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Fayetteville Technical Community College

Detailed Assessment Report
2008-2009 Success Center

Mission/Purpose

The purpose of the Success Center is to provide focused supplemental instructional services and resources. These services and resources aim at improving the level of academic success, ability to learn independently, and retention of students enrolled in Curriculum and Developmental Studies classes. Additionally, Continuing Education Teacher Certification Renewal classes provide enhanced opportunities for area educators to improve their teaching skills and maintain their North Carolina Teacher Certification.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 2: Instructor referrals to the Success Center

Staff will increase awareness of the importance of direct instructor referrals to the Success Center.

Associations:

Institutional Priorities:

3 FACULTY AND STAFF- To recruit and retain high quality faculty and staff who reflect the diversity of the community, and to provide faculty and staff with a wide variety of professional development opportunities.
5 FACILITIES- To plan, provide, and maintain educational facilities which will enhance student learning, achievement, and development.

Strategic Plans:

Learning Technologies

2.1.9 Develop and implement a Writing Lab within the Success Center for use by Developmental and Curriculum students seeking to improve their skills. 2008-2009 (Immediate)
2.2.1 Have materials and equipment readily available. 2008 2013 (Ongoing)
2.2.2 Seek new methods to promote greater utilization of Learning Technologies. 2008-2013 (Ongoing) NOTE: Click the link, Strategic Plan, for additional objectives and activities for Learning Technologies 2.2.2.
2.2.3 Develop, implement, and staff a "Center for Professional Excellence" (CPE), following the recommendations of the CPE Task Force, a facility within the Success Center which will focus on professional development opportunities for all College employees. 2008-2009 (Immediate)
2.3.1 Provide resources and services to support diversified curriculum.

2008-2013 (Ongoing)
2.3.6 Assist faculty and students as they explore the application of various computer and video technologies to the learning centered college. 2008-2013 (Ongoing)

Related Measures:

M 2: Targeted Marketing for direct referrals

Staff will develop and conduct "targeted marketing" to Curriculum classroom/course instructors to explain the need for direct referrals, and will include such marketing as a part of the continuing "Developmental Studies Outreach Initiative" and in presentations to ACA classes (both in classes and to classes visiting the Success Center).

Source of Evidence: Academic Direct Measure

Achievement Target:

The number of direct referrals as a percentage of overall referrals (within any semester) will equal 10 percent.

Findings (2008-2009) - Achievement Target: Partially Met

Staff conducted "targeted marketing" to Curriculum classroom/course instructors to explain the need for direct referrals by instructors, by including this information during presentations made during "Developmental Studies Outreach Initiative (DSOI)" presentations to select 16 week, 12 week, and first and second eight-week classes during Fall semester 2008 and Spring semester 2009. The Director also included this information during presentations made during the August 2008 and January 2009 New Faculty/Staff Orientations. These explanations emphasized the desirability of instructors including detailed information about a student's specific academic needs in each referral.   In mid-January, 2009, the Director developed a new "Success Center Course Instructor's Referral Form" to encourage increased direct referrals from course ("classroom") instructors. This form was initiallydistributed to the instructors of those Developmental Studies classes which Success Center staff visited during Spring 2009 (beginning in January 2009). This new two-page form, which provides space for instructors to make referrals for specific supplemental instruction, was used along with the Referral Form available to instructors on the Success Center page of the College's website, and with the three-page "Success Center Referral and Registration Form" (completed by Success Center staff at the time a student actually comes to the Center to enroll. The Director also discussed the need for direct referrals with the Chairman of the Math Department, and provided blank forms to that department to encourage their use by faculty. The Success Center Facilitator/Instructor responsible for the DSOI and for tracking referrals reported that only 13 direct referrals were received during all of Spring semester 2009. This equaled one (1) percent.

Related Action Plans:

Increase the number of direct referrals to the Success Center by classroom/course instructors
Success Center staff will continue to plan and implement actions that will result in an increase in direct referrals for supplemental instruction of students to the Success Center by classroom/course instructors.

Staff will continue and expand their visits to Developmental Studies classrooms, plan and conduct presentations to faculty, and seek other means by which this may be accomplished.

For more information, see the *Action Plan Details* section of this report.

O 3: Student Enrollment/Tracking Reporting System

Staff will implement a new Student Enrollment/Tracking/Reporting System within the Success Center.

Associations:

Institutional Priorities:

1 STUDENTS-To provide educational and support programs within an open door context. To actively recruit, serve, and retain students from all academic levels, including non-traditional ages, all socioeconomic backgrounds, and those deficient in basic skills.

5 FACILITIES- To plan, provide, and maintain educational facilities which will enhance student learning, achievement, and development.

Strategic Plans:

Learning Technologies

2.5.6 Implement and integrate new student enrollment and tracking software for the Success Center. 2008-2011 (Short-term)

Related Measures:

M 3: Student Enrollment/Tracking Reporting System

Director and staff will coordinate with MIS and offices concerned with Datatel access to implement the new Student Enrollment/Tracking/Reporting System within the Success Center. Linking to Datatel will allow for immediate confirmation of student enrollment information, resulting in a more accurate instructor referral process.

Source of Evidence: Academic Direct Measure

Achievement Target:

The new Student Enrollment/Tracking/Reporting System will be fully implemented Fall 2008; problem areas (if any) will be identified and addressed/corrected by the end of Spring 2009.

Findings (2008-2009) - Achievement Target: Met

The new Student Enrollment/Tracking/Reporting System was fully implemented for the beginning of Fall 2008, and was used to enroll and track all Curriculum (including Development Studies) and Continuing Education students during the semester. Staff tracked and discussed problems with the system as they arose. Ongoing communications with Management Information Systems (MIS) were maintained. A report will be prepared and submitted to MIS during Spring semester 2009 documenting these problems and requesting that they be addressed and solutions implemented by/for Fall semester 2009.

Success Center staff continued to use the new Student Enrollment/Tracking/Reporting System during both the Spring and Summer semesters, 2009. A number of problems, not readily apparent during the initial (Fall 2008) semester, were discovered and reported to the appropriate MIS personnel in a timely and ongoing manner. (Thus,

ongoing communications with MIS personnel took the place of the report which was originally planned.) These problems included: (1) The system (software) not allowing Curriculum students who, prior to coming to the Success Center, had first registered for a Continuing Education (CE) course for the already-underway Curriculum semester; (2) The system not allowing Curriculum students who, prior to coming to the Success Center, registered for a CE course for the next CE term to enroll/be entered in the system during the (then) current Curriculum semester; and (3) The system not allowing Curriculum students who, prior to coming to the Success Center during one semester, had already registered for Curriculum classes for the next semester.

Additionally, Success Center staff have requested that MIS review the capabilities of the system to produce additional reports which will allow staff to provide more detailed information to administrative and instructional personnel. Requested reports include (1) Individual Student Detail Report: Would allow Success Center to present requesting student and/or instructor with detailed attendance information; (2) Developmental Students Report with data presented by course/nember (eg., ENG 70) and totals for each (e.g., ENG 70 = 35 students); and, (3) separate Curriculum and Continuing Education reports, with totals for students courses and contact hours.

Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Teacher Renewal courses

Staff will use information to analyze problems and make logical decisions in developing and/or revising professional development (Continuing Education) Teacher Renewal courses.

Associations:

Institutional Priorities:

3 FACULTY AND STAFF- To recruit and retain high quality faculty and staff who reflect the diversity of the community, and to provide faculty and staff with a wide variety of professional development opportunities.

Strategic Plans:

Learning Technologies

2.15.1 Conduct assessment of Learning Technologies Services. 2008 2013 (Ongoing) -students -faculty/staff

2.3.3 Engage faculty and student participation in resource development. 2008-2013 (Ongoing) -Publishers literature & bibliography -Schedule of Departmental Evaluations -Systematic acquisitions & weeding process - Suggestion Box/Answer Board

2.3.6 Assist faculty and students as they explore the application of various computer and video technologies to the learning centered college. 2008-2013 (Ongoing)

2.8.1 Utilize Personal and Professional Development Plans in designing professional development activities for faculty and staff. 2008-2013 (Ongoing)

2.8.2 Provide for staff and faculty development opportunities. 2008-2013 (Ongoing) NOTE: Click the link, Strategic Plan, for additional objectives and activities for Learning Technologies 2.8.2.

2.8.3 Provide instruction and training to faculty and staff on the application of technology. 2008-2013 (Ongoing) NOTE: Click the link, Strategic Plan, for additional objectives and activities for Learning Technologies 2.8.3.

2.8.4 Participate in current and new faculty/staff orientations. 2008-2013 (Ongoing)

Related Measures:

M 1: Teacher Renewal Course Evaluations

Staff will review recommendations contained in all Continuing Education Teacher Renewal Course Evaluations for all such courses completed beginning with Summer 2007. Staff will also survey select private and parochial schools within Cumberland County to assess their needs with regard to these courses (beginning Summer 2008).

Source of Evidence: Evaluations

Achievement Target:

This process will result in the development of at least five (5) new or revised Teacher Renewal Courses during the academic year.

Findings (2008-2009) - Achievement Target: Met

The Success Center Director and the Facilitator/Instructor responsible for the development of the Center's Continuing Education (CE) Teacher Renewal (TR) courses, met periodically throughout the academic year. They, along with other Success Center staff, discussed perceived needs for new TR courses to be developed. The, during Spring semester 2009, the Director conducted a thorough review and analysis of all course evaluations completed by TR students, beginning with Spring 2007 and continuing through the end of Spring 2009 (i.e., seven semesters).

These discussions and that review/analysis led to the staff researching and developing four (4) new TR courses. These are: "Primary Sources: Workshops in American History," The Arts in Every Classroom: A Video Library, K-5," "Engaging with Literature," and "Identifying and Using Search Engines (as Teaching and Learning Tools)." These courses will be submitted for CE administrative approval once funding is made available which will allow the necessary courses materials to be ordered/purchased. They will then be implemented immediately. In addition to these new courses, Success Center staff reviewed and updated one (1) existing course, "Teaching Science: Rediscovering Biology, Reactions in Chemistry, and Careers in the Sciences."

Thus, the target of developing five (5) new or revised courses has been met.

Details for Action Plans Established This Cycle

Increase the number of direct referrals to the Success Center by classroom/course instructors

Success Center staff will continue to plan and implement actions that will result in an increase in direct referrals for supplemental instruction of students to the Success Center by classroom/course instructors. Staff will continue and expand their visits to Developmental Studies classrooms, plan and conduct presentations to faculty, and seek other means by which this may be accomplished.

Priority: High

Target Date: 12/2009
End of Fall Semester 2009

Responsible Person/Group: Director of the Success Center; Success Center
Facilitator/Instructor coordinating Developmental Studies Outreach Initiative and
Referral Tracking

Additional Resources Needed: n/a

Budget Amount Requested: $0

Analysis Answers

What were the strengths of your assessment process?

One of the major strengths of this assessment process was that it was just that: a
process. Or, perhaps, that ongoing assessment was encouraged. Examining the
overall operation of the department with a view towards identifying areas that need
improvement is something which I have normally done at least once annually. But,
having to select several areas/items and then more fomally track progress (with the
aim of completing such tasks/achieving such targets) was very helpful.

What were the weaknesses of your assessment process?

The only real weakness that I can identify was that of waiting too long to try to
implement the direct referral concept. The concept should have been been ready and
then implemented no later than the start of the Spring semester, but, for various
reasons (including the availability of the needed new forms) this was delayed until
about one month into the semester.

What was learned as a result of your assessment process?

The major lesson learned was not a new one; rather, it was an old lesson that needed
to be emphasized: One should select realistic yet challenging targets/tasks, which
one can reasonably expect to achieve. Progress towards achieving such targets must
be tracked on a regular basis. Those completed tasks should ideally result
in improved services and/or resources.

**How will what was learned impact the direction and emphasis of your academic
or support unit?**

The direction and emphasis of this support unit will remain essentially the same.
What will change will be the tack that is chosen to maintain that direction and achieve
our targets.