

Accountability/Goals and Assessment Measures

The UNC Fiscal Accountability/Flexibility Act, which was enacted by the 1991 General Assembly as a part of the appropriations bill, Chapter 689 of the 1991 Session Laws, authorized the Board of Governors to designate one or more institutions as special responsibility constituent institutions. Since the adoption of this policy, all campuses have been awarded this designation.

Section 116-30.5 of the Act provides that:

The Board of Governors shall require each special responsibility constituent institution to include in its institutional effectiveness plan those assessment measures that are determined by the Board to be measures that will assure some standard measure of student learning and development in general undergraduate education at the special responsibility constituent institutions. The intent of this requirement is to measure the impact of G.S. 116-30.1 through G.S. 116-30.5, establishing and administering special responsibility constituent institutions, and their implementation on undergraduate student learning and development.

The Board of Governors adopts the attached goals and assessment measures for special responsibility institutions. Using these measures, these institutions will focus attention on student performance during the first two years, track student progress during the next two to four years, and follow up every four years with an assessment by baccalaureate graduates of their educational experience as undergraduates.

Fiscal Accountability Goals and Assessment Measures

Goal 1. To enhance student learning and development.

The performance of all first-time full-time freshmen will be reported on the following measures:

1. Percent completing the first year with a GPA equal to or greater than 2.0.
2. Percent completing the first year with a GPA equal to or greater than 2.0 and with 30 or more credit hours or coursework completed.
3. Average grades in first year courses completed.
4. Percent completing the second year with a GPA equal to or greater than 2.0.
5. Percent completing the second year with a GPA equal to or greater than 2.0 and with 60 or more credit hours of coursework completed.
6. Average grades in courses completed.

Goal 2. To improve student persistence and graduation.

The persistence and graduation rates of all first-time freshmen, including those student who transferred to another UNC institution — with a comparison of those students who attended full-time in all fall semesters with those who attended full time in their first-time semester but part-time in one or more succeeding fall semesters — will be reported for the following years:

1. Four-year persistence and graduation rates.
2. Five-year persistence and graduation rates.
3. Six-year persistence and graduation rates.

Goal 3. To strengthen the undergraduate degree program.

The self-assessment of spring baccalaureate graduates in the Class of '92 will be compared to the self-assessment of the spring graduates in the Class of '88 on the following measures which evaluate their undergraduate educational experience:

1. intellectual growth
2. writing skills
3. speaking skills
4. mathematical skills
5. computing skills (new measure in 1992)
6. analytical skills
7. preparation for graduate and professional studies
8. job satisfaction reported by fully employed graduates
9. overall instruction
10. instruction in major field

The assessment measures related to Goal 3 will be reported every four years, following the quadrennial administration of the baccalaureate graduate survey. All other measures will be reported by

Assessment Measures for _____ in Fulfillment of Section 116-30.5 of the
Fiscal Accountability Act (January 1997)

Goal 1. To enhance student learning and development.

	Freshmen	Freshmen	Freshmen
	Entering in	Entering in	Entering in
Measures for Goal 1	Fall 1993	Fall 1994	Fall 1995
1. % of first-time full-time freshmen returning for yr. 2 with GPA \geq 2.0			
2. % of first-time full-time freshmen returning for yr. 2 with GPA \geq 2.0 and \geq 30 hrs. of coursework completed			
3. Ave. grades in completed first-year courses			
4. % of first-time full-time freshmen returning for yr. 3 with GPA \geq 2.0			
5. % of first-time full-time freshmen returning for yr. 3 with GPA \geq 2.0 and \geq 60 hrs. of coursework completed			
6. Ave. grades in completed second-year courses			

Source: Items 1, 2, 4, & 5, Student Data File; Item 3, Freshman Performance File; Item 6, special report from campus.

Goal 2. To improve student persistence and graduation.

Measures for Goal 2	First-Time Full-Time Freshmen			
	Full-Time in Some* Fall Semesters		Full-Time in All Fall Semesters	
	Most Recent	Previous	Most Recent	Previous
	Class	Class	Class	Class
1. Four-yr followup of freshmen who entered in fall 1992 & fall 1991				
a. number in class				
b. % graduated from original institution				
c. % graduated from other UNC institution				
d. % still enrolled at original institution				
e. % still enrolled at other UNC institution				
f. % graduated or still enrolled				
2. Five-yr followup of freshmen who entered in fall 1991 & fall 1990				
a. number in class				
b. % graduated from original institution				
c. % graduated from other UNC institution				
d. % still enrolled at original institution				
e. % still enrolled at other UNC institution				
f. % graduated or still enrolled				
3. Six-yr followup of freshmen who entered in fall 1990 & fall 1989				
a. number in class				
b. % graduated from original institution				
c. % graduated from other UNC institution				
d. % still enrolled at original institution				
e. % still enrolled at other UNC institution				
f. % graduated or still enrolled				

*These freshmen dropped out, stopped out, or attended part-time in at least one fall semester during the follow-up period.

Goal 3. To strengthen the undergraduate degree program.

(Measures are based on a self-assessment of spring baccalaureates from responses to the "Survey of UNC Baccd.Grad." conducted every 4 years by UNC-Gen. Admin.)

Measures for Goal 3	Class of 1988	Class of 1992
A. Percent reporting "very well" or "adequately" to question: How well do you feel your institution met your needs in the area of:		
1. Intellectual growth		
B. Percent reporting "very much" or "somewhat" to question: To what extent do you think your college education contributed to your:		
2. Writing skills		
3. Speaking skills		
4. Mathematical skills		
5. Computing skills (new measure in 1992)		
6. Analytical skills		
C. Percent of graduates undertaking post-graduate study who felt:		
7. "well prepared" or "adequately prepared"		
D. Percent of graduates employed full-time who were:		
8. "well satisfied" or "satisfied" with their jobs		
E. Percent of graduates "very satisfied" or "satisfied" with quality of:		
9. Instruction in major field		
10. Overall instruction		