



NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

The Center for Academic Excellence

EXECUTIVE SUMMARY

Introduction

The Center for Academic Excellence provides on-demand and intrusive advising to undeclared students and student athletes. Other services and programs include academic advising, advisor and tutor training, academic skills workshops, retention, peer advising leadership, developmental courses, tutorials, and technological resources. CAE promotes student success by providing academic support, quality advising, and facilitating choice of major and career direction. The Center promotes student satisfaction with, integration in, and adjustment to the University community through a first-year orientation course.

North Carolina Agricultural and Technical State University established the Center for Academic Excellence (CAE) in 2007 to promote academic success of all students and cultivate life skills critical to timely graduation and global citizenship with emphasis on freshman and sophomore undergraduate students, ultimately increasing retention.

The Center offers developmental courses in reading and mathematics, instruction in the University Experience (University Studies 100) course, and collaborates with various academic units to reinforce academic expectations and address factors that affect student success, retention, and graduation. A variety of student support services and programs include skills-building workshops, academic advising, peer mentoring freshman orientation seminars, academic advising for student athletes, tutoring and a pilot supplemental instruction program.

During 2007-08 CAE provided academic support for undecided freshmen. Beginning fall 2008, CAE will provide an intensive, prescriptive program to serve and advise the most developmental students in four categories: former undeclared, new undeclared, developmental freshmen, and higher performing freshmen. Updates are:

Significant Accomplishments

1. Transitioned from The Center for Student Success to Center for Academic Excellence
2. Completed an external assessment by the MGT, Inc. of America Research Consultants to determine the effectiveness of CAE.
3. Completed hiring process for Director, Interim Assistant Director, 12 Title III Retention and Academic Advisors, and 4 Academic Advisor/Lecturer positions.

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 9th 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.)

OVERVIEW OF THE UNIT

1. CAE's Place/Role in the University and FUTURES

FUTURES Goal One: Establish and ensure an interdisciplinary focus for North Carolina A&T that mandates overall high quality, continued competitiveness, and effective involvement.

The Center for Academic Excellence made available to its team members copies of the 2007-2008 text in community, *Things Fall Apart*, by Chinua Achebe.

The Academic Advising Excellence Workshop Series utilized facilitators from various departments and units to address advising issues, fostering an interdisciplinary approach to the disseminating of information.

FUTURES Goal Two: Deliver visionary and distinctive interdisciplinary learning, discovery, and engagement that include collaborations and partnerships as part of the learning experience.

CAE team members attended conferences and meetings that would assist with the delivery of interdisciplinary learning e.g., State and Regional National Academic Advising Association (NACADA) workshops, NACADA Advising Institute, N4A Regional Conference, 5th Annual ATL Summer Teaching Institute.

FUTURES Goal Three: Foster a responsive learning environment that utilizes an efficiently integrated administrative support for high quality programs, research and collegial interactions, and effectively disseminates consistent information to University stakeholders.

The Center for Academic Excellence successfully completed an assessment conducted by the MGT of America Consultants firm. The purpose of the assessment was to determine the effectiveness of CAE and identify possible improvements that would enhance the impact on students.

FUTURES Goal Four: Provide superior, readily available student services and programs that recognize and respond to diverse student needs.

The Center continues to provide superior, readily available student services and programs such as tutorial services, Peer Advising Leadership (PALs), Student Athlete Academic Enhancement, Supplemental Instruction, Male Retention Initiative, and developmental course offerings.

FUTURES Goal Five: Enhance and diversify the University's resource base through effective fundraising, entrepreneurial initiatives, enhanced facilities, and sponsored research programs.

The University was awarded a new five-year Title III grant from the US Department of Education in the amount of \$2,461,888 for a retention project, titled "Improving Retention and Enhancing Student Achievement through Quality Advising, Supplemental Course Instruction, and Summer Bridge Programs."

2. Basic Structure

a. Organization Chart

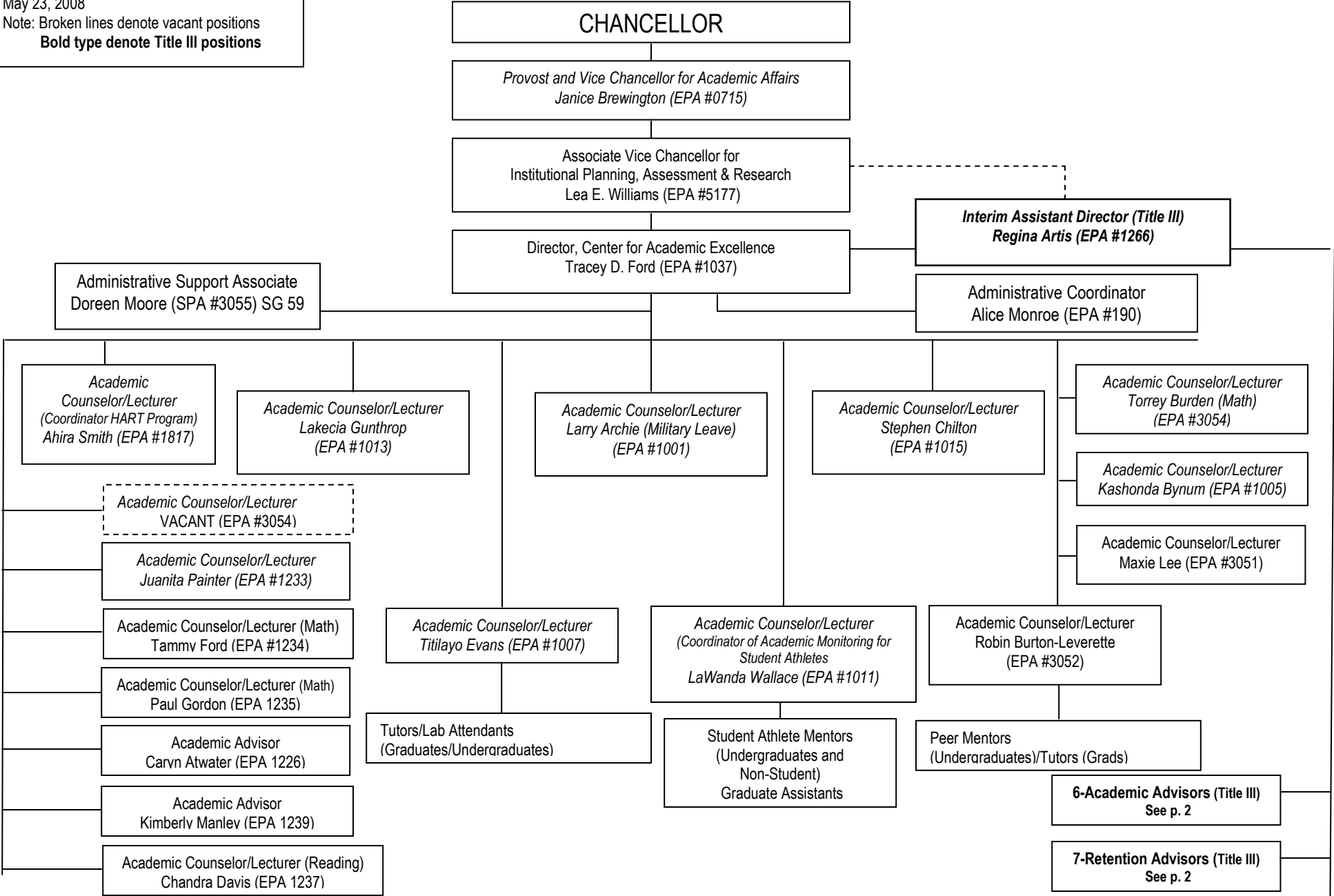
The Center for Academic Excellence is an interdisciplinary academic support unit consisting of one Director, Assistant Director (interim), fifteen Academic Advising Counselor/Lecturers, six Title III Academic Advisors, six Title III Retention Advisors, one Administrative Coordinator, and one Administrative Support Associate. There were 20 new hires and one employee deployed for military service:

Tracey D. Ford	Director
Regina Artis	Assistant Director, (interim)
Tammy Ford	MATH 099
Paul Gordon	MATH 099
Juanita Painter	Supplemental Instruction/MATH 099
C. Renee Davis	FRST 098 (Reading)
Kimberly Manley	Advisor
Caryn Atwater	Advisor
Marrissa Dick	Title III Advisor
Shelia Fobbs	Title III Advisor
Arnold Gaines	Title III Advisor
Monica Farrer	Title III Advisor
Jason Moore	Title III Advisor/University Studies
Donald Tonkins	Title III Advisor
Leslie Rowls	Title III Retention Advisor/School of Business and Economics
Edna Adams-Fulton	Title III Retention Advisor/College of Engineering
Melinda Lee	Title III Retention Advisor/School of Education
Mary Westmoreland	Title III Retention Advisor/School of Agriculture and Environmental Sciences
Antonio Perry	Title III Retention Advisor/School of Technology
Jawana Southerland	Title III Retention Advisor/College of Arts and Sciences
Larry Archie	Deployed for military duty

ORGANIZATION CHART

Center for Academic Excellence

North Carolina A&T State University
 Division of Academic Affairs
 Dr. Tracey D. Ford
 Director, Center for Academic Excellence
 May 23, 2008
 Note: Broken lines denote vacant positions
Bold type denote Title III positions



Retention Advisor Title III (1.0 FTE) Mary Westmoreland (#1213)	Academic Advisor Title III (1.0 FTE) Sheila Fobbs (#1251)
Retention Advisor Title III (1.0 FTE) Jawana Southerland (#1216)	Academic Advisor Title III (1.0 FTE) Marrissa Dick (#1252)
Retention Advisor Title III (1.0 FTE) Leslie Rowls (#1231)	Academic Advisor Title III (1.0 FTE) Arnold Gaines (#1253)
Retention Advisor Title III (1.0 FTE) Melinda Lee (#1203)	Academic Advisor Title III (1.0 FTE) Monica Farrer (#1255)
Retention Advisor Title III (1.0 FTE) Edna Adams-Fulton (#1240)	Academic Advisor Title III (1.0 FTE) Donald Tonkins (#1256)
Retention Advisor Title III (1.0 FTE) Antonio Perry (#1245)	Academic Advisor Title III (1.0 FTE) Jason Moore (#1257)
Retention Advisor Title III (1.0 FTE) VACANT (#1249)	

NOTE: Broken Lines denote vacant positions
Bold type denote Title III positions

b. Special Programs

- Academic Advising Program –CAE coordinates the efforts of academic advisors across the campus and guides undecided/undeclared students throughout their matriculation at A&T, closely monitoring students’ progress while emphasizing the importance of personal responsibility.
- Supplemental Instruction (SI) Program –SI is a student academic assistance program that utilizes SI Leaders (peer-assistants), to facilitate regularly scheduled, informal weekly study sessions of traditionally difficult courses. SI sessions empower students with collaborative and active learning and study strategies to aid them in conquering these courses.
- Male Retention Initiative (MRI)--The Male Retention Initiative is a pilot program initiated within the Center for Academic Excellence to increase first and second year retention of male students. MRI enhances the matriculation of male students by confronting and addressing the obstacles encountered by this student population as they seek to successfully matriculate at the university.
- Academic Curriculum – The Center offers credit courses in developmental education, including Basic Reading Skills (FRST 098) and Intermediate Math (MATH 099). The Academic Counselors/ Lecturers teach many of the UNST 100 course
- Computer Laboratories – CAE has two computer laboratories with access to the University’s computer network and the Internet. Computer laboratory attendants are available to provide assistance.
- Tutorial Program_– Individualized and group tutorial sessions are available in freshman and sophomore level courses: chemistry, English, biology and mathematics. Writing tutorials are also available. The tutoring laboratories are open 8:00 a.m. to 7:00 p.m. Monday through Friday.
- Student Athlete Academic Enhancement, Monitoring, Study Hall, and Learning Assistance Program – These programs provide academic support to all first-year athletes. Also included in the tutorial program are the upper level athletes who are at-risk or who have demonstrated a need for tutoring in specific courses.
- The Peer Advising Leadership (PAL) Program – Upper-class students are connected with freshmen students to support learning and success. Peer advisors are selected and trained to offer assistance in student adjustment, satisfaction, and persistence toward attainment of educational goals.
- The Annual Academic Fair – Hosted annually, the fair provides a forum for departmental representatives to meet and recruit undecided/undeclared students.

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 9th Annual Academic Fair on October 25, 2007 with approximately 225 students attending

TABLE 1
Declaration of Major
Fall 2004 – Spring 2008

Academic Year	# of Enrolled Students	Total Number Declared	Percentage Declared (%)
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

received a grade of either *F* (failure), *W* (withdrawal from the course), or *I* (incompletion of required work).

- Four courses selected for program pilot based on the average percent of unsuccessful Enrollments (F, W, I):

<u>COURSE</u>	<u>Average % of Unsuccessful Enrollment (05S-06S)</u>
Chemistry 100 – Physical Science	50.7%
Chemistry 106 – General Chemistry VI	44.1%
Mathematics 101 – Fund. of Alg. & Trig	46.1%
Mathematics 131 – Calculus I	53.8%

- Hired and trained SI Leaders in Chemistry 100 (2), Chemistry 106 (2), Mathematics 101 (1), and Mathematics 131 (1).
- Total Final Graded Enrollment for these courses was 188 students with 90 students participating in SI (48%)
- The total number of sessions offered was 195
- The mean Student Satisfaction with the SI Leader (1=low, 5=high) is 4.3.

Progress Indicator C: Tutorials. Provide daily access to the computers and tutorial services in the Mathematics and Reading Laboratories.

Data Summary and Productivity Measures

- Recorded 2813 visits to the Mathematics and Reading Skills Laboratory. The number of visits and reasons for student visitations are presented in Table 6 and Table 7 (See Appendix) from fall 2007 and spring 2008. Most of the student’s laboratory visitations were for Web/Email (51%) and Tutoring (21%), on average.
- Hired and trained 39 tutors in learning styles, study skills, creating supportive learning environments and available resources (e.g., supplemental materials, computer software and computer hardware).

Progress Indicator D: Math and Reading Developmental Skill Building. Provide instruction that will enable 70% of the students enrolled in Math 099 and/or FRST 098 to complete the class(es) successfully.

Data Summary and Productivity Measures

- The average enrollment in Intermediate Mathematics (MATH 099) classes for the 2007-2008 academic year is 167 students per semester. The average number of students passing the course is 138 students per semester. The passing rate in Intermediate Mathematics for the 2007-2008 academic year is 82%. (See Appendix, Table 2, Chart 1, 2 and 3)
- The average enrollment in Basic Reading (FRST 098) classes for the 2007-2008 academic year is 158 students per semester. The average number of students passing the course is 118 students. The passing rate in Basic Reading for the 2007-2008 academic year is 80%. (See Appendix Table 3, Chart 4 and 5)

Progress Indicator E: Peer Mentoring. Continue the Peer Advising Leadership (PAL) program to help connect new students to the University.

Data Summary and Productivity Measure(s):

- Coordinated the efforts of upper level students from 38 departments who served as PALs
- Assisted freshmen with transition during student orientation, welcome week activities, and throughout the school year
- Assisted Faculty Advisors in their respective schools and colleges with Academic Advisement
- Held two training workshops for prospective PALs
- Recruited 25 new PALs from 38 departments; 46 returning PALs.
- Conducted a special training session for PALs

Progress Indicator F: SAAEP. To provide academic enrichment and support (advising, tutorials and study halls) for student athletes.

Data Summary and Productivity Measures

- Recorded 33% of all student-athletes used the tutorials provided through The Student Athlete Academic Enhancement Program. Individual usage of tutorials varied by team. (See Appendix-Table 4)
- Reported a cumulative 2.74 grade point average and 2.83 semester grade point average for student athletes for fall 2007. (See Appendix-Table 5)
- Five athletes were honored with the distinction of Arthur Ashe, Jr. Scholars: 3 Football and 2 in Men's basketball.

Progress Indicator G: Teach a University Studies course fall and spring semesters designed to assist with guiding students through their first year at the University.

Data Summary and Productivity Measures

- Provided instruction to 1044 students in 30 sections of University Studies (UNST 100), taught by eight academic counselors/lecturers.

Goal 2: Ensure quality academic advising and referrals to appropriate on and off campus services (personal counseling, health and wellness, financial, readmission, etc.)

Progress Indicator A: Develop CAE Liaison Program

Data Summary and Productivity Measure

- Identified 15 university offices that provide support services for students and appointed an academic or retention advisor to serve as the CAE liaison.

- Met with campus service departments (career services, counseling and testing, enrollment management, etc.) to discuss collaborations, communication and potential partnerships to increase student retention.

Goal 3: Collaborate with the Academy of Teaching and Learning, deans, department chairs and faculty to improve instruction in high failure courses

Progress Indicator A: Develop and Implement Supplemental Instruction Pilot Program

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 received a grade of either *F* (failure), *W* (withdrawal from the course), or *I* (incompletion of required work).
- Initiated a close working relationship with the School of Technology. The School of technology selected, paid the SI leader's salary, and supervised the SI leader. CAE provided training for the SI leader.
- Initiated collaborative relationship with the Biology Department. The Biology department will be incorporating the SI program in the fall and will pay for several of the SI leaders' salaries through grants they have received. CAE will train the leaders
- Initiated collaborative relationship with professors of mathematics, Drs. Tang and Tankersley who received an SI grant from HBCU-UP/TALENT-21. CAE will provide initial and on-going training.

Progress Indicator B: Conducted Automated Attendance pilot using clicker technology

- Identified faculty members to participate in pilot program from several disciplines: University Studies, Mathematics, Computer Science, and Biology. Training sessions were conducted for faculty members on the Turning Point clicker technology. Clickers were purchase for students who did not already have one. An assessment of the pilot has been completed. Results are forthcoming.

Goal 4: Collaborate with Summer Sessions and Outreach to offer summer bridge programs for students

Progress Indicator A: Serve on Summer Bridge Committee to assist in the development and implementation of the 2008 Summer Bridge Program.

- CAE Director and designee served on Summer Bridge Committee.
- CAE Advisors conducted Academic Success Workshops for 2007 Bridge students.

MOST SIGNIFICANT ACCOMPLISHMENTS

Learning (Innovations in pedagogy implemented, including the use of information and instructional technology).

The reading and math lecturers used a variety of pedagogical methods as a medium to instruct students. Methods used to help engage in-classroom and outside of the classroom activities include:

- A mathematics computer skills laboratory was provided for students in 301 Hodgkin Hall for the purpose of addressing students' different learning styles.
- Students were required to purchase MyMathLab access that was offered in addition to the text for internet-based applications.
- Computer software was available for students who preferred computer-assisted instruction.
- Students were engaged in multiple forms of instruction such as think-pair-share collaborative learning exercises, online reading diagnostics, and tutorials, Blackboard and Eduspace.

CAE Staff Honors and Awards

Three CAE staff were selected for Phi Kappa Phi Honor Society: Tracey D. Ford, Alice Monroe, and Torrey Burden.

Facilities

CAE North-College of Arts and Sciences (CAS) Dean allocated office space for CAE academic and retention Advisors. This space is in addition to offices reserved for the two CAS retention advisors. The CAE office in the New Classroom Building will be referred to as CAE North.

Retention Advisors Office Space-Each school/college dean has allocated space for their respective retention advisors.

Student honors/scholarships/fellowships

There were 138 CAE students on the Dean's List, an increase of 15% from 2006-07.

Discovery and Engagement (Scholarly Productivity, Professional Growth and Development, Outreach and Access Activities)

Fourteen academic Advisors/Counselor-Lecturers and the Director in the Center for Academic Excellence were engaged in a total of five hundred forty-four (544) scholarly activities in service to the University for the 2007-2008 academic year. Scholarly activities include professional growth and development, outreach and access activities, and professional membership.

Professional growth and outreach include but are not limited to professional conferences, new student orientation, faculty and staff institute, the annual academic fair, the annual university day, and workshops. Outreach and access activities include, but are not limited to, presentations, publications, exhibits, new student orientation, and performances. The entire department has professional membership in the National Academic Advising Association, (NACADA). Other professional memberships include, but are not limited to, North Carolina Council for Teachers of Mathematics (NCCTM), National Council of Teachers of English (NCTE), International Writing Center Association (IWCA), National Association of Academic Advisors for Athletes (N4A), and National Collegiate Athletic Association (NCAA).

RETENTION GOALS

Retention Goals	Retention Strategy	Outcomes/Results Achieved
Increase success rate for high Failure Rate Courses	Supplemental Instruction (SI)	<ul style="list-style-type: none"> • The DFW rate for the SI group was 62.4% as compared to 73.2% for the non-SI group • 48 percent of students in SI courses participate in SI • SI Leaders conducted 195 study sessions • Student Satisfaction with SI leader was 4.3 out of 5.0
Provide Intensive Advising to freshmen undeclared students	Creation of CAE	<ul style="list-style-type: none"> • Awarded Title III grant to create CAE • Hired 12 Title III academic and retention advisors, 6 Academic Counselor/Lecturers, Director and Interim Assistant Director • Implemented AdviseTrak data collection system to track advisees
Assist office of Summer Sessions and Outreach with the development and implementation of a 2008 Summer Bridge Program	Summer Bridge Programs	<ul style="list-style-type: none"> • 42 students enrolled • Students will enroll in up to 7 credit hours • CAE will conduct Academic Success workshops

GOALS FOR UPCOMING YEAR

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.
 - a. Intensive Academic Advising
 - b. Supplemental Instruction
 - c. Tutorials
 - d. Developmental Skill Building: Mathematics and Reading Clinic
 - e. Peer Mentoring
 - f. Male Retention Initiative
 - g. Small Learning Communities for pre-engineering and pre-nursing undeclared students
 - h. Strategies for Academic Success course for probationary students
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.)

Key Indicators of progress:

- A first-year retention rate of 80 percent by 2011-2012, compared to 68 percent for the fall 2005 freshman cohort.
- A 50 percent six-year graduation rate by 2011-2012, compared to 38 percent for the 2000 cohort.

APPENDIX

TABLE #2

PERFORMANCE DATA: MATH 099 (*Intermediate Mathematics*)

SEMESTER	NO. ENROLLED	NO. PASSED	% PASSED
Fall 2007	272	230	85%
Spring 2008	62	45	73%
Total	334	*275	82%

*Total number of students who passed Math 099 during the 2007-2008 Academic Year.

Chart 1

MATH 099 (*Intermediate Mathematics*)

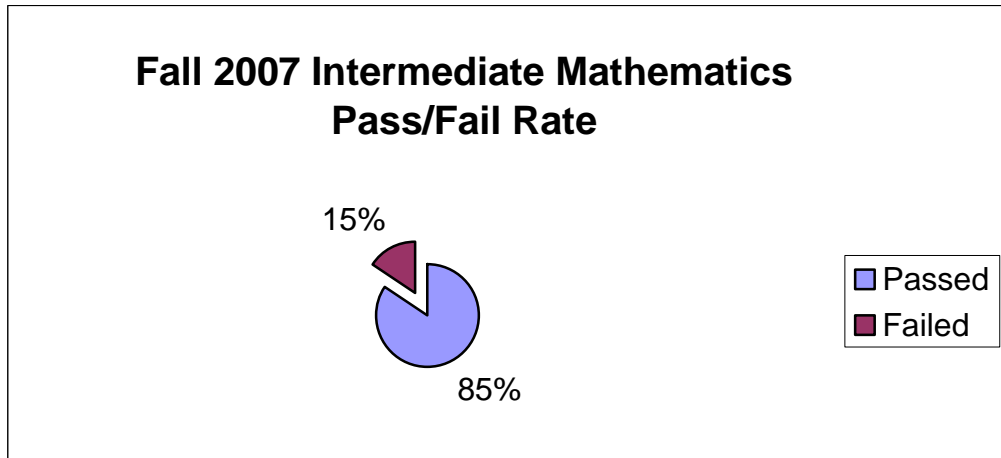


Chart 2

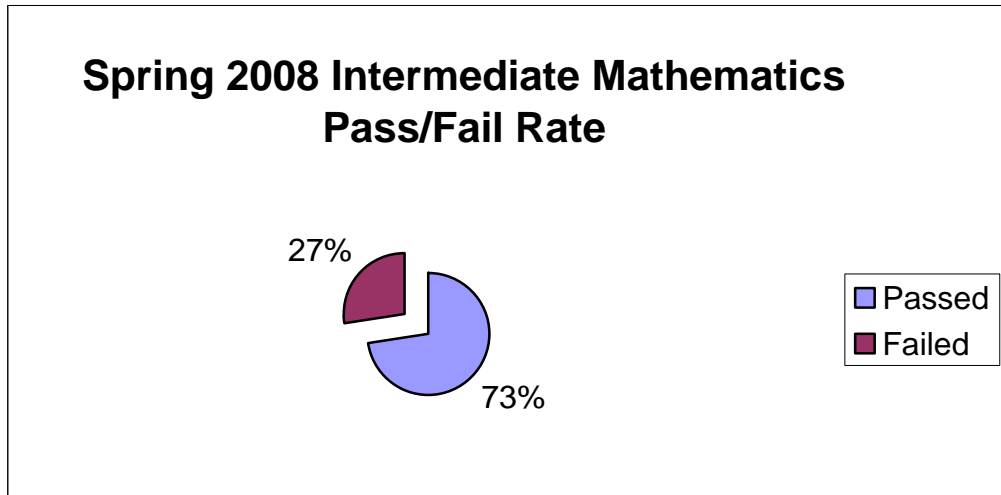


Chart 3

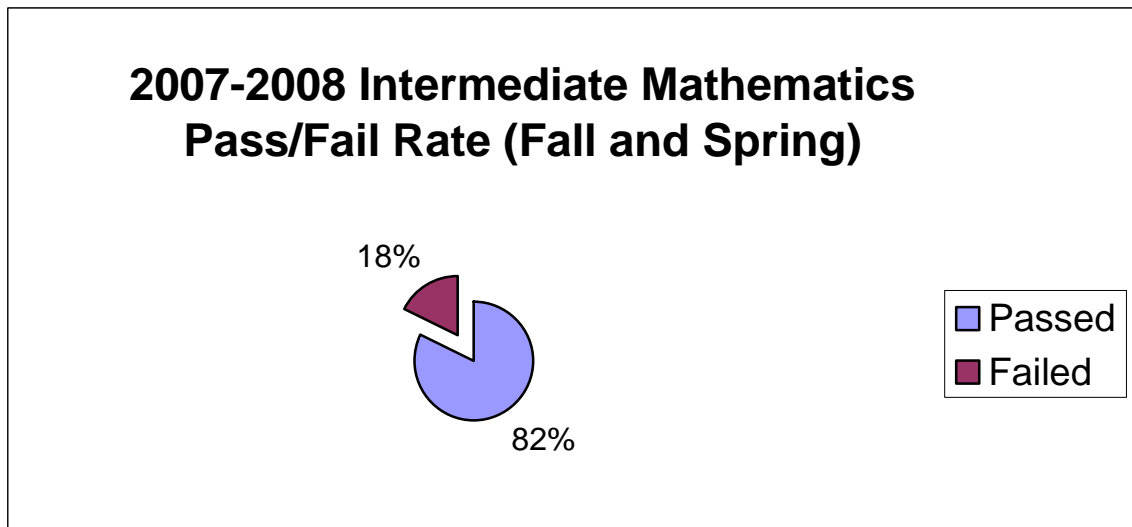


TABLE 3

PERFORMANCE DATA: FRST 098 (*Basic Reading*)

SEMESTER	NO. ENROLLED	NO. PASSED	% PASSED
Fall 2007	96	89	93%
Spring 2008	52	37	71%
Total	148	*118	80%

*Total number of students who passed FRST 098 during the 2007-2008 Academic Year.

Chart 4

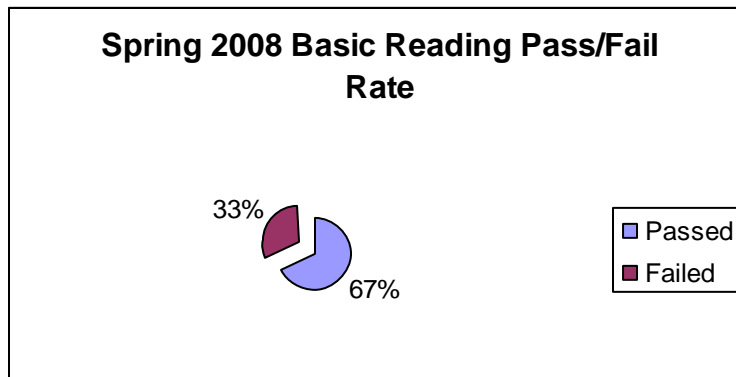


Chart 5

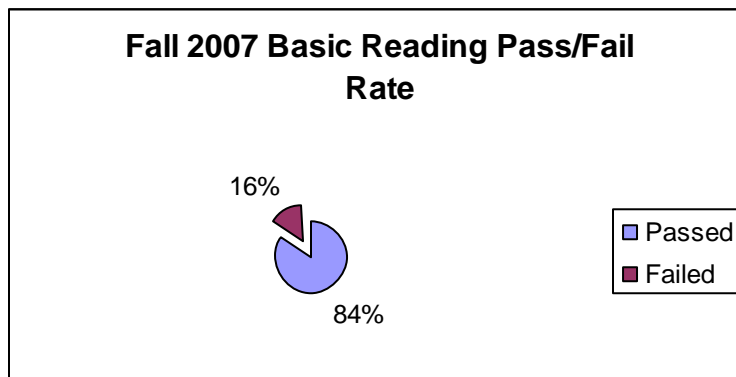


TABLE 4

Individual usage of tutorials and study hall

Team	Actual Number Used
Baseball	8
Bowling	-
Men's Basketball	5
Women's Basketball	8
Football	48
Softball	5
Swimming	2
Women's Tennis	2
Men's Track	7
Women's Track	3
Volleyball	8

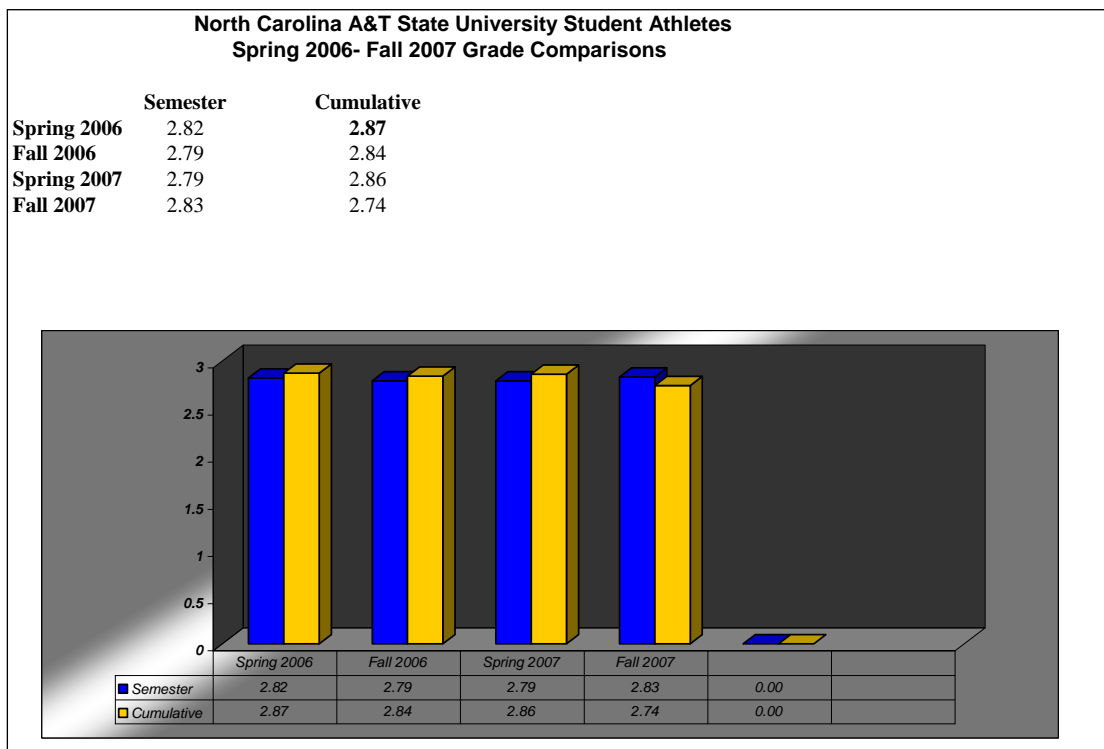
TABLE 5**Grade Comparisons Information**

TABLE 6
Tutorial Laboratory
Purpose of Visit

Purpose of Visit	Number of Visits	Percent of Visits
Tutoring	584	21%
Web/Email*	1471	51%
Word Processing	45	2%
Research	56	2%
Class	246	9%
Reading Software	0	0%
Mathematics Software	48	2%
Other**	58	2%
Did Not Specify	305	11%
TOTAL	2813	100%

* Web/Email – Web, E-Mail, Blackboard, Web Assign, Aggie Access

** Other – Workshops, Registration, Studying

TABLE 7
Combined Tutorials Attendance
Fall 2007 – Spring 2008

(Percents are to the nearest whole number)

Subject	Number of Visits	Percent of Visits
Accounting	11	2%
Chemistry	22	4%
English/Reading	14	2%
Mathematics	231	40%
Physics	51	9%
Spanish	5	1%
Did Not Specify	250	42%
TOTAL	584	100%

Note: Data compiled from fall 007/spring 2008 Mathematics/Reading Skills Laboratories Logbooks.