Enrollment & Degree Management

**Utilize MAP-Works to support proactive intervention success initiatives and establish a success network**

<table>
<thead>
<tr>
<th>211</th>
<th>Implement MAP-Works University-wide. Please see all data points</th>
<th>Vice President, Academic Affairs and Provost, Vice President, Enrollment Management and Degree Manag</th>
<th>Begin in 2014-15</th>
<th>1.1b, 1.2a, 5.6b</th>
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### 2015-16 Progress Narrative

Weeks before the beginning of the 2015-2016 academic year, it was discovered that the Mapworks system was inoperable. University Connect and Persist (UCAP) immediately developed and implemented a homegrown early referral system. For the 2015-2016 academic year, UCAP documented a record number of referrals by faculty/staff and student contacts via their proactive outreach. UCAP will continue to use this homegrown system until the EAB SSC platform has been institutionalized in spring 2016.

| 211.01 | Met with Academic Affairs Council, yielding proposal for all faculty to have full access in MAP-Works. |  |  | |
| 211.02 | Develop training for all faculty and staff. |  |  | |
| 211.03 | Continue to promote and utilize MAP-Works university-wide. |  |  | |
| 211.04 | Increase student participation in MAP-Works survey. |  |  | |
| 211.05 | Demonstrate impact of MAP-Works on student success. |  |  | |

<table>
<thead>
<tr>
<th>212</th>
<th>Establish comprehensive success network (mentoring) for students, including advisor, student peer leaders, and faculty/staff; upload success network within MAP-Works. a, b, c, d, s, kk, ll, nn, 77, 88, 99</th>
<th>University Connect &amp; Persist</th>
<th>Begin in 2014-15</th>
<th>1.2a</th>
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</table>

### 2015-16 Progress Narrative

With Mapworks' system inoperable, we were unable to upload the success networks into the system for 2015-2016. However, NKU continued to develop, establish, and expand upon our existing comprehensive student success networks. Networking through NKU R.O.C.K.S., LAMP, LGBTQ Programs and Services, Fraternity and Sorority Life, Orientation Leaders, and peer mentor/resident assistant positions in University Housing, we have established success networks for students. Emerging data from UCAP suggest that many students utilize UCAP as potentially their only student success touch-point outside of advising. For summer 2016, Summer Spark will have a significant mentoring component embedded throughout the program.

| 212.01 | Monitor and maintain MAP-Works system to support establishment and expansion of support networks. |  |  | |

Thursday, July 28, 2016
Educate students on how to utilize MAP-Works reports and identify support network. Develop training for all faculty and staff. Continue to monitor and update networks as needed. Demonstrate impact of MAP-Works on student success.

Expand success network to include new faculty, alumni, and on-campus employment supervisors. a, b, c, d, s, kk, ll, nn, 77, 88, 99

2015-16 Progress Narrative

Data presentations at Meet, Greet, and Grab an Idea coupled with faculty/staff workshop presentations (including new faculty/staff orientations) have provided faculty/staff with data documenting the importance of student-faculty interaction and support. EAB SSC will also provide an avenue for strategic collaborations and touch-points for students, faculty, and staff. Enrollment and Degree Management continues a strong partnership with Alumni Relations (including staff presentations to NKU alumni boards) to increase alumni involvement in campus events and programs. Per the recommendations from the on-campus employment work-group, supervisors will take on a stronger mentoring role in addition to the supervisory role.

MAP-Works training will become part of new faculty orientation process. Develop training for staff, alumni, on-campus employment. Develop implementation plan with student employment task force. Explore partnerships for success networks with alumni councils for potential collaboration with alumni. Continue to monitor and update networks as needed.

Position career development as an institutional priority, including support for career initiatives for recent graduates and alumni.

Promote and encourage seniors to participate in Destination Survey; share results from survey with seniors and University stakeholders. e, r, 5, 8

NKU (specifically Enrollment and Degree Management and Institutional Research) continues to utilize and promote the Destination Survey. In spring 2016, the Destination Survey was moderately modified to shorten the survey while targeting key survey measures. The survey will continue to be distributed while further discussions will explore how to increase student/alumni participation.

Senior leadership from Academic and Student Affairs will meet to establish expectations for participation in the Destination Survey. Meeting between Student Affairs and Institutional Research will establish strategies from meeting.

Expand financial literacy programming
Develop a financial literacy program for life after college that includes budgeting, investing, repaying student loans, financing purchases, establishing credit, mortgages, etc. g, h, i, m, n, o, oo, 1

2015-16 Progress Narrative

Many of the strategies developed by the Financial Literacy Implementation Team were implemented. Though the Financial Literacy Implementation Team no longer meets, many of their recommendations were folded within existing departments and programs. The Vice President of Enrollment and Degree Management, Vice President of Student Affairs, Vice Provost, and Assistant Vice President for Enrollment and Student Success are developing additional pathways to embed financial literacy into pre-existing programs. Financial literacy workshops continued to be offered to incoming students during late winter and early spring. Components of Northern Exposure: Registration and Orientation are dedicated to financial literacy to both students and parents/guests. UCAP continues to provide a financial check-in during required meetings with students for the Book Lending Library. In addition, financial wellness is a component of UCAP's proactive outreach and support. The expansion of a first-year experience introduces opportunities to embed financial literacy.

226.01 Financial Literacy Implementation Team will deliver on modified recommendations, as accepted by the President's Operations Team.

226.02 Assess impact of implemented strategies.

Review and revise academic policies and procedures to remove barriers to academic innovation

126 Explore an innovative academic calendar that supports a comprehensive first-year experience and transitional period for all students. Please see all data points

2015-16 Progress Narrative

In additions to the progress achieved through 2015 on beginning to address the life-cycle of student, a small committee was charged with looking at an academic calendar that supported student success and completion. The committee reviewed data, completed a competitor analysis, financial review and enrollment patterns. The committee looked at winter and summer sessions. The next step being undertaken is campus discussion and Board approval for potential summer 2017 roll-out.

126.01 The Office of the University Registrar will form a committee with representation from Academic Units and key offices such as First-Year Programs and UCAP to review and assess the academic calendar with the goal in mind to develop an innovative academic calendar that supports first-year experience and transitional periods for all students.

126.02 A committee will develop a proposal based on outcomes of the review and assessment for an innovative academic calendar that supports the first-year experience and transitional periods for all students.
Proposal to be submitted to appropriate academic and administrative bodies for approval

Comprehensive marketing and communication campaigns that support the academic calendar (partner with from Key stakeholders such as Marketing and Communications, Academic Advisors, First-Year Programs, UCAP, New Student Orientation, Parent Association, and Student Support Services) to be developed and implemented.

Implement changes to academic calendar

Evaluate and assess plan.

Rethink summer sessions and assign administration to a specific office; encourage incoming students to complete developmental courses prior to fall term; discount summer courses to encourage enrollment; target non-high achieving students.

Vice President, Academic Affairs and Provost

Begin in 2014-15

1.1a, 3.3a, 3.4a

2015-16 Progress Narrative

Enrollment and Degree Management, with a committee of representation from academic units and key offices, has collaborated on the review of summer sessions. Data have been requested and are being reviewed to develop a recommendation/pre-proposal that will be submitted to the Executive Team.

The committee reviewed data, completed a competitor analysis, financial review and enrollment patterns. The committee looked at winter and summer sessions. The next step being undertaken is campus discussion and Board approval for potential summer 2017 roll-out.

The Office of the University Registrar will form a committee with representation from Academic units and key offices to assess summer school offerings. The Assessment will include a review of developmental courses offered and the demand of students in need of meeting developmental course work prior to fall matriculation as well as post fall matriculation.

A committee will develop a proposal based on outcomes of assessment to structure summer course offerings to best align with the needs of our students (specifically targeting non-high achieving students).

Course offering proposal to be submitted to AAC/AAPC for approval

Submit course offerings for inclusion in the on-line Catalog.

The Office of the University Registrar will develop/implement comprehensive marketing and communication campaigns to increase summer enrollment of students who require developmental course work.

Implement new summer session course offerings.
### Conduct a thorough tuition study for both graduate and undergraduate

<table>
<thead>
<tr>
<th></th>
<th>Study optimal graduate tuition rates based on finances and program mission.</th>
<th>Associate Provost for Research, GS and Stewardship</th>
<th>Begin in 2014-15</th>
<th>5.3b</th>
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<td>9</td>
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</table>

**2015-16 Progress Narrative**

Art & Science Group LLC is not examining graduate level tuition.

- **9.01** The Tuition Review Committee will develop an RFP as part of the vendor selection process.
- **9.02** Vendor presentation for final selection.
- **9.03** The Committee will work with vendor to study ways to optimize tuition rates based on finances and program mission.

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<table>
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<tr>
<th></th>
<th>Engage in one or more comprehensive undergraduate tuition pricing studies and assess whether strategic initiatives are positively impacting enrollment, retention and tuition rates.</th>
<th>Vice President, Enrollment Management and Degree Manag</th>
<th>Begin in 2014-15</th>
<th>5.3b</th>
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<td>12</td>
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</table>

**2015-16 Progress Narrative**

The Office of Student Financial Assistance implemented the following initiatives as a result of the recommendations from Art & Science Group, LLC: Enhanced the scholarship offer packet (Office of Student Financial Assistance worked collaboratively with Undergraduate Admissions and Marketing and Communications); revised scholarship informations/publications (print and electronic/website); continuing to support the rolling scholarship program-changed deadline from January 15 to February 15; made modest increases to scholarship partial award levels; expanded time of which students have to meet scholarship renewal criteria from fall and spring only to fall, winter, spring and summer sessions.

- **12.01** The Tuition Review Committee will develop an RFP as part of the vendor selection process.
- **12.02** Vendor presentation for final selection.
- **12.03** The Committee will work with vendor to study ways to develop a comprehensive undergraduate tuition pricing study and assess strategic initiatives that impact enrollment, retention and tuition rates.
- **12.04** The committee will assess tuition pricing annually.

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**Develop recruitment strategies for veterans and military personnel**
Recruit active duty military onsite at Wright Patterson Air Force Base and Ft. Campbell Army Post. Recruitment tool and incentive would be to cap tuition for active duty at the military tuition cap (currently $250/hour).

2015-16 Progress Narrative

NKU actively recruits at Wright Patterson Air Force Base and Ft. Campbell Army Post. In collaboration with Educational Outreach, a military tuition cap proposal has been developed. The proposal is currently in the editing phase with an anticipated delivery date to the Vice President for Enrollment and Degree Management in summer/fall 2016.

1.01 VRS will assess recruitment opportunities at military installations, tuition cap incentives and identify best recruitment practices consistent with federal law.

1.02 VRS will develop a recruitment visitation plan and proposal of estimated tuition cap costs with recommendations.

1.03 VRS will present the plan and obtain approval of plan from VPEDM.

1.04 VPEDM will obtain approval of tuition cap incentive and VRS will implement plan.

1.05 In collaboration with Office of Admissions and Student Accounting Services, VRS will assess recruitment activity and enrollment outcomes and track tuition cap costs.

1.06 VRS report results to VPEDM and adjust activities and dollars each semester.

2 Book Scholarship: Offer $250 merit-based book scholarships for veteran students and their family members to supplement their military benefits and encourage persistence

2015-16 Progress Narrative

A book scholarship needs and eligibility criteria concept has been drafted. In light of fiscal challenges in implementing this book scholarship, the VRS has encouraged veterans who are eligible for Chapter 31 benefits to utilize the funds for books and supplies. In addition, the VRS currently provides a book lending library for student veterans; students borrow a book to use throughout the semester at no cost. Student veterans also have access to the UCAP Book Lending Library.

2.01 VRS will assess book scholarship needs consistent with best practices and identify numbers/costs of strategy.

2.02 VRS will collaborate with Office of Student Financial Assistance and develop eligibility criteria, application/selection/renewal procedures.

2.03 VRS will complete plan and obtain approval from VPEDM.

2.04 VRS will implement plan with measurable outcomes.

2.05 VRS will report results to VPEDM and adjust eligibility criteria, application/selection/renewal procedures as needed.
3. Address academic needs of ROTC students: Integrate ROTC content into the curriculum options, either as an available minor/AOC or by addressing how the ROTC courses are charged.  

2015-16 Progress Narrative  

The Associate Director of the VRS, Registrar, and Director of Student Account Services will be meeting in spring 2016 to further explore this proposal.

3.01 Consistent with best practices and current NKU policy, the VRS and Vice Provost will conduct an informal assessment of academic and curriculum needs of ROTC students.  

3.02 The VRS and Vice Provost will complete proposal to establish a Military Science Focus and obtain approval from Academic Affairs Counsel.  

3.03 Implement Military Science Focus, pending ability to update online catalog.  

3.04 VRS to begin reporting results to VPEDM. The results will include assessment and recommendation for changes to address the academic and tuition needs of ROTC students.  

4. Recruit national guard and reservists by visiting their units and extending invitations to visit NKU, consistent with federal law.  

2015-16 Progress Narrative  

The National Guard recruiter is now housed within the VRS as of February, 2016. This shared location will strengthen partnerships between the two groups while further supporting student veterans.

4.01 VRS will assess recruitment opportunities of national guard, reservists and future soldiers consistent with best practices.  

4.02 VRS will collaborate with Office of Admissions to develop plan and proposal to include costs and resources needed for development of on-campus Welcome Veteran Visits program and national guard/reserve invitation to visit program.  

4.03 VRS will complete plan and obtain approval from VPEDM.  

4.04 VRS will implement plan.  

4.05 VRS will report results to VPEDM each semester and make adjustments as needed.
Better communicate and publicize NKU's sticker price and net price:

Develop a communication plan including paper, electronic and web-based communication to better communicate NKU's sticker price to students and families. Investigate the development of a simplified net price calculator that students and parents could use in lieu of more complicated federal approved calculator (ensure that no federal regulations are breached by this effort).

2015-16 Progress Narrative

The Office of Student Financial Assistance continues to enhance communication with students and parents to easily explain NKU's sticker price, using tools (electronic and web-based as well as through our annual Financing Your Future publication). Through the university website redesign project, the Office of Student Financial Assistance will work jointly with Marketing and Communications to redesign the website. Additionally, telephone campaigns will continue with the purpose in mind of explaining NKU's sticker price.

The Office of Student Financial Assistance executed a telephone call campaign, contacting all first time freshmen upon mailing award packages to explain the financial aid award and address questions.

57.01 The Office of Student Financial Assistance will explore ways to better communicate and publicize NKU's sticker price and net price.  
57.02 The Office of Student Financial Assistance will develop a comprehensive communication plan, including the review and revision of financial aid notice messaging.  
57.03 The Office of Student Financial Assistance will create a page on the Office of Student Financial Assistance Website to better explain college cost.  
57.04 The Office of Student Financial Assistance will investigate ways to simplify the Net Price Calculator by Fall 2016.  
57.05 The Office of Student Financial Assistance will assess and reassess the effectiveness of the comprehensive communication plan around NKU's sticker price and net price as well as the simplification of the Net Price Calculator.

Implement transfer agreement with Cincinnati State
### SurgeForward2NKU Program: Implement pathways for Cincinnati State students that facilitate smooth transfer to NKU through articulation

**Curriculum & Accreditation, University Registrar**

*Begin in 2014-15*

<table>
<thead>
<tr>
<th>60</th>
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<th>Ongoing</th>
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**2015-16 Progress Narrative**

Currently, 18 pathways have been developed for the CState2NKU program with three additional pathways in progress. Development of the program is ongoing with meetings scheduled to improve the marketing and advertisement of the program. We have 11 students currently enrolled in the CState2NKU program.

- **60.01** Develop a Transfer Action Team and Pathway Committee to assess program and pathway development between institutions.
- **60.02** Develop program pathways via faculty collaboration between NKU/Cstate.
- **60.03** Develop a Memorandum of Understanding between NKU/Cstate and conduct a presidential signing event.
- **60.04** Assess program success by creating and implementing tracking measures including: student services, pathway program participation and student transfer to NKU.

### Develop reverse transfer agreements

**Curriculum & Accreditation, University Registrar**

*Begin in 2014-15*

<table>
<thead>
<tr>
<th>61</th>
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**2015-16 Progress Narrative**

Two Reverse Transfer Agreements have been formally signed between NKU and Gateway Community and Technical College and all other KCTCS schools. To date, eighteen students have benefited from the NKU/Gateway Transfer Agreement and three have received associate degrees from other KCTCS schools through this agreement.

Cincinnati State Reverse Transfer Agreement has not been started. Improvement in the CState2NKU program must occur prior to moving in this direction.

- **61.01** Develop committees to establish Reverse Transfer guidelines for Gateway, KCTCS other and Cincinnati State.
Develop Memorandum of Understanding agreements for Gateway, KCTCS other and Cincinnati State.

Develop criteria, process and procedures for the implementation of the Reverse Transfer process with each institution.

Assess Reverse Transfer by collecting the number of graduates after each active term.

<table>
<thead>
<tr>
<th>61.02</th>
<th>Develop Memorandum of Understanding agreements for Gateway, KCTCS other and Cincinnati State.</th>
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<tr>
<td>61.03</td>
<td>Develop criteria, process and procedures for the implementation of the Reverse Transfer process with each institution.</td>
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<tr>
<td>61.04</td>
<td>Assess Reverse Transfer by collecting the number of graduates after each active term.</td>
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Continue to implement Royall strategies that have enhanced yield

62 Make 2014-piloted admissions yield-enhancement activities permanent practices: make the following yield efforts permanent parts of the admission yield campaign - free basketball game; phone call efforts; new email and other communication pieces; multicultural event prior to Step Show at homecoming.

Admissions - Undergraduate  Begin in 2014-15  2.1a, 2.1b, 2.1c

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<thead>
<tr>
<th>2015-16 Progress Narrative</th>
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<th>Under Way</th>
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<th>Ongoing</th>
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<tbody>
<tr>
<td>62.01 Asses the outcome of the piloted activities to determine the ROI.</td>
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<td>62.02 Based on results, adjust activities to ensure goals and objectives are met.</td>
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<td>62.03 Implement comprehensive strategic yield activities.</td>
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<tr>
<td>62.04 Evaluate the plan.</td>
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</table>
Continue current relationship with Royall and Company through Fall 2015: assess the results of their efforts by studying the impact Royall had on new freshmen class in fall 2013 and fall 2014, in addition, assess the retention of students searched via the Royall campaign.

2015-16 Progress Narrative

Partnership with Royall & Company was completed June 30, 2015.

The Fall 2015 first-time, full-time, bachelor’s degree-seeking cohort has 2,036 students, an increase of 43 students, or 2.2%, over Fall 2014. The Fall 2015 first-time, full-time, associate’s degree-seeking cohort has 169 students, an increase of 12.7% from Fall 2014. Combining both cohorts, total enrollment is 2,205, which is an increase of 62, or 2.9%.

150.01 Work collaboratively with Royall in developing dashboard reports regarding retention of 2013 and 2014 recruitment campaigns.

150.02 Invite Royall to campus to present findings to the Executive Team.

150.03 Based on results determine retention and persistence goals for current and future campaigns.

Review NKU admission standards and scholarships

Conduct a comprehensive review of NKU’s admissions standards with the goal to simplify: NKU’s current admissions standards are effective, however, they are difficult to explain and describe to students and parents. In addition, there are some loopholes/unintended consequences of the current structure (the current structure focuses on admission deficiencies to render decisions).

2015-16 Progress Narrative

We are executing the current admission standards for the Fall 2016 entering freshmen class. However, students with low high school GPA’s are reviewed by the Admissions Review committee regardless of their deficiency counts.

Enrollment and Degree Management in partnership with Institutional Research is currently analyzing data to review retention rates for new freshmen based on high school GPA average and standardized test scores (ACT/SAT) using three years of data. Based on the results of this comprehensive study and review of our peer institutions, a recommendation will be submitted in Spring 2017 to the Provost for the fall 2018 entering freshmen class.

152.01 Assess current Admission Standards for student life cycle success.

152.02 Benchmark standards against peer institutions.
152.03  Provide recommended admission standards changes to the Provost and President for Fall 2016 adoption.

152.04  Develop in conjunction with Marketing & Communications a communication plan for external and internal awareness.

152.05  Assess short term and long term student success based off of new standards.

153  Reorganize undergraduate merit-based scholarship program: decrease the number of full scholarships; increase partial awards to attract more students in 24-28 ACT range; express renewable scholarships at 4X the annual value; improve letter/communications; offer extra incentives consider a special scholarship award for National Merit Scholarship winners; recommend the continuation of annual increases in number of diversity scholarships (consider offering partial diversity scholarships); implement a special yield activity for scholarship recipients

Student Financial Assistance, Vice President, Enrollment Management and Degree Manag

Begin in 2014-15

2.1a, 2.1b, 2.1c

2015-16 Progress Narrative

The Office of Student Financial Assistance continues to administer the rolling scholarship program and in an effort to attract more students in the 24-28 ACT range, partial awards experienced a modest increase. The Office of Student Financial worked collaboratively with Undergraduate Admissions and Marketing and Communication to redesign the scholarship award offer packet, showing four-year annual scholarship values. The University Diversity Plan continues to be submitted through the Educational Diversity Scholarship Program.

153.01  The Office of Student Financial Assistance and Enrollment Management will develop and submit a scholarship proposal to include the following: decrease the number of full scholarships and increase partial scholarships to attract more students in the 24-28 ACT range, develop scholarship incentives, streamline admissions into the Honor's Program, and create opportunities for scholarship recipients to interact with the President and academic leadership.

153.02  Implement approved Scholarship Proposal including enhanced scholarship portfolio with 4yr scholarship value; improved letter and communication; Scholarship luncheons with the President are scheduled for Fall 2014 with events scheduled with the academic leadership Spring 2015.

153.03  Assess the merit-based scholarship program will be assessed and reassessed to best align scholarship program with enrollment strategies and targets.
154 Complete a comprehensive review of NKU’s need-based aid programs: complete a full analysis of the freshmen/sophomore grant program, Northern Difference and Strive Promise grants to ensure goals are being met. Consider shifting or increasing award amounts to ensure best rate of return.

2015-16 Progress Narrative
Based on the results of Art & Science Group, LLC analysis, NKU has optimized the awarding need-based aid programs. The Office of Student Financial Assistance continues to make technological enhancements to expedite efficient process of need-based aid awards. Outreach efforts continue at targeted schools with high populations of students/families who demonstrate need.

154.01 The Tuition Review Committee will develop an RFP as part of the vendor selection process.
154.02 Vendor presentation for final selection
154.03 The Committee will work with vendor to study ways to best leverage NKU's need-based aid programs to ensure the best ROI.
154.04 Develop and submit leveraging plan
154.05 Implement leveraging plan
154.06 Assess program

Admissions - Undergraduate, Vice President, Enrollment Management and Degree Manag

154.01 The Tuition Review Committee will develop an RFP as part of the vendor selection process.
154.02 Vendor presentation for final selection
154.03 The Committee will work with vendor to study ways to best leverage NKU's need-based aid programs to ensure the best ROI.
154.04 Develop and submit leveraging plan
154.05 Implement leveraging plan
154.06 Assess program

155 Consider increasing the number of Welcome Wednesdays (recruitment programs): Feedback from Welcome Wednesdays has been overwhelmingly positive. Current Black and Gold programs fall short of personalized student experience. Consider divesting from Black and Gold Days and offer additional Welcome Wednesdays throughout the year.

2015-16 Progress Narrative
For the 2015-2016 recruitment and yield strategy, the Office of Admissions hosted on-site admission opportunities during two fall Black and Gold Days. 101 students applied for admission and 15 were offered admission. A total of 9 on-site programs were offered in local northern Kentucky high schools. The STEM Showcase was structured as a Welcome Wednesday program with 46 students in attendance. Due to budget constraints we did not change our visit opportunity for high school sophomore and juniors to the Welcome Wednesday format.

155.01 Assess current admission recruitment on campus events to determine opportunities to impact student decision making as it relates to matriculation.
155.02 Based off results of assessment provide recommendation for recruitment on campus event restructuring to impact yield and matriculation.
155.03 Implement recommended changes.
155.04 Reasses results.
Examine the process for scholarship distribution. This would include who gets them and when they are offered, with particular emphasis on offering scholarships earlier to compete with regional universities. In addition, examine scholarship or attractive aid packages for transfer students.

2015-16 Progress Narrative
The Office of Student Financial Assistance in collaboration with Transfer Services expanded the KCTCS scholarship program to include scholarship awards for spring semester new transfer admits. Targeted funding as been secured by University Development to support transfer students from Gateway/KCTCS schools.

156.01 Transfer Services will develop a proposal to expand the KCTCS Scholarship program.
156.02 Implement expanded KCTCS Scholarship Program.
156.03 Assess KCTCS scholarship program for ROI

Restructure orientation
157 Restructure orientation; focus summer orientation as a one-day academic event (register for classes, meet with colleges, etc.); add an extended orientation and transition week prior to the first day of class. o, p, s, w, ss, 1, 2

2015-16 Progress Narrative
The summer one-day Registration and three-day mandatory Orientation was implemented in 2015. Minor modifications to Registration and Orientation were developed based off a comprehensive assessment plan and students' self-reported data.

157.01 An Orientation Restructure Committee will be established. The committee will review best practices, research orientation programs at local and KY regional institutions and identify necessary orientation components.
157.02 The committee will develop a framework for a 1-day Orientation and 3-day extended orientation program.
157.03 Submit proposals for 1-day and 3-day extended orientation program.
157.04 Implement 1-day and 3-day Orientation programs.
157.05 Assess both orientation programs.

Review graduation requirements
Review current university graduation requirements and revise, as needed. Ensure that clear pathways exist for graduation with critical content areas addressed. (e.g., Should all students be required to take an experiential learning course? Should some university graduation requirements be university-wide, while others determined by college/program?)

**2015-16 Progress Narrative**

The UCC reviewed and revised the Two Degrees and Two Majors policies. The VPUAA worked with Registrar and IR to properly transcript cases where students completed two majors with different degrees without completing 30 additional credits.

UAA is currently exploring options for coding courses/sections that include an experiential learning component.

A policy proposal to consider General Education certified all transfer students who have already earned an AA or AS degree at the time of admission is currently in process with the AAPC.

Degree audit upgrade is underway. Discussion have begun to use the degree audit as the gold standard during advising and in the graduation check out process. A three page proposal of graduation process changes to ensure a clear graduation pathway is being reviewed for approval.

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<tr>
<th>Task</th>
<th>Not Started</th>
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<th>Ongoing</th>
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</thead>
<tbody>
<tr>
<td>106.01 The Office of the University Registrar in consultation with leadership in Enrollment and Degree Management will review current university graduation requirements to determine if any other critical content areas should be included (e.g. should experiential and/or service learning be required?)</td>
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<td>106.02 Policies will be developed and revised as a result of the assessment.</td>
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<td>106.03 Policies will be submitted for consideration by approving committees such as AAC, AAPC, and UCC as appropriate.</td>
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<td>106.04 Approved policies will be updated on NKU Policy templates and submitted for inclusion in the 2016-17 catalog.</td>
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<tr>
<td>106.05 University publications (print and electronic) will be updated appropriately with new policies.</td>
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<tr>
<td>106.06 The Office of the University Registrar will partner with IT to ensure the degree audit functionality supports clear pathways for graduation.</td>
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<td>106.07 Implement new graduation requirements.</td>
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<tr>
<td>106.08 Evaluate the plan.</td>
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</table>

**Align academic policies to better serve students**

Thursday, July 28, 2016
Align policies to support success, including but not limited to incompletes (and incompletes+), dual enrollment, academic warning, and non-payment. (Tie for Third Priority for Continuous) Please see all data points

2015-16 Progress Narrative

The AAPC approved the following policies: Elimination of I+ grades, Short Term Military Leave, and Academic Warning policy revision. A policy for Non-Payment was approved in Spring 2016. A policy proposal for Tuition Refund Appeals is under review.

Dual enrollment tuition was reduced, resulting in 6.5% increase in School Based Scholars headcount and 18.2% increase in course enrollment. The number of SBS sections increased from 51 to 60 in the fall, but it decreased from 55 to 51 in the spring. Fall 2016 sections will increase to 66.

141.01 The Office of the University Registrar will form a committee with representation from Academic Units to review and assess academic policies including but not limited to incompletes (and incompletes+), dual enrollment, academic warning, and non-payment. The assessment will occur with the objective in mind to align academic policies to better serve students.

141.02 The committee will develop academic policy proposals based on outcomes of the review and assessment.

141.03 Proposed policies will be submitted for consideration by approving bodies such as AAC, AAPC, and UCC as appropriate.

141.04 Policy-specific communication plans will be developed and implemented.

141.05 Approved policies will be updated on NKU Policy templates and submitted for inclusion in the university catalog.

141.06 Policies will be implemented

141.07 Evaluate policies.

Strengthen academic advising, including the use of degree audits
Establish a mandatory first-year seminar that is a hybrid model of extended orientation/study skills and academic content. Please see all data points.

2015-16 Progress Narrative

University 101 (UNV 101) is undergoing a transition for fall 2016. In partnership with the University Council for Student Success, First-Year Programs will be developing a comprehensive first-year experience - including a mandatory first-year seminar - with an anticipated delivery date of fall 2017.

The Pathfinders Program established a requirement for UNV 101 for all its students. The course curriculum is being revised to include extended orientation/study skills, resilience, and academic content related to the Book Connection.

The number of UNV 101 sections has been reduced in order to restructure the course curriculum so it uses the proposed hybrid model and meets at least one general education student learning outcome. The University Council on Student Success will undertake this work.

163.01

164 Require support programming for students on academic warning effective spring semester. t, 9, 22

2015-16 Progress Narrative

TBD

164.01

166 Promote and examine what comes next after college: job preparation, interviewing skills, resumes for career-minded; entrepreneurial opportunities for the self-directed and independent; and how to put one’s skills/knowledge/values into productive use for those not pointing to specific career. r, 5, 8

2015-16 Progress Narrative

Career Services provides a robust assortment of programs and services to support students transition from college into the workforce.

166.01
**University Programs**

**Begin in 2014-15**  
3.3a, 3.3b, 3.4a, 3.4b, 3.4c, 3.4d, 3.5a

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**Course offerings/availability through the entire year. This would include flexibility in the catalog, offering and promoting summer courses (marketing the 15 to Finish), offering more classes at night for traditional and post-traditional students, and expansion of online courses that include a hybrid component. In addition, a comprehensive degree audit and exploration of a waitlist function should be conducted.**

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**2015-16 Progress Narrative**

The degree audit and wait list components in SAP is available for Registrar Office staff. IT is exploring expanding availability to all advisors.  
Vice Provost worked with Registrar’s Office and colleges to reduce number of non-standard class times, as well as revising standard class time and final exams schedule.  
A proposal for new summer school schedule was submitted to the Executive Team.

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170.01 The Office of the University Registrar will form a committee with representation from Academic Units to review and assess course offerings with the goal in mind to foster flexibility in the catalog, offer and promote summer courses (marketing the 15 to Finish), offer more classes at night for traditional and post-traditional students.

170.02 Based on review and assessment, the committee will develop a comprehensive proposal for course offerings throughout the year, to include summer, evening, weekend, online, etc.

170.03 Proposal to be submitted to appropriate administrative and academic bodies for approval.

170.04 Communication plans will be developed and implemented.

170.05 Approved policies will be updated on NKU Policy templates and submitted for inclusion in the university catalog.

170.06 Policies will be implemented

170.07 Evaluate policies.

---

**Strengthen peer mentoring opportunities**

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Develop more opportunities for peer mentoring that start when students arrive at orientation and support them throughout their tenure at NKU. This would include more TA’s in the first-year curriculum, first-generation student support, and multiple peer mentors (Orientation Leaders, Peer Coaches, TA’s, RA’s, etc.).

2015-16 Progress Narrative

Programs such as NKU ROCKS, LAMP, Fresh Start have all been expended to increase the number of students serving as peer mentors.

New Student Orientation and Parent Programs has increased the number of Orientation Leaders and VictorGuides, who serve as peer mentors during new students transition into and through the first-year, with many of these relationships continue beyond the first year. The VRS was selected to participate in the PAVE program, a peer mentoring program that directly support student veterans. TRIO Student Support Services maintains a peer ambassador program that provides peer mentors to SSS students, including first-generation and/or low income students. First-Year Programs initiated the largest incoming class into Alpha Lambda Delta, thus expanding peer mentoring within their organization.

Norse Advising employs peer coaches, each of whom is assigned a caseload of students with scheduled meetings each term. The College of Informatics has a peer coach program and a student ambassador program. The College of Education and Humans Services has a peer leader program. The College of Arts & Sciences and College of Business have student ambassadors. (Student ambassadors are not involved in peer coaching in a structured or intentional program)

<table>
<thead>
<tr>
<th>Measure</th>
<th>Not Started</th>
<th>Under Way</th>
<th>Completed</th>
<th>Ongoing</th>
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<tbody>
<tr>
<td>171.01 Explore and enhance expansion opportunities for vetted peer mentoring programming, including but not limited to NKU R.O.C.K.S. and the LAMP peer mentoring program.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>✓</td>
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<tr>
<td>171.02 Expand leadership programming for incoming first-year students, including but not limited to leadership development and Orientation Leaders.</td>
<td>☐</td>
<td>☐</td>
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<td>✓</td>
</tr>
<tr>
<td>171.03 Expand student employment opportunities that support peer mentoring, including but not limited to Resident Assistants, Campus Recreation student employees, Student Union student employees.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>✓</td>
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</tbody>
</table>
Establish and promote opportunities for juniors to become involved in first-week experiences for first-years and sophomores, including opportunities such as peer coaches and mentors, and teaching assistants.

New Student Orientation and Parent Programs has increased the number of Orientation Leaders and VictorGuides, who serve as peer mentors during new students transition into and through the first-year. All of the Orientation Leaders and VictorGuides are upperclassmen.

Expansion of opportunities for orientation leaders, peer coaches, peer mentors, peer tutors, etc. has continued. The Honors Program has an ambassadors program, SOAR/FORCE have peer leaders. Norse Advising increased the number of Peer Coaches and reorganized their work to increase contact hours. UNV 101 also has teaching assistants in several special sections.

The new Vice President of Student Affairs will re-evaluate this strategy in 2016.

Explore and enhance expansion opportunities for vetted peer mentoring programming, including but not limited to NKU R.O.C.K.S. and the LAMP peer mentoring program.

Include upperclassmen into first-week programming and events.

Expand student employment opportunities that support peer mentoring, including but not limited to Resident Assistants, Campus Recreation student employees, Student Union student employees.

Implement online advising chat capabilities

Advising Chat is available on an ongoing basis and is a collaboration between Transfer Services and Norse Advising Center. An average of 32 students per year access the site and utilize this service.

Develop committees to establish Reverse Transfer guidelines for Gateway, KCTCS other and Cincinnati State

Develop Memorandum of Understanding agreements for Gateway, KCTCS other and Cincinnati State

Develop criteria, process and procedures for the implementation of the Reverse Transfer process with each institution
Assess Reverse Transfer by collecting the number of graduates after each active term.

**Support civic and community engagement activities**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Owner(s)</th>
<th>Statuses</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>144</td>
<td>Expand engagement opportunities (including but not limited to academic and co-curricular programming) for students. j, k, l, q, r, s, z, aa, bb, dd, hh, 2, 33, 44, 55, 66</td>
<td>Vice President, Academic Affairs and Provost, Vice President, Enrollment Management and Degree Manag</td>
<td>Begin in 2014-15</td>
<td>1.2a, 1.2b</td>
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</table>

**2015-16 Progress Narrative**

The Division of Student Affairs has continued to enhance welcome week by expanding programming offered during Welcome Week. A committee has also completed a campus vibrancy report and presented the findings to the executive team, Deans councils and will be soon presented to the Council of Chairs. Finding from this study will assist with enhancing co-curricular programming.

New opportunities and initiatives developed in 2015-2016 include but are not limited to: implementing Summer Spark, delivering VictorFest, enhancing the first two weeks of the fall semester with programming and events, expanding Homecoming events and opportunities, expanding programming within Career Services, developing additional outreach strategies and student interventions in UCAP, expanding programming and involvement in the Book Connection, receiving a five-year extension of the SSS federal TRIO grant, implementing the peer mentoring PACE program by VRS, to name a few.

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<tr>
<th>Code</th>
<th>Task Description</th>
<th>Statuses</th>
<th>Notes</th>
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<tbody>
<tr>
<td>144.01</td>
<td>Develop a campus vibrancy audit that also includes events and programming after 4:30 p.m. on weekdays and programming and events on the weekends.</td>
<td>Completed</td>
<td></td>
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<tr>
<td>144.02</td>
<td>Expand engagement opportunities in co-curricular programming.</td>
<td>Under Way</td>
<td></td>
</tr>
<tr>
<td>144.03</td>
<td>Implement recommended strategies from the campus vibrancy audit.</td>
<td>Not Started</td>
<td></td>
</tr>
<tr>
<td>144.04</td>
<td>Continue to assess the impact of programming.</td>
<td>Completed</td>
<td></td>
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</table>

**Strengthen students’ academic success and campus affinity through intentional first-year programming and support.**
Develop learning communities within and beyond the first year, with particular emphasis on tying experiential learning and transdisciplinary delivery. In addition, expand living-learning communities.

2015-16 Progress Narrative

Twenty-one learning communities (LC) were offered in 2015-16, including three LCs recommended for health professions students, one in Grant County and one Housing Living-Learning Community. Additionally, Honors students have a common floor in Callahan Hall. The University Student Success Council will be working on developing more LCs, particularly those beyond the first year.

University 101 (UNV 101) is undergoing a transition for fall 2016. In partnership with the University Council for Student Success, First-Year Programs will be developing a comprehensive first-year experience with an anticipated delivery date of fall 2017. As such, the number of sections for UNV 101 were reduced for fall 2016. Within the fall 2016 UNV 101 sections, eight learning communities and one living-learning community were developed. These nine learning communities are primarily for first-year students. The new first-year experience model will explore learning communities beyond the first year.

29.01

Assess first-year students' growth and development across non-cognitive outcomes associated with student success.

2015-16 Progress Narrative

First-Year Programs developed a pretest/posttest non-cognitive outcome assessment for University 101 in fall 2015. As of early summer, data analyses are being finalized.

551.01 Developed new assessment strategies for measuring student development and content retention of UNV 101 learning outcomes.

551.02 Evaluate assessments in alignment with program outcomes; match UNV 101 participation with student academic performance data.

551.03 Continue developing assessments that illustrate the impact of intentional programs and services that support first-year students.
Engage faculty and staff in intentional programming that supports students’ first-year experience at NKU.

First Year Programs, Vice President, Enrollment Management and Degree Manag

Begin in 2014-15  5.1b, 5.1f

2015-16 Progress Narrative

The Book Connection expanded programming and involvement across the campus, including a majority of incoming students participating in an essay writing exercise, multiple campus visits by the book author, art and essay competitions around the themes of the book, and the development of a study abroad program.

In addition, faculty and staff continue to serve as University 101 instructors.

Northern Exposure: Registration and Orientation expanded opportunities for College, administrators, and faculty involvement throughout the summer.

Summer Spark involves participation from faculty, staff, and students in supporting first-generation students' transition into the first year.

552.01 Delivery of one-day Registration and three-day Orientation that expanded engagement with faculty and staff.

552.02 In collaboration with the English department, incoming students were also asked to write a brief essay about the book and submit it prior to Orientation. Of the 2,135 students who received a book at orientation, 1,484 (70%) submitted a writing assignment. FYP will be using these writing samples as a pre-engagement measure, comparing and contrasting characteristics and retention rates of students who completed the assignment against those who did not.

552.03 Continue to develop partnerships across campus that support students in the first-year and beyond.
Develop a framework for a comprehensive first-year experience.

2015-16 Progress Narrative

Beginning in spring 2016, the University Council for Student Success was constituted. A cross-divisional team of faculty, staff, students, and alumni, the Council will explore the life-cycle of the student and ways to enhance student success throughout the transition of college. The work of this team will expand beyond the first-year experience.

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<th>Task Description</th>
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<tbody>
<tr>
<td>553.01 Constitute a first-year experience committee.</td>
<td>Under Way</td>
</tr>
<tr>
<td>553.02 Committee develops the framework for the first-year experience.</td>
<td>Under Way</td>
</tr>
<tr>
<td>553.03 Engage campus in feedback and recommendations to proposed plan.</td>
<td>Completed</td>
</tr>
<tr>
<td>553.04 Implement logistical planning and preparation.</td>
<td>Completed</td>
</tr>
<tr>
<td>553.05 Launch and delivery of first-year experience.</td>
<td>Completed</td>
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