## Office of Academic Affairs FY 2006-10 Action Plan

Maintain a retention rate above the state and national averages for first-time, full-time freshmen.				
Goals/Objectives	Staffing	Status/Activities	Completed • On Track @	
<ul> <li>a. Resources for Faculty and Staff <ul> <li>a. Revised and Distributed Faculty</li> <li>Advising Handbook</li> </ul> </li> <li>b. Developed Online resource site on intranet <ul> <li>c. Develop and distribute periodic</li> <li>Advising Newsletters ( at least twice a year)</li> </ul> </li> <li>d. Distribute advising resources to faculty and staff advisors throughout the year including transfer information, course availability information and advising tips.</li> <li>e. Distribute Career and Transfer</li> </ul>	Advising Work Group & DSLAS(DSLAS)Dean of Student Learning and Academic Support (DSLAS)Dean of Student Learning and Academic Support (DSLAS) First Year Experience and Articulation Coordinator	<ol> <li>Handbook completed - updates ongoing</li> <li>Handbooks distributed to 69 faculty and staff through 12/09</li> <li>Adjunct Faculty Guide revised to include Policies, Procedures and Tips and includes extensive FAQ</li> <li>Three-tier workshop system in place – Numerous workshops have been completed. On-going workshops include:         <ul> <li>Comprehensive workshops scheduled as needed – Typically 1-2 times per year</li> <li>Advising basics workshops scheduled regularly in fall and when needed</li> <li>Focused topic workshops scheduled when requested</li> </ul> </li> </ol>	<ul> <li>●</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> </ul>	
Advising Resources b. Enhance Advising Resources for students a. Developed an Advising Website b. Implemented online syllabi access c. Developed a Transfer brochure for students d. Include Advising information and Advising session as part of Kick Off Weekend e. Developed extensive Career and Transfer Web sites f. Made electronic resources such as E-portfolio available to students. g. Developed a Non-Traditional Student Orientation	<ul> <li>(DSLAS)Dean of Student Learning and Academic Support (DSLAS)</li> <li>First Year Experience and Articulation Coordinator (FYEAC)</li> <li>First Year Experience and Articulation Coordinator</li> </ul>	<ol> <li>Website updated and enhanced on a regular basis through January 2010</li> <li>Transfer and Career pages developed and updated and enhanced on a regular basis through January 2010</li> <li>E-Portfolio made available to students</li> <li>Career and Transfer content built into advising workshops</li> <li>Career and Transfer Office provided ongoing articulation and transfer information to advisors and the Curriculum Committee</li> <li>Hybrid Career planning course developed and offered</li> <li>Provided Numerous workshops in residence halls and other settings for students</li> <li>Piloted targeted transfer programming for designated articulation and institutions such as Valley City State</li> </ol>	⊕ ✓ ✓ ✓ ⊕	
		University 5. Completed Orientation Fall 2009	$\checkmark$	

			Completed 🗸
Goals/Objectives	Staffing	Status/Activities	On Track 🕒
<ol> <li>Enhance academic Advising – Advising Processes         <ul> <li>Implemented advising Workshop System</li> <li>Utilized advising missions for assessment</li> <li>Utilized advising outcomes for assessment</li> <li>Created advising assessment documents</li> <li>Conduct annual surveys of faculty and student on academic advising effectiveness</li> <li>Report academic advising effectiveness information to Academic Affairs Committee</li> <li>Provide Workshops to strengthen advisor use of electronic resources.</li> </ul> </li> </ol>	DSLAS FYEAC Advising Work Group Academic Advisory Committee	<ol> <li>Average of 6 to 9 workshops scheduled each years for advisors, students and technology use.</li> <li>Documents published in catalog</li> <li>Assessment conducted fall for faculty determination of effectiveness of academic advising.</li> <li>Assessment conducted spring for student determination of effectiveness of academic advising</li> <li>One to two workshops conducted annually</li> </ol>	⊕ ✓ ⊕ ⊕
III. Updated Advising Information Web Site including Advisor Handbook materials and FAQ	DSLAS Web Manager	<ol> <li>WebAdvisor links to advising information         <ol> <li>Catalog</li> <li>Advising resources including schedule grids, AA, AS and AAS check sheets.</li> </ol> </li> <li>Advising website for students developed</li> <li>Advising professional development resources for faculty linked on intranet</li> </ol>	✓ ✓ ✓ ⊕
<ul> <li>IV. Develop programs to enhance advising to Extended Campus students</li> <li>Enhance advising opportunities in Cody and Worland</li> <li>Pilot electronic advising resources</li> </ul>	DSLAS Dean of Extended Campus and Workforce VPAA	<ol> <li>Staff hours increased in Cody and streamlined in Worland to meet student need.</li> <li>Staff training in Advising and resources provided – Cody, Worland</li> <li>Faculty advisor provided in Cody and Worland</li> <li>College is utilizing distance education technologies such as webcams to provide tutoring and other support in distance sites.</li> <li>Smarthinking resources supported through college funding</li> <li>Three vod-casting rooms were established on campus to provide distance education students with more resources to enhance learning.</li> </ol>	✓ ↓ ↓ ✓ ↓ ↓ ↓ ↓
Goal: Improve access and coordination of student			

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and academic support services				
I. Evaluate pilot program – walk-in student services	DSLAS	1. Implementation of the Career/Transfer Office (originally	$\checkmark$	
resource center. Track and report on: • Student Usage	Title III Staff	<ul><li>called the Open Door Office) for:</li><li>a. Student interventions related to early alerts, probation, withdrawals, failure to register</li></ul>	$\checkmark$	
• Outcomes		b. Drop-in support services	$\checkmark$	
<ul><li>Staffing</li><li>Mission</li></ul>		c. Celebration of student accomplishments	$\checkmark$	
• MISSION		d. Contracted with outside consultant for Early Alert	$\checkmark$	
		e. Determined and Purchased Electronic Early Alert	B	
		Program	B B	
		f. Organized collaborative group to implement Electronic Early Alert	G	
		2. Initial model utilized integrated staff of student and academic affairs staff as well as faculty in Career/Transfer service delivery. This model is being revised to meet student needs in the absence of the FYE and Articulation Coordinator staff position.	$\checkmark$	
		3. Student contacts tracked regularly	$\checkmark$	
II. Enhance Academic and Student Support Services	DSLAS Title III Staff	<ol> <li>Services expanded significantly 2006 through 2009 with extensive transfer student support:</li> </ol>	G	
	Project Succeed Staff Student Success Staff	<ol> <li>Included:         <ul> <li>Career resources such as E-Portfolio and Career Website</li> <li>Transfer resources such as Website and Transfer Fair</li> <li>Extended Kick Off Weekend student support activities such as the Adam Shepherd presentation and other programming</li> <li>Expansion of the Non-traditional Orientation program with financial support from a Foundation grant and Title III</li> <li>Project Succeed enhancement of tutoring which included use of alumni mentors and scheduled study sessions</li> <li>Project Succeed enhancement of workshop</li> </ul> </li> </ol>		

Maintain a rete	Maintain a retention rate above the state and national averages for first-time, full-time freshmen.				
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		tracking and support services.			
III. Expand Library Student Services	Director of Library Library Staff VPAA	<ol> <li>Library Student Services expanded.</li> <li>Steady increase in visitors (since 2006) up 7.4%</li> <li>Items circulated up 22.2%</li> <li># of research questions answered up 12%</li> <li># of students participating in library instruction</li> </ol>	B		
		<ul> <li>sessions up 92%</li> <li>In 2008-2009 over 1300 students participated in research instruction</li> <li>2. Librarians provide research presentations at faculty request and custom design each session for particular assignments</li> <li>3. Assessment data indicated that students who receive instruction from librarians are:</li> </ul>	✓ ⊕		
		<ul> <li>More effective researchers</li> <li>Do better on papers and projects</li> <li>4. Construction of a 4,000 square feet addition to the library continues with an estimated completion date of Aug. 2010</li> <li>More access to library resources, computers, group study spaces, and extended hours</li> <li>30 seat library instruction laboratory to improve the efficiency and effectiveness of the library's instruction program.</li> </ul>	Ð		
IV. Strengthen student success, counseling and mental health support programs and continually assess to determine effectiveness.	SSC Staff –Counselors	<ol> <li>Counseling Alerts and Early Alerts have been revised with more staff involved in follow-up</li> <li>The Career Transfer Office handles those that are strictly attendance issues, and the counselors contact the students who appear to have any other issues that may be connected with lack of attendance         <ul> <li>This change allows more time for counselors to follow-up with students whose needs extend into more than one session for help</li> </ul> </li> </ol>	⊕ ✓		

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	SSC staff	<ul> <li>This effort increased the number of students responding to offers of help</li> <li>Data for the past two years: Increase of 22.5% so far for year 06-07 <ul> <li>05-06 total 124 – EA and CA combined</li> </ul> </li> </ul>	
	Title III Staff Disability Support Services Coordinator DSLAS VPAA Tutoring Specialist	<ul> <li>05-06 total 124 – EA and CA combined</li> <li>06-07 total 152</li> <li>c.07-08 145 CA's</li> <li>08-09 257 EA' &amp; CA's</li> </ul> Title III staff introduced new Early Alert options based on national best practices Implementation of campus-wide screening for depression, alcohol and other drugs Counselors have significantly increased programs adding a wide variety for traditional and non-traditional students. <ul> <li>Academic success programs such as preparing for finals and getting better grades</li> <li>Mental health programs such as self-esteem groups for females run each semester and suicide prevention awareness programs</li> <li>Cohort strengthening programs and groups such as the Veterans Club and Gay Straight Alliance.</li> <li>Program response to individual student needs including the Single Parent Program which is offered frequently.</li> <li>Ongoing support for non-traditional students including the Trapper Aces organization and development of non-traditional orientation programs and materials.</li> <li>Ongoing programs for students with alcohol issues including the BASICS sessions for first alcohol violations (both programs represent best practice)</li> </ul>	*
		<ol> <li>4. Expanded disability support services and hours of operation</li> <li>5. Tutoring moved to Academic Affairs and revised:</li> </ol>	

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			Completed ✓ On Track ⊕	
Goals/Objectives	Staffing	Status/Activities	On Track 🕒	
		<ul> <li>Peer Tutoring was moved from Student Affairs to Academic Affairs</li> <li>Budget was increased for Peer Tutoring</li> <li>Peer tutoring space will move to new facilities in the Library beginning Fall 2010.</li> <li>Peer tutoring expanded with electronic (web cam) tutoring to outreach centers</li> <li>Campus tutoring was systemized and reporting improved with the addition of Tutor Track implemented by the Tutoring Specialist</li> <li>Committee developed to coordinate peer tutoring, writing center, oral presentation lab and math center activities with developmental education led by DSLAS</li> <li>ESL and international student support tutoring was expanded as needed to support growing numbers of international students.</li> </ul>		
Goal: Develop a sustainable First College Year Program				
I. Develop Orientation Class to be offered in conjunction with Kick-Off Weekend	DSLAS FYEAC Director of Student Activities/ Orientation Student Affairs Staff Academic Affairs Staff Title III Staff Faculty Adjunct Faculty	<ol> <li>Two classes were developed and offered during Kick-Off Weekend         <ul> <li>a. HMDV 1200 Academic and Career Orientation</li> <li>b. PEAC 1014Orientation Wellness Activities</li> </ul> </li> <li>New program sessions were offered to students for Kick-Off Weekend in addition to the rafting, low ropes, dance, giant twister, comedy show and RA Skit and barbecue and games that were normally offered. New programs included:</li> </ol>	$\checkmark$	
		• Activities programs such as balloon launch, dodgeball, basketball, community walk, Avoiding	$\checkmark$	
		<ul><li>the Freshmen 15, bowling, and numerous others.</li><li>Academic programs included over 30 options for</li></ul>	$\checkmark$	
		items such as study skills, interpersonal relations and community, personality driven learning, career and	$\checkmark$	
	DSLAS	majors courses and introduction to college life. 3. Kick Off weekend participation has remained strong over	$\checkmark$	

FYEA Direct Orien	AC etor of Student Activities/ ntation	Status/Activities the past four years and credit completer numbers have grown steadily in the past three years. Retention data for	On Track 🕒
Direct Orien	ctor of Student Activities/ atation		
Acade	emic Affairs Staff III Staff Ity 4. 5. 5. 6.	<ul> <li>the 2009 Kick Off Weekend cohort ( as report in Fall 2009) included an overall retention rate of 73.5% for students who participated and received credit and that 82.6% of those students had a FPA of 2.0 or higher. Kick Off Weekend Participation has stayed strong. Faculty and Advisor Open House was added to Kick-Off Weekend activities for Fall 2009 creating an early opportunity for student and faculty interaction. Retention-oriented activities were scheduled Fall 2009 during the first quarter of the semester. Two orientation programs for specific cohorts were included in programming: <ul> <li>International Student Orientation – an intense introduction to Northwest College, Wyoming and the United States. Students generally complete the international student orientation and then participate in the Kick Off Weekend activities.</li> <li>Non-Traditional Student Orientation - this program is designed to meet the schedules and unique needs of non-traditional students.</li> </ul> </li> <li>Addition of major specific courses to introduce students to ajors: <ul> <li>Agriculture department added AGRI 1005-Agrucultur Orientation. Course is designed to help students make informed career choices from the many careers available in agriculture.</li> <li>Education department added EDFD 1000 Introduction to Careers in Education. Course is designed to help students make informed career choices from the many options available in education.</li> <li>Life and Physical Sciences departments added A&amp;S 1200 Academic and Career Orientation for Science and Technology. Course is designed to help students</li> </ul></li></ul>	
		make informed career choices from the options available in science, technology, engineering and	

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		<ul> <li>math.</li> <li>Ongoing courses include ES 1000 – Orientation to Engineering, HMDV 1000 – College Studies and HMDV 1010 – College Studies II.</li> <li>7. Club Fair expanded with free lunch for students and staff. Attendance increased dramatically. Implemented Fall 2008 and 2009.</li> </ul>	×
<ul> <li>II. Maintain College Review and Analysis of Retention Issues:</li> <li>Review current data, processes and procedures in relation to First College Year Program and</li> </ul>	DSLAS Director of Student Activities/Orientation VP for Student Affairs	<ol> <li>Two groups formed initially and both completed activities:         <ul> <li>a. Kick-Off Weekend Task Force - analyzed attendance</li> <li>data and made recommendations on changes which were</li> <li>implemented beginning Fall 2007</li> </ul> </li> </ol>	$\checkmark$
<ul> <li>follow up programming</li> <li>Review, develop and/or make recommendations on the following aspects of First Year Experience at Northwest College including: Mission, Procedures, Programs, Learning Outcomes, Coordination and</li> </ul>	VP for Academic Affairs Student Affairs Staff Academic Affairs Staff Title III Staff Faculty	<ul> <li>b. Kick-Off Weekend Curriculum Development Group- Reviewed and analyzed curriculum and recommended learning outcomes and changes implemented beginning Fall 2007</li> <li>2. Retention – sub-committee developed as part of</li> </ul>	(b) (b) (c)
<ul> <li>Communication,</li> <li>Review, develop and make planning recommendations for FYE Programs Evaluation/Assessment</li> </ul>		<ul> <li>Enrollment Advisory Committee.</li> <li>a. Group evaluated retention activities particularly Kick Off Weekend, analyzed Retention Plan and recommended changes for ongoing implementation.</li> <li>b. Group reported Kick-Off Weekend and Retention Activities to Enrollment Advisory Committee, Student Services, College Council and Academic Advisory Committee through membership reports.</li> </ul>	(b) (c) (b)
Goal: Strengthen Student Engagement			
I. Investigate procedures and processes to promote student engagement	DSLAS VPAA	<ol> <li>Student engagement tracking included as part of Higher Learning Commission requirements</li> </ol>	Θ
<ul><li>Research and report on Student engagement programs,</li><li>Develop an action plan designed to promote</li></ul>		<ol> <li>DSLAS attended National Conference on First Year Experience for professional development in Student Engagement and shared resources with related staff</li> <li>Student Development and Tutoring Ad Hoc group created</li> </ol>	(b)

			Completed 🗸
Goals/Objectives	Staffing	Status/Activities	On Track 🕒
<ul> <li>student engagement in and out of the classroom</li> <li>Determine student engagement Activities on campus and report on a regular Basis</li> </ul>	DSLAS	<ul> <li>and developed mission for developmental education.</li> <li>4. DSLAS, VPAA and Chair of the Visual and Performing Arts Division attended an Experiential Learning Institute to gain insight into student engagement and service learning</li> </ul>	Ŀ
	DSLAS Division Chairs VPAA	<ol> <li>Wyoming Community College Conference included program on Service Learning, which was introduced to</li> </ol>	⊕
		NWC faculty as part of January in-service 6. Training provided to assist faculty use of technology to	⊕
		<ul> <li>engage students and improve student learning</li> <li>7. CCSSE data on student engagement available 2007 and 2009. This data on student engagement and satisfaction will serves as foundation for new programming and service delivery improvement</li> </ul>	G
II. Collaborate with other colleges on activities to	Academic Affairs Office	1. Collaboration with faculty at Casper College Service	G
<ul><li>promote student engagement including Civic responsibility and service learning</li><li>Collaborate with other colleges on National</li></ul>		<ul> <li>Learning Project is ongoing</li> <li>2. National Assessment instrument was approved by the Wyoming Community College Commission for use as the student survey</li> </ul>	Ð
<ul> <li>assessment instrument</li> <li>Collaborate when possible with other colleges on student engagement activities</li> </ul>		<ol> <li>CCSSE instrument is being administered to Northwest College students Spring 2007and 2009</li> </ol>	$\checkmark$
on student engagement activities		<ol> <li>4. Northwest College Student Affairs and Academic Affairs staff attended statewide CSSE Data Workshops in 2007 and 2009.</li> </ol>	$\checkmark$
		5. Dean of Student Learning and Academic Support attended the first Wyoming conference on Student Engagement and Service Learning held at Casper College fall 2008.	$\checkmark$
Goal: Strengthen Residence and Campus Life Services			
I. Assess impact of current and new initiatives	Director of Residential and		/
<ul><li>Change in summer orientation</li><li>Simpson Hall (New Addition)</li></ul>	Campus Life	Orientation revised Simpson Hall (New Addition) opened Fall 2009	$\checkmark$
<ul><li>Expansion of Kick-Off Weekend</li></ul>		Completed expansion of Kick-Off Weekend	$\checkmark$
II. Regularly evaluate benchmarking factors that	Director of Residential and	Assessment Measurement tools:	

			Completed 🗸
Goals/Objectíves	Staffing	Status/Activities	Completed ✓ On Track ⊕
influence retention including: • student's costs • privacy/personal space • dining services	Campus Life	<ol> <li>ACUHO-I/EBI Resident Assessment: (Association of College and University Housing Officers-International/ EBI (Educational Benchmarking, Inc.).         <ul> <li>a. This assessment survey gathers information on hall staff evaluations, satisfaction of services, environmental factors (i.e. privacy issues, cost vs. value, cleanliness, dining services satisfaction, diversity and respect, community building, safety and security, learning outcomes, alcohol and other drug consumption behavior, etc.</li> <li>b. <u>Budget</u>: Residence Life approx. \$2,000</li> <li>c. <u>Timeline</u>: once every two years.</li> </ul> </li> <li>Sophomore Intent Process (retention of current Freshman to live on campus their Sophomore year)         <ul> <li>a. This is an extensive marketing program that is conducted <u>every</u> Spring semester to enhance our retention of students living in the residence halls. It consists of several mailings and in-hall dinners, prizes donated by Aramark and Pepsi, and t-shirt give-aways b. <u>Budget</u>: Residence Life: approx. \$600 year</li> <li>c. Aramark: \$1,500/year; Pepsi: \$300/year</li> <li>d. <u>Timeline</u>: Annually: March &amp; April</li> </ul> </li> <li>Higher Education Dining Styles Survey (NWC &amp; Aramark): Survey objective is to gain measurable information on our customers (students, faculty, staff, community) needs while maximizing participation and increasing frequency of visits to our dining areas, a. This survey measures: overall experience; price value; food variety; food quality; convenience; customer to staff satisfaction; friendliness of environment, etc.</li> <li>b. <u>Budget</u>: \$1,140/year (paid by Aramark) <u>Timeline</u>: Two times per year (Fall and Spring Semesters</li> </ol>	✓
III. Develop a long-range plan for renovation and improvement in existing residential facilities	Director of Residential and Campus Life	<ul> <li>Task force created Fall 2006</li> <li>1. Phase I – Ashley Hall remodel Summer 2007</li> <li>2. Phase II – Cody Hall remodel – Summer 2009</li> <li>Phase III – Lewis and Clark Remodel – Summer 2010 (Tentative)</li> </ul>	✓ ✓ ⊕

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IV. Develop Theme Suite opportunities in Simpson Hall		Timeline: Tentative start date – Fall 2010	O
I V. Strengthen opportunities for students to interact, learn and grow in the Residence Halls	Director of Residential and Campus Life	<ol> <li>Increase number of educational and social programs in each residence hall</li> <li>Incorporate more faculty facilitated programs</li> <li>Increase opportunities for inter-hall programs and competitions</li> <li>Assessment Measurement tools:         <ol> <li>a. ACUHO-I/EBI Resident Assessment: (Association of College and University Housing Officers-International/ EBI (Educational Benchmarking, Inc.). This assessment survey gathers information on hall staff evaluations, satisfaction of services, environmental factors (i.e. privacy issues, cost vs. value, cleanliness, dining services satisfaction, diversity and respect, community building, safety and security, learning outcomes, alcohol and other drug consumption behavior, etc.</li> </ol> </li> </ol>	✓ ✓ ✓