“The fundamental purpose of academic advising is to help students become effective agents for their own lifelong learning and personal development.”

Arthur Chickering

Advising Center Information

This section can be replaced with college or departmental information as a supplemental resource for students to receive information.)

Office Hours: Monday - Friday, 8:00 AM - 4:00 PM
Office Location: 218 Hardway Hall
Office Phone: 304-367-4709

Advisor Information:

Name: Carol A. Tannous
Office Hours: Tuesday - Thursday, 8:00 AM - 4:00 PM
Office Location: 218 Hardway Hall
Phone: 304-367-4993
Email: ctannous@fairmontstate.edu

Academic Advising Center Philosophy

The Academic Advising Center attends to the unique needs of a diverse population of students. These include first-generation, non-traditional, transient, transfer, and high-school students representing a variety of socio-economic, racial, and cultural backgrounds.

It is the development of a student as a whole person that lies at the root of the advisement process. By getting to know a student as an individual, we can better promote both personal and academic growth. Advisement meetings encourage self-exploration, the development of critical thinking and decision-making skills, increased knowledge of university policies and procedures, awareness of academic progression, and responsibility for personal choices and actions.

Expected Student Learning Outcomes for the Advising Experience

Students will:
Create an academic plan based on their personal and career goals.
Utilize knowledge of liberal studies and major degree requirements to make informed choices when creating course schedules.
THE ADVISING PROCESS: COLLABORATION, EMPOWERMENT, COMMITMENT

COLLABORATE – 1. to work jointly with others or together especially in an intellectual endeavor

Advisee Responsibilities

- Schedule regular appointments with your advisor each semester.
  - Students with a declared major must meet with their assigned departmental faculty.
  - Undeclared students must meet with an advisor in the Academic Advising Center.
- Arrive on-time for all advising appointments or call if you will be late or need to reschedule.
- Bring a list of questions or concerns you would like to discuss at general advising appointments.
- Prepare for course registration appointments by completing the “Course Registration Preparation Packet” located on the academic advising center website.
- Work towards clarifying your personal and academic long and short-term goals.
- Become familiar with and utilize available resources and tools.
- Follow through on referrals for academic and personal growth.
- Conduct yourself in a manner that is courteous towards others.
- Inform your advisor of academic problems, changes of major, minor, etc.
- Demonstrate knowledge of your academic progress.
- Accept responsibility for your decisions and actions.

EMPOWER – 2. to inspire with confidence

Advisor Responsibilities

- Be accessible for meetings with advisees via posted office hours.
- Assist with clarifying life, career, and academic goals.
- Actively listen and demonstrate care and concern.
- Provide a safe space for communication of thoughts, concerns, and aspirations.
- Communicate accurate information regarding major curriculum requirements and graduation requirements.
- Emphasize the importance of meeting with your assigned academic advisor.
- Work with students to identify a major.
- Understand the Liberal Studies requirements for two and four year degree programs.
- Demonstrate knowledge of academic policies and procedures.
- Develop educational plans compatible with the student’s goals, interests, and abilities.
- Discuss academic performance and help to formulate a plan to improve academic standing.
- Monitor progress to ensure satisfactory completion of graduation requirements and successful progression towards a degree.
- Provide referrals to appropriate sources of information, assistance, and services when needed.
- Discuss the relationship between academic choices and financial aid policies.

COMMIT - 2: to obligate or pledge oneself
Tools for Success
Navigating your way through college requires familiarity with and *active use of the many resources available to students.*

1. **Fairmont State University (FSU) Website - General Information**
   This website provides access to valuable academic information such as the *Academic Calendar*, *Academic Policies/Procedures*, and the *Academic Advising Center* including information on how to:
   - find the name of your **faculty advisor**
   - access the **university directory** for contact information on faculty, staff, students, administrators, etc.
   - identify **open class sections**
   - review the **University Catalog**

   For access, follow the links below:
   - [www.fairmontstate.edu](http://www.fairmontstate.edu)
   - “Quick Links”
   - “Enrollment Center”

2. **Fairmont State Website - Secure Student Area**
   This area of the FSU website contains confidential student information. In order to access your information, you must first activate your UCA (Unified Computer Access) code. Follow the links below to view your **grades, academic transcripts, financial aid/billing information**, and to **drop or add classes**, create a **course schedule**, or adjust **personal directory information**:

   - [www.fairmontstate.edu](http://www.fairmontstate.edu)
   - “Quick Links”
   - “Enrollment Center”
   - “Log into secure area”
   - OR
   - “Activate Unified Computer Access” (for student without their UCA code)

3. **University Catalog**
   The University catalog is your guide to college. First-semester students are usually given a hard copy of the catalog at the beginning of their college career. The catalog can also be found on the FSU website.

4. **Schedule of Classes**
   Students are encouraged to begin planning their new course schedule early. The Schedule of Classes generally becomes available the week before the first day of registration and can be found in printed form as well as online. Students are encouraged to use the online version which displays the most up-to-date information on available courses.
## Academic Advising Center Calendar Highlights

<table>
<thead>
<tr>
<th>FALL 2007</th>
<th>DATE</th>
<th>EVENT/ACTIVITY</th>
<th>COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 19</td>
<td>Residence Halls Open for New Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aug. 17-19</td>
<td>New Student Orientation. <strong>Attend as many orientation events as possible.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aug. 23-29</td>
<td>Drop/Add Period. Change your class schedule without it remaining on your permanent record. <strong>Consider adding a Freshman Seminar Class!</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASAP</td>
<td>Locate your advisors office. Make note of your advisors name, office number, phone number, email address and office hours. -Undeclared majors go to 218 Hardway Hall -Declared majors need to identify their departmental faculty advisor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASAP</td>
<td>Who Am I? <strong>Schedule an appointment with your advisor</strong> to clarify your strengths, weaknesses, values, skills, and abilities to assist with choosing a major or fine-tuning your career choice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASAP</td>
<td>Career Exploration. <strong>Learn more about your major or area of interest</strong> by going to the Office of Career Services or making an appointment with a departmental faculty member.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct. 16</td>
<td>Spring schedule of courses available on-line and printed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct. 22</td>
<td>Begin Spring Registration! <strong>Contact your advisor to make an appointment now!</strong> -Undeclared majors go to 218 Hardway Hall. You must prepare for your advising meeting by completing the “Course Registration Preparation Packet” located on the Academic Advising Center website. -Declared majors must contact their assigned faculty advisor to discuss how to progress through their major curriculum requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct. (TBA)</td>
<td>Last day to drop a class for the fall semester.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec. (TBA)</td>
<td>Registration System opens for students to make changes to their new class schedule. Only students who already have a class schedule entered for the next semester or who have over 60 credits) will be permitted to make changes on their own. (Note: the registration system takes a day to reboot. Once you drop a class you will not be able to add the same class back in until the next day.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec.</td>
<td>Declare a major by completing paperwork at the Office of Student Services.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## SPRING 2008

<table>
<thead>
<tr>
<th>SPRING 2008</th>
<th>DATE</th>
<th>EVENT/ACTIVITY</th>
<th>COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 11</td>
<td>Residence Halls Open</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan. 11</td>
<td>New Student Orientation. <strong>Attend as many orientation events as possible.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>???</td>
<td>Drop/Add Period. Change your class schedule without it remaining on your permanent record. <strong>Consider adding a Freshman Seminar Class!</strong></td>
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<tr>
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<td></td>
</tr>
<tr>
<td>ASAP</td>
<td>Career Exploration. <strong>Learn more about your major or area of interest</strong> by going to the Office of Career Services or making an appointment with a departmental faculty member.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb. 1</td>
<td>FSU Institutional Scholarships due (This date is the same every spring)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar. 1</td>
<td>FAFSA Financial Aid forms due. (This date is the same every spring)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar. 24</td>
<td>Begin Fall/Summer Course Registration. Contact your advisor ASAP.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar. (TBA)</td>
<td>Last day to drop a class for the spring semester.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec.</td>
<td>Declare a major by completing paperwork at the Office of Student Services.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Number of Walk-In Students to the Advising Center - 2006
N = 2319

<table>
<thead>
<tr>
<th>Students' Majors</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undecided</td>
<td>471</td>
</tr>
<tr>
<td>No Response</td>
<td>570</td>
</tr>
<tr>
<td>Other Majors</td>
<td>1278</td>
</tr>
</tbody>
</table>

Number of Students
Biggest Offenders
(Students with Majors Who Use the Advising Center)
2006

<table>
<thead>
<tr>
<th>Majors</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Business</td>
<td>142</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>118</td>
</tr>
<tr>
<td>Elementary Ed</td>
<td>85</td>
</tr>
<tr>
<td>Psychology</td>
<td>60</td>
</tr>
<tr>
<td>Sociology</td>
<td>37</td>
</tr>
<tr>
<td>History</td>
<td>33</td>
</tr>
<tr>
<td>Information Systems</td>
<td>32</td>
</tr>
<tr>
<td>Accounting</td>
<td>31</td>
</tr>
<tr>
<td>Management/Marketing</td>
<td>30</td>
</tr>
<tr>
<td>Respiratory Therapy</td>
<td>28</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>24</td>
</tr>
<tr>
<td>Vet Tech</td>
<td>23</td>
</tr>
<tr>
<td>LibTech</td>
<td>22</td>
</tr>
</tbody>
</table>
Other Visitors - 2006

Average "All Other Majors" = 8

Number of Students

Pre-Nursing/Nursing: 203
Rad Tech: 42
Transient: 2
High School: 1
BOC Regents: 3
Unknown (Could not read): 9
All Other Majors (N=47): 370

Majors
ACADEMIC ADVISING INVENTORY
Roger B. Winston, Jr. and Janet A. Sandor

PART I

Part I of this Inventory concerns how you and your advisor approach academic advising. Even if you have had more than one advisor or have been in more than one type of advising situation this year, please respond to the statements in terms of your current situation.

There are 14 pairs of statements in Part I. You must make two decisions about each pair in order to respond: (1) decide which one of the two statements most accurately describes the academic advising you received this year, and then (2) decide how accurate or true that statement is (from very true to slightly true).

Mark your answers to all questions in the Inventory on the separate optical scan answer sheet provided. Use a number 2 pencil. If you need to change an answer, erase it completely and then mark the desired response.

EXAMPLE

80. My advisor plans my schedule.  OR  My advisor and I plan my schedule together.

A------B-------C-----D   E-------F------G-----H
very      slightly     slightly     very
true     true         true         true

RESPONSE ON ANSWER SHEET:  80 A  B  C  D  E  F  G  H  I  J

EXPLANATION: In this example, the student has chosen the statement on the right as more descriptive of his or her academic advising this year, and determined that the statement is toward the slightly true end (response F).

1. My advisor is interested in helping me learn how to find out about courses and programs for myself.  OR  My advisor tells me what I need to know about academic courses and programs.

A------B-------C-----D   E-------F------G-----H
very      slightly     slightly     very
true      true        true          true

2. My advisor tells me what would be the best schedule for me.  OR  My advisor suggests important considerations in planning a schedule and then gives me responsibility for the final decision.

A------B-------C-----D   E-------F------G-----H
very      slightly     slightly     very
true      true        true          true

3. My advisor and I talk about vocational opportunities in conjunction with advising.  OR  My advisor and I do not talk about vocational opportunities in conjunction with advising.

A------B-------C-----D   E-------F------G-----H
very      slightly     slightly     very
true      true        true          true

The student selects the option that best describes his or her experiences and determines the level of truthfulness.
4. My advisor shows an interest in my outside-of-class activities and sometimes suggests activities.

A--------------B--------------C--------------D
very slightly true

OR
My advisor does not know what I do outside of class.

E--------------F--------------G--------------H
slightly very true

5. My advisor assists me in identifying realistic academic goals based on what I know about myself, as well as about my test scores and grades.

A--------------B--------------C--------------D
very slightly true

OR
My advisor identifies realistic academic goals for me based on my test scores and grades.

E--------------F--------------G--------------H
slightly very true

6. My advisor registers me for my classes.

A--------------B--------------C--------------D
very slightly true

OR
My advisor teaches me how to register myself for classes.

E--------------F--------------G--------------H
slightly very true

7. When I’m faced with difficult decisions my advisor tells me my alternatives and which one is the best choice.

A--------------B--------------C--------------D
very slightly true

OR
When I’m faced with difficult decisions, my advisor assists me in identifying alternatives and in considering the consequences of choosing each alternative.

E--------------F--------------G--------------H
slightly very true

8. My advisor does not know who to contact about other-than-academic problems.

A--------------B--------------C--------------D
very slightly true

OR
My advisor knows who to contact about other-than-academic problems.

E--------------F--------------G--------------H
slightly very true

9. My advisor gives me tips on managing my time better or on studying more effectively when I seem to need them.

A--------------B--------------C--------------D
very slightly true

OR
My advisor does not spend time giving me tips on managing my time better or on studying more effectively.

E--------------F--------------G--------------H
slightly very true

10. My advisor tells me what I must do in order to be advised.

A--------------B--------------C--------------D
very slightly true

OR
My advisor and I discuss our expectations of advising and of each other.

E--------------F--------------G--------------H
slightly very true

11. My advisor suggests what I should major in.

A--------------B--------------C--------------D
very slightly true

OR
My advisor suggests steps I can take to help me decide on a major.

E--------------F--------------G--------------H
slightly very true

12. My advisor uses test scores and grades to let him or her know what courses are most appropriate for me to take.

A--------------B--------------C--------------D
very slightly true

OR
My advisor and I use information, such as test scores, grades, interests, and abilities, to determine what courses are most appropriate for me to take.

E--------------F--------------G--------------H
slightly very true
13. My advisor talks with me about my other-than-academic interests and plans.

A--------B--------C--------D
very       slightly   true
true       true

OR

My advisor does not talk with me about interests and plans other than academic ones.

E--------F--------G--------H
slightly   very       true
true       true

14. My advisor keeps me informed of my academic progress by examining my files and grades only.

A--------B--------C--------D
very       slightly   true
true       true

OR

My advisor keeps informed of my academic progress by examining my files and grades and by talking to me about my classes.

E--------F--------G--------H
slightly   very       true
true       true

PART II

Directions - Consider the following activities that often take place during academic advising. During this academic year, how many times have you been involved in each activity? Use the code below to respond to questions 15-44 on the separate answer sheet.

A= None (0 times)  C=2 times  E=4 times
B= 1 time         D=3 times  F=5 or more times

How frequently have you and your advisor spent time…

15. Discussing college policies
16. Signing registration forms
17. Dropping and/or adding course(s)
18. Discussing personal values
19. Discussing possible majors/academic concentrations
20. Discussing important social or political issues
21. Discussing content of courses
22. Selecting courses for the next term
23. Planning a class schedule for the next term
24. Discussing transfer credit and policies
25. Discussing advanced placement or exempting courses
26. Discussing career alternatives
27. Discussing probation and dismissal policies
28. Discussing financial aid
29. Identifying other campus offices that can provide assistance
30. Discussing study skills or study tips
31. Discussing degree or major/academic concentration requirements
32. Discussing personal concerns or problems
33. Discussing studies abroad or other special academic programs
34. Discussing internship or cooperative education opportunities
35. Talking about or setting personal goals
36. Evaluating academic progress
37. Getting to know each other
38. Discussing extracurricular activities
39. Discussing job placement opportunities
40. Discussing the purposes of a college education
41. Declaring or changing a major/academic concentration
42. Discussing time management
43. Talking about experiences in different classes
44. Talking about what you are doing besides taking classes
PART III

Considering the academic advising you have participated in at this college this year, respond to the following five statements on the answer sheet using the code below.

A = Strongly Disagree  C = Agree
B = Disagree          D = Strongly Agree

45. I am satisfied in general with the academic advising I have received.
46. I have received accurate information about courses, programs, and requirements through academic advising.
47. Sufficient prior notice has been provided about deadlines related to institutional policies and procedures.
48. Advising has been available when I needed it.
49. Sufficient time has been available during advising sessions.

PART IV

Please respond to the following questions. Continue marking your responses on the same answer sheet.

50. What is your sex?
   (a) male
   (b) female

51. What is your cultural/racial background?
   (a) African American/Black  (c) Asian American or Pacific Islander  (e) White/Caucasian  (g) Other
   (b) Hispanic American/Latino/a  (d) Native American  (f) Biracial/multiracial  (h) Decline to respond

52. What was your age at your last birthday?
   (a) 18 or younger  (c) 20  (e) 22  (g) 24  (i) 31 or older
   (b) 19  (d) 21  (f) 23  (h) 25 - 30

53. What is your academic class standing?
   (a) Freshman (first year)  (c) Junior (third year)  (e) Irregular/Transient/Special Student
   (b) Sophomore (second year)  (d) Senior (fourth or more years)  (f) Other than any of the above

54. Which of the following best describes the majority of the academic advising you have received this academic year? Select only one.
   (a) Advised individually by assigned advisor at an advising center
   (b) Advised individually by any available advisor at an advising center
   (c) Advised individually, not through an advising center
   (d) Advised with a group of students
   (e) Advised by a peer (student) advisor
   (f) Advised in conjunction with a course in which I was enrolled
   (g) Advised in a manner other than the alternatives described above
   (h) No advising received

55. Approximately how much time was generally spent in each advising session?
   (a) less than 15 minutes  (c) 31-45 minutes  (e) more than 1 hour
   (b) 15-30 minutes  (d) 46-60 minutes

56. How many academic advising sessions have you had this academic year in your current situation?
   (a) none  (c) two  (e) four  (g) six  (i) eight
   (b) one  (d) three  (f) five  (h) seven  (j) nine or more

57. How many academic advising sessions in total have you had this year?
   (a) none  (c) two  (e) four  (g) six  (i) eight
   (b) one  (d) three  (f) five  (h) seven  (j) nine or more
ACADEMIC ADVISING INVENTORY

Roger B. Winston, Jr. and Janet A. Sandor

PART I

1. My advisor is interested in helping me learn
   very true - 59
   true - 31
   somewhat true - 17
   slightly true - 23

   My advisor tells me what I need to know about
   how to find out about courses and programs for myself.
   slightly true - 19
   somewhat true - 10
   true - 18
   very true - 31

2. My advisor tells me what would be the best schedule for me
   very true - 32
   true - 19
   somewhat true - 12
   slightly true - 26

   My advisor suggests important considerations in planning a schedule and then gives me responsibility for the final decision.
   slightly true - 25
   somewhat true - 16
   true - 21
   very true - 57

3. My advisor and I talk about vocational opportunities in conjunction with advising.
   very true - 34
   true - 24
   somewhat true - 28
   slightly true - 23

   My advisor and I do not talk about vocational opportunities in conjunction with advising.
   slightly true - 30
   somewhat true - 14
   true - 15
   very true - 39

4. My advisor shows an interest in my outside of-class activities and sometimes suggests activities.
   very true - 40
   true - 31
   somewhat true - 18
   slightly true - 20

   My advisor does not know what I do outside of class.
   slightly true - 21
somewhat true - 10
true - 13
very true - 56

5. My advisor assists me in identifying realistic academic goals based on what I know about myself, as well as about my test scores and grades.
very true - 44
true - 37
somewhat true - 28
slightly true - 35

My advisor identifies realistic academic goals for me based on my test scores and grades.
slightly true - 21
somewhat true - 7
ture - 19
very true - 16

6. My advisor registers me for my classes.
very true - 91
ture - 26
somewhat true - 16
slightly true - 23

My advisor teaches me how to register myself for classes.
slightly true - 13
somewhat true - 4
ture - 10
very true - 23

7. When I'm faced with difficult decisions my advisor tells me my alternatives and which one is the best choice.
very true - 36
ture - 23
somewhat true - 22
slightly true - 25

When I'm faced with difficult decisions, my advisor assists me in identifying alternatives and in considering the consequences of choosing each alternative.
slightly true - 27
somewhat true - 8
ture - 27
very true - 41

8. My advisor does not know who to contact about other-than-academic problems.
very true - 20
ture - 8
somewhat true - 16
slightly true - 24

My advisor knows who to contact about other-than-academic problems.
slightly true - 27
somewhat true - 12
ture - 30
very true - 71
9. My advisor gives me tips on managing my time better or on studying more effectively when I seem to need them.
   very true - 50
   true - 26
   somewhat true - 24
   slightly true - 25

   My advisor does not spend time giving me tips on managing my time better or on studying more effectively.
   slightly true - 19
   somewhat true - 10
   true - 18
   very true - 35

10. My advisor tells me what I must do in order to be advised.
    very true - 34
    true - 24
    somewhat true - 24
    slightly true - 37

   My advisor and I discuss our expectations of advising and of each other.
   slightly true - 24
   somewhat true - 16
   true - 24
   very true - 20

11. My advisor suggests what I should major in.
    very true - 11
    true - 11
    somewhat true - 22
    slightly true - 29

   My advisor suggests steps I can take to help me decide on a major.
   slightly true - 32
   somewhat true - 22
   true - 27
   very true - 55

12. My advisor uses test scores and grades to let him or her know what courses are most appropriate for me to take.
    very true - 22
    true - 17
    somewhat true - 18
    slightly true - 31

   My advisor and I use information, such as test scores, grades, interests, and abilities, to determine what courses are most appropriate for me to take.
   slightly true - 28
   somewhat true - 13
   true - 35
   very true - 38

13. My advisor talks with me about my other than-academic interests and plans.
    very true - 48
    true - 30
    slightly true - 24
Advising.txt

somewhat true - 25
slightly true - 27

My advisor does not talk with me about
interests and plans other than academic
ones.
slightly true - 23
somewhat true - 9
ture - 15
very true - 30

14. My advisor keeps me informed of my academic progress by examining my files and
grades only.
very true - 16
ture - 16
somewhat true - 20
slightly true - 42

My advisor keeps informed of my academic
progress by examining my files and grades
and by talking to me about my classes.
slightly true - 38
somewhat true - 19
ture - 23
very true - 33

PART II

How frequently have you and your advisor spent time...

15. Discussing college policies 31. Discussing degree or major/academic
concentration requirements
0-71
1-40
2-35
3-25
4-10
5+-24

16. Signing registration forms
0-86
1-60
2-38
3-9
4-4
5+-6

17. Dropping and/or adding course(s)
0-71
1-74
2-37
3-12
4-5
5+-5

18. Discussing personal values academic programs
0-105
1-29
2-24
19. Discussing possible majors/academic concentrations education opportunities
0-65
1-34
2-20
3-12
5+-20

20. Discussing important social or political issues
0-122
1-24
2-29
3-12
4-6
5+-12

21. Discussing content of courses
0-44
1-53
2-44
3-22
4-9
5+-30

22. Selecting courses for the next term
0-41
1-62
2-46
3-32
4-7
5+-15

23. Planning a class schedule for the next term
0-47
1-68
2-51
3-25
4-7
5+-8

24. Discussing transfer credit and policies
0-115
1-43
2-20
3-13
4-3
5+-10

25. Discussing advanced placement or exempting courses education
0-130
1-38
2-15
3-7
26. Discussing career alternatives
0-104
1-33
2-22
3-16
4-10
5+-18

27. Discussing probation and dismissal policies
0-156
1-24
2-10
3-4
4-2
5+-6

28. Discussing financial aid
0-116
1-31
2-21
3-12
4-9
5+-15

29. Identifying other campus offices that can classes provide assistance
0-90
1-46
2-25
3-12
4-4
5-19

30. Discussing study skills or study tips taking classes
0-110
1-27
2-15
3-19
4-10
5+-23

31. Discussing degree or major/academic concentration requirements.
0-53
1-49
2-44
3-26
4-14
5+-17

32. Discussing personal concerns or problems
0-101
1-31
2-31
3-17
4-7
5-19

33. Discussing studies abroad or other special academic programs
34. Discussing internship or cooperative education opportunities.

35. Talking about or setting personal goals

36. Evaluating academic progress

37. Getting to know each other

38. Discussing extracurricular activities

39. Discussing job placement opportunities

40. Discussing the purposes of a college education
Advising.txt

41. Declaring or changing a major/academic concentration
0-112
1-47
2-20
3-12
4-10
5+-5

42. Discussing time management
0-110
1-33
2-16
3-15
4-10
5-20

43. Talking about experiences in different classes
0-88
1-29
2-31
3-24
4-11
5-20

44. Talking about what you are doing besides taking classes.
0-94
1-36
2-25
3-21
4-6
5+-20

PART III

Considering the academic advising you have participated in at this college this year, respond to the following five statements on the answer sheet using the code below.

A = Strongly Disagree C = Agree
B = Disagree D = Strongly Agree

45. I am satisfied in general with the academic advising I have received.
Agree 86
Disagree 29
Strongly agree 66
Strongly disagree 19

46. I have received accurate information about courses, programs, and requirements through academic advising.
Agree 93
Disagree 31
Strongly agree 63
Strongly disagree 14

47. Sufficient prior notice has been provided about deadlines related to institutional policies and procedures.
Agree 107
Disagree 29
Strongly agree 49
Strongly disagree 16

48. Advising has been available when I needed it.
Agree 93
Disagree 32
Strongly agree 67
Strongly disagree 10
49. Sufficient time has been available during advising sessions.
   Agree 98
   Disagree 33
   Strongly agree 63
   Strongly disagree 8

PART IV

Please respond to the following questions. Continue marking your responses on the same answer sheet.

50. What is your sex?
   (a) male 81
   (b) female 121

51. What is your cultural/racial background?
   (a) African American/Black 8
   (c) Asian American 2
   (b) Hispanic American/Latino/a Pacific Islander 3
   (f) Biracial/multiracial 4
   Decline to answer - 17
   (d) Native American

52. What was your age at your last birthday?
   18 or younger 42
   19-31 31
   20-24 22
   21-16 16
   22-16 23
   23-10 3
   24-11 25
   25-30-20 31
   31+-31 1

53. What is your academic class standing?
   Freshman (first year) 92
   Sophomore 32
   Junior (third year) 22
   Senior (fourth or more years) 51
   Other than any of the above 10

54. Which of the following best describes the majority of the academic advising you have received this academic year? Select only one.
   (a) Advised individually by assigned advisor at an advising center 76
   (b) Advised individually by any available advisor at an advising center 31
   (c) Advised individually, not through an advising center 31
   (d) Advised with a group of students 9
   (e) Advised by a peer (student) advisor 2
   (f) Advised in conjunction with a course in which I was enrolled 25
   (g) Advised in a manner other than the alternatives described above 12
   (h) No advising received 18

55. Approximately how much time was generally spent in each advising session?
   less than 15 minutes 73
   15-30 minutes 96
   31-45 minutes 25
   46-60 minutes 5
   more than 1 hour 4

56. How many academic advising sessions have you had this academic year in your current situation?
   none - 26
57. How many academic advising sessions in total have you had this year?
none - 25
1-47
2-62
3-20
4-25
5-5
6-3
7-3
9+-14
(b) one (d) three (f) five (h) seven (j) nine or more
AdvisorTrac is the ultimate management software for advisement and counseling centers.

"With AdvisorTrac, our students have 24-hour scheduling access to an invaluable support service, thus helping them to secure their academic success."
-Brookdale Community College Writing Lab advisors

Perhaps the most unique feature of AdvisorTrac is that it is web-based. Advisors/Counselors, students and administrators can access their records via the web. Our system is secure, so unauthorized access is not even a possibility. This gives every one using the system the ability to get reports, demographics, make requests, manage scheduling and manage center resource materials at their own convenience. Users cannot access the login/out features via the web, so usage reports remain accurate.

Easy to use!
AdvisorTrac is an easy to use web-based advising center management tool!

Capabilities
AdvisorTrac is able to store over 2 billion student records. This makes it viable for large institutions. And importantly, whether your center has 200 or 2 million records, searches occur accurately and quickly.

Compatibility
Centers can import their data directly from other products, systems or formats they are using. Centers can access both current and past data. Users can instantly view students logged into the system. An optional bar-code reader or card scanner can be utilized for logging in and out.

Reports
Our reporting feature offers standardized reports and the ability to customize the data you need. We also have a built-in messaging system that allows administrators and advisors to send a message to one or all students. AdvisorTrac can also manage seminars and workshops with ease.

Automation
Plus, AdvisorTrac can send Email notification to advisors/counselors and students reminding them about upcoming appointments automatically!

Click to learn more about:

- [advisor center software pricing](#)
- [hardware needed for tracking software](#)
- [system software needed for the advisor and learning center tracking software](#)
- [history of the tracking software](#)
- [technical support for the AdvisorTrac Advisors and Learning Center Management Software](#)
- [More Info](#)
Benefits
Using AdvisorTrac will benefit your advisement center in many ways. First and foremost, it will improve your services to advisors, students and teachers. Students and advisors can help themselves to needed information saving administrators and directors many hours per week. Plus, the information will be accurate the first time! You will be able to monitor each student's progress easily.

Their needs, your needs
AdvisorTrac will also help you secure the grants and funding you need to continue your center. You will be able to justify your program's existence quickly and accurately with demographics and peak usage reports, and quickly compile any other needed information.

Specialized Programs
AdvisorTrac will help you design programs to meet your students needs. AdvisorTrac's reports will help you identify high demand resources and peak center times. You will also be able to promote special workshops and seminars by using the message-broadcasting feature.

Organize with ease
Your students, teachers and advisors will be well informed about the center's schedules, events and any other important information. With AdvisorTrac's ability to email appointment and schedule reminders to advisors and students, your program becomes more effective since absenteeism is dramatically decreased.

Web Access
AdvisorTrac eliminates equipment issues since it is web-enabled. Windows and Macintosh machines can work in the same center, even if using different web browsers. Administrators, teachers, students and advisors can access scheduling portions of the database via the web which allows your center to be "virtually" available at any time. Multiple campus locations aren't an issue for AdvisorTrac. By purchasing AdvisorTrac, your entire campus has a site license and additional computer or location licensing costs are not necessary.

Free Demo
AdvisorTrac can revolutionize the way your advisement center operates. Schedule your simple, online interactive demo today! The demo is free and there is no obligation to purchase.

Benefits of AdvisorTrac:

- AdvisorTrac contains a multi-table relational database engine that is capable of storing over 2 billion student records.
- You may search for a single student name in a list of tens of thousands.
- The Web-aware database server allows you to service an unlimited number of users for your learning center web-site.
- Customizable password controlled access to sensitive areas of information is available. You may create administrators, student-workers or student users.
• Connect a bar code wand or scanner for easy reading of bar-coded student IDs.
• Incorporate links to other important web-sites within your own AdvisorTrac site.
• Smoothly integrate the learning center's site with your existing campus web-site.
• Create and manage seminars or workshops.
• View past and present attendance and generate facility usage reports.
• Print pre-defined reports or create your own custom reports using the easy to operate Report Wizard.
• Generate a quick report that details all students and the last date of attendance.
• Compute a grand total time of attendance for a specific subjects.
• Instantly view all students that are currently logged in to the system.
• Send a message to a specific student or broadcast a message to any list of students.
• Interface with Banner, Datatel, PeopleSoft and other student information systems easily without conflict.
• Allow students to self-register for workshops from any web-browser.

AdvisorTrac is a registered trademark of Redrock Software Corporation
Council for the Advancement of Standards in Higher Education

CAS Basics

CAS Standards, Self-Assessment, and Student Learning Outcomes in Higher Education

CAS National Symposium

November 12, 2006
Washington, DC

PRESENTERS

Phyllis Mable
CAS Executive Director

Laura A. Dean
University of Georgia
ACCA Rep. to CAS
Council for the Advancement of Standards in Higher Education

- Founded in 1979
- A consortium of 36 professional organizations comprising a constituency of over 100,000
- Member associations send representatives to the CAS Board of Directors
- Consensus-oriented, collaborative
- Focused on quality programs and services for students
- Guide practice by student affairs, student development, and student support service providers
Essential Elements in the CAS Approach

- An institutional culture that values involvement of all its members in decision-making
- Quality indicators that are determined by the institution
- Use of standards & guidelines in quality assurance initiatives
CAS Mission

- Establish, adopt, and disseminate unified and timely professional standards to guide student learning and development programs and services.
- Promote assessment and improvement of higher education programs and services through self-study.
- Establish, adopt, and disseminate unified and timely professional preparation standards for the education of student affairs practitioners, and to promote the assessment and improvement of graduate preparation programs.
- Advance the use and importance of professional standards.
- Develop and provide materials to support the use of standards.
- Promote & encourage a focus on quality assurance.
- Promote inter-association efforts to address these issues.
CAS Essentials

The CAS Standards provide an important tool that expresses to students, faculty, and administrators alike the complex and vital nature of student support programs and services, and their relationship to student learning and development.
CAS Guiding Principles

**Students and Their Institutions**
- Student is considered as a unique, whole person
- Institutional environments shape learning
- Responsibility for learning rests with the student
- Institutions provide opportunities for learning
- Institutions reflect society and its diversity
CAS Guiding Principles

- Diversity and Multiculturalism
  - Institutions embrace diversity and eliminate barriers that impede student learning
  - Justice and respect for differences bond individuals to community
CAS Guiding Principles

**Organization, Leadership, and Human Resources**

- Leadership is essential for institutional success
- Institutional success is related to clarity of mission
- Qualifications of staff members is tied directly to quality of educational programs and services
- Leaders possess sound educational preparation and experience
CAS Guiding Principles

- **Health Engendering Environments**
  - Educational programs and services prosper in benevolent environments that provide students with appropriate levels of challenge and support.
ETHICAL CONSIDERATIONS

Educational service providers provide impeccable ethical behavior in their professional and personal lives.
Self-Regulation & Self-Assessment

- Self-regulation relies on the willingness & capacity of the organization to examine itself meticulously, faithfully, and reliably, and then to assemble the pertinent results of that examination into coherent reports that constituents can comprehend and use.
Determining Quality in Higher Education

- Accreditation
- Rankings and Ratings
- Licensure – Certification
- Program Review
- Outcomes Assessment
- Follow-Up Studies
- Self-Studies
Uses of the CAS Standards

- Measures of program & service effectiveness
- Institutional self-studies
- Preparation for accreditation
- Design of new programs & services
- Staff development
- Academic preparation
- Credibility and accountability
CAS Resources

  - Reviewed and revised regularly
  - General standards contained within every other set of standards
- Master’s level student affairs administration preparation program standards
- Contextual statements for each area
- *CAS Statement of Shared Ethical Principles*
- *CAS Characteristics of Individual Excellence*
- Self-Assessment Guides, with instructions & training
- *Frameworks for Assessing Learning & Development Outcomes (FALDOs)*
CAS Standards Format
13 Component Parts

1. Mission
2. Program
3. Leadership
4. Organization & management
5. Human resources
6. Financial resources
7. Facilities, technology, & equipment
8. Legal responsibilities
9. Equity and access
10. Campus and community relations
11. Diversity
12. Ethics
13. Assessment & evaluation
Program: Learning and Development Outcome Domains

- Intellectual growth
- Effective communication
- Enhanced self-esteem
- Realistic self-appraisal
- Clarified values
- Career choices
- Leadership development
- Healthy behavior
- Meaningful interpersonal relationships
- Independence
- Collaboration
- Social responsibility
- Satisfying and productive lifestyles
- Appreciating diversity
- Spiritual awareness
- Personal and educational goals

Identify areas of focus for the program or service
Understanding CAS Standards

- CAS standards . . .
  - Represent indispensable requirements of practice
  - Are achievable by any and all programs of quality
  - Appear in bold print
  - Use auxiliary verbs must & shall
Understanding CAS Guidelines

- CAS guidelines ...
  - Clarify & amplify standards
  - Guide enhanced practice beyond essential functions
  - Appear in light-faced type
  - Use verbs *should* & *may*
STANDARD

**BOLD TYPE; AUXILIARY VERBS MUST & SHALL**
Counseling services **must** be a) intentional, b) coherent, c) based on theories and knowledge of counseling, learning, and human development, d) reflective of developmental and demographic profiles of the student population, and e) responsive to the needs of individuals within a higher education setting.

GUIDELINE

**LIGHT-FACED TYPE; AUXILIARY VERBS SHOULD & MAY**
Counseling services **should** provide consultation, supervision, and in-service professional development for faculty members, administrators, staff and student staff members, and paraprofessionals.
Frameworks for Assessing Learning and Development Outcomes

- “FALDOs” – companion to standards book

- Chapters for each learning outcome domain with a theoretical description of the domain (e.g., leadership development, social responsibility, career choices), assessment examples, list of possible instruments, and additional resources

- Published as book & CD set
The CAS SAG: A Self-Assessment Guide

- Translates CAS standards into an effective workbook format
- Promotes program self-assessment and development
- Informs on program strengths and weaknesses
- Supports professional staff development
- Leads to enhanced student learning and development
Getting the Self-Assessment Process Started

**Appoint and Train the Self-Assessment Team**

- Division-wide requires 8-10 members
- Single functional area calls for 3-5
- Include members from the outside
- Establish team ground rules
- Establish team’s inter-rater reliability
- Encourage team discussion and expect team members to disagree
Team Actions to Conduct the Assessment Process

- Decide whether to include guidelines or other measures that go beyond the standards
- Gather and analyze relevant quantitative and qualitative data
- Individuals rate each and every criterion measure
- Obtain additional documentary evidence if required to make an informed team decision
- Complete the assessment, ratings, & action plan worksheets
Using Guidelines as Standards

• Write criterion statements and add these to the team’s scoring scheme.

• Exclude criterion measures deemed not applicable to the program only on the very rare occasion when an extenuating circumstance exists (e.g., an institution that is not allowed by state law to follow affirmative action procedures.)
Compile & Review Evaluative Evidence

KEY TO ASSESSMENT:

The self-assessment is not complete until relevant data and related documentation are in place to support the raters’ judgments.
Examples of Evaluative Evidence

STUDENT RECRUITMENT MATERIALS:
- Brochures & other program information
- Participation policies & procedures

PROGRAM DOCUMENTS:
- Mission statements; program purpose & philosophy statements
- Catalogs & related materials
- Staff & student manuals; policies & procedures statements

ADMINISTRATIVE DOCUMENTS:
- Organization charts; student & staff profiles
- Financial resource statements & budgets
- Annual reports

STAFF ACTIVITY REPORTS:
- Curriculum vitae & resumes; professional activity
- Service to other programs, departments, or community

STUDENT ACTIVITY REPORTS:
- Portfolios, developmental transcripts, resumes
- Reports of student service

RESEARCH & EVALUATION DATA:
- Needs assessments & self-studies
- Program evaluation; graduate & follow-up studies
Quantitative Data

- Summaries of objective responses on a questionnaire or program evaluation
- Statistics about use by students and various population subgroups
- Needs assessments, follow-up studies, and self-study reports
- Institutional research reports and fact books
Qualitative Data

- Focus group information
- Written summaries of responses to open-ended questions in interviews and on evaluations
- Client satisfaction surveys, self-reports, and written comments, both solicited and unsolicited
Using Self-Study Evidence

- SAGs offer a ready format for evaluation
- In most instances, there are multiple criterion statements for each standard
- Each criterion measure focuses on a particular aspect of the standard, allowing raters to express more detailed and specific judgments
Criterion Measure Rating Scale

<table>
<thead>
<tr>
<th></th>
<th>ND</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Done</td>
<td>Not met</td>
<td>Minimally Met</td>
<td>Well Met</td>
<td>Fully Met</td>
<td>Not Rated</td>
</tr>
</tbody>
</table>

Using this scale, consider each criterion statement and decide...

• The extent to which each criterion measure has been met by the program or service
**Part 6: FINANCIAL RESOURCES**

Counseling Services (CS) must have adequate funding to accomplish its mission and goals. Funding priorities must be determined within the context of the stated mission, goals, objectives, and comprehensive analysis of the needs and capabilities of students and the availability of internal or external resources.

CS must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

<table>
<thead>
<tr>
<th>ND</th>
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<th>2</th>
<th>3</th>
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<td>Fully Met</td>
<td>Not Rated</td>
</tr>
</tbody>
</table>

**PART 6. FINANCIAL RESOURCES (Criterion Measures)**

6.1 The program has adequate funding to accomplish its mission and goals.  

6.2 Funding priorities are determined within the context of program mission, student needs, and available fiscal resources.  

6.3 The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols.

**Part 6: Financial Resources Overview Questions**

A. What is the funding strategy for the program?

B. What evidence exists to confirm fiscal responsibility and cost-effectiveness?
Team Actions to Conduct the Assessment Process

- For each of the 13 Parts, identify the criterion measure item number(s) for which there is substantial rating discrepancy.
- Items not circled should reflect consensus among raters that practice in that area is satisfactory.
- Items where judgment variance occurs need to be discussed thoroughly by team members.
- Follow this action by determining which practices can be designated as “excellent” or “unsatisfactory.”
- List the items requiring follow-up action, including any criterion measure rated as unsatisfactory by any reviewer.
- Complete the Overview Questions at the end of each Part.
Complete Each Work Form

- Work Form A: Assessment, Ratings, and Significant Items
- Work Form B: Follow-Up Actions
- Work Form C: Summary Action Plan
Action Plan Components

- Program Action Plans
  - Identify responsible parties to complete the action steps & timeline
  - Summary action plan creates an overview of the work to be done

PLAN
For the Future
Closing the loop

- Purpose & scope of study is defined
- Self-study team is trained
- Self-study is conducted
- Evaluative evidence is collected
- Discrepancies are identified
- Appropriate actions are determined
- Special actions for program enhancement are recommended
- Action plan is developed and communicated
Additional CAS Resources

- [www.cas.edu](http://www.cas.edu)
- FALDOs – book & CD formats as package
- SAGs – CD or individually
- Standards book – revised in 2006
  - Prologue & Context with “How to” information
  - CAS Statement of Shared Ethical Principles
  - Characteristics of Individual Excellence
  - Glossary & FAQs
Introduction

Foundations of Excellence Current Practices Inventory

Randy L. Swing, Ph.D.
Policy Center on the First Year of College

Good practice in assessment and measurement begins with a review that identifies what a campus already knows about first-year students, practices, and outcomes. This type of review assures that time and resources are used wisely and ultimately speeds the assessment process. Thus, the Policy Center has developed the Current Practices Inventory (CPI) as the first step in the Foundations of Excellence self-study of the first college year.

The intent of the CPI is to create an information base that will be useful to:

- Assure that each member of the task force has a campuswide perspective of the first year
- Serve as an index of first-year initiatives and data sources that will underpin later efforts to measure each of the Foundational Dimensions®.

The task force may elect to limit its work on the CPI by restricting the inventory to the campus’s “key” first-year initiatives or noting areas that are too complex to be undertaken in the scope of the current work. It is anticipated that the CPI will be a “work in progress” throughout the self-study process.

The CPI consists of both information that is regularly collected by institutions and “new” information specifically designed for this process. Some items will require estimating data (note that estimating is not guessing!) Estimates should be based on the best information available so that reasonable extrapolations can be rendered. Whenever possible, estimates should be created by the persons most familiar with the requested information. While it is important to complete the CPI accurately, the task force should not spend a great deal of time on any one CPI component. As the Foundations of Excellence process unfolds, it is likely that estimates will be refined and updated.

Defining the First-Year Student

The CPI definition of first-year student includes all degree-seeking undergraduates who are—according to your institution’s criteria—classified as first-year students (freshmen) without counting advanced placement credit. Typically, first-year status is defined as being less than some established number of semester/quarter hours of earned credit (e.g., 25, 30, etc.), but not including advanced placement credit.

All first-year students must be:

- degree seeking
- undergraduate students
- classified as first-year students by your institution’s criteria— but not including advanced placement credit hours

This definition means that first-year students may be of “traditional” age or “nontraditional age”, enrolled full-time or part-time, be first time in any college or transferring from another institution, in the first calendar year of enrollment or continuing beyond the first calendar year, and be enrolled in day, evening, weekend, or distance education courses. As such, the definition of first-year student used by the Foundations of Excellence Institutions is broader than First Time First Year (FTFY) that is often used in federal reporting.

Current Practices Inventory Structure

The Current Practices Inventory (CPI) is divided into six parts. Each part is briefly described below.

- Part A. Inventory of First-Year Programs/Interventions: The task force will inventory first-year programs/interventions that shape the experiences of new students.
- Part B. Inventory of Committees and Councils: The task force will identify committees and councils that set policy, advice, and/or monitor aspects of the first year.
- Part C. Inventory of First-Year Policies: The task force will inventory first-year policies that define the experiences of new students.
- Part D. Inventory of Courses: The task force will identify the five courses that enroll the largest proportion of first-year students annually. Because these courses shape the curricular experience of a large proportion of new students, they will be given special attention during the self-study process.
- Part E. Inventory of First-Year Demographic Information: The task force will collect information about enrollment patterns and institutional-specific methods of defining when a student is a “first-year” student.
- Part F. Inventory of First-Year Data and Assessments: The task force will inventory currently available assessment data on the first year of college and first-year students.

Few campuses will have prior experience with inventories such as those defined by Parts A, B, C and F. To complete these sections, the task force might use a variety of techniques as starting points such as:

- brainstorming
- identifying student contact points by following “student footprints” from first contact with the institution through entry into the second year
conducting a review of the college catalog, student handbook, and other pertinent documents

interviewing students about their experiences

Parts D and E use data commonly collected by offices of institutional research, but seldom synthesized into a single document. The task force will likely use the support of the institutional research office and/or campus registrar to develop these parts of the Current Practices Inventory.

Part A. Inventory of First-Year Programs/Interventions:

Campuses have a variety of programs/interventions (e.g., advising, learning communities, first-year seminars, placement testing) that have a significant impact on how first-year students experience higher education. The task force will identify the major programs/interventions that, by design or circumstance, have a unique impact on first-year students.

Table A – Inventory of First-Year Programs/Interventions: For each program/intervention, identify the following:

- Name: Provide the campus-specific name for the program/intervention.
- Description: Provide a summary description.
- % of 1st-Yr Students: Provide a "best estimate" of the percentage of first-year students that are served annually by this program/intervention.
- Administrative Home: Name the unit that has responsibility for administering the program/intervention.
- Summarize Goals: Summarize the program/intervention’s key explicit or implicit goals.
- Additional Comments: Provide any comments about this program/intervention (e.g., new, to be phased out starting next year, under review) that will be helpful to your task force members.

<table>
<thead>
<tr>
<th>Activities Fair</th>
<th>% of 1st-Yr Students:</th>
<th>Administrative Home:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description:</td>
<td>Fair held once a year to make students aware of clubs and organizations on campus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To encourage students to become involved in campus activities by making them aware of clubs and organizations on campus</td>
<td></td>
</tr>
<tr>
<td>Summarize Goals:</td>
<td>Connect students with advisors and form plans of study for students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A meeting with an advisor is required for pre-registration of courses.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Advising</th>
<th>% of 1st-Yr Students:</th>
<th>Administrative Home:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description:</td>
<td>Combination of Advising Center and Faculty Advisors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Connect students with advisors and form plans of study for students.</td>
<td></td>
</tr>
<tr>
<td>Summarize Goals:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A meeting with an advisor is required for pre-registration of courses.</td>
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</table>

<table>
<thead>
<tr>
<th>Campus Visitation</th>
<th>% of 1st-Yr Students:</th>
<th>Administrative Home:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description:</td>
<td>Saturday where students are invited to campus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To invite students to campus to become aware of programs and services offered.</td>
<td></td>
</tr>
<tr>
<td>Summarize Goals:</td>
<td></td>
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</tr>
<tr>
<td>Counseling Center</td>
<td>% of 1st-Yr Students:</td>
<td>Administrative Home:</td>
</tr>
<tr>
<td>Description:</td>
<td>Center where students can get assistance with personal problems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To provide assistance for students who are having difficulty handling changes, homesickness, alcohol abuse, and others.</td>
<td></td>
</tr>
<tr>
<td>Summarize Goals:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual Enrollment Programs</td>
<td>% of 1st-Yr Students:</td>
<td>Administrative Home:</td>
</tr>
<tr>
<td>Description:</td>
<td>Courses held in high schools to satisfy college requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To provide opportunity for targeted students in high schools to complete college requirements while still in college.</td>
<td></td>
</tr>
<tr>
<td>Summarize Goals:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Advising &amp; Scheduling Day</td>
<td>% of 1st-Yr Students:</td>
<td>Administrative Home:</td>
</tr>
<tr>
<td>Description:</td>
<td>April program to encourage students to schedule early for fall term</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To encourage students to make the commitment to come to Fairmont State</td>
<td></td>
</tr>
<tr>
<td>Summarize Goals:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Early Assessment for High School Students

**Description:**
The director of assessment evaluated high school students to determine readiness for college courses.

**Summarize Goals:**
To reduce the number of developmental students by making students and high school teachers aware of expectations for college courses.

### Freshman Orientation

**Description:**
2-day orientation at the beginning of the freshman year.

**Summarize Goals:**
To help students become familiar with campus and provide an inviting atmosphere to become oriented to campus life.

### Freshman Seminar

**Description:**
3-hour course designed to help students make the transition from high school to college.

**Summarize Goals:**
The course is designed to give students tools necessary to succeed in college by focusing on college rules, policies and procedures; in addition, study skills, learning styles, and career exploration are key components of the course.

### Learning Communities

**Description:**
Linking Freshman Seminar to Developmental Courses and General Studies Classes.

**Summarize Goals:**
To link courses, students, and instructors so students make both personal and learning connections.

### Majors Fair

**Description:**
This event is held once a year to encourage students to explore possible majors.

**Summarize Goals:**
To help students become aware of possible majors offered on campus and the job opportunities associated with these majors.

### Mandatory Developmental Courses

**Description:**
Math, Reading, Writing courses to bring students to college level.

**Summarize Goals:**
To bring skill level up so students can succeed in college level courses.

### Off-campus; non-traditional student information and scheduling sessions

**Description:**
Taking all on-campus services to satellite locations.

**Summarize Goals:**
To provide admissions, registrar, financial aid, scheduling, and advising assistance to off-campus students by conducting sessions at satellite locations and during evening sessions on campus.

### Placement Testing

**Description:**
Students with targeted ACT/SAT scores complete testing for placement into appropriate courses.

---

Additional Comments:

---
Summarize Goals:
To provide an assessment so students are placed in the appropriate course.

Additional Comments:
The testing center is located in the Advising Center so students can test before scheduling.

Residence Hall Programs

<table>
<thead>
<tr>
<th>Description</th>
<th>% of 1st-Yr Students</th>
<th>Administrative Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs designed to give dorm students assistance in adjusting to college life and succeeding in courses</td>
<td>15%</td>
<td>Student Affairs</td>
</tr>
</tbody>
</table>

Summarize Goals:
Dorms provide specific programs to address needs of students living on campus, such as adjusting to dorm life, study skills, and personal problems. Dorm directors will provide intrusive advising and counseling to dorm residents by monitoring class attendance and GPA.

Additional Comments:
This program began last year. A new dorm director has been hired and additional programs will be added.

Summer Testing and Registration

<table>
<thead>
<tr>
<th>Description</th>
<th>% of 1st-Yr Students</th>
<th>Administrative Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students schedule and test during half day sessions before the fall term</td>
<td>75%</td>
<td>Academic Services</td>
</tr>
</tbody>
</table>

Summarize Goals:
To conduct placement testing and schedule students for the fall term; in addition, financial aid, housing, registrar, and admissions questions can be addressed at this time.

Additional Comments:
8-week program during the summer

Supplemental Instruction

<table>
<thead>
<tr>
<th>Description</th>
<th>% of 1st-Yr Students</th>
<th>Administrative Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra help for difficult courses provided by SI leaders</td>
<td>10%</td>
<td>Academic Services</td>
</tr>
</tbody>
</table>

Summarize Goals:
To provide focused help for students taking difficult courses by having the SI leader attend classes and then focus assistance on difficult aspects in the SI sessions.

Additional Comments:
This has been used for three semesters. Physics, developmental math, math for elementary teachers, and psychology statistics are the current SI courses.

Tutoring

<table>
<thead>
<tr>
<th>Description</th>
<th>% of 1st-Yr Students</th>
<th>Administrative Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer tutors provide free tutoring for students</td>
<td>30%</td>
<td>Academic Services</td>
</tr>
</tbody>
</table>

Additional Comments:
40 peer tutors provide tutoring for majority of courses offered on campus

Part B. Inventory of Committees and Councils:

Campuses have a variety of committees, councils and other governance structures that set policy, advise, and/or monitor aspects of the first year (e.g., admissions committee, retention committee, first-year council, general education curriculum committee). The task force will identify the committees and councils that have responsibility for aspects of the first year and describe each.

Table B – Inventory of Committees and Councils: For each committee or council, please identify the following:

- **Name**: Provide the campus-specific name for the committee/council.
- **Responsibility**: Describe the committee/council’s realm of responsibility for the first year.
- **Who Appoints**: Name who appoints the committee/council.
- **Comments**: Provide any comments about this committee/council (e.g., new, to be phased out starting next year, under review) that will be helpful to your committee members.

### Table B – Inventory of Committees and Councils

<table>
<thead>
<tr>
<th>Name</th>
<th>Responsibility</th>
<th>Who Appoints</th>
<th>Additional Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Affairs</td>
<td>To monitor general policies related to academic functions</td>
<td>Members are Deans, Chairs, and other administrative staff</td>
<td></td>
</tr>
<tr>
<td>Admissions &amp; Credits Committee</td>
<td>To make recommendations on admissions policies</td>
<td>Faculty Senate/Assembly</td>
<td></td>
</tr>
<tr>
<td>Advising Committee</td>
<td>To monitor advising policies</td>
<td>Faculty Senate</td>
<td></td>
</tr>
<tr>
<td>Curriculum Committee</td>
<td>To approve changes in courses and programs of study</td>
<td>Faculty Senate/Assembly</td>
<td></td>
</tr>
<tr>
<td>Faculty Assembly</td>
<td>To make decisions related to academic programs for the Community &amp; Technical College</td>
<td>Community &amp; Technical College - faculty from each school/program</td>
<td></td>
</tr>
</tbody>
</table>
Part C. Inventory of First-Year Policies:

The task force will inventory policies that are either solely aimed at first-year students or that particularly shape the experience of first-year students. Please consider policies that impact either the curricular and co-curricular experiences of students. Examples of first-year policies include parking/automobile restrictions for first-year students, required first-year courses, registration priority, and required orientation attendance.

Table C – Inventory of First-Year Policies: Indicate the following for each identified policy:

- **Name**: Name or identify each policy.
- **Description**: Provide a brief description of the policy.
- **Date**: Indicate the approximate date when the policy was first established or most recently modified.
- **% of 1st-Yr Students**: Report or estimate the percentage of first-year students who are directly affected by the policy.
- **Monitor/Enforcement**: Describe how compliance is monitored and/or the policy is enforced.
- **Authority**: Identify who has authority to: 1) modify or revoke the policy and 2) enforce the policy.
- **Additional Comments**: Provide any comments about this policy that will be helpful to your committee members.

Table C – Inventory of First-Year Policies

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Date</th>
<th>Monitor/Enforcement</th>
<th>Authority</th>
<th>Additional Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Forgiveness Policy</td>
<td>Students who return after more than 7 years may apply to have records erased/forgiven</td>
<td>2002 5%</td>
<td>Registrar</td>
<td>Registrar</td>
<td>Student Senate/Assembly</td>
</tr>
<tr>
<td>Administrative withdrawal for non attendance in developmental classes</td>
<td>Students who miss a large percentage of developmental class sessions are administratively withdrawn</td>
<td>2004 10%</td>
<td>Registrar</td>
<td>Registrar</td>
<td>Faculty Assembly</td>
</tr>
<tr>
<td>Application Deadlines for Selective Programs</td>
<td>Selective programs have alternative application dates to allow for program admission</td>
<td>2002 25%</td>
<td>Admissions</td>
<td>Admissions</td>
<td>Student Senate/Assembly</td>
</tr>
<tr>
<td>D/F Repeat Policy</td>
<td>Students are permitted to repeat classes that they earned a D/F in - last class taken in the grade of record Freshmen and Sophomores</td>
<td>2003 25%</td>
<td>Registrar</td>
<td>Registrar</td>
<td>Student Senate/Assembly</td>
</tr>
<tr>
<td>Dorm Residency Requirement</td>
<td>Freshmen and Sophomores are required to live on campus unless exempted Students are permitted to drop courses</td>
<td>2005 25%</td>
<td>Housing</td>
<td>Housing</td>
<td>Presidents’ Council</td>
</tr>
<tr>
<td>Drop Date for</td>
<td></td>
<td></td>
<td></td>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Year</td>
<td>Responsible Party</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------</td>
<td>-------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Courses</td>
<td>until a week before finals week with no penalty</td>
<td>2002</td>
<td>Registrar</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students must successfully complete 60% of attempted courses to keep financial aid effective at the beginning of the semester after the change has been made</td>
<td></td>
<td>Senate/Assembly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Aid Policies</td>
<td>70%</td>
<td></td>
<td>Financial Aid</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Federal Policy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Changes</td>
<td>2004 20%</td>
<td></td>
<td>Registrar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandatory Completion of Developmental Courses within the first 32 hours</td>
<td>Students are required to complete developmental classes before proceeding with other college courses</td>
<td>2003</td>
<td>Registrar</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty Senate/Assembly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandatory completion of First Year Experience</td>
<td>Students must complete First Year Experience courses within first 45 credit hours</td>
<td>2003</td>
<td>Registrar</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Liberal Studies Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandatory Placement in Developmental Courses</td>
<td>Students who do not achieve ACT/SAT or COMPASS score are required to complete developmental classes</td>
<td>1999</td>
<td>Registrar</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty Senate/Assembly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandatory Placement in Freshman Seminar for targeted groups</td>
<td>Undecided students are required to complete Freshman Seminar</td>
<td>2003</td>
<td>Advising</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presidents' Council</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Probation/Suspension (to be added)</td>
<td>2003 15%</td>
<td></td>
<td>Registrar</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty Senate/Assembly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refund Policies</td>
<td>2003 30%</td>
<td></td>
<td>Registrar/Student Accounts</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>State Policies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Parking Decal</td>
<td>Included in fees 2004 100%</td>
<td></td>
<td>Student Accounts</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presidents' Council</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scheduling Priorities</td>
<td>90%</td>
<td></td>
<td>Registrar</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Registrar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer from University to C&amp;T or C&amp;T to University</td>
<td>2004 25%</td>
<td></td>
<td>Admissions/Registrar</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty Senate/Assembly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part D. Inventory of Courses:**

There may be specific "first-year courses," such as required courses for new students, or simply courses that, although open to any student, enroll a high proportion of first-year students. Because these "high enrollment" courses have a large impact on the first college year, they will be the focus of special attention during the self-study.
Table D1a is designed for campuses using a semester system and Table D1b is designed for campuses using a quarter system.

Table D1a - Inventory of High Enrollment First-Year Courses (Semester System): Identify the five courses that enroll the largest proportion of first-year students during the previous academic year. The task force should calculate the proportion of student enrollment using the formula provided in the following table. Course enrollment should be based on the campus’s census date (usually 10 – 14 days after classes start) using the most recent data available. Use the CPI definition of first-year student for all data points.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Fall Term</th>
<th>Spring Term</th>
<th>Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># 1st-Yr Students (A1)</td>
<td>% of 1st-Yr Students in Course (B1)</td>
<td># 1st-Yr Students (A2)</td>
</tr>
<tr>
<td>ENG 1104</td>
<td>1200</td>
<td>790</td>
<td>66%</td>
</tr>
<tr>
<td>SPCH 1100</td>
<td>1200</td>
<td>500</td>
<td>42%</td>
</tr>
<tr>
<td>INFO 1100</td>
<td>1200</td>
<td>400</td>
<td>33%</td>
</tr>
<tr>
<td>PSYCH 1101</td>
<td>1200</td>
<td>300</td>
<td>25%</td>
</tr>
<tr>
<td>MATH 095</td>
<td>1200</td>
<td>356</td>
<td>30%</td>
</tr>
</tbody>
</table>

Table D1b - Inventory of High Enrollment First-Year Courses (Quarter System): Identify the five courses that enroll the largest proportion of first-year students during the previous academic year. The task force should calculate the proportion of student enrollment using the formula provided in the following table. Course enrollment should be based on the campus’s census date (usually 10 – 14 days after classes start) using the most recent data available. Use the CPI definition of first-year student for all data points.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
<th>Year Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># 1st-Yr Students (A1)</td>
<td>% of 1st-Yr Students in Course (B1)</td>
<td># 1st-Yr Students (A2)</td>
</tr>
<tr>
<td>ENG 1104</td>
<td>1200</td>
<td>790</td>
<td>66%</td>
</tr>
<tr>
<td>SPCH 1100</td>
<td>1200</td>
<td>500</td>
<td>42%</td>
</tr>
<tr>
<td>INFO 1100</td>
<td>1200</td>
<td>400</td>
<td>33%</td>
</tr>
<tr>
<td>PSYCH 1101</td>
<td>1200</td>
<td>300</td>
<td>25%</td>
</tr>
<tr>
<td>MATH 095</td>
<td>1200</td>
<td>356</td>
<td>30%</td>
</tr>
</tbody>
</table>

Table D2 - DFWI Ratio for High Enrollment Courses: For each of the five courses identified in Table D1a
or D1b, calculate the proportion of first-year students who earned a very low grade (a grade of D or equivalent). Using the campus's grading scale for each course, provide the following information:

- **DFWI Rate (all students)**: The number of students who received a DFWI grade divided by the total number of students enrolled.
- **DFWI Rate (1st-Yr students only)**: The number of first-year students who received a DFWI grade divided by the total number of first-year students enrolled.
- **Comments**: Any additional comments or observations.

### Table D3 (optional) – Inventory of High DFWI Rated Courses

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Total # 1st-Yr Students in Course (X)</th>
<th>Total # 1st-Yr Students Earning DFWI Grades (Y)</th>
<th>Percent DFWI (Z)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEVELOPMENTAL MATH - 93,94,95</td>
<td>838</td>
<td>362</td>
<td>43%</td>
<td></td>
</tr>
<tr>
<td>PHYSICS 1101</td>
<td>151</td>
<td>105</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>INTRO FIN MGMT</td>
<td>196</td>
<td>109</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td>ECONOMICS</td>
<td>369</td>
<td>193</td>
<td>52%</td>
<td></td>
</tr>
<tr>
<td>US HISTORY 1</td>
<td>226</td>
<td>91</td>
<td>40%</td>
<td></td>
</tr>
</tbody>
</table>

### Table E1 - Number of First-Year Students by Entry Point (Semester System)

**Part E. Inventory of First-Year Demographic Information:**

Because students enter college at various points in time and with differing academic backgrounds, it is not always easy to define the first-year student cohort for a particular academic year. The series of tables below will develop a composite demographic picture of first-year students and identify the various ways that first-year students can be grouped when studying and planning improvements to the first year.

**Table E1 - Number of First-Year Students by Entry Point (Semester System):**

- **Number**: The number of new first-year students enrolled in each term. (NOTE: Institutions on quarter systems should enter a zero for the "Winter Term" row; institutions on quarter systems should use this row.)
- **TOTAL**: The total number of first-year students enrolled in each term. (NOTE: Institutions on semester systems should enter a zero for the "Spring Term" row.)
- **% of Total**: The percentage of first-year students enrolled in each term. (NOTE: Institutions on quarter systems should enter a zero for the "Spring Term" row.)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number</th>
<th>% of Total</th>
<th>Number</th>
<th>% of Total</th>
<th>Number</th>
<th>% of Total</th>
<th>Number</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term</td>
<td>1200</td>
<td>93%</td>
<td>1067</td>
<td>86%</td>
<td>1124</td>
<td>90%</td>
<td>1130</td>
<td>90%</td>
</tr>
<tr>
<td>Winter Term</td>
<td>80</td>
<td>6%</td>
<td>151</td>
<td>12%</td>
<td>105</td>
<td>8%</td>
<td>112</td>
<td>9%</td>
</tr>
<tr>
<td>Spring Term</td>
<td>80</td>
<td>6%</td>
<td>151</td>
<td>12%</td>
<td>105</td>
<td>8%</td>
<td>112</td>
<td>9%</td>
</tr>
</tbody>
</table>

Table E2 - First-Year Student Profile: Identify the approximate number of first-year students in each subpopulation listed below and calculate the percentage the group represents in the total first-year population (Number in Category / TOTAL enrollment from Table E1). You may also wish to provide this information for the two previous academic years and create a three-year average. (NOTE: Please save data in Table E1 prior to working with this table.)

<table>
<thead>
<tr>
<th>Summer Term(s)</th>
<th>2004</th>
<th>2003</th>
<th>2002</th>
<th>2002 Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>1290</td>
<td>1235</td>
<td>1242</td>
<td>1256</td>
</tr>
</tbody>
</table>

Table E3 - First-Year Gender Information: Identify the approximate number of first-year students that are male or female in the table below. Also, calculate the percentage of the total first-year population (Number in Category / TOTAL enrollment from Table E1). The task force can elect to use a snapshot of the first year by looking at the most recent prior academic year, or develop an average of the last 3 academic years. (NOTE: Please save data in Table E1 prior to working with this table.)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Male</th>
<th>% of Total</th>
<th>Male</th>
<th>% of Total</th>
<th>Male</th>
<th>% of Total</th>
<th>Male</th>
<th>% of Total</th>
<th>Male</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>617</td>
<td>48%</td>
<td>562</td>
<td>46%</td>
<td>594</td>
<td>48%</td>
<td>591</td>
<td>47%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>673</td>
<td>52%</td>
<td>673</td>
<td>54%</td>
<td>648</td>
<td>52%</td>
<td>665</td>
<td>53%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table E4 - First-Year Race/Ethnicity Information: Identify the approximate number of first-year students in each racial/ethnic category in the table below. Also, calculate the percentage of the total first-year population (Number in Category / TOTAL enrollment from Table E1). The task force can elect to use a snapshot of the first year by looking at the most recent prior academic year, or develop an average of the last 3 academic years. NOTE: Race/Ethnic categories are identical to IPEDs categories. (NOTE: Please save data in Table E1 prior to working with this table.)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Nonresident alien</th>
<th>Black, non-Hispanic</th>
<th>American Indian/Alaska Native</th>
<th>Asian/Pacific Islander</th>
<th>Hispanic</th>
<th>White, non-Hispanic</th>
<th>Race/ethnicity unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>55</td>
<td>4%</td>
<td>5</td>
<td>9</td>
<td>3</td>
<td>1169</td>
<td>8</td>
<td>1207</td>
</tr>
<tr>
<td>2003</td>
<td>48</td>
<td>4%</td>
<td>7</td>
<td>10</td>
<td>1</td>
<td>995</td>
<td>79</td>
<td>1174</td>
</tr>
<tr>
<td>2002</td>
<td>48</td>
<td>4%</td>
<td>3</td>
<td>1</td>
<td>11</td>
<td>951</td>
<td>6%</td>
<td>1167</td>
</tr>
<tr>
<td>2002 Average</td>
<td>54</td>
<td>4%</td>
<td>3</td>
<td>1</td>
<td>11</td>
<td>943</td>
<td>3%</td>
<td>1108</td>
</tr>
</tbody>
</table>

Part F: Inventory of First-Year Data and Assessments:

The task force will inventory data sources and past assessment efforts that have been conducted over the past three years that are focused on the first year of college. Please note that the task force may wish to use these data at some point, but for the purposes of the CPI, the task is simply to determine what sources of data exist and where they are located.
Data should be entered into one of the tables that follow according to when the assessment is conducted or data are recorded. Tables are provided for data collected at four points in time, 1) Pre-Enrollment, 2) Pre-term, 3) First-year, and 4) Subsequent years. For each item entered, provide the following information:

- **Name of Data/Assessment:** Provide a name of the data or assessment.
- **Description:** Provide a summary description of the type of data/assessment.
- **Location of Database:** Provide the location of the data (i.e., office, name of database and/or server, etc.)
- **Additional Comments:** Provide any comments that would be helpful to task force members about each item.

**Table F1 - Pre-Enrollment:** Information is generally collected from a prospective student’s first contact through initial matriculation to the campus. Example sources: admissions office, departmental recruiting, SAT/ACT profile data, etc.

<table>
<thead>
<tr>
<th>Data/Assessment</th>
<th>Description</th>
<th>Location of Database</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT/SAT profile data</td>
<td></td>
<td>Admissions</td>
<td></td>
</tr>
<tr>
<td>Institutional Funnel Report</td>
<td>Contacts made as inquiries to the institution</td>
<td>Admissions</td>
<td></td>
</tr>
</tbody>
</table>

**Table F2 - Pre-Term:** Between the point of formal acceptance to the institution and the first day of class, data might be collected in the form of placement testing, roommate preference surveys, and other new student surveys. Example sources: orientation office, residence life, placement, advising, etc.

<table>
<thead>
<tr>
<th>Data/Assessment</th>
<th>Description</th>
<th>Location of Database</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT/SAT scores Required</td>
<td></td>
<td>Admissions</td>
<td></td>
</tr>
<tr>
<td>COMPASS scores Placement exams</td>
<td></td>
<td>Advising/Banner SIS</td>
<td></td>
</tr>
<tr>
<td>Statement of Activities</td>
<td></td>
<td>Banner SIS</td>
<td></td>
</tr>
</tbody>
</table>

**Table F3 - First Year:** During the first year of college, data are regularly collected and added to student records automatically or are collected through surveys, focus groups, portfolios, and other data collection methods. Example sources: assessment office, registrar’s records, first-year seminars, academic departments, academic advising, student affairs, etc.

<table>
<thead>
<tr>
<th>Data/Assessment</th>
<th>Description</th>
<th>Location of Database</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>First to Second Year Retention Rates</td>
<td>Monitored for first-time, full time students</td>
<td>Banner SIS</td>
<td></td>
</tr>
<tr>
<td>Surveys</td>
<td>CCSSE &amp; NSSE</td>
<td>Office of University Associate Provost &amp; Director of Assessment for C&amp;T</td>
<td></td>
</tr>
</tbody>
</table>

**Table F4 - Subsequent Year:** Understanding what happened in the first year often requires data collection at later points. For example, data on retention, ultimate choice of major, or various learning outcomes must be collected at points after the first year. Example sources: registrar’s records, enrollment management records, assessment office, etc.

<table>
<thead>
<tr>
<th>Data/Assessment</th>
<th>Description</th>
<th>Location of Database</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rates</td>
<td>3-, 4-, 5-, 6- graduation rates are gathered</td>
<td>Banner SIS</td>
<td>For the C&amp;T - 3- &amp; 4-year rates are gathered. For the University 5- &amp; 6-year rates are gathered.</td>
</tr>
<tr>
<td>Retention Rates</td>
<td>First-time, full-time rates are monitored</td>
<td>Banner SIS</td>
<td></td>
</tr>
<tr>
<td>Transfer from C&amp;T to U or U to C&amp;T Institutional transfers are monitored</td>
<td></td>
<td>Banner SIS/Registrar</td>
<td></td>
</tr>
</tbody>
</table>
Committee Leader:
Maria Rose, VP Academic Services

Committee Members:
Melissa Abbott, Faculty
Pat Albano, Faculty
Jerry Baczka, Chair
J. Robert Baker, Faculty
Ann Bartolo, Faculty
Persis Bates, Minority Coordinator
Michael Belmear, VP Student Affairs
Gerald Bobango, Faculty
Jean Bolyard, Chair
Gary Bolyard, Faculty
Martin Bond, Dean
Cheri Bradley, Faculty
Ironda Campbell, Faculty
Leland George, Faculty
Susan Goodwin, Faculty
Dwight Harris, Chair
Erica Harvey, Faculty
Gwen Jones, Faculty
Jack Kirby, Faculty
Kim Korcszmaros, Faculty
Joe Larry, Faculty
Chris Lavorata, Associate Provost
Leslie Lovett, Faculty
Nancy McClure, Director Center for Teaching Excellence
Blair Montgomery, President C&TC
Kim Murphy, Faculty
Donna Nuzum, Director Community Service Learning
John O'Connor, Faculty
Nancy Parks, Director of Assessment
Anne Patterson, Provost
Vijay Raol, Faculty
Steve Roof, Dean
Jim Savchuk, Faculty
Angela Schwer, Faculty
Ann Shaver, Faculty
Pam Stephens, Coordinator Academic Advising
Merle Thomas, Faculty
Don Tobin, Faculty

The Foundations of Excellence Project has prompted several changes during the year that we have been working on the evaluation:

- Common outcomes have been established for the Freshman Seminar and communicated through training
- Withdrawal policy for students to withdraw from individual classes has been revised, moving the withdrawal date up in the semester
- A campus-wide communication system has been identified and has been placed on the Information Technology work list
- Advising has been separated from teaching in the annual faculty evaluation form in order to give prominence to advising
- Mission statements for both the university and community college have been re-worked. The mission statements used to be approximately a page in length; now each mission statement is a sentence.
- A vision statement for the institution has been developed
- Core values have been identified for the institution
- Mission, vision, and values statements will be posted on materials and displayed throughout the campus
A team attended the First Year Experience conference

The faculty development workshop at the beginning of the fall term will have FYE presentations

Redesign of liberal studies is underway

Learning communities are underway for fall - 8 focus on freshmen

A wilderness component of the Freshman Seminar will be offered for the first time this fall

More sections of Freshman Seminar are being offered

An analysis of the D-F-W rates for courses

Academic Affairs involvement in Student Affairs' activities has begun

The re-designed summer orientation program has collaboration of Admissions, Registrar, Advising, Financial Aid, Presidents, Provost, Faculty. A more comprehensive orientation is being provided than ever in the past.

A set of expectations for freshmen has been developed by Academic Affairs. The Provost is communicating some of these expectations to students and parents. A more comprehensive list is provided in the students' packet of information.

A list of characteristics of the incoming freshman class will be presented to faculty and staff during faculty development week at the beginning of the fall term

A speaker from NACCADA will present during faculty development week

A team of faculty is using the information gathered during the Foundations of Excellence project for Great Expectations

Providing a comprehensive, integrated approach to the first year has prominence as one of the seven strategic goals for Fairmont State to work on over the next five years

Lots of good conversations about the first year have occurred over the past year; faculty and staff have asked for these conversations to continue during the upcoming years

Open Forums have generated lots of good student input; these forums will continue throughout the upcoming years

Strategic Goal: First Year Experience

Provide a comprehensive, integrated approach to the First Year Experience that encourages degree completion

Action Step 1:

Communicate academic expectations in every contact with first-year students

- Develop a philosophy/rationale of the first year that informs relevant institutional policies and practices

- Adopt a set of academic expectations that have been agreed upon by the campus community
Widely disseminate expectations to first-year students

Communicate these expectations to all faculty and staff

Integrate financial aid exit counseling into all Freshman Seminar classes

Stress the importance of liberal studies in the Freshman seminar classes

Emphasize to students that they are responsible for managing their own education

Action Step 2:

Improve the availability of student services

Institute a HOTLINE for students to get answers to general questions

Improve availability of online services

Provide more programming through Residence Life

Continue Open Forums to gather student ideas and needs

Implement Degree Works system for online degree audits

Provide services that accommodate students' abilities, backgrounds, interests, and experiences

Ensure the campus environment is inclusive and safe for all students

Implement Advisor Trac software for more efficient management of academic expectations

Conduct advisor evaluations for all advisors

Action Step 3:

Align efforts of student affairs and academic affairs in support of first-year students

Involve all areas in decisions about the first year
● Improve campus communications
● Provide more orientation to new faculty and staff about the availability of services
● Communicate changes to the entire campus community
● Provide faculty and staff development activities related to orientation and support services
● Establish a forum for exchange of conference materials and information
● Establish expectations for faculty participation in co-curricular and extra curricular events and incorporate into annual evaluations
● Encourage first-year students to examine their motivation and goals with regard to higher education
● Establish a process for faculty involvement in new student orientation

Action Step 4:

Create a campus environment that fosters student development during the first year

ℜ ● Promote increased competence in critical thinking, ethical development, and lifelong pursuit of knowledge by implementing the Council for Advancement of Students in Higher Education guidelines

ℜ ● Communicate with parents more by establishing a Parent Newsletter and Listserve

ℜ ● Establish a mentoring system between alumni and new students

ℜ ● Provide assistance with "academic challenges" in the college catalog, web pages, program brochures, etc.

ℜ ● Implement a siblings' weekend

ℜ ● Administer the Strong Interest Inventory in all Freshman Seminar classes

ℜ ● Develop outdoor gathering places for increased interactions among students and faculty

ℜ ● Create a document that addresses diversity issues and disseminate that information to the campus community

ℜ ● Encourage the use of social justice/diversity items in philosophy statements for units across campus, as well as in the syllabi

ℜ ● Approach diversity with more intentionality in the classroom

ℜ ● Structure experiences in which students interact in an open and civil community with people from all backgrounds and interests

Action Step 5:

Implement these actions steps via a first year team
Conduct monthly meetings of the new committee to oversee action steps
- Identify offices responsible for arranging and disseminating data regarding the first year
- The new team will coordinate speakers and staff development to include the first year perspective
- The FYE team will attend the First Year Experience Conference and disseminate materials

Assessments/Measurements:

Action Step 1 - Administer faculty and student surveys to ascertain changes in behaviors once the expectations have been communicated

Action Step 2 - Conduct Student Engagement Surveys each spring to determine change

Action Step 3 - Establish a baseline of current numbers for tutoring, SI, orientation. Collect data each semester.

Action Step 4 - Establish learning goals for each FYE course and evaluate how those learning goals are being met; establish learning goals for co-curricular activities and evaluate how those learning goals are being met.

Action Step 5 - Conduct yearly evaluation of strategic plan for adjustments and changes

Success Indicator

1. Incoming freshmen who have been identified as in the lowest quartile of first-time, full-time freshmen based on their academic performance will complete an average of 15 hours each semester with a minimum GPA of 2.25

2. First to second year retention rates will increase by 3% each year; second to third year retention rates will increase by 3% each of the 5 years of the master plan

The following is the proposed five-year implementation time-line for accomplishing the 2010/11 Strategic Goal.

Year 1 - 2006/07

Meet the goal stated in Action Step 1 for defining expectations

Develop a philosophy for the first-year of college

Disseminate this philosophy and expectations to all first-year students
Communicate these expectations to all faculty and staff

Conduct open forums to gather student, faculty, staff input on the first-year - Action Step 2

Conduct Student Engagement Surveys

Conduct programming through Residence Life as described in Action Step 2

Gather retention and graduation rates

Implement financial aid counseling to all freshmen

Stress the importance of liberal studies in the Freshman Seminar classes

Conduct faculty/staff surveys about students' knowledge of expectations

Develop the first-year team as described in Action Step 5

Conduct yearly evaluation of this strategic goal

Conduct advisor evaluations

Establish a process to include faculty in new student orientation

Year 2 - 2007/08

Continue and improve the dissemination of philosophy and expectations to first-year students as described in Action Step 1

Conduct surveys to determine effectiveness of Action Step 1

Administer Strong interest Inventory to students in Freshman Seminar class

Create and disseminate a document about diversity

Implement Advisor Trac software

Conduct Student Engagement Survey

Gather retention and graduation rates
Complete all items from Action Step 3 relating to coordination of efforts among services

Establish a forum to exchange conference information

Degree Works system will be fully operational for degree audits

Conduct yearly evaluation of this strategic goal

Year 3 - 2008/09

Continue and improve the dissemination of philosophy and expectations for the first-year students as described in Action Step 1

Conduct surveys to determine effectiveness of Action Step 1

Conduct Student Engagement Surveys

Gather retention and graduation rates

Institute a Hotline for students as described in Action Step 2

Conduct Open Forums to gather information

Institute a siblings' weekend

Conduct yearly evaluation of this strategic goal

Year 4 - 2009/2010

Continue and improve the dissemination of philosophy and expectations for the first-year students as described in Action Step 1

Conduct surveys to determine effectiveness of Action Step 1

Establish learning goals for all courses as described in Action Step 4

Conduct Open Forum to gather information

Establish Parent Newsletter and Listserve as described in Action Step 4
Establish mentoring system between alumni and students as described in Action Step 4

Develop outdoor gathering places for interactions as described in Action Step 4

Gather retention and graduation rates

Conduct yearly evaluation of this strategic goal

Year 5 - 2010/2011

Continue and improve the dissemination of philosophy and expectations for the first-year students as described in Action Step 1

Conduct surveys to determine effectiveness of Action Step 1

Conduct Open Forum to gather information

Continue and improve all Action Steps

Gather retention and graduation data

Conduct yearly evaluation of this strategic goal
The Foundations of Excellence Report Card

This report card represents the final step in the Foundations of Excellence process. It is the culmination of a nine- to twelve-month effort of analysis and planning focused on the experience of new students. This report card is based on an aspirational model of the first year produced in 2003 by the Policy Center on the First Year of College and its research partners, and 219 four-year colleges and universities. In 2005, the model was adapted for two-year higher education by 82 public and private two-year colleges working with the Policy Center. That model, consisting of nine Foundational Dimensions, identifies characteristics of excellence in the new student experience. Because the Dimensions focus on institutional structures, policies, and processes (the decisions institutions make about organizing and delivering the new student experience), the model is useful in confirming effective practice and/or providing direction for improvement efforts.

The core work of the project was conducted by your institution's Foundations of Excellence Task Force with assistance from the Policy Center on the First Year of College and Educational Benchmarking, Inc. By using a series of performance indicators and a variety of data sources, the Task Force carefully reviewed the campus efforts that align with each Dimension. These reviews resulted in a collective judgment about your institution's level of achievement on each of the performance indicators.

The final step in the process was to produce single-grade indicators of the institution’s achievement of each Dimension. Because these grades are based on judgments made by your campus task force, they are not intended to be used in comparison to any other institution or in a ranking system. The Foundations Report Card can be used most effectively as an indicator of relative grades within your institution. The grades reflect the best collective judgment of the task force and are supported by the evidence collected during the project. Grades will not be made public by the Policy Center in any manner that identifies individual institutions.

<table>
<thead>
<tr>
<th>Foundational Dimensions</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations Institutions approach the first year in ways that are intentional and based on a philosophy/rationale of the first year that informs relevant institutional policies and practices. The philosophy/rationale is explicit, clear and easily understood, consistent with the institutional mission, widely disseminated, and, as appropriate, reflects a consensus of campus constituencies. The philosophy/rationale is also the basis for first-year organizational policies, practices, structures, leadership, department/unit philosophies, and resource allocation. (Philosophy)</td>
<td>C-</td>
</tr>
<tr>
<td>Foundations Institutions create organizational structures and policies that provide a comprehensive, integrated, and coordinated approach to the first year. These structures and policies provide oversight and alignment of all first-year efforts. A coherent first-year experience is realized and maintained through effective partnerships among academic affairs, student affairs, and other administrative units and is enhanced by ongoing faculty and staff development activities and appropriate budgetary arrangements. (Organization)</td>
<td>C</td>
</tr>
<tr>
<td>Foundations Institutions deliver intentional curricular and co-curricular learning experiences that engage students in order to develop knowledge, skills, attitudes, and behaviors consistent with the desired outcomes of higher education and the institution’s philosophy and mission. Whether in or out of the classroom, learning also promotes increased competence in critical thinking, ethical development, and the lifelong pursuit of knowledge. (Learning)</td>
<td>C</td>
</tr>
<tr>
<td>Foundations Institutions make the first college year a high priority for the faculty. These institutions are characterized by a culture of faculty responsibility for the first year that is realized through high-quality instruction in first-year classes and substantial interaction between faculty and first-year students both inside and outside the classroom. This culture of responsibility is nurtured by chief academic officers, deans, and department chairs and supported by the institutions’ reward systems. (Faculty)</td>
<td>C</td>
</tr>
<tr>
<td>Foundations Institutions facilitate appropriate student transitions through policies and practices that are intentional and aligned with institutional mission. Beginning with recruitment and admissions and continuing through the first year, institutions communicate clear curricular and co-curricular expectations and provide appropriate support for educational success. They are forthright about their responsibilities to students as well as students’ responsibilities to themselves and the institution. They create and maintain curricular alignments with secondary schools and linkages with secondary school personnel, families, and other sources of support, as appropriate. (Transitions)</td>
<td>C</td>
</tr>
<tr>
<td>Foundations Institutions serve all first-year students according to their varied needs. The process of anticipating, diagnosing, and addressing needs is ongoing and is subject to assessment and adjustment throughout the first year. Institutions provide services with respect for the students’ abilities, backgrounds, interests, and experiences. Institutions also ensure a campus environment that is inclusive and safe for all students. (All Students)</td>
<td>C+</td>
</tr>
<tr>
<td>Foundations Institutions ensure that all first-year students experience diverse ideas, worldviews, and cultures as a means of enhancing their learning and preparing them to become members of pluralistic communities. Whatever their demographic composition, institutions structure experiences in which students interact in an open and civil community with people from backgrounds and cultures different from their own, reflect on ideas and values different from those they currently hold, and explore their own cultures and the cultures of others. (Diversity)</td>
<td>C-</td>
</tr>
<tr>
<td>Foundations Institutions promote student understanding of the various roles and purposes of higher education, both for the individual and society. These roles and purposes include knowledge acquisition for personal growth, learning to prepare for future employment, learning to become engaged citizens, and learning to serve the public good. Institutions encourage first-year students to examine systematically their motivation and goals with regard to higher education in general and to their own college/university. Students are exposed to the value of general education as well as to the value of more focused, in-depth study of a field or fields of knowledge (i.e., the major). (Roles &amp; Purposes)</td>
<td>C</td>
</tr>
<tr>
<td>Foundations Institutions conduct assessment and maintain associations with other institutions and relevant professional organizations in order to achieve ongoing first-year improvement. This assessment is specific to the</td>
<td></td>
</tr>
</tbody>
</table>
first year as a unit of analysis—a distinct time period and set of experiences, academic and otherwise, in the lives of students. It is also linked systemically to the institutions’ overall assessment. Assessment results are an integral part of institutional planning, resource allocation, decision-making, and ongoing improvement of programs and policies as they affect first-year students. As part of the enhancement process and as a way to achieve ongoing improvement, institutions are familiar with current practices at other institutions as well as with research and scholarship on the first college year. (Improvement)
Recommended Action Items:

- Increase communication among Academic Affairs, Student Affairs, and students (*High priority*)
  
  Design a plan to get everyone on the same page
  
  Use Freshman Seminar courses and Advising Council to bridge communication gap

- Mandate Freshman Seminar for all students (*High priority*)
  
  Ensure that entire campus is aware of FYE efforts
  
  Full-time faculty teaching Freshman Seminar
  
  Require an orientation to the Library to ensure that all students receive information

- Establish and articulate learning goals for 100 level courses. (*High priority*)
  
  Coordinate this effort between Liberal Studies Committee and departments responsible for these courses.
  
  Get all groups together; allow all stakeholders the opportunity to communicate.

- Implement Advisor Evaluation (*High priority*)
  
  The instrument is being identified. Once the tool is selected, conduct advisor evaluations at the same time that the IDEA evaluations are being conducted

- Communicate new mission statement (*High priority*)
  
  Put the new mission statement on banners or posters and display in each office, academic and otherwise, on campus;
  
  Place on letterhead when appropriate and space permits;
  
  Place prominently in catalog and on website.

- Involve more faculty, along with senior administrators, in decisions about the freshman year (*High priority*)
  
  Establish an advisory group comprised of a variety of administrators, faculty, and staff to determine changes in procedures involving first-year students.

- Draft a philosophy on the first year experience (*High priority*)
Foundations Institutions approach the first year in ways that are intentional and based on a philosophy/rationale of the first year that informs relevant institutional policies and practices. The philosophy/rationale is explicit, clear and easily understood, consistent with the institutional mission, widely disseminated, and, as appropriate, reflects a consensus of campus constituencies. The philosophy/rationale is also the basis for first-year organizational policies, practices, structures, leadership, department/unit philosophies, and resource allocation.

Committee Leader:

Committee Members:
Irvonna Campbell, Faculty
Leland George, Faculty
Anne Patterson, Provost
Jim Savchuk, Faculty

Current Situation:
While Fairmont State is working toward improving the first-year experience, at present it is probably most accurate to say that our philosophy for freshmen is our philosophy for students in general. We have no concrete, broadly disseminated, universally understood philosophy of the first-year experience. Furthermore, we have a number of far-flung satellite sites where courses are delivered, as well as a campus center about 20 miles from the main campus. We could uncover no written philosophy statement for these sites, other than those mentioned above. To complicate matters, some services available on main campus are not available at these sites.

Members of the Philosophy task force believe that the campus community is increasingly aware of the needs of first year students. Administrators are committed to addressing the issues associated with the first year of study, and many faculty members are directing their efforts toward the improvement of the freshman experience.

Generally speaking, there is no dissemination of a philosophy on the first year experience. In informal discussion, continuing faculty may address their concerns, but new faculty are very busy getting their own affairs in order.

Areas of Concern:
While Fairmont State is working toward improving the first-year experience, at present it is probably most accurate to say that our philosophy for freshmen is our philosophy for students in general. We have no concrete, broadly disseminated, universally understood philosophy of the first-year experience. Furthermore, we have a number of far-flung satellite sites where courses are delivered, as well as a campus center about 20 miles from the main campus. We could uncover no written philosophy statement for these sites, other than those mentioned above. To complicate matters, some services available on main campus are not available at these sites.

The present mission statement makes no specific mention of first-year students, but speaks to all of the institution's students. Nonetheless, there is a Freshman Seminar, now in its second year on campus, which attempts to bridge the gap between high school and college. There is, however, no common syllabus or rigorous training for instructors that we can detect.

The lack of a common syllabus in the Freshman Seminar ("It's too loose for me," said one instructor) and the lack of training for instructors of the seminar (training was conducted during the summer months; however, some instructors were hired after the training was conducted; follow-up training has not been conducted);
The lack of a common syllabus in freshman core courses;
The lack of stated expected outcomes for liberal studies courses in general (although the Liberal Studies Committee is working on those now).

The member of the task force believe that we consistently characterize ourselves as caring, but that the application of this caring is uneven across campus. Some offices have reputations for being "grumpy," and everyone on the committee can cite instances in which students "got the runaround." Although there certainly are caring people in departments and throughout the staff, the "student-first philosophy" that we wish to embrace (see Retention Plan, page 8) is a difficult one to inculcate institution-wide.

Summary of Evidence:
The task force members examined a number of documents, including the latest Self-Study for the Higher Learning Commission of the North Central Association, notes from the Liberal Studies committee, the institution’s retention plan, and its mission statement.
We concluded that if Fairmont State has a philosophy on the first year of college it is implicit, embedded in not-always-specific language in a few documents. Examples:
The institution's Retention Plan, which went into effect in the fall semester of 2004, has as its primary purpose the improvement of 'the quality of student life and learning.' This purpose applies equally to first-year students as to post-first-year students. The present mission statement makes no specific mention of first-year students, but speaks to all of the institution's students. The deans of each school and college were surveyed, and only the Dean of Nursing and Allied Health Professions produced a philosophy which may be seen as speaking directly to first-year students. In the highly prescriptive nursing degree program, students must understand from the very beginning of their training what the expectations are and what the underlying
The institution has been successful in winning a Title III grant, which provides for the first-year experience. The institution's application for inclusion in this project speaks to its awareness of the importance of a structured first-year experience. This application, however, is not distributed throughout the university and associated community college. Notes provided by a former chair of the Liberal Studies Committee show that members of the committee are aware of the special nature of the first year of college. An e-mail included the following:

"[I found] no documentation to speak of as in actual transcripts/minutes that recorded our discussions. What I did find was several descriptive statements penned by individuals on the committee that reflect the committee's discussions regarding the First Year Experience (FYE). Here they are.

"The FYE consists of a set of common courses designed to engage entering students in significant interactive inquiry. With a focus on writing, analytical and critical thinking, speaking and listening, and an opportunity for students to explore their major, the FYE aids in the academic and social transition to college life.

"Upon entering college, traditional students find themselves engaged in a radically different experience, both academically and socially. Students confront academic rigor and social opportunities unlike any they have encountered in high school. How students face these new experiences can have a profound effect on retention rates. It is vitally important that the college provide students with a curriculum that gradually challenges and stretches their minds, while giving them the basic skills necessary for success. A common FYE affords this opportunity. It contributes to students' ability to assimilate into both the academic and social cultures of the college.

"The FYE consists of general education courses that enable the student to develop personal skills of reading, writing, speaking, and using basic mathematics. These attributes are used throughout the college experience to enable the student to better develop the major and for continuing the process for learning later in life.

"The FYE provides opportunities for students to develop skills that will serve them for a lifetime, not just lead to a degree."

A member of the Philosophy task force reviewed the institution's 2003 self-study and gave the following analysis:

"I detected no explicit first-year philosophy statements in either the Fairmont State or Fairmont State Community & Technical College self-study reports. One might argue that a first-year philosophy commitment implicitly guides all university policies and services, but such a vague assertion does not quite fulfill the Excellence criteria. Nonetheless, several chapters (V-IX) in the Fairmont self-study do indicate an awareness of first-year needs (recruitment, assessment, retention, and convenience) thought the most clearly implied statements are found in paragraphs devoted to the Academic Development Center (pages 101 and 181).

"Finally, chapter IX, which details the institution's request for a B.S. degree opportunity (Business Administration) at the Caperton Center, explicitly emphasizes convenience and accessibility for students who commute a long distance. The most telling statement from this chapter, however, concerns a challenge voiced by the West Virginia Higher Education Policy Commission: "The Clarksburg Center is an example of where success has presented an additional set of problems for the institution. Its role, its size, the scope of the curriculum, and its relationship with the Fairmont campus are all issues which need to be resolved." (222). This challenge, I think, is quite pertinent to any consideration of first-year needs within our satellite system.

Members of the Philosophy task force believe that the campus community is increasingly aware of the needs of first year students. Administrators are committed to addressing the issues associated with the first year of study, and many faculty members are directing their efforts toward the improvement of the freshman experience. Although the Freshman Seminar is in its infancy and need improvement, we have grown from about 150 enrollees in 2004-05 to 300 this year. We expect to provide sections for 600 students next year.

Our judgment is based on observation and experience. Generally speaking, there is no dissemination of a philosophy on the first year experience. In informal discussion, continuing faculty may address their concerns, but new faculty are very busy getting their own affairs in order. The Student Affairs staff-especially the peer counselors-are highly sensitive to matters concerning first-year students, but other staff members do not have the benefit of the training that the peer counselors undergo.

Within departments, the nurturing of first-year students appears to be the result of concerns of faculty who are interested in them - and in students in general.

Recommended Grade: C-

Recommended Action Items:

- Draft a philosophy on the first year experience (High priority)

- Disseminate the FYE philosophy in the catalog, pamphlet, faculty development, orientation (High priority)

- Each department will create a philosophy of the FYE that relates to the institution's philosophy (High priority)

- Re-work common syllabus for Freshman Seminar (High priority)

Even though a common syllabus was implemented a few years ago, some faculty were not using it as much as others.
All Freshman Seminar instructors will work together to develop a common syllabus.

- Re-visit common learning goals for Freshman Seminar *(High priority)*

Learning goals for the Freshman Seminar were originally established; however, several new instructors are now teaching the course. All of these instructors will meet to redefine the common learning goals for the course.

### Organization Dimension Report
Fairmont State University

*Foundations Institutions create organizational structures and policies that provide a comprehensive, integrated, and coordinated approach to the first year.* These structures and policies provide oversight and alignment of all first-year efforts. A coherent first-year experience is realized and maintained through effective partnerships among academic affairs, student affairs, and other administrative units and is enhanced by ongoing faculty and staff development activities and appropriate budgetary arrangements.

**Committee Leader:**

**Committee Members:**
Dwight Harris, Chair  
Nancy McClure, Director Center for Teaching Excellence  
Blair Montgomery, President C&TC  
Ann Shaver, Faculty

**Current Situation:**
During the summer of 2005 a steering committee consisting of the President of the C&TC, the Vice President and Provost for Academic Affairs of FSU, The Associate Provost for Academic Affairs, the Vice President for Academic Services, the Vice President for Student Services, and the Director of Assessment, was established to pursue our involvement in the FYE sponsored by the Foundations of Excellence. Presently we have thirteen entities working with various aspects of the Freshman Year Experience. Each is working somewhat autonomously with little communication or overall direction. The entities are: Freshman Seminar Instructors, Tutoring-Supplemental Instruction, Honors, Financial Aid, Housing, Counseling, Student Health, Intramurals, student government, athletics, library and computer services, advising, and summer orientation program.

Integration - The steering committee is composed of a representative from Academic Affairs, Student Affairs, Academic Services, and Assessment. This is a new group and is in a state of flux therefore, integration is in a state of flux. Now the committee functions within the framework of the Noel-Levitz Committee that has been looking at enrollment and retention efforts.

There is no specific on-going communication among the first year entities described in 2.1 Yet, there is dialog among the next level of administrators above the First Year entity coordinators.

We administer many different formal student surveys; e.g., CCSSE, NSSE, Noel-Levitz. In Freshman Seminar courses informal surveys are conducted regarding each topic of discussion. We are conducting electronic surveys to glean information about summer school needs and wants from students. IDEA surveys are collected from all classes each semester. Freshman orientation students complete an evaluation of their experiences to provide feedback for future orientation sessions.

We have brought speakers to campus who have discussed issues related to the first year experience, but not specific to the first year experience; e.g., Peggy McMasters discussed poverty and its effects on student retention, Tom Angelo and classroom assessment techniques, Rita Smilkstein discussed how the brain works in learning. None of these presentations were focused on first year experiences.

We have started through the Title III grant a faculty learning community that will focus on the First Year Experience. We have conducted the faculty survey regarding FYE and are currently conducting the student survey for FYE. We have begun to focus on multi-section lower level courses to assure congruity among the sections of the same course. Honors faculty are developed to know how to work with freshman level honors students. We have the Center for Teaching Excellence.

We are funding 13 sections of Freshman Seminar, plan to increase by another 12 sections for the coming year. The Tutoring-Supplemental Instruction position is funded and on-going. All other entities are funded, some more adequately than others, and will be continued.

**Areas of Concern:**
Because of the autonomous nature of these entities there lies the possibility of disconnects and duplications of effort.

While the higher level administrators are talking there is a question about how much information is transferred to their
subordinates. There is not a formalized time for the subordinates to meet to discuss First Year functions/issues. When these groups do get together they do not focus exclusively on First Year issues.

Because of the lack of communication time a number of issues and concerns have resulted; e.g., policies are not well understood by various offices on campus and students receive misinformation. Procedures get changed within individual offices with others unaware of the changes and the implications of the changes for the other offices not being addressed.

Most of the surveys are broad in scope therefore difficult to extract First Year data that is meaningful. There is no one specifically tasked with pulling this data, arranging the data and disseminating the data.

The lack of coordination related to the FYE needs to be addressed. This committee/organization

The organization committee needs to insure that the activities mentioned above include FYE components. The Center for Teaching Excellence needs to be incorporated into the FYE planning and to meet FYE activities the staffing of the Center will need to be expanded.

Staff development is non-existant for FYE.

Two areas that are of particular importance to first year students are counseling and financial aid. Personal counseling is limited in scope due to shortage of staff. Financial Aid staff is small and will now have to double their efforts due to the addition of another financial aid number for the C&TC, a huge workload increase for the already small staff. It is not obvious to the committee if the shortage is finance resource limited or is need for increasing staff size apparent to the particular administrator in charge.

Summary of Evidence:
These entities have existed for more than thirty years and have been moved organizationally numerous times. The amount of movement has contributed to the lack of formalized structure or communication and cooperation among the discreet structures.

Personal experience of the members of the organizational dimension work group.
Student survey information indicates that different offices give conflicting information or report they have no idea where to get the information. Students are mis-advised and placed in inappropriate courses due to a lack of knowledge about how to deal with exceptions.

The documentation for this is from student surveys conducted in various Introductory Psychology classes during the Fall 2005 semester. This data is not available electronically.

Our formal surveys are designed to sample the entire student population. The informal surveys are more specific but have not been well designed to give valid data relative to First Year Experience. The FYOS committee is not aware of the data being mined routinely from the formal surveys.

One personal counselor for 7700 students. 3 Financial aid counselors for 6100 financial aid recipients.

Presidential agreement to continue the funding of the freshman seminars and Supplemental Instruction/Tutoring.

Recommended Grade: C

Recommended Action Items:

- Development of a campus-wide oversight committee *(High priority)*
  
  Our goal is to move toward a campus-wide oversight committee composed of representatives from the following: Academic Services, Student Services, Academic Affairs, Athletics, Library and Computer Services which will focus on first year student experiences.

- Monthly meetings of new committee to oversee FYE *(High priority)*

  Representatives from Academic Affairs, Student Services, Academic Services, and Assessment will meet monthly to
discuss activities that are specific to the first year students. All college wide issues will be discussed with first year students in mind and how these issues could or will affect them.

- To continue to support FYE as important and integral to our retention efforts. *(High priority)*

The budget committee for both the C&TC and the University will have to consider the FYE as a priority item in its budget deliberations.

- Identify office(s) responsible for pulling, arranging, and disseminating data regarding FYE *(Medium priority)*

An office or offices will need to be identified that can mine the data from the formal and informal surveys being conducted with First Year Students and channel this information to the "new" steering committee discussed in item 2.1

- The "new" steering committee needs to coordinate speakers and staff development to include FYE *(Medium priority)*

FYE perspectives need to be made clear to all presentations that happen on campus. We need to ask presentors to think of how their topic relates to students in their first year in order for First Year Students to think about the presentation and how it will effect them.

**Learning Dimension Report**
Fairmont State University

*Foundations Institutions deliver intentional curricular and co-curricular learning experiences that engage students in order to develop knowledge, skills, attitudes, and behaviors consistent with the desired outcomes of higher education and the institution’s philosophy and mission. Whether in or out of the classroom, learning also promotes increased competence in critical thinking, ethical development, and the lifelong pursuit of knowledge.*

**Committee Leader:**

**Committee Members:**
Melissa Abbott, Faculty
Gerald Bobango, Faculty
Gwen Jones, Faculty
Chris Lavorata, Associate Provost
John O’Connor, Faculty

**Current Situation:**
A strict interpretation of this Performance Indicator with particular attention paid to the words "established" and "specifically" yields a ranking of 1-Very Low/None.

When the Liberal Studies Committee formulated the current First Year Experience (FYE) - ENGL 1104 and 1108, SPCH 1100, INFO 1100, and MATH - no specific statement of learning goals was established. *(The institution has established a Freshman Seminar course, currently in its second year of development, which is not a formal part of the FYE core.) The committee drafted a descriptive statement that provides a rationale for the fifteen-credit core."

"This set of common courses is designed to engage entering students in significant, interactive inquiry. With a focus on the development and enhancement of writing, analytical and critical thinking skills, as well as the ability to listen and speak effectively, the first year experience assists students with the transition to the new challenges of college life."

This statement is not in the 2005-06 FSU catalog, although it was included in the 2003-04 and 2004-05 catalogs.

The Liberal Studies Committee is currently working on formulating specific learning outcomes for the FYE courses.

The ENGL 1104 and 1108, SPCH 1100, INFO 1100, and MATH 1107 courses all have common syllabi with learning goals clearly expressed. These goals were established by the separate departments. There has not been any formal institutional wide discussion about the overall goals for the FYE core curriculum.

Limited student responses to the question "How well do we [the institution] communicate our academic expectations?" indicate the seeming lack of specificity with regard to learning goals for the first year. Student responses included:
"be ready to type, know internet, go to class, stay on the ball, write a lot of papers, watch out for certain teachers, don’t buy the book."
"I recall no information about academic expectations; just some information about coaching and athletics."

**ENGL 1104:** All faculty are required to submit their syllabi and all faculty receive IDEA evaluations from students that address the effectiveness of instructional methods. The syllabi of full-time faculty receive some evaluation as part of the merit process. Approximately 1/3 of on campus sections and Â¼ of off campus sections are taught by adjunct faculty.

**SPCH 1100:** Both the syllabi and outcomes are uniform for all sections of this course. Outcomes were recently rewritten by full time faculty with input from regular adjuncts. One faculty member reported using a modified Socratic method that encourages critical thinking and limited use of lecture; however, instructional methods per se are not specified, thereby allowing instructors some degree of academic freedom. Course content is overseen by tenured full-time faculty. The Dean of Fine Arts is compiling. statistical information to compare ACT and COMPASS scores to student success; student success will next be studied for comparison to instructor, location, time of class offering.
INFO 1100: Twenty-five to thirty sections of the course are offered each semester at various locations. It is offered in 3 formats: traditional, online, and self-paced; approximately 200 students have registered for the self-paced version; an honors section is offered each year. The course is primarily taught by adjunct faculty; only one full-time faculty member teaches it on a regular basis. All instructors agree to give the same comprehensive final.

PSYC 1101: Six to seven sections are offered each semester on campus, serving 400+ students; off campus sections offered as well. Class sizes are generally very large (80-90 students); the course has a high DFW rate (32%). On campus sections are normally taught by full-time faculty, off-campus sections by adjunct faculty. The department chair oversees the courses to assure consistency of material covered and that there are identical goals.

MATH 0095: All instructors use the same list of 40-50 objectives. Several use iLrn, an online homework/course tutorial program; tutoring and supplemental instruction are available on campus. The IDEA form gives students the opportunity to evaluate instructors' course design and delivery; peer and chair evaluations of instructional methods are used as part of the merit system. Adjunct faculty are evaluated only through IDEA. A developmental final exam is used in all courses. Professional development is available to assist all instructors learn to use the technology that supports the textbook. Self-paced sections are being offered in an effort to get students through the sequence of courses more quickly.

Currently, data available for these courses include pass rates and student course evaluations. The pass rate data is available; however, the student evaluation data is largely not available to the committee at this time.

Overall, the pass rates/retention rates for all freshmen appear to be increasing based on five years of data. In 2000, the pass rate was 71% and improved through this five year period to a high in 2005-06 of 78%.

No system for documenting and evaluating progress on learning outcomes is in place; however, two initiatives are in process: The Liberal Studies Committee and the Teaching and Learning Task Force of the Strategic Planning Council are both advocating institution wide outcomes based planning.

Math and English classes have specific placement tests; ACT and COMPASS are used. There is no specific tool for Speech or Psychology courses. Students may CLEP out of the Computer Concepts course. In the past four years, the number of incoming freshmen being placed in developmental courses has ranged from 84-91%. Students must complete developmental courses in their first 32 hours, but due to a liberal withdrawal policy, many frequently do not meet that requirement and are taking developmental courses well beyond the freshman year.

The primary data collection method for this component was through the interviewing of students of various rankings, (i.e. Freshman, Sophomore, Junior and Senior). The evaluation parameters were determining how student affairs play a role in the out-of-class learning environment. Based on student reports, a very limited percentage of the first-year students engage in out-of-class activities. The highest percentage of participation included the professional organizations associated with the student's major, fitness facilities available at the new Student Recreation Center and intramural sports. Very few students engaged in additional activities such as sporting events, campus guest speakers or freshman orientation. Although a number of activities are offered through the Office of Student Affairs, very few freshman students are aware of these activities. Most communication efforts are through residence life. In addition, it was identified that there was no evaluation method by the students for documentation purposes. The only report evaluation efforts, reported by the students were a survey of cafeteria services during fall semester 2005. Ironically it was reported that a freshman experience survey was e-mailed to students during fall semester 2005. However, the student that reported to have received the survey was a junior. The student interpreted the e-mail as a survey that should be taken by freshmen and that he was classified as a Junior. Being disgruntled by the Bureaucracy of the system, the student did not participate in the survey.

Areas of Concern:
1.) Although each FYE core course has stated learning goals, these were established by discrete departments with no institution-wide discussion.
2.) Although each of the FYE core courses has a common syllabus with stated learning goals, the use of adjuncts and off-campus and online offerings complicates oversight of the effective implementation of the syllabus and goals.
3.) The appearance of several of the core courses on the FSU "killer course" list indicates that, perhaps, the established learning goals cannot be "reasonably achieved by the end of the first year" for many of our students.

ENGL 1104:
Need to design outcomes; high DFW rate (27.3%); four different offices can hire faculty, making administration, oversight, and communication difficult

SPCH 1100: High DFW rate (28.5%); course focus is so broad that many class sessions must be devoted to giving speeches; students with weak writing and research skills take much of instructor's time; information about enrollment is not provided in timely enough manner to allow good planning for # of sections to offer.

INFO 1100: Significant amount of course content makes it difficult to cover effectively; large number of adjuncts makes it difficult to coordinate content and methods; difficult for satellite sections to maintain current technology and to receive training and testing software.
PSYC 1101: High DFW rate (32%); poor attendance (possibly due to high number of freshman enrollees and/or required Liberal Studies course rather than majors course); lack of standard quality instruction across sections.

MATH 0095: Large number of students needing developmental math; amount of college time it takes students to get through the developmental courses; large number of adjunct faculty teaching these courses; students not attending regularly or doing homework.

Currently, no system exists for tracking learning outcome data at the institutional level for specified courses and across sections of those courses designated as freshman experience. Students in at risk categories may need more support and monitoring than the freshman experience courses provide in order to be successful in higher level courses.

Large numbers of students requiring developmental courses.
Large numbers of students withdrawing from freshman year courses.
Advising Center places students in any class without prerequisites because required freshman year sections are often filled quickly; this is unfair to students because they take courses for which they are either unprepared or have no need, but placement in the courses at least fills their schedule.
Placement tests are valid only for 2 of the 5 critical freshman courses.
Honors students are in courses with regular students; they are not being highly challenged.
No formal tracking of the success rate of students who take our developmental courses.

Liberal institutional withdrawal policy

Based upon the previously mentioned data gathering methods, there were several areas of concern. These are listed below:
Outreach to Non-Traditional Students - Fairmont State University and C&T carry a high population of non-traditional students. However, very limited efforts are made to engage the non-traditional students.

Freshman Orientation Communication - Several freshman students reported that they did not participate in Fairmont State's Freshman Orientation because they were unaware of the event. Although notices may have been sent to the students, they either did not receive the notification, nor were they very well communicated. In the days of technology, many students utilize the FSU Homepage for information. If these items are not clearly referenced on the webpage... students will not look for it.
Communication of Campus Activities - Although flyers are commonly posted throughout the campus, students tend to overlook these due to the overwhelming abundance of them. Communication efforts of activities need to be enhanced to inform students of the availability of events.

Summary of Evidence:
Interviews with those responsible for coordinating the FYE core courses.
Focus group interviews with students in ENGL 0097 and Freshman Seminar.
Personal experience serving on the Liberal Studies Committee and teaching SPCH 1100.
Statements found in the Philosophy Dimension report.
FSU's "killer course" list.
FSU catalogs.

Course Syllabi
ACT and COMPASS Scores
Students' Grades
IDEA ratings
Final exam reports in selected departments
Class percentages and attendance in selected departments

The evidence used for this section includes the Four Year Institutional Compact Report, and several strategic planning documents which discuss the need to support at risk students within the institution in order to improve overall retention rates.

Summer Registration Math, English, & Reading Placement Data: 2000-2005
Foundations of Excellence Faculty/Staff Assessment
Interviews with faculty, chairs, and campus testing service personnel

Student Interviews
Further evidence forthcoming.. clavorata

Recommended Grade: C

Recommended Action Items:

• Establish and articulate learning goals for 1000 level courses. (High priority)
Coordinate this effort between Liberal Studies Committee and departments responsible for these courses.

Get all groups together; allow all stakeholders the opportunity to communicate.

- Establish outcomes for 1000 level courses. *(High priority)*
  
  Appoint coordinator within each department who will oversee the establishment of the outcomes and monitor syllabi and instruction to insure consistency across sections.

Collaborate with Liberal Studies Committee in this effort.

- Enforce institutional policies more diligently. *(High priority)*
  
  Enforce admissions standards.
  Communicate expectations of freshman year to secondary schools.
  Do not allow students to drop developmental courses.
  Enforce rule of completing developmental courses in 32 hours.
  Improve communication between Advising Center and academic units.

- Improve campus communication. *(High priority)*
  
  Make participation in freshman orientation mandatory.
  Create orientation section specifically for non-traditional students.
  Improve publicity of campus events.
  Enforce requirement to live in dormitories.
  Coordinate efforts of academic affairs and student affairs.

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**Faculty Dimension Report**

*Fairmont State University*

*Foundations Institutions make the first college year a high priority for the faculty.* These institutions are characterized by a culture of faculty responsibility for the first year that is realized through high-quality instruction in first-year classes and substantial interaction between faculty and first-year students both inside and outside the classroom. This culture of responsibility is nurtured by chief academic officers, deans, and department chairs and supported by the institutions’ reward systems.

**Committee Leader:**

**Committee Members:**
Jean Bolyard, Chair
Kim Murphy, Faculty
Steve Roof, Dean
Maria Rose, VP Academic Services

**Current Situation:**

About four years ago the Center for Teaching Excellence was established and a director hired for that position. Even though the CTE is not designed to specifically address first year courses, students, and instructors, some of the efforts of the Center address the needs of the first year programs and instructors. Prior to that time, there was little done to coordinate efforts in determining pedagogies, learning goals, or trends and issues.

The Center for Teaching Excellence began offering workshops throughout the semesters to address teaching pedagogy, as well as current trends and practices. For the past two years, there has been a faculty development week designated the week prior to the beginning of the fall semester where different topics, such as advising, meeting the needs of at-risk students, and faculty evaluations have been addressed.

In addition, faculty are often referred to the Center for help with classroom problems. The Center coordinates the adjunct faculty and provides training for new hires. A faculty mentoring program for newly hired full-time faculty has been implemented. The Center is also responsible for coordinating faculty evaluations each semester.

Some areas on campus are doing a very good job of identifying pedagogies, trends, and goals; however, other areas have done very little. There are many discipline-specific tends; there are pockets of good development on campus. Many of the programs require special accreditation, such as ABET certification, so many of units on campus have set goals because of the accrediting agencies. Again, very few of these are specifically targeted to freshman-level courses, but to the disciplines as a whole.

In addition, there has been much discussion about the liberal studies requirements on campus, so this is an area where many trends and issues relating to entry-level courses have been discussed. Even though the liberal studies requirements were revamped about four years ago, a team of faculty and administrators and reviewing the liberal studies requirements and are attending a national conference soon.

Many departments on campus strongly encourage workshop attendance to events sponsored by the CTE; however, again, this is inconsistent across departments. Some chairs refer faculty to the CTE for assistance in improving skills and strategies. Again, this is inconsistent across campus. In addition, attendance to state, local, and national conferences is encouraged more by some areas on campus than others; often the lack of funding prevents individuals from attending such conferences.

During the interview process, often the average ACT scores as well as the general characteristics of our students are
There are generally no rewards - other than merit evaluation points - for participation in out-of-class activities. Of the administrators who responded to the Faculty/Staff survey, almost 81% indicated that they felt that working with first faculty development.

Advising of the first-year students falls to the Advising Center for the incoming freshmen and then to the departments once the initial scheduling has been accomplished. In the departments, often the advisor load varies widely from department to department. The current way the structure for advising is set up in the merit system, often advising is seen as a punishment rather than a reward. Merit points for advising in most departments are based on the number of advisees, not on the quality of advising.

Areas of Concern:
The Center for Teaching Excellence has a director and a part-time employee. Responsibilities include faculty development, managing adjuncts, faculty evaluations, and more. These are huge areas and very time intensive for one person to manage. In addition, the budget is often considered inadequate to do an effective job in all of these areas, especially in the area of faculty development.

Of the administrators who responded to the Faculty/Staff survey, almost 81% indicated that they felt that working with first-year students was important. However, of the faculty who responded to the Faculty/Staff survey, 61% indicated that institutional leaders consider working with first-year students important. This data seems to indicate that even though administrators believe the freshman year to be critical, this has not been communicated as fully as necessary to faculty.

Even though workshops to address pedagogies of engagement are held, many faculty communicate that they do not have time to attend. Even more, often faculty who attend the workshops believe they have learned good strategies; however, they do not feel as though they have the time to implement what they have learned. Quite often full professors do not teach the freshman-level courses, but adjuncts who do not have access to training workshops have the responsibility for these classes. Many instructors teach as they have been taught.

Learning goals have not been established campus-wide; however, Fairmont State is working toward common syllabi with stated learning goals. The Director of the CTE has met with each of the schools to discuss goals and objectives. These are directly tied to the results of the IDEA faculty evaluations.

The Fairmont State community is beginning to talk about under prepared students. Faculty development activities such as the Ruby Payne workshop have helped to raise the awareness about the current student population. However, more progress needs to be made in this area.

Broad trend and issues relating to the first year are being discussed more often on campus. Fairmont State trends and national trends relating to student retention are being brought to everyone's attention.

The lack of consistency across campus is a concern. Attendance to on-campus workshops as well as discipline specific conferences will certainly help to keep everyone informed of classroom learning strategies and trends and issues related to entry-level courses.

The lack of people to do things is a huge area of concern. It often seems as though the same people participate in all activities. One person commented that there seems to be a lack of community here and that common goals are not discussed as much as possible.

Only about a third of faculty and administrators responded that they felt as though they were expected to interact with first-year students outside of the class. Similarly, only a third of faculty and administrators said that they participated in out-of-class activities that involve first-year students. This percentage certainly needs to be raised.

There is Faculty Development Committee; however, the primary purpose of this committee is to provide awards. This committee has not been advisory in the past at all.

The Title III grant has provided some additional funding opportunities, as well as opportunities for additional workshops for training that haven't been available in the past.

Only a third of the faculty who responded to the Faculty/Staff survey felt as though teaching excellence in the first-year is acknowledged or rewarded by colleagues, department leaders, institution leaders, or students.

Summary of Evidence:
The Dimension committee was comprised of an administrator, a university dean, a community college chair, and a faculty member. The committee had several discussions about current trends. In addition the committee met with the Director of the...
The Dimension committee was comprised of an administrator, a university dean, a community college chair, and a faculty member. The committee had several discussions about current trends. In addition the committee met with the Director of the Center for Teaching Excellence. Results from the Faculty/Staff survey, results from the Student Survey, information from an Open Forum on the Freshman Year Experience, meeting with individual deans and chairs from various areas of the institution, the Fairmont State Retention Plan, Current Practices Inventory, and other materials from the institution's strategic planning process were used in making these determinations.

Recommended Grade: C

Recommended Action Items:

- Involve faculty in setting faculty development activities *(High priority)*

  Faculty currently are solicited for presentations during faculty development week. More communication with faculty about areas of interest can help determine topics of focus for experts to be brought to campus for faculty development activities.

- Advising evaluation for everyone *(High priority)*

  The process for this has already been initiated. Have students evaluate advising - both the Advising Center and faculty advisors- at the same time the IDEA evaluations are completed. A team has started researching evaluation tools to accomplish this.

- Evaluate current merit structure for out-of-class activities *(High priority)*

  Research the possibility of including rewards for participation in out-of-class activities with classes.

- Encourage workshop and conference attendance *(High priority)*

  A team is going to the Liberal Studies conference and to the Learning Communities Workshop at Evergreen. Advisors are going to the national advisor conference, a team of developmental instructors will attend the League for Innovation conference, and the registrar and other key Banner users will attend the national Banner conference. Attendees will share information learned from these conferences with others on the campus. Additional sources of learning will be identified and encouraged during the year and sources of funding will be identified.

- Establish goals and outcomes for all disciplines *(High priority)*

  Work on this has already started through discussions of the D, F, W rates. This work will continue.

- Revamp the liberal studies requirements *(High priority)*

  The Provost, along with faculty members have started this work. They will attend a conference on this and make recommendations.

- Expand the faculty mentoring program *(High priority)*

  Build on the base that has been started. Provide additional mentoring opportunities.

- Provide more training for new hires *(High priority)*

  Expand current training activities to include teaching strategies, information about current students.

- Involve more faculty, along with senior administrators, in decisions about the freshman year *(High priority)*
Establish an advisory group comprised of a variety of administrators, faculty, and staff to determine changes in procedures involving first-year students.

- Have faculty and administrators attend the national FYE conference to gather additional information *(High priority)*
  
  Five Fairmont State people involved with the Foundations of Excellence project will attend the Atlanta conference. Additional people will be encouraged to attend future conferences.

- Research securing additional funding for the Center for Teaching Excellence *(Medium priority)*
  
  Currently the Fairmont State Foundation provides some funding for the Center. Additional sources of revenue will be identified through grant opportunities.

- Convey expectations about out-of-class participation in activities and reward participation *(Medium priority)*
  
  Conduct forums to discuss the benefits of out-of-class activities to gain faculty perspectives and disseminate information. Research how these activities can be incorporated into the merit evaluation for compensation for participation.

**Transitions Dimension Report**

**Fairmont State University**

*Foundations Institutions facilitate appropriate student transitions through policies and practices that are intentional and aligned with institutional mission.* Beginning with recruitment and admissions and continuing through the first year, institutions communicate clear curricular and co-curricular expectations and provide appropriate support for educational success. They are forthright about their responsibilities to students as well as students’ responsibilities to themselves and the institution. They create and maintain curricular alignments with secondary schools and linkages with secondary school personnel, families, and other sources of support, as appropriate.

**Committee Leader:**

**Committee Members:**

Nancy Parks, C&TC Faculty, Chair
Susan Goodwin, University Faculty
Leslie Lovett, C&TC Faculty
Jerry Bacza, C&TC Faculty

**Current Situation:**

Our institution is currently revising a new mission statement that will be used for both the University and C&TC components of the institution. Each branch of the institution will have its own vision statement. Once the mission statement is finalized and well-publicized, we hope to have a better grasp on how well we help students transition into college. In some focus groups, students joked that our mission was to “make money” and “give diplomas.”

The institution has been very successful in recruiting and retaining students in unprecedented numbers. Fairmont State has even created a Director of Retention position at the Vice-President level, which reflects the importance of this role to the institution. That office spends considerable time contacting students who are “at risk” of not maintaining their eligibility (at-risk PROMISE scholars; students who have not pre-registered for classes; those within hours of a degree, etc.) In addition, a Title III funded Director has been hired to train faculty and coordinate efforts in the creation of several learning communities to begin Fall ’06. These learning communities will help students see connections in their coursework and structure a cohort for students who may not otherwise have one on campus.

The institution has several programs designed to reach out to prospective students and their families, and we do so primarily in our 13-county service region. (Over 85% of all Fairmont State students are WV residents.) Fairmont State has one of the nation’s most generously funded GEAR-UP programs, which educates students as young as middle school to the benefits of attending college. The C&TC operates an Early Assessment program for math and English placement testing. This by-request program takes the college placement tests into high schools in order to let students, teachers, and parents know how well-prepared students may be for introductory college courses. The C&TC also has connections with high schools that allow high school students to take classes for college-credit (Earn a Degree, Graduate Early, or “EDGE”), as well as offers college classes in the high school under the dual-credit program.

Many of these programs, though, serve subliminal recruiting functions; fewer structured programs exist to help currently enrolled students and their support networks transition into college. There are relatively few, if any, organized efforts to keep families and support networks informed as to first-year students’ needs after they enroll at our institution.

The institution does have a CRLA-accredited peer tutoring program and Supplemental Instruction program, but students
are only referred or self-select; there is no official structure requiring students to participate. Furthermore, these academic support services are limited primarily to our main campus students.

Our new three-credit Freshman Seminar course is designed to orient students to college and its life management and academic demands. Full-time academic advisors teach the course, as do full-time faculty from virtually all academic units. The program uses a John Gardner text and is in the beginning stages of developing a set of common course outcomes. All first-year students who have not declared a major are required to take the course, and this course is to soon count as a liberal studies elective.

Currently, both in-class and out-of-class expectations are not conveyed in any comprehensive manner. For example, well over half of all incoming students in both branches of the institution are required to enroll in at least one developmental skills class (up to 80% in math alone), yet little if any mention is made of these DS requirements in program brochures or model schedules. College-credit course prerequisites are well-documented, but remedial ones are not. In addition, many faculty across disciplines have expressed concern about students' "academic etiquette" in the classroom and their willingness to attend regularly, keep up with readings, turn in homework, etc. Some departments of the institution are considering official attendance policies. The majority of courses that appear on our "killer course list" (those courses with high D, F, W rates) are courses dominated by first-year students.

Out-of-class engagement opportunities are somewhat limited for first-year students: internships are for upper-classmen; work-study jobs go unfilled for lack of funding; only 3% of students enrolled in Community Service Learning courses are freshmen; and all students, regardless of academic standing, are less inclined to join student organizations than they were in the past. Survey results actually showed that part-time students had more connections with faculty than did full-time students; however, only fourteen part-time students answered the survey, and the Transitions committee is inclined to believe that these are highly motivated students to begin with. (Only 32% of all students to whom the survey was sent electronically even participated in the survey.)

Many conversations with committee members and focus groups indicated that students are not in the habit of regularly checking their college e-mail accounts, and many assume that their college-issued account and their VISTA account are the same thing. This makes maintaining communications with students even more problematic.

Foundations survey results and conversations with faculty confirm that there is a disparity between what full-time faculty and part-time faculty believe in how well we communicate institutional ideas and ideals to students, as well as how males and females believe we are communicating those concepts to a "high" or "very high" degree of communication.

Further, both faculty and students believe the institution does a better job of simply scheduling courses than with more intensive advising, such as explaining the rationale behind the courses students take and how they can clarify their life goals.

This information about advising was discussed during Transitions meetings. The placement testing, advising, scheduling sequence is not always linear, and this can make the process a bit incoherent—especially for the first-time student who registers for classes after the official registration period—or worse, after classes have already started and they simply need a full-time schedule.

Areas of Concern:
Students seem to be unaware of any institutional mission at all.

85%+ of all entering students come from in-state, and many of our own adjuncts work in the local public school systems, but we have few professional alliances with our K-12 and adult ed colleagues. Most high schools are probably more familiar with our recruiters than our faculty.

Little if any mention of developmental education requirements is made in program brochures or model schedules, yet over 50% of all incoming students are required to take at least one developmental skills class, and these rates of remediation show no signs of decreasing.

There is no way to enforce the rule that students are to complete all DS requirements within 32 credit hours.

70% of all students receive some sort of aid, but FS has the smallest Financial Aid staff among the universities in the state, and students indicated in focus groups that they prefer to handle financial aid problems in person, not on-line.

Students are not fully aware of their obligations in paying back student loans until the participate in the exit session right before graduation; by that time, students may have gotten into more debt than necessary.

Students are just as likely to work a minimum wage job off-campus than on-campus--due to a lack of funding to fill positions. It is difficult to convey a general set of academic expectations for first-year students when there are no common course outcomes among the required courses of a student's Liberal Studies curriculum.

There are no official support structures in place for the parents and siblings of students: no parent listserve or newsletter, for example.

Students in non-cohort programs may not experience the same connectivity to campus as students in such majors, putting the undeclared student at perhaps a greater risk. Student lounge space is often sacrificed for classroom and office space, reducing opportunities for students to form unofficial study groups.
There are no ways for students on campus to cash a check. Banks are prohibited from coming on campus to talk to students (protecting students from credit card solicitations), and having no access to check-cashing is problematic for some students—especially those who are student workers and don’t have checking accounts in which to deposit their state-issued checks.

Students do not feel obligated to read their campus e-mail on a regular basis. Particular student populations are targeted through e-mails to attend campus events, and they simply don’t read their e-mail to know about the event. Huge efforts have been made to communicate important information to students in workshops (most recently, a workshop on self-auditing of credits) and only one student attended. Students had been notified through their campus accounts.

There is no mention of "advising" in either college catalog (University or C&TC) until the student has read through 30 pages of other "official" information.

The Student Life page of our website emphasizes the "fun and games" of college as something separate from the "academic" side of college; there is a disconnect between the idea of "learning" and "student affairs." Also, the "Academic" page on the website declares, "You are about to take your first step to a career."

There are many loopholes in the current advising system; many faculty have advisees that they’ve never met.

Some areas of concern regarding the institution’s ability to communicate stem from the results of the Faculty/Staff and student surveys:

More white faculty and staff believe we communicate to a "high" or "very high" degree the notion of academic honesty than do Black faculty and staff (yet there were only 8 Black respondents.)

Also, full-time instructors and staff believe we do a much better job of communicating the importance of academic honesty than do our adjunct faculty. Considering our reliance on adjunct faculty, this indicates a serious concern in a most basic sentiment of academia: communicating the importance of academic honesty.

Faculty and staff and students believe we don’t do as good a job of explaining why students need to take certain courses as we do in simply scheduling them.

Overall, students who entered college with higher GPAs from high school gave higher scores overall on the Transitions dimension than did students with lower GPAs from high school. This indicates that the information regarding the Transitions dimension should be emphasized more strongly with academically at-risk students. According to recent Chronicle of Higher Education reports, all of higher ed is being expected to help secondary schools better educate their students for college; as a result, our institution may need to implement more official and visible connections with our feeder high schools—even if those students have no intentions of attending Fairmont State.

Summary of Evidence:
The committee used the results of the Faculty/Staff and Student surveys sponsored by the Foundations project, as well as comments provided by students in a series of small focus groups conducted in Freshman Seminar classes and open forums sponsored by other strategic task forces on campus.

The survey results are already in the documentation; a Word document of focus group comments is included in the Evidence library.

Members of the Transitions committee each took responsibility for one of the Performance Indicators, which brought a unique perspective to each component of the dimension regarding the faculty, staff, and students consulted in small focus groups. For example, a math faculty would have access to her students; the technology professor to his, etc. Such an examination of the PIs culminated in the viewpoints of the committee, which we hope to collectively represent the interests of the campus at large. Dimensions discussions were held in classrooms and faculty meetings.

Specific summary evidence:

Student survey results from NSSE gave "quality of advisement" a 2.8 out of 4 and "understanding self" a 2.6 out of 4 and "support to succeed academically" 2.7 out of 4.

CCSSSE results from 2002 and 2005 show that we are "below the benchmark" in the area of "support for learners," which includes financial aid and tutoring and other academic and social support services. This is the only area of CCSSSE in which we have scored "below the benchmark."

Foundations of Excellence Student Survey questions 14-19 averaged from 3.4 to 3.8 out of 5, with "selection of courses" being the highest.

The college's webpages available for Advising Center, Career Services, Financial Aid, programs of study, and the on-line student handbook were consulted.

The Columns, the student newspaper, recently published an article about the campus's Career Services office as our "best kept secret," which highlighted how "silo’d" many of our campus efforts are.

Foundations of Excellence Survey evidence
Students give the highest 4,5 rating to "communicate importance of academic honesty" and the lowest 4,5 to "help your family feel a part of the college experience".

Faculty give the highest 4,5 rating to "in advising, help students select courses" and the lowest 4,5 rating to "overall effectiveness of academic advising." 57% of full-time faculty and staff regard our "communicating the importance of academic honesty" to a degree of "high" or "very high"; only 29% of adjunct faculty do.

Further, full-time faculty give "overall effectiveness of advising" a rating of 4 or 5 at 41%; part-time faculty do at only 12%. Only half of all faculty believe they have a "high" or "very high" rate of time and training to "effectively address advising needs."

Female student respondents gave the institution consistently higher rates of 4's and 5's in communicating "academic expectations," "expectations of academic honesty," "expenses," "making connections with other students," "connecting with faculty outside of class." The biggest disparity of a high/very high degree of communication was in the "clearly communicated academic expectations" category.

Female faculty encourage the use of academic support services at a 4, 5 ranking at 89%; males only at 71%. (Full-timers overall at 80%; part-timers at 60%). Female faculty believe the institution conveys the importance of academic honesty at a 4, 5 ranking at 63%; males at 47%. Females encourage students to use social/personal support services at a 4, 5 ranking at 75%; male faculty at 57%.

In order, students and faculty and staff indicate we rate highest in 4, 5 rankings in the advising process in this order (highest to lowest): selecting courses; explaining course requirements; discussing future enrollment plans; discussing what it takes to be successful; discussing how college can help achieve life goals.

**Recommended Grade: C**

**Recommended Action Items:**

- Refer to "academic challenges" in college catalog, web pages, program brochures, etc. *(High priority)*
  
  Over 50% of all first-year students require at least one remedial course, and 34% of those require at least two. Our college's academic pages of the website rarely, if ever, mention the concepts of "learning" or "overcoming challenges" and developmental skills courses are not listed on any program's model schedules. (Some, though, do reference it with an italics and in small print at the bottom of the page.)

- Communicate new mission statement *(High priority)*
  
  Put the new mission statement on banners or posters and display in each office, academic and otherwise, on campus;

  Place on letterhead when appropriate and space permits;

  Place prominently in catalog and on website.

- Implement financial aid exit counseling to all Freshman Seminar students *(High priority)*
  
  Currently, students must view the exit counseling video only upon graduation. However, in a few sections of Freshman Seminar in fall 2005, the students were shown the exit video and had a Q/A session with a financial aid advisor in class. Students rated this guest speaker and financial aid information session as one of the highlights of the course. By having such a session as freshmen, students will better understand their role and personal responsibility in accepting and using various forms of financial aid before they apply for aid for their second semester.

- Notify an advisor when a new advisee is assigned *(High priority)*
  
  If an advisee were notified via BANNER or a quick e-mail by the staff making the advisor assignment, then the advisor could notify the new student advisee by mail or e-mail. A friendly, initial welcome may encourage the student to seek out the advisor in a more timely fashion.

- Provide advisors with an informational list to give to students *(High priority)*
  
  This list could provide information regarding the campus bookstore, the dining hall, the Tutoring Center, Financial Aid and Career Services offices, and information regarding Liberal Studies.

  Students don't always understand the goals due to lack of information regarding pre-requisites and their various outside responsibilities.

- Provide an advisor/advisee checklist for academic progress *(High priority)*
  
  This checklist should be completed by each advisee before their scheduled appointment, and advisor should keep a copy in the student's file. This checklist would include ACT or COMPASS score information, as well as transfer credits and any related information, including student disabilities, financial aid, etc.

  The student could check off the courses completed with their grade; this would greatly improve communications regarding academic progress and anticipated date of graduation.

- Provide advisors with an informational list to give to students *(High priority)*
This list could provide information regarding the campus bookstore, the dining hall, the Tutoring Center, Financial Aid and Career Services offices, and information regarding Liberal Studies.

Students don’t always understand the goals due to lack of information regarding pre-requisites and their various outside responsibilities.

- Update the Advising handbook and the advising section of the catalog and webpage *(High priority)*

Several policies affect academic advising, including academic procedures, the absence policies, the role of the advisor; developmental skills pre-requisites, academic forgiveness, transfer policies, withdrawal policies, Disability services, Career Services, etc. These policies should be more readily identifiable in an updated Advising handbook and the advising sections for any catalog and webpage revisions. Currently, academic advising is not even mentioned until page 30 in both the University and the C&TC sides of the catalog.

- Incorporate the Strong Interest Inventory in all Freshman Seminar courses *(High priority)*

This will ensure that the Director of Career services has a presence in the course, and this will enhance the teaching/advising role of helping students clarify life and career goals.

- Institute a “Siblings” weekend *(High priority)*

Because students rank "helping my family make connections to the college" as the lowest of what they rate "high" or "very high," sponsoring such events for family members might not only serve to recruit siblings but help the currently enrolled student, who may be homesick, to make a successful transition into college residency. The new Student Activity Center could host several events. While siblings are always welcome to visit, such a structured weekend could be an anticipated annual event.

- Create more spaces for student groups to meet *(High priority)*

Student lounge areas have been sacrificed for classroom and office space, and the Student Activity Center has no enclosed spaces for students to meet. Create and designate small meeting areas for students to use outside of classrooms. This is one area in which the off-campus sites probably out-perform the main campus.

- Develop web-based advising services *(High priority)*

- Implement Advisor Trac software *(High priority)*

- Implement the revamped First Year Experience *(Medium priority)*

Emphasizing time management, listening skills, goal setting and perserverance, etc., will help students make connections and learn to delay their gratifications. Such structured academic goals will help students learn that "when the going gets tough, students should get going...to Tutoring, SI, etc.!!

*All Students Dimension Report*
Fairmont State University

*Foundations Institutions serve all first-year students according to their varied needs.* The process of anticipating, diagnosing, and addressing needs is ongoing and is subject to assessment and adjustment throughout the first year. Institutions provide services with respect for the students’ abilities, backgrounds, interests, and experiences. Institutions also ensure a campus environment that is inclusive and safe for all students.

*Committee Leader:*

*Committee Members:*
Cheri Bradley, Faculty
Angela Schwer, Faculty
Pam Stephens, Coordinator Academic Advising

*Current Situation:*
Fairmont State adequately identifies the student subpopulations, but we have difficulty identifying all of their needs. Part of the problem stems from our growth. Services provided to students have not adjusted quickly enough to sufficiently handle the increasing needs of students.

Overall, student response is positive in regards to academic needs. However, there seems to be some concern in the area of non-academic matters.

We do a remarkable job of ensuring that students are properly placed in math and English classes based on placement test scores (i.e. developmental sections, Honors courses, etc.). However, students entering the institution with EDGE credit or through articulation agreements with local vo-tech centers or high schools are unable to be identified.
Financial aid and academic advising were found to be two troublesome areas. Financial aid was identified as being a top concern for many students because we do not have enough staff to meet student needs. And, students reported that they have problems locating advisors and registering for classes.

Overall, safety is not an issue. Students feel respected by others, free to express beliefs, physically safe on campus, and feel they are treated fairly by faculty and staff without bias due to gender, race, or ethnicity.

Based on the high D-F-W rates in certain classes, we aren't addressing the academic needs of students as well as we should. The failure and withdraw rates indicate that problems exist that we are not addressing.

The number of students not completing developmental skills course before completing 32 credit hours has decreased over the past few years due to intrusive advising methods, but we still have a problem with addressing the needs of students who face financial aid and academic probation.

Learning communities are being developed at all levels with links to developmental skills, Freshman Seminar, and upper-division courses. Interactive and informative faculty workshops have been held and well attended. Learning community classes should enhance both academics and the sense of belonging.

The new Falcon Center provides students with a central gathering place where more connections can take place. In fact, participation in intramural sports, has increased to 574 students (44 teams), an increase of over 250 students; however, we don't know how many of these students are freshmen.

In addition to dining services, the bookstore, campus security, student health services, and multiple gyms and workout areas, the Falcon Center also contains recreational areas where students can sit, chat, and relax.

Student survey results indicate that while students rate quality of instruction high, they do not feel as confident about the individual attention or academic support received from faculty and staff outside of the classroom. The most common complaint is that faculty are difficult to find. Some are unavailable during office hours, some are only available during times that students are not, and some tell students that they are "too busy" to meet with them.

However, even when academic support is offered consistently, it is not always utilized by students. Tutoring Services is available during regular office hours, and many sections of developmental and historically challenging courses offer Supplemental Instruction; however, many students do not take advantage of the assistance.

Furthermore, opportunities for campus involvement exist but are underutilized. Few students attend plays, concerts, the speaker series, athletic events, Homecoming events, or special events that take place during Alcohol Awareness Week, Banned Books Week, Disabilities Awareness Week, etc.

The survey results indicate that the campus is inclusive but that students would like more opportunity to learn about and interact with individuals from differing cultures. The campus location and composition of students precludes much interaction with individuals from other cultures. The vast majority of students are native to West Virginia.

The USA Today readership program exposes students to nationwide and world issues and increases awareness of diverse issues, and The Columns offers social commentary about issues that affect the lives of students on campus. However, these are no substitute for open classroom discussions or for personal interactions with individuals from varying cultures and backgrounds.

Areas of Concern:
Financial aid, academic advising, and the lack of connection are the most prevalent areas of concern.

Concerns with financial aid have been identified, but additional resources are necessary in order to decrease the issues faced by students in this area.

Since each department approaches advising in their own way, the system of advising is confusing for faculty advisors as well as for students. Furthermore, pertinent academic and background information about students is not always available to advisors. Also, many students accumulate an excessive amount of credit hours attempting to enter selective majors, which negatively affects their financial aid and their academic standing.

Students consistently stated that problems exist with making connections to Fairmont State and with availability of out-of-classroom activities. While we provide many out-of-classroom events, students do not participate.

The most critical areas of concern in addressing student needs are the disconnections between on- and off-campus sites and between Academic Affairs and Student Affairs.

The needs of non-traditional and off-campus students are not adequately addressed due to lack of resources. Counseling Services' one full-time counselor cannot address the needs of students on the Fairmont campus and meet with students at other sites. Likewise, financial aid counselors are unable to travel, especially during peak periods.

Student Affairs services and events are underutilized and not well attended by students, faculty, or staff. In addition, many students skip Freshman Orientation, and faculty have been unavailable to meet with students during Orientation activities.
Finding office information is a considerable hindrance for students. New building projects have forced offices to physically move to new locations, but no signs are posted indicating to where. For example, Student Affairs has recently moved to a location that is easily accessible through the Falcon Center, but with no signs students are unable to find their offices.

In addition, the phone number for campus security and for requesting a campus escort is not easily found.

Some students have expressed that they don’t feel that faculty are really engaged. During open forums, students complained of faculty who did not attempt to help them understand concepts; students said faculty told them that they’d “get it eventually.”

Faculty advisors are also a concern. Advising is seen as an additional task rather than an important part of faculty duties. Also, while students with disabilities receive appropriate accommodations, no one is available during summer for students and parents requesting accommodations, wanting to document disabilities, and wanting to ask specific ADA-related questions.

Events are not well publicized and are not offered at a variety of times. Students explained that they usually don’t know about events or that they don’t return to campus for events once they leave or go to their residence hall rooms.

There is not a lot of diversity in the state and it is difficult to help students view the diverse world outside of the region. It is difficult to have them look at the whole picture when their personal experiences do not usually involve multicultural issues. Furthermore, there is not much intentionality in the classroom to increase sensitivity to diversity issues.

**Summary of Evidence:**

To determine how well we identify student academic needs, we used student and faculty/staff survey results, information obtained during open forums, and personal experience.

Although the scaled questions indicate that academic advising is not a problem, we know from information obtained through the open-ended questions as well as from open forums and personal experience that this is not the case. Both open-ended question remarks and personal conversations reveal that students consistently have problems locating advisors and registering for classes during pre-registration.

Based on the low level of attendance at events as well as information received through student survey and open forum, the institution does not do a good job of identifying student social needs. Survey results showed concern with our ability to communicate the importance of participating in campus activities.

While the survey results indicate that students feel respected by others, free to express beliefs, physically safe, and that they are treated fairly, it is difficult to determine if these results are a true representation of our campus environment since many populations are underrepresented in the survey (i.e. only eight responses from Black, non-Hispanic and Multiracial students and two Asian/Pacific Islander responses).

Students also expressed a concern about diversity issues in the classroom. They responded that there is not enough conversation regarding different cultures, world religion, political perspectives, and issues of social class and poverty in the classroom. There was also some concern that there is not enough interaction with people from different cultures outside the institution.

To determine if Fairmont State is addressing the academic needs of students, we looked at our high D-F-W rates. Furthermore, data indicates that many students have an excessive amount of credit hours or attempted credit hours. Many of these students have been unsuccessful with entering a selective major or have transferred with credit from other institutions.

In order to address academic problems, reports were generated targeting students 1) who have more than 32 credit hours and who have not completed required development skills courses, 2) who are did not complete a degree within 150% of normal time frame (measured in attempted credit hours), and 3) pre-nursing majors who did not officially apply to the program. Information from these reports was used.

Recent data shows that enrollment at our off-campus sites has increased by 58.3 percent over the last four years. However, many services are not offered at these locations and therefore some students may feel even more disconnected.

Students expressed concern about the organization of the institution, and stated that there seems to be confusion among administration. Part of the confusion probably stems from our growth. This is a period of adjustment as our two-year and four-year institutions were split administratively by the legislature, the four-year college transformed into a university, and new building projects have forced offices to move to new locations.

During open forums and in informal conversations, students consistently indicate that they do not know about events and activities taking place on campus. Many students, faculty, and staff also complain about being unaware of services offered across campus. For example, a recent article in the campus newspaper, The Columns, dated February 6, focused on the Career Center. Freshmen, current students, transfers, and graduating seniors expressed that they were not aware of the free service and wish more information was provided to help them chart their course.

We used the student and faculty/staff surveys to determine if Fairmont State assures that all first-year students experience individualized attention from faculty/staff, academic support outside the classroom, opportunities for campus involvement, and an inclusive campus environment. Information was also obtained from open forums with students.
We have found that although we feel we provide students with opportunities to be involved, students do not recognize or are not always interested in the opportunities we provide. From the Student Survey (191 total responses), we find that 26 percent of students say they have no involvement in campus activities; 36 percent are rarely involved; 29 percent are somewhat involved; and only 9 percent report being very involved.

**Recommended Grade: C+**

**Recommended Action Items:**

- Increase publicity for events *(High priority)*
  
  Use multiple means of advertising.

  Develop a comprehensive, web-based campus events calendar (“entertainment/enrichment calendar”)

  Place publicity in areas of high student traffic (i.e. dining room table tents)

  Place more ads in the student newspaper, The Columns, and develop campaign to increase student readership (use The Columns articles for classroom assignments)

- Increase number of financial aid counselors *(High priority)*

- Standardize process to document all college-level credit upon admission *(High priority)*

  Ensure all previous college-level coursework is available in Banner upon admission for each student (i.e. dual credit courses taken, all transfer work evaluated, as well as credit given for AP classes, advanced standing, EDGE, and through articulation agreements)

  Develop way to identify students entering Fairmont State with EDGE credit or through articulation agreements with local vo-tech centers or high schools

- Institute a HOTLINE for students to answer general questions *(High priority)*

  How do I get a security escort?  
  Where do I go if I have problems with a class or instructor?

- Increase communication among Academic Affairs, Student Affairs, and students *(High priority)*

  Design a plan to get everyone on the same page

  Use Freshman Seminar courses and Advising Council to bridge communication gap

- Place campus security phone number on every level of garage and across campus *(High priority)*

- Continue supporting Center for Teaching Excellence *(High priority)*

  Determine how to make faculty responsible for participating

  Workshops on teaching techniques, IT issues, advising, etc.

  Faculty orientation

- Ensure each dept. has faculty advisors available in summer and during finals *(High priority)*

  Ensure each department has an advisor available daily to meet with students

  Provide short-term advising hours during peak periods when faculty are off-campus

- Restructure Freshman Orientation *(High priority)*

  Ensure faculty are involved with Orientation activities

  Offer smaller groups for increased interaction with incoming students
Continue peer mentoring relationship with freshman orientation leader

- Mandate Freshman Seminar for all students *(High priority)*
  
  Ensure that entire campus is aware of FYE efforts
  
  Full-time faculty teaching Freshman Seminar
  
  Require an orientation to the Library to ensure that all students receive information

- Ensure CAFE evaluation separates advising from teaching *(High priority)*
  
  Emphasize importance of advising
  
  Work to standardize advising procedures across campus

- Require students to use their Fairmont State e-mail accounts *(High priority)*

- Have ADA personnel available during summer *(Medium priority)*

- Provide more programming through Residence Life *(Medium priority)*
  
  Take tutoring and advising into the residence halls

- Post locator signs across campus *(Medium priority)*
  
  Post sign in Falcon Center on how to get to Student Affairs

- Increase number of mental health counselors *(Medium priority)*

- Develop a mini-brochure of selective program requirements *(Medium priority)*
  
  Make selective program requirements available to advisors and students, so students can determine earlier if they will be able to meet admission requirements.

- Create an articulation guide for advisors *(Low priority)*

- Develop outdoor gathering place for increased interactions among students *(Low priority)*

- Develop "safe zones" across campus *(Low priority)*
  
  Post "safe zone" signs across campus so students know there is always someone safe to talk to when they feel threatened or vulnerable

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**Diversity Dimension Report**

*Fairmont State University*

*Foundations Institutions ensure that all first-year students experience diverse ideas, worldviews, and cultures as a means of enhancing their learning and preparing them to become members of pluralistic communities. Whatever their demographic composition, institutions structure experiences in which students interact in an open and civil community with people from backgrounds and cultures different from their own, reflect on ideas and values different from those they currently hold, and explore their own cultures and the cultures of others.*

**Committee Leader:**

**Committee Members:**

- Persis Bates, Minority Coordinator
- Michael Belmear, VP Student Affairs
- Martin Bond, Dean
- Kim Korcsmaros, Faculty

**Current Situation:**

Currently, Fairmont State does not endorse a philosophy directly addressing DIVERSITY, nor did the Committee discover a campus-wide position on handling diversity issues. General "social justice" statements and commitments to multiculturalism exist in various units, but there is no evidence of a concerted, institutional emphasis. There is a similar lack of concentration in
efforts to recruit a more diverse population on campus. Finally, while many faculty and staff report believing in the importance of diversity and multicultural concerns, the Committee identified no single message being communicated in support of such beliefs.

Furthermore, about seventy-five students participated in an open forum seeking their perceptions of the University's handling of diversity. While the Liberal Studies curriculum includes various options for courses which include multicultural components, the students reported that their exposure to diversity was primarily through student activities rather than in the classroom. Students also felt they received little to no "training" for dealing with diversity issues to which--coming from small, homogeneous communities--they had never been exposed. Students reported being shocked by racial, ethnic, and sexual orientation differences, and they were unaware of institutional efforts to help them respond, appropriately, to their new environment.

Interaction between students and faculty/staff is not an institutional strength. Consequently, it is not a common occurrence for first year students. Interaction is strong, however, between first year students and advanced students. New students are generally accepted by their peers, which provides a strong connection for promoting programs for the campus community. There are few institutional opportunities for students to engage in activities with individuals from outside the institution.

Based upon results from the forum and surveys, the student perception is that very little is being done in the classroom to convey the standards of behavior that are expected in our community. However, the results also indicated that students feel such efforts exist outside the classroom through various programs. The campus does offer activities both inside and outside the classroom that address civil conduct toward all members of the institution, and some instructors have made it a part of their class structure to deal with diversity issues.

Areas of Concern:

AREAS OF CONCERN:
1. Absence of a clearly stated and communicated institutional position regarding diversity
2. Lack of priority status for diversity
3. Lack of concerted effort to introduce the concept of diversity to students, faculty, and staff
4. Lack of classroom preparation for students in responding to the cultural, ethnic, and sexual orientation differences they encounter
5. Inadequate faculty participation in professional development activities addressing first year student/diversity issues
6. Lack of opportunities for off-campus interaction between students and people of different backgrounds
7. Lack of collaboration between Academic Affairs and Student Affairs

RECOMMENDED ACTION ITEMS:
1. Create a document that addresses diversity in our institution for campus-wide distribution
2. Educate faculty, staff, students, parents and others on diversity issues
3. Encourage social justice/diversity items in philosophy statements for units across campus as well as in the syllabus for courses
4. Establish process for faculty involvement in new student orientation along with Student Affairs personnel connection with faculty as a whole

The students seem to be unaware of classroom programs that specifically address standards of behavior. Our research indicated, however, that several areas on campus, both in and out of the classroom, sponsored programs dealing with appropriate behavior, but these clearly had not been adequately publicized to the students. Furthermore, there is no concentrated, coordinated effort to explain this lack of knowledge among members of our campus community. Also, it is not clear if there is a working definition of diversity, but there is certainly no evidence that the institution has articulated its goals and objectives in the area.

Summary of Evidence:

Based on evidence gathered from both surveys and the open forum, the Committee agrees on the importance of a concentrated, institutional effort to expose students to diversity of ideas and people along with information about appropriate behavior in a multicultural setting. The evidence also revealed that the lack of such a clearly communicated message may be exacerbating diversity issues on campus. While various activities address "global village" themes, inadequate reinforcement by classroom experiences is problematic.

Overall, the assessment of campus culture suggests only an inconsistent commitment to DIVERSITY and inadequate attention to creating a more diverse, more understanding campus community.

The evidence indicates that there is substantial diversity programming on campus, but without campus-wide awareness. We surveyed our faculty and were encouraged with the volume of activities currently being conducted. Anecdotal evidence revealed a limited backlash against "political correctness," leading us to believe that information about behaviors is being provided but is encountering resistance. Overall, our dilemma is why--when we held our student forum, surveyed students, and addressed information provided by surveys of faculty and staff--so few knew about the programs? Why is this information not being communicated?
**Recommended Grade: C-**

**Recommended Action Items:**

### Roles & Purposes Dimension Report
Fairmont State University

*Foundations Institutions promote student understanding of the various roles and purposes of higher education, both for the individual and society.* These roles and purposes include knowledge acquisition for personal growth, learning to prepare for future employment, learning to become engaged citizens, and learning to serve the public good. Institutions encourage first-year students to examine systematically their motivation and goals with regard to higher education in general and to their own college/university. Students are exposed to the value of general education as well as to the value of more focused, in-depth study of a field or fields of knowledge (i.e., the major).

**Committee Leader:**

**Committee Members:**
Gary Bolyard, Faculty  
Donna Nuzum, Director Community Service Learning  
Anne Patterson, Provost  
Vijay Raol, Faculty  
Don Tobin, Faculty

**Current Situation:**

The information provided below summarizes the following areas: knowledge acquisition for personal growth, learning to prepare for future employment, learning for engaged citizenship and learning for serving the public good.

Fairmont State currently offers various services aiming towards encouraging personal growth opportunities among its students. The Student Activities center, Office of Student affairs and its campus wide endeavors, Honors society, on-campus Fine arts events and activities sponsored at the newly constructed, state of the art Falcon Center are all geared towards providing all students a first hand experience and opportunity to participate in activities that encourage personal growth. Apart from such experiences, the institution also strives to emphasize the importance and expected outcomes of its Liberal Studies requirements.

With regard to preparing for future employment, we believe that the institution has a much better standing, since most programs are framed around employment in a particular area. Apart from this, efforts to acquire disciplinary accreditation in many of the programs, on-campus career guidance and services, job fairs, industry partnerships, Community Service Learning and active participation in student conferences, are just a few of the areas emphasizing the role of the institution in the preparation of its students for future employment.

Active student participation in student organizations and student activities is encouraged and proper administrative guidance at various levels is provided. These attempts are aimed at encouraging engaged citizenship awareness towards civic duties. Most on-campus organizations are required to participate in at least one community service oriented project per semester. Community Service Learning is encouraged in various programs and CSL based classes are offered. The institution makes efforts towards publicizing such activities via various campus wide media.

Fairmont State does offer students the opportunity to examine personal motivation for pursuing higher education. Actually, opportunities are offered to students prior to enrolling in higher education. Fairmont State has received two Federal GEAR-UP grants. GEAR UP supports early college preparation and awareness activities for low-income students. In 1999, Fairmont State received the largest of 164 partnership grants awarded throughout the U.S. The original grant, served 16,553 seventh-through 12th-grade students in 29 middle schools and 18 high schools in nine counties. Fairmont State has been awarded a second GEAR UP grant which is the fourth largest of the 98 partnership grants given across the nation. Data show significant differences between GEAR-UP and non-GEAR-UP students in their preparation to enter and succeed in post secondary education.

Additionally, Fairmont State offers several opportunities for pre-college students to visit the campus by hosting many events such Honors Academy and educational fairs. During Freshmen Orientation students are encouraged to examine purposes for a college education. For example, Fairmont State’s Vice president and Provost presents a session entitled “College According to VP/Provost Anne Patterson” that focuses on what students may expect and what the college expects of students.

Additionally, all students enrolled in Fairmont State who have not declared a major are required to enroll in a freshmen seminar that focuses on pursuing higher education. Also each school year a series of guest speakers who lend credence to the significance of a college education are scheduled.

**Areas of Concern:**

One of the chief areas of concern common to all these objectives is the lack of preparedness on the part of students. It is generally observed that students are amiss where it comes to taking responsibility for their own personal growth and benefit. They are unable to balance their priorities and tend to see the institution’s purpose solely to prepare for employment training. In most cases students fail to realize the purpose and importance of the liberal studies requirements. Another area of concern is the inadequacy of ways to better reach students regarding available services on campus.

Many students are unprepared in a more specific sense, in that their skills in mathematics, sciences, writing, and reading comprehension are often lacking. Since the Community College portion of our blended institution has open admissions, and
since students from the University and those from the Community College are frequently in the same lower division classes, this lack of preparedness has repercussions throughout the institution. We have just launched a program with area high school teachers which we are calling Academic Alliances. The College of Science and Technology is the first to have a series of meetings with area mathematics, biology, chemistry, general science, and physics teachers. We are hopeful of discovering ways in which we might collaborate successfully with individual high schools, as well as ways in which we might have a positive influence on developments at the state level.

A major issue to be addressed is also the fact that a large part of the student population attending Fairmont State being the first generation to attend college, are unaware about job market trends, salary, cost of living in other areas etc. More efforts need to be made to provide this information with Freshmen Seminar and other freshmen level classes so that the students are able to better decide on proper career options and analyze potential employment opportunities. Lack of awareness of Community Service Learning classes, and a lack of an organized set of outcomes from the Freshman Seminar classes are other issues to be considered.

While these endeavors are a positive reflection on the motivation of students to pursue higher education, there are areas of concern. In some cases, there appears to be a lack of students' interest in planning for their own careers and their future. Also, in some cases, proper advising not only to schedule classes but to aid students in understanding their intended profession and the impact of higher education in the area appears to be lacking. Additionally, some professors' lack of interest in business and industry as potential employers or partners, along with (for some) minimal participation in community events and projects, presents concern.

In the area of required courses, advisors are assigned to all students, the student handbook outlines requirements, and sample semester schedules are available. However, some students report having no knowledge of these facts. Many advisors are assigned an overload of advisees, and in some cases, advisors show a lack of interest. A major area of concern is the students’ lack of initiative in being responsible for themselves.

Fairmont State has many programs available to enhance students' required competencies. Developmental classes in math and writing are available and required of students not meeting minimum scores on the ACT. An accredited tutorial service is available free of charge to all students seeking assistance. Some departments, such as math and science, offer individual tutoring. Fairmont State has also implemented the Supplemental Instruction program. Additionally, the library staff offers in depth library tutorials through FLIRT, a web tutorial, and through scheduled tutorials tailored to specific classes. The library staff is also working on learning modules for individual disciplines. Fairmont State also is involved in Writing across the Curriculum, requiring all disciplines to offer at least on writing intensive class.

Even though all of these programs are in place, there are still many students and faculty not aware of their presence or significance or who do not take advantage of the programs.

Summary of Evidence:
1. Surveys were conducted in 2 different classes to get responses from students regarding their perception of the current situation and data was collected from them in the form of comments. The classes surveyed were 1. Freshman Seminar (33 students) 2. Multimedia Concepts (GRAP-1125) (18 students). Please see attachment for survey data.

The data collected from these surveys suggests that students who have already decided on their majors (Population from the GRAP-1125 class) ranked the institution higher on all the above objectives while students from the Freshman Seminar class who had not declared their majors yet and were undecided, ranked the institution much lower on the same objectives.

Other evidence to support Fairmont State's efforts on improving the Freshmen experience are summarized below:
2. Fairmont State participates in the Greater Expectations Institute
3. Fairmont State is a member of the Academic Alliances Program
4. Fairmont State administration makes conscious effort to reinforce the importance of Higher education, responsibilities attached with this academic endeavor, and the roles of the institution as well as the expectations from the students. Please see attached presentation delivered during new student orientation by the Provost, Dr. Anne Patterson.

The committee had several discussions about roles and purposes. A survey was created and administered to Freshmen Seminar students and the Multimedia Concepts class asking students to rate the areas considered by the Roles and Purposes committee. Information was garnered from the university's catalog, web site, library staff, and various administrators and faculty.

Recommended Grade: C

Recommended Action Items:
- Stress the purpose of liberal studies in freshman orientation activities *(High priority)*

- Mandate Freshman Seminar *(High priority)*

- Clarify and communicate faculty expectations to students *(High priority)*
- Stress students’ responsibility for their own learning *(High priority)*

- First Year Experience should include connection to the community *(High priority)*

- Educate faculty about the value of community service learning/engaged citizenship *(High priority)*

- Encourage informal talks with freshmen about potential majors *(High priority)*

- Ensure that faculty build on skills taught in FYE courses in higher level courses *(High priority)*

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**Improvement Dimension Report**

Fairmont State University

*Foundations Institutions conduct assessment and maintain associations with other institutions and relevant professional organizations in order to achieve ongoing first-year improvement.* This assessment is specific to the first year as a unit of analysis—a distinct time period and set of experiences, academic and otherwise, in the lives of students. It is also linked systemically to the institutions’ overall assessment. Assessment results are an integral part of institutional planning, resource allocation, decision-making, and ongoing improvement of programs and policies as they affect first-year students. As part of the enhancement process and as a way to achieve ongoing improvement, institutions are familiar with current practices at other institutions as well as with research and scholarship on the first college year.

**Committee Leader:**

**Committee Members:**
Pat Albano, Faculty  
Ann Bartolo, Faculty  
Gary Bolyard, Faculty  
Joe Larry, Faculty  
Blair Montgomery, President C&TC

**Current Situation:**

**Advising:**
Fairmont State has a split model of advising - a centralized Advising Center serves all incoming freshmen students and students who have not declared a major, as well as walk-ins from all areas of campus and faculty advisors who advise students once a major has been declared. Currently there is no systematic assessment of advising other than some information that is included in faculty evaluations.

**Summer Testing and Registration:**
Evaluations completed each registration cycle as freshmen and transfer students complete the initial registration process.

**Placement Testing:**
Evaluations based on students being placed in appropriate college-level or developmental courses. All students who score below 17 ACT on the Reading test; 18 ACT/450 SAT in English; 19 ACT/460 SAT in math are required to complete COMPASS testing. Students cannot enroll in a math or English class without these scores.

**Mandatory Developmental Courses:**
Students are placed into appropriate developmental courses based on testing. There is one level of reading/study skills, one level of English composition, and three levels of math. Students are required to complete developmental courses within their first 32 hours. This is improving; just a few years ago, often students were close to graduation but had not completed developmental courses or their college-level math or English courses. The developmental courses are on the high D-F-W list; these courses are Credit/No Credit without a limit on the number of times a student may repeat.

**Campus Visitation:**
There is an evaluation of each campus visitation. The evaluation is usually tied to a reward - such as a tee shirt - for turning in the evaluation form. The information from these evaluations is complied and sent to the different areas that participated in the event.

The best way to describe the use of assessment results for institutional improvement most likely can be described as sporadic, although there is much more of a concerted effort to use these assessments as change agents. This past year, the community college participated in the CCSSE. One of the major areas that students expressed dissatisfaction was with student services. This prompted a financial aid audit and a comprehensive evaluation of that unit has been initiated. Also, students commented that they desired more online services. Fairmont State is responding to that request as well.

As another example, several years ago Fairmont State conducted the Noel-Levitz Student Satisfaction Survey. These survey results were used in the development of the Retention Plan; portions of that survey are cited in the document. Furthermore, Fairmont State is launching this Noel-Levitz Student Satisfaction Survey this spring. Results from this year will be compared to
the previous results. Fairmont State also had an advising audit completed and recommendations from that audit are in the process of being enacted.

Both the Foundations of Excellence Project and the Open Forums in conjunction with the strategic planning process have provided opportunities for sharing information about these various elements of student success. The level of awareness of first-year issues has been raised through these projects and through other initiatives on campus. There is still much room for improvement. During the past two years, we have asked faculty to report students who do not attend classes during the first two weeks of the semester so that these students may be contacted. Periodically, students who are not attending class are contacted and advised about class attendance.

The CSSEE results have been used to address the use of campus services; the IDEA evaluations have been used to address student/faculty connections. The areas of allocation of time and attendance patterns still needs some work.

Conference attendance is valued and supported by Fairmont State; however, during the past years there has been little attention to attending conferences that focus primarily on the first-year of college. This is the first year that Fairmont State has had faculty and staff attend the FYE Conference.

That is not to say that attendance at other conferences hasn't helped address problems related to the first year. For example, faculty who teach in developmental studies have been involved in developmental conferences both at the state and national level for years. In fact, Fairmont State was one of the founding institutions for the state National Association of Developmental Educators (NADE) chapter; faculty attend both state and national conferences relating to developmental ed on a regular basis. This certainly helps with addressing the needs of first-year students who need assistance with bringing up their skills to the college level.

On a broader level, faculty have been involved with the College Reading and Learning Association (CRLA) for several years; the tutoring program is accredited by the CRLA Tutor Certification program, and the former director served as an evaluator for certification of other college tutoring programs. CRLA programs address problems related to first-year students. In addition to CRLA, community college personnel have been involved with the League for Innovation for several years as well. This organization addresses problems related to first-year students as well. Last year, a team of faculty and staff attended the Learning College Summit, and a team has attended the National Learning Community Conference.

The Advising Center staff attends NACADA, the national academic advisors association; the registrar, admissions, and financial aid personnel attend AACRAO, the association for registrars and admissions officers to keep informed on current trends. Fairmont State has sent two people to Supplemental Instruction training in Kansas City.

A team including the Provost attended a liberal studies conference during the past year to gather additional information on liberal studies to make recommendations for adjustments in the Fairmont State liberal studies requirements.

The West Virginia Higher Education Policy Commission has conducted state retention conferences the last several years; many issues relating to first-year students are discussed at these conferences.

For the last couple years, a week prior to the opening of the fall school term has been devoted to faculty development activities, and this past year there were a few days before the spring semester devoted to faculty development. National speakers, such as Ruby Payne, Rita Smilkstein, Tom Angelo, have conducted open sessions as well as workshops.

Fairmont State also hosts a speaker series to exposes faculty, staff, and students to diverse ideas and experiences. Examples of past speakers include, Oliver North, Michael Mohr, Lewis Gates.

Several web conferences and teleconferences are presented each semester to expose faculty and staff to additional information.

Areas of Concern:
Advising evaluation has been a topic of concern for a period of time. The Fairmont State Advising Council has been reconvened and has started identifying various instruments to can be used to gather data about advising. Even though the split model has its advantages, it makes it difficult to evaluate advising.

Getting students properly placed into developmental courses, making sure that they complete the courses, and exit with the skills necessary to succeed in college-level courses continues to be a concern.

There are pockets of using assessments for improvement or validation. There must be a more systematic process of assessment and dissemination of results. Often great sums of money are spent on conducting assessments, only to have them shelved somewhere.

Fairmont State does not currently have an institutional research person. Lots of student data is collected; however, it is often lost because there is not a central repository for this information. Only one-fourth of the respondents on the Faculty/Staff survey indicated that the institution did a good job using assessment results for improvement; lots of time, energy, and effort is placed in these surveys, so better use needs to be made of this information that is gathered.
Even though several people attend conferences, the dissemination of this information is not always optimized. People return from conferences and use the information; however, there is not a systematic method for conveying this information to other areas of the campus. Specific schools or departments of the campus meet to exchange the information; however, there is not a campus-wide exchange of the information. A Noel-Levitz team meets weekly to evaluate progress on retention issues and the retention plan is posted on the web. The strategic planning process, as well as the Foundations of Excellence project, have prompted several Open Forums on campus during the past year where faculty, staff, and students have had the opportunity to exchange ideas about the first-year experience.

The Center for Teaching Excellence has hosted a book discussion of Nathan's My Freshman Year this semester.

**Summary of Evidence:**
On the Faculty/Staff Survey, Only 28% felt as though the institution's assessment of first-year students was good; 39% felt as though it was average. Also, only 25.5% felt as though information about assessments was disseminated in a timely manner; 43.5% felt as though dissemination was average. Finally, only 26% felt as though the institution was doing a good job in using results improvement; again, about 44% felt as though the institution was doing an average job on using results. The lack of an advising evaluation certainly raised concern.

Developmental classes are carefully monitored both by the chancellor of the state college system and by Fairmont State as well. Guidelines for placement in these classes were set by a state-level advisory committee several years ago. Also, desired outcomes for all developmental classes were set by this state committee as well. Fairmont State conducted evaluation of these developmental classes long before the D-F-W list was generated. Several strategies have been implemented over the years in an effort to make students successful in developmental courses. There is still a concern over the alignment of the developmental courses with subsequent level math courses. The developmental courses focus primarily on algebra skills; however, many degree programs require a fundamental concepts course that focuses on critical thinking, sequences, set theory, probability, consumer math, and metrics.

One-third of the respondents on the Faculty/Staff survey commented the Fairmont State does a poor job of using results for improvement. The Retention Plan demonstrates a concerted effort to use such results for improvement.

Looking at the D,F, W rates for both the university and the community college and discussing strategies for improving these rates has helped faculty and staff to identify characteristics of Fairmont State's current student population, as well as current college students as a whole. The Open Forums - from student responses, as well as faculty and staff responses - have also helped to pinpoint characteristics of current students.

On the Faculty/Staff survey only 19% of the respondents said that demographic information from databases influenced work with first-year students; 59% said that it did not influence them. Only 20% said that information on first-year students' measure of time spent studying was an influence on work with first-year students, but that is most likely because that information is not readily available.

Approximately one-third of the respondents to the Faculty/Staff Survey indicated that they felt that they had attended conferences or ready material that related to the first-year of college.

Focus group responses and strategic planning meetings and Foundations of Excellence meetings have fostered exchanges of this information. In addition, weekly Noel-Levitz meetings also provide a forum for monitoring changes and use of information.

**Recommended Grade: C-**

**Recommended Action Items:**

- **Implement Advisor Evaluation** *(High priority)*
  
  The instrument is being identified. Once the tool is selected, conduct advisor evaluations at the same time that the IDEA evaluations are being conducted

- **Carefully monitor developmental courses** *(High priority)*
  
  Assess D-F-W rates each semester
  
  Align math courses with college-level courses

- **Conduct open forums to discuss Noel-Levitz results** *(High priority)*
  
  Once the Noel-Levitz Student Satisfaction Survey is completed, host open discussions of differences between survey results this year and previous years.

- **Monitor assessments identified in Strategic Plan** *(High priority)*
  
  Each goal and action step of the Strategic Plan has identified assessments to determine effectiveness. Conduct semi-annual evaluations of these assessments to monitor change.

- **Send a team to the FYE Conference each year** *(High priority)*
Establish a forum for exchange for conference information *(High priority)*

Implement Council for Advancement of Students in Higher Education (CAS) standards and guidelines *(High priority)*

Develop advising portfolios on students *(High priority)*

Develop web-based advising services *(High priority)*

Organize faculty development days throughout the semester *(Medium priority)*

Provide online faculty resources *(Medium priority)*

Implement Advisor Trac software *(Medium priority)*

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**Policy Center Feedback**

**Overall Feedback**

**Philosophy Dimension**

Dear Maria and members of the "Philosophy" subcommittee,

Thank you for your candid report on the "Philosophy" dimension. I think you have found seeds of an implicit campuswide philosophy that relates to retention and student success broadly defined. You have already provided evidence of a tighter first-year philosophy in Allied Health. You state that your philosophy, to the degree it exists, is really more about students in general, rather than first-year students in particular. The trick for you will be to "stage" a more general philosophy about the purpose of education at Fairmont to the first year - what you believe to be the unique purpose and function of the first year. I think that your mission statements as detailed in your Retention Plan provide an excellent conceptual platform to think about the first year more specifically.

Given your unique nature as a composite two-year/four-year environment, the development of a comprehensive philosophy/rationale/purpose statement for the first year may pose challenges for you. However, I believe the creation of such a statement is an important process for you to begin during the Foundations process. Some of our pilot institutions are just completing their first-year philosophy statements that they began over two years ago!

Remember, when you think about philosophy/rationale/purpose, it's a "we believe" sort of statement that captures what you believe to be the primary purposes of the experience and why. And it's primarily about institutional commitment rather than a list of student behaviors/outcomes. However, your statement can certainly include desired outcomes. Your purpose for the first year may include retention, (in contrast, for many years in American higher education, the purpose of the first year was to serve a sorting/weeding-out function) but I hope you'll go beyond retention to a more intellectually substantive set of purposes.

Once you have a statement, then you can more adequately address issues of influence and dissemination. You're already seeing influence from the very fact that you're involved in the FOE process and people are beginning to think more seriously about what you're doing and why, but right now, in the absence of a clearly defined philosophy (whether explicit or implicit) it will be hard to evaluate influence/dissemination.

This is hard work - we all get so caught up in what we're doing, that we seldom step back to answer the "why" question other than to state that it's all about retaining students.

I'll be happy to talk further about this by phone or in person. Look forward to seeing you later this month!
**Organization Dimension**

Dear Maria, Dwight, and other members of the Organization Subcommittee:

I have read your recent report and want to offer the following reactions. Your current organizational structure, as you describe it, is comprised of 13 entities working with various aspects of the first year - each working "somewhat autonomously with little communication or overall direction." This seems to represent the last (5\textsuperscript{th}) answer on performance indicator 2.1; however, you checked answer the 4\textsuperscript{th} answer, which indicates a higher degree of collaboration. Am I missing something here, or did you hit the wrong button?

What do the results of the faculty/staff and student surveys tell you about the adequacy of the current organizational structure? Is there anything you can learn from those surveys, including the open-ended comments, that will help you make improvements?

The Foundations Task Force probably represents the beginnings of your recommended "campuswide oversight committee," but I'd like to know more about how you conceptualize the work of this committee. Would this committee meet monthly? Would it have any power to recommend or mandate change? To whom would it report, and would members be selected or appointed? Who should chair such a committee and be responsible for setting the agenda, calling meetings, etc.? Would one possible strategy be the recruiting of 13 members - one from each of the entities that works with the first-year experience? In your opinion, will such a committee provide the structure that you need? I've seen these committees work very well and be a great means of communication among units all focused on the first year. On the other hand, such committees can flounder if their tasks and lines of responsibility are not clear. I realize that you probably haven't had time to think this through, but before you complete the final report, these are some of the issues that should be discussed and decided upon.

Is the Organization Subcommittee or the larger task force ready to recommend the addition of counseling and financial aid staff? You note that these are important areas for first-year students and are severely understaffed at present.

In your recommended action items, you mention that the institution should "continue to support FYE as important and integral to retention efforts." Do you mean that current levels of support should be maintained or increased? What entities need additional resources - do some need more funding than others?

Although I think you've made a good start here, I hope the committee will think about its recommendations with more specificity so that when the report is presented to the president, he will know exactly what you are recommending.

I will be happy to discuss this report with any member of the committee. Thank you for your good work.

Betsy

Betsy Barefoot, EdD
Co-Director & Senior Scholar
Policy Center on the First Year of College

**Learning Dimension**

Dear Maria and Learning Sub-committee members.

Thank you for your clear and candid report on the Learning Dimension. You carefully adhere to the meaning and spirit of the performance indicators in your responses, and we appreciate that. The rationale you provide for the common core is, in effect, a set of valid goals for the first year (writing, critical thinking, oral communication, etc.). Why is the statement about learning goals for the
core not in the current catalog? Was this an oversight or are you waiting for the new version? The fact that your course sections in the core are bound by common syllabi and learning objectives is definitely a step in the right direction. But you raise the problem of adjunct instructors as well as courses taught in multiple off-campus locations. This does make adherence to a common set of goals difficult to monitor. I think your core courses on the "killer" list deserve special scrutiny from the campus as a whole. My guess is that you can trace student dropout directly to negative experiences in these courses. I hope that your attempt to develop and articulate learning goals for the 1000 level courses is successful. Whether there is total agreement is, to me, less important than the important conversations that are sure to be part of this effort.

Your responses to PI 3.2 indicate a number of strengths as well as areas in need of improvement. Does Fairmont participate in the National Survey of Student Engagement (NSSE)? If so, that would be a good source of evidence for you to get a handle on the use of engaging pedagogies in these large enrollment first-year courses. Your Foundations of Excellence student survey responses are generally very positive in terms of students' opinions about the use of engaging teaching strategies.

I hope your response to PI 3.3 will put the institution on notice that improvements are needed. I am pleased to note that, as you state: The Liberal Studies Committee and the Teaching and Learning Task Force of the Strategic Planning Council are both advocating institution wide outcomes based planning.

Your responses to 3.4 also raise issues that need to be addressed, especially the ability of students to postpone developmental courses beyond the first 32 hours. This raises lots of questions about the validity of development courses to prepare students for what's to follow. How do students who essentially withdraw from developmental courses perform without them? Has anyone taken a hard look at the academic records of students who are taking these courses in later years? I absolutely agree with your action plan items and hope that implementing these suggestions will assure the enforcement of important institutional policies about placement.

The evidence presented about student involvement (or lack of involvement) in out-of-class activities is not that different from other institutions with a mix of residential and non-residential students. And of course, older students are never as involved in campus life as the traditional 18 year olds. But whatever students' level of involvement, I hope that you can clarify what they learn through that experience. That means, of course, that student life administrators need to articulate desired outcomes of participation and express those to students.

I agree with your recommendation that orientation be a required component of the first year. I am always troubled to learn that large percentages of today's students fail to receive any systematic orientation to campus life. Seems like buying a car without learning how to work the controls! I also would suggest to faculty that they build in some out-of-class expectations into course syllabi. Students won't necessarily participate in extracurriculars unless they must in order to fulfill course requirements.

Please let me know if you have questions about my comments or need additional clarification.

Betsy

Betsy Barefoot, EdD

**Faculty Dimension**

Dear Maria, Faculty subcommittee members, and others,

Thank you for your thorough and candid report on the Faculty Dimension. You have cited many of Fairmont's strengths but some real challenges in giving faculty the tools, encouragement, and rewards they need to work effectively, both in and out of class, with new students.

You cite the Center for Teaching Excellence, a Center that, quite appropriately, focuses on "good teaching" not limited to first-year students. Fairmont is fortunate to have this Center, but as you acknowledge, it is seriously understaffed. You might want to investigate the Teaching-Learning Centers at the University of North Carolina, Chapel Hill, and the University of Georgia. Several years ago, I had the opportunity to visit both facilities and was really amazed to see the high level of service provided to faculty as well as facilities for faculty to learn about and use all kinds of technology. I'm glad to learn that you're considering seeking some grant funding to enhance the CTE. In fact, that might be a good "gifting" opportunity. You might find a donor who is willing to set up an endowment to fund this Center.
I note that the Center offers faculty mentoring for new full-time faculty, but what about adjuncts? In an ideal world, should this Center also reach out to adjunct faculty? I know this would be very difficult to do without additional resources! I hope you will think creatively about bringing adjuncts into the teaching conversation in ways that don't require additional resources.

You say that the Center is responsible for "coordinating faculty evaluations." I'm not sure what that means. Does the Center review student evaluations of teaching, or is that the responsibility of the departments? If the Center actually does review these, does the Director have a role in identifying "trouble spots" - faculty or courses that consistently receive poor evaluations?

I agree with you that institutional leaders at Fairmont believe that working with first-year students is important for faculty and staff. But at least 40% of your faculty/staff aren't sure about this. Certainly communication may be an issue, but resources are also a major problem.

How do the sub-committee and full task force view faculty attitudes about attending teaching workshops and implementing what they learn at teaching workshops? Are their complaints about "no time to attend" or "no time to implement what we learn" valid? What's going on - do you have any sense of that and, more importantly, what to do about it? You're absolutely correct that many instructors "teach as they have been taught." We pass on bad habits as well as good ones!

I know that the campus is working on common learning goals, and I congratulate you for that effort. This is not easy work, but hopefully will bring needed consistency across units and departments.

You state that departmental encouragement to attend teaching workshop events is uneven across campus. Again, I'm curious about why there are differences (I have a hunch it's about leadership and willingness to innovate.) and what can be done to encourage all departments to encourage their faculty to seek continual improvement of their teaching.

I'm delighted that you have a large team coming to the annual First-Year Experience Conference and that you're also sending a team to the Liberal Studies conference and the Learning Communities Workshop. As I'm sure you know, you can accomplish so much more if a team has a "conversion" experience. If it's just one person, it's difficult to realize change. I sense that there is a great deal of momentum at Fairmont toward improving all kinds of institutional processes, both in and out of the classroom. I hope you can find a way to maintain this momentum in the face of all that's going on!

Obviously, in recent years you've improved the information you provide to faculty at the point of hire as well as their orientation to the campus and to students. You're definitely moving in the right direction.

I am very concerned about the low percentage of your faculty who indicated that they were expected to interact with new students out of class or actually did interact with those students. You're "right on" in your action item that says you need to "convey expectations about out-of-class participation in activities and [then] reward participation." I hope as you develop your final report that you'll get even more specific in this recommendation by figuring out how you might actually accomplish this and who would have the primary responsibility for making this happen.

Your comments about awards and rewards are also troubling. But you're not alone. Many campuses need to do a better job of figuring out how to make first-year instruction and advising special - how to honor those individuals who do it especially well. Your students can actually help you identify the "stars" in first-year teaching and advising. Maybe it's time to design some way to recognize the individuals who have a special gift for providing an enriching educational experience to students in their first year.

Again, you've done good work here. I hope you'll keep thinking about your findings and especially your recommendations for action as you go forward.

Betsy Barefoot, EdD
Co-Director & Senior Scholar
Policy Center on the First Year of College

**Transitions Dimension**
Dear Maria and members of the Transitions Subcommittee,

I enjoyed reading your report and wish to offer some feedback to the subcommittee. I hope that Fairmont will find ways to use the new mission statement intentionally with new students. Of course, the problem with so many mission statements is that they're so bland that no one can remember them! I think you have a unique mission to serve a unique part of the world, and I trust that your new statement will reflect that uniqueness.

You have raised important concerns about how well your students understand what the University expects of them academically and whether they will have to enroll in developmental courses. This is a huge and disappointing shock for many developmental students.

As you describe "out of class engagement" opportunities, you actually identified one that we hadn't thought of - and that's employment. But that's definitely an important form of out-of-class engagement. I am curious as to why so few first-year students are involved in community service - I'm guessing that there is no intentional way to reach out to this particular cohort group. Does the Division of Student Affairs offer special first-year activities and programs such as "Emerging Leaders," a first-year arm of the student government, etc.? I note from the Foundations of Excellence student survey that the overwhelming majority students say that before coming to Fairmont, they were told about out-of-class activities. However, now that they're in the first year, about a third are saying that the institution doesn't communicate the importance of out-of-class involvement or provide those opportunities. I think this is an area that needs improvement, and I strongly suggest that you include an action step that addresses this issue in addition to the very strong action steps that you have already listed.

Your responses to PI 5.2 raise a number of significant issues. I really like your observation that "it is just a matter of geography that many teachers [at Fairmont] are teachers in the public schools." This isn't the kind of intentional communication we're after. One of the striking findings of your student survey is that 38% of students report that their families are not "helped to feel a part" of Fairmont. Families really need to be brought into the University family - especially first-generation families who may feel alienated from the whole enterprise. And about "other support networks" - you certainly have the opportunity to communicate with local government and business interests (beyond the Police Department ), especially those businesses that hire your students or exist because your students support them.

I think the two action items in support of your findings on this performance indicator are excellent ideas!

Your responses to PI 5.3 paint an interesting and accurate portrait of many of today's students - "walking around . . .talking to people no one can see - the person on the other end of the phone." And of course there's also "Facebook," the new non-face-to-face way of meeting "friends." We need to learn more about this generation and the kinds of connections that are most meaningful to them. On the student survey 30% of students said that the institution had not connected them with other students, and 37% said that the institution had done nothing to connect them with faculty. That begs the question - do students believe these connections are important? That might be something you want to investigate in a student focus group. You observe that students "may not be willing to take advantage of free academic support." We know that for many first-year students, this is breaking the old high school tradition of not asking for help because only "dummies" ask for help. I agree with you that faculty are going to have to require students to use services as a condition of satisfactory completion of the course.

I trust you will implement the "revamped" FYE and that this will close some of the gaps you have identified in communication.

With reference to PI 5.4, I know that advising is a central concern for the whole campus. Your report raises some of the issues that you will need to grapple with in order to have an exemplary advising system. Some of the problems obviously relate to overloaded centralized advising and paying faculty for "numbers" rather than for "quality." I will be interested to see how you address the advising conundrum as a whole campus. There is no "one right" or "easy" answer to the issues you identify. But advising can be one of the, if not the single, most important tool(s) you have for helping students find the pathway to success, and it is definitely worth institutional time, energy, and resources to do well.

Thank you for your candor and your thoroughness. Please let me know if I can clarify any of my comments.

Betsy

Betsy Barefoot, EdD
Dear Maria and members of the All-Students subcommittee,

These comments are in response to your report. Your initial statement in response to PI 6.1 says, "FSU adequately identifies student subpopulations, but . . . has difficulty identifying all their needs." This is turning our question upside down. We were asking you - which subpopulations have academic needs, which have social/personal needs, and which have safety needs. The various subpopulations you identify may have needs beyond those we categorized, but we're only asking you to tell us what particular sub-populations have these three types of needs, however you define the needs. For instance, academic needs can be either more assistance for underprepared students or more challenge for honors students. You could even argue that all your students have the three types of needs we categorized.

You have done a good job at indicating which particular needs you are addressing effectively (academic needs) and which need additional focus (non-academic areas, financial aid). I'm also pleased (and not surprised) to note that "safety is not an issue" and students feel respected by others and are treated fairly. No higher compliment can be paid to a college or university.

In your response to PI 6.2 you note a disconnect between academic affairs and student affairs as well as between off-campus and on-campus sites. I am particularly curious about the academic affairs/student affairs issue and hope that in your meetings, you're able to get a better handle on that and what might be done to bring those units into closer connection. Is this just an issue related to the current physical location of Student Affairs, or are the problems more deeply rooted and systemic?

A common theme across all Dimension reports has been the problem of communication - the information is being given to students but somehow not being received. Or perhaps information is being received but not being acted upon. I encourage you to gather a student committee to help you figure out how to get more students using the various services of the University and participating more in out-of-class activities. I hope that more faculty will begin to build in "required use" or "required participation" into their course syllabi as appropriate.

Finally you have significant number of action items - all of them good, valuable ideas. The difficulty will be prioritizing as to what's most essential and will yield the biggest "bang for the buck" - the "buck" being your effort in addition to dollars spent.

Thank you for your good work. Let me know if you have questions about my comments.

Betsy

Betsy Barefoot

Co-Director & Senior Scholar

Policy Center on the First Year of College

Dear Maria, Persis, Michael, Martin, and Kim,

I have read your Diversity dimension report and wish to offer the following feedback. You were quite candid in your acknowledgement that Fairmont State doesn't do nearly enough to make clear its stand on diversity issues. In your response to PI 7.1, you state that there are several liberal arts courses with multicultural components, but students seem to indicate a greater exposure to diversity issues in out-of-class activities. That makes me wonder how your students interpret "diversity" - whether they see it primarily as a construct that describes racial differences rather than as a construct that includes many kinds of differences.

However, they define it, I'm sure that students from small homogeneous towns would find the college campus shockingly diverse in any number of ways. And I'm also sure they need help in dealing appropriately with this level of diversity.

I am intrigued by your action items. Exactly how would a "document that addresses diversity" be used? Who would prepare such a document? I think this is a starting point for you, but you would need to develop a way to put that document in use - otherwise it's
likely to have little to no impact on the day-to-day lives of students or faculty and staff.

How do you propose to "educate faculty, staff, students, and parents on diversity issues"? For this to happen, you will need support of senior administrators on both the two-year and four-year side and a definite plan. Who would be responsible for these actions?

I note with interest your recommendation, "Establish process for faculty involvement in new student orientation along with Student Affairs personnel connection with faculty as a whole." Although I certainly support this idea, how would it support a greater acknowledgement of the importance of diversity?

In your response to PI 7.2, you raise the question, "Is the issue of our first year students interacting with individuals from backgrounds and cultures different from their own a priority?" If Fairmont is committed to the issue of diversity, this is certainly one component of fostering greater understanding between diverse groups. For very diverse campuses, this happens almost automatically, but for others it takes far more intentional effort.

Your responses to PI 7.3 argue for better communication about guidelines for civil discourse around issues related to diversity. But you also raise the issue of backlash - this is an unfortunate outcome of heavy-handed attempts to promote diversity.

Although your report is clearly moving in the right direction, I hope you will grapple with the "devil in the details." How will you bring about the changes you recommend? For instance, if you have a "diversity office," to whom should the director of that office report?

Please let me know if I can provide clarification of any of my comments.

Betsy

Betsy Barefoot, EdD

Co-Director & Senior Scholar

Policy Center on the First Year of College

Roles & Purposes Dimension

Dear Gary, Donna, Anne, Vijay, Don, and Maria,

In reading your report on the Roles and Purposes dimension, I sense some real frustration that could be summarized as 'students' failing to take responsibility for their own personal knowledge and growth." This is certainly a frustration that you share with faculty and staff at every college or university I have ever visited. Perhaps this is even an issue at Harvard - I don't know 😊. But in any case, I advise you to focus on what you can affect or control. There is a great deal about our students that we can't change - at least in the short run! Many of your students struggle with inadequate preparation for college - both academically and psychologically. And clearly you have real challenges in getting your students to avail themselves of services and opportunities for personal growth. But my question is: Is Fairmont truly doing everything it can do to provide students information about roles, purposes, and rationale (and ultimately motivation) for higher education and certain courses? Are you giving students the settings within which to reflect on this issue from their own perspectives? If so, then you're doing all you can do.

In focusing on what you do control (at least officially), you're wise to take a hard look at academic advising. Although this isn't the only place where discussions about purpose of higher education can take place, it's certainly a primary place! You also suggest that the purpose of liberal studies should be included in freshman orientation activities. I agree, but I also know that students experience brain overload during orientation. If you're going to include this focus in orientation, you'll need to be really creative to determine how best to provide information that will sink in!

You also offer a number of other recommendations - some of which have significant resource implications (e.g., mandate freshman seminar), and others which do not. What's missing is specificity. Who should communicate "faculty expectations to students" - each and every faculty member, admissions personnel, advisors, all of the above? How can you get that message to the "communicators"? Who would be responsible for "ensuring that faculty build on skills taught in FYE courses in higher level courses"? This is a great idea, but how are you going to make it happen. In what settings will you "stress students' responsibility for their own learning"? I can ask
similar questions about each of your action items. The bottom line is how will you bring about these improvements? I encourage you to go back to the drawing board and put some meat on the bones of your recommendations. You could involve the entire task force in this activity or you may decide to do this as a subcommittee.

I would be happy to provide more comments if that would be helpful. You have some great ideas here! Thanks for your good work.

Betsy

Betsy Barefoot, EdD

Co-Director & Senior Scholar

Policy Center on the First Year of College

**Improvement Dimension**

Dear Maria, Pat, Ann, Gary, Joe, and Blair,

Congratulations for completing your report on the Improvement dimension. In reviewing your responses to PI 9.1, I note your suggested action item, “Implement Advisor Evaluation.” This is an important first step for you. I think advising is one of the most difficult aspects of the college experience to assess, and I encourage you to spend some time thinking about the kinds of outcomes you can reasonably expect from advising. For instance, an attempt to link good advising to retention may not make sense. An advisor who puts students’ needs first may find him/herself in the position of suggesting that some students leave or transfer! Certainly the competence and caring of the advisors themselves should be evaluated, and I think reducing the number of major changes and increasing time to degree completion are also reasonable outcomes. In any case, this isn't simple!

I also hope you'll take into consideration more serious evaluation of your developmental education curriculum. I know that many of the decisions related to developmental education are made at the state level, but I think you would benefit from knowing more about how well your developmental curriculum prepares students to make progress through the two-year or four-year system.

Your response to PI 9.2 is not only candid, but also is very consistent with many other colleges and universities nationwide - great sums of money invested in shelved assessment. Your first action item, based on results of the Noel-Levitz Satisfaction Survey, is certainly doable, and your second action step that relates to your strategic plan is very intriguing. Because I don't have the complete picture of your strategic planning process, it's difficult for me to comment. Your last two action steps focus directly on advising, not on assessment. Good ideas, but perhaps you should imbed them within another Dimension report (Transitions, for instance).

In your response to PI 9.3, you remind me that you don't have an IR person. I hope you'll recommend that the University hire a dedicated IR professional. I truly don't know how you can begin to bring order to the kinds of data you collect and report without having a dedicated IR person.

Your action item (Advisor Trac software) seems misplaced here. Again, think about linking this with the Dimension that focuses on advising (Transitions). You also mention CAS standards. As I recall, these are standards that are most relevant to student affairs functions. How would you suggest that these be "implemented"? This is a big, broad recommendation that definitely needs fleshing out!

Your responses to PI 9.4 indicate a high level of involvement with national organizations and national experts whose work relates to the first year. I'm delighted that you're considering coming back to the annual FYE conference. Although this isn't the only valuable conference focused on the first year, it's one brings together all pieces of the first year into one setting. I also like your suggestion of establishing a forum for disseminating conference information. As you noted, so often the only people who benefit are the few who actually went to the conference.

You have a solid report here. I hope you'll revisit some of the action items and think about the details. Please let me know if I can provide further comment or clarification.

Betsy Barefoot
Evidence

- C&TC High D, F, W Courses (xls)
- Campus Visitation Evaluation (doc)
- CCSSE results, Spring 2005 (xls)
- Enrollment Planning Task Force Document (doc)
- Fairmont State Catalog (http://www.fairmontstate.edu/publications/catalogs/fsucatalog/default.asp)
- Focus group reports on Transitions dimension (doc)
- Library Tutorials (http://www.fscwv.edu/Library/offcampus/index.shtml)
- NSSE 2003 Results (xls)
- NSSE 2003 Student Characteristics (xls)
- Open Forum Student Responses to Engagement (doc)
- Orientation presentation (ppt)
- Retention Plan (doc)
- Retention Plan Progress (xls)
- Summarized survey results for Freshmen Seminar Classes (33 students) (xls)
- Summarized survey results for GRAP-1125 class (18 students) (xls)
- University High D, F, W Classes (xls)
By the end of the semester, you will:

- Be knowledgeable of FSU policies/procedures
- Be able to realistically analyze your academic preparation for college (and develop strategies for dealing with any obstacles to learning you may face)
- Gain a better understanding of your personality and how it affects various areas of your life
- Enlarge your pool of resources by getting to know others in your classes and learn ways of handling conflicts that may occur when working with others
- Narrow your major/career choices or determine if your choice is the most suitable one for you

**FSU policies/procedures:**

Students will *demonstrate* their facility with WebCT process by completing the WebCT tutorial and related assignment within class period (and with 80% mastery);

Students will *demonstrate* proficiency in Enrollment Center by *using* print schedule; Financial Aid; and contact information functions;

Students will *differentiate* between WebCT and the Enrollment Center and Webmail;

Students will *discuss and explain* the reasons for required Liberal Studies courses;

Students will *identify* categories of Liberal Studies courses and *select* courses from each category appropriate o their intended major or majors of interest;

Students will *define* selected terms and processes highlighted in Registrar's "mechanics" presentation during summer registration, as well as additional terms and policies that will be determined by FS instructors.

Students will *demonstrate* facility with the use college catalog. (Suggested activity: complete a *catalog scavenger hunt* activity within one class period and with 80% mastery. Such a "hunt" will reflect the terms and processes highlighted in the previous outcome)'

Students will *use* college catalog to *schedule* an academic degree plan for subsequent semester(s).

Students will *identify* classroom buildings and *indicate* various functions of buildings and offices.
Academic Preparation for College

Students will identify daily activities/commitments and "free time" by completing a daily/weekly personal calendar;

Students will analyze the appropriateness of their scheduled time allotments (through an appropriate class activity a few weeks into the semester);

Students will recognize generally accepted rules of academic etiquette as prescribed by course; students will differentiate between acceptable and unacceptable classroom behaviors; (two suggested activities: students will dramatize real-life situations in which these etiquette rules have been adhered to or violated; in addition, students will argue for the addition of an academic etiquette rule or the deletion of one from the existing policy.);

Students will practice listening/notetaking skills via taped audio-lectures and or live lecture in increasing time increments (5-25 minutes.);

Students will apply a variety of note-taking techniques (Cornell, mapping, etc.) to the notes they have taken in other courses; students will compare and evaluate those notes against a complete set and identify their difficulties;

Students will arrange and assemble the information gathered from note-taking to create a study guide of that material;

Students will use a self-prepared study guide to identify correct responses to an instructor-prepared test (from the complete set of notes and with 80% mastery);

Students will practice notetaking/reading skills (SQ3R, SOAR, etc.) via textbooks from their courses;

Students will develop and use self-prepared study guide to identify correct responses on an instructor-prepared test (from a common text and with 80% mastery);

Students will synthesize lecture and text materials into a study guide and will use study guide to complete an instructor-prepared exam from common lecture and text materials (and will complete with 80% mastery);

Students will employ test-taking strategies and demonstrate the understanding of general test-taking concepts via an instructor-prepare tool reflecting common test structures (MC, T/F, short-answer, essay, etc. and with 80% mastery);

Personal Exploration
Students will discuss and identify reasons for their own past successes and failures, including those in school and social situations;

Students will identify their individual personality characteristics/type via a personality typing tool (Myers-Briggs, True Colors, Keirsey);

Students will identify their individual learning styles as based on results of a learning/study strategies inventory (LASSI, etc.);

Students will explore and analyze the connections between their personality and learning styles and how those styles interact to affect their academic and personal successes and challenges, especially in their First Year experience. Students will identify and discuss lifestyle habits that affect their academic performance;

Students will assess their current healthy and unhealthy habits and design a personal improvement plan;

Students will recognize the impact that their current financial decisions (Financial Aid commitments, credit cards, etc.) will have on their futures.

**Social development**

Students will recall the names of each of their FS classmates and the names of their professors and advisors;

Students will differentiate between acceptable and unacceptable Internet behavior as it relates to their academic and pre-professional life;

Students will evaluate the benefit of participating in campus activities after attending a prescribed number of events on an individual and group basis;

Students will recognize and discuss sources of conflict in their lives;

Students will formulate a personal plan of conflict resolution;

Students will recognize and discuss the various issues of diversity on campus as they relate to the First Year Experience.

**Academic Major/Career Exploration**

Students will compare/contrast degree types;

Students will identify three professional areas of interest;

Students will identify potential academic majors as they relate to professional areas of interest;
Students will *compare/contrast* benefits of each academic major of interest regarding their incoming academic abilities;

Students will *compare/contrast* benefits of each professional area of interest regarding job opportunities and related extrinsic and intrinsic rewards offered.

Students will *assess* the results of a Strong Interest Inventory (or other Career inventory) as those results relate to their chosen areas of interest;

Students will *predict* their lives in ten years based upon their current academic and professional interests and goals.
OPEN FORUM

Participants:

RESOURCES

Library
Pretty good
Like how it’s set up
Spread out
Can go to the back
More room, more quiet
Long hours
Nice furniture
Very helpful – ask anybody
Very welcoming, very helpful
Wide range
Children section upstairs; I can take children while studying

Tutoring
I go to tutoring every Tuesday and Thursday; it’s very helpful
One student stated going to the Adult Basic Education instructor for help with math – 2-3 hours

Career Services
No comment from students

Falcon Center
Like it, but cafeteria is so backed up
Maybe there could be one line for cards; one line for money
Problem with time that meals are served; stop at 6pm and that doesn’t correspond with evening class scheduled
The Nickel Falcon Dollars must be used; not the meal plan
One student commented that he commutes, but still eats most meals here
Too much of the same things
Students commented that they had used the gym; it was nice (track and gym)
Awesome
There should be free access for faculty; could offset fees by charging for family members
The facility should improve the physical and mental well being
Hate the stairs
Food sometimes good, but it gets boring. There is the same things every day.

Financial Aid
Mom handles all that stuff
One instructor commented that it seemed as though the rules were changed in mid stream
– particularly for Promise and student exchange program
Rules and regulations need to be made very clear up front to the student
It seems as though Fairmont State is understaffed in Financial Aid
I stood in line for about 21/2 hours
Can there be a follow-up line to turn in info
Big problem with financial aid. I had a $5300 balance; never told about it. When I went
to the Turley Center, I was told to get it paid by Tuesday or I had to go home.
Financial Aid didn’t help with options; I’m transferring back to Waynesburg.
Long lines; have someone go out and “work the crowd”
Some students never satisfied
We still admit students through the first week of classes, so there’s no time to process
financial aid papers
Financial aid often becomes emotional because student tells whole life story
Subjected to financial audit
A lot of military students were charged late fees because they were not on a list
Fees charged after initial billing

Freshman Orientation
Came during the summer and got a parking permit, scheduled, went to the library for an
ID, and walked around campus
Came before the beginning of the term to locate classes
I did something where they taught us to use WebCT
Some of the students are not very forward
If they had gone through orientation, some of the issues wouldn’t be issues

ANYTHING IT TOOK YOU A WHILE TO FIGURE OUT? ANYTHING STILL
CONFUSED ABOUT?
Got a map; didn’t know where to park
Got a map of the campus and walked around
One of my buddies took me around and showed me where the classrooms were
Saves a lot of time if you know how to get there

COLLEGE CATALOG
The Liberal Studies page is not clear
Where is the office for each major located?
It would be helpful if the department room locations were located with the major
information
Needs revamped
There are mistakes and typos
It would be helpful if it was coordinated with the Advising Center
History classes need to be taken in sequence
Some of the programs have not done a good job with prerequisites
Programs need to set prerequisites
Overview explanations were edited and the original intent may have been lost (MLT for examples)
Never saw final version before print (accrediting problems)

ADVISING
The Safety advisor (Kim Murphy) has been very helpful
I don’t know who my advisor is
Some people have never seen their advisor

HEALTH SERVICES
Think it’s great
Really nice; not like a doctor’s office – it’s casual

COUNSELING SERVICES
Lowest staffed in the state
Does a great job
Internships from WVU
Very professional on campus and outside campus as well
Numerous referrals to campus life

BOOKSTORE
Had to stand in line about 1 ½ hours to get books at the beginning of the year
Waited in one line and when got to the front, I was told no checks and had to go to another line

DINING SERVICES
Need fat-free salad dressing in the cafeteria, rather than pay approximately a dollar in the Nickel
Need longer hours
Sororities and fraternities eat at Nickel; others eat in cafeteria

ONLINE SERVICES
Very easy to find info on the Enrollment Center
One student thought that what they saw on Vista was their schedule
Students come into advising Center and into the Library to ask Vista questions

Online Bills
 Saves on paper
 Pay bills online
 Off-campus locations
 Some students have no computer access at homes
 Modem speed at home is slow
WebCT/Vista
Graphics so intensive can’t be used from off campus without broadband access
Instructors use Vista
It’s useful to keep track of what’s going on in classes (especially when you have to miss class)

LEARNING EXPERIENCE IN CLASSES
Notes, review, test
Math – don’t go further than what we learned
English – practice essays and then write real essays
Will stop, ask questions, get students involved

What is the difference between high school and college classes?
Most professors here will push you but help you when you need it
More time to work on things
Use time a lot better – work off campus
Live here
It’s more moving
Get to do what I want

PHYSICAL FACILITIES
It’s all together, not spread out which I like
Some days it’s hard to get a parking spot, but you just have to wait a little while until class lets out

DORMS
Bryant Place
Cold feeling
Small
Maybe a plant would help
Fire alarms go off when showers
Rooms are small

WHERE DO YOU HANG OUT NOW?
In front of Bryant
Falcon Center
Computer hookups
Use the Newman Center a lot; it needs to be publicized

NON-SMOKING CAMPUS?
There is no place outside of Bryant to smoke when it rains
Large student population smokes
**CAMPUS CULTURE**

Lots of people know about Fairmont state
Intramurals – a little disorganized, but it’s nice to play
No sense of school pride
Need traditions – Christmas tree lighting, playing cards at The Nickel, painting the bell
No sense of community on campus; I just take my classes
Getting out of the high school mode
Think next semester will feel more like college because I’ll be doing things on my own

*Are there enough activities provided?*

Don’t have time
I leave as soon as I’m done with classes
Not something I care about
After class, I go back to dorm to sit
Do nothing
Harvest concert – more of those type activities
Should be a big forum to let students know about activities
Signed up for something and gave phone number, but nobody ever called
Hypnotist
Social activities
Student Government is trying to figure out a way to get more student involvement in activities
There is no motivation to go to events – even 100-200 yards across campus
There is not much to do during the weekends
Fall Fest had about 40 people
The only way to get students to do something is to give them something
Students know things are going on but they don’t feel it’s for them. Those who go should invite others
Students need to participate to feel connected; need to feel connected to want to participate
Sororities, fraternities, student government are the only ones who attend events in the past; it’s still the same.
Can housing (RDs and RAs) get students to participate more?
It’s discussed at every staff meeting.
In the dorms, there were phases of doing things and weekends of going home – blood drive competitions between buildings
Biggest problem on campus – there’s nothing to do – for example, at WVU they have UP All Night
Pool Tournament – charges
Used to have real concerts
Need family and staff to be involved in student activities
No one reads The Columns – content
How can Student Government get in touch with students?
Students spend lots of time chatting online
Needs to be streaming/online
Lots of students don’t realize what being in college means. Those who do realize what it means to be involved.

Good job asking students’ opinions. Lunch with President Bradley
Radio station being considered
Went to Michael Moore
Don’t find out about activities until too late
Vagueness – didn’t explain what Fall Fest is
Interested in dances – many thought homecoming was only for fraternities and sororities
Put fliers to advertise activities
Announce in class
If faculty were more excited, maybe students would be too
Should have a big dance, but not through any specific organization
Advertise for awhile
Fundraisers to pay for dance? Faculty sponsored?

What do you do on weekends?
Go home
Not a lot of stuff to do
A lot of students go home on weekends
Is it the campus or the town? Both – not a lot of entertainment

PROBLEMS
It’s really hard to get into the nursing program here
There needs to be more involvement in international student life; often international students feel lost
There is nothing really big for international students to do to feel at home
It’s good to have speech for ESL students
Parking Tickets
Can’t email some teachers from WebCT
Difficult finding transcripts
Put Math 94 online
There are a lot of my friends in Math 94 and none of them like their teacher
It would be easier if Math 94 were more self-paced
Instructor calls on the same people over and over
Our teacher just writes problems on the board; doesn’t explain and then erases

GOOD THINGS
I’ve met a lot of nice people
I didn’t think people were going to be as nice as they are. I’ve met a lot of people from other states and other parts of the state
Professors have been very helpful
In dorms it feels like a family (except for Bryant)
Good security – like having students sign in at the dorms
No curfew
Moved out of my house
Made friends
Doing better than expected
I like English; I like researching, writing, rewriting, researching more
I like Freshman Seminar; it helps with deciding on a career; career services came to class
I like Art; it will probably be my major; be a little more creative
I really like it here
School like “a drive-by shooting. “Head was down and I’m just glad I made it out alive”

WHAT DO TO ENGAGE STUDENTS FURTHER
Some people have email accounts that they never use

CUSTOMER SERVICE
There should be more training on people relations. How to handle irate customers; how to relay bad news
Noel-Levitz customer service
Teach people how to treat you. We do not need to tolerate threatening, irate students
Don’t feel like people care, but that’s a part of college
This isn’t so bad
RETENTION DATA
FROM: William Finley, Director of Institutional Research
Date: 3/5/2007
RE: Retention Calculations for Fall 2005 and Fall 2006
Full-time/First-time FSU and Pierpont C&TC Cohorts

Pierpont C&TC

Fall 2006 FT/FT Cohort Size = 507

At the end of the Fall 2006 Semester:

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Hours Attempted</td>
<td>14.80</td>
</tr>
<tr>
<td>Average Hours Earned</td>
<td>10.46</td>
</tr>
<tr>
<td>Average G.P.A.</td>
<td>2.16</td>
</tr>
<tr>
<td>Number of Students on Academic Probation</td>
<td>141</td>
</tr>
<tr>
<td>Number of Students on Academic Suspension</td>
<td>0</td>
</tr>
<tr>
<td>Number of Students in Good Standing</td>
<td>365</td>
</tr>
<tr>
<td>Number of Students with Cum G.P.A. &lt; 2.0</td>
<td>180</td>
</tr>
<tr>
<td>Number of Students with Cum G.P.A. &lt; 1.0</td>
<td>104</td>
</tr>
</tbody>
</table>

Special Notes:
73 students ended the semester with 0 credits earned
35 students ended the semester with 1 - 5 credits earned
33 students ended the semester with 6 - 8 credits earned
48 students ended the semester with 9 credits earned

Fall 2006 FT/FT Cohort into the Spring 2007 Semester:

424 of the Original Fall 2006 FT/FT Cohort Enrolled in the Spring 2007 Semester = 83.6% retention for Fall-to-Spring.

Special Notes:
418 in a 2-year level program
6 in a 4-year level program
9 enrolled as Part-time (< 12 credits)
415 enrolled as Full-time (>= 12 credit)

114 Cum G.P.A. of < 2.0
45 Cum G.P.A. of < 1.0
Pierpont C&TC

Fall 2005 FT/FT Cohort Size = 433

At the end of the Fall 2005 Semester:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Hours Attempted</td>
<td>14.80</td>
</tr>
<tr>
<td>Average Hours Earned</td>
<td>10.05</td>
</tr>
<tr>
<td>Average G.P.A.</td>
<td>2.25</td>
</tr>
<tr>
<td>Number of Students on Academic Probation</td>
<td>116</td>
</tr>
<tr>
<td>Number of Students on Academic Suspension</td>
<td>0</td>
</tr>
<tr>
<td>Number of Students in Good Standing</td>
<td>317</td>
</tr>
<tr>
<td>Number of Students with Cum G.P.A. &lt; 2.0</td>
<td>144</td>
</tr>
<tr>
<td>Number of Students with Cum G.P.A. &lt; 1.0</td>
<td>92</td>
</tr>
</tbody>
</table>

Special Notes:
- 64 students ended the semester with 0 credits earned
- 36 students ended the semester with 1 - 5 credits earned
- 29 students ended the semester with 6 - 8 credits earned
- 51 students ended the semester with 9 credits earned

Fall 2005 FT/FT Cohort into the Spring 2006 Semester:

372 of the Original Fall 2005 FT/FT Cohort Enrolled in the Spring 2006 Semester = 85.9% retention for Fall-to-Spring.

At the end of the Spring 2006 Semester:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Cum Hours Attempted</td>
<td>28.73</td>
</tr>
<tr>
<td>Average Cum Hours Earned</td>
<td>19.97</td>
</tr>
<tr>
<td>Average Cum G.P.A.</td>
<td>2.37</td>
</tr>
<tr>
<td>Number of Students on Academic Probation</td>
<td>66</td>
</tr>
<tr>
<td>Number of Students on Academic Suspension</td>
<td>48</td>
</tr>
<tr>
<td>Number of Students in Good Standing</td>
<td>258</td>
</tr>
<tr>
<td>Number of Students with Cum G.P.A. &lt; 2.0</td>
<td>114</td>
</tr>
<tr>
<td>Number of Students with Cum G.P.A. &lt; 1.0</td>
<td>55</td>
</tr>
</tbody>
</table>

Special Notes:
- 370 in a 2-year level program
- 2 in a 4-year level program
- 16 enrolled as Part-time (< 12 credits)
- 356 enrolled as Full-time (>= 12 credit)
Fall 2005 FT/FT Cohort into the Fall 2006 Semester:

245 of the Original Fall 2005 FT/FT Cohort Enrolled in the Fall 2006 Semester = 56.6% retention for Fall-to-Next Fall.

At the end of the Fall 2006 Semester:

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Cum Hours Attempted</td>
<td>42.64</td>
</tr>
<tr>
<td>Average Cum Hours Earned</td>
<td>33.76</td>
</tr>
<tr>
<td>Average Cum G.P.A.</td>
<td>2.63</td>
</tr>
<tr>
<td>Number of Students on Academic Probation</td>
<td>32</td>
</tr>
<tr>
<td>Number of Students on Academic Suspension</td>
<td>12</td>
</tr>
<tr>
<td>Number of Students in Good Standing</td>
<td>201</td>
</tr>
<tr>
<td>Number of Students with Cum G.P.A. &lt; 2.0</td>
<td>43</td>
</tr>
<tr>
<td>Number of Students with Cum G.P.A. &lt; 1.0</td>
<td>10</td>
</tr>
</tbody>
</table>

Special Notes:
- 234 in a 2-year level program
- 11 in a 4-year level program
- 8 enrolled as Part-time (< 12 credits)
- 237 enrolled as Full-time (>= 12 credit)
- 1 Graduated in Aviation Maint.

Fall 2005 FT/FT Cohort into the Spring 2007 Semester:

220 of the Original Fall 2005 FT/FT Cohort Enrolled in the Spring 2007 Semester = 50.8% retention for Fall-to-Second Spring.

Special Notes:
- 200 in a 2-year level program
- 20 in a 4-year level program
- 11 enrolled as Part-time (< 12 credits)
- 209 enrolled as Full-time (>= 12 credit)
- 30 Cum G.P.A. of < 2.0
- 9 Cum G.P.A. of < 1.0
FSU

**Fall 2006 FT/FT Cohort Size = 645**

*At the end of the Fall 2006 Semester:*

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Hours Attempted</td>
<td>15.16</td>
</tr>
<tr>
<td>Average Hours Earned</td>
<td>12.46</td>
</tr>
<tr>
<td>Average G.P.A.</td>
<td>2.60</td>
</tr>
<tr>
<td>Number of Students on Academic Probation</td>
<td>136</td>
</tr>
<tr>
<td>Number of Students on Academic Suspension</td>
<td>0</td>
</tr>
<tr>
<td>Number of Students in Good Standing</td>
<td>509</td>
</tr>
<tr>
<td>Number of Students with Cum G.P.A. &lt; 2.0</td>
<td>152</td>
</tr>
<tr>
<td>Number of Students with Cum G.P.A. &lt; 1.0</td>
<td>69</td>
</tr>
</tbody>
</table>

Special Notes:
- 31 students ended the semester with 0 credits earned
- 30 students ended the semester with 1 - 5 credits earned
- 37 students ended the semester with 6 - 8 credits earned
- 45 students ended the semester with 9 credits earned

*Fall 2006 FT/FT Cohort into the Spring 2007 Semester:*

583 of the Original Fall 2006 FT/FT Cohort Enrolled in the Spring 2007 Semester = 90.4% retention for Fall-to-Spring.

Special Notes:
- 17 in a 2-year level program
- 565 in a 4-year level program
- 1 in Continuing Education

- 8 enrolled as Part-time (< 12 credits)
- 575 enrolled as Full-time (>= 12 credit)

- 112 Cum G.P.A. of < 2.0
- 40 Cum G.P.A. of < 1.0
FSU

Fall 2005 FT/FT Cohort Size = 692

At the end of the Fall 2005 Semester:

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Hours Attempted</td>
<td>15.07</td>
</tr>
<tr>
<td>Average Hours Earned</td>
<td>11.85</td>
</tr>
<tr>
<td>Average G.P.A.</td>
<td>2.62</td>
</tr>
<tr>
<td>Number of Students on Academic Probation</td>
<td>129</td>
</tr>
<tr>
<td>Number of Students on Academic Suspension</td>
<td>0</td>
</tr>
<tr>
<td>Number of Students in Good Standing</td>
<td>563</td>
</tr>
<tr>
<td>Number of Students with Cum G.P.A. &lt; 2.0</td>
<td>148</td>
</tr>
<tr>
<td>Number of Students with Cum G.P.A. &lt; 1.0</td>
<td>81</td>
</tr>
</tbody>
</table>

Special Notes:
- 60 students ended the semester with 0 credits earned
- 20 students ended the semester with 1 - 5 credits earned
- 45 students ended the semester with 6 - 8 credits earned
- 53 students ended the semester with 9 credits earned

Fall 2005 FT/FT Cohort into the Spring 2006 Semester:

620 of the Original Fall 2005 FT/FT Cohort Enrolled in the Spring 2006 Semester = 89.6% retention for Fall-to-Spring.

At the end of the Spring 2006 Semester:

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Cum Hours Attempted</td>
<td>29.73</td>
</tr>
<tr>
<td>Average Cum Hours Earned</td>
<td>23.57</td>
</tr>
<tr>
<td>Average Cum G.P.A.</td>
<td>2.72</td>
</tr>
<tr>
<td>Number of Students on Academic Probation</td>
<td>76</td>
</tr>
<tr>
<td>Number of Students on Academic Suspension</td>
<td>42</td>
</tr>
<tr>
<td>Number of Students in Good Standing</td>
<td>502</td>
</tr>
<tr>
<td>Number of Students with Cum G.P.A. &lt; 2.0</td>
<td>104</td>
</tr>
<tr>
<td>Number of Students with Cum G.P.A. &lt; 1.0</td>
<td>41</td>
</tr>
</tbody>
</table>

Special Notes:
- 29 in a 2-year level program
- 590 in a 4-year level program
- 1 in Continuing Education
- 11 enrolled as Part-time (< 12 credits)
- 608 enrolled as Full-time (>= 12 credit)
Fall 2005 FT/FT Cohort into the Fall 2006 Semester:

478 of the Original Fall 2005 FT/FT Cohort Enrolled in the Fall 2006 Semester = 69.1% retention for Fall-to-Next Fall.

At the end of the Fall 2006 Semester:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Cum Hours Attempted</td>
<td>45.06</td>
</tr>
<tr>
<td>Average Cum Hours Earned</td>
<td>38.12</td>
</tr>
<tr>
<td>Average Cum G.P.A.</td>
<td>2.86</td>
</tr>
<tr>
<td>Number of Students on Academic Probation</td>
<td>40</td>
</tr>
<tr>
<td>Number of Students on Academic Suspension</td>
<td>17</td>
</tr>
<tr>
<td>Number of Students in Good Standing</td>
<td>421</td>
</tr>
<tr>
<td>Number of Students with Cum G.P.A. &lt; 2.0</td>
<td>56</td>
</tr>
<tr>
<td>Number of Students with Cum G.P.A. &lt; 1.0</td>
<td>17</td>
</tr>
</tbody>
</table>

Special Notes:
33 in a 2-year level program
445 in a 4-year level program
5 enrolled as Part-time (< 12 credits)
473 enrolled as Full-time (>= 12 credit)

Fall 2005 FT/FT Cohort into the Spring 2007 Semester:

443 of the Original Fall 2005 FT/FT Cohort Enrolled in the Spring 2007 Semester = 64.0% retention for Fall-to-Second Spring.

Special Notes:
34 in a 2-year level program
409 in a 4-year level program
10 enrolled as Part-time (< 12 credits)
433 enrolled as Full-time (>= 12 credit)
28 Cum G.P.A. of < 2.0
3 Cum G.P.A. of < 1.0