SACSCOC 2015

Academic Coaching for Excellence
Quality Enhancement Plan

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The University of Memphis' Quality Enhancement Plan (QEP) is designed to improve students' retention and success by implementing an academic coaching program for students who have been placed on Academic Warning and other student subpopulations who are at high risk for non-retention. The Academic Coaching for Excellence (ACE) program will pair at risk-students with an academic coach for individual bi-weekly meetings throughout a semester. Graduate students specializing in counseling-related fields and selected faculty and staff will receive professional development and mentoring to equip them with the tools necessary to guide students in the development of their academic and career goals.

The three interrelated goals of the ACE program are (1) to help students to develop a clear vision of their own goals and degree path, (2) to assist students in developing skills related to academic success, such as study skills, time management, and self-efficacy, and (3) to connect them to other university resources and support personnel as needed. These goals are accomplished through the following six student learning outcomes in which students will (1) demonstrate an increase in academic self-efficacy; (2) identify and describe appropriate campus resources for psychosocial and academic needs; (3) demonstrate an ability to utilize technology tools for degree planning; (4) identify a career goal and academic pathway to that goal; (5) express a sense of connection and/or engagement to the institution; and (6) demonstrate adequate progress to degree completion.

The QEP topic emerged from campus-wide discussions related to the institution's strategic plan as well as increasing student retention and success. Within this institutional context, the QEP Selection Committee carefully considered several proposed topics, and endorsed academic coaching as the QEP theme based upon the encouraging results of a pilot study that provided academic coaching to at-risk freshmen. In fact, the academic coaching pilot program, initiated AY14, revealed that participating students attending eight or more sessions earned a 2.5 GPA, considerably higher than students attending fewer sessions or those invited but opting not to participate at all.   The next team, the QEP Development Committee, further defined the QEP by developing the implementation and assessment plans. Throughout the QEP development process, the team invited input and guidance from the university community through meetings with a broad range of university stakeholders.

The university has funded the QEP in the recurring base budget as outlined in the plan's budget, assessing the plan, and commits to revising it as needed. The ACE program will be administered through the Office of Academic Innovation and Support Services, and the planning and day-to-day operation of the QEP will be the responsibility of the Center for Academic Retention and Enrichment Services (CARES). To assure the continuing involvement of the university community, an ACE Advisory Committee will monitor the progress and evaluation of the ACE program. This committee, chaired by the Vice Provost for Academic Innovation and Support Services, will include key academic affairs and student affairs personnel, faculty, and students.

The timing of the QEP development coincided with campus-wide discussions related to growing enrollment through enhanced retention. After several years of increasing enrollment, the University of Memphis experienced a decline in undergraduate enrollment from 17,966 in fall 2011 to 17,222 in fall 2013. Although a number of variables contributed to the decline in overall enrollment, data indicated that retaining students already attending the University of Memphis represents a significant challenge. For instance, fall 2012 data indicate high rates of attrition among first-time freshmen (not transferring to another school), coupled with high transfer-out rates, that approaches or exceeds 40% across all colleges. Moreover, the overall attrition rate from the university was 16% across all students who did not transfer to another institution of higher education; if students transferring to another institution are also considered, the attrition rate approaches 30%.

To gather information about the reasons students leave the university, the Provost Office administered a survey to students who were enrolled at the University of Memphis during the spring 2012 term but did not re-enroll for the fall 2013 term. Two hundred and fifteen students who either had cumulative GPAs above 2.0 or who were in good academic standing at the end of the spring 2012 term completed the survey. Results indicated that the majority of the students leave often not because they have transferred elsewhere, but for a variety of other reasons, including psychosocial issues.

As a result of this survey, many administrators, academic professionals, and faculty began reviewing active retention efforts with the goal of removing barriers to student success and shoring up support for students so they can successfully complete their degrees. In November 2013, the provost announced to the campus an integrated undergraduate recruitment, enrollment, and retention management plan designed to grow enrollment, improve retention, and help our students successfully complete their degrees (www.memphis.edu/provost/docs/integrated_enrollment_plan.docx).

It is within this institutional context that the University of Memphis laid the foundation for the Quality Enhancement Plan process in the 2013-14 academic year.

Stage One: Identifying the QEP Topic

In September 2013, the provost charged Dr. Shannon Blanton, Vice Provost for Undergraduate Programs, and Dr. Thomas Nenon, Dean of the College of Arts and Sciences to oversee a committee to identify the QEP topic. The provost asked each college dean to nominate individuals to serve on this committee and to work with departmental chairpersons and faculty to identify possible topics for our QEP. The QEP Selection Committee was composed of nine faculty members, including the president of the Faculty Senate, and staff from academic affairs and student affairs. (See a full listing of the QEP Selection Team and their titles in "QEP Selection Committee" in Appendix A.)

Over the course of several meetings that took place from September 2013 to January 2014, the team considered several topics as possible QEP topics. After careful deliberation and discussion of the topics proposed, review of the pertinent literature, and study of the relevant empirical data, a strong agreement was reached on the proposal to implement an ambitious and comprehensive academic coaching program as a way of substantially improving students' retention and success. In

effect, although a variety of issues were discussed, most of the discussion revolved around how to improve student learning and minimize the obstacles that lead students –especially freshmen and sophomores– to drop out of classes and, eventually, leave school. As statistics show, the university loses, during the first and second academic years, an average of over 33% of its first-time non Pell-eligible freshmen students and over 35% of its first-time Pell-eligible students (See Appendix B). Several strategies to address this problem were proposed: (a) Redoubling the efforts to improve students' writing skills; (b) Improving and expanding the university's service learning program and coaching; and, (c) Implementing financial literacy workshops/initiatives.

The team decided that all these strategies should be reinforced by implementing a renewed, more vigorous, comprehensive, and pro-active academic coaching program. The team recommended the formation of a special committee to articulate the details of such a program by designing a holistic, multidimensional academic coaching program offering curricular and co-curricular advice capable of encouraging learning, addressing students' academic and psychosocial needs, promoting the students' engagement in service-learning initiatives, and improving their financial literacy. In particular, the team invited the committee to work out the details of a QEP in such a way that the following requirements are met:

▪There are two basic requirements, pre-established by SACSCOC, which a QEP must meet: (a) A QEP must be designed in such a way that it can be implemented effectively and has measurable effects in a lapse of five years;
(b) A QEP must be in agreement with the university's mission and strategic goals.

▪The team agreed that the QEP must have a significant, concrete, measurable near term impact in the lives of students (especially the students at risk, i.e., those who, due to psychosocial and financial reasons, are more likely to leave school) and has to be designed in such a way that is cost-efficient, has a positive financial impact, and aligns with the university's priorities and strategies.

Finally, the team reviewed successful coaching initiatives implemented in several academic institutions (Rutgers, Georgia State, Clemson, UT Knoxville, Cincinnati, Auburn, Georgia Tech, Rice, Kennesaw State). Although it was decided to leave to the next committee the task of working out the details of the academic coaching program, the team suggested that the following implementation strategies be taken into consideration:

▪Decentralization: Some activities could be done locally (perhaps by each college) and others could be carried out centrally.

▪Wide involvement: The team strongly recommended that the role of faculty and graduate students in coaching be discussed, as they can be meaningful contributors to helping make coaching a successful and broadly-encompassing program.

▪Precise identification of the students at-risk: The team strongly recommended that more research is done to determine, as precisely as possible, the main reasons why students leave the university.

Because one of the main reasons students leave school has to do with psychosocial needs, it is crucial that coaching is implemented in such a way that these needs are fully acknowledged and addressed.

Source of Inspiration:
The ACE Scholars Program

A pilot study, the Academic Coaching for Excellence (ACE) program served as the inspiration for this QEP topic. In the fall 2013 semester, 55 incoming first-time freshmen who had an admissions index[1] between 92-100 were invited to receive weekly academic coaching sessions from trained graduate students in counseling-related fields. These weekly coaching sessions focused on time management, goal setting, and effective learning strategies.

Of the students who voluntarily participated in this study, 37 out of 44 received at least five academic coaching sessions. The students who completed a minimum of five coaching sessions earned an average 2.34 GPA in the fall term, as compared to a 2.21 average GPA from a comparable control group who did not receive coaching sessions. Results were even more impressive for students who participated in eight or more coaching sessions; their average GPA was 2.50. Additionally, the pilot study group earned more credit hours in their first semester (11.78 vs. 10.84).

A survey of the ACE participants indicated that the students were pleased with the coaching sessions. Below are a few student responses to the question, "Tell us how your coach helped you most this semester":

"She kept me on track, focused, helped me organize and actually showed care and concern."	"Staying organized, guiding me when writing papers, and reminding me of assignments."	"He gave me tons of feedback on papers and advice on what to do on campus."	"My coach asks me questions and gives me suggestions on how to better myself as a student."

The results of this small pilot study provided a foundation for the QEP topic, and the next committee reframed the general topic to its final form.

Stage Two: Developing the QEP

The "QEP Development Committee" was formed to develop the QEP Selection Committee's suggestions into a feasible QEP project. This committee was given the charge of further defining the QEP and was assigned the following responsibilities:
- Conduct a literature review related to the QEP topic
- Identify the student learning outcomes
- Determine the organizational structure and budget
- Establish a timeline to successfully implement the QEP
- Develop a comprehensive assessment strategy
- Prepare the final QEP document

Chaired by Dr. Shannon Blanton, this committee began meeting in February 2014. In April 2014 the provost affirmed the selection of the QEP topic, Academic Coaching for Excellence, to the campus community in the Provost's Blog: http://blogs.memphis.edu/provost/2014/04/21/tbr-student-engagement-retention-and-success-grant-awarded-to/.

[1] The Admissions Index is calculated by multiplying the cumulative high school GPA by 30 and adding the ACT composite score.

In May 2014 Dr. Barry Goldstein, Vice President of SACSCOC, visited the University of Memphis. He shared information about the QEP process and provided suggestions for structuring the report and obtaining input from constituent groups.

During the fall 2014 semester, the QEP Development Committee reconvened to begin the full development of the QEP proposal. At this point, the QEP Development Committee was expanded to include additional faculty, staff, and students to ensure a broader base of representation. (Appendix C lists the current committee members and their titles.) Subcommittees were formed and given specific responsibilities related to the QEP report sections. (The members of these QEP working groups are listed in Appendix D.)

The progress made by the QEP Development Committee was shared through numerous presentations during the fall 2014 semester. The interim provost reminded faculty of the QEP topic at the General Faculty meeting in August 2014, and also highlighted the QEP topic at the Academic Affairs Fall Business meeting in November 2014. Additionally, forums with various college groups were held to discuss the QEP topic. These groups included the Academic Deans' Council, Vice Provosts' Council, Faculty Senate, University Undergraduate Council, Student Affairs Operational Group, Staff Senate, and Student Government Association. Feedback and recommendations were taken back to the QEP Development Committee for consideration. (The presentation to several of these faculty, staff, and student groups is included in Appendix E.)

RATIONALE AND JUSTIFICATION FOR THE QUALITY ENHANCEMENT PLAN

As noted previously, the development of the QEP was rooted in the institution's strategic plan as well as campus-wide discussions related to improving retention and student success. In selecting and developing the QEP topic, the committees considered statewide trends in higher education, reviewed existing institutional data related to retention, and considered continuing initiatives related to academic coaching. The following is a summary of the reports reviewed by the campus QEP committees that provided a foundation for most of the discussions.

Institutional Research and Identification of QEP Topic
Demographics and Academic Preparedness of Incoming Freshmen. Appendix F depicts the demographics and academic preparedness of incoming freshmen from 2011 to 2013. Of the 2,134 first-time freshmen enrolled during the fall 2013 semester, 959 (44.9 percent) were underrepresented minorities; 1,018 (47.7 percent) were Pell-eligible students; and 820 (38.4 percent) were first generation college students. As such, underrepresented minorities and Pell-eligible students comprise a significant portion of the freshmen population at the University of Memphis.

How academically prepared are these incoming freshmen? The average Admissions Index of the

freshmen was 124; however, scores were lower for underrepresented minorities (x = 119) Pell-eligible students (x = 120), and first generation students (x = 122).

Trends in Persistence of First-Time, Full-Time Freshmen. Trends in persistence of first-time, full-time freshmen are presented in Appendix G. In terms of student retention among first-time, full-time students that enrolled in fall 2012, about 77 percent returned the following fall (in 2013). The one-year retention rate was 75 percent for African American students and 74 percent for both first generation students and Pell-eligible recipients.

Differences in 6-year graduation rates for first-time, full-time students who began seeking a bachelor's degree in fall 2007 varied according to the student population. Overall, the six-year graduation rate from the University of Memphis was about 44 percent, as compared to the national average of 57 percent for public four-year institutions (U.S. Department of Education, NCES, 2014). The six-year graduation rates for African American, first generation students, and Pell-eligible recipients were significantly lower (36 percent, 40 percent, and 38 percent, respectively).

Impact of Continuing and New Initiatives on Identification of QEP Topic
Academic Coaching for Students with a Low Admissions Index. Because of the promising data that emerged from the Academic Coaching for Excellence (ACE) pilot study in fall 2013, the program was continued for the fall 2014 semester. Based upon an admission index in the lower quartile, 30 incoming first-time freshmen (with an average ACT of 18 and a 2.75 high school GPA) were selected to participate in the coaching sessions. As before, the students were invited to receive weekly academic coaching sessions from trained graduate students in counseling-related fields.

Academic Coaching for Students on Academic Warning. In the 2014-15 academic year, academic coaching was expanded to focus on freshmen who have been placed on Academic Warning (i.e., as indicated by an earned term GPA < 2.0). Supported by a Student Engagement, Retention, and Success grant from the Tennessee Board of Regents, this study explicitly incorporates the use of Degree Compass in the coaching sessions. [2]

Impact of Tennessee's Higher Education Funding Model on Identification of QEP Topic
Complete College Tennessee Act. For many years, funding of Tennessee's public higher education system was distributed to institutions based primarily on enrollments. Thus, the more students attending an institution, the more money that institution received from the state. The Complete College Tennessee Act of 2010 introduced an outcomes-based formula that rewards institutions for success in key areas such as progress toward and completion of degrees, rather than student enrollment. Consequently, the University of Memphis has aggressively pursued increased student retention and graduation by committing more resources to help students succeed. The ACE (academic coaching) pilot study represents one such initiative.

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[2]Degree Compass is a software program that uses an algorithm based on an individual student's transcript and academic performance, as well as data from thousands of other students, to generate individualized course suggestions. The University previously served as a replication site for the development of Degree Compass software, and results indicated that students who selected courses using Degree Compass had a higher success rate than students who selected courses on their own.

Conclusion

Underrepresented minorities, Pell-eligible, and first generation college students comprise a significant portion of undergraduates enrolled at the University of Memphis. Empirical evidence shows that this student population may be at high risk for non retention. Successfully navigating college culture is difficult for even the most well-equipped students, but for underrepresented minorities, low-income, and first generation students, the landscape may be particularly confusing. We believe that academic coaching may be a powerful retention tool for these groups of students as well as for students who are experiencing academic difficulty.

The topic selected for the QEP, Academic Coaching For Excellence, directly aligns with the institution's mission, values, and goals. The university mission describes the University of Memphis as a learner centered metropolitan research university with increased graduation rates among its highest priorities. Of the six university goals, the selected topic directly impacts the ability to achieve the following two goals:

1. Student Success: "Provide distinctive learning experiences that foster lifelong success"

2. Access and Diversity: "Promote and sustain an accessible, vibrant community that values diversity."

DESIRED STUDENT LEARNING OUTCOMES

The University of Memphis' QEP is designed to enhance student success by improving students' academic planning skills. The overall objective of the academic coaching program is to establish a relationship between the academic coach and the student that is conducive to the student seeking assistance and gaining guidance for effectively navigating college culture.

Before addressing the student learning outcomes, it is important to define what is meant by "academic coaching" and how it will be operationalized on our campus. The National Academic Advising Association (NACADA) defines academic coaching as

> an interactive process that focuses on the personal relationship created between the student and the coach. The coach challenges the student to think about his or her personal and/or professional goals in order to relate them to his or her academic/educational goals. In the learning process, it is important for the coach to encourage the student to become more self-aware by understanding his or her strengths, values, interests, purpose, and passion.

The QEP Development Committee refined this statement to develop the definition of academic coaching for our QEP:

> Academic coaching is a one-on-one interaction with a student focusing on strengths, goals, study skills, engagement, academic planning, and performance.

Academic coaches at the University of Memphis will address transition and academic issues by helping students develop strategies for learning and life management and by connecting them to other university resources and support personnel as needed. During the initial stages of the QEP,

academic coaches will be graduate students and interns drawn from counseling-related fields, and they will meet regularly in one-on-one meetings with students to discuss issues pertaining to academic success. In later stages of the QEP, qualified university personnel will be provided comprehensive training in academic coaching and begin working with students in their respective units.

The coaching sessions will help students to develop an individualized action plan focused on, but not limited to, time management, goal setting, and study skills. Coaches will also assist with academic planning by holding sessions where they help students work with technological tools, such as Degree Compass and UMDegree[3] that promote course and major selection.

The QEP Development Committee proposed a set of learning outcomes based on the objectives of the coaching program. Specifically, students who participate in a least eight sessions of academic coaching during the course of a semester will:

1. Demonstrate an increase in academic self-efficacy.
2. Be able to identify and describe appropriate campus resources for psychosocial and academic needs.
3. Demonstrate an ability to utilize technology tools for degree planning.
4. Identify a career goal and academic pathway to that goal.
5. Express a sense of connection and/or engagement to the institution.
6. Demonstrate adequate progress to degree program.

LITERATURE REVIEW AND BEST PRACTICES

Student populations conceptualized as "non-traditional"—adult, parenting and working students, as well as first generation college students and students from poor and working class backgrounds—are increasing at public four-year institutions. While these students are more likely to enter college less prepared academically than their "traditional" counterparts, academic success is more often correlated with students' work and family responsibilities than with their academic ability. Challenges outside of college directly affect students' persistence, completion, and success in college in ways we are just discovering.

Colleges have been slow to examine and modify the implicit assumptions and practices that shape the learning experience for these students. By not adapting swiftly enough to the needs of a changing student demographic, colleges have unintentionally exacerbated existing gaps in educational attainment and achievement. Rather than encouraging a meritocracy in which success is not predetermined by the social class status of one's parents, college mirrors and perpetuates intergenerational economic and social inequality (Havemen & Smeeding, 2006). Socioeconomic status is the strongest predictor of students' academic success as measured by retention, persistence, and completion. Specifically, students who are middle class in terms of income and/or parents' educational attainment are far more likely to persist in and complete college

[3]UMdegree is a web-based tool to help students and advisors monitor progress toward degree completion.

than their less privileged counterparts. Some of this economic disparity in academic success is tied to actual financial capital. Students who do not have to engage in full-time work to support themselves, their education, or their families fare far better than students who are balancing financial obligations with academic responsibilities. However, a growing body of research points to the differences in social and cultural capital that students enter college with based on their class background.[4] This social and cultural capital undergirds the "hidden curriculum," an unwritten and implicit system of norms, rules, and mores necessary for college completion that middle class students, unlike their working class and first generation counterparts, are socialized into before entering college. This "hidden curriculum" is one mechanism through which uneven outcomes are perpetuated in college (Margolis, 2001; Smith, 2009).

Academic coaching is a strategy that has been mobilized in a number of institutional contexts to make the "hidden curriculum" visible through one-on-one support and through equipping "non-traditional" students with the tools to be successful that their middle class counterparts already enter college possessing. By providing individualized and customized intrusive support to at-risk students, academic coaching personalizes the often-impersonal bureaucracy of institutions and helps students address knowledge gaps and challenges that, without such intervention, result in attrition. Coaching has been shown to increase persistence from semester-to-semester and year-to-year, improve academic performance, and increase students' sense of connection to the institution, which in turn produces better academic outcomes (Bettinger & Baker, 2011).

Academic coaching emerges in part from the literature on mentoring, which has consistently demonstrated that students who have effective and robust mentoring relationships have better outcomes in and beyond college (Smith, 2007, 2009). While mentoring often is focused on a particular subject area, and in the student's major and chosen career area specifically, academic coaching offers general skills for navigating higher education, including effective time management and communication strategies, with attention to how students' individual lives beyond college affect their ability to be academically successful. Students meet regularly with coaches, who serve as key points of individual support and contact for students at the institution. Together, students and coaches craft detailed plans for managing challenges and set goals, establishing an environment of both support and accountability. The combination of regular meetings with an individual support person, training in social and cultural capital skills, and help with personal and academic challenges increases students' persistence and improves their overall academic success (Bettinger & Baker, 2011).

The findings from coaching initiatives at comparable institutions indicate several key best practices. Academic coaching relationships require:

- **Initial assessment** to gauge a student's unique personal situation and academic needs. Items assessed initially include learning styles, habits of working, academic strengths and weaknesses, self or life management skills, and understanding of "how to go to college." The assessment can be via Intake Interview, paper or online questionnaire, standardized assessments, or a combination of all.
- **Individualized and SMART** (specific, measureable, action-oriented, realistic, time-framed) goals at the beginning and end of semester sessions. To meet these goals, a coach works

with the student to develop effective strategies tailored to the student's unique needs.
- **Regularly scheduled meetings** to establish a safe climate and a supportive, collaborative relationship.
- **Feedback and Self Reflection** about "learning moments" and experiences to help student build motivation and self-efficacy.

Conclusion

The QEP Development Team, having carefully considered best practices as discussed in the literature and demonstrated at comparable institutions, has designed an academic coaching program that complements the work of academic advisors and tutors on our campus. Whereas academic advisors help students to clarify their career goals and "to assist students in the development of meaningful educational plans" (CAS Standards 2009, 38), our academic coaches will address transition and academic issues by helping students to develop strategies for learning and life management. Whereas tutors focus on specific content, our academic coaches instead will work with students on study strategies, test preparation, time management, planning, and motivation.

In order to help first generation, low-income, and underrepresented students thrive in college, it is necessary to go beyond tutoring and advising and instead teach students to master the "hidden curriculum" in higher education. Mentoring makes the "hidden curriculum" visible, but not all students receive this sort of guidance and attention from faculty. As depicted in Figure 1, several strategies must be deployed to address student developmental needs. Establishing a comprehensive academic coaching program for at-risk students provides an opportunity for our university to address the barriers that impede student success.
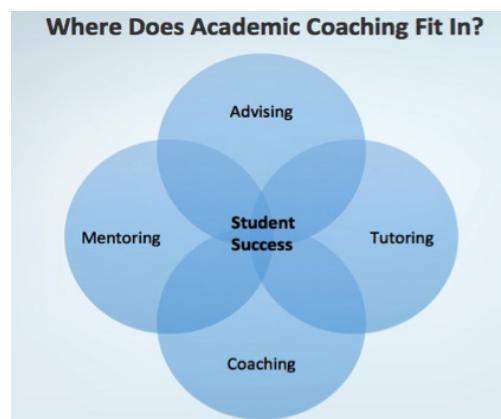
Figure 1. Strategies for Academic Success

ACTIONS TO BE IMPLEMENTED

As stated, the overall objective of the QEP, Academic Coaching for Excellence, is to improve students' retention and success by implementing an academic coaching program for at-risk students. In preparation for the QEP, the QEP Selection Committee and the QEP Development Committee examined a variety of assessment data to identify several student subpopulations that may be at risk for non retention. Because successful implementation of the QEP requires careful planning, the QEP Development Team recommended targeting a limited number of at-risk students initially, and then gradually expanding academic coaching to other student subpopulations in subsequent years. Actions to be implemented are organized in two phases, *Initial Actions* (Year Zero) and *Sustaining the QEP* (Years 1 through 5). *Initial Actions in Year Zero* (fall 2014 through summer 2015) will be devoted to developing the infrastructure necessary to support the academic coaching initiative.

Sustaining the QEP (Years 1 through 5) will occur in stages. The targeted student populations throughout Years 1 and 5 will be freshmen placed on Academic Warning and first generation and Pell-eligible students. These student populations will include both students who are required by policy to participate in academic coaching on a bi-weekly basis and a subset of first generation and Pell-eligible students who will participate on a voluntary basis. Below is a brief summary of the student populations who are required to participate in academic coaching.

Freshmen Placed on Academic Warning
At the University of Memphis, a student is placed on academic warning the very first semester his or her GPA drops below a 2.0. As a condition of being placed on Academic Warning, students who have earned 0-29 semester hours must meet with an academic coach bi-weekly in the following semester of enrollment. Approximately 110-125 freshmen are placed on Academic Warning due to poor academic performance following the spring semester, and approximately 250-350 freshmen are placed on Academic Warning following the fall semester.

First Generation Living Learning Community
A living learning community targeting first generation college students will be launched in fall, 2015. As a condition of their participation in this community, students will be required to meet with an academic coach on a bi-weekly basis. The academic coach will hold office hours in the residence hall. Approximately 50 students will reside in this community.[5]

First Generation Students and Pell-Eligible Students
Beginning in Year Two of the QEP, a larger population of first generation and Pell-eligible students will be targeted for academic coaching. Based upon information provided to the Admissions Office, students who identify as first generation or who are Pell-eligible will be invited to participate in academic coaching during the fall semesters. It is anticipated that approximately 50 to 100 students will be accepted into the academic coaching program. Academic coaching for this student subpopulation most likely will be limited to fall semesters due to the larger caseload of freshmen placed on academic warning in the spring semesters.

Initial Actions: Year Zero (Fall 2014-Summer 2015)
During this year, a number of actions must be undertaken to prepare for implementation of the QEP. These include:

- Communicating the "academic coaching" initiative to stakeholders in a coherent, comprehensive manner.
- Appointing a QEP coordinator to oversee the recruitment, hiring, and professional development of the academic coaches.
- Establishing an Academic Coaching for Excellence Advisory Committee to monitor the progress and evaluation of the program.
- Recruiting academic coaches (e.g., graduate students and interns) through campus-wide collaboration.
- Developing training protocol and materials for academic coaches: (http://www.memphis.edu/academiccoaching/pdfs/academiccoachingmanual.pdf).
- Developing communication materials and messages for targeted student populations.

- Assessing the fall 2014 and spring 2015 pilot studies to refine the academic coaching program prior to launching the QEP.

[5] The number of freshmen placed on Academic Warning tends to be larger in the spring semester given that many enroll for the first time in the fall.

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Sustaining the QEP: Year 1 (Fall 2015-Spring 2016)

In the first year of QEP implementation, the focus is on freshmen who are required to participate in academic coaching on a bi-weekly basis. These groups are: (a) continuing freshmen who are placed on Academic Warning, and (b) students residing in a "first generation" living-learning community. The following table outlines the timing of the academic coaching and provides information about the estimated size of the target populations.

Fall Semester	Spring Semester
Freshmen on Academic Warning (n = ~125)*	Freshmen on Academic Warning (n~250-350)*
First Generation Living Learning Community (n= ~50)*	
*Denotes students who are required by policy to attend coaching sessions.	

Sustaining the QEP: Year 2 (Fall 2016-Spring 2017)

Upon successful implementation of the QEP in the first year, academic coaching will be expanded to include a larger number of Pell-eligible and first generation students. In Year Two, academic coaching will continue to be offered to the same target populations as in Year One, while an additional 50 to 100 first generation and/or Pell-eligible freshmen will be invited to participate in academic coaching. The table below provides the timing of the academic coaching intervention for the different student populations.

Fall Semester	Spring Semester
Freshmen on Academic Warning (n = ~ 125)*	Freshmen on Academic Warning (n =~250-350)*
First Generation Living Learning Community (n=~50)*	
First Generation and Pell-Eligible freshmen (n=~50-100)^	
*Denotes students who are required to attend coaching sessions. ^Denotes voluntary student population	

Sustaining the QEP: Year 3 (Fall 2017-Spring 2018)

The theme of Year Three is "decentralization." While academic coaching will continue to be offered to the same populations as in previous years by a central office, some academic coaching activities will occur within various academic units. This decentralization of academic coaching will allow us to broaden the scope of the QEP. Thus, the centralized academic coaching unit will continue to focus on freshmen, whereas the decentralized initiative will expand to upper-division students.

The QEP Coordinator will consult with various departments to identify key personnel who would qualify to serve as an academic coach to first generation and/or Pell-eligible students within their respective units. Academic coaching will be noted as a point of service on a faculty and/or staff member's annual review. Likewise, graduate students may view academic coaching as a professional development or résumé building opportunity.

The QEP Coordinator will provide training and professional development for qualified personnel who serve as academic coaches in order to support the achievement of each of the QEP student learning outcomes. The Academic Coaching for Excellence Advisory Committee (ACE) will assist in identifying the training needs for the academic coaches, along with workload issues associated with academic coaching.

Sustaining the QEP: Years 4 and 5 (Fall 2018-Spring 2020)

Years Four and Five will focus on the continuation of the academic coaching initiatives set forth in the first three years of the QEP. Academic coaching activities will continue to be assessed and refined, if necessary. By Year Five academic coaching should be fully integrated into the advising culture at the University of Memphis. As a result, students on Academic Warning and our first generation and Pell-eligible students should demonstrate greater academic self-efficacy and be more purposeful in their degree planning—and ultimately—more successful.

TIMELINE

Throughout the stages of the QEP, the QEP Development Committee will continue their work of refining the plan and implementing action steps. The action steps can be organized into several categories: Partnership Development, Communication, Procedural Actions, Staffing, and Assessment.

Partnership development is a key component of the implementation strategy. In the later stages of the QEP, academic units across the university will provide support for the academic coaching initiatives. Because faculty involvement in academic coaching is critical to the success of the QEP, actions during the initial start-up will focus on securing support of academic coaching as a service component for faculty. Partnerships with academics units will be sustained in later stages through enhanced retention and graduation rates, critical due to Tennessee's state funding formula for higher education.

Communication with students, faculty, and staff will occur throughout the QEP stages. Initial actions involve keeping faculty and staff informed about the progress of the QEP. A communication plan will be developed to recruit targeted student populations to participate in academic coaching. In later stages, communication with faculty will invite their participation as academic coaches.

Procedural actions will be established to manage the academic coaching program. Actions will include contacting students placed on Academic Warning and other student subpopulations to establish their participation in the coaching program; weekly supervision of graduate students who serve as academic coaches; and developing incentives and rewards for participation in academic coaching.

Staffing actions include appointing a QEP coordinator to oversee the academic coaching program; recruiting and hiring graduate students and interns to serve as academic coaches in the initial stages;

and in the later stages of implementation, identifying key personnel to serve as academic coaches within various academic units.

Assessment will occur throughout all stages of the QEP. We will track the students in the academic coaching program until their graduation, with particular attention to retention and performance measures one semester and one-year after the onset of academic coaching. Assessment strategies will also gather input from both students and their academic coaches.

INITIAL ACTIONS: YEAR ZERO
Fall 2014 - Summer 2015

Fall 2014   *Partnership Development*
- Interact with university stakeholders to gain their insight and support for the program (e.g., Dean's Council, Provost's Council, Student Affairs Organizational Group, Faculty Senate, Staff Senate, Student Government Association)
- Interact with deans and departmental chairpersons to seek their endorsement of academic coaching as a point of service for faculty
- Collaborate with the Living Learning program and Residence Life to develop options for offering academic coaching within their existing programs

Communication
- Launch Academic Coaching website
- Provide information about the QEP to Student Government Association
- Provide periodic QEP updates via email and blogs

Assessment
- Develop methods of assessment for various stages of QEP implementation
- Assess the effectiveness of the fall 2014 pilot study of academic coaching and decide whether to make any changes for the spring 2015 semester

Spring 2015   *Partnership Development*
- Establish an Academic Coaching for Excellence Advisory (ACE) Committee for input and guidance

Communication
- Initiate development of marketing and communication plan in coordination with External Relations
- Design and develop print communication pieces for distribution to targeted student populations

Assessment
- Assess the spring 2015 pilot program to prepare for fall 2015

Summer 2015   *Staffing*
- Appoint QEP Coordinator
- Identify, hire, and train academic coaches

Procedural Actions
- Send a letter/email or other communication to freshmen enrolled in the fall semester on academic warning to establish their participation in the coaching program, with a positive description and set of expectations
- Send a letter/email or other communication to first generation and Pell-eligible freshmen to invite them to participate in academic coaching
- Develop incentives and rewards for student participation in the academic coaching program
- Develop training materials for academic coaches
- Participate in all New Student Orientations as a means to recruit students for the ACE Program

SUSTAINING THE QEP: YEAR 1
Fall 2015 - Summer 2016

Fall 2015   *Partnership Development*
- Continue interaction with stakeholder groups
- Continue meeting with ACE Advisory Committee for input and guidance

Communication
- Revise/update print communication pieces for distribution to target groups (students, faculty, etc.)
- Update Academic Coaching website
- Disseminate information about academic coaching to faculty to gain their support and input

Procedural Actions
- Send email or other communication to participating students welcoming them to the fall semester and the program
- Initiate coaching
- Weekly supervision of graduate student coaches (consultation, ongoing training)
- Begin the cycle for spring 2016 after fall 2015 grades are posted. Send an email or other communication to freshmen enrolled in the spring 2016 semester on academic warning to establish their participation in the coaching program

Assessment
- Review fall 2015 coaching program and decide whether to make any changes for spring 2016

Spring 2016 *Procedural Actions*
- Send email or other communication to participating students welcoming them to the spring semester and the program
- Initiate coaching
- Weekly supervision of graduate students (consultation, ongoing training)
- Begin training/certification of academic coaches for academic departments

Summer 2016 *Assessment*
- Complete program evaluation of spring 2016 coaching program
- Distribute assessment findings

Procedural Actions
- Send email or other communication to freshmen enrolled in the fall 2017 semester on academic warning to establish their participation in the program
- Based upon information provided by the Admissions Office, send an email or other communication to first generation/Pell-eligible students enrolled in the fall 2017 semester to invite them to participate in coaching
- Redesign academic coaching training materials, if necessary
- Participate in all New Student Orientations as a means to recruit students for the ACE program

Staffing
- Identify, hire, and train graduate students as academic coaches

SUSTAINING THE QEP: YEAR 2
Fall 2016 - Summer 2017

Fall 2016 *Partnership Development*
- Continue interaction with stakeholder groups
- Continue meeting with ACE Advisory Committee for input and guidance on the training needs for faculty who will serve as academic coaches
- Work with academic departments to identify key personnel for academic coaching in the 2017-2018 academic year

Procedural Actions
- Send email or other communication to participating students welcoming them to the fall semester and the program
- Initiate Coaching
- Weekly supervision of graduate students (consultation, ongoing training)
- Plan workshops for faculty who will serve as academic coaches
- Begin the cycle for spring 2017 after fall 2016 grades are posted. Send an email or other communication to freshmen enrolled in the spring 2017 semester on academic warning to establish their participation in the coaching program

Assessment
- Review fall 2016 coaching program and decide whether to make any changes for spring 2017

Procedural Actions
- Send an email or other communication to freshmen enrolled in the spring 2017 semester on academic warning to establish their participation in the program
- Provide workshops for faculty recruited to serve as academic coaches

Procedural Actions
- Send an email or other communication to freshmen enrolled in the fall 2018 semester on academic warning to establish their participation in the program
- Based upon information provided by the Admissions Office, send a letter/email or other communication to first generation/Pell-eligible students enrolled in the fall 2018 semester to invite them to participate in coaching
- Redesign academic coaching training materials, if necessary

Assessment
- Review assessment data to determine improvements for the program
- Revise assessment plans as needed

SUSTAINING THE QEP: YEARS 3 THROUGH 5
Fall 2017 - Spring 2020

Starting in fall 2017, it is anticipated that the QEP structures and processes will be fully integrated into the university's culture. In Years 3 through 5, the university will continue to revise the actions to be implemented based on the results of assessment completed at the end of each year.

ORGANIZATIONAL STRUCTURE

The proposed QEP organizational structure emphasizes clear reporting lines and coordination with related units. Figure 1 depicts the personnel directly involved in the implementation and delivery of the QEP in the early stages (Years 0 through 2).
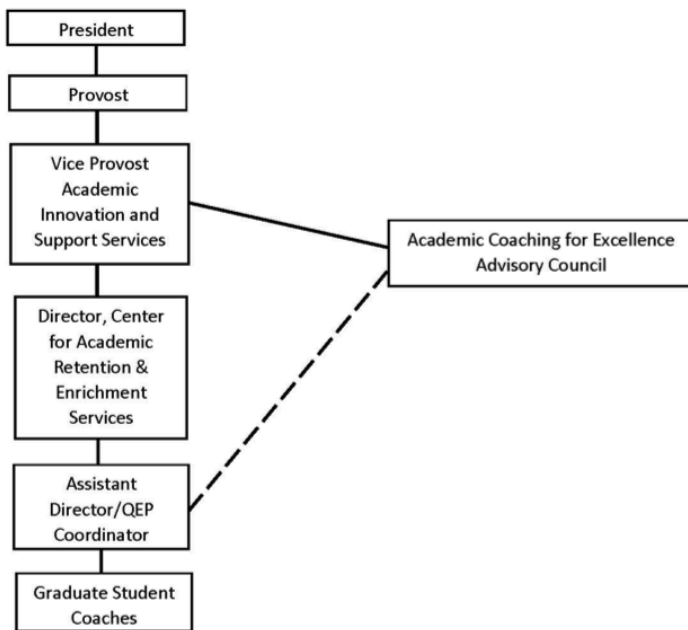
Figure 2: Organizational structure for the central office. This figure depicts the reporting lines and collaborative relationships within the Office of the Vice Provost for Academic Innovation and Support Services during Years 0 through 2 of the QEP.

The Vice Provost for Academic Innovation and Support Services will provide ongoing leadership for the implementation and sustainability of the QEP. The vice provost will oversee all activities outlined in the QEP, including implementation of actions, staffing, resource allocation, and assessment of the QEP. The day-to-day operation of the QEP will be the responsibility of the Center for Academic Retention and Enrichment Services (CARES). The assistant director of CARES who currently oversees the pilot studies of academic coaching will serve as the QEP coordinator.

An Academic Coaching for Excellence Advisory Committee will be established to provide input and guidance for the program. This committee, chaired by the Vice Provost for Academic Innovation and Support Services, will include key academic affairs and student affairs personnel, faculty, and students.

After the academic coaching program and its functions are adequately in place within the Office of Academic Innovation and Support Services, the coaching initiative will expand to other academic units in Year 3 of the QEP. Selected faculty and qualified staff and graduate students will be provided comprehensive training and begin working with students in their respective units.

The organizational chart below shows the proposed working relationships in the later, decentralized stages of the QEP (Years 3 through 5). The QEP coordinator will continue to supervise the graduate student coaches within the centralized unit, and will also be a liaison to the academic coaches within the academic units.

Figure 3. Campus organizational structure. This figure depicts the collaborative relationship between the Office of Academic Innovation and Support Services and each college.
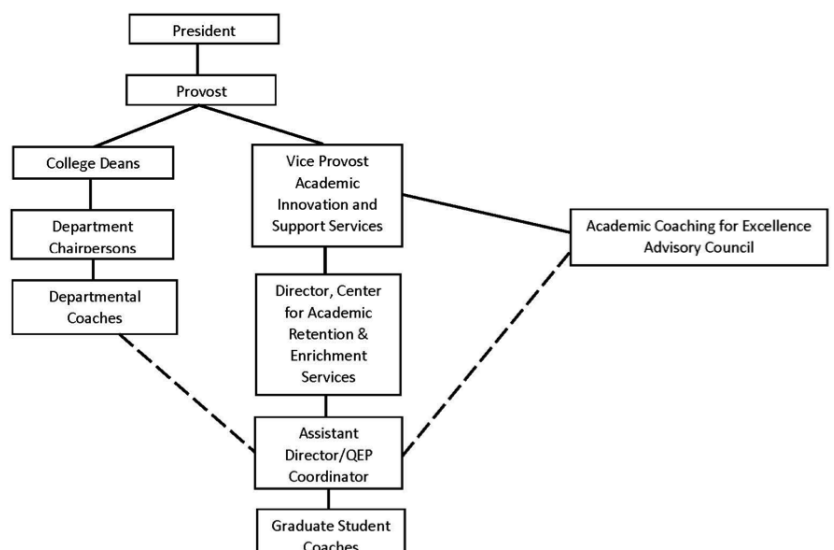
The University of Memphis has provided the resources needed including space which has been programmed and equipped for the success of the QEP. The entire $205,912 budget has been established in the recurring base budget in a separate account titled QEP: Academic Coaching effective Fiscal Year 2016. The budget is described below, and includes resources for personnel, assessment costs, marketing and publicity, supplies and equipment, and travel.[6]

QEP Budget Summarized	Year 1	Year 2	Year 3	Year 4	Year 5
QEP Coordinator (40% release time + 40% benefits)	$ 30,912	$ 31,839	$ 32,795	$ 33,778	$ 34,792
Coaches: 10 Graduate Assistants (Stipends & Tuition Waivers)	$ 160,000	$ 164,800	$ 169,744	$ 174,836	$ 180,081
Assessment: SSI pre & post plus additional materials	$ 2,500	$ 2,575	$ 2,652	$ 2,732	$ 2,814
Marketing	$ 1,500	$ 1,545	$ 1,591	$ 1,639	$ 1,688
Travel: Conference Presentations	$ 2,500	$ 2,575	$ 2,652	$ 2,732	$ 2,814
Incentives for Students	$ 2,500	$ 2,575	$ 2,652	$ 2,732	$ 2,814
Incentives for Faculty Coaches	$ 1,000	$ 1,030	$ 1,061	$ 1,093	$ 1,126
Basic Operations (phones, copies, training materials)	$ 5,000	$ 5,150	$ 5,305	$ 5,464	$ 5,628
Total:	$ 205,912	$ 212,089	$ 218,452	$ 225,006	$ 231,756

Other - Space	Wilder Tower 5th floor

ASSESSMENT PLAN

The coordinator of the QEP will oversee implementation and modifications to the assessment plan with the support of the Office of the Vice Provost for Academic Innovation and Support Services. Other campus offices will contribute expertise and resources to support assessment. These offices include the Center of Retention and Enrichment Services and the Office of Institutional Research.

We will track the students in the academic coaching program until their graduation, with particular attention to retention and performance measures one semester and one-year after the onset of academic coaching. Individual coaches and the QEP coordinator will keep records for each student detailing their level of participation in academic coaching throughout the semester.

[6] The budget assumes 3% annual increase each year.

The assessment plan is summarized in Table 1 according to each student learning outcome.

Table 1: Student Learning Outcomes and Assessment Plan

Outcomes	Assessment Measures and Instruments	Benchmarks and Assessment Cycle
Demonstrate an increased in academic self-efficacy.	Student Strengths Inventory (SSI) Pre- and Posttest	80% of students who participate in 5-8 sessions will score 10 percentiles higher on the post-test from the pretest.
Identify and describe appropriate campus resources for psychosocial and academic needs.	List of services	100% of students will correctly identify and describe the resources.
Demonstrate an ability to utilize technology tools for degree planning.	UMdegree plan; Degree Compass	80% of students will access UMdegree plan and Degree Compass at least once.
Identify a career goal and academic pathway to that goal.	UMdegree plan; Degree Compass; Focus 2 Inventory	80% of students will provide UMdegree plan, Degree Compass and Focus 2 results.
Express a sense of connection and/or engagement to the institution.	Student Strengths Inventory (SSI) Pre- and Posttest; number of campus activities	80% of students who participate in 5-8 sessions will score 10 percentiles higher on the post-test from the pretest.
Demonstrate adequate progress to degree program	Term GPA and earned hours; term-to-term retention	80% of students will achieve a term GPA of 2.0 and 12 earned hours each term to graduation. The term-to-term retention rate will be higher each term for the ACE cohort compared to the control cohort.

As reflected in Table 1, items from the Student Strengths Inventory (SSI) will be used to assess achievement of two QEP student learning outcomes: "Students will demonstrate an increase in academic self-efficacy" and "Students will express a sense of connection and/or engagement to the institution." The SSI is a questionnaire that measures six non-cognitive factors that have been demonstrated to predict persistence and ultimate graduation. One factor, academic self-efficacy, is a measure of students' confidence in their ability to succeed at college, and the second factor, campus engagement, measures the extent to which students are involved on campus as well as their sense of belonging. The University of Memphis will administer the SSI to all participants prior to the onset of academic coaching and again at the end of semester.

Students' use of UMdegree plan and Degree Compass will be used to assess achievement of the learning outcome, "Students will demonstrate an ability to utilize technology tools for degree planning." As a comprehensive assessment of the learning outcome, "Students will identify a career goal and academic pathway to that goal," students will utilize the Focus 2 Inventory (a self-paced, online career assessment tool) and provide the Focus 2 Inventory results, along with their UMdegree plan and Degree Compass results, to their academic coaches.

To assess the learning outcome, "Students will identify and describe appropriate campus resources for psychosocial and academic needs," a locally developed rubric will be used that requires students to match the appropriate campus office to the student need (Appendix H).

Finally, the learning outcome, "Students will demonstrate adequate progress to degree program" will be evaluated primarily in terms of semester GPA, but also earned hours and retention to the subsequent semester. The assessment strategy for the continuing freshmen on Academic Warning will be a pre/post design, comparing the metrics before and after the academic coaching intervention. The assessment of the first-time freshmen will employ comparisons of matched cohorts in each population who did and did not participate in academic coaching.

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APPENDICES

Co-Chairs
Dr. Shannon Blanton, Professor of Political Science; Vice Provost for Undergraduate Programs

Dr. Thomas Nenon, Professor of Philosophy; Dean of the College of Arts and Sciences

Members
Dr. Stephanie Blaisdell, Assistant Vice President of Student Affairs/Office of Student Development

Dr. Colton Cockrum, Assistant Director, Center for Academic Retention and Enrichment Services

Dr. Beverly Cross, Professor of Instruction & Curriculum Leadership; Holder of the Chair of Excellence in Urban Education

Dr. Jasbir Dhaliwal, Professor of Management Information Systems; Associate Dean, Fogelman College of Business & Economics

Dr. Reginald Leon Green, Professor of Educational Leadership; President of the Faculty Senate

Dr. Deborah Lowther, Professor and Chair of Instruction & Curriculum Leadership

Cecilia P. Olivares, Director, Center for Academic Retention and Enrichment Services

Dr. Zandria F. Robinson, Assistant Professor of Sociology

Dr. William J. Thompson, Chair of Foreign Languages and Literature; Associate Professor of French

Dr. Jeff Wilson, Assistant Professor of Leadership

Karen Carpenter Thurmond, Director, Academic Advising and Degree Planning

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Trends in Persistence of First-time, Full-time Freshmen

| First-Time Full-Time Pell Freshmen | # of Students | Graduation | | | | | Combined Retention and Graduation | | | | | | | |
		UofM 4th Year	UofM 5th Year	UofM 6th Year	UofM 7th Year	UofM 8th Year	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year
2007	702	9.70%	28.50%	37.50%	40.20%	.	76.40%	64.80%	54.30%	49.00%	46.60%	45.90%	44.40%	.
2008	771	8.90%	23.50%	32.80%	.	.	75.50%	55.00%	49.30%	46.40%	43.80%	41.60%	.	.
2009	1004	9.60%	25.30%	.	.	.	76.60%	55.00%	48.60%	45.00%	43.40%	.	.	.
2010	1298	10.20%	.	.	.	.	76.70%	55.00%	50.00%	45.20%	.	.	.	.
2011	1340	.	.	.	.	.	71.60%	54.80%	48.90%	.	.	.	.	.
2012	1037	.	.	.	.	.	74.20%	59.50%	.	.	.	.	.	.
2013	992	.	.	.	.	.	77.80%	.	.	.	.	.	.	.
2014	1184	.	.	.	.	.	.	.	.	.	.	.	.	.

This factsheet reports changes over time in persistence statistics for first-time, full-time freshmen attending the University of Memphis. Students who initially matriculated in a fall term or began their studies in the summer are considered first-time freshmen. This includes students who entered with advanced standing (college credit earned before graduation from high school). Each student was followed for eight years (or through the most recent year available) after his/her initial term. A student who enrolled for classes in the fall term of a given year is said to have been retained for that year. Cohorts with fewer than 5 students are not tracked. Graduation rates are cumulative. NOTE: GRADUATION YEAR INCLUDES FALL THROUGH SUMMER TERMS.

Generic Retention with XML.SAS   1/28/15

Trends in Persistence of First-time, Full-time Freshmen

| First-Time Full-Time Non-Pell Freshmen | # of Students | Graduation | | | | | Combined Retention and Graduation | | | | | | | |
		UofM 4th Year	UofM 5th Year	UofM 6th Year	UofM 7th Year	UofM 8th Year	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year
2005	2033	14.20%	31.50%	39.90%	43.80%	45.70%	72.40%	60.00%	53.60%	51.20%	50.30%	49.80%	49.60%	47.70%
2006	2071	14.60%	33.50%	40.90%	44.90%	47.20%	73.20%	60.30%	56.50%	53.50%	51.70%	50.70%	49.80%	48.00%
2007	1325	19.40%	40.50%	47.80%	51.40%	.	74.30%	63.90%	59.80%	57.10%	54.30%	55.50%	55.70%	.
2008	1214	19.30%	41.40%	49.20%	.	.	76.30%	65.10%	60.00%	57.90%	56.30%	56.60%	.	.
2009	1216	24.10%	46.90%	.	.	.	79.30%	67.40%	62.30%	60.00%	60.00%	.	.	.
2010	1092	26.40%	.	.	.	.	79.10%	68.40%	64.40%	61.40%	.	.	.	.
2011	1133	.	.	.	.	.	80.50%	68.30%	63.90%	.	.	.	.	.
2012	1143	.	.	.	.	.	78.90%	67.40%	.	.	.	.	.	.
2013	1086	.	.	.	.	.	79.20%	.	.	.	.	.	.	.
2014	1122	.	.	.	.	.	.	.	.	.	.	.	.	.

This factsheet reports changes over time in persistence statistics for first-time, full-time freshmen attending the University of Memphis. Students who initially matriculated in a fall term or began their studies in the summer are considered first-time freshmen. This includes students who entered with advanced standing (college credit earned before graduation from high school). Each student was followed for eight years (or through the most recent year available) after his/her initial term. A student who enrolled for classes in the fall term of a given year is said to have been retained for that year. Cohorts with fewer than 5 students are not tracked. Graduation rates are cumulative. NOTE: GRADUATION YEAR INCLUDES FALL THROUGH SUMMER TERMS.

Generic Retention with XML.SAS   1/28/15

APPENDIX C: QEP DEVELOPMENT COMMITTEE

Chair	Dr. Richard Irwin, Interim Vice Provost for Academic Innovation and Support Services
Members	Dr. Stephanie Blaisdell, Assistant Vice President of Student Affairs/Office for Student Development
	Dr. Mary Boudreaux, Assistant Professor, Instruction and Curriculum Leadership; Faculty Senate Representative
	Anqunita Brown, Undergraduate Student
	Dr. Colton Cockrum, Assistant Director, Center for Academic Retention and Enrichment Services
	Dr. Pam Cogdal, Clinical Associate Professor of Counseling, Educational Psychology and Research; Coordinator, Clinical Mental Health Counseling Practice
	Dr. Antonio de Velasco, Associate Professor of Communication; Graduate Studies Coordinator, Department of Communication
	Adam Fishel, Graduate Student
	Dr. Torre Kelley, Instructor & Coordinator, Instruction & Curriculum Leadership
	Dr. Wade Jackson, Associate Professor of Management Information Systems; Faculty Senate Representative
	Dr. Melinda Jones, Director, Helen Hardin Honors Program
	Cecilia P. Olivares, Director, Center for Academic Retention and Enrichment Services
	Dr. Zandria F. Robinson, Assistant Professor of Sociology
	Dr. Catherine Serex, Director of Curriculum Planning, Academic Assessment, Planning, and Innovation
	Susan TePaske, Director of Disability Resources for Students
	Karen Thurmond, Director Academic Advising and Degree Planning

APPENDIX D: QEP WORKING SUBCOMMITTEES

Literature Review
Robinson, Zandria*
de Velasco, Antonio
TePaske, Susan

Learning Outcomes/Assessment
Blaisdell, Stephanie
Jackson, Wade
Martin, Cindy
Serex, Catherine*

Actions to be Implemented
Cockrum, Colton*
Kelley, Torre
Jackson, Wade
Olivares, Cecilia
Thurmond, Karen

Resources/Budget
Irwin, Richard*
Blaisdell, Stephanie

Organizational Structure
Olivares, Cecilia*
Thurmond, Karen*

*denotes chair/co-chairs
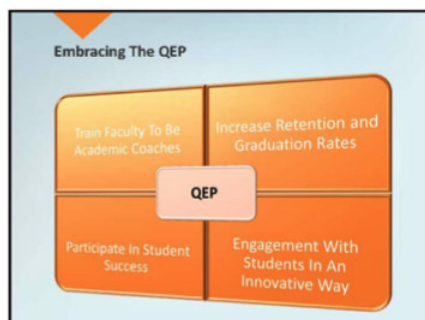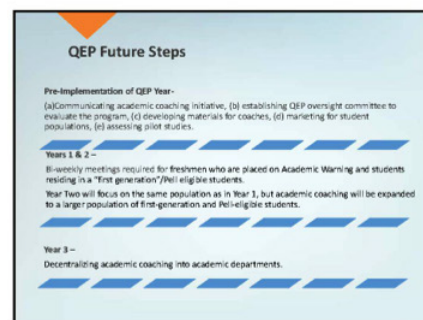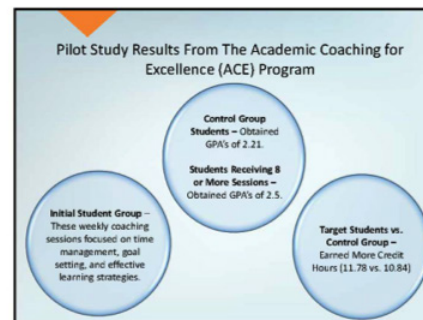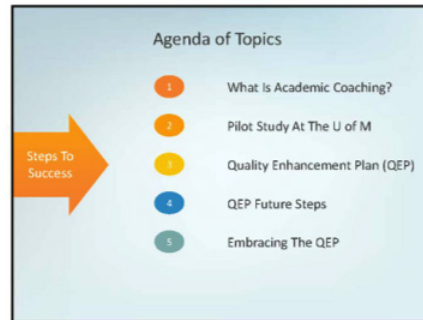
APPENDIX F: DEMOGRAPHICS AND ACADEMIC PREPAREDNESS OF INCOMING FRESHMEN, 2011-13

			Fall 2011	Fall 2012	Fall 2013
All 1st Time Freshmen					
	Headcount				
		Female	1494	1257	1236
		Male	1083	995	898
		Total	2577	2252	2134
		Full-Time	2473	2180	2078
		Part-Time	104	72	56
	ACT Comp				
		Female	21.39	22.40	22.66
		Male	23.10	23.50	23.61
		Total	22.04	22.88	23.05
	HS GPA				
		Female	3.36	3.39	3.41
		Male	3.22	3.26	3.30
		Total	3.30	3.33	3.36
	Admission Index				
		Female	122	124	125
		Male	120	121	123
		Total	121	123	124

		Fall 2011	Fall 2012	Fall 2013
Under Represented Minorities				
	Headcount			
	Female	899	652	583
	Male	487	411	376
	Total	1386	1063	959
	Full-Time	1322	1020	930
	Part-Time	64	43	29
	ACT Comp	19.71	20.73	20.79
	HS GPA	3.23	3.25	3.26
	Admission Index	117	118	119

			Fall 2011	Fall 2012	Fall 2013
Pell Eligible					
	Headcount				
		Female	904	660	616
		Male	503	419	402
		Total	1407	1079	1018
		Full-Time	1340	1037	992
		Part-Time	67	42	26
	ACT Comp		20.11	21.02	21.02
	HS GPA		3.25	3.28	3.31
	Admission Index		118	119	120

			Fall 2011	Fall 2012	Fall 2013
Not Pell Eligible					
	Headcount				
		Female	590	597	620
		Male	580	576	496
		Total	1170	1173	1116
		Full-Time	1133	1143	1086
		Part-Time	37	30	30
	ACT Comp		23.10	23.35	23.43
	HS GPA		3.36	3.38	3.41
	Admission Index		124	125	126

			Fall 2011	Fall 2012	Fall 2013
1st Generation					
	Headcount				
		Female	637	500	501
		Male	399	345	319
		Total	1036	845	820
		Full-Time	984	809	799
		Part-Time	52	36	21
	ACT Comp		21.29	22.12	22.38
	HS GPA		3.27	3.29	3.33
	Admission Index		119	121	122

Trends in Persistence of First-time, Full-time Freshmen

| All First-Time Full-Time Freshmen | # of Students | Years Since Initial Matriculation | | | | | | | | | | | | |
| | | Graduation | | | | | Combined Retention and Graduation | | | | | | | |
		UofM 4th Year	UofM 5th Year	UofM 6th Year	UofM 7th Year	UofM 8th Year	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year
2005	2033	14.20%	31.50%	39.90%	43.80%	45.70%	72.40%	60.00%	53.60%	51.20%	50.30%	49.80%	49.60%	47.70%
2006	2071	14.60%	33.50%	40.90%	44.90%	47.20%	73.20%	60.30%	56.50%	53.50%	51.70%	50.70%	49.80%	48.00%
2007	2027	16.00%	36.40%	44.30%	47.50%	.	75.00%	64.20%	57.90%	54.30%	51.60%	52.20%	51.80%	.
2008	1985	15.30%	34.40%	42.80%	.	.	76.00%	61.20%	55.90%	53.50%	51.40%	50.80%	.	.
2009	2220	17.50%	37.10%	.	.	.	78.10%	61.80%	56.10%	53.20%	52.50%	.	.	.
2010	2390	17.60%	.	.	.	.	77.80%	61.10%	56.60%	52.60%	.	.	.	.
2011	2473	.	.	.	.	.	75.70%	61.00%	55.80%	.	.	.	.	.
2012	2180	.	.	.	.	.	76.70%	63.60%	.	.	.	.	.	.
2013	2078	.	.	.	.	.	78.50%	.	.	.	.	.	.	.
2014	2306	.	.	.	.	.	.	.	.	.	.	.	.	.

This factsheet reports changes over time in persistence statistics for first-time, full-time freshmen attending the University of Memphis. Students who initially matriculated in a fall term or began their studies in the summer are considered first-time freshmen. This includes students who entered with advanced standing (college credit earned before graduation from high school). Each student was followed for eight years (or through the most recent year available) after his/her initial term. A student who enrolled for classes in the fall term of a given year is said to have been retained for that year. Cohorts with fewer than 5 students are not tracked. Graduation rates are cumulative. NOTE: GRADUATION YEAR INCLUDES FALL THROUGH SUMMER TERMS.

Generic Retention with XML.SAS   1/28/15

Trends in Persistence of First-time, Full-time Freshmen

| First-Time Full-Time African American Freshmen | # of Students | Years Since Initial Matriculation | | | | | | | | | | | | |
| | | Graduation | | | | | Combined Retention and Graduation | | | | | | | |
		UofM 4th Year	UofM 5th Year	UofM 6th Year	UofM 7th Year	UofM 8th Year	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year
2005	780	7.60%	21.00%	29.50%	32.80%	35.50%	70.90%	55.30%	46.50%	43.50%	42.90%	41.70%	40.10%	37.90%
2006	776	7.00%	21.10%	28.50%	33.00%	35.80%	71.60%	55.00%	50.60%	46.10%	43.80%	40.70%	38.90%	36.50%
2007	735	9.50%	26.80%	35.90%	40.70%	.	75.80%	64.10%	54.40%	51.40%	47.50%	48.20%	45.90%	.
2008	744	7.50%	23.30%	31.60%	.	.	76.10%	54.30%	49.30%	46.80%	44.60%	41.90%	.	.
2009	769	8.30%	25.70%	.	.	.	78.30%	55.80%	49.80%	45.90%	44.60%	.	.	.
2010	1034	9.10%	.	.	.	.	79.10%	55.70%	48.80%	45.00%	.	.	.	.
2011	1019	.	.	.	.	.	70.30%	51.10%	44.70%	.	.	.	.	.
2012	774	.	.	.	.	.	75.10%	57.50%	.	.	.	.	.	.
2013	646	.	.	.	.	.	78.20%	.	.	.	.	.	.	.
2014	710	.	.	.	.	.	.	.	.	.	.	.	.	.

This factsheet reports changes over time in persistence statistics for first-time, full-time freshmen attending the University of Memphis. Students who initially matriculated in a fall term or began their studies in the summer are considered first-time freshmen. This includes students who entered with advanced standing (college credit earned before graduation from high school). Each student was followed for eight years (or through the most recent year available) after his/her initial term. A student who enrolled for classes in the fall term of a given year is said to have been retained for that year. Cohorts with fewer than 5 students are not tracked. Graduation rates are cumulative. NOTE: GRADUATION YEAR INCLUDES FALL THROUGH SUMMER TERMS.

Generic Retention with XML.SAS   1/28/15

Trends in Persistence of First-time, Full-time Freshmen

Years Since Initial Matriculation

First-Time Full-Time Hispanic Freshmen	# of Students	Graduation					Combined Retention and Graduation							
		UofM 4th Year	UofM 5th Year	UofM 6th Year	UofM 7th Year	UofM 8th Year	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year
2005	33	18.20%	39.40%	51.50%	63.60%	63.60%	75.80%	72.70%	63.60%	63.60%	60.60%	63.60%	63.60%	63.60%
2006	36	16.70%	30.60%	33.30%	33.30%	36.10%	69.40%	52.80%	50.00%	44.40%	47.20%	47.20%	44.40%	38.90%
2007	39	12.80%	35.90%	41.00%	43.60%	.	66.70%	56.40%	53.80%	53.80%	48.70%	48.70%	48.70%	.
2008	40	17.50%	35.00%	40.00%	.	.	72.50%	57.50%	55.00%	50.00%	42.50%	45.00%	.	.
2009	36	25.00%	38.90%	.	.	.	66.70%	52.80%	52.80%	47.20%	47.20%	.	.	.
2010	84	13.10%	.	.	.	.	77.40%	58.30%	56.00%	52.40%	.	.	.	.
2011	101	.	.	.	.	.	80.20%	65.30%	57.40%	.	.	.	.	.
2012	87	.	.	.	.	.	80.50%	70.10%	.	.	.	.	.	.
2013	108	.	.	.	.	.	76.90%	.	.	.	.	.	.	.
2014	124	.	.	.	.	.	.	.	.	.	.	.	.	.

This factsheet reports changes over time in persistence statistics for first-time, full-time freshmen attending the University of Memphis. Students who initially matriculated in a fall term or began their studies in the summer are considered first-time freshmen. This includes students who entered with advanced standing (college credit earned before graduation from high school). Each student was followed for eight years (or through the most recent year available) after his/her initial term. A student who enrolled for classes in the fall term of a given year is said to have been retained for that year. Cohorts with fewer than 5 students are not tracked. Graduation rates are cumulative. NOTE: GRADUATION YEAR INCLUDES FALL THROUGH SUMMER TERMS.

Generic Retention with XML.SAS   1/28/15

Trends in Persistence of First-time, Full-time Freshmen

Years Since Initial Matriculation

First-Time Full-Time First Generation Freshmen	# of Students	Graduation					Combined Retention and Graduation							
		UofM 4th Year	UofM 5th Year	UofM 6th Year	UofM 7th Year	UofM 8th Year	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year
2005	2033	14.20%	31.50%	39.90%	43.80%	45.70%	72.40%	60.00%	53.60%	51.20%	50.30%	49.80%	49.60%	47.70%
2006	2071	14.60%	33.50%	40.90%	44.90%	47.20%	73.20%	60.30%	56.50%	53.50%	51.70%	50.70%	49.80%	48.00%
2007	744	13.00%	32.30%	39.90%	42.20%	.	73.90%	64.00%	54.60%	49.70%	48.10%	47.80%	46.20%	.
2008	765	10.80%	27.80%	36.60%	.	.	75.30%	57.30%	52.20%	49.90%	47.80%	45.10%	.	.
2009	886	11.40%	29.80%	.	.	.	75.80%	56.80%	50.00%	47.00%	46.40%	.	.	.
2010	925	12.00%	.	.	.	.	75.50%	56.20%	53.00%	48.60%	.	.	.	.
2011	984	.	.	.	.	.	73.70%	56.80%	50.30%	.	.	.	.	.
2012	809	.	.	.	.	.	73.80%	59.80%	.	.	.	.	.	.
2013	799	.	.	.	.	.	76.50%	.	.	.	.	.	.	.
2014	858	.	.	.	.	.	.	.	.	.	.	.	.	.

This factsheet reports changes over time in persistence statistics for first-time, full-time freshmen attending the University of Memphis. Students who initially matriculated in a fall term or began their studies in the summer are considered first-time freshmen. This includes students who entered with advanced standing (college credit earned before graduation from high school). Each student was followed for eight years (or through the most recent year available) after his/her initial term. A student who enrolled for classes in the fall term of a given year is said to have been retained for that year. Cohorts with fewer than 5 students are not tracked. Graduation rates are cumulative. NOTE: GRADUATION YEAR INCLUDES FALL THROUGH SUMMER TERMS.

Generic Retention with XML.SAS   1/28/15

Trends in Persistence of First-time, Full-time Freshmen

First-Time Full-Time Pell Freshmen	# of Students	Graduation					Combined Retention and Graduation							
		UofM 4th Year	UofM 5th Year	UofM 6th Year	UofM 7th Year	UofM 8th Year	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year
2007	702	9.70%	28.50%	37.50%	40.20%	.	76.40%	64.80%	54.30%	49.00%	46.60%	45.90%	44.40%	.
2008	771	8.90%	23.50%	32.80%	.	.	75.50%	55.00%	49.30%	46.40%	43.80%	41.60%	.	.
2009	1004	9.60%	25.30%	.	.	.	76.60%	55.00%	48.60%	45.00%	43.40%	.	.	.
2010	1298	10.20%	.	.	.	.	76.70%	55.00%	50.00%	45.20%	.	.	.	.
2011	1340	.	.	.	.	.	71.60%	54.80%	48.90%	.	.	.	.	.
2012	1037	.	.	.	.	.	74.20%	59.50%	.	.	.	.	.	.
2013	992	.	.	.	.	.	77.80%	.	.	.	.	.	.	.
2014	1184	.	.	.	.	.	.	.	.	.	.	.	.	.

This factsheet reports changes over time in persistence statistics for first-time, full-time freshmen attending the University of Memphis. Students who initially
matriculated in a fall term or began their studies in the summer are considered first-time freshmen. This includes students who entered with advanced
standing (college credit earned before graduation from high school). Each student was followed for eight years (or through the most recent year available) after his/her
initial term. A student who enrolled for classes in the fall term of a given year is said to have been retained for that year. Cohorts with fewer than 5 students are not tracked.
Graduation rates are cumulative. NOTE: GRADUATION YEAR INCLUDES FALL THROUGH SUMMER TERMS.

Generic Retention with XML.SAS   1/28/15

APPENDIX H: MATCHING NEED TO PSYCHOLOGICAL SERVICES

Match the Resource to the Need

Academic Advising	Fitness programs, informal recreation, intramural and club sports, and a variety of exercise courses/clinics.
Adult & Commuter Student Services	Educates and empowers students to take ownership of their professional development and to prepare for and find professional opportunities.
Campus Recreation & Intramural Services	Personalized health services, education, and disease prevention.
Career Services	Counseling, wellness, and psychiatric services for the management of emotional, psychological, and interpersonal problems.
CARES: Center for Academic Retention and Enrichment Services	Helps students learn how to learn through individualized assessment, tutoring, supplemental instructions, and workshops.
Counseling Center	Promotes academic success and timely graduation of undergraduate students who are first-generation, low-income, or who have a disability.
Disability Resources for Students	Provides a supportive environment for non-traditional, commuter, and veteran students.
Educational Support Program	Promotes the personal development and academic success of students of color.
Multicultural Affairs	Involvement opportunities including student activities, sororities and fraternities, community service, leadership, and student organizations.
Student Health Center	Provides accommodations and academic coaching for students with disabilities.
Student Leadership & Involvement	Facilitates the intellectual and personal development of students by enhancing their academic performance and achievement of specific objectives to ensure progress towards graduation.
Student Success Programs (TRiO)	Assists at-risk students with developing good study habits, self-management, and decision-making skills