The Commonwealth Commitment

College and Career Ready

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

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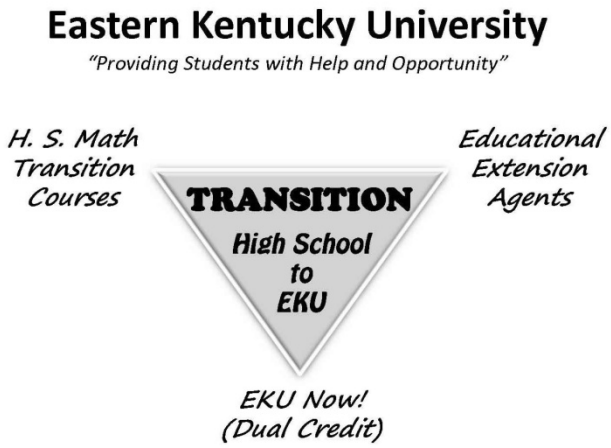
High School Math Transition Courses

Designed in collaboration with the Central Kentucky P-16 Council, EKU mathematics transition courses target high school seniors who have successfully completed Algebra I, Algebra II and Geometry but whose ACT mathematics scores indicate developmental-level mathematics need. High school math transition courses are offered in a number of high schools located in EKU's service region and are taught on-site by high school mathematics faculty. Students who have demonstrated readiness for college credit-bearing coursework, based on their KYOTE exam score, will be advised to take college-level mathematics courses upon admission to the University.

During the 2009-2010 Academic Year, a pilot Math Transitions Program was targeted to the following high schools: Corbin Independent, Estill County, Garrard County, Madison Central, Madison Southern and Somerset Independent. The pilot program centered on a framework of content and concepts (roughly aligned with the developmental courses at EKU) that could be adapted to the specific needs and conditions in each high school. Teachers in each school were charged with designing instructional plans based on the curricula provided by an EKU mathematics team, which also provided materials such as worksheets, class notes and measurement instruments (quizzes and tests). Results of the pilot program show that from a total of 253 participating students, 84% (212) of the students demonstrated readiness for a college credit-bearing mathematics course, with 64% (162) demonstrating readiness for college algebra. This represents a savings of approximately $284,000 in tuition costs associated with the developmental math coursework that is no longer necessary for these students to achieve college readiness in math.



High schools participating in the use of EKU math transition courses may be found in the following counties: Bell, Clark, Clay, Estill, Garrard, Harlan, Jackson, Laurel,

Lawrence, Madison, McCreary, Mercer, Owsley, Pike, Pulaski, Rockcastle, and Whitley. The EKU mathematics team has worked in collaboration with the Kentucky Department of Education to create College Transition course materials for statewide distribution (34 Districts – 40 high schools for the 2010-2011 Academic Year).

Students participating in First Step to College Success, EKU's nationally recognized transition program for college readiness.

Educational Extension Agents

Modeled after the agricultural extension agent program, each EKU Educational Extension Agent (EEA) covers three to five counties. Agents work with community partners to promote the well-being of children, youth, families and communities through the coordination and delivery of educational services and programs tailored to the unique needs of individual school districts, as well as through the coordination and delivery of community services and programs. Agents assist K-12 students to bridge educational gaps through remediation at all grade levels. Agents also develop strategies to improve high school graduation rates and work to increase dual credit offerings.

The Educational Extension Agent Program is playing a valuable role in indentifying gaps and common problems shared by many schools and communities in Eastern Kentucky University's 22-county service region. By serving as a "strategic broker" providing the schools and communities the capability to locate the appropriate resources and

expertise provided by Eastern Kentucky University, many of the common problems shared by them could receive adequate solutions. The agents provide feedback into the system allowing EKU researchers and policymakers to see what is working and what possible changes could be implemented.

The EKU Regional Stewardship initiative provides the Educational Extension Agent with an enormous resource base of programs provided by the University. The agents also have the opportunity to develop, as well as, replicate effective programs for the educationally at-risk students in the middle and secondary school years.

Initially, most of the agent's time has been focused on developing relationships, actively engaged in public relations to establish an EKU "presence" in school districts, schools, communities, and local economic development groups. Relationship building has also included "reaching out" to the Regional Campuses as most feel quite distant from the main campus in Richmond. Visits and meetings with superintendents, principals, counselors, directors of economic development, business and industry leaders, CEO's, government officials, as well as students and parents have been a huge part of this initiative.

EKU Now! (Dual Credit)

EKU Now! is a scholarship program for high school juniors and seniors which combines features of EKU's former Jump Start and Dual Credit programs. This scholarship program provides the opportunity for juniors and seniors within EKU's twenty-two county service region, to enroll in EKU courses for free. Qualifying juniors and seniors each receive one free course per fall and spring semesters. Opportunities also exist for high school seniors with outstanding ACT composites to receive as many as two free courses per semester, regardless of credit hours.

Students who excel in the EKU Now! Program, completing at least nine credit hours, maintaining high school and EKU GPA's of 3.0 and who graduate from high school with a minimum 23 ACT composite, are awarded Presidential Scholarships upon admission as freshmen, immediately after high school, to Eastern Kentucky University.

At the conclusion of EKU Now!'s first year, fifty scholarships were awarded to graduating high school seniors (39 Presidential Scholarships, 7 Regents Scholarships and 4 Founders). Thirty-seven of the scholarship recipients (37 of the 50) received the designation of Whitlock Scholar by achieving a minimum 24 ACT composite. The Whitlock Scholars are named after EKU's current President, Dr. Doug Whitlock. The Whitlock Scholars are scheduled to participate as a cohort in a mentoring program,

meet with the EKU's President on multiple occasions throughout the year and attend EKU-based cultural and sporting events. These students will have access to an EKU staff liaison who will serve to refer students to appropriate support staff for academic and non-academic concerns. The progress of the Whitlock Scholars will be tracked through graduation.

Approximately 258 students were enrolled in the Fall 2009 semester and 298 students were enrolled in the Spring 2010 semester. EKU waived tuition for approximately 1,970 credit hours for which the grades of C and above were attained. At the tuition rate of $263 per credit hour, this resulted in a savings to the EKU Now! students of $518,241. The Fall 2010 semester has 324 students enrolled in EKU Now!

Kentucky Community and Technical College System

KCTCS is committed to the success of postsecondary students, particularly the large percentage of students entering college unprepared. As we applaud the efforts of the Kentucky Legislature in the passage of Senate Bill 1, KCTCS has been in the business of providing access to Kentucky's citizens; access that leads to the successful completion of a postsecondary degree leading to high wage, high demand careers that can transform Kentucky's economy and its citizens. To that end, several initiatives are under way and are being planned that meet and exceed the goals of increasing the graduation rate of underprepared students and increasing college readiness of secondary students. Highlights of those initiatives include:

Emporium Math Redesign

Seven colleges are implementing redesign of their transitional math curriculum based on the National Center for Academic Transformation (NCAT) Emporium Model. This model employs computer-based technology and targeted instruction to accelerate transition math and increase student success based on highly successful national models. Nationally, redesign models in developmental mathematics have resulted in 51% increases in student success with over 10,000 students enrolled in 13 redesign projects.

KCTCS is committed to increased success of developmental students, both in their transitional courses and their progress toward a credential. Four KCTCS Colleges (Bowling Green Technical College, Hazard Community and Technical College, Henderson Community College and Somerset Community College) recently received funding through the Gates-funded Changing the Equation competition. These colleges, along with Bluegrass Community and Technical College, Jefferson Community and Technical College, and Madisonville Community College will pilot redesign efforts during the 2010-2011 academic year and fully implement redesigns in the fall of 2011.

Partnerships with Kentucky Adult Education (KYAE)

A majority of the colleges have entered into partnerships with KYAE to provide instruction for students in transition math, writing, and English. Through these partnerships, students are provided high-quality targeted remediation through KYAE

that increases their level of academic preparedness, reducing time to completion of an academic credential. KCTCS colleges, including Bluegrass, Hazard, Madisonville, Maysville, Owensboro, Somerset, Southeast Kentucky, and West Kentucky have entered into referral relationships, and work closely with KYAE to ensure student success and seamless transitions to college. It is expected that all KCTCS colleges will strengthen partnerships with KYAE this year, and develop successful models such as the Pathway to Learning Initiative at Big Sandy Community and Technical College and the Educational Enrichment Services (EES) program at Jefferson Community and Technical College. The EES program at Jefferson CTC, in place since 1992, serves as a national model of collaboration.

The EES Program represents a long-standing collaboration between Jefferson Community and Technical College and Kentucky Adult Education through Jefferson Public schools. This program provides seamless adult education transition into college and a two-way referral system to ensure that all students receive the right instruction for their college readiness level. With over 80% of EES students successfully matriculating to JCTC, this model demonstrates what effective collaborations can do to ensure both access and success.

Partnerships with Local High Schools

All 16 KCTCS colleges are partnering with local high schools to increase the levels of college readiness by graduates and ensure seamless transitions to postsecondary education. From providing college readiness and transition courses at the high schools to dual credit, these programs build local relationships that ultimately benefit students across the commonwealth. These partnerships facilitate communication, align curriculum, and develop mutual understanding of college readiness. Involvement at all levels in the Unified College and Career Readiness plan recently adopted by KDE and CPE provide a framework for future collaborations.

Bowling Green Technical Colleges On Track program is an example of such collaboration. The On Track program includes transitional courses at the high school, dual credit offerings, and joint student support, counseling, and advising to alignment activities and continuous communication on curriculum alignment. The development and implementation of strong ties to secondary schools is essential to meeting the goals of Senate Bill 1.

Compliance Initiatives

Senate Bill 1 requires that students entering college with scores below college readiness standards be placed in appropriate developmental courses during the first two semesters and continue in those courses until readiness is demonstrated. Targeted advising, controlled enrollment and learning centers focused on these students ensure compliance while improving student success. Additionally, technology-based coding and tracking mechanisms will allow colleges to ensure that students are properly placed, stay enrolled, and successfully complete required interventions that include customized coursework and a variety of supplemental instructional activities.

KCTCS System-wide initiatives include a revision of the KCTCS Assessment & Placement Policy, customizations in PeopleSoft to allow tracking of supplemental instruction, and collaborative curriculum development committees. Statewide efforts by faculty in the areas of math, English and reading produce modularized transitional courses, revised courses for Emporium labs, and alignment of transitional and gateway courses with Kentucky Core Standards to facilitate a seamless transition from high school to college.

Kentucky State University

More than 1 million new students enter four-year colleges and universities each year expecting to succeed. Six years later, however, barely six in 10 have graduated with a baccalaureate degree. For minority and low-income freshmen, the numbers are closer to five in 10, if they are lucky. Our high schools and postsecondary education institutions must do a better job of preparing these students to succeed in college.

Kentucky State University has tackled this challenge, developing several programs with its service county high schools and communities to close the achievement gap. For incoming freshmen with developmental needs, KSU designed a comprehensive program to prepare them for the rigors of higher education, equip them with study skills and help them start their college careers on the same level as their peers. As part of the program, the university added more advisers and hired a specially qualified group of developmental education teachers.

These are just some of the university's efforts. In this report you will learn about some of KSU's other programs that help students transition from high school to college. We hope these efforts will improve student retention and graduation rates.

Mary Evans Sias, Ph.D.
President, Kentucky State University

Upward Bound

Upward Bound serves 50 Franklin County high school students identified as either low-income or first-generation college students. The four program objectives are:

- 50 percent of the program's participants will score at the proficient level on state assessments in reading, language arts and math;
- 70 percent of freshman, sophomore and junior participants will continue to participate in the program the next year;
- 75 percent of all participants who graduate will enroll in a postsecondary education program by the fall term immediately following their graduation;
- 65 percent of students enrolled in college for the fall term immediately following their graduation; and

- 65 percent of students enrolled in college for the fall term immediately following high school graduation will enroll for the fall term of the second academic year.

Talent Search

The Talent Search Program is provided to 600 middle and high school students in Franklin, Nelson, Washington, Henry and Carroll counties. They are either low-income or first-generation college students. The program objectives include:

- Achieving a 96 percent non-senior promotion rate to the next grade level: a 98 percent graduation rate from a secondary school;
- A 97 percent financial aid application completion rate for college-ready participants;
- An 80 percent application rate to a postsecondary institution; and
- A 65 percent enrollment rate of college-ready students at a postsecondary institution.

Kentucky State University's Upward Bound and Talent Search programs have met or exceeded all performance objectives in the most recent annual performance reports submitted to the United State Department of Education.

Academics with Attitude

Academics with Attitude is a focused five-year program at Kentucky State University that targets academically at-risk students. With more than 80 percent of KSU's new freshmen requiring remediation in at least one traditional subject area – reading, writing or mathematics – (the number for Kentucky African Americans as a whole is 77 percent) and nearly half requiring substantial developmental education in all three areas, Academics with Attitude focuses on the students most at-risk to help foster attitudes and habits that lead to greater academic success.

Because of the varying degrees of developmental assistance needed, KSU offers two levels of developmental courses. Students scoring 15 or below in any of the three subject areas on the ACT are placed in the first-level courses. The second level is designed for students who score between 16 and the state-mandated minimum of 19 in mathematics, 20 in reading and 18 in writing for placement in college credit-bearing courses.

Students needing the full first tier of developmental courses at KSU represent 21 percent of the total developmental education population. All students with such needs

are required to enroll in Academics with Attitude and successfully complete the summer portion if they wish to be considered for admission to the university for the fall term. Students remain in the program for a total of four semesters. The program is fully funded by federal Title III funds and is provided at a nominal cost to the students.

In pilot tests, the students show a 24 percent improvement in English and a 21 percent improvement in their math scores. Retention rates reflect a 36 percent improvement of the control group or 96 percent retention from the summer pilot to the fall semester. This is a program that shows great promise and should substantially improve retention and graduation rates.

Morehead State University

Transition to university academic life/College readiness:

University College, an administrative unit in Academic Programs, houses the office of First Year Programs and Academic Services (FYPAS). FYPAS provides a variety of courses, activities, and support services structured around a holistic approach to systematic student academic growth and development through transition and retention programs. College readiness at MSU involves both student preparation and student adaptation. Interventions take place prior to fulltime enrollment and continue after the student enrolls at MSU. The following initiatives represent programs that take place prior to full time enrollment:

- **Student Orientation and Registration** (SOAR) is an important element of a student's transition to MSU. All incoming students are required to attend. A primary goal is course selection and registration, but the program also provides an overview of college life, acquaints students with the campus, and provides an opportunity to interact with faculty and advisors in their chosen program. It includes information on placement testing.
- **Placement Testing:** Students entering with ACT scores below the 18, 19, and 20 thresholds in English, Math, and Reading, respectively, are tested for course placement using COMPASS or KYOTE (in Math) prior to SOAR and are placed in developmental and/or college level courses based on those results. Some courses that include supplemental instruction are being developed and students will be placed based on scores and commitment to supplemental instruction. Developmental courses include reading (EDEL 096 and 097); English (ENG 090 and 099); and Mathematics (MATH 090; 091; 093). Reading courses will move in 2010 from the College of Education to FYPAS. English and Math courses are scheduled and administered in those academic departments. Coordination of testing, placement, and tracking of developmental courses takes place in FYPAS.
- Students with two or more developmental needs are placed in the **Provisional Studies Program**. As part of intrusive academic advising, their class attendance is monitored. Students are expected to attend classes regularly as a condition of continued enrollment. They sign a contract during SOAR agreeing to classroom

attendance policies, mandatory weekly study tables, and specific meeting times with academic advisors.

Dual Credit

For the 2010-11 academic year, Morehead State University has partnerships with 16 different schools that include the **CAP program**, **College Cadet Program** (Education) as well as on-campus and on-line classes. Since the 2004-05 academic year students have participated in dual credit programs to earn college credit from Morehead State University while attending as a high school student. The primary strategies have been to allow high school students to enroll in regular MSU classes taught by MSU faculty and dual credit classes taught by qualified high school teachers in their **respective high schools**. The largest number of students participated in the regular program in which they primarily enrolled in classes at a MSU campus in **Morehead**, **Mt. Sterling** or **West Liberty**.

The **College Algebra Project** (CAP) is an effort by Morehead State University to increase the number of students prepared for college level mathematics and thereby increase recruitment and retention of college students. In 2009/2010, seven MSU faculty, eight teachers, and 219 students from East Carter, Elliott, Fleming, Lewis, Morgan, Rowan, and West Carter high schools were involved in the program. CAP incorporates content instruction, technology, and instructional partnerships. The Hawkes Learning Systems (HLS), an interactive multimedia courseware, is used to motivate, promote, and assess student learning.

- The College Algebra Project enhances the teaching of algebra at the participating high schools.
- High school teachers and college faculty team teach during the academic year.
- The program builds strong partnerships between high schools and institutions of higher education.
- The program encourages high school students to attend college.
- The use of technology plays an important role in the program. The Hawkes Learning System is an interactive multimedia courseware used to motivate, promote, and continuously assess students' learning.
- Students get dual credit for the course.
- The program provides embedded professional development.

The project has been evaluated both internally and externally using the results from various survey instruments and pre- and post-design tests.

Summer Success Academy (SSA), (http://www.moreheadstate.edu/success/)

SSA, a bridge program for students with two or more developmental needs, is currently in its fourth year. This summer program, occurring June 21 through July 30, 2010, included instruction in two developmental areas and one general education course and was increased from 5 weeks to 6. Daily sessions include coursework, study tables, tutoring, and occasional workshops on topics such as time management and study skills to prepare students for the fall 2010 semester. MSU has offered a Summer Success Academy since 2007 and is completing an analysis of the four cohort classes.

Murray State University

The university-wide, college and career ready initiatives that Murray State University has taken on are as follows:

ACT Tool Kits and Training

High schools in the region requested that Murray State University help juniors prepare for the state-required ACT each spring. MSU responded to this request by producing a training DVD through collaboration between our Office of Service Learning and Civic Engagement, our Office of Regional Stewardship, and the faculty and students in the College of Education. The DVD highlighted MSU students discussing the importance of taking the ACT and also gave test examples of how to work through each section on the test, in addition to training materials. The DVDs were mass-produced and combined with the additional resource materials. This ACT Tool Kit then was made available to 23 counties in our region (including those in surrounding states). In fall 2009, the university incorporated the ACT Tool Kit into a Council on Postsecondary Education College Readiness grant; the CPE is assisting in that project now as well.

We are currently working with our media services staff to get the DVD revised into an online format so that the information will be available statewide. In addition to the ACT Tool Kits that have been produced for the region over the past three years, MuSU provides ACT preparation courses on campus throughout the year for students in the region. These workshops are conducted by faculty and staff through the Center for Continuing Education and Academic Outreach.

Four Rivers Scholarship Program

This is a newer project with our “river county” school districts to explore specific career options in the health sciences and applied career fields, and transitions students to postsecondary education through the provision of college advisors, bridge courses, financial assistance and related programming that would start in the 8th grade and continue until matriculation after 12th grade. The stated goal of 4RSP is to increase enrollment in regional postsecondary institutions by 20% over a 5-year period.

Students at Murray State University enjoy class outside on the back terrace of historic Pogue Library, the university's original library and home today to MSU's special collections. Looking out on Murray State's Quadrangle at the base of Pogue's steps is a statue of the university's founder, Rainey T. Wells.

Other initiatives operated at academic college/departmental levels include the following:

- Project ACCESS (School of Agriculture) — Extends the associate degree program in agricultural technology at community colleges into a transition to a four-year bachelor's degree from MSU. This "at a distance" program helps to establish a wide-entry, multiple exit and seamless agricultural educational system to meet the agriculture workforce needs of our service region.
- Great Kids Summit (GEAR UP/Office of Regional Stewardship) — Conference shares with local high schoolers the knowledge and tools necessary to succeed in life and business, and helps them to build confidence and belief in their own abilities. Each summit emphasizes five fundamental points: caring adults, safe places, a healthy start, marketable skills and opportunities to serve.
- World We Create (College of Science, Engineering and Technology) — An exhibit for K-12 students to explore applied science, technology and engineering in hands-on activities that are fun, educational and focused on creative problem solving.
- Project Lead The Way (College of Science, Engineering and Technology) — PLTW is a nationally recognized middle and high school curriculum that focuses

on project and problem-based contextual learning aimed at cultivating students interested in pursuing careers in engineering and engineering technology. It currently focuses on the development of STEM skills preparing students for pre-engineering education. Eight schools in West Kentucky have implemented the program.

- Project Leadership (College of Business and Recruitment Office) — Approximately 500 student leaders from 14 high schools throughout the 18-county service region spend a day on campus, learning about college life and exploring study areas in the college of business at MSU.
- Extreme Entrepreneurship Tour (College of Business) — This event creates awareness for college students on navigating through college successfully, while also preparing them for their future careers. Young entrepreneurs share with students how they became successful in their careers, citing their experiences, hurdles to overcome and what they learned in the process.
- Entrepreneurial Fair (College of Business) — The fair provides grade 5-12 students the opportunity to gain hands-on experience in creating a new business while learning grade-specific Kentucky Core Content in economics and consumerism. Participating students increase initiative and self-confidence, enhance learning by using technology, acquire practical living skills, learn to solve problems and about business in the real world, and improve their social skills. Fairs can be held in a classroom, at a school or on the Murray State University campus.
- Hooked on Science (College of Science, Engineering and Technology) — This project strengthens our partnership with the Calloway County Conservation District to provide science, technology, engineering and math (STEM) education in every school in the region. Jason Lindsey, known as “The Science Guy” from News Channel 6, will travel to schools each Wednesday to teach the importance of STEM.
- Girls in Engineering (College of Science, Engineering and Technology) — Middle school girls work in teams to solve an engineering obstacle. They learn practical problem-solving skills, teamwork, quantitative skills of measurement, engineering design, and economics in a supportive environment.
- Community College Program (Center for Continuing Education and Academic Outreach) —Prospective students can request diagnostic testing in English, math and reading to ensure appropriate placement in college courses. Additionally, the program offers support classes and peer tutoring for both traditional and adult students in most core curriculum courses.

Northern Kentucky University

KYOTE – Mathematics Readiness Program

High schools participating in this Northern Kentucky University-based program require juniors who score below 19 on the mathematics section of the ACT to take a transitional algebra class. NKU and high school faculty work together to build lessons to use in the transitional courses and share with others in the region and state.

Northern Kentucky University administers placement tests to students who complete the transitional math courses at participating schools. Students who pass the appropriate test (college readiness or algebra) are guaranteed placement into a college level mathematics course at Northern provided they enroll at the university within a year of taking the test.

Eleven Northern Kentucky high schools participated in the KYOTE college readiness program during the 2009-2010 academic year. Of the 515 students who took placement tests, 44 percent (158 students) passed the college readiness test and 57 percent (91 students) passed the college algebra test. These students thus avoid placement into remedial mathematics.

NKU Academy: Summer Bridge Program

The NKU Academy is an intense five-week summer bridge program for students who do not meet the ACT admissions standards for enrollment at NKU. The students live in university residence halls and take two developmental writing classes (writing and reading or mathematics) and a 1-credit college orientation class at reduced cost.

The university surrounds these students with academic support services. Academy scholars must participate in daily academic assistance and peer tutoring sessions. Students who complete all the summer courses successfully (grade of C or better) can enroll as degree-seeking students in the fall semester.

Enrollment in the NKU Academy averages 40-50 students per summer. More than 80 percent of the Academy scholars qualify for admission to Northern through the program. The first-year retention rate for NKU Academy participants admitted to Northern mirrors the overall university retention for first-time, first-year students.

School-Based Scholars – Early Admission Program

The Northern School-Based Scholars program enables eligible juniors and seniors to take NKU college classes for credit before graduating from high school. Students can take up to four classes at reduced cost at their respective high schools. Most of the courses available are general education courses, such as public speaking, political science, fine arts and criminal justice.

Beginning in Fall 2010, eligible students will have the opportunity to take four classes at their respective high schools and one on the Highland Heights campus in a School-Based Scholars 4+1 Program.

All school-based scholars receive Northern identification cards and receive full NKU student privileges, including access to the library and health center, and admission to campus events. Students who enroll in a School-Based Scholars program in their junior year can earn the equivalent of a semester of college work at significant savings before they graduate from high school.

Fifteen high schools in the region currently offer NKU courses on site, averaging 22 students per class. More than 400 high school students now enroll each semester. From 33 to 42 percent of participants each year have enrolled at NKU after graduation from high school.

University of Kentucky

In 2007, Provost Kumble R. Subbaswamy declared war on attrition, and the University faculty, staff and students rallied together to improve the University's first year student retention rates. The University's aspirations are to:

- Nurture high expectations for the rigor and quality of the undergraduate experience.
- Communicate strong institutional commitment to student learning.
- Construct educational communities that engage students in learning.
- Organize learning opportunities in and out of class to maximize student involvement.
- Increase time that students spend on activities that impact student development.
- Assist students in connecting and identifying with the University.
- Increase frequency and improve quality of student interactions with faculty and staff.
- Promote active learning and regular, prompt feedback.
- Nurture respect, inclusivity and interaction among diverse groups.

Augmenting existing student success infrastructures and implementing new initiatives, units working across the 11 different undergraduate colleges crafted a successful effort using personalized, research-based and evidence-driven strategies. As the state's flagship and research institution, the University of Kentucky is committed to providing a rich and engaging academic experience for students who come prepared for college work and those whose prior learning assessments show they need more support for their successful transition to college. UK's first-year retention rates have risen 5% already (from 76% to a high of 81%, see Figure 1), and our 2020 goals are to matriculate 90% of the first year class to their second year and to achieve a 72%

graduation rate.

Figure 1

Communications Campaigns and Tracking Intake of Students by Major and Prior Learning

UK Undergraduate Admissions uses the Hobsons EMT Connect customer relationship management software to provide a personalized approach to recruiting and admissions. With careful planning and implementation, UK professional staff and student mentors reach out and track interactions using letters, postcards, emails and phone calls. Students who confirm they are coming to UK then begin establishing their relationships with the undergraduate colleges even before they come to campus. Under the leadership of the Associate Provost for Undergraduate Education, the Big Blue Network, a social networking environment just for UK students, provides a safe and inviting place for the new students to get to know student leaders and others already on campus. An important goal is to begin clarifying the student's choice for a particular college or major and to get them involved in student organizations and clubs.

On-campus housing is at a premium, but the Provost's staff has worked hard to make sure that first year students get first priority and nearly 95% of the entering class is placed in a residence hall staffed with professionals trained to address student

development issues. Student-to-student communications within the Big Blue Network in the spring and summer before classes start most often center on residence halls first then branch out to discussions about majors and colleges. The University pays special attention to orientation and programming for students whose college entrance exam scores or backgrounds indicate they may be at risk for attrition at UK: high school GPA below 3.2, more than one academic skill area below statewide cut-off scores for college readiness, first-generation college going, work-study eligible, race/ethnicity is of color, or hometown is in eastern Kentucky.

Using Hobsons EMT Retain, the Office of Undergraduate Education works with the faculty and staff of the colleges to assure compliance with University Placement Exams either before or during the Summer Advising Conferences when the students register for their classes. For example from March-September 2009 over 970 letters were sent to incoming students about their low college entrance scores requiring University placement testing. By August 26, 2009, out of 4011 confirmed first-time, full-time first-year degree-seeking students, UK found that 733 still had qualifications that placed them in UK's new Academic Readiness Program (ARP), 173 had passed out of ARP status with their UK COMPASS scores, leaving only 560 students requiring intervention that fall. As a Suder Foundation National Model Center for programming for first generation college going students (UK's First Scholars Center), UK also incorporates additional assessments in order to better understand our first generation students' motivations for succeeding at school, to predict their retention and to guide academic advisor planning. For any student whose University placement test scores confirm they have not achieved college readiness, the Academic Readiness Program (ARP) curriculum is required. Students in this college readiness program have a registration hold,which can only be lifted by their academic advisors. Free, facilitated online tutoring is available as a part of the ARP, and students can enroll at anytime – even before they register for classes at UK. Successful completers can re-take the University Placement Test to show readiness before they come to campus in the fall. This initiative has had an amazing impact on transforming our incoming students' college readiness scores. For example, nearly 40% of our 2009 incoming students whose reading scores were below the state-wide cut-off were able to prove college readiness by the first day of classes last fall.

Early Intervention with At-Risk Behaviors and Intentional Advising and Student Support

In fall 2009 an analysis of UK first-year students' scores on standardized tests found that four of five students scored above the system-wide readiness standards in all three skills areas. These students move through their registration processes with the support of their academic advisors and with the summer orientation co-curriculum offered by Student Affairs. The University offers rich programming in the first year with the Common Reading Experience, fourteen different living-learning communities, and UK101 (Academic Orientation), which has proven its impact of improving student retention by 2-3%. In addition, some student populations are invited to summer bridge programming, for example, the Freshman Summer Program offered by the Center for Academic Resources and Enrichment Services (CARES) in the Office of Institutional Diversity, and the Robinson Scholars Summer Program under the auspices of the Office of Undergraduate Education. Students with low college readiness scores must work with the Director of Retention and Student Success, in partnership with the Academic Readiness Program (ARP) liaison of the student's college, to find alternative expressions of college readiness, e.g., successful completion of a community college developmental education course or supplemental instruction, or the online tutoring program with subsequent improvement in placement scores. There are four learning outcomes associated with the ARP. Students who complete the ARP should be able to:

- compute fluently, write correct justifications for their solutions to problems and apply the methods of algebra in new contexts to solve unfamiliar problems;
- demonstrate college-ready literacy skills and logic capacities necessary for success in UK's ENG 104 course;
- read a variety of college level texts with improved comprehension through increased vocabulary development, synthesize and summarize across multiple text formats in a clear and concise manner, develop and apply critical thinking skills in multiple contexts, and apply learning across a variety of disciplines; and,
- express and exhibit a strong understanding of the college-going culture, including a belief in their own ability to learn in a college environment and the development of internal motivation to engage in behaviors and practices which increase the probability of academic success.

To retain first-year students, the University of Kentucky offers programs like the Common Reading Experience, 14 living-learning communities, and UK101, an academic orientation class that has proven to raise student retention by 2-3 percent.

A dual enrollment agreement with Bluegrass Community and Technical College has been critical to the expansion of the offerings of developmental education at UK and was instrumental in facilitating the UK math readiness program. Under the leadership of faculty in the UK College of Education, a partnership with the Collaborative Center for Literacy Development, the Academic Readiness Program successfully piloted a discipline-based reading lab as supplemental instruction with popular social sciences and humanities courses. An exciting new writing workshop offered by the English faculty stretched out the first unit of the University's composition course and combined it with personal one-on-one tutoring and required sessions in the Writing Center. These three components of the ARP curriculum served as the academic focal point and the academic advising staff in all the colleges worked on developing new interventions to address this student population's transition needs.

The Provost's War on Attrition does not assume that students with high college entrance scores are immune to the difficulties associated with transition to UK. Using Hobsons EMT Retain, the Office of Undergraduate Education launches a short

Conversational Survey in the first week of classes to all first year students that asks questions linked by institutional research to those indicators most associated with attrition. For example, self-reported procrastination tendencies proved to have a very high correlation (along with low high school GPA) with attrition at UK over the past decade. With a 40% return rate on the Conversational Survey, academic advisors can quickly intervene with our most vulnerable students early in the semester. Since the Provost has emphasized the hiring of professional academic advisors, nearly all undergraduate colleges' deans require first-year student one-on-one academic advising sessions in the first month. Another initiative launched in 2007 to support student success has an astonishingly high compliance rate: midterm grades from nearly all undergraduate colleges' faculty are used by academic advisors and their students to ascertain whether they should withdraw from classes where they are in trouble academically. UK researchers have shown in the last two years of this initiative that there is clear evidence for higher retention and successful progression in critical gateway courses by those students who use the extended withdrawal window appropriately.

Midterm is too late often for adequate intervention for our students who are in trouble, and so the Office of Undergraduate Education also implemented in 2007 the Academic Alert System (http://www.uky.edu/US/alert), actively soliciting information about our students' classroom behaviors from instructors and faculty especially those teaching courses with traditionally high DEW rates. The following types of alerts can be reported by faculty, instructors, TAs, residence hall directors and others in the University concerned about what they observe:

- Missed classes (at least 2-3 in the first weeks)
- Habitually late (more than 10 minutes on a regular basis)
- Homework assignments not completed or of inconsistent quality
- Poor performance on tests or quizzes
- Disruptive behavior in class
- Disruptive behavior in residence hall
- Illness alert (absenteeism trends in a whole class that might indicate swine flu)
- Other

UK tracks the status of these alerts starting with required academic advising sessions and following up by tracking attendance in student support services centers, e.g., The Study or the Career Center. Other critical indicators for risk for attrition are when a first year student receives a student billing hold or drops from a full-time status. These

changes are noted using Hobsons EMT Retain filters and by the next day the appropriate communication campaign is launched to reach out to the student and find a personalized solution for them to be able to stay on track for a timely graduation.

Re-recruitment Campaign and Tracking of Students through their First Spring Semester

By November with pre-registration for winter and spring semesters in full swing, the Office of Undergraduate Education tracks participation of all undergraduate students with special attention to first year students. Communication campaigns via email and phone calls begin, escalating to the student's college dean's office staff with non-responders. Financial aid alerts include personal appointments set up with the Financial Ombud, and a withdrawal survey is sent to those students who indicate they are not returning in spring. Academic advisors and other student support staff follow up with students whose withdrawal survey responses indicate some problems that could be resolved even before the end of term, increasing pre-registration numbers sometimes by as much as 10%.

With the submission of end of term grades, the colleges generate congratulatory and probation/suspension letters. In the probation letters and the suspended-from-college letters from our selective admissions colleges, information is presented about the appropriate transition programs. For example, students suspended from the College of Engineering or from Business and Economics are informed of their change of major to Undergraduate Studies and the times/locations for the required advising conferences with their new advisors. Students on probation are required to participate in Academic Recovery Conference programming that is organized in a collaborative way by the Academic Advising Network and the related student support unit leadership staff. The College of Education offers a highly effective three-credit-hour course on the theory and practice of college student development (EPE174) that has proven to be a powerful experience for our probation students who get to reflect formally on the various issues in college and career readiness. The College of Arts and Sciences found that over 75% of their EPE174 enrollees who were on academic probation improved their standing in the succeeding semesters. Another important intervention, especially geared for our first generation and for our exploratory students who have not yet declared a major, is a three-credit-hour course dedicated to hands-on learning in career exploration strategies (UK110).

In the spring of 2010, a record high of returning first year students at UK evidenced the successful implementation of retention strategies across the University. However,

preliminary results of UK's Academic Readiness Program outcomes (together with retention rates of our students from Appalachia and of our students of color) show that much more work needs to be done for our most vulnerable students. Figures 2, 3, and 4 show that those first year students who enter UK without having addressed their college readiness needs fail early. They are at greater risk for failure and attrition earlier in the year and at higher rates than their peers.

Academic Status of 2009 First Year Students in Spring 2010

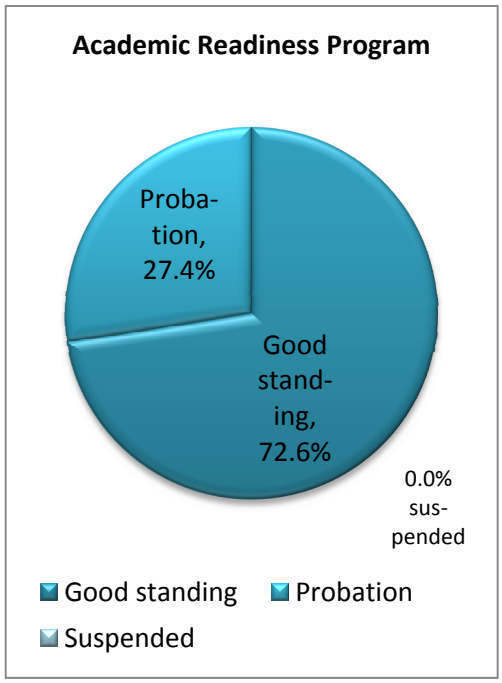


Figure 2

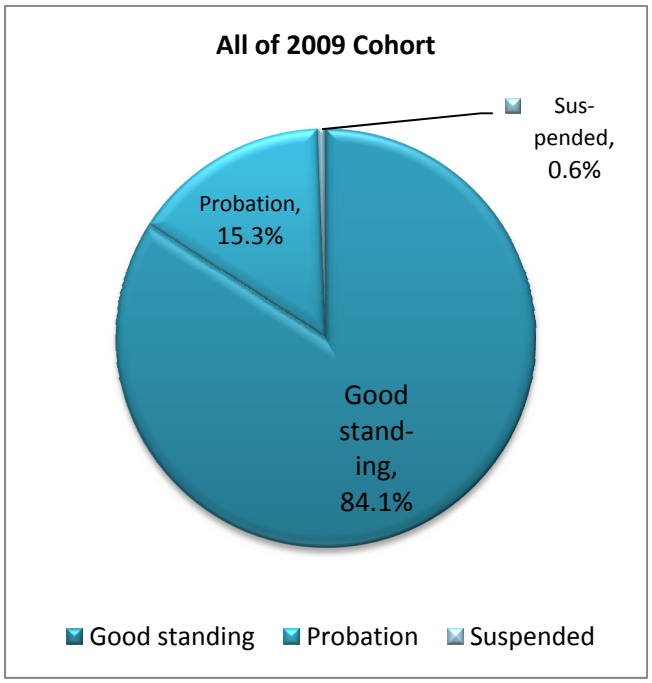


Figure 3

Figure 4

The Provost continues to challenge the colleges and student support units to find more effective strategies for intrusive advising and proactive measures to reduce student failure and attrition. Including the faculty in these discussions has become critical given the implementation of the new General Education curriculum and assessments (www.uky.edu/GenEd), enriching and enhancing the scholarly community overall at the University of Kentucky.

University of Louisville

- **"Special Topics in Supplemented College Reading"** remedies deficiencies through one-hour, college credit general-education course supplements in biology, psychology and world civilization. New first-time, first-year students with reading deficiencies are required to register for GEN 105 course section during their first academic year. About 275 students will enroll in 25-student sections this year.
- **Porter College** provides incoming freshman scholars with the opportunity to survey the journey from freshman to alumnus in a four-day intensive college experience before the academic year begins. Using the four pillars of the Porter program (scholarship, leadership, heritage and service), the College helps scholars become aware of and develop skills necessary to ensure academic success through events, classroom activities and discussions with university faculty, staff, students. Sixty-two scholars passed through Porter College in 2009, 130 in 2010.
- **Students admitted with writing deficiencies** are "mainstreamed" into freshman composition for 3 hours of college credit. They are identified to their writing instructors, who monitor progress, requiring low-performing students to visit and use the services of the University Writing Center through individual appointments as the university's intervention in English for students experiencing academic difficulty with their writing.

Western Kentucky University

Senate Bill 1 requires the Council on Postsecondary Education, the Kentucky Board of Education and the Kentucky Department of Education to develop a unified strategy to reduce by half the rate at which high school graduates have to take remedial courses in college and increase the completion rates of students enrolled in remedial classes.

WKU is emerging as a leader in this College Readiness initiative among both public and private colleges in Kentucky with a multi-faceted approach to preparing students for a successful college experience.

Several projects at WKU address College Readiness. Some of these projects include a mathematics assessment with the cooperation of the Green River Regional Educational Cooperative, a series of Shared Responsibility lectures on literacy and helping students prepare for college, and a summer bridge program that brings students to campus early.

More information on each of these initiatives is below.

GRREC Math Project

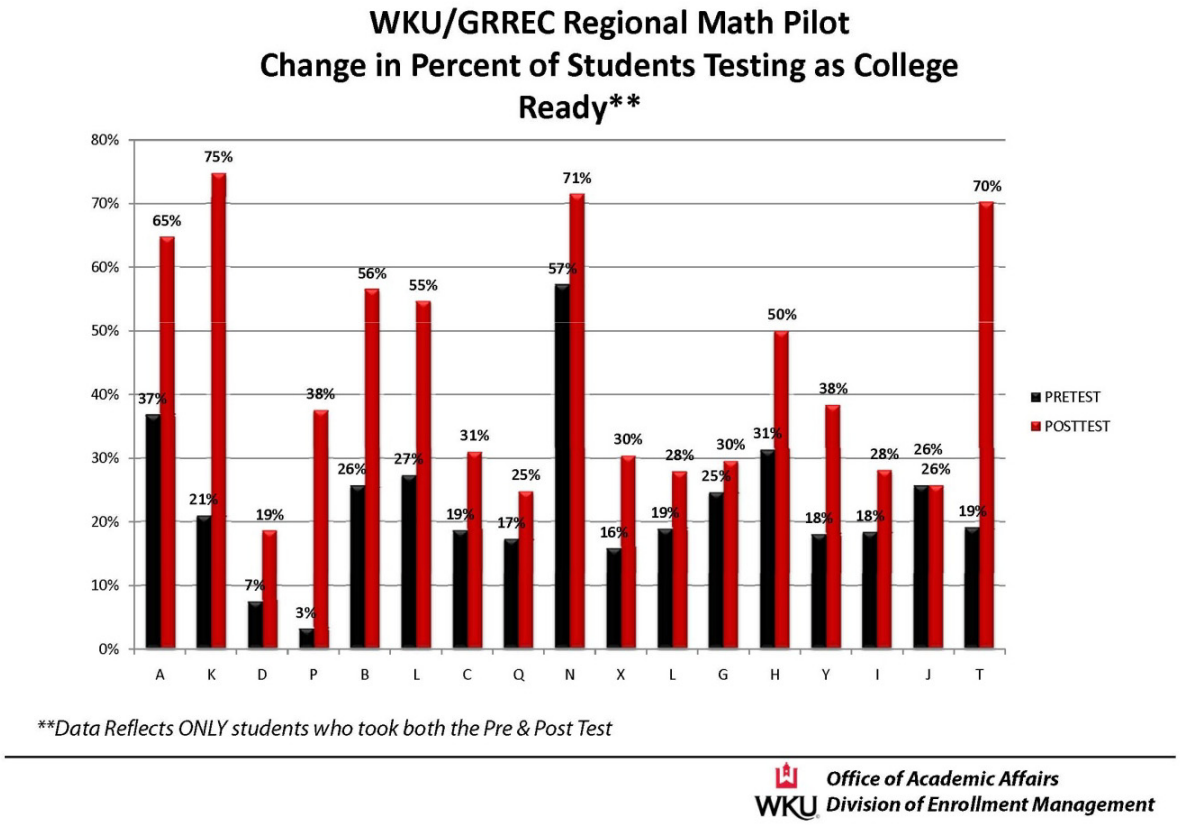
In this pilot project, 2,458 students in 17 school districts were administered a math pretest, and 1,470 students were post tested in the same districts. The districts were Allen County, Bowling Green Independent, Campbellsville, Caverna, Clinton County, Cloverport, Edmonson, Grayson, Green, Hancock, Hart, Larue, Logan, Meade, Metcalfe, Simpson and Warren counties.

Interventions included a sub-project with Pearson Publishing. Other interventions were initiated at the school level using item analysis data on concepts requiring remediation.

Interventions included:

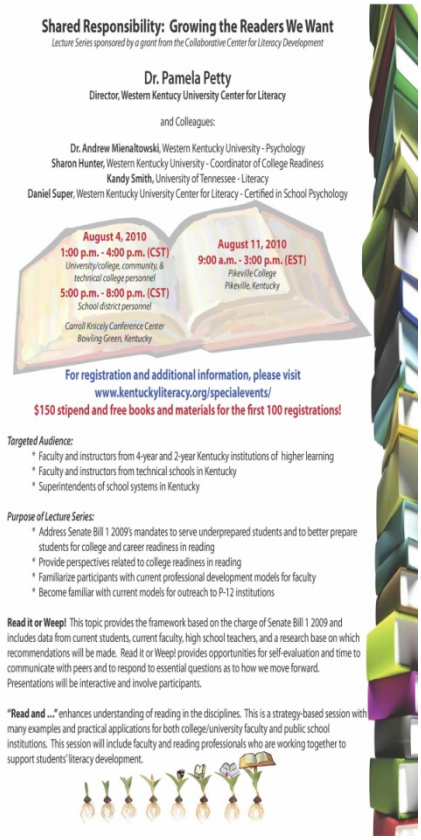
- Took a math course senior year had not planned to take
- Required to use computer programs to review skills during math class
- Required to use computer programs OUTSIDE of math class
- Attended tutoring sessions provided by the school
- Took math course at a technical college
- Took a different math course than planned

The improvements in scores following the interventions were outstanding as shown in the graph.



Plans are in place to offer the math assessment online to all high school juniors (7,000-plus) in the WKU service region.

Shared Responsibility: Growing the Readers We Want



Shared Responsibility: Growing the Readers We Want

Lecture Series sponsored by a grant from the Collaborative Center for Literacy Development

Dr. Pamela Petty
Director, Western Kentucy University Center for Literacy

and Colleagues:

Dr. Andrew Mienaltowski, Western Kentucky University - Psychology
Sharon Hunter, Western Kentucky University - Coordinator of College Readiness
Kandy Smith, University of Tennessee - Literacy
Daniel Super, Western Kentucky University Center for Literacy - Certified in School Psychology

August 4, 2010
1:00 p.m. - 4:00 p.m. (CST)
University/college, community, & technical college personnel
5:00 p.m. - 8:00 p.m. (CST)
School district personnel
Carroll Knicely Conference Center
Bowling Green, Kentucky

August 11, 2010
9:00 a.m. - 3:00 p.m. (EST)
Pikeville College
Pikeville, Kentucky

For registration and additional information, please visit
www.kentuckyliteracy.org/specialevents/
$150 stipend and free books and materials for the first 100 registrations!

Targeted Audience:
* Faculty and instructors from 4-year and 2-year Kentucky institutions of higher learning
* Faculty and instructors from technical schools in Kentucky
* Superintendents of school systems in Kentucky

Purpose of Lecture Series:
* Address Senate Bill 1 2009's mandates to serve underprepared students and to better prepare students for college and career readiness in reading
* Provide perspectives related to college readiness in reading
* Familiarize participants with current professional development models for faculty
* Become familiar with current models for outreach to P-12 institutions

Read it or Weep! This topic provides the framework based on the charge of Senate Bill 1 2009 and includes data from current students, current faculty, high school teachers, and a research base on which recommendations will be made. Read it or Weep! provides opportunities for self-evaluation and time to communicate with peers and to respond to essential questions as to how we move forward. Presentations will be interactive and involve participants.

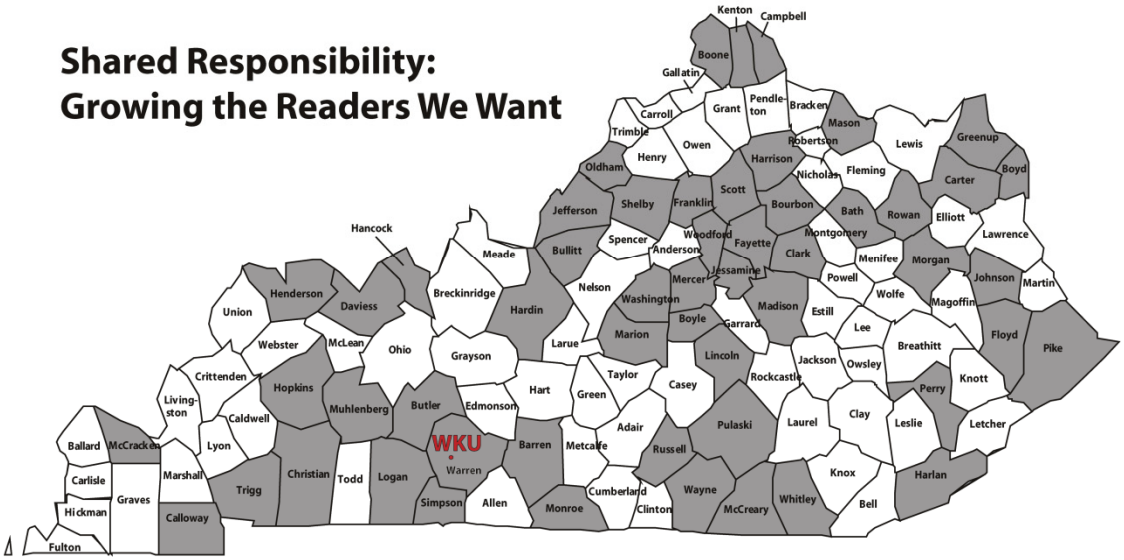
"Read and ..." enhances understanding of reading in the disciplines. This is a strategy-based session with many examples and practical applications for both college/university faculty and public school institutions. This session will include faculty and reading professionals who are working together to support students' literacy development.

WKU used a $93,184 grant from the Collaborative Center for Literacy Development to present a lecture series on literacy and helping students prepare for college.

"Shared Responsibility: Growing the Readers We Want" targeted faculty and instructors from Kentucky two- and four-year higher education institutions and technical schools and Kentucky school superintendents. The purpose was to address mandates in the 2009 Senate Bill 1 to serve underprepared students and better prepare students for college and career readiness in reading. It provided perspectives related to college readiness in reading and helped participants become familiar with current professional development models for faculty and WKU models for outreach to elementary and high schools.

Dr. Pamela Petty, director of the WKU Center for Literacy, led the lecture series. Other presenters include Dr. Andrew Mienaltowski, assistant professor of psychology at WKU; Sharon Hunter, WKU coordinator of college readiness; Kandy Smith, literacy specialist at the University of Tennessee; and Daniel Super, certified school psychologist at WKU.

"These sessions were designed to strengthen college and university faculty's understanding of the reading and study skills support needed by students who are underprepared to read and comprehend complex text, think critically at the college level and actively engage in the learning process," Dr. Petty said. "They helped to strengthen administrators' understanding of what high school and middle school teachers need to do to help students construct meaning, retain information and apply new learning at the level required in college."



Participants from 54 counties attended the lecture series (45% of Kentucky Counties were represented). Institutions represented included the Kentucky Department of Education, Murray State University, Eastern Kentucky University, Morehead State University, Berea College, Campbellsville University, Kentucky State University, KCTCS, Asbury College, and Kentucky Wesleyan.

This initiative was a resounding success as evidenced by the comments from participants.

One of those comments is shared below:

> "I came back and raved about you and your team during my updates in our Provost Workgroup I am a part of at our university. I am going to be working with our professional Development Director to ensure quality training for our faculty at our university in the area of College Readiness. I am highly recommending she get in touch with you.
>
> "In the meantime, I would love to make a trip to Bowling Green to shadow you for a day and learn more about your work there. You are truly awesome and I wished I had a mentor just like you here on our campus!"

http://kentuckyliteracy.org/specialevents/

Summer Early Entry Program

The Summer Early Entry (SEE) program is a joint effort between the College Readiness staff, the University College Commonwealth School, and the Division of Extended Learning & Outreach. SEE just completed its second year at WKU and is experiencing great success. Students who need developmental classes are encouraged to take those classes at WKU during Summer Sessions via an eight-week term that includes free tutoring, access to computer labs, and structured study groups. Courses offered address Composition, Algebra, College Readiness, and the University Experience. By taking these classes in the summer, students are right on schedule with their classmates when the fall semester begins.

The University Continuing Education Association (UCEA) has recognized this program nationally. UCEA recognized the Summer Early Entry with the award for Program for Special Populations.