INTRODUCTION

In academic year 2002-2003, North Carolina Agricultural and Technical State University formed the Academic Advising and Retention Team to develop a retention plan and disseminate best practices for retaining students. The advising and retention team was mainly comprised of staff responsible for retention issues in their respective academic units. In 2007, the original committee was reconstituted and named the University-wide Retention Committee.

During the 2006-2007 academic year, various committees at the University analyzed data and assessment reports to determine the best strategies for improving the University's first-year and overall retention and graduation rates. We studied undeclared students; enrollment management; high failure-rate courses, and admissions, probation, suspension, and withdrawal policies. As a result of these deliberations, we refined our approach to retention and have implemented several projects, which fit the definition of hallmark initiatives. Each of these projects is a multi-year initiative that targets freshmen since the highest attrition is among first-year students.

Supporting the achieving of the retention goals is the Center for Academic Excellence. CAE promotes academic success by ensuring students get quality advising and academic support services such as tutoring, supplemental instruction, and developmental mathematics and reading courses. CAE helps student transition to the University community through a first-year orientation course. See the plan for the Center for Academic Excellence in Appendix D. CAE has nearly $2M in Title III funds to support its operation. This will allow CAE to more than double the number of academic advisers working with freshmen and, eventually, sophomores. We will also place CAE retention advisors in each school and college.

In addition, we have contracted with MGT of America, Inc., a national research and consulting firm, to conduct a five-year assessment of the Center for Academic Excellence. See the MGT work plan in Appendix E. The documentation requirements for the MGT assessment and Title III will ensure that there is a comprehensive assessment and evaluation of A&T's retention efforts.

Together the Center for Academic Excellence and the MGT assessment cover the recommendations in the December 2006 Noel-Levitz Retention Plan Review. We have: (1) expanded the retention initiative beyond the undeclared majors to include freshmen and sophomores; (2) developed a comprehensive assessment and evaluation plan to assist in making data-driven decisions; (3) increased the collection of quantitative data, and (4) specified the individuals responsible for each of the goals, objectives and outcomes.

In addition, we have included ongoing training to ensure the effective implementation of the various retention initiatives. There will be workshops for faculty and students participating in the supplemental instruction as well as students tutoring in the reading clinic and mathematics laboratory. We will continue to offer advising workshops for faculty and professional development opportunities for staff.

ACADEMIC ADVISING

Academic advising is an ongoing educational process that connects students to the University in an effort to assist first time, full-time freshmen with all aspects of their academic planning while providing a foundation for appropriate academic decisions through professional academic advising and academic support services. The program is designed to promote academic, social, and intellectual growth of students while encouraging self-sufficiency throughout their undergraduate studies.

Goal I:
To provide intensive quality academic advising and academic support services to foster academic success

Objectives:

1.1 Develop a centralized advising center that provides academic guidance and support services such as tutoring, supplemental instruction, and developmental mathematics and reading courses.

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1.2 Ensure the advising center serves as the liaison between various University student support services.

1.3 Increase retention rates of first time, full-time freshmen over the next five years from 68.9% to 80%, respectively from 2007-2012.

1.4. Hire and train retention advisors/coordinators for each school and college to provide intensive academic advising and monitoring.

Evidence, data, etc., to be collected to determine the progress towards the objective

- Fully operational advising center staffed with trained academic advisors.
- Development and implementation of a centralized database for incoming freshmen designed to track the number of students meeting with their advisors and the contact hours with advisors.
- Number of students utilizing tutorial services and labs.
- Number of student contact hours for tutorials and labs.
- Number of students referred to and utilizing various student support services.
- Number of students involved in supplemental instruction.
- Comparison of semester GPA of students, based on number of times they utilize tutoring/lab services.
- Annual evaluation of changes in retention rates of first time, full-time students.
- Yearly web-based and student voice evaluations of advisors and the advising process by students.

Administration
Center for Academic Excellence (CAE) Director and Staff

HIGH FAILURE-RATE COURSES

Overview
The high failure-rate courses are those generating 30 percent or higher grades of F-W-I, thus disproportionately minimizing the ability of students to make satisfactory academic progress. Additionally, student retention and graduation rates are adversely impacted by failure in these courses.

Goal 1
To improve student grades and reduce attrition in high failure-rate courses, especially those courses with high percentages of freshman level students

Objective
1.1 Develop and implement a supplemental instructional program designed to reduce F-W-I rates below 20% in high failure-rate courses over three years.

  1.1.1. Suggested Process for Implementing SI in Schools/Colleges:

   1. Identify one or more SI Coordinators from each school/college and submit names to the CAE Director (Deans).
   2. Obtain training and/or support from CAE on implementation of SI programs (CAE Staff).
   3. Collaborate with the Office of Institutional Research to identify high failure-rate undergraduate courses in each school/college (SI Coordinators).
   4. Work with deans, department chairs, the HP, and selected instructors to identify SI student leaders, provide training, and monitor the SI programs within their respective units (SI Coordinators).
   5. Provide training for selected SI student leaders, implement the SI programs, and supervise and monitor program activities (CAE Staff and SI Coordinators).
   6. Work with CAE to develop the assessment and evaluation of SI programs (SI Coordinators).
   7. Conduct annual assessments of the SI programs and submit a written report to the deans and CAE Director (SI Coordinators).
   8. Review the assessment reports and recommend strategies for improving and enhancing SI (CAE Staff).
   9. Implement program improvements based on assessments (SI Coordinators).
   10. Convene regular meetings and annual retreat with SI Coordinators to monitor progress, share assessment results, experiences, and ideas on best practices for program improvement (CAE Staff).

1.1.2. Evidence
1. Comparison of pre-course failure rates to post-course failure rates for each identified high failure-rate course.
2. Comparisons with related courses that did not utilize supplemental instruction.

Administration
CAE Staff

SUMMER BRIDGE PROGRAMS[1]

Overview
The mission of the Academic Summer Bridge program is to provide a rigorous academic residential program that assists high school students in making a successful transition from high school to college. The academic and related programs prepare students to become a part of an exciting learning community which engages them through academic instruction, active learning, and social activities. The Program supports the University's commitment to excellence by providing students with:

- A stimulating and challenging academic experience
- Personalized, comprehensive advising and counseling
- An intellectually and socially enriching residential experience

Goal 1
To offer summer bridge programs to help students successfully transition from high school to college and encourage self-accountability and responsibility for learning

Objective

1.1   Develop a summer residential bridge program for [How many?] high school students.

1.2.   Provide rigorous content in mathematics and English, supported by tutorials, learning strategies, test-taking skills, etc.

1.3.   Engage students in personal development through individual and cooperative learning, mentoring, and collaborative activities.

1.4.   Retain [80%, 85%, or 90%] of the summer bridge program students from freshman to sophomore year with a 2.0 or better GPA.

Data Collection Procedures
Administer mid-term and end of program assessments of learning outcomes.

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[1] The Academic Summer Bridge, a mathematics and English intensive program, was implemented in summer 2007 (July 2-August 3rd).

Evidence
Development and approval of summer bridge program proposal [Objectives 1, 2 & 3]
Review of mid-term and final grades [Objective 2]
Review of progress in tutorials [Objective 2]
End of program assessment by students, faculty and staff [Objective 3]
Review of retention and GPA data for the students [Objective 4]

Administration
Retention Coordinators, Retention Advisors with assistance of graduate
student/counselor

Appendix A

University-wide Retention Committee

Name	Area	Title
Mrs. Ayanna Boyd-Williams	Graduate Studies	Retention Representative
Dr. W.V. Cobitz	School of Education	Retention Representative
Ms. Cathy Cornelius, Chair Summer Bridge Programs Subcommittee	School of Business and Economics	Retention Representative
Dr. Ray J. Davis, Chair High Failure-Rate Courses Subcommittee	School of Technology	Retention Representative
Ms. Shelly C. Davis	Athletics	Assistant Athletic Director
Dr. Nita M. Dewberry	College of Arts and Sciences	Retention Representative
Dr. Denise L. Iverson-Payne	Student Affairs	Executive Director
Dr. DeReef Jamison	University Studies	Retention Representative
Dr. Donald R. McDowell	School of Agriculture and Environmental Science	Retention Representative
Dr. Peter V. Meyers	Honors Program	Director
Dr. Dawn Murphy, Chair Academic Advising Subcommittee	School of Nursing	Retention Representative
Mr. Leotis Parrish	College of Engineering	Retention Representative
Ms. LaWanda M. Wallace	Athletics	Academic Counselor/Lecturer
	Institutional Planning, Assessment and Research	Interim Associate Vice Chancellor
Dr. Lea E. Williams	Center for Academic Excellence	Interim Director
Mr. Robert Ussery	Institutional Research	Assistant Vice Chancellor
Mr. Lee Young	Enrollment Management and Admissions	Associate Vice Chancellor

Appendix B

Meeting Dates

March 15, 2007

April 19, 2007

June 7, 2007

September 27, 2007

Appendix C

NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

Revised April 30, 2007
Retention/Graduation Goals and Hallmark Initiatives
2007-2012

Retention Goals
By implementing the hallmark initiatives outlined in this proposal, we expect to increase the retention rate at North Carolina A&T State University to 80 percent by academic year 2011-2012, as follows:

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Freshman Retention (%)	69	71	72	74	76.5	80
4 Year Goal (%)	15	17	19	22	25	28
6-Year Goal (%)	40	43	45	46	47	50

Hallmark Initiatives
During the 2006-2007 academic year, various committees at North Carolina A&T State University have analyzed data and assessment reports to determine the best strategies for improving the retention and graduation rates. We have studied undeclared students; enrollment management; high-failure courses, and admissions, probation, suspension, and withdrawal policies. As a result of our deliberations, we are refining our approach to retention and will implement several projects, which fit the definition of hallmark initiatives. Each of these projects is a multi-year initiative that targets freshmen first, since we have high attrition among first-year students, and phasing in other cohorts over the next four years. Our initiatives are:

1. **Create the Center for Academic Excellence to replace the current Center for Student Success (TCSS), which focuses on undeclared majors.** The new center will provide centralized advising and support services for all students, starting with freshmen in 2007-2008. The center staff will assume responsibility for specialized areas of expertise, such as financial aid counseling, guidance counseling, basic skills assessment and career placement, supplemental instruction, etc., to assist freshmen, transfer students and readmits. There will be staff advisors to advise students by majors and to liaise with the retention coordinators housed in each school and college. We have reviewed the freshmen placed on probation from the entering class of 2005-2006, attempting to identify the most at-risk students and the kinds of support they need from the first day of class instead of waiting until mid-term grades to identify failing students. We will develop a prescriptive plan of action for these students that includes assessment of basic reading and math skills, a reduced course load with the best mix of courses, when necessary, supplemental instruction;

supervised study halls, and tracking academic progress through grades and frequent interactions with instructors of the basic skills classes. The restructuring plan for the Center for Academic Excellence was guided by first-year retention data analyzed by university administrators and by the recommendations in the report on the external assessment of TCSS, which was recently completed. **Objective:** To increase the first year retention rate from 68.9% to 80% in five years.

2. **Initiate faculty learning communities to improve student learning and retention in high-failure rate math and science courses.** Learning communities of three-person teams will convene during the summer of 2007, coordinated by the director of the Academy for Teaching and Learning. The faculty teams will assess their current course design, revise the syllabi, and develop student learning outcomes with appropriate rubrics, devise supplemental instruction programs and materials, and investigate and learn new teaching strategies. During the 2007-2008 academic year, the participants will collect course-level data--such as grades on assignments and exams and examples of student work. These data will be studied, along with comparable data available from the same courses taught in 2006-2007, to assess the effectiveness of the redesigned courses in reducing the number D-F-W rate. **Goal:** To reduce the 30 percent D-F-W rate in high failure-rate freshman-level undergraduate courses. We will be better able to predict a target percentage reduction in the D-F-W rates after the first cycle of learning communities has been completed.

3. **Offer summer bridge programs to enhance basic skills and provide an orientation to college life.** The Office of Summer Sessions and Outreach will implement residential summer bridge programs to assist incoming freshmen in their academic transition from high school to the university. Students will enroll in one University Studies course and a mathematics course. Students will also participate in time management workshops, test-taking seminars, and mentoring colloquia. The program will introduce students to administrators and advisors in their respective academic programs and to the support services in the Center for Academic Excellence. Students completing the program will earn up to six academic credit hours and should be equipped with learning and survival strategies to assist in their academic success. We will use the profile data compiled by the Center for Academic Excellence to recruit the high risk incoming freshmen to participate in the program. We are considering making the program mandatory for high risk students. A special effort will be made to attract and enroll Native American and Hispanic students in this program. Besides normal publications, we will visit high schools with high concentrations of these students and develop relationships with teachers and counselors. The visits to Hispanic concentrations will include our Spanish-speaking admissions counselors to work with parents and guardians to emphasize the importance of this program and to encourage their children to consider this opportunity. For Native American students, we will use our Native American alumni to publicize the program and help us attract applicants. The recruitment activities will be evaluated by yield

rates of the number of students attending compared to the number invited. We will track the students' summer grades and one-year retention rate. **Objective:** To move the first-year retention rate toward the goal of 80 percent by 2011-2012.

Appendix D

NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

PLAN

CENTER FOR ACADEMIC EXCELLENCE

NOVEMBER 13, 2007

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Page

Executive Summary

- The Center for Academic Excellence (CAE) is a centralized community of academic and support programs designed to assist all students in the achievement of academic success. CAE staff will include Academic Advisors and Retention Advisors, assigned to the schools and colleges. Advisors will monitor students' academic progress, design individualized enrichment plans, and make student referrals to needed on-campus and off-campus services.

- With emphasis on freshman and sophomore undergraduate students, CAE programs are intended to strengthen students' academic skills so that they can excel academically and benefit fully from the higher education experience at North Carolina A&T State University.

- CAE will be responsive to individual student needs and provide appropriate services to enhance students' academic performance from the moment they enter the University with the ultimate goal of increasing retention.

- CAE will offer academic advising, academic support programs for student athletes, peer mentoring, supplemental instruction, tutoring, survival skills workshops for students and advising workshops for faculty, and instruction in the University Studies 100 course.

- The proposal for establishing the Center for Academic Excellence includes the implementation plan for the first year of operation in academic year 2007-2008.

Initially, four categories of students will be served:

1. Former Undeclared Students
2. New Undeclared Students
3. Developmental Freshmen
4. Higher Performing Freshmen

In addition to the Title III and state funding, CAE is requesting additional support in the amount of $234,000 for the following:

1. $134,000 - Three faculty positions in math (2) to teach developmental math (MATH 099) and in reading (1) to teach developmental reading (FRST 098)
2. $100,000 – Two Academic Advisors

PLAN
CENTER FOR ACADEMIC EXCELLENCE

Introduction

Drawing on retention research, A&T consultants' reports (see bibliography, pp. 9-11), and A&T student retention data, we propose to establish the Center for Academic Excellence (CAE)[2], an academic support unit to provide comprehensive academic and retention services, starting with the freshmen class in fall 2007.

The purpose of the CAE is to: (1) centralize services in order to create a community of support for students (see pp. 2-5); (2) ensure quality academic advising and referrals to appropriate on- and off-campus services (personal counseling, health and wellness, financial aid, readmission, etc.); (3) collaborate with the Academy for Teaching and Learning, deans, department chairs and faculty to improve instruction in high failure courses; (4) collaborate with Summer Sessions and Outreach to offer summer bridge programs for students, and (5) collaborate with the College of Arts and Sciences and University Studies.

As a result of this effort, we project the following improvements in the first-year retention rates

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Freshman Retention (%)	69	71	72	74	76.5	80
4 Year Goal (%)	15	17	19	22	25	28
6-Year Goal (%)	40	43	45	46	47	50

Implementation Plan

The Center for Academic Success has a multi-phase implementation plan. The first phase begins in academic year 2007-2008. CAE will start with an intensive, prescriptive program for the most Developmental students in four categories:

1. Former Undeclared Students
2. New Undeclared Students
3. Developmental Freshmen
4. Higher Performing Freshmen

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[2] The Center for Academic Excellence is an expansion of The Center for Student Success (TCSS), which has provided advising for students who are undeclared in major. TCSS has also offered tutorials and developmental courses in mathematics and reading. In addition, the TCSS academic counselors/lecturers instruct many of the University Experience (UNST 100) courses.

Former Undeclared Students

This population consists of approximately 833 students currently being served in The Center for Student Success. Most of these students have not declared an academic major for one of the following reasons: (1) they were admitted to the University and did not meet the SAT and high school GPA requirements for admission into their desired majors; (2) they were admitted to the University as transfer/special students and did not meet the required GPA or minimal course requirements for admission into the desired majors, and (3) they have not decided on a major.

The academic advisors will meet with students during the first month of the fall semester to review the students' academic records and help them immediately declare a major or prepare to declare a major as soon as possible and by the end of their freshman year at the latest.

Table 1: Services Provided Former Undeclared Students

Services	Frequency	Provider
Intensive Academic Advising ▪ Initial intervention (Academic Plan of Action with requirements and expectations) ▪ Mandatory group advising sessions (including skills-building workshops, career exploration, etc.) ▪ Scheduled meetings (individual and group)	1 per semester 3 minimum/semester Monthly and as needed	CAE
Supplemental Instruction ▪ Mandatory as prescribed ▪ Offered for high-failure rate courses	Weekly Weekly	CAE Other departments Other units
Tutorials ▪ Offered for high-failure rate and other courses ▪ Offered University-wide to all students	Weekly Weekly	CAE

New Undeclared Students

This population of students consists of the new cohort of first-year students entering in fall 2007 who: (1) have not made a decision about their majors; (2) have made a decision, but checked Undeclared on their applications, or (3) have made a decision, but do not meet all of the requirements to be admitted to their desired major. Traditionally, this has been the population most developmental of dropping out. There are approximately 490 of these students admitted for fall 2007 as of June 4, 2007.

The academic advisors will meet with students during the first month of the fall 2007 semester to review the students' high school records and help them immediately declare a major, if eligible, or prepare to declare a major as soon as possible and by the end of their freshman year at the latest.

Table 2: Services Provided New Undeclared Students

Services	Frequency	Provider
Initial assessment Learning styles, attitudes: ▪ "Getting the most out of your college experience," College Student Inventory, Form B, Noel-Levitz	Beginning of semester	CAE

Academic skills building:
  ▪ Reading inventory
  ▪ Survival workshops (study skills, time management, note taking, choosing a major, etc.)
	Beginning of semester	CAE

Developmental skills building
  ▪ Math SI lab
  ▪ Reading SI clinic
  ▪ Writing lab
	2 per week
	1 per week (place out COMPASS)
		CAE
		CAE
		Writing Center

Academic advising ▪ Individual/Group	Monthly and as needed	CAE

Academic Monitoring Form
  ▪ Class attendance and reporting to CAE advisors
  ▪ Frequent course assessment
	Monthly	CAE & Faculty

Block scheduling	UNST foundation courses, MATH 099, FRST 098	CAE

Peer Mentoring - Mentoring - Supplemental Instruction - Tutoring	Monthly Weekly Weekly	- High performing upper division students (sophomore, juniors, and seniors) - Honors Program students

Developmental Freshmen

We will offer the most intense services to the first-year students most at risk of being placed on probation after two semesters. Based on the 2005 freshman cohort placed on probation (1.50 GPA and below at the end of the first year), we have identified the developmental freshmen as those with SAT scores $\leq$ 900, ACT scores $\leq$ 19, and high school GPAs $\leq$ 2.90. There were approximately 758 of these students at the beginning of May 2007 for the fall 2007 enrollment.

Table 3: Services Provided Developmental Freshmen

Services	Frequency	Provider
Initial assessment Learning styles, attitudes: "Getting the most out of your college experience," College Student Inventory, Form B, Noel-Levitz	Beginning of semester	CAE
Academic skills building: - Reading inventory - Survival workshops (study skills, time management, note taking, choosing a major, etc.)	Beginning of semester	CAE
Developmental skills building - Math SI lab - Reading SI clinic - Writing lab	2 per week 1 per week (place out Compass) 1 per week	CAE CAE Writing Center
Academic advising Individual/Group	Monthly	CAE

Academic Monitoring Form - Class attendance and reporting to CAE advisors - Frequent course assessment	Monthly	CAE & Faculty
Block scheduling	UNST foundation courses, MATH 099, FRST 098	CAE
Peer Mentoring - Mentoring - Supplemental Instruction - Tutoring	TBD	- High performing upper division students (sophomore, juniors, and seniors) - Honors Program students

Higher Performing Freshmen

This population of students consists of the new cohort of first-year students entering in fall 2007 who: (1) have SAT scores $\geq$ 900; ACT scores $\geq$ 19, and high school GPAs $\geq$ 2.90; (2) have declared a major, and (3) have placed in college-level math and English courses. There are approximately 438 of these students.

Students in this group with a 2.80 GPA, or above, after the first semester will be recruited as peer mentors, tutors and leaders for supplemental instruction. The Center for Academic Excellence and Student Affairs will screen and offer training for peer mentors, tutors, and supplemental instruction leaders. We will compensate and/or award community service hours to those agreeing to serve as mentors and tutors. Students involved in other major activities such as athletics, ROTC, etc. will be excluded because of the time commitment these activities demand. We will work with the Honors Program to engage these students and to complement the requirements of the Honors Program.

Table 4: Service Opportunities Provided High Performing Freshmen

Service Opportunities	When	Qualifications

Peer Leaders
  ▪ Mentors
  ▪ Supplemental Instruction Leaders
  ▪ Tutors
	Spring semester	▪ High performing upper-division students (sophomores, juniors, and seniors)
		▪ Honors Program students

Timeline
Academic Year 2007-2008

July 2007
- Convene supplemental instruction coordinators training workshop to assist in the developing the program, conducted by consultants from the Center for Academic Development at the University of Missouri, Kansas City.

August
- Facilitate New Student and First Year Experience Orientation, and advisement and registration for new and transfer students.
- Send welcome letters to new freshmen and former undeclared students served by TCSS prior to fall 2007. Introduce CAE and services to be provided.
- Begin advising students served by CAE (freshmen 2007 cohort and other students served by TCSS prior to fall 2007).
- Establish new advisee files and records.

September
- Initiate contact with advisees to assess advising concerns and make referrals as need.
- Maintain advisee files and records.

October
- Check midterm grades and begin monitoring students' academic progress.
- Plan/implement the Annual Academic Fair (provides an opportunity for deans/chairpersons to talk to the undeclared students and recruit for their department).
- Send letters/postcards to students to schedule an appointment for advisement and pre-registration for the spring semester and disseminate advising information (last day to withdraw without a grade evaluation).
- Maintain advisee files and records.

November
- Advise and pre-register for the spring 2008 semester.
- Continue monitoring students' academic progress.

- Maintain advisee files and records.

December
- Continue monitoring students' academic progress.
- Maintain advisee files and records.

January 2008
- Facilitate New Student and First Year Experience Orientation, and advisement and registration for new and transfer students.
- Send welcome letters to new freshmen enrolled spring 2008.
- Continue monitoring students' academic progress.
- Establish new advisee files and records
- Maintain advisee files and records for continuing students.

February
- Initiate contact with new freshmen and all other students served by CAE.
- Continue monitoring students' academic progress.
- Maintain advisee files and records.

March
- Send letters to advisees to be honored at the Annual Honor's Convocation.
- Disseminate certificates to advisees honored at Convocation.
- Check midterm grades and begin monitoring students' academic progress.
- Send letters/postcards to students to schedule an appointment for advisement and pre-registration for the summer and fall 2008 semesters and disseminate advising information (last day to withdraw without a grade evaluation).
- Maintain advisee files and records.

April
- Advise and pre-registration for the fall 2008 semester and early summer school registration for the 2008 summer sessions.
- Continue monitoring students' academic progress.
- Maintain advisee files and records.

May
- Continue monitoring students' academic progress.
- Maintain advisee files and records.

June
- Facilitate New Student and First Year Experience Orientation, and advisement and registration for CAE new and transfer students.
- Continue monitoring students' academic progress.
- Maintain advisee files and records.

Budgets
Comparative FY '07 & FY '08

The Center for Student Success
FY '07

Title III Allocation

Student Regular Wage	$ 9,600
Social Security	734
Data Processing Supplies	1,500
Travel and Registration Fees	4,650
Printing and Binding	2,816
Dues	700
	$ 20,000

NCAT Budget Allocation

Personnel	$ 572,535

Center for Academic Excellence
FY '08

Title III Allocation (Requested)

Personnel	$ 936,334
(Assistant Director, 6 Academic Advisors, 7 Retention Coordinators, 50 Student Tutors/Laboratory Assistants/Peer Mentors)	
Supplies	175,231
Travel	31,500
Equipment	331,000
	$1,474,065

NCAT Budget Allocation
(Projected)

Personnel	$ 572,535
(12 Counselors/Lecturers, Administrative Coordinator, Office Processing Assistant)	

Supplemental Request
Supplemental Instruction Training Workshop (2-day)

University of Missouri, Kansas City workshop fee	$ 3,000
Travel	445
Lodging/Meals	255
Refreshments (workshop participants)	1,000
Printing and binding	481
	$ 5,182

Faculty Positions

Math (2 @ $46,000)	$ 92,000
Reading (1 @ $42,000)	42,000
Academic Advisors (2 @ $50,000)	100,000
	$234,000

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Appendix I
Supporting Data

In academic year 2005-2006, there were 479 freshmen below a 1.50 grade point average at the end of the spring semester. These students comprised 87 percent of the 550 students who did not return in fall 2006. Three hundred thirty-three (333) of the 479 freshmen below 1.50 GPA had SAT scores at or below 900. Two hundred five (205) of the 479 had SAT scores at or below 800.

Table 1: AY 2005-2006 Freshmen Class SAT Scores
479 Students < 1.50 GPA Spring 2006

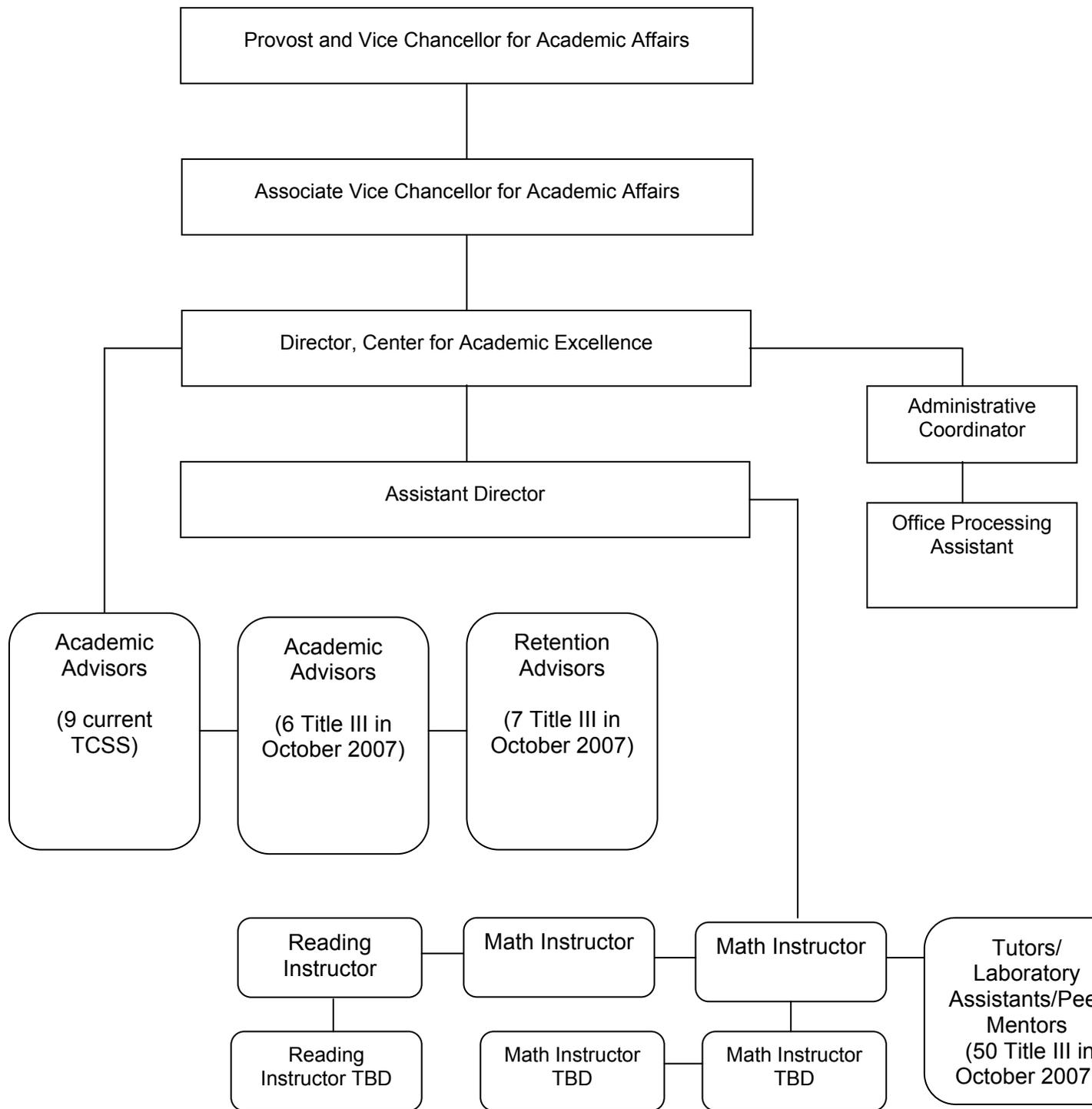|	
SAT scores $\leq$ 900	333 students
SAT scores $\leq$ 800	205 students

Given the data, we project approximately 500+ students in the freshmen class of 2007-2008 will be in the same developmental category. These are the students targeted for services by the Center for Academic Excellence in academic year 2007-2008, along with the former undeclared students (approximately 833), and new undeclared students (approximately 490).

Appendix II
Assessment and Evaluation

We will contract with external consultants to conduct a longitudinal research study of the Center for Academic Excellence. Noel-Levitz and the Institutional Research Consultants (IRC) will be approached. IRC conducted the comprehensive assessment of The Center for Student Success.

In addition, eleven faculty members and staff, and a team of faculty from the Master of Science in Adult and Continuing Education have responded to the call to design a longitudinal research project to determine the effectiveness of certain services to be provided by the Center for Academic Excellence. CAE staff will collect the data for analysis. Interested faculty will have the opportunity to develop an assessment proposal. One or more of the proposals will be competitively selected to assess various aspects of the CAE.

Appendix III
CAE Organizational Chart

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┌─────────────────────────────────────────────────────────────┐
│      Provost and Vice Chancellor for Academic Affairs         │
└─────────────────────────────────────────────────────────────┘

┌─────────────────────────────────────────────────────────────┐
│       Associate Vice Chancellor for Academic Affairs          │
└─────────────────────────────────────────────────────────────┘

┌─────────────────────────────────────────────────────────────┐        ┌──────────────────────┐
│         Director, Center for Academic Excellence              │        │    Administrative     │
└─────────────────────────────────────────────────────────────┘        │    Coordinator        │
                                                                        └──────────────────────┘
┌─────────────────────────────────────────────────────────────┐        ┌──────────────────────┐
│                    Assistant Director                          │        │  Office Processing    │
└─────────────────────────────────────────────────────────────┘        │    Assistant          │
                                                                        └──────────────────────┘
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Academic Advisors (9 current TCSS)	Academic Advisors (6 Title III in October 2007)	Retention Advisors (7 Title III in October 2007)

Reading Instructor	Math Instructor	Math Instructor	Tutors/ Laboratory Assistants/Peer Mentors (50 Title III in October 2007)
Reading Instructor TBD	Math Instructor TBD	Math Instructor TBD	

Appendix IV
Current TCSS Staff

Staff Member	Courses AY '06-'07	Other Duties[3]	Highest Degree
Regina Artis	UNST 100 (4)	Registration and Advising Coordinator Fac Advsng Coordintr	MS Adult Educ
Larry Archie		NA (returned in March from military leave)	MA English JD
Torrey Burden	MATH 099 (5)	Math Coordinator	MS Math Educ
Robin Burton-Leverette	UNST 100 (4)	Peer Advising Leadership Coordintr	MA Ed'al Admin
Kashonda Bynum	MATH 099 (1)		MS Appld Math
Stephen Chilton	FRST 098 Reading (5)		MA Eng/AA Lit
Titilayo Evans	UNST 100 (4)	Tutorials Coordinator	MA Eng/AA Lit
Lakecia Gunthrop	UNST 103 (4) FRST 098 Reading (1)	Reading Coordinator Pre-nursing Advisor	MS Adult Educ MA Eng/AA Lit
Carliss L. Jacobs	UNST 100 (5)	UNST 100 Coordinator	MS Agency Counseling
Maxie Lee	UNST 100 (4)	Peer Advising Leadership Coordintr	MS Sports Stds
Alice Monroe	Administrative Coordinator		MS Safety Educ
Doreen Moore	Office Processing Assistant		BA Commnctns
Ahira Smith	UNST 100 (1)	HART Program Student Athlete Prg	MEd Recrtn/Leisure
LaWanda Wallace	UNST 100 (1)	Coordinator Student Athlete Academic Enhancement Prg	MS Adult Educ

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[3] In addition to teaching courses, each of the counselors/lecturers advises from 20-175 students.

Appendix V
Proposed Staff Assignments

Schools/Colleges	Undergraduate Majors*	Suggested Assignments	Student Services Directors Schools/Colleges
College of Arts and Sciences	49	Larry Archie Titilayo Evans Ahira Smith *New Advisor[4]*	Dr. Nita Dewberry
College of Engineering	10	Carliss Jacobs *New Advisor*	Charlene S. Carr
School of Agriculture	19	Maxie Lee *New Advisor*	Kishaa Dosunmu
School of Business	11	Regina Artis *New Advisor*	Cathy Cornelius
School of Education	2	LaWanda Wallace	Dr. V. W. Cobitz
School of Nursing	1	Lakecia Gunthrop *New Advisor (replaces Gunthrop in October)[5]*	Dr. Dawn Murphy
School of Technology	14	Robin Burton *New Advisor*	Belinda Clemence

* *NCAT Undergraduate Bulletin 2006-2008*

The following counselors/lecturers are excluded from the above because of anticipated teaching loads and supplemental instruction coordination in the fall:
    Torrey Burden (MATH 099)
    Kashonda Bynum (MATH 099)
    Stephen Chilton (FRST 098)

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[4] New Title III positions, starting October 2007
[5] Lakecia Gunthrop, the pre-nursing advisor, will be on maternity leave around October 2007.

Appendix VI
Job Descriptions

Academic Advisors
The Academic Advisors are assigned to the Center for Academic Excellence. They advise students from their assigned schools and colleges and serve as the liaisons to the Retention Advisors in the schools and colleges. The Academic Advisors advise students on academic coursework, degree progress, transfers, readmissions, withdrawals, etc., develop and conduct faculty advising seminars and professional development workshops for tutors and mentors, etc., monitor students' academic progress, curriculum patterns, co-curricular activities, etc., design individualized academic enrichment plans, including supplemental instruction, tutoring, etc. for students, and make student referrals to needed on-campus and off-campus services.

Assistant Director
The major responsibility of the Assistant Director is to coordinate and oversee the delivery of the basic skills support services and to supervise the staff delivering the services. This includes the supplemental instruction in math and reading, including the math lab and reading clinic, and the tutoring and computer labs. The Assistant Director supervises the Tutors, Laboratory Assistants, and Peer Mentors. In addition, the Assistant Director develops a cooperative, collaborative relationship between the center and the retention advisors assigned in the schools and colleges and coordinates the professional development workshops and seminars for faculty and staff.

Instructors
The math and reading instructors teach the developmental courses in math (MATH 099) and reading (FRST 098). They refer students to the appropriate supplemental instruction and tutoring services. In addition, the instructors confer with the Academic Advisors assigned to the students in development courses to report on the progress of the students and develop appropriate follow up.

Retention Advisors
The Retention Advisors are assigned to the schools and colleges. They provide academic advising to students and serve as the liaisons to the CAE Academic Advisors. The Retention Advisors make student referrals to CAE for support services and to needed on-campus and off-campus services; recruit school/college faculty to participate in CAE and other faculty advising seminars and professional development workshops; track students' academic progress, curriculum patterns, co-curricular activities, etc., and collaborate with CAE staff to design and monitor individualized academic enrichment plans, including supplemental instruction and tutoring.

Tutors/Laboratory Assistants/Peer Mentors
The major responsibility of the Tutors, Laboratory Assistants and Peer Mentors is to provide supplemental instruction, tutor in the computer lab, math lab, and reading clinic. In addition, they provide individual and group tutorial sessions as assigned; participate in training sessions to enhance their subject-matter and interpersonal skills; complete

report and paperwork on students performance; assist students complete assignments, special projects, etc.; help maintain CAE computer lab and classrooms, and confer with Retention Advisors and Academic Advisors on students' progress. We will recruit the tutors, assistants and mentors from the existing Peer Advising Leadership (PAL) program and identify other high performing undergraduates who have excelled academically. In addition, we will recruit graduate students and others (e.g., public school teachers, etc.).

Appendix E

MGT Proposal to Conduct a
Center for Academic Excellence Study

TECHNICAL PROPOSAL
RFP # 59 P2119

Submitted to:
Ms. Nikki Williams
North Carolina A&T State University
200 Dowdy Building—Purchasing Department
1601 East Market Street
Greensboro, NC 27411

Submitted by:
2123 Centre Pointe Boulevard
Tallahassee, Florida 32308 4930

August 10, 2007

4.0 STATEMENT OF WORK

MGT of America, Inc., is pleased to submit this proposal to assist North Carolina A&T State University with an assessment and evaluation of Center for Academic Excellence (CAE) and student retention and graduation performance. Based on the information presented in the Request for Proposals, this chapter will present our proposed work plan and time line.

We place great importance on our work plan because it is the document:

   through which we will reach mutual agreement with the North Carolina A&T State University Project Officer as to the research and planning services that will be provided, a time line for research activities and deliverables, and definition of work products;

   we will use to assign research activities to our project team members; and

   we and the North Carolina A&T State University Project Officer can use to monitor project progress to ensure the timely completion of all project activities.

4.1 Proposed Project Work Plan

Our proposed project work plan, provided below, consists of two phases with 11 major tasks, along with objectives for activities to be accomplished, and resulting deliverables. To ensure that our detailed work plan meets your objectives, we will review and refine all aspects of it as part of Task 1.0.

PROPOSED PROJECT WORK PLAN

Phase I: Design of Assessment and Evaluation Process
(Completed During Initial Year of Projects)

Task 1.0: Initiate Project

Task 2.0: Examine North Carolina A&T State University Retention and Graduation Trends

Task 3.0: Establish Assessment Criterion

Task 4.0: Design a Systematic Assessment and Tracking Process

Phase II: Assessment and Evaluation Implementation Process

(Completed Annually for the Duration of the Project)
Task 5.0: Coordinate and/or Implement Assessment Process

Task 6.0: Compare North Carolina A&T State University with Selected Institutions

Task 7.0: Conduct External Review and Analysis of Assessment Data

Task 8.0: Conduct Student, Faculty, and Staff Focus Groups

Task 9.0: Conduct Student Survey of Use of and Satisfaction with CAE

Task 10.0: Prepare and Submit Report

Task 11.0: Present Final Report

4.2 Detailed Project Work Plan

***Phase I: Design of Assessment and Evaluation Process
(Completed During Initial Year of Projects)***

***TASK 1.0: INITIATE PROJECT
Objectives:***

Clearly define and document the project background and goals, scope of services, and desired outcomes.

Conduct initial interviews with North Carolina A&T State University leadership and management team, as appropriate, to discuss the work plan.

Identify any needed modifications in the work plan, expected outcomes, timeline, or deliverables.

Establish a mutually agreed on work plan, time line, list of deliverables, clear lines of communication, and monitoring and reporting procedures to accomplish all study objectives successfully.

Work Activities:
1.1 Meet with the North Carolina A&T State University Project Officer to finalize contract.

1.2 Meet with the North Carolina A&T State University Project Officer and other key stakeholders, as appropriate, to review project goals, scope, and work plan; establish working relationships; and determine desired communication strategies (e.g., conference calls, e-mail, and status reports).

1.3 Make revisions to the work plan based on discussions in Activity 1.2.

1.4 Submit revised work plan to the North Carolina A&T State University Project Officer.

MGT Deliverables:

Revised work plan and timelines

North Carolina A&T State University Responsibilities:

Designate North Carolina A&T State University Project Officer.

Schedule on-site meeting location and invite participants.

Approve final work plan and timelines, as needed.

TASK 2.0: EXAMINE NORTH CAROLINA A&T STATE UNIVERSITY RETENTION AND GRADUATION TRENDS

Objectives:

Ensure that MGT is fully award of the current status of retention and graduation performance and efforts and the CAE.

Collect existing data and reports regarding North Carolina A&T State University student retention and graduation rates.

Determine sub-groups of students to be analyzed in the assessment and evaluation process.

Gain a thorough understanding of institutional goals for CAE and current activities, programs, policies, procedures, and structure.

Determine availability of data related to student utilization of services and programs at the CAE.

Work Activities:

2.1 In cooperation with the North Carolina A&T State University Project Officer, request and obtain copies of policies, procedures, reports, and other background materials and data relevant to student retention and graduation rates and the services, programs, policies, and structure of the CAE, including:

Student retention and graduation rates for North Carolina A&T State University and comparison institutions (if available).

North Carolina A&T State University target goals for retention and graduation rates.

CAE strategic or comprehensive plan, goals, and/or objectives.

Previous and current studies and evaluations of North Carolina A&T State University student success efforts.

Institutional and CAE organizational structure.

Long-range plans for enrollment growth and expansion.

2.2 Prepare a written summary of data availability and/or restrictions that may affect project analyses and outcomes, along with proposed solutions to overcome restrictions, if applicable.

2.1 Determine the appropriate academic year to use for baseline data against which annual retention and graduation performance will be compared.

2.2 Establish a set of data for students entering North Carolina A&T State University in the baseline year (as determined in Activity 2.3). Data may include variables such as high school GPA, SAT score, status of major declaration, first semester GPA, living on or off campus, participating in club or sport, and if available, participation in CAE programs and services.

2.3 Conduct interviews with key administrators, faculty and staff to discuss institutional student success goals and expectations for the CAE programs and services to contribute to those goals.

2.4 Compile an inventory of the programs, services, and structure of the CAE.

2.5 Compile a summary of target retention and graduation goals and expectations of CAE contribution to those goals as identified from document review and interviews.

MGT Deliverables:

Information request

Summary of data availability and/or restrictions (if any).

Inventory of CAE programs, services, and structure

Summary of retention and graduation goals and expectations for the CAE contributions

North Carolina A&T State University Responsibilities:

Provide relevant data and reports as requested by MGT.

Provide data set for students entering in baseline year.

Schedule interviewees as appropriate.

Review MGT work products.

TASK 3.0: ESTABLISH ASSESSMENT CRITERION

Objectives:

Determine appropriate internal and external measures to assess and evaluate progress toward institutional goals for student retention and graduation.

Determine appropriate measures to assess and evaluate CAE contribution toward institutional goals for student retention and graduation.

Work Activities:

3.1 Interview North Carolina A&T State University academic and student affairs leadership, the CAE director and staff, and director of institutional research to identify existing and desired internal and external measures for evaluation.

3.2 Review University of North Carolina System assessment criterion used to compare retention and graduation success across its constituent institutions.

3.3 Review professional literature to identify measures and assessment tools for student success.

3.4 Determine appropriate assessment criterion for student utilization and satisfaction with services and programs offered through the CAE. These measures may include student focus groups and/or surveys.

3.5 Determine appropriate assessment criterion for faculty perceptions on the ease of referring students to the CAE, contributions of the CAE, and desired changes to the programs and services of the CAE.

3.6 Determine appropriate assessment criterion for CAE and other student services staff on their perceptions of the manner in which the CAE interacts with the rest of the university community, strengths and weaknesses of program and service offerings, and opportunities for enhancement.

3.7 Prepare a summary of internal and external assessment criterion that will be included in the assessment and evaluation plan. Submit the summary to the North Carolina A&T State University Project Officer for review and comment.

3.8 Conduct an information meeting with the CAE Director and Provost concerning assessment and accountability for the CAE.

MGT Deliverables:

Summary of internal and external assessment criterion
North Carolina A&T State University Responsibilities:

Schedule interviewees and meetings as appropriate.

Review MGT work products.

TASK 4.0: DESIGN A SYSTEMATIC ASSESSMENT AND TRACKING PROCESS

Objectives:

Prepare a conceptualization statement of student outcomes assessment.

Develop the process to assess the progress toward retention and graduation goals and to evaluate the programs, services, and structure of the CAE.

Work Activities:

4.1 Synthesize the work products from the earlier project tasks to draft a conceptualization statement of student outcomes assessment.

4.2 Share the draft conceptualization statement with the North Carolina A&T State University Project Officer for review and comment.

4.3 Based on the agreed upon conceptualization statement, prepare draft of an assessment and tracking process. This process will include measures and appropriate tools related to:

Student retention and graduation rates for each cohort and by sub-groups;

Comparison of student retention and graduate rates over time;

Comparison of student retention rates and trends with University of North Carolina System institutions;

Evaluation of the programs, services, and structure of the CAE, including student utilization and satisfaction and faculty and staff perceptions

4.4 Share the draft assessment and tracking process with the North Carolina A&T State University Project Officer for review and comment.

4.5 Prepare a time schedule and determine responsibility for assessment and evaluation activities.

4.6 Share the time schedule and designation of responsibilities for assessment and evaluation activities with the North Carolina A&T State University Project Officer for review and comment.

4.7 Prepare a written plan for implementing a systematic assessment and tracking process that documents institutional goals for student retention and graduation; assessment tools and measures; evaluation of data and findings; parameters for recommendations evolving from the assessment and evaluation; and time schedule and responsibilities for implementation;

4.8 Share the written plan for implementing the systematic assessment and tracking process with the North Carolina A&T State University Project Officer for review and comment.

MGT Deliverables:

Conceptualization statement of student outcomes assessment

Draft and final assessment and tracking process

Draft and final plan for implementing a systematic assessment and tracking process

North Carolina A&T State University Responsibilities:

Review and comment on MGT work products.

Phase II: Assessment and Evaluation Implementation Process
(Completed Annually for the Duration of the Project)

TASK 5.0: COORDINATE AND/OR IMPLEMENT ASSESSMENT PROCESS
Objectives:

Ensure the assessment and evaluation process is implemented according to the planned schedule.

Maintain documentation in a repository for evaluation.

Determine and accommodate in the assessment and evaluation any changes to CAE programs and services.

Work Activities:

5.1 Review the assessment and evaluation process and plan with the North Carolina A&T State University Project Officer to determine the need for any adjustments needed in the time schedule or designation of responsibility for implementation.

5.2 Revise the time schedule or designation of responsibility for implementation of the assessment and evaluation process and plan as needed.

5.3 Meet with North Carolina A&T State University staff who will assist with the assessment and evaluation and review their responsibilities and the time schedule.

5.4 Prepare files on the secure MGT server to function as a repository for the process and data collection from assessment activities.

5.5 On an ongoing basis, maintain communication with the North Carolina A&T State University Project Officer and university staff involved in the assessment to assist with meeting deadlines and trouble-shooting.

5.6 Ensure that all data collected is retained in the repository.

MGT Deliverables:

Revised time schedule and designation of responsibility for implementing the assessment and evaluation process

Repository on MGT server

North Carolina A&T State University Responsibilities:

Review and comment on time schedule and designation of responsibilities.

Provide feedback related to implementation as needed.

TASK 6.0: COMPARE NORTH CAROLINA A&T STATE UNIVERSITY WITH SELECTED INSTITUTIONS

Objective:

Compare North Carolina A&T State University retention and graduation success with other institutions in the state.

Work Activities:

6.1 In conjunction with North Carolina A&T State University Project Officer, determine appropriate and meaningful institutions for comparison, e.g., all North Carolina public universities, public North Carolina regional universities, public and private North Carolina HCBUs.

6.2 Develop a set of student retention and graduation success measures for comparison with North Carolina A&T State University. (Data for these measures must be available from accessible databases, probably from the UNC system.)

6.3 Compile data from the selected institutions and North Carolina A&T State University.

6.4 Analyze data for North Carolina A&T State University as compared to the selected institutions overall and by appropriate subgroups. Analysis will include a "snapshot" of each year as well as trends that occur during the duration of the longitudinal study.

6.5 Prepare a summary of findings by institutional subgroup current performance outcomes and trends for the duration of the longitudinal study.

6.6 Submit summary of findings to the North Carolina A&T State University Project Officer for review.

MGT Deliverables:

List of selected institutions and subgroups for comparison with North Carolina A&T State University

Summary of findings of comparisons with selected universities and subgroups for current year and trends over the duration of the longitudinal study

North Carolina A&T State University Responsibilities:

Assist in selecting universities for comparison.

Review and comment on summary of comparison of selected institutions.

TASK 7.0: CONDUCT EXTERNAL REVIEW OF ASSESSMENT DATA

Objective:

Provide for neutral and expert analysis and evaluation of findings.

Work Activities:

7.1 On an annual basis, request, receive, and organize data files from North Carolina A&T State University related to student progression, retention, and graduation in the project repository.

7.2 Analyze data related to student progression, retention, and graduation to identify current and trends in performance levels. When possible, analyze data by subgroups such as level, declared or undeclared students, high achieving students, students

experiencing academic difficulties, and students participating in CAE programs and services.

7.3 Prepare tables to display current levels of performance and trends over time. When possible, display data by subgroups such as level, declared or undeclared students, high achieving students, students experiencing academic difficulties, and students participating in CAE programs and services.

7.4 Prepare a written report of the analysis of performance data and trends over the duration of the longitudinal study. When possible, report the analysis of data by subgroups such as level, declared or undeclared students, high achieving students, students experiencing academic difficulties, and students participating in CAE programs and services.

7.5 Share the written report of the analysis of performance data and trends with the North Carolina A&T State University Project Officer.

MGT Deliverables:

Maintenance of student retention and graduation data in project repository

Summary report of the analysis of retention and graduation performance data and trends over the duration of the longitudinal study

North Carolina A&T State University Responsibilities:

Provide MGT with student data on retention and graduation performance.

Review the written report of the analysis of performance data and trends.

TASK 8.0: CONDUCT STUDENT, FACULTY, AND STAFF FOCUS GROUPS
Objectives:

Gain insight from currently enrolled students, faculty, and staff at NC A&T on their perceptions and use of CAE and identify suggestions for enhancement to the programs and services offered.

Provide for qualitative analysis of stakeholder perceptions and suggestions.

Work Activities:

8.1 In conjunction with the North Carolina A&T State University Project Officer, develop a list of key stakeholder groups to include administrators, faculty, staff, and students at the university to be interviewed or to participate in focus groups.

8.2 In conjunction with the North Carolina A&T State University Project Officer, develop comprehensive focus group guides to solicit input regarding CAE's role in contributing toward student success and opportunities for enhancement.

8.3 Conduct four to six focus groups with designated key stakeholder groups to discuss CAE's function, programs, and services.

8.4 Compare results from focus groups and interviews with CAE's current offering of services and note areas of consistency and inconsistency.

8.5 Summarize findings and suggestion for enhancements related to the CAE.

8.6 Provide summary of focus group results to North Carolina A&T State University Project Officer.

MGT Deliverables:

Focus group discussion guides

Summary of focus group findings and suggestions for enhancement
North Carolina A&T State University Responsibilities:

Recruit participants for focus groups and provide on-site scheduling and arrangements.

Provide feedback on draft focus group discussion guides.

Review summary of findings and suggestions for enhancement.

TASK 9.0: CONDUCT STUDENT SURVEY OF USE OF AND SATISFACTION WITH CAE

Objectives:

Quantify student use of and experience with CAE.

Determine student satisfaction with CAE programs and services.

Identify potential improvements to programs and services offered by CAE to various student populations.

Work Activities:

9.1 Conduct survey of current students to gather quantitative information about student use of and experience with programs and services offered by CAE, as well as student perception of CAE. Identify key target groups to survey, such as declared or undeclared

students, high achieving students, students experiencing academic difficulty, entering freshmen, sophomores, and/or athletes. Select entire population to take the survey if electronic distribution of the survey is feasible. If electronic distribution of the survey is not feasible, identify a sample of students to receive hard copy surveys.

Design appropriate electronic, Web-based or paper questionnaire to gather information such as:

− Frequency and type of use of CAE academic services, academic support services, and academic support programs.

− Perceived satisfaction with their experience with CAE (using a likert scale) including:

• Academic Services

o Academic Advising
o Academic Monitoring of Student Athletes • Academic Support Services
o Supplemental Instruction
o Tutorials
o Peer Advising Leadership (PAL) – peer mentoring • Academic Support Program
o Developmental Reading
o Developmental Math

− Suggestions for improvements, enhancements, and enrichments

Distribute student surveys via Internet for Web-based access. *(NC A&T will provide student e-mail addresses.)* If hard copy survey is used, the university will assist in distribution and collection of the surveys.

9.2 Analyze information and data by subgroups (i.e., freshman, sophomores, declared, undeclared, high achieving, students experiencing academic difficulties, athletes) to determine:

Utilization of CAE programs and services;
Perceptions of and satisfaction with CAE programs and services;

Student needs and preferences with regards to academic services, academic support services, academic support programs; and

Suggestions for improvements, enhancements, and enrichments of CAE to increase student success.

9.3 Report findings from survey
Prepare a summary of key findings of the student surveys.

Review findings with NC A&T Project Officers.

Make revisions as necessary and submit for final approval.

MGT Deliverables:

Draft and final copy of survey

Summary report of survey findings

North Carolina A&T State University Responsibilities:

Provide feedback on draft survey instrument.

Provide student data as needed for survey e-mail database. *[If hard copy survey is used the university will assist in distribution and collection of the surveys.]*

Review and comment on summary report of survey findings.

TASK 10.0: PREPARE AND SUBMIT REPORT

Objectives:

Provide recommendations related to the CAE and/or assessment and evaluation process (provided on an annual basis) for NC A&T's consideration.

Compile in a report document findings and analysis from the research activities and recommendations for enhancements.

Work Activities:

10.1 Using data collected in earlier tasks, develop recommendations related to programs and services offered through the CAE in order to increase student success.

10.2 Identify the need for any modification to the assessment and evaluation measures to accommodate any recommended enhancements to the CAE.

10.3 Develop strategies and a suggested timeline for implementing recommended enhancements to the CAE and/or assessment and evaluation plan.

10.4 Share recommendations, strategies, and timeline with the North Carolina A&T State University Project Officer for review and comment by appropriate university members.

10.5 Prepare a draft report of the assessment and evaluation findings and recommendations.

10.6 Share the draft report with the North Carolina A&T State University Project Officer for review and comment.

10.6 Discuss the draft report with the North Carolina A&T State University Project Officer and other stakeholders, as appropriate.

10.7 Modify the report, as necessary.

10.8 Submit the final report (electronic PDF file annually).

MGT Deliverables:

List of recommendations, strategies, and timeline for enhancements to CAE programs and services and assessment and evaluation measures

Draft and final reports with findings and recommendations for the upcoming year. (An electronic PDF file, annually) ***North Carolina A&T State University Responsibility:***

Review and comment on MGT work products.

TASK 11.0: PRESENT FINAL REPORT

Objectives:

Share the findings and recommendations from the final report with North Carolina A&T leadership and other university community members.

Work Activities:

11.1 Prepare a draft PowerPoint presentation for review and comment by the North Carolina A&T State University Project Officer, and refine as necessary.

11.2 In conjunction with the North Carolina A&T State University Project Officer, schedule a date, time, and on-campus location for presentation delivery.

11.3 Deliver presentation of the final report detailing the findings from the project and recommendations to designated North Carolina A&T State University leadership, CAE staff, and university community members.

MGT Deliverables:

Draft of PowerPoint presentation

Final presentation delivery to North Carolina A&T State University

North Carolina A&T State University Responsibilities:

Review and comment on draft report.

Schedule on-site meeting location and invite attendees as determined by North Carolina A&T State University Project Officer for the presentation of the final report.

4.3 Estimated Time Schedule

We are prepared to initiate the project upon award of the contract, and to deliver an annual report by May 31 each year, with the conclusion of the engagement ending no later than May 2012 as shown in **Exhibits 4   1 and 4   2**. We are prepared to accommodate the scheduling needs of North Carolina A&T State University to complete project requirements and will establish priorities on deliverables contained within the work plan to achieve maximum results by the February deadline. This timeline assumes a mid-September starting date. A later start will require revisions to the starting and ending dates of the individual tasks to accommodate the academic calendars of North Carolina A&T State University and comparison institutions.

4.4 Adjustment of Work Plan to Meet Objectives

Although we have proposed a very detailed work plan, we want to emphasize that we are fully prepared to alter the scope of activities, as appropriate and within budget constraints, to fully meet North Carolina A&T State University objectives for the project. Our very first task would be to review our work plan with North Carolina A&T State University and make necessary changes to ensure, from the outset, that our scope of service will meet the university's requirements.