KU

Academic Success

academicsuccess.ku.edu

In Academic Success, we support the intellectual engagement and pursuit of learning by KU students throughout their academic career, from orientation to graduation and beyond.

KU Academic Success
academicsuccess.ku.edu

ACADEMIC SUCCESS

VISION

We envision an inclusive environment in which all students graduate empowered to reach their fullest potential, develop into lifelong learners, and make meaningful contributions to society.

OUR TEAMS

Success Initiatives:

    Academic Success Navigators

    Military-Affiliated Student Center

    Student Success Technologies

Centers for Orientation &
Academic Advising Programs:

    Orientation & Transition Programs

    Jayhawk Academic Advising

University Academic Support Centers:

    Academic Learning Center

    Academic Retention & Engagement Center

    KU Writing Center

    Native American Initiatives

    Student Access Center

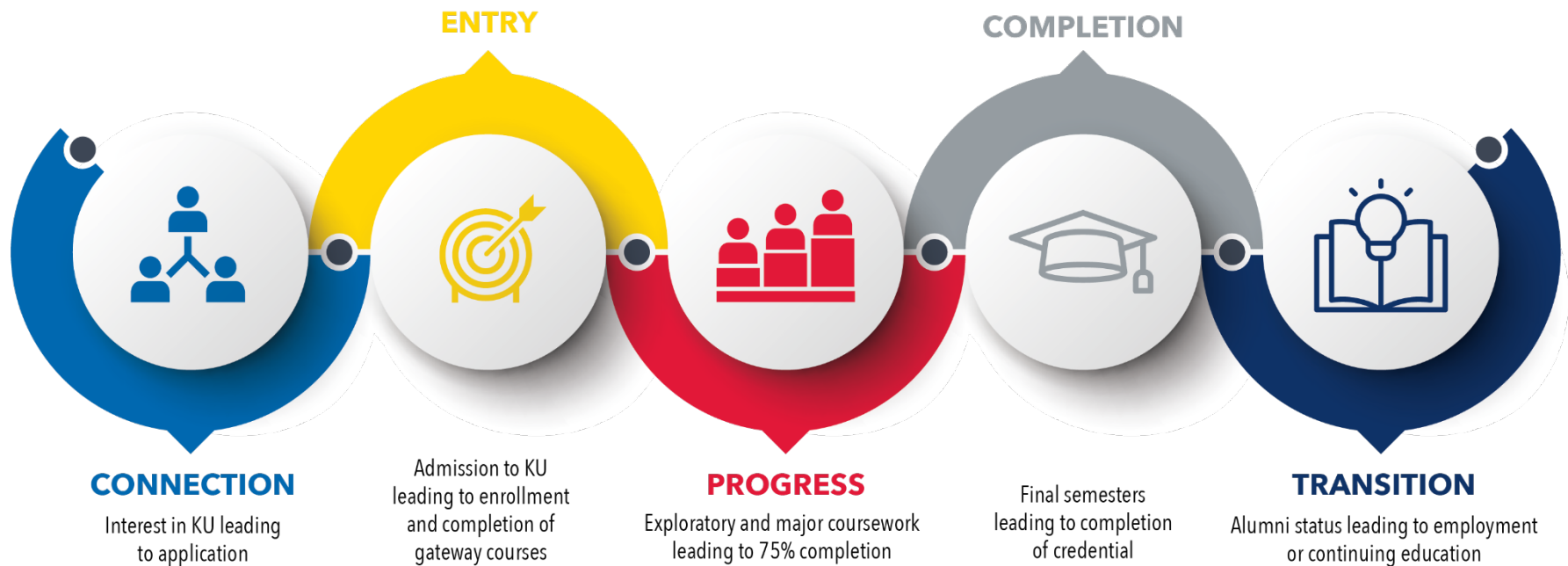Career & Experiential Learning:

    Academic Programs & Experience

    Center for Service Learning

    Center for Undergraduate Research

    Fellowships

    University Career Center

    Jayhawk Blueprint

We provide holistic services to support every learner at every stage of their journey.

KU STUDENT SUCCESS MODEL

Adapted from Completion by Design's (2018) Loss-Momentum Framework, the Student Success Model also places an emphasis on using data to examine how KU programs, policies, and practices create barriers in the student experience hindering degree completion (loss) and the strategies needed to help retain KU students and propel them towards graduation (momentum).

ENTRY

COMPLETION

CONNECTION
Interest in KU leading to application

Admission to KU leading to enrollment and completion of gateway courses

PROGRESS
Exploratory and major coursework leading to 75% completion

Final semesters leading to completion of credential

TRANSITION
Alumni status leading to employment or continuing education

At the core of the model is embracing a student-centered culture and a collaborative effort to continuously improve the KU experience.

VICE PROVOST FOR ACADEMIC SUCCESS
SUSAN KLUSMEIER

On behalf of the entire Academic Success team, I am pleased to share with you our annual report. This report aims to provide visibility into the many services and supports provided to ensure learners succeed at KU.

Our services are rooted in academic research and grounded in evidence-based practice. The following report outlines the learning outcomes, success metrics, and priorities by which we structure and evaluate our work. The unit-level companion reports provide deeper visibility into the expertise of our staff who interact directly with our students on a daily basis.

Data/Assessments Utilized:
- National Survey Student Engagement (NSSE)
- First Destination Survey
- Focus Groups
- Individual Student Interviews
- Individual Student Assignments, Poster Presentations, Projects, etc.
- Unit/Course/Initiative-Specific Pre- and Post-Surveys

INSTITUTIONAL LEARNING GOALS

Students who use or interact with Academic Success services, programs and activities will demonstrate awareness and relevant application of each of the KU Institutional Learning Goals* as they progress through the Student Success Model. KU's Institutional learning goals are intended to create a visible conceptual structure around assessment efforts that are already occurring and are an externalization of the university's values around student learning:

Creative Inquiry & Discovery	Effective Communication	Analytical Reasoning
Social Awareness and Cultural Understanding	Ethical and Professional Responsibility	Leadership and Collaboration

*https://assessment.ku.edu/institutional-learning-goals

JAYHAWKS RISING

Jayhawks Rising is KU's Strategic Plan. The three mission-based institutional priorities for Jayhawks Rising guide our efforts, strategies and action steps to help ensure continuous progress and success toward our vision to be an exceptional learning community that lifts each member and advances society.

Student Success	Healthy & Vibrant Communities	Research & Discovery

https://jayhawksrising.ku.edu

STRATEGIC PRIORITIES

Academic Success has established these strategic priorities to guide our collective work toward meeting KU's Strategic Plan, Jayhawks Rising. As key initiatives or priorities evolve to standard practice, they will be maintained in our continuous quality improvement efforts. For each priority, the unit-specific reports will identify their annual contributions toward that effort.

Priority #1 Personalize the new student experience and establish foundational campus knowledge for all incoming students.

Priority #2 Coordinate academic support programs and technologies to promote an integrated student services model.

Priority #3 Foster student sense of belonging through coordinated peer and community-based support programs.

Priority #4 Enhance support and clarity for students' major selection, career direction, and pathways to degree completion.

Priority #5 Support the mental, physical, and financial well-being of students through personalized referrals and collaborative programming.

Priority #6 Proactively connect students with career and experiential learning through curricular and co-curricular activities throughout their academic career.

Priority #7 Expand opportunities for Academic Success staff development, growth, and recognition with a focus on fostering a collaborative, student-centered, and equity-minded culture.

STUDENT LEARNING OUTCOMES

Academic Success delivers educational experiences and services rooted in shared student learning outcomes for each stage of the student's academic journey. Detailed annual reports for each unit will provide greater detail on the metrics achieved for each student learning outcome.

University of Kansas Students Will Be Able To…

- Choose the appropriate program for application or exploration.
- Describe the admission process outlining the next steps after admission while experiencing a sense of welcome and connection.
- Demonstrate effective use of online systems and resources required for KU student use.
- Identify the services available to them at KU.
- Identify where to locate at least one resource on campus.
- Identify the degree requirements of their college/school/department.
- Develop a long-term plan to meet their educational goals.
- Utilize Enroll & Pay to enroll in classes.
- Identify the role of their academic advisor as a resource for academic success.
- Interact with their assigned academic advisor at least one time each year.
- Identify the benefits of writing as an on-going process that requires preparation and multiple drafts.
- Demonstrate self-determined behavior through using the Access Online portal when following procedures requesting academic accommodations.
- Demonstrate improved understanding of course-specific subject matter.
- Demonstrate an increased awareness of fellowship opportunities in a culturally competent manner.
- Demonstrate essential skills needed to be successful as they enter or advance in the work force.
- Value experiences that increase their understanding of addressing social issues.

CONNECTION

ENTRY

PROGRESS

COMPLETION

TRANSITION

ACADEMIC SUCCESS NAVIGATORS

Academic Success Navigators serve new students at KU by providing personalized service that encompasses the students' needs quickly and holistically by providing clear next action steps and answering students' questions. We serve transfer, degree completion, graduate and online students attending KU Lawrence, KU Edwards, KU at Leavenworth and online learners as well as non-credit students.

Services

- Immediate personal contact via phone and text
- Referral agent
- Appointment scheduling
- Personalized outreach until student takes action
- Welcome students to KU; reduce student anxiety; build trust

Goals

- Rapid student inquiry response
- High-quality customer service
- Assist students in the program decision-making process
- Provide guidance and support after admission to navigate
- Remove/ease barriers to entry or barriers to registration
- Increase the number of newly admitted students that enroll and attend first day of classes

"Thank you so much for calling, you really got me excited about pursuing this degree at KU!"

NAVIGATOR SERVICES

Portfolio Item 1
Lawrence Transfer Students

- 8-day new applicant response
- Appointment scheduling/reminders
- Enrollment appointment scheduling/reminders
- Orientation reminders
- Ad Hoc Service calling campaigns
- Navigator email response from Marketing emails
- Systems: Slate + Jayhawk GPS

Portfolio Item 2
Edwards Campus

- 24-hour inquiry phone response
- 60-day follow-up to appointment
- Appointment scheduling/reminders
- Enrollment appointment scheduling/reminders
- Ad Hoc Service calling campaigns
- Live Chat/24-hr Chat bot
- Inquiry email response
- Additional pre-advising for faculty-advised programs to increase conversion rates

Portfolio Item 3
Lifelong & Professional Education

- 24-hour or less response to LPE program inquiries/registrations
- Inbound phone and email response for general LPE programs
- Registration processing and payments for LPE Osher and Professional Programs
- System: Enrole + Skype

"You all have been so fast and so attentive; this is much better than my experience at my last school."

LAWRENCE TRANSFER STUDENTS

Metrics from Sept. 2021-2022.

2,497
Student Interactions

2,666
Transfer Student Phone Calls

863
Navigator Tech Sessions

860
Transfer Welcome Meetings Scheduled

58%
Agree or Strongly Agree

The Navigator helped me prepare for my academic advisement appointment.

The Tech Call made me more comfortable navigating KU systems.

Receiving a Welcome Call impacted my decision to attend KU.

90%
Agree or Strongly Agree

84%
Agree or Strongly Agree

Survey Feedback from Navigator Tech Sessions

KU EDWARDS CAMPUS STUDENTS

KU Edwards Campus

The following metrics represent the outreach our Navigators have accomplished with students expressing interest at the KU Edwards Campus across various

40,362
Student Phone Calls

24,465
Emails to Inquiring Students

1,490
Appointments Scheduled

12%
Conversion from Inquiry

LIFELONG & PROFESSIONAL EDUCATION

Lifelong and Professional Education Registration Support Team

The following metrics represent Registration Team Support function delivered by Navigators for Lifelong and Professional Learning with emphasis on Osher Programs and Professional Programs.

3,210
Enrole Registrations Processed

467
Non-Registration Phone Calls Taken

739
Non-Registration Outbound Calls

3,823
Inbound Emails Processed

"Thanks for calling. I have been putting this off for way too long because I didn't know where to start."

UNIT PRIORITIES

Priority #1 Personalize the new student experience and establish foundational campus knowledge for all incoming students.

- Inquiry to applicant conversion rates of Navigator-served programs.
- Incomplete application rates per program served by Navigators.
- New student appointment rates for Transfers.
- Unit level traffic rates

Priority #2 Coordinate academic support programs and technologies to promote an integrated student services model.

- Post-technology session survey data for Transfer Students.
- # of Tech Sessions Hosted per term.

PRIORITIES & IMPROVEMENTS

Priority 1: Student Success

Objective 1: Increase the number of students through pipeline to completion.

- Academic Success Navigators serve at the Student Success Model Connection Stage to ensure strong, personalized entry for new Jayhawks to KU. All Metrics in this report contribute to increased student applicants and enrollments to KU.

Objective 2: Assure Retention and Completion Through Student Engagement and Satisfaction

- Academic Success Navigators contribute to the learning outcomes of Orientation and Transition programming which are the key starting point for student retention and completion at KU while also contacting students for timely undergraduate student re-enrollment.
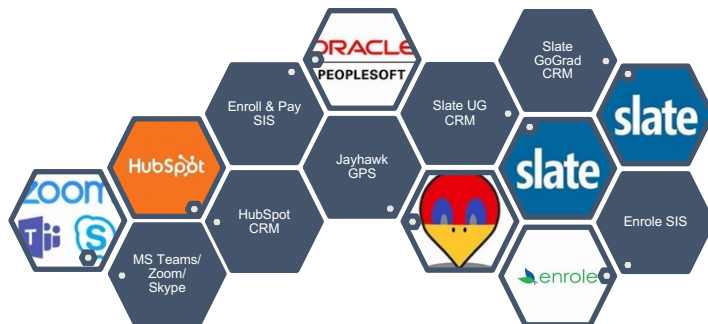
Unit specific initiatives and Continuous Quality Improvement Efforts

- Daily team meetings to ensure student response coverage and daily improvement of phone calls and outreach efforts.
- Annual learning and development of staff in key areas for successful student communication.
- Ongoing learning and development of technology and system use for increased efficiency and accuracy.
- Development of program Playbooks for assured program accuracy information to students.

Goals for Future Expansion, System Optimization and Technology Improvement:

- Expansion to Jayhawk Global program students starting Oct 1, 2022.
- Expansion of technology portfolio to Grad Slate for CRM testing Oct 1, 2022.
- Development of improved processes for Transfer Students for increased student enrollment.
- Expand Transfer Navigator Service to International Transfer Students and Re-Admit Students.
- Transition from Skype to MS Teams and CRM's for phones.

MILITARY-AFFILIATED STUDENT CENTER

We ensure all military-affiliated students are empowered to achieve their academic and professional goals.

OUR SERVICES

Overview

The Lt. Gen. William K. Jones Military-Affiliated Student Center, or MASC, serves as a centralized resource and location for KU's current and former military, spouses, dependents, ROTC students and allies to find information, services, support and a community. We want to ensure all military-affiliated students are empowered to achieve their academic and professional goals as they move to, through and beyond the university. We also strive to create an environment where all feel a sense of belonging while at KU.

The hub of our operations is a nearly 3,000 square-foot center in 345 Summerfield Hall, which features a lounge, study and meeting rooms, a break room, several computers, free printing/copying/scanning services, CAC readers for current military and headquarters for the KU Student Veterans of America student organization.

Staff offices are located in the center's footprint to provide easy access to answer questions and provide assistance. Staff are also available remotely.

In addition to serving students on the Lawrence campus, we provide information and assistance to faculty and staff who work with military-affiliated students, including KU's other campuses and sites – including the Edwards Campus, KU Medical Center's campuses and the Leavenworth education site.

Service Across KU

- The KU-Edwards campus has a Veterans and Student Leadership Lounge and provides on-site service and support to all Military-Affiliated

- KU academic programs and certificates are available both on Fort Leavenworth and in Leavenworth, Kansas, for military and civilians in the area.

- KU has a 4,000-member Veterans Alumni Network.

POINTS OF PRIDE

Military Friendly
Top 10 School

We were ranked as the fifth most Military Friendly Tier 1 Research Institution for the second straight year. This is also the fifth year KU has earned a Military Friendly "Gold" award.

Military Friendly
Spouse School

KU was rated as a Military Friendly Spouse School. These are institutions that provide the best post-secondary education experiences for spouses of service members.

Best for Vets
Public University

In the category of best public school in the central region, we ranked number one. We were rated as the number 13 public institution in the country.

POINTS OF PRIDE

VA Work Study students

A total of 10 student employees in 2021-2022 worked 1,586.75 hours in person and remotely supporting the center/military-affiliated students. Because they are paid directly by the Department of Veterans Affairs a non-taxable income of the equivalent of minimum wage, the VA Work Study program provided the equivalent of $11,503.94 worth of student staff support to the university.

National Veterans Leadership Foundation (NVLF)

KU was invited to become a member of NVLF's National Alliance in 2022 – a consortium of military-veteran office directors from 16 diverse institutions across the country committed to serving Military-Affiliated students.

VA VetSuccess on Campus program (VSOC)

KU is one of just 104 schools nationwide to have the VSOC program. This program provides a VA Vocational Rehabilitation Counselor (VRC) to each VSOC School to provide peer-to-peer counseling and referral services.

ArmyIgnitED

The Department of the Army sunset its GoArmyEd tuition assistance online platform used by students and schools for 15 years and transitioned to ArmyIgnitED in March 2021. The new platform caused major issues for students and significant burdens/additional work on institutions worldwide. In response, the MASC assistant director became the temporary project coordinator and primary contact/customer service support for students and the Army. MASC worked in partnership with Student Accounts and Receivables, Office of the University Registrar and other relevant offices.

We managed approximately 550 enrollments for 130 soldiers over 6 semesters (Spring 21 to Fall 22, including summers). Since the rollout of ArmyIgnitED, we invoiced for $382,937.50 with an additional $10,500 in tuition assistance requests that were approved in Army IgnitED 1.0 before it closed Aug. 26, 2022, and will be re-invoiced in ArmyIgnitED 2.0 in 2022-23.

Priority #1 Personalize the new student experience and establish foundational campus knowledge for all incoming students.

Welcome Letters

We mail welcome letters to military-affiliated students who have been admitted to KU. These letters are signed by students with various military identities and sent to students who hold similar identities (e.g., a Guard member student signs letters sent to students in the Guard, etc.) to help students know they have at least one other student with whom they share a military-affiliated identity. The letters also contain information about using various military-related benefits and information on the MASC. We mailed:

- 73 letters to Spring 2022 admitted students

- 810 letters to Fall 2022 admitted students, a 17.2% increase from last year (691)

Prospective and incoming student visits

For 2021-22, we worked with the Visitor Center so prospective and incoming students could schedule appointments to visit with MASC staff as part of their on-campus visits/tours. We received:

- 68 requests for visits from Aug. 1, 2021 to July 30, 2022

Transfer Student Open House

The re-designed Transfer Onboarding and Orientation model allowed us to shift to an Open House model. The MASC was one of several optional offices for students to visit during that event.

- 11 military-affiliated students stopped by the MASC during the Open House

New Student Orientations

In Summer 2022, KU returned to in-person orientation sessions for first-year students. MASC staff participated in the 1.5-hour orientation Opportunities Fair at every orientation with several other campus offices and services. We visited with:

- 194 military-affiliated students during 26 orientations June-August

Priority #2 Coordinate academic support programs and technologies to promote an integrated student services model.

Jayhawk GPS (Guidance. Persistence. Success.) is KU's student success management system and provides students with quick access to their Success Team. In Spring 2022, we worked with Jayhawk GPS staff to import Military-Affiliated identities (Military-Affiliated student, possible VA benefits user, possible military TA user) as categories in Jayhawk GPS and assigned full-time MASC staff as students' "Military-Affiliated Success Coaches." This will allow students, advisors, instructors, etc. to both know we are an additional resource for the student and to be able to reach out to us directly with questions/for support.

Priority #3 Foster student sense of belonging through coordinated peer and community-based support programs.

3,200 **Student Visits** to the MASC from Aug. 1, 2021 to July 31, 2022.

The center is open and staffed from 8 a.m. to 5 p.m., Monday through Friday, during the Fall and Spring semesters, except for Fall Break, Spring Break and Winter Break.

	Fall 21	**Spring 22**	**Summer 22***
Total visits per open day	1,726	1,319	90
Average visits per open day	21.85	17.36	2.57

* Summer 2022: Most classes were online.

48% increase in **Student Interactions** in the MASC from the previous year. We assume much of this can be attributed to the return of on-campus classes and our return to full on-campus hours, as well as an increase in the overall Military-Affiliated population from the previous year and increased interest in students considering attending KU in 2022-23.

	2020-21	**2021-22**
Total number of interactions	1,449	2,148
Average interactions per open day	N/A	8.63
Average interactions per student	1.67	2.05

Veterans Day Week

Veterans Day Week marks one of our signature series and partnerships with campus units. In 2021, we continued our collaboration with the Student Involvement and Leadership Center (SILC), opting for a lunch reception this year instead of a breakfast. Like many Fall 2021 events across campus, attendance was low. The annual KU Vets Day 5K returned to an in-person and virtual event. Nearly 400 in-person participants and nearly 200 virtual participants from 35 states and 5 countries participated as we commemorated the 30th anniversary of the end of Desert Storm.

Honor Cords

Each year, current and former military and ROTC cadets – undergraduates with an anticipated cumulative GPA of 3.0 or higher and all graduate students regardless of GPA – are eligible to apply for and receive red, white and blue honor cords. We were also able to have our in-person Honor Cord ceremony in Spring 2022.

A total of 129 students applied for and received cords:

- All KU campuses – 120
- ROTCs – 25
- Honor cord ceremony participants – 4

STUDENT SUCCESS TECHNOLOGIES

Student Success Technologies connects KU systems to provide students with individualized support with "Student Success Teams" made up of staff specializing in specific support and partner mobile apps to make service convenient.

ACADEMIC SUCCESS TECHNOLOGIES

Jayhawk GPS

Jayhawk GPS (Guidance. Persistence. Success.) is KU's student success management system used primarily by Lawrence and Edwards campus undergraduate students and their affiliated academic advising and student support teams. A select cohort of graduate units are piloting appointment scheduling and appointment tracking as of Spring 2022. This technology continues to provide advisors and student support staff with easy ways to provide wrap around support through an in-person or virtual presence.

Student Digital Experience Advisory Workgroup (SDE)
Success Technologies co-chairs this new group in partnership with IT to prioritize key student technology improvement projects, research solutions and recommend priority rating, timeline, and course of action for each project that results in an improved KU student digital experience for both undergraduate and graduate students.

Each project focuses on meeting strategic goals and are intended to improve the overall student experience and graduation goals for each student. The updates to the myKU portal are the first of such improvements.
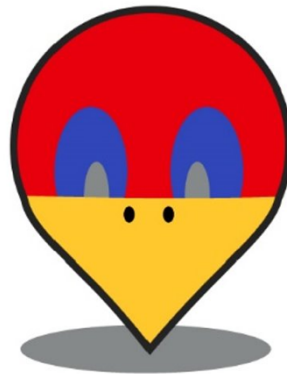
QLess

QLess serves at KU's digital check in desk or service kiosk. Critical to the work of drop-in advising, Financial Aid help rooms at Orientation, and picking up Student ID Cards, this tool has proven a vital piece of our technology ecosystem.

JAYHAWK GPS

During the 2021-2022 academic year, students, advisors, and support staff continued to expand overall engagement through the various tools whether through the staff interface or student mobile application. Advisors rely on these tools to quickly identify students seeking guidance and encouragement while on their Jayhawk journey. Students can easily locate and connect with their Student Success Team for support and resources as they navigate their personal journey as a Jayhawk from Orientation through Graduation.

This year focused on exploration and further innovation around success technologies. EAB and Jayhawk GPS specifically continue to devote resources to improve re-enrollment efforts, transfer student transition support, improving student adoption, setting clear expectations and metrics, defining a coordinated training method, expansion of progress reporting and ongoing expansion of campus partnerships guiding us toward a more coordinated care network approach.
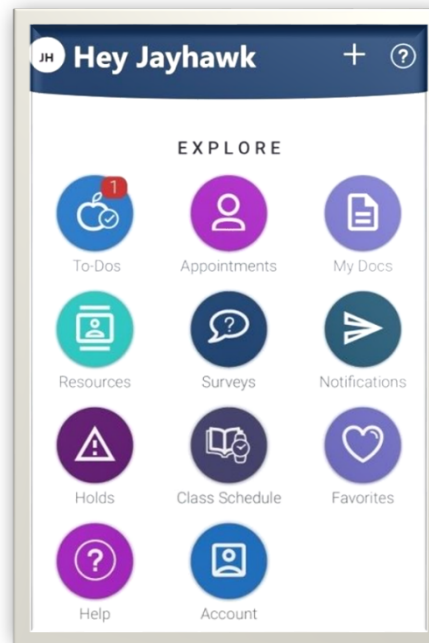
"I love that I can see my people - the people here [at KU] I can reach out to when I have questions."

- Film and Media Studies BA, Sophomore

INITIATIVES FOR ENGAGEMENT

21-22 Expansion

- Intentional Promotion of Navigate Student app.

- Launched Student Success Teams.

- Launched Student Navigator DFW Course Intervention Pilot.

- Transfer Student Transition & Welcome Initiative.

- Launched Weekly Quick Polls through Navigate Student app to identify student trends and students in need of support.

- MATH 002 & 101 added to Progress Reports.

- Reviewed LMS API Possibilities.

Student Success Teams

Jayhawk GPS provides students with individualized support through quick access to their Success Team. Teams are made up of staff or specific support units specializing in a variety of areas. Students can connect directly with a member of their Success Team directly through the Navigate Student app.

Care Unit Engagement

	F '18	F '19	F '20	F '21
Academic Advising & Student Support Services	8,251	16,119	21,762	28,408
Financial Aid & Scholarships	473	608	903	1,011
Learning Support Services	N/A	2,225	2,160	2,236
Total	**8,724**	**18,952**	**24,825**	**31,655**

Priority #2: Coordinate academic support programs and technologies to promote an integrated student services model.

- Develop an outreach plan that results in timely undergraduate student re-enrollment using JGPS Campaigns.
- Establish Jayhawk GPS as the "digital gateway to service" by incorporating all Academic Success appointment access through the app.
- Increased JGPS Partners to 26 units across campus.

Priority #4: Enhance support and clarity for students' major selection, career direction, and pathway to degree completion.

- Launch of student success teams increased student connections to academic advisors and financial aid.

Priority #5: Support the mental, physical, and financial well-being of students through personalized referrals and collaborative programming.

- Leverage Jayhawk GPS Quick Polls and nudges to monitor student needs resulting in timely, personalized referrals and reminders.
- Through Quick Polls, connected students to services with 24,446 total student interactions collected.

Priority #6: Proactively connect students with career and experiential learning through curricular and co-curricular activities throughout their academic career.

- Create a map of career and experiential learning opportunities across the institution to identify pathways to participation for students.

"It excites me to see all the features Jayhawk GPS includes to help make my work easier."

KU Academic Advisor

GOALS AND METRICS

9,697
Total
Users*
up 600%

66.1%
Return User
Logins
up 28.5%

*Unique users last
logged in 6-1-2021
to 5-31-2022

Student Success

Objective 1: Increase the number of students through pipeline to completion.

Jayhawk GPS provides clear information on progress toward degree for both students and their advisors and intervention tools to support graduation. Jayhawk GPS offers centralized storage of advising notes and course history to allow both students and advisors to monitor the path to degree and help prevent roadblocks that delay graduation.

Objective 2: Assure Retention and Completion Through Student Engagement and Satisfaction.

Jayhawk GPS helps students engage more closely with their academic advisors and tutors/ peer mentors. The app has increased advising appointments, reduced holds, and increased connection to services which are all indicators of increased student engagement. Without this tool, student engagement would have suffered.

20 Days

the number of days FASTER students with the Navigate App cleared holds.

57

fewer holds blocking KU student enrollment than in previous years.

CENTER FOR ORIENTATION & TRANSITION PROGRAMS

The Center for Orientation & Transition Programs (OTP) is dedicated to creating and curating experiences that promote academic discovery, community engagement, and fostering a sense of belonging.

OUR PURPOSE

We accomplish this with intentional programs that will support and empower students through their Jayhawk journey.

As a team, we utilize the following guiding principles:

1. Curate information so that students can take-in, make meaning, and take timely action.
2. Participation in OTP programs builds the foundation for and provides the opportunities for students to begin to build support networks to other Jayhawks.
3. OTP programs will intentionally create and develop a cohort of student leaders through the OA process.
4. OTP programs strategically reduce the melt of incoming students.

The Center for Orientation and Transition Programs (OTP) provides a series of experiences that facilitate the transition of undergraduate students to the University of Kansas.

"Although I was nervous and anxious at the start of orientation, throughout the day I started to get more excited about going to KU starting in the fall semester. Now, I feel ready to meet new people and start this next chapter of my life."

KU Undergraduate Student

ELEMENTS FOR SUCCESS

Orientation

- **Freshman Orientation –** Freshman Orientation consists of a one-day Orientation session that includes the following: Welcome, Student-to-Student Groups, Opportunities Fair, Taking Care of Business Presentation, Advising & Enrollment, and I am KU session. Additionally, students are required to complete a pre-orientation online course and Discover KU, a post-orientation online course.
- **Parent & Guest Orientation –** A part of our Freshman Orientation sessions, we also offer a full day Parent & Guest program. This program includes the following: Welcome, Supporting Your Student's Academic Success, Opportunities Fair, Taking Care of Business Presentation, Well-Being at KU, University Academic Support Centers, Life on Campus Panel. By attending Orientation, Parents & Guests also receive access to KU Family Connection, a CampusESP online platform.
- **Transfer Onboarding –** The Transfer Onboarding experience includes the following: A welcome call from an Academic Success Navigator, a one-on-one Tech. Session, Advising & Enrollment Appointment, and a one-day Transfer Onboarding session.

Transition Programs

- **Hawk Week –**Hawk Week features live and festive events focused on community and inclusivity. With the goal of student connection to resources and one another, these events feature information, free stuff, and big fun. This year we couldn't pack it in seven days and had stretched it to ten!
- **Sophomore September –** This month-long program is dedicated to supporting the journey of 2nd year students at KU. Programming focuses on returning Jayhawks to help them feel welcomed and connected during their 2nd year.
- **Winter Welcome –** Whether newly admitted or returning to KU, every Jayhawk deserves a warm reception. We beat the cold and ring in the spring semester with a campuswide week of programs and events.

Freshman and Transfer Orientation Experiences:

Over 6 weeks and 26 freshman orientation sessions, we served 4,087 incoming Jayhawks and 6,067 of their parents & guests. On the 20th day of the semester, we had 4,457 first-time freshmen enrolled at KU.

Throughout Spring and Summer 2022, 850 transfer students completed their tech appointment with an academic success navigator. In August, we had one transfer onboarding day attended by 410 incoming transfer students to the Lawrence campus. On the 20th day of the semester, we had 911 transfer students enrolled on the Lawrence campus.

6,067
Jayhawks, Parent, and Guests Welcomed

4,457
First-time Freshmen Enrolled

26
Orientation Sessions

850
Transfer Students Enrolled

"We were thrilled to have another opportunity to be on campus. With each visit my son feels more and more excited and confident about making this big transition. I think that is due in large part to the incredible enthusiasm, friendliness and accessibility of the people of KU. From ambassadors to Directors everyone seems genuinely interested in providing a welcoming experience."

New KU Student Parent

ACCOMPLISHMENTS & HIGHLIGHTS

2022 was an exciting year for our office. In the Spring, we were awarded the Q1 CampusESP MVP Award for the KU Family Connection. Through intentional partnerships across campus, we have been able to grow our contributors for the KU Family Connection in ways CampusESP had not seen at other institutions like KU.

Ideas turned into action as we reconfigured the transfer student experience at KU. Transfer students moved through Orientation like they never had before, receiving an early welcome and tableside tech appointment from Academic Success Navigators, advising and enrollment throughout the Spring and Summer of 2022 with advisors across campus, and finally, by attending Transfer Onboarding in August.

As we prepared for Orientation, we onboarded and trained a stellar team of 10 Orientation Assistants. After over 80 hours of training, supported by our office and campus partners, our Orientation Assistants assembled a toolbelt of KU knowledge alongside their own KU experiences to welcome and assist all incoming Jayhawks and their families.

At Orientation, we introduced a new and exciting component to the student schedule, "I am KU." During "I am KU", Orientation Assistants shared narratives about their own experiences in their first year at KU, discussing a challenge and how they overcame it. Following their narratives, Orientation Assistants had discussions with their student groups about the ways in which they can "be KU" and how that looks different for every Jayhawk. We were so excited to see student survey feedback directly naming "I am KU" as an impactful and important orientation experience.

Reminiscent of 2019 and prior, Hawk Week 2022 saw the return of large-scale and impactful events like Traditions Night, Jayhawks Give a Flock, and reworked Academic Welcomes in the structure of Academic Sunday.

TRANSITION PROGRAMS

Hawk Week

Hawk Week 2022 began on Friday August 19th and ended on Sunday August 28th. New Jayhawks were required to complete three programs that were valuable to their academic, social, and personal transition to KU.

Traditions Night: Hawk Week kicked-off in the Kansas Memorial Stadium as students caught the Jayhawk spirit and learned KU traditions with KU Athletics, the marching band, and 7,000 members of our Jayhawk community.

Jayhawks Give A Flock: Students explored intervention tactics to protect themselves and the KU community against sexual assault and violence. Student found their Flock through this training program hosted by the Sexual Assault Prevention and Education Center.

Academic Sunday: Students attended their academic school or unit's welcome event and had opportunities to meet faculty, staff, organizations, and resources to support their academic journey before classes began.

This year, we had 67 Hawk Week events hosted by 41 departments across campus. Overall attendance for Hawk Week is estimated to be around 28,643 attendees with about 14,576 unique attendees. Through assessment gathered by utilizing CORQ at many of our events, this means students who attended Hawk Week, on average, attended 2 events.

Winter Welcome

Winter Welcome 2022 took place over the first week and weekend of the Spring 2022 semester, from January 18th-January 23rd. This year, we had 31 Winter Welcome events hosted by 21 departments at KU.

Academic Success Priority #1: Personalize the new student experience and establish foundational campus knowledge for all incoming students. Through our pre and post Orientation courses, personalized day of Orientation schedule, and student-to-student interactions, we can provide a personal touch while still sharing the need to knows with our incoming students. Our current courses, hosted in KU's current learning management system, Canvas, prepare students for the next step; advising and enrollment in the pre-course and the first day of classes in the post-course. Once students arrive at Orientation, they receive their own personalized day of Orientation schedule and later, they connect with Orientation Assistants in two student-to-student groups. Student-to-student groups allow us to share critical information with students while also allowing ample space for questions to be answered.

Academic Success Priority #3: Foster student sense of belonging through coordinated peer and community-based support programs. A new addition to the student Orientation schedule, "I am KU" gave our Orientation Assistants the opportunity to share their own experiences from their first-year at KU. Whether academic hiccups, mental health struggles, or just figuring out how to be away from home for the first time, Orientation Assistants were able to demystify the idea that the college experience must be perfect. Students in this session were able to then work with their student group to discuss how they may find support at KU. Additionally, through UnionFest to affinity-based programming and more, Hawk Week was able to provide spaces for students to find others with similar interests and in turn, build community and positively impact their sense of belonging.

Academic Success Priority #5: Support the mental, physical, and financial well-being of students through personalized referrals and collaborative programming. Offering space for our students and their families to learn about how KU holistically supports them has been central to the development of the Orientation schedule, our overall communication plan, and our Hawk Week offerings. Embedding wellness resources into the Opportunities Fair, executing a KU Wellbeing session in the parent & guest orientation program, having a financial services help room at the conclusion of the Orientation day, and offering Hawk Week events like "Jayhawks Give a Flock" have allowed our office to share resources on campus aimed at wellbeing.

OUTCOMES, METRICS, AND ASSESSMENT

Curating attainable outcomes and collecting and analyzing both quantitative and qualitative data points are central to the work that we do in the Center for Orientation & Transition programs. Below are our 2022 outcomes and relevant data points.

Goals for Orientation Programs

1. Increase individual student awareness of and knowledge of campus resources.
2. Provide opportunities for students to meet one another.
3. Introduce students to and invite students to experience and participate in KU traditions.
4. Provide connection to the physical spaces of KU's campus.
5. Introduce students to affinity and inclusive spaces (physical, emotional, and spiritual).
6. Prepare students for academic experiences at the University.
7. Introduce students to KU systems, technology and prepare them for completing the basic day-to-day and transactional functions of student and academic life.
8. Introduce students to student leaders.

Learning Outcomes for Orientation Programs:

By participating in orientation students will:

- Gain familiarity and comfort in navigating KU (physically, technologically, etc.)
- Increase academic preparedness
- Enroll in 1st semester of classes
- Meet an advisor
- Meet at least 1 KU student.
- Learn about campus resources and how to connect to them
- Identify one challenge and articulate the steps to overcome
- Gain familiarity with transactional student actions

OUTCOMES

91%

knew how to contact KU faculty or staff with concerns

92%

ranked the program as good or excellent

93%

met one other new student at KU, a 16% increase from 2021

97%

felt that Orientation Assistants were knowledgeable and supportive

80%

felt that Orientation prepared them for their first day of classes
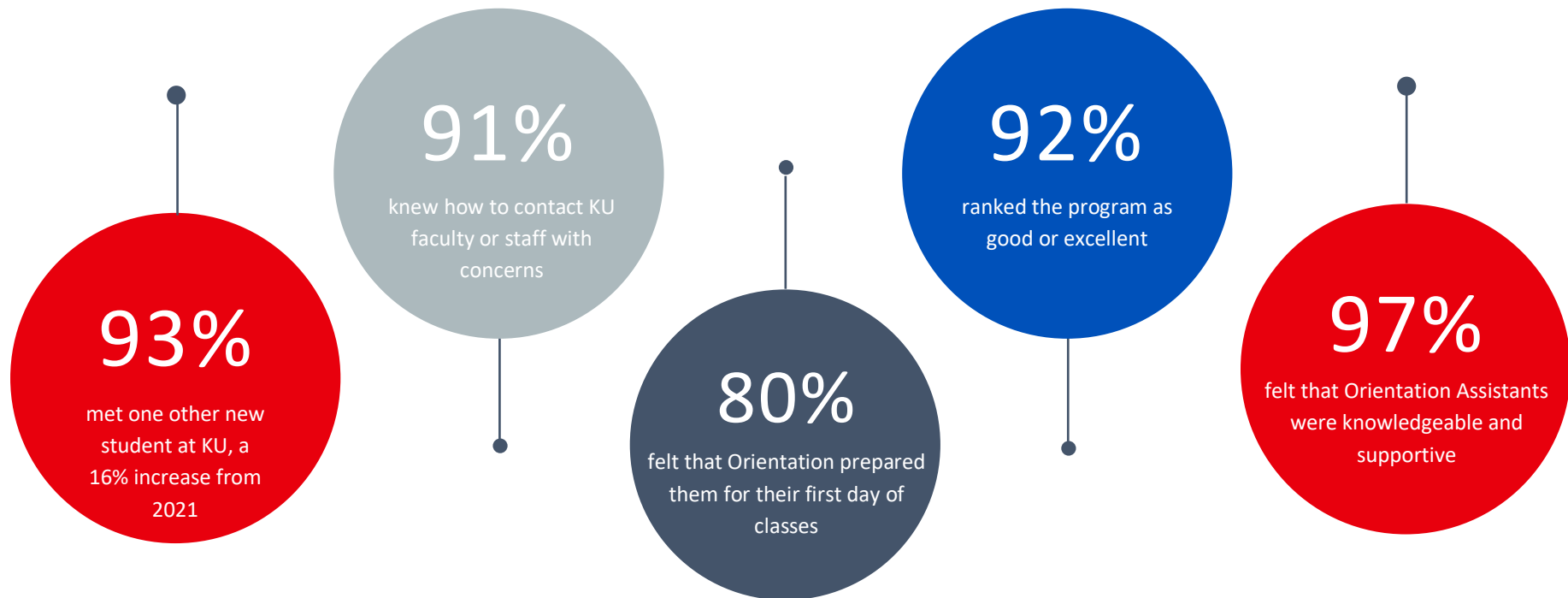
"My incoming freshman and I agreed 100% that everyone who spoke and everyone involved in KU Orientation was excellent. My takeaway from Orientation was: We are here to help! I hope my student continues to feel this support for the next four years."

New Jayhawk Parent

OUTCOMES

Hawk Week Is a signature event week focused on community and inclusivity. Staff from Orientation and Transition Programs coordinate a variety of programming across 10 days, providing memorable connection in the first days of the fall semester.

Learning Outcomes for Hawk Week:

A student participating in Hawk Week will:

1. Be able to build community and connections with other Jayhawks.
2. Be able to identify resources that support their holistic wellness and transition to KU.
3. Gain familiarity and comfort navigating KU's spaces, both geographically and digitally.
4. Be able to identify at least one student organization, experiential learning opportunity and/or campus resource that interests them.
5. Understand conduct, community, and academic standards at KU.

93% indicated being more familiar with campus and how to navigate it.

73% indicated feeling connected with their academic college.

85% indicated being able to easily access the Hawk Week schedule and use it.

86% able to identify at least two campus offices or resources that they can use during college.

JAYHAWK ACADEMIC ADVISING

Jayhawk Academic Advising is the advising home for KU students, offering drop-in and appointment-based advising for undergraduate and select graduate students.

Throughout this report we will reference data from the Undergraduate Advising Center which provided most context for this annual report period.

BY THE NUMBERS

We ensure high quality academic advising through:

- Providing accurate and timely resources, materials and information.
- Providing a holistic, seamless student experience from the point of admission through graduation.
- Connecting students to academic advising early in their KU career with a proactive advising approach.
- Increasing student access to personalized support for all students, regardless of major.
- Mentoring students as they explore and clarify their values and their educational, career and life goals.
- Collaborating with students as they make meaning of their experiences, work to actualize their academic interests, and implement their educational plans.
- Providing a team of highly competent academic advisors through:
  - Coordinating staffing, onboarding, and training resulting in consistent, efficient practice.
  - Incorporating inclusive and socially just practices.
  - Providing career ladders, competitive salaries, and increased retention of student success professionals.

3,105 Advised Students	10.5 FTE
10,600 Appointments Created	4,485 Drop-in Advising Sessions

OUR SERVICES

Increasing our availability and array of services

Upon returning to in-person work in late spring of 2021, the Undergraduate Advising Center made the intentional decision to continue to provide students maximum choice of services and when and how they wanted to receive those services. Shifting from a Pre-COVID model that was predominantly schedule-based and in-person, and in which you could only utilize drop-in advising for a narrowed set of subjects, the 2021-22 UAC allowed students to meet with an advisor:

- with or without an appointment
- on any subject
- either in-person or virtual
- across the week

The service statistics for the Fall 2021 when compared to Fall 2019 show the results of this shift.

	Fall 2019	**Fall 2021**
Scheduled appointments	67%	53%
Drop-in appointments	33%	47%
In-person appointments	Nearly all	31%
Virtual appointments	(no mechanism for tracking)	69%

Our prior model assumed that some services need 30 minutes, while others need 60, and that some services can be handled in a drop-in, but others require an appointment. We learned however that:

- Student needs are not severable or predictable.
- All advising interactions are opportunities for the advisor to extend the service beyond whatever brought the student in.
- Advising is not always top-of-mind for students. We need to be ready to capitalize on the opportunity when it is.
- At the same time, many interactions do not take 60 (or even 30) minutes. We get a lot of capacity back when we offer more flexible services.

Our inclusive service approach also yielded a significant number of non-UAC students using our drop-in advising services. As a sampling, between January 18 and April 15, 30% of students supported in UAC drop-ins were non-UAC-assigned students. This reinforces the idea that not all advising needs are major-specific.

30% of students supported in UAC drop-ins were non-UAC-assigned students

Availability of same-day service varies widely across advising units. When a student is turned away, they may miss a deadline, not connect with their assigned unit, or form a negative opinion about advising. We found in an overwhelming majority of cases, a UAC advisor able to help and meet the student's advising need. Moreover, advisors have the expertise to know when they can assist and when they need to refer to that student's assigned advising unit.

Increasing our drop-in availability has required our advisors to cover drop-in shifts and schedule-based appointments in a given day. We have also moved away from dedicating times of the advising calendar year to particular activities, such as offering only drop-ins for the first week of the semester, dedicated weeks two and three for satisfactory academic progress and academic standing action plans, and transfer orientation advising during dedicated days in April, June, and July, to a model of offering all services concurrently. Examples include:

- Through strategic and data-informed staffing, students have both drop-in and scheduled appointment options in the first week of class.
- We offer drop-in advising to current KU students during the advising afternoons of new student orientation.
- We help students to complete their required action plans for financial aid appeal or academic standing on a drop-in or scheduled basis.
- We now support transfer onboarding and enrollment throughout the academic year and summer.

EXPLORATORY PATHWAYS

Developed by the UAC in AY 2017-2018, the Exploratory Pathways program continues to grow. The inaugural Fall 2018 Pathways cohort consisted of 351 students. In Fall 2021, 447 new freshmen started at KU in one of the six Exploratory Pathways.

Pathways partnered with Admissions to provide tabling, group information sessions, and individual meeting opportunities throughout the fall and spring. Our sessions regularly had over 25 students in attendance plus their parents and guests. Often, we received immediate feedback regarding our approach to major and interest exploration, and it was overwhelmingly positive and enthusiastic. The individualized advising as well as the approach to schedule building with our curriculum guides seemed to be the key takeaways for folks which is amazing.

We connected with prospective Jayhawks during 20 events held throughout the academic year including Junior Days, Jayhawk Days (Senior Days), each Leadership Symposium, and Destination KU. Additionally, we offered bi-weekly Summerfield drop-ins for students and their families during high-traffic recruitment periods.

Though shifts in staffing impacted our ability to provide the full menu of Pathways features, one area that was not only maintained but enhanced was our virtual presence. Intentional social media content was designed by our Communications Coordinator to tell the story of exploration in bite sized pieces students could better consume. We've highlighted resources, courses, staff and student experiences in major decision making, and the ongoing commitment of the UAC to be the home for academic exploration. Additionally, we migrated our explore.ku.edu website to Sunflower and used this opportunity to streamline our messaging and services with a renewed focus on prospective students and first-year resources.

PRE-PROFESSIONAL ADVISING

Following the Fall 2019 semester, the UAC began sending "Alert" messages to students not on track to be admitted to undergraduate professional school programs. These messages reminded the students of admission standards and encouraged them to take advantage of academic resources or academic advising services to discuss other potential paths to achieve their academic and career goals.

Wanting to test the efficacy of these alerts, the UAC decided to send alerts to only half of the 202 Pre-Business students eligible to receive the alert for not currently meeting the 2.5 KU GPA required for admission to the School of Business. While it is early to assess these two groups, Fall 2019 data suggest that students are taking action.

- Approximately 2/3 of the students in the Fall 2019 cohort have since been admitted to the undergraduate professional school program they were pursuing or declared a different major.
  - 24% were admitted to their professional school
  - 42% declared another major
  - 34% still have their pre-professional code

681 # of Alert Messages to Students 21-22	**2/3** Portion of F19 test-cohort admitted after advising intervention

Students who updated their majors to a program outside of the one they were pursuing when they received the Alert went on to find a wide variety of academic homes.

- A total of 169 different major combinations were represented.
- Students declared majors in fields both traditionally closely related to and not traditionally closely related to their first interest area.

TRANSFER STUDENTS

Prospective Transfer Students

Academic Advising partnered with Admissions and Academic Success to launch a refreshed onboarding and orientation experience. We were tasked with supporting the advising community's participation. This includes identifying their initial staffing models, using of JayhawkGPS for scheduling, HQ (both for enrollment support and meeting assistance), and providing training and updates as needed.

Current Transfer Students

Of the original Undergraduate Advising Center's 3,105 advisees, 711 students are transfer students. 478 students engaged with us (67.2%). Overall, 520 Transfer students were served during this reporting period.

CONDITIONAL ADMIT STUDENTS

Pilot program

In spring 2021, the UAC in partnership with Academic Programs and Experiential Learning developed a pilot program for conditionally admitted students consisting of two dedicated sections of UNIV 101. Thirty-four students were enrolled across two sections taught by their assigned UAC advisor. The goals for the UNIV 101 pilot course were:

- Increased and consistent interaction between student and advisor.
- Decreased barriers to student access of university resources.
- Increased student understanding of administrative systems.
- To build trust and connection between student and advisor.
- Achievement of goals through an intrusive advising approach.

Improved retention

- Retention of pilot students to second semester was 94.1% (32 of 34)
- Non-pilot conditional admit group: 83.5%
- Overall KU freshmen: 93.2%

Improved GPA

- First semester GPA of pilot students was 2.23
- Non-pilot was 2.04

In the spring semester, the strength of the advisor-student relationship established in that fall UNIV course continued to pay dividends. The students in this pilot scheduled appointments and complied with College requirements with greater frequency than the UAC population at-large. The advisor contributed to Academic Programs and Experiential Learning's new iteration of an Enhanced Academic Skills and Support UNIV 101 for less academically prepared students for Fall 2022 by sharing insights, feedback, and lesson plans for the redesigned course.

TRAINING & PARTNERSHIPS

Training and professional development

Jayhawk Academic Advising continues to demonstrate its focus on ongoing training and professional development for its staff. During the reporting period, the UAC engaged in three full-day DEIB-focused trainings, looking at how to do impactful work at the individual, team, and institutional levels. In the AY 2021-22 the UAC also began to devote space in every staff meeting for that week's director of the day to lead an equity discussion on a topic/reading of their choosing.

We have also continued to use staff meeting as a training space. Trainings were led by campus partners on the topics of:

- Major and career paths in Geography
- PathwaysU
- Updates and new offerings in the Design program
- Registrar's processes and FERPA
- Transfer admissions processes
- Health Education Resource Office
- School of Nursing
- TRIO
- Occupational Therapy at the KU Med Center
- The School of Journalism's new B.S.J. degree requirements
- Financial Aid and Satisfactory Academic Progress
- SAPEC and Emily Taylor Center

UNIVERSITY ACADEMIC SUPPORT CENTERS

"I truly didn't know what to expect going into this but wow I was shocked. The consultant did such an amazing job walking me through my paper and adjusting it slightly while also teaching me some tips and tricks. She was absolutely amazing! I would recommend the Writing Center to anyone."

Undergraduate Student

STUDENT-CENTERED OFFERINGS

KU Writing Center

Provides writing support to undergraduate and graduate students enrolled at the KU Lawrence and Edwards campuses.

Student Access Center

Supports students with disabilities by facilitating accommodations that remove barriers to academic success.

Academic Learning Center

Provides students with tutoring services, Supplemental Instruction (SI), academic consultations, and workshops.

Academic Retention and Engagement Center

Supports diverse student populations through educational and innovative opportunities.

Native American Initiatives

Coordinates resources, support and programming for undergraduate and graduate Native American Students.

KU WRITING CENTER

The KU Writing Center (KUWC) is a unit within UASC that provides writing support to undergraduate and graduate students enrolled at the KU Lawrence and Edwards campuses. The KUWC staff includes the Sr. Associate Director (Dr. Brianna Hyslop); Associate Director (Jennifer Rupp – position filled June 2022); Assistant Director, Graduate Writing and Support (Dr. Samantha Demmerle) and averages around 12 Undergraduate Writing Consultants, 8 Graduate Writing Consultants, 10 Office Assistants, and 3 Graduate Student Coordinators (student hourly) each semester.

Many KU graduate and undergraduate students take advantage of multiple programs we offer, while others only participate in one of our areas of support. In academic year 2021-2022, the KUWC supported approximately 1,900 unique students, or 7.8% of KULC students, through one-on-one writing consultations, in-class workshops, and our graduate writing programs. In total, we supported students at **3,944** different points of engagement.

Highlights

- Consulted with 15% more students than 2020-2021.
- Held 57 workshops with a 78% increase in student interactions over 2020-2021.
- Offered more online graduate writing groups with increased group sizes.

"I'm struggling with a little bit of writer's block, and a lot of Covid recovery brain fog. Her suggestions were very helpful and enabled me to push through and be able to organize my thoughts and my brainstormed list. Awesome!"

KU Undergraduate Student

Programs at a Glance

Writing Consultations

The KU Writing Center fully returned to in-person consultations in addition to expanded online writing consultations (videoconference and eTutoring) in AY 2021 – 2022, providing 2,976 writing consultations to 1,209 unique KU students. We had a total of 2,397 occupied consulting hours, or 100 full days of student support.

Table 1: Writing Consultation Totals by Semester, 2021-2022

	Fall 2021	Spring 2022	Summer 2022
Writing Consultations	1,634	1,184	158
Individual Writers	771	551	70

Data Source: WCOnline

Table 2: Writing Consultation Totals 3 Year Comparison

	2019-2020	2020-2021	2021-2022
Writing Consultations	3,480	3,225	2,976
Individual Writers	1,557	1,056	1,209

Data Source: WCOnline

86%
of respondents rated their session "Very Helpful," a 1% increase from 2020-2021

97%
of respondents would recommend the Writing Center to a friend or colleague

"I felt as though my final draft had come to a point where I could no longer find ways to revise it on my own. Getting an outsider's perspective, especially one knowledgeable about writing, was incredibly useful. She gave general comments that will help me write papers in the future while also helping

Workshops

The KUWC provided 56 workshops and 1 class visit with approximately 1,324 student interactions. We worked with at least 604 unique KU Students within their courses, and many more through workshops organized by campus departments and organizations where student IDs were not collected. KUWC Workshops and class visits were facilitated by experienced Writing Consultants, and the program was led by a Graduate Workshops Coordinator (a student hourly position). Workshops were provided in person (39), synchronously online (11), and asynchronously online (7).

Figure 1: Workshops Requested by Topic, 2021-2022

Professional Development

Consultants participated in professional development in multiple ways during 2021-2022:

- Bi-weekly Consultant Development Groups
- Feedback via observations
- Mid-semester check-ins
- Self-paced training through Blackboard modules and readings

Table 3: KUWC Staff, 2021 – 2022

	Fall 2021	Spring 2022
Undergraduate Consultant	15	17
Graduate Consultants	5	7
Total Staff	20	24

In Fall 2021, 90% of consultants who completed the new consultant training found it "very" or "extremely" effective. Similarly, most of all surveyed consultants agreed that ongoing professional development, such as Consultant Development Groups, observations, and a mid-semester training, was effective in supporting consultant needs. 90% of consultants reported that ongoing efforts were "very" or "extremely effective."

Graduate Writing Programs

The goal of graduate writing support programs at the KUWC is to provide sustained support for graduate student writing beyond one-on-one writing consultations. The KU Writing Center's programs to support graduate student writing are overseen by the Assistant Director, Graduate Writing and Support.

Accountability Writing Groups

In 2021-2022, we provided 18 Accountability Writing Groups for 150 unique graduate student participants. 30 graduate students participated in more than one semester. Due to the increased popularity of the service, we were unable to place all interested students in groups with placement rates of 66% in Fall 2021, 57% in Spring 2022, and 63% in Summer 2022.   We will increase the number of groups in the future to accommodate more graduate students.

Table 4: Graduate Student Participants in Writing Groups & Applicants

	Fall 2021	Spring 2022	Summer 2022
Number of groups	6	6	6
Total Registrations	69	126	108
Total Placements	46	72	69
Total Withdrawals	13	11	11

Data Source: Writing Group Registration Forms

Graduate Writing Coaching

These coaching appointments occur with the Assistant Director covering the transition to graduate level writing, the thesis/dissertation writing process, writing academic journal articles, etc. In 2021-2022, the Assistant Director held a total of 126 appointments with 57 unique students.

Graduate Research/Write-Ins

The Graduate Research/Write-ins resumed in Spring 2022, and we held two Write-ins. The Write-ins are time and space for graduate students to focus on their projects. We experimented with different structures that semester. Ultimately 126 students attended Write-ins over the course of the Spring semester. 49 attended in-person in Watson Library, and 77 attended online.

Thesis/Dissertation Accelerator

The Thesis/Dissertation Accelerator (TDA) resumed in the 2021-2022 academic year, and we hosted two TDAs: January 10-13 and May 23-26. This program is a 4-day, intensive writing workshop for graduate students looking to make substantial progress on their thesis or dissertation. We offer workshops designed to deconstruct long-form writing projects, and consultations with both research librarians and writing consultants. The cap for participation is 30 students, and we had a waiting list each time.

ACADEMIC LEARNING CENTER

The Academic Learning Center (ALC) is the unit within UASC that provides students with Tutoring Services, Supplemental Instruction (SI), Academic Consultations, and Workshops. The ALC staff includes the Associate Director (Kristin Scott); the Assistant Director, Supplemental Instruction (Andrea Dreyer-Isaacson); and the Assistant Director, Tutoring Services (Adam Hampton). In AY 2020-2021, the ALC served 785 unique KU students through SI and Tutoring, or 4.2% of undergraduate students.

Highlights

- Hiring of Andrea Dreyer-Isaacson as the Assistant Director, Supplemental Instruction in August 2021
- Hiring of Adam Hampton as the Assistant Director, Tutoring Services in August 2021
- Began offering SI in MATH 115 and MATH 125 in Spring 2022
- Launched Individual Tutoring pilot in Spring 2022, supporting six 100- and 200-level courses.

Tutoring Staff Professional Development

Tutors participated in many forms of professional development in 2021-2022, including: pre-semester training, mid-semester training, KU Tutor Training and College Reading & Learning Association (CRLA) Certification. A total of 13 ALC peer tutors completed CRLA Level 1 certification in 2021-2022.

Table 5: Tutors Employed by the Academic Learning Center, 2021-2022

	Returning Tutors	New Tutors	Total
Fall 2021	16	9	25
Spring 2022	15	35	50
Summer 2022	7	0	7

Tutoring Services

Tutoring Services offers course-specific tutoring for a wide range of undergraduate courses. Historically this tutoring had been offered only in a small-group format, but in Spring 2022 we offered an Individual Tutoring pilot. In 2021-2022, Tutoring Services supported a total of 308 unique students across both Small-Group and Individual Tutoring.

Small-Group Tutoring

Small group tutoring involves tutors meeting with up to five students per group for 90-minute meetings, twice per week. Summer tutor groups meet for 60 minutes twice per week. Students are placed in tutor groups on a first come, first-served basis. In 2021-2022 there was a fee of $100 per group per semester, with fee waivers available for qualifying students. During AY22, we ran 94 tutor groups, providing tutoring to 243 unique students. Several students participated in more than one tutor group over the academic year, resulting in 299 group placements.

Table 6: Student Placements by Academic Discipline, 2021-2022

	ACCT	BIOL	CHEM	FREN	MATH	PHSX	SPAN	Total
FA 2021	8	12	46	3	78	6	0	**153**
SP 2022	22	10	26	0	62	12	4	**136**
SU 2022	0	0	5	0	4	1	0	**10**
AY 2022	30	22	77	3	144	19	4	**299**

> "I was able to talk about all of the concerns I had with my PHSX114 lab, and [the tutor] was so friendly and reassuring! She helped me figure out the parts I was confused on and also gave me some advice on how to reach out to my instructors. Thank you!!"
>
> KU Undergraduate

Individual Tutoring

During the Spring 2022 semester, the ALC piloted a by-appointment individual tutoring model to support students who were not being served by the group model. Tutoring was available in six courses: ACCT 201, CHEM 130, CHEM 135, MATH 101, MATH 115, and PHSX 114. The pilot was first offered to students in programs affiliated with the Academic Retention and Engagement Center, and after several weeks was made available to all students at KU enrolled in the pilot courses. Individual Tutoring supported 66 unique students in 135 appointments in Spring 2022.

Figure 2: Individual Tutoring Appointments Per Course, Spring 2022

Student Feedback

- 83% of survey respondents rated their individual tutoring session as "Excellent"
- 100% of survey respondents said they will use individual tutoring in the future
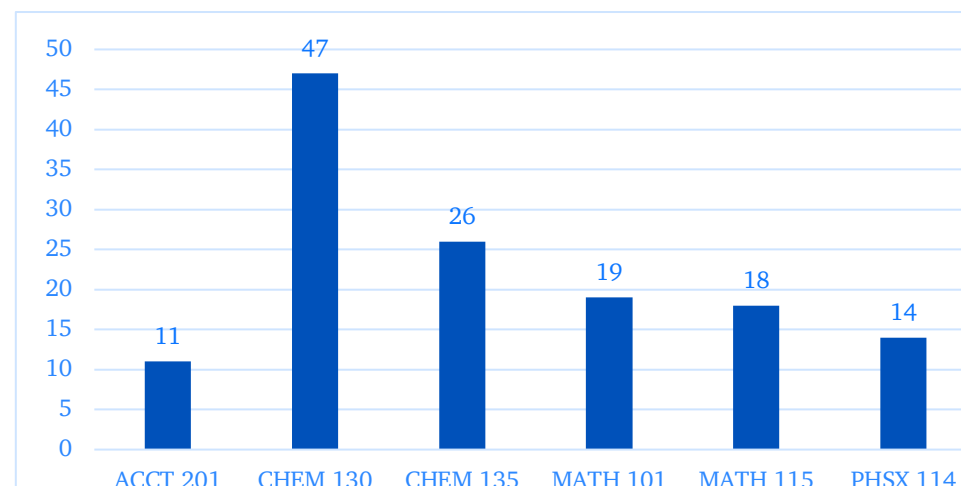
Supplemental Instruction

The Supplemental Instruction (SI) program provides free, engaging study sessions and office hours to students in specific courses each semester. Sessions and office hours start the second week of classes and continue until the last week of classes. Students enrolled in a course with SI can attend as many sessions and office hours as offered. Sessions and Office Hours are led by students (SI Leaders) who have recently taken the course and received a recommendation from the faculty.

The SI Program partnered with eight courses (17 sections) during the Fall 2021 semester and 15 classes (34 sections) during the Spring 2022 semester. Furthermore, the SI program hired nine SI Leaders during the Fall 2021 semester and 26 SI Leaders for the Spring 2022 semester.

SI Leader Professional Development

SI Leaders participated in various professional development opportunities during 2021-2022, including: Pre-Semester Training in-person and online, Fall 2021 Mid-Semester Training on "Introduction to Implicit Bias," Spring 2022 Mid-Semester Training on "Supporting Students with Disabilities in SI," and monthly one-on-one meetings with the Assistant Director.

Table 7: Supplemental Instruction Participants vs. Non-Participants Spring 2022

Student Type	Attended SI	Did Not Attend SI or Tutoring
Under-represented Minority (URM)	2.80	2.43
Non-URM	3.28	2.85
First-Generation	2.77	2.51
Non-First Generation	3.27	2.82
Pell Eligible	3.07	2.54
Non-Pell Eligible	3.24	2.84
Gender(F/M)	3.20/3.23	2.93/2.61

"I would recommend SI to every student having trouble understanding the content. If I wasn't participating in SI, I would've probably failed this class and would've taken this course again."

KU Undergraduate Student

Academic Consultations

The ALC provides free appointments to undergraduate and graduate students. Students can schedule a consultation with a professional staff member to receive coaching on a variety of topics including time management, test preparation/test-taking strategies, study skills, and more. There may be discrepancies in our 2021-2022 data for academic consultations due to staff reorganization and inconsistent record-keeping, but changes have been implemented in Fall 2022 to improve our data collection moving forward.

In support of Academic Success Priority 2, beginning AY 2022-2023, academic consultations will be tracked via Jayhawk GPS to ensure accurate data collection and provide support staff to easily track their referrals.

Table 8: Academic Consultations

	Fall 2021	**Spring 2022**
First Appointments	12	6
Follow-ups	15	9
Total	27	15

Workshops

The ALC develops and facilitates requested workshops and presentations to campus organizations and groups of students. Workshop topics can include academic resources, time management strategies, study skills, test preparation techniques, and more. In 2021 we delivered workshops for C&T 175 and the School of Business. Moving forward we intend to standardize the workshops offered by the ALC and improve marketing to our campus partners.

STUDENT ACCESS CENTER

The Student Access Center is a unit within the University Academic Support Centers (UASC) that supports students with disabilities by facilitating accommodations that remove barriers to academic success. The SAC is staffed by five full-time staff members who carry student caseloads: one Associate Director, one Assistant Director, and three access specialists. We have a full-time testing coordinator who manages our SAC Testing Center, a full-time alternative print coordinator and an administrative associate to support our unit. We have one vacant access specialist position.

SAC Student Achievements

- Our students often share their victories and accomplishments with us. For example, upon graduation this year, one of our students earned a job at a prestigious neuroscience research lab at MIT studying traumatic brain injury, the condition for which she received accommodations. We hope to develop an internal mechanism for recording these achievements so that more may be shared and celebrated in upcoming annual reports.
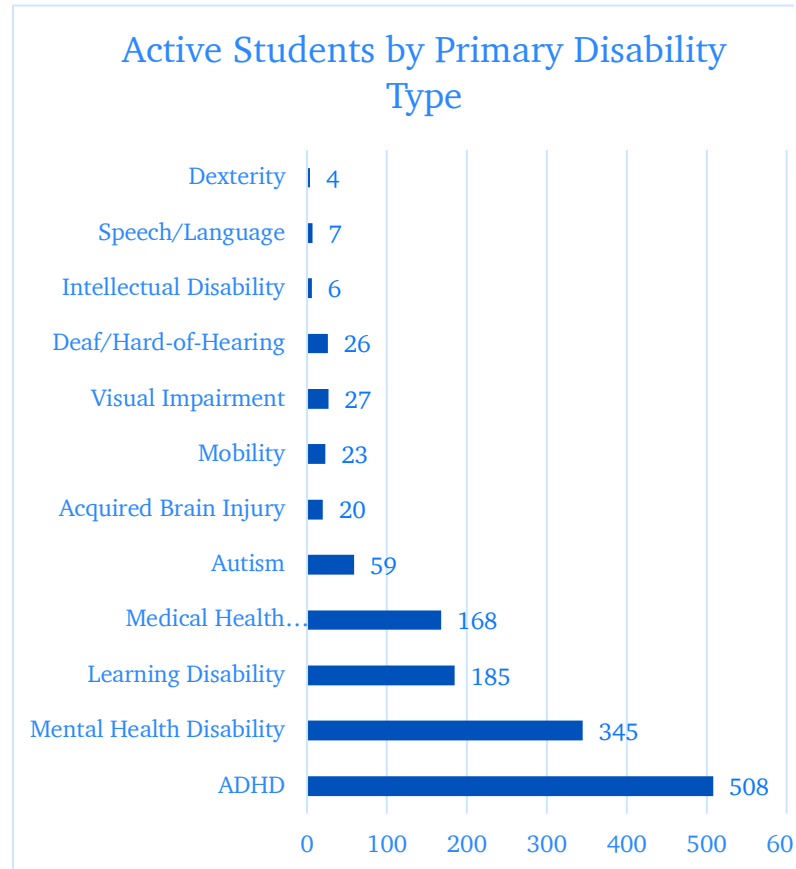
Staff Highlights

- The Student Access Center welcomed two new staff members during the 2021-22 year. We have also modified an existing position in alignment with the strategic initiatives supporting Jayhawks Rising. We now have Sarah Wilson Merriman in the role of Access Specialist for Online Engagement, and her role is centered around supporting students in online and remote programs. Our other two new staff are access specialists, and we have one position posted.

- SAC Assistant Director Jessica Little-Greenberg was awarded Employee of the Month through Human Resources Management due in part to her exceptional work coordinating accommodations for a blind student in the KU School of Pharmacy.

- Sarah Wilson Merriman was invited to serve on the Campus Council for Diversity, Equity, Inclusion and Belonging, an advisory council for the Vice Provost for DEIB.

- The SAC led a workgroup to update the accommodation policy for accommodations in KU Student Housing. This included working collaboratively with Housing to develop a policy and working procedures that align with the priorities of the units and streamlining the process for students.

SAC By-the-Numbers

There are 1378 students registered with the SAC, broken down by disability type in the graph below.

Figure 4: Active Registered Students by Primary Disability

Active Students by Primary Disability Type

Disability Type	Count
Dexterity	4
Speech/Language	7
Intellectual Disability	6
Deaf/Hard-of-Hearing	26
Visual Impairment	27
Mobility	23
Acquired Brain Injury	20
Autism	59
Medical Health…	168
Learning Disability	185
Mental Health Disability	345
ADHD	508

Appointments

The SAC schedules a variety of different appointment types. All new students complete an intake, which is an hour-long appointment with the access specialist who reviews disability documentation with the student and engages in the interactive process to determine eligible accommodations. Other appointment types include follow up appointments, general questions about the process, time to discuss explicit accommodations (flexible attendance, etc.) and coaching appointments.
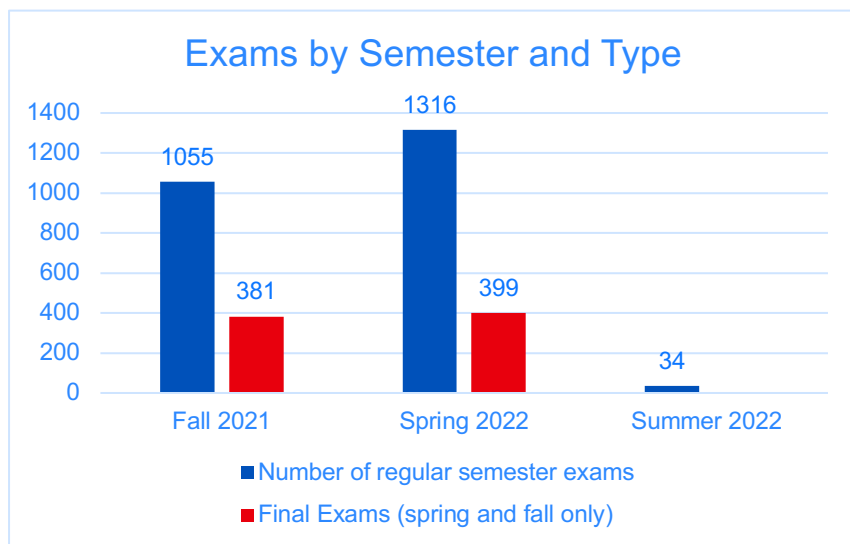
SAC staff had a total of 2,530 student appointments during AY 2021-22. Of these, 76% were virtual and 24% were in-person. Some students chose to meet virtually to concerns surrounding COVID, but others felt remote meetings were more convenient. We do anticipate the number of in-person appointments increasing during the upcoming academic year but will continue to offer students both choices.

Goals for 2022-23 AY in this area

In support of Academic Success Priority 1, the SAC will engage in a broader discussion with the Office of Admissions to track prospective student appointments more accurately. We collaborate frequently with KU Admissions to coordinate prospective student appointments through the KU Visitor Center. We hope to begin using Slate to identify students interested in disability accommodations to communicate earlier and more frequently to ensure students are aware of documentation requirements and start the registration process the semester before they enroll at KU.

SAC Testing Center

The Student Access Center has a Testing Center in Strong Hall. Faculty can send students to our Testing Center to take exams with accommodations if they choose not to provide the testing accommodations directly.

Exams by Semester and Type

- Fall 2021: Number of regular semester exams 1055, Final Exams 381
- Spring 2022: Number of regular semester exams 1316, Final Exams 399
- Summer 2022: Number of regular semester exams 34

Legend:
- Number of regular semester exams
- Final Exams (spring and fall only)

The SAC Testing Center has only 15 seats for students to take exams. The number of students who utilize testing accommodations in the Testing Center makes it necessary for the Testing Coordinator to reserve extra rooms to accommodate busy days and all of finals week each fall and spring semester.

Goals for next year

A priority for the SAC is to work with the Success Initiatives team to give SAC students the capacity to schedule appointments through Jayhawk GPS/Navigate app. We believe that this will improve the student experience and make connecting with our office more accessible and convenient. Our target timeline for implementation is Spring 2023. We are hopeful this will also give us more capacity for data collection and tracking, and additional options.

Accessible Print

Accessible print accommodations involve providing print materials in a format readable by a computer or refreshable Braille display or converting them into large text or Braille. All these items are referred to as electronic text (e-text) except for hard-copy Braille and tactile graphic materials. Accessible Print can also include providing electronic copies of textbooks for students with mobility or dexterity disabilities, so they do not have to manipulate or carry physical materials.

Accessible print can include textbooks, journal articles, class PowerPoint presentations, music scores, or any other visual material required for a class. This accommodation is needed for a variety of reasons, but the most common are visual impairment (low-vision or blindness) and learning disability involving reading (for example, dyslexia).

Accessible print for books is acquired by the Student Access Center's Accessible Print Coordinator from a variety of sources and a team of editors then make that file fully accessible either by passing it along to a vendor for conversion to Braille or by converting to e-text in-house. The files acquired from these sources need to be checked for accessibility and remediated by the Accessible Print Coordinator and/or the editing team when not fully accessible. In academic year 2021-22, the editing team converted 18,145 pages of books, articles, and other course materials to e-text in-house.
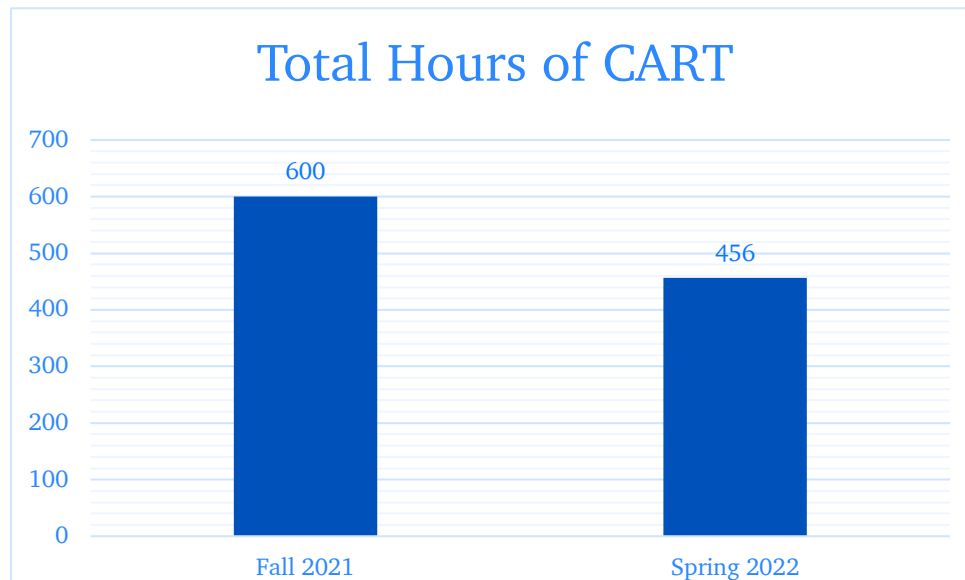
Figure 3: Number of students utilizing accessible print by primary disability type.

Number of Students Utilizing Accessible Print by Primary Disability Type

- Other, 22
- ADHD, 20
- Visual Impairment, 13
- Learning Disability, 34
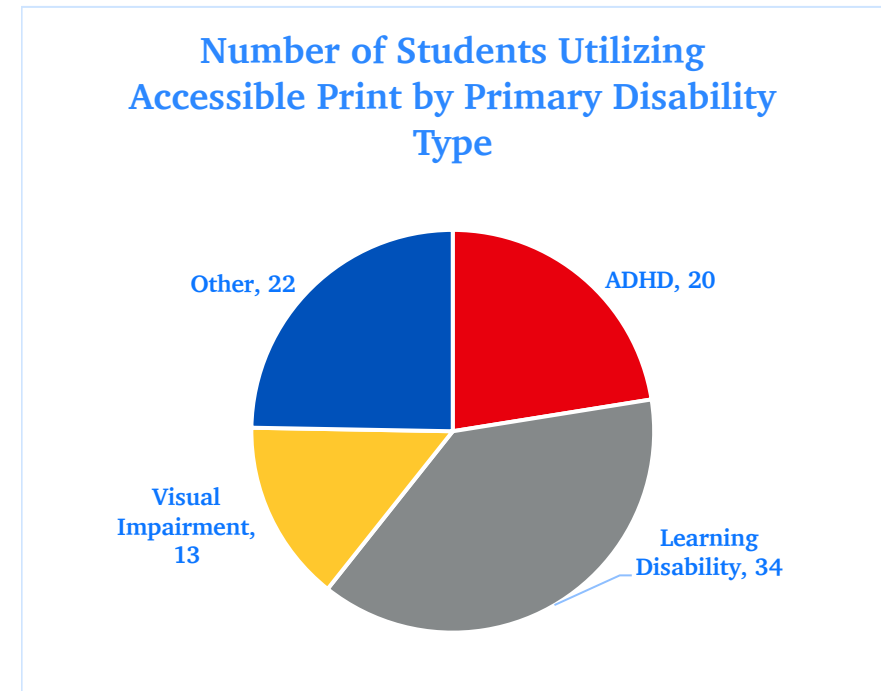
Deaf and Hard-of-Hearing Services

Deaf and hard-of-hearing accommodation requests increased when the mask mandate started due to COVID in 2020. This caused communication barriers for students who are deaf and hard-of-hearing because of the lack of visual cues through lipreading and facial expressions. We are still seeing increased numbers of Communication Access Realtime Translation (CART), or live captioning, service requests.

Interpreting Services

The Student Access Center has one student currently using American Sign Language interpreting in classes. This student did not attend classes in Fall 2022.

Figure 4: Total hours of CART

Total Hours of CART

Fall 2021	Spring 2022
600	456

Figure 5: Total Hours of Interpreting

Total Hours of Interpreting

Spring 2022	Summer 2022	Other (tutoring, campus visits, etc.)
157	86	21
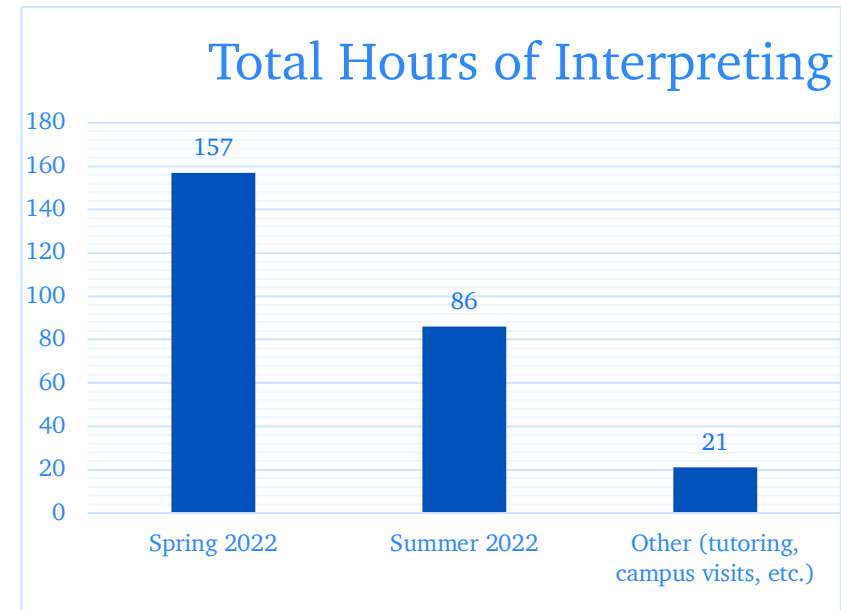
ACADEMIC RETENTION & ENGAGEMENT CENTER

The Academic Retention and Engagement Center supports diverse student populations through educational and innovative opportunities that support the academic and professional goals of the students with three learning outcomes:

- **Academic Development**: Students will identify and implement effective academic strategies that suit their personal learning style and align with their academic goals.
- **Experience Development**: Students will articulate how experiences relate to their professional goals and develop competencies to achieve their professional goals.
- **Community Building:** Students will build a network of peers, faculty, and staff to provide support and mentorship through their academic journey and beyond.

Highlights

The Academic Retention and Engagement Center continued efforts to consolidate and align campus programming efforts that prioritize the experiences of first-generation college students, students of color and Pell eligible students across campus. The academic year came with high staff turnover, so a good portion of the spring semester was spent recruiting and training a new group of professional staff members.

Campus Partnerships

- 263 students attended career appointments or programs in Fall 2021 (data not reported for spring 2022)
- Partnered with the Career Center for Summerfield Open House and Mocktails and Mingles for First Gen Students
- Partnered with University Academic Support Centers for Planning with a Passion Event and Welcome Week Game Night
- Partnered with admissions to assist at leadership symposiums, Destination KU, 2 events hosted by the Black Alumni Network and an event for Hispanic Development Fund Scholars

Academic Retention and Engagement Center Support Programs by the Numbers

Table 8: Program enrollment

Program	Enrolled Fall 2021	Average Credit Hours Fall 2021	Average GPA Fall 2021	Enrolled Spring 2022	Average Credit hours Spring 2022	Average GPA Spring 2022
OPTIONS	277	14.3	2.84	252	14.4	2.91
Multicultural Scholars Program	279	14.04	3.34	263	13.8	3.16
KC Scholars	144	13.4	3.04	130	13.8	3.13
Hispanic Development Fund Scholars	30	14.3	3.29	29	14.2	3.08
Hawk Link	66	14.4	2.72	59	13.4	2.70
Peer Mentoring	36	14.7	2.90	33	13.4	2.92

NATIVE AMERICAN INITIATIVES

The office of Native American Initiatives (NAI) formally began in June of 2021 with Melissa Peterson as the director of Tribal Relations. In August, Melissa hired Lori Hasselman as the Assistant Director of NAI to coordinate and align support programming for Native students. The NAI mission Strives to create an atmosphere of Native American self-determination in partnership with communities that value Native perspectives, while centering Native student success in the broader spectrum of family, tribe, and community.

Table 9: American Indian or Alaska Native (AIAN) Student Numbers Fall 2022

Total AIAN Head Count	737
Undergraduate Students	540
Graduate Students	197
Transfer Students	42

Historically, institutions who self-identify AIAN, a true head count of AIAN students are either combined into OTHER or only those who select AIAN are reported. Therefore, fall 2022 is the first year that NAI started reporting students who select AIAN and any other

Student Engagement

NAI spent nine months with a full time Native American Success Coordinator who focuses on engaging with students at KU and those at Haskell who were interested in the Haskell/KU Exchange Program or transferring to KU. Interesting enough, Haskell students engaged in the program at higher frequency than KU students. Engagements include academic planning for Haskell/KU Exchange Program and advising appointments, personal support, financial support, and budgeting guidance.

Table 10: Student contact

Campus	Number of Students	Number of Appointments/Contacts
KU	28	71
Haskell Indian Nations University	74	198

Haskell Exchange Program

An historical partnership between Haskell Indian Nations University and KU exist to offer academic courses for students at each institution, while students can stay enrolled at their host institution. The exchange program has returned to the current numbers for KU and Haskell students after a decline through the pandemic when Haskell was fully online and KU was hybrid, but mainly in person.

Table 11: Haskell/KU Exchange Program 2021-2022

University	Semester	Number of Participants
University of Kansas	Fall 2021	3
	Spring 2022	3
	Summer 2022	1
	Total	7
Haskell Indian Nations University	Fall 2021	16
	Spring 2022	25
	Summer 2022	9
	Total	50

ACADEMIC PROGRAMS & EXPERIENTIAL LEARNING

"I had no idea KU offered so many resources for career help. This should be a required class! Extremely informative, helpful, and useful." A&S 485 student

IMPACT METRICS

1,456
Students enrolled in UNIV, career courses, and first-year seminars

902
Students working on experiential learning certificates

91%
Students in UNIV 101 F21 pilot program continued on to the second semester

8,889
Modules were completed in Jayhawk Ready, a career content management system

About Experiential Learning

Experiential learning offers students a hands-on approach to connecting academic competencies to experiences outside of the classroom.

Experiential education at the University of Kansas can be connected to a particular degree program, student organization, university program, or completed independently. Experiential learning allows students to expand their academic knowledge, develop skills, explore interests, and interact with the community. There are several ways in which students can participate in experiential learning on KU's campus and beyond. Knowledgeable faculty and staff in several departments on campus can provide support to connect to resources with student goals and interests. Additionally, students can complete experiential learning certificates to earn official recognition on student transcripts of work outside of the classroom.

SIGNATURE PROGRAMS

- UNIV 101, First-Year Seminars, and learning communities were included as a first-year priority of Jayhawks Rising. As a result, a design team comprised of representatives from Jayhawk Academic Advising, Academic Retention and Engagement Center, and the Native American Initiatives Office developed and implemented a plan to expand a pilot UNIV course, originally launched in Fall 2021 for first-year students with lower high school GPAs. The Fall 2022 course will focus on first-year students enrolling in KU with a GPA under 3.25.

- All APEL staff completed a six-week training program with the Institute for Experiential Learning. This experience led to more active learning exercises added to their courses.

- The knowledge rate for the First Destination Survey increased as a result of text messaging and phone calls to recent graduates and additional campus collaborations.

- We hosted a NACE competency symposium that includes campus partners from the Center for Teaching Excellence, Undergraduate Advising Center, and other Career and Experiential Learning Offices.

- Assisted the KU Core Curriculum Committee in developing processes and procedures for approving experiences for the KU Core that meet the experiential learning framework and assures quality of student learning.

Priority #2 Coordinate academic support programs and technologies to promote an integrated student services model.

Empower students to utilize the resources, services, people, courses, and experiences available to them at KU

- Track resource utilization of students in the Enhanced Academic Skills (EAS) sections of UNIV 101 through Jayhawk GPS.

Priority #3 Foster student sense of belonging through coordinated peer and community-based support programs.

Foster inclusive and supportive communities for students to explore, learn, and grow personally, professionally, and academically.

- Sense of belonging survey question in First-Year Courses compared to KU NSSE data.

Priority #4 Enhance support and clarity for students' major selection, career direction, and pathways to degree completion.

- Embedded Advising and Career content and support in UNIV 101 courses.

Priority #5 Support the mental, physical, and financial well-being of students through personalized referrals and collaborative programming.

- Specific student learning outcomes for student supports and services on campus integrated into all courses.

Priority #6 Proactively connect students with career and experiential learning through curricular and co-curricular activities throughout their academic career.

Develop skills, attitudes, and behaviors necessary to be successful at KU, in the workplace, and for lifelong career management.

- Pre and/or Post-course survey connected to student learning outcomes.

CENTER FOR SERVICE LEARNING

"I loved how applicable this course was to other areas of my life. I felt like I gained important lessons that I can apply to society that I have never learned in any other course. I think everyone should be required to take this course. There are so many valuable lessons that I will be able to take with me past college."

UNIV 492
Student

WHAT WE OFFER

UNIV 492 & 299

The CSL offered UNIV 492 three times during this academic year— once over the Winter Break, once over spring break, and once at the beginning of the summer holiday.

Service Learning Certificates

Students can earn a service learning certificate by completing service-learning classes, engaging in volunteer work, and reflecting on service learning experiences.

Center for Service Learning Awards

CSL provides five annual awards that recognize KU faculty, staff, students, and community partners who are doing important work in service-learning and community

Pathways to Service

Pathways to Service and the Community Engagement Toolkit provides students with resources on the variety of ways people can use their knowledge, skills, and talents to improve their communities.

Student Service Organization Support

The CSL advises five student organizations that provide community service opportunities for students including Alternative Break, Center for Community Outreach, Heal KU, LEAD UP, and Student United Way.

Service-Learning Designated Courses

The CSL oversees designation of service-learning courses that provide opportunities for students to volunteer and serve our greater community as part of their educational experience.

GOALS & METRICS

Priority #6: Proactively connect students with career and experiential learning through curricular and co-curricular activities throughout their academic career.

- Broker and maintain strong reciprocal community partnerships and multidisciplinary campus collaborations to address issues of community and societal importance, including for local, state, national, and global impact.

- Facilitate and promote community-engagement that fosters engaged scholarship, provides rich learning opportunities, and is of value to community and campus partners.

- Foster opportunities to enhance student learning and application through service-learning experiences, with communities both domestic and international.

- Promote a campus community that fosters civic and social responsibility through both ethical service and an appreciation for diverse populations and communities.

- Develop, evaluate, and promote innovative approaches that advance service-learning, civic engagement, and community-engaged scholarship through meaningful reciprocal relationships with communities and faculty, staff, and students.

9,758
Student Interactions

148
Service-Learning Designated Courses

57
Service-Learning Certificates Awarded

29K
Website Views

"[I most enjoyed in this course] learning about ethical service and the true impact of my volunteer time was uplifting and eye-opening all at once."

UNIV 492 Student

INITIATIVES AND PROGRAMS

Student Interaction

- There was a total of 9,758 student interactions through the CSL including both direct contacts and indirect engagement (e.g., social media). There were direct contact supports provided to 3,704 students through student organization engagement (35%), face-to-face contacts (49%), class visits (16%), and CSL course or student worker support (<1%).

Community Service Capacity Program

- The CSL launched the Community Service Capacity Program for KU students to address barriers and challenges to service participation and engagement with and in communities. Students who experienced barriers (e.g., transportation, childcare) or hardships (e.g., finances to purchase service project materials, missed days of work for service) in supporting community engagement and service-learning activities were able to participate in the Student Community Service Capacity Program through the Center for Service Learning. There were seven recipients of the award and participants of the program in the pilot year.

Community Engagement Toolkit

- The CSL developed a Community Engagement Toolkit as an online resource for students and other key stakeholders who want to address social change. The Community Engagement Toolkit serves as a guide to support collaborative work using the CSL Strategic Action Framework for Community Engagement. The toolkit is available online at https://servicelearning.ctb.ku.edu.

Community Engagement Consortium

- Members of the KU Community Engagement Consortium, including Emily Rountree, Jomella Watson-Thompson, Mindie Paget, and Sarah Goodwin-Thiel presented at the Campus Compact National Conference, Compact22 and shared about the efforts of the KU Community Engagement Consortium to document and collect stories of engagement. The full presentation video can be viewed on the KU Service Learning YouTube channel.

Community Partnerships

- The Center for Service Learning participated with 65 campus partners across the KU-Lawrence, KU Medical Center and KU Edwards campuses to advance community and civic engagement, including with 38 collaborators participating in the Community Engagement Consortium and 24 campus partners involved in either the service learning and civic engagement ambassador programs.

KU Summit on Community-Engaged Learning and Scholarship

- The Center for Service Learning hosted the second annual KU Summit on Community-Engaged Learning and Scholarship. A total of 150 individuals across campuses and including community members participated in this half-day virtual program.

"The [Summit] sessions have been great; thoughtful, inspiring, and informative. Leaves one wanting to do more for the community and figure out ways to engage more faculty, students, and staff."

Associate Dean

Center for Service Learning Certificates

- 57 Center for Service Learning Certificates awarded in the 2021-22 academic year.

Website and Digital Outreach

- 28,868 views on the website in the past academic year, which was a 93% increase from the prior year.
- 9,987 website visitors, an increase of 59.5% from last year.
- Accessed by individuals in all 50 states, the District of Columbia, and 112 countries.

Civic Engagement

- The University of Kansas' 2014, 2018 and 2020 consolidated report from the National Study of Learning, Voting, and Engagement (NSLVE) indicates an upward trend in student voter registration and turnout for midterm years 2014 and 2018.
- The report showed voter registration among KU students was 65% in 2014, 77% in 2016 and then 79% in 2018 and 87% in 2020. It also showed overall voter turnout among KU students was 21% in 2014, 51% in 2016, then 45% in 2018 and 71% in 2020, for which KU was recognized.

Healthy and Vibrant Communities

Objective 1: Strengthening Service to Local and Global Communities

Proactively connect students with career and experiential learning through curricular and co-curricular activities throughout their academic career.

- Establish and promote a campus-wide definition of experiential learning to increase awareness of opportunities and resources available to expand offerings (e.g., Community Engagement Consortium, Research-Intensive Course Mini-Grants).
- Reduce barriers to participation for first-generation, Pell-eligible, and students of color in career and experiential learning activities (e.g., Rising Scholars, Emerging Scholars).

Foster student sense of belonging through coordinated peer and community-based support programs.

- Implement a coordinated strategy to improve student awareness of and engagement with academic support programming designed for incoming first-generation, Pell-eligible, and students of color.

"I really enjoyed seeing and hearing from students on their work and students leading the conversation."

KU Faculty Member

OUTCOMES AND METRICS

Students will complete one or more courses at KU that includes a community-based (i.e., service learning) project.

Metrics:

- 1,894 students engaged in 148 service-learning designated classes in the 2021-2022 academic year (SIS).
- 48% of first-year and 53% of senior students reported completing a course with service-learning (NSSE 2018)

Data Source:

- Number of students engaged in service-learning courses;
- NSSE Question: About how many of your courses at this institution have included a community-based project (service learning)?

Students will participate in an experience that addresses a social issue or community need.

Metrics:

- Number of students reporting completing service through volunteer.ku.edu, service learning certificate designated courses, CSL student engagements.
- Number of hours service hours completed by students.

Data Source:

- Volunteer.ku.edu; EL Cert, Service Learning Designated Courses (Registrar)

Students will demonstrate civic engagement participation.

Metric:

- Voter registration among KU students was 65% in 2014, 77% in 2016 and then 79% in 2018 and 87% in 2020. It also showed overall voter turnout among KU students was 21% in 2014, 51% in 2016, then 45% in 2018 and 71% in 2020, for which KU was recognized.

Data Source:

- National Study of Learning, Voting, and Engagement (NSLVE)

Students will be able to demonstrate the use of at least one principle of ethical service after completing the Service 101 module and/or the Certificate in Service Learning.

Metric:

- Identification of at least one principle of ethical service from the Service 101 module.

Data Source:

- Service 101 Canvas Module Exam, Certificate for Service Learning application

CENTER FOR UNDERGRADUATE RESEARCH

"My experience in research, the network of people, and the resources I've been able to access through the Emerging Scholars Program continue to help propel me toward the completion of my academic and career goals."

Emerging Scholar Participant

SIGNATURE PROGRAMS

- Supporting first- and second-year students in paid research positions across the university through Emerging Scholars.

- Expanding Emerging Scholars through grant funds and donations to allow support of some students in their 3rd and 4th years.

- Offering student research showcases and symposia at the end of each semester, with a variety of presentation media, with 100s of students participating each year, with in-class and out of class research.

- Dispensing 75-80 undergraduate research awards each year to support undergraduate research.

309 UG Symposium Presentations	**28** Research-Intensive UG Courses
53 Emerging Scholars	**116** UG Research Award Applicants

"Beyond career preparation, Emerging Scholars was the first group at KU where I truly felt like I fit in and found my place. Whenever I encounter incoming high school seniors attending KU, I always encourage them to apply to the Emerging Scholars program as I truly believe this program changed the trajectory of my time at KU."

KU Student

Priority #6 Proactively connect students with career and experiential learning through curricular and co-curricular activities throughout their academic career.

Students will understand that research is for everyone, no matter their major.

- Metrics: Number of students involved with Center programs, including Getting Started appointments

Students will understand what research looks like in their discipline.

- Metrics: Number of students in Emerging Scholars, applying for UGRAs, and in research intensive courses

Center staff will foster inclusive and supportive environment, so students feel comfortable exploring and participating in research

- Metrics: Number of students participating in Center programs and the demographics of these students. Curate information so that students can take-in, make meaning, and take timely action.

"[Doing research is] completely worth it. It may seem intimidating at first, but as long as you and your mentor set reasonable goals and work to achieve those goals in a systematic and timely manner, it's not too rough at all. It also provides you with great material for when you're looking to apply to graduate programs, so that's a plus."

KU Undergraduate Research Student

OFFICE OF FELLOWSHIPS

"Applying for fellowships was a great experience. Writing my application and preparing for an interview made me think deeply about my academic passions and what careers I wanted to pursue. The fellowship advisers were extremely helpful and will always keep the best interests of students in mind."

Undergraduate Student

ACHIEVEMENTS

- **One Pickering Fellowship award winner**
  Jaleah Cullors, Political Science and Global & International Studies
- **Five Goldwater Scholarship Award winners**
  Our university achieved a new record for the number of student recipients of this lauded achievement. The only additional schools to achieve this in 2022 were University of Michigan, Dartmouth College, University of Pennsylvania, and Columbia University. Award recipients include:

  Bryce Gaskins, Biochemistry & Spanish

  Jessica Miears, Physics & Astronomy

  Sarah Noga, Biochemistry

  Mary Sevart, Chemical Engineering

  Kade Townsend, Microbiology

222 Individual student appointments	**43** Nominated student applications
70% Conversion rate from event attendees	**36** Rising Scholar Brunch Attendees

"Applying for fellowships my senior year was at times incredibly daunting. Everyone at the Office of Fellowships supported me in ways that made the process both easier and fun. I was encouraged to reflect not only on who I am and who I was, but also the person I wanted to become."

Pickering Fellowship award winner, 2021

"During the application process for both the Goldwater scholarship as well as the Astronaut scholarship, the Office of Fellowships was extremely helpful. Not only were Dr. Wallen and Professor Drake super thoughtful and supportive, but they helped walk me through the process. When questions arose that they could not answer, they made it a priority to find someone that did know and made sure to get back to me. All in all, my pleasant experience with the Office of Fellowships greatly contributed to my success in applying for these awards."

- Goldwater Scholarship & Astronaut Scholarship award winner, 2022

Strategic Priority #6 Proactively connect students with career and experiential learning through curricular and co-curricular activities throughout their academic career.

- 36 Rising Scholars from historically underrepresented populations gaining knowledge and access to fellowship, scholarship, and experiential learning opportunities.

- 222 students and assisted 43 students with applications for national and international fellowship, scholarship, and experiential learning opportunities.

UNIVERSITY CAREER CENTER

"My (career) coach is absolutely amazing! She is so transparent and helpful and really cares and shows that she has my best interest. She is so generous with her time and such a helpful, smart person to talk with and get advice from! I should have met with her sooner."

Undergraduate Student

SUCCESS METRICS

UCC staff returned to campus to offer in-person services, events, and programs in early August 2021, holding on to virtual/remote options to offer more flexibility. Being flexible led to good engagement of services, programs, and events for students, campus partners and employers.

- Introduced a 30-minute block for all appointment types; offered two new appointment types: Getting Started and Networking.
  - 30% increase in coaching appointments (2020-2021)
  - 63% of the appointments were virtual
- Increase in event attendance and job postings.
  - 44% average increase in students' attendance at career fairs, 73% increase in employers attending
  - 61% - Job postings increased significantly due to changes in HireJayhawks and a robust labor market.
  - More than 26K opportunities posted in HireJayhawks!
  - 70% - workshops were in-person (30% were offered virtually); 80% of workshop requests came from faculty
- Increase in student engagement on all fronts (virtual, events, and newsletter)
  - 5086 students engaged in one or more of the six Career Communities
  - 49% - Average open rate for Hawk Hustle newsletters ("Good" open rates for emails falls between 20-30%)
  - 434 views of Beyond KU career programming series showcasing interdisciplinary career options

30% Increase in coaching appointments	44% Increase in career fair attendance
5086 Students Engaged in Career Communities	61% Increase in job postings/internships in HireJayhawks.

STUDENT CONNECTIONS

UCC Staff approached all new ways of connecting career learning outcomes to students when operations returned to campus. This included fresh approaches to workshops, career fairs, and other connection points for students to include virtual, hybrid and in person events, resources, and events.

2021-2022 Event Attendance

	# students	# employers
Part Time Job & Volunteer Fair	1225	104
Education & Public Service Career Fair	187	119
Science & Technology Career Fair (new)	91	24
Internship Fair	286	57
Career & Internship Expo	474	150
Architecture Fair	268	91
Education Interview Day	124	63
Health Careers Expo (new)	75	42

1454
Pathway U student accounts

380
Students taking TruTalent

Strategic Priorities

Priority #2 Coordinate academic support programs and technologies to promote an integrated student service model.

- Integrated HireJayhawks portal into the my.ku.edu portal.

Priority #3 Foster student sense of belonging through coordinated peer and community-based support programs.

- International Consulting Project was held virtually with partners in Germany for KU students; one student noted how, "this has changed my career direction and I'm excited for my future!"
- Winter Boot Camp. UCC collaborated with more than 15 campus and off-campus partners such as the KU Alumni Association to offer mock interviews and resume reviews for 174 graduating seniors. Featured in KU Alumni Magazine.

Priority #4 Enhance support and clarity for students' major selection, career direction, and pathways to degree completion.

- 30% increase in coaching appointments by offering early evening availability and 30-minute appointment blocks.
- Implemented Pathway U, a self-directed career assessment tool that integrates career information for KU majors.
  - 1454 new student users signed up for an account.

Priority #6 Proactively connect students with career and experiential learning through curricular and co-curricular activities throughout their academic career.

- Collaborated with faculty to integrate career content into 90 classrooms using zoom, pre-recorded, or in-person options. 70% of integrations were in-person workshops facilitated by a career coach.

Student Retention Work

We are in our second year of implementing intentional efforts focused on increasing outreach to first generation, underrepresented minority and low-income students. Highlighted events and initiatives this year include:

Mocktail and Mingle

More than 40 students and 10 Alumni participated in this casual networking event focused on first generation college students. This was a collaboration between KU Alumni Association, Academic Retention and Engagement Center, and the University Career Center

Career Diversity Resources

Created diversity themed web content for 12 different identity groups containing 374 resource links to job and internships, networking groups and publications.

Developed print resources to guide students in appointments and workshops for assessing inclusive organizations in company research.

Coaching Appointments

Analysis of disaggregated data of coaching appointments by race/ethnicity, compared to KU student population reveals the race/ethnicity of students visiting the career center for student appointments is proportionate to KU student population; 4/7 categories are higher than KU student population.

JAYHAWK BLUEPRINT

High school students who participate in Jayhawk Blueprint gain experience with college-level work and earn transferrable course credits at a discounted rate.

OUR PROGRAM

Jayhawk Blueprint is a partnership between the University of Kansas and the Lawrence Public Schools to offer college courses at a discounted rate in the high schools where college and high school credit is earned simultaneously.

Course Enrollment

	Free State High School	Lawrence High School	Total Enrollment
BIOL 100	31	12	43
BIOL 102	29	12	41
COMS 130	38	12	50
ENGL 101	78	51	129
HIST 128	36	26	62
HIST 129	35	23	58
MATH 101	116	71	187
SPAN 322		1	1

319
Students, Fall '21

297
Students, Spring '22

8
Course Offerings

8
Faculty Liaisons

**Metrics include students in MATH 101, a year-long course

PRIORITIES & OBJECTIVES

Student Success

Objective #1: Increase the number of students through pipeline to completion.

- Maintained formalized Memorandum of Understanding (MOU) with USD 497 high schools, Lawrence High School and Free State High School, to offer concurrent enrollment courses; partnership resulted in 8 course offerings with student participation of 319 in fall 2021 and 297 in spring 2022.

- Jayhawk Blueprint program manager joined the external Concurrent and Dual Enrollment Steering Committee organized by Kansas Board of Regents to provide guidance and support throughout implementation of new policy.

- Maintained formalized partnerships with 6 internal academic departments, resulting in consistent enrollment processes as well as training and guidance from 8 KU faculty liaisons for 18 high school teachers teaching a total of 33 course sections with a total course enrollment of 644 across all courses.

- 100% tuition assistance: 20 fall 2021, 15 spring 2022, and 29 for year-long courses

- 50% tuition assistance: 9 fall 2021, 2 spring 2022, and 7 for year-long courses

PRIORITIES & OBJECTIVES

Healthy and Vibrant Communities

Objective #1: Strengthen Service to Local and Global Communities

- Developed collaborative Teams space to share resources among USD 497 and KU constituents for easy access to joint student data, procedures, handouts, etc., for improved communications and efficiency.

- Beginning January 2022, held monthly meetings with USD 497 and KU constituents via Zoom to increase direct communication and collaboratively resolve programmatic challenges.

Objective #2: Improve Diversity, Equity, Inclusion and Belonging.

- Collaborated with USD 497 instructors and administrators to ensure academic accommodation requests are appropriately addressed to promote academic success.

- Partnered with KU's Student Access Center to develop and deliver communication to USD 497 contacts, students, and parents related to in-person and virtual campus academic support services available to Jayhawk Blueprint students.

- USD 497 continued to offer full and partial tuition fee waivers through grant funds provided by Truity Credit Union to support concurrent enrollment participation for students on free and reduced lunch.

CHALLENGES & OPPORTUNITIES

Enrollment process improvements

Challenges were identified related to enrolling students in BIOL 100 in the fall and BIOL 102 in the spring, especially related to those students who dropped the course or had an outstanding balance from fall 2021. To reduce confusion and better serve students, it is recommended to enroll students in both BIOL 100 and BIOL 102 during the fall semester, as the courses are both year-long at the high school level and must be taken simultaneously.

Administrative process improvements

Several administrative errors were identified from fall 2021 leading to students needing to be retroactively enrolled or withdrawn. Enhanced communication with USD 497 staff members, students, and parents and increased attention to detail is necessary to ensure such errors do not occur in future semesters.

Improvements to communications

Complicated processes and lack of communication have caused confusion for students, parents, and USD 497 staff members. Opportunities to streamline procedures and increase communication need to be created and implemented to increase participation within the district, anticipate growth, and represent the University positively to secure and retain future Jayhawks.

Launching new course offerings

SPAN 322 was previously approved as a concurrent enrollment course and was offered as a year-long course from fall 2021 to spring 2022; however, only one student was enrolled at Lawrence High School, and this course is not part of the Transfer Kansas portal. Therefore, this course will not be offered in future semesters. SPAN 104, 108, and/or 212 should be considered as alternative options for future semesters.

Accreditation and compliance

All high school instructors must meet HLC compliance by September 2025: Master's degree in a field directly related to the subject being taught or Master's degree and at least 18 graduate credits in a field directly related to the subject being taught. Qualified teachers are limited; therefore, an incentive program is recommended to help support teachers in meeting compliance and agreeing to teach these courses to make the program sustainable. Additionally, teachers for future course considerations will also need to meet HLC qualifications. Currently proposed changes to the concurrent and dual enrollment Kansas Board of Regents may impact this.

GROWTH & IMPROVEMENT

Student balances

- Reduced fall 2021 outstanding balances from 71 in January 2022 to 10 by June 30, 2022

- Out of 177 initial spring 2022 enrolled students, only 7 outstanding balances remain.

Successful enrollment

- In Spring 2022, successfully enrolled all but 2 interested students by securing all 3 enrollment components (zero financial balance, approved non-degree seeking student application, Jayhawk Blueprint interest form) from 177 students.

Increased communication

- Increased communication among USD 497 and KU partners; implemented and held monthly meetings with key stakeholders from both institutions and developed collaborative Teams space for communication and resource sharing.

Faculty Liaisons

Our partnership with academic departments and faculty results in more offerings for students.

BIOL 100/102: Dr. Mark Mort, Dr. Tara Marriage, Dr. Laura Rozzi

COMS 130: Dr. Meggie Mapes

ENGL 101/102: Dr. Sheila Murphy

HIST 128/129: Dr. Jonathan Hagel

MATH 101: Dr. Avantha Kodithuwakku

SPAN 322: Dr. Araceli Masterson-Algar

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