**Strengthen academic advising, including the use of degree audits**

| 159 | Review pre-admission requirements, pre-major policies and procedures, obstacles, and exit strategies as they relate to selection of major, progression, and completion. (Tie for Third Priority for Continuous) Please see all data points |
| University Programs | Begin in 2014-15 | 5.4a |

**2015-16 Progress Narrative**

Norse Advising requires a fall advising session with emphasis on selection of major. Spring follow-up sessions emphasize declaration of major and four-year planning. Also, Norse Advising has identified "meta majors" into which students will be placed during the first semester. All advisors were trained by Career Services in the use of Focus. UNV 101 includes a Majors and Careers project. The EAB Student Success Collaborative project, now in its pilot year, will help students identify majors with higher probability of success.

| 159.01 | The Office of the University Registrar will form a committee with representation from Admissions and other key offices to review and assess pre-admissions requirements and pre-major policies. |
| 159.02 | Committee will develop proposals for pre-admissions and pre-major requirements with the goal in mind to eliminate obstacles and enhance student academic progression. |
| 159.03 | Policies will be submitted for consideration by approving committees such as AAC, AAPC and UCC, as appropriate. |
| 159.04 | Approved policies will be updated on NKU Policy templates and submitted for inclusion in the 2016-17 university catalog. |
| 159.05 | Policy-specific communication plans will be developed and implemented. |
| 159.06 | Policies will be implemented |
| 159.07 | Evaluate and assess plan. |

**Enrollment & Degree Management**

**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?)

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.

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?)

Policies will be developed and revised as a result of the assessment.

Policies will be submitted for consideration by approving committees such as AAC, AAPC, and UCC as appropriate.

Approved policies will be updated on NKU Policy templates and submitted for inclusion in the 2016-17 catalog.

University publications (print and electronic) will be updated appropriately with new policies.

The Office of the University Registrar will partner with IT to ensure the degree audit functionality supports clear pathways for graduation.

Implement new graduation requirements.

Evaluate the plan.

**Align academic policies to better serve students**
Align policies to support success, including but not limited to incompletes (and incompletes+), dual enrollment, academic warning, and non-payment. 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.

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.
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.

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.

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
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)

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.

171.02 Expand leadership programming for incoming first-year students, including but not limited to leadership development and Orientation Leaders.

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.
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.

<table>
<thead>
<tr>
<th>Task</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>172.01 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>
</tr>
<tr>
<td>172.02 Include upperclassmen into first-week programming and events.</td>
<td>✔</td>
</tr>
<tr>
<td>172.03 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>
</tr>
</tbody>
</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

Student Retention & Success

Expand prior learning assessment

Expand opportunities for competency-based assessment through prior learning programs.

2015-16 Progress Narrative

A new policy that streamlined all CPL options at NKU was developed and implemented. The policy also included a more rigorous and reviewed approach to accepting new forms of PLA. This policy was enacted in January of 2016. Additionally, Testing Services (TS) collaborated with two COHP departments to develop proposals for accepting industry credentials, which were approved by the UCC without objections.

Testing Services created processes for students and faculty to document ACE Credit, Industry Credentials and Portfolio Assessment. This included form creation, SAP development for transcription of new CPL options, and BW reports to track students with CPL. Also, TS developed a one-stop website for all of students’ CPL needs: http://testing.nku.edu/CPL.html.

140.01

Strengthen academic advising, including the use of degree audits
<table>
<thead>
<tr>
<th>ID</th>
<th>Description</th>
<th>University Programs</th>
<th>Begin in</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Identify a comprehensive, stable repository for student materials/artifacts for faculty, staff, and students (e.g., ePortfolio) to track and monitor four-year plans and student participation in high-impact practices. (Tie for Top Priority for Continuous)</td>
<td></td>
<td>2014-15</td>
<td>1.2a, 5.6b</td>
</tr>
</tbody>
</table>

### 2015-16 Progress Narrative

All programs have developed four-year plans, which are included in the Undergraduate Catalog. Norse Advising developed a four-year template for undeclared students. UAA, EDM and IT are working toward making Module Planning available in Spring 2017.

<table>
<thead>
<tr>
<th>ID</th>
<th>Consistency in academic advising, with particular emphasis for advising students on academic warning. Include mandatory programming for students on academic warning.</th>
<th>University Programs</th>
<th>Begin in 2014-15</th>
<th>1.2a, 1.2b</th>
</tr>
</thead>
</table>

### 2015-16 Progress Narrative

Norse Advising, College of Business, and College of Education and Human Services require students on academic warning or probation to attend academic success workshops. Arts and Sciences offers CAS 101 (voluntary) to all students on warning, probation or returning from suspension. Informatics requires students who are not in good standing to meet with an advisor; the college intends to start an academic workshop in the 2016-17 academic year. The College of Education plans to offer a special topics course on student success, targeting students on academic warning and probation, in Spring 2017.

<table>
<thead>
<tr>
<th>ID</th>
<th>Assign task-force to perform a cost-benefit analysis on the expansion of supplemental instruction for students on academic warning.</th>
<th>University Programs</th>
<th>Begin in 2014-15</th>
<th>1.2a</th>
</tr>
</thead>
</table>

### 2015-16 Progress Narrative

The Learning Assistance Program conducted an assessment of current Supplemental Instruction (SI) practices. As a result, SI options were expanded to STEM courses, in partnership with the College of Arts & Sciences Project FORCE. A revised version of SI will be integrated into the new MATH 092 course, as a course requirement.
Require all first-year students to engage in an annual audit with an advisor to review progression toward degree (i.e., 15 to Finish), revise their four-year plan, preparations/expectations for sophomore year, establish goals, and serve as a triage for academic, financial, and personal concerns. Please see all data points

2015-16 Progress Narrative

Norse Advising, Undeclared A&S, and the other colleges conduct an annual audit with all first-year students. Arts & Sciences departments with network advisors also do annual audits – SOTA, English, History and Geography, and Physics, Geology and Engineering - but annual audits are not college-wide. The required annual audit in the College of Informatics includes all students with 45 hours or less.

162.01

Require all juniors to engage in an annual audit with an advisor to review progression toward degree (i.e., 15 to Finish), certification for graduation, revisit their four-year plan, preparations/expectations for senior year, establish goals, and serve as a triage for academic, financial, and personal concerns. Please see all data points

2015-16 Progress Narrative

The Honors program has established a fourth semester audit for all students in preparation for developing the capstone project.

165.01

Communicate pathways to successful completion from first year (examples include 15 to finish, early enrollment in developmental courses, etc.) to degree (see University of Louisville Flight Plan). e, f, y, gg, rr, ss, 22

2015-16 Progress Narrative

All advising units are integrating "15 to Finish" in their sessions. This topic is included in the Master Advisor training curriculum. Developmental Programs, in collaboration with the Math/Statistics and English departments, created new courses for implementing a co-requisite model for students with writing and reading deficiencies. Results from the ENG 101W and ENG101R courses are promising. Similarly a new course was created for developmental mathematics, which was approved by the UCC in the fall, and a co-requisite course MATH 109-080 combination was approved in the spring; both will be offered for the first time in Fall 2016.

167.01
Require all sophomores to engage in an annual audit with an advisor to review progression toward degree (i.e., 15 to Finish), revisit their four-year plan, preparations/expectations for junior and senior year, establish goals, and serve as a triage for academic, financial, and personal concerns. Please see all data points.

2015-16 Progress Narrative
Norse Advising will take the lead in facilitating a day-long retreat to develop comprehensive advising expectations across all colleges. Additionally, plans are under way to provide an advising "Bridge" for students who are between majors and require specialized advising.

Use sophomore annual audit to identify and plan for engagement in two high-impact practices for upcoming academic semesters (e.g., undergraduate research, co-ops/internships, study abroad, etc.). Please see all data points.

2015-16 Progress Narrative
The UCC has specific course codes for undergraduate research and co-ops/internships. IR worked with the UCC and academic departments to ensure that courses were appropriately coded so student participation can be accurately tracked. The NSSE is being used as a partial data source for participation in high impact practices.