

FYE Assessment Report, March 2007

FYE Assessment Committee: Jane Henderson, Janice Coker, Joan Thomas, Meridith Wentz

NSSE Data:

The committee has chosen to focus on the following NSSE questions, as measures of progress towards goals 3 and 4. Targets have been established for 2007 and 2010.

FRESHMEN	2002	2003	2004	2005	2006	Carnegie 2006	National 2006	2007 Target	2010 Target
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)*	1.42	1.34	1.43	1.59	1.66	1.53	1.56	1.75	2.50
Participate in a learning community or some other formal program where groups of students take two or more classes together*****	0.46	0.28	0.03	0.09	0.09	0.16	0.16	0.15	0.50
Work on a research project with a faculty member outside of course or program requirements*****	0.29	0.23	0.02	0.04	0.06	0.04	0.05	0.10	0.30
Relationships with other students**	5.74	5.78	5.61	5.50	5.65	5.45	5.48	5.80	6.00
Relationships with faculty members**	5.15	5.36	5.33	5.07	5.07	5.20	5.19	5.20	6.00
Providing the support you need to help you succeed academically***	2.81	2.81	2.83	2.84	2.87	2.96	2.99	2.95	3.50
Providing the support you need to thrive socially***	2.36	2.28	2.27	2.41	2.43	2.33	2.32	2.50	3.50
How would you rate your entire educational experience at this institution?****	3.09	3.13	3.04	3.10	3.15	3.13	3.16	3.25	3.50
Talked about career plans with a faculty member or advisor*	1.98	2.03	2.18	2.19	2.19	2.09	2.10	2.30	3.00
Overall, how would you evaluate the quality of academic advising you received at your institution****	2.87	2.90	3.01	3.09	3.06	2.93	2.94	3.10	3.50

* 1=never, 2=sometimes, 3=often, 4=very often

** 1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging

*** 1=very little, 2=some, 3=quite a bit, 4=very much

**** 1=poor, 2=fair, 3=good, 4=excellent

***** 0=have not decided, do not plan to do, plan to do; 1=done. Thus, the mean is the proportion responding "done" among all valid respondents

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SENIORS	2002	2003	2004	2005	2006	Carnegie 2006	National 2006	<i>2007 Target</i>	<i>2010 Target</i>
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)*	1.83	1.74	1.96	1.86	2.03	1.76	1.81	<i>2.10</i>	<i>3.00</i>
Participate in a learning community or some other formal program where groups of students take two or more classes together*****	0.29	0.27	0.22	0.22	0.25	0.24	0.25	<i>0.30</i>	<i>0.50</i>
Work on a research project with a faculty member outside of course or program requirements*****	0.22	0.13	0.12	0.12	0.14	0.15	0.19	<i>0.20</i>	<i>0.50</i>
Relationships with other students**	6.03	5.99	5.99	5.75	5.90	5.61	5.60	<i>6.00</i>	<i>6.50</i>
Relationships with faculty members**	5.48	5.65	5.46	5.36	5.44	5.45	5.42	<i>5.60</i>	<i>6.50</i>
Providing the support you need to help you succeed academically***	2.83	2.87	2.79	2.74	2.94	2.86	2.87	<i>3.10</i>	<i>3.50</i>
Providing the support you need to thrive socially***	2.29	2.20	2.18	2.12	2.27	2.10	2.14	<i>2.50</i>	<i>3.50</i>
How would you rate your entire educational experience at this institution?*****	3.27	3.17	3.15	3.14	3.16	3.16	3.19	<i>3.25</i>	<i>3.50</i>
Talked about career plans with a faculty member or advisor*	2.43	2.33	2.40	2.40	2.60	2.39	2.40	<i>2.80</i>	<i>3.50</i>
Overall, how would you evaluate the quality of academic advising you received at your institution*****	2.79	2.89	2.81	2.74	2.89	2.81	2.82	<i>3.10</i>	<i>3.50</i>

* 1=never, 2=sometimes, 3=often, 4=very often

** 1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging

*** 1=very little, 2=some, 3=quite a bit, 4=very much

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Advising Survey

The advising survey provides a measure of progress toward goal 3. Specific questions and targets are in the process of being identified.

Quality of Life Survey:

The Quality of Life Survey provides a measure of progress toward goals 3 and 5. The questions below were chosen to be used for the evaluation:

Quality of Life Survey	2000 Avg.	2001 Avg.	2002 Avg.	2003 Avg.	2004 Avg.	2005 Avg.	2006 Avg.	2007 Target
I encourage others within my floor community to be responsible for their own behavior.	3.59	3.64	3.73	3.69	3.71	3.70	3.71	3.73
I am satisfied with the way my floor community has developed.	3.52	3.64	3.70	3.62	3.67	3.66	3.67	3.70
I feel like I belong at Stout.	3.81	3.95	3.93	3.88	3.95	3.93	3.99	
The study atmosphere on my floor is adequate for my needs.	3.49	3.64	3.67	3.68	3.70	3.68	3.76	3.75
I confront others directly when their behavior disrupts me.	3.20	3.26	3.27	3.28	3.32	3.33	3.32	3.35

On a 1-5 scale, with 1=strongly disagree and 5=strongly agree

I drink alcoholic beverages.	Yes	No	Target
2006	1673 68.5%	768 31.5%	No: 32%
2005	1737 70.8%	718 29.2%	–
2004	1698 72.3%	650 27.7%	–
2003	1561 67.5%	752 32.5%	–
2002	1647	712	–

FYE Assessment Report, March 2007

FYE Assessment Committee: Jane Henderson, Janice Coker, Joan Thomas, Meridith Wentz

	69.8%	30.2%	
2001	1689 74.1%	589 25.9%	-
2000	1520 75.8%	485 24.2%	-

If you drink, how has your alcohol consumption pattern changed from last year to this year?	I am drinking less	I drink the same	I am drinking more	I started drinking	Target
2006	431 25.8%	759 45.4%	409 24.5%	73 4.4%	Less=27% Same=44%
2005	368 21.3%	800 46.3%	476 27.6%	82 4.8%	-
2004	454 26.8%	744 43.9%	424 25.0%	71 4.2%	-
2003	412 26.5%	718 46.2%	362 23.3%	61 3.9%	-
2002	428 26.2%	755 46.2%	383 23.4%	69 4.2%	-
2001	470 27.9 %	689 40.9%	461 27.4%	63 3.7%	-
2000	471 27.3%	632 36.6%	496 28.8%	126 7.3%	-

The average number of hours I study each week is:	0 - 4	5 - 9	10 - 19	20 – 29	30+	Target
2006	351 14.4%	617 25.3%	926 38.0%	418 17.1%	128 5.2%	
2005	530 21.7%	770 31.5%	824 33.7%	222 9.1%	99 4.0%	-

FYE Assessment Report, March 2007

FYE Assessment Committee: Jane Henderson, Janice Coker, Joan Thomas, Meridith Wentz

2004	471 20.1%	748 32.0%	747 31.9%	279 11.9%	96 4.1%	-
2003	423 18.4%	742 32.3%	772 33.6%	253 11.0%	108 4.7%	-
2002	487 20.7%	749 31.8%	757 32.2%	276 11.7%	84 3.6%	-
2001	517 22.7%	686 30.2%	713 31.4%	263 11.6%	94 4.1%	-

*2000 was not included due to having a different scale

The number of classes I miss in an average week is:	0	1	2	3	4 or more	Target
2006	1586 65.3%	588 24.2%	164 6.8%	64 2.6%	25 1.0%	
2005	1360 55.9%	703 28.9%	241 9.9%	86 3.5%	42 1.7%	-
2004	1323 56.7%	663 28.4%	228 9.8%	77 3.3%	44 1.9%	-
2003	1284 56.1%	633 27.7%	230 10.0%	88 3.8%	54 2.4%	-
2002	1185 50.4%	660 28.1%	317 13.5%	127 5.4%	61 2.6%	-
2001	1091 48.2%	652 28.8%	309 13.7%	132 5.8%	78 3.4%	-
2000	966 47.1%	624 30.4%	292 14.2%	126 6.1%	44 2.1%	-

	2005 Avg.	2006 Avg.	Target
I know who my first year advisor is.	4.34	4.30	

FYE Assessment Report, March 2007

FYE Assessment Committee: Jane Henderson, Janice Coker, Joan Thomas, Meridith Wentz

I have personal contact with my first year advisor.	3.90	4.06	
I feel my first year advisor is approachable.	4.12	4.16	
My 1 st year advisor is available and responds to messages.	4.03	4.12	
I have personal contact with the 1 st year mentor in my residence hall.	3.29	2.83	

On a 1-5 scale, with 1=strongly disagree and 5=strongly agree

Registration Questionnaire:

The registration questionnaire provides a measure of progress toward goal 2. Specific questions and targets are in the process of being identified.

Early Alert Program:

Data from the early alert program provides a measure of progress toward goals 1, 2 and 4. The target is for the retention rate for the early alert group to exceed that of the matched control group.

	Fall 2006 to spring 2007
Early Alert participants	76% (212/279)
Matched control	91% (232/254)

Exit Interview Survey:

The Exit Interview Survey provides a measure of progress toward goal 2. A new tool has been developed and is in the process of being pilot tested. It will be implemented for fall 2007 administration.

Retention Data for Select Populations:

Retention data for select populations provides a measure of progress toward goal 1. The target is 75% retention.

	Fall 2005 to Fall 2006
Learning Community Participants	79% (19/24)

Math TLC participants	
Career Exploration Course Participants	69% (33/48)
Career Cluster Participants	70% (54/77)
ASPIRE participants	

Block Scheduling:

Data on block scheduling provides a measure of goals 1 and 2. The target for the first English class is to maintain at 90%, second English course to increase to 75%, and any math course to 85%, and speech to 85%.

Table 1. Percentage of New Freshmen Completing General Courses in Fall Semester

	Fall 2003			Fall 2004			Fall 2005		
	Declared Major	Undecided	Overall	Declared Major	Undecided	Overall	Declared Major	Undecided	Overall
English 090	9% (95)	15% (40)	11% (135)	10% (104)	11% (30)	10% (134)	10% (139)	11% (35)	10% (174)
English 101	67% (680)	66% (176)	67% (856)	73% (746)	74% (194)	73% (940)	72% (991)	71% (230)	72% (1,221)
English 111	6% (64)	4% (10)	6% (74)	8% (82)	5% (12)	7% (94)	8% (108)	6% (20)	8% (128)
English 102	.7% (7)	.8% (2)	.7% (9)	2% (17)	.8% (2)	2% (19)	1% (18)	.3% (1)	1% (19)
English 112	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	-	-	-
Speech 100	19% (192)	24% (64)	20% (256)	47% (483)	33% (87)	44% (570)	43% (594)	57% (185)	46% (779)
Any Math Course	53% (537)	29% (78)	48% (615)	61% (618)	39% (102)	56% (720)	62% (855)	25% (80)	55% (935)
Fall 2006									
	Declared Major	Undecided	Overall						
English 090	8% (96)	7% (22)	8% (118)						
English 101	71% (851)	73% (228)	72% (1,079)						
English 111	9% (107)	5% (17)	8% (124)						
English 102	1% (17)	2% (5)	1% (22)						
English 112	0% (0)	0% (0)	0% (0)						
Speech 100	46% (547)	62% (195)	49% (742)						
Any Math Course	62% (736)	59% (186)	61% (922)						

Table 2. Percentage of New Freshmen Completing General Courses in Spring Semester

	Spring 2004			Spring 2005			Spring 2006		
	Declared Major	Undecided	Overall	Declared Major	Undecided	Overall	Declared Major	Undecided	Overall
English 090	1% (10)	2% (5)	1% (15)	.4% (4)	1% (3)	.5% (7)	.8% (11)	.6% (2)	.8% (13)
English 101	14% (138)	18% (49)	15% (187)	10% (100)	10% (27)	10% (127)	10% (142)	13% (43)	11% (185)
English 111	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
English 102	55% (555)	53% (141)	55% (696)	61% (623)	59% (155)	61% (778)	60% (822)	56% (181)	59% (1,003)
English 112	3% (28)	2% (5)	2% (33)	4% (41)	2% (5)	4% (46)	4% (50)	4% (13)	4% (63)
Speech 100	28% (278)	26% (70)	27% (348)	30% (303)	20% (51)	28% (354)	34% (468)	24% (78)	32% (546)
Any Math Course	50% (506)	58% (155)	52% (661)	47% (484)	54% (141)	49% (625)	43% (588)	49% (160)	44% (748)

Table 3. Percentage of New Freshmen Completing General Courses in First Year

	03-04			04-05			05-06		
	Declared Major	Undecided	Overall	Declared Major	Undecided	Overall	Declared Major	Undecided	Overall
English 090	10% (105)	17% (45)	12% (150)	11% (108)	13% (33)	11% (141)	11% (150)	11% (37)	11% (187)
English 101	81% (818)	85% (225)	82% (1,043)	83% (846)	85% (221)	83% (1,067)	83% (1,133)	84% (273)	83% (1,406)
English 111	6% (64)	4% (10)	6% (74)	8% (82)	5% (12)	7% (94)	8% (108)	6% (20)	8% (128)
English 102	56% (562)	54% (143)	55% (705)	63% (640)	60% (157)	62% (797)	61% (840)	56% (182)	60% (1,022)
English 112	3% (28)	2% (5)	3% (33)	4% (41)	2% (5)	4% (46)	4% (50)	4% (13)	4% (63)
Speech 100	47% (470)	50% (134)	47% (604)	77% (786)	53% (138)	72% (924)	78% (1,062)	81% (263)	78% (1,325)
Any Math Course*	78% (791)	74% (197)	77% (988)	77% (785)	74% (194)	76% (979)	80% (1,090)	64% (208)	77% (1,298)

*if a student took a math course in fall and another math course in spring they are only counted once for the academic year totals