

Staff Senate Meeting Agenda
Wednesday, November 16, 2022 @ 2:00 p.m.
Delta Center 201 and Zoom

- I. Call to Order
- II. Roll Call
- III. Routine Business
 - a. Meeting Minutes
 - b. Treasurer's Report
- IV. Guest Speaker
 - a. Dr. Bill Smith, Chief Communications Officer
- V. Announcements and Reminders
 - a. Committee Updates
 - b. Next Meeting: December 14, 2022

Staff Senate Meeting Agenda
Wednesday, October 19, 2022 @ 2:00 p.m.
Delta Center, 201 and Zoom

- I. Call to Order – Madeline Ragland, President at 2:00 p.m.

- II. Roll Call: Nikki Adams, Autumn Anderson, Himaja Balakrishnan, Catherine Beaver, Sandra Bramblett, Perdeta Bush, Angela Daniels, Robby Davenport, Candace Evans, Tracy Finch, Pat Glascock, Pam Graham, Whitley Green, Deanna Harris, Melissa Jackson, Christina Kostick, Kelli Listenbee, Lana Martin, Porsha McGregor, Jarrod Mayfield, Christine Perry, Madeline Ragland, Lisa Reeves, Kelly Sabin, Natalie Turney, Alyssa Wells

- III. Routine Business
 - a. Meeting Minutes
 - b. Treasurer’s Report – Sandra Bramblett
- IV. Guest Speakers
 - a. Dr. Melanie Wicinski, Assistant Vice Chancellor for Accreditation and Assessment
 - Testing Center is apart of their unit
 - Reaffirmation with HLC in 2024
 - All accreditation and Assessment should flow through this office that way, we can make sure that we're all using the same voice that the institution
 - 6 Committees
 - a. Mission
 - b. Ethics
 - c. Teaching – Resources
 - d. Teaching – Assessment
 - e. Institutional Effectiveness
 - f. Review
 - b. Dr. Lori Winn, Associate Vice Chancellor for Human Resources & Administration
 - Open Enrollment is November 1st - November 15th
 - Benefit Changes
 - a. 403b option

Staff Senate Meeting Agenda
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- b. No action is necessary unless you want to carry forward, a flexible spending account or health savings account.
- TIAA Changes can be made anytime, not just during Open Enrollment
- Catastrophic Leave Committee meets a least once a month.
 - a. You can always donate that time to the catastrophic leave bank
 - b. The Bank carries forward each year
 - c. There is a separate Faculty Bank and Staff Bank
 - d. Cut off to donate this year is early December
 - e. Individuals can receive Six Months Maximum
- Fitness Time is a benefit to everyone, supervisors are encouraged to work with their employees to ensure fitness time when possible
- Benefits Fair 10-27-22 from 10:00-2:00
- V. New Business: SGOE Proposals
 - Dominique White – Captioning and Accessibility Operating Procedure Policy (see Attachment)
 - a. A&AS will cover the cost
 - b. This is for all students
 - c. If accepted should be implemented next academic year
 - Thilla Sivakumaran – Admissions Proposal Pilot (see Attachment)
- VI. Announcements and Reminders
 - a. Committee Updates
 - Santa Wolves is looking for additional committee members
 - Distinguished Performance Awards committee is also looking for additional committee members
 - b. Next Meeting: November 16, 2022
 - Meeting Adjourned



**ARKANSAS STATE
UNIVERSITY**

Staff Senate Treasurer's Report
October 31, 2022

<u>University E & G Accounts</u>		<u>Beginning Balance</u>	<u>Debit/ Credit</u>	<u>Remaining</u>
<i>Staff Senate</i> <i>110000-120008-1630</i>	Beginning Balance FY22	\$2,140.00		<u>\$2,140.00</u>
<hr/>				
<i>Santa's Wolves Agency Account</i> <i>930002-390000-5000</i>	Balance Forward	\$ 1,864.41		<u>\$1,864.41</u>
<hr/>				
<u>ASU Foundation Accounts</u>				
<i>Santa's Wolves</i> <i>200067</i>	Balance Forward Payroll deposits for September	\$20,199.45	1,278.89	<u>\$21,478.34</u>
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<i>Staff Senate Discretionary</i> <i>200069</i>	Balance Forward	\$20,260.48		<u>\$20,260.48</u>
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<i>Staff Senate Education Assistance</i> <i>230139</i>	Balance Forward September Contributions	\$2,095.35	124.92	<u>\$2,220.27</u>
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Captioning and Accessibility Operating Procedure Proposal

- I. **Date: September 2, 2022**
- II. **Sponsoring Constituent (s):** The Access and Accommodation Services Committee
- III. **Statement of the Issue:** The purpose of this document is to recommend that captioning of recorded videos used for class instruction be adopted as operating procedure for all A-State Jonesboro academic programs. The adoption of this operating procedure would require institutional expense and possibly contracting with a third-party captioning provider. The approval of this procedure would ensure that those who are deaf or hearing impaired or those with other related challenges have equal access to class material. This procedure would also be advantageous for students without disabilities as there are many learning and processing benefits to captioned audio content.
- IV. **Rationale for operating procedure:** Arkansas State University's administrators, faculty and staff are committed to providing a barrier free environment to every student who has the desire to learn and succeed in the collegiate environment. With this in mind, we have a responsibility to adhere to the requirements of Sections 504 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act and its amendments. This is to provide reasonable accommodations to qualified individuals with disabilities. As of fall 2022, Access and Accommodation Services had approximately 26 students registered with hearing impairments. Although Access and Accommodation Services (A&AS) works tirelessly to provide necessary accommodations to students with hearing impairments registered with the A&AS office, it is likely that there are students with hearing related struggles or other similar challenges who are not registered with the office as registration is not mandatory. In addition, the Proposal Subcommittee of the larger Access and Accommodation Services Committee, feels that it is important for the university to take an official stance regarding accessibility by requiring all courses and academic programs to provide captioned content. Further rationale for this request is as follows:
 1. Students who may need captioned material as an accommodation are encouraged to register with Access and Accommodation Services (A&AS). A&AS works with faculty to provide the necessary accommodation, whether that be captioning, interpreters or another accommodation that would meet students' needs. However, a hearing disability or impairment may not be present at the beginning of the academic term or year. Acquiring a disability or realization of a disability condition can occur unexpectedly at any time in one's life. So, if captioning were already required for recorded content used for class instruction, those concerns would not have to be addressed from a reactive standpoint because the university would be proactive by already having this procedure in place.

2. The captioning process can take anywhere between 24 hours to a few days depending upon how much material one student needs captioned, the subject matter being discussed on video, etc. So, if a course is requiring video material and the student is not aware of this ahead of time, A&AS staff won't be given adequate notice to address the need. With the turnaround time being at least 24 hours (and this is for an experienced captionist), the student is missing important class content through no fault of their own because material was not accessible from the start. This can be the case for multiple students in multiple classes during one term.
3. With online learning becoming a reality for most institutions, including A-State, recorded lectures and videos are being utilized more often. We can troubleshoot a lot of accommodation and accessibility related concerns by already requiring those videos to be captioned.
4. While students with disabilities are encouraged to register with A&AS, they are not required to. So, there could be students in courses with hearing impairments that are not registered with A&AS. They may wear hearing aids, be proficient at lip reading, or have simply figured out how to do the best they can without asking for accommodations. That being said, these students could still greatly benefit from captioned material and would not have to work so hard to fully access and process information. While work to de-stigmatize disability and encourage people to seek the help that they need is on-going, the hope is that we work to make equitable access the norm so that accessibility is commonplace, whether students are registered with A&AS or not.
5. Captioning enhances access for all students. Students with learning and processing disorders often benefit from captioning because it allows them to access material in multiple formats (visual and audio). Captioning can also be beneficial to ESL students. In addition, captioning is beneficial to students without disabilities because it can allow them to access video material regardless of environmental factors.
6. Having all videos captioned is a major component of the concept of Universal Design, the philosophy that environments should be designed as accessible as possible to all people on the front-end so as to eliminate the need for individuals to request accommodations.
7. The university has accessibility standards in place for all public facing media (recruitment material, community outreach, promotional, press releases, etc.), and one of these standards is that all videos must be captioned. This proposed operating procedure would ensure that our educational and instructional videos are in line with the policy of Marketing and Communications.

8. All A-State Online courses follow standards that require captioning or video transcripts to meet accessibility guidelines. All videos are captioned and transcribed and available for students within AOS courses. Part of their course build (and rebuild) process for online programs is that every course has to meet a set of guidelines (one of which is a section on ADA compliance) and all courses are required to have media that is captioned/transcribed. If A-State were to adopt a captioning operating procedure, it would be in line with what A-State Online Programs is already doing.
9. The hope is that we don't just meet the bare minimum compliance requirement but set a standard beyond our legal obligation.
10. Setting captioning standards for content used in the classroom also sets a standard for further honoring the idea of disability as diversity. It will show that we honor the diversity of our student population by recognizing their needs and honoring their lived experience as a foundation of our university policies and not as an afterthought.

V. Type of review: Full

VI. Other Pertinent Information:

Goal:

- I. The university's mission is to educate leaders, enhance intellectual growth and enrich lives. Students who are deaf or hearing impaired are leaders, in the present and in the future. Their intellectual growth is enhanced if they have full access to class material and instruction. Their lives as a part of the A-State community are enriched when they can fully participate in all academic programs and services. Their lives are also enriched when they can leave the university and fully immerse themselves into a vibrant workforce with confidence because their educational experience was equitable to their peers due to Arkansas State University's commitment to inclusion, equity and access. The goal of this captioning operating procedure is directly linked to A-State's university mission.

II. Implementation:

- a. It is most effective to use products with open or closed-captioning or subtitles, whether they are shown in class, assigned outside of class, or utilized for other university purposes. It is the responsibility of all colleges, departments, administrators, faculty and staff to utilize only media produced with open or closed captions or subtitles or provide an alternative format such as a transcript. When a video is shown in class, employees should ensure that captions are turned on, as doing so benefits all students.

III. New Video/DVD/Film Releases:

- a. It is the responsibility of the college/department, administrators, faculty and staff to:
 - i. Purchase and use captioned videos/DVDs/films for teaching purposes in their assigned classroom and/or college/department or University-sponsored event;
 - ii. Substitute a video/DVD/film with captioning in the place of an older version without captioning;
 - iii. Update all video/DVD/film stock to include only those with captioning; and
 - iv. Create captions for any University-created video.

IV. Non-captioned Video/DVD/Film Releases:

- a. It is the responsibility of the college/department, administrators, faculty and staff to:
 - i. Transition their media materials into captioned and accessible products for all;
 - ii. Inquire in the Media & Microforms area of the Library to determine if the University has a captioned version;
 - iii. Seek an alternative video/DVD/film with closed-captioning;
 - iv. Make a determination if the video/DVD/film is essential to a course or if it may be deleted from a syllabus; or
 - v. Offer an alternative assignment to a student in place of viewing a non-captioned video/DVD/film.

V. Alternative Accommodations for Non-Captioned Videos/DVDs/Films in Academic Courses:

- a. In the event the college/department, administrators, faculty or staff determine a non-captioned media product is essential to academic course requirements, it is the responsibility of the college/department, administrator, faculty or staff member to meet

with the student who is hearing impaired/deaf to determine reasonable alternatives. Access and Accommodation Services staff can facilitate or be involved in that interactive process, if needed. A list of possible alternatives is shown below. This list is not all-inclusive:

- i. The individual's American Sign Language (ASL) interpreter for that particular class will interpret the video/DVD/film, the ASL interpreter will review the media transcript, if available, and/or preview the video. ASL Interpreters must be informed at least two weeks in advance of the assignment.
 - ii. If a captioned video/DVD/film is not available, then the student who is hearing impaired/deaf and the ASL interpreter may be given a copy of the script at least two class meetings prior to the showing. If no ASL interpreter is assigned to the class because the student who is hearing impaired does not understand American Sign Language (ASL), such a student may depend on speech/lip reading and/or the use of an Assistive Listening Device (ALD). In such a situation, when captioning is not available, a transcript of the video should be made available to the student at least two class meetings prior to the showing. It is the responsibility of the instructor to contact the publisher to obtain a copy of the transcript. If a transcript is not available through the publisher, Access and Accommodation Services staff will work with faculty to provide a transcript if given at least two-weeks' notice.
 - iii. The instructor may offer an alternative assignment to the student in place of viewing a non-captioned video/DVD/film. Alternative assignments should be determined on an individual basis between the professor and the student who is hearing impaired/deaf. Access and Accommodations staff is available for consultation, if needed. Possible alternatives could include but are not limited to:
 1. Providing in-depth copies of the instructor's notes on the video/DVD/film to ensure the student is given full access to the main points of the media presentation.
 2. Allowing the student who is hearing impaired to view the video/DVD/film additional times on their own personal time with a copy of the instructor's notes.
- b. Faculty must note in their syllabus any instructional material or assignments that will involve videos/DVDs/films that are not captioned or for which a transcript cannot be made available. This will allow for adequate notice that a discussion about alternate accommodations will be needed for a particular assignment.

VI. The Role of Access and Accommodation Services (A&AS):

- a. Access and Accommodation Services' Technology Specialist (and support staff) will provide captioning services for short videos (*1 hour or less*) provided the material is given to staff in a timely manner (*at least 2 weeks in advance*). Longer video content should be outsourced to a contracted captioning service. Further, if faculty have *more*

than 3-5 video lectures per course that are 1 hour or less, the captioning service must be outsourced. A&AS will cover the cost of captioning services. If outsourcing is needed, the account for content in need of captioning will be maintained by A&AS. Videos will be uploaded, and returned to the necessary parties as timely as possible. Examples of captioning services include REV or Cielo24, two third party companies who specialize in captioning and transcribing video and live content. Information for both services will be provided below as a reference regarding cost, turnaround time, accuracy of captioned content, etc. These companies are simply detailed as a reference point but any captioning service that is cost-effective, has reasonable turnaround times and a high level of captioning accuracy would suffice.

- b. Priority regarding captioning is given to classes that have or will soon have a deaf or hearing impaired student enrolled.
- c. If captions on existing materials is needed in a time-frame earlier than what A&AS or third-party captioning can provide, the department/unit will be given resources to have it captioned by an outside company at the department's expense.
- d. It is the responsibility of A&AS to determine reasonable accommodations, auxiliary aids and services based upon documentation presented by the individual and/or information gathered from an intake session and other assessment. A&AS provides accommodations for eligible students who are hearing impaired/deaf. Below is a list of some standard accommodations. This list is not all-inclusive.
 - i. Provision of auxiliary aids;
 - ii. Assistance in locating a peer note-taker;
 - iii. Assignment of a qualified American Sign Language (ASL) interpreter.
 - 1. A&AS will inform professors and instructors when a student who is hearing impaired/deaf will have an interpreter present in their classroom. Notification generally will be provided within three work days of A&AS receiving a finalized schedule; timely notification is dependent upon voluntary disclosure by the student.
- e. A&AS, in collaboration with the Faculty Support Center, will also provide the University community with general informational materials regarding:
 - i. Captioned videos and accessible media
 - ii. Working with a hearing impaired/deaf individual & interpreter

VII. Cost:

- a. If short form videos are captioned through A&AS, the cost of services will simply be funds provided by the university to Access and Accommodation Services to hire a qualified part time employee to assist the Technology Specialist in captioning videos. If faculty need captioning services for more than 3-5 hour long videos per course or *any* videos that are longer than one hour, those services should be outsourced to a third party. This will require a university contract with a third-party company to assist with getting captions completed and returned in a timely manner at the lowest cost possible. If outsourcing is needed, A&AS will cover the cost, and the account for content in need

of captioning will be maintained by A&AS. Videos will be uploaded, and returned to the necessary parties as timely as possible. Detailed information regarding two reputable third-party service providers can be found below.

- b. All orders of third-party captioning services should be coordinated and tracked through A&AS and conform to Arkansas procurement law. A&AS will coordinate all agreements, regardless of whether they exceed the small procurements threshold, with A-State Procurement Services.

Third-Party References (For Example Only)

i. CIELO24:

1. 99% accuracy
2. \$1 per minute (the more captioning that is needed, this price decreases).
3. Turnaround time: As little as 2 hours but on average, less than 24 hours (cost of contract depends on expected turnaround time).
4. Standard university contracts are a 48 hour turn around.

ii. REV:

1. 99% accuracy
2. \$1.25 per minute
3. 24-hour turnaround time

VIII. Expected Outcome:

- a. If Arkansas State University adopts this captioning operating procedure, the university will be setting a tone of inclusion, access and commitment to diversity. Adoption of this procedure will assert that the university is committed to providing equal access to all learners. The expected outcome is also retention of students who might otherwise fall through the cracks and will benefit from more equitable access to class material. In addition, another expected outcome would be increased enrollment due to Arkansas State University becoming more accessible and therefore a more viable option for parents and prospective students. Retention of students and an increase in the student population ultimately increases the university's financial gain as well.

IX. Definitions:

- a. **Open captioning** is a process by which text is added to video or other media that is a written translation of the media's dialogue. Unlike closed captioning, open captions require no special decoding equipment for viewing on televisions or monitors and are always displayed and cannot be turned off.
- b. **Closed captioning** is a process where specifically encoded text is placed onto video or other media for the benefit of the hearing impaired. Normally invisible, closed

captioning requires an internal decoder to be activated for viewing on the monitor/television.

**Adapted from The University of Texas at El Paso policy and University of Arkansas at Little Rock*

Shared Governance Proposal

- I. Date: Sept. 21, 2022
- II. Sponsoring Constituent: Provost Office, Enrollement Management, Student Affiars, Diversity and Community Engagement, Student Government Assocaition (SGA), Black Student Association, Black Faculty and Staff Association executive board, NAACP student chapter on campus, the Strong-Turner Alunmi Chapter and the Chancellor's Cabinet.
- III. Statement of the Issue: Admission Requirement Pilot Study
In response to the discovery of an unintended consequence of the most recent admission standard revision, the reinstatement of a second admissions pathway is proposed as a pilot study. It was discovered that a significant number of students from the entering fall 2022 class were rejected by Arkansas State but admitted at peer and aspirational institutions. The proposed pilot study will track students admitted under this second pathway, as well as provide them with targeted academic support. It will also address an inequity in admission standard among groups of first-year students. These students will be deemed as Admitted with Pack Support, indicating they will begin their career with the appropriate additional monitoring or support to provide them with the best opportunity for success. An expedited review is requested so that this pilot study can have impact on the entering fall 2023 class recruitment.
- IV. Rational for Proposal: Modification of existing procedure
- V. Type of review: Expedited

Current circumstances as follows:

Current admission requirement at A-State for domestic UG Freshmen:

In spring of 2021, after six months of work completed by New Admission Requirement Task Force formed by Academic Affairs and based on the recommendation by the A-State Shared Governance Committee, the following admission standards were approved for the fall 2022 incoming class:

- Students must have either a 3.0 GPA or ACT of 19/SAT of 990 or be in the top 20% of their high school class. If a student doesn't meet one of these requirements, they are denied admission and must appeal the decision. The appeal process requires a statement letter, 2 reference letters, a test score (ACT, SAT, ACCUPLACER) and transcripts.

These new standards were based on the following:

- Numerous research studies finding that high school GPA is a better predictor of student success than standardized test scores. The task force report found that ACT actually had a negative and significant impact on first to second year retention rates, even when controlling for a host of other variables.
- High school GPA was also found to be a better predictor of six-year graduation rate for A-State students.
- ACT requirements of 12 four-year public universities in Arkansas were being dropped, changed or suspended at the time of the report
- At A-State, ACT is a negative predictor of student success while HS GPA is positive and significant. There was not a significant difference between an ACT score of 19 compared to an ACT score of 21 when it comes to student success at A-State.

The new standard was more selective as indicated by the new admission requirement task force. In the conclusion of their report, they projected that the new standards would have reduced the previous year's cohort size by 33 students. The committee also concluded that the new standards would make A-State among the most, if not the most, selective four-year public university in Arkansas. During the same period, other universities were moving toward a holistic and/or multiple admission pathways, as shown in the table below.

Other universities' admission requirements for fall 2022

	Pathway 1	Pathway 2	Website
A-State	3.0/4.0 or ACT 19 or Top 20%	No second pathway	N/A
U of A	3.20/4.0 without having to have a test (except for placement)	Less than a 3.2/4.0 plus test--no cut off listed	<u>Admission</u>
UCA	3.0/4.0 without having to have a test (except for placement)	2.5/4.0 with a test score (ACT 15)	<u>Admission</u>
ATU	2.0/4.0 & composite ACT 19	2.0/4.0 & composite ACT 15	<u>Admission</u>
Ole Miss	3.20/4.0 without a test score	2.0 & no ACT if you don't have access to take the test	<u>Admission</u>
SEMO	2.75/4.0 without a test score or 21 ACT	2.5/4.0 with a certain score or not required at all with a certain score	<u>Admission</u>

The Competitive Disadvantage:

The peer competitor or aspirational universities in our region have multiple pathways for admission, while at A-State there is only one pathway. By having one pathway, it is tougher to get admitted to A-State compared to other universities. While it can be argued that the appeal process after rejection is another pathway, it is neither practical – a week-long process requiring a student to overcome additional paperwork hurdles – nor public – a prospective student only learn of the appeal process upon rejection. As such, when a student applied to A-State and had a GPA lower than 3.0 without the appropriate test score or rank, they would be denied admission. Meanwhile, at the University of Arkansas, and potentially at UCA, SEMO, or Ole Miss, they would be admitted under the holistic admission pathway. A-State denied admission to 305 students for the fall 2022 freshmen class.

Out of the 305 students, only 26% (81 students) went through the comparatively rigorous appeal process and 94% of those who appealed (76 students) were admitted. The A-State admission appeal committee is made up of 1 faculty member from each college. Of 224 freshmen who were denied admission to A-State and didn't appeal the decision for fall 2022, approximately 215 would have been admitted to the University of Arkansas based on their holistic admission process. Additionally, 97 students would have been admitted to UCA on their non test optional pathway, and 91 would have been admitted to the University of Mississippi. While we know how many would have been admitted to other universities but not A-State, what we don't know is how many didn't even apply because they perceived they would be denied admission to A-State. Many could look at the standards of University of Arkansas, or University of Mississippi and feel assured of admission.. Thus beyond the 224 referenced above, we additionally don't know how many more students didn't even bother to apply with the current standards, but we have to assume there are many who chose to apply to other places where admission was more likely.

The range of GPA and ACT scores for students who were admitted through the appeal process varied greatly. Students with GPA as low as 2.0 and ACT of 17 and 2.16 with ACT of 19 were admitted or 2.16 and 2.68 with ACCUPLACER scores that placed students in remedial English and math. In addition, we had students who had been able to raise their GPA above the 3.0 requirement by the time they appealed, and they were admitted. The appeal committee used a holistic approach to evaluate if a student would be successful rather than focusing on just GPA or ACT.

Some admission policies are a barrier to minority and low-income students:

The most recent study of this issue (April 2021) in *American Educational Research Journal*, found that test-optional admissions increased only slightly (1%) the share of Black, Latino and Native American students and low-income students in universities that adopted the policy between 2005-06 and 2015-16, compared to similar schools that continued to require SAT and ACT scores. (See <https://hechingerreport.org/proof-points-test-optional-policies-didnt-do-much-to-diversify-college-student-populations/>)

Therefore, in addition to standardized test-optional admission standards, a more holistic approach is needed, especially with minority and low-income students, consisting of a focus on areas such as the recruitment pipeline, removing difficulties in the application process, and providing more assistance with identifying financial aid and scholarships. A successful strategy is also one that recognizes students' potential success for college beyond standardized tests such as high school grades, work experience and valuing any challenges they have overcome (See <https://www.gmu.edu/news/2021-10/increase-diversity-colleges-should-decrease-focus-standardized-tests-mason-expert-says>).

With the first increase in admission standards in 2013, African American first-year enrollment declined 13 percent (261 in 2012 down to 226) and fell 31% in 2014 (261 to 180). The decline continued thru 2017 to 131 (49.8% from 261 in 2012). The average ACT in Arkansas is 19 and for African Americans it is 16.2 which is lower than the admission point for A-State. The admission standards have had devastating effect on the African American first-year students' admissions which has an effect on the overall enrollment for years to come.

Impact on retention:

Whenever changes to admission standards are made, there are always concerns about retention rates. The table below lists retention rates since 2013 (increased in academic standards) and includes the 2021 first test optional year.

Cohort	First Fall	Spring 1	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4	Spring 4
201360	1,575	89.14%	74.54%	70.60%	63.68%	61.33%	57.59%	53.21%
201460	1,681	90.84%	75.97%	71.39%	65.20%	62.22%	57.23%	51.22%
201560	1,542	91.63%	74.90%	69.33%	63.04%	61.35%	56.55%	48.05%
201660	1,609	86.89%	72.84%	68.12%	62.90%	60.29%	54.51%	46.12%
201760	1,405	91.46%	76.44%	70.75%	63.99%	61.57%	55.59%	47.19%
201860	1,525	88.98%	74.95%	68.85%	64.00%	60.59%	55.15%	47.93%
201960	1,352	91.27%	78.85%	70.86%	65.16%	54.22%	54.2%	
202060	1,236	87.06%	74.19%	63.19%	63.2%			
202160	1,225	90.69%	77.31%					

The retention rate for first-time students has fluctuated since 2013, while sophomore to junior year has stayed consistent (65%) and junior year to senior year also has been consistent (55%). While six-year graduation rate since we changed admissions standards in 2013 have remained around 50%.

Proposed pilot program for Admission with Pack Support

Admission standards:

A-State proposes to pilot test a second admission pathway that is more closely aligned with how the A-State admission committee evaluated potential students' college readiness and how the University of Arkansas evaluates their potential students. Both A-State admission appeal committee and University of Arkansas use a holistic approach when it comes to determining if a student should be admitted to the university or not.

After a review of the University of Arkansas, UCA and the University of Mississippi for the pilot test, A-State's admission standards will be:

Regular Admission: Students who have a GPA of 3.0 or ACT of 19 or Top 20%. This retains the current standard.

Admission with Pack Support: If students don't meet one of the 3 criteria mentioned above for automatic admission, a student will have to have a minimum GPA of 2.3 (currently our international admission requirements), a test score (no minimum) and submit a list of high school activities or community service that indicate leadership or extracurricular participation.

This would align international and domestic admission standards. While they will be coded in Banner as restricted admit for tracking purposes, the student, and the family, will know they are admitted and pre-assigned appropriate support mechanisms from the Pack Support team.

Specific Pack Support provided for pilot study students:

To make sure that students deemed as "Admitted with Pack Support" are retained and successfully graduate, the following support mechanisms will be put in place:

- Enrollment Management and Global Outreach will hire, for each of the eight colleges, a full-time student coordinator. Each With Pack Support admit student will be assigned a student support assistant that they must check in with (text, phone, in person) every week during the fall and spring semester of their first year. During their sophomore and junior year, they must check in once a month. This process mirrors the proven model of support structure in place for students in the Arkansas Online Services degree programs.
 - a. The student support assistant's job responsibilities are the following:
 - i. To check in on how students are doing during that week or month. These can be done in the office or in an informal gathering place on campus.
 - ii. In coordination with Pack Support, assist the student with finding resources on campus to help with their academics, financial or student life (mental health problems, housing, etc.) when necessary
 - iii. Escalate concerns or issues of students to the appropriate departments/unit heads on campus. Work with advisors from the college, designee from financial aid, treasurer's office, housing, and student life to help students resolve their issues. Also help connect students with Pack Support and other services on campus.
 - iv. Remind students of upcoming deadlines or events.
 - v. The student support assistants will work under Enrollment Management and Global Outreach. Depending on the number of students enrolled (approximately 350) under this criteria, we will hire 1-2 student support assistants.
 - vi. Notes of student assistants and student interaction will be documented in SLATE.
 - vii. Have a strong communication plan on what to email students at all times (such as registration dates, note about visiting them to get hold removed, common first year resources, etc.)

- A Living-Learning Community will be created for these students in the residence halls for students who are in a major that does not offer an LLC. This would create a sense of community and support system for the students.
 - a. This LLC support will be available in Kays Hall, North Park Quads and University Hall.
 - b. Tutoring will be offered in Kays Hall during designated hours each week.
 - c. Students may utilize the on-campus resource or online resources provided to assist with student success.
- Study hall will be setup in Kays Hall for students to attend each evening after classes.
 - a. Objective based study hall approach will be used for students admitted with Pack Support. Each student is required to complete their task sheet each week or they must continue coming back to study hall each day until it's signed off and checked by a student academic coach. In addition, we will use a platform called Teamworks, a calendar and communication tool.
- Peer mentors (junior or seniors) will be assigned during to the first-year students. Mentors assist both in class and between classes:
 - a. Responsibility:
 - i. Campus life
 - ii. Academics
 - iii. Social skills building
 - iv. Health and wellness
 - b. Requirements
 - i. 1-3 hours per week
 - ii. Semester commitment
 - iii. Hours are set to fit your schedule
 - c. Will report to the Student Coordinator(s) from each college.

Also, students in the pathway program will be in their respective major's FYE classes.

Assessment of pilot study:

If the retention rate of each of the three cohorts (fall 2023 cohort, fall 2024 cohort, and fall 2025 cohort) is equal to or higher than the five-year first-time student retention rate (first-time students who enrolled as sophomore the following year, 76.2%), then these new admission standards will become permanent.

Funding:

Funding for the student support assistants and student academic coaches during the pilot study will come from Enrollment Management and Global Outreach and reallocation of current resources.

Implementation:

Upon approval, the pilot study will be implemented immediately so as to impact fall 2023 enrollment.