

Year One Annual Report

Kentucky Wesleyan College's Title III Project:

***Building KWC's Future: Improving Student Retention and Graduation Rates
Through active Engagement and Data Driven Decisions***

Submitted by
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Background. The US Dept. of Education Title III, Strengthening Institutions, program is designed to help colleges and universities make themselves stronger and more sustainable. Applicants must identify their most pressing problems and describe how they will solve them with a grant of up to \$450,000 each year for five years. KWC first applied for this grant in 2012; that proposal failed. The college rewrote the proposal and resubmitted in 2013. That proposal scored higher, but not quite high enough to win a grant. In 2014, USED chose to fund proposals further down the 2013 slate in lieu of holding a competition, and KWC was awarded a five-year, \$2,142,128 grant to solve it's most pressing problems. (Full disclosure: I assisted with writing and submitting KWC's Title III proposals.)

The college's Title III website summarizes the project.

Goal: Improve retention of first-year students from 54% to 75%; improve our six-year graduation rate from 50% to 60%; and thereby increase full-time enrollment from 625 to 1,000 by September 30, 2019.

Strategy 1: Provide faculty, staff, and students with the information they need to make data-driven decisions. Strategy 1 focuses on replacing the current Student Information System with a more robust Enterprise Resource Planning (ERP) system. The College has selected CAMS software which will permit us to streamline activities within and across offices and departments. Faculty, staff and students will have more and current data at their fingertips.

Strategy 2: Increase active-learning experiences throughout the KWC curriculum and co-curricular activities. Strategy 2 focuses on the Center for Engaged Teaching and Learning (CETL). CETL provides leadership for the Title III project and support for its high-impact activities, including active-learning pedagogies, service learning, international experiences, and internships and other field experiences. CETL will provide training, ongoing support, and constant encouragement for our faculty and staff, helping them develop pedagogies and co-curricular programs that engage students.

KWC launched the project on October 1, 2014. Project Director Paula Dehn contracted with me to serve as the project's external evaluator—required by USED. I consulted with PD Dehn by email and telephone during the project's first year, and she sent me copies of her monthly reports to USED and other project-related materials. I visited KWC September 22-24 to review the project. I met with and interviewed:

- Paula Dehn, VPAA and Dean of the College, Title III Project Director
- CAMS Implementation Team:
 - Jim Kuhlman, chair, Associate VP for Information Services
 - Bryan Blount, Software Information Coordinator
 - Rashad Smith, Director of Admissions
 - Brittany Ross, Assistant Director of Admissions
 - Louise Clausen, Assistant Dean of Students
 - Stephanie Snyder, Controller
 - Randy Chapman, Database Administrator
 - Deborah Russell, Information Services Librarian

- Lou Ann Bowersox, Registrar
- Kevin Payne, Director of Information Technology Services
- Dena Conroy, Technology Support Director
- Jim Kuhlman and Bryan Blount individually
- Christine Salmon, Director, Center for Engaged Teaching and Learning.
- Information Technology staff: Blount, Chapman, Payne, and Conroy
- The Title III Oversight Committee:
 - Paula Dehn, VPAA and Dean of the College, Title III Project Director
 - Jim Kuhlman, Associate VP for Information Services
 - Randy Peterson, Director of Institutional Effectiveness and Research
 - Heather Logsdon, Director of Art Program, Assistant Professor of Art
 - Shannon Finerty, Assistant Professor of Biology
 - Cindra Stiff, VP of Finance
- Sally Asefa, Professor of Economics and Business
- Ryan Baker, Assistant Professor of Criminal Justice
- James Alexander, Professor of Elementary Education
- Racielle Valle, Assistant Professor of Mathematics
- Lynette Taylor, Associate Professor of Psychology
- Kyle Besing, Visiting Associate Professor of Mathematics
- Seven students involved with the Student Government Association

Everyone answered my questions candidly and with grace; I am grateful.

Project management. Kentucky Wesleyan’s project was conceptualized and designed by VPAA and Dean Paula Dehn, who serves as the project’s director. Since she is responsible for the college’s academic program, she is exactly the right person to be in charge of the project. She has also recently assumed responsibility for Enrollment Management, so she can positively affect recruiting and retention of new students.

PD Dehn chairs the Title III Oversight Committee, consisting of key administrators in academic and student affairs, two faculty, and two students. The committee has met infrequently in the past, but PD Dehn assured me that it would meet more regularly—at least once per quarter, perhaps monthly—in future. This committee should be a good forum for disseminating progress and information about the Title III project; reviewing assessments and evaluative materials; and recommending changes in policies or procedures. During the meeting I attended, a member presented a new analysis of attendance vs. grades. The study found that for every two or three classes a student misses, his/her final grade declines by one letter grade. This analysis is typical of the kind of data that the Title III project can help KWC produce.

Strategy 1, the new Enterprise Resource Planning System (ERP), is being coordinated by Jim Kuhlman, Associate VP for Information Services. Kuhlman is a librarian by training and vocation, with considerable technological expertise. He understands the academic and non-academic requirements of ERP as well as its technology. He and PD Dehn created the CAMS Implementation Team to coordinate the implementation of the new system. That team is comprised of the Information Technology personnel who will install and maintain the system and representatives of the offices which will depend on CAMS: Admissions, Student Affairs,

Controller, and Registrar. Kuhlman chairs the team, which in my view has been very effective in managing the transition from the old student information system to the new ERP. The CAMS Implementation Team shares a common vision for the purpose of CAMS—‘making things better for students and the college,’ as one member put it—and is well-equipped to coordinate CAMS implementation.

Strategy 2, increasing active-learning experiences through the new Center for Engaged Teaching and Learning, is being coordinated by Christine Salmon, CETL director. She is relatively new to campus but brings excellent credentials and experience. In my view, she is well prepared to provide the leadership and expertise her office requires

Year one activities. As with most Title III projects, progress during year one was slower than the proposal specified. It always takes longer than anticipated to hire staff, appoint committees, purchase software, and establish procedures than proposal-writers think; Kentucky Wesleyan’s project is no exception. Nonetheless, PD Dehn’s *Title III Project Activity Report*, appended, shows that most of the deadlines specified in the proposal have been met. More importantly, the project is on track to complete its most crucial activities in a timely fashion.

CAMS. During year one, CAMS was installed and tested. Existing data was mapped to the new system and converted during summer, 2015. The payroll module will go live Jan. 1, 2015, and the remaining modules will go live February 26, 2016. CAMS personnel, the Implementation Team, and IT staff have been training staff and faculty to use CAMS since spring, 2015, and workshops will continue throughout the academic year. Most administrators I spoke with are excited about CAMS and look forward to complete implementation. The faculty I spoke with said the CAMS workshops were very helpful. One said that CAMS will be especially good for advising; today, faculty advisers may not even know who their advisees are.

The Information Technology staff assured me that the technology issues have been settled. The grant allowed KWC to purchase and install the servers and memory required to operate the system, and mirroring servers and memory at another location on campus in case of disaster. Furthermore, since CAMS is web-based, data will be stored off-campus as well. They are confident that the current equipment will support CAMS for 10 years.

CAMS replaces an old student information system that has become inadequate to the college’s needs and is no longer supported by its manufacturer. With the old system, faculty could not easily access information about their advisees; students could not easily access admissions information or file forms; administrators could not easily access crucial information. Most administrative offices used home-grown or independently purchased software to do their work; those software systems seldom communicate well with each other. One administrator said that he had to pull data manually from three separate systems and then merge them to produce routine reports. CAMS is a web-based system which will allow students, faculty, and staff to access the information they need instantly. All data is integrated, so that reports can easily draw from separate databases.

In order to provide maximum benefit, everyone on campus should use CAMS. Therefore, the CAMS Implementation Team proposed a software implementation policy, which Kentucky Wesleyan approved and adopted on August 6, 2015. That policy states

1. This policy establishes guidelines for the acquisition, implementation, and use of all software intended to interface with the campus ERP (CAMS Enterprise). Its intent is to ensure the highest return on investment in terms of initial and recurring costs, personnel, the sharing of data, and business efficiencies. The goal is to minimize costs while maximizing efficiencies to produce maximum customer service in a dynamic learning environment. . . .

4.1.2 If a college unit believes that the college as a whole and student users will be better served by an alternative software package, or that CAMS Enterprise lacks functionality critical to the success of the unit's mission, that unit will present to the CAMS Implementation Team the case for use of the alternative software.

At the time of my visit, all but three administrative units had adopted CAMS: Admissions, Financial Aid, and Advancement. Each office believes that the software it is currently using is superior to CAMS, and each has made significant investments of time and money in their existing software. However, during my meeting with the CAMS Implementation Team it became clear that those non-CAMS systems do not allow the inter- and intra-office communications that CAMS promises to provide. For instance, Admissions gathers and uses voluminous data on prospective students, applicants, and admittees using Hobsons Admissions and Enrollment Management System, which meets their internal needs well and can communicate with CAMS. But others at the meeting pointed out that Admissions does not make Hobsons data available to anyone else on campus until an applicant has paid his/her deposit. Many students do not pay their deposits until they arrive on campus to register for classes. At that point, no one but Admissions knows they exist. Therefore, they do not have mailboxes or email addresses. Their academic advisers do not have any information on their interests, abilities, grades in high schools, or deficiencies. From those students' perspectives, they are starting their college careers already behind the students who have already paid their deposits. Students who feel as if they are behind from the beginning are less likely to succeed than those who are full-fledged members of the campus community at the moment of arrival.

The software implementation policy requires offices that choose not to use CAMS to justify their choice to the CAMS Implementation Team, and requires the Team to agree. At the time of my visit, none of the three non-compliant offices had done so. Therefore I make this

Recommendation: The chair of the CAMS Implementation Team should immediately schedule meetings of the team with Admissions, Financial Aid, and Advancement. Those offices must convince the team that CAMS does not meet their needs, and that the software they prefer will provide the same functionality as CAMS.

So far, the CAMS Implementation Team has focused its efforts on helping administrative offices prepare for implementation. With good reason: those offices must change their procedures overnight. But faculty and students will also be primary users of CAMS beginning February 26, 2016. They must be trained to use the software and encouraged to do so. Faculty advisers must

know how to access student information; instructors must know how to enter grades and recognize Early Alerts; students must know how to fill out essential forms online. The college has already held CAMS workshops for faculty, and will continue to do so throughout the year. Demand for assistance will increase dramatically after roll-out in February; IT personnel and the CAMS Implementation Team must be ready to respond quickly and effectively to those calls for help. Students are more likely to adapt quickly to the new software than faculty and staff, but I encourage the college to hold some information sessions for students and to train some student leaders—e.g. members of student government, resident hall advisers, etc.—in the features of the software crucial to students.

Center for Engaged Teaching and Learning. CETL Director Salmon began in July, 2015. She and PD Dehn will hire a Program Assistant this fall and an Associate Director by June, 2016. The CETL is currently located on the second floor of the Administration Building, but will move next summer to a renovated suite of offices in the library, a much more central and visible location.

Since her arrival in July, CETL Director Salmon has been busy. She has

- Appointed two Faculty Fellows to assist with CETL activities, help publicize CETL and its events among faculty, and work with faculty as they create engagement activities for their students.
- Launched conversations with the PLUS Center (services for disadvantaged students) about Supplementary Instruction.
- Formed the CETL Advisory Committee, with one representative from each of KWC's division.
- Scheduled, designed, and facilitated two faculty development workshops in August, 2015, just prior to the beginning of classes. One attendee told me that he adopted a technique she demonstrated—using smartphones for clickers—in his class the next day, and it was very successful. Director Salmon will hold additional workshops before the beginning of spring semester and twice per year thereafter.
- Consulted with individual faculty and staff on teaching and engagement issues; she held four consultations during August.
- Commenced monthly Technology Tuesday Workshops.
- Circulated the Request for Proposals for mini-grants--\$15,000 for engagement projects, including \$3,000 for travel to conferences or other institutions.
- Begun sending faculty to appropriate conferences, e.g. two to the Kentucky Campus Compact meeting in August, two to the Tech in Teaching Conference in October. (PD Dehn sent four to the University of Louisville conference on critical thinking in May, 2015.)
- Developed and administered a faculty development needs assessment survey.
- Scheduled the first annual KWC Faculty Development Conference May 5, 2016, immediately following commencement.

CETL has taken responsibility for KWC's service learning and study abroad activities, since they are high-impact activities that engage students. She has recruited a VISTA person to help with service learning activities: identify current volunteer and service learning opportunities, recruit

and coordinate new ones, and help faculty/staff implement service learning into their courses. And she has impressive plans for the future:

- A program to recognize faculty for their achievements and accomplishments. (One faculty told me that KWC faculty need positive feedback.)
- Faculty Learning Communities to share information and ideas for engagement activities, trade successes and horror stories, and reinforce each other.
- A Tutoring Center staffed by trained and supervised KWC work-study students.
- Using CAMS as the vehicle for recording faculty development activities, tracking their results, and assessing their impact.

For CETL to be effective, faculty must regard it as a helpful office that can assist faculty in their endeavors, not as yet another way for the administration to control their lives. CETL Director Salmon understands that clearly, and her approach and demeanor should foster that perception. Nonetheless, I offer these recommendations to help ensure that CETL is regarded as helpful rather than punitive.

Recommendations:

- ***Meet faculty on their own turf, wherever possible. Hold consultations in faculty offices rather than CETL.***
- ***Demonstrate active- and engaged-learning techniques in workshops and conferences. One faculty member complained to me that the workshop was ‘like a three-hour lecture;’ she would have preferred more active-learning activities.***
- ***Routinely attend division meetings to discuss CETL events and activities, solicit ideas for services faculty would appreciate it, and be visible.***
- ***Publicize stellar examples of student engagement currently in place at KWC. One faculty suggested videotaping an engaged class at work and showing it in workshops. CETL might also ask faculty and students to talk about, or even demonstrate, successful student engagement practices and procedures at workshops or conferences.***

Most faculty will appreciate any service, program, office, or project that will help their students learn better and make their jobs easier or more fun. CETL can do all of that, and many faculty already see its possibilities. However, many faculty are suspicious of any endeavor imposed by the administration; they must be convinced. Therefore I make this

Recommendation: CETL should assess every event, activity, procedure, or opportunity it offers or provides, and should publicize the results of those assessments throughout the college.

KWC administers the National Study of Student Engagement (NSSE) every year. NSSE is an excellent measure of a wide range of student experiences and will provide a good indication of increases in student engagement. Encouraging broader student participation in NSSE than in the past would increase the reliability and value of those indications. CETL should also administer very brief surveys of participants at CETL workshops and events. For example, a survey following a workshop might ask, ‘What was the most important thing you learned at this workshop? What was not worth your time? How can we make the next workshop better?’

CETL and the Office of Institutional Research and Effectiveness should measure the impact of CETL activities on student success, retention and graduation. Does attendance at a CETL workshop improve students' satisfaction with the participant's course? Does implementing a new engagement strategy produce better learning outcomes, higher grades, and increased retention or graduation rates? Does working with CETL help faculty feel better about working at Kentucky Wesleyan? Does having online access to campus information, faculty, and administrative offices help students feel better connected to each other and the college? Absent information like this, it may be difficult for the college to sustain the Title III activities after the grant expires. CAMS can make this data collection and analysis much easier than it has been in the past, but it will still require a concerted and continuing effort.

Progress towards goals and objectives. As noted above, the project has a single objective: to raise first-year retention and six-year graduation rates, and to thereby increase overall enrollment. The fall, 2015 enrollment report shows that 61% of first-year students enrolled in their second year. This number is significantly higher than the 54% cited in the 2013 grant proposal and somewhat higher than the year 1 goal of 58%; clearly, the college is making progress towards its first-year retention goal of 75%. The current six-year graduation rate is 41%, significantly lower than the 50% rate cited in 2013 and the 52% target for year 1, and far below the 60% Title III goal. However, the project has only been in place for one year and has devoted its attention primarily to implementing CAMS and establishing CETL; those strategies are unlikely to produce gains in graduation rates during the first year. First-year retention rates are rising, and the college's Sophomore Year Experience program, launched in 2014 with support from the James Graham Brown Foundation, promises to increase second- to third-year retention rates. Given those gains, I expect the six-year graduation rate to increase significantly within the next few years.

Enrollment has held steady since 2013. At the time of proposal submission, it was 668 FTE; today it is 659. If retention rates continue to improve and the college continues to recruit similar numbers of new students, enrollment will increase. However, to reach the Title III enrollment goal of 1,000 students by 2019, the college must improve retention rates for all classes and also recruit additional students.

Internal evaluation. The 2013 grant proposal described a thorough system of internal evaluation for the project.

CAMS. The primary measure of success of CAMS will be, does it work? All preliminary indications are that it will work as designed; the final verdict cannot be made until the end of spring semester, 2016, at the earliest. The proposal also specifies that the college will administer an annual survey of CAMS users—faculty, staff, and students. I suggest that the college administer that survey in December, 2016 at the earliest. However, more focused surveys immediately following full implementation will give the college an idea of how well the software is working. Therefore I make this

Recommendation: Survey each administrative office three months after CAMS implementation to enable staff to report successes, problems, and overall impacts of the software.

CETL. I have already recommended that CETL perform regular and ongoing assessments of its specific events, activities, procedures, and opportunities, and that CETL and the Office of Institutional Research and Effectiveness should measure the impact of CETL activities on student success, retention, and graduation. The grant proposal also specifies that the college should administer an annual survey of faculty to measure the integration of active learning into their courses and the impact active learning has had on their students, their courses, and their teaching practice; and an annual survey of students to gather their perspectives on their active-learning experiences at KWC. I suggest that the Office of Institutional Research and Effectiveness conduct these surveys in April, 2016, and annually thereafter.

KWC might consider instituting incorporating these annual surveys of faculty and students focusing on CAMS and CETL into a broader endeavor: a faculty survey designed to measure faculty opinions on issues facing the college and faculty perceptions of current policies and initiatives (including CAMS and CETL); and a student survey designed to measure students' opinions and perceptions of college life, including CAMS, active-learning and high-impact practices. These surveys could become an annual event near the close of the school year. They should give administrators valuable data. In addition, they will give faculty and students the opportunity to participate in college decisions.

Summary. Kentucky Wesleyan College's Title III project has had a successful first year. The first-year retention target for year one has been exceeded and the five-year retention objective seems achievable. The gain in first-to-second year retention bodes well for eventual achievement of the graduation target. If the college can also increase the size of the freshman class (without lowering academic standards), it should reach the enrollment target of 1,000 students by the end of year five.

The project launched its two strategies well. CAMS will be fully implemented by the end of February, 2016, and promises to allow administrative units, faculty, and students the access to information specified in the grant proposal. In my view, CAMS will fundamentally change the way the college does business. However, in order to maximize the impact of CAMS, the entire college must embrace it. If administrative units continue to use non-CAMS software for college business without providing the same functionality and transparency CAMS provides; if faculty resist using CAMS modules as they advise students; or if students choose not to access CAMS for crucial information or to provide data; then the college cannot realize its full power.

CETL started slower than anticipated, but caught up quickly; under Director Salmon, the college has already achieved most of the year one CETL targets. I believe that CETL can fundamentally change the way KWC faculty teach and students learn. CETL must continue to reach out to faculty and students and provide the services they need in user-friendly ways.

Change is a slow and difficult process in higher education, especially when the change must come from a shift in an institution's culture. For CAMS and CETL to become fully effective,

KWC business operations must become more transparent than they are today, with data shared across boundaries that are currently impermeable. The college must use these data to continually evaluate its procedures, celebrate successes, and overcome failures. KWC instructors must become more student-centered than some are today, with active-learning and other high-impact practices the norm rather than the exception. The Title III grant gives the college the resources to make these fundamental changes without sapping resources from crucial services. The project's first year is extremely promising; I look forward to seeing that promise realized through the remaining years of the grant.

Kentucky Wesleyan College Title III Project Activity Report

Specific Tasks	Primary Participants	Methods Involved	Tangible Results & Timeframe	Summary To Date
<p>Objective 1. Improve retention of first-year students from 54% to 75%; improve our six-year graduation rate from 50% to 60%; and thereby increase total enrollment from 625 to 1,000 by September 30, 2019.</p> <p>Interim Steps by the end of each year: Year 1: Retain 58% of 1st year students, graduate 52% in 6 years; enroll 625; Year 2: Retain 62%; graduate 54%; enroll 684; Year 3: Retain 67%; graduate 56%; enroll 746; Year 4: Retain 72%; graduate 58%; enroll 809; Year 5: Retain 75%; graduate 60%; enroll 1,005.</p> <p>Strategy 1: Provide faculty, staff, and students with the information they need to make data-driven decisions.</p>				
<ul style="list-style-type: none"> • Purchase and install CAMS Student Information System, (CAMS is installed and functional by September 30, 2016) 	<ul style="list-style-type: none"> • VPAA/Project Coordinator (PC) Paula Dehn • Title III Advisory Committee • Associate VP for Information Services/CAMS Coordinator Jim Kuhlman • Director of IT Kevin Payne • CAMS staff 	<ul style="list-style-type: none"> • Select SIS (necessary to review products since it had been 4 years since the original Datatel/Ellucian product had been selected) • Invite relevant companies to demo products • Contact and interview users • Visit campuses where product was in use • Solicit feedback from all participants in the evaluation process 	<ul style="list-style-type: none"> • Set demos for Oct/Nov • Solicit feedback from users Oct/Nov • Schedule campus site visits mid- Nov. to early Dec. • Receive feedback on products after demos, and after site visit • Meet with participants to solicit additional comments early Dec. • Select product before the end of the year 	<ul style="list-style-type: none"> • All target dates were met • CAMS selected in Dec. • CAMS finance team met with Program Coordinator, VP Finance, & CAMS Coordinator early Jan. to finalize contract and payment plan • Final contract with CAMS signed Jan. 29

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<ul style="list-style-type: none"> Hire Software Information Coordinator by Dec. 31, 2014 	<ul style="list-style-type: none"> VPAA/Project Coordinator (PC) Associate VP for Information Services/CAMS Coordinator Director of IT 	<ul style="list-style-type: none"> Advertise position in Higher Ed Jobs Select 8-10 candidates to SKYPE Select 2-3 to interview on-campus 	<ul style="list-style-type: none"> Ad place early Oct. Skype interviews in Nov. On-campus interviews in late Nov. Position to begin in Dec. 	<ul style="list-style-type: none"> All target dates met, except starting date. Applicant had to complete project at previous position SIC began Jan. 9th, 2015
<ul style="list-style-type: none"> Provide training and onsite consultations by CAMS staff for faculty and staff 	<ul style="list-style-type: none"> Software Information Coordinator CAMS staff 	<ul style="list-style-type: none"> As data is migrated from old SIS to new SIS, train and work with administrative staff to access and use new SIS modules and test data integrity, 	<ul style="list-style-type: none"> Data mapping and migration begins after software contract is signed and new hardware to support the software is in place (Mar. 2015). Data migration and training will coincide and run through implementation – tentatively Jan. 2016 	<ul style="list-style-type: none"> Data mapping has been completed as has the initial data conversion and migration (Aug. 2015) The business and finance component is scheduled to go live Jan. 1, 2016; remainder of the system end of February Training faculty to transition from Jenzabar LMS system to a Moodle based LMS is underway with a series of

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				workshops planned for summer 2015
<ul style="list-style-type: none"> • Provide ongoing workshops on using CAMS to advise students 	<ul style="list-style-type: none"> • CETL Director (Begins July 1, 2015), • Associate Director (Begins Apr. 2016) • Software Information Coordinator 	<ul style="list-style-type: none"> • Design and implement workshops to help faculty advisers access and use CAMS during advising sessions in aid of intrusive advising 	<ul style="list-style-type: none"> • At least two workshops per semester (Begin workshops Aug. 1, 2015, continue throughout grant period) 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Provide ongoing workshops to help administrators and staff use all of CAMS modules effectively 	<ul style="list-style-type: none"> • CAMS Coordinator Kuhlman • Software Information Coordinator 	<ul style="list-style-type: none"> • Design and implement workshops and training on each CAMS module • Adapt CAMS's online training packages to KWC staff 	<ul style="list-style-type: none"> • At least two workshops per semester during years 1 and 2; specialized, unit or dept.-level training as needed. (Begin workshops June 1, 2015 Conclude Sept. 30, 2017) 	<ul style="list-style-type: none"> • Business and Finance Training began April 13, 2015; Advancement (Aug 28) functions and Registrars (Sept 4) training underway.

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<ul style="list-style-type: none"> Assess impact of CAMS on faculty, administrators, staff, students 	<ul style="list-style-type: none"> VPAA/PC Dehn Director of Institutional Research Randy Peterson CETL Director, Associate Director 	<ul style="list-style-type: none"> Survey administrators and staff to determine functionality of CAMS, improvements in efficiency, and problems the new system creates Survey students to determine functionality, satisfaction, & problems with CAMS Survey advisers and advisees Correlate impact of CAMS, use of intrusive advising, and student success 	<ul style="list-style-type: none"> CAMS user interfaces, reports are modified to better serve users and the institution Adviser training, advising procedures are modified Survey faculty, staff, and students at least once per year beginning Dec., 2015 Correlations completed within 60 days of semester end 	<ul style="list-style-type: none">
Strategy 2: Increase active-learning experiences throughout the KWC curriculum and co-curricular activities				
<p>Create and staff the Center for Engaged Teaching and Learning (CETL)</p>	<ul style="list-style-type: none"> VPAA/PC Dehn VP for Finance Stiff Title III Advisory Committee 	<ul style="list-style-type: none"> Build out two-office suite in Library to accommodate two staff offices and reception area Hire CETL Director, place ad Dec. interview Feb-Mar. 2015 Hire Associate Director (place ad Oct 2015 interview Dec. Jan. 2016) and Hire Program Assistant place ad, July 2015 interview Aug/Sept 2015) 	<ul style="list-style-type: none"> Work with Contractor KWC staff to design and build CETL offices complete and functional by Aug. 1, 2015 Director – July 1, 2015 Assoc. Director – Apr. 1, 2016 Prog. Assist.- Oct. 1, 2016 Completed this phase by July 1, 2017 	<ul style="list-style-type: none"> Director on site July 1, 2015 IMPACT 100 grant submitted to fund partial build-out of CETL spaces Panthers Den relocated summer 2015 to make room for Student Success Center which houses CETL staff CETL staff in temporary

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				quarters in ADMIN • Ad placed for program Assistant Sept 7
Create and offer workshops for faculty and staff	<ul style="list-style-type: none"> • CETL Director and Associate Director • Division chairs • Faculty and staff 	Offer workshops devoted to <ul style="list-style-type: none"> • Incorporating active-learning pedagogies (e.g. undergraduate research, scholarly, and creative activity, problem-based learning, collaborative learning, guided discussion) into courses • Infusing service-learning into course and academic programs • Creating and supervising internships and field experiences • Encouraging and training students to apply for prestigious scholarships • Facilitating study abroad and other international experiences, leading study groups, encouraging exchanges 	<ul style="list-style-type: none"> • At least four workshops offered per year, drawing average of 20 faculty/staff; after year two, each workshop includes at least two student participants in the activity. • Workshops will begin Aug./September 2015; repeated every year thereafter 	<ul style="list-style-type: none"> • Faculty development workshops Aug 20 2015 (2) and scheduled for Jan. 7 2016 • Needs assessment survey developed and sent to faculty Sept. 1, 2015 • Appointed two Faculty Fellows to help work with the faculty on developing engagement activities • Faculty monthly seminars • Begun Technology Tuesdays (monthly) Workshops
Encourage and facilitate student	<ul style="list-style-type: none"> • CETL Associate 	<ul style="list-style-type: none"> • Hold workshops for students re: international experiences, prestigious 	<ul style="list-style-type: none"> • At least four workshops offered per year will 	<ul style="list-style-type: none"> •

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participation in high-impact activities and experiences	Director	fellowships/scholarships, co-curricular service-learning opportunities <ul style="list-style-type: none"> • Create campus-wide clearinghouse for internship/field experience, service learning opportunities 	begin September 30, 2016 <ul style="list-style-type: none"> • Clearinghouse established and staffed by student workers targeted to be operational September 30, 2017 	
Consult with faculty/staff (individually, in groups, or by program) on intrusive advising or high-impact practices	<ul style="list-style-type: none"> • CETL Director and Associate Director • Division chairs • Faculty and staff 	<ul style="list-style-type: none"> • Respond to inquiries from faculty, staff, groups, or depts. • Present CETL, intrusive advising, and high-impact practices at Division meetings • Initiate conversations with individuals, groups, or -programs that have not participated in workshops 	<ul style="list-style-type: none"> • CETL staff becomes ubiquitous across campus and the fount of information on advising and high-impact practices • 15 individual consultations per year • September 30, 2015; repeated every year thereafter 	<ul style="list-style-type: none"> • Director is setting up consultations with faculty and staff (4 held in Aug.)
Send faculty/staff to conferences devoted to advising and/or high-impact practices	<ul style="list-style-type: none"> • CETL Director and Associate Director • Division chairs • Faculty and staff 	CETL sends interested faculty and/or staff to conferences or meetings offered by organizations such as the National Academic Advising Association (NACADA), Council on Undergraduate Research (CUR), Campus Compact, etc.	<ul style="list-style-type: none"> • 5 faculty/staff attend appropriate conferences per year • Attendees report to KWC through presentations or brown-bag lunches • May, 2015 repeated every year thereafter 	<ul style="list-style-type: none"> • 4 faculty registered to attend U of L conference on Critical thinking May, 2015 • 2 attended KYCompact in Aug. • 2 attending Tech in Teaching conference in

Specific Tasks	Primary Participants	Methods Involved	Tangible Results & Timeframe	Summary To Date
				Oct.
Bring consultants to campus to help faculty/staff develop ways to incorporate high-impact practices into the curriculum and co-curriculum	<ul style="list-style-type: none"> • CETL Director • VPAA/PC Dehn 	Bring one consultant to campus per semester to give presentations, meet with faculty, meet with classes	Each consultant interacts with at least 25 faculty/staff begins May 15, 2015; repeat every year thereafter	
Create one-day conference on active-learning, with a plenary speaker, breakout sessions, and presentations from KWC faculty/staff	<ul style="list-style-type: none"> • CETL Director and Associate Director 	<ul style="list-style-type: none"> • Conference is held during spring semester • Visiting consultant serves as plenary speaker or breakout session facilitator 	40 faculty/staff attend part or all of conference Begins June 1, 2016; repeat every year thereafter	
Award mini-grants for faculty/staff to implement high-impact practices in their courses or programs	<ul style="list-style-type: none"> • CETL Director • VPAA/PC Dehn 	<ul style="list-style-type: none"> • Create and implement competition for mini-grants of up to \$5,000 for faculty/staff to infuse high-impact, active-learning practices into their courses, programs, or co-curricular activities • Awardees present the results of their grant-funded projects to the KWC community during spring conference 	<ul style="list-style-type: none"> • Five mini-grants awarded per year May 31, 2016; repeat every year thereafter • Spring high-impact practices conference includes presentations by all five awardees and their students (start in 2017) 	
Assess impact of active-learning activities in curriculum and co-curriculum	<ul style="list-style-type: none"> • VPAA/PC Dehn • CETL Director, Associate 	<ul style="list-style-type: none"> • Correlate students' success (grades, persistence, graduation) with completion of courses with active-learning practices and participation in co-curricular active-learning 	<ul style="list-style-type: none"> • Revise training workshops for faculty and staff: more/fewer, different content, different presenters 	<ul style="list-style-type: none"> •

Specific Tasks	Primary Participants	Methods Involved	Tangible Results & Timeframe	Summary To Date
	<p>Director</p> <ul style="list-style-type: none"> Director, Institutional Research 	<p>experiences (Correlations calculated by September 1, 2016, and every year thereafter)</p> <ul style="list-style-type: none"> Survey and interview faculty to determine the degree to which they have integrated active-learning into their courses, their effect on those classes and their teaching, their impact on the students, and how we can help the courses work better (Faculty surveys and interviews completed by May 31, 2016 and every year thereafter) Survey and interview students to gain their perspectives on active-learning practices in their courses and outside of class: did they learn more? Did they enjoy the experiences? How can we make these courses and experiences better? (Student surveys completed by December 1, 2015, and May 1, 2016, and every year thereafter) 	<ul style="list-style-type: none"> Revise procedures for bringing consultants to campus, sending KWC faculty to conferences and meetings. Revise spring conference devoted to active-learning Revise incentives for faculty to implement active-learning in their courses 	