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Fayetteville Technical Community College

Detailed Assessment Report
2009-2010 Vice-President's Office (Academic and Student Services)

Mission/Purpose

This mission/purpose of the Office of the Vice-President for Academic and Student Services includes the following objectives:

- To provide a comprehensive academic and student service support with an open-door context that is committed to quality instruction and learning focused upon student success.
- To actively recruit, serve, and retain students from all academic levels, including non-traditional ages, all socioeconomic backgrounds, and those needing assistance within basic skills.
- 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.
- To provide a management and planning system which ensures productivity, fiscal responsibility, and accountability to enhance student learning, achievement, and promote economic development for the local community.

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

O 1: Alignment of On-Line Courses to meet New Standards
Compare on-line courses against new standards created in base year 2008-09 in an effort to ensure effective and efficient student learning outcomes that should lead to increases in student retention.

Associations:

Institutional Priorities:

1 STUDENTS-To provide educational and support programs within an open door context. To actively...
2 EDUCATIONAL PROGRAMS-To provide a comprehensive educational program committed to quality...
4 ADMINISTRATION AND FINANCE-To provide a management and planning system which ensures productivity…

Strategic Plans:

Vice-President's Office (Academic and Student Services)
2.1.1 Promote active learning to serve students from diverse populations. (Ongoing)
2.4.2 Assist in recruitment and retention for the College.
2.9.1 Enhance delivery systems. (Ongoing)
2.9.2 Integrate technologies into existing courses. (Ongoing)

Related Measures:

M 1: Alignment of On-Line Classes to New Standards

What: Assess four on-line courses to ensure full compliance with the on-line course standards created in 2008-2009 and to measure the retention rate of students within those courses as compared with retention rates in other delivery methods.

Why: To measure consistency of student learning outcomes within on-line courses as compared to face-to-face delivery of courses and to compare course retention rates.

How/When: Will select at random four on-line general education courses that provide the direct evidence for FTCC's focus upon its Core Competencies. In Fall 2009, two courses will be selected and evaluated prior to the end of the fall semester.   In Spring 2010, two additional courses will be selected and evaluated prior to the end of the Spring Semester. Results of both fall and spring assessments will be shared with the Associate Vice President(s) and/or the Program Area Deans for future improvements. The On-Line Standards Checklist will be used and posted to the WEAVEonline Document Repository as evidence of completion. To evaluate retention in on-line classes and implement improvements in retention rates, initial focus will be center upon the number of students in the class at the 10% point as compared to the number still enrolled and passing at the end of the semester. A spreadsheet will be created and posted within the document repository upon completion of the retention analysis.

Who: Vice-President for Academic and Student Services, Curriculum Data Management Technician and Webmaster.

Source of Evidence: Document Analysis

Document:
> 2009-2010 Goals

Achievement Target:
Courses evaluated will be in compliance with 80% of the On-Line Standards. Retention within on-line courses evaluated will be within the 60 to 70% range.

Document:
> 2009-2010 Goals

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

O 2: Expansion of Professional Development Activities
Identify first and second tier administrators within the Academic and Student Services Division that are subject matter experts that can provide quality professional development training to College personnel. Use of resident experts will allow for continued professional development activities during the current economic crisis and restrictions on travel. Attendance to these expanded professional development opportunities will allow the College to grow its own future leadership by allowing current employees to prepare for upward mobility positions.

Associations:

Institutional Priorities:
> 3 FACULTY AND STAFF- To recruit and retain high quality faculty and staff who reflect the diversity…
> 4 ADMINISTRATION AND FINANCE-To provide a management and planning system which ensures productivity…

Strategic Plans:

> **Vice-President's Office (Academic and Student Services)**
> 2.11.1 Utilize Personal and Professional Development Plans in designing professional development activities for faculty and staff. (Ongoing)

2.11.3 Provide faculty professional development opportunities. (Ongoing)
2.11.4 Provide professional development opportunities for curriculum administration and support staff. (Ongoing)
2.11.5 Support diversity and customer service training for curriculum administration, support staff and faculty. (Ongoing)
2.13.3 Apply results of evaluation for corrective action and effective planning. 2008-2009 (Immediate)
2.8.3 Provide special training opportunities for faculty and staff. 2008-2009 (Immediate)
2.9.1 Enhance delivery systems. (Ongoing)

Related Measures:

M 2: Expansion of Professional Development Activities
What: Identify all the first and second tier administrators who have expertise in professional development topics within the scope of leadership and organizational development. These subject matter experts will design and deliver professional development classes to faculty and staff.

Why: The professional development plans in use at the College require faculty to have 30 hours of professional development each academic year. With the current travel restrictions this would be difficult to achieve without providing training with current resources located at the College. Another reason for doing this is to grow internally the leadership of the future to meet the significant losses anticipated as the baby boomer generation retires.

How/When: In the Summer 2009 semester the Associate vice presidents, academic deans and directors will identify the topics they would like to design, develop and deliver in professional development training sessions in the Fall 2009 and Spring 2010 semesters. Development of the training materials will occur during the summer semester and early fall semester. In the Fall Semester 2009, the Professional Development schedule for delivery of these courses/workshops will be developed and training sessions will begin. Each training session will be evaluated at the conclusion of the training session. Training attendance will be collected and maintained. Training sessions and workshops will continue through the Spring 2010 semester. In early Summer 2010 semester, an evaluation of the effectiveness of the professional development workshops will be conducted by the same individuals that met originally to identify the training topics. This group will also select the new training topics for the upcoming academic year.

Who: Vice president, associate vice presidents, deans and directors of academic and student services division.

Source of Evidence: Service Quality

Achievement Target:
90% of the subject matter experts identified to teach professional development classes will delivery atleast one training session or workshop in the 2009-2010 academic year. Training sessions will be delivered at the quality level necessary to achieve an 80% satisfaction rate or higher on evaluations conducted at the conclusion of each training session.

O 3: Student Retention in Developmental Math
Conduct a comparative analysis of student successful retention in developmental math, using initial entry rosters (at the 10% point of classes) compared to the number of students enrolled at the end of the semester using the grade distribution report.

Associations:

General Education or Core Curriculum:

2 Use critical thinking to analyze problems and make logical decisions.

Institutional Priorities:

> 2 EDUCATIONAL PROGRAMS-To provide a comprehensive educational program committed to quality...

Strategic Plans:

> **Vice-President's Office (Academic and Student Services)**
> 1.1.6.1.3 Continue to support Developmental Studies initiatives. (Ongoing)
> 2.20.2 Measure attainment of general institutional competencies. (Ongoing)
> 2.4.2 Assist in recruitment and retention for the College.

Related Measures:

M 3: Student Retention in Developmental Math
What: Using Spring 2009 as the baseline, will conduct a comparative analysis of Spring to Fall and Fall to Spring retention levels in developmental math with the goal of identifying areas of strengths, weaknesses or potential concerns.

Why: FTCC needs to increase our performance measurements within the NCCCS Critical Success Factors Report. Ultimately, the College will use this data to development a retention model for developmental studies.

How/When: In Fall 2009 Semester, after the 10% point of classes, an enrollment roster will be provided for all developmental math classes. In early Spring 2010, the grade distribution roster of those same classes will be run for comparative purposes in Excel spreadsheet. Each course will be listed with the following data: Enrollment at 10% point, Number of students with A, B, and C's from the grade distribution report, Number of D's and F's from the grade distribution report, Number of WP's and WF's, Percentage of Successful Completers based on grades of A to C, Percentage of completers with D to F, and Percentage of withdrawals from the course. The averages will be computed for each separate course (i.e. all of Mat 050, 070, 080, etc). The data will be used to determine the math level with the greatest success and/or failure rates as a basis for further study to determine effective teaching strategies.

Who: Vice-President of Academic and Student Services, Curriculum Data Management Technician and Executive Secretary to the VP of Academic and Student Services. May include a Division Chair for Developmental Studies if funding becomes available for the position.

Source of Evidence: Document Analysis

Achievement Target:
To establish baseline data to determine our current status as it relates to student successes or failures within the developmental math program. This baseline data will be used in following year assessment cycles to build a model for improvement. A statistical report with observation notes will be posted within the document repository that is assessible to all faculty and staff at the College.