

# Columbus State University



## Appendix I: Athletic Mental Health Awareness

Our goal is to meet with and inform every student-athlete about mental health services available at CSU.

**5 year goal for Department of Athletics (% of student athletes and coaches)**

- 2017-18-----100% of coaches, 27% of student athletes (current year)
- 2018-19-----100% of coaches, 50% of student athletes
- 2019-20-----100% of coaches, 75% of student athletes
- 2020-21-----100% of coaches, 85% of student athletes
- 2021-22-----100% of coaches, 90% of student athletes
- 2022-23-----100% of coaches, 95% of student athletes

**timeline**

10/18/2017

Initial meeting with Gina Sheeks, Todd Reeser, Anita Howard and Julio Llanos to discuss generating more targeted mental health services for university athletes.

11/7/2017

Meeting with representatives (coaches and assistant coaches) and presentation by Dan Rose for all fourteen athletic programs. Content included: (40 coaches/assistant coaches)

1. Content of current mental health services
2. Overcoming possible resistances to seeking help from student athletes
3. Stressing confidentiality
4. Encouraging more effective consultation by coaches with Counseling Center Staff
5. Drug and alcohol concerns
6. Expectation of contact from Counseling Center targeting each athletic program for consultation and targeted programming

2/7/2018

Meeting with Women’s Tennis Team (10 students)

1. Content of mental health services
2. Confidentiality
3. Accessing services

2/8/2018

Meeting with Men’s Tennis Team (11 students)

1. Content of mental health services
2. Confidentiality
3. Accessing services

2/12/2018

Men's Golf (9 students)

1. Content of mental health services
2. Confidentiality
3. Accessing services

Women's Golf (4 students)

1. Content of mental health services
2. Confidentiality
3. Accessing

services 2/14/2018

Meeting with Todd Reeser, Julio Llanos, Barbara Hunt, Lisa Shaw, Dan Rose and Kimberly Melson

1. Generate prescreening for mental health issues for all athletes
2. Direct training with PTs to facilitate use of campus mental health services
3. Generate programing.

2/27/2018

Women's Soccer (18 students)

1. Content of mental health services
2. Confidentiality
3. Accessing Services

2/29/2018

Men's Baseball (16 students)

1. Content of mental health services
2. Confidentiality
3. Accessing Services

3/5/2018

Email: All student athletes (258) and coaches (40) were emailed directly. We distributed information regarding accessing services, confidentiality, and the nature of services.

Summer 2018

Targeted information and signs to be displayed in appropriate areas such as locker rooms and study halls or other high traffic areas.

TBD: Partnering with Theresa Wiley on mandatory video training with a mental health component for student athletes. Funding has been an issue, so no program has been decided and we're waiting for funding verification.

-NCAA Sexual Violence toolkit training for all student athletes and athletic staff for 2017-18

-Theresa Wiley met with all 13 NCAA sports and 2 spirit teams to go over NCAA sexual violence toolkit, BART reporting, Title IX issues, and mandatory reporters for athletic staff.

## Appendix II: Interim Measures of Progress, Predictive Analytics

Success is measured by EAS referral rates, number of students enrolled in BOOST scholarships, percentage of credits successfully completed, retention rate, and graduation rate.

● **EAS referral rates.**

<u>Term</u>	<u># of students referred</u>	<u>Total</u>	<u>% Change</u>
Spring 2018	196	279 for 2017-2018	481%
Fall 2017	83		
Spring 2017	65	120 for 2016-2017	150% increase
Fall 2016	55		
Spring 2016	25	94 for 2015-2016	96% increase
Fall 2015	69		
Spring 2015	37	75 for 2014-2015	56% increase
Fall 2014	38		
Spring 2014	20	48 for 2013-2014	Baseline data
Fall 2013	28		

● **EAB Referrals – Spring 2018**

<u>Center</u>	<u># Students Referred</u>	<u># Student Receiving Care</u>	<u>Percentage</u>
Center for Accommodations and Access	2	1	50%
Center for Career Development	7	1	14%
Counseling Center	18	0	0%
Counseling Center - SIP Grant Referral for STRONG Inventory Test	39	13	33%
Academic Center for Tutoring	22	10	45%
BOOST Program	0	0	0%

● **BOOST—number of students**

62 in Spring 2018  
 38 in Fall 2017  
 10 in Spring 2017  
 5 in Fall 2016

● **Embark—number of students**

10 Fall 2017 and Spring 2018  
 7 in Spring 2017  
 8 in Fall 2016

● **Percentage of credits successfully completed (A, B, C, P, S) versus attempted (A, B, C, D, F, U, W, WF) each fall semester since 2010**

For freshmen, the percentage of earned to enrolled credits were:

Fall 2017: 83%  
Fall 2016: 87%  
Fall 2015: 83%  
Fall 2014: 83%  
Fall 2013: 82%  
Fall 2012: 74%  
Fall 2011: 73%  
Fall 2010: 66%

● **Retention rate: all full-time, degree-seeking undergraduate students**

Fall 2016 – Fall 2017: 80.8%  
Fall 2015 – Fall 2016: 80.3%  
Fall 2014 – Fall 2015: 79.3%

● **Retention rate: FT/FT freshmen**

Fall 2016 – Fall 2017: 74.8%  
Fall 2015 – Fall 2016: 73.1%  
Fall 2014 – Fall 2015: 71.1%

## Appendix III: Cohort Progression FT/FT Freshmen as of Fall 2017

**Earned credits by first-time, full-time freshmen by cohort beginning 2013**

Cohort	0-14	15-29	30-44	45-59	60-74	75-89	> 90	Total
2013	134	130	90	85	63	35	420	957
	14%	14%	9%	9%	6%	4%	44%	
Cohort	0-14	15-29	30-44	45-59	60-74	75-89	> 90	Total
2014	102	143	90	72	49	56	315	827
	12%	17%	11%	9%	6%	7%	38%	
Cohort	0-14	15-29	30-44	45-59	60-74	75-89	> 90	Total
2015	114	142	99	98	119	214	153	939
	12%	15%	11%	10%	13%	23%	16%	
Cohort	0-14	15-29	30-44	45-59	60-74	75-89	> 90	Total
2016	93	132	129	297	182	11	3	847
	11%	16%	15%	35%	22%	1%	0%	

## Appendix IV: Eight Focus Area Maps

### For Students Still Deciding on a Major and with Fewer than 30 Hours (1 Year) of Credits

<b>Academic Focus Area: Computer Science, Math, or Science</b>	
<p><b>Related majors:</b></p> <ul style="list-style-type: none"> <li>• <i>Biology (BA, BA Secondary Education Track, BS)</i></li> <li>• <i>Chemistry (BA Biochemistry Track, BA Secondary Education, BS, BS ACS Certified Track, BS Food Science Track, BS Forensics Track)</i></li> <li>• <i>Computer Science (BS Applied Computing Track, BS Cybersecurity Track, BS Education Track, BS Games Programming Track, BS Software Systems Track)</i></li> <li>• <i>Earth and Space Science (BS Astrophysics and Geology Track, BS Environmental Science Track, BS Geology Track, BS Secondary Education Track)</i></li> <li>• <i>Information Technology (BS)</i></li> <li>• <i>Mathematics (BA, BS, BS Applied Math Concentration, BS Secondary Education Concentration)</i></li> </ul>	
<b>First Semester (17 hrs.)</b>	<b>Second Semester (14-18 hrs.)</b>
<p>ENGL 1101 English Composition 1 (with grade of C or better)</p>	<p>ENGL 1102 English Composition 2 (with grade of C or better)</p>
<p>Select one Area A Math course*:</p> <ul style="list-style-type: none"> <li>• MATH 1113 Pre-calculus or</li> <li>• MATH 1131 Calculus with Analytical Geometry 1 (recommended for Earth &amp; Space Science Majors and Mathematics Majors)</li> </ul> <p>* Eligibility for math course depends on math placement. Some students may need to start with MATH 1111 College Algebra. See an academic advisor for more information.</p>	<p>Select one Area D Math course:</p> <ul style="list-style-type: none"> <li>• STAT 1127 Intro Statistics (Biology, Computer Science, Information Technology)</li> <li>• MATH 1131 Calc. w/An. Geom. 1 (Chemistry)</li> <li>• MATH 1131 or MATH 1132 Calculus w/Analytical Geometry 2 (Earth and Space Science and Math Majors)</li> </ul>
<p><i>Students interested in Biology, Chemistry, or Earth and Space Science, take the following in Area D:</i></p> <ul style="list-style-type: none"> <li>• CHEM 1211/1211L Principles of Chemistry plus Lab</li> </ul> <p><i>Computer Science students in the Games Programming Track are advised to take BIOL 1215K Principles of Biology. Students interested in other majors in this focus area may take a lab science listed in</i></p>	<p><i>Students interested in Biology, Chemistry, or Earth and Space Science, take the following in Area D:</i></p> <ul style="list-style-type: none"> <li>• CHEM 1212/1212L Principles of Chemistry plus Lab</li> </ul> <p><i>Computer Science students in the Games Programming Track are advised to take PHYS 2211/2311 Principles of Physics 1 and Lab. Students interested in other majors in this focus area may continue the lab science they started in the first semester.</i></p>

<p><i>the catalog under the major in which they are interested.</i></p>	
<p><i>Students considering BS programs:</i>                  Select one of the following Fine Arts courses:</p> <ul style="list-style-type: none"> <li>• ARTH 1100 Art Appreciation</li> <li>• ITDS 1145 Comparative Arts</li> <li>• MUSC 1100 Music Appreciation</li> <li>• THEA 1100 Theater Appreciation</li> </ul> <p><i>Students considering BA programs:</i></p> <ul style="list-style-type: none"> <li>• Foreign Language</li> </ul>	<p><i>Students considering BS programs:</i>                  Select one Area E Behavioral Science or World Cultures course</p> <p><i>Students considering BA programs:</i></p> <ul style="list-style-type: none"> <li>• Foreign Language</li> </ul>
<p>POLS 1101 American Government</p>	<p>Select one Area E U.S. History:</p> <ul style="list-style-type: none"> <li>• HIST 2111 US History to 1865</li> <li>• HIST 2112 US History since 1865</li> </ul>
	<p>Students interested in teaching take the following in place of, or in addition to, one Area E course.</p> <ul style="list-style-type: none"> <li>• UTCH Step 1: Inquiry Approaches to Teaching</li> </ul>

<b>Academic Focus Area: Social Science</b>	
<p><b>Related majors:</b></p> <ul style="list-style-type: none"> <li>• <i>Criminal Justice (BS)</i></li> <li>• <i>Political Science (BA)</i></li> <li>• <i>Psychology (BS)</i></li> <li>• <i>Sociology (BS), with tracks in</i> <ul style="list-style-type: none"> <li>• <i>Applied Sociology Concentration</i></li> <li>• <i>Crime, Deviance, &amp; Society Concentration</i></li> <li>• <i>General Concentration</i></li> </ul> </li> </ul>	
<b>First Semester (15 hrs.)</b>	<b>Second Semester (15-16 hrs.)</b>
ENGL 1101 English Composition 1 (with grade of C or better)	ENGL 1102 English Composition 2 (with grade of C or better)
MATH 1001 Quantitative Skills & Reasoning (or any other Area A Math)	Area D Lab Science Course
POLS 1101 American Government	Select one U.S. History Course: <ul style="list-style-type: none"> <li>• HIST 2111 U.S. History to 1865</li> <li>• HIST 2112 U.S. History since 1865</li> </ul>
<p><i>Students considering programs other than Political Science:</i></p> <ul style="list-style-type: none"> <li>• COMM 1110 Public Speaking</li> </ul> <p><i>Students considering BA Political Science:</i></p> <ul style="list-style-type: none"> <li>• Foreign Language</li> </ul>	<p><i>Students considering programs other than Political Science:</i></p> <p>Select one of the following Fine Arts courses:</p> <ul style="list-style-type: none"> <li>• ARTH 1100 Art Appreciation</li> <li>• ITDS 1145 Comparative Arts</li> <li>• MUSC 1100 Music Appreciation</li> <li>• THEA 1100 Theater Appreciation</li> </ul> <p><i>Students considering BA Political Science:</i></p> <ul style="list-style-type: none"> <li>• Foreign Language</li> </ul>
<p>Select one of the following Behavioral Science Courses:</p> <ul style="list-style-type: none"> <li>• SOCI 1101 Introduction to Sociology (Meets a requirement for Criminal Justice Majors)</li> <li>• PSYC 1101 Intro to General Psychology (required for Psychology &amp; Sociology Majors)</li> <li>• ECON 2105 Principles of Macroeconomics</li> </ul>	<p>Explore a major by choosing one of the following:</p> <ul style="list-style-type: none"> <li>• SOCI 2126 Introduction to Social Work and Welfare (SOCI 1101 pre-req)</li> <li>• CRJU 1105 Intro to Criminal Justice</li> <li>• PSYC 2105 Psychology as a Major and a Career (with permission of Chair of Psychology, 2 credit hours)</li> <li>• POLS 2101 Introduction to Political Science</li> </ul>



<b>Academic Focus Area: Health Professions</b>	
<b>Related majors:</b>	
<ul style="list-style-type: none"> <li>• Exercise Science (BS)</li> <li>• Health Science (BS)</li> <li>• Nursing (BSN, RN-BSN)</li> </ul>	
<b>First Semester (15 to 16 hours)</b>	<b>Second Semester (17 hours)</b>
<p>ENGL 1101 English Composition 1 (with grade of C or better)</p> <p>Select one of the following Area A Math courses:</p> <ul style="list-style-type: none"> <li>• *MATH 1001 Quantitative Skills and Reasoning</li> <li>• *MATH 1111 College Algebra</li> </ul> <p>*MATH 1001 is recommended for Nursing and suitable for Exercise Science and Health Science. However, MATH 1111 is recommended for Exercise Science and for students in Health Science pursuing clinical professions. Given these complexities, it is important to discuss math choices with an advisor.</p>	<p>ENGL 1102 English Composition 2 (with grade of C or better)</p> <p>STAT 1127 Introduction to Statistics</p>
<p>Select one Chemistry sequence for Area D:</p> <ul style="list-style-type: none"> <li>• *CHEM 1151/1151L - Survey of Chemistry 1 plus lab</li> <li>• *CHEM 1211/1211L - Principles of Chemistry 1 plus Lab</li> </ul> <p>*Note that Principles of Chemistry is recommended for Exercise Science and Health Science majors, and Survey of Chemistry is required for Nursing. It is important to discuss the Chemistry sequence choice with an advisor.</p>	<p>Continue Chemistry sequence from the first semester:</p> <ul style="list-style-type: none"> <li>• CHEM 1152/1152L - Survey of Chemistry 2 plus lab</li> <li><input type="checkbox"/> CHEM 1212/1212L - Principles of Chemistry 2 plus Lab</li> </ul>
<p>POLS 1101 American Government</p>	<p>Area E Behavioral Science or World Cultures</p>
<p>Select one of the following courses:</p> <ul style="list-style-type: none"> <li>• PHED 1205 Concepts of Fitness</li> <li>• One Area C Fine Arts course:                             <ul style="list-style-type: none"> <li>○ ARTH 1100 Art Appreciation</li> <li>○ ITDS 1145 Comparative Arts</li> <li>○ MUSC 1100 Music Appreciation</li> <li>○ THEA 1100 Theatre Appreciation</li> </ul> </li> </ul>	<p>Select one Area E U.S. History:</p> <ul style="list-style-type: none"> <li>• HIST 2111 US History to 1865</li> <li>• HIST 2112 US History since 1865</li> </ul> <p>Select one of the following courses:</p> <ul style="list-style-type: none"> <li>• *HESC 1105 Intro to Health Professions</li> <li>• One PEDS course</li> </ul> <p>*Required course for Health Science; Elective course for Exercise Science</p>

<p align="center"><b>Academic Focus Area: Education (excluding Secondary Education)</b></p> <p><b>Related majors:</b></p> <ul style="list-style-type: none"> <li>• <i>Early Childhood Education (BSEd)</i></li> <li>• <i>Health and Physical Education (BSEd)</i></li> <li>• <i>Health and Physical Education (BSEd) - Non Certification Track</i></li> <li>• <i>Middle Grades Education (BSEd)</i></li> <li>• <i>Special Education (BSEd)</i></li> </ul>	
<b>First Semester (16 hrs.)</b>	<b>Second Semester (15-17 hrs.)</b>
ENGL 1101 English Composition 1 (with grade of C or better)	ENGL 1102 English Composition 2 (with grade of C or better)
<p>Students not pursuing Math or Science concentrations:</p> <ul style="list-style-type: none"> <li>• MATH 1001 Quantitative Skills and Reasoning</li> </ul> <p><i>Students interested in Math or Science concentrations:</i></p> <ul style="list-style-type: none"> <li>• MATH 1111 College Algebra (or higher math, depending on placement)</li> </ul>	COMM 1110 Public Speaking
Area D Science with lab	<p>Students interested in math or science concentrations:</p> <ul style="list-style-type: none"> <li>• Area D science with lab</li> </ul> <p>Students not pursuing math or science concentrations:</p> <ul style="list-style-type: none"> <li>• Area D science with or without lab</li> </ul>
EDUC 2130 Exploring Learning and Teaching	EDUC 2110 Investigating Critical and Contemporary Issues in Education
EDUC 2120 Exploring Socio-Cultural Contexts on Diversity in Educational Settings	<p>Students not pursuing math or science concentrations, choose one Area E U.S. History:</p> <ul style="list-style-type: none"> <li>• HIST 2111 U.S. History to 1865</li> <li>• HIST 2112 U.S. History since 1865</li> </ul> <p>Students interested in math or science concentrations:</p> <ul style="list-style-type: none"> <li>• MATH 1113 Pre-Calculus</li> </ul>

<p style="text-align: center;"><b>Academic Focus Area: Business</b></p> <p><b>Related majors:</b></p> <ul style="list-style-type: none"> <li>• <i>All BBA majors, including Accounting, Finance, General Business, Management, Management Information Systems, and Marketing</i></li> </ul>	
First Semester (16-17 hrs.)	Second Semester (16 hrs.)
ENGL 1101 English Composition 1 (with grade of C or better)	ENGL 1102 English Composition 2 (with grade of C or better)
MATH 1111 College Algebra (or higher) with grade of C or better.	POLS 1101 American Government
Select one Area C Fine Arts course: <ul style="list-style-type: none"> <li>• ARTH 1100 Art Appreciation</li> <li>• ITDS 1145 Comparative Arts</li> <li>• MUSC 1100 Music Appreciation</li> <li>• THEA 1100 Theater Appreciation</li> </ul>	COMM 1110 Public Speaking
BUSA 2115 Introduction to Business	ECON 2105 Principles of Macroeconomics
Select one Area E U.S. History: <ul style="list-style-type: none"> <li>• HIST 2111 US History to 1865</li> <li>• HIST 2112 US History since 1865</li> </ul>	MISM 2115 Introduction to Information Systems in Business
Area B seminar	PEDS activity course

**Academic Focus Area: Humanities**

**Related majors:**

- *Art History (BA)*
- *Communication (BA), with tracks in*
  - *Communication Studies*
  - *Film Production*
  - *Integrated Media*
  - *Public Relations*
- *English (BA), with tracks in*
  - *Creative Writing*
  - *Literature*
  - *Professional Writing*
  - *Secondary Education*
- *History (BA), with tracks in*
  - *History*
  - *Secondary Education*
- *Liberal Arts (BA), with tracks in*
  - *Humanities and Social Sciences*
  - *Military and Global Issues*
  - *Philosophy*
- *Modern Language and Culture (BA), with tracks in*
  - *Spanish with Teacher Certification*
  - *Spanish Literature and Culture*

<b>First Semester (15 Credit Hours)</b>	<b>Second Semester (15 Credit Hours)</b>
ENGL 1101 English Composition 1 (with grade of C or better)	ENGL 1102 English Composition 2 (with grade of C or better)
MATH 1001 Quantitative Skills & Reasoning	COMM 1110 Public Speaking
Choose one of the following Area C Fine Arts courses: <ul style="list-style-type: none"> <li>• ITDS 1145 Comparative Arts</li> <li>• ARTH 1100 Art Appreciation</li> </ul>	Choose one of the following Area E U.S. History courses: <ul style="list-style-type: none"> <li>• HIST 2111 U.S. History to 1865</li> <li>• HIST 2112 U.S. History since 1865</li> </ul>
Foreign Language	Foreign Language
Choose one of the following Area C Humanities courses: <ul style="list-style-type: none"> <li>• ITDS 1145 Comparative Arts (unless taken for Area C Fine Arts)</li> <li>• PHIL 2010 Introduction to Philosophy</li> </ul>	Choose one of the following to explore your interest in a major: <ul style="list-style-type: none"> <li>• ARTH 2125 History of Art I</li> <li>• ARTH 2126 History of Art II</li> <li>• COMM 2105 Interpersonal Comm.</li> <li>• COMM 2136 Group Comm.</li> <li>• COMM 2137 Intro. To Mass. Comm.</li> <li>• EDUC 2130 Exploring Learning and Teaching (for students interested in teaching)</li> <li>• ENGL 2136 Language and Culture</li> <li>• HIST 1111 World History to 1500</li> <li>• HIST 1112 World History since 1500</li> <li>• PHIL 2030 Moral Philosophy</li> </ul>

<b>Academic Focus Area: Fine and Performing Arts</b>	
<ul style="list-style-type: none"> <li>• <i>Art (BFA, BA, BSEd Art Education)</i></li> <li>• <i>Art History (BA)</i></li> <li>• <i>Music (BA, BM Music Education, BM Music Performance)</i></li> <li>• <i>Theatre (BA, BFA, BSEd Theatre Education)</i></li> </ul>	
<b>First Semester (15-16 Credit Hours)</b>	<b>Second Semester (15-16 Credit Hours)</b>
ENGL 1101 English Composition 1 (with grade of C or better)	ENGL 1102 English Composition 2 (with grade of C or better)
ITDS 1145 Comparative Arts (Area C Humanities)	MATH 1001 Quantitative Skills and Reasoning (or other Area A Math course)
Select one Area C Fine Arts course <ul style="list-style-type: none"> <li>• ARTH 1100 Art Appreciation</li> <li>• MUSC 1100 Music Appreciation</li> <li>• THEA 1100 Theatre Appreciation</li> </ul>	Select one of the following as an elective: <ul style="list-style-type: none"> <li>• ARTH 1100 Art Appreciation</li> <li>• MUSC 1100 Music Appreciation</li> <li>• THEA 1100 Theatre Appreciation</li> </ul>
Select one of the following Area E courses: <ul style="list-style-type: none"> <li>• HIST 2111 U.S. History to 1865</li> <li>• HIST 2112 U.S. History since 1865</li> </ul> <i>Students considering BA Programs:</i> <ul style="list-style-type: none"> <li>• Foreign Language</li> </ul> <i>Students considering a vocal music major are encouraged to select German or French</i>	COMM 1110 Public Speaking  <i>Students considering BA Programs:</i> <ul style="list-style-type: none"> <li>• Foreign Language</li> </ul>
Explore your interest with 3-4 credit hours of the following: <ul style="list-style-type: none"> <li>• ARTH 2125 History of Art I</li> <li>• ARTH 2126 History of Art II</li> <li>• ARTS 1010 Art Foundation: Explorations of Drawing</li> <li>• ARTS 1020 Art Foundation: 2D and Digital</li> <li>• EDUC 2110 Investigating Critical and Contemporary Issues in Education (<i>for students interested in teaching</i>)</li> <li>• *THEA 1105 First Year Seminar</li> </ul>	Explore your interest with 3-4 credit hours of the following: <ul style="list-style-type: none"> <li>• ARTH 2125 History of Art I</li> <li>• ARTH 2126 History of Art II</li> <li>• ARTS 1010 Art Foundation: Explorations of Drawing</li> <li>• EDUC 2120 Exploring Socio-Cultural Contexts on Diversity in Educational Settings (<i>for students interested in teaching</i>)</li> <li>• *MUSA 1305 Class Voice</li> <li>• *MUSA 1306 Class Piano</li> <li>• *MUSA 1307 Class Guitar</li> <li>• MUSC 1213 Music Foundations</li> <li>• *THEA 1105 First Year Seminar</li> <li>• THEA 1175 Script Analysis</li> </ul>
* Courses with one credit hour.	* Courses with one credit hour.

<b>Academic Focus Area: Exploratory</b>	
First Semester (16 hours)	Second Semester (15-16 hours)
ENGL 1101 English Composition 1 (with grade of C or better)	ENGL 1102 English Composition 2 (with grade of C or better)
<p><i>Students interested in Math or Science disciplines:</i></p> <ul style="list-style-type: none"> <li>MATH 1111 College Algebra (or higher, depending on placement)</li> </ul> <p><i>Students not pursuing Math or Science disciplines:</i></p> <ul style="list-style-type: none"> <li>MATH 1001 Quantitative Skills and Reasoning</li> </ul>	COMM 1110 Public Speaking
Area D Science with lab	<p><i>Students interested in math or science disciplines:</i></p> <ul style="list-style-type: none"> <li>Area D science with lab</li> </ul> <p><i>Students not pursuing math or science disciplines:</i></p> <ul style="list-style-type: none"> <li>Area D science with or without lab</li> </ul>
HIST 2111 US History to 1865 OR HIST 2112 US History since 1865	POLS 1101 American Government
One class at the 1000-2000 level in the student's discipline of interest.	One class at the 1000-2000 level in the student's discipline of interest.

Completed May 22, 2018, after consultation with UCC, advisors, department chairs, and other faculty staff.

## Appendix V: Momentum Year Implementation Plan 2018-2019 Calendar

**Spring 2018**

Action Item	Responsible Individual(s)	Due Date
Review the list for students who may have already earned a credential and contact them to determine if they wish to have it awarded. Contact students by mail (USPS and email). Contact students by phone to determine their interest in continuing to work on their degrees.	Tina Butcher, Gary Bush, Lisa Shaw, Joseph Sawyer, Casey Hergett	Spring 2018

**March 2018**

Action Item	Responsible Individual(s)	Due Date
Meet with the NCDE Director, Dr. Hunter Boylan to determine ways in which CSU can further support students as they seek to achieve their academic goals	Melody Shumaker	March 21

**April 2018**

Action Item	Responsible Individual(s)	Due Date
Finalize and obtain approval for the remaining focus areas	Pat McHenry	April 20
Complete the alignment of degree programs with academic focus areas	Pat McHenry	April 20
Complete the program maps for all academic focus areas	Barbara Hunt, Pat McHenry	April 20

**May 2018**

Action Item	Responsible Individual(s)	Due Date
Include workshops on the topic of academic mindsets as part of August 2018 Welcome Week professional development sessions. Feature this topic in a Call for Proposals for August sessions.	Susan Hrach	May
Identify a process through which students can contact advisors or personnel in the Academic Center for Excellence or the Center for Career Development to ask questions about potential education/career possibilities. Use EAB to send messages and texts to make incoming students aware of this opportunity.	Dr. Sheeks, Lisa Shaw, and Kelly Koch	May 1

Review ROAR evaluation to ensure it captures data related to career resources	Lyn Riggsby-Gonzalez, Adrienne Craig, Keri Dantley, Melissa Dempsey, Tina Butcher, Lisa Shaw, Pat McHenry, UITS representative	May 31
Publish focus areas in the CSU catalog and via the ACE website	Pat McHenry, Suzy Gunnels, Lisa Shaw	May 22
Review the ROAR survey to ensure it will provide the necessary data and feedback to identify areas for improvement in registration, orientation, and advising practices	Keri Dantley, Adrienne Craig, Lisa Shaw, Pat McHenry and Tina Butcher	May 31

**Summer 2018**

Action Item	Responsible Individual(s)	Due Date
Include an introduction to the Am I Job Ready? (AIJR?) assessment during the ROAR presentation	Lyn Riggsby-Gonzalez	Summer 2018
Have all students attending ROAR complete AIJR? during the orientation process	Lyn Riggsby-Gonzalez	Summer 2018
Career Development will continue to work with colleges to market co-curricular opportunities	Lyn Riggsby-Gonzalez	Summer 2018
Market and encourage participation in Camp PROWL	Keri Dantley	Summer 2018
Market and encourage first year student participation in the Student Leadership Conference	Adrienne Craig, Cedricia Thomas	Summer 2018
Continue to assess participation in student engagement programs through the use of scanners	Adrienne Craig, Melissa Dempsey	Summer 2018
Collaborate with COOL to ensure compliance with ADA accessible formatting	Barbara Hunt, COOL Staff	Summer 2018
Collaborate with Institutional Research and Effectiveness to develop/pilot a report that will identify incoming students who are not enrolled in the gateway English course and did not bring in prior learning credit to satisfy the requirement	Lisa Shaw, Tina Butcher, Pat McHenry, Sri Sitharaman	Summer 2018
Collaborate with Institutional Research and Effectiveness to develop a report that will identify incoming students who are not enrolled in the gateway mathematics course and did not bring in prior learning credit to satisfy the requirement	Lisa Shaw, Tina Butcher, Pat McHenry, Sri Sitharaman	Summer 2018



Collaborate with Institutional Research and Effectiveness to extract data regarding course demand	Sri Sitharaman, Tina Butcher, Pat McHenry, Kimberly McElveen	Summer 2018
Work with UITS to update the automatic advisor assignment tool	Casey Hergett, Tina Butcher, Lisa Shaw, Pat McHenry	Summer 2018
Ensure that all students go through the checkout process at ROAR and complete the survey	Keri Dantley, Adrienne Craig, Lisa Shaw, Academic Advisors, Melissa Dempsey	Summer 2018
Email surveys to students at the end of advising period if they did not complete the survey	Lisa Shaw	Summer 2018
Develop surveys for advisors, faculty, staff, and administrators for administration at the conclusion of Fall ROAR sessions	Lisa Shaw	Summer 2018
Identify a measurement scale/survey to assess social belonging and related concerns students might face	Keri Dantley, Lisa Shaw, Melissa Dempsey	Summer 2018
Review the list for students who may have already earned a credential and contact them to determine if they wish to have it awarded. Contact students by mail (USPS and email). Contact students by phone to determine their interest in continuing to work on their degrees.	Tina Butcher, Gary Bush, Lisa Shaw, Joseph Sawyer, Casey Hergett	Summer 2018

**June 2018**

Action Item	Responsible Individual(s)	Due Date
Implement a real-time communication option for students to assist with the completion of the preference survey	Lisa Shaw	June 1
Begin the process to centralize advising to ensure consistent expectations for all advisors of incoming students	Dr. Bordelon, Dr. Butcher, Lisa Shaw	June 1
Begin the process of centralizing academic advising for first- and second-year students to ensure a consistent standard of care for all students. Add professional academic advising for first and second year students in all colleges	Dr. Bordelon, Dr. Butcher, Lisa Shaw	June 1
Redesign and align the preference survey to focus areas	Lisa Shaw, Kimberly McElveen, Pat McHenry, and Tina Butcher	June 1
Revise the academic session at orientation to provide an opportunity for an ACE advisor to provide an overview of programs and focus areas to students and parents	Lisa Shaw	June 1
Complete the development of a measurable process for helping students select a program/focus area	Melissa Dempsey and Lisa Shaw	June 1

**July 2018**

Action Item	Responsible Individual(s)	Due Date
Continue using the preference survey (advising survey) to advise students in course selection with continued support and communication through EAB	Lisa Shaw, Tom Helton	July 1
Within the next few months, we will host Dr. Hunter Boylan, Director of the National Resource Center for Developmental Education. He will assess our current support services and advise how to further our efforts to create resilient students. Dr. Boylan and his team will also create a training program for CSU. Training will include Dr. Melody Shumaker, the SIP Co-Coordinator, faculty, staff advisors and/or academic coaches.	Melody Shumaker, Lisa Shaw	July 31

**Fall 2018**

Action Item	Responsible Individual(s)	Due Date
Implement the use of a report that will identify incoming students who are not enrolled in the gateway English course and did not bring in prior learning credit to satisfy the requirement	Lisa Shaw, Tina Butcher, Pat McHenry, Sri Sitharaman	Fall 2018
Implement the use of a report that will identify incoming students who are not enrolled in the gateway mathematics course and did not bring in prior learning credit to satisfy the requirement	Lisa Shaw, Tina Butcher, Pat McHenry, Sri Sitharaman	Fall 2018
Collaborate with Institutional Research and Effectiveness to develop and pilot a report that will identify whether students are enrolled in coursework consistent with the program map for the declared academic focus area or major	Lisa Shaw, Tina Butcher, Pat McHenry, Sri Sitharaman	Fall 2018
Disseminate the Academic Mindset Survey to all first-year first-time students.	Kimberly McElveen, Adrienne Craig	Summer 2018/Fall 2018
Partner with Student Affairs and Academic Affairs to encourage student completion of the Academic Mindset Survey	Kimberly McElveen, Adrienne Craig, Melody Shumaker	Summer 2018/Fall 2018
Develop and pilot an audit report to track students in focus areas	Lisa Shaw, Tina Butcher, Pat McHenry, Sri Sitharaman	Fall 2018
Work with faculty/staff in the Center for Global Engagement, the Honors College, Servant Leadership, the Graduate School, and Student Affairs to develop and schedule messages/texts through EAB to inform students of opportunities for further study	Kelly Koch, Eric Spears, Cindy Ticknor, Wendi Jenkins, Ellen Roberts, Adrienne Craig	Fall 2018
Counseling Center will also be working with Mental Health Counseling referrals from ACE through the EAB system	Dan Rose, Lisa Shaw, and Kelly Koch	Fall 2018

Establish the foundation for an awareness of academic mindsets and train faculty in the cultivation of productive mindsets	Melody Shumaker, Susan Hrach, Pat McHenry	Fall 2018
Continue to have leadership forums for faculty, staff, and administrators to strategize and to develop practices to help students see academic difficulties and challenges as chances to grow	Susan Hrach, Wendi Jenkins	Fall 2018
Create a training program for coaches that helps them assist students in viewing academic difficulties and challenges as chances to grow	Melody Shumaker, Lisa Shaw	Fall 2018
Market and encourage first year student participation in the Student Leadership Conference	Adrienne Craig and Cedricia Thomas	Fall 2018
Continue to assess participation in student engagement programs through the use of scanners	Adrienne Craig and Melissa Dempsey	Fall 2018

**August 2018**

Action Item	Responsible Individual(s)	Due Date
Update the admission application to remove the undeclared option and include the academic focus areas	Russ Romandini, Gary Bush, Casey Hergett	August 1
Circulate language from the “High Hope” syllabus model via Faculty Center newsletter and website, and include as part of New Faculty Seminar Series	Susan Hrach, Department Chairs	August 11
Full implementation of EAB in the Center for Career Development	Lyn Riggsby-Gonzalez Lisa Shaw, and Kelly Koch	August 17
Include workshops on academic mindset as part of August 2018 Welcome Week professional development sessions	Susan Hrach	August 13-17
Survey advisors, faculty, staff, and administrators to identify areas for improvement in registration, orientation, and advising practices	Lisa Shaw	August 31

**September 2018**

Action Item	Responsible Individual(s)	Due Date
Work with Student Affairs to implement the use of EAB in the Center for Career Development and the Counseling Center to track referrals and determine if additional intervention is necessary	Kelly Koch, Lyn Riggsby-Gonzalez, Dan Rose	September 1
CCG project manager will contact the appropriate chairs to discuss any needed changes to existing focus area and degree program maps to make sure they include 9 credit hours (3 courses) of introductory courses in the field during the first academic year	Barbara Hunt, Department Chairs	September 1

Complete a review/revision of all program maps to ensure that all include recommendations for appropriate electives and courses outside the discipline	Barbara Hunt, Department Chairs	September 1
Complete review of all program maps to ensure alignment with the appropriate mathematics pathway for the academic focus area or major	Barbara Hunt, Department Chairs	September 1

**Spring 2019**

Action Item	Responsible Individual(s)	Due Date
Use the results from the Academic Mindset survey to develop baseline data, set outcomes, assessment methods, and criteria for achievement. The results will be analyzed annually for improvement.	Kimberly McElveen, Sri Sitharaman, Adrian Wade	Fall 2018
Analyze and disseminate the results of the Academic Mindset Survey to key leadership to develop actionable items for the University	Kimberly McElveen, Sri Sitharaman, Adrian Wade	Spring 2019
Use the results from the Academic Mindset survey to develop baseline data, set outcomes, assessment methods, and a criteria for achievement. The results will be analyzed annually for improvement.	Kimberly McElveen, Sri Sitharaman, Adrian Wade	Spring 2019
Use the results from the Academic Mindset survey to review policies at CSU that might create barriers in student achievement	Executive Leadership Team, Student Affairs, Glenn Stokes, Pat McHenry, Tina Butcher, Ellen Roberts	Spring 2019
Implement the measurement scale/survey regarding social belonging. Analyze data and make revisions as needed	Keri Dantley, Lisa Shaw, Melissa Dempsey	Spring 2019
Continue to have leadership forums for faculty, staff, and administrators to strategize and to develop practices to help students see academic difficulties and challenges as chances to grow	Susan Hrach, Wendi Jenkins	Spring 2019
Create a training program for coaches that helps them assist students in viewing academic difficulties and challenges as chances to grow	Melody Shumaker, Lisa Shaw	Spring 2019

**Summer 2019**

Action Item	Responsible Individual(s)	Due Date
CSU is purchasing the Courseleaf catalog module that will ensure ADA compliance throughout the catalog	Pat McHenry, Tina Butcher (implementation)	Summer 2019

Development with whole departments or departmental curriculum committees. Evaluating and revising curricula could be encouraged as part of normal curriculum change process, and/or as part of annual program review process	Susan Hrach, Pat McHenry, Tina Butcher	2019-2020
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**Ongoing**

<b>Action Item</b>	<b>Responsible Individual(s)</b>	<b>Due Date</b>
Publicize BOOST child care grant to students in all departments but especially Nursing to increase the applicants	Lisa Shaw	Ongoing