

Austin Peay State University

Quality Enhancement Plan/Minority Retention Initiative Status Report

Spring 2008

Action Item 1 (Gomez; McQueen)

The university will institute a freshman seminar to be required for all first-time Freshmen.

2008 Report: APSU 1000 continued to be managed by the Director (formerly Coordinator), New Student Programs.

- Staffing of APSU 1000
 - Fall 2007: Total number of sections: 80
Full time Faculty: 29 (36%)
Other faculty: 3 (4%)
Staff and/or campus affiliation: 12 (15%)
Adjunct: 36 (45%)
- Curriculum for 2007
 - To address some of the results gathered by the 2006 course evaluation the organization of the course changed slightly. These changes were based upon best practices at other similar institutions and then presented to various faculty members teaching the course to gather their input and suggestions. The changes attempted to better link the course objectives with the course outcomes to ensure the outcomes matched the objectives. The course was also divided into three units. A more detailed description of the units, outcomes and objectives can be provided upon request.
 - The curriculum for Conditionally Admitted ASPU 1000 was also adjusted. A quasi-experimental study was conducted for these sections to determine the effectiveness of strengths-based programming on the retention and success of at-risk students. Dr. Laurie Schreiner, an expert in the field with over 20 years experience in working with first year students, was brought in to present various teaching and learning strategies to all the Conditionally Admitted instructors. Copies of her power point presentations can be provided as well as the strengths-based curriculum upon request. Preliminary results are ready to be analyzed using SPSS and final results will be presented in Fall 2008.
- Text for 2007
 - At the end of each fall semester, the director calls all the faculty and instructors of the course together to gather feedback and suggestions for future changes. The consistent challenge with the course has been to identify a text that satisfies the needs of our diverse student population. When selecting a text for 2007 a few situations arose that led to the choice of using the Master Student Reader for fall 2007. The first was difficulty in contacting a Kendall/Hunt representative with enough time to reproduce the custom text. The second was feedback regarding the custom text was not entirely positive. Therefore, the director met with 80% of the

instructors teaching the course and presented 2-3 alternatives for text books. The majority selected the Reader; primarily due to the online resources the Reader provided, the cost, and it appeared more “academic”.

- Evaluation for 2007: At the end of Fall 2007, APSU 1000 was part of a pilot group testing the Class Climate software for course evaluations. Of the 1300+ students, 478 students completed the evaluation online. Following are some brief summaries of the evaluation results:
 - Approximately 85% of the respondents said they made improvements in their writing, decision making, preparing for tests, and seeing multiple sides of a situation.
 - While 95% of the respondents said they knew where to get help if they needed it, only 74% said they had taken advantage of those services.
 - 71% of the respondents said college was harder than they expected.
 - 68% of respondents said APSU 1000 made their transition to college easier (75% of respondents said their peer mentor made their transition to college easier), 88% said their APSU 1000 instructor was helpful and 96% responded that their APSU 1000 instructor clearly wanted them to succeed in college.
 - 83% of respondents felt connected to the university, while 49% said they had become involved in extracurricular activities.
 - Advising was also evaluated via the end of semester APSU 1000 course evaluation. Due to the focus of this report on APSU 1000, those results are not included but can be provided upon request.
 - The entire end of semester evaluation was provided to the Dean of Enrollment Management via email for her review. Additional copies can be provided upon request.

2007 Report: APSU 1000 continued to be managed by the Coordinator, New Student Programs. Enrollment of new students into APSU 1000 remained essentially the same and 75 sections were offered. Heavy reliance on adjunct faculty to teach the course is still a reality; however, a core group of qualified, committed and engaged adjunct faculty members have been identified, providing a smaller number of actual adjunct instructors, as most adjuncts teach 4-6 sections. Currently, 79 sections are staffed. 26 sections are covered by full-time faculty, 10 by staff, 3 by post retirement faculty, and 40 by adjunct (11 adjunct are covering the 40 sections). New Student Programs also secured funding from the Gallup Organization to conduct a study utilizing the StrengthsQuest program. Gallup provided training for the Coordinator, has arranged for a member of their research team to come and train 8 APSU 1000 instructors and provided other necessary materials to conduct the study in 2007. The total value of their support is estimated to fall between \$4,000-6,000. A new text

will also be implemented in 2007 which will have a greater focus on reading related essays and provide greater access to additional materials online. 2007 will bring a greater focus to course assessment and evaluation.

2006 Report: Responsibility for staffing and monitoring APSU 1000 was transferred to the newly appointed Coordinator, New Student Programs. 1350 first-time, full-time freshmen were enrolled in 75 sections. Because of space issues, the class met only one day each week. Fewer regular, full-time faculty taught the course thus creating a greater dependency on adjunct faculty. There were 31 full-time faculty who taught the course in fall 2005 compared to 25 full-time faculty will teach in fall 2006. A retention consultant summarized the areas in which the course is not meeting its intended purpose:

- *More than a quarter said APSU1000 had not helped them improve their knowledge and acceptance of their academic strengths, ability to prepare for tests, or skills in decision-making, studying, giving oral presentations, or using technology.*
- *31% indicated APSU1000 had not changed the extent to which they review notes before the next class, while more than 20% indicated no influence on completing assignments on time, ability to approach issues objectively, evaluate the quality of opinions and facts, communicating with instructors outside class, or understanding the benefits of tutoring.*
- *More than 20% saw no influence of APSU1000 on the degree to which they participate in classroom discussions, prepare for tests well in advance, establish a study schedule, set priorities, organize their time, participate in campus organizations, attend campus cultural events, use academic support services, or interact with other students.*
- *20% or more saw no influence whatsoever from APSU1000 on their ability to succeed academically, adjust to the university environment, or make the transition to college.* (Source: Orientation Survey Report)
- *The retention rate for first-time full-time freshmen for fall 2005 to spring 2006 was 84.7 percent. This figure is up from fall 2004 to spring 2005 which was 83 percent.*
- *Of the students who were enrolled in APSU 1000 for fall 2005, 74 percent passed the course with a C or above.*

2005 Report: During the spring semester, 2003, the course was redesigned by a First-Year Planning Committee that included university-wide representation. This committee met regularly, participated in the First-Year Experience annual conference in Dallas, and developed a curriculum for a 1-hour course with a dual focus: the importance of the liberal arts and making the transition to university demands. The course was changed to APSU 1000, Liberal Arts and University Life. A customized textbook was created. All freshmen were required to enroll in the class; thus, 1,353 students enrolled in 51 sections. Of these students, 1,086 (80%) passed the course with a “C” or better. Including no variable other than APSU 1000, a 5% increase was reflected in the fall-to-spring retention

of FTFT freshmen. The Core Retention Team recommended capping the classes at 20 students.

2004 Report: A 3-hour class, LART 1000, Liberal Arts and University Life, was offered as a pilot course in Fall, 2003. 161 (13.5%) of 1191 first-year freshmen were enrolled; 116 (72 %) passed the course. 84 (52%) returned for the Fall 2004 semester.

Action Item 2 (Hanson; McQueen)

The university will institute an “Early Alert” system to identify and work with students at risk of failing or dropping out.

2008 Report:

- Barbara Hanson began her full-time duties as the Academic Alert Coordinator on December 6, 2007.
- During fall 2007, 340 students were referred to the Office of Academic Alert by 60 faculty members. Contact was made with 58 students (6%). These numbers are based on documentation from records left by the former part-time Academic Alert Coordinator.
- During spring 2008, 236 students were referred to the Office of Academic Alert by 47 faculty members. Contact was made with 159 (68%). Out of the 77 (32%) not contacted: 6 had withdrawn from school, 9 had withdrawn from class, 5 had returned to class (without talking to Academic Alert Coordinator), and 1 was reported as being ill and in the hospital.
- As the new Academic Alert Coordinator, Barbara Hanson:
 - attended the Deans’ Council, Faculty Senate, and departmental meetings in College of Arts and Letters and College of Science and Mathematics to introduce herself and to re-introduce the Academic Alert program.
 - met with the APSU 1000 instructors to request their assistance with Academic Alert and met with APSU 1000 classes to introduce herself and the Academic Alert program to new students
 - attended her first meeting as a member of APSU’s NCAA Academic Progress Rate (APR) committee
 - has worked with Athletic Advising and TRIO for assistance with contacting hard to reach students
 - developed a Community Service Directory to use for referrals

-and, altered her work schedule to include two evenings a week in the office to contact alerted students after school and work hours.

2007 Report: A part time Early Alert Coordinator was hired fall 2006 to follow up and maintain the Early Alert program and to track conditionally admitted students.

During the fall 2006 semester, 1105 names were referred to Early Alert. An attempt was made to contact every student. Of the 1105 students 240 responded. In addition, students Early Alerted for fall 2006 had a retention rate for spring 2007 of 68% (751).

During the spring 2006 semester, 756 names were referred to Early Alert. As before, an attempt was made to contact every student. Of the 756 students 273 responded. At this point in the semester retention rates has not been assessed.

There were 213 conditionally admitted students fall 2006. Of the 213, 136 met all requirements and are no longer conditionally admitted, 20 remained conditionally admitted spring 2007 and 56 were suspended due to not meeting GPA requirements

In Spring 2007 semester, there were 48 conditionally admitted students. Information will be assessed at the end of the semester.

The Early Alert Coordinator position is schedule to become full time beginning fall 2007

The cost for the number of students anticipated in our Fall '05 entering freshman class is \$5000.

2006 Report: A graduate assistant was hired for fall 2005 to institute the Early Alert program. The online referral process was implemented. Faculty was informed of the program.

During the fall 2005 semester, 1133 names were referred to Early Alert. An attempt was made to contact all 1133 students, of which 512 (45%) responded. A 0.2 point grade increase was noted in the average course of those students who responded. Furthermore, the retention rate among the students who responded was over 6% higher than those who did not respond.

During the spring 2006 semester (as of 4/19/06), 944 names were referred to Early Alert. Again, an attempt was made to contact all 944 students, of which 454 (48%) responded. It is worth noting that 483 (51%) of the students were referred due to class absences during the spring 2006 semester.

The Academic Strengthening Committee has recommended the Early Alert Coordinator become a full time position due to the new demands of tracking conditionally admitted students starting fall 2006.

CIRP was administered to 1181 first-time, full-time freshmen during freshman orientation (Results attached.)

2005 Report: After we studied what other institutions were doing in the area of early warning, the decision was made to work with the Office of Information Technology to develop an on-line reporting system. Faculty will now be able to report students in academic jeopardy using a third column that will be added to the class roll; the instructor reports the student by simply choosing the reason for poor performance and typing in the corresponding code number. A data base file will be updated nightly for the Academic Support office; the budget proposal includes a graduate assistant who will have the responsibility for contacting the students to set up an appointment.

A shortage of personnel in Information Technology Services delayed implementation to Fall 2005. Use of the system will be a part of the advising training for all faculty that will take place in August, 2005

Another element of an early warning system is being reviewed. "Making Achievement Possible" is an internet-based survey administered by and analyzed by Ball State University. Freshmen complete the survey during their 3rd week of classes. APSU 1000 instructors and the students receive the results within a week of completing the survey. The cost for the number of students anticipated in our Fall '05 entering freshman class is \$5000.

2004 Report: A paper/pencil Early Alert System was implemented during the Fall 03 semester under the direction of the Dean, Student Development and managed by a graduate assistant. During the spring '04 semester, responsibility was transferred to Academic Support and the system was managed by the administrative assistant. The system was used primarily by the DSP faculty with over 100 students referred. Three faculty teaching university classes used the system; no minority students whose performance during that semester placed them on academic probation used the system. Even though only a few students responded to the requests mailed and calls made to set up an appointment with Academic Support, the system proved to be a very labor intensive process both for faculty and for the Academic Support office.

Action Item 3 (Blackston)

The University will institute a centralized unit responsible for advising of undeclared students.

2008 Report:

- The Career & Advisement Center (CAC) continues to advise students who are undeclared as well as students who are conditionally admitted to the university. Conditional Admits (with declared and undeclared majors) are advised in the CAC until they have met mandatory performance standards.

- N = 414 undeclared students Fall 2007; N = 405 undeclared students Spring 2008 (as of April 21, 2008).
- N = 210 conditional admits for Fall 2007 (140 met standards, 18 remained on conditional admit status for Spring 2008, 52 were suspended); N = 80 conditional admits for Spring 2008 (62 new, 18 continuing).
- Barbara Hanson was hired as the Academic Alert Coordinator and started work on December 6, 2007. One of her responsibilities is to advise and monitor the progress of students who have been conditionally admitted.
- As advisor of conditional admits, the Academic Alert Coordinator has improved communication with these students in the following ways: (a) letters regarding status as a conditionally admitted student were sent to *all* conditional admits after the Fall 2007 semester; (b) faculty were notified of the conditionally admitted students in their classes; (c) midterm grades were checked and appropriate emails sent to students doing well and those needing assistance; (d) a newsletter, "The Conditional Conduit," was created and emailed to conditional admits at midterm; and (e) a letter was sent to suspended conditional admits to inform them of procedures regarding re-enrollment for the upcoming term(s).
- Three APSU 1000 classes for undeclared majors were taught during Fall 2007 and three similar classes are scheduled for Fall 2008.
- During the current academic year, the CAC sponsored the APSU Career Fair and co-sponsored a Career Networking Seminar. Both events provided students the opportunity to meet with various professionals to learn about different careers and assist them in making major/career decisions.
- Barbara Blackston, Director, attended the National Academic Advising Association's (NACADA) National Conference on Academic Advising in October, 2007. Allen Barger will attend the 2008 NACADA Region 3 Conference in May, 2008; Barbara Hanson will attend the NACADA Summer Institute in June, 2008.

2007 Report: Effective Fall 2006, Austin Peay State University instituted the Conditional Admit status. Students admitted conditionally enter the university on probation and are required to sign an academic strengthening contract. The Career & Advisement Center has been involved in the development of the academic strengthening program, and provides academic advisement for all Conditional Admits (with declared and undeclared majors) until they have met mandatory performance standards.

An APSU 1000 class for undeclared majors was developed by Allen Barger, Academic & Career Advisor, and first taught Fall 2006; three such classes are scheduled for Fall 2007 (two to be taught by Allen Barger and one by Kevin Schultz, Assistant Professor in Physics & Astronomy). In order to assist undeclared students in making decisions, career and major exploration are the topics of two journal entries, as well as group presentations.

Effective October 26, 2006, one of two Academic & Career Advisors resigned. In order to accommodate advisor demand during Spring 2007 pre-registration for undeclared and conditionally admitted students, volunteer help was solicited. In November, Diane Sperry (Testing Coordinator), Melissa Gomez (Coordinator of New Student Programs), and Jessica Kurtzman (Graduate Assistant in Academic Support) were trained and met with advisees in the Career & Advisement Center.

Vanessa Brocks was hired as an Academic & Career Advisor and started work on February 1, 2007. She will attend the National Academic Advising Association's (NACADA) Summer Institute July 29 – August 3, 2007, and Allen Barger will attend the 2007 NACADA Region 3 Conference May 20-22, 2007. Barbara Blackston, Director, attended the NACADA National Conference on Academic Advising October 18-21, 2006.

During the current academic year, the Career & Advisement Center sponsored the APSU Career Fair and co-sponsored a Career Networking Seminar. Both events provided students the opportunity to meet with various professionals to learn about different careers and assist them in making major/career decisions.

2006 Report: Allen Barger and Elizabeth Price, Academic & Career Advisors, each attended a National Academic Advising Association's (NACADA) Summer Institute in 2005. While there, Allen designed a mission statement for the Career & Advisement Center (CAC) which was based upon the mission statement on APSU's Academic Advising Syllabus. Elizabeth developed a plan to address the needs of undeclared students in academic jeopardy. Both have been incorporated during the academic year.

The advisors and other staff members are supervised by Barbara Blackston, Director of Career, Advisement and Testing Services. Cherylle Ward, CAC secretary, is the first point of contact for students who call or come by to schedule advising appointments. The CAC staff also includes a graduate assistant who has also been trained to advise students and undergraduate student workers who assist students as they register for classes via APWeb. Occasionally, the two Ft. Campbell advisors and/or members of the Testing Center staff have also assisted with advisement at Summer/Winter Welcomes.

During the past year, CAC professional staff members have attended various NACADA events for further development and/or training as advisors; have been involved in teaching APSU 1000 and serving on a committee to critically review the course; have coordinated career assessments in APSU 1000; have designed a plan for students in academic jeopardy; have presented in classrooms and for student organizations; and have participated in campus events such as APDay, Adult APDay, and ASTAR. *The very first APSU 1000 class for undeclared majors will be taught by one of the CAC advisors in the Fall, 2006.*

The staff of the CAC has employed several new tactics to effectively reach up to 500 students who have not declared a major. This year advisors have sent advisees

approximately a dozen emails with pre-registration information, important dates, and tips for final exams. Advisees also received the electronic Career & Advisement Center Newsletter, Volume 1, Issues 1 and 2. Beginning in September, 2005, Information Tables were periodically set up in the Morgan University Center to inform all students of the services offered by the CAC.

New relationships with faculty/staff are continually being developed, and this leads to increased contact with students. Also, the Career and Advisement Center has noticed that after an email prompting students to schedule an advising appointment is sent out, the office received numerous phone calls requesting just that. With each semester, little by little, the CAC is becoming known on campus.

2005 Report: The Career & Advisement (C&A) Center was officially “created” July 1, 2004, and followed a tentative Action Plan developed by Barbara Blackston, Director, after she attended the NACADA Advising Institute in June, 2004.

Two Academic & Career Advisors were hired in the C&A Center: Allen Barger’s first day was July 29, 2004, and Elizabeth Price’s first day was August 9, 2004. The graduate assistant in the C & A Center has also been trained to advise students, and undergraduate student workers assist as advisees use the Center’s computers to register for classes via APWeb. The advisors only advise in the core. The students are sent to their major when it has been selected. In January, 2005, Cherylle Ward was hired as secretary.

Since starting at APSU, the advisors and other staff members have been supervised by Barbara Blackston, Director of Career, Advisement and Testing Services, and they have received specialized training from Office of the Registrar staff members. They have participated in events sponsored by the Academic Support Center and have consulted with other APSU colleagues from offices such as Admissions and Developmental Studies, academic departments, and Ft. Campbell Center on an as-needed basis. Members of the C&A Center’s staff have made numerous presentations in and out of the classroom, and have worked closely with the APSU 1000 classes, both with faculty and with students as they have completed the Self-Directed Search (SDS) career assessment. The internet-based Kudor assessment will be administered Fall 2005 to all incoming freshmen during orientation. It is provided free to the university through foundation funding.

Mr. Barger and Ms. Price have developed various documents and forms during their tenure at the university. Examples include an Intake Form, Core Checklist (2-ply, one copy for student and one copy for office file), GPA Worksheet, Frequently Asked Questions, bookmarks, handouts to explain the SDS, workshop outlines, and career-related handouts and worksheets to be used when writing a resume, networking or searching for a job. In addition, the Center’s website has been updated, the Credentials File has been redesigned, a Resume Portfolio has been created, and all workshops have been revised. Currently an advising tool to be used by students during the Summer Welcome programs is being developed. A data base created to track student activity in the Center is also used to communicate with them via email. A degree checklist from

Telaina Wrigley, Assistant Registrar, has agreed to have a staff person from the Office of the Registrar write a focus program to identify undeclared students. This program will not be run until after the 14th day.

Action Item 4 (Blackston; Wrigley; Robison; McQueen, Deitrich)

The University will implement mandatory advisor training for new faculty and refresher training every three years for current advisors.

2008 Report:

Wrigley

- AP Self Service training (formerly Web for Faculty) and baseline BANNER training continues to be conducted monthly.
- AP Self Service and baseline BANNER “emergency” training has been conducted when new secretaries have been hired to enable them to assist faculty with advisement issues.
- Training documents are in the process of being reviewed and revised as needed to incorporate new information.
- A question/answer training session is being planned to answer questions related to BANNER both baseline and self service.

Blackston:

- In order improve the skills of and communication among professional advisors at Main Campus and the Ft. Campbell Center, the **Austin Peay Professional Advisor Council (APPAC)** was created by Barbara Blackston, Director of Career, Advisement and Testing Services. An organizational meeting was held on August 10, 2007; the council met three more times in Fall 2007 and had three meetings during the Spring 2008 semester.
- Members include advisors from the Career & Advisement Center, online advisors, FCC advisors, the academic coordinator in athletics, and the director of New Student Programs.
- APSU faculty and staff have made presentations to address topics such as departmental core requirements, conditional admission, HOPE lottery, and FERPA.

2007 Report: The Office of the Registrar has conducted Web for Faculty training for faculty utilizing the new AP Self Service which is a component of BANNER. More Web for Faculty training will be scheduled for summer 2007. This office will continue to work with faculty to provide appropriate advisor training.

2006 Report: All academic advisors who worked during Summer Welcome, Summer, '05, participated in a day-long workshop “Advising as Teaching” conducted by Dr. Nancy King, NACADA Consultant from Kennesaw State University. Advisors were then given a refresher course by the Registrar’s Office on the use of on-line advising

tools. Academic advising was the topic for New Faculty Orientation in October and was conducted by Telaina Wrigley and Harriett McQueen. New faculty were given a copy of the Advising Handbook and the Advising syllabus and introduced to the on-line tools for academic advising.

2005 Report: Advisor training for on campus faculty was held March 16, 2004 and March 19, 2004 and for the Fort Campbell faculty on March 23, 2004. This included Web for Faculty and training on the Student Information System (SIS+). A new faculty orientation workshop was held on August 25, 2004, which included Web for Faculty training and an introduction to the Student Information System. An advisor refresher training was held on October 26, and 29, 2004 for all current advisors. Web for Faculty was the focus of the training on the 26th and SIS+ on the 29th.

2004 Report: Mandatory advisor training for all faculty by college is planned for August 2005. All faculty involved in the summer 2005 advising and registration programs will take part in comprehensive training on May 10, 2005; the training will be directed by Dr. Nancy King, Vice President for Student Success and Enrollment Management, Kennesaw State University. This training is primarily for those who will serve as Advising Coordinators for the colleges and schools and for the faculty who will be advising students during the summer. Deans, department chairs, and schools directors will also be encouraged to attend.

Action Item 5 (McQueen, Robison, Deitrich, Blackston, Foote, Wrigley)

The University will implement an accountability system providing for student evaluation of advisors and incentive programs for quality advising.

2008 Report: In 2003, the Faculty Senate was charged with developing accountability in academic advising. The small percentage of return during the evaluation last year was not deemed significant and thus the results have not been used. Freshman in Fall 2007 were asked to assess their academic advising as a part of the Freshman survey. Most expressed satisfaction with the advising process as it affected them. Institutional Research launched the ClassClimate survey at the end of Spring 2008 Priority Registration. All students have been asked to evaluate academic advising.

2007 Report: The Advising Evaluation approved by Faculty Senate was delivered to students electronically in Spring 2007 via Scantron ClassClimate software. This software was in a test phase in Fall 2006 which prohibited using it for delivery of campus wide surveys; use of this software allowed us target reminders to only those students who had not completed the survey and is expected to ameliorate the problems with response rate experienced using locally developed web surveys as has been done for online course evaluations.

The Advising Survey was delivered to 7784 undergraduate degree-seeking students on April 24, 2007. Reminders were sent to students who had not responded on April 27th

and 30th. As of the closing date for the survey, May 2, 785 students had responded (10.1% response rate).

Thirteen advisors were nominated by their deans and chairs to receive the Excellence in Advising award that was presented at the Spring Academic Honors Ceremony by Dr. John Foote, President of the Faculty Senate. Their names were also submitted to NACADA for recognition.

2006 Report: The attached evaluation instrument was approved by the Faculty Senate and supported by the Deans Council; evaluation of academic advising will begin in Fall, 2006 as an on-line evaluation process. Students will also have an opportunity to nominate their advisors for (1) a \$500 award for outstanding advising, and for (2) recognition by NACADA.

2005 Report: This has not been initiated during the 2004-2005 school year. Originally written into the QEP as the responsibility of the Faculty Senate, Academic Affairs will work with Senate leadership to map a strategy for this initiative on 2005-2006.

The Academic Advising task force proposed an advising syllabus which addresses advising as a learning activity. The concept was introduced to the Faculty Senate; the Senate has approved an evaluation form to be used in assessing the quality of advising sessions. The implementation of the evaluation of academic advising is under discussion.

The Senate has also considered an award for academic advising. The task force has noted awards given by other institutions as possible models, particularly the awards (2) given for both faculty and staff at graduation at the University of Memphis. The NACADA website also lists those who have been recognized by their institutions on its web site.

Action Item 6 (Byrd, McQueen)

The university will adopt service excellence standards for all student service units and implement an accountability system providing for assessment and evaluation.

2008 Report: A review of focus has addressed customer (student) service campus wide. Every unit head has designed a staff development plan for their unit to include an awareness of the quality of customer service and its impact on student satisfaction. As Banner becomes more fully implemented, assessment of service will return as a priority.

2007 Report: Banner Migration

2005 report: A committee, to be appointed by the Core Retention Team, will work over the next academic year (2005-06) to address action item 6. Review of various documents addressing the service culture of all student service units will be done summer 2005. The reports to be reviewed include: the Belmont University consultants' report, departmental 2005 CAS reports and other departmental evaluations. After reviewing the documents, the committee will make recommendations concerning development and adoption of service excellence standards for all student service units. Additionally, the committee

will make recommendations concerning the development and implementation of an accountability system providing for assessment and evaluation to determine if and how service excellence standards are met. It is expected that the committee will have service excellence standards and methods of assessment and evaluation available for the Core Retention Team's review spring 06. It should be noted that addressing Action Item 6 can not be the sole responsibility of one person and/or one department – adopting a culture of service excellence resulting in measurable positive difference requires commitment across the university.

Action Item 7 (Gomez; Byrd)

The university will expand the programs associated with New Student Transitions and New Student Orientation.

2008 Report: Summer Welcome as described in previous reports will continue to be the advising and registration process for new students. Improved communication and programs for parents will continue to be a focus. Parents were invited to Convocation beginning in Fall 2006 and this was a great success, so they will continue to be invited to that event. Student Affairs will assume the programmatic components of Summer Welcome and New Student Programs will coordinate advising with the Dean of Enrollment Management's supervision and direction. More students will be utilized during the sessions and peer mentors will assist with the registration process to provide some continuity to new students with their initial campus contacts.

Alpha Lambda Delta, the Freshman Honor Society, enjoyed continued growth as 131 freshmen were initiated this semester. The continued focus for this group in '08-'09 will be increased exposure on campus. They will begin as early as May 29st this year by helping to sponsor the scholarship luncheon for new students. They will have a table set up and meet and mingle with new students.

Peer mentoring continues to improve on campus. The peer mentors will now have the opportunity to graduate with a leadership minor; provided they complete the necessary course work. One semester of peer mentoring will fulfill the internship requirement of the minor. A record number of students applied to be peer mentors, which allowed for a greater degree of selectivity.

A new program for students in academic jeopardy was piloted in Spring 2008. The program titled Promoting Academic Success in Students (PASS) incorporated a menu of activities including workshops, individual tutoring and support of Ambassadors (successful students serving as mentors). The populations targeted were:

- Students on probation with fewer than 30 earned hours
- Students who appealed suspension
- Students returning from suspension
- Students academically alerted in their first semester
- Conditional students who did not earn at least a 2.0

Due to the timing and an ill-timed snow day, 17 students participated. Those who followed through with everything did express, via qualitative assessment measures, increased motivation and success in their classes. Quantitative assessment results will be provided once final grades are posted. It is recommended the program continue in the fall.

2007 Report: Summer Welcome as described in previous reports will continue to be the advising and registration process for new students. Improved communication and programs for parents will continue to be a focus. Parents were invited to Convocation in Fall 2006 and this was a great success, so they will continue to be invited to that event. The coordinator is currently on a collaborative committee investigating the possibility of offering a parent's/family weekend for 2007/2008.

Alpha Lambda Delta, the Freshman Honor Society, enjoyed continued growth as 121 freshman were initiated this semester. The focus for this group in '07-'08 will be increased exposure on campus. They will begin as early as May 31st this year by helping to sponsor the scholarship luncheon for new students. They will have a table set up and meet and mingle with new students.

Peer mentoring continues to improve on campus. The peer mentors will now have the opportunity to graduate with a leadership minor; provided they complete the necessary course work. One semester of peer mentoring will fulfill the internship requirement of the minor. A record number of students applied to be peer mentors, which allowed for a greater degree of selectivity.

A new focus may be placed upon the transitions faced by second year, or sophomore students. A focus group was held in Fall 2006 with sophomore students to begin to assess the needs of this population. The Coordinator also collaborated with a national study on sophomore students by sending out an email to all sophomore students asking them to respond to a survey. APSU responses will be provided by the administrator of the survey.

2006 Report: Summer Welcome as described in the 2005 Report was implemented and will continue to be the advising and registration process for new students. A greater emphasis will be now placed on parents at *Summer Welcome* and the parent session will be redesigned to be more interactive. Orientation will be an intensive 1.5 day program for all unconditionally admitted students and a 2.5 day program for all conditionally admitted students. Parents will be invited to attend some of the events this year.

Alpha Lambda Delta, the Freshman Honor Society, enjoyed tremendous growth this semester with the initiation of 90 freshman; which is up from 40 initiates last year. Alpha Lambda Delta also had a small role in a collaborative effort between the Office of New Student Programs, Alumni Association and the Career and Advisement Center. This effort was an extremely successful networking event in which students (particularly sophomores) had the opportunity to come and meet in round table discussions with successful alumni from their fields of interest. It is anticipated this will become an annual event.

The peer mentoring program has been expanded and is anticipated to have a greater impact not only on Orientation and APSU 1000, but other peer learning opportunities on campus. Along with increasing the impact of peer mentors and other student leaders, efforts will be placed on increasing communications and programming for parents of new students, improving the support for underserved populations such as non-traditional students, transfer students and students in their sophomore year and developing an on-line orientation to coincide with the web version of APSU 1000.

2005 Report: A *New Student Programs Coordinator* has been hired (Melissa Lyons-Gomez); she will concentrate on the effectiveness of new student programs already in place and determine the need for additional programming for student success. Summer advising and registration (formerly *Transitions*) will now be known as the Summer Welcome. Each session is ½ day in length and will be limited to 150 students. Student success topics previously covered in the full-day sessions will be discussed during the Freshman Orientation and Transfer Student Orientation (3 hours). *Summer Welcome* will be decentralized to the colleges which house the student's major. An intensive 2.5-day freshman orientation (*Transitions*) will occur August 26-28. Students will attend 5 sessions of APSU 1000, student success workshops, and interact in Student Welcome activities (Student Life and Leadership.) They will learn the campus and its services.

2004 Report: The responsibility for these programs was transferred to the Director of Academic Support in January, 2004. Programming changes did not occur and the summer sessions mirrored those of previous years. While the programs were advertised as mandatory, there was no consequence attached to non participation. Faculty, student orientation leaders, and the assessment of those who participated stated that the academic advising was not a priority with the academic departments and that it was an inefficient procedure which did not serve new students well. Students did not benefit from many of the orientation activities included in the day-long program.

Action Item 8 (Forsythe; Price; Wrigley)

The University will fully implement a “one-stop, triage unit” for enrollment service and business office activities.

2008 Report: Modification of Ellington Lobby/AP Central Success

- In the past year, monies approved via an End-of-Year Money Request were used to renovate the Ellington Lobby.
- The Admissions Office has also permanently hired a new Admissions/Front Desk clerical position approved via a Budget Request to staff the new “front desk” in the lobby.
- Acting as the lobby of the Ellington building and the main office of the Admissions Office, the lobby of Ellington acts as the first on-campus introduction to APSU that most prospective student's experience.
- The renovation of the Ellington lobby included:

- Replacement of ceiling and lighting
- Restoration of existing walls and construction of new walls and railings
- A new dual-seat desk for the front-desk greeting staff person
- New APSU signage
- New carpeting
- New window treatments
- The new front desk staff position acts as the in-office face of Admissions and also directs prospective and current students to various other enrollment management offices, among many other Admissions-specific duties. This has relieved the Admissions Office, Financial Aid Office, Registrar's Office, and Business Office from their past AP Central staffing responsibilities and has allowed for a more welcoming and professional presentation of the university to our prospective and current students.

2007 Report: Modification of Ellington Lobby/AP Central Recommendation

AP Central, though positive in its design and intent, has proven to not be as effective as desired. The attempt to answer multiple-office questions at the desk is detrimental to the mission of the Office of Admissions: to provide visitors with the best presentation and initial impression of APSU possible. The magnitude of information required for staff members to be proficient in all areas of enrollment management is not feasible. Due to the complexity of the services offered by the involved offices, many AP Central visitors must be directed to the specific office responsible for answers. This defeats the purpose of AP Central and is detrimental to the various offices.

The Admissions Office has been approved for monies via an End-of-Year Money Request to renovate the Ellington Lobby. The Admissions Office has also requested to permanently hire a new Admissions/Front Desk clerical position via a Budget Request (not yet approved). The implementation of these initiatives would allow a complete reorganization of AP Central.

The university would benefit from the construction of a professional, aesthetically pleasing Admissions lobby. The lobby of Ellington acts as the first on-campus introduction to APSU that most prospective students experience. The renovation of the Ellington lobby is expected to include:

- Replacement of ceiling and lighting
- Restoration of existing walls and construction of new walls and railings
- A new single-seat desk for the front-desk greeting staff person
- New APSU signage for lobby and hallways
- New carpeting
- New window treatments

The new front desk staff position would act as the in-office face of Admissions and would direct prospective and current students to various other enrollment management offices. With the possible reorganization of AP Central and the construction of a professional Admissions lobby, a staff person to greet guests, manage campus tours, arrange academic

appointments, and act as a resource to direct students to various other university offices is very much needed. This would relieve Admissions Office, Financial Aid Office, Registrar's Office, and Business Office staff members from their current AP Central staffing responsibilities. This will allow for a more welcoming and professional presentation of the university to our prospective and current students.

These changes would effectively improve implementation of the Quality Enhancement Plan Action Item #8, which addresses the "one stop" enrollment management model, by improving student interaction with all offices. The updated lobby would assist the University by better representing the institution and the new front desk person will better serve current students by directing them to the correct office for the most appropriate service. The convenient proximity of the enrollment services offices acts as a "one stop" or centralization of services for our prospective and current students. This reorganization would allow for a professional liaison to assist our students, while offering an aesthetically pleasing and welcoming lobby. Prepared by: Telaina Wrigley, Donna Price, and Ryan Forsythe, April 2007

2006 Report: AP Central continues to operate as a triage unit for enrollment services offices and business services. Participating offices are Admissions, Financial Aid and Veterans Affairs, Registrar, and Business Office. The staff is cross-trained and provides general information on each of the areas represented. Each participating office has a dedicated staff member, plus one back-up, who works on a rotating schedule during the hours of 8:00 to 4:30.

AP Central was originally designed to reduce the amount of walk-up traffic within these offices and reduce the "run around" for students utilizing services from these offices. AP Central successfully functions in this capacity, but it is at the cost of lost staff time in the represented offices. After three years of operation, the supervisors of the involved offices feel AP Central could be best sustained by a dedicated full-time employee, or part-time graduate assistants.

AP Central provides the following services:

Office of Admissions

- Provide and explain necessary applications, forms, and due dates
- Receive applications
- Check on admissions status
- Collect change of admissions status forms
- Review admissions holds
- Greet campus tours

Student Financial Aid/Veterans Affairs

- Provide and explain necessary applications, forms, and due dates
- Collection point for forms and documents
- Provide and collect satisfactory academic and scholarship appeals forms

- Provide basic information on financial aid status
- Distribute and collect VA paperwork
- Review financial aid holds

Registrar

- Provide and explain necessary forms and due dates
- Process automated transcripts
- Provide information on advisors
- Process drop/adds
- Review registration holds
- Collect change of address forms
- Provide withdrawal information

Business Office

- Review and answer basic student account questions, such as balance information and holds
- In addition to APC, staff secure window area on first floor to collect tuition and fees during peak registration periods

Other

- Provide general housing information
- Provide information on EOC, testing and counseling

2005 Report: This unit—known as “AP Central” has been functioning in the lobby of Ellington Hall for almost 20 months as of March 16, 2005. Participating offices include Admissions, Financial Aid and Veterans Affairs, Registrar, and Business Office. All participating offices provide staff on a rotating basis. Each AP Central staff member is cross-trained on the basic functions of all four units. The service is available on a year-round basis.

2004 Report: The original purpose for establishing AP Central was to reduce the amount of walk-up traffic within each office and to reduce the “run-around” for students utilizing services from the office of Admissions, Student Financial Aid/Veterans Affairs, Registrar, and the Business Office. It was fully functional July 2003.

Action Item 9 (McQueen)

The university will develop a comprehensive minority retention program (details of this reflected in Minority Retention Plan.)

2008 Report: Tentative goals of the Diversity Committee (proposed by Charles Pinder and committee members):

- Recruitment, retention and graduation of a diverse student body.

- Recruit, retain, advance, recognize, and promote a diverse faculty and staff.
- Encourage interaction among diverse groups to enrich the educational experience and to prepare leaders to live and work in a competitive global community.
- Incorporate diversity in a substantive and significant way into teaching, learning and research.

2005 Report: See Minority Report Below

2004 Report: Minority Retention Task Force, under the direction of Vice President for Student Affairs, Dr. Jennifer Meningall, was formed. The charge to the task force to study retention and make recommendations regarding existing programs and new programs is a large undertaking that will be underway during the 2004-2005 academic year. Best use remaining Geier funds for African American student retention must be determined.

Action Item 10 (Mulkeen)

The University will develop a computer assisted tracking system for first-time, full-time freshmen focused on student input variables in order to show graduation, departure, and continuance rates.

2008 Report: The data files used for tracking first-time full-time freshmen, along with other files within the IRE data warehouse, were re-built with connections to Banner for source data. Each of the characteristics tracked in the first-time full-time freshmen data files was identified in Banner and the file updated to include the Fall 2007 cohort of freshmen. In addition, fields representing the date of registration for a student's first semester at APSU were added in order to investigate the association between date of registration and retention.

2007 Report: As the cohort files are used for analyses of freshman characteristics and retention, additional variables have been identified and included in the cohort files. Over the past year, fields identifying the DSP course recommendations have been developed to track students entering with recommendations in the subject areas of reading, writing and math. These fields have been used to identify students similar to the conditionally admitted students prior to application of that policy and investigate the effectiveness of policies designed to foster student success.

2006 Report: With the development of cohort files holding pertinent information regarding first time freshmen at APSU, Institutional Research and Effectiveness has added detail to the reporting of retention rates. The annual report "Fall to Fall Retention and Six Year Degree Completion" now includes analysis of retention rates for students by remedial/developmental need. Further work on APSU's admission standards identified a need for including information about student enrollment; therefore, this breakdown has been added to our annual report "Fall Enrollment Statistics".

2005 Report: Institutional Research and Effectiveness has worked over the last year to create cohort files that involve the main variables of concern to our retention and persistence studies. Using this data file, IRE has become much more adept at producing functional reports that reflect various policy scenarios being discussed. An example of this is the early exploration of the impact of possible Admission standard changes. Viewing impacts by remedial and developmental need, financial need, age, military status, etc, have been critical in understanding the pros and cons. As an example of this tracking, the retention rate of the students that enrolled in APSU 1000 Fall 2004 increased by five percent in Spring 2005 compared to the population of students of the previous year.

2004 Report: A tracking system was developed by the director of Institutional Research (attached) and presented to the Core Retention Team in December, 2003. One of the reasons contributing to the low retention rate is the ability to track students by sub groups in order to develop a picture showing which students stay and which students leave.

Action Item 11 (Golson, McQueen)

The APSU Learning Center will be further developed to become an Academic Support Center with an advisory committee that will include faculty and students.

2008 Report: (PowerPoint)

- Piloted Enhanced MATH 1010, MATH 1530, and ENGL 1010 courses as part of the TBR redesign initiative. Success rates for the courses were 69.6%, 50.0%, and 69.6% respectively, compared to success rates of 43.5%, 28.8%, and 52.0% respectively using traditional instruction.
- Developed the Virtual Academic Support Center (VASC) to replace Smarthinking for online tutoring. The VASC, which will be piloted summer '08, is projected to save the university \$20,000 per year.
- Continued supporting conditionally admitted students through peer tutoring and enhanced courses. 76.2% of the conditionally admitted students who attended 5 or more peer tutoring sessions in fall, returned to the university for the spring semester.
- Served more than 900 students per semester through peer tutoring, the writing lab, workshops, and enhanced courses. Last year the Academic Support Center served over 800 students per semester.

2007 Report: The number of students served by the Academic Support Center continued to increase in the 2006-07 academic year. In 2005-06 the Academic Support Center averaged over 700 students served per semester. This year the number exceeded 800 students served per semester. The Academic Support Center discontinued offering structured learning assistance in order to focus resources on peer tutoring, the writing lab, and workshops.

The Academic Strengthening Committee recommended that all conditionally admitted students be required to attend one tutoring session a week in the Academic Support Center. In support of this initiative, the Academic Support Center served 217 conditionally admitted students during the fall semester and 59 conditionally admitted students during the spring semester. 80.15% of the conditionally admitted students who attended at least 5 tutoring sessions in fall returned for the spring semester.

The Academic Strengthening Committee has recommended that the DSPM 0800 and 0850 courses and the DSPW 0800 course be replaced by enhanced Math and English 1010 courses and an enhanced Math 1530 course. Students will attend 3 hours of lecture and 2 hours of workshops run by Academic Support. Successful completion of the enhanced course will provide core class credit and remove the math or English deficiency from the students' records. The pilot for the enhanced course will occur Summer '07. The Academic Support Center estimates that 1500-2000 students will be served through this program during the 2007-08 academic year.

2006 Report: The Academic Support Center began by offering peer tutoring to any currently enrolled student. During the 2003-04 academic year, an average of 273 students per semester were served. The Academic Support Center now offers peer tutoring, a writing lab, and structured study sessions. Support is offered on-line as well as at the Academic Support Center. In addition, workshops are offered on a variety of topics to support instruction. During the 2005-06 academic year, an average of over 700 students per semester are being served. An advisory committee has been established and meets regularly. (Martin Golson, Chair, Dr. Carrie Brennan, Dr. Nell Rayburn, Dr. Cynthia McWilliams, Melissa Gomez, Kristi Ward, Alissa Harvey, Dr. Harriett McQueen, *ex-officio*.)

The Academic Strengthening Committee has recommended that all conditionally admitted students be required to attend three tutoring sessions at the Academic Support Center or on-line as part of their academic strengthening program. If approved, the Academic Support Center estimates that 200-500 students will participate in this program during the fall 2006 semester.

2005 Report: The APSU Learning Center began by offering peer tutoring to any currently enrolled student. The Academic Support Center now has a writing lab, tutors, and supplemental instruction for all areas of academics. Each tutor has been recommended by a APSU faculty member. An advisory committee has been established for the Center. (Martin Golson, Chair, Dr. Carrie Brennan, Dr. Nell Rayburn, Dr. Cynthia McWilliams, Charles Frazier, Evelyn Ramos, Harriett McQueen, *ex-officio*.)

Action Item 12 (Golson, Gomez)

The Academic Support Center will plan and organize technology enhanced student collaboration with faculty, peer mentors, and other students that transcends the traditional boundaries of time and space

2008 Report: (PowerPoint)

- Developed the Virtual Academic Support Center (VASC) to replace Smarthinking for online tutoring. The VASC, which will be piloted summer '08, is projected to save the university \$20,000 per year.
- Collaborating with departments to recruit faculty advisors to assist in developing an FAQ section in the VASC which uses podcasts, presentations, and links to other sources of information to facilitate learning.

2006 Report: Action Item 12 will be rewritten so that it more accurately reflects the goal established by the QEP committee that studied retention.

The current statement does not clearly state that *learning communities* are a priority in student retention. The Instructional Specialist in the Center maintains contact with faculty to keep them informed of the Center's services, writing lab, supplemental instruction. New study guides and supplemental instruction materials are ordered as needed. More computers have been requested to expand the capacity of the computer lab. The Instructional Specialist has worked closely with DSP faculty to assist in implementing the change to computer-based delivery of developmental courses.

Action Item 13 (Mulkeen)

Conduct further research on questions and concerns generated by the analysis of data related to retention issues.

2008 Report: With the addition of a Retention Specialist position to the Institutional Research and Effectiveness Office, the capacity for analyzing and presenting information on relationships between student characteristics and success has increased. Several new reports were prepared and presented to the Dean of Enrollment Management and President's Cabinet; these reports included:

- Graphs of retention rates by gender, ethnicity, age, academic deficiencies status and level, admission status, housing status, Pell grant receipt and first generation status.
- Tables of student characteristics for those retained and not retained by gender, ethnicity, age, academic deficiencies status and level, admission status, housing status, Pell grant receipt, first generation status, high school gpa greater than 3.0, average ACT scores and first semester APSU gpa.
- Tables of student characteristics for those retained/not retained by late registration status.

In 2007-08 APSU is focusing efforts on the recruitment and smooth transition of transfer students; in support of these efforts, IRE staff prepared reports on the numbers and success of transfer students from selected institutions. A majority of our transfer students come to APSU from Hopkinsville Community College so a detailed report on the characteristics and success of these students was prepared.

2007 Report: In Fall 2006, Austin Peay was invited to participate in a national study of student success, Parsing the First Year of College, conducted by Patrick Terenzini. Participation in this study involved administration of the Faculty Survey of Student Engagement (FSSE), the National Survey of Student Engagement (survey of freshmen and seniors) and assessments of writing and critical thinking skills (CAAP) for freshmen. The CIRP Freshmen survey was also administered to entering students in the fall and results of this and other surveys were presented to members of the All State staff, Student Affairs personnel and other groups on campus.

As retention efforts and initiatives at APSU mature, the analyses of retention issues have expanded. Reports were developed for retention of Early Alert students into the semester following their identification in the Early Alert system. Students on conditional admission status have been identified in analyses and compared to students in previous years with similar characteristics who did not receive the programmatic interventions delivered to conditionally admitted students.

2006 Report: Fully supporting student success at APSU requires a continuing development of knowledge about our students' lives and educational goals. Toward that end, we have participated in national projects assessing students' experiences including the CIRP Freshman Survey, CIRP Your First College Year Survey, and the National Survey of Student Engagement. The results of the CIRP Freshman survey were presented to faculty and administrators across campus in order to share salient facts about our incoming freshmen. Data from the Your First College Year and NSSE projects will be available in the summer and will be shared with faculty and administrators in the fall. While the collection of these surveys requires support from Institutional Research and Effectiveness and the Office of Enrollment Management, the data they provide will allow us to construct a picture of the entire freshman year experience as well as better understanding of the experience of students preparing to graduate from APSU. Connecting this data with the archival data stored in IRE's data warehouse will allow for richer analysis of retention and student success in the coming year.

During the 2005-06 academic year, the work involved in transitioning to Banner software has begun to involve several offices across campus, including Institutional Research and Effectiveness. The time commitment involved in preparing for this transition has made it critical to prioritize the retention analyses to be conducted by IRE's; therefore the analysis of student retention continues but must be limited to the most vital questions in order to accommodate new demands upon the office.

2005 Report: As noted in the summary for action item #10, the research related to retention has not dropped off as a result of the completion of the QEP. It has actually increased greatly as we continue to implement changes and discuss future options. In looking at retention, it was noted that 48% of APSU 1000 students were 1st generation college students. This type of data will help us determine how to address the issues that face these students. It was stated that there is a need for the collection of data on the

following groups: married students, 1st generation students, and students with children as it relates to retention.

2004 Report: The Core Retention Team met during the Fall, 2003 semester and gathered information about the retention initiatives that are in place at APSU. From this information, the team made recommendations for proceeding with the work of increasing both the fall-to-fall retention rate and the 6-year graduation rate.

Minority Retention Initiative

1A *Make efforts to increase awareness of factors relating to students; develop ongoing faculty development addressing retention of minority students. (Barnes, McQueen)*

1B *Continue to provide diversity and multicultural awareness programs. (Wilson, Barnes)*

Student Life and Leadership was charged with continuing to focus on programs that enhanced multiculturalism throughout the campus. Efforts this office pursued included:

- Diversity Speaker – Dr. Joe Cornelius (The Hat Man)
 - Used ‘hats’ to tell the history of African-American people
- Multicultural Cooking Classes, hosted on and off campus
 - Native American Cuisine
 - African American Cuisine
 - Hispanic Cuisine
- Diversity Is...essays
 - Students wrote short essays describing their view of diversity
 - Each essay was published in the AllState
 - Each essayist was allowed the opportunity to read their creation at the Hat Man’s performance
- Providing a variety of acts that represent multiple cultures
 - Country/Bluegrass music
 - Rock music
 - Hip Hop music
 - Henna artists
 - Explained the relevance and history of the art
- Student Organizations
 - Student organizations exist to represent many different cultural backgrounds and interests; some examples are:
 - International Student Organization
 - Pi NU, Spanish Honor Society
 - Feminist Majority Leadership
 - African American Student Organization
 - Social Fraternities and Sororities
 - Gay/Straight Alliance
 - Faith based organizations

1C *Develop inter-group dialogue program. (Berty, Barnes)*

The development of an intergroup dialogue program has not occurred. Discussion concerning the development for implementation no later than December, 2005. Attention will be paid to recommendations provided by the Minority Retention Task Force as well as other data including but not limited to the racial climate study. Consideration also should be given to including others from the Minority Retention Task Force as well to assist in this effort.

1D *Develop strategies that assess and improve the campus service culture and racial climate. (Berty, Davis)*

By addressing action items 6 and 1C strategies will be developed to assess and improve the campus service culture and racial climate.

1E *Revision of APSU 1000 to include diversity awareness issues (McQueen)*

The following topic was covered in APSU 1000 during the Fall '04 (week of October 20) and Spring '05 (week of March 3) semesters: *Relating to Others: Communicating in a Diverse World* (Ch. 4 in Text.) Spring semester classes met in the African American Culture Center; Dr. Barnes and others assisted each instructor with the class on the day their class met in the Center.

During the Fall '05 semester, (week of October 24-28), students will address the topic *Why Isn't Everyone Just Like Me? (And Why I am Glad They Aren't!)* Campus Diversity and how it affects each member of the campus community.

Dr. Barnes has recommended resources for instructors to use; the Library has acquired materials that will be on reserve for instructors. Instructors must address the topic but will have some flexibility in how it is addressed. A lesson plan will be provided for instructors to assure that appropriate competencies are addressed.

1G *Assessment of campus environment, student life/services, and enrollment service Functions (Meningall, Davis)*

Dr. Meningall recommended that a person be hired to track the minority retention initiatives campus wide, but the budget request was not funded for 2005-06. She stated that faculty need be made aware of the critical role they play with minority retention and in making the minority student feel comfortable in the classroom. She stated that there are items in the original QEP that we have yet to address and would pass them on to the committee for review. The CAS standards are currently being reviewed and she will compare the 2003 CAS report to the 2005 report and will make a comparative report for the committee. She feels that adult students, minority and international students needs and leadership outside of the classroom issues have not been adequately met. A CAS study should be conducted in 2007-08.

The service culture at APSU has improved with fewer complaints going to the President and Academic Support.

1H *Improve ties and relationships with external minority communities. (Hoppe, Barnes)*

In addition to monitoring the progress of initiatives related to the Minority Retention Plan, the university recently established the Geier Standing Committee. This committee will advise on matters related to the allocation of resources available through Geier funding, but will also begin the process of exploring the post-Geier environment.

Also, the following have been conducted:

- Hosted meeting with Pastor Robert Harris and representatives of the First Missionary Baptist Church to discuss opportunities for the church and APSU to work together
- President and executive team met with Rev. Jimmy Terry and representatives from Tabernacle Baptist Church.
- President attended community Unity Service at St. John Missionary Church.
- President attending Gospel Explosion, which featured choirs from several African American churches.
- Invited African American ministers and the local NAACP to appoint representatives to the Geier Standing Committee.
- Invited a member of the local Hispanic community to serve on the Geier Standing Committee.
- Hispanic Cultural Center opened April 2005.
- Began advertising in *elEnlaceLatino*, a Hispanic telephone directory and informational guidebook.

2A1 *Use profile of successful student developed during QEP as admissions standards are reviewed by Strategic Planning Committee. (Davis)*

Admission standards are in the process of review during spring of 2005. Several scenarios that would raise the GPA and/or ACT requirements have been proposed. The impact of this has been examined for the last three Freshman cohorts. Changes to the admission standards would not be implemented until Fall 2006. More research needs to be completed to determine what impact any change would have on minorities and low-income students. The Strategic Planning Committee will consider how any changes to the admissions standards will be implemented.

2A2 *Utilize APSU specific data as an initial screening tool for admissions decisions. (Davis)*

See the summary for Item #2A1

2A3 *As part of Strategic Planning process, developmental studies deficiencies and demands will be explored. (Davis)*

Developmental studies has undergone a significant review during the last three academic years and will continue to go through transformation during 2005-06. As the Strategic Planning Committee works toward adjustments to the current admission standards, the Alternate Admissions Committee has tightened standards for admitting students by alternative criteria. One of the concerns is that the university should not continue to admit academically at-risk students if services and programs in Developmental Studies are being reduced. As of 3-14-05, the committee had only awarded two slots to seventy-three possible students. Each of these two students met base criteria for ACT and GPA but did have some high school deficiency requirements.

2A4 *When necessary, develop additional interventions for students required to take developmental courses. (McQueen)*

A minority retention specialist was hired Fall 2004 to help full time minority students with a low GPA to better prepare for their classes. A program was established to identify and provide assistance to these students. Special workshops such as time management, improving study skills, etc are being conducted. These students are required to contact the minority retention specialist weekly to determine their progress or difficulties they are experiencing. Students who successfully complete the program requirements are given a \$1,500 scholarship.

2A5 *Build alliances with community colleges to bridge transitions from 2 to 4 year institutions. (Davis)*

During 2004-05, APSU has greatly expanded its formal and informal alliances with Hopkinsville Community College, Volunteer State Community College, Nashville State Technical Community College, and Northeast State Community College. Activities in the areas of articulation agreements, program marketing, on-site recruitment activities, and exploration of on-site program delivery have provided a foundation for better discussions with these institutions about future partnerships.

2A6 *Replace position openings with minority staff to minimize language barriers. (Jackson)*

APSU continues to make the recruitment of representatives of minority groups a major priority. All searches conducted during 2004-05 have involved a detailed review of the recruitment plans as they pertain to minorities (including African American and Latino).

2B1 *Further development and expansion of the Early Alert System (McQueen)*

An Early Alert system (Web for Faculty) will be in place Fall 2005. This system will help identify minority students that would be eligible for the program (See 2A4.)

2B2 *As part of new admission standards, develop standards and requirements for conditionally admitted students. (Davis)*

During 2004-05, APSU piloted a conditional admission status. Details are not yet available as to the impact of this policy on retention and performance.

2B3 *Build an early warning system to identify students with various forms of difficulty. (McQueen)*

The already-described Early Alert system lists the reasons why the instructor thinks the student is in academic jeopardy and the code for the reason is entered on the class roll by the faculty member reporting. Faculty may offer comments regarding the student's performance. Proposed enhancement of system: MAP Survey (Ball State University) administered during 3rd week of semester to all freshmen. In this survey, students will answer questions regarding their feelings about university life, their perception of their academic performance, use of time, etc. Results are available to the institution early and faculty would direct the students to the proper departments for help.

2B4 *Reinstate an early outreach and orientation program for ethnic minorities attending APSU. (Barnes, McQueen)*

Outreach programs for African American students exist because of the availability of Geier persistence funds. APSU 1000 provides some level of support for all students and successes from the Geier initiatives have been noted in designing programs for all students.

2B5 *Implement learning communities programs designed to connect students. (Berty)*

A task force was appointed by Dr. Bruce Speck and Dr. Jennifer Meningall in December, 2004 to "investigate Learning Communities, to include Living/Learning Communities as a mechanism to improve retention and enhance student learning at Austin Peay State University." It is felt that faculty are the force behind this effort in order for learning communities to become truly successful. The task force comprised of representatives from academic and student affairs and co-chaired by Dr. Diane Berty and Dr. Jim Diehr were charged with the following (at the end of each charge also find information addressing completion):

- *Develop a working definition of Learning Communities* – complete.
- *Design program structure for Learning Communities* – partially complete and in progress, program components for fall 05 have been adopted and are being implemented.
- *Develop a budget and cost analysis for the implementation of Learning Communities* – partially complete, year one costs analyzed and submitted through the university budget process.
- *Report on the potential impact on student retention* – partially complete and in progress, national collegiate retention studies have been reviewed and ample data exist to substantiate the beneficial impact of Learning Communities, including Living/Learning Communities, on retention to graduation but more importantly, on student learning. Preliminary data (fall, 04) from the pilot Living/Learning Community in Hand Village Data indicates that freshmen assigned to the two

buildings participating in the study had higher GPAs than did other freshmen living in Hand Village and in other traditionally freshmen halls.

- *Investigate the administrative and faculty needs to implement Learning Communities* – partially complete, administrative and faculty needs for year one (05-06) have been investigated and recommendations made for successful implementation during the university budget process. Funding has been provided in support of Learning Communities through a budget appropriation from Student Access Fees and through a budget appropriation from E&G to support the one course release time of one faculty member for Spring, 05. It is felt that one person is needed to coordinate this ongoing project. A faculty member with release time or an administrative staff member released of some of their regular duties is suggested to fill this position. Information regarding fiscal year 05-06 is pending.
- *Develop an assessment plan for Learning Communities* – not complete, the Task Force recommended, if funding available, to hire a consultant with expertise in both Learning Communities and assessment, to assist in the development of a comprehensive assessment plan. It is anticipated that the consultant will be hired to work with the Task Force during year one, 05-06.
- *Develop a three-to-five year strategic plan for Learning Communities* – partially complete and in progress, the Task Force will be meeting to develop the strategic plan during May, 05. A group from APSU went to Kennesaw State University to observe their learning communities that are in place and gained insightful information from the visit. A formal five-year strategic plan will be presented to President Hoppe, Dr. Bruce Speck and Dr. Jennifer Meningall no later than August 15, 2005.

It was stated that there is a need for the collection of data on the following groups and establishing a Learning Community for them: married students, 1st generation students, and students with children.

2B6 *Reexamine advisor assignments and mechanisms for ensuring coverage. (Davis, McQueen)*

Academic Advising should enhance student learning and development (NACADA Guidelines, CAS standards.) An analysis of advisor assignments revealed significant gaps; department chairs were given lists of their faculty with their advisee list and asked to correct any deficiencies. An Advising Syllabus that includes the vision, mission and values statements of academic advising has been developed, academic advising is embedded into APSU 1000 as a learning experience.

The names of all freshmen and transfer students were sent to the departments of the major they declared (at *Transitions*) to be assigned an advisor. Advising assignments are given to the Registrar by the department chairs; students are notified via e-mail of their advisor. APSU 1000 instructors monitor the advising process for students in their classes in order to assure that the process is working for their students. The students are taught the responsibilities of an advisee; when they receive the names of their advisors, they set up an appointment with the advisor for an introductory meeting. Students then complete

an assignment card describing the visit with the advisor and submit this to the APSU 1000 instructor. APSU 1000 instructors report difficulties and discrepancies in the process to the Director, Academic Support. Students must get the RUN from their advisor only.

The Career and Advisement Center was reinstated to advise students who have not yet declared a major.

2B7 *Further study issues surrounding night class and service offerings to meet the needs of working students. (Speck)*

The Deans Council initiated a re-opening of this issue during March 2005. A small task force has been established and is expected to report back to the Deans Council in May 2005. Further direction will be provided at that time.

3A *Further analyze retention and persistence data. (McQueen)*

APSU is one of 421 members of the Consortium for Student Retention Data Exchange based at the University of Oklahoma. APSU provides our retention data to them and a report is generated as a guide for benchmarking retention and graduation rates with peer institutions. Data to determine the impact of APSU 1000 on retention comes from the office of Institutional Research and is used to inform new student programs decisions.

3B *Through the P-16 Council, develop a plan to improve transition from high school to college emphasizing early detection of inadequate preparation. (Hoppe)*

Through the P-16 Council has not reconvened to further advise on the issue, initial conversations with the Clarksville Montgomery School System about a series of ideas have been positive. Among these are initiatives that would target Math and Language deficiencies during the junior year and efforts to bolster school system programs that target students from disadvantaged backgrounds that have the potential to be successful in college.

3C *SPC should monitor the inclusion of QEP goals into the unit level documentation in IETS. (Davis)*

The QEP goals are now part of the Institutional Effectiveness Tracking System. Training sessions on the IETS system have been requested for early May. This request will be filled by Academic Affairs.

3D *Utilize the APSU regression analysis done for QEP in making decisions about Admissions standards. (Davis)*

The variables employed during the regression analysis examining retention dynamics were all “post-enrollment” variables. It would be inappropriate to use them in making

changes to the Admissions standards. However, APSU specific data is being used to examine the impact of various admissions standard increases.

- 4A** *Continue following PR policies to ensure adequate and accurate representation of minorities in all marketing efforts (Burke)*

Public Relations is following its approved policies.

- 4B** *Continuously evaluate the statistical data collected by the Campus Police department (Robinson)*

With the recent hiring of a new police chief during the spring of 2005, this item will require an update at a later date.

- 4C** *Further examine the link between financial aid, enrollment and persistence for minority students (Davis)*

This is related to the continuing research noted in the summary for QEP Item #13. As the staff continue to collect reports, (such as the analysis being done for admission standard proposals), these observations will be shared in appropriate ways with the campus community.