

**FACULTY SENATE MEETING**

January 7, 2008, 3:00 p.m.

Merrill-Cazier Library, Room 154

**Agenda**

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- 3:00 Call to Order** ..... Doug Ramsey  
Approval of [Minutes of December 3, 2007](#)
- 3:02 Announcements** ..... Doug Ramsey
1. Roll Call
  2. New IT Policy site: <http://it.usu.edu/policies/>
  3. Faculty Forum Minutes:  
[http://www.usu.edu/fsenate/FS/Minutes/Minutes\\_FF\\_Nov05\\_2007.pdf](http://www.usu.edu/fsenate/FS/Minutes/Minutes_FF_Nov05_2007.pdf)
- 3:05 University Business** ..... President Stan Albrecht
1. Salary Compression ..... Provost Raymond Coward
- 3:25 Consent Agenda** ..... Doug Ramsey
1. [Council on Teacher Education Report](#)
  2. [Retention and FYE Report](#)
  3. [Scholarship Advisory Board Report](#)
- 3:30 Key Issues and Action Items**
1. BFW Items ..... Jenny Norton
    - a. [Conflict of Interest Recommendations](#)
- 3:40 Old Business**
1. [LEEDS Resolution Proposals](#) ..... Larry Hipps
- 3:50 New Business**
1. [Ombudsperson Code](#) ..... Mike Parent
- 4:00 Adjournment**

Doug Ramsey called the meeting to order at 3:00 p.m.

**Approval of Minutes from October 1, 2007**

Brian McCuskey motioned to approve the minutes of October 1, 2007. John Kras seconded the motion; motion carried unanimously.

**Announcements – Doug Ramsey**

1. Doug Ramsey asked for the roster to be passed around for roll call.
2. Doug stated that the Faculty Forum had poor attendance this year and wants to see improvement. He will place this on the next Faculty Senate Executive Committee meeting agenda for further discussion.

**University Business – President Stan Albrecht**

1. President Albrecht announced the Jon Huntsman gift of \$26 million. We will rename the College of Business to the Jon M. Huntsman School of Business. This includes \$1million to fund scholarships for the Armenian students here.
2. We have received the draft report from the Northwest Accreditation Team responding to our self study. USU has responded to the comments. It will now go to the Northwest Commission. The report will be placed on the web for general access. We received accolades for our successes including administrative leadership of the university library, the success of undergraduate research grants, and for the remarkable success of the capital campaign. Recommendations include: the need for a three -to-five-year enrollment plan; the need to improve institutional outcomes assessment, strategic planning and budgeting process; review of salary increases and merit policies and procedures; to secure a sufficient schedule of classes for Gen Ed courses; the need for a disaster recovery plan; and improvement in the tenure and post-tenure process. President Albrecht concluded by saying that there is nothing here that will affect the institutional accreditation.
3. Sydney Peterson announced the commencement process for next week explaining that the change from last fall is that they are conducting the graduate ceremony on Friday, December 14, and undergrads will be on Saturday. Friday's ceremony begins at 1:30 in the Spectrum and Saturday's is at 10:30 a.m.

**Information Items**

1. **Information Technology Policies – Bob Bayn** proposed for the Senate to review five IT policy documents that are in draft form awaiting approval:  
<http://wiki.ss.usu.edu/index.php/AUP> - We are the only university who does not have an official appropriate use policy for computers.  
<http://wiki.ss.usu.edu/index.php/BulkMail> - Addresses sending spam mail to fellow members across campus.  
<http://wiki.ss.usu.edu/index.php/CompMgmt> - Makes your computer hacker-attack free.  
<http://wiki.ss.usu.edu/index.php/Wireless> - Assigns IT the sole responsibility to manage the wireless system for the university.  
[http://wiki.ss.usu.edu/index.php/Banner ID Privacy Policy](http://wiki.ss.usu.edu/index.php/Banner_ID_Privacy_Policy) - Deletes the privacy factor, as this is not confidential information.

Bob welcomes any comments and suggestions. Policies will be implemented upon the approval of the Executive Committee and the President.

## Consent Agenda Items

1. Athletic Council Report
2. EPC Monthly Report and EPC Annual Report
3. Cultural Activities Council Annual Report
4. Libraries Advisory Council Report
5. Honors Program Annual Report
6. Committee on Committees Report

John Kras motioned to accept the Consent Agenda. Diane Calloway-Graham seconded the motion.

Doug Ramsey stated that the new diversity committee is included in the Committee on Committees report and, after today's vote, will commence meetings to choose a chair. Dallas Holmes asked about a staggered membership to accommodate the start-up in mid-year and because it is a newly-formed committee. Will Pependorf explained that passage of the Consent Agenda today is also passage of this exception so that approximately 1/3 of the membership expires each term.

Gary Kiger announced that he had brought copies of the Visiting Artists brochure and stated that anyone was welcome to take one.

The vote to accept the Consent Agenda was passed unanimously.

## Key Issues and Action Items

### 1. PRPC Items

- a. **Representation of Extension and RCDE on Faculty Senate** (2<sup>nd</sup> reading) – Britt Fagerheim stated that PRPC reviewed all code relating to the change in representation of Extension and RCDE on Faculty Senate and proposed appropriate changes. There were concerns expressed by the committee, which were listed at the bottom of the proposed document. After further discussion, it was determined that none of those concerns were an issue in passing the code changes for the representation on Faculty Senate. John Kras motioned to accept these changes. Dallas Holmes seconded the motion; motion carried unanimously.
- b. **Reasons for Non-Renewal** (1<sup>st</sup> reading) – Britt stated that PRPC was charged to make changes to the language regarding the tenure advisory committee reports being taken into consideration when non-renewal occurs before the tenure year. John Kras motioned to accept this code as proposed. Douglas Jackson-Smith seconded the motion. Provost Coward presented some suggested changes to the order of the reasons by importance without changing the content of the code. He also suggested naming the committees by their proper names. Another suggestion he made was to look at the 405.7.2 paragraph regarding denial of tenure. John Kras motioned to accept the friendly amendment to include the first two suggestions made by the provost and for PRPC to review the paragraph on the denial of tenure. Douglas Jackson-Smith seconded the motion and added another amendment to have PRPC review the whole section. The motion, as amended, passed unanimously.

## New Business

1. **Faculty Evaluation Form** – Doug Ramsey introduced pending business to review the Faculty Evaluation Form introduced by Sylvia Reed at the Faculty Senate Executive Committee meeting on November 19, 2007. Doug will follow up with the Faculty Evaluation Committee and place this issue on the next FSEC agenda.
2. Doug Jackson-Smith motioned to put in writing how to elect representation of RCDE to the Faculty Senate. Dallas Holmes seconded the motion. It was suggested that PRPC be charged to add the sentence that individual faculty will have to decide which to affiliate with – the college or the RCDE unit. The motion passed unanimously.

## Adjournment

John Kras motioned to adjourn the meeting. Tom Schroeder seconded the motion; the meeting adjourned at 4:12 p.m.

Annual Report to the Faculty Senate

From The

University Council on Teacher Education

(One Page Summary)

Academic Year

September 1, 2006 - August 31, 2007

College of Education and Human Services

Utah State University

## *Activities of the Council*

### *Program Changes*

The School Psychology program was approved to grant the Educational Specialist degree (EdS) rather than an MS.

The Council voted to accept the fact that Business Information Technology Education and Marketing Education does not have a home at USU. The Council recommended strongly that Dean Strong take before the Deans' Council their concern regarding the possible elimination of future teacher education programs and asked that the Deans' Council develop a plan to determine which programs are important to USU and determine how to retrain them.

### *Policy Changes*

USU's seven-year policy was adopted but with the stipulation that if licensing requirements change during the seven-year period, students will be required to complete the new licensing requirements in order to obtain their educator licensure.

USU's new policy accepting a Math ACT of 25 or Math SAT of 580 will fulfill USU's quantitative literacy requirement (QL) will also fulfill the math requirement for admission to teacher education.

USU teacher education students will be required to take and pass the Utah State Office of Education approved Praxis II Content test in their major prior to student teaching. Students who have a teaching minor which has been identified as a No Child Left Behind (NCLB) core content area will also be required to take and pass the USOE approved Praxis II Content test in their minor area prior to student teaching.

### *Information Items*

USU's teacher education programs will be seeking national accreditation through the Teacher Education Accreditation Council (TEAC) rather than through the National Council for Accreditation of Teacher Education (NCATE).

Student teaching fee for all teacher education programs will be increased to \$300 effective Fall 2007.

The Utah State Office of Education (USOE) will begin offering a nonrenewable conditional Level 1 license to graduates who fail to pass their Praxis Content II test.

The USOE will begin implementing an on-line licensure application process for Levels 1, 2, and 3 educator licenses. The USOE will also begin implementing an on-line background check process Fall 2007.

Request was received by the Department of Languages, Philosophy, and Speech Communication to develop a tracking system for faculty to account for student teaching supervision of student teachers in their minor content areas.

Department of Theater Arts expressed concern in covering teacher education service courses with the resignation of one of their theater education faculty members.

## *Student Profile*

There was an increase of 8% in total number of students admitted into Teacher Education programs during the 2006-07 year. The mean ACT scores (24.86) of new admissions continue to remain above the University's averages for mean ACT scores. There was a 6.1% increase in the number of graduates recommended for educator licensure this year. The placement rate for those seeking a teaching position was 93% which is the same as last year's placement rate.

Revised 12-05-07

# Annual Report to the Faculty Senate

From The

University Council on Teacher Education

Academic Year

September 1, 2006 - August 31, 2007

College of Education and Human Services

Utah State University

## **INTRODUCTION**

During the past year, September 2006 - August 2007, the University Council on Teacher Education has continued to exercise its responsibility for the coordination and regulation of the Teacher Education Program at Utah State University. Operating within the framework of the Utah State University Code of Policies and Procedures, the Council has concerned itself with the:

1. development of teacher education curricula.
2. approval of all teacher education curricula.
3. admission and counseling procedures for students desiring to enter teacher education programs.
4. graduation requirements and the recommendation of graduates for professional licensure.

## **MEMBERSHIP**

The University Council on Teacher Education is composed of 25 voting members consisting of the Dean of the College of Education and Human Services, who serves as Chairperson, the Vice Provost for Undergraduate Studies and Research, representatives from the departments within the College of Education and Human Services involved in the preparation of teachers, and representatives of the colleges offering teaching majors and minors. These members are nominated by the respective deans, in consultation with their staffs, and appointed by the Senate. The term of office is for three years with staggered appointments. The faculty member from the College of Education and Human Services selected to serve on the University Educational Policies Committee (EPC) is appointed by the Dean of the College of Education and

Human Services to serve on the Council. Inasmuch as all curriculum matters relating to any teacher licensure program should receive consideration by the Council prior to submission to the EPC, this appointment provides the necessary correlation and communication between the two bodies. In addition, the State Department of Public Instruction, the Utah Education Association, and the Society of Superintendents are represented on the Council by one voting member from each respective organization. Students at the University are represented by the College of Education and Human Service's Senator who has the privilege of one vote. An alternate student is designated to attend in the absence of the College of Education and Human Services Senator. The membership of the Council for the 2006- 2007 academic year is identified on page 11 of the report.

The Council meets regularly on the third Monday of each month. Attendance at the meetings is indicative of the involvement of Council members in the affairs of the Council. During the past year, approximately 65 percent of the membership was in attendance at all meetings.

## **ACTIVITIES OF THE COUNCIL**

### ***Action Items***

#### **Program Changes**

1. The Council voted to approve a change in the degree offered for School Psychology. Graduates will now receive an Educational Specialist degree (EdS) rather than an MS. This approval was for only a change in degree granted for an existing program.
2. The Council voted to accept the fact that Business Information Technology Education (BITE) and Marketing Education (ME) does not have a home at Utah State University.

In addition, the Council requested that Dean Strong take before the Deans' Council their concern regarding the possible elimination of future teacher education programs at USU and that the Deans' Council be urged to develop a plan to determine which programs are important to USU and determine how to retain these programs.

3. The Departments of Communicative Disorders and Deaf Education and Elementary Education proposed curriculum changes that were approved through departmental course approval forms.
4. The conversion to Banner necessitated an interdepartmental memorandum be forwarded to the University Educational Policy Committee standardizing the grading option for all secondary field experience courses to be "pass/fail." Secondary Education programs represented by this interdepartmental memorandum included Agriculture Education; Business Information Technology Education; Engineering and Technology Education; Family, Consumer Science Education; Foreign Languages Education, Mathematics/Statistics Education; and Theater Education.

### **Policy Changes**

1. The Council voted to adopt Utah State University's Seven-Year Policy as the official policy for Teacher Education with a stipulation that if licensing requirements change within the seven-year period, the program requirements will change and students will be required to complete the current requirements in order to obtain their educator licensure.
2. The Council voted to accept the new university policy that *a Math ACT of 25 or Math SAT of 580 will satisfy USU's quantitative literacy (QL) requirement* will also satisfy the

teacher education admission requirement for math which is the successful completion of Math 1030, Math 1050, or Stat 1040.

3. The Utah State Board of Education (USOE) just recently passed a revised licensing requirement (R277-503-3) which states that students who have a teaching minor/endorsement in a No Child Left Behind (NCLB) core academic content area (English, Reading or Language Arts, Mathematics, Science, Foreign Languages, Civics and Government, Economics, Arts, History, or Geography) are required to take and pass the appropriate USOE approved Praxis II content exam prior to licensing. The Council voted to amend their current CTE policy to require only students with a NCLB teaching minor/endorsement area to take and pass the appropriate USOE Praxis II Content test prior to student teaching. Students who have non NCLB content minors will not be required to complete the Praxis II Content testing. Clarification was also made that all students will still need to take and pass the appropriate USOE approved Praxis II Content test in their teaching major prior to student teaching.

### **Information Items**

1. Utah State University's teacher education programs will be seeking national accreditation through the Teacher Education Accreditation Council (TEAC) rather than through the National Council for Accreditation of Teacher Education (NCATE). Both TEAC and NCATE are approved by the U.S. Department of Education and the Council for Higher Education Accreditation.
2. The Department of Languages, Philosophy, and Speech Communication would like to have an official record of the student teaching supervision completed by their faculty for

students completing student teaching in their minor content areas. An ad-hoc committee was established (Chair-Brad Hall, Martha Dever, Patricia Gantt) to draft and present a proposal at a future CTE meeting.

3. The Utah State Office of Education (USOE) will begin requiring a passing Praxis Content II score for licensure in all NCLB core content areas beginning March 1, 2007. Anyone who submits a score below the passing Utah cut-off score will be issued a nonrenewable conditional Level 1 license. If the student fails to submit a passing score within three years, the license will lapse.
4. The USOE will be implementing an on-line application process for Educator Licensure and Background Checks. The Level II and III on-line process begin March 2007. The Level I on-line application process is scheduled to begin Spring 2007. Level I licensure will still require institutional recommendation prior to the issuance of the license. On-line background checks will begin Fall 2007.
5. The student teaching fee for all teacher education programs will be increased to \$300 effective Fall 2007.
6. Colin Johnson, Theater Arts Department Head, shared his concern that with the resignation of one of his theater education faculty members, he was having difficulty in staffing all of the theater service courses required in other teacher education programs – e.g., elementary education.

7. The USOE has implemented a 60-day time limit on the completion of background checks. Beginning February 1, 2007, students must complete their fingerprinting within 60 days from their date of authorization. If the fingerprinting is not completed within this time period, students will be required to reapply and repay the \$69 fee.
8. Kim Campbell, President of the Utah Education Association, presented information on the petition to place HB 148 - Funding of School Vouchers on the November 2007 ballot.

## **STUDENT PROFILE**

*Students in the Teacher Education Program.* Admission into the Teacher Education Program at Utah State University requires formal application to the Office of the Associate Dean for Teacher Education, Graduation, and Educator Licensing in the College of Education and Human Services as well as the department where the major work is being offered. Students are not permitted to enroll in professional courses in education until they have been admitted to the Teacher Education Program. The current admission guidelines require that an applicant have a cumulative 2.75 GPA and a minimum score of 21 in each of three areas (English, Social Sciences, and Natural Sciences) and 25 in Mathematics of the American College Test (ACT). In those areas where the ACT score is below the minimum, the applicant must complete the required General Education course work with a pre-established GPA.

A total of 482 students were admitted into the Teacher Education Program during the period September 1, 2006 through August 31, 2007. This represents an increase of 8 percent from the previous year. Table 1 presents a comparison of the students admitted into the Teacher Education Program by teaching major for the two-year period 2005-2006 and 2006-2007.

Tables 2, 3, and 4 provide comparative data related to the criteria upon which students were admitted into the program and ACT scores of the applicants. Table 5 provides data related to the mean ACT scores, USU GPA, and cumulative GPAs. A review of this data indicates that ACT scores and GPAs of students admitted into the Teacher Education Program continue to compare favorably with the ACT scores and GPA's of their counterparts at the University. Three hundred seven (307) students admitted into the Teacher Education Program during the 2006-2007 academic year submitted ACT scores. The mean composite ACT score of these 307 students was 24.86. During the same period of time, the mean composite ACT scores of entering freshmen at Utah State University was 23.4. The 482 students admitted into the Teacher Education Program had a mean USU GPA of 3.42 and a mean cumulative GPA of 3.45. The Office of Institutional Research at the University reported the following GPA's for all students at USU for the 2005-2006 academic year:

Fall Semester 2006:                      Mean GPA =3.53

Spring Semester 2007:                      Mean GPA = 3.49

In addition there were 260 students admitted to post-bachelors education licensing programs (AS/C, Endorsements - Early Childhood, English as a Second Language, Gifted and Talented, Reading, Library Media, Counseling, and Alternative Special Education.)

***Graduates Recommended for Certification.*** There were six hundred forty-two (642) students recommended for educator licensing and endorsements. This is an increase of 6.1 percent in 2007 as compared to 2006 (see Table 6). Four hundred seventy-five (475) students

were recommended for initial licensing in 2007. This is an increase of 1.5 percent in the number of initial licenses granted.

***Placement of Program Graduates.*** The job placement rate of program graduates continues to be of interest to the Council. In 2007 a total of 642 graduates were recommended to the Utah State Office of Education for licensing. Three hundred fifty-six students (55%) responded to our placement survey. Of these, 240 (67%) were employed in Utah and 39 (11%) accepted teaching contracts out-of-state. This is an 93 percent placement rate of those seeking teaching positions (see Table 7). The 2007 placement rate is higher than the rate achieved in 2006 which was 88 percent. Some teaching majors have a much higher placement rate than others, and students seeking admission into the pre-service teacher preparation program should be made aware that the probability for employment may not be as favorable in all teaching areas.

Additional statistics are as follows: five (1.4%) were still seeking a teaching position; forty-nine (13.4%) were not seeking a teaching position; fifteen (4.2%) had secured other employment, and eight (2.2%) were continuing their education.

## **SUMMARY**

This report provides the Faculty Senate with an account of the activities of the University Council on Teacher Education and the Status of the Teacher Education Program for the 2006-2007 academic year. The Council's primary activities during this period have been directed at maintaining a quality program.

The membership of the Council is cognizant of the need for improving the quality of education offered by the public schools. This, as a minimum, requires the preparation of highly

motivated, well trained professionally competent teachers. In response to this challenge, the University Council on Teacher Education will continue with its efforts to provide leadership, service, and control over the Teacher Education Program at Utah State University. The intent is to maintain a high quality pre-service teacher preparation program that will attract the "best and brightest" potential teachers. The information in this report provides evidence that the academic performance of students in the pre-service teacher education program compares favorably with and, in some instances, exceeds the performance of their peers in other academic programs.

**UTAH STATE UNIVERSITY**  
**COUNCIL ON TEACHER EDUCATION MEMBERSHIP**  
**2006-07 through 2008-2009\***

College and Number	Department or Area	2006-07	2007-08	2008-09
Dean, CEHS (1)	Chairman			Carol Strong
Associate Dean, CEHS (1)				Francine Johnson
<b>Administration (1)</b>	<b>Vice Provost</b>			
Agriculture (1)	Ag. Education		Brian Warnick	
Business (1)	Business Education			Dennis LaBonty
Education (7)	Elementary Education			Jim Dorward
	Inst Tech	Sheri Haderlie		
	Com Dis & Deaf Education			Beth Foley
	Special Education & Rehabilitation			Ben Lignugaris/Kraft
	HPER			Dennis Nelson
	Psychology		<i>Pending</i>	
	Secondary Education			Marti Dever
Engineering (1)	TIED		Maurice Thomas	
Family, Consumer & Human Services (1)	Human Development		Nancy Thompson	
Humanities, Arts & Social Sciences (3)	English	Pat Gantt (Jennifer Sinor)		
	Fine Arts		Thomas Rohrer	
	Theater Arts			Robbyn Black
Natural Resources (1)	Geography		Cliff Craig	
Science (2)	Mathematics	Jim Cangelosi		
	Biology		Richard Mueller	
State Department of Public Instruction (1)	Teacher Personnel			Larry Shumway
University (1)	Educ. Policy Com.	Pam Hudson		
UEA (1)	Public Schools	Kimilee Campbell		
Society of Supts. (1)	Superintendents	Steve Norton		
ASUSU (1)	ASUSU	Trent Duffey		

**TABLE 1****A COMPARISON OF STUDENTS ACCEPTED INTO THE TEACHER EDUCATION PROGRAM, 2005-06 AND 2006-2007, BY TEACHING MAJOR**

MAJOR	2005-06	2006-07	DIFFERENCE
*Communicative Disorders	11	14	+3
Elementary Education	148	133	-15
Early Childhood	7	11	+4
Dual, Elem Educ & Early Child	24	42	+18
Dual, Elem Educ & Com Dis	0	0	0
Dual, Elem Edu & Deaf Educ	16	11	-5
Dual, Elem Educ & Spec Educ	18	17	-1
Dual, Spec Educ & Early Child	3	2	-1
Special Education	39	65	+26
<b>Secondary Education Majors</b>			
Chemistry	0	0	0
English	21	25	+4
Geography	3	0	-3
Health Education	7	10	+3
History	19	26	+7
Languages	6	10	+4
Mathematics	32	27	-5
P.E.	9	18	+9
Physics	0	0	0
Political Science	0	2	+2
Psychology	0	2	+2
Sociology	0	0	0

**TABLE 1 (cont.)**

MAJOR	2005-06	2006-07	DIFFERENCE
Theatre Arts	2	0	-2
<b>Composite Majors</b>			
Agriculture Education	16	10	-6
Art Education	6	5	-1
Biological Science	11	9	-2
Business Education	8	3	-5
Earth Science	0	2	+2
Engineering Technology Educ (ETE-TIED)	1	7	+6
Family & Consumer Sciences Education	14	9	-5
Marketing Education	12	n/a	-12
Music	5	14	+9
Physical Science	4	2	-2
Social Studies	6	6	0
<b>Teacher Education</b>	437	482	+35
<b>TOTAL</b>			
<b>Post Bachelors Licensing Programs</b>			
Administrative Supervisory Certificate	34	55	+21
Early Childhood Endorsement	6	4	-2
English as a Second Language Endorsement	18	30	+12
Gifted & Talented Endorsement	38	67	+29
Reading Endorsement	n/a	n/a	n/a
Library Media	13	8	-5

**TABLE 1 (cont.)**

<b>MAJOR</b>	<b>2005-06</b>	<b>2006-07</b>	<b>DIFFERENCE</b>
Alternative Special Education Licensure	61	96	+35
<b>Post BS TOTAL</b>	170	260	+90
<b>Grand TOTAL</b>	618	744	+125

\*Graduate Teacher Education Program

**TABLE 2****STUDENTS ADMITTED INTO THE TEACHER EDUCATION PROGRAM CATEGORIZED BY  
ADMISSION CRITERIA  
2006-2007**

<b>CATEGORY</b>	<b>NUMBER OF STUDENTS ADMITTED</b>			
	<b>2004-2006</b>	<b>% of Total</b>	<b>2006-2007</b>	<b>% of Total</b>
ACT Scores $\geq$ 21 in <u>ALL</u> four areas	199	32	186	39
ACT Scores $\geq$ 21 in at least one area	144	23	119	25
ACT Scores $<$ 21 in <u>ALL</u> four areas	10	2	4	1
BS Degree (GPA of $\geq$ 2.75 on last 45 credits)	15	2	2	.5
No ACT Score available	253	41	171	35
<b>TOTAL</b>	618		482	

**TABLE 3**

**ACT SCORES OF STUDENTS ADMITTED TO TEACHER EDUCATION  
BY TEST AREA  
2005- 2006 AND 2006-2007**

<b>ACT TEST AREA</b>	<b>NUMBER OF STUDENTS ADMITTED</b>			
	<b>2005-2006</b>		<b>2006-2007</b>	
	<b>ACT <math>\geq</math> 21</b>	<b>ACT &lt;21</b>	<b>ACT <math>\geq</math> 21</b>	<b>ACT &lt;21</b>
English	289 (81%)	62 (18%)	266 (87%)	41 (13%)
Mathematics	245 (69%)	102 (29%)	226 (74%)	79 (26%)
Social Sciences	305 (86%)	49 (14%)	269 (88%)	36 (12%)
Natural Sciences	286 (81%)	60 (17%)	258 (85%)	47 (15%)
	N=353		N= 305	

**TABLE 4****STUDENTS ADMITTED INTO THE TEACHER EDUCATION PROGRAM CATEGORIZED BY  
ADMISSION CRITERIA, BY MAJOR****SEPTEMBER 1, 2006 - AUGUST 31, 2007**

<b>Teaching Major</b>	<b>Total # of Students Admitted</b>	<b># students with ACT scores <math>\geq</math> 21 in at least one area</b>	<b># of students with ACT scores &lt; 21 in all areas</b>	<b># students with B.S. degree</b>	<b># of students with no ACT scores</b>
Agricultural Education	10	7	0	0	3
Art Education	5	0	0	0	5
Biological Science	9	1	0	0	8
Business Education	3	0	0	0	3
Chemistry	0	0	0	0	0
Communicative Disorders	16	0	0	0	16
Early Childhood	11	11	0	0	0
Earth Science	2	0	0	0	2
Elementary Education	133	127	1	1	4
Engineering Technology Educ (TIED)	7	1	0	0	6
English	25	14	1	0	10
Dual, El Ed & ECH	42	42	0	0	0
Dual, El Ed & Deaf Educ	11	11	0	0	0
Dual, El Ed & ComD	0	0	0	0	0
Dual, El Ed & Spec Educ	17	15	0	0	2
Dual, Spec Ed & Early Child	2	2	0	0	0
FCSE	9	2	0	0	7

<b>Teaching Major</b>	<b>Total # of Students Admitted</b>	<b># students with ACT scores <math>\geq</math> 21 in at least one area</b>	<b># of students with ACT scores <math>&lt;</math> 21 in all areas</b>	<b># students with B.S. degree</b>	<b># of students with no ACT scores</b>
Geography	0	0	0	0	0
Health Education	10	4	0	0	6
History	26	14	0	0	12
Language	10	5	0	0	5
Marketing Education	n/a	n/a	n/a	n/a	n/a
Math	27	14	0	0	13
Music	14	6	0	0	8
Physical Education	18	5	0	0	13
Physical Science	2	1	0	0	1
Physics	0	0	0	0	0
Political Science	2	0	0	0	2
Psychology	2	1	0	0	1
Social Studies	6	4	0	0	2
Sociology	0	0	0	0	0
Special Education	65	17	2	1	45
Theatre Arts	0	0	0	0	0
<b>TOTAL</b>	<b>482</b>	<b>305</b>	<b>4</b>	<b>2</b>	<b>171</b>

**TABLE 5**

**STUDENTS' MEAN COMPOSITE ACT SCORES, USU GPA,  
CUMULATIVE GPA BY MAJOR, AT THE TIME OF ADMISSION INTO THE TEACHER  
EDUCATION PROGRAM  
SEPTEMBER 2006 THROUGH AUGUST 2007**

<b>Teaching Major</b>	<b>No. of Students Admitted</b>	<b>Students with ACT Scores</b>	<b>Students w/o ACT Scores</b>	<b>No. of Students with BS</b>	<b>Mean ACT Score</b>	<b>Mean USU GPA</b>	<b>Mean Cum GPA</b>
Agricultural Education	10	7	3	0	22	3.01	3.03
Art Education	5	0	5	0	n/a	3.01	3.01
Biological Science	9	1	8	0	29	3.2	3.28
Business Education	3	0	3	0	n/a	3.28	3.28
Chemistry	0	0	0	0	n/a	n/a	n/a
Early Childhood Education	11	11	0	0	23.36	3.48	3.57
Earth Science	2	0	2	0	n/a	2.97	3.09
Elementary Education	132	128	4	1	24.30	3.46	3.54
Engineering Tech Ed (TIED)	7	1	6	0	21	3.34	3.27
English	25	15	10	0	24.58	3.32	3.31
Dual, El Ed & ECH	42	42	0	0	24.11	3.52	3.61
Dual, El Ed & Deaf Educ	11	11	0	0	24.75	3.57	3.61
Dual, El Ed & ComD	0	0	0	0	n/a	n/a	n/a
Dual, El Ed & Spec Educ	17	15	2	0	23.63	3.47	3.5
Dual, Spec Educ & ECH	2	2	0	0	24.86	3.15	3.15

<b>Teaching Major</b>	<b>No. of Students Admitted</b>	<b>Students with ACT Scores</b>	<b>Students w/o ACT Scores</b>	<b>No. of Students with BS</b>	<b>Mean ACT Score</b>	<b>Mean USU GPA</b>	<b>Mean Cum GPA</b>
FCSE	9	2	7	0	27	3.38	3.41
Geography	0	0	0	0	n/a	n/a	n/a
Health Education	10	4	6	0	23.13	3.32	3.29
History	26	14	12	0	24.63	3.42	3.5
Language	10	5	5	0	25.1	3.36	3.67
Marketing Education	0	0	0	0	n/a	n/a	n/a
Math	27	14	13	0	23.36	3.48	3.57
Music	14	6	8	0	25.96	35.4	3.55
Physical Education	18	5	13	0	23.4	3.13	3.12
Physical Science	2	1	1	0	25	3.07	3.07
Physics	0	0	0	0	n/a	n/a	n/a
Political Science	2	0	2	0	n/a	3.41	3.32
Psychology	2	1	1	0	28	3.42	3.43
Social Studies	6	4	2	0	24.94	3.42	3.46
Sociology	0	0	0	0	n/a	n/a	n/a
Special Education	64	19	45	1	32.32	3.46	3.46
Theatre Arts	0	0	0	0	n/a	n/a	n/a
<b>TOTAL</b>	<b>482</b>	<b>305</b>	<b>171</b>	<b>2</b>	<b>24.96</b>	<b>3.28</b>	<b>3.38</b>

**TABLE 6**  
**TEACHER EDUCATION PROGRAM GRADUATES**  
**RECOMMENDED FOR TEACHER LICENSING**  
**2000-2007**

	2000	2001	2002	2003	2004	2005	2006	2007
<b>Dual</b>	34	23	33	25	29	34	34	34
<b>Early Childhood</b>	8	12	10	12	9	8	3	5
<b>Elementary</b>	170	167	162	187	175	163	151	172
<b>Secondary</b>	117	153	125	109	147	125	92	111
<b>Ungraded</b>	127	42	83	88	43	134	143	127
<b>Art</b>	6	4	4	5	2	8	3	6
<b>ComD</b>	14	25	16	19	28	14	11	16
<b>HPER</b>	n/a	n/a	n/a	24	21	24	24	8
<b>Lib Media</b>	10	34	23	8	17	17	13	6
<b>Music</b>	9	8	10	17	11	13	4	11
<b>School Counseling</b>	5	46	51	27	29	31	32	19
<b>School Psychology</b>	4	4	5	2	4	4	3	4
<b>Special Education</b>	65	92	81	109	93	119	92	123
<b>TOTAL</b>	623 (452)	591 (455)	603 (452)	632 (490)	608 (456)	694 (544)	605 (468)	642 (475)

\*Numbers in parenthesis indicate the number of **first** certificates for that year.

**TABLE 7**

**PLACEMENT OF TEACHER EDUCATION PROGRAM GRADUATES  
RECOMMENDED FOR INITIAL LICENSING FOR THE PERIOD  
SEPTEMBER 1, 2005 THROUGH AUGUST 31, 2006**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
<b>Teaching Major</b>	<b>Total No. Certified</b>	<b>Total No. Responded</b>	<b>In State</b>	<b>Outside State</b>	<b>Other Employment</b>	<b>Seeking Teaching Position</b>	<b>Not Seeking Teaching Position</b>	<b>Continuing Formal Education</b>	<b>% Placement in Teaching of Total Responded</b>	<b>% Placement in Teaching of Total Seeking Employment</b>
Ag Ed	13	8	5	1	0	0	2	0	75%	100%
Art Ed	6	6	4	1	0	0	1	0	83%	100%
ASE	55	25	19	1	1	3	0	1	80%	83%
Biological Science	9	5	4	0	1	0	0	0	80%	100%
Business	5	5	3	1	1	0	0	0	80%	100%
Chemistry	0	0	0	0	0	0	0	0	n/a	n/a
Com Dis	16	5	5	0	0	0	0	0	100%	100%
Earth Science	0	0	0	0	0	0	0	0	n/a	n/a
All Dual Majors	34	25	18	2	1	0	4	0	80%	95%
Early Childhood	5	5	5	0	0	0	0	0	100%	100%
Elem Educ	172	120	87	8	3	1	19	2	79%	95%
English	18	11	5	3	1	0	1	0	73%	80%
FCSE	7	7	7	2	0	1	2	0	71%	100%
Geography	2	1	0	1	0	0	0	0	100%	100%
Health Education	4	3	1	1	0	0	1	0	67%	100%
History	9	9	2	2	2	0	3	0	44%	67%
ITE/TIED	3	1	0	1	0	0	0	0	100%	100%
Marketing Ed	2	1	1	0	0	0	0	0	100%	100%

1	2	3	4	5	6	7	8	9	10	11
Teaching Major	Total No. Certified	Total No. Responded	In State	Outside State	Other Employment	Seeking Teaching Position	Not Seeking Teaching Position	Continuing Formal Education	% Placement in Teaching of Total Responded	% Placement in Teaching of Total Seeking Employment
Mod Languages	5	4	3	1	0	0	0	0	100%	100%
Math	23	6	7	2	1	0	4	2	56%	100%
11Music Ed	11	9	2	3	0	0	3	7	56%	100%
PE	4	4	3	0	0	0	1	0	75%	100%
Physical Science	1	1	0	0	0	0	1	0	n/a	100%
Physics	0	0	0	0	0	0	0	0	n/a	n/a
Psychology	0	0	0	0	0	0	0	0	n/a	n/a
Political Science	0	0	0	0	0	0	0	0	n/a	n/a
School Psychology	4	1	0	0	0	0	0	1	n/a	100%
Social Studies	3	3	3	0	0	0	0	0	100%	100%
Special Education	28	22	13	3	1	0	5	0	73%	94%
Special Education Alternative	95	49	42	4	1	0	1	1	94%	98%
Speech/Theater	3	1	0	1	0	0	0	0	100%	100%
Library Media	6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Counselor	19	9	5	1	2	0	1	0	67%	75%
<b>TOTALS</b>	<b>562</b>	<b>356</b>	<b>240</b>	<b>39</b>	<b>15</b>	<b>5</b>	<b>49</b>	<b>8</b>	<b>78%</b>	<b>93%</b>

NOTES: Percent (Column 10) =  $\frac{\text{Column 4} + \text{Column 5}}{\text{Column 3}}$

Percent (Column 11) =  $\frac{\text{Column 4} + \text{Column 5}}{\text{Column 3} - \text{Column 8} - \text{Column 9}}$

- No data available

\*graduate may be teaching in major or minor content area

University Retention Report to Faculty Senate  
Executive Summary  
Faculty Senate Executive Committee  
Prepared by Noelle Call, Director,  
Office of Retention and First-Year Experience  
December 3, 2007

## **Executive Summary**

This report provides basic University student cohort and retention data, and explicates processes, initiatives, and programs central to student retention efforts at Utah State over the course of the past year.

## **Function of the Office of Retention and First-Year Experience**

Established just over one year ago, the Office of Retention and First-Year Experience at Utah State University exists to comprehensively and cohesively approach the processes of student transition, integration, and persistence through programs, initiatives, and research. Primary programmatic functions of this office include:

- Student enrollment confirmation
- Student Orientation, Advising, and Registration (SOAR)
- The University Connections course
- University Parent and Family Programs
- Matriculation and leave of absence advising
- Research and analysis of student and institutional retention data

Beyond the scope of these programs, the Office of Retention and First-Year Experience collaborates extensively with myriad departments, offices, and individuals from across the University to identify and implement programs and initiatives meant to enhance the capacity of the institution to contribute to student success and mitigate student attrition.

## **Enrollment, Program Participation, and Retention Figures**

### **2007 Figures (Preliminary)**

First-time, Full-Time, Degree-Seeking Students, Logan Campus (Initial Cohort): **2,617<sup>1</sup>**  
Number of Students Entering Fall 2007 Enrolled in All Sections of Connections: **1,654**  
Number of Students Entering Fall 2007 Participating in SOAR: **2,915<sup>2</sup>**  
Number of Parents Attending Orientation on Campus during 2007: **1,051**

### **2006 Figures (Preliminary)**

Initial Cohort (unadjusted for reporting exclusions and official leaves of absence): **2,375<sup>3</sup>**  
Number of Students Entering Fall 2006 Enrolled in All Sections of Connections: **1,589**  
Number of Students Entering Fall 2006 Participating in SOAR: **2,790<sup>4</sup>**  
Number of Parents Attending Orientation on Campus during 2006: **897**

### **Official 2005 Cohort Figures:**

Initial 2005 First-Time, Full-Time Degree Seeking Main Campus Cohort: **1,906**  
Adjusted Cohort (with allowed reporting exclusions): **1,583<sup>5</sup>**  
Number of Students from Adjusted Fall 2005 Cohort Who Returned Fall 2006: **1,143**  
Official 2005 Retention Rate: **72.2%**  
Number of Students on Official Leave of Absence or Otherwise Excluded from 2005 Cohort: **323**  
(313 Religious Missions, 5 Military, 3 Foreign Aid Service, 2 Deceased)  
Number of Students Entering Fall 2005 Enrolled in Connections (Pre-semester only): **1,388**  
Number of Students Entering Fall 2005 Participating in SOAR (On-campus only): **1,590**  
Number of Parents Attending Orientation on Campus during 2005: **581**

## Recent Student Retention-Focused Accomplishments

Early Alert  
Collaborative Retention Data Analysis  
University Retention Symposium  
Math Placement Testing  
Online Leave of Absence

## Updates on Previous Initiatives

Expansion of University Connections  
Connections Data Analysis  
University Parent and Family Programs  
Early Registration/Course Clusters  
Transition Assistance: Admissions Office and Student Orientation, Advising, and Registration  
New Student Handbook and Planner  
Excellence in Instruction for First-Year Students Faculty Award

## Proposed and Pending Initiatives

International Connections  
Additions to Connections Curriculum: Student Finance  
Expansion of Early Alert  
Expanded Development of Data Collection and Analysis Capacities/Departmental Collaborations

## Faculty and Collaboration

According to Kinzie and Kuh (2004), "Sharing responsibility for educational quality and student success is woven into the tapestry of educationally effective institutions." A review of the student success and retention-focused accomplishments noted in this report reveals the significance of effective and efficient collaboration among faculty, staff, and administration in developing effectual initiatives and engendering positive outcomes for students and the institution. While each of the aforementioned initiatives certainly demand the contributions of multiple constituents, it is important to note the central role played by faculty members not only in these initiatives taken individually, but perhaps most critically, in the comprehensive effort to provide for student success and retain students at this institution. The proximity between faculty members and students on a daily basis in teaching, research, and advising capacities allows for members of the faculty to have unparalleled influence on the lives of students, an influence that Richard Light (2001) claims many faculty members often wrongly underestimate. Faculty members' efforts, both in their individual work with students on a daily basis, and their participation in centrally-sponsored programs and initiatives such as those outlined in this report, are fundamentally critical to the Utah State University's student retention endeavors and accomplishments, and should be emphatically noted as the basis for the accomplishments listed in this report, and the foundation for the successes to be achieved in the future.

## References

Kinzie, J., & Kuh, G.D. (2004). Going DEEP: Learning from Campuses that Share Responsibility for Student Success. *About Campus*, 9(5), 2-8.

Light, R. (2001). *Making the Most of College: Students Speak Their Minds*. Cambridge, Massachusetts: Harvard University Press, 104.

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<sup>1</sup> This figure represents the number of First-Time, Full-Time Degree Seeking Main Campus students in each Fall cohort prior to adjustments for all allowed reporting exclusions. These adjusted cohort totals and corresponding retention figures are prepared each spring by Analysis, Assessment, and Accreditation for the previous academic year's cohort of entering students.

<sup>2</sup> This figure includes all students who attended SOAR on campus and students who completed the SOAR requirement online.

<sup>3</sup> Number of First-Time, Full-Time Degree-Seeking Logan Campus students prior to adjustments for all allowed reporting exclusions.

<sup>4</sup> All students who attended SOAR on campus as well as all students who completed the SOAR requirement online.

<sup>5</sup> Adjusted cohort figures reflect preliminary cohort figures less the number of students noted as allowed reporting exclusions. Reasons for such exclusions include church, humanitarian, and military service, among others. For further explanation of cohort adjustments and reporting exclusions, visit <http://aaa.usu.edu/factsfigures/RetentionGraduation.htm>.

University Retention Report to Faculty Senate, December 2007  
Presented by the Office of Retention and First-Year Experience  
Prepared by Aaron Andersen, Associate Director, Office of Retention and First-Year Experience

## **Abstract**

This report is prepared on an annual basis for the Faculty Senate at Utah State University in an effort to provide basic student cohort and retention data, and to explicate processes, initiatives, and programs central to student retention efforts at Utah State. Following a cursory depiction of cohort and retention data comprised of official figures from the 2005 cohort, and preliminary figures from the 2006 and 2007 cohorts, this report will annotate specific retention-focused programs and processes at Utah State University, with sections highlighting recent accomplishments, updating current initiatives, and introducing future programs and imperatives. The report will conclude with a statement emphasizing the critical nature of collaboration among faculty, staff, and administrators in efforts to meaningfully enhance the student experience at Utah State University.

## **Function of the Office of Retention and First-Year Experience**

Established just over one year ago, the Office of Retention and First-Year Experience at Utah State University exists to comprehensively and cohesively approach the processes of student transition, integration, and persistence through programs, initiatives, and research. Primary programmatic functions of this office include:

- Student enrollment confirmation
- Student Orientation, Advising, and Registration (SOAR)
- The University Connections course
- University Parent and Family Programs
- Matriculation and leave of absence advising
- Research and analysis of student and institutional retention data

Beyond the scope of these programs, the Office of Retention and First-Year Experience collaborates extensively with myriad departments, offices, and individuals from across the University to identify and implement programs and initiatives meant to enhance the capacity of the institution to contribute to student success and mitigate student attrition.

## **Enrollment, Program Participation, and Retention Figures**

### **2007 Figures (Preliminary)**

First-Time, Full-Time, Degree-Seeking Students, Logan Campus (Initial Cohort): **2,617\***  
First-Time, Full-Time, Degree-Seeking Students, Total USU (Including Regional Campuses): **2,744**  
Number of Students Entering Fall 2007 Enrolled in Traditional, Pre-Semester Connections: **1,495**  
Number of Students Entering Fall 2007 Enrolled in All Sections of Connections: **1,654**  
Number of Students Entering Fall 2007 Participating in SOAR: **2,915\*\***  
Number of Students Entering Fall 2007 Attending SOAR on Campus: **2,463**  
Number of Parents Attending Orientation on Campus during 2007: **1,051**

\*This figure represents the number of First-Time, Full-Time Degree-Seeking Main Campus students in the Fall 2007 cohort prior to adjustments for all allowed reporting exclusions. Adjusted cohort totals and corresponding retention figures are prepared each spring by Analysis, Assessment, and Accreditation for the previous academic year's cohort of entering students.

\*\*This figure includes all students who attended SOAR on campus as well as all students who completed the SOAR requirement online.

## 2006 Figures (Preliminary)

Initial Cohort (unadjusted for reporting exclusions and official leaves of absence): **2,375\***  
Number of Students Entering Fall 2006 Enrolled in Traditional, Pre-Semester Connections: **1,454**  
Number of Students Entering Fall 2006 Enrolled in All Sections of Connections: **1,589**  
Number of Students Entering Fall 2006 Participating in SOAR: **2,790\*\***  
Number of Students Entering Fall 2006 Attending SOAR on Campus: **2,170**  
Number of Parents Attending Orientation on Campus during 2006: **897**

\*This figure represents the number of First-Time, Full-Time Degree-Seeking Main Campus students in the Fall 2006 cohort prior to adjustments for all allowed reporting exclusions. Adjusted cohort totals and corresponding retention figures are prepared each spring by Analysis, Assessment, and Accreditation for the previous academic year's cohort of entering students.

\*\*This figure includes all students who attended SOAR on campus as well as all students who completed the SOAR requirement online.

### Official 2005 Cohort Figures:

Initial 2005 First-Time, Full-Time Degree-Seeking Logan Campus Cohort: **1,906**  
Adjusted Cohort (with allowed reporting exclusions): **1,583\***  
Number of Students from Adjusted Fall 2005 Cohort Who Returned Fall 2006: **1,143**  
Official 2005 Retention Rate: **72.2%**  
Number of Students on Official Leave of Absence or Otherwise Excluded from 2005 Cohort: **323**  
(313 Religious Missions, 5 Military, 3 Foreign Aid Service, 2 Deceased)  
Number of Students Entering Fall 2005 Enrolled in Connections (Pre-semester only): **1,388**  
Number of Students Entering Fall 2005 Participating in SOAR (On-campus only): **1,590**  
Number of Parents Attending Orientation on Campus during 2005: **581**

\*Adjusted cohort figures reflect initial cohort figures less the number of students noted as allowed reporting exclusions. Reasons for such exclusions include church, humanitarian, and military service, among others. For further explanation of cohort adjustments and reporting exclusions, visit <http://aaa.usu.edu/factsfigures/RetentionGraduation.htm>.

## Recent Student Retention-Focused Accomplishments

### Early Alert

Beginning in Fall Semester 2007, the Office of Retention and First-Year Experience, in conjunction with the University Retention Committee, implemented an Early Alert program, targeting freshmen and sophomores experiencing academic difficulty. In this program, participating faculty members refer students who demonstrate signs of academic difficulty at early points in the semester, primarily utilizing poor results on early exams, troubling attendance patterns, and other indicators of early academic distress as conditions for referral. These students are then contacted by the Office of Retention and First-Year Experience and encouraged to stop in for a brief consultation regarding available academic resources and strategies. Following a brief assessment by professional staff, students are connected to offices, departments, and/or specific resources that will be of potential benefit to them. Follow-up inquiries regarding resource utilization and remediation are conducted on a student-by-student basis by the Office of Retention and First-Year Experience. Additionally, first-year students enrolled in the University Connections course who receive a grade of B- or lower when Connections grades are reported in the early part of October are also referred into this program. This referral is based upon internal research which has indicated that students who receive a B- or lower in Connections are substantially more likely to experience later academic difficulty and are less likely to be retained to a second year at Utah State University. Assessment and participation data for this program will be available following the conclusion of the first semester of this program.

## **Collaborative Retention Data Analysis**

Efforts undertaken within the Office of Retention and First-Year Experience to research and determine both the significance of the effects of directed University efforts to assist and provide for first-year students, as well as the predictive capacity of many other variables to identify prospective factors leading to attrition have been expanded to incorporate data provided centrally from the Registrar's Office, as well as individual departments, colleges, and programs. These collaborations have been established in efforts to both understand and enhance contributions to the student experience by individual units, as well as expand institutional knowledge of student attrition patterns and tendencies. To this end, in the past year the Office of Retention and First-Year Experience has engaged in partnerships with University Housing, the College of Natural Resources, and the Honors Program, among others, with whom baseline data sharing and analysis has taken place, as well as strategy discussions for appropriate steps to be taken on the basis of future data collection and analysis. In addition to these partnerships, an ongoing collaboration between the Office of Analysis, Assessment, and Accreditation, and the Office of Retention and First-Year Experience has led to a successfully piloted assessment of students who have left Utah State University to determine specific causes for attrition. Following this successful pilot, this survey is scheduled to be administered to all students from the Fall 2006 cohort who did not return to Utah State for Fall 2007, with the intention of collecting this data on a yearly basis to allow for longitudinal analysis.

## **University Retention Symposium**

Co-sponsored by the Office of the Provost and the Office of Retention and First-Year Experience, a University Retention Symposium convened on October 11, 2007. This symposium featured workshops, panels, presentations, and forums intended to facilitate broad conversations regarding best practices for student success across campus. Successful retention efforts in individual colleges, departments, offices, and regional campuses were shared in an effort to perpetuate the positive momentum toward a culture of focusing on student success and persistence throughout the University. The Retention Symposium luncheon featured a keynote address from President Stan Albrecht. This address highlighted issues surrounding student retention and persistence at Utah State University, focusing particularly on current and future institutional efforts to enhance student success, and emphasizing the critical role of individual departments and offices in these efforts.

## **Math Placement Testing**

Faculty leaders from the Mathematics and Statistics Department, in partnership with colleagues from the Office of Retention and First-Year Experience and the Registrar's Office, have implemented extensive math placement testing for incoming students. For a substantial number of incoming first-year students, these tests are taken in conjunction with Student Orientation, Advising, and Registration for the sake of both convenience and efficacy in ensuring that students are directed toward the appropriate initial math course at Utah State as they commence their introductory advising and registration processes. The goal of this program is to see to it that students are more likely to meet with initial success in their math coursework at Utah State, with the explicit intention of limiting student attrition on the basis of potentially avoidable academic difficulty experienced as a result of inappropriate initial math course placement. Data and analysis of the preliminary results of this process will be available following the completion of the 2007-2008 academic year.

## **Online Leave of Absence**

In collaboration with the Financial Aid Office and the Registrar, the University Matriculation Advisor, the Admissions Office, and the Office of Retention and First-Year Experience have moved the process of taking a leave of absence from Utah State online. For students, this both simplifies and clarifies the process of taking a leave from the University. For the institution, this allows for easier student tracking and ensures that better student data will be available for analysis. In addition, this process has eliminated a number of extensive paper trails that previously existed as information on students taking leaves of absence is shared between the Financial Aid Office, the Registrar's Office, and the Office of Retention

and First-Year Experience. Because this process has allowed for more nuanced levels of student tracking, departments are now notified in advance of a student's scheduled return from leave, allowing them to contact the student to welcome them back to the University and update them on any information that may be critical to their successful return.

## Updates on Previous Initiatives

### Expansion of University Connections

The University Connections course (USU 1010) continues to serve as a positive transition experience for first-year students at Utah State University. The Fall 2007 event marked the largest enrollment in the history of the program, with 60 total sections accommodating 1,495 students in the traditional pre-semester format, and an additional 159 students in the 8-week in-semester sections, for a total of 1,654 enrolled students. In addition, Connections featured new enriching experiences with the addition of an education program designed by Nutrition Department undergraduate research fellows and several sections offering service-learning experiences. Additionally, 2007 Connections students were introduced to the use of Blackboard Vista through their participation in the course, enjoyed an introduction to the local community through the annual "Taste of Logan" event, and participated in enhanced evening and extracurricular activities sponsored by the Associated Students of Utah State University. This year, Connections students participated in the annual Common Literature Experience by reading *Complications: A Surgeon's Notes on an Imperfect Science*, and enjoying an opening Convocations lecture featuring the book's author, Dr. Atul Gawande. The peer mentoring program, wherein students in each section of Connections interact extensively in the course and throughout their first-year with a designated member of the University A-Team, continued to expand, providing students with valuable transition and integration assistance. Assessment of the Connections course, conducted by the Office of Analysis, Assessment, and Accreditation, indicated student satisfaction with the experience, with 83.8% of student respondents agreeing or strongly agreeing that they received useful information in the Connections course and 79.6% of student respondents agreeing or strongly agreeing that the Connections course helped ease their transition to USU.

### Connections Data Analysis

In an effort to determine the impact of Connections on first-year students, and also to determine additional areas of utility provided by the course, the Office of Retention and First-Year Experience has initiated data analysis processes designed to examine the Connections course in greater detail. These analyses revealed a retention rate for Connections students of over 8% higher than for students who did not participate, and also a much higher retention rate among students who received a grade of B or higher in Connections than for those who received a grade of B- or lower. Findings from the second data set are now being utilized in conjunction with the Early Alert program, as all students who receive a B- or lower are targeted for early intervention. Future analysis will include further longitudinal studies on this data, and regression analysis to assess the strength of correlations between Connections participation and measures of academic success and persistence. Data from the initial analysis follows:

#### Student Retention

Among students from official Fall 2005 cohort:

Adjusted retention rate for students who completed Connections: **74.90%**

Adjusted retention rate for students who did not complete Connections: **66.13%**

#### Central early-alert mechanism utilization

Among students from official Fall 2005 cohort:

Adjusted retention rate for students who received a B or higher in Connections: **78.33%**

Adjusted retention rate for students who received a B- or lower in Connections: **47.5%**

(Students at B- or lower (n=120) targeted for coordinated interventions in October in conjunction with the Early Alert program.)

## **Parent and Family Programs**

The Office of Retention and First-Year Experience has introduced and expanded a number of connected programs and initiatives directed specifically toward the establishment of intentional and proactive relationships with parents and families of Utah State University students. These programs have been designed with the intention of enabling parents to become more impactful resources in contributing to the success of their students. Programs include dedicated Parent Orientation sessions, held in conjunction with SOAR, with 1,051 parent participants in 2007. Parents of first-year students are also encouraged to become a part of the Utah State Parent and Family Association, which boasts a current membership of 1,355. In addition to other resources, all Parent and Family Association members receive an online monthly newsletter designed specifically for parents of current USU students. Additionally, a growing number of Regional Parent Advisory Boards have been established to give parents from specific regions the opportunity to participate in planning and feedback processes for retention and parent-focused programs and initiatives. Based on expressed parent interest, advisory boards have been established in Idaho Falls/Pocatello, Cache County, Ogden/Davis County, Salt Lake County, Utah County, and online for parents outside these designated areas, with 65 total active participants in these boards. A Parent and Family Weekend, held October 12-14, was also introduced this year in an effort to perpetuate and reinforce appropriate and meaningful parent involvement in the student experience, and was well-received by over 300 attendees.

## **Early Registration/Course Clusters**

Thanks to an ongoing collaboration between the University Registrar, the University Advising Office, and the Office of Student Orientation, Advising, and Registration, within the Office of Retention and First-Year Experience, the process of course selection and registration for new, first-time incoming students has been refined and expanded, resulting in students being able to pre-register for a set of courses in conjunction with their registration for participation in SOAR, the University's mandatory pre-matriculation advising and registration process. As students register to attend SOAR and submit their University Deposit, students are placed in a set of classes in advance based on their major, preferences, standardized test scores, and previously earned credit, with the opportunity to refine and add to this partial schedule once these students meet with their respective academic advisors while at SOAR. The impetus for this process is twofold; by allowing students the opportunity to be placed in a baseline set of courses that reflect their interests and meet their general education requirements, students are more likely to be satisfied with their initial academic experience, and by allowing this process to take place outside normal priority registration protocols, incoming students are ensured that these courses will be on their schedule in their first semester. Based on both national research and comments from Utah State University students, the effort to make certain that students are engaged in appropriate, applicable, and desired coursework in their first semester is a significant component of student satisfaction. Though this process has been in existence for several years at Utah State, the extraordinary efforts of the University Registrar and the Program Administrator for New Student Orientation to expand the scope and purpose of this process in the past year have led to substantial progress in the capacity of this process to meet its long term aim of better serving, and ultimately retaining students.

## **Transition Assistance: Admissions Office and Student Orientation, Advising, and Registration**

In an effort to continue to improve institutional capacity to assist students in their transition from recruitment through admissions to matriculation and beyond, the Office of Retention and First-Year Experience and the Admissions Office have partnered on a number of platforms. Beginning with recruitment, students are now introduced to the office and processes they will encounter after their admission to the University. Contact with admitted students to inform them of their next steps, including SOAR registration and the submission of the University Deposit to secure their enrollment at the university, are coordinated between Admissions and SOAR personnel. Student Ambassadors (University Recruitment and Admissions Ambassadors) and the University A-Team (New Student Orientation Staff and Peer Mentors) are engaged in multiple collaborations throughout the year to ensure that incoming students experience a successful transition to Utah State.

## **New Student Handbook and Planner**

In response to both student comments and extensive analysis of information provided to incoming students regarding University resources, services, and policies, the Office of Student Orientation, Advising, and Registration introduced a new handbook for incoming students beginning with the entering 2007 cohort. This handbook provides a quick and easy reference to resources available to Utah State University students, and incorporates helpful features including: calendar information, dates and deadlines, policies and procedures, transportation information, phone numbers and locations, and emergency contact information. This handbook is utilized at both SOAR and Connections as students enter the university in an effort to familiarize them with the resources and information noted in the handbook. Students are encouraged to refer to the information in this handbook for general, quick-reference information, and to consult the *General Catalog* for complete, in-depth information.

## **Excellence in Instruction for First-Year Students Faculty Award**

As a part of the University's commitment to supporting students in their first year of college, Utah State University recognized five outstanding faculty members for their efforts in mentoring first-year students. Award recipients included Kim Corbin Lewis, Associate Professor in the Communicative Disorders and Deaf Education Department; Cathy Ferrand Bullock, Assistant Professor in the Journalism and Communications Department; Lawrence Culver, Assistant Professor in the History Department; Ted J. Alsop, Associate Professor in the Environment and Society Department; and Scott Ensign, Professor in the Chemistry and Biochemistry Department. The recipients of this award were selected from a group of more than 100 faculty members who were nominated by first-year students. This award has been designed to serve as an annual way of recognizing the extraordinary efforts of faculty members in contributing to student success, and the nomination and awarding process is currently under review.

## **Proposed and Pending Initiatives**

### **International Connections**

In collaboration with the Office of International Students and Scholars, a section of Connections will be offered beginning in the 2008-2009 academic year specifically for international students. This section will allow incoming international students the opportunity to receive many of the same curricular and extracurricular resources and benefits as students participating in traditional Connections sections, with specific elements added to address the individual and collective needs of newly arriving international students.

### **Additions to Connections Curriculum: Student Finance**

Following the aforementioned collaborative success bringing issues of student nutrition into the Connections curriculum, a new partnership with the Department of Family, Consumer, and Human Development and the Family Life Center will introduce Connections students to critical information regarding budgeting and finance. Given that concerns about money and finances are often cited by students as factors in their departure from the University, this is obviously a matter of great import, and providing assistance to students in this arena is intended to ultimately provide both individual and institutional benefits.

### **Expansion of Early Alert**

Following the successful pilot of this program in Fall Semester 2007, the Early Alert program will continue to expand to incorporate the participation of as many courses impacting first- and second- year students as possible, based on the willingness of faculty members in these courses to provide names or A-numbers of students demonstrating early indicators of academic difficulty for referral. Whereas currently, faculty members are asked to visit a separate, dedicated website maintained by the Office of Retention and First-Year Experience to make these referrals, work is underway to explore the possibility of building

such a system into Blackboard course management software, ultimately allowing for quick and integrated faculty participation in this process. Future expansion of the Early Alert program will also allow other individuals, both on- and off- campus, to refer students who may be experiencing academic difficulty for assistance.

### **Expanded Development of Data Collection and Analysis Capacities/Departmental Collaborations**

Based upon positive results obtained from collaborations with individual departments and programs to obtain and analyze specialized student participation and retention data, the Office of Retention and First-Year Experience is continuing to expand its capacity to obtain and analyze relevant student data. Thanks to the substantial assistance of the Registrar's Office, and the cooperation of several key offices, including the Financial Aid Office, the Academic Resource Center, and University Advising, the scope of the data available for analysis in future individual collaborative projects and in large-scale University-wide student retention-focused studies will be broadened significantly. With this access, the Office of Retention and First-Year Experience will continue to aggressively pursue opportunities to collaborate with as many campus entities as possible to assist individual departments and offices in their efforts, and to contribute to the growing knowledge base impacting the University's ability to better serve its students.

### **Faculty and Collaboration**

According to Kinzie and Kuh (2004), "Sharing responsibility for educational quality and student success is woven into the tapestry of educationally effective institutions." A review of the student success and retention-focused accomplishments noted in this report reveals the significance of effective and efficient collaboration among faculty, staff, and administration in developing effectual initiatives and engendering positive outcomes for students and the institution. While each of the aforementioned initiatives certainly demand the contributions of multiple constituents, it is important to note the central role played by faculty members not only in these initiatives taken individually, but perhaps most critically, in the comprehensive effort to provide for student success and retain students at this institution. The proximity between faculty members and students on a daily basis in teaching, research, and advising capacities allows for members of the faculty to have unparalleled influence on the lives of students, an influence that Richard Light (2001) claims many faculty members often wrongly underestimate. Faculty members' efforts, both in their individual work with students on a daily basis, and their participation in centrally-sponsored programs and initiatives such as those outlined in this report, are fundamentally critical to the Utah State University's student retention endeavors and accomplishments, and should be emphatically noted as the basis for the accomplishments listed in this report, and the foundation for the successes to be achieved in the future.

### **References**

Kinzie, J., & Kuh, G.D. (2004). Going DEEP: Learning from Campuses that Share Responsibility for Student Success. *About Campus*, 9(5), 2-8.

Light, R. (2001). *Making the Most of College: Students Speak Their Minds*. Cambridge, Massachusetts: Harvard University Press, 104.

# SCHOLARSHIP YEAR END REPORT FOR 2006-07

Undergraduate scholarships are reported by college. There are 13 types of undergraduate waivers, awarded by the Admissions office according to legislative mandates and university policy.

College and departmental awards are awarded at the college/departmental level from college cash accounts or endowments.

Cash from outside sources is not awarded by the university, but is generally given to students chosen by employers and other outside donors.

The graduate and athletic scholarships are reported on the second page of this report. For graduate students, 6 waiver accounts exist as well as departmental funds. There are 3 waiver accounts for the athletes as well as departmental funding.

<b>COLLEGE OF AGRICULTURE - undergraduate</b>	<b># of Recipients</b>	<b>\$AMOUNT</b>
University In-State Tuition (10% Waivers)	66	\$ 172,055
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	61	\$ 363,286
Other Admissions Scholarships	144	\$ 266,645
Departmental Scholarships	185	\$ 253,152
Other USU Scholarships	32	\$ 62,636
Cash from Outside Sources	53	\$ 85,218
<i>Total Unduplicated Recipients</i>	<i>*417</i>	<i>\$ 1,202,992</i>

<b>COLLEGE OF BUSINESS - undergraduate</b>	<b># of Recipients</b>	<b>\$AMOUNT</b>
University In-State Tuition (10% Waivers)	172	\$ 477,258
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	67	\$ 386,732
Other Admissions Scholarships	303	\$ 560,551
Departmental Scholarships	123	\$ 247,135
Other USU Scholarships	106	\$ 522,243
Cash from Outside Sources	76	\$ 171,085
<i>Total Unduplicated Recipients</i>	<i>*716</i>	<i>\$ 2,365,004</i>

<b>COLLEGE OF EDUCATION - undergraduate</b>	<b># of Recipients</b>	<b>\$AMOUNT</b>
University In-State Tuition (10% Waivers)	196	\$ 507,625
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	149	\$ 869,605
Other Admissions Scholarships	513	\$ 899,647
Departmental Scholarships	147	\$ 329,870
Other USU Scholarships	112	\$ 198,706
Cash from Outside Sources	146	\$ 255,042
<i>Total Unduplicated Recipients</i>	<i>*1224</i>	<i>\$ 3,060,494</i>

<b>COLLEGE OF ENGINEERING - undergraduate</b>	<b># of Recipients</b>	<b>\$AMOUNT</b>
University In-State Tuition (10% Waivers)	166	\$ 460,965
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	149	\$ 849,987
Other Admissions Scholarships	193	\$ 557,876
Departmental Scholarships	233	\$ 286,985
Other USU Scholarships	73	\$ 386,729
Cash from Outside Sources	82	\$ 185,819
<i>Total Unduplicated Recipients</i>	<i>*767</i>	<i>\$ 2,728,359</i>

<b>COLLEGE OF HASS - undergraduate</b>	<b># of Recipients</b>	<b>\$AMOUNT</b>
University In-State Tuition (10% Waivers)	378	\$ 948,195
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	229	\$ 1,289,616
Other Admissions Scholarships	656	\$ 1,231,838
Departmental Scholarships	335	\$ 524,772
Other USU Scholarships	140	\$ 220,667
Cash from Outside Sources	147	\$ 258,798
<i>Total Unduplicated Recipients</i>	<i>*1508</i>	<i>\$ 4,473,886</i>

<b>COLLEGE OF NATURAL RESOURCES - undergrad</b>	<b># of Recipients</b>	<b>\$AMOUNT</b>
University In-State Tuition (10% Waivers)	8	\$ 21,762
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	20	\$ 121,655
Other Admissions Scholarships	34	\$ 63,282
Departmental Scholarships	50	\$ 128,172
Other USU Scholarships	15	\$ 29,195
Cash from Outside Sources	12	\$ 45,533
<i>Total Unduplicated Recipients</i>	<i>*111</i>	<i>\$ 409,598</i>

<b>COLLEGE OF SCIENCE - undergraduate</b>	<b># of Recipients</b>	<b>\$AMOUNT</b>
University In-State Tuition (10% Waivers)	172	\$ 473,038
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	112	\$ 657,251
Other Admissions Scholarships	279	\$ 520,268
Departmental Scholarships	52	\$ 93,414
Other USU Scholarships	94	\$ 197,796
Cash from Outside Sources	80	\$ 132,989
<i>Total Unduplicated Recipients</i>	<i>*653</i>	<i>\$ 2,074,756</i>

<b>TRANSITION MAJORS - undergraduate</b>	<b># of Recipients</b>	<b>\$AMOUNT</b>
University In-State Tuition (10% Waivers)	47	\$ 113,884
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	162	\$ 806,633
Other Admissions Scholarships	276	\$ 343,380
Departmental Scholarships	0	\$ -
Other USU Scholarships	155	\$ 229,717
Cash from Outside Sources	84	\$ 124,976
<i>Total Unduplicated Recipients</i>	<i>*735</i>	<i>\$ 1,618,591</i>

\* Indicates the total unique number of students in each college that received an award.

**LEGEND FOR 2006-2007 SCHOLARSHIP REPORT:**

- ♦ 10% Legislative approval for 10% of in-state tuition to be awarded to students
- ♦ ISU/USU, 100 Mile Radius, Western Undergraduate Exchange, SB170 & HB75  
-\$4,012.43 (ISU), \$2,006.22 (100) and \$3,108.73 (WUES) per semester respectively.
- ♦ Other Admissions Scholarships include waivers that are not 10%, and cash.
- ♦ Departmental Scholarship – Funded by endowments or contracts set up by departments
- ♦ Other USU Scholarships - Includes Student Support Services, Auxillaries and other scholarships that are not categorized as Admissions or Departmental.
- ♦ # of Recipients - A student may be listed in more than one category due to multiple awards.

<b>TOTAL FOR EACH ACCOUNT PLUS GRADUATES AND ATHLETES</b>	<b># of Recipients</b>	<b>\$AMOUNT</b>
University In-State Tuition (10% Waivers)	1205	\$ 3,174,781
ISU/USU, 100 Mile Radius, & Western Undergraduate Exchange	949	\$ 5,344,765
Other Admissions Scholarships	2398	\$ 4,443,487
Departmental Scholarships	1125	\$ 1,863,500
Other USU Scholarships	727	\$ 1,847,688
Cash from Outside Sources	680	\$ 1,259,459
Graduates	984	\$ 5,263,325
Athletes	328	\$ 1,956,268

**Grand Total**

**\*\*6973 \$ 25,153,273**

\*\*Indicates the total unduplicated amount of students (including students receiving graduate and athletic awards).

## **BFW Recommendations Regarding Conflict of Interest Policy**

The committee recommends these actions:

1. Review of any substantive changes to policy by the entire faculty through Faculty Senate.
2. The \$500 threshold should be added to the first level of the "Conflict of Interest Assurance Compliance" Form I.
3. \$500 threshold should be a screening device indicating to department heads and administrators that the choice of textbook should be reviewed for its appropriateness, this should not be a set limit to royalty or proceeds.
4. A management plan for conflicts should be developed by the instructor and her or his supervisor, director, or department head. The current management plan form includes the statement:

#### **IV. Textbooks and Course Material**

Describe a plan where royalties or sales proceeds in excess of \$500 annually will be returned to students or directed to a fund that is not in your control (such as a scholarship fund, etc.).

## Proposed LEEDS Resolutions

Two alternative resolutions:

1. There is a compelling case for imminent climate change and a resulting movement towards a new paradigm for the use of energy and other natural resources. Utah State University has an opportunity to provide leadership in these key early years of the 21st Century, by changing the amount of natural resources we consume, and the ways in which we do so.

Therefore, we strongly encourage that USU reduce future energy consumption and the associated financial resources, by requiring that all new USU buildings be designed and constructed to meet at the minimum LEED - silver certification.

Or a similar resolution, but expanded to encourage USU to move the academic program into the 21st Century.

2. There is a compelling case for imminent climate change and a resulting movement towards a new paradigm for the use of energy and other natural resources. Utah State University has an opportunity to provide leadership in these key early years of the 21st Century, by both changing our consumption of natural resources and creating new academic programs integrating key knowledge and issues that will define the future.

Therefore, we strongly encourage USU to take the following actions:

Reduce future energy consumption and the associated financial resources, by requiring that all new USU buildings be designed and constructed to meet at the minimum LEED - silver certification.

Encourage and support the faculty to design new academic programs that will integrate knowledge and ideas that connect climate change to energy, natural resources, sustainability, economics, and various cultural and social issues.

## **Proposed Code Change: 405.6.5, Paragraph 2**

### **Current:**

An ombudsperson must be present at all meetings of a promotion committee or a tenure committee. Ombudspersons must receive adequate advance notice of a committee meeting from the chairperson.

### **Proposed:**

An ombudsperson *will* be present at all meetings of a promotion committee or a tenure committee *if requested by either the candidate or any member of the promotion or tenure committee*. Ombudspersons must receive adequate advance notice of a committee meeting from the chairperson.