



NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

LONG-RANGE RETENTION PLAN

**ENHANCING THE QUALITY OF STUDENT LIFE
AND LEARNING**



2006-2009



North Carolina Agricultural and Technical State University

LONG-RANGE RETENTION PLAN: Enhancing the Quality of Student Life and Learning

Submitted by:

The Academic Advising and Retention Team

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INTRODUCTION

The Annual Retention Plan for North Carolina A&T State University will be used for the following:

- **Reaffirmation of the University's educational mission and goals**
- **Reference for the organizational structure for retention**
- **Definition of retention goals, objectives, strategies, responsibilities, time frames and outcomes**
- **Efficient use of resources**
- **Achievement of University enrollment goals**
- **Increased graduation rates**

In February 1997, the University formally embarked on an enrollment management plan. In consultation with the USA Group Noel-Levitz, an enrollment plan was developed which focused on the delivery of services, increased internal and external communications, implementation of reward and recognition systems, and retention. The Annual Retention Plan presented reflects many of these same areas of concentration. Additionally, the support of the University of North Carolina General Administration designated for Focused Growth Institutions enabled the retention initiative to be guided by the professional consulting services of USA Group Noel-Levitz. A Noel-Levitz retention consultant was assigned to the North Carolina A&T State University campus and a retention plan was developed. The Academic Advising and Retention Team developed a more comprehensive retention plan during the 2002-2003 academic year. Dr. Rita Lamb, Director of The Center for Student Success at North Carolina A&T State University, chairs this committee and coordinates university retention. In 2005, a team of leaders in Academic Affairs collaborated to develop individual Annual Retention Plans for each academic unit for the 2005-2006 academic year. The Academic Affairs unit works in partnership with every unit campus-wide to address the exceedingly important issue of University Retention. In the fall of 2005, the entire Academic Advising and Retention Team met monthly to update the University-wide Retention Plan.

What Is A Retention Plan?

A retention plan, by definition, is a set of clear and unambiguous goals with associated strategies and activities that, when taken in totality, lead to the achievement of the retention program's goals. It establishes tasks, responsibility, required resources, timetable, and the method of evaluation.

The following are identified benefits of a university-wide, comprehensive retention plan:

1. Provides a systematic assessment of present strengths, weaknesses, opportunities and threats, as well as current retention strategies;
2. Results in the establishment of consensual institutional goals and priorities;
3. Encourages innovative thinking and problem solving;
4. Creates awareness of obstacles that may need to be overcome;
5. Coordinates and unifies staff, faculty and administration;
6. Assures more positive use of existing resources and identifies the possible need for additional resources;
7. Assigns responsibility, accountability and schedules;
8. Facilitates control and evaluation of activities;
9. Communicates and documents effort and the enrollment "game plan" for the future; and
10. Provides a basis for future institutional planning

Our retention plan is comprehensive and contains specific goals with accompanying strategies for completion. It concentrates on student service areas and attempts to improve the living and learning experiences of every student on our campus.

Executive Summary

Progress in Action

North Carolina A&T State University is an active participant in local and national discussions of retention and graduation. In the summer of 2004, the President's Office at UNC convened a conference on retention for the focused-growth campuses. Each focused-growth campus sent a team of educators who were involved in retention efforts on the campus. Dr. Nita Dewberry and Dr. Rita Lamb attended from North Carolina A&T. The results of the conference were reviewed with the Chief Academic Officers at their first fall meeting in 2004.

June 8 and 9, 2005, UNC General Administration convened the second two-day conference on retention and graduation for all UNC campuses. Dr. Rita Lamb, Director of The Center for Student Success and leader of the University Academic Advising and Retention Team, spoke on *Implementing a Systematic Retention Plan at North Carolina A&T State University*. Other A&T team members attending were Dr. Joyce Brown, Student Affairs, Dr. Ray Davis, School of Technology, and Dr. Nita Dewberry, College of Arts and Sciences.

July 27-30, 2005, North Carolina A&T was engaged in discussions on retention in the nation's Capital at the National Conference on Student Recruitment, Marketing, and Retention convened by Noel-Levitz. Members of the Academic Advising and Retention Team attending were Cathy Cornelius, Carlis Jacobs, Lee Morgan, Charlene Carr and Dr. Rita Lamb. Other A&T attendees were Dr. Eric Cheek, Torrey Burden, Trevor Taylor, Sonya Ricks, and Audrey Ling. National speakers provided many options for improving retention rates.

As the campus sculpture *Progress* spirals its way upward, reaching to the heavens with outstretched wings, the A&T family reaches toward its goal of excellent retention and graduation rates. The current retention plan has six specific goals relative to the enhancement of retention:

- **Goal 1 – Increase the retention rate of first-time, full-time students from 73.1% to 74.1%, 76.1%, and 79.1% respectively over the next three years, 2006-2009.**
- **Goal 2 – Increase full-time sophomore to junior retention rates from 61% to 62%, 64% and 65% over the next three years, 2006-2009.**
- **Goal 3 – Increase full-time junior to senior retention rates and senior to graduation rates from 59% to 65% over the next three years, 2006-2009.**
- **Goal 4 – Increase the retention rate of new undecided students from 70.8% to 71.8%, 72.8%, and 75.8% respectively over the next three years, 2006-2009.**
- **Goal 5 – Increase the overall grade point average and graduation rates of student athletes over the next three years, 2006-2009.**
- **Goal 6 – Increase the number of minority presence students by 3% over the next three years, 2006-2009.**

To ensure accountability, goals are stated with expected outcomes, key strategies, activities/steps, offices of persons responsible, and the timeframe for completion. This plan identifies retention opportunities to enhance student enrollment at North Carolina Agricultural and Technical State University.

Institutional Mission

The institution articulates its purpose, and its commitment to its students – past, current and future – through its mission statement. Toward that end, North Carolina A&T State University offers the following mission statement:

North Carolina Agricultural and Technical State University is a public, comprehensive, land-grant University committed to fulfilling its fundamental purposes through exemplary undergraduate and graduate instruction, scholarly and creative research, and effective public service. The University offers degree programs at the baccalaureate, master's, and doctoral levels with emphasis on engineering, science, technology, literature, and other academic areas. As one of North Carolina's three engineering colleges, the University offers Ph.D. programs in engineering. Basic and applied research is conducted by faculty in university centers of excellence, in inter-institutional relationships, and through significant involvement with several public and private agencies. The University also conducts major research through engineering, transportation, and its extension programs in agriculture.

For the present planning period, the University will continue to place an emphasis on strengthening its programs in engineering, the sciences, and technology. The University has initiated, in conjunction with the University of North Carolina at Greensboro, a joint master's degree in social work.

Institutional Purpose

The purpose of the University is to provide an intellectual setting where students in higher education may find a sense of identification, belonging, responsibility, and achievement that will prepare them for roles of leadership and service in the communities where they will live and work. In this sense, the University serves as a laboratory for the development of excellence in teaching, research and public service. The degree programs of the University reside in the Colleges of Arts and Sciences, and Engineering, and in the Schools of Agriculture and Environmental Sciences, Business and Economics, Education, Graduate Studies, Nursing, and Technology.

Institutional Vision

Building upon a solid foundation in academic programs, the faculty, staff and students endorsed the **FUTURES** strategic vision toward an interdisciplinary university. The adoption of the vision statement and a set of six goals are aimed at enhancing an environment of high standards in all programs and facilities and for all stakeholders—students, faculty, staff, alumni, community, public and private sector friends of the University.

North Carolina Agricultural and Technical State University is a learner-centered community that develops and preserves intellectual capital through interdisciplinary learning, discovery, engagement, and operational excellence.

Goal One: Establish and ensure an interdisciplinary focus for North Carolina A&T that mandates overall high quality, continued competitiveness, and effective involvement of global strategic partners in marketing and delivery of programs and operations.

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

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

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

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

Institutional Goals

The major goals of the University as approved by the faculty are as follows:

1. Help students improve their interpersonal and communication skills.
2. Insure adequate career preparation for students that will enable them to lead productive lives.
3. Develop innovative instructional programs that will meet the needs of a diverse student body and the expectations of the various professions.
4. Maintain an environment, which fosters quality instruction and encourages the further professional development of faculty and staff, which supports the ideals of academic freedom and shared governance.
5. Assist students in developing their powers of critical and analytical thinking.
6. Promote managerial efficiency in all administrative functions, including the continued development of operational efficiency and productivity in the accounting and fiscal system of the University consistent with the needs of the various University programs and functions and with the expectations of state and federal regulations.
7. Assist students in developing in-depth competence in at least one subject area for a global economy and for an environment with changing technology.
8. Aid students in the further development of self-confidence and a positive self-image.
9. Identify and secure additional sources for internal and external funds to support the development of competitive financial aid awards to academically qualified students and to needy students.
10. Further, develop and maintain the institutional research and planning processes that are necessary for the continued competitiveness, relevance, productivity, and credibility of the University, its programs, and its operations.
11. Develop and maintain undergraduate and graduate programs of high academic quality and excellence.
12. Encourage research and other creative endeavors by the faculty and students.
13. Identify and help satisfy educational, cultural and other public service needs in the state, nation, and international environment.
14. Plan, construct, and maintain physical facilities for the achievement of the goals of the educational programs, research, and administrative functions.

Situational Analysis

Dr. Rita Lamb conducted a retention-planning workshop on June 28, 2005. The purpose was to develop goals and key strategies that would become the essence of the updated retention plan. A special task force appointed by the Academic Deans attended and participated in the workshop. Six retention goals and supporting key strategies were revised or formulated.

As a step in developing the retention plan, a situational analysis was conducted.

This phase of the planning effort involved the following tasks:

- Reviewing the institutional mission statement that describes the basic reason for the existence of the university
- Assessing the University's current strength's, weakness, opportunities, and threats
- Compiling and reviewing historical enrollment and retention data, both overall and by specific program
- Reviewing appropriate demographic trends and environmental data
- Examining results from the student satisfaction survey
- Conducting a program-by-program analysis and establishing retention needs
- Clarifying definitions and nomenclature that may be used in the planning process

UNIVERSITY ORGANIZATIONAL STRUCTURE

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Michael L. Suggs
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President, Student Government Association

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CAMILLE KLUTTZ-LEACH,
B.A., J.D., NC BAR ASSN.
*Interim Special Assistant to
the Chancellor for Legal Affairs*
COLLEEN P. GROTSKY,
B.A., M.ED., Ph.D.
*Executive Assistant to the
Chancellor*
LARRY KREISER,
B.S.
Interim, Internal Auditor

Deans

ALTON THOMPSON,
B.S., M.S., Ph.D.
*Dean, School of Agriculture
and Environmental Sciences*
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Dean, School of Education
KENNETH MURRAY,
B.S., M.S., Ph.D.
Interim Graduate School

Organizational Structure For Retention Leadership

Academic Advising and Retention Team

Dr. Rita Lamb, Chair	The Center for Student Success
Ms. Azell Reeves	School of Agriculture and Environmental Sciences
Ms. Patricia Shelton	College of Arts and Sciences
Dr. Joyce Brown	Ronald E. McNair Program
Mrs. Cathy Cornelius	School of Business and Economics
Dr. Walthea Cobitz	School of Education
Dr. Stephen McCary-Henderson	School of Education
Mr. Leotis Parrish	College Of Engineering
Ms. Shearon Brown	College of Engineering
Mrs. Charlene Carr	College of Engineering
Mrs. Dawn Murphy	School of Nursing
Dr. Ray Davis	School of Technology
Mrs. Belinda Clemence	School of Technology
Mr. Lee Young	Admissions and Enrollment Services
Mrs. Shirley Douglas	Continuing Education
Mrs. Kay Harris	Counseling Service
Mrs. Patricia White	Distance Learning
Mrs. Phyllis Cole	Evening College Program
Mrs. Veronica Ford	Evening College Program
Ms. Denise Iverson-Payne	Division of Student Affairs
Mrs. Ayanna Boyd-Williams	Graduate Studies
Ms. Katrina Lewis	Graduate Studies
Mrs. Linda Wilson	Health Services
Dr. Peter Meyers	Honors Program
Mr. Leonard Jones	Housing and Residence Life
Mrs. Minnie Battle Mayes	International Programs
Vacant	Minority Student Affairs
Vacant	Office of the Registrar
Mrs. Sherri Avent	Student Financial Aid
Dr. Eric Cheek	Summer School & Outreach
Mrs. Kimberly Sowell	Treasurer
Mrs. Regina Artis	The Center for Student Success
Mrs. Carliss Lee Jacobs	The Center for Student Success
Ms. Alice Monroe	The Center for Student Success
Mr. Lee Morgan	The Center for Student Success
Mrs. LaWanda Wallace	The Center for Student Success

The North Carolina A & T State University Annual Retention Plan reflects the input of representatives from each academic discipline. The Center for Student Success coordinates the University-wide initiative in implementing a comprehensive, on-going, strengths-based program for academic advising and retention in collaboration with the Academic Deans and Chairpersons.

The Deans appoint person(s) to serve as coordinators for retention and advising. The Center for Student Success conducts workshops for academic advising and retention.

The Director of The Center for Student Success reports to the Associate Vice Chancellor for Enrollment Management.

Retention Goals

GOAL 1

Increase the retention rate of first time, full-time students from 73.1% to 74.1%, 76.1%, and 79.1 % respectively over the next three years, 2006-2009.

Responsible Persons: Academic Deans, Associate and Assistant Deans, Department Chairs, Director of the Center for Student Success, Director of Counseling Services, Director of Student Development, and Director of Housing and Residence Life

Expected Outcomes:

- Retention rates of first time, full time students will increase annually.
- Students will more effectively utilize university resources (academic advisors, Center for Student Success, Writing Center, Counseling Services, Health Center, library, etc.) during their first-year.

Key Strategy: *Improve student achievement through enhanced advisement, tutorial, and mentoring activities.*

Implementation Activities:

- Assign all students an academic advisor and ensure that the advisor list is posted on-line and in each academic department.
- Maintain an advising file on each student in the major department.
- Confirm that attendance in all classes is checked.
- Implement the StrengthsQuest Program to help students identify, develop and apply their talents.
- Invite faculty to attend Advising Excellence Workshop Series facilitated by the Center for Student Success.
- Advise students experiencing academic difficulty to attend tutorials provided by academic departments, Housing and Residence Life, and the comprehensive tutorial program provided by the Center for Student Success.
- Facilitate Retention Dynamics Workshop Series through (study skills, time management, etc.) offered by the Center for Student Success and the University Counseling Center.
- Identify “at-risk” students based on academic performance at mid-term and develop a Plan of Improvement in an advisor/advisee session. (refer to forms in *University Academic Advising Handbook*).
- Connect to students during New Student Orientation and Welcome Week activities (i.e. the Academic Deans’ Meetings and the Welcome Back Cookout).

- Assist new students with their transition into the university experience with Peer Advising Leaders (PALS) in each academic department (organized through the Center for Student Success) and Campus Life Mentors (organized through the Office of First-Year Experience).

Completion Date:

Academic Year 2008-2009 and summer sessions 2009

Assessment Measurements: Retention of first time, full-time students will increase from 73.1% to 74.1, 76.1%, and 79.1 % respectively over a three-year period.

Evaluation/Assessment: Enrollment and retention data, mid-term and final grades, peer advisors evaluation forms, student evaluation of faculty, and surveys of tutees.

Budget Reallocation Plan: Additional \$15,000 requested to expand Comprehensive Tutorial Program in the Center for Student Success.

GOAL 2:

Increase full-time sophomore to junior retention rates from 61% to 62%, 64% and 65% over the next three years, 2006-2009.

Responsible Person (s): Academic Deans, Dean of Students, Associate and Assistant Deans, Department Chairs, Director of the Center for Student Success, and Director of Student Development.

Expected Outcomes:

- An increase in sophomore to junior retention rates.
- Academic advising that engages students in a plan that will develop their strengths, talents and abilities.
- Students will become better collegiate and life-long learners.

Key Strategy: *Improve student achievement through strengths-based academic advising and comprehensive tutorials.*

Implementation Activities:

- Promote student participation in all student organizations to develop academic and socio-cultural connectedness and leadership skills.
- Encourage sophomore students to attend tutorials.
- Assign academic advisor to each sophomore student.
- Recommend the Retention Dynamics Workshop Series offered by the Center for Student Success to sophomore students.
- Identify and reward excellence in academic advising by participating in the Advising Excellence Awards Program sponsored by the Center for Student Success.
- Implement an early alert system to identify, track, and assist students who are having academic difficulty.
- Conduct academic advising training sessions for faculty each semester.

Completion Date:

Annual Reviews June 2006, 2007, 2008

Assessment Measurements: Review of midterm and final course grades, tutorial services, and advisement procedures to verify progress toward retention goal.

Evaluation/Assessment: Sophomore-senior survey, university retention data, and mid-term and final grades.

Budget Reallocation Plan: No additional resources requested.

GOAL 3:

Increase full-time junior to senior retention rates and senior to graduation rates from 59% to 64% over the next three years, 2006-2009.

Responsible Person (s): Academic Deans, Dean of Students, Associate and Assistant Deans, Department Chairs, Director of the Center for Student Success, Director of Distance Learning, Director of Career Services and Experiential Learning, and Director of International Programs

Expected Outcome(s):

- Retention rates at the junior to senior and senior to graduation levels will increase annually.
- Students will be more informed of opportunities for professional internships and career opportunities.
- Students will be informed of opportunities for international studies.

Key Strategy: *Establish strong student awareness of national and international career opportunities.*

Implementation Activities:

- Maintain documentation of each advisement session and attempts to contact junior and senior students.
- Provide tutorial services for upper level classes (i.e. Accounting Statistics, Biochemistry, and Genetics).
- Offer on-line courses and programs through the Center for Distance Learning.
- Inform students of career opportunities and professional internships through the Office of Career Services.
- Inform students of opportunities for international study through the Office of International Studies.
- Develop and implement a “plan of action” for each junior and senior.

Completion Date:

Academic Year 2008-2009 and summer sessions

Assessment Measurements: Retention rates for juniors and seniors will increase by 5% over the next three years.

Evaluation/Assessment: Enrollment and retention data, mid-term and final grades, student evaluation of faculty, and surveys of tutees.

Budget Reallocation Plan: No budget reallocation required.

GOAL 4:

Increase the retention rate of new undecided students from 70.8% to 71.8%, 72.8%, and 75.8% respectively over the next three years, 2006-2009.

Responsible Person (s): Academic Deans, Associate and Assistant Deans, Department Chairs, Director of the Center for Student Success and Director of Counseling Services

Expected Outcome(s):

- Students will experience a supportive, positive university learning experience that includes a network of administration, faculty, staff, and other students.
- Students will apply critical thinking in the university context.
- Students will understand and apply information technology to support academic studies.
- Students will be able to identify and locate campus resources.
- Students will begin to develop knowledge of their own abilities and skills.

Key Strategy: *Provide an introduction to the university environment in the areas of study skills, career exploration, university policies and procedures, critical thinking and university support services.*

Implementation Activities:

- Teach new students about campus resources, tangible and intangible (including services such as Computer Centers, TCSS Tutorials, Counseling Center, Health Center and Career Services).
- Advise students experiencing academic difficulty to attend tutorials provided by the academic departments and the comprehensive tutorial program provided by the Center for Student Success.
- Identify “at-risk” students based on academic performance at mid-term and develop a Plan of Improvement in an advisor/advisee session.
- Conduct Leadership Development and Success Seminars with motivational speakers.
- Strengthen students’ college success and self-management tools through the Retention Dynamics Skills Workshops to teach test taking, goal setting, and other skills necessary for university success.
- Assist new students with the transition into the collegiate experience with Peer Advising Leaders (PALS) who are organized and trained in the Center for Student Success.

Completion Date:

Academic Year 2008-2009 and summer sessions

Assessment Measurements: Student Mid-term and semester grades, Student Opinion Survey.

Evaluation/Assessment: Reflection papers, career abstracts, class attendance and participation, examinations, presentations, and quizzes.

Budget Reallocation Plan: Fund requested for additional academic advisor and expanded comprehensive tutorial services.

GOAL 5:

Increase the overall grade point average and graduation rate of student athletes over the next three years, 2006-2009.

Responsible Person (s): Academic Deans, Associate and Assistant Deans, and Director of the Center for Student Success

Expected Outcome(s):

- At-risk student-athletes' grade point averages will increase.

Key Strategy: *Identify at-risk student-athletes and implement the Learning Assistance Program as an intervention strategy.*

Implementation Activities:

- Assign at-risk student-athletes to Learning Assistance Program (HART: Helping Athletes Rise to the Top).
- HART counselors will meet with assigned student-athletes weekly to evaluate academic progress and recommend steps for improvement.
- Set short-term and long-term academic goals and objectives for student-athletes.
- Create an academic profile for each team across variables to identify at-risk population.
- Review academic skills with at-risk student athletes in meetings (i.e. study strategies, test-taking strategies, and note-taking skills).

Completion Date:

Academic Year 2008-2009 and summer sessions

Assessment Measurements: Retention of student-athletes will increase by 2% annually beginning fall 2006.

Evaluation/Assessment: First-term grade reports for student-athletes, Mid-term and final grades, Program surveys.

Budget Reallocation Plan: No additional funds requested.

GOAL 6:

Increase the number of minority presence students by 3% over the next three years, 2006-2009.

Responsible Person (s): Academic Deans, Associate and Assistant Deans, Department Chairs, the Director of the Center for Student Success, Director of Counseling Services, and Director of Student Development.

Expected Outcome(s):

- The number of minority presence students will increase on an annual basis

Key Strategy: *Provide counseling, orientation and information sessions to promote a welcome, safe and secure environment for students.*

Implementation Activities:

- Develop a strategy to ensure greater minority student engagement and involvement in university activities and student organizations.
- Conduct focus groups to determine minority students' level of satisfaction at the university.
- Assign academic advisors that are culturally sensitive, caring and concerned about the welfare of minority students.
- Encourage faculty, staff and students that all members attend a diversity/civility training designed to foster more sensitivity and awareness of cultural differences.
- Require students to meet with academic advisors at least two times per semester to discuss academic progress and concerns.
- Collaborate with the Multicultural Student Center by attending Minority Student Luncheons, Banquets and other activities.

Completion Date:

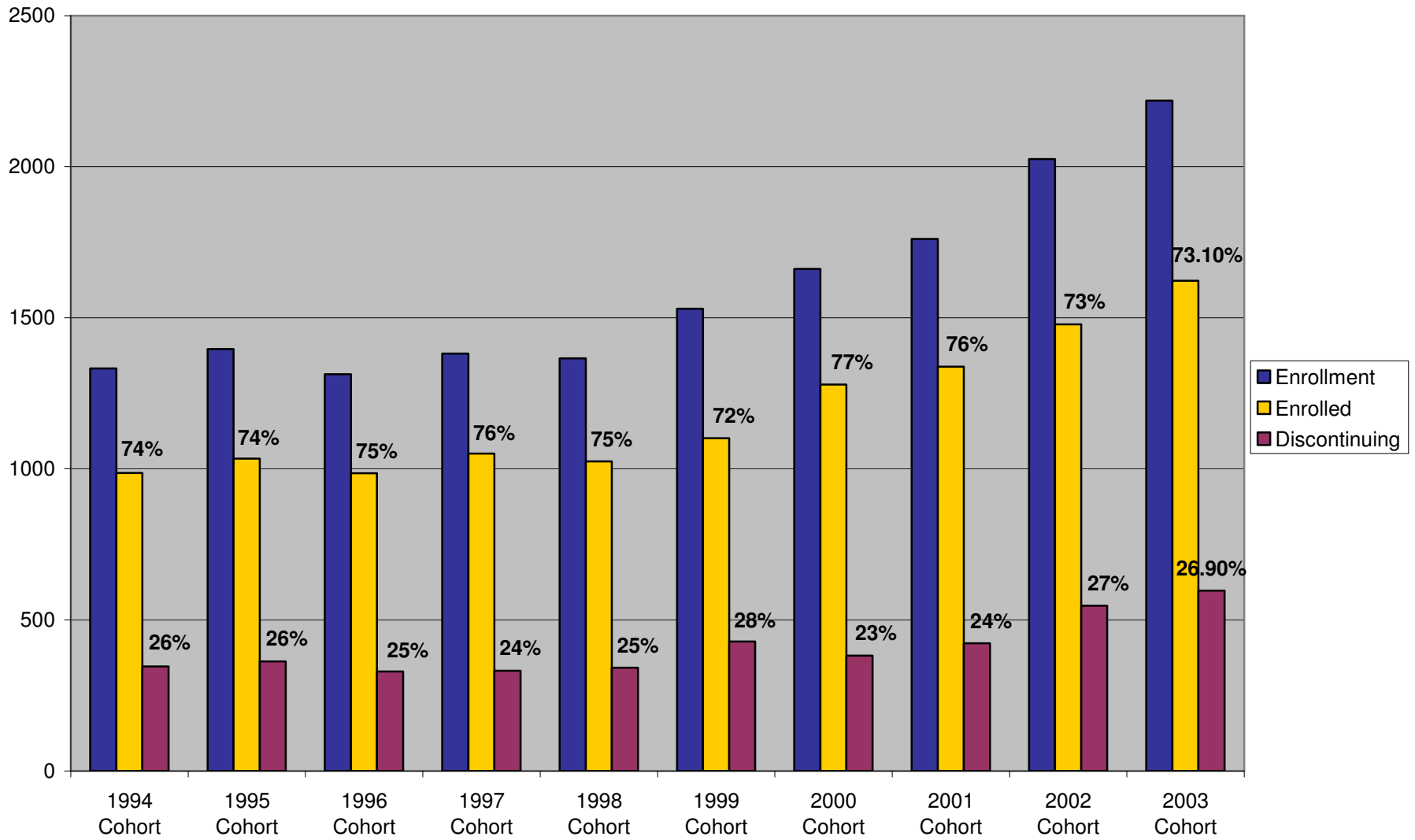
Academic Year 2008-2009 and summer sessions

Assessment Measurements: Minority student presence will increase by 3% over the next three years, 2006-2009.

Evaluation/Assessment: Minority student opinion survey of satisfaction with academic advising and their overall experience at the university.

Budget Reallocation Plan: No additional funds needed.

First Year Retention Rates



Appendix B

Retention & Graduation at North Carolina A&T

AGRICULTURE, (School Total)

	Retention									Graduation								
	Freshman Cohort	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs	~	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs
1996	85	76.5	70.6	62.4	30.6	7.1	1.2	4.7	1.2					25.9	37.6	40.0	40.0	42.4
1997	58	86.2	75.9	72.4	34.5	10.3	5.2							37.9	56.9	58.6	63.8	
1998	69	76.8	60.9	56.5	23.2	4.3	4.3							30.4	40.6	42.0		
1999	67	73.1	56.7	46.3	20.9	6.0								22.4	28.4			
2000	72	77.8	63.9	61.1	33.3									23.6				
2001	74	70.3	59.5	55.4														
2002	122	77.9	65.6															
2003	120	75.8																

Retention & Graduation at North Carolina A&T

ARTS & SCIENCE, (School Total)

	Retention										Graduation								
	Freshman Cohort	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs	~	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs	
1996	626	72.2	59.4	53.0	28.0	8.6	3.4	1.9	1.4				0.2	20.3	35.3	37.7	38.7	39.1	
1997	650	73.4	60.6	54.6	30.2	9.7	4.5	2.8					0.2	20.8	35.8	39.4	40.3		
1998	654	71.4	56.6	52.4	27.5	10.4	4.3						0.3	18.0	31.8	35.6			
1999	741	70.0	57.9	53.0	26.5	9.0							0.3	18.1	30.0				
2000	717	70.6	58.2	52.3	28.7									15.5					
2001	809	71.0	62.1	54.6															
2002	920	70.2	58.2																
2003	1,085	71.8																	

Retention & Graduation at North Carolina A&T

ARTS & SCIENCE, THE CENTER FOR STUDENT SUCCESS

	Retention									Graduation								
	Freshman Cohort	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs	~	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs
1996	356	68.3	53.4	47.2	31.2	8.7	4.2	2.8	2.0				0.3	12.6	28.4	30.9	32.3	33.1
1997	325	69.8	54.5	48.6	32.6	8.6	4.0	2.8					11.7	29.5	33.5	33.8		
1998	364	70.6	54.7	48.9	31.3	13.7	4.7						0.3	9.1	23.1	28.0		
1999	413	65.4	52.8	48.4	27.4	9.7							11.9	23.7				
2000	393	69.0	56.5	50.6	33.8								8.9					
2001	445	71.0	61.6	52.6														
2002	434	68.7	53.0															
2003	537	70.8																

Retention & Graduation at North Carolina A&T

BUSI & ECON, (School Total)

	Retention									Graduation									
	Freshman Cohort	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs	~	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs	
1996	222	74.3	59.5	53.6	23.4	8.1	5.0	3.2	0.9				0.5	24.3	34.7	38.3	40.5	41.0	
1997	272	79.0	68.4	59.9	23.2	6.6	3.3	1.8						32.0	43.8	45.6	46.3		
1998	246	79.7	67.1	63.8	28.0	11.4	4.1							29.3	41.9	45.9			
1999	292	71.2	63.0	56.5	28.8	9.6							0.3	24.3	40.1				
2000	300	80.3	67.3	57.0	25.7									24.0					
2001	278	79.5	71.9	60.4									0.4						
2002	291	70.8	59.8																
2003	322	76.1																	

Retention & Graduation at North Carolina A&T

EDUCATION, (School Total)

	Retention									Graduation								
	Freshman Cohort	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs	~	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs
1996	70	67.1	55.7	40.0	25.7	8.6	5.7	7.1	4.3					10.0	20.0	25.7	28.6	31.4
1997	76	71.1	60.5	56.6	34.2	6.6	3.9	3.9						18.4	36.8	39.5	40.8	
1998	57	66.7	56.1	45.6	21.1	5.3	1.8						1.8	15.8	33.3	36.8		
1999	68	70.6	54.4	47.1	29.4	8.8								17.6	27.9			
2000	79	77.2	63.3	58.2	35.4									16.5				
2001	69	84.1	69.6	62.3														
2002	83	68.7	56.6															
2003	114	71.9																

Retention & Graduation at North Carolina A&T

ENGINEERING, (School Total)

	Retention									Graduation								
	Freshman Cohort	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs	~	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs
1996	207	87.0	75.8	72.9	33.8	8.2	3.4	1.9	1.4				0.5	31.9	54.1	56.5	58.5	58.5
1997	188	82.4	78.7	72.3	33.5	10.6	5.9	1.6						36.7	54.3	56.9	58.0	
1998	225	79.1	70.7	66.7	31.6	6.2	1.8						0.4	32.9	55.6	58.2		
1999	236	78.0	69.5	66.5	30.9	5.1								30.5	50.8			
2000	269	83.3	71.7	69.9	40.9									23.8				
2001	311	81.7	74.9	67.5									0.3					
2002	360	78.6	64.4															
2003	274	76.6																

Retention & Graduation at North Carolina A&T

NURSING, (School Total)

	Retention									Graduation								
	Freshman Cohort	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs	~	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs
1996	20	85.0	65.0	60.0	20.0	5.0								30.0	45.0	45.0	45.0	45.0
1997	23	60.9	56.5	60.9	21.7	4.3		4.3						34.8	52.2	52.2	52.2	
1998	16	100.0	75.0	75.0	18.8	12.5	6.3							56.3	62.5	68.8		
1999	13	92.3	92.3	84.6	23.1									61.5	61.5			
2000	76	80.3	72.4	64.5	42.1									18.4				
2001	63	84.1	79.4	58.7														
2002	89	79.8	70.8															
2003	148	73.0																

Retention & Graduation at North Carolina A&T

TECHNOLOGY, (School Total)

	Retention									Graduation								
	Freshman Cohort	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs	~	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs
1996	83	71.1	56.6	51.8	27.7	7.2	6.0	3.6	1.2					20.5	33.7	33.7	34.9	36.1
1997	114	82.5	68.4	63.2	34.2	15.8	7.0	1.8						24.6	36.0	40.4	43.9	
1998	98	83.7	65.3	64.3	37.8	19.4	8.2							19.4	31.6	36.7		
1999	113	76.1	69.0	61.9	25.7	8.8								26.5	40.7			
2000	148	83.1	65.5	61.5	31.1									20.3				
2001	156	80.8	65.4	60.3														
2002	160	75.0	60.0															
2003	156	69.2																

Retention & Graduation at North Carolina A&T

University Total

	Retention									Graduation								
	Freshman Cohort	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs	~	1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs	8yrs
1996	1,313	75.0	62.5	56.2	28.0	8.2	3.7	2.7	1.4				0.2	22.8	37.5	40.1	41.5	42.2
1997	1,381	76.7	65.8	59.7	29.8	9.5	4.6	2.3					0.1	26.3	41.1	44.1	45.4	
1998	1,365	75.5	61.8	57.9	28.4	10.0	4.0						0.3	23.6	38.4	42.1		
1999	1,530	72.3	61.6	56.1	27.4	8.3							0.2	22.4	36.0			
2000	1,661	76.6	63.8	58.0	31.5									19.3				
2001	1,760	76.0	67.0	58.8									0.1					
2002	2,025	73.0	60.6															
2003	2,219	73.1																

APPENDIX C:

Undergraduate/Graduate Opening Fall Enrollment North Carolina A&T

OPENING FALL ENROLLMENT

Year	<u>Undergraduate</u>	<u>Graduate</u>	<u>Total</u>
1993	7,033	940	7,973
1994	7,054	996	8,050
1995	6,854	992	7,846
1996	6,598	935	7,533
1997	6,492	976	7,468
1998	6,367	987	7,354
1999	6,582	860	7,442
2000	6,850	898	7,748
2001	7,331	988	8,319
2002	7,982	1,133	9,115
2003	8,715	1,315	10,030
2004	9,121	1,262	10,383
2005	9,735	1,368	11,103
	Undergraduate	Graduate	Total

APPENDIX D:

Racial Composition North Carolina A&T

Racial Composition

Fall Enrollment	Black	White	Indian	Asian	Hispanic	Other	Total
1998 Undergraduate	5,910	331	22	43	25	36	6,367
Graduate	645	206	2	107	8	19	987
Total	6,555	537	24	150	33	55	7,354
1999 Undergraduate	6,088	356	20	41	27	50	6,582
Graduate	558	183	2	28	2	87	860
Total	6,646	539	22	69	29	137	7,442
2000 Undergraduate	6,319	403	22	48	26	32	6,850
Graduate	605	199	0	92	1	1	898
Total	6,924	602	22	140	27	33	7,748
2001 Undergraduate	6,725	393	24	58	38	93	7,331
Graduate	650	179	2	25	2	130	988
Total	7,375	572	26	83	40	223	8,319
2002 Undergraduate	7,269	444	30	80	47	112	7,982
Graduate	711	247	2	36	7	130	1,133
Total	7,980	691	32	116	54	242	9,115
2003 Undergraduate	7,970	464	37	85	50	109	8,715
Graduate	826	305	1	36	5	142	1,315
Total	8,796	769	38	121	55	251	10,030
2004 Undergraduate	8,409	432	27	65	73	115	9,121
Graduate	821	295	3	34	8	101	1,262
Total	9,230	727	30	99	81	216	10,383
2005 Undergraduate	9,026	438	30	73	91	77	9,735
Graduate	924	345	2	82	8	7	1,368
Total	9,950	783	32	155	99	84	11,103

APPENDIX E:

Age of Students/Fall Enrollment North Carolina A&T

AGE OF STUDENTS

Fall Enrollment

AGE	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>
≤18	1,650	1,837	2,050	2,075	2,148
19	1,394	1,562	1,679	1,806	1,880
20	1,207	1,259	1,447	1,510	1,592
21	1,019	1,121	1,156	1,284	1,401
22-24	1,274	1,419	1,597	1,649	1,817
25-40	1,414	1,496	1,634	1,593	1,705
41-64	359	419	464	457	551
65+	2	2	3	9	9
Total	8,319	9,115	10,030	10,383	11,103

APPENDIX F:

Total Summer School Headcount and Credit Hours

North Carolina A&T

SUMMER SCHOOL
Unduplicated Headcount and Credit Hours

	In-State		Out-of-State		Total	
YEAR	Enrollment	Credit Hrs.	Enrollment	Credit Hrs.	Enrollment	Credit Hrs.
1999 Undergraduate	2,361	15,188	169	1,081	2,530	16,269
Graduate	520	2,789	24	92	544	2,881
1999 Total	2,881	17,977	193	1,173	3,074	19,150
2000 Undergraduate	2,331	14,865	175	1,068	2,506	15,933
Graduate	411	2,146	26	66	437	2,212
2000 Total	2,742	17,011	201	1,134	2,943	18,145
2001 Undergraduate	2,518	16,284	231	1,526	2,749	17,810
Graduate	498	2,516	30	106	528	2,622
2001 Total	3,016	18,800	261	1,632	3,277	20,432
2002 Undergraduate	2,862	18,746	265	1,735	3,127	20,481
Graduate	390	1,967	24	79	414	2,046
2002 Total	3,252	20,713	289	1,814	3,541	22,527
2003 Undergraduate	3,242	21,612	336	2,194	3,578	23,806
Graduate	311	1,487	38	99	349	1,586
2003 Total	3,553	23,099	374	2,293	3,927	25,392
2004 Undergraduate	3,350	21,688	405	2,627	3,755	24,315
Graduate	421	2,275	29	90	450	2,365
2004 Total	3,771	23,963	434	2,717	4,205	26,680
2005 Undergraduate	3,234	20,864	440	2,805	3,674	23,668
Graduate	435	2,265	24	76	459	2,341
2005 Total	3,669	23,129	464	2,881	4,133	26,009
Year	Enrollment	Credit Hrs.	Enrollment	Credit Hrs.	Enrollment	Credit Hrs.
	In-State		Out-of-State		Total	

