Pre- Initiatives Workshop assignment
Due Monday October 29, 2012

Introduction: In an effort to identify and share best practices already deployed at Shippensburg, we ask that you please provide information in the format of bullet items regarding activities that your department/office already does. We have identified four objectives/goals from the draft Academic Master Plan. These four also complement the recommendations from the Middle States visiting team as well as our performance measures. All answers will be compiled and sent out electronically before the November 19th workshop so that you have time to review them in preparation for the workshop. We will actively use this information at the workshop, and this information will be used in our Periodic Review Report due to Middle States June 2014.

1. **Recruit a diverse* and highly qualified student body. (Goal 2 Objective 1)**
What activities does your department do in order to assist in this goal? Examples might be: hosting high (or middle) school competition in discipline, such as a geography bee, teaching a cohort in Harrisburg, etc. Please provide information on what activities that attract specific groups to Ship such as: traditional, non-traditional, under-represented students, represented students, veterans, international, transfer and graduate students.
   - We provide priority registration opportunities to ASP students with 30 or fewer credits.
   - We offer as much information and service as possible online. This allows non-traditional students expanded access.
   - We are piloting extended hours the week before and the first week of the start of classes for the spring 2013 semester.

2. **Support strategies that enhance student persistence and retention. (Goal 2 Objective 2)**
What activities does your department do in order to assist in this goal? Examples might be: have a mentor program for incoming transfer students, have tutors in the department who are dedicated to courses that have a high D, W, F rate, made curriculum changes in order to address assessment results (such as changing pre-requisites, moving learning outcomes within the curriculum to match the skill development of students) etc. Address student persistence and retention for undergraduates as well as graduate students.
   - We provide priority registration opportunities to students who face challenges creating a schedule to meet the needs of their particular situation.
   - We request Early Warning Grades from faculty. We communicate availability to all students via email, and we send a postcard mailing regarding availability to all freshmen at their home address.
   - We have assisted with the establishment of grade reporting to allow dean and department offices access to information related to their area and/or student population.

3. **Promote and support experiential learning, including undergraduate and graduate research, field work, internships, service learning, and other creative learning activities beyond the classroom. (Goal 3 Objective 1)**
What activities does your department do for this goal? Can include volunteer activities done by student clubs.
   - We establish part of term (POT) structures to accommodate non-traditional course offerings.

4. **Recruit and retain a highly qualified and diverse** faculty. (Goal 4 Objective 1)**
What activities does your department do for this goal? Examples might be: Faculty in department have personal relationships with faculty in universities that have a diverse population of doctoral candidates, department uses an incremental responsibility approach to allow newly hired faculty to successfully develop their teaching skills and then later, provide service to the department, etc.
   - We offer as much information and service as possible online. This allows faculty expanded access when and where they want it. We also send email communications and/or hold open sessions for particular processes to provide a variety of support options.
   - We offer support to faculty who have issues/concerns related to scheduling, registration, grading, etc.

*Diverse for students as defined by performance measures includes African-American, Hispanic, and American-Indian students; as well as students who report a combination of Black, American Indian/Alaskan Native, or Native Hawaiian/Pacific Islander with any other race. Students who select Hispanic and another race are considered Hispanic, not multiracial. Non-URM students include White, Asian/Pacific Islanders, and students who report White and Asian as their multiple races. Unknown and nonresident aliens are excluded.

** Diverse for faculty as defined by performance measures is according to race. A person is counted in only one racial/ethnic group.   Instructional faculty with race/ethnicity indicator that is other than White or Unknown is used. Therefore, faculty bellowing to the following groups increase our diversity: American Indian or Alaskan Native, Asian, Black, Hispanic, and Native Hawaiian or Other Pacific Islander.