

University 101 2008-09 Blueprint Report

- **Goal No. 1** - Optimize student engagement and success by ensuring a high quality University 101 experience.
 - *Goal No. 1 - Contributes to*
 - Student Affairs & Academic Support
 - **Strategic Goal No. 2** - Optimize student retention and persistence to degree completion by increasing engagement in campus life and by providing and supporting essential programs, services, and educational activities that lead to student success and satisfaction.
 - **Strategic Goal No. 4** - Develop and practice methods of research and assessment that guide improvements enhancing student success and satisfaction.
 - **Initiative 1(a)** - Gather evidence and information about the efficacy of University 101.
 - **Action Plan** - Form a program review committee to investigate the relevance and quality of the University 101 course, streamline course objectives, and provide recommendations about common course requirements.
 - **KPI** - Report with recommendations for improving the course and curriculum.
 - *Progress/status update: The Program Review committee completed its initial work in December 2008 when it developed and approved a new common course requirements document that states the principles, goals, learning outcomes, and other requirements for all sections of UNIV 101.*
 - **Action Plan** - Create a student advisory group of current University 101 students to provide ongoing feedback about the University 101 experience.
 - **KPI** - Report with recommendations from the student advisory group on how to improve the University 101 experience.
 - *Progress/status update: The Student Advisory Council, consisting of two separate groups of students (total of 25 students), was created and each group met three times during the fall 2008 semester. A summary report was written that highlighted the major themes and recommendations from this group. In summary, the students validated many aspects of the University 101 experience, including use of peer leaders, the importance of community building, and the relevance of the course content. Several challenges were noted, including a degree of inconsistency in quality and workload across sections and the quality of the mandatory presentations. These data helped drive*

several of the changes to the common course requirements.

- **Action Plan** - University 101 will utilize the First Year Initiative Survey in fall 2008 to assess and benchmark student learning and course effectiveness. Continued usage of the instrument will provide longitudinal data to measure improvement.
 - **KPI** - University 101 will be in the 60th percentile of all participating institutions on at least 9 of the 15 factors. Satisfactory improvement over time will be demonstrated by improved means on 5 of 15 factors and consistent means on the remaining factors as compared to the 2003 results.
 - *Progress/status update:* The FYI was administered to all students enrolled in UNIV 101 during fall 2008 (n = 2912). Responses were received from 2,044 students (70%). Each instructor received a report comparing scores for their section with the means of all sections. In addition, a detailed report was provided with invaluable data that will be used for programmatic improvements. Among the most important findings, we learned that the number one predictor of overall course effectiveness was the engaging pedagogies factor. This will be a primary focus of our future faculty development efforts. We also received comparison data to other institutions. UNIV 101 was in the 60th percentile of all participating institutions (n=66) on 5 of the 15 factors, falling shy of our KPI goal. However, improvement was noted in 12 of the 15 factors from the 2003 survey.
- **Action Plan** - Revise end of course evaluation to better measure course objectives and instructor effectiveness.
 - **KPI** - End of course evaluation document that provides formative feedback to instructors. Instructor questions will be formed into a factor with a reliability alpha of at least .70.
 - *Progress/status update:* A new course evaluation instrument was created, including both rating-style and open-ended questions. A new administration procedure was implemented through UTS with use of the Class Climate software. 7 new instructor questions were written to provide more useful feedback to instructors and the program director. These questions were combined into a factor with a reliability alpha of .95. Instructors received a summary of their results, comparing the means of their section with the means of all sections. The program director met with all instructors who had an instructor index that was a standard deviation or more below the mean of all

- sections to work out a plan for improvement and to determine if teaching University 101 was a good fit.
- **Action Plan** - Develop and administer survey to juniors and seniors who took University 101.
 - **KPI** - 80% of respondents will report that taking University 101 was a valuable experience or would recommend the course to other students.
 - *Progress/status update:* A survey was developed to identify overall student satisfaction with the course and to gain feedback on how to improve the UNIV101 experience. In addition, questions were asked regarding the instructor, peer leader, mandatory presentations, and course readings. Using Student Voice, an email invitation was sent to a sample of 1,236 students who took UNIV101 in fall 2005 and 2006. We ended with 561 respondents, yielding a 45.3% response rate. 80.4% of respondents agreed that they would recommend the course to other students. 70.4% agreed that the course was a valuable experience.
 - **Action Plan** - Develop measurable learning outcomes for University 101.
 - **KPI** - Issue document that articulates clearly the learning outcomes for University 101.
 - *Progress/status update:* The program review committee created three broad goals with 13 learning outcomes for the course. This document is now a portion of the common course requirements document that guides commonality across all sections of the course. These outcomes also serve as the framework for our new faculty resource manual and the 2010 edition of the *Transitions* text.
 - **Initiative 1(b)** - Provide high quality curriculum and support materials for students and instructors.
 - **Action Plan** - Through interviews with faculty, end of course evaluations, student focus groups, and the FYI survey, University 101 will explore the effectiveness of the *Transitions* text in order to decide how to proceed with these materials.
 - **KPI** - Report will be issued that highlights faculty and student perceptions of the *Transitions* texts, including recommendations for future editions.
 - *Progress/status update:* Using data from above-listed sources, a document was created to inform the University 101 staff about the future editions of *Transitions*. Based on the data, we decided to move to a bi-annual printing schedule, change the organization

of the book to better match the new learning outcomes, and include more activities and discussion prompts to make the book easier to use as a teaching tool.

- **Action Plan** - University 101 will support Gamecock Connection by preparing instructors to incorporate this resource into the curriculum.
 - **KPI** - At least 20% of instructors will participate in a training session. In addition, Gamecock Connection will be utilized by 15% of University 101 sections. 80% of participating students will report that it was a valuable resource.
 - *Progress/status update:* In June 2008, 10 training sessions were offered to introduce University 101 instructors to the Gamecock Connection program and to share ideas for how to incorporate this tool into the classroom. In an effort to further support instructors with this resource, an information session regarding how to incorporate GC into the classroom will be held at the Building Connections Conference (May 20, 2009). The University of South Carolina also subscribed to FYRESpace-a program designed to allow instructors on campuses nationwide to connect and share ideas for using GC in the first-year seminar. For the 2008-2009 academic year, 30 of the 176 courses offered utilized Gamecock Connection, amounting to 17% of all courses offered. Staff from the Student Success Center are coordinating an assessment of the Gamecock Connection software. The current assessment plan indicates that by the end of the academic year, a survey will be sent to all GC users to gather their perception of the program. Additionally in the coming academic year, studies will be able to be conducted to determine if GC had any impact on freshman to sophomore retention.

- **Action Plan** - Continue to develop faculty resource manual by adding new content for lesson plans, activities, and assignments. Make materials more accessible by placing on the University 101 website.
 - **KPI** - At least five new lesson plans or activities will be added to the Instructor Toolkit.
 - *Progress/status update:* We decided to replace the Toolkit with a more comprehensive and organized faculty resource manual. Ten chapters of a new faculty

resource manual were written by January 1 to include in our Teaching Experience Workshop. Chapters include: Overview of University 101, understanding first-year students, teaching & learning, grading & assignments, syllabus preparation, building community, classroom management, working with a peer leader, utilizing campus resources, and evaluations & feedback. 12 additional chapters that correspond to the new learning outcomes were developed over the spring semester. The last remaining chapter on writing and speaking will be completed this summer. Every instructor scheduled to teach in fall 2009 will receive a copy of the manual at the Building Connections Conference on May 20, 2009. It will also be available electronically for others, including those on the regional campuses.

- Initiative 1(c) - Ensure enrollment for all students needing or wanting to take University 101.
 - Action Plan - Continue to enroll a high percentage of new students in University 101.
 - KPI - At least 77% of new students will enroll in University 101 annually.
 - *Progress/status update:* During 2008-09 academic year, University 101 enrolled 77.5% of eligible students. This is down slightly from 78.5% the prior year.
 - Action Plan - Provide opportunities through seats earmarked and reserved for Gamecock Guarantee participants' enrollment in University 101. Schedule OSP-specific sections of University 101 for Opportunity Scholars.
 - KPI - At least 95% of Gamecock Guarantee and OSP participants will enroll in University 101.
 - *Progress/status update:* 100% of first-year OSP students enrolled in UNIV101 fall 2008. Of those students, 36 were also Gamecock Guarantee awardees. The Gamecock Guarantee program hosted 93 participants for the fall 2008 semester. Of those students, 88.17% (82 students) enrolled in the University 101 course.
- Goal No. 2 - Foster the development, efficacy, and vitality of our staff and instructors.
 - Goal No. 2 - *Contributes to*
 - Student Affairs & Academic Support

- **Strategic Goal No. 2** - Optimize student retention and persistence to degree completion by increasing engagement in campus life and by providing and supporting essential programs, services, and educational activities that lead to student success and satisfaction.
 - **Strategic Goal No. 3** - Advance a global community of scholars that promotes academic success, character development, personal growth and wellness, career development, and lifelong learning.
 - **Strategic Goal No. 4** - Develop and practice methods of research and assessment that guide improvements enhancing student success and satisfaction.
 - **Strategic Goal No. 5** - Sustain a workplace environment where highly qualified staff are hired, provided professional development resources and opportunities, retained, and earn recognition as campus and national experts in programs and services for students.
 - **Strategic Goal No. 7** - Support the academic mission of the University by encouraging faculty and students to engage and collaborate in teaching and learning opportunities that enhance academic studies.
- **Initiative 2(a)** - Develop and implement high quality faculty development opportunities.
 - **Action Plan** - Revise and enhance the teaching experience workshop required of all new University 101 instructors.
 - **KPI** - 90% of participants will report that the workshop was a valuable experience.
 - *Progress/status update:* The teaching experience workshop was designed, effective January 2009, to more closely match the new learning outcomes and course requirements of UNIV 101. Sessions were added on teaching and learning theory, grading & assignments, and utilizing a peer leader. 19 prospective instructors participated in the January Workshop. The TEW was well received, with 100% agreeing that it was well organized and 100% agreeing that they feel prepared to teach UNIV 101. In addition, of the 11 components of training, 6 had 100% agreement that the session was useful. The remaining five had agreement levels above 94%. The open-ended comments were extremely positive as well. 19 participants are registered for the May workshop.
 - **Action Plan** - Develop a comprehensive plan for ongoing faculty development for returning instructors.
 - **KPI** - Report on future plans for recurring faculty development efforts, particularly for veteran instructors.

compiled summarizing the data. This information is being used to plan the Building Connections Conference and future fall faculty meetings, to project with campus partners the number of instructors who plan to utilize their services for guest lectures, to improve the *Transitions* text, and as an overall gauge of instructor morale. 97.5% of respondents strongly or moderately agreed that they enjoyed teaching University 101.

- **Action Plan** - Interview 25-30 instructors about their experience, needs, and suggestions regarding University 101.
 - **KPI** - Report on suggestions for improving the course and changes recommended to improve the overall experience for students and instructors.
 - *Progress/status update:* The Director met with 34 UNIV 101 instructors to learn about their perceptions of the course. Four main themes emerged: 1) the need for more ongoing faculty development; 2) issues of consistency across sections; 3) the difficulty in covering the vast array of disparate course content; and 4) issues with the required presentations. This information led to the creation of the Program Review Committee. The new course requirements are an attempt to address many of these issues.
- **Initiative 2(c)** - Sustain a workplace environment where highly qualified staff are provided professional development opportunities and resources and earn recognition as campus and national experts.
 - **Action Plan** - Encourage departmental staff to participate in professional development activities; seek opportunities to present, publish, consult, or serve in leadership roles on campus or national organizations or committees; and to complete the Individual Development Plan (IDP).
 - **KPI** - 100% of full-time professional staff will participate in the IDP process. 100% of staff will participate in at least one professional development opportunity. The professional staff will have recorded a total of at least five presentations, publications, awards, or leadership roles.
 - *Progress/status update:* All 4 full-time staff with University 101 completed an IDP for the 2008-2009 process. The University 101 staff was very involved in campus activities and partnerships. The staff recorded 7 presentations, 1 publication, and 4 university awards.

- Goal No. 3 - Optimize student engagement and success by advancing the Peer Leader program in University 101.
 - *Goal No. 3 - Contributes to*
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 - **Strategic Goal No. 4** - Develop and practice methods of research and assessment that guide improvements enhancing student success and satisfaction.
 - **Strategic Goal No. 7** - Support the academic mission of the University by encouraging faculty and students to engage and collaborate in teaching and learning opportunities that enhance academic studies.
 - Initiative 3(a) - Ensure that all sections of University 101 have the opportunity to effectively employ a team-teaching relationship.
 - **Action Plan** - Evaluate efforts (including recruitment, pairing, and preparation) to ensure that all sections of University 101 utilize a peer or graduate leader.
 - **KPI** - 95% of sections will utilize a peer or graduate leader.
 - *Progress/status update: Progress/status update: 97.6% of sections (161/165) utilized a peer or graduate leader. Three of the sections without a team teacher were added during June orientation.*
 - **Action Plan** - Develop a plan to better support faculty in utilizing a peer or graduate leader.
 - **KPI** - Report on recommendations for enhancing the team-teaching relationship.
 - *Progress/status update: Based on feedback from current peer leaders and instructors, a comprehensive plan was developed to better support both peer leaders and instructors in their role as teaching partners. Due to budget constraints, some portions of this plan were not enacted. However, many new ideas were implemented, including: revising the new instructor workshop (TEW) to include a session on utilizing a peer leader; changes to the peer leader – instructor matching process, and the content and process for the peer leader trainings.*

- Initiative 3(b) - Provide and assess opportunities for upper-class students to practice leadership through peer leader experience in University 101.
 - Action Plan - Assess impact of University 101 peer leader experience on engagement, satisfaction with university, and leadership learning and practice.
 - KPI - Through a reflective essay, Peer Leaders will articulate at least two positive outcomes as a result of their University 101 leadership experience.
 - *Progress/status update:* As part of the final exam for EDLP 520, Peer Leaders were asked to identify three areas of growth and development as a result of the peer leadership experience. The top themes were improved communication abilities, improved listening skills, and greater understanding of their leadership style. In addition, the data from the peer leader course evaluation indicated that:
 - 91% of peer leaders agreed that the experience increased their interpersonal skills
 - 91% agreed that it increased their helping skills
 - 85% agreed that it increased their presentation skills
 - 89% agreed that it increased their leadership skills
 - 87% agreed that it increased their confidence and self-esteem.
- Initiative 3(c) - Enhance the support and development of new and returning Peer Leaders.
 - Action Plan - Offer enough sections of EDLP 520 to support new Peer Leaders in their role.
 - KPI - 100% of new peer leaders will enroll in a section of EDLP 520.
 - *Progress/status update:* We were able to offer enough seats in 7 total sections of EDLP 520 to accommodate all 123 new peer leaders.
 - Action Plan - Assess the quality and usefulness of the EDLP course.
 - KPI - 80% of students enrolled in EDLP 520 will report that the course was a valuable experience.
 - *Progress/status update:* Students reported satisfaction with their peer leader experience as well as the value of the EDLP 520 course through the end of semester evaluation. 120 peer leaders completed the evaluation. Of these students, 99.2% agreed or strongly agreed that the experience of being a peer leader was valuable, 83.2% reported that they learned things in EDLP520 that they applied to the UNIV101 class, and 88.2% agreed that they learned things in EDLP520 that will be useful in other settings.

