Area	Division	Dept	Retention Focus Area	Focus 5 - Noel Levitz Scale	Focus 5 - Noel Levitz Item	Focus 5 - 2019 Performance Gap	Focus 5 - 2021 Performance Gap	Activity/Event/Objective	Measureable Benchmark	Assessment Measure Tool	Submitters Full Name
Academic Affairs	School of Arts and Sciences	Developmental Ed	Retention Focus #1. Create and implement more holistic academic support systems for students in the Associate of General Studies program and for Undeclared students.					Enroll students in the AGS appropriately into the Student Success course where they will use career placement software to determine a career field and, through exploration of campus degrees and programs, choose a degree or program designed to help them pursue the chose career.	By the end of the Student Success course, 60% of students will have chosen a program of study besides the AGS.	ERP information regarding degree choices--Campus Connect at this time.	MT for Brandy Proctor
Academic Affairs	School of Business and Technology	Business	Retention Focus #1. Create and implement more holistic academic support systems for students in the Associate of General Studies program and for Undeclared students.					Aid student is improving their Composition and Oral Communication (Communication) skills.	Composition and Oral Communication (Communication)	Weekly discussions will be used to measure students' progress.	Dr. George Ackerman
Academic Affairs	School of Arts and Sciences	Math	Retention Focus #2: Investigate and implement institutional and departmental best practices to assist students in completion of math courses.					The department has implemented a co-requisite plan for all College Level Math Courses. The goal is for remedial students to complete their college level mathematics course in a more timely manner.	The completion of college level math courses in a timely manner.	The percent of remedial students enrolled in co-requisite math courses completing their college level math course in a timely manner.	Robert Shurley
Academic Affairs	School of Arts and Sciences	School of Arts & Sciences	Retention Focus #3. Research the five items with the lowest mean scores on the 2015, 2017, and 2019 Noel-Levitz reports to gain deeper understanding of the reasons for students' low satisfaction in these areas and to identify strategies to address them.					ASUMH is investigating why students exhibit lower satisfaction on "There are sufficient courses within my program of study available each term." The objective is to share information with students on course rotations to allow students to know when classes they need in their program of study will be delivered.	Measurable Benchmark: Twenty percent of surveyed full-time students will respond to survey questions to establish their current understanding of course rotations	Survey Monkey	Rebecca Baird
Academic Affairs	School of Arts and Sciences	School of Arts & Sciences	Retention Focus #3. Research the five items with the lowest mean scores on the 2015, 2017, and 2019 Noel-Levitz reports to gain deeper understanding of the reasons for students' low satisfaction in these areas and to identify strategies to address them.					ASUMH is investigating why students exhibit lower satisfaction on "classes are scheduled at times that are convenient for me." The objective is to share information with students on course rotations and on varied course delivery methods that allow students to know when and how classes they need in their program of study will be delivered.	Twenty percent of surveyed full-time students will respond to survey questions to establish their understanding of course rotations and varied course delivery methods.	Survey Monkey	Rebecca Baird
Academic Affairs	School of Arts and Sciences	School of Arts & Sciences	Retention Focus #3. Research the five items with the lowest mean scores on the 2015, 2017, and 2019 Noel-Levitz reports to gain deeper understanding of the reasons for students' low satisfaction in these areas and to identify strategies to address them.					To address "faculty provide timely feedback about my academic progress", ASUMH will be conducting a student survey to assess students' understanding of what 'timely feedback' and academic progress mean in order to develop a plan that addresses their concerns.	Survey will be considered successful of 20% of the current full-time students respond.	Survey Monkey	Shelia Priest
Academic Affairs	School of Arts and Sciences	School of Arts & Sciences	Retention Focus #3. Research the five items with the lowest mean scores on the 2015, 2017, and 2019 Noel-Levitz reports to gain deeper understanding of the reasons for students' low satisfaction in these areas and to identify strategies to address them.					ASUMH has re-instituted the use of Quality Matters standards reviews to ensure students are provided with excellent online instructional delivery.	To ensure that ASUMH courses follow clear instructional delivery, eighty percent of online and hybrid courses will be QM reviewed to a Green standard each semester.	ASUMH - Online and Internet-Assisted Course Review Rubric Checklist QM Standards 1, 2, 3, 4, 5, 6, 7 and 8 PLUS ASUMH Blackboard	Shelia M Priest
Academic Affairs	School of Arts and Sciences	School of Arts & Sciences	Retention Focus #3. Research the five items with the lowest mean scores on the 2015, 2017, and 2019 Noel-Levitz reports to gain deeper understanding of the reasons for students' low satisfaction in these areas and to identify strategies to address them.					Managing expectations of the students on what "availability" means Coordinate and communicate with admissions office to let students know that their advisor may not be available during the summer but an alternate advisor will be available for them For advisors if they are not advising during a specific time, put an automated response on their e-mail letting students know to contact admissions if they need to be advised Tiered advising model - Tier 1 & 2 advisors available during the school year and summer Professional development and advising training Summer advising - faculty volunteers are now advising in time blocks during summer (9am - 5pm) Put together flow chart for process for assigning advisors (for example admissions to Katy to advisor?)	Noel-Levitz score increases	Noel-Levitz survey	Melanie Hodges; Eddie Dry; Kristina Radivojevich
Academic Affairs	School of Business and Technology	CIS	Retention Focus #3. Research the five items with the lowest mean scores on the 2015, 2017, and 2019 Noel-Levitz reports to gain deeper understanding of the reasons for students' low satisfaction in these areas and to identify strategies to address them.					Preliminary data shows an increase demand for digital design now that is offered online. This has also been implemented in programming/mobile development. Review data on demand for online programs and if data shows this improves student satisfaction with classes being scheduled at times that are convenient consider moving more programs online or to hybrid.	Retention of new 2021 students in digital design and enrollment in 2022 programming/mobile development courses	digital design program retention rate and programming/mobile development enrollment	Karen Heslep
Academic Affairs	School of Business and Technology	Technical Programs	Retention Focus #3. Research the five items with the lowest mean scores on the 2015, 2017, and 2019 Noel-Levitz reports to gain deeper understanding of the reasons for students' low satisfaction in these areas and to identify strategies to address them.					We are to explore optional scheduling and modality options for certain classes offered within our department for expanded accommodations of student schedules.	Increased retention and/or enrollment; particularly with post-secondary students.		Paul Stepp
Academic Affairs	School of Health Sciences	Health Sciences	Retention Focus #3. Research the five items with the lowest mean scores on the 2015, 2017, and 2019 Noel-Levitz reports to gain deeper understanding of the reasons for students' low satisfaction in these areas and to identify strategies to address them.					Through student focus groups, work to identify their definition of instructional quality and compare across health science programs to develop a consistent definition of quality of instruction.	To lower the performance gap below 0.62	The school will add the question of quality of instruction to their graduate survey.	Julia Gist
Academic Affairs	School of Health Sciences	Health Sciences	Retention Focus #3. Research the five items with the lowest mean scores on the 2015, 2017, and 2019 Noel-Levitz reports to gain deeper understanding of the reasons for students' low satisfaction in these areas and to identify strategies to address them.					Faculty provide timely feedback about my academic progress Objectives: 1. Provide faculty with information about alternate ways to provide feedback to students. 2. Discuss and determine appropriate timeline for feedback. 3. Review the student evaluation of instruction for information timely feeback.	Work to improve the overall benchmark to <.76 in 2023.	Student response on Student Evaluation of Instruction by course Noel-Levitz SSI	Julia Gist
Academic Affairs	Academic Success	Academic Success	Retention Focus #4: Define consistent data collection and reporting structures for tracking and monitoring retention and the impact of retention efforts.					Work with the Retention Workgroup and I.R. to help define a consistent framework for retention planning and tracking of retention data. This will be in the form of a written plan, which outlines the defined measures and associated reports, that can be retained by the Retention Workgroup as a guide through membership changes.	This objective will be "Met" or "Not Met."	A written plan.	Melissa Klinger
Academic Affairs	School of Arts and Sciences	Social Science	Retention Focus #4: Define consistent data collection and reporting structures for tracking and monitoring retention and the impact of retention efforts.					Using attendance policies have improved retention in the social science section and that is the plan to continued in this pattern.	Banner has the tools that can improve the focus area and that is what we will use and compare from year to year.	A retention data collection from year to year will be utilized to scale the improvement of retention in social science.	Dr. Terri Anderson
Academic Affairs	Academic Affairs Vice Chancellor	Academic Affairs Vice Chancellor	Retention Focus #5. Improve student satisfaction in support areas as measured by the Noel-Levitz Student Satisfaction Inventory (SSI).	CAMPUS CLIMATE /STUDENT CENTEREDNESS	Administrators are available to hear students' concerns.	0.41	0.59	SGA student forum to Q & A with administration.	Performance gap on the 2023 NL survey will be less than 0.59		Tamara Daniel

Division	Department	Sub-department	Retention Focus	Category	Item	Val1	Val2	Action	Goal	Responsible
Academic Affairs	Library	Library	Retention Focus #5. Improve student satisfaction in support areas as measured by the Noel-Levitz Student Satisfaction Inventory (SSI).	CAMPUS SERVICES	Library resources and services are adequate.	-0.04	-0.04	Offering online video resources for Blackboard and database navigation, hands-on.	-0.05	Tina Bradley
Chancellor	Chancellor	Chancellor	Retention Focus #5. Improve student satisfaction in support areas as measured by the Noel-Levitz Student Satisfaction Inventory (SSI).	CAMPUS CLIMATE /STUDENT CENTEREDNESS	Administrators are available to hear students' concerns.	0.41	0.59	Schedule two meetings each semester with students to provide opportunity for students to interact with college administrators.	Improve performance gap by 25%.	Mary Douglas
Chancellor	Development	Development	Retention Focus #5. Improve student satisfaction in support areas as measured by the Noel-Levitz Student Satisfaction Inventory (SSI).	CAMPUS CLIMATE /STUDENT CENTEREDNESS	Students are made to feel welcome here.	0.17	0.34	Activities connecting students to the ASUMH Alumni Base will used to improve the student satisfaction. During the 2021-22 academic year Women's Leadership Retreat has already connected rising sophomores and entering freshmen to one of the ASUMH donors. A Cinco de Mayo event is being planned for students and alumni to honor the 2021 Outstanding Alumnus. More events of this nature will be planned to engage and enable students to network with our local workforce.	These activities will reduce this benchmark to less than .34.k	Mollie Morgan
Committees	Academic Affairs Committee	Advising Work Group	Retention Focus #5. Improve student satisfaction in support areas as measured by the Noel-Levitz Student Satisfaction Inventory (SSI).	ACADEMIC ADVISING EFFECTIVENESS	I receive ongoing feedback about progress toward my academic goals.	0.67	1.01	Develop a process for advising that includes guidance on providing feedback to students and train advisors on how to use and follow the guidance.	Lower performance gap from 1.01.	Melissa Klinger
Finance	Finance	Finance	Retention Focus #5. Improve student satisfaction in support areas as measured by the Noel-Levitz Student Satisfaction Inventory (SSI).	CAMPUS SERVICES	This campus provides online access to services I need.	0.16	0.19	Banner implementation will provide more availability for our services.	Performance gap below 0.19	Lindsey Powers
Finance	Finance	Finance	Retention Focus #5. Improve student satisfaction in support areas as measured by the Noel-Levitz Student Satisfaction Inventory (SSI).	CAMPUS CLIMATE /STUDENT CENTEREDNESS	I seldom get the "run-around" when seeking information on this campus.	0.57	0.69	Implementing Banner with self service and providing the training.	Performance gap to be lower than .69	Rita Swafford
Marketing and Community Relations	AVC Marketing and Community Relations	AVC Marketing and Community Relations	Retention Focus #5. Improve student satisfaction in support areas as measured by the Noel-Levitz Student Satisfaction Inventory (SSI).	CAMPUS CLIMATE /STUDENT CENTEREDNESS	Tuition paid is a worthwhile investment.	0.29	0.51	Story in Keystone Magazine this spring about the value of holding a degree in the workforce.	Performance gap less than .51	Christy Keirn
Marketing and Community Relations	Vada Sheid CDC	Vada Sheid CDC	Retention Focus #5. Improve student satisfaction in support areas as measured by the Noel-Levitz Student Satisfaction Inventory (SSI).	CAMPUS CLIMATE /STUDENT CENTEREDNESS	Students are made to feel welcome here.	0.17	0.34	Repurpose the event space to accommodate instruction while making students conformable and safe.	To reduce this gap to .32 or lower	Rickey Crawford
Operations	Career Pathways	Career Pathways	Retention Focus #5. Improve student satisfaction in support areas as measured by the Noel-Levitz Student Satisfaction Inventory (SSI).	CAMPUS SERVICES	There are adequate services to help me decide upon a career.	0.48	0.60	To implement in the application process a short but relevant career assessment coupled with a degree plan allowing students to assess their completion towards their degree goals.	Improve the performance gap to .58 or lower.	Laura Yarbrough
Operations	Computer Services	Computer Services	Retention Focus #5. Improve student satisfaction in support areas as measured by the Noel-Levitz Student Satisfaction Inventory (SSI).	CAMPUS SERVICES	This campus provides online access to services I need.	0.16	0.19	Banner - ERP move to the cloud and additional online services with the Banner self service	Performance gap less than .19	Tamya Stallings
Operations	Computer Services	Computer Services	Retention Focus #5. Improve student satisfaction in support areas as measured by the Noel-Levitz Student Satisfaction Inventory (SSI).	CAMPUS SERVICES	This campus provides online access to services I need.	0.16	0.19	Help Desk Software	Performance gap less than .19	Tamya Stallings
Operations	Physical Plant	Campus Police	Retention Focus #5. Improve student satisfaction in support areas as measured by the Noel-Levitz Student Satisfaction Inventory (SSI).	SAFETY AND SECURITY	The campus is safe and secure for all students.	0.21	0.09	If HEERF money is approved, the installation of door magnets on remaining campus doors allowing for electronic lock down if security event occurs.	Reduce the gap to .07 or less.	Thomas Canta
Operations	Physical Plant	Physical Plant	Retention Focus #5. Improve student satisfaction in support areas as measured by the Noel-Levitz Student Satisfaction Inventory (SSI).	CAMPUS CLIMATE /STUDENT CENTEREDNESS	On the whole, the campus is well-maintained	-0.11	-0.10	To assist in the installation and maintenance of the fountain Owl enhancing the outdoor atmosphere for students and visitors.	To reduce the performance gap to -11 or less.	Nickey Robbins
Student Affairs	Admissions	Admissions	Retention Focus #5. Improve student satisfaction in support areas as measured by the Noel-Levitz Student Satisfaction Inventory (SSI).	REGISTRATION EFFECTIVENESS	Registration processes and procedures are convenient.	0.30	0.43	Streamline the registration process by removing antiquated and outdated data/information requirements.	Reduce the current gap performance number by (.06) prior to the next NL survey.	William Kimbriel
Student Affairs	Admissions	Admissions	Retention Focus #5. Improve student satisfaction in support areas as measured by the Noel-Levitz Student Satisfaction Inventory (SSI).	CAMPUS SERVICES	The assessment and course placement procedures are reasonable.	-0.06	0.28	Continue to streamline the testing procedure by utilizing online forms to help expediate registration for testing.	Show a reduction in the next performance gap score of at least (.05).	William Kimbriel
Student Affairs	AVC Student Affairs	AVC Student Affairs	Retention Focus #5. Improve student satisfaction in support areas as measured by the Noel-Levitz Student Satisfaction Inventory (SSI).	CAMPUS CLIMATE /STUDENT CENTEREDNESS	I seldom get the "run-around" when seeking information on this campus.	0.57	0.69	Creation of a survey asking student satisfaction with services provided at the time the service or meeting occurred.	Reduce the performance gap to a .35	William Kimbriel
Student Affairs	Financial Aid	Financial Aid	Retention Focus #5. Improve student satisfaction in support areas as measured by the Noel-Levitz Student Satisfaction Inventory (SSI).	ADMISSIONS AND FINANCIAL AID EFFECTIVENESS	Financial aid awards are announced in time to be helpful in college planning.	0.56	0.68	Each Spring we query our system for incoming Freshmen and determine those that would be eligible for our Academic Distinction scholarship and send award notifications. We also disciminate information to the colleges to determine scholarships that they have to administer some of which are for incoming freshmen.	Lower performance gap below 0.68	Clay Berry
Student Affairs	Student Support Services	Student Support Services	Retention Focus #5. Improve student satisfaction in support areas as measured by the Noel-Levitz Student Satisfaction Inventory (SSI).	CAMPUS SERVICES	There are adequate services to help me decide upon a career.	0.48	0.60	The new Career Coach EMSI software will be utilized campus-wide to help students identify majors and a career path in relation to the current local job market. This resource will be used in a Student Success course, advising, and in individual meetings with the Student Services Coordinator and Student Retention Specialist. Additionally, this software will be available on our website. Career Placement will further emphasize to students the opportunity to schedule meetings to explore possible career avenues, as well as make them aware of online resources such as the Learning Express Library link on the Career Placement page of our website.	Decrease performance gap below .60	George Truell, Jennifer Rowe-Preyer