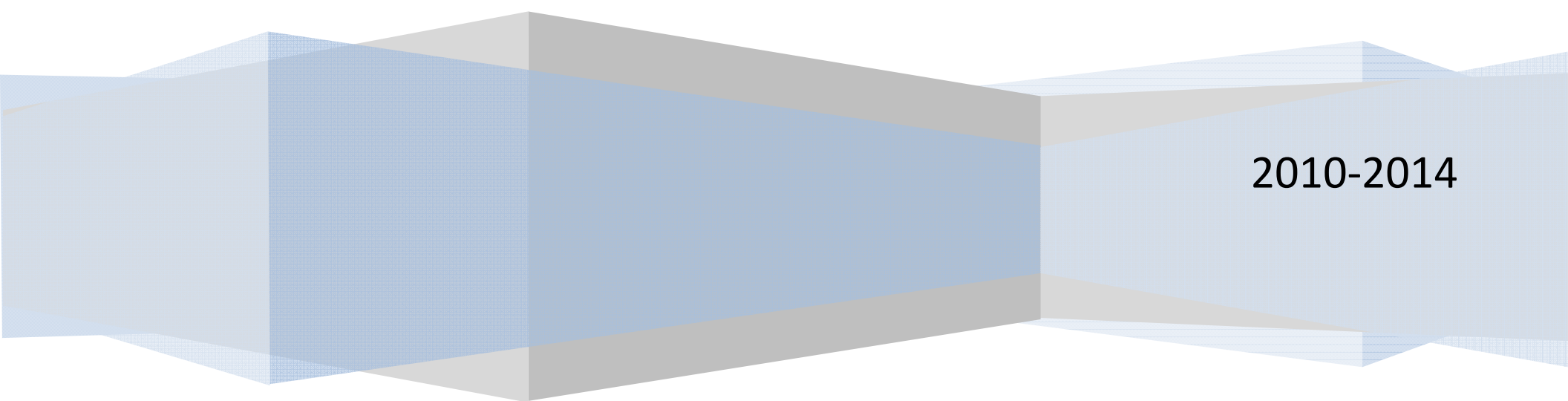


Eastern Kentucky University

EKU Admissions Plan for College Readiness

Creating a Clear Path to Student Success for Special Admission Students

College Readiness Advisory Group



2010-2014

Progressive Admissions Plan for College Readiness from 2010-2014 Creating a Clear Path to Student Success for Special Admission Students

EKU Draft Plan

Eastern Kentucky University is committed to student success and college readiness. The following outline represents a plan to increase the number of students entering the university meeting college readiness benchmarks and a plan for increasing the persistence and degree completion rates of those students at the university not meeting those benchmarks. The plan offers a progressive admissions policy for special admission students. The implementation of a best practice advising program and retention-based bridge programs offered throughout the academic year for all campuses are proposed as part of the plan. The goal is to increase the fall-to-fall, EKU-to-EKU persistence rate to 75% by fall 2015.

The plan is offered as a starting point for discussions of student readiness, success, and degree completion. EKU is committed to reaching the ambitious goals of Senate Bill 1 (2009) for our primary regional service area. The first goal of Senate Bill 1 is to reduce the need for remediation of recent high school graduates by 50% by 2014. To meet this ambitious goal, we will need to build on past partnerships with schools and school leaders and EKU faculty and staff, and build new partnerships. High school transition courses are being piloted for mathematics in several school districts for those high school seniors not meeting college readiness targets for mathematics. Discussions are now beginning related to the creation of high school transition courses for English and reading/Language Arts.

The second goal of Senate Bill 1 (2009) is to increase the degree completion rate by 3%, annually, from 2009 to 2014 of students admitted to the University with one developmental education and college readiness need. This will require a full commitment of each of our faculty and staff to support the needs of all of our students, especially those most at risk for not persisting to degree completion.

As we strive to reach the goals of Senate Bill 1, we request your consideration of the of the following draft proposal. We need to formulate a unified strategy for each of these goals. Initiatives, such as high school transitional coursework and the adoption and implementation of nationally and internationally benchmarked common core standards for college and workforce readiness by K-12 schools, show promise for reducing the need for developmental and supplemental coursework at the college level. To impact student success, student persistence, and graduation rates, EKU will need to carefully sculpt a plan, based on resources and the intended use of those resources that both promotes college readiness and supports students entering underprepared. We must make a commitment to those students we admit to the university and offer those programs and services needed for success.

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The following plan represents a strategic approach to admissions with the goal of increasing student retention and graduation rates.

	Fall 2010 Cohort	Spring 2011 Cohort	Summer/Fall 2011 Cohort Groups	Summer/Fall 2012 Cohort Groups	Summer/Fall 2013 Cohort Groups	Summer/Fall 2014 Cohort Groups
Defining Special Admissions	Students with an ACT composite score of 15 meeting all other admission criteria.	Students with an ACT composite score of 15 and meeting all other admission criteria.	Students with an ACT composite score of 16 or three developmental need areas.	<ul style="list-style-type: none"> Students with an ACT composite score of 16. Students with two developmental need areas. Students with three or more developmental course needs. 	<ul style="list-style-type: none"> Students with an ACT composite score of 17. Students with two developmental course needs. 	<ul style="list-style-type: none"> Students with an ACT composite score of 18. Students with two developmental course needs.
First Step to College Success program	Design a semester-based <i>First Step to College Success</i> program.	Implement a pilot spring semester eight-week <i>First Step to College Success</i> program.	<ul style="list-style-type: none"> Design <i>First Step to College Success</i> programs for Corbin, Danville, and Manchester campuses. Evaluate the spring pilot bridge program. 	Continue summer bridge program and evaluate the need for fall bridge programming for each campus.	Implement bridge programs, as needed, throughout the academic year.	Continue bridge programming specifically designed to meet the needs of identified students in the special admissions category.
Increase the likelihood of students with developmental needs being retained to degree completion and minimize coursework at the 090 level.	<ul style="list-style-type: none"> Review evidence-based practices and research for coursework and advising related to students entering with multiple course needs. Review EKU data for students entering with 090 level needs. Collaborate with academic departments to design and implement accelerated coursework. 	<ul style="list-style-type: none"> Beginning Spring 2011, students with more than one developmental area requirement will be enrolled in the Associate of General Studies Degree program. Implement best practices advising model for students entering with developmental needs. 	Beginning Summer 2011, all special admissions students must successfully complete all coursework in the <i>First Step to College Success</i> program or a semester-based bridge program in order to be a full admission to the university.	All special admissions students must successfully complete all coursework in the <i>First Step to College Success</i> program or a semester-based bridge program in order to be a full admission to the university.	All special admissions students must successfully complete all coursework in the <i>First Step to College Success</i> program or a semester-based bridge program in order to be a full admission to the university.	All special admissions students must successfully complete all coursework in the <i>First Step to College Success</i> program or a semester-based bridge program in order to be a full admission to the university.
Increase college readiness through high school-based transitional courses in mathematics, reading and writing.	<ul style="list-style-type: none"> Lead discussions on pilot high school transition courses for students not meeting readiness targets. Gather information on the success of 2009-10 pilot transition programs. 	Review statewide transitional coursework data and proposed programs for implementation in EKU's primary service region.	<ul style="list-style-type: none"> Continued use and expansion of pilot high school transitional programs in mathematics. Beginning summer 2011, design and implementation of reading and writing pilot programs for area high school students. 	Evaluate transitional programming and expand transition programs throughout the primary service region.	Based on program evaluations, continue to expand transition programs throughout the primary service region.	Based on program evaluations, expand transition programs to all school districts in the primary service region.

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