Targeting Strategic Objectives for 2009-10

Provost’s Presentation
August 25, 2009
Student Learning Outcomes

- Objective 1.1 Identify student learning outcomes for General Education, undergraduate majors and graduate majors; establish their integration in the curriculum; and implement outcomes-based assessment for all courses, programs, and student academic support services to promote continuous improvement.
Collegiate Learning Assessment (CLA)

- The CLA test measures the ability to analyze complex, realistic scenarios; to write a persuasive analytic essay; and to critique a written argument.
- Faculty Senate approved implementation at CCSU in 2007-08 and 2008-09 as part of the Voluntary System of Accountability (VSA). The CLA results have not been publicized.
- Comparison institutions are four-year colleges and universities where at least 25 students had both a CLA and Entering Academic Ability (EAA) score in fall 2008 and/or spring 2009.
Collegiate Learning Assessment

Results from second annual administration of CLA assessment

- After adjusting for entering academic ability, CCSU first-year students performed higher than 84 percent of the first-year students at comparison institutions.
- After adjusting for entering academic ability, CCSU seniors performed higher than 98 percent of the seniors at comparison institutions.
- After adjusting for entering academic ability, the difference in performance between CCSU first-year students and seniors was higher than it was in 79 percent of comparison institutions.
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<tr>
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<th>2007-08 Adjusted Percentile</th>
<th>2008-09 Adjusted Percentile</th>
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<tbody>
<tr>
<td>First-year students</td>
<td>62: At expected</td>
<td>84: Above expected</td>
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<tr>
<td>Seniors</td>
<td>63: At expected</td>
<td>98: Well above expected</td>
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<tr>
<td>Institutional “Value Added”</td>
<td>49: at expected</td>
<td>79: Above expected</td>
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Writing across the Curriculum

- Key general education outcome
- No systematic framework for promoting and assessing
- Documented correlation between writing and learning
- Planned faculty development workshop on “Teaching Writing-intensive Courses”
- Propose establishment of interdisciplinary Writing Across the Curriculum (WAC) Advisory Committee
Improve Retention and Graduation Rates

- Objective 2.1. Improve the retention rate for first-time, full-time students between their freshman, sophomore, and junior years.
Early Academic Warning Program

- Started in fall 2008
- 1446 students were referred through the system
  - 199 of the students reported were to the Registrar (never attended class)
  - 331 of the students were referred to Assistant Dean of Student Affairs, Ray Hernandez
  - 716 of the students were referred to The Learning Center Director, Meg Leake
- 200 met with Meg Leake
- Many students did not respond to invitation
<table>
<thead>
<tr>
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<th>2007</th>
<th>2008</th>
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<tbody>
<tr>
<td>Fall Semester GPA (Mean)</td>
<td>2.51</td>
<td>2.71</td>
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<tr>
<td>Fall Semester GPA Below 2.0 or Withdraw (Pct)</td>
<td>24%</td>
<td>19%</td>
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<tr>
<td>Spring Semester GPA (Mean)</td>
<td>2.48</td>
<td>2.59</td>
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<tr>
<td>Spring Semester GPA Below 2.0 or Withdraw (Pct)</td>
<td>25%</td>
<td>21%</td>
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Mississippi SU Pathfinders Program

• 32% of 1st-year students had more than 3 absences in one course by midterm

• Average 1st-year GPA for students with more than 3 absences in one course by midterm: 1.98 (versus 2.96 GPA for students with no attendance problems)

• Retention rate to sophomore year for students with more than three absences: 64% (versus 89%)

• Students with attendance problems had slightly higher entering ACT scores than those with no such problems
Mississippi SU Pathfinders Program

• Faculty submit alerts on first-year students with two or more absences
• Students are contacted by program coordinator or RA once per semester
• 62% of students contacted had no further attendance problems; contacted students’ retention to second year improved to 78%
• Overall, MSU’s first- to second-year retention rate improved from 76% to 84% over a ten-year period, while students’ entering ACT scores remained constant

http://www.msstate.edu/org/pathfinders/

University Leadership Council Analysis
Center for Advising and Career Exploration

**Advising Activities**

- Meet with departmental liaisons for current information and to coordinate activities
- Connect with all first time full-time students to assign their CACE advisors
- Provide career exploration and academic advice to continuing full-time students who have not declared a major
- Meet with students in FYE classes at faculty request to discuss role of CACE
- New first-time students will complete the Sigi3 educational and career planning self-assessment
- Individual advising appointments with CACE advisor in October and November to review Sigi3 results, and plan spring semester course schedule
- Early in spring semester, transition first-time students (who have completed Sigi3, have a declared major, and who met with their CACE advisor as required) to their respective departments or school-based advising center
Center for Advising and Career Exploration

Career Activities

- Continue to offer experiential education opportunities --- internship listings and cooperative education
- Offer career preparation workshops to all students (skills identification, résumé/cover letter writing, career research, interviewing)
- Conduct résumé and cover letter reviews on demand
- Provide job listings of all types
- Coordinate Career Fairs --- Accounting Career Fair in October, Education Career Fair and Spring Career Fair in early April
Increase Collaboration between Academic and Student Affairs

- Objective 1.6. Increase collaboration and partnerships between Academic Affairs and Student Affairs to promote student learning.
Co-curricular activities in FYE courses

- Learning Community linking courses in Anthropology and Political Science and Student Activities & Leadership Development (SALD), focusing on civic engagement and the student citizen. Instruction on a variety of topics including social narratives, group dynamics, the private versus public person, power mapping, and ethics and the public professional.

- FYE 101 and English 110 linked as “Understanding Community” project, including required weekly participation in on-campus organizations and community excursion
Shared Learning Outcomes for Curricular and Co-curricular Activities

Proposed collaborative CSU project between Academic and Student Affairs to study common learning outcomes:

- What are shared student learning outcomes for curricular and co-curricular activities?
- How can we promote greater collaboration between Academic and Student Affairs in achieving these outcomes?
- How do we assess the impact of that collaboration on student learning?
Online Learning

• Objective 1.3. Increase the number of courses that incorporate educational technologies to promote student engagement, learning, and academic success, including developing strategies for online courses and programs, and for the prototyping of blended courses.

• Objective 1.7. Increase instructional design assistance for faculty to support teaching and learning.

• Objective 3.7. Ensure students have appropriate proficiencies for IT-based tasks.
New Research on Online Learning

U.S. Department of Education meta-analysis of 99 studies contrasting online/blended learning and face-to-face (offline) learning

Four Research Questions:
1. How does the effectiveness of online learning compare with that of face-to-face instruction?
2. Does supplementing face-to-face instruction with online instruction enhance learning?
3. What practices are associated with more effective online learning?
4. What conditions influence the effectiveness of online learning?
Results of Research Study

- “Students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction.”
- “Instruction combining online and face-to-face elements had a larger advantage relative to purely face-to-face instruction than did purely online instruction.”
- “The effectiveness of online learning approaches appears quite broad across different content and learner types.”

Hybrid-learning Initiative

- Ike Shibley workshop and follow-up visit (spring 2009)
- Ten faculty members received stipend to develop hybrid course for spring 2010
- Course review session in October 2009
Online Course Design Project

- Five session webcast on designing online courses (fall 2009)
- $500 stipend to five faculty members who participate in complete webcast and design new online course for spring or fall 2010
New Faculty Support Facility

Instructional Design and Technology Resource Center
(formerly Faculty Computing Center)

- Online course development and Instructional Design
- eMedia resource development, such as podcasts and interactive tutorials
- Blackboard Vista support
- Web Conferencing with Adobe Connect
- Support for student technology assignments
- The Center is located in Willard Hall room 004.
IT Proficiencies

- Have academic departments conduct inventory of appropriate IT proficiencies for students in their programs.
- Promote integration and assessment of appropriate IT activities in major curricula.
- Identify “Information Literacy” as a goal of General Education and promote its integration and assessment across the curriculum.
H1N1 Contingency Planning

- Possible impact of flu outbreak on student attendance
- Will distance learning tools help students who are absent keep up with coursework (listserv, email, podcasts, Vista, etc.?)