



*Presidential Brief*

UNDERGRADUATE STUDIES



Eboni J. Pringle, Ph.D. Candidate

Interim Dean

B.S., Ohio University  
M.Ed., Kent State University  
Ph.D. Candidate, Kent State University

**Job Responsibilities:** Administer and provide leadership for programs that are deemed central to undergraduate student success, including pre-college preparation, transition to college, academic advising, student retention, academic learning communities, university tutoring, and undecided and undeclared students. Oversees the Exploratory Advising Center, the Office of Experiential Education and Civic Engagement, University Advising, the Academic Success Center, Student Success Programs, Excel: Living/Learning Community, the TRIO/Student Support Services Program, Technology Support, the National/International Student Exchange and the Dual Enrollment/Post-secondary Enrollment Options Program (PSEOP).

**Profile:** Interim Dean Eboni Pringle completed a bachelor’s degree in hearing and speech sciences at Ohio University in 1994 and came to Kent State University to continue her education. She completed a Master of Education in 1996 and is currently working on a doctorate in educational administration. Pringle has spent 17 years assisting students in attaining a college education through her work at Hiram College and Kent State University. Her previous positions include assistant dean of admissions, student financial aid counselor and executive director of student success.

In her current role as interim dean of the Division of Undergraduate Studies, Pringle’s focus is on the development of programs and systems to ensure student success.

**Direct Reports:** Assistant Dean, Nikki J. Crutchfield  
Assistant Dean, Charity L. Snyder



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**Direct Report:**



**Charity L. Snyder, M.Ed.**

Assistant Dean

B.A., Mount Union College  
M.Ed., Kent State University

**Job Responsibilities:** Provide leadership and oversight for programs within the Division of Undergraduate Studies which impact advising, graduation, retention and overall student success. Oversee the Exploratory Advising Center, student success programs, retention communications and university advising.

**Profile:** Assistant Dean Charity Snyder completed a bachelor's degree in sociology and a minor in business at Mount Union College in 1995 and came to Kent State University to pursue her interest in higher education. She completed a Master of Education in 1997. Snyder has spent 18 years assisting students at Kent State University in determining a path to success. Previous positions include academic advisor, academic advisor coordinator, assistant director, undergraduate advising and licensure director and university advising director.

In her current role as assistant dean of the Division of Undergraduate Studies, her focus is on advising and retention initiatives to promote the overall success of our students.



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**Direct Report:**



**Nikki J. Crutchfield, Ph.D.**

Assistant Dean

B.A., West Georgia College  
B.A., State University of West Georgia  
M.P.A., University of West Georgia  
Ph.D., Auburn University

**Job Responsibilities:** Provide leadership within the Division of Undergraduate Studies on programs that impact student academic success and student development through the supervision of the Academic Success Center, TRIO/Student Support Services Program, National/International Student Exchange and the Dual Enrollment/Post-secondary Enrollment Options Program (PSEOP).

**Profile:** Nikki J. Crutchfield, Ph.D., completed her bachelor's degree in psychology at West Georgia College in 1996. Crutchfield completed a second bachelor's degree in sociology in 1997 from the State University of West Georgia. In 2003 she completed an M.P.A. degree at the University of West Georgia where she worked in the Department of Political Science. She completed a Ph.D. in public administration from Auburn University in 2008.

She has spent the last 19 years working with youth and post-secondary students helping to ensure their academic success. Previous positions include program coordinator, adjunct professor and coordinator of academic advising/counseling.

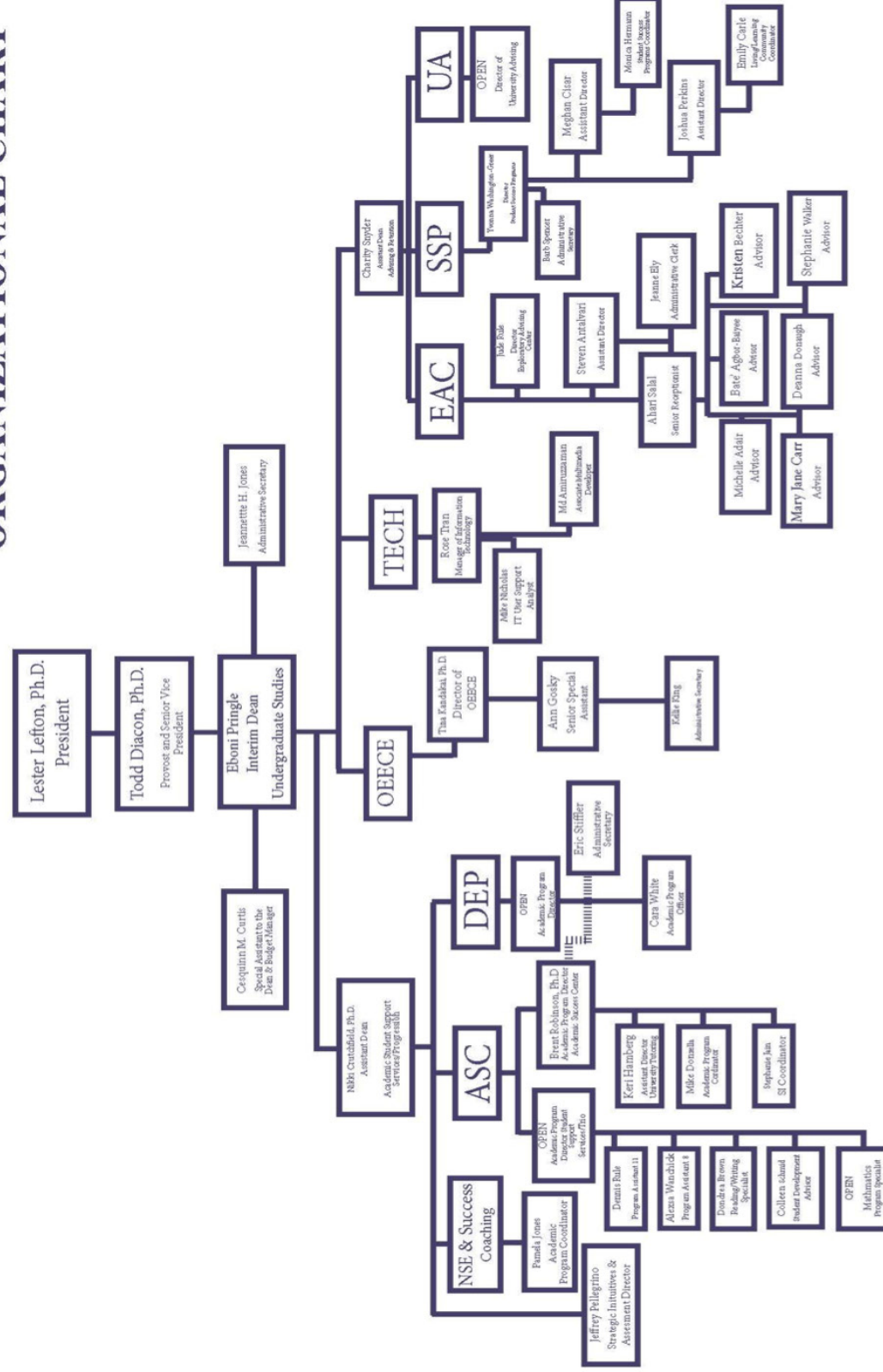




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## ORGANIZATIONAL CHART

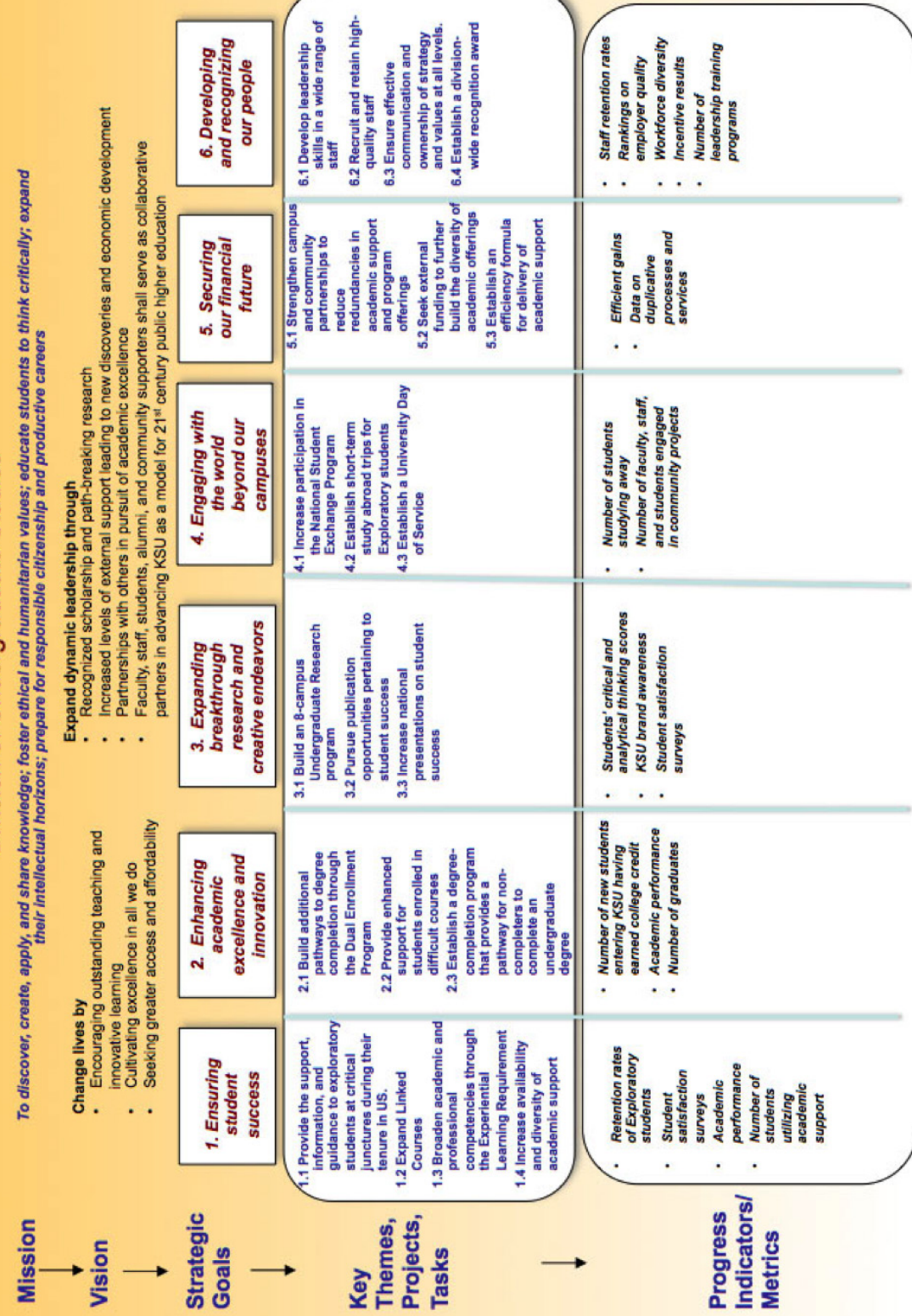
### UNDERGRADUATE STUDIES ORGANIZATIONAL CHART



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## STRATEGIC MAP

### Kent State University Strategy Map Division of Undergraduate Studies



November 1, 2013



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**KEY  
ACCOMPLISHMENTS**

- TIER ONE**
1. Increased the retention rate of students enrolled in the Exploratory Program from 68 percent (2010 cohort) to 72 percent (2011 cohort).
  2. Implemented an Exploratory Program that included the addition of career courses and interventions to assist students in selecting a major, resulting in a 24 percent increase in students choosing a major following their first spring term.
  3. Implemented a comprehensive overnight new student orientation program to better assist students in making the transition from high school to college.
  4. Conducted a systemwide review of placement assessment practices that resulted in the implementation of a new online process and tools that have played a role in reducing the percentage of students earning grades of D, F or withdrawing from difficult courses in mathematics and chemistry.
  5. Increased the number of students earning college credit at Kent State prior to graduating from high school by 48 percent from 2011 through participation in the Post-secondary Enrollment Options Program (PSEOP) and dual credit.

- TIER TWO**
1. Increased usage of tutoring services by 12 percent for at-risk students who earned a high school GPA of 2.79 or below.
  2. Implemented LINKED courses in fall 2010 to provide an opportunity for students to engage in a community of learners and increase their understanding of the interdisciplinary nature of courses. Students enrolled in LINKED courses had an average fall 2012 GPA of 3.25 vs. a 2.95 for students who were not enrolled in these courses.
  3. TRIO Student Support Services has maintained an 85 percent retention rate for all participants compared to the current overall retention rate for all Kent State students of 77 percent.
  4. Implemented required advising in fall 2012.
  5. Implemented an Experiential Learning Requirement in fall 2012 for all Kent State undergraduates to engage in experiences that will prepare them for future educational and professional opportunities.



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**KEY GOALS**

- TIER ONE**
1. Expansion of academic resources to provide additional support to students enrolled in difficult courses.
  2. Seek and apply for external funding to support campuswide student success programming.
  3. Establish an undergraduate research program.
  4. Connect advising-related technology systems to improve communication with students and between campus offices (Webscheduler/KSUAdvising, Early Alert, GPS and Pathfinder).
  5. Implement a sophomore experience that includes academic and co-curricular components.
- TIER TWO**
1. Implement an academic coaching program to provide support to students experiencing academic difficulties not specific to a course.
  2. Expand diversity of Experiential Learning Requirement (ELR) experiences.
  3. Review and revision of probation, dismissal and reinstatement process and policy to ensure consistent application.
  4. Develop an interactive mobile phone application that will allow Kent State students to easily locate academic support resources and services virtually and at various campus locations at the time they are occurring.
  5. Expand required advising to upper-division students.





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## OPPORTUNITIES

1. Build upon success of the First-Year Experience program by expanding the support, programs and services to second-year students.
2. Increase undergraduate research to further enrich the academic experience and to better prepare students for graduate and professional opportunities.
3. Further develop the existing Exploratory Program to assist undecided and undeclared students with exploring and declaring a major by the time they earn 45 credit hours (online exploratory tools and resources, exploratory courses with pre-internship or shadow component).
4. Increase the number of Kent State graduates by implementing a degree-completion program for stop-outs.
5. Capitalize on the expansion of online course offerings to increase the number of place-bound students earning college credit prior to high school graduation.



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## KEY NON-MONETARY CHALLENGES

1. Creating a remediation-free environment that addresses the needs of students who enroll and require intensive academic support.
2. Decrease the barriers related to participation in the National Student Exchange (NSE) program in order to increase the number of students engaged in education-away experiences.
3. Addressing the growing demand for academic support services available throughout the eight-campus system.
4. Multiple technology systems that do not communicate with each other.
5. Lack of an integrated data system that provides information about students to help determine how and when to intervene (financial aid, engagement, use of services, etc.).

