SOUTHEASTERN LOUISIANA UNIVERSITY

Response to the Report of the SACS Visiting Committee March 14-16, 2005

Revised Quality Enhancement Plan
Strengthening Student Learning though a New Freshman Success Experience

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Southeastern's Quality Enhancement Plan

Strengthening Student Learning though a New Freshman Success Experience

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Submitted in January 2005, Southeastern's original Quality Enhancement Plan described a long-term comprehensive approach to improve academic advising for students. The plans included a number of components: changes to freshmen academic advising, a freshman success experience, the creation of a Center for Student Excellence, and changes to upper-class advising which established a faculty mentoring system. The original QEP document contained key strategies that outlined goals, objectives and action plans for establishing student learning outcomes and assessments as well as for implementing changes in advising and creating the Center.

In March 2005, the SACS Visiting Committee recommended that the University restrict the focus of the Quality Enhancement Plan and clearly establish a limited number of measurable learning outcomes with definitive plans for assessment.

Since the Committee's visit, the University has worked diligently to meet the recommendation of the SACS Visiting Committee. The result is the revised Quality Enhancement Plan contained in this document. The focus of the QEP has been narrowed to the freshman success experience, and, more specifically, to a small number of high-priority student learning outcomes that are correlated with academic success. The student learning outcomes are measurable; the mechanisms for measurement and for the longer-term evaluation of the Quality Enhancement Plan are described in detail.

Southeastern Louisiana University is committed to the principles of quality improvement through the accreditation process. The University appreciates and values the recommendations of the Visiting Committee, and we seek to diligently put the recommendations into practice.

Southeastern's Quality Enhancement Plan

Strengthening Student Learning though a
New Freshman Success Experience

Introduction

Southeastern Louisiana University, a SREB Four-Year 4 institution, is located on the north shore of Lake Pontchartrain in Hammond, Louisiana. Offering a total of sixty-nine quality undergraduate and graduate degree programs taught by regionally, nationally, and internationally recognized faculty, the mission of Southeastern is to lead the educational, economic, and cultural development of southeastern Louisiana. In adherence to Southeastern's mission statement and first strategic goal, *to recruit, advance, and graduate qualified students*, Southeastern has chosen to focus its new Quality Enhancement Plan (QEP) on improving student learning through the development and delivery of a freshman year success experience with a focus on specific identified learning outcomes critical to academic success in a university environment.

The new freshman success experience includes a required new freshman success course; an extended orientation session; intensive academic advising; and structured interaction with faculty in the student's major. The freshman success experience is being approached as a university-wide responsibility, and will be coordinated through the Center for Student Excellence. Academic advisors will work one-on-one with entering students and will act as the primary instructors/coordinators for the freshman success course, working closely with staff in admissions, career exploration and academic support services as well as academic deans, department heads, undergraduate program coordinators, and faculty in the delivery of the course and services to entering students. The freshman success experience begins upon admission to the university and continues throughout the student's first year.

The new Center for Student Excellence, which will coordinate the freshman success experience, will be centrally located on campus near the Student Union, Sims Memorial Library, and two main classroom buildings. The Director of the Center for Student Excellence will oversee the three major areas related to the freshman success experience that will be housed in the Center: academic advising, career exploration, and student academic support services. Chaired by the Dean of the College of Arts, Humanities, and Social Sciences, an Advisory Council (consisting of a cross-section of academic advisors, faculty mentors, undergraduate program coordinators, department heads, deans, students, and staff from Student Affairs and Admissions) will work closely with the Director of the Center on issues that relate to the coordination of the Center's activities, including the new freshman success experience. Building plans for the new Center for Student Excellence are presently being solidified and the hiring process for the new Director of the Center is almost completed. It is expected that the building will be ready for occupancy by Fall 2006.

History of the Quality Enhancement Plan

Southeastern's original Quality Enhancement Plan was the result of university-wide research and intense discussion from Fall 2003 through Spring 2005. The QEP team, appointed by the President, consisted of faculty, staff and students from all academic areas across campus. The team examined the University's current practices in academic advising and researched best practices in academic advising in relation to improved student learning and the first year freshman experience.

During this same period, Southeastern's Institute for Teaching and Professional Enhancement chose academic advising as the focus for its 2003-04 Institute. The group, which also included members of the QEP team, attended the National Academic Advising Association's (NACADA) Summer Institutes on Academic Advising, and continued work throughout the year by holding brown bag lunch discussions with faculty members across campus on topics such as the adoption of a campus-wide model for

academic advising, faculty role in advising (responsibilities, rewards, and recognition), and student and faculty expectations of the academic advising process.

In addition, the Provost held a summit on academic advising in September 2004, which included guest speaker Dr. Wes Habley, Director of the Office of Educational Practice, American College Testing (ACT), Chair of the Advisory Board for the Summer Institutes of the National Academic Advising Association (NACADA), and Past President of NACADA. In addition to Dr. Habley's keynote address, "Realizing the Potential of Academic Advising," the University President, Vice Presidents, the Deans' Council, representatives for each academic department, and members of the QEP Team participated in panel discussions and small group discussions on the proposed plan for improving academic advising.

The result of their work was a plan that not only would bring about major change in academic advising at Southeastern, but also includes a holistic approach to improving the freshman experience at the University. The plan encompasses a centralized student success center that houses freshmen academic advising, beginning career exploration services and academic support services, and coordinates the delivery of these services. The initial delivery of these services would be done through a required freshman success course, of which the academic advisor acts as the primary instructor/coordinator for the course. The plan also reached beyond the first year experience, providing a faculty mentoring program that furnishes students with continued degree-specific academic advising support.

In retrospect, the original Quality Enhancement Plan was too expansive. As the result of recommendations made by the SACS Visiting Committee in March 2005, the University has narrowed the focus of Southeastern's Quality Enhancement Plan. Since the Committee's visit, the QEP Team, the Center for Student Excellence Advisory Council, as well as other University committees such as the Deans' Council and the Council of Department Heads held numerous discussions on how to best meet the recommendations of the SACS Visiting Committee. **The consensus of these groups was to narrow the focus of the Quality Enhancement Plan to the freshman success experience with a focus on a small number of high-priority student learning outcomes that are correlated with university academic success.**

The Recommendations of the Visiting Committee for Southeastern's Quality Enhancement Plan

The recommendations made by the SACS Visiting Committee are listed below with indications of how each is to be addressed.

Table 1:
**Recommendations Made by the SACS Visiting Committee
and How Southeastern Plans to Address Each Recommendation**

Recommendation 1: *The On-Site Committee recommends that the institution refocus its QEP to more clearly and concisely demonstrate how academic advising contributes to the improvement of student learning.*
Southeastern will demonstrate what students learn in the freshman success experience. The Statement of Need and Project Goals, Objectives and Learning Outcomes sections of this document clarify the empirical basis for why the project is necessary and how the specified learning outcomes will be measured to document improvement.
Recommendation 2: *The On-Site Committee recommends that the institution provide relevant and appropriate goals, objectives, and outcomes related to academic advising for the purpose of improving student learning.*
The Project Goals, Objectives and Learning Outcomes section of this document provides appropriate goals, objectives, and outcomes related to improving student learning within the context of the proposed freshman success experience.

Recommendation 3:   *The On-Site Committee recommends that the institution provide a time line, resources and administrative processes for implementing and completing the refocused QEP.*
The timeline, resources and administrative processes for implementing the changes to the freshman success experience are outlined in the section titled Timelines, Resources, and Processes Needed for Implementation.
Recommendation 4:   *The On-Site Committee recommends that the institution develop means for assessing the goals, objectives and outcomes of its refocused QEP.*
The Project Goals, Objectives, and Learning Outcomes section describes measurement strategies for assessing goals, objectives and outcomes in improving student learning through the new freshman success experience. The Assessment of the Plan section provides information on the measurement of the identified learning outcomes, the evaluation of these learning outcomes, and the long-term evaluation of the freshman success experience in relation to improved student learning.
Recommendation 5:   *The On-Site Committee recommends that the institution describe how the results of the assessment of its refocused QEP will be used to improve student learning.*
The Assessment of the Plan section also describes how assessment results will be evaluated to improve student learning within the context of the freshman success course.
Recommendation 6:   *The On-Site Committee recommends that the institution identify a process for evaluating and monitoring the refocused QEP.*
The Assessment of the Plan section identifies the long-term evaluation process Southeastern will use for evaluating and monitoring its Quality Enhancement Plan.
Recommendation 7:   *The On-Site Committee recommends that the institution continue to demonstrate broad based community involvement in the re-development and implementation of the QEP.*
From the beginning Southeastern recognized that it would take the support of the University as a whole in order to bring change to academic advising and freshman learning. Developed with the participation of the campus community, the new Quality Enhancement Plan is a narrowed focus on a portion of Southeastern's original QEP, developed in accordance with the Visiting Committee's recommendations. Broad based involvement will continue through implementation and evaluation of the new freshman success experience. This is discussed in the Continued Campus-wide Involvement section of the Project Plan.

Assumptions

Throughout the development of the Quality Enhancement Plan and the refocused Quality Enhancement Plan, the Teams referred to the following basic assumptions, which form the theoretical foundations of the new freshman success experience.

- ***University-wide collaboration is the key to a successful freshmen experience that leads to improved student learning and overall academic success.***
    - o During many components of the freshman success experience, students will have opportunities to interact with successful student role models, faculty, department heads, and deans.

- o The freshman success experience will be developed and delivered by numerous members of the University's academic and non-academic community who have a vested interest in student learning and success.
  - o The Center for Student Excellence Director and staff coordinate the freshmen learning experience with broad and varied input and participation from the Advisory Council.
  - o Although the academic advisor will serve as the primary instructor/coordinator for the freshman success experience course, all aspects of the course will be delivered cooperatively with numerous faculty and professional staff contributing expertise and knowledge.

- • *The student learning process begins at admission and will promote student learning and academic success.*
  - o The freshman success experience will include a two-day orientation session that takes place before the start of the regular semester.
  - o All beginning freshman students will be required to complete the freshman success course, a component of the freshman success experience, and will be automatically enrolled in the course upon admission.
  - o Students will begin working toward meeting the goals of the freshman success experience at admission. Students will be contacted by an academic advisor and will be assigned specific tasks to complete before the orientation session.
  - o Students will continue to complete assignments that promote academic success after the two-day orientation session and throughout the academic semester.

- • *The freshman success course, which is a required component of the freshman success experience, will be a three credit hour graded course and will be academically rigorous.*
  - o The freshman success course will identify specific goals, objectives, and learning outcomes the student must meet in order to pass the course. These goals, objectives, and learning outcomes will be derived from the six core content areas for first-year seminar courses recommended by the Policy Center on the First Year of College.
  - o Even though the course will be coordinated through the Center for Student Excellence, the course will have widespread input and participation from University deans, department heads, faculty, and staff. The CSE academic advisor will serve as the course's primary instructor and as a coordinator for the course activities. The academic advisors will be trained professional who will meet appropriate SACS degree credentials for undergraduate teaching.

- • *The delivery of instruction and the measurement of outcomes will adhere to solid principles of educational practice and assessment.*
  - o The foundation of the freshman success experience is built upon the theoretical knowledge, research and experience embodied by the Policy Center on the First Year of College, the National Resource Center for the Freshmen Year Experience, and the National Academic Advising Association.
  - o The freshman success course will be comprised of distance learning activities, face-to-face activities, and one-on-one advising conferences. Course activities will adhere to the principles of sound pedagogical practice as identified by Chickering & Gamson in their seminal work "Seven Principles of Good Practice in Undergraduate Education" and extended by Chickering & Ehrmann in "Implementing the Seven Principles: Technology as Lever," both published by the American Association for Higher Education.
  - o Evaluation strategies will adhere to those promoted by the Council of Regional Accrediting Commissions, including principles outlined in "A Guide for Institutions and Evaluators."
  - o Learning outcomes of the freshman success experience will be evaluated through multiple measures.

- ***Students will have access to online materials and information that are important to the freshman success experience through a freshman Web site, including freshman success course materials and assignments.***
    - o Students will be able to login and complete the freshman intake assessment online through the freshman Web site immediately upon admission.
    - o A portion of the assignments for the freshman success course will be delivered and received online.
    - o Freshman success support materials, online interactive resources, and access to communication resources will be easily available to students through the freshmen Web site. Such access will be available at any time from any computer with an Internet connection.

Operational Definitions in Southeastern's Quality Enhancement Plan

The following operational definitions were developed by the QEP Team and are used in Southeastern's Refocused Quality Enhancement Plan:

Academic Advising

Academic advising is a form of teaching that both stimulates and supports students in their quest to identify and achieve their educational, career, and personal goals. It is a systematic process based on close advisor-student relationships intended to aid students in acquiring skills and attitudes that promote their intellectual, social and personal development. Through advising, students are taught to take ownership of their learning, to be accountable for their choices, to generate solutions to problems, and to recognize and meet expectations for success. In this document the general term of academic advising applies to the advising services offered through the Center for Student Excellence as well as the mentoring services provided by faculty mentors.

Academic Advising Office

Located in the Center for Student Excellence, the Academic Advising Office provides intensive, intrusive advising from trained professionals. While the Academic Advising Office is primarily responsible for incoming freshmen and transfer students, services are also provided to any student needing assistance with academic advising.

Academic Advisor

An Academic Advisor is a trained professional employee possessing an excellent understanding of basic student needs, academic and non-academic services and programs offered on campus, and curricular requirements. Academic Advisors are assigned students in a specific major or majors and act as the primary instructors/coordinators for the freshman success course, coordinating activities with staff in admissions, career exploration and academic support services as well as academic deans, department heads, undergraduate program coordinators and faculty. Academic advisors provide incoming freshmen with intensive advising and retention services by presenting information, choices, and learning opportunities that form the foundation for a successful undergraduate academic career.

Academic Support Services

Academic support services are those services that enable students to overcome obstacles in the completion of their academic goals. These services include general academic skills tutoring, subject specific tutoring, individual counseling, disability services, career exploration and planning, and academic advising.

Career Exploration

Career exploration services help students explore occupational options, including those based on student interests and goals. Career exploration services help students identify common career areas, typical employers, and strategies designed to maximize career opportunities, clarifying the link between academic majors and career choices.

Center for Student Excellence

The Center for Student Excellence provides integrated services in three major areas related to student learning and academic success: academic advising, career exploration, and student academic support services. The Center will coordinate the freshman success experience. The Center for Student Excellence will be housed in a new building in the middle of Southeastern's campus convenient to major academic buildings, the Student Union and the Library.

Center for Student Excellence Advisory Council

The Center for Student Excellence Advisory Council is an advisory council consisting of a cross-sectional group (including representation from advisors, faculty mentors, undergraduate program coordinators, department heads, deans, Student Affairs, Admissions, students and others) that advises the Director of the Center for Student Excellence, the Dean of Enrollment Management, and the Provost on student success issues as they relate to the Center's activities and coordination.

Center for Student Excellence Director

The Center for Student Excellence Director is responsible for overseeing the Center for Student Excellence, including the major areas of services to be provided at the Center: career exploration, freshmen academic advising and student academic support services. The Director reports directly to the Provost and Vice President for Academic Affairs and will work closely with the Center for Student Excellence Advisory Council.

Faculty Mentor

Faculty Mentors are faculty members selected to provide academic advising to students in the major primarily after they have exited the Academic Advising Office. Faculty Mentors will provide support for the student's academic progress and have knowledge of university programs and services as well as discipline-specific knowledge about course choices, career and/or graduate school choices, and other academic opportunities available.

Freshman Success Course

The freshman success course is a required component of the freshman success experience and is designed to transition new students into the university environment. It is required of any beginning freshman student enrolling at Southeastern for the first time. This is a graded course that includes distance learning activities, face-to-face activities, and individual one-on-one meetings with the student's academic advisor and faculty in the student's major. The course includes other interaction with academic faculty and staff as well. This is a three credit-hour course designed to improve student learning by stimulating and supporting students as they identify and develop effective strategies for pursing their academic goals.

Freshman Success Experience

The freshman success experience begins upon admission to the university and continues throughout the student's first year. A collaborative effort by academic advisors, faculty in the disciplines, staff in the academic support areas as well as Student Affairs and Admissions the freshman success experience is coordinated by the Center for Student Excellence. The freshman success experience includes the freshman success course, the orientation session, supplementary academic advising, and structured interaction with faculty in the student's major.

Orientation Session

The orientation session is a two-day session that takes place on campus prior to the beginning of the regular academic semester. During the session students become familiar with Southeastern's campus, university policies and procedures, and academic expectations. Students participate in small group sessions and meet faculty, department heads and deans. In addition, students register for their classes after advising sessions with their academic advisor. Parents also participate in the Orientation Session on the first day; they attend informational workshops and also have the opportunity to meet with faculty and other university staff.

Senior Academic Advisor

Senior Academic Advisors provide support and oversight to academic advisors and are actively involved in freshman affairs within specific colleges. Senior Advisors serve as the liaison to the academic departments, working directly with the department's Undergraduate Program Coordinator(s). Senior Academic Advisors are trained professional employees possessing an

excellent understanding of basic student needs, academic and non-academic services and programs offered on campus, and curricular requirements.

Student Learning

Student learning is the acquiring of coherent and cogent knowledge, skills, and dispositions that result in new cognitive and affective schema and behaviors. Southeastern recognizes that student learning occurs in a variety of places and situations and is not limited to formal instruction in a classroom setting. The activities and components of the freshman success experience constitute a form of teaching that results in student learning.

Undergraduate Program Coordinator

The Undergraduate Program Coordinator is a faculty member in each department who manages faculty mentoring activities and freshman opportunities for majors, and may also engage in recruitment activities.

Southeastern's Refocused Project Plan

Southeastern's narrowed focus on improving student learning through a new freshman success experience for its Quality Enhancement Plan is the result of recommendations made by the SACS Visiting Committee as well as the general consensus of the QEP Team, the Center for Student Excellence Advisory Council, and other University groups such as the Deans' Council and the Council of Department Heads. The work on the refocused project plan has consisted of three phases: research and documentation of need, development of specific learning outcomes and appropriate assessment processes, and campus-wide review and feedback on the refocused project plan.

Researching Best Practices and Documentation of Need

Since the SACS Committee visit in March 2005, the QEP Team and Southeastern's Center for Student Excellence (CSE) Advisory Council have continued work on implementing various phases of Southeastern's original Quality Enhancement Plan. The CSE Advisory Council hosted Dr. Wes Habley on campus for two days in April. Meetings with Dr. Habley centered on clarifying outcomes assessments for academic advising. Members of the QEP Team and the CSE Advisory Council also met with Dr. Habley to discuss how Southeastern might be able to best answer the recommendations of the SACS On-Site Review Committee. After Dr. Habley's visit, discussions continued on narrowing the focus of Southeastern's Quality Enhancement Plan with the Deans' Council and the Council of Department Heads.

In late March, a small group consisting of CSE Advisory Council members and original QEP Team members met and began planning Southeastern's refocused Quality Enhancement Plan with a focus on the freshmen year experience. Following the recommendations of the Visiting Committee, the group consulted with the original QEP Team, the CSE Advisory Council and other University groups to narrow the focus and identify measurable learning outcomes. Refocused QEP Team members reviewed several documents that the CSE Advisory Council was also reviewing, including: "Assessment of the First-Year Experience: Six Significant Questions," by Joe Cuseo, a professor of psychology and director of freshman seminar at Marymount College; "Core Content for the First-Year Seminar: A Taxonomy," published by the Policy Center on the First Year of College; *The Academic Advising Handbook*, edited by Dr. Wes Habley; two publications by the Council of Regional Accrediting Commissions, "A Guide for Institutions and Evaluators" and "Improving Institutional Practice;" and two publications from the American Association for Higher Education, "Seven Principles for Good Practice in Undergraduate Education," and "Implementing the Seven Principles: Technology as Lever."

Refocused QEP Team members also reviewed two courses presently being offered by Southeastern that promote student learning and academic success:

- Orientation 101, a required pass/fail online course that provides incoming freshman students with information concerning Southeastern's policies, procedures and student resources; and
- Freshman Seminar 101, a graded three-hour elective course that focuses on methods for improving academic success, including time management, writing skills, study and test taking skills, communication, technology and campus life.

In addition, the Refocused QEP Team consulted with the CSE Advisory Council and reviewed work being completed by the Advising Process Group (a subcommittee of the CSE Advisory Council) as well as reviewed University data which supported the development of a new freshman success experience.

Developing Outcomes and Assessment Processes

From its research and consultation with the campus community, the Refocused QEP Team identified specific freshman success goals, objectives, learning outcomes, and delivery of learning strategies to be included in the refocused Quality Enhancement Plan. The learning goals address four of six standards

for core content as recognized by the Policy Center on the First Year of College in "Core Content for the First-Year Seminar: A Taxonomy."

Preliminary assessment strategies that are direct, meaningful, and appropriate to the learning experiences and outcomes were identified. In July 2005, six members of the CSE Advisory Council attended a three-day Summer Institute on First-Year Assessment co-sponsored by the National Resource Center for First-Year Experience and Students in Transition and the Policy Center for the First Year of College. Attendees participated in national presentations from assessment experts on the assessment of freshman year experiences. Many of the ideas presented during the institute reinforced existing plans for assessment, while new strategies learned during the Institute have been incorporated into the refocused Quality Enhancement Plan. One example is the use of reliable portfolio assessments, which is discussed in further detail in the Assessment section of this document.

Since then, the Refocused QEP Team has shared and received comments on the refocused Quality Enhancement Plan from the Deans' Council and the Council of Department Heads.

Project Goals, Objectives, and Learning Outcomes

The goal of Southeastern's refocused Quality Enhancement Plan is to develop and deliver a new freshman success experience that will improve student learning and provide freshman students with the necessary skills and resources to promote academic success. The freshmen experience will be academically rigorous with identified goals, objectives, learning strategies, and learning outcomes that will be evaluated on a longitudinal basis. The resulting evaluation of learning outcomes will be reviewed and used for future improvements to the freshmen experience.

As part of the freshmen experience, a new three credit-hour freshman success course will be required coursework for all beginning freshman students beginning in Fall 2006. Course assignments will communicate high expectations and will encompass distance learning activities, face-to-face lectures, and one-on-one sessions. In adherence to Chickering and Gamson's seven principles promoted by the American Association for Higher Education, assignments for the freshman success course will include:

- Activities that promote contact between students and faculty, including required out-of-class departmental activities within the student's areas of academic interests;
- Collaborative work group assignments;
- Active learning activities;
- Activities that emphasize time management; and
- Opportunities to discover learning style and methods for adapting to different learning experiences.

Professionally trained academic advisors from the Academic Advising Office in the Center for Student Excellence will be the primary instructors/coordinators for the freshman success course, and will provide prompt feedback to students on their progress. The academic advisor will coordinate course activities with staff in admissions, career exploration and academic support services as well as academic deans, department heads, undergraduate program coordinators and faculty. While the course will be taught through the Academic Advising Office, the course curriculum will be developed through, and continue to have, widespread input and participation from academic deans, department heads, and faculty.

All freshman students will begin the freshman success experience upon admission and will be required to attend a two-day Orientation Session prior to the beginning of the regular academic semester. Before the two-day Orientation Session, students will be required to complete specific assignments online, including an assessment tool that addresses a variety of topics such as interests, life goals, strengths, weaknesses, previous academic experiences, family responsibilities, and other questions that help determine the student's ability to succeed. The two-day Orientation Session will provide students the opportunity to interact with department heads, faculty, other students, and their advisors. The academic advisors will work with students during the two-day seminar, helping them to begin the process of choosing a major and registering for classes.

The advisors will continue to work with assigned students throughout the regular academic semester, coordinating the delivery of the designed curriculum for the freshman success course through a combination of online activities, face-to-face activities, and one-on-one advising sessions. As the need dictates, the advisors will prescribe specific activities particular to the student's situation. Once the student obtains a passing grade in the freshman success course, the student will then be assigned to a faculty mentor from the department of the student's declared major. The student will be encouraged to continue utilizing the services contained in the Center for Student Excellence whenever the need arises.

While the freshman success experience, and in particular the freshman success course, will encompass additional goals, objectives, learning outcomes and measurement strategies, the following four goals, objectives, learning outcomes and measurement strategies have been identified as essential to improved student learning and will be used for the purposes of Southeastern's refocused Quality Enhancement Plan.

Table 2
**Goals, Objectives, Learning Outcomes, and Measurement Strategies
for the New Freshman success course**

GOAL #1:
THE STUDENT WILL UNDERSTAND THE NATURE OF HIGHER EDUCATION IN TERMS OF ITS PURPOSE, VALUE AND EXPECTATIONS.   **Objective**: The student will understand the importance and process of academic advising and its relationship to academic success in higher education.

Learning Outcome: The student will be able to fully explicate the student's role and responsibility in academic advising vs. the advisor's role and responsibility.

The student will gain this knowledge, skill or disposition through:	freshman success course content, advisor communications, and advisor-advisee conferences.
This learning outcome will be measured by:	a freshman success course cognitive test, "preparedness ratings" of student by advisor at each conference, and the presence of preparation artifacts posted to the student portfolio.

GOAL #2:
THE STUDENT WILL UNDERSTAND THE IMPORTANCE OF LIFE-PLANNING IN TERMS OF CONNECTING THE PRESENT ACADEMIC EXPERIENCE TO FUTURE GOALS.   **Objective:** The student will identify and plan for educational degree objectives.

Learning Outcome: The student will be able to complete a four - six year academic map, including an academic timeline and proposed graduation date.

The student will gain this knowledge, skill or disposition through:	freshman success course content, advisor-advisee conferences, and required academic support sessions.
This learning outcome will be measured by:	a freshman success course cognitive test and the presence of a completed academic map posted to the student portfolio.

GOAL #3:
THE STUDENT WILL USE META-COGNITIVE STRATEGIES TO LEARN HOW TO LEARN.   **Objective**: The student will develop and utilize essential reception, retention, and information processing skills.

Learning Outcome: The student will be able to demonstrate knowledge of effective study behaviors that lead to academic success, such as note-taking skills, critical reading, test preparation, and memory retrieval strategies.

The student will gain this knowledge, skill or disposition through:	freshman success course content, advisor-advisee conferences, and required academic support sessions.
This learning outcome will be measured by:	a study behavior inventory (pre-test and post-test), a freshman success course cognitive test, and the presence of artifacts posted to the student portfolio.

GOAL #4:
THE STUDENT WILL UNDERSTAND THE IMPORTANCE OF PERSONAL RESPONSIBILITY AND SELF-MANAGEMENT.
Objective: The student will develop and utilize effective time management skills.

Learning Outcome: The student will be able to demonstrate realistic expectations of the time and effort required to make successful academic progress.

The student will gain this knowledge, skill or disposition through:	freshman success course content, advisor-advisee conferences, and required academic support sessions.
This learning outcome will be measured by:	a freshman success course cognitive test utilizing pre-test and post-test questions and the presence of time management artifacts posted to the student portfolio.

Statement of Need

The freshman year experience plays an important role in terms of students learning "how to learn" in the college environment, learning "how to learn" in the academic discipline, and experiencing overall academic success. Research on the freshman year experience has produced data that indicate students who receive direct instruction in college survival skills, such as career planning, time management, and study skills, are more likely to succeed in freshman academic courses and meet their educational goals.

The National Perspective: Why the Freshman Year Experience is Important

Alexander Astin provides data that supports the importance of the first year experience in his 1993 book *What Matters in College? Four Critical Years Revisited.* Astin states, "When it comes to cognitive development, we find widespread support for the self-evident but frequently overlooked principle that 'students learn what they study'" (394). That is, by providing courses and other opportunities for students to improve their learning skills, colleges provide the fundamental instruction that directly leads to improved student learning. In other words, colleges cannot assume students already know how to learn in the college environment; teaching these skills must be focused and deliberate.

Research also indicates that placing this emphasis during the student's first year results in greater learning outcomes. Joe Cuseo, in "Assessment of the First-Year Experience: Six Significant Questions," points to research indicating that "more cognitive growth occurs during the first year than during any other year in the college experience" (6). Concentrating on improving skills such as learning skills, life-planning skills, and self-management, as well as aiding students in the transition from high school to college during the first year will result in improved student learning throughout the student's academic career.

Student success and the type of programs and services that support it was the subject of a study recently conducted by ACT. ACT analyzed the results of the ACT Institutional Data Questionnaire administered to 2,523 colleges in 2003, by cross-tabulating it with a second survey, *What Works in Student Retention - 2004.* Of the 228 four-year public colleges responding to both surveys, 34 were considered "high performers", meaning they were in the top 25% in both retention and degree completion, and 26 were "low performers," in the bottom 25% in retention and degree completion. ACT then looked at the differences between the high performers and low performers in terms of their retention and academic support services and found that the high performing institutions were more likely to have:

- Implemented advising interventions with selected student populations,
- Increased advising staff,
- An academic advising center,
- Supplemental instruction,
- Comprehensive learning assistance center,
- A summer bridge program, and
- A freshman seminar.

These results indicate that a freshman success experience that includes a combination of academic interventions such as those listed above will have a positive impact on student learning and educational outcomes.

According to M. Lee Upcraft, John N. Gardner, Betsy O. Barefoot & Associates in the text *Challenging & Supporting the First-Year Student A Handbook for Improving the First Year of College,* successful first year experience programs promote collaboration of services between student affairs and academic affairs, provide activities inside and outside the classroom, make appropriate use of technology, and develop and make effective use of a comprehensive assessment program. An effective method for delivery of these types of services is the freshman year experience course, and according to the National Resource Center for the First-Year Experience and Students in Transition's national survey on first-year seminars, approximately 82% of U.S. campuses have some form of a first-year seminar.

The National Perspective: How a Freshman Year Course Should be Taught

Studies on how a freshman year course should be taught show that it should provide the same quality experiences that promote learning as other undergraduate courses and should have the same type of expectations and rigor. The Policy Center on the First Year of College states in its *National Survey of First-Year Curricular Practices Summary of Findings* that the very same principles that provide a quality educational experience are essential to the first year student experience in the freshman year course. The principles the Center points to are Chickering and Gamson's "Seven Principles for Good Practice in Undergraduate Education" originally published by the American Association for Higher Education in 1987.

The "seven principles" are based on fifty years of research on "the way teachers teach and students learn, how students work and play with one another, and how students and faculty talk to each other." According to Chickering and Gamson, good practice in undergraduate education:

1. Encourages contact between students and faculty -- students will become more intellectually committed to the learning process if they know that faculty are concerned about their ability to grasp and apply the material being taught.
2. Develops reciprocity and cooperation among students -- students learn from one another. Students who work together to solve problems or master difficult material become more involved in the learning process.
3. Encourages active learning -- discussing or writing about the material being taught allows students to relate it to their own personal lives.
4. Gives prompt feedback -- learning becomes more focused when students receive feedback on performance. Timely feedback is central to learning and improving performance.
5. Emphasizes time on task -- time on task is critical to the learning process. Students need to learn how to effectively manage time and allow adequate time for learning.
6. Communicates high expectations -- high expectations motivate students (and faculty) to perform better.
7. Respects diverse talents and ways of learning -- students need to be able to learn in ways that work for them, then to be pushed to learn in new ways that do not come as easily.

The Council of Regional Accrediting Commissions, in its publication *Regional Accreditation and Student Learning: Improving Institutional Practice,* concluded that "a true 'learning-centered' institution thinks first about what students need to learn, then organizes itself in ways designed to bring this about most effectively." Supporting some of the very same principles as Chickering and Gamson's seven principles, the Council cites several studies on frameworks that lead to improved student learning in its publication. These include Terry O'Banion's "Inventory for Learning-Centered Colleges" and the "hot cognitive economy" that leads to "deep and substantial learning" suggested by John Tagg.

According to the Council, Terry O'Banion's 1997 book *A Learning College for the 21st Century* indicates that with respect to their learning mission, colleges should be asking themselves how what they do promotes student learning. O'Banion defines characteristics of a learning centered environment as those which:

- Engage learners as full partners;
- Create and offer as many options for learning as possible;
- Create substantive change in individual learners;
- Assist learners to form and participate in collaborative learning activities;
- Define the roles of learning facilitators by the needs of the learners; and
- Define success by documenting improved and expanded learning.

The Council also provides specific details on the learning centered framework provided by John Tagg, in his 2003 book *The Learning Paradigm College.* Tagg defines a learning centered framework as one that:

- Emphasizes students' intrinsic goals;
- Elicits a high level of student activity;
- Has a high ratio of feedback to evaluation;
- Has a long time horizon, thus promoting long-term investment;
- Has a strong support community which encourages students to take risks, try new things, and persist; and
- Promotes institutional behavior that is consistent and aligned with the learning mission of the institution.

Research by the National Survey of Student Engagement (NSSE) shows similar results. NSSE research shows, among other things, that student engagement in their studies directly impacts the quality of student learning and the overall educational experience. The survey instrument developed by NSSE focuses on student engagement activities and is administered annually by participating institutions to freshmen and seniors. The survey provides universities a method for evaluating student learning and improving undergraduate education. In the November 2004 *Viewpoint*, NSSE indicated five national benchmarks associated with positive student learning and academic success outcomes that are present in a freshman success course.

- Level of academic challenge -- high expectations will result in higher levels of student achievement.
- Active and collaborative learning -- student learning improves when students are actively involved in their education. In addition, working with other students to solve problems or master difficult material better prepares the student for academic success.
- Student-faculty interaction -- interacting with faculty teaches students how to learn and builds mentoring relationships.
- Enriching educational experiences -- diversity, use of technology to facilitate learning, and learning experiences outside the classroom provides students opportunities to integrate and apply knowledge.
- Supportive campus environment -- colleges with a visible emphasis on supporting student learning and academic success will produce students who are more satisfied with their academic experience and will be more successful in achieving academic goals.

George Kuh, Director of the Center for Postsecondary Research, NSSE and Chancellor's Professor of Higher Education at Indiana University Bloomington states, "Institutions can do more to help students succeed in college by clearly marking the paths that students should take to get involved in activities that matter to them and their learning." Active support by the college in promoting student learning will improve undergraduate education.

What we can conclude from these studies is that institutionalizing a freshman success course that is required curriculum for all degree programs and that utilizes principles such as those identified by Chickering and Gamson's "Seven Principles" (which are further supported by a variety of the other studies as evidenced above) will produce improved student learning for entering freshmen at Southeastern.

The National Perspective: What Content Should be Included in a Freshman Year Experience Course

A review of the more successful first year programs highlighted by the National Academic Advising Association (NACADA) show a focus on the "holistic nature of the student experience." According to NACADA, successful programs also facilitate a personal connection between the student and the institution, helping to guide the student through the transition from high school to college, as well as life, career, and educational choices. Thus, a freshman success experience should provide a curriculum that addresses the whole person and meets the needs of those freshman students who lack the skills needed to navigate through the college experience.

Academic Advising: a Comprehensive Handbook by Gordon, Habley and associates also espouses the importance of connecting with the student and providing a first year experience that addresses the holistic needs of entering freshmen such as: setting goals; developing study skills and effective time-management skills; exploring individual interests, aptitudes, and career options; introducing students to the resources of the institution; encouraging student involvement in out-of-class activities; examining the purpose of higher education; and encouraging student growth in all of the dimensions of wellness.

Joe Cuseo, in his paper "Assessment of the First-Year Experience: Six Significant Questions," examined course content from first-year seminar textbooks and found that he was able to categorize the content within a holistic development model. "Core Content for the First-Year Seminar: A Taxonomy" provides for six specific content areas that target important first-year experiences:

1. Understanding higher education: its purpose, value, and expectations
    Includes topics such as the difference between high school and higher education; the history and mission of higher education in America; history and mission of the home institution; understanding college curriculum, understanding co-curriculum; and increasing knowledge/use of academic support programs and student support programs
2. Understanding the self: self-reflection, self-awareness, and self-insight
    Includes topics such as self-assessment; self-monitoring; self-concept; self-esteem; self-efficacy; motivational awareness; and values clarification
3. Holistic development ("wellness"): social, emotional, intellectual, vocational, physical, and spiritual elements of self-development
    Includes topics such as enhancing the quality of interpersonal relationships; managing stress and developing coping skills; promoting bodily health; and approaches to adjustment and growth that transcends the natural world.
4. Life-planning: connecting the present academic experience to future personal and vocational goals
    Includes topics such as long range planning, goal setting and decision making; identifying educational degree objectives; exploration and selection of academic majors, minor, and areas of concentration; understanding the relationships between academic majors and careers; and career exploration and choice.
5. Meta-learning and meta-cognition: learning about learning and thinking
    Includes topics such as information processing: perceptions, reception, and retention of information; critical and creative thinking; learning principles and cognitive strategies; and information management.
6. Personal responsibility: self-motivation, self-management and self-discipline
    Includes topics such as behavior management; time management; and money management.

The best approach for creating a successful freshman year experience is to address the needs of freshman students from a student-centered perspective. Meeting these needs while developing a connection between the student and the institution lays a foundation that impacts student learning by providing them with the tools they need to meet their educational goals. Thus, integrating the curriculum with advising services will provide an even more solid foundation for freshman students.

What does Southeastern's Data Say About a Need for a Freshman Success Experience?

The National Survey of Student Engagement (NSSE) asks freshmen and seniors about their experiences with a variety of educational practices linked to better student learning. Southeastern participated in the 2003 NSSE Survey and the 2003 Faculty Survey of Student Engagement (FSSE) pilot study. FSSE surveyed faculty on how much their students engage in these same practices identified as leading to better student learning, and how important they think the practices are. (FSSE was first pilot tested in Spring 2003, and Southeastern was one of only 143 schools nation-wide who participated in the pilot.) The response rate for the NSSE survey was 37% of the students sampled, while the response rate for

faculty was 47%. Several points of interest in Southeastern's NSSE survey, when compared to other master's degree institutions, include:

- Southeastern freshman students spend a significantly less amount of time preparing for class than other freshman students
- Southeastern freshmen spend significantly more time than other freshman students:
    - Working off campus
    - Caring for dependents
    - Commuting to campus
- Southeastern freshmen plan to participate in more campus activities and experiences than Southeastern seniors actually participate in
- Southeastern freshmen reported that faculty were significantly more friendly, supportive, and provided a sense of belonging than other freshman students
- Southeastern freshmen and seniors evaluated the quality of the academic advising they received similar to other freshmen and seniors
- Southeastern freshmen indicated their educational experiences have contributed significantly more to their knowledge, skills, and personal development than other student's experiences in:
    - Acquiring job or work-related knowledge and skills
    - Writing and speaking clearly and effectively
    - Thinking critically and analytically
    - Learning effectively on their own
    - Using computing and information technology
    - Voting in local, state, or national elections

Interestingly, Southeastern faculty indicated the following on the FSSE survey:

- Southeastern faculty believe students come unprepared to class more frequently than students at other institutions
- Southeastern faculty are more likely to have in-class writing assignments than other faculty, and lower-level courses are more likely to have in-class writing assignments than upper-level classes
- Southeastern faculty reported more emphasis on "making judgments about the value of information, arguments or methods" than other faculty
- Southeastern faculty also reported more emphasis on "applying theories of concepts to practical problems or in new situations" than other faculty
- Southeastern faculty indicated that more students in upper level courses talk to them about career plans than students in lower level courses
- Southeastern faculty indicated that they spend less time advising undergraduate students than their colleagues at other schools.

While Southeastern freshman students believe that their educational experiences have contributed to increasing their knowledge, skills, and personal development, it is obvious that freshman students need to have a better understanding of their roles and responsibilities in the academic process, as well as a better understanding of the amount of time and energy they must apply to their studies in order to achieve their academic goals. Because outside responsibilities demand a greater amount of time from Southeastern students than other students, they also need to effectively manage their time and develop more focused academic plans early in order to meet their educational goals.

Southeastern does provide a variety of student support and academic support services for its students; however, it is obvious, as indicated by the NSSE and FSSE surveys, that students need a more structured format to help them not only recognize the pitfalls of college life, but to actively plan and initiate their life, career, and academic goals. Presently Southeastern's student academic support services and programs are organized under the College of General Studies. Included in the college are the Department of General Studies, Career and Academic Planning Center (CAP), and Student Enhancement Services. Southeastern's Student Enhancement Services and the Career and Academic Planning (CAP) Center provide a variety of student support services, including advising services for

undecided students, career exploration services, and academic support services including academic skills workshops, free tutoring services, and supplemental instruction in traditionally challenging courses.

The Department of General Studies currently oversees academic programs for freshmen, transfer, returning adult, and other new students. Courses offered through the department pertinent to entering freshman students include Orientation 101, Freshman Seminar 101 and Career Planning 104. Career Planning 104 is an elective course that focuses primarily on exploring areas of interest and career opportunities. However, Orientation 101 and Freshman Seminar 101 cover a multitude of topics connected to improving learning skills and the transition from high school to college.

Orientation 101
All entering students are required to participate in Orientation 101, a one credit hour course that is graded as a pass/fail course. Originally designed as a two-day only program to orient entering students to Southeastern's campus, policies, and procedures, as well as to provide opportunity for entering students to register for classes, Orientation 101 has undergone some significant changes over the last few years. In 2002 the Orientation 101 course was extended beyond the two-day session, continuing through the semester in an electronically delivered format. The curriculum has continued to be developed, and in order to pass the course students must attend a minimum number of campus events and complete assignments using the University catalogue, the student handbook, and the University Web site. Presently, the goals for the one-hour online course include:

- Familiarizing students with Southeastern resources
- Developing skills on how to learn online
- Using Blackboard in course work
- Understanding behavioral expectations in the classroom and at University events
- Promoting participation in events on campus
- Using Southeastern's Web site and the University catalogue to find important information
- Using Sims Memorial Library and its resources
- Gaining awareness of cultural diversity

While the improvements to Orientation 101 have helped students at Southeastern to navigate the college experience, the University recognizes that a more structured, rigorous format with higher expectations will more adequately provide students with the skills they need to improve learning and meet academic goals.

Freshman Seminar 101
At present, Freshman Seminar 101 is an elective, three credit hour, graded course that focuses on:

- Achieving academic success, including building skills in studying, test-taking, and time management. The course also explores learning styles and expanding thinking skills.
- Developing computer skills, including the use of word processing software, Blackboard, Internet, e-mail and power point for developing presentations.
- Developing holistically, including developing healthy physical and nutritional behaviors, techniques for reducing stress, the importance of being involved in campus life, and the dangers of drug and alcohol use.

The course is more academically rigorous than Orientation 101, and provides a more structured content that has shown to be more effective in improving student learning skills. On average, approximately 20% of Southeastern's new freshmen enroll in this elective course.

Southeastern recently conducted research to determine the influence of Freshman Seminar 101 in academic success by administering and comparing results from a Learning and Study Skills Inventory (LASSI) pre-test and post-test given to 300 students. The results showed:

- Students who completed Freshman Seminar 101 scored significantly different on the Anxiety subscale of the LASSI (t=2.07, p<.01). That is, students who completed the course were better able to cope with test anxiety and to reduce worry so that attention can be focused on the task at hand.

- Students who completed Freshman Seminar 101 scored significantly different on the Concentration subscale of the LASSI (t=2.59, p<.001). That is, students who completed the course were better able to direct and maintain attention on academics and to eliminate interfering thoughts so they can be more effective and efficient learners.

- Students who completed Freshman Seminar 101 scored significantly different on the Information Processing subscale of the LASSI (t=7.90, p<.001). That is, students who completed the course were better able to use imagery, verbal elaboration, organization strategies, and reasoning skills to help bridge what they already know and what they are trying to learn and remember, i.e., knowledge acquisition, retention and future application.

- Students who completed Freshman Seminar 101 scored significantly different on the Self Testing subscale of the LASSI (t=3.76, p< .001). That is, students who completed the course were more likely to test their understanding of subject matter, and to review information, monitor their knowledge, and apply what they are learning.

- Students who completed Freshman Seminar 101 scored significantly different on the Main Ideas subscale of the LASSI (t=3.16, p<.001). That is, those who completed the course were more likely to identify important information for further study.

- Students who completed Freshman Seminar 101 scored significantly different on the Study Aids subscale of the LASSI (t=2.16, p<.001). That is, those who completed the course were better able to use supports and resources to help them learn or retain.

- Students who completed Freshman Seminar 101 scored significantly different on the Time Management subscale of the LASSI (t=1.72, p<.05). That is, students who completed the course were more likely to develop effective scheduling and monitoring to assure timely completion of academic tasks and to avoid procrastination.

- Students who completed Freshman Seminar 101 scored significantly different on the Test Strategies subscale of the LASSI (t=2.43, p<.001). That is, those who completed the course were better able to use test preparation and test-taking strategies.

In addition, the study measured the return rate of students who completed Freshman Seminar 101 with those who did not and found that the Freshman Seminar 101 students consistently returned at a higher rate when compared with those in a matched cohort and with all beginning freshmen. Thus, as stated above, a more structured, rigorous format with higher expectations should increase student learning by more adequately providing Southeastern students with the skills they need to improve learning and meet their academic goals.

In Summary

While Southeastern provides typical student support services, this is just the first step in promoting improved student learning and academic success. As national studies indicate, it is important to address the transition students face in the move to the college environment. It is also important to provide opportunities for entering freshman students to further develop their learning skills and to incorporate what they learn into their life, career, and educational goals. Students need to be actively involved in the learning process early in their college experience, learning not only how to navigate the college experience but how to maximize their opportunities for success.

With this in mind, Southeastern understands that there is a need to make its student support services more visible to students and to more actively promote student learning during the freshman year experience. Southeastern provides a more structured curriculum through its Freshman Seminar 101 course that is beneficial to the freshman student; however, it is not a required course and most of the students who could benefit from the curriculum never take the course. Reshaping the curriculum in Freshman Seminar 101 and Orientation 101 into a required freshman success course, keeping the best features of the existing courses and incorporating them with academic advising interventions and additional learning and co-curricular experiences, will constitute a freshman success experience that will have a positive impact on student learning and educational outcomes.

Southeastern has begun to take the initial steps towards implementing a new freshman success experience. The University has committed itself to the construction and implementation of a new Center for Student Excellence that will house the freshmen academic advising office, career exploration services, and academic support services. The Director for the Center will oversee the activities of these three offices related to student success under the auspices of the Center's Advisory Council. Candidates for the position of Director for the Center for Student Excellence are presently being reviewed. The Center's Advisory Council, presently in place, consists of a cross-section group of academic advisors, faculty mentors, undergraduate program coordinators, department heads, deans, students, and staff from the division of Student Affairs and the Admissions office.

The implementation of the new freshman success experience will be the responsibility of the new Director for the Center for Student Excellence and the Center's Advisory Council. The goals of the new Center and the advising process that will be incorporated into the new freshmen experience will be to improve student learning by:

- Connecting students to academic support services,
- Connecting students to faculty in their major, and
- Providing visible support during the transition from high school to college.

The new freshman success experience, including the freshman success course, will work to further engage students in faculty-student and student-student learning activities, communicate academic expectations, and will adhere to Chickering and Gamson's "seven principles." Emphasis will be placed on improving learning skills, academic-planning skills, and life-planning skills, with the curriculum being modeled on a holistic approach. Included will be the four goals, objectives, and learning outcomes identified in this document as relevant to the needs of Southeastern's students.

Assessment of the Quality Enhancement Plan

Measurement of the Quality Enhancement Plan project goal to deliver a freshman success experience that improves student learning and promotes academic success will be done through a variety of methods. As identified previously, student learning outcomes will be measured through the use of pre-test and post-test items, completion of assignments that are posted to the student's online portfolio, the completion of an academic map, and a study behavior inventory. The learning outcomes will be evaluated through multiple means; many of the assessments will take place within the context of the freshman success course; in that course, students will be graded on their ability to successfully meet the course goals and objectives through the completion of assignments and performance on cognitive tests.

Evaluation Strategies for the Identified Learning Outcomes

Each identified learning outcome will be assessed through multiple measures that are rigorously defined and operationalized. Multiple measures will focus not only on cognitive knowledge gained but also on behavioral changes, both self-reported and actual performance.

Table 3
Learning Outcome Measurement and Evaluation Strategies for the
New Freshman Success Experience

GOAL #1: THE STUDENT WILL UNDERSTAND THE NATURE OF HIGHER EDUCATION IN TERMS OF ITS PURPOSE, VALUE AND EXPECTATIONS.
Objective: The student will understand the importance and process of academic advising and its relationship to academic success in higher education.
Learning Outcome: The student will be able to fully explicate the student's role and responsibility in academic advising vs. the advisor's role and responsibility.

Measurement:	Process:	Criterion for Success:
Freshman success course cognitive test	At the end of the required module, students will be required to complete multiple objective test items.	85% of students will be able to answer each test item correctly.
"Preparedness ratings" of student by advisor at each conference	Each advisor/instructor will record a rating (5 = well prepared, 1 = not prepared) indicating the student's preparation level for each of 2 required conferences.	85% of students will be rated a 4 or 5 at the final conference.
Presence of preparation artifacts posted to the student portfolio	Students will be required to complete specific assignments in preparation for advising sessions and post them to their student portfolios.	85% of students will successfully complete and post preparation artifacts to student portfolios by the final advising conference.

GOAL #2: THE STUDENT WILL UNDERSTAND THE IMPORTANCE OF LIFE-PLANNING IN TERMS OF CONNECTING THE PRESENT ACADEMIC EXPERIENCE TO FUTURE GOALS.
Objective: The student will identify and plan for educational degree objectives.
Learning Outcome: The student will be able to complete a four - six year academic map, including an academic timeline and proposed graduation date.

Measurement:	Process:	Criterion for Success:
Freshman success course cognitive test	At the end of the required module, students will be required to	85% of students will be able to answer each test item correctly.

	complete multiple objective test items.	
Completed academic map posted to student portfolio	Students will complete an academic map and post it to their student portfolios.	90% of students will successfully complete academic maps and post them to student portfolios by the final advising conference.

GOAL #3: THE STUDENT WILL USE META-COGNITIVE STRATEGIES TO LEARN HOW TO LEARN.
Objective: The student will develop and utilize essential reception, retention, and information processing skills.
Learning Outcome: The student will be able to demonstrate knowledge of effective study behaviors that lead to academic success, such as note-taking skills, critical reading, test preparation, and memory retrieval strategies.

Measurement:	**Process:**	**Criterion for Success:**
Study behavior inventory (pre-test and post-test)	Students will complete a pre-test that will include a study behavior inventory at the beginning of the course; they will also complete a post-test that will include the study behavior inventory at the end of the semester.	85% of students will show an improvement in knowledge and self-reported behavior of effective study skills on the post-test when compared to the pre-test.
Freshman success course cognitive test	At the end of the required module, students will be required to complete multiple objective test items.	85% of students will be able to answer each test item correctly.
Presence of artifacts posted to the student portfolio	Students will be required to complete specific assignments related to effective study behaviors and post them to their student portfolios.	85% of students will successfully complete and post assignments related to effective study behaviors to student portfolios.

GOAL #4: THE STUDENT WILL UNDERSTAND THE IMPORTANCE OF PERSONAL RESPONSIBILITY AND SELF-MANAGEMENT.
Objective: The student will develop and utilize effective time management skills.
Learning Outcome: The student will be able to demonstrate realistic expectations of the time and effort required to make successful academic progress.

Measurement:	**Process:**	**Criterion for Success:**
Freshman success course cognitive test utilizing pre-test and post-test questions	Students will complete cognitive pre-test and post-test questions related to time management skills and behaviors.	85% of students will show an improvement in knowledge and self-reported behavior in effective time management skills on the post-test when compared to the pre-test.
Presence of time management artifacts posted to the student portfolio	Students will be required to complete specific assignments related to effective time management and post them to their student portfolios.	90% of students will successfully complete and post assignments related to effective time management to student portfolios.

The integrity of the measurement processes will be assured by standardization of those processes:

- Cognitive test items with the freshman success course will be standardized across course sections and instructors. All academic advisors and others coordinating delivery of the course will utilize one standard course syllabus and all course materials, assignments, and assessments will utilize a common delivery system through the use of Blackboard and the online portfolio system. Academic advisors receive training in the delivery of the course and the assessment of learning outcomes. Assessment data is centrally collected and analyzed.
- "Preparedness rating" instruments will be standardized; one instrument will be developed and used by all academic advisors in the Center for Student Excellence. Advisors will be trained in the use of the rating instrument. Rating instruments will be centrally collected and analyzed.
- Advising session preparation artifacts are required assessments in the freshman success course. Students will be taught in the course how to prepare for advising sessions and will be required to complete checklists and open-ended preparation questionnaires that will be posted to student portfolios. All students will use the same instruments. Academic advisors will grade the artifacts using a standardized assessment approach, and criteria for defining successful completion will be established.
- Completion of an academic map is also a requirement of the freshman success course. A standardized format will be developed that will be used by all students and advisors. Academic advisors will grade the documents using a standardized assessment approach, and criteria for defining successful completion will be established.
- All students will complete a standardized study behavior inventory. The pre-test will be administered as part of the freshmen intake process, and a post-test will be administered at the end of the first freshmen semester as part of the freshman success course.
- Study behavior artifacts are required assessments in the freshman success course. Students will be taught in the course how to utilize effective study behaviors in typical freshmen courses and will be required to complete assignments that will be posted to student portfolios. All students will use the same instruments for the assignments. Academic advisors will grade the artifacts using a standardized assessment approach, and criteria for defining successful completion will be established.
- Time management artifacts are required assessments in the freshman success course. Students will be taught in the course how to utilize effective time management behaviors to better schedule and balance study, homework, work and family responsibilities. Students will be required to complete assignments that will be posted to student portfolios. All students will use the same instruments for the assignments. Academic advisors will grade the artifacts using a standardized assessment approach, and criteria for defining successful completion will be established.

As a part of the responsibilities of the Center for Student Excellence Advisory Council and the Center's Director, the collected results of student learning assessments will be evaluated on a continuing basis. Learning outcomes not meeting the defined criteria for success will be carefully examined, and strategies to further refine and improve learning outcomes and/or their measurement processes will be developed. So, for example, if the data for the time management learning outcomes as measured by cognitive pre- and post-test items do not indicate that 85% of freshmen students have improved knowledge and skill, the staff of the Center for Student Excellence in coordination with the Center's Advisory Council will carefully examine the course content presentation and delivery in light of the assessment results to see how learning can be strengthened. In addition, the assessment process itself will be reviewed in detail to ensure that the process meets the expectations for reliability and validity. Modifications to course content, delivery and/or the assessment will be tracked longitudinally to verify that the criterion for success is reached.

Continued Campus-Wide Involvement in Southeastern's Quality Enhancement Plan

Southeastern's Quality Enhancement Plan has benefited from university-wide involvement in every stage of its development. The original Quality Enhancement Plan Team was a cross-section of Southeastern faculty and staff who collaborated with a number of University committees and councils throughout the process, including the University Planning Council, the Deans' Council, the Council of Department Heads, and the Retention and Progression Plan Team. Additional input on the development of the plan was obtained from the participants in the Institute for Teaching and Professional Enhancement as well as the 69 faculty, staff, and student participants in the Institute's Brown Bag Series. In addition, the Provost held a summit in September 2004, inviting all academic deans, all department heads, all members of the QEP Team, and numerous other faculty, staff and students from the campus community. A second "mini" summit was held by the Provost in December 2004, which also saw participation from deans, department heads, faculty and student representation. A listing of faculty, staff, and students participating in the development of the Quality Enhancement Plan can be found in the Appendix.

Community-wide involvement will be continued as the new freshman success experience is implemented and evaluated. The continued responsibility for the freshman success experience lies with the Center for Student Excellence Advisory Council and Center's Director in conjunction with the Council. The Council, appointed by the Provost, consists of academic deans, department heads, undergraduate program coordinators, and other faculty members from all academic areas. The Council also includes academic advisors, senior advisors, student representation, and staff from Admissions, Records and Registration, and Student Affairs.

The continued development of the freshman success course curriculum will be the responsibility of the Center's Director, the Center's staff, and the Center's Advisory Council. During this process, the Council of Department Heads and the Deans' Council will have an opportunity to review and comment on the curriculum as well.

In addition, the development and refinement of the freshman success course will follow the University Curriculum Guidelines, which insures that the curriculum is developed, reviewed, and approved by appropriate faculty, in adherence to SACS Comprehensive Standard 3.4.12. According to the Curriculum Guidelines, new courses must go through a university approval process before the course/change can be implemented. The new freshman success course must be reviewed and receive approval from the University Curriculum Council, the Dean of Enrollment Management, and the Provost.

Timelines, Resources, and Processes Needed for Implementation

The new freshman success experience will be implemented for freshman students beginning in Fall 2006. The following key strategies and action plans contain broad narrative descriptions of the actions to be taken in the development and implementation of the new experience. The action plans include tasks to be completed, a timetable for completion of the tasks, and the resources needed to implement the tasks.

Key Strategy 1: TRAINING
Develop appropriate role-based training modules that focus on the freshman success experience.
- Develop appropriate role-based training modules that focus on the freshman success experience for advisors in the Center for Student Excellence, including creation of appropriate materials
- Develop appropriate role-based training modules that focus on the freshman success experience for faculty mentors, including creation of appropriate materials
- Develop appropriate role-based training modules that focus on the freshman success experience for academic deans, department heads, department secretaries and departmental advising coordinators, including creation of appropriate materials
- Develop appropriate role-based training modules that focus on the freshman success experience for student orientation leaders, including the creation of appropriate materials

Key Strategy 2: TECHNOLOGY
Develop technology tools appropriate for improved student learning within the context of the freshman success experience and the academic advising process.
- Implement the PeopleSoft degree audit component for all curricula
- Implement academic mapping component in PeopleSoft with appropriate training and guidelines for use
- Explore and design methods for using existing technology to record vital, easy-to-access information about advisees, advisee-advisor interactions, and freshman success Course assessment
- Design and implement a web-based information resource for students, advisors, mentors, and department heads, including freshman success experience resources

Key Strategy 3: CONTENT & PROCESS
Develop an effective freshman success experience that engages students in the learning process and that will promote improved student learning and academic success.
- Re-design the pre-orientation session, on-campus orientation session, and post-orientation session activities and processes to support the goals for the freshman success experience and the Center for Student Excellence.
- Develop and implement a new freshman success course that will improve student learning, promote student engagement, and lead to student academic success.

Key Strategy 4: EVALUATION & ASSESSMENT
Develop evaluation procedures and tools that will effectively assess efforts to improve student learning through the freshman success experience.
- Research and establish reasonable and meaningful assessments that measure the success of the new freshman success experience
- Research and establish a reasonable and meaningful student intake assessment that measures predispositions for success and at-risk behaviors and can be used effectively for intervention and for longitudinal study.

**Action Plans Identifying Processes, Timeline, and Resources Needed for
Implementation of the New Freshman Success Experience**

<u>**Key Strategy 1:**</u>
Develop appropriate role-based training modules that focus on the freshman success experience.

<u>**Action Plan 1:**</u>
Develop appropriate role-based training modules that focus on the freshman success experience for advisors in the Center for Student Excellence, including creation of appropriate materials

Description: Information regarding the freshman success experience and course curriculum should be incorporated into the training modules being designed to help professional advisors become familiar with Southeastern's goals, resources, procedures, and policies.

Tasks:	Responsibility:	Dates of Activity:	Resources Needed:	Evaluation/Control
Develop freshman success experience training module.	CSE Director & Advisory Council	June 2005-Dec 2005	Copying, materials - $50	List of resources reviewed
Define policies on how training will be done, who will receive training, how often each person will need refresher training in the future, etc.	CSE Director & Advisory Council	Oct 2005-Dec 2005	Copying, materials - $50	Written policies in place
Compile a manual/handbook to be used for training and ongoing reference. The manual should include conceptual, informational, and relational content.	CSE Director	Oct 2005-February 2006	Copying, materials - $250	Manual in place
Create a schedule of training sessions, perform training sessions, review feedback from evaluation forms, and revise the manual and training program.	CSE Director, Advisory Council & other appropriate departmental representatives	January 2006-June 2006	Copying, materials - $350; refreshments - $200	Schedule in place; evaluation forms completed by trainees; revised program plan & manual

Key Strategy 1:
Develop appropriate role-based training modules that focus on the freshman success experience.

Action Plan 2: Develop appropriate role-based training modules that focus on the freshman success experience for faculty mentors, including creation of appropriate materials

Description: Information regarding the freshman success experience and course curriculum should be incorporated into the training modules being designed to help faculty mentors become familiar with Southeastern's goals, resources, procedures, and policies.

Tasks:	Responsibility:	Dates of Activity:	Resources Needed:	Evaluation/Control
Develop freshman success experience training module.	CSE Director & Advisory Council	June 2005-Dec 2005	Copying, materials - $50	List of resources reviewed
Define policies on how training will be done, who will receive training, how often each person will need refresher training in the future, etc.	CSE Director & Advisory Council	Oct 2005-Dec 2005	Copying, materials - $50	Written policies in place
Compile a manual/handbook to be used for training and ongoing reference. The manual should include conceptual, informational, and relational content.	CSE Director	Oct 2005-February 2006	Copying, materials - $500	Manual in place
Create a schedule of training sessions, perform training sessions, review feedback from evaluation forms, and revise the manual and training program.	CSE Director, Advisory Council & other appropriate departmental representatives	January 2006-June 2006	Copying, materials - $650; refreshments - $400	Schedule in place; evaluation forms completed by trainees; revised program plan & manual

Key Strategy 1:
Develop appropriate role-based training modules that focus on the freshman success experience.

Action Plan 3:
Develop appropriate role-based training modules that focus on the freshman success experience for academic deans, department heads, department secretaries and departmental advising coordinators, including creation of appropriate materials

Description: Information regarding the freshman success experience and course curriculum should be incorporated into the training modules being designed to help academic deans, department heads, department secretaries and departmental advising coordinators become familiar with Southeastern's curricula, resources, procedures, and policies.

Tasks:	Responsibility:	Dates of Activity:	Resources Needed:	Evaluation/Control
Develop freshman success experience training module.	CSE Director & Advisory Council	June 2005-Dec 2005	Copying, materials - $50	List of resources reviewed
Define policies on how training will be done, who will receive training, how often each person will need refresher training in the future, etc.	CSE Director & Advisory Council	Oct 2005-Dec 2005	Copying, materials - $50	Written policies in place
Compile a manual/handbook to be used for training and ongoing reference. The manual should include conceptual, informational, and relational content.	CSE Director	Oct 2005-February 2006	Copying, materials - $500	Manual in place
Create a schedule of training sessions, perform training sessions, review feedback from evaluation forms, and revise the manual and training program.	CSE Director, Advisory Council & other appropriate departmental representatives	January 2006-June 2006	Copying, materials - $650; refreshments - $400	Schedule in place; evaluation forms completed by trainees; revised program plan & manual

Key Strategy 1:
Develop appropriate role-based training modules that focus on the freshman success experience.

Action Plan 4:
Develop appropriate role-based training modules that focus on the freshman success experience for student orientation leaders, including the creation of appropriate materials

Description: Information regarding the freshman success experience and course curriculum should be incorporated into the training modules being designed to help student Orientation Leaders become familiar with Southeastern's curricula, resources, procedures, and policies.

Tasks:	Responsibility:	Dates of Activity:	Resources Needed:	Evaluation/Control
Develop freshman success experience training module.	CSE Director & Advisory Council	June 2005-Dec 2005	Copying, materials - $50	List of resources reviewed
Define policies on how training will be done, who will receive training, how often each person will need refresher training in the future, etc.	CSE Director & Advisory Council	Oct 2005-Dec 2005	Copying, materials - $50	Written policies in place
Compile a manual/handbook to be used for training and ongoing reference. The manual should include conceptual, informational, and relational content.	CSE Director	Oct 2005-February 2006	Copying, materials - $250	Manual in place
Create a schedule of training sessions, perform training sessions, review feedback from evaluation forms, and revise the manual and training program.	CSE Director, Advisory Council & other appropriate departmental representatives	January 2006-June 2006	Copying, materials - $300; refreshments - $200	Schedule in place; evaluation forms completed by trainees; revised program plan & manual

Key Strategy 2:
Develop technology tools appropriate for improved student learning within the context of the freshman success experience and the academic advising process.

Action Plan 1:
Implement the PeopleSoft degree audit component for all curricula

Description: As a part of the freshman success experience and the academic advising process, students will need to be able to access information regarding their progress toward graduation. The degree audit component of PeopleSoft that will allow students to view courses they have taken, courses left to take for graduation, and the effect on graduation through "what if" scenarios (e.g., changing majors, adding a minor, etc.).

Tasks:	Responsibility:	Dates of Activity:	Resources Needed:	Evaluation/Control
Input of curriculum data into databases created by core team.	Academic Advising Core Team	COMPLETED	None	Completion of data entry as per General Catalogue
Create the necessary queries and programs in PeopleSoft.	Academic Advising Core Team	Spring 2004 – Summer 2005	Existing PeopleSoft programmers	Testing and corrections of Degree Audit using 2000-01 General Catalogue
Enter 2001-2002 through 2004-2005 General Catalogue years.	Academic Advising Core Team	Fall 2004 – Summer 2005	Members of the Advising Core Team	Testing and corrections of Degree Audit using 2000-01 through 2004-05 General Catalogues
Train departments in the use and maintenance of Degree Audit.	Academic Advising Core Team	Spring 2005 – Fall 2005	Existing personnel	Departments test Degree Audit on all Fall 2004 graduates – compare with curriculum sheets
Full scale implementation.	Academic departments with assistance of	end of Fall 2005	Department heads and staff	Department uses degree audit in advising and

	Academic Advising Core Team			graduation checkout – compare with curriculum sheets

Key Strategy 2:
Develop technology tools appropriate for improved student learning within the context of the freshman success experience and the academic advising process.

Action Plan 2:
Implement academic mapping component in PeopleSoft with appropriate training and guidelines for use

Description: As a part of the freshman success course, students will be required to create an academic map. The academic mapping component provided by PeopleSoft can be used by students, advisors, and mentors. Campus-wide guidelines for use of the system will need to be developed.

Tasks:	Responsibility:	Dates of Activity:	Resources Needed:	Evaluation/Control
Input necessary data and implement academic mapping component in PeopleSoft.	PeopleSoft programmers	Fall 2005	Existing PeopleSoft programmers	Completion of data entry and testing of the component
Develop guidelines on the use of the academic mapping component.	Academic Advising Core Team and CSE Advisory Council	Fall 2005	None	Written policies in place
Provide online training on the use of the academic mapping component for students, advisors, and mentors.	Existing personnel – as part of general training	Fall 2005- Summer 2006	Copy, materials - $200	Online training materials and training completed
Incorporate training on the use of the academic mapping component into the freshman success course.	Advisors, CSE Director and Advisory Council	Beginning Fall 2006	None	Students are able to use the academic mapping component successfully

Key Strategy 2:
Develop technology tools appropriate for improved student learning within the context of the freshman success experience and the academic advising process.

Action Plan 3:
Explore and design methods for using existing technology to record vital, easy-to-access information about advisees, advisee-advisor interactions, and freshman success course assessment.

Description: Southeastern currently has in place software and personnel capable of managing student data with regard to advising and outcomes of the freshman success experience. The challenge will be to effectively train those who utilize the data, accurately record feedback about the system and maximize compatibility between PeopleSoft and other software.

Tasks:	Responsibility:	Dates of Activity:	Resources Needed:	Evaluation/Control
Review existing PeopleSoft capabilities, panels, and data elements. Also review existing online advising system (part of PeopleSoft) for possible expansion into broader record keeping system. Investigate current development of PeopleSoft integrated Open Source Portfolio Initiative (OSPI).	CSE Director, Advisory Council; Administrative Computing Services, Enrollment Management	Summer 2005 – Fall 2005	None	Evaluation report and feedback from Advising Center, Administrative Computing Services and Enrollment Management
Perform necessary programming to upgrade online advising system and portfolio capability.	CSE Director, Advisory Council; Administrative Computing Services, Enrollment Management	Fall 2005	Existing programmers and staff	Evaluation report and feedback from Advising Center, Administrative Computing Services and Enrollment Management
Through training, prepare the various campus constituencies to utilize the technology tools developed through the PeopleSoft system.	Advising Center staff, Freshman success course Instructors	January 2006 – June 2006	Trainers and Training program	Evaluation report and feedback from Advising Center, Administrative Computing Services and Enrollment

				Management
Continuously input data throughout the student's college career such as pre-admission contacts and records; activity record (e.g., change of major forms; substitutions); number, nature, outcomes of advising contacts; referral routes; academic actions; academic difficulties, etc.).	Advising Center staff, admissions staff, academic departments, mentors, as appropriate	Beginning with Fall 2006 freshmen cohort	None	Evaluation report and feedback from Advising Center, Administrative Computing Services and Enrollment Management
Develop reports and queries for integrated records systems that will be useful to Center staff as well as academic departments.	CSE Director, Advisory Council; Administrative Computing Services, Admissions	Beginning Spring 2006	Existing programmers and staff	Reports and queries

Key Strategy 2:
Develop technology tools appropriate for improved student learning within the context of the freshman success experience and the academic advising process.

Action Plan 4:
Design and implement web-based advising information resource for students, advisors, mentors, and department heads, including freshman success resources.

Description: Southeastern Louisiana University's Web site will be further enhanced to provide easy access and immediate access to information about advising policy, procedures, forms, and other information, including freshman success experience resources. To support the freshman success course and advising experience, the Web site should be consistently updated to provide easily accessible, relevant, comprehensive, and current information to all advising stakeholders.

Tasks:	Responsibility:	Dates of Activity:	Resources Needed:	Evaluation/Control
Develop advising Web page and modify relevant department Web pages for easy access to Advising Center information and processes and freshman success experience resources. Creation of advising Web pages should begin immediately upon appointing Web publisher. Web page should be initiated in Fall 2005 -- integrate existing CAP Center Web page and SES Web page information. Modifications to the Center's pages and department pages should be ongoing.	Center Web publisher; University Web Coordinator; CSE Director	Spring 2005 – Spring 2006	Existing personnel	Feedback from users. Criteria for evaluation should include the ability to access all advising information resources from the Web page and data regarding number of "hits" by various advising users on Web page.
Using PeopleSoft, develop advising Web portal which leads to personalized access to advising pagelet and link to Advising Center Web page.	PeopleSoft System Administrator; Center Web publisher; University Web Coordinator; CSE Director	Fall 2005	Team from Administrating Computer Services should be formed to support Advising Center.	Feedback from users. Criteria for evaluation should include visibility of portal and ease of access to needed information.
Provide information and online instruction for all advising stakeholders regarding the portal, the Web page, and what	Center Web publisher;	Fall 2005 – Spring 2006	Existing personnel	Feedback from users

information and processes are available through the links.	University Web Coordinator; CSE Director	for initial, then ongoing		

Key Strategy 3:
Develop an effective freshman success experience that engages students in the learning process and that will promote improved student learning and academic success.

Action Plan 1:
Re-design the pre-orientation session, on-campus orientation session, and post-orientation session activities and processes to support the goals for the freshman success experience and the Center for Student Excellence.

Description: Create awareness of the Center and its services from the time of interest by prospective students through admissions, matriculation, and initial enrollment. Mail information to prospective students regarding the Center as part of regular recruitment. Promote opportunities for positive involvement by students that prepare them for college life and academic success. The professional advisor maintains an active working relationship with each student assigned to him/her from start to finish. The Center works collaboratively with admissions, deans, departments, and student affairs. Design and implementation of activities and processes must take into account the special needs of undecided majors.

Tasks:	Responsibility:	Dates of Activity:	Resources Needed:	Evaluation/Control
Develop communication plan for how the Center will be marketed to prospective students, parents, current students, faculty, and staff.	CSE Advisory Council in collaboration with admissions and other key offices	Fall 2005	Costs of printing and mailing to be incorporated into regular recruitment materials & processes	Plan implemented for incoming freshman class of Fall 2006
Investigate best practices used by other universities and develop methods of positive involvement by the student to include a variety of pre-campus/campus activities and/or events. Incorporate into pre-orientation, on-campus orientation sessions, and post-orientation sessions.	CSE Advisory Council, admissions, student affairs	January 2005 – December 2005	None	Plan implemented for incoming freshman class of Fall 2006
Investigate block scheduling for groups of new freshmen.	CSE Advisory Council, Advising Center staff	January 2005 – December 2005	None	Plan implemented for incoming freshman class of Fall 2006, if feasible

Key Strategy 3:
Develop an effective freshman success course that engages students in the learning process and that will promote improved student learning and academic success.

Action Plan 2:
Develop and implement a new freshman success course that will improve student learning, promote student engagement, and lead to student academic success.

Description: Develop a new required, graded freshman success course that is academically rigorous. The primary objective of the new course will be to enhance student learning and academic success. Design and implementation of the new freshman success course activities and processes must take into account the special needs of undecided majors.

Tasks:	**Responsibility:**	**Dates of Activity:**	**Resources Needed:**	**Evaluation/Control**
Research best practices for freshman experience courses, and in accordance with these best practices and with the needs of Southeastern students, develop a plan for content and delivery. Develop content for the freshman success course consistent with high academic standards. Develop course materials suitable for face-to-face, group and online course delivery as appropriate.	CSE Director, Advisory Council and professional advisors; input from academic departments	March 2005 – December 2005	Copying, materials - $200	Course is ready to implement in Fall 2006
Develop course requirements, grading strategies, and a grading scale for the new freshman success course.	CSE Director, Advisory Council and professional advisors; input from academic departments	October 2005 – December 2005	None	Implement Fall 2006
Develop a methodology for how students will be assigned to sections of the freshman success course.	CSE Director, Advisory Council and professional advisors; input from academic departments	January 2006 – March 2006	None	Implement Fall 2006

Key Strategy 4:
Develop evaluation procedures and tools that will effectively assess efforts to improve student learning through the freshman success experience.

Action Plan 1:
Research and establish reasonable and meaningful assessments that measure the success of the new freshman success experience.

Description: An assessment of the new freshman success experience (and in particular the freshmen success course) and its effectiveness in improving student learning must be established. In addition, assessment of an advisor's/mentor's ability to be successful in the advisory process must be established.

Tasks:	Responsibility:	Dates of Activity:	Resources Needed:	Evaluation/Control
The CSE Director and members of the Advisory Council, including the IR&A Director and professional advisors, will research and recommend best practices for assessing and evaluating all components of the new freshman success experience. Specific attention must be paid to the identified student learning outcomes and assessment of those outcomes.	CSE Advisory Council, CSE Director	March 2005 – September 2005	Copying, materials - $200	Draft report of findings and recommendations to the Provost
Members of the Advisory Council, department heads, and faculty should refer to the extensive best practices research for advisor/mentor (personnel) assessment. Information resources available through the National Academic Advising Association (NACADA), published research articles, and other universities should be included in the research. In addition, a policy for the comprehensive assessment of advisors should be developed for use in the Center.	CSE Advisory Council, CSE Director	March 2005 – September 2005	Copying, materials - $200	Draft report of findings and recommendations to the Provost
A subcommittee of the Advisory Council (including the Center Director, IR&A Director and professional advisor representatives) will research and develop appropriate instruments, policies and procedures for the purpose of program evaluation. University policies for Institutional Effectiveness will be incorporated, and longitudinal evaluation of student learning outcomes must be tracked.	CSE Advisory Council, CSE Director	May 2005 – December 2005	Copying, materials - $200	Published evaluation instruments and policy
Continuing refinement of assessment processes for the freshman success experience – outcomes assessment, personnel evaluation, and program evaluation. The Advisory Council periodically reviews the longitudinal analysis and makes recommendations for refinement.	CSE Advisory Council, CSE Director	December 2005 - Ongoing	None	Regular reports to the Advisory Council on assessment system results

				and uses of data for improvement.

Key Strategy 4:
Develop evaluation procedures and tools that will effectively assess efforts to improve student learning through the freshman success experience.

Action Plan 2:
Research and establish a reasonable and meaningful student intake assessment that measures predispositions for success and at-risk behaviors and can be used effectively for intervention and for longitudinal study.

Description:
Description: Professional advisors need to be able to direct incoming students to the resources and services best suited to meet student needs in regard to academic success and retention. Student intake assessment is crucial for identifying "at-risk" students as well as students with specific academic or social needs. In addition, meaningful assessment data should be longitudinally monitored so as to contribute to the Center's programmatic evaluation and the identification of campus-specific risk factors and successful intervention initiatives.

Tasks:	Responsibility:	Dates of Activity:	Resources Needed:	Evaluation/Control
The members of the Advisory Council should conduct extensive best practices research on student assessment systems for diagnosis and prescription.	CSE Advisory Council chair	May 2005-October 2005	Copying, materials - $250	Draft report on research and recommendations
The Center Director will review Advisory Council draft report. Working with the Advisory Council and the Office of Institutional Research & Assessment, the Director will refine the report and determine how to best track and use the assessment results.	CSE Director	October 2005 – February 2006	Copying, materials - $250	Final report with implementation recommendations and plans for analysis
In consultation with the Advisory Council and the IR&A Director, the Center Director will implement the student intake assessment system.	CSE Director	March 2006	None	Development of student intake assessment procedures
In consultation with the Advisory Council and the Office of Institutional Research, the Center Director will oversee the refinement of the assessment process, use of data for interventions, and training. The Advisory Council periodically reviews longitudinal analysis and makes recommendations for refinement.	CSE Director, Advisory Council, IR & A Director	Beginning in Fall 2006 and ongoing	None	Regular reports to the Advisory Council and the Provost on student intake assessment system and its uses

Summary of Resources Needed for Implementation and Sources of Revenue

Resources Needed for Initial Implementation, 2005 – 2006

While new resources will be needed, significant campus infrastructure exists for the successful implementation of the refocused QEP Action Plans. This summary of resources reflects new additional staff and the "new" operating dollars that must be dedicated to plan development and implementation during the time period July 2005 through June 2006.

Implementation of the new freshman success experience, including the freshmen success course, will be coordinated through the Center for Student Excellence. New staff for the Center are the most significant new costs and will be hired on a continuing basis as the need for their inclusion into the process dictates (Table 4). The costs indicated below in Table 5 are operational costs that reflect the work of the Advisory Council, the Center's Director, and the campus constituencies that will interact in the development of the new freshman success experience.

Table 4
Summary of Resources Needed for Initial Implementation (FY 05-06)
Staff for the Center for Student Excellence

Director, Center for Student Excellence	FY 2005 – 2006; to be hired by October 1, 2005; full-time for 9 months @ $75,000.yr.	$56,250 plus 25% fringes ($14,063) = **$70,313**
Senior Advisors	FY 2005 – 2006; 3 to be hired by December 1, 2005 to participate in Center development; full-time for 7 months @ $42,000/yr.	$24,500 X 3 = $73,500 plus 25% fringes ($18,375) = **$91,875**
	FY 2005 – 2006; up to 4 additional to be hired by February 1, 2006 to finalize development, participate in training and begin working with Fall 2006 freshmen; full-time for 4 months @ $42,000/yr	$14,000 X 4 = $56,000 plus 25% fringes ($14,000) = **$70,000**
Advisors	FY 2005 – 2006; Up to 7 to be hired by April 1, 2006 to train and begin working with Fall 2006 freshmen; full-time for 3 months @ average of $33,500/yr	$8,375 X 7 = $58,625 plus 25% fringes ($14,656) = **$73,281**
TOTAL for FY 2005-2006		**$305,469**

Table 5
Summary of Resources Needed for Initial Implementation (January 2005 through August 2006)
Operational Costs for Action Plans

Copying and materials	$6,550
Software enhancement	$6,000
TOTAL	**$12,750**

Operational Costs for the Center for Student Excellence,
Fiscal Year 2006 – 2007

Fiscal year 2006 - 2007 will be the first year that the Center for Student Excellence is fully operational with all three components critical to the freshman success experience – academic advising, career exploration, and academic support services. Of the three components, academic advising will be the only new component. The budgets for the existing Career and Academic Planning Center (CAP-Budget Unit 1162) and the Student Enhancement Services office (SES-Budget Unit 1154) currently exist and will be maintained during fiscal year 2005-06. These budgets will be integrated into the total operational plan and budget of the Center for Student Excellence for FY 2006 - 2007. Since academic advising staff will be phased in, it is anticipated that the total new money required for fiscal 2006-07 will be less than $500,000. (The previous section of this report showed increases needed for 2005-06 during project implementation).

The estimates below are an approximation of staff and operational costs for the Center for Student Excellence, accounting for new advising staff and the Director (continued from fiscal year 2005-06), and continuing the current level of positions from the CAP and SES budgets. The staff configurations below are based on a typical professional advisor load of 300 freshmen. In addition, senior advisors will have some advisee load reassignment to perform liaison activities with the various colleges to enhance freshmen advising, promote mentoring activities, participate in on-campus orientation sessions, and promote the Center for new student recruitment.

As can be seen from the table below, the University is committed to providing an appropriate staffing level and operational support level. As implementation plans unfold, staffing and operational levels may be adjusted, but the University would expect the total commitment of operational dollars to be approximately equivalent to what is shown.

Table 6
Operating Budget for the Center for Student Excellence
Fiscal Year 2006-2007

Item	Description/Explanation	Cost	Budget Status	Total Cost	New Money for AY 06-07
Director, Center for Student Excellence	Salary, full-time for 12 months, 1 position	$75,000	Continuing, hired in Fall 2005	$75,000	$0
	Plus 25% fringes	$18,750		$18,750	$0
Administrative Secretary to the Director	Salary, full-time for 12 months (Admin Asst 4), 1 position	$26,000	Existing position but must be upgraded (current secretary in budget unit 1162)	$26,000	$10,000
	Plus 25% fringes	$6,500	Existing pus increase	$6,500	$2,500
Coordinator, Career Exploration & Academic Support	Salary, full-time for 12 months, 1 position	$52,000	Existing (current Director of CAP Center position will be modified)	$52,000	$0
	Plus 25% fringes	$13,000	Existing	$13,000	$0
Secretary for Coordinator	Salary, full-time for 12 months (Admin Asst 2), 1 position	$16,000	Existing position in budget unit 1154	$16,000	$0
	Plus 25% fringes	$4,000	Existing	$4,000	$0

Senior Advisors	Salary, full-time for 12 months, 7 positions	$42,000	Continuing; 3 hired in Fall 2005 and 4 hired in Spring 2006	$294,000	$143,000
	Plus 25% fringes	$10,500	Continuing plus increase	$73,500	$35.875
Academic Advisors	Salary, full-time for 12 months; range of $32,000 - $35,000/yr; 7 positions	$33,500	Continuing; up to 7 hired by Spring 2006	$234.500	$175,875
	Plus 25% fringes	$8,375	Continuing plus increase	$58,625	$43,969
Career Exploration Counselor	Salary, full-time for 12 months, 1 position	$34,000	Existing in budget unit 1162	$34,000	$0
	Plus 25% fringes	$8,500	Existing in budget unit 1162	$8,500	$0
Academic Support Counselors	Average salary, full-time for 12 months, 5 positions	$30,000	Existing in budget unit 1154	$150,000	$0
	Plus 25% fringes	$7,500	Existing in budget unit 1154	$37,500	$0
Graduate Assistants	20 hours/week, 4 positions	$7,200	Existing	$28,800	$0
Student Workers	20 hours/week, 5 positions	$6,000	Existing	$30,000	$0
Operational Costs for the Center	Materials, copying, telephone, equipment	$36,000	Operational funds previously allocated to CAP/SES included; some new money needed	$36,000	$18,000
TOTAL				**$1,196,675**	**$429,719**

Additional Sources of Revenue to Offset Impact on Operational Budgets

Some sources of funds outside the regular operational budget could be captured and directed toward the expenditures of the Center. These additional sources of revenue will mitigate the impact of increased operational spending. While the scope of these funding sources is limited, there are several excellent opportunities for the University to create significant revenue streams to support the Center for Student Excellence and the new freshman success experience:

- Academic Enhancement fees are generated by a special levy on students at registration; the amount charged is $25 per student per semester. This legislatively-authorized fee is designed to support academic programs and may be used at the University's discretion but may not be used for faculty/staff salaries or travel. The Provost is the budget head for Academic Enhancement funds and makes allocations each semester to the colleges and to other academic units. Currently, the CAP Center receives approximately $17,000 per year in Academic Enhancement fund. The Provost has made a commitment of $40,000 to the Center for Student Excellence beginning in fiscal year 2006 - 2007.

- The University has the ability to levy student course fees on particular courses that have exceptional expenses associated with them. Such courses include science laboratory courses, foreign language lab courses, visual arts studio courses, and certain nursing and athletic training courses. Many of these courses require consumable supplies for instruction. In recent years, the University has sought

to judiciously use course fees to augment student instructional services for courses that have unique needs. For example, a distance learning course fee ($35 per course per semester) was levied on all distance education courses to offset the high costs of technology equipment and staff necessary to maintain video classrooms, Internet servers, and Blackboard hardware and software. As another example, all freshmen and sophomore basic mathematics courses charge a fee to students in those courses every semester to support a specialized mathematics tutoring lab.

Southeastern will be leveraging its ability to charge such a fee to support the freshman success experience. Students enrolled in the freshman success course will pay a special course fee of $50 in the first semester of attendance. Continuing freshmen students who will still have intensive interaction with Center advisors and staff will continue to pay the $50 fee as long as freshmen status continues.

- A "Recruitment and Retention" budget currently exists that is being used by the SES office and CAP Center to provide additional assistance and materials for their operations. This fund was originally established several years ago by the Provost to support the activities within the College of Basic Studies to develop programmatic approaches to enhancing student academic support. The funds dedicated to this budget will be used to offset Center expenditures.

Table 7
Sources of Funds

Item	Description	Amount	Number	Budget Status	Total Revenue
Academic Enhancement Funding	Funds from Academic Enhancement Student Fee allocated by the Provost to the Center for Student Excellence	$36,000		$17,000 currently allocated to CAP; $23,000 in new funding	$40,000
Fee for new freshman success course and CSE freshmen fee	Fee to be instituted covers expenses associated with the course, est. 2700 Fall + 700 Spring new and transfer freshmen (FT and PT) plus 3600 continuing freshmen per year	$50 per student (425 per semester)	7000	New fee charged at registration	$350,000
Recruitment & Retention Budget	Special purpose funding provided by the Provost from operating dollars	$93,600		Existing – re-allocated to the Center for Student Excellence	$93,600
TOTAL					$483,600

Other Potential Sources of Funding

While the linkages between freshmen learning, academic success, and retention and graduation have not been the focus of this report, it is well-documented in national research that enhanced student success leads to higher institutional retention and graduation rates. The income to be realized from increased student retention cannot be ignored.

Certainly the dollar value of increasing student retention is significant when the financial pressures placed on public institutions are considered. Students who stay at the University represent two streams of funding – tuition dollars paid and state appropriations funding. Every semester in which a student enrolls (versus dropping out) increases the total revenue that the University collects. While there are increased operational and instructional costs associated with teaching and providing services to those additional students, many costs are "static," e.g., administrative salaries must be paid, the buildings

maintained, the administrative computing systems operated, etc., regardless of how many students are retained.

Using a model for Retention Savings developed by Noel-Levitz, Inc., potential retention savings are estimated below. The values represent the "new" dollars that would be generated by increased retention efforts and that would be put into the University's operating budget. While these dollars would not necessarily be directed towards the direct expenditures of the Center for Student Excellence, the values shown do indicate the magnitude of the revenue that would be created, thereby offsetting new operational costs in the Center.

Table 8
Retention Savings

Loss of Freshmen Students		
Number of new/transfer freshmen typically enrolled in an academic year (Summer, Fall, Spring)		3400
First to second year dropout rate		30%
Total number of students not retained		**1020**
Revenues – Per Student Per Year		
Tuition for Fall and Spring per student		$2,770
State appropriation per student		$3,300
Annual gross funding per student		$6,070
Average unfunded institutional aid or tuition discounts for freshmen		$174
Annual net funding per student		**$5,896**
Average Value of Retaining Freshmen Students to Graduation		
Freshmen Year *Assume saving 25% of freshmen fall-to-spring attrition or retained for 3rd semester*		$1,474
Sophomore Year *Assume 85% of saved freshmen will complete sophomore year*		$5,011
Junior Year *Assume 75% of saved freshmen will complete junior year*		$4,422
Senior Year *Assume 65% of saved freshmen will complete senior year*		$3,832
Total Savings per Student		**$14,739**
Total Dollar Value of Reducing the Dropout Rate		
The number of first-year freshmen being lost to attrition		1020
Net revenue gained by retaining one student to senior year		$14,739
Reducing the dropout rate by		
10% (102 students - $ generated over 4 years)	$1,503,418	*$375,855 per year*
20% (204 students - $ generated over 4 years)	$3,006,836	*$751,709 per year*
25% (255 students - $ generated over 4 years)	$3,758,545	*$939,636 per year*
30% (306 students - $ generated over 4 years)	$4,510,255	*$1,127,564 per year*

Southeastern's Office of University Advancement has been extremely successful in the last ten years in raising external funds from private donors for University projects. A five-year Commitment to Excellence

campaign raised over $25 million in funds dedicated primarily towards scholarships, academic enrichment, and endowed professorships. A special campaign for Athletics raised over $5 million for the return of football and general athletic support. The University's most recent campaign for the visual and performing arts is expected to raise $2 million and is not yet completed. The President has directed the Vice President for University Advancement to develop a plan for a Center for Student Excellence campaign that would raise significant endowment funding for the special programs of the Center. Campaign goals have not yet been established.

The Comprehensive Program of the Fund for the Improvement of Post-Secondary Education (FIPSE) provides several opportunities for external funding of projects related to the implementation of the Center for Student Excellence. One area of funding within the Comprehensive Program targets projects that address "Access, Retention, and Completion." Another area is seeking to fund projects that address "Faculty Rewards and Responsibilities." Both topical areas are in line with desired objectives for the Quality Enhancement Plan project and the Center for Student Excellence as the University strives to create the innovative approaches to addressing student learning and the first year experience as described in the Plan. Fiscal year 2006 applications will be due in November 2005.

Appendices

Bibliography

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Strengthening Student Learning though a New Freshman Success Experience

Kim Johnson, Entering Freshman with a Declared Major
A Hypothetical Illustration of One Student's Experience
in Southeastern's Freshman Success Course

Kim Johnson was an honor student in her high school with a 3.7 GPA and an ACT score of 27. Kim loves to read and has an interest in teaching literature – maybe even as a college professor. Kim was very excited about attending college because she was the first in her family to do so. She was a little scared, too. But Kim's high school counselor helped her navigate through the admission process, and Kim's parents encouraged her every step of the way. They were very proud of her.

Kim was admitted to Southeastern and declared English as her major. Kim received a very nice letter of welcome from Ms. Capshaw in the Center for Student Excellence. The letter indicated that Ms. Capshaw would be Kim's advisor and her instructor for the required Freshman Success Course that Kim must take. Kim was very excited to find out that she was already registered in a class, and her first class meeting was at the Freshman Orientation Session in July. Kim's mom and dad were happy to find out that they would get to be there on the first day with Kim, meet one of her instructors, and attend a Parent Orientation. The letter also gave Kim her first assignment – to complete an online assessment before the orientation. Kim was a little nervous about the assignment until she got online and discovered that the questions were not difficult and centered on her educational and career goals, her study habits, and previous academic experiences.

Kim was delighted to get a second letter of welcome -- from Dr. Newell in the Department of English. Dr. Newell, the Undergraduate Program Coordinator in the Department, expressed excitement over having Kim as an English major and looked forward to seeing her at the two-day Orientation Session. Kim was so impressed that a faculty member had taken the time to say hello and welcome! She was so excited about beginning classes!

At the Orientation Session, Kim made lots of new friends. She loved the Southeastern atmosphere and felt a real connection to the campus. In a small group meeting with other English majors, Ms Capshaw explained to Kim and the others the requirements of the Freshman Success Course. She also explained the demands of college life as well as some of the resources that were available to help students. In addition, Dr. Newell met with the group. He talked with them about academic requirements and career opportunities. Kim became even more excited and confident in her choice of major.

In her advising session, Ms. Capshaw told Kim that she was an excellent candidate for the University Honors Program and encouraged her to take Honors English and History. Kim worked with Ms. Capshaw to develop a fall schedule of classes that met her needs and fit her work schedule. Kim wanted to take 19 hours but Ms. Capshaw advised against it. Kim scheduled 16 hours since she would be working 25 hours a week at the mall.

The fall semester finally arrived. Kim met all her classes and seemed comfortable with the requirements. She was taking Math 161, General Biology and Biology lab, Honors History 101, Honors English 101, and of course, her Freshman Success Course.

In her Freshman Success Course, Kim learned about time management. They discussed how to budget time for classes, studying and homework, work responsibilities, and social life. Kim was so excited to have free time during the day and no parent to keep tabs on her. Kim worked on her time management assignment – a weekly schedule. Kim's work schedule at the mall was 5-9, Monday – Friday and 10-3 on Saturdays, so she scheduled time to study and do homework in the hour or so after she finished work, even though her studies in her Freshman Success Course taught that she should allow more time for studying and homework. The first weeks of class seemed so easy. Besides, Kim wanted to work at the

mall, and this schedule would allow her time to go out with her friends about 11 p.m. She posted her schedule to her portfolio. College life was great!

One of the projects in Kim's Freshman Success Course was to complete an academic map. Kim met with Ms. Capshaw and decided on a 4-year plan. With the way things were going, she should have no problem finishing an English major in 4 years. She saw Dr. Newell and met some of the other English faculty at the departmental open house and again at the English pizza party. Everyone was so nice!

During the fourth week of class Kim started to feel overwhelmed. She had three tests in the same week – Math, Biology, and History, and she also had an English paper due. While she remembered time management and study habits taught in her Freshman Success Course, Kim had procrastinated and had not prepared for any of the tests or the paper. Her friends tried to persuade her to go out, and she just could not focus on studying. It didn't help that she had missed the review session in Math because she had been out too late the night before.

Kim failed the Math test, made a C on both the Biology and History tests, and got a C- on the English paper. She felt terrible. She never got grades like this in high school. At this rate, she would not be able to continue in the Honors Program.

Kim went back to her notes on time management from her Freshman Success class. She reviewed her schedule and realized that not only did she need to schedule more time for studying and homework, but that she probably needed to cut back on her work hours. She remembered how Ms. Capshaw emphasized that it was her responsibility to seek help if she needed it, and now Kim needed help.

Kim made an appointment with Ms. Capshaw. She told Ms. Capshaw everything. She was failing Math and wanted to drop. Her friends were keeping her from studying. She didn't have time to do all her homework, work at the mall, and have a social life. College was not what she thought, and Kim was concerned about what her parents would think. They were so excited about her being the first in the family to attend college, and Kim felt like she was letting her family down.

Ms Capshaw explained the effect that dropping Math would have on her academic plan. Ms. Capshaw suggested that Kim talk with her Math instructor and reminded Kim about the mathematics department's tutoring lab and the tutoring opportunities and workshops at the Center. She also encouraged Kim to check with other students in her class about forming study groups and suggested that Kim do her studying in the library. Kim agreed to try these suggestions, and Ms. Capshaw helped her sign up for a study skills workshop at the Center. Kim felt much better knowing that she had someone to turn to for advice and guidance. Kim also realized that she needed to take a more active role in her studies if she wanted to succeed. She revised her weekly schedule and re-posted it to hher portfolio.

The second graded assignment in each class was much better. Kim's scores improved and so did her confidence. The tutoring was helping and so was the change in study location. Her new schedule gave her more time for her assignments. Kim's skills in note taking, reading and test-taking were improving thanks to her Freshman Success Course. She was applying these new skills in all her classes and found that she was learning more and doing better.

Kim also continued to attend get-togethers in the English department. She was beginning to get to know the faculty members and was looking forward to taking classes with them. Kim also attended the career seminar, which outlined careers for English majors. Kim still believed that English was a good fit for her. She was confident in her ability to succeed and had decided that her goal was to become an English college professor. Besides, she had made an A on her last English paper as well as her tests in History, Math and Biology. Kim felt much better about her GPA.

When it came time to meet with Ms. Capshaw regarding the spring schedule, Kim reviewed her Freshman Success Course notes and prepared as she had been taught. Before the meeting Kim reviewed the class schedules, her academic map, and made a list of classes she was thinking of taking. She brought her class schedule, the University catalogue, and the English curriculum sheet with her to

the meeting with Ms. Capshaw. Together they went over her schedule for the spring semester, and Kim was confident with her choices. While the classes would be challenging, Kim believed that the skills that she learned in her Freshman Success Course would provide her with the foundation she needed to meet her academic goals.

At the end of the semester Kim got a "great job" letter from Ms. Capshaw. Ms. Capshaw let Kim know that she would continue to advise her in the second semester and that Kim was welcome in the Center at any time she had questions or needed help. Dr. Newell sent Kim a letter indicating that Dr. Lynn Carter would serve as her faculty mentor beginning sophomore year and that Kim needed to meet with Dr. Carter in late Spring to discuss her goals and her academic map. Kim was excited since she had met Dr. Carter at several departmental functions and had immediately felt a connection. College had been a real eye-opener during the first semester, but Kim realized that her new knowledge and skill in making her university studies a success were paying off!

Chronology of Activities and Events for Southeastern's Quality Enhancement Plan

Spring 2000	University Planning Council retreat: Council formulates Vision 2005 Strategic Plan, Strategic Priority 1
Fall 2000	First Admission Standards implemented as Southeastern transitions away from its former role as an open-admissions regional university.
Spring 2003	Retention workshop consultation with Noel-Levitz results in action plans in six areas: academic advising, first-year experiences, instructional aspects of retention, co-curricular experiences, service culture, and student support services.
Spring 2003	Meeting of University Planning Council – review retention and progression plans – selection of advising as Quality Enhancement Plan topic.
Summer 2003	Institute for Teaching and Professional Enhancement (ITPE), Center for Faculty Excellence selects Academic Advising as its focus for 2003-2004. Sixteen ITPE faculty and staff attend the NACADA Summer Institutes on Academic Advising. ITPE continues throughout the academic year with faculty events.
Fall 2003	Appointment of the QEP team by President Moffett
September 2003	1st meeting of the QEP team. The team forms two subcommittees to address the charges presented in the University's retention and progression plan: 1) to research best practices in academic advising, and 2) to investigate the current status of academic advising at the University.
September 12, 2003	Institute for Teaching and Professional Enhancement Brown Bag Lunch on Academic Advising
October 10, 2003	Institute for Teaching and Professional Enhancement Brown Bag Lunch on Academic Advising
November 14, 2003	Institute for Teaching and Professional Enhancement Brown Bag Lunch on Academic Advising
September 2003 – January 2004	The subcommittees meet frequently to accomplish their assigned tasks. The Best Practices subcommittee is chaired by Dr. Joe Mirando, and the Current Status subcommittee is chaired by Dr. Kim Finley-Stansbury.
January 2004	The subcommittees submit their reports to the full QEP team.
January 2004 February 2004 March 2004	Subsequent meetings of the full QEP team are held to review reports and select a model. The team discusses proposals for the conceptual framework, the definition of advising, and initial implementation steps. Implementation issues discussed include training, evaluation, rewards and responsibilities, technology, and the advising process.
April 1, 2004	Report to University Planning Council. Council members review retention and progression data and hear presentation on QEP planning to date.
April 2004	QEP drafts recommendation for Director qualifications and location of the Center for Student Excellence.
April 23, 2004	Institute for Teaching and Professional Enhancement Brown Bag Lunch on Academic Advising
May 10-11, 2004	Consultant Dr. Wes Habley, Chair of the Advisory Board for the Summer Institutes of the National Academic Advising Association (NACADA) and former President of NACADA meets with the QEP team. Also included is an

	overview meeting with the Provost.
June 2004	Recommendations from consultant are reviewed by QEP Team members, Team Leader, Provost, and SACS Liaison.
September 6-10, 2004	Inaugural meeting of the QEP Team for Fall 2004 takes place via technology. QEP Team reviews summary of recommendations and other materials in preparation for Provost's Summit.
September 28, 2004	Provost's Summit on Academic Advising includes President, Vice Presidents, Deans' Council members, academic department heads, faculty representatives from all academic departments, QEP team members, and student representatives. Dr. Wes Habley serves as summit speaker.
March 14-16, 2005	SACS On-Site Review Team visit.
April 11-12, 2005	CSE Advisory Council meet for two days with Dr. Wes Habley, Chair of the Advisory Board for the Summer Institutes of the National Academic Advising Association (NACADA) and former President of NACADA. Discussion center on clarifying outcomes assessments for academic advising and how Southeastern might respond to the recommendations of the SACS On-Site Review Team.
April 15, 2005	Refocused QEP Team is appointed and work begins on the refocused QEP.
July 24-26. 2005	CSE Advisory Council and members of the Refocused QEP Team attend the three-day Summer Institute on First Year Assessment, co-sponsored by the National Resource Center for First-Year Experience and Students in Transition and the Policy Center for the First Year of College.
July 22-August 10, 2005	Drafts of refocused QEP provided to the Deans' Council and the Council of Department Heads for review and comment. Revisions made by refocused QEP Team.
August 12, 2005	Submission of refocused QEP to SACS.

Campus-wide Participation in Southeastern's Quality Enhancement Plan

Faculty, staff, and students participating in the development of Southeastern's Quality Enhancement Plan.

University Planning Council, 2002-2005		
Name	**Title**	**Unit**
Rene Abadie	Director	Public Information
Dr. Barbara Allen	Dean	College of General Studies
Dr. Diane Allen	Dean	College of Education and Human Development
Dr. Mike Asoodeh	Assistant Vice President	Office of Technology and Computing Services
Dr. Beatrice Baldwin	Assistant Vice President	Academic Affairs
Dr. Mike Beauvais	Representative/Assistant Professor	Faculty Senate/Industrial Technology
Dr. Donnie Booth	Dean	College of Nursing & Health Sciences
Dr. Tammy Bourg	Dean	College of Arts & Sciences
Brett Bova	Representative	Undergraduate Student
Dr. LaVanner Brown	Executive Director	TRIO Programs
Dr. Michael Budden	Dean	College of Business & Technology
Dr. Alan Cannon	Representative/Associate Professor	Faculty Senate/Mathematics
Dr. John Crain	Provost and Vice President	Academic Affairs
Dr. Al Doucette	Associate Dean	College of Arts & Sciences
Sam Domiano	Director	Admissions and Financial Aid
Dr. Cindy Elliott	Representative/Associate Professor	Faculty Senate/Education
Kasey Fontenot	Representative	Graduate Student
Dr. Gerald Guidroz	Dean	Continuing Education
Dr. Michelle Hall	Director	Institutional Research & Assessment
Abby Hebert	Representative	Graduate Student
Eric Johnson	Director	Sims Memorial Library
William Joubert	Director	Economic/Business Development
Dr. Michael Kurtz	Dean	Graduate School
Dr. Jill Landesberg	Dean	Students
Jason Leader	Representative	Graduate Student
Denise Lee	Administrative Secretary	School of Nursing
Dr. Danilo Levi	Interim Director	International Initiative Office
Dr. Cindy Logan	Representative/Associate Professor	Faculty Senate/School of Nursing
Dr. Debbie Longman	Representative/Associate	Faculty Senate/General Studies

	Professor	
Dr. Richard Louth	Representative/Professor	Faculty Senate/English
Jim McHodgkins	Assistant Dean	Student Development
Ashley McKee	Representative	Undergraduate Student
Dr. Joseph Miller	Vice President	University Advancement
Dr. Ken Mitchell	Representative/Associate Professor	Faculty Senate/English
Dr. Randy Moffett	President	Southeastern Louisiana University
Jules Nunn	Director	Budget Office
Dr. Brad O'Hara	Vice President	Student Affairs
Dr. William Parkinson	Representative/Associate Professor	Faculty Senate/Chemistry
Frank Pergolizzi	Director	Athletics
Kathy Pittman	Director	Alumni
Jeremy Price	Representative	Undergraduate Student
Michael Rickenbaker	Director	Facility Planning
Jessie Roberts	Director	Human Resources
Dr. Teri Shaffer Root	Representative/Associate Professor	Faculty Senate/Marketing
Dr. Patrick Settoon	Representative /Retired	Community
Lori Smith	Representative/Associate Professor	Faculty Senate/Sims Memorial Library
Stephen Smith	Vice President	Administration and Finance
Steve Soutullo	Dean	Enrollment Management
Eric Summers	Director	Multicultural/International Student Services
Dr. Martha Thornhill	Associate Professor	Education
Dr. David Wyld	President/Professor	Faculty Senate/Management

Quality Enhancement Planning Team, 2003-2005		
Name	**Title**	**Unit**
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Dr. Beatrice Baldwin	Assistant Vice President	Academic Affairs
Jackie Didier	Instructor	Family & Consumer Science
Dr. Al Doucette	Associate Dean	College of Arts & Sciences
Dr. Kim Finley-Stansbury	Associate Professor	Visual Arts
Dr. Tena Golding	Director/Associate Professor	Center for Faculty Excellence/Mathematics
Dr. Michelle Hall	Director	Institutional Research & Assessment
Dave Koch	Director	Administrative Computing Services
Dr. Richard Louth	Professor	English

Carol Magendie	Assistant to the Vice President	Student Affairs
Dr. Joe Mirando	Professor	Communication
Dr. Kent Neuerburg	Assistant Professor	Mathematics
Paulette Poche	Director	Records & Registration
Dr. Randy Settoon	Department Head	Management
Lori Smith	Associate Professor	Sims Memorial Library
Steve Soutullo	Dean	Enrollment Management
Roxanne Stoehr	Instructor	Communication Sciences & Disorders
Dr. Pierre Titard	Associate Professor	Accounting
Dr. Frances Wood	Department Head	College of General Studies

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Stella Helluin	Instructor	Accounting
Dee Jacobsen	Instructor	Kinesiology and Health Studies
Dr. Joe Mirando	Professor	Communication
Ms. Lori Ostarly-Ulfers	Instructor	History
Paulette Poche	Director	Records & Registration
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Robert Whitbred	Instructor	Communication

Brown Bag Participants Institute for Teaching and Professional Enhancement Brown Bag Series 2004		
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Ellen Bush	Instructor	General Studies
Dr. Alan Cannon	Associate Professor	Mathematics
Lorri Carr	Student	Student Representative
Sarah Clifton	Instructor	Mathematics
Susan Covington	Student	Student Representative

Paul Crawford	Instructor	English
Dr. Paula Currie	Department Head	Communication Sciences & Disorders
Harold Davis	Assistant Professor	Accounting
Rebecca Davis	Assistant Professor	Communication Sciences & Disorders
Jim DeFranceschi	Instructor	Accounting
Jackie Didier	Instructor	Family and Consumer Science
Dr. Keri Diez	Assistant Professor	Kinesiology and Health Studies
Dr. Yanyi Djamba	Assistant Professor	Sociology
Dr. Joan Faust	Associate Professor	English
Dr. Karen Fontenot	Department Head	Communication
Valerie Garafola	Instructor	Transitional Studies
Alice Gibson	Instructor	Kinesiology and Health Studies
Dr. Kellen Gilbert	Associate Professor	Sociology
Wynn Gillan	Assistant Professor	Kinesiology and Health Studies
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Dr. Lucia Harrison	Department Head	Foreign Languages
Stella Hellium	Instructor	Accounting
Joy Hines	Assistant Professor	Teaching and Learning
Rebecca Hite	Instructor	General Studies
Dr. Yu Hsing	Department Head	General Business
Dr. Shirley Jacob	Interim Department Head	Teaching & Learning
Dee Jacobsen	Instructor	Kinesiology and Health Studies
Dr. Abul Jamal	Professor	Management
Dr. Lucy Kabza	Assistant Professor	Mathematics
Dr. John Lewallen	Assistant Professor	Mathematics
Katherine Losario	Student	Student Representative
Dr. Thomas Mark	Assistant Professor	Mathematics
James May	Asst. Database Administrator	Administrative Computing Services
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Dr. Dorothy Burton Nelson	Director	CAP Center
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Dr. Kent Neuerburg	Department Head	Mathematics
Dr. Nick Norton	Department Head	Biology
Heather O'Connell	Instructor	English
Benjamin Oliveira	Student	Student Representative
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Paulette Poche	Director	Records and Registration

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Pam Prescott	Instructor	General Studies
Dr. David Ramsey	Professor	General Business
Dr. Bill Robison	Professor	History
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Lori Smith	Associate Professor	Sims Memorial Library
Steve Soutullo	Dean	Enrollment Management
Dr. Sarah Spence	Associate Professor	English
Lynn Stirling	Instructor	Marketing
Roxanne Stoehr	Instructor	Communication Sciences and Disorders
Semih Tahaoglu	Instructor	Computer Science
Andree Taylor	Instructor	Management
Deanna Tilley	Interim Career Counselor	CAP Center
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Linda Kelly Woodruff	Assistant Professor	Human Development
Ashley Wozniak	Student	Student Representative

Retention and Progression Plan Team 2002-2003		
Name	**Title**	**Unit**
Dr. Barbara Allen	Dean	College of General Studies
Amie Anderson	Director	Student Housing
Dr. Beatrice Baldwin	Assistant Vice President	Academic Affairs
Elizabeth Berry	Instructor	Teaching & Learning
Dr. Donnie Booth	Dean	College of Nursing & Health Sciences
Louis Booth	Director	Physical Plant
Nettie Burchfield	Assistant Controller	Administration and Finance
Dr. Michael Budden	Dean	College of Business & Technology
Dorothy Burton	Director	CAP Center
Dr. Alan Cannon	Associate Professor	Mathematics
Dr. John Crain	Provost and Vice President	Academic Affairs
Sam Domiano	Director	Admissions & Financial Aid
Dr. Al Doucette	Associate Dean	College of Arts & Sciences
Dr. Cindy Elliott	Associate Professor	Teaching & Learning
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Dr. Tena Golding	Director/Associate Professor	Center for Faculty Excellence/Mathematics

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Kay Harrison	Coordinator	Student Organizations
Dave Koch	Director	Administrative Computing Services
Dr. Richard Louth	Professor	English
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Dr. Dan McCarthy	Department Head	Chemistry and Physics
Dr. Randy Moffett	President	Southeastern Louisiana University
Becky Muller	Instructor	Mathematics
Dr. Linda Munchausen	Professor	Chemistry & Physics
Dr. Ed Nelson	Professor	Biological Sciences
Dr. Brad O'Hara	Vice President	Student Affairs
Dr. William Parkinson	Associate Professor	Chemistry
Dr. Anna Sue Parrill	Department Head	English
Kathy Pittman	Director	Alumni
Paulette Poche	Director	Records & Registration
Michael Rickenbaker	Director	Facility Planning
Ken Ridgdell	Director	Career Services
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Dr. Randy Settoon	Department Head	Management
Diane Singletary	Controller	Administration & Finance
Lori Smith	Associate Professor	Sims Memorial Library
Stephen Smith	Vice President	Administration & Finance
Dr. Karen Soniat	Executive Assistant	Office of the President
Steve Soutullo	Director	Academic Services
Dr. Lillian Stiegler	Associate Professor	Communications, Sciences & Disorders
Eric Summers	Director	Multicultural/International Student Services
Jackie Thomas	Director	Leadership Development & Student Activities
Dr. Martha Thornhill	Interim Dean	College of Education
Frances Wood	Director	Junior Division

Deans' Council, 2004-2005		
Name	**Title**	**Unit**
Dr. John Crain	Provost and Vice President	Academic Affairs
Rene Abadie	Director	Public Information
Dr. Barbara Allen	Dean	College of General Studies
Dr. Diane Allen	Dean	College of Education & Human Development
Dr. Mike Asoodeh	Assistant Vice President	Office of Technology & Computing Services
Dr. Beatrice Baldwin	Assistant Vice President	Academic Affairs
Dr. Donnie Booth	Dean	College of Nursing & Health Sciences
Dr. Tammy Bourg	Dean	College of Arts & Sciences

Dr. Michael Budden	Dean	College of Business & Technology
Dr. Gerald Guidroz	Dean	Continuing Education
Dr. Michelle Hall	Director	Institutional Research & Assessment
Eric Johnson	Director	Sims Memorial Library
Dr. Michael Kurtz	Dean	Graduate School
Steve Soutullo	Dean	Enrollment Management

Deans' Council, 2005-2006		
Name	**Title**	**Unit**
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Rene Abadie	Director	Public Information
Dr. Barbara Allen	Dean	College of General Studies
Dr. Diane Allen	Dean	College of Education & Human Development
Dr. Mike Asoodeh	Assistant Vice President	Office of Technology & Computing Services
Dr. Beatrice Baldwin	Assistant Vice President	Academic Affairs
Dr. Donnie Booth	Dean	College of Nursing & Health Sciences
Dr. Tammy Bourg	Dean	College of Arts, Humanities & Social Sciences
Dr. Gerald Guidroz	Dean	Continuing Education
Dr. Michelle Hall	Director	Institutional Research & Assessment
Eric Johnson	Director	Sims Memorial Library
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Dr. Dan McCarthy	Dean	College of Science & Technology
Dr. Randy Settoon	Dean	College of Business
Steve Soutullo	Dean	Enrollment Management

Participants Provost's Summit on Academic Advising for Retention and Progression: A Campus-wide Conversation on the Quality Enhancement Plan, September 28, 2004		
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Dr. Alan Cannon	Associate Professor	Mathematics
Rosalyn Chauvin	Business Manager	Office of Technology
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Dr. Paula Currie	Department Head	Communication Sciences & Disorders
Eddie Davis	Assistant Professor	Accounting
Jackie Didier	Instructor	Family and Consumer Science
Dr. Yanyi Djamba	Assistant Professor	Sociology
Sam Domiano	Director	Admissions and Financial Aid
Dr. Jeanne Dubino	Department Head	English
Dr. Rakesh Duggal	Department Head	Marketing & Finance
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Dr. Cindy Elliott	Associate Professor	Teaching & Learning
Dr. David Evenson	Department Head	Music & Dramatic Arts
Dr. Kim Finley-Stansbury	Associate Professor	Visual Arts
Dr. Karen Fontenot	Department Head	Communication
Alice Gibson	Instructor	Kinesiology & Health Studies
Dr. Tena Golding	Director/Associate Professor	Center for Faculty Excellence/Mathematics
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Dr. Michelle Hall	Director	Institutional Research & Assessment
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Dr. Yu Hsing	Department Head	General Business
Mary Lou Imbraguglio	Student	Student Representative
Dr. Shirley Jacob	Department Head	Teaching & Learning
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Dr. Bob Kraemer	Professor	Kinesiology & Health Studies
Dr. Michael Kurtz	Dean	Graduate School
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Dr. Richard Louth	Professor	English
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Dr. Joe Miller	Vice President	University Advancement
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Dr. Christine Mitchell	Assistant Professor	English

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Dr. Randy Moffett	President	Southeastern Louisiana University
Dr. Ed Nelson	Professor	Biology
Dr. Kent Neuerburg	Department Head	Mathematics
Dr. Jim Owens	Department Head	Industrial Technology
Dr. Carl Phillips	Professor	Management
Dr. Mary Sue Ply	Associate Professor	English
Paulette Poche	Director	Records and Registration
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Dr. Bill Robison	Department Head	History & Political Science
Dr. Peggy Rolling	Associate Professor	Human Development
Dr. Matt Rossano	Associate Professor	Psychology
Dr. Randy Settoon	Department Head	Management
Dr. David Sever	Department Head	Biological Sciences
Laverne Simoneaux	Associate Professor	Sims Memorial Library
Dr. Rick Simpson	Department Head	Accounting
Dennis Sipiorski	Department Head	Visual Arts
Dr. Edith Slaton	Department Head	Education Leadership & Technology
Lori Smith	Associate Professor	Sims Memorial Library
Stephen Smith	Vice President	Administration and Finance
Steve Soutullo	Dean	Enrollment Management
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Dr. Peter Territo	Associate Professor	Industrial Technology
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Dr. Jim Walter	Director	Honors Program
Dr. Frances Wood	Department Head	General Studies

Participants, Provost's "Mini-Summit" on Academic Advising and the QEP – December 2, 2004		
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Dr. Beatrice Baldwin	Assistant Vice President, Ex officio	Academic Affairs
Dr. Tammy Bourg	Dean	College of Arts, Humanities & Social Sciences
Joy Brown	Student	Sophomore Student Representative
Dorothy Burton	Director, Ex officio	CAP Center
Dr. Alan Cannon	Associate Professor	Mathematics
Wisner Derosier	Student	Freshman Student Representative
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Dr. Cindy Elliott	Associate Professor	Teaching & Learning
Stephen Faught	Student	Senior Student Representative
Dr. Karen Fontenot	Department Head	Communications
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Dr. Michelle Hall	Director	Institutional Research & Assessment
Alison Kimball	Alumni	
Dr. Bob Kraemer	Professor	Kinesiology & Health Studies
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Dr. Dan McCarthy	Dean	Science & Technology
Dr. Joe Mirando	Professor	Communication
Dr. Barbara Moffett	Department Head	School of Nursing
Paulette Poche	Director	Records & Registration

Vinay Ramachandra	Institutional Database Coordinator	Institutional Research & Assessment
Dr. Peggy Rolling	Associate Professor	Human Development
Dr. David Sever	Department Head	Biological Sciences
Dr. Rick Simpson	Department Head	Accounting
Lori Smith	Associate Professor	Sims Memorial Library
Steve Soutullo	Dean	Enrollment Management
Roxanne Stoehr	Instructor	Communication Sciences & Disorders
Eric Summers	Director	Multicultural/International Student Services
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