

FIRST YEAR COLLEGE 2010-2011 ASSESSMENT PLAN

Overview

The focus areas for 2010-11 are **diversity (Goal 3)**, **student success (Goal 4)**, and **academic advising (Goal 5)**. In part, this is a continuation of focus area work from 2009-10. Specifically, for the diversity goal, the assessment committee is proposing changes to Goal 3 itself as well as its associated outcomes. For the student success goal, methods are being developed to measure the effectiveness of FYC's Academic Warning intervention. For advising, the focus will be on development of methods of assessing the student learning outcomes relative to advising (for both new and continuing students) identified in 2009-10 and published in the FYC Advising Syllabus.

Additionally, the Assessment Committee will be **consulting with the Curriculum Committee** to develop a workable process whereby the Curriculum Committee can develop student learning outcomes for each of the USC course topics. The Assessment Committee will also be gathering data and writing **the Fifteen Year Report** which is a comprehensive look at the First Year College program changes and assessment. Lastly, the committee plans to review the **SES instrument**, looking at its five years of data and what program changes have been informed by individual questions.

In other areas, assessment will be conducted per the established schedule, or will be scaled back to allow staff to revisit outcomes and methods.

2010-11 FYC Assessment Committee

Matthew Rust, Chair, Assistant Director for Assessment
Donna Burton, Assistant Director for Curriculum and Teaching
Heather Duhart, Assistant Director for Recruitment
Alecia Matthews, Academic Adviser, Village Advisory Council
Kim Outing, Assistant Director for Advising
Kathy Ziga, Academic Adviser, Diversity Committee

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.

FYC Values Statement, The Wolfpact

“Explore, Engage, Excel: Embrace Your Future”

Mapping of Division of Undergraduate Academic Programs (DUAP) Objectives to FYC Outcomes addressed in 10-11 Assessment Plan

DUAP facilitates student success by providing programs, opportunities and services that:	FYC Outcomes
1. Positively impact academic success and retention	1a, 1b, 2b, 2c, 4, 5
2. Promote intellectual growth	1a, 1b, 2c, 3a, 3b, 4a, 5
3. Guide career development	1a, 1b, 2b, 2c, 5
4. Develop student leadership skills	1a, 1b, 5
5. Develop personal and social awareness and responsibility	1a, 1b, 3a, 3b, 4d, 4e, 5
6. Incorporate and promote cultural and social diversity	3a, 3b, 4f, 5
7. Connect students, faculty and staff to academic, cultural and social resources	1a, 1b, 3a, 3b, 4d, 5
8. Enhance professional development of faculty and staff	5b
9. Create and facilitate collaborative partnerships	1a, 1b, 5
10. Promote successful navigation through University policies and procedures	2c, 2d, 4d, 5
11. Coordinate and support the development and implementation of undergraduate academic procedures	5

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, 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 101/102/110/220 • FYC Advising • FYC Village Programs: <ul style="list-style-type: none"> • FYC/FYCV WWW events • USC/FYI Links • Theater Nights • Faculty Fellows • FYC Student Council • Leadership Retreat • RM Program • RM PAWS Program • C-SLEPS Leadership Programming 	Student Experiences Survey (SES)	First year FYC	End of each semester	Results on faculty interactions, resources use will be equal to or better than 09-10 results. Students will report that the RM programs (hall, classroom) positively impacted success and transition 285 unique students will report at least one social interaction with a faculty member outside of class each semester.
		Survey of LPR Students	Past participants in LPR	End of spring	Majority of participants will pursue opportunities for campus involvement.
		Attendance at C-SLEPS Programming	First Year FYC	End of Each Semester	Increase over prior year in number of unique students who have attended C-

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Outcome	Delivery	Assessment Methods	Population	Schedule	Success Criteria
		(Collected by C-SLEPS)			SLEPS Programs.
		Faculty Fellows/ Pizza & a Prof Programming Records (Captured in Village of the Year Bid)	First Year FYC	April	FYC will have provided at least 30 opportunities per semester for students to interact with faculty in a small group setting. At least 20 unique faculty members will have participated in FYC Faculty Fellows programming.
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 101/102/ 110/220 • RMs • FYC Advising Programs: <ul style="list-style-type: none"> • Service NC State • FYC Student Council • Leadership Potential Retreat • RM programming • Faculty Fellows programs 	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, workshop, campus organization). On average, students will report having attending at least one activity from each forum category. (Q23-Q27)
		Attendance at FYC and RM programs	First Year FYC	End of each semester	Attendance targets will be met for RM and FYC programs.
		NCSU Graduating Senior Survey items on research involvement, campus activities,	Former FYC graduating seniors	5 year reports – due spring '10	Students who started in FYC will report participation levels comparable to or higher than the campus at-large.

Outcome	Delivery	Assessment Methods	Population	Schedule	Success Criteria
		and attendance at arts events			

Goal 2: To encourage students to make a carefully-analyzed, reflective, and timely decision regarding an academic major and to explore related careers

This is a revised version of what previously comprised FYC's Goals 2 and 3. Revised for 2010-11.

Partners:

NC State's Colleges, OASIS, TP, ASPSA

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 101/102 • FYC Advising 	NSLC Database	FYC not re-enrolling	Reviewed every 5 years; next due 2010 as part of the 15 year report	% FYC withdrawn who transfer to another institution will be equal to or greater than % matched cohort withdrawn who transfer to another institution
		SES Questions	USC 101 and 102 Students	End of each semester	Among students reporting plans to not return to NC State for second year, 90% will report plans to enroll at other institutions

<p>2b: Decidedness - Students will demonstrate a positive change in decidedness, moving from less to more decided over the course of the freshmen year.</p>	<ul style="list-style-type: none"> • USC 101/102 • FYC Advising <p>Programs</p> <ul style="list-style-type: none"> • Majors Fair • Academic Networking 	<p>Major Decision Survey</p>	<p>USC 101 & 102 Students</p>	<p>Pre-test via paper survey at NSO; post-test within last 2 weeks of spring via SES online</p>	<p>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.</p>
<p>2c: Decision Making Analysis- Students will analyze various components of the academic major and career decision process, will use evidence from 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).</p>	<ul style="list-style-type: none"> • USC 101/102 • FYC Advising 	<p>Matriculation Data</p>	<p>2nd year FYC</p>	<p>Reviewed each Semester at Census Date</p>	<p>At least 50% of 2nd year students will matriculate by census date of their third semester. At least 70% of 2nd year students will matriculate by census date of their fourth semester.</p>
		<p>“Letter of Intent” (instructor scoring pilot)</p>	<p>USC 102 students</p>	<p>Reviewed each year</p>	<p>Percent of sample scoring 3 or higher on 4-pt rubric scale will be higher than 09-10 results.</p>
		<p>Rates students change majors after their initial transfer out of FYC; see also Outcome 4b, “Majors”</p>	<p>Former FYC</p>	<p>Reviewed every 5 years; next due 2010 for 15 year report.</p>	<p>Significantly fewer former FYC students will change majors after matriculating, compared with a matched cohort of other NC State students</p>

Goal 3: To encourage students' awareness of and participation in the increasingly diverse community they have joined.

Formally Goal 4, this is the diversity-related goal for FYC. After discussions with the FYC Leadership Team and the Diversity Committee, the Assessment Committee revised this Goal and its outcomes for 2010-11.

Partnerships: University Housing, Multicultural Student Affairs

Outcome	Delivery	Assessment Methods	Population	Schedule	Success Criteria
3a: Students will understand why NC State values diversity and how diversity affects them personally and professionally.	<ul style="list-style-type: none"> USC 101/102/110/220 FYC Advising Programs: <ul style="list-style-type: none"> Forums 	Student Experiences Survey data on peer conversations	USC 101 & 102 students	End of each semester	Increased level of conversation and engagement on diversity issues compared to 09-10
		Targeted items on NC State Sophomore Survey (Note: due to the usual low response rate we are considering discontinuing use of this survey data in our assessment)	All sophomore students	Spring 2012 (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.
		Targeted UEI questions on course impact on diversity awareness (pilot)	USC 101 & 102 students	End of each semester	Mean response on these two close ended questions will be 3.5 or higher (3 = "Neither Agree/Disagree" 4 = "Agree" 5 = "Strongly Agree")

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Outcome	Delivery	Assessment Methods	Population	Schedule	Success Criteria
		USC 110 Final Project (pilot)	USC 110 Students	End of fall semester	TBD
		USC 220 Final Project (pilot)	USC 220 Students (RMs)	End of fall semester	TBD
3b: Students will be able to identify concrete actions they can take to enhance the climate for diversity.	<ul style="list-style-type: none"> • USC 101 • FYC Advising Programs: <ul style="list-style-type: none"> • Forums 	Final exam question	USC 101 students	End of fall	90% of students will identify three specific actions they can take to enhance the climate for diversity at NC State

Note: Over the next year, the Curriculum Committee is developing SLOs for all USC topics, including diversity. FYC's new diversity committee is developing a strategic plan for diversity, which may also impact assessment practice.

Goal 4: 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, Joyner Visitors Center, Undergraduate Admissions, Office of Student Conduct

Outcome	Delivery	Assessment Methods	Population	Schedule	Success Criteria
4a: 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 101/102 • FYC Advising • FYC Village Programs:	GPA, hours earned, academic standing statistics	First year FYC students	Reviewed each October	Equal to or above University cohort
		Performance data, tracked by college	All FYC cohorts	Annually, through R&R	Equal or above entering college cohort

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Outcome	Delivery	Assessment Methods	Population	Schedule	Success Criteria
	<ul style="list-style-type: none"> • USC/FYI Links • PAWS RM Program • Pack Study 	Continuing, withdrawn, suspended, graduated analysis	All FYC cohorts	Annually through R&R	Equal or above University cohort
4b: Major Changes - 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 101/102 • FYC Advising 	Rates students change majors after their initial transfer out of FYC; also under "Majors" outcome 2c	Former FYC	Reviewed every 5 years; next due 2010	Significantly fewer former FYC students will change majors after matriculating, compared with a matched other NC State students
4c: Retention - Students in the FYC program will have an average first year retention rate that is as high, or higher, than selected cohort groups at the University.	<ul style="list-style-type: none"> • USC 101/102 • 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
		SES question on plans to return to NC State for second year	USC 101 and 102 Students	End of fall and spring semesters	Less than 7% of respondents will reports plans not to return to NC State for second year
4d: 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 101/102 • FYC Advising Programs: <ul style="list-style-type: none"> • Pack Study • RM • PAWS RM 	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 09-10 results.

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Outcome	Delivery	Assessment Methods	Population	Schedule	Success Criteria
	Program	Pack Study Usage (As recorded on sign-in sheets)	All FYC	End of fall and spring semesters	Students will use Packstudy for at least 85% of the available hours 5 students per night on avg. will utilize Packstudy
		GPA and hours passed; use of services	AW students	End of fall and spring semester	Improve success rates over past year
4e: 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 101/102 • FYC Advising <p>Programs:</p> <ul style="list-style-type: none"> • PAWS RM Program 	Judicial Data (Pilot)	First Year FYC students	End of Fall and Spring Semesters	First Year FYC students will be involved in fewer judicial cases than the first year population overall
		Targeted Items on SES related to goals (Pilot)	USC 101 and 102 Students	End of Fall and Spring Semesters	TBD
		AW Student Survey on goals (Pilot)	AW Students	During Registration Advising Period	TBD
		PTD Compliance	All FYC	End of each spring	85% of all students will have an approved plan

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Outcome	Delivery	Assessment Methods	Population	Schedule	Success Criteria
<p>4f: FYC will enroll a diverse and highly qualified student body that understands and embraces the FYC Mission.</p>	<p>Recruiting materials and events, outreach to high school guidance staff</p>	<p>SAT score, HS GPA, HS rank, demographics</p>	<p>New admits</p>	<p>End of spring (May 10th)</p>	<p>1950 applications to FYC for Fall 2011 (a 3% increase)</p> <p>SAT, HS GPA, HS Rank will be at or above the entering university cohort.</p> <p>Demographics will mirror the entering university cohort.</p>
		<p>%1st Choice FYC vs 2nd choice FYC in freshman class</p>	<p>New admits</p>		<p>90% of confirmed incoming students will be 1st Choice FYC</p>
		<p>Pre-NSO Survey responses on reasons for choosing FYC</p>	<p>Incoming Cohort</p>		<p>90% of survey responses will indicate an interest in one of FYC's programmatic goals.</p>

Goal 5: To practice the use of sound advising strategies in First Year College programs and courses, as exemplified in the NACADA Core Values

Partnerships:

Partnerships in Advising training and evaluation are under development with TP, OASIS, and ASPSA.

Outcome	Delivery	Assessment Methods	Population	Schedule	Success Criteria
5a: Academic Advising - Students will demonstrate a high level of satisfaction for the advising services they receive in FYC	Individual advising contact	ACT Survey of Academic Advising	USC 102 students	Even entry years, end of spring semester, next due AY 2010-11	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 Dec grads)	Average scores indicating "agree" or "strongly agree" on all advising items; response rates above 35%
		NCSU Sophomore Survey (Note: due to the usual low response rate, we are considering discontinuing use of this survey data in our assessment)	All 2 nd term sophomores	Biannually in spring, every years	Average scores indicating "excellent" or "good" on advising items

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		SES; on-line survey	All FYC students	End of each semester; SES questions on ACT off years	Average scores indicating positive perception of advising services
5b: 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.	<ul style="list-style-type: none"> Staff development and training START Teams 	<ul style="list-style-type: none"> Folder Standards Review Needs assessment for adviser training 	<ul style="list-style-type: none"> Files for currently enrolled students FYC advisers 	Folder review - end of each spring semester	<ul style="list-style-type: none"> Average scores indicating professional growth based on folder standards feedback At least one staff development session each semester on an advising topic identified by the staff; positive overall feedback
5c: Students will understand university policies and procedures including, but not limited to: Student Code of Conduct, Intra-Campus Transfer, Policies (criteria and process for declaring a major), Academic Policies (Progress Toward Degree, First Year Course Repeat, Academic Standing)	<ul style="list-style-type: none"> USC 101/102 FYC Advising 	Targeted SES Questions which are under development (pilot)	USC 101 and 102 students	End of each semester	TBD
		<i>Considering using Final Exam question on policies on alternating years with the question on diversity</i>	USC 101 students	End of fall semester, in odd numbered years	TBD

<p>5d: Students will select courses that strategically fulfill the General Education Program in their intended degree program(s) and that help them achieve their educational and career goals</p>	<ul style="list-style-type: none"> • USC 101/102 • FYC Advising 	<p>Targeted SES Questions which are under development (pilot)</p>	<p>USC 101 and 102 students</p>	<p>End of each semester</p>	<p>TBD</p>
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Advising-Related Student Learning Outcomes

During the 2009-2010 year, the Assessment Committee developed 7 advising-related student learning outcomes (SLOs) which were published in FYC’s new advising syllabus and the USC 101/102 course workbook. These SLOs are accounted for in this assessment plan under the outcomes noted below.

As a result of the FYC academic advising experience, students will:

1. Identify and articulate their unique interests, abilities, and values (self-knowledge) **[outcome 2c]**
2. Apply your self-knowledge, personal experience, and research to make an informed decision on a major **[outcome 2c]**
3. Establish educational goals and monitor progress toward those goals **[outcome 4e]**
4. Understand university policies and procedures including, but not limited to:
 - Student Code of Conduct
 - Intra-Campus Transfer Policies (criteria and process for declaring a major)
 - Academic Policies (Progress Toward Degree, First Year Course Repeat, Academic Standing) **[outcome 5c]**
5. Select courses that strategically fulfill the General Education Program in your intended degree program(s) and help you achieve your educational and career goals **[outcome 5d]**
6. Utilize the plan of work/degree plan effectively in course-planning **[outcome 4e]**
7. Pursue campus resources and opportunities that support personal wellness, academic success, community involvement, and career goals **[outcomes 1a and 1b]**