



Update on Selected Strategic Plan Student Success Initiatives

AUBURN

UNIVERSITY

May 2014, University Senate

Auburn University Strategic Plan, 2013-2018

- Strategic Priority 1: Enhance Student Success and Diversify Enrollment
- Strategic Goal 1: The University will emphasize student retention and achievement by encouraging and expecting timely degree completion and by clearing pathways to student success.

Related Strategic Goals

- Improve retention and graduation rates to surpass regional averages for flagship public universities. *(SG1.A)*
- Develop a Freshman Advising Center for undecided students. *(SG1.D)*

Related Strategic Commitments

- Regularly assess the effectiveness of academic advising. (SG1.SCA3)
- Revise first-year orientation programs to emphasize not only academic success, but also career and professional development. (SG1.SCB2)
- Establish interdisciplinary degrees between various departments that focus on “gaps” in existing degree options. (SG1.SCB5)

Related Working Groups/Standing Committee

1. Ad Hoc First Year Advising Center Committee
2. Ad Hoc Orientation Review Committee
3. Ad Hoc University College Committee
4. University Retention Committee

Ad Hoc First-Year Advising Center Committee Membership

Melissa Adams, Incoming Chair, Academic Advisors and Counselors
Caucus

Melissa Baumann, Asst. Provost for Undergraduate Studies & Director of
the Honors College (Chair)

Nancy Bernard, Director, Auburn University Career Center

Jim Carroll, Architect, Facilities

Steve Duke, Associate Dean, Samuel Ginn College of Engineering

Susan Hubbard, Chair, University Undergraduate Advising Council

Kathryn Jarvis, Director, Academic Support

Joni Lakin, Assistant Professor, EFLT; member, Senate Retention
Committee

Harrison Mills, Student Government Association

Bret Smith, Associate Dean, College of Architecture

Ruthanna Spears, First Year Experience Office

Major Recommendations – Ad Hoc First-Year Advising Center Committee

- Permit Students to choose to be “Exploratory” on their application to Auburn or at CWE
- Do not align these students with an existing College/School or a “University College”
- Provide intensive advising and career counseling for these students.
- Students should be required to select a college/major and transition into a College or School by the time they have completed 30 hrs.

Ad Hoc Orientation Review Committee Membership

Mark Armstrong, Director, First Year Experience Office

Nancy Bernard, Director, Auburn University Career Center

Tracy Donald, Director, Office of Accessibility

Jeremy Downes, Professor and Chair, Department of English

Andy Gillespie, Assistant Provost, Office of International Programs

Beth Guertal, Professor, Department of Crop, Soil, and Environmental Sciences

Kathryn Jarvis, Director, Academic Support

Katie Lackey, Chair, Advisors and Counselors Caucus

Amy Hecht Macchio/Lady Cox, Division of Student Affairs

Will McManus, Treasurer, Student Government Association

Stacey Nickson, Assistant Director, Biggio Center

Paul Patterson, Associate Dean, College of Agriculture

Constance Relihan, Associate Provost, Undergraduate Studies

Susan Villaume, Associate Dean, College of Education

Major Recommendations—

Ad Hoc Orientation Review Committee

- Provide consistent messaging, emphasizing major selection, career preparation, and timely degree completion
- Require completion of a program such as Alcohol.Edu/Haven to provide students with heightened awareness of alcohol/drug/sexual assault information
- Require all students (including transfer students) to complete an orientation course.
- Increase emphasis during orientation programs on academic issues, high impact practices, and major selection/career planning.
- Explore the possibility of creating a credit-bearing “Bridge” program for students deemed to need extra support to succeed during their first year of college.
- Implement the Provost's expectations for advising (7/2013)
- Implement a “finish in four” program

Academic Advising—Provost's Expectations

- All colleges should strive to reduce their student to advisor ratios so that they are able to require one meaningful advising session per semester for first-year, sophomore, and transfer students.
Recommended ratio: 400: 1
- All colleges are expected to collaborate in developing advising practices across campus so that advising practices are as standardized and predictable across colleges as possible.
- All advisors are expected to maintain electronic contact notes of their interactions with students (either in SARS or Degreeworks) so that students have an easily transferable record of their advising experience.
- All colleges are expected to require their advisors to participate in campus-wide advising training activities sponsored either by the Academic Counselors and Advisors Caucus, the Office of Undergraduate Studies, or HR.
- All students on Academic Warning should be required to meet with an advisor each semester while they are on warning. Students who are returning from a Suspension should be required to meet with an advisor during the first semester of their return.

Ad Hoc University College Committee Membership

Joseph Aistrup, Dean, College of Liberal Arts (Chair)

Melissa Baumann, Assistant Provost for Undergraduate Studies & Director of the Honors College

Raj Chaudhury, Interim Director, Biggio Center

Chelsea Crooks, Executive Vice President of Initiatives, Student Government Association

Joyce de Vries, Director, Women's Studies Program

Xing Fang, Chair, Academic Standards Committee

Joe Hanna, Associate Dean, Harbert College of Business

Kathryn Jarvis, Director, Academic Support

Katie Lackey, Chair, Advisors and Counselors Caucus

Daniel LaRocque, Associate Dean, College of Liberal Arts

Paul Patterson, Associate Dean, College of Agriculture

Chris Roberts, Dean, Ginn College of Engineering

Judith Sanders, Coordinator of Retention Programming

Marlon Simon, Member, Senate Retention Committee

Ad Hoc University College Committee— Major Recommendations

- The University College should be led by a Director, not a Dean. It should not have faculty.
- Interdisciplinary Studies, the distance “completer” degrees (as appropriate), and new interdisciplinary programs (both majors and minors) should be housed in the University College.
- The graduates of the University College (e.g., IDSC Students) should sit together at graduation, and be recognized from the platform by the Director of the University College.
- Exploratory students and the Freshman Advising Center should not be housed in the University College.
- The University College should not become a “dumping ground” for either marginal students or weak academic programs.
- The University College should not include the Honors College, the First-Year Advising Center, remediation or retention centers, or distance education pedagogical support units.

University Retention Committee – Retention Plan

1. Develop First Year Advising Center for Undecided/ Exploratory Students
2. Use BCSSE Data to provide early intervention and support for students predicted to be “at risk”
3. Institute a mandatory first-year seminar experience (either through the FYE Office or through individual colleges) to provide extended orientation to academic and campus life
4. Use the Early Alert Grade program to identify, and reach out to, students experiencing academic difficulty; increase tutoring support on campus to support such students
5. Implement Provost’s Advising Expectations

Questions?

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