University-Wide Assessment Report 2009-2010

Office of Institutional Research,
Assessment & Analysis

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Introduction

The University-Wide Assessment Report is an overview of Coastal Carolina University's systematic and ongoing process of collecting information for improving the overall effectiveness of all units across campus. TEAL Online, the University's custom application designed to facilitate assessment activities has been utilized for two complete academic years. Through the collection, analysis and dissemination of assessment data, areas in need of change have been identified. Programmatic and curricular changes have been enacted and data from these activities collected and analyzed in order to close the loop on the assessment process. ***It is the University's intent to continue identifying areas in need of change and taking necessary actions with the purpose being continuous improvement and a gradual shift in how all units across campus view assessment.***

Reporting Units in TEAL Online

During the 2009-2010 academic year, 94 units representing academic, administrative, and student development areas submitted reports using TEAL Online (See Appendix I.). As presented in Figure 1, of these 94 units, ***88 (94%) submitted reports that included goals that aligned to one or more of the four key and/or three supporting strategies as identified in the University's strategic plan***. During the 2008-2009 academic year, 85 units submitted reports using TEAL Online, with ***81 (95%) submitted reports that included goals that aligned to one or more of the strategies.*** Across these three component areas, a total of 206 (unduplicated) key and supporting strategies were included in unit reports. This represents a 23% increase over the same period during the 2008-2009 academic year where 168 (unduplicated) key and supporting strategies were included. Meeting the Educational Needs of Students and Community (Strategy 1) and Ensuring Student Success (Strategy 2) were incorporated into unit plans most frequently at 32% (N=66) and 25% (N=52) respectively.

Figure 1 - Inclusion of Key and Supporting Strategies in Unit Plans
Number of Units (N=88) Aligning to the Strategic Plan
Teal Online 2009-2010
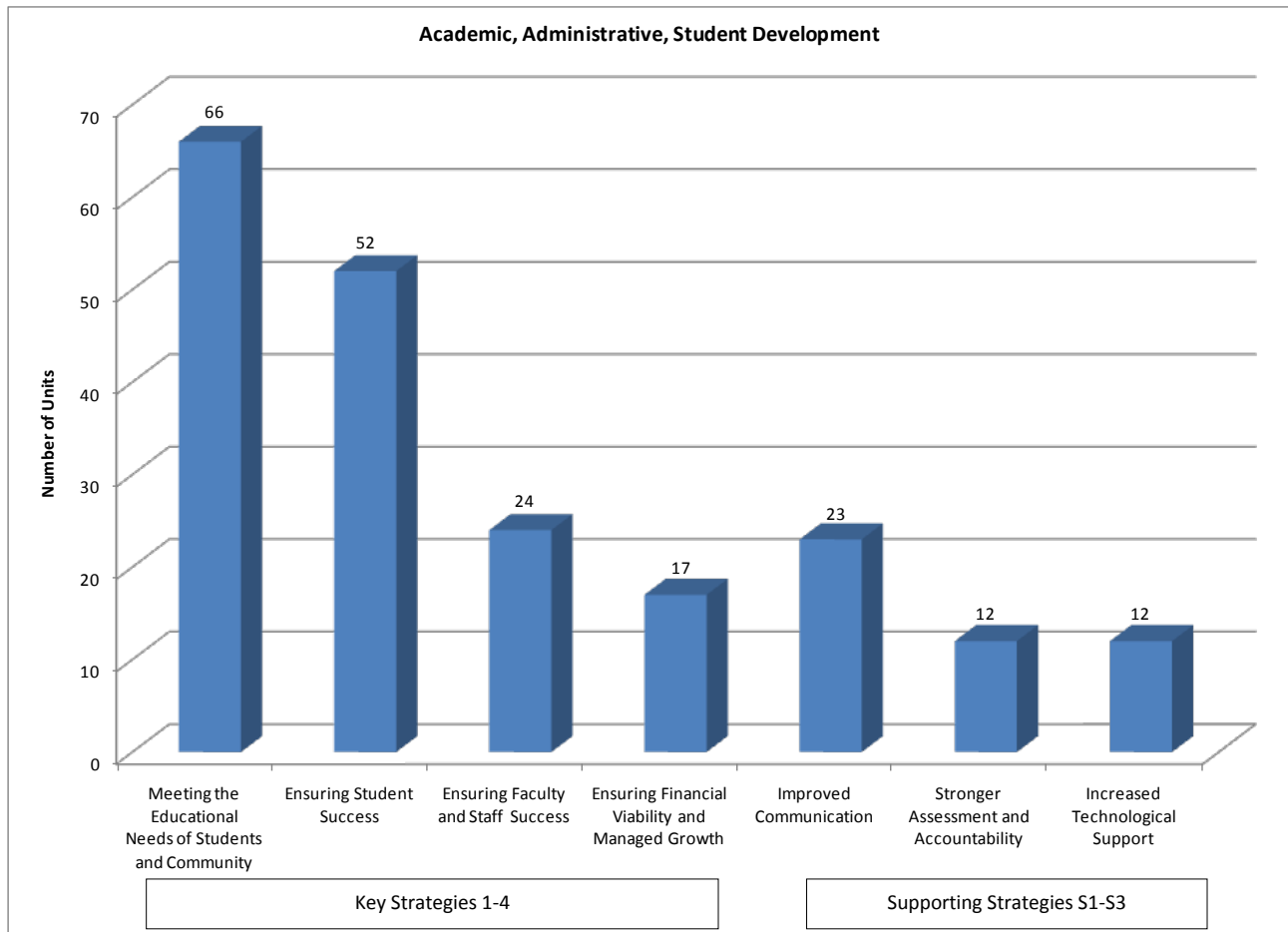
Use of Assessment Results for Improvement

English

Key Strategy 1: Meeting the Educational Needs of Students and Community
Key Strategy 2: Ensuring Student Success

Students enrolled in ENGL 411 submit a portfolio containing writing samples of various types (creative, academic, professional, etc.) and different subject matters (personal, literary, linguistic, etc.) The portfolio is read by the English Assessment Committee and rated according to a common rubric. For the academic year 2009-2010, 89.47% of students exceeded or met expectations in anticipating the effect audience has on the organization, support, language style and tone of writing. This is a distinct improvement from last year's 78.26%. In the senior exit surveys, students commented positively on the teaching of writing for a specific audience and linked this skill to future career goals.

Use of Results for Continuous Improvement: Preliminary results were shared with faculty at the department meeting in August 2010 and three meetings scheduled for October 2010 to refine improvements to the composition program, the major, and the department as a whole. Also, two committees were formed to begin work on teaching effectiveness and examining the English curriculum. Using assessment data collected over the past several years as evidence, these committees will recommend change.

Finance

Key Strategy 1: Meeting the Educational Needs of Students and Community

The Educational Testing Services (ETS) Business Major Field Test is administered to finance majors every semester as a graded requirement of the capstone course, CBAD 478.

The goal for the finance major is to improve ETS exam scores until finance majors obtain the 80th percentile on the finance portion of the exam.

Use of Results for Continuous Improvement: In Spring 2009, finance majors scored in the 95th percentile, well above the 80th percentile goal set. No action was suggested, however, faculty will continue to monitor student performance on future administrations of the test.

Graduate Studies

Key Strategy 1: Meeting the Educational Needs of Students and Community
Key Strategy 4: Ensuring Financial Viability and Managed Growth
Key Strategy S2: Improved Communication
Key Strategy S3: Stronger Assessment and Accountability

An advisement survey was developed and administered to graduate students during the Spring 2010 semester. Ninety (90) students completed the survey. Of those who responded:

- 81% had been assigned a Graduate/Thesis Advisor
- 50% of the graduate students were initially made aware of program requirements by their advisor, 11% by a checklist, and 10% each through Web Advisor or the Graduate Studies Office
- Greater than 79% of those students who had an advisor responded that their advisor was available, responded in a timely manner to requests for assistance, and was knowledgeable about specific program requirements
- 80% of those students who had an advisor were pleased with their overall experience

Use of Results for Continuous Improvement: Results of the survey were shared with the graduate program coordinators/directors. Advisement procedures will be reviewed for each program during 2010-2011. Course offerings for each graduate program will be reviewed and changes made where feasible. The advisement survey should be conducted again in 2011-2012. Data from this Spring 2010 survey will serve as the baseline for future administrations of the survey.

Learning Assistance Centers

Key Strategy 1: Meeting the Educational Needs of Students and Community
Key Strategy 2: Ensuring Student Success

In order to measure student satisfaction with services offered by the Writing Center several assessment tools were employed. Students are requested to evaluate services after each appointment or training session. At the end of each semester faculty who require students to utilize the Writing Center's services are asked to complete an evaluation.

In Fall 2009, 106 students chose to complete evaluations with 99% agreeing that the tutor was helpful, 99% agreeing that time in the Writing Center was time well-spent and 87% saw improvement in their performance in class due to the time spent in the center. In Spring 2010 evaluations were also completed by 241 students with 99% agreeing that the tutor was helpful, 99% agreeing that time in the Writing Center was time well-spent and 90% saw improvement in their writing assignments.

Nineteen faculty teaching ENGL 101 were surveyed with 100% of participants strongly agreeing that the Writing Center aids in the improvement of student writing skills and 100% strongly agreeing or agreeing that the Writing Center helps extend student learning outside of the classroom.

Use of Results for Continuous Improvement: Due to students' very positive evaluation of the offerings at the LACs, future plans include offering more workshops. Students have expressed an interest in workshops on writing research papers and proper citation of sources.

Faculty support is very important to the center, and efforts will be made to increase the number of surveys returned by faculty. In an effort to increase participation, faculty teaching ENGL 102 and UNIV 110 will be asked to complete the survey in addition to faculty teaching ENGL 101.

Freshman Transition Programs
Key Strategy 2: Ensuring Student Success

The Welcome Week survey was administered to 1,499 new freshmen in an effort to provide better services and improve future Welcome Week events. Of the students surveyed, 88% reported that they learned about the opportunities and services available to them and 90% felt they got information which would help them be successful at Coastal. In addition, the results indicated that the CINO Rally needs to be evaluated and improved.

Use of Results for Continuous Improvement: Based on survey results, several changes will be implemented for future Welcome Weeks. Changes include:

- Moving sessions on student conduct from Summer Orientation to Welcome Week
- Moving technology sessions from Welcome Week schedule to Summer Orientation
- Conducting Mandatory Residence Halls meetings on the first day of Welcome Week rather than the second day
- Providing Datatel access at Welcome Week check-in to confirm student enrollment
- Providing a frequently asked questions (FAQ) sheet for Residence Assistants (RA) and other staff members
- Increasing training for Orientation Leaders
- Creating a system to better track off-campus student attendance at Welcome Week events
- Shortening the CINO Rally, having fewer outside vendors, and focusing on fall sports only

<u>University Relations</u>
Key Strategy 4: Ensuring Financial Viability & Managed Growth

According to established University priorities, grant opportunities were identified and applied for in collaboration with various internal and external constituencies. Grant application and award information for two successive years is as follows:

Grant Proposals and Awards

	Number of Proposals Submitted	Number Awards Received	Awards Received/ Proposals Submitted	Proposal Values	Award Values	Award Values/ Proposal Values
2008-2009	110	79	71.8%	$18.0 million	$2.1 million	11.7%
2009-2010	103	41	39.8%	$8.7 million	$3.1 million	35.6%

Use of Results for Continuous Improvement: Data will be used as a benchmark for increasing the number of proposals submitted, which in turn should increase the number of awards made during the following academic year.

Summary

The examples discussed in this report represent the ***far-reaching effect assessment has had on Coastal Carolina University's campus***. Two academic departments, English and Finance, are included as examples of units that are collecting data, analyzing results, and making changes based on data. However, assessments are no longer conducted in academic departments alone. Examples from administrative units (Graduate Studies, University Relations) and student development units (Learning Assistance Centers, Freshman Transition Programs) are included as they, too, engage in assessment activities. The examples included in this report also demonstrate how the various academic, administrative and student development units define goals that align to one of the seven strategies or sub strategies. Academic (English) and Student Development (Freshman Transition Programs) units both selected Key Strategy 2: Ensuring Student Success. Units from each of the academic, administrative and student development areas selected Key Strategy 1: Meeting the Educational Needs of Students and Communities. These examples are representative of how different areas across campus can work together to support the University mission and strategic plan.

Appendix I

Units Using TEAL Online for Reporting (94)

Academic Units (43)

College of Business - Undergraduate

- Accounting (B.S.B.A.)
- Economics (B.A., B.S.)
- Finance (B.S.B.A.)
- Management (B.S.B.A.)
- Marketing (B.S.B.A.)
- Resort Tourism Management (B.S.B.A.)

College of Business - Graduate

- Business Administration (M.B.A.)

College of Education - Undergraduate

- Early Childhood Education (B.A.)
- Elementary Education (B.A.)
- Middle Level Education (B.A.)
- Special Ed./Learning Disabilities (B.A.)

College of Education - Graduate

- Education (M.A.T.)
- Early Childhood (M. Ed.)
- Educational Leadership (M. Ed.)
- Elementary Education (M. Ed.)
- Secondary Education (M. Ed.)

College of Humanities - Undergraduate

- Communication (B.A.)
- English (B.A.)
- Foreign Languages (B.A.)
- History (B.A.)

- Music (B.A.)
- Philosophy & Religion (B.A.)
- Politics & Geography (B.A.)
- Theatre/Musical Theatre (B.A., B.F.A.)
- Visual Arts (B.A.)

College of Science - Undergraduate

- Biology (B.S.)
- Chemistry (B.S.)
- Computer Science (B.S.)
- Exercise & Sport Science (B.S.)
- Gerontology (Certificate)
- Health Promotion (B.S.)
- Information Systems (B.S.
- Marine Science (B.S.)
- Mathematics & Statistics (B.S.)
- Physical Education (B.S.P.E.)
- Physics (B.S.)
- Psychology (B.A., B.S.)
- Recreation & Sport Management (B.S.)
- Sociology (B.A.)

College of Science - Graduate

- Coastal Marine & Wetland Studies (M.S.)

University College - Undergraduate

- Interdisciplinary Studies (B.A.I.S., B.S.I.S.)

Other

- Core Curriculum

Appendix I
Units Using TEAL Online for Reporting (94)

Administrative Units (37)

- Academic Testing Center
- Admissions
- Athletics
- BB&T Center for Economic & Community Development
- Biddle Center
- Burroughs and Chapin Center for Marine and Wetland Studies
- Career Services
- Center for Effective Teaching and Learning (CETL)
- Clay Brittain, Jr. Center for Resort Tourism
- Conference Services
- Department of Public Safety
- Director of Core Curriculum
- Facilities
- Faculty Ombuds
- Financial Aid
- Financial Services
- Graduate Studies
- Grants & Sponsored Research
- Human Resources & Equal Opportunity

- Information Technology Services
- Institutional Research, Assessment & Analysis
- International Programs
- Jackson Center for Ethics & Values
- Learning Assistance Centers
- Orientation
- Osher Lifelong Learning Institute
- Procurement & Business Services
- Registrar
- Undergraduate Research/Celebration of Inquiry
- University Academic Center
- University Advancement
- University Communication
- University Counsel
- University Relations
- Waccamaw Center for Cultural & Historical Studies
- Wall Center for Excellence
- Wheelwright Auditorium

Student Development (14)

- Bridge Program
- Campus Recreation
- Counseling Services
- Dean of Students
- Disability Services
- Freshman Transition Programs
- Honors Program
- Judicial Affairs & Off-Campus Student Services

- Kimbel Library
- Multicultural Student Services
- Residence Life
- Student Activities
- Student Health Services
- Sustainability