Student Transitions
Student Transitions Subcommittee Report

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Introduction:

Overall Aim as directed by Advisory Council on UVU’s Unique Educational Mission Co-chairs: Ian Wilson, VP Academics & Cory Duckworth, VP Student Affairs

UVU is distinctive in its culture and aim. Because of the prevailing values of those who work at the institution, as well as the particular needs and resources of the region, UVU is energetically committed to becoming a first rate university with high academic values while providing a very broad range of opportunity and support for students needing some form of post-secondary education. Realizing this dual mission requires prompt, creative and collaborative action. In close conjunction with the work and thinking of the Deans Council and other campus entities, this advisory council will offer a set of recommendations to the President’s Cabinet concerning the most central challenges to forging our unique educational mission. The bulk of the work of this council will be carried out through three dedicated subcommittees cooperating under the direction of a subcommittee lead and the co-chairs of the council.

Student Transitions Subcommittee Objectives:

1. Propose structures to handle two-tiered enrollment and to track students from a one-year certificate through to a master’s degree. Consideration will be given to how these structures might address issues such as differing student preparation, developmental education, provisional admissions, and matriculation standards for all appropriate majors and programs at UVU.

2. Recommend an energetic plan to promote the availability, desirability, and academic quality of UVU educational programs at all levels, including certificate, associate, bachelor, and masters degree programs.

Four primary recommendations to thoughtfully and intentionally address the objectives outlined above are proposed. It is critical to understand that the committee is proposing a small number of general recommendations. The specifics of these recommendations will be addressed and further developed by responsible institutional offices and departments. These recommendations are meant to ensure the success of maintaining a thriving University with a strong academic reputation while providing a comprehensive range of degrees, programs and opportunities to
meet a diverse range of student objectives. To succeed in such an ambitious goal will require a cultural change throughout the institution, not just program changes. Each of the recommendations is important to address the cultural changes needed for successful student transitions and on-going student support. The committee recognizes the need for Academic and Student Affairs to continue to have a strong partnership in providing effective recruitment of students with a broad range of academic abilities, executing successful academic advisement, providing university-wide retention programming, and offering a variety of opportunities for students to become academically and socially engaged.

**Recommendation One: Streamline and strengthen initial screening, admissions, advisement, and matriculation procedures to address the varying levels of academic preparation of entering students.**

1. Implement requirements for matriculation into a 4-year program at point of entry beginning fall 2012. Students who do not meet requirements for 4-year direct matriculation will enter 2-year programs or certificates with individualized 4-year matriculation requirements that are department specific (See Appendix 1 for details).

2. Implement Structured Enrollment Procedure (see Appendix 2 for details).

3. Implement key measures to ensure consistent quality of advisement:
   - Agree on a defined advisor load based on academic program.
   - Develop a comprehensive assessment system for advisement that includes regular and consistent surveys of student advisement needs.
   - Align academic advisement practices throughout all schools/colleges.
   - Utilize Wolverine Tracks, including an online graduation plan for each student, as the official advisement tool for the institution.
   - Implement personalized, seamless and intentional advisement philosophy for all schools/colleges as defined for their specific academic programs.
   - Maintain university approved training certification for all academic advisors.

4. Refine prerequisites, placement testing and registration procedures: resolve issues related to identified “bottleneck,” high-demand, and developmental courses to expedite time to graduation; explore options related to qualitative and quantitative literacy requirements that allow students to fulfill requirements in a variety of ways and complete in a timely manner; continue to refine placement cut scores; offer additional types of support for students who score below university level in reading, writing, and math; address loopholes that allow students to enroll in courses without needed prerequisites.

**Recommendation Two: Align organizational structure to support students with varying levels of preparation and learning goals in an effort to facilitate their transitions, reduce duplication of effort, increase efficiencies, coordinate supports and options, and track student paths and progress.**

The committee recommends that University College be the primary academic structure through which transitioning students become socialized and acclimated into the university environment.
Students will benefit from the personalized, seamless, and intentional advisement model, knowledge and skill acquisition for academic success, and engagement in a broad range of learning opportunities. The committee recommends that University College, working in close collaboration with Student Affairs and the Vice President in Academic Affairs, have responsibility for areas related to accomplishing these goals in an effort to support optimal experiences for all students within the framework of an institution offering a broad and comprehensive set of academic degrees and programs.

1. Transfer the Academic Counseling Center (ACC) reporting line from Student Affairs to University College. This will align the AA/AS degree in University Studies that currently serves approximately 5,000 students who are undecided in their majors, planning to transfer, and/or are completing prerequisites for a 4-year degree at UVU under the responsible academic department as listed in the UVU catalog. ACC will continue to implement and assess the exploratory track initiative for students who have not declared a major and assist entering students in completing the Wolverine Track planner (Graduation Plan).

2. Transfer the reporting line of Academic Standards from Student Affairs to University College, where personnel and programs are in place to support the students in the care of the Academic Standards department. This allows for more cohesive retention efforts for students on academic probation.

3. Transfer Student Success & Retention (Title III Grant) reporting lines from co-reporting to AVP’s for Academics and Student Affairs to co-reporting to the Dean for University College and the AVP in Student Affairs. As the Title III Grant ends, the goals need to be rewritten to reflect a renewed commitment to our comprehensive mission. Resources need to be made available for positions and programs supported by soft funds in order to continue building on the foundation made possible by the grant. This office will continue to explore first-year experience options, seek creative ways to offer more opportunities for commuter students to feel connected to the UVU campus, collaborate with developmental education programs to support student needs, and gather input and support from faculty on retention activities such as Early Alert, Three Week Project, midterm grade reporting, and meaningful interactions with faculty outside of class.

4. Explore the possibility of organizational restructuring and closer collaborations with existing programs within Academic Affairs that support engagement and build foundational knowledge for student success from first year to graduation. A more cohesive and collaborative structure for these programs could strengthen the institution’s commitment to providing an enhanced academic experience for students and strong preparation for career goals.

5. Track student progress from entry through developmental course work, general education requirements, and beyond. Encourage assimilation, synthesis, and possible application of learning outcomes to career and life goals through summative formats, such as e-portfolios, theses, capstone courses, etc.
For this model to be successful, cultural changes need to be embraced by the university community. A designated leader in the area of academic success and transitions must be recognized and empowered by all levels of administration. Consistent with this recommendation, we suggest that leader be the Dean of University College. If the vision for University College is not fully embraced by administration, these responsibilities could also be assigned to an Associate Vice President in Academic Affairs.

The missions for Student Affairs and University College both support transitioning students in becoming socialized and acclimated into higher education at critical junctures throughout the entire academic experience. Currently, justification could be made that some of the support services and programs to assist students at transitional points could be housed in either place, depending upon how the scopes of academics and support services are delineated. Clearly defining the missions of these two entities as to areas of distinct responsibility as well as collaborative responsibility will be in the best interest of the institution and its students in order to develop and implement future plans and services to support student success.

**Recommendation Three: Continue to recognize the importance of and strengthen financial support for key academic programs that support the inclusive mission of the institution and promote student success.**

1. Explore innovative methods of delivery and programming to help students gain needed foundational skills and fulfill requirements in developmental education and other entry-level programs.

2. Strengthen learning assistance programs such as the Writing Center, Math Lab, Academic Tutoring, Supplemental Assistance, and Project Success; consider implementing additional programming and outreach to meet demand and increase student success, particularly in high failure courses.

3. Continue to implement, assess, and develop learning communities to help students become acclimated to academic expectations, promote their connections with peers and faculty, and strengthen their institutional commitment. Consider models that involve the development of study and basic reading/writing skills.

4. Continue to build and strengthen institutional outreach programs that provide access and strengthen student preparation levels prior to enrollment (e.g., Summer Bridge, TRIO Education Talent Search, TRIO Upward Bound, and Gear Up).

5. Continue partnership between Academics and Accessibility Resource Center (e.g., provide Learning Disability (LD) testing; keep LD testing to a minimum four month wait; provide better training for faculty on creation of distance education courses to be in compliance with ADA).
Recommendation Four: Implement aggressive marketing and recruitment activities that demonstrate the comprehensive nature of the institution to meet the needs of students seeking a variety of certificate, degree, and personal interest programs.

Positioning/Philosophy (Recommendation Four):

UVU has spent the past six years marketing the idea, and now reality, of university status. Rather than lose that momentum and begin overtly remarketing the institution as a community college, the Student Transitions Subcommittee recommends the institution position itself as an engaged university first and foremost that offers a comprehensive set of degrees, ranging from certificate to graduate programs. To market the institution as a community college would potentially confuse the marketplace and reinforce inaccurate notions regarding the scope of the institution.

This comprehensive set of offerings, however, is not what makes UVU distinct. UVU’s distinguishing position in the marketplace is found in its emphasis on engaged learning. While this comprehensive set of offerings must be publicized, engaged learning is the institutional common denominator and should remain the core institutional message.

Execution (Recommendation Four):

Internal/External

1. Conduct formal research (survey) during Spring Semester 2011 to better determine the current perceptions of students and the broader community regarding, among other things, degree offerings at all levels of instruction. Data gathered will help drive future recruitment and marketing activity. Additional PBA funding may be requested, contingent on research results. This will be part of a larger survey gauging public perception of UVU and its mission.

External

2. Accentuate a broad spectrum of degrees at all levels through:
   - The institution's comprehensive Recruitment/Marketing campaign. Current recruitment marketing materials reflect a greater weight on baccalaureate programs. (Note: This has been done deliberately as a result of research conducted earlier this decade indicating that a majority wasn't aware the institution offered four-year programs.)
   - Continuing the institution’s ENGAGE branding campaign which reflects a variety of programs.
   - Broadening the current DEGREES campaign to include associate degrees and re-include bachelor’s levels, contingent on research results.
   - Emphasizing a comprehensive set of degrees in recruiters’ presentations.

3. Ensure the proliferation of 2-year degree specific marketing and recruitment materials through close collaboration among CTE, University Marketing, and Prospective Student Services.

Internal
4. Develop better internal marketing mechanisms and collateral to assist undecided students in choosing a major as they work with advisors. Once a student is admitted, advisors become a key touch point in helping students understand all of the options available to them in selecting a major.

5. Assess internal marketing opportunities as an extension of the Recruitment /Marketing Committee co-chaired by Michelle Taylor and Chris Taylor. Current efforts are primarily externally focused. This may require ongoing money from PBA to assist this committee in achieving its goals.
Appendix 1: Requirements for Admission into a 4-year program at point of entry for Fall 2012

If student does not meet criteria for admittance into 4-year (BS/BA) degree, they will be put into AS degree for that same major if available or if not available, the AS degree specified by the Dean/Department. Each AS degree will have matriculation requirements to enter the respective 4-year degree.

New (no transfer credit) student, 20 years of age or younger:

ACT composite score of 21 or higher
High School GPA 3.0 or higher
Submit Official High School Transcript showing at least junior year grades posted

New (no transfer credit) student 21 years of age or older:

Accuplacer Scores:
Sentence Skills 85 or higher
Reading Composition 65 or higher
College Math 30 or Elementary Algebra 61 or higher
Submit Official High School Transcript
If warranted, exception for high school transcript submission will be made by the Admissions Office (older student, cannot obtain records, etc.)

Transfer Student:

15 transfer credits which include the equivalent of UVU Math 1010 AND English 1010 - credit must to be evaluated and posted to student’s record

Transfer GPA of 2.5 or higher

Application for Admission Deadline:

Fall Semester deadline of August 1
Spring Semester deadline of December 1
This is actual deadline, without late fee grace period.

Admission’s Department will manage/automate as much as possible using an Admissions Checklist Requirement in Banner (will require IT programming).

More applications will have to be manually reviewed and as high school transcripts will be mandatory, this will require additional personnel for data entry and evaluation.

Resources Needed: If 1.5 new personnel are approved from the current PBA cycle, 2 FTE will be required. If current PBA request is not approved, 3.5 FTE will be required.
Appendix 2: Structured Enrollment Procedure

This procedure will improve the institution’s ability to promote and track progress towards college readiness, empowering students with the opportunity to succeed in university level courses.

Rationale:

Delay in enrollment in any developmental math or composition course and/or repeated re-enrollment in any developmental math or composition course delays progress toward college readiness and completion of quantitative and language literacy requirements. Students needing to complete developmental coursework are better retained at the institution when they begin work on developmental course sequences early, if not immediately, upon enrollment at the university and continue until they have completed general education courses.

Definitions:

Language Literacy: Meeting the introductory English Composition (CC) general education requirement, specifically completion of ENGL 1010 Introduction to Writing.

Quantitative Literacy: Meeting the Mathematics (QL) general education requirement, specifically completion of MATH 1030 Quantitative Literacy, MATH 1040 Introduction to Statistics, or MATH 1050 College Algebra.

Satisfactory Progress: To achieve the minimum pre-requisite grade for advancement in the course sequence or the fulfillment of quantitative and language literacy requirements.

Procedures:

Every new student attending UVU is required to meet with an assigned academic advisor prior to registration. At this meeting, advisors will direct students needing developmental coursework according to the following procedures.

a. Students needing to complete ANY developmental math and/or basic composition courses must enroll in and not withdraw from each of their initial developmental courses in the FIRST semester of attendance at UVU, assuming availability of courses for their needs.

b. Developmental students are required to enroll in subsequent developmental courses and make satisfactory progress through each semester of attendance until completion of the language literacy and/or quantitative literacy requirement.

c. Developmental students may enroll in additional non-developmental courses for which they meet pre-requisites while they are completing their developmental requirements. These courses are to be determined by the advisor of the major in which the student is enrolled.

d. A developmental student who (a) fails to achieve the minimum pre-requisite grade for advancement or for fulfillment of literacy requirements, (b) withdraws from a course “W”, or (c) unofficially withdraws “UW” without withdrawing from the university, does
not meet the requirements for satisfactory progress. Registration holds will be placed on students who fail to progress, requiring them to meet with their advisor for review of the situation and referral to appropriate resources as necessary. Students would be required to see Pat Nelson (learning strategist) after first failure of developmental course.

e. UVU’s academic standards policy will apply to any students not passing courses and failing to meet minimum GPA standard requirements, up to and including Suspension status. Students not progressing towards a degree can be switched to “personal interest” status, therefore they are not eligible to draw financial aid, but can continue taking classes at own expense.

f. Exceptions to the enrollment policy will be considered on a case-by-case basis through the respective academic advisor and noted in Banner. Eligible students who will be permitted exceptions include military students, students requiring a leave of absence the next semester of enrollment (i.e. religious missions, maternity etc); international students requiring ESL courses, students who will transfer prior to receiving college level math and English, and when a lack of open courses restricts access for the student.

g. These procedures may be implemented incrementally to the extent that the institution is able to bear the work load on advisors and the demand for additional sections of developmental courses.

h. Students needing MAT 0950 (or lower) or ENGH 0890 would be required to also enroll in CLSS 1000 in their first semester.

i. Transfer students coming to UVU with a GPA lower than a 2.0 would be required to enroll in CLSS 1000 in their first semester.

Considerations and implementation requirements:

- Students usually register for their next courses before grades are available in the current term. Intervention may come too late if struggling students are not contacted prior to end of semester. The new Stop Light program would be valuable for this early identification.
- This program may need to be adopted as a policy to have enforceability.
- More sections of CLSS 1000 and developmental English and Math will be needed to accommodate increase in enrollments.