

4. Awarded a five-year Title III grant from the US Department of Education for \$2,461,888 to improve retention, titled "Improving Retention and Enhancing Student Achievement through Quality Advising, Supplemental Course Instruction, and Summer Bridge Programs."
5. Piloted Supplemental Instruction Program during the spring 2008 semester in four traditionally high failure rate courses: CHEM 100 – Physical Science, CHEM 106 – General Chemistry VI; MATH 101 – Fundamentals of Algebra and Trigonometry; and MATH 131 – Calculus I.
6. Reported a cumulative 2.74 grade point average and 2.83 semester grade point average for student athletes for fall 2007.
7. Received prestigious Diverse Issues in Higher Education Arthur Ashe, Jr. Scholars award for five student athletes.
8. Received grant funding for the Student Athlete Academic Enhancement Program (SAAEP) from the NCAA in the amount of \$1300.00 to attend 2008 professional development seminar in San Antonio, TX.
9. Accepted to participate in the National Academic Advising Association (NACADA) 2008 Academic Institute: A Game Plan for Student-Athlete Success.
10. Assisted 222 undecided students in declaring an academic major.
11. Created Male Retention Initiative pilot program to retain academically at-risk males
12. Recorded 2813 visits to the Tutorial Laboratories during Fall and Spring semesters.
13. Hosted the 9<sup>th</sup> Annual Academic Fair on October 25, 2007 in the Memorial Student Union Exhibit Hall, attended by 225.

#### **Goals for 2008-2009**

1. Implement plan for Center for Academic Excellence which will provide academic advising and comprehensive academic support services at some level to all freshmen and sophomores.
2. Collaborate with school/college deans and faculty to create a Faculty Academic Advising Council
3. Develop an innovative developmental reading program that addresses the needs and skill level of our students.
4. Ensure quality academic advising and referrals to appropriate on and off campus services (personal counseling, career services, housing, enrollment management, health and wellness, etc.)

## PROGRESS TOWARD KEY GOALS

### Key Goals and Progress Indicators

**Goal 1: Centralize Services in order to create a community of support for students.**

***Progress Indicator A: Academic Advising. Provide intensive academic advising to new and former undeclared students.***

#### Data Summary and Productivity Measure(s)

- Worked collaboratively with the Office of Institutional Research to design and implement new AdviseTrak data collection system for academic advisement. This instrument provides a consistent method for tracking student progress and simplified reporting features.
- Attended several National Academic Advising Association (NACADA) conferences on the local and national levels for additional advising training
- Attended Banner Basics and Banner Student Model training (all academic advisors) and received additional training up-dates from the Office of the Registrar as new Banner features became available.
- Declared approximately 222 undecided students, representing 24% of undecided students eligible to declare a major
- Awarded Dean's List recognition certificates to 138 students, representing 15% of the undecided student population
- Hosted the 9<sup>th</sup> Annual Academic Fair on October 25, 2007 with approximately 225 students attending

**TABLE 1**  
***Declaration of Major***  
***Fall 2004 – Spring 2008***

<b>Academic Year</b>	<b># of Enrolled Students</b>	<b>Total Number Declared</b>	<b>Percentage Declared (%)</b>
2004-2005	1191	465	39%
2005-2006	1019	409	41%
2006-2007	1152	319	27%
2007-2008	909*	222	24%

\*Fall enrollment listed is the total number of students eligible to declare a major (Consortium, Early College and Withdrawals have been subtracted from 1046 total enrolled for fall 2007)

***Progress Indicator B: Supplemental Instruction. Provide peer-assisted study sessions to assist students with traditionally difficult courses.***

#### Data Summary and Productivity Measure(s):

- The University identified 17 Undergraduate High Failure Courses, 11 of which were first-year level courses based on the criteria: 30% or more of the students enrolled