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FACULTY SENATE EXECUTIVE COMMITTEE

10 December 2007, 3:00 p.m.
Champ Hall Conference Room

Agenda

- 3:00 Call to Order** Doug Ramsey
Approval of [Minutes of November 19, 2007](#)
- 3:01 Announcements** Doug Ramsey
- 3:05 University Business**..... President Stan Albrecht
- 3:15 Information Items**
1. [Council on Teacher Education Report](#)..... Francine Johnson
 2. [Retention and FYE Report](#) Noelle Call
 3. [Scholarship Advisory Board Report](#)..... Patti Kohler
- 3:45 Key Issues and Action Items**
1. BFW Items Jeanette Norton
 - a. [Conflict of Interest Recommendations](#)
- 3:55 Old Business**
1. LEEDS Certification Doug Ramsey
 2. [Course Evaluation Form](#)..... Mike Lyons
- 4:15 New Business**
1. Faculty Forum Attendance Doug Ramsey
 2. Salary Compression Doug Ramsey
- 4:30 Adjournment**

USU FACULTY SENATE EXECUTIVE COMMITTEE

MINUTES

November 19, 2007, 3:00 p.m.

Champ Hall Conference Room

Present: Doug Ramsey, Brian Atwater, Byron Burnham, Steve Burr, Daren Cornforth, Jake Gunther, Ed Heath, Pat Lambert, Flora Shrode, Vincent Wickwar, and Andi McCabe

Invited Guest: Lisa Berreau, Britt Fagerheim, Christie Fox, Gary Kiger, Steven Hanks, Will Pendorf, Sylvia Read

Doug Ramsey called the meeting to order at 3:00 p.m.

Approval of Minutes of October 22, 2007

Steve Burr motioned to approve the October 22, 2007 minutes. Brian Atwater seconded the motion; motion carried unanimously.

Announcements - Doug Ramsey

1. The Brown Bag Lunch with the President on December 5th is canceled.
2. Faculty Code Review Committee- John Kras is chair of this ad hoc committee and is committed to accomplish this task as fast as possible.
3. Attendance at the Faculty Forum was poor and less than last year. Doug Ramsey would like to discuss this further at the next Faculty Senate Executive Committee meeting.

University Business

1. Sydney Peterson announced the commencement ceremonies. The Graduate Commencement and Hooding Ceremony for master's and doctoral degree candidates is Friday, December 14, 1:30-3:30 p.m. in the Dee Glen Smith Spectrum. Assembly of candidates takes place at 12:30 p.m. in the Nelson Fieldhouse for the procession, which begins at 1:00 p.m.

The Undergraduate Commencement Ceremony is Saturday morning, December 15, 10:30 a.m. in the Dee Glen Smith Spectrum. Undergraduate students assemble in the Nelson Fieldhouse with their colleges no later than 9:30 a.m. Procession begins at 10:00 a.m.

Information Items

1. **Cultural Activities Report** – Dean Gary Kiger presented the Cultural Activities Council responsibilities as:
1) a clearing house for the arts at USU and in the community. The council suggests ways that the university and the Caine School of the Arts can most effectively market and publicize arts and cultural activities programming; 2) the council suggests ways that the university can fulfill its “land-grant mission” by working collaboratively with community arts and cultural groups. The university, largely through the Caine School of the Arts, works with community organizations such as Cache Valley Arts Council, the Utah Festival Opera Company, and the Chamber Music Society of Logan; and 3) the council suggests ways that arts and cultural programming on the university campus and in the community can enhance students’ educational experiences. They have been successful in collaborating with Ellen Eccles Presents and with the Chamber Music Society of Logan, for example, where visiting artists give master classes and guest lectures in public schools and in the college’s creative arts courses. The College of Humanities, Arts, & Social Sciences signed a compact plan codicil with the ASUSU arts and lectures program to work cooperatively to bring arts and cultural programming to USU.

One recommendation was for Dean Kiger to bring copies of the *Visiting Artists* brochure to the next Faculty Senate meeting and to make them available across campus.

Pat Lambert motioned to place the Cultural Activities Report on the Consent Agenda of the December 3, 2007 Faculty Senate meeting. Vince Wickwar seconded the motion; motion carried unanimously.

2. **Libraries Advisory Council Report** – Lisa Berreau explained that the role of the council is to advise the Vice Provost of Libraries on: 1) meeting the learning, instruction, and research needs of students, faculty and staff; 2) formulating library policies in relation to circulation, services, and the collection development of resources for instruction and research; and 3) interpreting the needs and policies of the libraries to the University. They also inform colleagues about changes in the library and give presentations to make those on campus aware of new resources that are available. They also provide feedback to members of the library staff on the strategic plan for the library and the outcome of the LibQUAL survey. They were involved in final discussions of the Library Dean search. Going into the new year, Lisa Berreau is stepping off the committee. The best success story is that librarians are going out to departments and meeting with other groups as part of committees. Each department has a library liaison, which can be found on their website.

Jake Gunther motioned to place the Libraries Advisory Council Report on the Consent agenda of the December 3, 2007 Faculty Senate meeting. Vince Wickwar seconded the motion, motion carried unanimously.

3. **Honors Program Annual Report** – Christie Fox reported that they have hired a new staff assistant in the office, which helps allow them time to get to know all of the students. The number of contracts have decreased in the report but that is due to a change in the accounting method. Another change is that they are awarding more scholarship dollars and they now have a study abroad scholarship, which will be an endowed scholarship. There are 155 faculty participating in the Honors program, which is 20% of all faculty on campus. Doug Ramsey asked what designates an honor course. Christie responded that the class must offer some sort of a bonus to the students.

Brian Atwater motioned to place the Honors Program Annual Report on the Consent agenda of the December 3, 2007 Faculty Senate meeting. Vince Wickwar seconded the motion, motion carried unanimously.

4. **EPC Annual Report** – Steven Hanks reported the major activities accomplished in the last year and some of the items they are currently involved in. The Board of Regents is in the process of rewriting the R401 policy that defines the manner in which proposals go forward. They will modify it so that the full proposal is submitted along with a 2-page executive summary for the Regent's review. ASUSU has had discussions with the Academic Standards committee on the cheating policy. A task force has been formed to look at the code, which may result in some recommendations for change. Bob Heal, chair of the DEED subcommittee, has suggested that, with the realignment of the Regional Campuses and Distance Education, it may not be necessary to maintain this subcommittee. They are deliberating on this and may come forward with a recommendation to dissolve the DEED subcommittee.

Pat Lambert motioned to place the EPC Report on the Consent Agenda item of the December 3, 2007 Faculty Senate meeting. Flora Shrode seconded the motion; motion carried unanimously.

5. **Committee on Committees Report** – Will Popendorf proposed Senate approval of the three Senate appointments to the new Faculty Diversity, Development and Equity Committee.

Brian Atwater motioned to place the Committee on Committees Report on the Consent Agenda item of the December 3, 2007 Faculty Senate meeting. Vince Wickwar seconded the motion; motion carried unanimously.

Key Issues and Action Items

1. **PRPC Items** – Britt Fagerheim
 - a. Representation of Extension and RCDE on Faculty Senate (2nd reading)
Britt stated that PRPC went through and changed all the representation with a blanket change of terminology. There were issues (stated at the end of PRPC's proposed changes document) that bring up some questions. The committee suggested that Provost Coward be at the Faculty Senate meeting to answer some of these questions. Doug Ramsey motioned to place this item on the Key Issues and Action Items of the December 3, 2007 Faculty Senate meeting. Pat Lambert seconded the motion; motion carried unanimously.
 - b. Reasons for Non-Renewal (*1st reading*)
Although Provost Coward was unable to attend today's meeting, he submitted some proposed changes for consideration. The committee wanted further clarification. Pat Lambert motioned to place this item on the Key Issues and Action Items agenda of the December 3, 2007 Faculty Senate meeting and to allow for clarification there. Jake Gunther seconded the motion; motion carried unanimously.

New Business

1. **Old Versions of the Faculty Code** – Doug Ramsey led discussion on who should maintain old versions of the Faculty Code. It was noted that the faculty code is part of university policies and no longer a document on its own and the policies are maintained by Human Resources. Byron Burnham motioned that Doug Ramsey talk to BrandE Faupell or the Provost about this. Steve Burr seconded the motion; motion passed unanimously. It was also suggested that the Faculty Senate Handbook be provided to special collections archives every year.
2. **Course Evaluation Form** – Sylvia Read was present to ask for consideration to change the Course Evaluation Form. A major issue with the current form is that the idea of what students have learned is not really addressed. One suggestion was for a committee to look at how other universities have incorporated how students evaluate their own learning experience and to revise the questions on our form. Doug Ramsey will talk to Chuck Hawkins before moving this to a full Senate discussion to find out if the Faculty Evaluation Committee is already addressing this.

Adjournment

Byron Burnham motioned to adjourn the meeting. Pat Lambert seconded the motion. The meeting adjourned at 4:30 p.m.

Annual Report to the Faculty Senate
From The
University Council on Teacher Education
(One Page Summary)

Academic Year
September 1, 2006 - August 31, 2007

College of Education and Human Services

Utah State University

Activities of the Council

Program Changes

The School Psychology program was approved to grant the Educational Specialist degree (EdS) rather than an MS.

The Council voted to accept the fact that Business Information Technology Education and Marketing Education does not have a home at USU. The Council recommended strongly that Dean Strong take before the Deans' Council their concern regarding the possible elimination of future teacher education programs and asked that the Deans' Council develop a plan to determine which programs are important to USU and determine how to retrain them.

Policy Changes

USU's seven-year policy was adopted but with the stipulation that if licensing requirements change during the seven-year period, students will be required to complete the new licensing requirements in order to obtain their educator licensure.

USU's new policy accepting a Math ACT of 25 or Math SAT of 580 will fulfill USU's quantitative literacy requirement (QL) will also fulfill the math requirement for admission to teacher education.

USU teacher education students will be required to take and pass the Utah State Office of Education approved Praxis II Content test in their major prior to student teaching. Students who have a teaching minor which has been identified as a No Child Left Behind (NCLB) core content area will also be required to take and pass the USOE approved Praxis II Content test in their minor area prior to student teaching.

Information Items

USU's teacher education programs will be seeking national accreditation through the Teacher Education Accreditation Council (TEAC) rather than through the National Council for Accreditation of Teacher Education (NCATE).

Student teaching fee for all teacher education programs will be increased to \$300 effective Fall 2007.

The Utah State Office of Education (USOE) will begin offering a nonrenewable conditional Level 1 license to graduates who fail to pass their Praxis Content II test.

The USOE will begin implementing an on-line licensure application process for Levels 1, 2, and 3 educator licenses. The USOE will also begin implementing an on-line background check process Fall 2007.

Request was received by the Department of Languages, Philosophy, and Speech Communication to develop a tracking system for faculty to account for student teaching supervision of student teachers in their minor content areas.

Department of Theater Arts expressed concern in covering teacher education service courses with the resignation of one of their theater education faculty members.

Student Profile

There was an increase of 8% in total number of students admitted into Teacher Education programs during the 2006-07 year. The mean ACT scores (24.86) of new admissions continue to remain above the University's averages for mean ACT scores. There was a 6.1% increase in the number of graduates recommended for educator licensure this year. The placement rate for those seeking a teaching position was 93% which is the same as last year's placement rate.

Annual Report to the Faculty Senate

From The

University Council on Teacher Education

Academic Year

September 1, 2006 - August 31, 2007

College of Education and Human Services

Utah State University

INTRODUCTION

During the past year, September 2006 - August 2007, the University Council on Teacher Education has continued to exercise its responsibility for the coordination and regulation of the Teacher Education Program at Utah State University. Operating within the framework of the Utah State University Code of Policies and Procedures, the Council has concerned itself with the:

1. development of teacher education curricula.
2. approval of all teacher education curricula.
3. admission and counseling procedures for students desiring to enter teacher education programs.
4. graduation requirements and the recommendation of graduates for professional licensure.

MEMBERSHIP

The University Council on Teacher Education is composed of 25 voting members consisting of the Dean of the College of Education and Human Services, who serves as Chairperson, the Vice Provost for Undergraduate Studies and Research, representatives from the departments within the College of Education and Human Services involved in the preparation of teachers, and representatives of the colleges offering teaching majors and minors. These members are nominated by the respective deans, in consultation with their staffs, and appointed by the Senate. The term of office is for three years with staggered appointments. The faculty member from the College of Education and Human Services selected to serve on the University Educational Policies Committee (EPC) is appointed by the Dean of the College of Education and

Human Services to serve on the Council. Inasmuch as all curriculum matters relating to any teacher licensure program should receive consideration by the Council prior to submission to the EPC, this appointment provides the necessary correlation and communication between the two bodies. In addition, the State Department of Public Instruction, the Utah Education Association, and the Society of Superintendents are represented on the Council by one voting member from each respective organization. Students at the University are represented by the College of Education and Human Service's Senator who has the privilege of one vote. An alternate student is designated to attend in the absence of the College of Education and Human Services Senator. The membership of the Council for the 2006- 2007 academic year is identified on page 11 of the report.

The Council meets regularly on the third Monday of each month. Attendance at the meetings is indicative of the involvement of Council members in the affairs of the Council. During the past year, approximately 65 percent of the membership was in attendance at all meetings.

ACTIVITIES OF THE COUNCIL

Action Items

Program Changes

1. The Council voted to approve a change in the degree offered for School Psychology. Graduates will now receive an Educational Specialist degree (EdS) rather than an MS. This approval was for only a change in degree granted for an existing program.
2. The Council voted to accept the fact that Business Information Technology Education (BITE) and Marketing Education (ME) does not have a home at Utah State University.

In addition, the Council requested that Dean Strong take before the Deans' Council their concern regarding the possible elimination of future teacher education programs at USU and that the Deans' Council be urged to develop a plan to determine which programs are important to USU and determine how to retain these programs.

3. The Departments of Communicative Disorders and Deaf Education and Elementary Education proposed curriculum changes that were approved through departmental course approval forms.
4. The conversion to Banner necessitated an interdepartmental memorandum be forwarded to the University Educational Policy Committee standardizing the grading option for all secondary field experience courses to be "pass/fail." Secondary Education programs represented by this interdepartmental memorandum included Agriculture Education; Business Information Technology Education; Engineering and Technology Education; Family, Consumer Science Education; Foreign Languages Education, Mathematics/Statistics Education; and Theater Education.

Policy Changes

1. The Council voted to adopt Utah State University's Seven-Year Policy as the official policy for Teacher Education with a stipulation that if licensing requirements change within the seven-year period, the program requirements will change and students will be required to complete the current requirements in order to obtain their educator licensure.
2. The Council voted to accept the new university policy that *a Math ACT of 25 or Math SAT of 580 will satisfy USU's quantitative literacy (QL) requirement* will also satisfy the

teacher education admission requirement for math which is the successful completion of Math 1030, Math 1050, or Stat 1040.

3. The Utah State Board of Education (USOE) just recently passed a revised licensing requirement (R277-503-3) which states that students who have a teaching minor/endorsement in a No Child Left Behind (NCLB) core academic content area (English, Reading or Language Arts, Mathematics, Science, Foreign Languages, Civics and Government, Economics, Arts, History, or Geography) are required to take and pass the appropriate USOE approved Praxis II content exam prior to licensing. The Council voted to amend their current CTE policy to require only students with a NCLB teaching minor/endorsement area to take and pass the appropriate USOE Praxis II Content test prior to student teaching. Students who have non NCLB content minors will not be required to complete the Praxis II Content testing. Clarification was also made that all students will still need to take and pass the appropriate USOE approved Praxis II Content test in their teaching major prior to student teaching.

Information Items

1. Utah State University's teacher education programs will be seeking national accreditation through the Teacher Education Accreditation Council (TEAC) rather than through the National Council for Accreditation of Teacher Education (NCATE). Both TEAC and NCATE are approved by the U.S. Department of Education and the Council for Higher Education Accreditation.
2. The Department of Languages, Philosophy, and Speech Communication would like to have an official record of the student teaching supervision completed by their faculty for

students completing student teaching in their minor content areas. An ad-hoc committee was established (Chair-Brad Hall, Martha Dever, Patricia Gantt) to draft and present a proposal at a future CTE meeting.

3. The Utah State Office of Education (USOE) will begin requiring a passing Praxis Content II score for licensure in all NCLB core content areas beginning March 1, 2007. Anyone who submits a score below the passing Utah cut-off score will be issued a nonrenewable conditional Level 1 license. If the student fails to submit a passing score within three years, the license will lapse.
4. The USOE will be implementing an on-line application process for Educator Licensure and Background Checks. The Level II and III on-line process begin March 2007. The Level I on-line application process is scheduled to begin Spring 2007. Level I licensure will still require institutional recommendation prior to the issuance of the license. On-line background checks will begin Fall 2007.
5. The student teaching fee for all teacher education programs will be increased to \$300 effective Fall 2007.
6. Colin Johnson, Theater Arts Department Head, shared his concern that with the resignation of one of his theater education faculty members, he was having difficulty in staffing all of the theater service courses required in other teacher education programs – e.g., elementary education.

7. The USOE has implemented a 60-day time limit on the completion of background checks. Beginning February 1, 2007, students must complete their fingerprinting within 60 days from their date of authorization. If the fingerprinting is not completed within this time period, students will be required to reapply and repay the \$69 fee.
8. Kim Campbell, President of the Utah Education Association, presented information on the petition to place HB 148 - Funding of School Vouchers on the November 2007 ballot.

STUDENT PROFILE

Students in the Teacher Education Program. Admission into the Teacher Education Program at Utah State University requires formal application to the Office of the Associate Dean for Teacher Education, Graduation, and Educator Licensing in the College of Education and Human Services as well as the department where the major work is being offered. Students are not permitted to enroll in professional courses in education until they have been admitted to the Teacher Education Program. The current admission guidelines require that an applicant have a cumulative 2.75 GPA and a minimum score of 21 in each of three areas (English, Social Sciences, and Natural Sciences) and 25 in Mathematics of the American College Test (ACT). In those areas where the ACT score is below the minimum, the applicant must complete the required General Education course work with a pre-established GPA.

A total of 482 students were admitted into the Teacher Education Program during the period September 1, 2006 through August 31, 2007. This represents an increase of 8 percent from the previous year. Table 1 presents a comparison of the students admitted into the Teacher Education Program by teaching major for the two-year period 2005-2006 and 2006-2007.

Tables 2, 3, and 4 provide comparative data related to the criteria upon which students were admitted into the program and ACT scores of the applicants. Table 5 provides data related to the mean ACT scores, USU GPA, and cumulative GPAs. A review of this data indicates that ACT scores and GPAs of students admitted into the Teacher Education Program continue to compare favorably with the ACT scores and GPA's of their counterparts at the University. Three hundred seven (307) students admitted into the Teacher Education Program during the 2006-2007 academic year submitted ACT scores. The mean composite ACT score of these 307 students was 24.86. During the same period of time, the mean composite ACT scores of entering freshmen at Utah State University was 23.4. The 482 students admitted into the Teacher Education Program had a mean USU GPA of 3.42 and a mean cumulative GPA of 3.45. The Office of Institutional Research at the University reported the following GPA's for all students at USU for the 2005-2006 academic year:

Fall Semester 2006:	Mean GPA =3.53
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Spring Semester 2007:	Mean GPA = 3.49
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In addition there were 260 students admitted to post-bachelors education licensing programs (AS/C, Endorsements - Early Childhood, English as a Second Language, Gifted and Talented, Reading, Library Media, Counseling, and Alternative Special Education.)

Graduates Recommended for Certification. There were six hundred forty-two (642) students recommended for educator licensing and endorsements. This is an increase of 6.1 percent in 2007 as compared to 2006 (see Table 6). Four hundred seventy-five (475) students

were recommended for initial licensing in 2007. This is an increase of 1.5 percent in the number of initial licenses granted.

Placement of Program Graduates. The job placement rate of program graduates continues to be of interest to the Council. In 2007 a total of 642 graduates were recommended to the Utah State Office of Education for licensing. Three hundred fifty-six students (55%) responded to our placement survey. Of these, 240 (67%) were employed in Utah and 39 (11%) accepted teaching contracts out-of-state. This is an 93 percent placement rate of those seeking teaching positions (see Table 7). The 2007 placement rate is higher than the rate achieved in 2006 which was 88 percent. Some teaching majors have a much higher placement rate than others, and students seeking admission into the pre-service teacher preparation program should be made aware that the probability for employment may not be as favorable in all teaching areas.

Additional statistics are as follows: five (1.4%) were still seeking a teaching position; forty-nine (13.4%) were not seeking a teaching position; fifteen (4.2%) had secured other employment, and eight (2.2%) were continuing their education.

SUMMARY

This report provides the Faculty Senate with an account of the activities of the University Council on Teacher Education and the Status of the Teacher Education Program for the 2006-2007 academic year. The Council's primary activities during this period have been directed at maintaining a quality program.

The membership of the Council is cognizant of the need for improving the quality of education offered by the public schools. This, as a minimum, requires the preparation of highly

motivated, well trained professionally competent teachers. In response to this challenge, the University Council on Teacher Education will continue with its efforts to provide leadership, service, and control over the Teacher Education Program at Utah State University. The intent is to maintain a high quality pre-service teacher preparation program that will attract the "best and brightest" potential teachers. The information in this report provides evidence that the academic performance of students in the pre-service teacher education program compares favorably with and, in some instances, exceeds the performance of their peers in other academic programs.

UTAH STATE UNIVERSITY
COUNCIL ON TEACHER EDUCATION MEMBERSHIP
2006-07 through 2008-2009*

College and Number	Department or Area	2006-07	2007-08	2008-09
Dean, CEHS (1)	Chairman			Carol Strong
Associate Dean, CEHS (1)				Francine Johnson
Administration (1)	Vice Provost			
Agriculture (1)	Ag. Education		Brian Warnick	
Business (1)	Business Education			Dennis LaBonty
Education (7)	Elementary Education			Jim Dorward
	Inst Tech	Sheri Haderlie		
	Com Dis & Deaf Education			Beth Foley
	Special Education & Rehabilitation			Ben Lignugaris/Kraft
	HPER			Dennis Nelson
	Psychology		<i>Pending</i>	
	Secondary Education			Marti Dever
Engineering (1)	TIED		Maurice Thomas	
Family, Consumer & Human Services (1)	Human Development		Nancy Thompson	
Humanities, Arts & Social Sciences (3)	English	Pat Gantt (Jennifer Sinor)		
	Fine Arts		Thomas Rohrer	
	Theater Arts			Robbyn Black
Natural Resources (1)	Geography		Cliff Craig	
Science (2)	Mathematics	Jim Cangelosi		
	Biology		Richard Mueller	
State Department of Public Instruction (1)	Teacher Personnel			Larry Shumway
University (1)	Educ. Policy Com.	Pam Hudson		
UEA (1)	Public Schools	Kimilee Campbell		
Society of Supts. (1)	Superintendents	Steve Norton		
ASUSU (1)	ASUSU	Trent Duffey		

TABLE 1

**A COMPARISON OF STUDENTS ACCEPTED INTO THE TEACHER EDUCATION
PROGRAM, 2005-06 AND 2006-2007, BY TEACHING MAJOR**

MAJOR	2005-06	2006-07	DIFFERENCE
*Communicative Disorders	11	14	+3
Elementary Education	148	133	-15
Early Childhood	7	11	+4
Dual, Elem Educ & Early Child	24	42	+18
Dual, Elem Educ & Com Dis	0	0	0
Dual, Elem Edu & Deaf Educ	16	11	-5
Dual, Elem Educ & Spec Educ	18	17	-1
Dual, Spec Educ & Early Child	3	2	-1
Special Education	39	65	+26
Secondary Education Majors			
Chemistry	0	0	0
English	21	25	+4
Geography	3	0	-3
Health Education	7	10	+3
History	19	26	+7
Languages	6	10	+4
Mathematics	32	27	-5
P.E.	9	18	+9
Physics	0	0	0
Political Science	0	2	+2
Psychology	0	2	+2
Sociology	0	0	0

TABLE 1 (cont.)

MAJOR	2005-06	2006-07	DIFFERENCE
Theatre Arts	2	0	-2
Composite Majors			
Agriculture Education	16	10	-6
Art Education	6	5	-1
Biological Science	11	9	-2
Business Education	8	3	-5
Earth Science	0	2	+2
Engineering Technology Educ (ETE-TIED)	1	7	+6
Family & Consumer Sciences Education	14	9	-5
Marketing Education	12	n/a	-12
Music	5	14	+9
Physical Science	4	2	-2
Social Studies	6	6	0
Teacher Education	437	482	+35
TOTAL			
Post Bachelors Licensing Programs			
Administrative Supervisory Certificate	34	55	+21
Early Childhood Endorsement	6	4	-2
English as a Second Language Endorsement	18	30	+12
Gifted & Talented Endorsement	38	67	+29
Reading Endorsement	n/a	n/a	n/a
Library Media	13	8	-5

TABLE 1 (cont.)

MAJOR	2005-06	2006-07	DIFFERENCE
Alternative Special Education Licensure	61	96	+35
Post BS TOTAL	170	260	+90
Grand TOTAL	618	744	+125

*Graduate Teacher Education Program

TABLE 2

**STUDENTS ADMITTED INTO THE TEACHER EDUCATION PROGRAM CATEGORIZED BY
ADMISSION CRITERIA
2006-2007**

CATEGORY	NUMBER OF STUDENTS ADMITTED			
	2004-2006	% of Total	2006-2007	% of Total
ACT Scores \geq 21 in <u>ALL</u> four areas	199	32	186	39
ACT Scores \geq 21 in at least one area	144	23	119	25
ACT Scores < 21 in <u>ALL</u> four areas	10	2	4	1
BS Degree (GPA of \geq 2.75 on last 45 credits)	15	2	2	.5
No ACT Score available	253	41	171	35
TOTAL	618		482	

TABLE 3

**ACT SCORES OF STUDENTS ADMITTED TO TEACHER EDUCATION
BY TEST AREA
2005- 2006 AND 2006-2007**

ACT TEST AREA	NUMBER OF STUDENTS ADMITTED			
	2005-2006		2006-2007	
	ACT \geq 21	ACT <21	ACT \geq 21	ACT <21
English	289 (81%)	62 (18%)	266 (87%)	41 (13%)
Mathematics	245 (69%)	102 (29%)	226 (74%)	79 (26%)
Social Sciences	305 (86%)	49 (14%)	269 (88%)	36 (12%)
Natural Sciences	286 (81%)	60 (17%)	258 (85%)	47 (15%)
	N=353		N= 305	

TABLE 4

**STUDENTS ADMITTED INTO THE TEACHER EDUCATION PROGRAM CATEGORIZED BY
ADMISSION CRITERIA, BY MAJOR**

SEPTEMBER 1, 2006 - AUGUST 31, 2007

Teaching Major	Total # of Students Admitted	# students with ACT scores \geq 21 in at least one area	# of students with ACT scores < 21 in all areas	# students with B.S. degree	# of students with no ACT scores
Agricultural Education	10	7	0	0	3
Art Education	5	0	0	0	5
Biological Science	9	1	0	0	8
Business Education	3	0	0	0	3
Chemistry	0	0	0	0	0
Communicative Disorders	16	0	0	0	16
Early Childhood	11	11	0	0	0
Earth Science	2	0	0	0	2
Elementary Education	133	127	1	1	4
Engineering Technology Educ (TIED)	7	1	0	0	6
English	25	14	1	0	10
Dual, El Ed & ECH	42	42	0	0	0
Dual, El Ed & Deaf Educ	11	11	0	0	0
Dual, El Ed & ComD	0	0	0	0	0
Dual, El Ed & Spec Educ	17	15	0	0	2
Dual, Spec Ed & Early Child	2	2	0	0	0
FCSE	9	2	0	0	7

Teaching Major	Total # of Students Admitted	# students with ACT scores ≥ 21 in at least one area	# of students with ACT scores < 21 in all areas	# students with B.S. degree	# of students with no ACT scores
Geography	0	0	0	0	0
Health Education	10	4	0	0	6
History	26	14	0	0	12
Language	10	5	0	0	5
Marketing Education	n/a	n/a	n/a	n/a	n/a
Math	27	14	0	0	13
Music	14	6	0	0	8
Physical Education	18	5	0	0	13
Physical Science	2	1	0	0	1
Physics	0	0	0	0	0
Political Science	2	0	0	0	2
Psychology	2	1	0	0	1
Social Studies	6	4	0	0	2
Sociology	0	0	0	0	0
Special Education	65	17	2	1	45
Theatre Arts	0	0	0	0	0
TOTAL	482	305	4	2	171

TABLE 5

**STUDENTS' MEAN COMPOSITE ACT SCORES, USU GPA,
CUMULATIVE GPA BY MAJOR, AT THE TIME OF ADMISSION INTO THE TEACHER
EDUCATION PROGRAM
SEPTEMBER 2006 THROUGH AUGUST 2007**

Teaching Major	No. of Students Admitted	Students with ACT Scores	Students w/o ACT Scores	No. of Students with BS	Mean ACT Score	Mean USU GPA	Mean Cum GPA
Agricultural Education	10	7	3	0	22	3.01	3.03
Art Education	5	0	5	0	n/a	3.01	3.01
Biological Science	9	1	8	0	29	3.2	3.28
Business Education	3	0	3	0	n/a	3.28	3.28
Chemistry	0	0	0	0	n/a	n/a	n/a
Early Childhood Education	11	11	0	0	23.36	3.48	3.57
Earth Science	2	0	2	0	n/a	2.97	3.09
Elementary Education	132	128	4	1	24.30	3.46	3.54
Engineering Tech Ed (TIED)	7	1	6	0	21	3.34	3.27
English	25	15	10	0	24.58	3.32	3.31
Dual, El Ed & ECH	42	42	0	0	24.11	3.52	3.61
Dual, El Ed & Deaf Educ	11	11	0	0	24.75	3.57	3.61
Dual, El Ed & ComD	0	0	0	0	n/a	n/a	n/a
Dual, El Ed & Spec Educ	17	15	2	0	23.63	3.47	3.5
Dual, Spec Educ & ECH	2	2	0	0	24.86	3.15	3.15

Teaching Major	No. of Students Admitted	Students with ACT Scores	Students w/o ACT Scores	No. of Students with BS	Mean ACT Score	Mean USU GPA	Mean Cum GPA
FCSE	9	2	7	0	27	3.38	3.41
Geography	0	0	0	0	n/a	n/a	n/a
Health Education	10	4	6	0	23.13	3.32	3.29
History	26	14	12	0	24.63	3.42	3.5
Language	10	5	5	0	25.1	3.36	3.67
Marketing Education	0	0	0	0	n/a	n/a	n/a
Math	27	14	13	0	23.36	3.48	3.57
Music	14	6	8	0	25.96	35.4	3.55
Physical Education	18	5	13	0	23.4	3.13	3.12
Physical Science	2	1	1	0	25	3.07	3.07
Physics	0	0	0	0	n/a	n/a	n/a
Political Science	2	0	2	0	n/a	3.41	3.32
Psychology	2	1	1	0	28	3.42	3.43
Social Studies	6	4	2	0	24.94	3.42	3.46
Sociology	0	0	0	0	n/a	n/a	n/a
Special Education	64	19	45	1	32.32	3.46	3.46
Theatre Arts	0	0	0	0	n/a	n/a	n/a
TOTAL	482	305	171	2	24.96	3.28	3.38

TABLE 6
TEACHER EDUCATION PROGRAM GRADUATES
RECOMMENDED FOR TEACHER LICENSING
2000-2007

	2000	2001	2002	2003	2004	2005	2006	2007
Dual	34	23	33	25	29	34	34	34
Early Childhood	8	12	10	12	9	8	3	5
Elementary	170	167	162	187	175	163	151	172
Secondary	117	153	125	109	147	125	92	111
Ungraded	127	42	83	88	43	134	143	127
Art	6	4	4	5	2	8	3	6
ComD	14	25	16	19	28	14	11	16
HPER	n/a	n/a	n/a	24	21	24	24	8
Lib Media	10	34	23	8	17	17	13	6
Music	9	8	10	17	11	13	4	11
School Counseling	5	46	51	27	29	31	32	19
School Psychology	4	4	5	2	4	4	3	4
Special Education	65	92	81	109	93	119	92	123
TOTAL	623 (452)	591 (455)	603 (452)	632 (490)	608 (456)	694 (544)	605 (468)	642 (475)

*Numbers in parenthesis indicate the number of **first** certificates for that year.

TABLE 7

**PLACEMENT OF TEACHER EDUCATION PROGRAM GRADUATES
RECOMMENDED FOR INITIAL LICENSING FOR THE PERIOD
SEPTEMBER 1, 2005 THROUGH AUGUST 31, 2006**

1	2	3	4	5	6	7	8	9	10	11
Teaching Major	Total No. Certified	Total No. Responded	In State	Outside State	Other Employment	Seeking Teaching Position	Not Seeking Teaching Position	Continuing Formal Education	% Placement in Teaching of Total Responded	% Placement in Teaching of Total Seeking Employment
Ag Ed	13	8	5	1	0	0	2	0	75%	100%
Art Ed	6	6	4	1	0	0	1	0	83%	100%
ASE	55	25	19	1	1	3	0	1	80%	83%
Biological Science	9	5	4	0	1	0	0	0	80%	100%
Business	5	5	3	1	1	0	0	0	80%	100%
Chemistry	0	0	0	0	0	0	0	0	n/a	n/a
Com Dis	16	5	5	0	0	0	0	0	100%	100%
Earth Science	0	0	0	0	0	0	0	0	n/a	n/a
All Dual Majors	34	25	18	2	1	0	4	0	80%	95%
Early Childhood	5	5	5	0	0	0	0	0	100%	100%
Elem Educ	172	120	87	8	3	1	19	2	79%	95%
English	18	11	5	3	1	0	1	0	73%	80%
FCSE	7	7	73	2	0	1	2	0	71%	100%
Geography	2	1	0	1	0	0	0	0	100%	100%
Health Education	4	3	1	1	0	0	1	0	67%	100%
History	9	9	2	2	2	0	3	0	44%	67%
ITE/TIED	3	1	0	1	0	0	0	0	100%	100%
Marketing Ed	2	1	1	0	0	0	0	0	100%	100%

1	2	3	4	5	6	7	8	9	10	11
Teaching Major	Total No. Certified	Total No. Responded	In State	Outside State	Other Employment	Seeking Teaching Position	Not Seeking Teaching Position	Continuing Formal Education	% Placement in Teaching of Total Responded	% Placement in Teaching of Total Seeking Employment
Mod Languages	5	4	3	1	0	0	0	0	100%	100%
Math	23	6	7	2	1	0	4	2	56%	100%
11Music Ed	11	9	2	3	0	0	3	7	56%	100%
PE	4	4	3	0	0	0	1	0	75%	100%
Physical Science	1	1	0	0	0	0	1	0	n/a	100%
Physics	0	0	0	0	0	0	0	0	n/a	n/a
Psychology	0	0	0	0	0	0	0	0	n/a	n/a
Political Science	0	0	0	0	0	0	0	0	n/a	n/a
School Psychology	4	1	0	0	0	0	0	1	n/a	100%
Social Studies	3	3	3	0	0	0	0	0	100%	100%
Special Education	28	22	13	3	1	0	5	0	73%	94%
Special Education Alternative	95	49	42	4	1	0	1	1	94%	98%
Speech/Theater	3	1	0	1	0	0	0	0	100%	100%
Library Media	6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Counselor	19	9	5	1	2	0	1	0	67%	75%
TOTALS	562	356	240	39	15	5	49	8	78%	93%

NOTES: Percent (Column 10) = $\frac{\text{Column 4} + \text{Column 5}}{\text{Column 3}}$

Percent (Column 11) = $\frac{\text{Column 4} + \text{Column 5}}{\text{Column 3} - \text{Column 8} - \text{Column 9}}$

- No data available

*graduate may be teaching in major or minor content area

University Retention Report to Faculty Senate
Executive Summary
Faculty Senate Executive Committee
Prepared by Noelle Call, Director,
Office of Retention and First-Year Experience
December 3, 2007

Executive Summary

This report provides basic University student cohort and retention data, and explicates processes, initiatives, and programs central to student retention efforts at Utah State over the course of the past year.

Function of the Office of Retention and First-Year Experience

Established just over one year ago, the Office of Retention and First-Year Experience at Utah State University exists to comprehensively and cohesively approach the processes of student transition, integration, and persistence through programs, initiatives, and research. Primary programmatic functions of this office include:

- Student enrollment confirmation
- Student Orientation, Advising, and Registration (SOAR)
- The University Connections course
- University Parent and Family Programs
- Matriculation and leave of absence advising
- Research and analysis of student and institutional retention data

Beyond the scope of these programs, the Office of Retention and First-Year Experience collaborates extensively with myriad departments, offices, and individuals from across the University to identify and implement programs and initiatives meant to enhance the capacity of the institution to contribute to student success and mitigate student attrition.

Enrollment, Program Participation, and Retention Figures

2007 Figures (Preliminary)

First-time, Full-Time, Degree-Seeking Students, Logan Campus (Initial Cohort): **2,617¹**
Number of Students Entering Fall 2007 Enrolled in All Sections of Connections: **1,654**
Number of Students Entering Fall 2007 Participating in SOAR: **2,915²**
Number of Parents Attending Orientation on Campus during 2007: **1,051**

2006 Figures (Preliminary)

Initial Cohort (unadjusted for reporting exclusions and official leaves of absence): **2,375³**
Number of Students Entering Fall 2006 Enrolled in All Sections of Connections: **1,589**
Number of Students Entering Fall 2006 Participating in SOAR: **2,790⁴**
Number of Parents Attending Orientation on Campus during 2006: **897**

Official 2005 Cohort Figures:

Initial 2005 First-Time, Full-Time Degree Seeking Main Campus Cohort: **1,906**
Adjusted Cohort (with allowed reporting exclusions): **1,583⁵**
Number of Students from Adjusted Fall 2005 Cohort Who Returned Fall 2006: **1,143**
Official 2005 Retention Rate: **72.2%**
Number of Students on Official Leave of Absence or Otherwise Excluded from 2005 Cohort: **323**
(313 Religious Missions, 5 Military, 3 Foreign Aid Service, 2 Deceased)
Number of Students Entering Fall 2005 Enrolled in Connections (Pre-semester only): **1,388**
Number of Students Entering Fall 2005 Participating in SOAR (On-campus only): **1,590**
Number of Parents Attending Orientation on Campus during 2005: **581**

Recent Student Retention-Focused Accomplishments

Early Alert
Collaborative Retention Data Analysis
University Retention Symposium
Math Placement Testing
Online Leave of Absence

Updates on Previous Initiatives

Expansion of University Connections
Connections Data Analysis
University Parent and Family Programs
Early Registration/Course Clusters
Transition Assistance: Admissions Office and Student Orientation, Advising, and Registration
New Student Handbook and Planner
Excellence in Instruction for First-Year Students Faculty Award

Proposed and Pending Initiatives

International Connections
Additions to Connections Curriculum: Student Finance
Expansion of Early Alert
Expanded Development of Data Collection and Analysis Capacities/Departmental Collaborations

Faculty and Collaboration

According to Kinzie and Kuh (2004), “Sharing responsibility for educational quality and student success is woven into the tapestry of educationally effective institutions.” A review of the student success and retention-focused accomplishments noted in this report reveals the significance of effective and efficient collaboration among faculty, staff, and administration in developing effectual initiatives and engendering positive outcomes for students and the institution. While each of the aforementioned initiatives certainly demand the contributions of multiple constituents, it is important to note the central role played by faculty members not only in these initiatives taken individually, but perhaps most critically, in the comprehensive effort to provide for student success and retain students at this institution. The proximity between faculty members and students on a daily basis in teaching, research, and advising capacities allows for members of the faculty to have unparalleled influence on the lives of students, an influence that Richard Light (2001) claims many faculty members often wrongly underestimate. Faculty members’ efforts, both in their individual work with students on a daily basis, and their participation in centrally-sponsored programs and initiatives such as those outlined in this report, are fundamentally critical to the Utah State University’s student retention endeavors and accomplishments, and should be emphatically noted as the basis for the accomplishments listed in this report, and the foundation for the successes to be achieved in the future.

References

Kinzie, J., & Kuh, G.D. (2004). Going DEEP: Learning from Campuses that Share Responsibility for Student Success. *About Campus*, 9(5), 2-8.

Light, R. (2001). *Making the Most of College: Students Speak Their Minds*. Cambridge, Massachusetts: Harvard University Press, 104.

¹ This figure represents the number of First-Time, Full-Time Degree Seeking Main Campus students in each Fall cohort prior to adjustments for all allowed reporting exclusions. These adjusted cohort totals and corresponding retention figures are prepared each spring by Analysis, Assessment, and Accreditation for the previous academic year’s cohort of entering students.

² This figure includes all students who attended SOAR on campus and students who completed the SOAR requirement online.

³ Number of First-Time, Full-Time Degree-Seeking Logan Campus students prior to adjustments for all allowed reporting exclusions.

⁴ All students who attended SOAR on campus as well as all students who completed the SOAR requirement online.

⁵ Adjusted cohort figures reflect preliminary cohort figures less the number of students noted as allowed reporting exclusions. Reasons for such exclusions include church, humanitarian, and military service, among others. For further explanation of cohort adjustments and reporting exclusions, visit <http://aaa.usu.edu/factsfigures/RetentionGraduation.htm>.

Abstract

This report is prepared on an annual basis for the Faculty Senate at Utah State University in an effort to provide basic student cohort and retention data, and to explicate processes, initiatives, and programs central to student retention efforts at Utah State. Following a cursory depiction of cohort and retention data comprised of official figures from the 2005 cohort, and preliminary figures from the 2006 and 2007 cohorts, this report will annotate specific retention-focused programs and processes at Utah State University, with sections highlighting recent accomplishments, updating current initiatives, and introducing future programs and imperatives. The report will conclude with a statement emphasizing the critical nature of collaboration among faculty, staff, and administrators in efforts to meaningfully enhance the student experience at Utah State University.

Function of the Office of Retention and First-Year Experience

Established just over one year ago, the Office of Retention and First-Year Experience at Utah State University exists to comprehensively and cohesively approach the processes of student transition, integration, and persistence through programs, initiatives, and research. Primary programmatic functions of this office include:

- Student enrollment confirmation
- Student Orientation, Advising, and Registration (SOAR)
- The University Connections course
- University Parent and Family Programs
- Matriculation and leave of absence advising
- Research and analysis of student and institutional retention data

Beyond the scope of these programs, the Office of Retention and First-Year Experience collaborates extensively with myriad departments, offices, and individuals from across the University to identify and implement programs and initiatives meant to enhance the capacity of the institution to contribute to student success and mitigate student attrition.

Enrollment, Program Participation, and Retention Figures

2007 Figures (Preliminary)

First-Time, Full-Time, Degree-Seeking Students, Logan Campus (Initial Cohort): **2,617***
First-Time, Full-Time, Degree-Seeking Students, Total USU (Including Regional Campuses): **2,744**
Number of Students Entering Fall 2007 Enrolled in Traditional, Pre-Semester Connections: **1,495**
Number of Students Entering Fall 2007 Enrolled in All Sections of Connections: **1,654**
Number of Students Entering Fall 2007 Participating in SOAR: **2,915****
Number of Students Entering Fall 2007 Attending SOAR on Campus: **2,463**
Number of Parents Attending Orientation on Campus during 2007: **1,051**

*This figure represents the number of First-Time, Full-Time Degree-Seeking Main Campus students in the Fall 2007 cohort prior to adjustments for all allowed reporting exclusions. Adjusted cohort totals and corresponding retention figures are prepared each spring by Analysis, Assessment, and Accreditation for the previous academic year's cohort of entering students.

**This figure includes all students who attended SOAR on campus as well as all students who completed the SOAR requirement online.

2006 Figures (Preliminary)

Initial Cohort (unadjusted for reporting exclusions and official leaves of absence): **2,375***
Number of Students Entering Fall 2006 Enrolled in Traditional, Pre-Semester Connections: **1,454**
Number of Students Entering Fall 2006 Enrolled in All Sections of Connections: **1,589**
Number of Students Entering Fall 2006 Participating in SOAR: **2,790****
Number of Students Entering Fall 2006 Attending SOAR on Campus: **2,170**
Number of Parents Attending Orientation on Campus during 2006: **897**

*This figure represents the number of First-Time, Full-Time Degree-Seeking Main Campus students in the Fall 2006 cohort prior to adjustments for all allowed reporting exclusions. Adjusted cohort totals and corresponding retention figures are prepared each spring by Analysis, Assessment, and Accreditation for the previous academic year's cohort of entering students.

**This figure includes all students who attended SOAR on campus as well as all students who completed the SOAR requirement online.

Official 2005 Cohort Figures:

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Number of Students Entering Fall 2005 Participating in SOAR (On-campus only): **1,590**
Number of Parents Attending Orientation on Campus during 2005: **581**

*Adjusted cohort figures reflect initial cohort figures less the number of students noted as allowed reporting exclusions. Reasons for such exclusions include church, humanitarian, and military service, among others. For further explanation of cohort adjustments and reporting exclusions, visit <http://aaa.usu.edu/factsfigures/RetentionGraduation.htm>.

Recent Student Retention-Focused Accomplishments

Early Alert

Beginning in Fall Semester 2007, the Office of Retention and First-Year Experience, in conjunction with the University Retention Committee, implemented an Early Alert program, targeting freshmen and sophomores experiencing academic difficulty. In this program, participating faculty members refer students who demonstrate signs of academic difficulty at early points in the semester, primarily utilizing poor results on early exams, troubling attendance patterns, and other indicators of early academic distress as conditions for referral. These students are then contacted by the Office of Retention and First-Year Experience and encouraged to stop in for a brief consultation regarding available academic resources and strategies. Following a brief assessment by professional staff, students are connected to offices, departments, and/or specific resources that will be of potential benefit to them. Follow-up inquiries regarding resource utilization and remediation are conducted on a student-by-student basis by the Office of Retention and First-Year Experience. Additionally, first-year students enrolled in the University Connections course who receive a grade of B- or lower when Connections grades are reported in the early part of October are also referred into this program. This referral is based upon internal research which has indicated that students who receive a B- or lower in Connections are substantially more likely to experience later academic difficulty and are less likely to be retained to a second year at Utah State University. Assessment and participation data for this program will be available following the conclusion of the first semester of this program.

Collaborative Retention Data Analysis

Efforts undertaken within the Office of Retention and First-Year Experience to research and determine both the significance of the effects of directed University efforts to assist and provide for first-year students, as well as the predictive capacity of many other variables to identify prospective factors leading to attrition have been expanded to incorporate data provided centrally from the Registrar's Office, as well as individual departments, colleges, and programs. These collaborations have been established in efforts to both understand and enhance contributions to the student experience by individual units, as well as expand institutional knowledge of student attrition patterns and tendencies. To this end, in the past year the Office of Retention and First-Year Experience has engaged in partnerships with University Housing, the College of Natural Resources, and the Honors Program, among others, with whom baseline data sharing and analysis has taken place, as well as strategy discussions for appropriate steps to be taken on the basis of future data collection and analysis. In addition to these partnerships, an ongoing collaboration between the Office of Analysis, Assessment, and Accreditation, and the Office of Retention and First-Year Experience has led to a successfully piloted assessment of students who have left Utah State University to determine specific causes for attrition. Following this successful pilot, this survey is scheduled to be administered to all students from the Fall 2006 cohort who did not return to Utah State for Fall 2007, with the intention of collecting this data on a yearly basis to allow for longitudinal analysis.

University Retention Symposium

Co-sponsored by the Office of the Provost and the Office of Retention and First-Year Experience, a University Retention Symposium convened on October 11, 2007. This symposium featured workshops, panels, presentations, and forums intended to facilitate broad conversations regarding best practices for student success across campus. Successful retention efforts in individual colleges, departments, offices, and regional campuses were shared in an effort to perpetuate the positive momentum toward a culture of focusing on student success and persistence throughout the University. The Retention Symposium luncheon featured a keynote address from President Stan Albrecht. This address highlighted issues surrounding student retention and persistence at Utah State University, focusing particularly on current and future institutional efforts to enhance student success, and emphasizing the critical role of individual departments and offices in these efforts.

Math Placement Testing

Faculty leaders from the Mathematics and Statistics Department, in partnership with colleagues from the Office of Retention and First-Year Experience and the Registrar's Office, have implemented extensive math placement testing for incoming students. For a substantial number of incoming first-year students, these tests are taken in conjunction with Student Orientation, Advising, and Registration for the sake of both convenience and efficacy in ensuring that students are directed toward the appropriate initial math course at Utah State as they commence their introductory advising and registration processes. The goal of this program is to see to it that students are more likely to meet with initial success in their math coursework at Utah State, with the explicit intention of limiting student attrition on the basis of potentially avoidable academic difficulty experienced as a result of inappropriate initial math course placement. Data and analysis of the preliminary results of this process will be available following the completion of the 2007-2008 academic year.

Online Leave of Absence

In collaboration with the Financial Aid Office and the Registrar, the University Matriculation Advisor, the Admissions Office, and the Office of Retention and First-Year Experience have moved the process of taking a leave of absence from Utah State online. For students, this both simplifies and clarifies the process of taking a leave from the University. For the institution, this allows for easier student tracking and ensures that better student data will be available for analysis. In addition, this process has eliminated a number of extensive paper trails that previously existed as information on students taking leaves of absence is shared between the Financial Aid Office, the Registrar's Office, and the Office of Retention

and First-Year Experience. Because this process has allowed for more nuanced levels of student tracking, departments are now notified in advance of a student's scheduled return from leave, allowing them to contact the student to welcome them back to the University and update them on any information that may be critical to their successful return.

Updates on Previous Initiatives

Expansion of University Connections

The University Connections course (USU 1010) continues to serve as a positive transition experience for first-year students at Utah State University. The Fall 2007 event marked the largest enrollment in the history of the program, with 60 total sections accommodating 1,495 students in the traditional pre-semester format, and an additional 159 students in the 8-week in-semester sections, for a total of 1,654 enrolled students. In addition, Connections featured new enriching experiences with the addition of an education program designed by Nutrition Department undergraduate research fellows and several sections offering service-learning experiences. Additionally, 2007 Connections students were introduced to the use of Blackboard Vista through their participation in the course, enjoyed an introduction to the local community through the annual "Taste of Logan" event, and participated in enhanced evening and extracurricular activities sponsored by the Associated Students of Utah State University. This year, Connections students participated in the annual Common Literature Experience by reading *Complications: A Surgeon's Notes on an Imperfect Science*, and enjoying an opening Convocations lecture featuring the book's author, Dr. Atul Gawande. The peer mentoring program, wherein students in each section of Connections interact extensively in the course and throughout their first-year with a designated member of the University A-Team, continued to expand, providing students with valuable transition and integration assistance. Assessment of the Connections course, conducted by the Office of Analysis, Assessment, and Accreditation, indicated student satisfaction with the experience, with 83.8% of student respondents agreeing or strongly agreeing that they received useful information in the Connections course and 79.6% of student respondents agreeing or strongly agreeing that the Connections course helped ease their transition to USU.

Connections Data Analysis

In an effort to determine the impact of Connections on first-year students, and also to determine additional areas of utility provided by the course, the Office of Retention and First-Year Experience has initiated data analysis processes designed to examine the Connections course in greater detail. These analyses revealed a retention rate for Connections students of over 8% higher than for students who did not participate, and also a much higher retention rate among students who received a grade of B or higher in Connections than for those who received a grade of B- or lower. Findings from the second data set are now being utilized in conjunction with the Early Alert program, as all students who receive a B- or lower are targeted for early intervention. Future analysis will include further longitudinal studies on this data, and regression analysis to assess the strength of correlations between Connections participation and measures of academic success and persistence. Data from the initial analysis follows:

Student Retention

Among students from official Fall 2005 cohort:

Adjusted retention rate for students who completed Connections: **74.90%**

Adjusted retention rate for students who did not complete Connections: **66.13%**

Central early-alert mechanism utilization

Among students from official Fall 2005 cohort:

Adjusted retention rate for students who received a B or higher in Connections: **78.33%**

Adjusted retention rate for students who received a B- or lower in Connections: **47.5%**

(Students at B- or lower (n=120) targeted for coordinated interventions in October in conjunction with the Early Alert program.)

Parent and Family Programs

The Office of Retention and First-Year Experience has introduced and expanded a number of connected programs and initiatives directed specifically toward the establishment of intentional and proactive relationships with parents and families of Utah State University students. These programs have been designed with the intention of enabling parents to become more impactful resources in contributing to the success of their students. Programs include dedicated Parent Orientation sessions, held in conjunction with SOAR, with 1,051 parent participants in 2007. Parents of first-year students are also encouraged to become a part of the Utah State Parent and Family Association, which boasts a current membership of 1,355. In addition to other resources, all Parent and Family Association members receive an online monthly newsletter designed specifically for parents of current USU students. Additionally, a growing number of Regional Parent Advisory Boards have been established to give parents from specific regions the opportunity to participate in planning and feedback processes for retention and parent-focused programs and initiatives. Based on expressed parent interest, advisory boards have been established in Idaho Falls/Pocatello, Cache County, Ogden/Davis County, Salt Lake County, Utah County, and online for parents outside these designated areas, with 65 total active participants in these boards. A Parent and Family Weekend, held October 12-14, was also introduced this year in an effort to perpetuate and reinforce appropriate and meaningful parent involvement in the student experience, and was well-received by over 300 attendees.

Early Registration/Course Clusters

Thanks to an ongoing collaboration between the University Registrar, the University Advising Office, and the Office of Student Orientation, Advising, and Registration, within the Office of Retention and First-Year Experience, the process of course selection and registration for new, first-time incoming students has been refined and expanded, resulting in students being able to pre-register for a set of courses in conjunction with their registration for participation in SOAR, the University's mandatory pre-matriculation advising and registration process. As students register to attend SOAR and submit their University Deposit, students are placed in a set of classes in advance based on their major, preferences, standardized test scores, and previously earned credit, with the opportunity to refine and add to this partial schedule once these students meet with their respective academic advisors while at SOAR. The impetus for this process is twofold; by allowing students the opportunity to be placed in a baseline set of courses that reflect their interests and meet their general education requirements, students are more likely to be satisfied with their initial academic experience, and by allowing this process to take place outside normal priority registration protocols, incoming students are ensured that these courses will be on their schedule in their first semester. Based on both national research and comments from Utah State University students, the effort to make certain that students are engaged in appropriate, applicable, and desired coursework in their first semester is a significant component of student satisfaction. Though this process has been in existence for several years at Utah State, the extraordinary efforts of the University Registrar and the Program Administrator for New Student Orientation to expand the scope and purpose of this process in the past year have led to substantial progress in the capacity of this process to meet its long term aim of better serving, and ultimately retaining students.

Transition Assistance: Admissions Office and Student Orientation, Advising, and Registration

In an effort to continue to improve institutional capacity to assist students in their transition from recruitment through admissions to matriculation and beyond, the Office of Retention and First-Year Experience and the Admissions Office have partnered on a number of platforms. Beginning with recruitment, students are now introduced to the office and processes they will encounter after their admission to the University. Contact with admitted students to inform them of their next steps, including SOAR registration and the submission of the University Deposit to secure their enrollment at the university, are coordinated between Admissions and SOAR personnel. Student Ambassadors (University Recruitment and Admissions Ambassadors) and the University A-Team (New Student Orientation Staff and Peer Mentors) are engaged in multiple collaborations throughout the year to ensure that incoming students experience a successful transition to Utah State.

New Student Handbook and Planner

In response to both student comments and extensive analysis of information provided to incoming students regarding University resources, services, and policies, the Office of Student Orientation, Advising, and Registration introduced a new handbook for incoming students beginning with the entering 2007 cohort. This handbook provides a quick and easy reference to resources available to Utah State University students, and incorporates helpful features including: calendar information, dates and deadlines, policies and procedures, transportation information, phone numbers and locations, and emergency contact information. This handbook is utilized at both SOAR and Connections as students enter the university in an effort to familiarize them with the resources and information noted in the handbook. Students are encouraged to refer to the information in this handbook for general, quick-reference information, and to consult the *General Catalog* for complete, in-depth information.

Excellence in Instruction for First-Year Students Faculty Award

As a part of the University's commitment to supporting students in their first year of college, Utah State University recognized five outstanding faculty members for their efforts in mentoring first-year students. Award recipients included Kim Corbin Lewis, Associate Professor in the Communicative Disorders and Deaf Education Department; Cathy Ferrand Bullock, Assistant Professor in the Journalism and Communications Department; Lawrence Culver, Assistant Professor in the History Department; Ted J. Alsop, Associate Professor in the Environment and Society Department; and Scott Ensign, Professor in the Chemistry and Biochemistry Department. The recipients of this award were selected from a group of more than 100 faculty members who were nominated by first-year students. This award has been designed to serve as an annual way of recognizing the extraordinary efforts of faculty members in contributing to student success, and the nomination and awarding process is currently under review.

Proposed and Pending Initiatives

International Connections

In collaboration with the Office of International Students and Scholars, a section of Connections will be offered beginning in the 2008-2009 academic year specifically for international students. This section will allow incoming international students the opportunity to receive many of the same curricular and extracurricular resources and benefits as students participating in traditional Connections sections, with specific elements added to address the individual and collective needs of newly arriving international students.

Additions to Connections Curriculum: Student Finance

Following the aforementioned collaborative success bringing issues of student nutrition into the Connections curriculum, a new partnership with the Department of Family, Consumer, and Human Development and the Family Life Center will introduce Connections students to critical information regarding budgeting and finance. Given that concerns about money and finances are often cited by students as factors in their departure from the University, this is obviously a matter of great import, and providing assistance to students in this arena is intended to ultimately provide both individual and institutional benefits.

Expansion of Early Alert

Following the successful pilot of this program in Fall Semester 2007, the Early Alert program will continue to expand to incorporate the participation of as many courses impacting first- and second- year students as possible, based on the willingness of faculty members in these courses to provide names or A-numbers of students demonstrating early indicators of academic difficulty for referral. Whereas currently, faculty members are asked to visit a separate, dedicated website maintained by the Office of Retention and First-Year Experience to make these referrals, work is underway to explore the possibility of building

such a system into Blackboard course management software, ultimately allowing for quick and integrated faculty participation in this process. Future expansion of the Early Alert program will also allow other individuals, both on- and off- campus, to refer students who may be experiencing academic difficulty for assistance.

Expanded Development of Data Collection and Analysis Capacities/Departmental Collaborations

Based upon positive results obtained from collaborations with individual departments and programs to obtain and analyze specialized student participation and retention data, the Office of Retention and First-Year Experience is continuing to expand its capacity to obtain and analyze relevant student data. Thanks to the substantial assistance of the Registrar's Office, and the cooperation of several key offices, including the Financial Aid Office, the Academic Resource Center, and University Advising, the scope of the data available for analysis in future individual collaborative projects and in large-scale University-wide student retention-focused studies will be broadened significantly. With this access, the Office of Retention and First-Year Experience will continue to aggressively pursue opportunities to collaborate with as many campus entities as possible to assist individual departments and offices in their efforts, and to contribute to the growing knowledge base impacting the University's ability to better serve its students.

Faculty and Collaboration

According to Kinzie and Kuh (2004), "Sharing responsibility for educational quality and student success is woven into the tapestry of educationally effective institutions." A review of the student success and retention-focused accomplishments noted in this report reveals the significance of effective and efficient collaboration among faculty, staff, and administration in developing effectual initiatives and engendering positive outcomes for students and the institution. While each of the aforementioned initiatives certainly demand the contributions of multiple constituents, it is important to note the central role played by faculty members not only in these initiatives taken individually, but perhaps most critically, in the comprehensive effort to provide for student success and retain students at this institution. The proximity between faculty members and students on a daily basis in teaching, research, and advising capacities allows for members of the faculty to have unparalleled influence on the lives of students, an influence that Richard Light (2001) claims many faculty members often wrongly underestimate. Faculty members' efforts, both in their individual work with students on a daily basis, and their participation in centrally-sponsored programs and initiatives such as those outlined in this report, are fundamentally critical to the Utah State University's student retention endeavors and accomplishments, and should be emphatically noted as the basis for the accomplishments listed in this report, and the foundation for the successes to be achieved in the future.

References

Kinzie, J., & Kuh, G.D. (2004). Going DEEP: Learning from Campuses that Share Responsibility for Student Success. *About Campus*, 9(5), 2-8.

Light, R. (2001). *Making the Most of College: Students Speak Their Minds*. Cambridge, Massachusetts: Harvard University Press, 104.

SCHOLARSHIP YEAR END REPORT FOR 2006-07

Undergraduate scholarships are reported by college. There are 13 types of undergraduate waivers, awarded by the Admissions office according to legislative mandates and university policy.

College and departmental awards are awarded at the college/departmental level from college cash accounts or endowments.

Cash from outside sources is not awarded by the university, but is generally given to students chosen by employers and other outside donors.

The graduate and athletic scholarships are reported on the second page of this report. For graduate students, 6 waiver accounts exist as well as departmental funds. There are 3 waiver accounts for the athletes as well as departmental funding.

COLLEGE OF AGRICULTURE - undergraduate	# of Recipients	\$AMOUNT
University In-State Tuition (10% Waivers)	66	\$ 172,055
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	61	\$ 363,286
Other Admissions Scholarships	144	\$ 266,645
Departmental Scholarships	185	\$ 253,152
Other USU Scholarships	32	\$ 62,636
Cash from Outside Sources	53	\$ 85,218
Total <i>Unduplicated</i> Recipients	*417	\$ 1,202,992

COLLEGE OF BUSINESS - undergraduate	# of Recipients	\$AMOUNT
University In-State Tuition (10% Waivers)	172	\$ 477,258
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	67	\$ 386,732
Other Admissions Scholarships	303	\$ 560,551
Departmental Scholarships	123	\$ 247,135
Other USU Scholarships	106	\$ 522,243
Cash from Outside Sources	76	\$ 171,085
Total <i>Unduplicated</i> Recipients	*716	\$ 2,365,004

COLLEGE OF EDUCATION - undergraduate	# of Recipients	\$AMOUNT
University In-State Tuition (10% Waivers)	196	\$ 507,625
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	149	\$ 869,605
Other Admissions Scholarships	513	\$ 899,647
Departmental Scholarships	147	\$ 329,870
Other USU Scholarships	112	\$ 198,706
Cash from Outside Sources	146	\$ 255,042
Total <i>Unduplicated</i> Recipients	*1224	\$ 3,060,494

COLLEGE OF ENGINEERING - undergraduate	# of Recipients	\$AMOUNT
University In-State Tuition (10% Waivers)	166	\$ 460,965
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	149	\$ 849,987
Other Admissions Scholarships	193	\$ 557,876
Departmental Scholarships	233	\$ 286,985
Other USU Scholarships	73	\$ 386,729
Cash from Outside Sources	82	\$ 185,819
Total <i>Unduplicated</i> Recipients	*767	\$ 2,728,359

COLLEGE OF HASS - undergraduate	# of Recipients	\$AMOUNT
University In-State Tuition (10% Waivers)	378	\$ 948,195
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	229	\$ 1,289,616
Other Admissions Scholarships	656	\$ 1,231,838
Departmental Scholarships	335	\$ 524,772
Other USU Scholarships	140	\$ 220,667
Cash from Outside Sources	147	\$ 258,798
Total <i>Unduplicated</i> Recipients	*1508	\$ 4,473,886

COLLEGE OF NATURAL RESOURCES - undergrad	# of Recipients	\$AMOUNT
University In-State Tuition (10% Waivers)	8	\$ 21,762
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	20	\$ 121,655
Other Admissions Scholarships	34	\$ 63,282
Departmental Scholarships	50	\$ 128,172
Other USU Scholarships	15	\$ 29,195
Cash from Outside Sources	12	\$ 45,533
Total <i>Unduplicated</i> Recipients	*111	\$ 409,598

COLLEGE OF SCIENCE - undergraduate	# of Recipients	\$AMOUNT
University In-State Tuition (10% Waivers)	172	\$ 473,038
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	112	\$ 657,251
Other Admissions Scholarships	279	\$ 520,268
Departmental Scholarships	52	\$ 93,414
Other USU Scholarships	94	\$ 197,796
Cash from Outside Sources	80	\$ 132,989
Total <i>Unduplicated</i> Recipients	*653	\$ 2,074,756

TRANSITION MAJORS - undergraduate	# of Recipients	\$AMOUNT
University In-State Tuition (10% Waivers)	47	\$ 113,884
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	162	\$ 806,633
Other Admissions Scholarships	276	\$ 343,380
Departmental Scholarships	0	\$ -
Other USU Scholarships	155	\$ 229,717
Cash from Outside Sources	84	\$ 124,976
Total <i>Unduplicated</i> Recipients	*735	\$ 1,618,591

* Indicates the total unique number of students in each college that received an award.

LEGEND FOR 2006-2007 SCHOLARSHIP REPORT:

- ♦ 10% Legislative approval for 10% of in-state tuition to be awarded to students
- ♦ ISU/USU, 100 Mile Radius, Western Undergraduate Exchange, SB170 & HB75
-\$4,012.43 (ISU), \$2,006.22 (100) and \$3,108.73 (WUES) per semester respectively.
- ♦ Other Admissions Scholarships include waivers that are not 10%, and cash.
- ♦ Departmental Scholarship – Funded by endowments or contracts set up by departments
- ♦ Other USU Scholarships - Includes Student Support Services, Auxillaries and other scholarships that are not categorized as Admissions or Departmental.
- ♦ # of Recipients - A student may be listed in more than one category due to multiple awards.

TOTAL FOR EACH ACCOUNT PLUS GRADUATES AND ATHLETES	# of Recipients	\$AMOUNT
University In-State Tuition (10% Waivers)	1205	\$ 3,174,781
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	949	\$ 5,344,765
Other Admissions Scholarships	2398	\$ 4,443,487
Departmental Scholarships	1125	\$ 1,863,500
Other USU Scholarships	727	\$ 1,847,688
Cash from Outside Sources	680	\$ 1,259,459
Graduates	984	\$ 5,263,325
Athletes	328	\$ 1,956,268

Grand Total

****6973 \$ 25,153,273**

**Indicates the total unduplicated amount of students (including students receiving graduate and athletic awards).

BFW Recommendations Regarding Conflict of Interest Policy

At the September FS meeting the BFW was charged to review the conflict of interest policy, what applies to departments versus individuals, especially for its implications for textbook choices (i.e. Is it a conflict of interest to require a textbook that you financially benefit from sales?). Relevant Policies 307, 327.

Discussion:

1. USU waives its claim in the case of scholarly works. This includes textbooks.
2. Who established the \$500 limit on royalties obtained from works used in class?
3. Is there a violation of academic freedom if the assignment of textbooks is regulated?
4. Textbook publishers may exert significant influence over textbook adoption by offering various incentives. Are these incentives included in \$500 limit?
5. Problem resolution generally resides within the department, why and when is this not functioning properly?

The committee recommends these actions

1. Review of any substantive changes to policy by the entire faculty through faculty senate.
2. The \$500 threshold should be added to the first level of the "Conflict of Interest Assurance Compliance" Form I. [Screening Question #4]
3. \$500 threshold should be a screening device indicating to department heads and administrators that the choice of textbook should be reviewed for its appropriateness, this should not be a set limit to royalty or proceeds.
4. A management plan for conflicts should be developed by the instructor and her or his supervisor, director, or department head. The current management plan form includes the statement:

IV. Textbooks and Course Material

Describe a plan where royalties or sales proceeds in excess of \$500 annually will be returned to students or directed to a fund that is not in your control (such as a scholarship fund, etc.).

BFW felt that this is one option for a management plan for this COI but this specific dollar amount limit has not been set as official USU policy (see action #1 above). If administration feels that this should be a limit rather than a suggestion then it should become policy through regular faculty senate procedures.

Proposed U.S.U. Course Evaluation Form

Instructor_____ Course_____ Section_____

(If Applicable)

Course evaluations affect promotion and salary decisions for faculty members. They also help faculty members to improve their courses. Please take the evaluation process seriously, and respond honestly and candidly to the questions. The instructor should not be present when the evaluations are conducted, and the instructor will not see the evaluations until after class grades have been submitted.

Please circle the grade you would assign to this course in response to each question below.
If a question is not applicable to the course, circle "NA."

- | | | | | | | | | | | | |
|---|---|----|----|----|----|----|----|----|----|---|----|
| 1. How well was the course organized? | A | A- | B+ | B | B- | C+ | C | C- | D | F | NA |
| 2. How clear were the course objectives?
NA | | A | A- | B+ | B | B- | C+ | C | C- | D | F |
| 3. How clear were the responsibilities of the students? | A | A- | B+ | B | B- | C+ | C | C- | D | F | NA |
| 4. How well was the instructor prepared for class?
NA | | A | A- | B+ | B | B- | C+ | C | C- | D | F |
| 5. How effectively did the instructor explain the course subject matter? | A | A- | B+ | B | B- | C+ | C | C- | D | F | NA |
| 6. How responsive was the instructor to students' questions and comments? | A | A- | B+ | B | B- | C+ | C | C- | D | F | NA |
| 7. How much did you learn from this course? | A | A- | B+ | B | B- | C+ | C | C- | D | F | NA |
| 8. What was overall quality of instruction in this course? | A | A- | B+ | B | B- | C+ | C | C- | D | F | NA |

A Note to Students

If this new, shorter course evaluation form is adopted, questions enabling students to provide written comments about the course would remain on the "back side" of the form, just as they are now. The questions above would replace only the questions now on the "front side" of the old form. In addition, the new, shorter form would be designed professionally so that it would be easy to read, and so that evaluations could be tabulated electronically. Please indicate below whether you prefer this new form or the old form.

_____ I prefer the new, shorter form

_____ I prefer the old, longer form

_____ I have no preference

If you have any comments to offer about either form, please put them on the back side of this page. Thanks.

