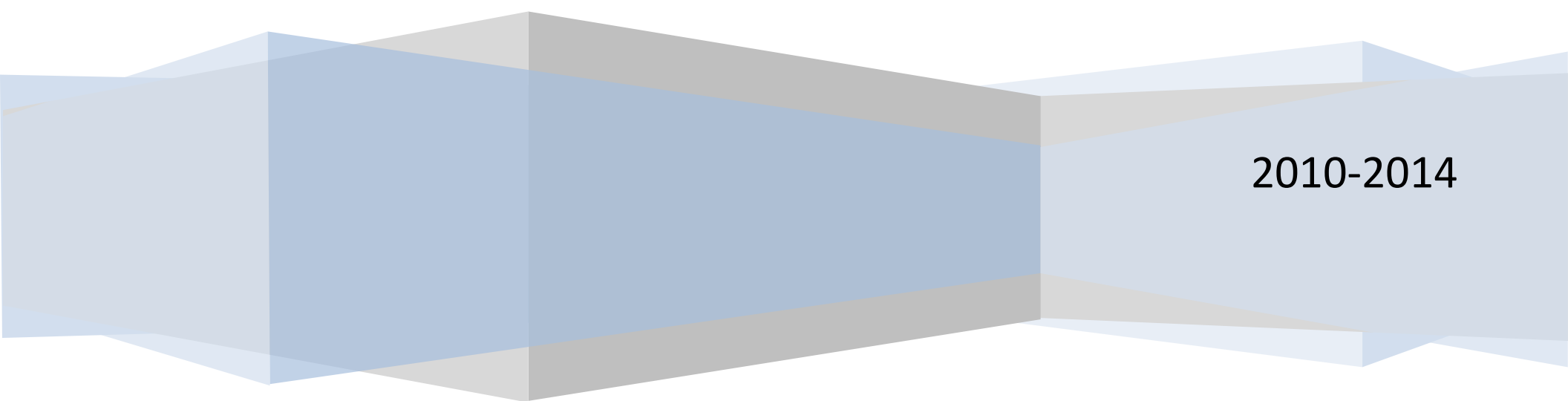


Eastern Kentucky University

EKU Admissions Plan for College Readiness

Creating a Clear Path to Student Success for Special Admission Students

College Readiness Advisory Group



2010-2014

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.

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 ECU 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 ECU'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.

Progressive Admissions Policy

2010-2014

- To meet the goals of Senate Bill 1 (2009), the University must consider the impact of our admission policy and the impact that policy has on student retention, degree completion, and financial resources.
- The implementation of accelerated developmental and supplemental coursework in other than a full semester format will allow students to progress, in a more timely manner, through foundational coursework and shorten their time to degree.
- The creation of bridge programming during academic semesters for all campuses will allow students admitted throughout the academic year in the special admission category, greater access to the bridge programming.
- A full implementation of the Early Alert Program is needed.
- An advising model integrating best practices for students not meeting readiness benchmarks will be developed and implemented. An advising model for students not meeting good academic standing guidelines is also a need in degree completion as we move forward.
- In the future a professional development model for students and faculty serving students not meeting readiness benchmarks will be identified and implemented.

What is Kentucky's definition of college readiness?

College readiness is the level of preparation a first-time student needs in order to succeed in a credit-bearing course at a postsecondary institution. 'Succeed' is defined as completing entry-level courses at a level of understanding and proficiency that prepares the student for subsequent courses. Kentucky's system wide standards of readiness guarantee students access to credit-bearing coursework without the need for developmental education or supplemented courses. Developmental education courses do not award credit for a degree.

What are the systemwide standards of readiness?

Most definitions of college readiness include some predictive statement about how well students will do in relevant college courses based on national assessments, such as the ACT or SAT. For example, ACT sets benchmark scores for college readiness based on success in college courses that would count to degree. "Success" is defined by ACT as 50% or higher probability of earning a B or higher in the corresponding college course or courses and 75% or higher probability of earning a C or higher in the corresponding college course or courses.

What ACT scores determine college readiness for Kentucky students?

The system wide standards are ACT scores of 18 for English, a score of 20 for reading, and a mathematics score of 19 for some introductory courses in mathematics (often statistics or an applied mathematics course), a 22 for college algebra, and a 27 for calculus. The systemwide standards of readiness guarantee students access to credit-bearing coursework without the need for developmental education or supplemented courses.

Why are there three different college readiness standards for mathematics?

A three-tiered approach to mathematics was used to establish mathematics readiness levels for various fields of study. For example, a survey of Kentucky institutions found that most majors in the liberal arts and social sciences fields do not require college algebra. A readiness score for mathematics courses for these majors was investigated and subsequently established based on student performance in the liberal arts mathematics courses required for these students. Typically, one-half of all graduates were in liberal arts or social sciences fields. The ACT score of 22 for college algebra reflects both Kentucky and national success data. The third tier for calculus readiness is typically listed as a course prerequisite. Prior to establishing a calculus readiness level each Kentucky institution established its own ACT prerequisite. The calculus readiness score reflects a level of readiness that would guarantee placement in an entry level calculus course at any Kentucky institution.

What happens if a student does not meet the college readiness standards in any area?

Kentucky students not meeting readiness benchmarks can demonstrate needed competency levels through placement testing.

Eastern Kentucky University College Readiness and Student Success Initiatives

I. PRE-MATRICULATION

A. High School College Readiness Collaboration

1. **EKU NOW!** – Dual Enrollment Program designed for students in the ECU service region who are in their final two years of high school. Eligible students must have a GPA of 3.0 and have minimum ACT scores of 18 in English, 19 in Mathematics, 20 in Reading and a composite ACT score of 21. Upon application, seniors with a composite ACT score of 24 or higher may take a second course for free. For seniors with an ACT score of 21 to 23 upon application the second course will cost half the in-state tuition rate.
2. **EKU College Readiness Program** – As a collaborative arrangement between ECU and local school districts, the program prepares high school seniors to begin post-secondary education with college-level mathematics skills. High school students who have not met ACT benchmarks receive an additional year of key-concepts instruction in mathematics, reducing developmental mathematics need during the first year of college-level study. The Department of English and Theatre are collaborating with local high schools to build transitional courses in language arts (English composition and reading).
3. **Developmental Education Policy and Procedure** – Initiatives include placement testing for all students entering the University for the first time, developmental hold policies that require students to speak with an advisor before dropping mandated coursework, and student success information provided to parents during summer orientation events.
4. **Upward Bound Program** – The Upward Bound Program provides academic support services and exposure to post-secondary education to low income and potential first-generation high school students who have exhibited college-level academic potential. The ECU program serves 100 students from ten schools in nine Kentucky counties: Casey County, Estill County, Garrard County, Jackson County, Lee County, Lincoln County, Madison Central, Madison Southern, Powell County, and Wolfe County High Schools.
5. **The Educational Talent Search (ETS) Program** – ETS identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in post-secondary higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to complete postsecondary education. The ECU program serves Clay, Estill, Garrard, Jackson, Lincoln, and northern Madison County.
6. **GEAR UP Program** – GEAR UP is designed to increase the number of low-income students within the University service region who are prepared to enter and succeed in postsecondary education. High school participants are encouraged to set high expectations, stay in school, study hard, and take the courses that will prepare them to succeed in college. Participants engage in activities such as tutoring, mentoring, e-mentoring, financial aid, college preparation workshops, college campus visits, career exploration, and summer enrichment programs.
7. **Education Extension Agents** – Modeled after the agricultural extension agent program, each ECU agent 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.

B. Center for Middle School Academic Achievement

The Center for Middle School Academic Achievement is a statewide collaborative effort housed jointly at Eastern Kentucky University and Murray State University. Its purpose is to improve the subject knowledge and instructional practice of middle school teachers through the coordination of professional development programs, provision of technical assistance, and dissemination of information and research regarding effective teaching. The CMSAA is funded by a grant from the Council on Post Secondary Education and the Kentucky Department of Education.

C. Admissions

1. **Prospective Student Receptions** – Hosted in various Kentucky cities throughout the academic year, the Office of Admissions receptions introduce the University to prospective students and their families. Receptions permit Admissions staff and representatives from ECU's five academic colleges to provide parents or guardians with information about the University and to recruit students who may not have the opportunity to visit campus.

2. **Spotlight** – Spotlight events feature informational showcases, question-and-answer panel sessions with current EKU students, and speakers from various University student service offices. These representatives provide prospective students and their families with valuable information about educational opportunities at the University, as well as information about the broader “Eastern Experience.”
3. **Technology** – EKU has a strong commitment to enhancing service to pre-matriculation students through the use of technology. Students may request information about University services, schedule a campus visit, take a campus virtual tour, chat with an admissions counselor, receive one-on-one pre-matriculation mentoring from academic and university advisors, receive information on programs that help them to complete developmental-level courses, apply to EKU online, and sign up for a pre-matriculation orientation date. Students also may join social networking sites present on campus to connect with other prospective or current students. Testing information and PDF files of sample practice tests in English composition, mathematics and reading, and an online mathematics placement test, all may be accessed via the World Wide Web.

D. Transition and University Services

1. **Office of Transition and University Services (TUS)** – TUS plans, implements, and supports programs and services for students transitioning from high school or the workplace to the University. The unit encompasses the Offices of Academic Skills, Academic Testing, and Developmental Education and College Readiness. Staff members provide program coordination and transition and testing services that support the goals of current and potential students, departments, and the University. Services allow students to build needed skills and/or demonstrate knowledge base for admission to the University, or University programs, and provide appropriate course placement information to maximize student opportunities for academic success.
2. **Student Outreach and Transition Office (SOTO)** - SOTO will serve as a one-stop shop serving the needs of adult, transfer, military veteran, re-entry and on-line students, from initial inquiry to first semester registration. Prospective students may receive individualized consulting services in the areas of admissions, degree audits, major selection, academic bankruptcy, the credit transfer process, credit for prior learning, degree completion via distance learning, course registration, available counseling services, professional judgment, financial aid, and benefits for veterans, among others.
3. **Continuing Education and Outreach** – CE&O provides high-quality educational and instructional credit and non-credit services to traditional and non-traditional students and clients in bricks-and-mortar and virtual learning environments. Programs and services include adult education, workforce training, community education, distance learning, and online learning.
4. **Developmental Education and College Readiness Program** – Assists traditional incoming first-year students, students completing online degree programs, adult learners, and returning students in completing required developmental education or college-readiness needs. Opportunities for skill development include courses and programs designed to improve basic skills in English composition, reading, and mathematics. Developmental Education and College Readiness courses include ENG 090 (Basic Writing), ENG 095 (Developmental Composition), ENR 090 (Developmental Reading I), ENR 095 (Developmental Reading II), ENR 116 (Strategies for College Reading), MAT 090 (Pre-algebra), and MAT 095 (Developmental Algebra 1). These courses are offered through the Departments of English & Theatre and Mathematics & Statistics.
5. **Office of Academic Testing** – Responsible for the coordination, administration, and planning of academic tests requested by the University and educational community. Testing assists students in making progress toward completion of academic or career goals. Testing provided includes national tests, state assessments, and locally developed exams. Eastern Kentucky University students and other registered examinees test in a friendly and comfortable environment. Special need accommodations are available upon request.
6. **Office of Academic Skills (AS)** – AS is responsible for the coordination of programs, activities, or online academic resources that support students transitioning to the University from high school or the workplace. Retention-based programs and services are provided for students new to the post-secondary setting. The First Step to College Success program, the Mathematics and Science Academy, workforce to post-secondary programming, advising for students admitted in the special admissions category, academic skills enhancement workshops designed for first-year and sophomore students and AS college-knowledge sessions for adult learners interested in attending EKU are coordinated within this office.

E. First Year Programs (FYP)

Orientation - Eastern Kentucky University has a required Orientation Program for all incoming first-year students. The Orientation Program enables new students to meet with faculty, staff, and student advisors to acquaint themselves with the University and campus services, and to register for a first semester of courses well before the beginning of the academic year. In addition, FYP offers orientation programming for students transferring to the University.

F. Financial Assistance

1. **Student Financial Assistance (SFA)** – SFA staff provide pre-matriculation students with a variety of information and services on completing the Free Application for Federal Student Aid form, federal grant and loan programs, the and the Beacon Scholarship for regional students. In addition, the staff offers assistance to parents and students who need help in completing the FAFSA, in completing the verification process, and in managing student aid awards.
2. **Scholarships Office** - Students applying for admission as first-year freshmen are encouraged to apply for academic scholarship opportunities. Award offers are based on academic credentials, including GPA, ACT or SAT scores, as well as school and community involvement.

G. The University Diversity Office

The University Diversity Office is a campus wide resource that facilitates the diversity initiatives of the University to promote a climate and culture that respects and celebrates diversity. A significant responsibility of the office is for the recruitment and retention of a diverse student, faculty and staff population. The role and scope of the office is to reach underrepresented groups and other non-traditional groups included under the board definition of diversity. Eastern Kentucky University promotes a climate that respects and celebrates diversity within its community that includes, but is not limited to race, ethnicity, religion, socio-economic status, gender, sexual orientation, disabilities, and cultural or national backgrounds, in pursuit of common unity.

H. Madison County Adult Education Center

Services are offered at no cost through Eastern Kentucky University and KY Adult Education/Council on Postsecondary Education. Testing and classes take place day or evening. Free services include: (1) reading, writing, and math instruction, (2) GED preparation and pre-testing, (3) work-place essential skills, (4) Kentucky Employability Certificate, and (5) customized, basic-skills instruction for business and industry.

II. POST-MATRICULATION

A. Academic Skills, Student Support, and Tutoring Services

1. **Academic Skills Workshops** – Workshops are designed to enhance the academic skills of first-year or sophomore students, or to provide information to adult learners transitioning from the workforce to the University. Programming focuses on imparting academic skills and other information important to first- and second-year students, at-risk student populations, or workforce-to-college students. Workshops are offered throughout the academic year on a variety of topics, including combating test anxiety, improving study skills, time management, transitioning to college from the workforce, advising, financial aid, etc.
2. **Counseling Center** – The Counseling Center offers a multitude of workshops, seminars and counseling services designed to help students succeed in various areas of university and post-university life. Programming includes a wide variety of Strategies for Success workshops, personal counseling and psychiatric services for students diagnosed with long- or short-term mental health issues that may impact academic success, referral services for faculty and staff who mentor or advise students, individualized career counseling services, and a careers library. Strategies for Success workshops focus on academic and life skills such as time management, test taking strategies, managing stress, combating mathematics anxiety, improving study skills, improving interpersonal relationships, avoiding drug and alcohol abuse, and preparing for exams.
3. **Noel Studio for Academic Creativity** – The Studio embodies the standard EKU has set internally in its Quality Enhancement Program (QEP), a focused university-wide initiative to develop informed, critical and creative thinkers who communicate effectively. Students who use the Studio improve their communication skills by: understanding the foundational elements of communication; seeing the connections between effective communication and appropriate information; utilizing the fundamentals of critical and creative thinking to create and revise their communication products; working with coaches to develop research strategies, organize and refine ideas, deliver articulate presentations, and create high quality products; and honing teamwork skills in order to effectively communicate in group situations.
4. **NOVA Student Support Services** – A TRiO program designed to help students succeed in college, NOVA focuses on providing quality instruction and individualized academic and social support services to eligible students. Incoming freshmen who demonstrate potential for academic success are invited to apply for the program, and approximately one hundred incoming first-year students are accepted each year.
5. **The Education Pays Center of Richmond, Kentucky** – Education Pays is a Kentucky Cabinet for Health and Family Services funded program that serves Kentucky Temporary Assistance Program recipients seeking postsecondary education. The EKU Education Pays Center is committed to providing: (a) High quality individualized and small group career exploration and guidance; (b) Professional employment training, employment placement, and employment

support; and (c) Professionally administered individualized academic services. The Education Pays Center guides and supports participants toward completing career goals, gaining meaningful employment, and achieving a postsecondary vocational certificate and/or a higher education degree.

6. **Office of Services for Individuals with Disabilities (OSID)** – OSID offers a variety of services to EKU students who have a diagnosed short-term or permanent physical, mental or cognitive disability. Trained tutors provide academic assistance in a number of areas, including but not limited to composition, mathematics, social sciences, and the sciences. In addition, OSID coordinates individualized academic coaching; Project Success, a comprehensive support program for college students with learning disabilities, attention deficit disorder and other cognitive disorders; academic success services such as note taking, electronic texts and equipment, training in and use of assistive technology, and test accommodation; and student success focus groups on topics as diverse as transition to campus life, time management, success strategies, and active test taking.
7. **Tutoring** – A number of tutoring centers provide students the opportunity for hands-on assistance in academic areas such as mathematics, accounting, economics, English composition, reading, chemistry, physics, American Sign Language, foreign languages, and other academic areas. Students on regional campuses may request tutoring assistance via Tandberg technology.
8. **Library's ASK US Initiative** (<http://www.library.eku.edu/new/content/askus.php>) – EKU Libraries offers research help to students online, by phone or in person. Through the added convenience of strategically placed chat boxes throughout the website, library users have access to research help throughout the library's website www.library.eku.edu. In spring 2010, there will also be a texting option available to library users. These enhancements to traditional library services make asking for help more convenient when trying to navigate library resources and complete academic assignments.

B. Advising

1. **Academic Skills Advising and Mentoring** – Provides focused advising and mentoring to special admit, continuing, readmitted, transfer and other students who are considered at-risk based on a high school transcript, past academic performance, and/or ACT, SAT and/or placement test scores. Readmission advising and mentoring focuses on supporting and retaining students who have been readmitted to the University after an academic or developmental dismissal.
2. **Degree Audit Systems.** Colonel's Advising and Registration Equals Success (CARES) and Degree Works are student information auditing systems that provide students detailed information on progress toward degree completion in any major. The CARES report indicates general education and major-area courses completed, as well as courses that remain to be taken to complete general education and major-area requirements. In spring 2010, EKU will begin using a new degree audit system, Degree Works, a user-friendly platform which will enhance and expand progress-to-degree information for students.
3. **Early Alert Retention System (EARS)** – EARS utilizes intrusive advising strategies to retain students who have issues related to attendance and academics. Students are assigned to an advisor who meets with them to review and learn how to fulfill the success and retention strategies set forth in a student success agreement.
4. **Eastern Advising and Retention Network (EARN)** – EARN is composed of advisors from across the Richmond and extended campuses who meet monthly to discuss changes in policies and procedures, receive advising-related updates, coordinate or discuss new programs, and receive training on advising and intervention practices to promote student success.
5. **Office of Academic Advising** – Provides a variety of traditional and retention-based advising services to students. Services include helping students develop a major-related individual learning plan, pre-advising for declaration of major, pre-withdrawal exit advising, orientation advising, a faculty-based early alert system flagging students with attendance and grades issues, a real-time chat feature on the advising home page, and intrusive advising and mentoring for probationary students and students who have been readmitted after an academic dismissal.
6. **Orientation Advising** – Provides students and parents with information on the important role advising plays in student academic success. Students are advised and registered for fall courses on this day.
7. **Student Athlete Academic Support Office** – Focuses on assisting student athletes meet academic and NCAA eligibility requirements. Support services include advising, tutoring, and mentoring for at-risk student athletes, as well the use of Grades First software for reporting of academic and attendance issues.
8. **Older Wiser Learners (OWLS)** – The purpose of OWLS at EKU is to offer an association to meet the needs of the re-entry student in a way that will enhance their college career and expand their college experience. Goals include: (1) provide members with information pertaining to needed support services and academic services at the university, local, and state levels; (2) insure members a voice in campus politics, student rights, and encourage participation in campus

student programs; (3) increase communication between members and the EKU administration; (4) encourage and support members in all academic endeavors; (5) establish a supportive and cohesive group of re-entry (non-traditional) learner through a variety of extra-curricular activities.

9. **Office of Multicultural Student Affairs** – This office seeks to bring issues of cultural diversity to the foreground of campus conversation through educational programs and services. As a department within Student Affairs, this office exists primarily to serve all students as they question personal and collective notions of race, ethnicity, sexuality, ability, and culture. Multicultural Student Affairs encourages the utilization of campus resources, participation in campus life, understanding and respecting cultural differences, and encouraging tolerance and inclusiveness.

C. Course Work

1. **GSD 101 Foundations of Learning** – A course to promote student success and lay the foundation for critical and creative thinking across the curriculum. Open to all first-year students with fewer than 30 semester hours earned.
2. **GSO 100 Academic Orientation** – An orientation to university academic life and career planning and preparation. Topics include university policies and procedures, program requirements, career opportunities, and introductory study skills.
3. **GSO 102 Transition to College** – Taken by referral or placement. An intensive introduction to the University, study skills, cultural and learning resources, academic life, university policies and procedures, self-exploratory activities, growth.
4. **GCS 199 Career Counseling Seminar** – A one-hour, eight-week course designed to assist students in choosing a major and career. Students undertake exercises and personality inventories to determine the interests, strengths, personality characteristics and values they want to express in a career, determine careers that would be of interest, investigate career options, and decide on a major or career trajectory according to priorities they establish in the course.
5. **ENR 116 Strategies for College Reading** – A one-hour course that concentrates on developing reading comprehension, rate, analysis and vocabulary in various disciplines.

D. Developmental Education

1. **Developmental Education Policies and Procedures** – Designed to benefit developmental education students and the University. Policies include identifiers placed in the student information system that indicate developmental education needs, time limits on when students may complete developmental needs, development course enrollment request e-mails, and a developmental holds process that prevents students from dropping developmental education courses before meeting with an advisor.
2. **First Step to College Success** – Integrated into the second summer session, the First Step program offers students with one or more developmental-education or college-readiness needs the opportunity to complete developmental-level courses before the fall semester begins. All students take GSO 102, an introduction-to-college course emphasizing time management, study skills, and other information important to first-year students. Free tutoring is offered to students in mathematics, English composition, reading, introductory sociology, and English 101.
3. **Online Developmental Education Faculty Training** – Online training resources are available to new and continuing developmental education faculty seeking to enhance classroom learning or to support students needing to build basic skills. The training provides faculty with essential information about developmental education course content, general information about the academic departments offering developmental education courses, and the University. The EKU training program is based on the Kentucky Association for Developmental Education faculty training outline. Specific training guides are available for faculty teaching developmental reading, English, and mathematics.

E. First Year Programs

First Year Programming(FYP) – FYP offers programming designed to build a sense of community among new students and to assist those students in the transition to academic and campus life. New Student Days programming helps students to become acclimated to the university, learn about campus services and activities, meet other new students, and become familiar with the Richmond community. Move-in Mania is a weekend full of events for first-year students to connect and get to know each other before continuing students arrive on campus. Gatherings such as the University Convocation and the President's Picnic encourage first-year students to celebrate the beginning of a new chapter in their lives, build a sense of campus tradition, and meet University faculty and staff. The EKU Reads Project is designed to provide new students with a common introduction to academic life, and encourages students to engage in a campus-wide discussion of a selected book, which often also is used in first-year English and orientation courses.

F. Housing Initiatives

1. **ConneXtions Living-Learning Communities for First-Year Students** – ConneXtions is a co-ed, freshman residential living-learning environment that encourages students to connect with their peers, faculty, and staff through participation in various activities. A series of programs focuses on helping students successfully transition to ECU. As a part of ConneXtions, the Campus Opportunity Outreach League provides students the opportunity to organize and participate in community service projects on the ECU campus and in the surrounding community.
2. **Honors Program Housing** – A dedicated residential area offers students enrolled in the ECU Honors Program the opportunity to build academic and social relationships with peers. Programming focuses on study and discussion groups, social activities, and faculty/staff mentoring opportunities.
3. **Special Interest Learning Communities** – These living-learning communities offer students the opportunity to live with peers who share their social and cultural interests. Dedicated residential areas are offered to students with an interest in outdoor pursuits, pursuing a healthy lifestyle, women’s issues, or issues of interest to students transitioning to their sophomore, junior, or senior years.
4. **MAP-Works** – Making Achievement Possible is software used by University residence hall staff to utilize survey information to improve students' ability to succeed academically by realigning behavior with grade expectations, and focusing on elements of academic success. It is designed to minimize the percentage of capable students who drop out due to issues that could have been addressed by self awareness or timely intervention by professional staff. MAP-Works data assists staff in facilitating the establishment of relationships, addressing homesickness, identifying residence hall living issues, and connecting students with campus resources to facilitate involvement with student organizations and campus programming.
5. **Technology** – ECU has a strong commitment to enhancing service to matriculating students through the use of technology. Academic Advising provides course registration information and advising via an online chat feature. Crabbe Library offers an online chat box that allows students to contact research and resource librarians late into the evening and on weekends. Academic Testing provides information and sample practice tests electronically. The Office of Academic Skills hosts a Web page through which students may link to online academic skills enhancement resources, tutoring modules, and library materials. The Counseling Center provides students with a number of wide-ranging ULife self-help resources, including an online mental-health evaluator and downloadable or printable resources on a variety of topics of concern to university students, ranging from substance abuse, to suicide prevention, to stress management. The Office of Services for Individuals with Disabilities offers a number of assistive technologies to students with physical or cognitive disabilities. Student Financial Assistance, and several other campus departments, provides access to online frequently asked question sites. Many University departments and offices host social networking sites allowing students to connect with faculty, staff, and other students. Online coursework is available in a number of academic areas.

G. Financial Assistance

1. **Student Financial Assistance (SFA)** – SFA staff provide matriculating students with a variety of services, including information on a number of grants and awards such as the Kentucky CAP grant, SMART grants for third- and fourth-year students, and TEACH grants for education majors, as well as a number of federal grant and loan programs. Information on student employment and veteran’s benefits is also available. In addition, SFA staff offer assistance to parents and students who need help in completing the FAFSA, undergoing the verification process, determining dependent care status, and other services.
2. **Scholarships Office** – First year students may apply for a number of scholarships based on a wide range of criteria (geographical location, academic merit, etc.). Eligible continuing and transfer students may apply for a number of academic scholarship opportunities. These include the KCTCS scholarship for students transferring 24 or more hours from a KCTCS school to ECU, privately funded scholarships administered through the University Foundation, and others.

H. EKU Career Services

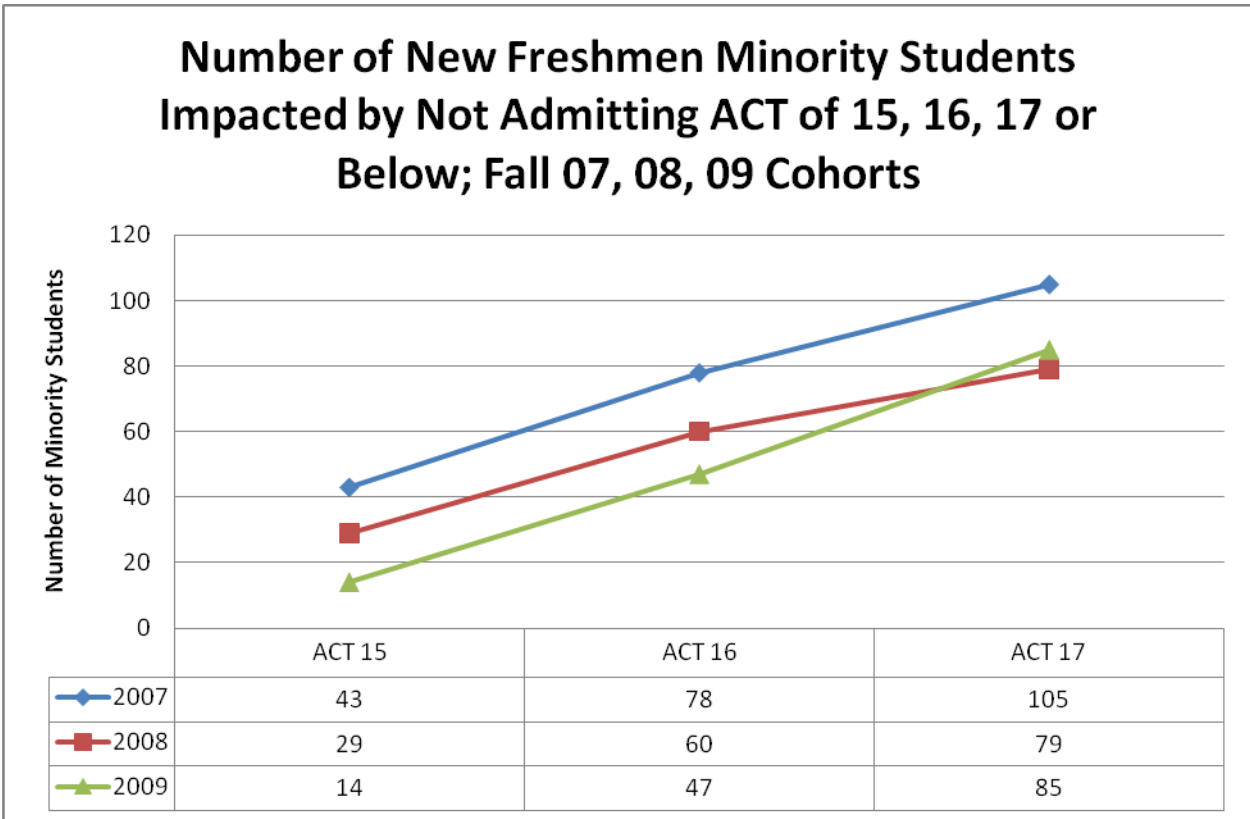
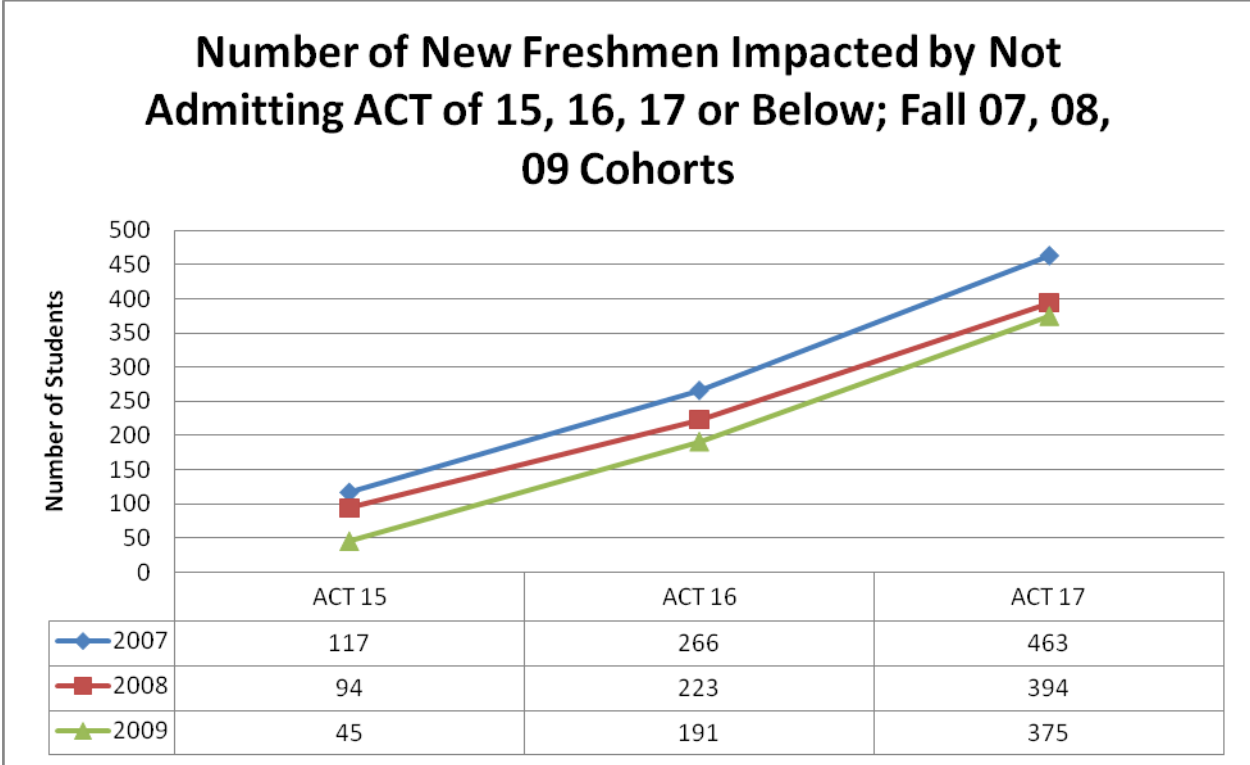
EKU Career Services will provide guidance and resources to a diverse student population, enabling them to achieve their career-related goals. The goals of ECU Career Services are: (1) increase student awareness of viable career options and facilitate development of student's career plans, (2) enhance students' ability to conduct a successful job search through educational resources provided by Career Services, and (3) increase and enhance student and alumni access to productive networking resources and employment opportunities.

EASTERN KENTUCKY UNIVERSITY

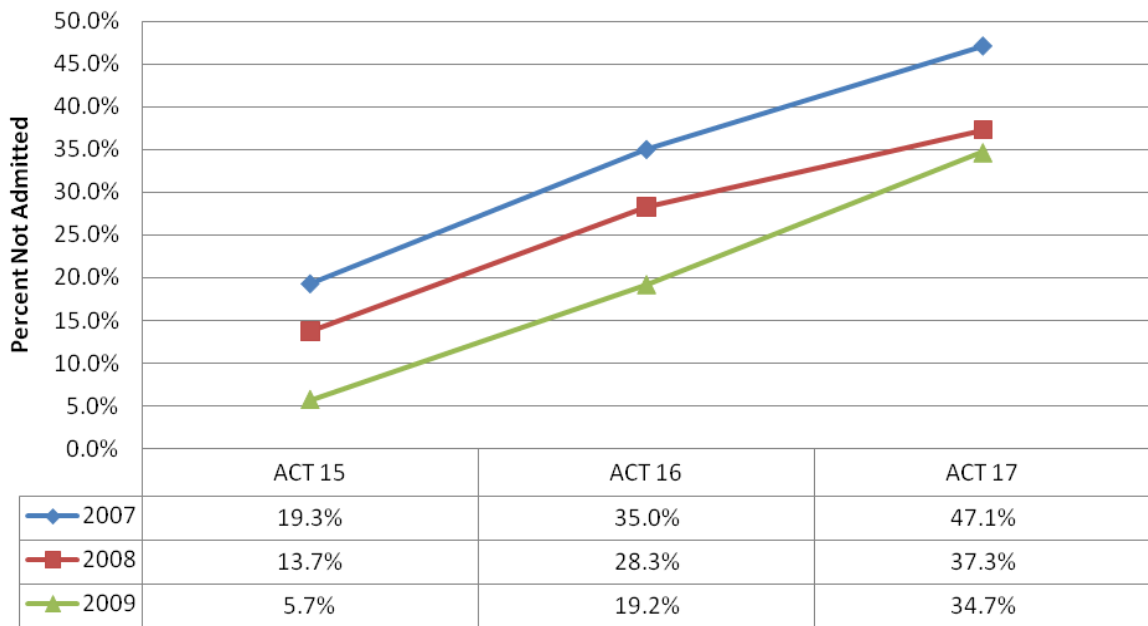
Impact on New Freshmen by Not Admitting ACT of 15, 16, 17, or Below for Fall 07, 08, 09 Cohorts

UNOFFICIAL DATA

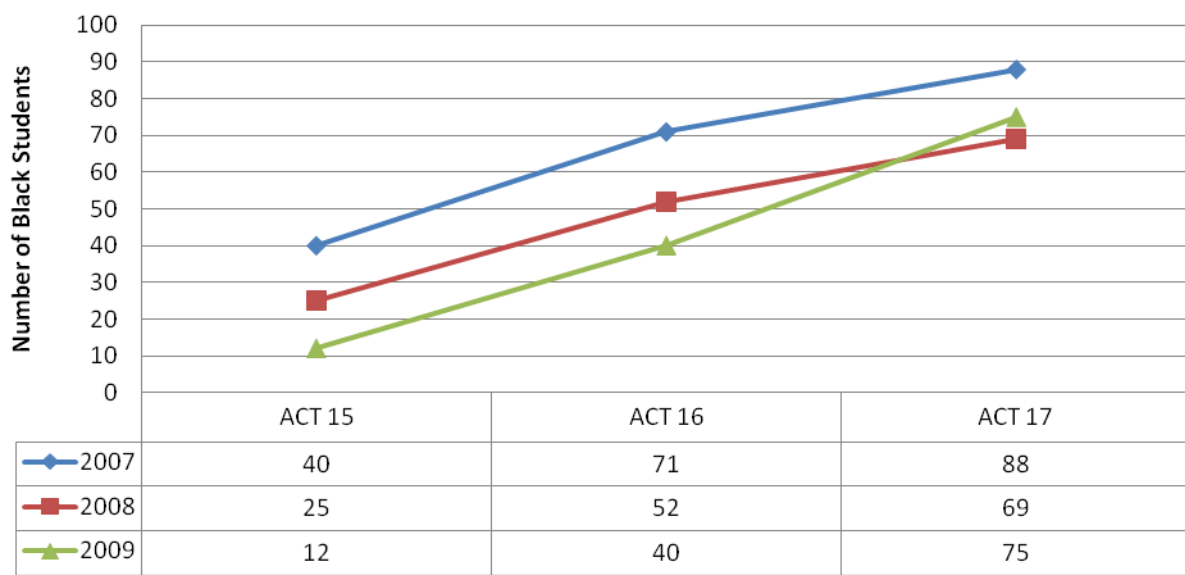
This report demonstrates the impact of raising the ACT Composite scores on our minority populations.
Data is based on EKU's Fall 2007, 2008, and 2009 Cohorts.



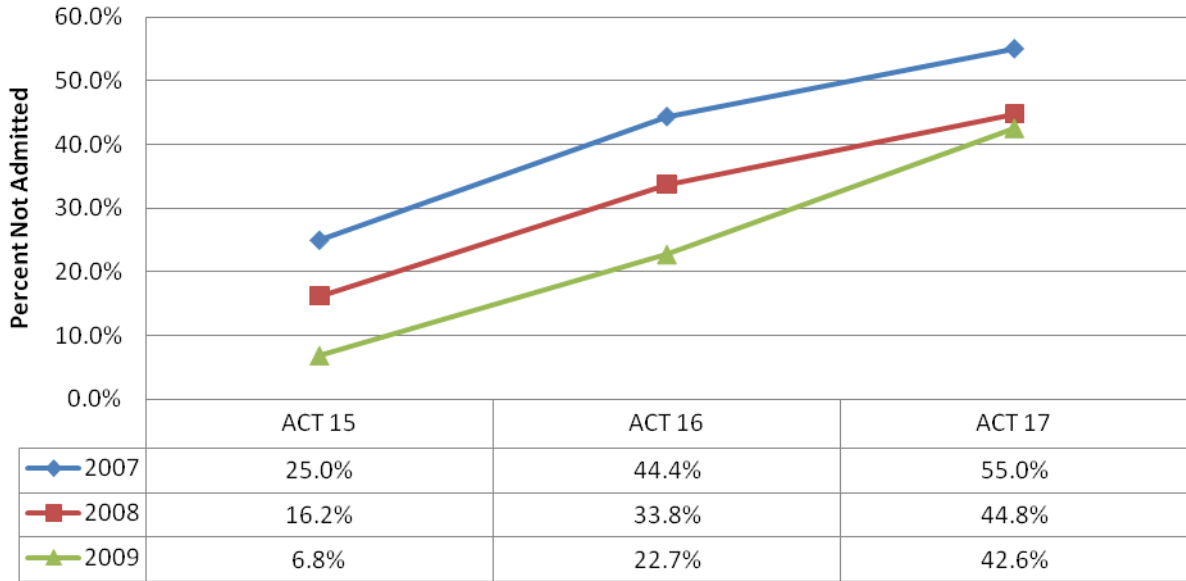
Percent of New Freshmen Minority Students Impacted by Not Admitting ACT of 15, 16, 17, or Below; Fall 07, 08, 09 Cohorts



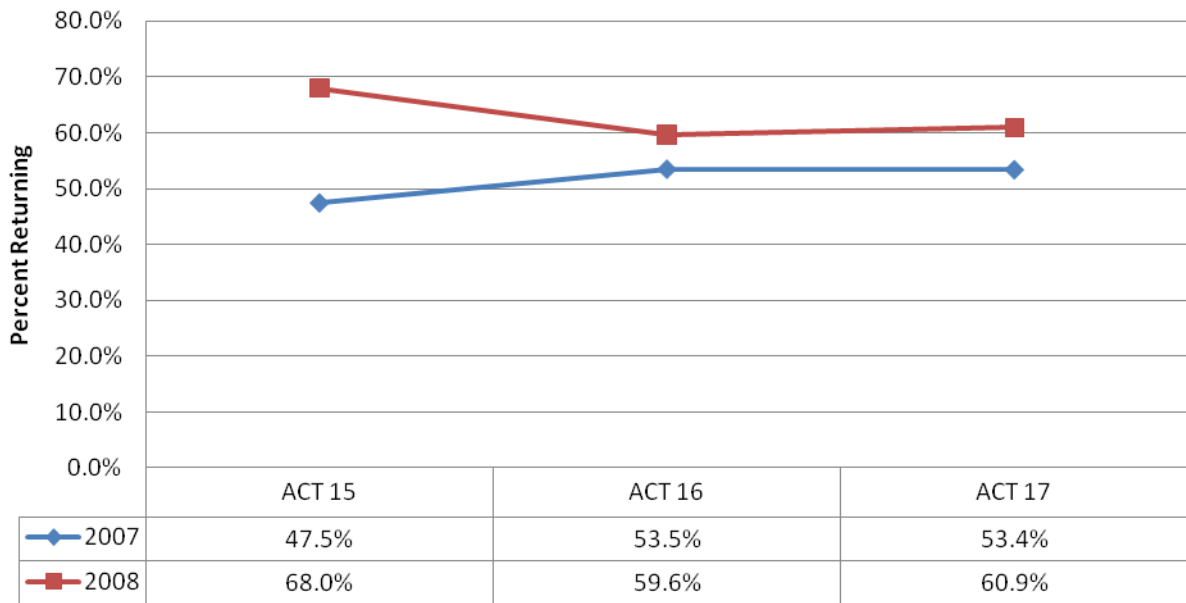
Number of New Freshmen Black Students Impacted by Not Admitting ACT of 15, 16, 17 or Below; Fall 07, 08, 09 Cohorts



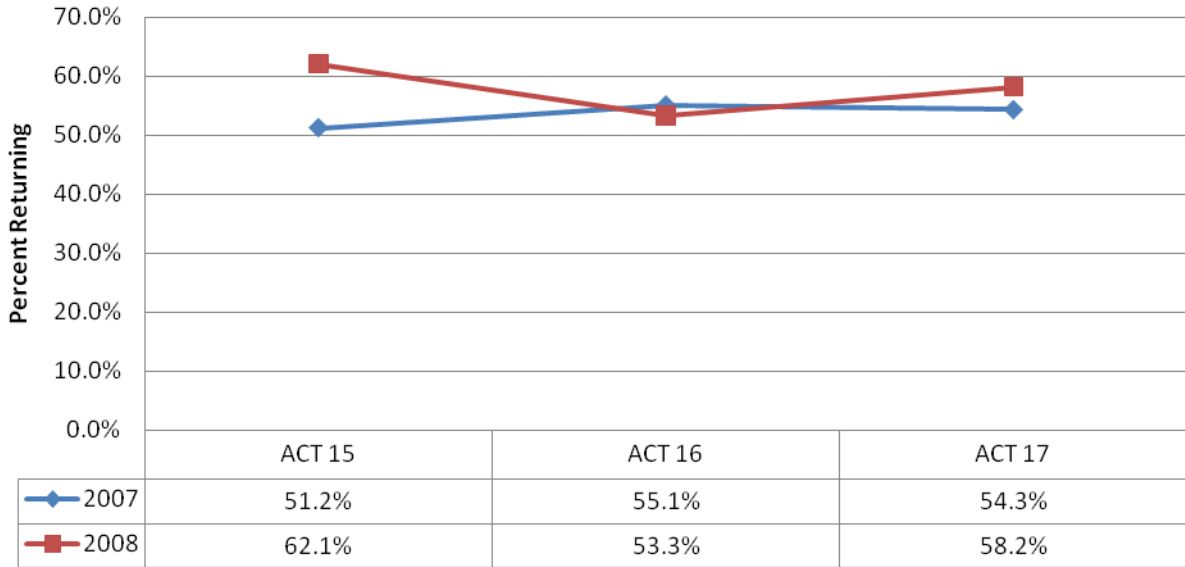
Percent of New Freshmen Black Students Impacted by Not Admitting ACT of 15, 16, 17, or Below; Fall 07, 08, 09 Cohorts



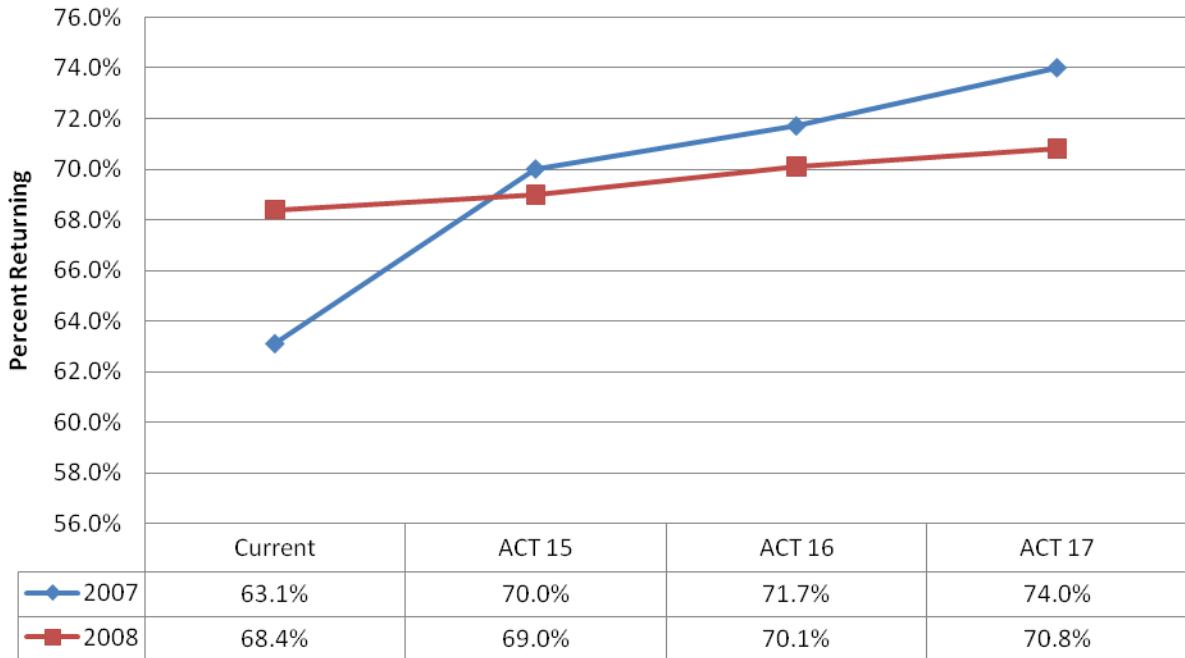
Fall to Fall Retention of New Freshmen Black Students with ACT 15, 16, 17 or Below; Fall 07, 08 Cohorts



Fall to Fall Retention of New Freshmen Minority Students with ACT of 15, 16, 17 or Below; Fall 07, 08 Cohorts



New Fall to Fall Retention Rate by Not Admitting ACT of 15, 16, 17, or Below; Fall 07-08; 08-09



Institutional Research

Graduation and Retention Rates by ACT Score

Summary

Graduation Rates Since Fall 1994:

- Average 6 year graduation rate: 35.5%
- Average 7 year graduation rate: 38.1%
- Average 8 year graduation rate: 38.8%
- Average 9 year graduation rate: 39.8%
- Average 10 year graduation rate: 39.9%

Average 6 Year Graduation Rates by ACT for the 2001 and 2002 Cohorts:

- Act of 15 and below: 13.9%
- Act of 16: 13.6%
- ACT of 17: 17.9%
- ACT of 18: 28.1%
- ACT of 19: 30.0%
- ACT of 20: 34.4%
- ACT of 21: 44.4%
- ACT of 22: 40.5%
- ACT of 23: 47.8%
- ACT of 24: 51.6%
- ACT of 25 or higher: 65.4%

Average Retention Rates by ACT since Fall 1997:

- ACT of 15 and below: 45.9%
- ACT of 16: 49.8%
- ACT of 17: 53.6%
- ACT of 18: 57.6%
- ACT of 19: 61.7%
- ACT of 20: 62.4%
- ACT of 21: 69.1%
- ACT of 22: 70.0%
- ACT of 23: 73.4%
- ACT of 24: 75.6%
- ACT of 25 or higher: 81.2%

Using retention data since Fall 2004, and graduation data for the 01 and 02 cohorts:

By NOT admitting students with an ACT of 15 and below:

- The retention rate would increase on average by 0.9%
- The 6 year graduation rate would increase on average by 1.8%
- The new freshmen headcount would decrease on average by 122 students.

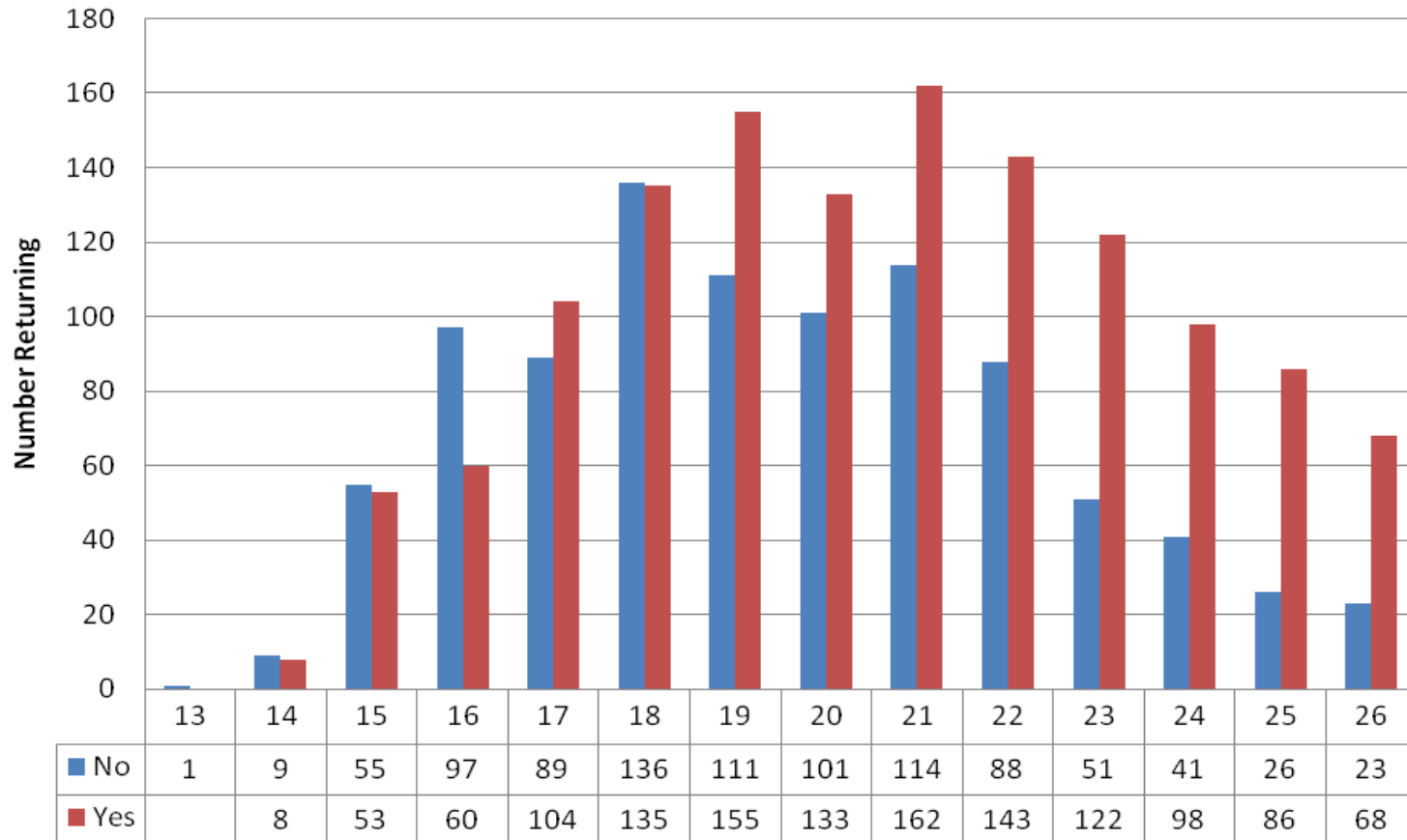
By NOT admitting students with an ACT of 16 and below:

- The retention rate would increase on average by 2.2%
- The 6 year graduation rate would increase on average by 3.2%
- The new freshmen headcount would decrease on average by 275 students.

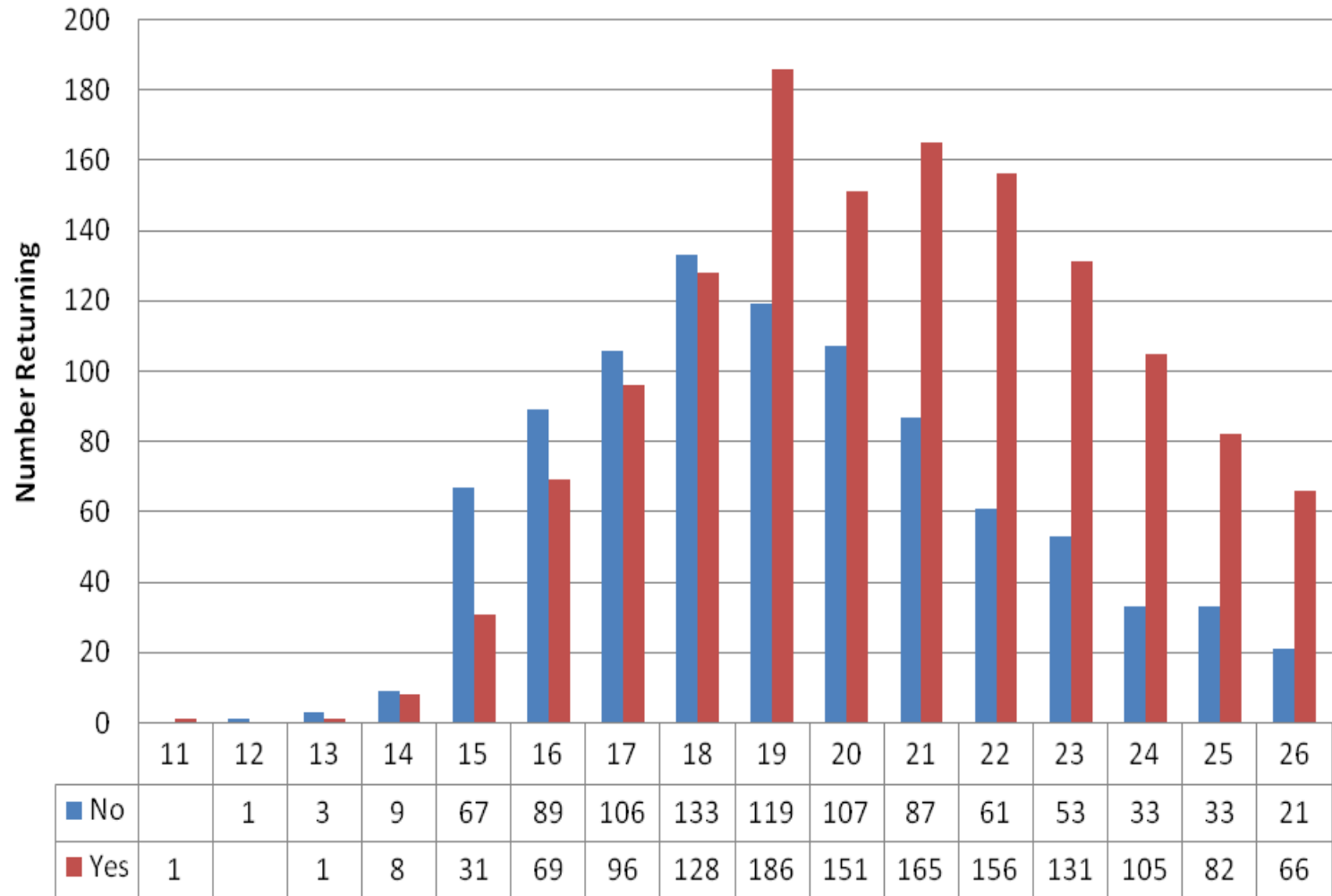
By NOT admitting students with an ACT of 17 and below:

- The retention rate would increase on average by 3.3%
- The 6 year graduation rate would increase on average by 5.0%
- The new freshmen headcount would decrease on average by 469 students.

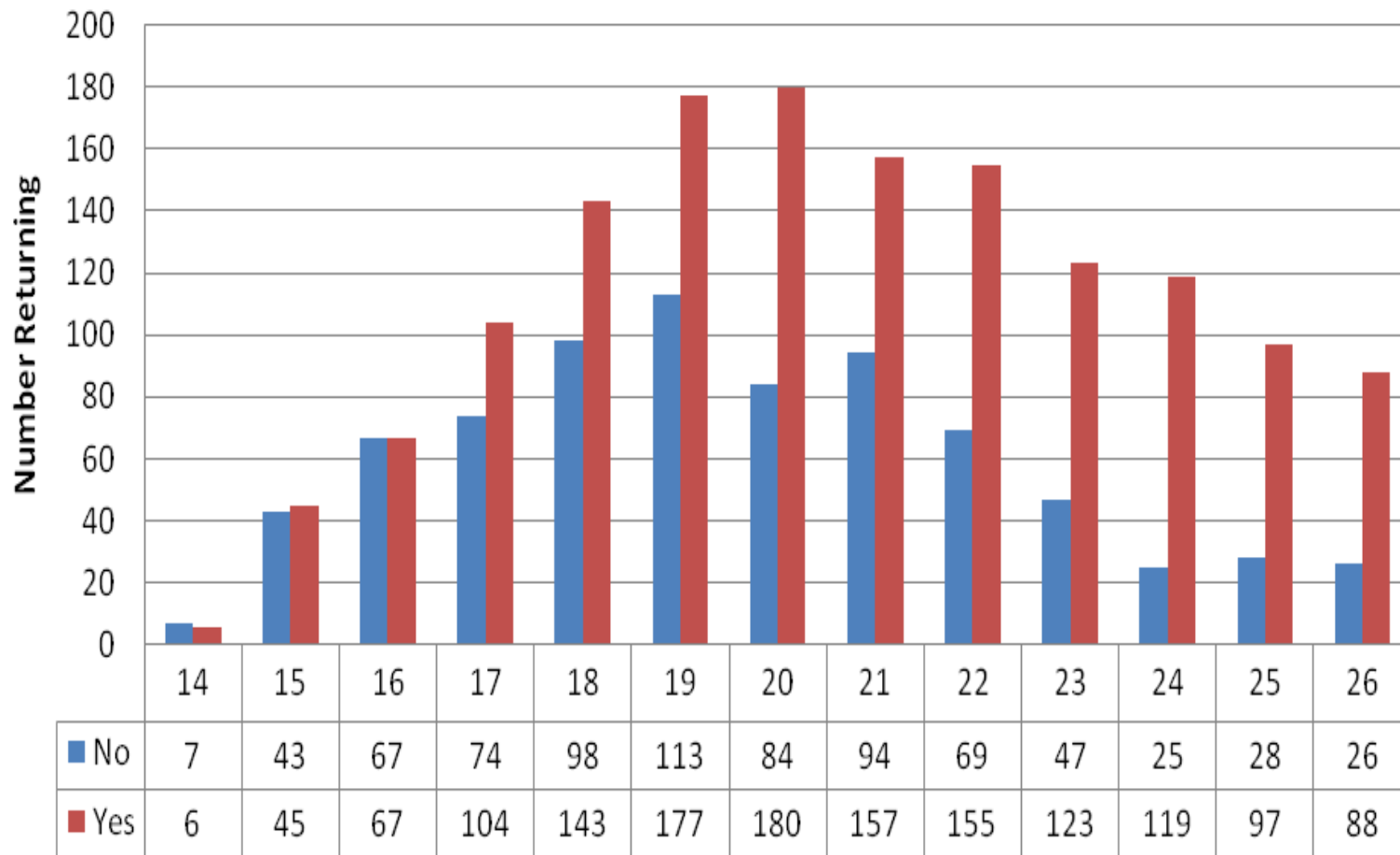
Number of New Freshmen Retained by ACT; Fall 2006-07



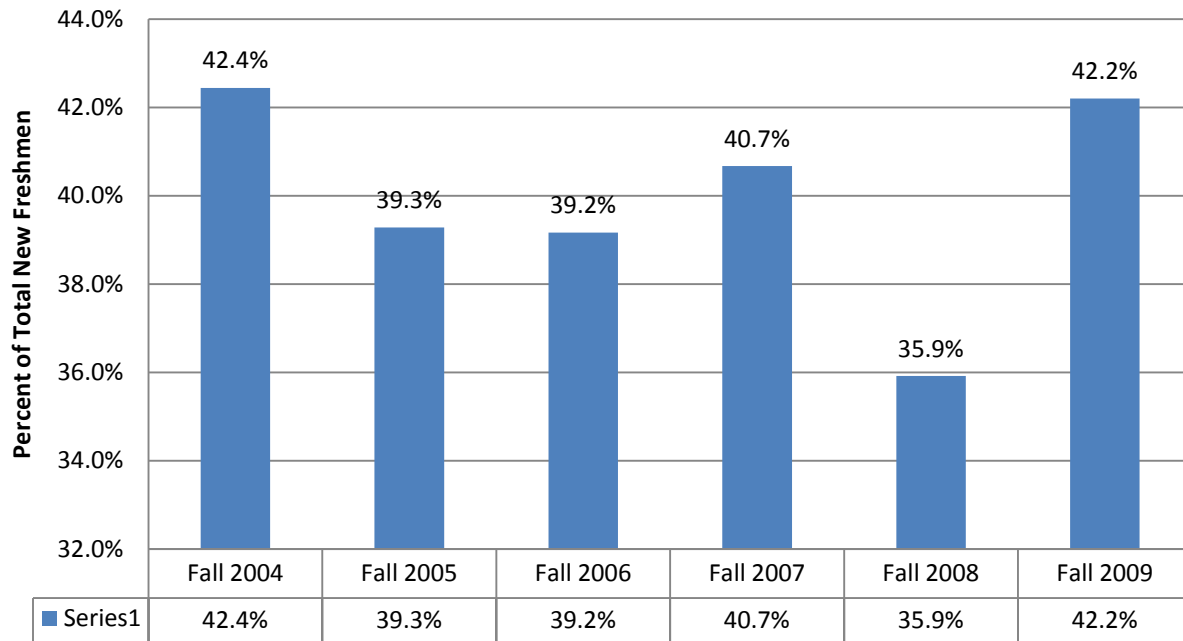
Number of New Freshmen Retained by ACT; Fall 2007-08



Number of New Freshmen Retained by ACT; Fall 08-09



Percentage of First-Time Freshmen with at Least One Developmental Need



	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009*
Total	1,084	982	974	1,014	897	1,082

*Implementation of College Readiness standards.