

1. *Describe the past year's accomplishments and the current status of this Action Project.*

During Summer 2007, the Associate Dean of General Education resigned. Her duties were divided among three individuals--Director of General Education, Director of Augsburg Seminar (First-year Program) and the Assistant Dean of Academic Affairs. This led to a slight revision of the action project that eliminated the use of LASSI. The LASSI was a first year initiative and a new action project on the design of the first year program will commence this year to address the revision of this program.

The AASK program is now considered an official program. The two students who transitioned to Augsburg in 2007 have been retained. 10 of the 22 students enrolled in the 2007-2008 AASK program transitioned to Augsburg for Fall 2008. A concerted effort to bring AASK students to the Augsburg campus and introduce them to services and the community took place during the academic year. In addition, a summer bridge program was created to ease their transition to Augsburg classes. Thirty students are enrolled in the 2008-2009 AASK program.

The Developmental Task Force met biweekly during the Fall semester. Based on their work, four sub-groups were created that met biweekly (with conveners meeting on alternate weeks) during the Spring semester. One sub-group addressed the needs of students who were at-risk upon admission (i.e., did not meet automatic admit criteria and/or qualified for special programming), another addressed the needs of students who were not at-risk upon admission but became "at risk" after matriculation, another focused on entry assessment tests, and the final sub-group focused on academic issues/policies related to under-prepared students. Each sub-group was charged with making recommendations related to their area of focus.

2. *Describe how the institution involved people in work on this Action Project.*

The Developmental Task Force was chaired by the Assistant Dean of Academic Affairs. The task force included the Academic Skills Office Director, Augsburg Seminar Director, Director of General Education, Faculty teaching development courses, Director of Admissions, TRIO Director, Center for Teaching and Learning Director, CLASS Director, Augsburg for Adults Director, Assistant Registrar, Director of Academic Advising, and the Physical Disabilities Specialist.

The admitted at-risk sub-group included the Academic Skills Office Director (convener), Director of Admissions, TRIO Director, Augsburg Seminar Director, 2 Admission Counselors and representatives from the CLASS program, Augsburg for Adults Admissions, and the Admissions Committee (faculty).

The at-risk after matriculation sub-group included the Director of Academic Advising (Convener), Augsburg for Adults Coordinator, and representatives from Ethnic Student Support Services, CLASS program, Academic Advising, athletic programs, Academic Skills Office, and the Student Standing Committee (faculty).

The entry-level assessment sub-group included an Academic Advisor who deals directly with entry-level assessments (convener), faculty teaching developmental courses, and representatives from Augsburg for Adults Admissions and Ethnic Student Services.

The Academic policies sub-group included the Director of General Education (convener), Assistant Dean of Academic Affairs, CLASS Director, Assistant Registrar, Augsburg for Adults Director, First Year Experience Librarian, Faculty teaching developmental courses, and representatives from Academic Advising, Academic Skills Office, and Center for Teaching and Learning.

3. *Describe your planned next steps for this Action Project.*

The Chair of the Developmental Curriculum Task force and the conveners of each sub-group met during Summer 2008 to formalize a list of recommendations for the developmental curriculum. These recommendations included: determine method for tracking admitted at-risk students, examination of Admission Committee and Advising structure and process, evaluation of assessment tests and methods of testing, evaluation of ELL assessment, increase the knowledge of admissions staff about assessments, evaluate Augsburg for Adults undergraduate policies, admissions, and developmental curriculum, outreach to high schools and middle schools about college readiness, financial aid enhancement based on taking college preparatory courses in senior year, pilot revisions of critical thinking and study skills courses, evaluate connection between social at-risk and academic at-risk, increase assistance to students with high school GPA of 2.5 and ACT between 18-21 (poor profile for retention), CTL workshops on universal design, create Moodle sites for faculty advisors to facilitate advisor-advisee contact (and advisee-advisee contact)--create a type of learning community, get faculty to use academic alerts for all issues (even minor ones), and creation of a centralized structure for programs involved in developmental curriculum issues. Although this action project is complete, the next step will be to implement these recommendations.

4. *Describe any "effective practice(s)" that resulted from your work on this Action Project.*

One effective practice is to consider at risk students as two groups--"admitted at-risk" and "at-risk after matriculation." This distinction helped us to realize that a "one-size fits all" approach to programming and policies to address the needs of at-risk students would not work. The needs of these two groups are quite distinct and different approaches must be considered in order to facilitate the success of all under-prepared students. Another effective practice is the creation of an intensive college preparatory program for students who are not admitted to our College. This type of program has been successful way to prepare students for college-level work.

5. *What challenges, if any, are you still facing in regards to this Action Project?*

One challenge is getting all faculty to embrace the idea that we need to help under-prepared students to succeed rather than determining a way to prevent their enrollment. While the vast majority of faculty are fully on-board with this notion, some, albeit very few, still feel that this type of remediation is "not their job." Another challenge is to create a culture shift in how we view access. A shift from "access to a seat" to "access to the ability to succeed" is needed. This needed shift is a nationwide issue and we feel it is currently happening at Augsburg and we are confident that it will be completely achieved.