UNIVERSITY COLLEGE

BY-LAWS
Updated Fall 2014

University College Mission & Values

Mission
University College supports the students, faculty, and staff of the undergraduate programs of the academic colleges through programs and services in academic advising and transfer services, student academic success centers, developmental education and first year programs.

University College provides access, guidance, and academic support to first-year, transfer, and adult students in a nurturing, diverse, respectful, and supportive environment; assisting students in making a successful transition to college and appropriate majors. Additionally, University College provides ongoing academic support to all undergraduate students throughout their college career at Wright State University while developing the foundations for civic engagement and lifelong learning.

Our Values

Collaboration
We collaborate with students, faculty, and staff of the undergraduate programs of the academic colleges to help ensure a successful and fulfilling academic experience for all students at the university.

Diversity
We recruit a staff rich in diverse experiences and perspectives. Because we value this diversity among ourselves, we embrace the diverse experiences and perspectives of Wright State’s students, faculty, and staff. We believe diverse perspectives produce better results.

Innovation
We commit ourselves to lifelong learning. We stay abreast of best practices in advising, academic support, and student development. We utilize our diversity and our commitment to lifelong learning to cultivate curiosity and experimentation in our methods in search of even better solutions to the problems of education.

University Mission, Vision & Strategic Initiatives (appendix A)

Assessment Plan (appendix B)

ARTICLE I: University College Staff

Organizational Chart (appendix C)

Section 1. Membership

The University College (UC) staff shall comprise all full- and part-time classified and unclassified staff & faculty members in the University College.
Section 2. Officers

The officers of the University College shall be the dean, assistant and associate deans.

Section 3. UC Staff Meetings

A regular meeting of the UC Staff shall be called by the dean, on average, once a semester during the academic year. Special meetings shall be called by the dean as needed, or upon written request to the dean of at least 25% of the staff. Regular and/or special meetings may only be cancelled by the dean.

Section 4. Conduct of Meetings

a. The dean or designated representative shall preside at meetings of the University College staff. Such meetings will be conducted informally, in the spirit of camaraderie (or, when warranted, in accordance with the most recent edition of Robert’s Rules of Order, Revised, insofar as those rules are consistent with these bylaws).

b. The dean in consultation with the University College Administrative Team (UCAT) shall prepare the agenda for each regular meeting. When possible, the agenda for each meeting shall be circulated one day prior to the meeting. After all items on the regular agenda have been addressed, additional items may be brought to the floor for discussion. Minutes shall be taken by the designated recorder and circulated to UC staff members prior to the next UC staff meeting. Meetings may be held with any number of the members of the staff; however, a quorum for transacting business shall be one-half plus one of the University College staff.

Section 5. Powers and Duties

a. The officers of the University College lead and/or carry out the mission and business of the college; appoint such committees as deemed appropriate; and make appropriate decisions on an ongoing basis, both independently and in consultation with one another as well as with UC staff in general, for the welfare and continued viability of the services we provide.

b. University College staff individually and/or collectively may recommend policies regarding academic issues; and investigate, discuss and make recommendations to the dean or any appropriate officer regarding any matter of interest to the college, staff and students.

Article II. The University College Administrative Team (UCAT)

Section 1. Membership

The University College Administrative Team (UCAT) shall be comprised of the dean, associate and assistant deans, and others as designated by the dean.

Section 3. UCAT Meetings

The University College Administrative Team (UCAT) shall meet regularly at a time and in a place determined by the dean, unless, by a majority vote, UCAT shall otherwise determine. Special meetings shall be called by the dean or upon request to the dean.
Section 4. Conduct of Meetings

The dean or designated representative shall preside at meetings of UCAT. A quorum shall consist of a majority of the members of UCAT. All meetings will be conducted informally, in the spirit of camaraderie (or, when warranted, in accordance with the most recent edition of Robert’s Rules of Order, Revised, insofar as those rules are consistent with these bylaws).

Section 5. Powers and Duties

The University College Administrative Team (UCAT) serves as the administrative and governing body of the University College. The University College Administrative Team represents the interests of all University College staff and students as well as the formally constituted units of the College; develops, in consultation with UC Staff, appropriate operational policies and procedures, and ensures daily adherence to them; preserves and honors the mission and values of the University College with a vision for the College’s future programs and services; ensures appropriate and efficient use of the College’s resources; and works with the dean to secure resources needed to ensure a viable future. As the administrative and governing body of the college, UCAT communicates on an ongoing basis, including through UC Staff Meetings, with all UC Staff, as well as with all other UC constituents.

ARTICLE III. Committees of the University College

Section 1. Categories

a. The UC standing committees are:
   1. Academic Standing Review & Appeals (ASRA);
   2. First Year Experience;
   3. Scholarship;
   4. Undergraduate Student Success.

b. Each UC unit may appoint its own committees as needed to carry out unit business.

c. Other committees may be appointed by the dean as needed.

Section 2. Membership

Each Spring, UC staff will be solicited for interest in serving on the college committees. The dean will appoint committee at large committee members trying to meet the requests of the UC staff while ensuring each committee is appropriately staffed. Additionally, if appropriate, membership may include other university representatives, who have personally indicated an interest in serving on the committee, or who have been directly and personally solicited by the officer establishing the committee. Each committee may also have student representatives, including one or more from the UC Student Council. Each standing committee shall select a chair from among its members if not designated by the bylaws. The dean of the college or his/her representative shall serve as ex-officio/non-voting member of all committees.
Section 3. Conduct of Meetings

The committee chair or designated representative shall preside at meetings. A quorum shall consist of a majority of the members of the committee. Minutes of meetings shall be taken by the designated recorder and circulated to members prior to the next meeting. All meetings will be conducted informally, in the spirit of camaraderie (or, when warranted, in accordance with the most recent edition of Robert's Rules of Order, Revised, insofar as those rules are consistent with these bylaws).

Section 4. Powers and Duties

The dean and/or the establishing officer shall define the powers and discharge of duties of each committee and determine each committee's responsibilities. Committee chairs shall report all committee actions and recommendations to the dean and/or establishing officer for review and action within a time period specified. All committee chairs shall submit to the dean written reports each semester and report at the UC Staff meeting.

Section 5. Standing Committees

Standing Committees are composed of members representing the diversity of UC students served and include membership from across all units within the University College. Members will be elected by UC peers or designated by the dean.

a. Academic Standing Review and Appeals Committee. The Academic Standing and Appeals Committee (ASRA) will serve as the judiciary board for UC actions related to college dismissals, reinstatements, readmission, issues related to academic standing, and course grade appeals. ASRA shall review and make recommendations on all undergraduate petitions submitted by University College students. After review, the committee shall forward petitions to the University Undergraduate Petitions Council for final action. The committee shall consist of seven (7) individuals elected from the entire UC membership. Members will be elected to serve a two (2) year term, and may be re-elected to serve no more than three (3) consecutive terms. The committee will be chaired by the Lead Advisor for Retention. The lead advisors and Assistant Dean for Advising will be permanent members.

b. First Year Experience Committee. The First Year Experience Committee identifies and reviews the major components of the WSU first-year experience activities, identifies the learning objectives and developmental theories of those activities, and makes recommendations to the dean, assistant dean, and appropriate others for improvement and implementation of those programs and activities for first-year students. The dean will appoint members from the University College including standing committee members: assistant dean for academic advising and transfer services, assistant dean for programming, and the director of first year programs. The director shall chair this committee. Additional members will be invited by the dean and will be composed of representatives from the academic and student affairs units involved in university activities specific to first-year students. Members will serve a two (2) year term, and may be re-appointed or invited by the dean to serve additional terms.

c. Scholarship Committee. The Scholarship Committee shall evaluate and implement procedures and policies affecting the CJ McLin Jr. Scholarship program, review and determine final actions on all University College scholarship applications, grants, special assistance requests, appeals,
awards, and aid requests. The Scholarship Advisory is composed of the coordinator of the McLin Scholars program, two (2) appointed representatives from the University College, a representative from the Office of Financial Aid, and any other representatives designated by the dean. Members will serve a two (2) year term, and may be re-appointed, to serve no more than three (3) consecutive terms. The coordinator of the McLin Scholars program shall chair the committee.

d. Undergraduate Student Success Committee. The Undergraduate Student Success Committee shall plan, develop, provide ongoing evaluation and improve the effectiveness of first year seminars, and learning communities, as well as other aspects of the first-year experience. This includes, but is not limited to, long-term oversight of first-year outcomes and remediation strategies for conditionally admitted students. The Committee will also review and assess outcomes to increase the preparedness of students from local and area high schools to enter Wright State University. Committee responsibilities include meeting at least once per term, keeping minutes and attendance, providing Faculty Senate Executive Committee with a copy of meeting minutes within seven working days of meetings, and submitting other reports to the Faculty Senate as requested. Committees must meet face to face at least once per term. Otherwise, routine committee business may be conducted either by e-mail or through a secure web page. At the discretion of the committee chair or at the request of a majority of committee members, the committee will meet face to face to conduct business. Electronic votes shall be treated as roll call votes and sufficient members must vote on each item of business to constitute a quorum of the committee. Members shall be given five (5) business days in which to cast a vote. The committee chair shall maintain a record of each vote cast. One faculty member from each undergraduate college (appointed by the Faculty Senate) and up to three University College faculty/staff directly involved with the first-year experience (appointed by the Dean of University College). A faculty representative may designate an alternate faculty representative who has voting privileges when the regular member is absent. Committee members shall serve two-year staggered terms.

Committee Chart (appendix D)

ARTICLE IV. Advisory Board

University College shall have an advisory board consisting of members of both the Wright State and local community to review UC programs and to provide input on methods for improving UC services and programs. The Advisory Board will meet at least once a semester. UC staff may recommend candidates for membership on the Advisory Board to the dean.

ARTICLE V. Selection and Review of the Dean

If a vacancy occurs in the Dean’s position, all applications for the position will be made available for staff review. In the case of an external search, candidates’ visits to campus will be scheduled in order for staff to have an opportunity to interview the candidates and provide input to the review process. In consultation with the UC staff, the Provost may make an internal appointment to the Dean’s position. The Dean will be reviewed according to the terms of the University document, “Review of University Administrators,” developed by the Provost’s Office. That document specifies that formal feedback be
solicited from the entire undergraduate faculty and colleges as well as from UC staff on a five-year basis, though informal feedback may be solicited and/or given annually.

ARTICLE VI. Amendments

Amendments may be initiated by the Dean, by UCAT, by majority vote of UC staff at a properly called meeting, or by submission to the Dean of a petition signed by at least 20 percent of the UC staff. No amendment shall be recommended unless distributed in writing to all members of the UC staff at least two weeks in advance of the meeting.
Wright State University Mission Statement
We transform the lives of our students and the communities we serve.

We will:
• build a solid foundation for student success at all levels through high-quality, innovative programs;
• conduct scholarly research and creative endeavors that impact quality of life;
• engage in meaningful community service;
• drive the economic revitalization of our region and our state and empower all of our students, faculty, staff, and alumni to develop professionally, intellectually, and personally.

Vision Statement
Wright State University, inspired by the creative spirit of the Wright brothers, will be Ohio’s most learning-centered and innovative university, known and admired for our inclusive culture that respects the unique value of each of our students, faculty, staff, and alumni and for the positive transformative impact we have on the lives of our students and the communities we serve.

Values
Wright State University values
• **People**: Success, diversity
• **Learning**: Discovery, innovation, scholarship
• **Partnerships**: Regional, entrepreneurial, global
• **Relationships**: Collegial, professional, ethical
• **Sustainability**: Social justice, economic opportunity, environmental protection
• **Stewardship**: Fiscal, intellectual

University Strategic Initiatives addressed by University College

**Goal 1: Academic Quality and Program Distinctiveness**
Enhance our distinctive learning experiences to produce talented graduates with the knowledge, skills, and dispositions essential for lifelong learning and the ability to lead and adapt in a rapidly changing world.
• **Objective A**: Assess student learning and program level outcomes; gather and analyze data; and use results to improve learning.
• **Objective B**: Enrich academic and professional programs.
• **Objective C**: Recruit and retain a nationally/internationally recognized diverse, learning-centered faculty and staff.

**Goal 2: Student Access and Educational Attainment**
Enhance student access and success of a diverse student body through quality and innovative instruction and student life programs that lead to graduation and career placement.
• **Objective A**: Improve the enrollment and retention of direct-from-high-school, graduate, and nontraditional student populations.
• **Objective B**: Enhance degree completion.
• **Objective C**: Develop effective educational processes to assist students in meeting post-graduation career and educational goals.
GOAL 1: ACADEMIC QUALITY AND PROGRAM DISTINCTIVENESS
Enhance our distinctive learning experiences to produce talented graduates with the knowledge, skills, and dispositions essential for lifelong learning and the ability to lead and adapt in a rapidly changing world.

**OBJECTIVE A:** Assess student learning and program level outcomes; gather and analyze data; and use results to improve learning.

**OBJECTIVE B:** Enrich academic and professional programs.

**OBJECTIVE C:** Recruit and retain a nationally/internationally recognized diverse, learning-centered faculty and staff.

**ACADEMIC ADVISING ASSESSMENT PLAN**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>UC Outcome</th>
<th>Measure</th>
<th>Timeline</th>
<th>Lead Role</th>
<th>Status</th>
<th>Source</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify areas for improvement of student satisfaction with University College services</td>
<td>4</td>
<td>Administer survey to all students exiting college</td>
<td>2013-15</td>
<td>Com Specialist Asst. Dean, AATS</td>
<td>Ongoing</td>
<td>Qualtrics</td>
<td>Benchmark yr.</td>
</tr>
<tr>
<td>Improve communication to students through adoption of software for improved scheduling, appointment message reminders (plus skipped appts), queue management, electronic communication (text), video/chat conferencing</td>
<td>4</td>
<td>Feedback from student focus groups Data reporting</td>
<td>2014-15</td>
<td>Com Specialist Asst. Dean, AATS Admin. Specialist, AATS</td>
<td>Planned</td>
<td>Accutrack</td>
<td>TBD</td>
</tr>
<tr>
<td>Increase accessibility and raise visibility of academic advising</td>
<td>4</td>
<td>Feedback from focus groups of students</td>
<td>2015-16</td>
<td>Asst. Dean, AATS AATS Staff</td>
<td>Planned</td>
<td></td>
<td>TBD</td>
</tr>
<tr>
<td>Increase communication to students from admission through transition to major</td>
<td>4</td>
<td>Communication calendar and schedule</td>
<td>2014-15</td>
<td>Com Specialist</td>
<td>In Progress</td>
<td>Hobsons, UC Website Analytics, SM participation</td>
<td>Benchmark yr.</td>
</tr>
</tbody>
</table>
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GOAL 2: STUDENT ACCESS AND EDUCATIONAL ATTAINMENT
Enhance student access and success of a diverse student body through quality and innovative instruction and student life programs that lead to graduation and career placement.

- **OBJECTIVE A:** Improve the enrollment and retention of direct-from-high-school, graduate, and nontraditional student populations.
- **OBJECTIVE B:** Enhance degree completion.
- **OBJECTIVE C:** Develop effective educational processes to assist students in meeting post-graduation career and educational goals.


**ACADEMIC ADVISING ASSESSMENT PLAN**

GOAL 1: ACADEMIC QUALITY AND PROGRAM DISTINCTIVENESS

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>UC OUTCOME</th>
<th>MEASURE</th>
<th>TIMELINE</th>
<th>LEAD ROLE</th>
<th>STATUS</th>
<th>SOURCE</th>
<th>BENCHMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify individual student strengths &amp; challenges to ensure that he/she is in correct program to meet academic &amp; career goals, raise awareness of course offerings, ensure student understands entrance reqs for intended major</td>
<td>2</td>
<td>Increase % of timely student move to major (term to term, annually)</td>
<td>Fall to Fall Semester</td>
<td>Asst. Dean, AATS AATS Staff</td>
<td>Ongoing</td>
<td>IR</td>
<td>Benchmark yr.</td>
</tr>
<tr>
<td>Host interdepartmental events w/colleges &amp; career services (Dean's Reception, events for undecided majors, stop outs)</td>
<td>1, 2</td>
<td>Event attendance</td>
<td>2013-18</td>
<td>Com. Specialist Asst. Dean, AATS Asst. Dean, Programming</td>
<td>Planned</td>
<td>--</td>
<td>TBD</td>
</tr>
<tr>
<td>Ensure transfer credit is appropriately articulated in DARS</td>
<td>2</td>
<td>Advisors to review caseload for articulation accuracy on student DARS report</td>
<td>2013-18</td>
<td>Lead advisor &amp; Coordinator for Transfer &amp; Adult Services</td>
<td>Ongoing</td>
<td>DARS</td>
<td>Benchmark yr.</td>
</tr>
<tr>
<td>Increase student awareness of campus resources and academic &amp; support services</td>
<td>2</td>
<td>Exit survey results</td>
<td>2013-18</td>
<td>Com Specialist</td>
<td>Ongoing</td>
<td>Qualtrics</td>
<td>Benchmark yr.</td>
</tr>
<tr>
<td>More focused attention and increased communication with students on probation</td>
<td>2</td>
<td>Decrease students on probation and subject to dismissal</td>
<td>2013-18</td>
<td>Asst. Dean, AATS AATS Staff</td>
<td>Ongoing</td>
<td>IR</td>
<td>Benchmark yr.</td>
</tr>
<tr>
<td>Advisors to record student intention at WSU (i.e., core classes, intended major not offered) in Banner notes to determine if possible to meet student needs and increase retention</td>
<td>1</td>
<td>End of semester reports by student type (non-traditional, DFHS, etc)</td>
<td>TBD</td>
<td>AATS Staff</td>
<td>Planned</td>
<td>Clearinghouse</td>
<td>Benchmark yr.</td>
</tr>
</tbody>
</table>
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Enhance our distinctive learning experiences to produce talented graduates with the knowledge, skills, and dispositions essential for lifelong learning and the ability to lead and adapt in a rapidly changing world.

- **OBJECTIVE A**: Assess student learning and program level outcomes; gather and analyze data; and use results to improve learning.
- **OBJECTIVE B**: Enrich academic and professional programs.
- **OBJECTIVE C**: Recruit and retain a nationally/internationally recognized diverse, learning-centered faculty and staff.

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- **OBJECTIVE A**: Improve the enrollment and retention of direct-from-high-school, graduate, and nontraditional student populations.
- **OBJECTIVE B**: Enhance degree completion.
- **OBJECTIVE C**: Develop effective educational processes to assist students in meeting post-graduation career and educational goals.

**UC Outcomes:** 1. Student retention 2. Transition to major 3. Student course completion 4. Service satisfaction

**PROGRAMMING ASSESSMENT PLAN**

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>UC OUTCOME</th>
<th>MEASURE</th>
<th>TIMELINE</th>
<th>LEAD ROLE</th>
<th>STATUS</th>
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<th>BENCHMARK</th>
</tr>
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<tbody>
<tr>
<td>FOUNDATIONS STUDIES: FIRST YEAR PROGRAMS</td>
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</tbody>
</table>

| Assess UVC 1010 course completion rates | (3) Student course completion | average overall GPA of students who drop UVC 1010 | 1/26/2015 | Queener | IR     | Benchmark year |
| Assess UVC 1010 course retention rates | (1) Student retention         | fall-to-spring and fall-to-fall retention rates of students who drop UVC 1010 | 26-Jan-15 & 7-Sept-15 | Queener | IR     | Benchmark year |
| Assess linked course completion rates | (3) Student course completion | fall completion rates of classes linked to UVC 1010 | 1/26/2015 | Queener | IR     | Benchmark year |

| FOUNDATIONS STUDIES: LEARNING STRATEGIES (UVC 1000) |


<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>UC OUTCOME</th>
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<th>SOURCE</th>
<th>BENCHMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase fall-to-fall retention of students in UVC 1000</td>
<td>(1) Student retention</td>
<td></td>
<td></td>
<td>Speaks/Littell</td>
<td></td>
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<tr>
<td>Pilot UVC 1000 for new entering students</td>
<td></td>
<td></td>
<td></td>
<td>Speaks/Littell</td>
<td></td>
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<tr>
<td>Increase face-to-face offerings of UVC 1000 for probation students in Spring semester</td>
<td>(3) Student course completion</td>
<td></td>
<td></td>
<td>Speaks/Littell</td>
<td></td>
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</tbody>
</table>

**FOUNDATIONS STUDIES: PLACEMENT TESTING**

| (3) Student course completion | Increase number of students placed in college-level math and writing | Ali/Littell |        |           |

**FOUNDATIONS STUDIES: DEVELOPMENTAL WRITING (DEV 0920)**

<table>
<thead>
<tr>
<th>Course completion and pass rates</th>
<th>(3) Student course completion</th>
<th>Nelms/Ali</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Subsequent writing course (family of ENG 1100) success rates; contiguous vs. noncontiguous enrollment</td>
<td>(3) Student course completion</td>
<td>Nelms/Ali</td>
<td></td>
<td></td>
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<tr>
<td>Student satisfaction in course</td>
<td>(4) Service satisfaction</td>
<td>Nelms/Ali</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explore CCCC, ALP, and other competitive programming options to update and improve course delivery options while retaining &amp; recruiting regionally- and nationally-recognized professionals</td>
<td>4, 3, 2</td>
<td>Availability of training and professional development opportunities for faculty, staff, and adjunct instructors</td>
<td>Annual</td>
<td>Nelms</td>
</tr>
<tr>
<td>STRATEGY</td>
<td>UC OUTCOME</td>
<td>MEASURE</td>
<td>TIMELINE</td>
<td>LEAD ROLE</td>
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<tr>
<td>FOUNDATIONS STUDIES: DEVELOPMENTAL MATH (DEV 0970/0990)</td>
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<tr>
<td>Course completion and pass rates</td>
<td>(3) Student course completion</td>
<td></td>
<td></td>
<td>Kelly/Fleck</td>
</tr>
<tr>
<td>Subsequent math course success rates; contiguous vs. noncontiguous enrollment</td>
<td>(3) Student course completion</td>
<td></td>
<td></td>
<td>Kelly/Fleck</td>
</tr>
<tr>
<td>Student satisfaction in course</td>
<td>(4) Service satisfaction</td>
<td></td>
<td></td>
<td>Kelly/Fleck</td>
</tr>
<tr>
<td>SUCCESS CENTERS: UNIVERSITY WRITING CENTER</td>
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<tr>
<td>Correlate course completion percentage of students who use the Writing Center to those who do not</td>
<td>(3) Student course completion</td>
<td>Course completion percentages</td>
<td>Semester/Annually</td>
<td>Bringhurst</td>
</tr>
<tr>
<td>Correlate Fall-to-Fall retention percentage of students who use the Writing Center to those who do not</td>
<td>(1) Student retention</td>
<td>Fall-to-Fall retention percentages</td>
<td>Semester/Annually</td>
<td>Bringhurst</td>
</tr>
<tr>
<td>SUCCESS CENTERS: TUTORING &amp; SUPPLEMENTAL INSTRUCTION</td>
<td></td>
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<tr>
<td>Academic probation student enrolled in UVC 1000-Student progress of students w/ a Study Coach vs students not assigned a Study Coach</td>
<td>(1) Student retention</td>
<td>Semester course grades, GPA increase</td>
<td>Semester</td>
<td>Speaks</td>
</tr>
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</table>
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<table>
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<tr>
<th>STRATEGY</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students who consistently attend SI sessions vs no SI sessions</td>
<td>(3) Student course completion</td>
<td>Grades increase</td>
<td>Semester</td>
<td>Brown</td>
<td></td>
<td>Banner</td>
<td></td>
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<tr>
<td>Students in a given course w/ a Tutor vs students in the same course w/o a Tutor</td>
<td>(3) Student course completion</td>
<td>Grade increase</td>
<td>Semester</td>
<td>Speaks</td>
<td></td>
<td>Accutrack/Banner</td>
<td></td>
</tr>
<tr>
<td>Expand SI Program</td>
<td></td>
<td>Increase number of SI sessions in targeted high DFW Core courses</td>
<td>Brown</td>
<td></td>
<td></td>
<td>Accutrack</td>
<td></td>
</tr>
</tbody>
</table>

**SUCCESS CENTERS: MATH LEARNING CENTER**

| Percentage of enrolled math students served per course                  |                                   | Holm                                                                   |          |           |        |              |           |
| Improve successful course completion rates in targeted courses          | (3) Student course completion      | Ratio of course grades of A, B, C to total number of grades            | Compare fall-to-fall, spring-to-spring | Holm     | IR     | 65%          |           |
| Improve student satisfaction with services provided                     | (4) Service satisfaction           | Ratio of "agree" and "strongly agree" to total number of responses on satisfaction statements | Compare fall-to-fall, spring-to-spring | Holm     | On line survey, accutrack | 95%      |
University College, effective July 1, 2015

Tim Littell
Assistant Dean, Programming

Valerie Brown
Specialist, Tutoring & SI

Student Tutors (15)

Jill Tussing
Graduate Assistant

Students Consultants (15)

Dawn Arnold
Administrative Support Coordinator

Kelly Cockey
Office Assistant II

Student Office Assistants (5)

ACADEMIC SUCCESS CENTERS: Tutoring (tutors, study coaches, learning assistants, supplemental instruction (SI) leaders), University Writing Center, Math Learning Center

Cindy Black
Program Director, Developmental Math (0.67 FTE)

Nicole Gordon
Coordinator, Developmental Math

AI Flowering Coordinator, Assistant

Nimmi Pullur
Sr. Proctor (0.51 FTE)

Adjunct Faculty (30)

Adjunct Faculty (8)

Peggy Kelly
Academic Director (20 FTE), Developmental Math

HELP "sherry" Neha
Academic Director (20 FTE), Developmental Writing

academic director
Faculty Institute (UVC instructors) and Learning Institute (peers, tutors)

Dr. Thomas Sudarko
VP, Curriculum & Instruction

Catherine Quinn
Program Director, First Year Programs

Jennifer Lobo
Coordinator, First Year Programs

Emily Sexton
VISTA Member

Student Peer Mentors (60)

Adjunct Faculty (50)

Student Office Assistant II

Paula Ali
Program Coordinator, Pre-enrollment Programs (0.80 FTE)

John Rogers
Program Coordinator, Pre-enrollment Programs (0.20 FTE)

Marsha Henderson
Assistant Dean, Academic Advising

Shannon Green
Coordinator for Training and Development, Lead Advisor

Mika Baumgar
Advisor

Pam Baesly
Advisor

Todd Jonas
Advisor

Genevieve Jortemas
Advisor

Susan Kreuse
Advisor

Morique Scott
Advisor

Robert Ray
Advisor

Aaron Birken
Advisor

sophie Hadiathome
Administrative Specialist

Marlyn Brooker
Office Assistant III

Student Office Assistant (5)

ACADEMIC ADVISING: Educational planning for intending, undecided students, College Credit Plus, intrusive advising for probation students

Appendix C
Appendix D

[Committee Membership, 2014-2015]

Academic Standing Review & Appeals (ASRA)
- Mike Baumer, Chair

First Year Programs
- Catherine Queener, Chair

Scholarship Committee
- Cindy Fleck
- Shamon Green
- Jennifer Lobo

Faculty Committee for Undergraduate Student Success
- Doug Petrie, Chair
- David Bringhurst
- Shamon Green
- Marsha Henderson
- CECS Subhashini Ganapathy
- CEHS Romena Holbert
- CONH Kathy Keister
- COLA Thomas Fenton
- COSM Doug Petkie
- LAKE Mark Cubberley
- RSCOB Burhan Kawosa