for seniors.)

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for NSSE item 13 >= 3.25

Summary of Findings: The 2010 NSSE results show no significant improvement in ratings: first year student rating increased from 2.89 to 2.94 and senior students increased from 2.94 to 2.96.
The Survey of Graduating Senior also asks students about entire educational experiences. The 473 seniors who completed the survey rated this item at 3.14 on a 1 – 4 scale where 1 = poor and 4 = excellent. The rating suggests that graduating students are generally satisfied with entire educational experiences at FSU.

Acceptable Target Achievement: Not Met

Recommendations : Departments will be required to review the data for their department. Comparisons between the departmental and university averages will enable departments to identify their relative strengths and areas of needed improvement. The results of the senior survey will be compared to the NSSE results when they are available to determine additional areas of strength and needed improvements. The Academic Affairs OPAR for 2010-11 will establish an intended outcome based on the Survey of Graduating Seniors and will require all departments to do the same.

Reflections/Notes : The Survey of Graduating Seniors was revised in 2009-10 to encompass wide range of questions that were previously asked of students in disparate surveys. Moreover, improvements in administration have enabled us to achieve 80%+ response rates. Students who complete the survey, but do not graduate are removed from the results. The high response rate, the fact that respondents are graduates, and availability of results in May means this sruvey will be a useful assessment tool for FSU. Not able to assess fully at this time.

Substantiating Evidence:

Performance of outreach programs

Findings for Performance of outreach

Details/Description: Outreach programs for pre-college students and adult learners will report that they have met or exceeded their goals for the number of prospective students to be served.

Acceptable Target: Outreach programs for pre-college students and adult learners will report that they have met or exceeded their goals for the number of prospective students to be served.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

programs

Summary of Findings: Educational Opportunity Center: The EOC is funded to serve 1,800 participants per year (August-July). In 2009-2010, as of 6/30/10, this unit served 1,826, slightly exceeding the funded requirement.

College Access Programs:
GEAR UP's program goal was to serve 2,261 participants for the 2009-2010 year and they did.

Educational Talent Search: ETS's program goal was to serve 700 participants for the 2009-2010 year and they did.

Upward Bound: Upward Bound's program goal was to serve 56 participants for the 2009-2010 year, and they exceeded their goal, servicing 64 participants.

Math Science Education Center:
- The MSEC increased participation from 2008-2009 [Pre-College—182 students; MSTC—12 students and Total—194] to [Pre-College—189, MSTC—35, ROBOTIC—21, and Total—245] in 2009-2010. This is an increase of 26% for overall participation.
- MSEC provided 9 workshops/institutes during the 2009-2010 academic year that addressed the mathematics/science instructional needs of surrounding counties and school districts, exceeding its goal of 6 workshops/institutes.
- MSEC serviced 20 FSU pre-service teachers, 2 community college instructors, 190 in-service teachers from the following counties: Cumberland, Hoke, Harnett, Lee, Moore, Montgomery, Bladen, Sampson, Robeson, Scotland, Durham, Charlotte/Mecklenburg, Brunswick, Onslow and Guilford.
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Acceptable Target Achievement: Met

Recommendations : MSEC should develop a target for number of participants served each year. The MSEC will utilize the assistance of the School of Education PDS Coordinator to assist with advertising its workshops/institutes in the regional school districts. The MSEC will also use school district 2009-2010 EOG and EOC data to emphasize the need for math/science professional development in the surrounding school districts.

Reflections/Notes : Three out of four units provided data to show that they met or achieved their targets. MSEC did not have a target though the unit served an increased number of participants in the pre-college program.

Substantiating Evidence:

2. Offer sustainable and engaging degree programs

2. All academic departments will demonstrate effectiveness

Measures & Findings

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.4.1., 1.4.2., 1.4.3., 1.4.4.

Departmental assessment of core learning outcomes

Details/Description: 100% of academic departments will present evidence of assessing core curriculum learning outcomes

Acceptable Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Departmental assessment of core learning outcomes

Summary of Findings: Item cannot be assessed because all unit reports have not yet been submitted.

Acceptable Target Achievement: Not Met

Recommendations : This item will be monitored closely in 2010-11.

Reflections/Notes :

Substantiating Evidence:

Departmental assessment of program learning outcomes

Details/Description: 100% of academic programs will present evidence of assessing program learning outcomes

Acceptable Target: 100% of academic programs will present evidence of assessing program learning outcomes

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Departmental assessment of program learning outcomes

Summary of Findings: This item cannot be assessed at this time because all unit reports have not been submitted.

Acceptable Target Achievement: Not Met

Recommendations :

Reflections/Notes : The assessment of program learning outcomes will be continued in 2010-11.

Substantiating Evidence:

Review productivity of degree programs

Details/Description: The Council of Deans will review degree productivity of all academic programs based on number of graduates in the past three years, 2006 – 2009, number of majors in fall 2009. At least 80% of all programs will meet the UNC requirements for program productivity. Of those that do not, the Council will recommend continuation only if the program presents a strong justification for continuation and has a plan to increasing enrollment.

Acceptable Target: At least 80% of all programs will meet the UNC requirements for program productivity.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Review productivity of degree programs

Summary of Findings: The Council of Deans met in June 2010 and assessed low productivity degree programs to strategic plan to either 1) submit a plan to grow the program, 2) discontinue the program, or 3) determine status of degree programs seeking specialized accreditation.

Acceptable Target Achievement: Met

Recommendations : Plans are to discontinue baccalaureate degree programs and master's degree programs in 2010-2011 as appropriate. Two degree programs discussed have already been discontinued (Business Education, Health Education). Two degree programs are seeking specialized accreditation (Theatre, General Music). Theatre is working with a consultant and NASM will conduct a site visit to assess the Music degree program in Fall 2010.

Reflections/Notes :

Substantiating Evidence:

Second-year students above expectation on CLA

Details/Description: Second year students in spring 2010 will achieve a score of at least “Above expectation” on the Collegiate Learning Assessment (CLA).

Acceptable Target: Second year students in spring 2010 will achieve a score of at least “Above expectation” on the Collegiate Learning Assessment (CLA).

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Second-year students above expectation on CLA

Summary of Findings: An institutional version of the CLA was administered as the rising junior exam in spring 2010. 60% of students scored at the emerging level; 26.8% scored at the developing level; and 9.9% scored at the mastery level.

Acceptable Target Achievement:

Recommendations : The results from the rising junior exam in spring 2010 will be used as baseline data for future administrations of the exam. Faculty development efforts will continue to emphasize embedding critical thinking, analytical reasoning, writing, and decision making into their courses.

Reflections/Notes : The rising junior exam was not scored according to "above expectations." Hence, we are unable to assess fully. Future targets will refer to the percentage of students who score at the emerging, developing, or mastery levels.

Substantiating Evidence:

Report onf CLA Rising Junior Exam (Word Document (Open XML))

Provides data on performance of students on CLA-like rising junior exam.

Specialized accreditation

Details/Description: The Division of Academic Affairs will support efforts of programs to achieve specialized accreditation. At least one program will earn specialized accreditation in 2009-10 and at least one more will be prepared for visit by an accrediting body.

Acceptable Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Specialized accreditation

Summary of Findings: No program earned specialized accreditation in 2010. In fall 2010, the Computer Science and Music programs will have site visits by accrediting teams from their respective professional associations.

Consultants visited the university to assist Chemistry, Psychology, and Visual Arts in preparing for specialized accreditation.

Acceptable Target Achievement: Not Met

Recommendations : We will use the consultant reports this year to guide program improvements in 2010-2011.

Reflections/Notes :

Substantiating Evidence:

SSI item of quality of instruction

Details/Description: Departments will review item 16 on the Student Satisfaction Inventory, “The instruction in my major field is excellent.”

Acceptable Target: The gap between importance and satisfaction will be reduced to less than .80. (Most recent rating; gap is 1.16; Importance = 6.29; satisfaction = 5.13)

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

No Findings Added to SSI item of quality of instruction

3. Promote economic transformation

3. 5 economic transformation projects

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 2.4.1.

Measures & Findings

Collaborations and partnerships with external agencies

Details/Description: Academic Affairs faculty and staff will develop collaborations and partnerships with external agencies, organizations, and institutions. These projects will result in joint grant proposals, projects, and activities.

Acceptable Target: FSU will participate in at least five of these activities with community partners.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Collaborations and partnerships with external agencies

Summary of Findings: The following summary indicates that nine different units within Academic Affairs completed projects in partnership with external agencies and institutions.

1. Through the expansion and growth of the SENCR-MIC and use of the microprobe, FSU has collaborated with other UNC institutions (UNC-Pembroke, NC State University, UNC-Chapel Hill, and UNC-Charlotte); with international institutions (Stockholm University and Mid-Sweden University); with Texas Christian University, and organizations such as NC Geological Survey, NC State Bureau of Investigation, NC Museum of Natural Sciences; and has partnered with General Dynamics ITES, and General Dynamics, Atlanta as a subcontractor.

2. The SBE Center for Entrepreneurship co-hosted the First Annual Green and Sustainability Business Conference in Cumberland County, in collaboration with PWC, Sustainable Sand Hills, and the Chamber of Commerce, to discuss best green practices.

3. On November 21, 2010, the School of Business and Economic Entrepreneurship Institute hosted a Youth Entrepreneurship Program for high school students in Cumberland County at the Doubletree Hotel.

4. The School of Education led the effort of FSU's participation in the national project, United We Serve. Several faculty and staff members volunteered at elementary and high schools in Cumberland County providing services such as tutoring sessions, professional development workshops for teachers, and a tobacco cessation and prevention seminar.

5. As part of the Fine Arts Series, several cultural programs were held and made available to the public.

6. The School of Education held the two-day Excellence in Teaching Institute in spring 2010.

7. The Institute for Community Justice was expanded as the Center for Community Justice and Service Learning. The Center was developed to provide a vehicle for promoting student development in the area of ethics and civic engagement, for achieving the FSU strategic priority to collaborate for service, service learning and outreach, and for fulfilling our mission as an engaged university. This unit developed 3 service-learning resource guides, held a course development workshop for faculty, assisted community organizations, and assisted faculty members in offering 14 service learning courses, resulting in 201

students completing 1,899 hours of service.

8. The School of Business and Economics received $25,000 seed money from Bank of America to start an Entrepreneurship Boot Camp for the Wounded Warriors.

9. The College of Arts and Sciences initiated or supported several agreements with educational partnerships:
- International partners: St. George's University in Grenada, Inner Mongolia Normal University, China; Baotou Teacher's College, China; State Higher Vocational School in Krosno, Poland.
- Dual Enrollment Agreements with Fayetteville Technical Community College (Psychology, Math, Nursing) and Davidson County Community College (Psychology).
- Memorandum of Understanding with E. E. Smith High School in Cumberland County (Fayetteville), Academy of Math and Science, strengthening support for the public schools in the STEM disciplines.

Acceptable Target Achievement: Met

Recommendations :

Reflections/Notes :

Substantiating Evidence:

Partnerships identify needed degree programs

Details/Description: The partnerships with external agencies, organizations, and institutions will serve to identify needed degree programs, certificates, and/or dual enrollment agreements.

Acceptable Target: FSU will develop at least one degree or certificate program based on these collaborations and partnerships.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Partnerships identify needed degree programs

Summary of Findings: 1. FSU completed dual enrollment programs with FTCC in the areas of a) Biotechnology, b) Psychology, and c) Nursing. Other dual enrollment agreements in progress are Forensic Science and Intelligence Study.

2. A dual enrollment agreement was established with Davidson Co. Community College for students with an Associate's in Arts degree, enabling a seamless transfer to FSU.

3. The School of Business and Economics in collaboration with NC State University is offering distance education courses at the Gateway Technology Center in Rocky Mount.

4. FSU renewed the Memorandum of Agreement with Cumberland County Schools to continue the Cross Creek Early College High School on the campus of FSU.

Acceptable Target Achievement: Met

Recommendations :

Reflections/Notes :

Substantiating Evidence:

4. Improve the intellectual and cultural climate

Satisfied with FSU role in intellectual and cultural climate

Measures & Findings

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 3.1.2.

NSSE item 6.a 3.2

Details/Description: On NSSE item 6.a, “Attended an art exhibit, play, dance, music, theatre, or other performance,” FY and senior students will reply 3.2 on a 1 – 4 scale (in which 4 = very often). (2009 ratings= FY: 2.47; SR – 1.95)

Acceptable Target: FY and senior students will reply 3.2 on a 1 – 4 scale (in which 4 = very often). (2009 ratings= FY: 2.47; SR – 1.95)

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for NSSE item 6.a 3.2

Summary of Findings: Ratings showed no significant change. First-year students rated this item was 2.42, slightly down from the 2009 rating of 2.47. Senior students also declined from 1.95 to 1.87.

Acceptable Target Achievement: Not Met

Recommendations : Ask deans and departments to become more deliberative and intentional in efforts to engage seniors more significantly in cultural and artistic programs.

Reflections/Notes : The rating for first-year students is higher than ratings from other institutions at statistically significant levels. At the same time the senior rating is below senior ratings at other institutions at statistically significant levels.

Substantiating Evidence:

Participant evaluation of programs

Details/Description: Departments will conduct a series of programs to enhance the educational experience of their majors. Each department will collect evaluations from participants.

Acceptable Target: On these evaluations, at least 75% will affirm that the program has enriched the students’ academic experience.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Participant evaluation of programs

Summary of Findings: Unable to assess at this time. Data on programs were not collected.

Acceptable Target Achievement:

Recommendations : Units will develop more effective methods for collecting evaluative data on programs intended to improve intellectual and cultural climate.

Reflections/Notes :

Substantiating Evidence:

5. Increase students’ understanding of global cultures

5. 3.2 NSSE rating on understanding other peoples

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 4.1.1., 4.1.2., 4.1.3., 4.1.4.

Measures & Findings

Departmental efforts to infuse global and international perspectives

Details/Description: Departments will report on their efforts to infuse global and international perspectives in their departments.

Acceptable Target: At least 75% will report that they have supported at least one initiative to promote global awareness.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Departmental efforts to infuse global and international perspectives

Summary of Findings: NSSE data will not be available to August. The Survey of Graduating Senors asks students to evaluate the extent to which FSU has prepared them to work with people from diverse backgrounds. The score on this item was 3.43 on a scale of 1 - 4, with 4 indicating "very much."

Acceptable Target Achievement:

Recommendations :

Reflections/Notes : Impossible to assess at this point.

Substantiating Evidence:

Global Scholars Community

Details/Description: FSU will recruit at least 25 new members of Global Scholars Community for fall 2010

Acceptable Target: FSU will recruit at least 25 new members of Global Scholars Community for fall 2010

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Global Scholars Community

Summary of Findings: As of June 30, 2010, 31 students are eligible for the Global Scholars Program--2.25% of the applicant pool and .72% of the accepted pool. Of those eligible, 2 have accepted the scholarship offer. With a revised Global Scholarship matrix in place, we anticipate increasing the number of Scholars to at least (10) students. The final number will be available in early August.

Acceptable Target Achievement: Not Met

Recommendations : To increase the number of participants, the director of admissions has been given lattiude to offer additional awards based on the high school GPA, SAT, rigor of academic sequences, class rank, extra-curricular involvement and competitiveness of the high school attended.

Reflections/Notes :

Substantiating Evidence:

Participation in a FSU study abroad experience

Details/Description: At least 35 students will participate in a FSU study abroad experience

Acceptable Target: At least 35 students will participate in a FSU study abroad experience

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Participation in a FSU study abroad experience

Summary of Findings: Twenty (20) students and 3 faculty participated in a 4-week study abroad trip to Spain; specifically, Madrid, Caceres, and various locations for several field trips. The students studied at the University of Extremadura.

Acceptable Target Achievement: Not Met

Recommendations :

Reflections/Notes : In view of the cost associated with study abroad, the university is exploring alternative means of providing interactions with international students. In fall 2010, a group of FSU students will participate in a class that will be conducted jointly with a university in China by interactive television. Based on the success of this effort, further similar examples will be developed.

Substantiating Evidence:

6. Real-world knowledge and skills

6. Participation in experiential learning

Measures & Findings

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 5.1.1.

Enrollment in experiential learning courses

Details/Description: Enrollment in courses that include service learning, internships, practicum experiences, field experience, and civic engagement will increase by at least 10% in 2009-10.

Acceptable Target: Enrollment in courses that include service learning, internships, practicum experiences, field experience, and civic engagement will increase by at least 10% in 2009-10.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Enrollment in experiential learning courses

Summary of Findings: 1. The Institute for Community Justice was expanded to the Center for Community Justice and Service Learning. The Center was developed to provide a vehicle for promoting student development in the area of ethics and civic engagement, to achieve the FSU strategic priority to collaborate for service, service learning and outreach, and to fulfill the FSU mission as an engaged university.

2. FSU became a member of the North Carolina Campus Compact in 2009-2010. The compact is a coalition of colleges and universities in the state and the U.S. for the purpose of strengthening service learning opportunities for students, civic engagement, community partnerships, and creating more civic-minded graduates.

Acceptable Target Achievement: Not Met

Recommendations : More specific measures of success will be developed in 2010-11.

Reflections/Notes : While FSU made progress in this area, we are unable to assess fully at this time.

Substantiating Evidence:

Experiential learning efforts

Details/Description: Academic units, including the Institutes of Community Justice and Health Disparities, will report on their efforts to increase service learning classes, internships, practicum experiences, field experience, and civic engagement.

Acceptable Target: Each department will increase these opportunities at least by one each year.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Experiential learning efforts

Summary of Findings: 1. The Institute for Community Justice was expanded based on additional grant funding to include Service Learning. Through its efforts, FSU offered 10 service learning classes in spring 2010. The Center met its target for the year.

Acceptable Target Achievement: Met

Recommendations :

Reflections/Notes : NOTE - Attach report from Center.

Substantiating Evidence:

7. Demonstrate continuous improvement and fiscal integrity

7. Increase in grants and classes taught by full-time

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 6.1.2.

Measures & Findings

Clarifying the university's research agenda

Details/Description: The Research Council will guide FSU in clarifying the university's research agenda. The council will also recommend strategies to remove obstacles to increased research productivity.

Acceptable Target: As a result of these efforts, faculty members will report on the Campus Quality Survey (CQS) that FSU provides strong support for research activity.

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Clarifying the university's research agenda

Summary of Findings: 1. Selected FSU faculty and administrators worked on initiating a research agenda in a meeting with Vice President Loath and his staff. A follow-up meeting with the Director of sponsored Research and Programs indicated that our major strengths were in science education, science research, health disparities, business, education and performing and fine arts.

2. Research Council was appointed December 7, 2009.

Supporting Attachments:

- Dr. Daniel Okunbor
- Dr. Akbar Aghajanian
- Theodore Kaniuka
- David Camps
- Wanda Jenkins
- Emily Dickens
- Dr. Abdul Wane
- Dr. LaDelle Olion

3. Research Council met on February 9, 2010. The mission of the Research Council was discussed. (The mission is attached).

4. We met on March 9, 2010. There was discussion of a new Senior Research Officer position that had been approved. This position will eventually lead the University's research efforts. The Role of Sponsored Research Programs in the Research Council structure was discussed. It was agreed that the Research Council will set the agenda for the University. Other recommendations made were as follows:

a)Recruit and reward faculty for doing research at FSU
b)Orient faculty on how to do research
c)Work with Sponsored Research and Programs to increase awards for research
d)Have a research awards program and provide finance to faculty
e)Improve leadership
f)Improve structure of university so that faculty will be able to engage in more research

5. The Research Council prioritized university research equipment needs and the cost of equipment and materials in the areas of Health Science, Biotechnology, and Space Sciences at FSU Planetarium, Atomic Force Microscope, Raman Spectroscopy, plant tissue culture and Nan wire project. This information was provided to UNC general administration to assist FSU in receiving more state research dollars.

Acceptable Target Achievement: Not Met

Recommendations : More specific measures of success will be developed for 2010-11.

Reflections/Notes :

Substantiating Evidence:

Research Council Mission Statement (Word Document (Open XML))

External funding

Details/Description: The Office of Sponsored Research will report that the total amount of funds awarded by external agencies will increase by at least 5% over 2008-09.

Acceptable Target: The Office of Sponsored Research will report that the total amount of funds awarded by external agencies will increase by at least 5% over 2008-09.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for External funding

Summary of Findings: 1. In 2009-2010, FSU received grant awards through sponsored research, programs, contracts, and Title III, totaling $11,621,622, which includes Title III funding of $4,142,369 (Title III), $1,306,578 (CCRA-College Cost Reduction Act), and $500,000 (Graduate Programs).

2. In 2008-2009, total funding for grants received was $11,057,991; therefore total funding received in 2009-2010 increased by $563,631, an increase of 5%.

Acceptable Target Achievement: Met

Recommendations :

Reflections/Notes :

Substantiating Evidence:

Improved strategic planning

Details/Description: Improved strategic planning is an essential component of the Division of Academic Affairs' efforts to use funds effectively and efficiently.

Acceptable Target: On the Campus Quality Survey, the percentage of respondents who affirm that Academic Affairs utilizes effective planning processes will increase in comparison to previous years.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

No Findings Added to Improved strategic planning

Student credit hours (SCHs) generated by each faculty

Details/Description: The student credit hours (SCHs) generated by each faculty position in a department will be compared to the number of SCHs required for each faculty position. This comparison will identify departments whose SCHs exceed the number required by the funding model and those whose number of actual positions exceed the number allowed based on total SCHs.

Acceptable Target: All programs permitted to launch faculty searches will show that the number of actual faculty positions exceeds the funded positions.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Student credit hours (SCHs) generated by each faculty

Summary of Findings: The ratio of actual positions and SCH generated positions was one consideration that was used to allocate new faculty positions. Programs whose SCH generated positions were fewer than the actual positions were not permitted to conduct faculty searches unless an existing faculty member retired or resigned in an area essential to the degree program.

Acceptable Target Achievement: Met

Recommendations : Continue to monitor the relationship of SCH generated to actual faculty positions.

Reflections/Notes : Academic Affairs has established the metric of the ratio of SCH generated positions to actual positions as an essential metric for all academic departments.

Substantiating Evidence: