

First Year College 2008-09 Assessment Plan

Overview

The focus areas for 2008-09 are:

- student engagement and involvement (Goal 1), with particular emphasis on leadership and service
- personal diversity awareness (Goal 4)
- student academic success (Goal 5)

These focus areas reflect the FYC Strategic Actions for 2008-09 and align well with current University and division goals. Also, in support of the FYC 2008-09 Strategic Actions, the plan highlights the many collaborative partnerships that FYC has established and continues to develop as we support student success and address emerging needs.

In other goal areas, assessment will be conducted per the established schedule, or data collection will be maintained in order to assess over time.

2008/09 FYC Assessment Team

Kim Outing (Assessment, Chair)

Shannon Brandt (Advising Services)

Donna Burton (Curriculum)

Alecia Matthews

Matthew Rust (Recruitment, Village Advisory Council)

Kathy Ziga (Diversity)

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FYC Mission

The mission of the First Year College at NC State University is to guide students through a structured process for transition to the University and selection of a major. This is accomplished through one-on-one advising, teaching and experiential learning, and the FYC Village, emphasizing theoretical and practical methods of inquiry, guided reflection, engagement, assessment and analysis. Through this process students will gain the foundation for acquiring the knowledge, skills, and attitudes necessary to become self-reliant and productive citizens of an increasingly diverse community.

“Explore, Engage, Excel: Embrace Your Future”

Goal 1: To encourage all First Year College students to collaborate with the entire NC State community in order to enhance their own University experience

Partnerships:

University Housing; First Year Inquiry Program; CSLEPS; Student Affairs, Union Activities Board; Center for Excellence in Curricular Engagement; University faculty (Faculty Fellows, FYI); Multicultural Student Affairs

Outcome	Delivery	Assessment Methods	Population	Schedule	Success Criteria
1a: Students will know the resources available to them and will explore opportunities for connecting with the University community.	<ul style="list-style-type: none"> • USC 101A/102A • FYC Advising • FYC Village Programs: <ul style="list-style-type: none"> • USC/FYI Links • Theater Nights • Faculty Fellows • The Brick • FYC Student Council • Leadership Potential Retreat • RM Program • RM PAWS Program • Hispanic and Latino/a Peer Mentor program (HALA) 	Student Experiences Survey	First year FYC	End of each semester	Increased level of service participation over 07-08. Increased level of faculty connections over 07-08.
		Student Council annual report	Student Council	End of spring	Student Council will meet programming goals per plan
		Leadership Potential Retreat (LPR) student feedback	LPR participants	Spring	Participants will indicate increased interest/confidence in pursuing opportunities for campus involvement
		SES, attendance at PAWS sessions	First year FYC	End of each semester	Attendance at PAWS resource events; SES data on resource use.

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Outcome	Delivery	Assessment Methods	Population	Schedule	Success Criteria
1b: FYC students will exhibit knowledge about University events and organizations by participating in activities outside the classroom.	<ul style="list-style-type: none"> • USC 101A/102A • RMs • FYC Advising 	Student Experiences Survey	First year FYC	End of each semester	By end of spring, 90% of students will participate in at least one organized activity outside of class (service, training, work-shop, campus organization).
	Programs: <ul style="list-style-type: none"> • FYC Student Council • Leadership Potential Retreat • Hispanic And Latino/A Peer Mentors (HALA) 	Forum Reports; attendance at FYC and RM programs	First Year FYC	End of each semester	Forum submissions will be at least 90% of possible each semester; attendance targets will be met for RM and FYC programs.
	<ul style="list-style-type: none"> • RM programming • Faculty Fellows programs 	NCSU Graduating Senior Survey items on research involvement, campus activities, and attendance at arts events	Former FYC graduating seniors	Annually, by UPA	Students who started in FYC will report participation levels comparable to or higher than the campus at-large.

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Goal 2: To encourage students to make an informed and timely decision regarding an academic major and to explore related careers

Outcomes	Delivery	Assessment Methods	Population	Schedule	Success Criteria
2a: Alternative Enrollment - FYC students who leave NC State will enroll at other institutions in percentages equal to or higher than the University average	<ul style="list-style-type: none"> • USC 101A/102A • FYC Advising 	NSLC Database	FYC not re-enrolling	Reviewed every 5 years; next due 2010	% FYC withdrawn who transfer to another institution will be equal to or greater than % matched cohort withdrawn who transfer to another institution
2b: Career Exploration - Students will know that FYC uses a model/process of career exploration. They will be able to name the three main components of the model, categorize class activities/topics based on these components, explain why the model is depicted as a cycle, and explain where they currently fit into the process.	<ul style="list-style-type: none"> • USC 101A Programs <ul style="list-style-type: none"> • Majors Fair • Academic Networking 	TBD <i>Per 07-08 Impact Report, outcome and assessment method under review by Curriculum Committee</i>	USC 101A students	Not scheduled for 08-09	TBD
2c: Decidedness - Students will demonstrate a positive change in decidedness, moving from less to more decided over the course of the freshmen year.	<ul style="list-style-type: none"> • USC 101A/102A • FYC Advising Programs <ul style="list-style-type: none"> • Majors Fair • Academic Networking 	Major Decision Survey	USC 101A & 102A	Pre-test at NSO; post-test within last 2 weeks of spring	At post-test, a majority of students will indicate that they have decided on a major, and the average score on the 5-pt decision scale will be greater than 4.
		Matriculation Data	2 nd year FYC	Reviewed each November	At least half of 2 nd year students will matriculate by the November close of spring registration advising

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2d: Decision Making Analysis - Students will analyze various components of the academic major and career decision process, drawing on both their personal experience and research; apply these findings to what they currently know about themselves and majors/careers; compare their options; and outline their next step(s) of action (which could include a decision). (also Goal 3)	<ul style="list-style-type: none"> • USC 101A/102A • FYC Advising 	“Letter of Intent” assignment in Capstone Project	USC 102A students	Reviewed even years	70% of sample will score 3 or higher on 4-pt rubric scale
		Rates students change majors after their initial transfer out of FYC; see also Outcome 5b, “Majors”	Former FYC	Reviewed every 5 years; next due 2010	Significantly fewer former FYC students will change majors after matriculating, compared with other NC State students
		Focus group on curriculum impact	Current and/or former FYC	Spring 2009	Meet target participation level for focus group. Exploratory topic.

Goal 3: To help FYC students learn to apply higher-level thinking skills to academic and career decision-making

Not addressed for 2008-09

Outcome	Delivery	Assessment Method	Population	Schedule	Success Criteria
See also Outcome 2d: Decision-making Analysis					

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Goal 4: To help students become aware of their own cultural values as they relate to others within an increasingly diverse community.

Partnerships: University Housing

Outcome	Delivery	Assessment Methods	Population	Schedule	Success Criteria
<p>4a: Through engagement within the diverse, multicultural community at NC State, students will be encouraged and challenged to examine their worldview and the factors that influence it.</p>	<ul style="list-style-type: none"> • USC 101A/102A • FYC Advising <p>Programs:</p> <ul style="list-style-type: none"> • Super Forums • PAWS programs on personal understanding. 	Student Experiences Survey data on peer conversations	USC 101A & 102A students	End of each semester	Increased level of conversation and engagement on diversity issues compared to 07-08
		Attendance goals at for Super Forums and other FYC diversity programs; student feedback on Forum reports and/or program evaluation forms	USC 101A & 102A students	End of each semester	At least one FYC-sponsored forum/semester; meet attendance goals; students will gain new knowledge and an increased awareness of self and others through class activities and diversity-related forum events.
		Diversity Pre/Post Attitudes and Experiences	USC 101A & 102A students	NSO and end of spring	Positive growth over year; focus programming/ instruction on areas of highest need.
		Targeted items on NC State Sophomore Survey	All sophomore students	Spring 2010 (even years)	Sophomores currently or formerly in FYC will indicate that their college experience has contributed to their knowledge, skills, and personal growth in areas related to diversity.
<p>4b: Students will have the opportunity to explore, examine, and reflect on their personal strengths and weaknesses in communicating within a diverse and multicultural community.</p>	<ul style="list-style-type: none"> • USC 101A/102A • FYC Advising • USC 220 <p>Programs:</p> <ul style="list-style-type: none"> • Super Forum 	Diversity Pre/Post Attitudes and Experiences	USC 101A & 102A students	NSO and end of spring	Positive growth over year
		Under study – exit interview, capstone paper	Resident Mentors	End of spring	TBD
		Under study for 08/09 – portfolio	USC 101A, 102A students	End of spring	

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Outcome	Delivery	Assessment Methods	Population	Schedule	Success Criteria
		component or other curriculum piece			

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Goal 5: To positively impact student academic success, self-reliance, first-year retention, and progress towards degree through one-on-one advising and structured experiential teaching and learning

Partnerships:

University Housing; First Year Inquiry Program

Outcome	Delivery	Assessment Methods	Population	Schedule	Success Criteria
5a: Academic Performance - Students in the FYC program will perform academically at or above the level of selected cohort groups at the University.	<ul style="list-style-type: none"> • USC 101A/102A • FYC Advising • FYC Village Programs: <ul style="list-style-type: none"> • USC/FYI Links • PAWS RM Program • Pack Study 	GPA, hours earned, academic standing statistics	First year FYC students	Reviewed each October	Equal to or above University cohort
5b: Majors - Students who start at NC State in the FYC program will change majors less frequently than selected cohorts and the overall University average. (also Goal 2)	<ul style="list-style-type: none"> • USC 101A/102A • FYC Advising 	Rates students change majors after their initial transfer out of FYC; also under “Majors” outcome	Former FYC	Reviewed every 5 years; next due 2010	Significantly fewer former FYC students will change majors after matriculating, compared with other NC State students
5c: Retention - Students in the FYC program will have an average retention rate that is as high, or higher, than selected cohort groups at the University.	<ul style="list-style-type: none"> • USC 101A/102A • FYC Advising Programs: <ul style="list-style-type: none"> • USC/FYI Links • RM program 	UPA data on retention to third semester	FYC second year	Annually, at fall census date	FYC retention rates will be greater than or equal to University cohort

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Outcome	Delivery	Assessment Methods	Population	Schedule	Success Criteria
5d: FYC students will be able to address issues that affect their academic performance by identifying and using appropriate University resources.	<ul style="list-style-type: none"> • USC 101A/102A • FYC Advising • Village Programs Programs: <ul style="list-style-type: none"> • Pack Study • PAWS RM Program 	Student Experiences Survey items on resources	First year FYC students	End of fall and spring semesters	Decrease in “have not used but should have” response for Pack Study and other walk-in tutoring, Writing and Speaking Tutorial Services, SI, and personal or weekly assigned tutor, compared to 07-08 results.
		Pack Study Usage	All FYC	End of fall and spring semesters	At least 75% of capacity (based on available contact hours)
5e: FYC students will demonstrate productive habits by setting personal goals, monitoring their own progress, and taking responsibility for their own behavior.	<ul style="list-style-type: none"> • USC 101A/102A • FYC Advising Programs: <ul style="list-style-type: none"> • PAWS RM Program 	SOAR scales or other TBD	First year FYC students	Not scheduled for 08-09 due to resource constraints and pending completion of analysis of '07-'08 results	
		PTD Compliance	All FYC	End of each spring	85% PTD compliant
5f: FYC will enroll a diverse and highly qualified student body that understands and embraces the FYC Mission.	Recruiting materials and events, outreach to high school guidance staff	%1 st Choice FYC vs 2 nd choice FYC in freshman class; demographics and HS GPA	New admits	Each fall	Targets TBD after reviewing historical data

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Outcome	Delivery	Assessment Methods	Population	Schedule	Success Criteria
		Under development - FYC Advising Survey responses on reasons for choosing FYC	Sample of FYC NSO students	NSO	TBD (pilot assessment method)

Goal 6: To practice the use of sound advising strategies in First Year College programs and courses, as exemplified in the NACADA Core Values

Outcome	Delivery	Assessment Methods	Population	Schedule	Success Criteria
6a: Academic Advising - Students will demonstrate a high level of satisfaction for the advising services they receive in the FYC as compared to student comparison groups at NC State and other universities.	Individual advising contact	ACT Survey of Academic Advising	USC 102a students	Even years, end of semester	Favorable comparison to national norms
		NCSU Graduating Senior Survey w/FYC insert	Former FYC students who have applied to graduate	End of each semester (May and December grads)	Average scores indicating "agree" or "strongly agree" on all advising items; response rates above 35%
6b: FYC advisers will maintain accurate, complete and transparent advising records and will offer recommendations and guidance in accordance with FYC and University standards and policies.	Annual peer reviews; staff development	Peer Review Adviser Evaluation	FYC advisers	Annually, end of spring semester	All advisers will receive constructive feedback regarding documentation and advising; areas for staff development will be addressed

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Appendix: FYC Strategic Actions for Fiscal Year 2008-09 mapped to current objectives *(strategic actions as bullets)*

Goal 1: To encourage all First Year College students to collaborate with the entire NC State community in order to enhance their own University experience

- *Engage students in meaningful community service and leadership events.*
- *Refine (or continue to define) the role of resident mentors.*

Goal 2: To encourage students to make an informed and timely decision regarding an academic major and to explore related careers

Goal 3: To help FYC students learn to apply higher-level thinking skills to academic and career decision-making

Goal 4: To help students become aware of their own cultural values as they relate to others within an increasingly diverse community

- *Develop and publish a strategic diversity action plan.*

Goal 5: To positively impact student academic success, self-reliance, first-year retention, and progress towards degree through one-on-one advising and structured experiential teaching and learning

Goal 6: To practice the use of sound advising strategies in First Year College programs and courses, as exemplified in the NACADA Core Values

Applies to all or several Goals:

- *Maintain the integrity of core program functions and standards (academic success, academic excellence, advising, and teaching).*
- *Build strategic partnerships across the campus to support first-year student success /Collaborate with campus partners to build new programs that address emerging student needs.*

Resource Development and Sharing of Best Practices:

- *Inform the campus-wide approach to the first-year experience for new students and their parents by sharing best practices and existing resources.*
- *Develop a comprehensive public relationships and marketing plan for the program to educate the community and key stakeholders about program evolution and success (recruitment, admissions, brochures, newsletters, website, etc.).*
- *Seek new funding and resources for programming support and expansion.*
- *Engage alumni in outreach programs and services to foster involvement.*

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- *Engage parents and other key stakeholders as partners in program development and strategic planning.*
- *Invest resources (human and financial) in staff development for research, publication, and presentation.*