Report:	Assessment Plan Details for: Middle Grades, Secondary, Special Education
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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, August 27, 2010

Measures and Findings

Middle Grades, Secondary, Special Education Unit Goals

1. To work to improve retention and graduation rates

1. Advisees meet regularly with advisors

Mapped to:

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

Measures & Findings

Advisor communication with advisees

Details/Description: Data will be collected on the number of advisors who have communicated with their advisees via telephone and or email concerning departmental policies, procedures and updates.

Acceptable Target: Benchmarks of current student graduation rates will be reviewed to determine departmental improvement.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Advisor communication with advisees

Summary of Findings: Faculty have completed a list of all students and advisees that they have had contact with during the 2008-09 and 2009-10 academic years. The faculty/student communication log is collect at the end of each month for all faculty within the department of MGSSE. The communication log contains the name of the student, type of communication (i.e, Email, phone, etc.), reason for contact, result of contact. The communication logs have been effective in tracking faculty contact and resolution of student advisement concerns. The majority of the departmental faculty have consistently submitted the communication logs, which have been improved the rates of student satisfaction within the department.
Several (2) faculty have not adhered to the delivery/submission of communication on a consistent basis.

Acceptable Target Achievement: Met

Recommendations :

Reflections/Notes :

Substantiating Evidence:

Advisor list update

Details/Description: The advisee-advisor lists (100%) for faculty will be updated at the beginning and end of each semester. A record of the number of advisees seen by faculty along with a copy of the updated and signed curriculum sheets will be maintained.

Acceptable Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Advisor list update

Summary of Findings: Faculty have not been consistent in submission of advisement lists to assist the department in updating the advisor/advisee Banner/webfocus sites.

Acceptable Target Achievement: Not Met

Recommendations : Faculty will need to submit lists on a regualr basis to ensure proper citation of their advisement students, as well as graduating seniors and graduate level students at the end of each semester.

Reflections/Notes :

Substantiating Evidence:

6. 80% of undergrads with GPA >= 2.5 by end of year

Mapped to:

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

Measures & Findings

80% of undergrads w GPA >= 2.5

Details/Description: An important measure of the effectiveness of instruction and advisement is the percentage of students who end the year in good academic standing (who have GPA of 2.5 or higher).

Acceptable Target: At least 80% of undergraduates will complete the 2008-09 academic year with a GPA of 2.5 or higher and will be guided in their efforts through department led professional development and advisement.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for 80% of undergrads w GPA >= 2.5

Summary of Findings: Due to nature of the Teacher Education we have met the goal of 80% of undergrads with GPA a 2.5 by end of year (At least 80% of undergraduate students enrolled in programs within the Department of MGSSE will complete the year with a GPA of 2.5 or higher). Students can not be admitted to the TE program without at least a 2.5 GPA, which has improved over the last two academic years.

Acceptable Target Achievement: Met

Recommendations :

Reflections/Notes :

Substantiating Evidence:

10. 85% of grad students with GPA >= 3.0

Mapped to:

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

Measures & Findings

No measures specified

2. To reduce DFW rates in department courses

2. NSSE DFW rate of 10.6

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.1.2.

Measures & Findings

Academic support

Details/Description: Data will be collected on the number of students who have utilized academic support services to improve their GPA's. Students will also be encouraged to see their faculty advisors at least three times a semester. This will be done to see how they are progressing in their plan of study courses and what services they have utilized to be successful.

Acceptable Target: Data will be collected to see if there is a relationship between the number of support/supplemental services utilized and any decrease in D, W. F grades shown.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Academic support

Summary of Findings: The NSSE report showed that 10.6 percent of the students in the MGSSE department earned a final grade of D, F, or W, a decrease of 5% over the year was expected.

Acceptable Target Achievement: Met

Recommendations :

Reflections/Notes :

Substantiating Evidence:

Advisor notification of advisees

Details/Description: Faculty will contact their individual advisees when they receive notification they are not performing well/satisfactory in their courses. A record will be kept of the interactions. Data on advisor mentoring of advisees will also be retained by each advisor.

Acceptable Target: By maintaining this information more closely, the retention and graduation rates for undergraduate students will increase within the Department of MGSSE.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Advisor notification of advisees

Summary of Findings: The department chair sent faculty information regarding their individual student(s) and or advisees when they were not performing well/satisfactory in their courses. A record was kept of the interactions via email and faculty communication logs. Data on advisor mentoring of advisees will also be retained by each advisor. By maintaining this information more closely, the retention and graduation rates for undergraduate students have increased within the Department of MGSSE.

Acceptable Target Achievement: Met

Recommendations :

Reflections/Notes :

Substantiating Evidence:

3. To improve teaching and academic support for students

3. All faculty revise all courses

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.6.2.

Measures & Findings

Improvement in teaching

Details/Description: Faculty will increase their use of case studies and research assignments in courses. The variety of teaching strategies will be used to improve student learning. The results will be collected and reviewed as to how better to enhance student learning within the unit.

Acceptable Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Improvement in teaching

Summary of Findings: Faculty have participated in various professional deveopment activities, which have helped to increase their use of case studies and research assignments in courses. A variety of teaching strategies were used to improve student learning. The results will be collected and reviewed as to how better to enhance student learning within the unit.

Acceptable Target Achievement: Met

Recommendations : Pairing of faculty on instructional methodology to increase student engagement. Use of faculty strengths to enhance course offerings. (specialty area, degree, focus on growth in course management)

Reflections/Notes :

Substantiating Evidence:

Revision of syllabi

Details/Description: Faculty will revise syllabi for courses they are teaching and include course instructional strategies to develop better critical and analytical skills.

Acceptable Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Revision of syllabi

Summary of Findings: All faculty revised all courses (One hundred percent (100%) (8) of the faculty have revised all syllabi, develop rubrics for each assessment, and used a variety of teaching strategies for their classes.) The syllabi updates took place during the 2009-10 academic year. The most recent updated syllabi have been posted on the departmental website. The syllabi revision process will continue as a part of faculty improvement in instructional practices. Clarity of instruction and course usabilty were components reviewed in the updating and revision process, as well it will be ongoing each semester to follow.

Acceptable Target Achievement: Met

Recommendations : On going training for faculty in the preparation of effective instructional materials will continue to improve course syllabi and instructional offerings.

Reflections/Notes :

Substantiating Evidence:

9. Expand options through Blackboard

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.6.2.

Measures & Findings

Questionnaires for students on use of technology

Details/Description: Using the same survey form to be distributed to undergraduate students indicated under Objective 2, Means of Assessment 1, students will be questioned on their use of the Blackboard course management system personalized reference services or customized help sheets linking students to appropriate online resources for writing papers, checking e-mail, studying, writing papers, meeting for group projects, and or discussions. These questions are intended to assess the course contributions to overall student satisfaction with available program and course resources at the undergraduate level.

Acceptable Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Questionnaires for students on use of technology

Summary of Findings: Summary of spring 2010 Student Blackboard Survey Results

In the Summer 2009, Fall of 2009, and spring 2010 a total of over 320 students from 16 online courses within the department of MGSSE took course through the Blackboard system. These users were offered the opportunity to respond to the student or instructor feedback survey; 289 student and 9 instructor surveys were received. Highlights of the survey results are contained in this summary.

Key Findings
Faculty and students are generally satisfied with Blackboard. Students continue to rank easy
access to course materials, readings, announcements, and grades as the most useful features.
Blackboard is most typically used by instructors for organized storage of course materials and one-way communication from instructors to students. Interactive features of Blackboard are not widely reported to be in use; however, students appreciate when instructors use features that go beyond delivery of course materials such as the Gradebook, and many expressed the hope that faculty will be encouraged and supported in more extensive use of Blackboard's features.
A large majority of students expect or hope that their courses will maintain at least a basic
course web site

Level and Frequency of Blackboard Use

Reported by Students

Most students who responded (89%) reported that Blackboard was used in at least half of their courses. This response reflects an apparent increasing trend since the spring 2009 Blackboard survey

(Table 1)
Table 1 How many of your courses this semester used Blackboard?
summer II/fall 2009 spring 2010
S or fewer of courses 44% 27%
At least half of courses 55% 72%

Acceptable Target Achievement: Met

Recommendations :

Reflections/Notes :

Substantiating Evidence:

Questionnaires on faculty use of Blackboard

Details/Description: The Blackboard course management system is increasingly used by Department of MGSSE and FSU faculty as a means of enhancing their course work. Questionnaires will be distributed at departmental and school faculty meetings to query faculty on their use or planned use of Blackboard and their interest in incorporating personalized reference services or customized help sheets linking students to appropriate online resources and other contact information.

Acceptable Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Questionnaires on faculty use of Blackboard

Summary of Findings: Summary of spring 2010 Student Blackboard Survey Results

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Student Attitudes About Course Web Sites
84% of students agreed with positive statements about course web sites indicating that they expect or hope that their courses will have at least minimal supporting web sites.
Which statement best reflects your attitude about course web sites?

I expect every course I take to have a complete web site, with materials, interactive exercises, discussions, etc.
14%
I expect each course I take to have a basic course web site with at least the syllabus and readings posted for reference
41%
I don't expect each course I take to have a course web site, but I wish each one would
29%
I don't care if a course I take has a course web site or not
11%
I prefer when courses I take do not have course web sites
1%
None of these statements represent my opinion about course web sites
2%
Common Themes from Open-Ended Questions
Approximately 137 students offered comments. The most common themes among students' comments were:
More courses/faculty should use Blackboard
Want to hide courses from previous semesters
Blackboard's features are underutilized by faculty, particularly the Gradebook
When instructors were asked about features they wished Blackboard offered, suggestions included:
Better handling of multimedia files
Better assessment tools

Acceptable Target Achievement: Met

Recommendations :

Reflections/Notes :

Substantiating Evidence:

4. To attract and retain highly-qualified personnel

4. Hire Language Arts/Social Studies faculty member

Measures & Findings

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.3.3.

Full load for tenure and tenure-track faculty

Details/Description: The Department of MGSSE will strive to ensure that all tenured and tenure-track faculty members have a full load before hiring any adjunct or fixed term faculty. In addition to the fiscal benefits of this strategy, it also increases the likelihood of students having classes taught by faculty who have a long-term investment within the department.

Acceptable Target: The percentage of classes taught by tenured and tenure-track faculty will increase.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Full load for tenure and tenure-track faculty

Summary of Findings: The Department of MGSSE has provided all tenured and tenure-track faculty members with a full course load before hiring any adjunct or fixed term faculty. In addition to the fiscal benefits of this strategy, it has increased the likelihood of students having classes taught by faculty who have a long-term investment within the department. Certain courses have continued to have low enrollments, thus giving the faculty member and their department fewer SCHs during the acadmic year.

Acceptable Target Achievement: Met

Recommendations : Offerring certain courses once a year to gain the enrollment to fill the course.

Reflections/Notes :

Substantiating Evidence:

Less reliance on adjunct faculty

Details/Description: A series of workshops and meetings were conducted in 2008-09 to help all units understand the UNC funding model and the connection between student credit hours and funding. In planning for 2009-10, academic departments were not permitted to employ adjunct faculty members until all tenured and tenure-track faculty had full loads based on SCH requirements. One qualified assistant/associate professor in Language Arts/Social Studies will be hired by August, 2010 for the ensuing year.

Acceptable Target: As a consequence, funding for adjunct faculty will be reduced by at least 25%. Data on professional development activities in which the department faculty participate will increase by 10%

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Less reliance on adjunct faculty

Summary of Findings: No qualified Language Arts/Social Studies faculty member with licensure in Language Arts/Social Studies will be hired by August, 2010. The applicant pool was limited to persons who possessed licensure and degree status in other areas unrelated to the required credentials specified. At this time enrollment is low in the particular Language Arts/Social Studies endorsement area. The Social Studies program may be discontinued based on information currently being reviewed.

We have had no need for requirement to cover any course sections with adjunct faculty to provide instruction to SS/LA students under this endorsement area.

Acceptable Target Achievement: Met

Recommendations : Overall, the need to employ 15 adjunct faculty have been reduced to the need for 2 adjuncts in the Department of MGSSE during the 2008-09 and 2009-10 academic years.

Reflections/Notes :

Substantiating Evidence:

5. To continue to improve student/customer related services.

5. 70% of students satisfied on Student Satisfaction Survey

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.5.1.

Measures & Findings

Satisfaction with academic support

Details/Description: Data will be collected through letters, emails, and telephone messages in, which students/clients express satisfaction with academic support services rendered.

Acceptable Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for Satisfaction with academic support

Summary of Findings: The Department of Middle Grades Secondary and Special Education has increased by 11.3% in the quality of advisement received by students in your department. These results were collected from the spring 2010 Advising Survey. Spring 2009 the results were 59% were satisfied with the level of advisement

Supporting Attachments:

as of spring 2010 students reported 69.2%. We fell within .8 points of our goal of 70% satisfication.

Acceptable Target Achievement: Met

Recommendations : We have held discussions regarding Residence life, which is another area where essential collaborations are needed with advising services in order to enhance student retention and persistence. The consideration of establishing advising centers in residence halls to provide students with on-site advising and assistance. This model would be extremely valuable in establishing a sense of community where advising is viewed as an essential part of the campus community.
Last, it should be clearly established that academic advising is the direct link between the academic affairs and student affairs components of a campus that can build a culture of student retention. Creating committees or advisory boards for advising which represent all constituencies of the campus, including faculty, students, student affairs personnel, and staff. Often these committees report to both the Vice Presidents for Academic Affairs and Student Affairs establishing that campus-wide collaborations, with advising as the central focus, is necessary for establishing effective retention efforts.
In these times of financial cut backs, student retention, persistence, and success will continue to be a major emphasis on our campus. Any retention effort must clearly recognize the value of academic advising to the success of students and the necessity that advising will become a central part of a collaborative campus-wide focus on the success of our students.

Reflections/Notes :

Substantiating Evidence:

Student complaints

Details/Description: Data will be collected on the number of overall documented student compliments and complaints within the department. A review of faculty attempts to remedy situations and assistance will be conducted to determine outcome to see if, there is a decrease once issues have been resolved. Data based on students' assessment of faculty will be collected and used to assess faculty and provide mentoring as deemed appropriate and or necessary.

Acceptable Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Student complaints

Summary of Findings: Data has been collected on the number of overall documented student compliments and complaints within the MGSSE department. A review of faculty attempts to remedy situations and assistance has been conducted to determine outcome to see if, there is a decrease once issues have been resolved. Data based on students' assessment of faculty has been collected and used to assess faculty and provide mentoring as deemed appropriate and or necessary. The MGSSE faculty that have received the largest number of complaints have not been clear in their instructional delivery methods nor have these faculty provided feedback to their students to clarify their grading structure and expectations.

The 2 faculty members have been counseled by a peer, the Department Chair, and the SOE Dean. These individuals have also been asked to participate in university sponsored instructional development courses. Personal professional development and workshop attendance to enhance teaching skills. 1 faculty has improved 1 faculty has not

shown any improvement in student complaints to date.

Acceptable Target Achievement: Met

Recommendations : Other sanctions are needed before tenure may be granted

Reflections/Notes :

Substantiating Evidence:

11. 70% of MGSSE undergrads satisfied w advisement

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.5.2.

Measures & Findings

No measures specified

7. To promote leadership and intercultural education

7. NC DPI accepts proposed changes

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 4.1.1.

Measures & Findings

Instructional course modules

Details/Description: Instructional course modules will be designed to develop leadership skills in various middle grades, secondary, and special education and special subject content courses. Data will be collected on various strategies used in courses to promote multicultural education. Data will also be collected on the brief seminars/workshops that will be hosted by the department in the spring 2010 semester for continued leadership and multicultural development of the program students.

Acceptable Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Instructional course modules

Summary of Findings: NC DPI accepts proposed changes (The NC Department of Public Instruction will review revisions and accept our proposed changes. Ninety percent of the participants attending the mini conference will provide positive responses to the survey.)
Instructional course modules have be designed to develop leadership skills in various middle grades, secondary, and special education and special subject content courses. Data has been collected on various strategies used in courses to promote multicultural education. Data has also be collected on the brief seminars/workshops that will be hosted by the department in the spring 2010 semester for continued leadership and multicultural development of the program students.

Acceptable Target Achievement: Met

Recommendations :

Reflections/Notes :

Substantiating Evidence:

Small group workshops

Details/Description: Suggestions from NC DPI on program re-visioning will be reviewed and rubrics for collecting data will be developed so that program changes can be made. Additionally, faculty will brainstorm in small groups, based on areas of expertise, to develop strategies, and collect data to determine how changes will strengthen the various within the department.

Acceptable Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

No Findings Added to Small group workshops

Other Unit Outcomes

8. Increase external grants

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 6.2.2.

Measures & Findings

No measures specified