

SCHOOL OF AGRICULTURE AND ENVIRONMENTAL SCIENCES

ACTION PLANS AND KEY STRATEGIES

ACTION PLAN

Coordinator: Dr. Donald R. McDowell, Associate Dean for Academic Programs and Ms. Azell Reeves, Student Services Manager

Goal 1: Increase the retention rate of first time, full-time students from 75.8% to 76.8%, 78.8%, and 81.8%, respectively over the next three years.

Expected Outcome(s): Retention rates in the School of Agriculture and Environmental Sciences (SAES) will increase by an annual rate of 3 percent.

Key Strategy: SAES Administrators, Faculty and Staff will work closely with students in order to achieve academic success.

IMPLEMENTATION SCHEDULE/TIMETABLE

Activities/Steps	Responsible Person	Completion Date
Appoint Retention Coordinator in each department	Department Chairpersons	Fall 2005
Provide academic advisement handbook and additional information updates to each advisor. The Center for Student Success (TCSS) should revise the University Academic Advisement Handbook and distribute to departmental advisors.	SAES Dean's Office TCSS	Fall 2005
Encourage mandatory academic advisement for every student, require the posting of office hours and maintain advising records on each student	Department Chairpersons	Fall 2005
Develop an early monitoring and alert system that would identify students experiencing difficulty (at-risk indicators).	Retention Coordinators	Fall 2005
Provide faculty/staff training and development that are retention centered (e.g., SAES Academic Summit). Provide continuous training for new and existing academic advisors that are retention centered.	SAES Dean's Office TCSS	Fall 2005
Incorporate in the orientation classes consequences of poor academic performance and emphasis the importance of developing an academic/career plan with their advisors.	Retention Coordinators Academic Advisors	Fall 2005

Develop a strategy to ensure greater student engagement, involvement and awareness of university and SAES activities, student organizations and career opportunities	Student Services Manager SAES Dean's Office Department Chairpersons	Fall 2005
Assessment Measurements Verify that the retention rate of full-time students increased <i>from 75.8% to 76.8%, 78.8%, and 81.8%, respectively over the next three years.</i>		
Evaluation/Assessment: Administer a self-assessment survey of faculty and students whose academic performance was below the university standards. Conduct a feedback session with faculty and staff about the procedures employed to increase retention rates.		
Budget Reallocation Plan No new budget allocations needed.		

ACTION PLAN

Coordinator: Dr. Donald R. McDowell, Associate Dean for Academic Programs and Ms. Azell Reeves, Student Services Manager

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Key Strategy: SAES Administrators, Faculty and Staff will work closely with students in order to achieve academic success.

IMPLEMENTATION SCHEDULE/TIMETABLE

<i>Activities/Steps</i>	<i>Responsible Person</i>	<i>Completion Date</i>
Develop an assessment and evaluation tool to monitor progress toward specified retention goal	Department Chairpersons	Fall 2005
Maintain a comprehensive database of students performing below the university's standards for good academic standing	SAES Dean's Office Department Chairpersons	Fall 2005
Develop a strategy for effectively contacting and communicating pertinent retention information to appropriate students, faculty and staff	SAES Dean's Office Department Chairpersons	Fall 2005
Provide students with a list of key campus support services (tutorial programs, counselors, TCSS, etc.)	Retention Coordinators	Fall 2005
Develop a strategy to ensure greater student engagement and involvement in university and SAES activities and student organizations.	Retention Coordinators	Fall 2006

Assessment Measurements: Verify that the retention rate of full-time students increased from 75.8% to 76.8%, 78.8%, and 81.8%, respectively over the next three years.

Evaluation/Assessment: Administer a self-assessment survey of faculty and students whose academic performance was below the university standards. Conduct a feedback session with faculty and staff about the procedures employed to increase retention rates.

Budget Reallocation Plan No new budget allocations needed.

ACTION PLAN

Coordinator: Dr. Donald R. McDowell, Associate Dean for Academic Programs and Ms. Azell Reeves, Student Services Manager		
Goal 2: Increase full-time sophomore to junior retention rates from 65.6% to 66.6%, 68.6%, and 71.6%, respectively over the next three years.		
Expected Outcome(s): Percentage change in sophomores and juniors who are in good academic standing will increase. Students indicate that they are more informed and knowledgeable about the university support services and satisfied with the university programs.		
Key Strategy Provide information about available services to students enrolled in major programs and courses		
IMPLEMENTATION SCHEDULE/TIMETABLE		
Activities/Steps	Responsible Person	Completion Date
Develop new and utilize existing campus communication methods to ensure that accurate and timely information is provided to students (i.e., blackboard, bulletin boards, kiosks, e-mail, web postings, on-campus closed-circuit TV, mass mailings, etc.)	Retention Coordinators	Fall 2005
Improve communication by requiring students to furnish current contact information	Department Chairpersons	Fall 2005
Administer or utilize existing annual survey (spring semester) of freshmen and sophomore students to determine level of satisfaction with university and SAES.	Department Chairpersons Institutional Research	Spring 2006
Provide undergraduate students with current contact names and locations of persons to assist them (e.g. counselors, advisors, etc.).	Retention Coordinators Academic Advisors	Fall 2005
Provide undergraduate students with a list of key campus support services.	Department Chairpersons	Fall 2005
Encourage greater participation in extracurricular and community service activities of undergraduate students by providing information about campus organizations and opportunities for community service	Retention Coordinators Academic Advisors	Fall 2005
Conduct periodic audits of student's academic performance in courses with high failure/withdrawal rates and implement an intervention strategy	Department Chairpersons Academic Advisors	Fall 2005
Assessment Measurements: Verify that the retention rate of full-time sophomore to juniors increased from 65.6% to 66.6%, 68.6%, and 71.6%, respectively over the next three years.		
Evaluation/Assessment: Survey freshmen and sophomore students to determine level of knowledge and satisfaction with university experience.		
Budget Reallocation Plan No additional funds are needed for this strategy.		

ACTION PLAN

Coordinator: Dr. Donald R. McDowell, Associate Dean for Academic Programs and Ms. Azell Reeves, Student Services Manager

Goal 3: Increase junior to senior and senior to graduation rates from 55.4% to 56.4%, 58.4%, and 61.4%, respectively over the next three years.

Expected Outcome(s): Percentage change in seniors and graduates who are in good academic standing will increase over time. Students indicate that they are more informed and knowledgeable about the university support services and satisfied with the university programs.

Key Strategy: Advisor review statement of standing with student and have a pre-exit interview two semesters prior to graduation

IMPLEMENTATION SCHEDULE/TIMETABLE

<i>Activities/Steps</i>	<i>Responsible Person</i>	<i>Completion Date</i>
Conduct an SAES Information Session with all juniors and ask faculty and staff to attend during the fall semester.	Student Service Manager Retention Coordinators	Fall 2005
Require professors to place in their syllabus a strong classroom attendance policy that impacts student grades	Department Chairpersons	Fall 2005
Certify that all student's portfolio is up- to -date by performing periodic reviews and discuss additional activities that must be performed	Academic Advisors/Faculty	Fall and Spring Semesters
Require all instructors to fully discuss midterm grades with poor performing students and provide options before the university's official last date to drop a course	Academic Advisors/Faculty	Fall and Spring Semesters
Establish partnerships and other collaborative agreements with corporate supporters, local industries, etc. and require student engagement in experiential learning	Department Chairpersons	Fall, Spring and Summer Sessions

Assessment Measurements: Verify that the retention rate of full-time juniors to seniors increased from 55.4% to 56.4%, 58.4%, and 61.4%, respectively over the next three years.

Evaluation/Assessment: Administer and evaluate student survey, faculty survey, enrollment and retention data to assess needed improvements.

Budget Reallocation Plan No additional funds needed to implement this strategy.

ACTION PLAN

Coordinator: Dr. Donald R. McDowell, Associate Dean for Academic Programs and Ms. Azell Reeves, Student Services Manager

Goal 4: Increase the retention of new, undecided students.

Expected Outcome(s): Before the end of their sophomore year students will select a major and enroll in the program

Key Strategy Provide counseling, orientation and information sessions to help students make informed decisions about career paths

IMPLEMENTATION SCHEDULE/TIMETABLE

<i>Activities/Steps</i>	<i>Responsible Person</i>	<i>Completion Date</i>
Develop a plan of work for students showing interest in a particular major	TCSS Advisors	End of Freshman Year
Plan and implement learning skills workshops to teach test taking, note taking, listening, text reading, and other skills necessary for university success	TCSS Advisors Counseling Services	Fall 2005
Develop appropriate assignments to teach students about campus resources and facilities, including the resources in TCSS and Office of Career Services	TCSS Advisors Office of Career Services	Fall 2005
Implement strategies that use analytical, critical thinking, and problem-solving skills in class activities	TCSS Advisors	Fall 2005
Develop an early monitoring and alert system that would identify students experiencing difficulty by doing routine checks	TCSS Advisors	Fall 2005
Assign students to existing tutorial programs in TCSS Tutorial Skill Labs	TCSS Advisors	Fall 2005
Track usage of tutorial and support services	TCSS Advisors	Fall 2005

Assessment Measurements: The percentage of students selecting a major prior to the end of their freshman and sophomore year will increase over time.

Evaluation/Assessment: Administer a student Opinion Survey of the support given by TCSS

Budget Reallocation Plan No new budget allocations needed.

ACTION PLAN

Coordinator: Dr. Donald R. McDowell, Associate Dean for Academic Programs and Ms. Azell Reeves, Student Services Manager

Goal 5: Increase the retention and graduation rates of student athletes.

Expected Outcome(s): Student athletes will receive academic advising that will enable them to meet the university's standard for good academic standing.

Key Strategy: Implement effective academic advising techniques for student athletes.

IMPLEMENTATION SCHEDULE/TIMETABLE

<i>Activities/Steps</i>	<i>Responsible Person</i>	<i>Completion Date</i>
Maintain copies of SAES academic advising forms to ensure student athletes are meeting with advisors	Retention Coordinators Department Chairpersons	Fall 2005
Conduct an SAES Information Session with all student athletes and ask faculty and staff to attend during the spring and fall semester	Student Services Manager Retention Coordinators	Fall 2005 Spring 2006
Require mandatory attendance at meetings with academic advisor at least three times per semester to discuss academic progress	Academic Advisors	Fall 2005
Require mandatory attendance at workshops to learn test taking, note taking, listening, text reading, and other skills necessary for university success	Retention Coordinators	Fall 2005
Secure and review copies of training modules for advisors of student athletes developed by TCSS	Retention Coordinators Academic Advisors	Fall 2005
Develop a plan of work for at-risk student athletes and set academic semester goals and objectives for student athletes and share the plan with the coaching staff	Academic Advisors	Fall 2005

Assessment Measurements: Then percentage of student athletes in good academic standing will increased from previous semesters/academic years.

Evaluation/Assessment: Administer student athletes opinion survey to determine level of satisfaction with academic advising and overall satisfaction at the university and the athletes program.

Budget Reallocation Plan: No additional funds needed.

ACTION PLAN

Coordinator: Dr. Donald R. McDowell, Associate Dean for Academic Programs and Ms. Azell Reeves, Student Services Manager		
Goal 6: Increase the retention rates of minority presence students.		
Expected Outcome(s): The retention rate for minority presence students will increase on an annual basis		
Key Strategy: Provide counseling, orientation and information sessions to insure that the students feel welcome, safe and secure		
IMPLEMENTATION SCHEDULE/TIMETABLE		
Activities/Steps	Responsible Person	Completion Date
Develop a strategy to ensure greater minority student engagement and involvement in university and SAES activities and student organizations	Retention Coordinators Student Services Manager	Fall 2005 Spring 2006
Conduct focus groups to determine minority students level of satisfaction at the university and in the SAES	SAES Dean's Office	Spring 2006
Assign academic advisors that are culturally sensitive, caring and concerned about their welfare	Department Chairpersons	Fall 2005
Require that all faculty/staff attend a diversity/civility training designed to foster more sensitivity and awareness of cultural differences	SAES Dean's Office Department Chairpersons	Fall 2005 Spring 2006
Require mandatory attendance at meetings with advisor at least two times per semester to discuss academic progress and concerns	Academic Advisors	Spring and Fall Semesters
Sponsor a diversity/civility training workshop designed to foster more sensitivity and awareness of cultural differences and encourage SAES students to attend	Student Services Manager SAES Dean's Office	Spring 2006
Assessment Measurements: The percentage of minority students in good academic standing measured over time will increase by the percentage goals set by the university.		
Evaluation/Assessment: Administer a minority student opinion survey to determine satisfaction with academic advising and overall quality of the university and the SAES educational program.		
Budget Reallocation Plan: No additional funds needed		

COLLEGE OF ARTS AND SCIENCES

ACTION PLANS AND KEY STRATEGIES

ACTION PLAN

Coordinator: Dr. Nita M. Dewberry

Goal 1: Increase the retention rate of first time, full time students from 71.8% to 72.8%, 74.8% and 77.8% respectively over the next three years.

Expected Outcome(s):

Increase the retention rates in the College of Arts & Sciences by an annual rate of 1 percent for the first year, 2 percent for the second year and 3 percent for the third year.

Key Strategy: Monitor student achievement through enhanced advisement, tutorials and mentoring activities.

IMPLEMENTATION SCHEDULE/TIMETABLE

Activities/Steps	Responsible Person	Completion Date
1. Appoint a Retention Coordinator who will serve on the College of Arts and Sciences Retention Committee. (Undergraduate and Graduate Programs)	Department Chairpersons	August 24, 2005
2. Submit to the Office of the Associate Dean for Curriculum and Student Affairs a departmental action plan to enhance retention and graduation rates. (Undergraduate and Graduate Programs)	Department Chairpersons	August 24, 2005
3. List faculty advisors with their advisees on the SIS screen 119.	Department Chairpersons	August 24, 2005
4. Submit a monitoring alert system of students experiencing academic difficulties and to implement mandatory attendance at the University Writing Center, Math Tutorials and Tutorials conducted in the Center for Student Success.	Department Chairpersons and Retention Coordinator	Academic Year
5. Attend academic advising training sessions conducted by the Center for Student Success.	Faculty Representatives from each Dept. in the College of Arts & Sciences	Academic Year
6. Report on departmental retention activities at each College of Arts and Sciences Faculty Meeting.	Dr. Nita M. Dewberry, Associate Dean	Academic Year
7. Vote for approval of the College of Arts and Sciences Action Plan at the	Dr. Nita M. Dewberry	September 14, 2005

September faculty meeting.	Associate Dean	
Assessment Measurements: A student survey on academic advisement and plans to continue studies will be conducted at the end of each semester.		
Evaluation/Assessment: College Committee on Retention will evaluate results of survey.		
Budget Reallocation Plan: There is no budget reallocation plan available.		

ACTION PLAN

Coordinator: Dr. Nita M. Dewberry		
Goal 2: Increase two year retention rates from 58.2% to 59.2%, 61.2% and 64.2% respectively over the next three years.		
Expected Outcome(s): Students are more knowledgeable about the university support services and how to use them to enhance academic success.		
Key Strategy: To provide information about available services to students enrolled in major programs and courses.		
IMPLEMENTATION SCHEDULE/TIMETABLE		
Activities/Steps	Responsible Person	Completion Date
1. Use the College of Arts and Sciences Colloquium Series to enhance student development.	Dr. Nita M. Dewberry, Associate Dean	Academic Year
2. Provide a detailed listing of tutorials offered within the College of Arts & Sciences and in the Center for Student Success.	Dr. Nita M. Dewberry, Associate Dean	Academic Year
3. Utilize the Peer Advising Leaders (PALS) organized and trained in the Center for Student Success.	Department Chairpersons and Departmental Retention Coordinator	Academic Year
4. Continue to host a New Faculty Mentoring Workshop in the College of Arts & Sciences and place special emphasis on the importance of increasing the College of Arts & Sciences Retention rates. (Undergraduate and Graduate Programs)	Dr. Nita M. Dewberry, Associate Dean	October 27, 2005
5. Recognize students with a 3.0 G.P.A. or higher during the Colloquium Series with special recognition of students earning a 4.0 G.P.A.	College of Arts & Sciences Retention Committee	March 30, 2006
6. Request each Department to provide one outstanding student to become a member of the College of Arts & Sciences Student Advisory Committee. This student advisory committee will meet at least twice a semester with the Dean and Associate Deans. (Undergraduate and Graduate Programs)	Dean and Associate Deans of the College of Arts & Sciences	Academic Year
Assessment Measurements: A student survey on academic advisement and program satisfaction will be conducted at the end of each semester.		
Evaluation/Assessment: College Committee on Retention will evaluate results of survey.		
Budget Reallocation Plan: There is no budget reallocation plan available.		

ACTION PLAN

Coordinator: Dr. Nita M. Dewberry		
Goal 3: Increase the three-year retention rates from 54.6% to 55.6%, 57.6% and 60.6% respectively over the next three years until graduation.		
Expected Outcome(s): Junior to senior and senior to graduation rates are increased. Students are more informed and knowledgeable about the university support services and satisfied with the university programs.		
Key Strategy: Highlight the accomplishments of students by providing opportunities for students to present undergraduate / graduate research and to share study abroad experiences.		
IMPLEMENTATION SCHEDULE/TIMETABLE		
Activities/Steps	Responsible Person	Completion Date
1. Enhance the annual Awards and Citations Program to recognize outstanding faculty, faculty advisors, and students in the College of Arts and Sciences. (Undergraduate and Graduate Programs)	College of Arts and Sciences Awards and Citations Committee	April 12, 2006
2. Highlight graduate and undergraduate research during the Fall and Spring Colloquium Series. (Undergraduate and Graduate Programs)	Colloquium Committee	Dec. 7 th and May 2 nd
3. Publicize research topics of graduate students for marketing purposes. (Graduate Programs)	Associate Deans	Academic Year
4. Develop a College checklist concerning the progress of graduate students within their programs of study. (Graduate Programs)	Dr. David Aldridge, Associate Dean for Research and Graduate Studies	Academic Year
5. Continue to encourage faculty to submit grants with specific line items in their budgets for student support. (Graduate and Undergraduate Programs)	Dr. David Aldridge, Associate Dean for Research and Graduate Studies	Academic Year
6. Encourage faculty to recommend students to attend academic development skills workshops in the Center for Student Success.	Department Chairperson and Retention Coordinator	Academic Year
Assessment Measurements: A student survey on academic advisement and program satisfaction will be conducted at the end of each semester		
Evaluation/Assessment: College Committee on Retention will evaluate results of survey.		
Budget Reallocation Plan: There is no budget reallocation plan available.		

ACTION PLAN

Coordinator: Dr. Nita M. Dewberry

Goal 4 : *Increase the retention of new, undecided students.*

Expected Outcome(s):
Before the end of their sophomore year, students will select a major and enroll in the program.

Key Strategy: Provide counseling, orientation and information sessions to help students make informed decisions about career paths.

IMPLEMENTATION SCHEDULE/TIMETABLE

<i>Activities/Steps</i>	<i>Responsible Person</i>	<i>Completion Date</i>
1. Host Departmental Receptions for undecided students.	Department Chairpersons	Academic Year
2. Obtain a list of undecided students and provide departments with listing.	Department Chairpersons	Academic Year
3. Email potential majors from the undecided listing.	Department Chairpersons	Academic Year
4. Send information to Departments on the student services available in the Center for Student Success.	Retention Coordinators	Academic Year

Assessment Measurements:
Number of students selecting a major in the College of Arts and Sciences prior to the end of their freshman and sophomore year

Evaluation/Assessment:
College Committee on Retention will evaluate results of undecided students selecting majors in the College of Arts & Sciences.

Budget Reallocation Plan: There is no budget reallocation plan available.

ACTION PLAN

Coordinator: Dr. Nita M. Dewberry		
Goal 5: Increase the retention and graduation rates of student athletes.		
Expected Outcome(s): Student athletes receive the academic advising needed to achieve good academic standing.		
Key Strategy: Identify the student athletes majoring in programs in the College of Arts and Sciences and monitor academic progress monthly.		
IMPLEMENTATION SCHEDULE/TIMETABLE		
Activities/Steps	Responsible Person	Completion Date
1. List advisors in the SIS system on screen 119 and maintain a list of College of Arts and Sciences student athletes in the Office of the Associate Dean for Curriculum and Student Affairs.	Department Chairpersons	Fall, 2005
2. Organize Information Sessions with student athletes to discuss academic progress.	Associate Deans	Fall, 2005
3. Recommend mandatory attendance at tutorials conducted by the Center for Student Success for student athletes.	Department Chairpersons	Academic Year
4. Develop a plan of action for at-risk student athletes.	Department Chairpersons	Academic Year
Assessment Measurements: A student survey on academic advisement, tutorials in the TCSS, and academic program satisfaction is to be conducted at the end of each semester.		
Evaluation/Assessment: College Committee on Retention will evaluate results of survey.		
Budget Reallocation Plan: There is no budget reallocation plan available.		

ACTION PLAN

Coordinator: Dr. Nita M. Dewberry

Goal 6: Increase the retention rates of minority presence students.

Expected Outcome(s):
The retention rate for minority presence students will increase on an annual basis.

Key Strategy: Provide counseling and informational sessions to ensure increased retention rates.

IMPLEMENTATION SCHEDULE/TIMETABLE

<i>Activities/Steps</i>	<i>Responsible Person</i>	<i>Completion Date</i>
1. Develop strategies to ensure minority student engagement in all activities/projects in the College of Arts and Sciences.	Department Chairpersons	Academic Year
2. Provide cultural diversity sessions within the College of Arts and Sciences	Retention Coordinator	Academic Year
3. Emphasize the importance of studying languages and cultures	Department Chairpersons and Retention Coordinator	Academic Year

Assessment Measurements: Number of minority students in good academic standing is increased and noted.

Evaluation/Assessment:
Minority students complete survey of satisfaction with academic advising and university programs.

Budget Reallocation Plan: There is no budget reallocation plan available.

SCHOOL OF BUSINESS AND ECONOMICS

ACTION PLANS AND KEY STRATEGIES

ACTION PLAN

Coordinator: Dr. Wanda Lester, Assistant Dean and Cathy D. Cornelius, Director of Student Services		
Goal 1: Increase the retention rate of first time, full-time students from 76.1% to 77.1%, 79.1%, and 81% respectively over the next three years.		
Expected Outcome(s): Enhanced communication among students and faculty will become more actively involved in the advisement process and increase overall retention and graduation rates.		
Key Strategy: Have at least one faculty representative from each department serve on the recruitment/retention team.		
IMPLEMENTATION SCHEDULE/TIMETABLE		
Activities/Steps	Responsible Person	Completion Date
Identify "at-risk" students based on academic performance and develop specific interventions to enhance performance.	Retention Coordinator	Fall 2005
Engage in active communication in the monitoring of admissions, admissions requirements, and mid-term grades.	Dean's Office and Department Chairs	On-going
Provide and evaluate tutorial services (i.e. Accounting, Statistics, and Micro/Macro Economics) in the School to enhance student performance.	Economics and Accounting Department Chairs	Fall 2005
Encourage advisors to attend Advising Excellence Workshop Series offered by Center for Student Success.	Department Chairs	Fall 2005
Encourage students experiencing academic difficulty the Retention Dynamics Skills Workshop Series sponsored by the Center for Student Success in all core courses.	Retention Coordinator	Fall 2005
Recommend the Retention Dynamics Workshop Series offered by the Center for Student Success to all first-time, full-time students.	Retention Coordinator	Fall 2005
Incorporate Advisement on the agenda of all School and Departmental faculty meetings.	Dean and Department Chairs	Fall 2005
Assessment Measurements: Survey and/or analyze the data quarterly and increase retention rate by 3% or greater beginning Fall 2007.		
Evaluation/Assessment: Develop a five-year recruitment and retention plan (to be evaluated annually) by January 2006.		
Budget Reallocation Plan: No resources requested.		

ACTION PLAN

Coordinator: Dr. Wanda Lester, Assistant Dean and Cathy D. Cornelius, Director of Student Services

Goal 2: Increase full-time sophomore to junior retention rates from 59.8% to 60.8%, 62.8%, and 64.8% respectively over the next three years.

Expected Outcome(s): Overall positive retention rate of sophomore students.

Key Strategy: Enhance comprehensive, academic advising, and available tutorial services to students.

IMPLEMENTATION SCHEDULE/TIMETABLE

<i>Activities/Steps</i>	<i>Responsible Person</i>	<i>Completion Date</i>
Review faculty advisement data reports to enhance advisement across disciplines and academic level.	Assistant Dean and Retention Coordinator	Spring 2006
Evaluate and promote student participation in all student organizations to enhance performance and opportunities for professional internships.	Chairs and Faculty Organization Advisors	Fall 2005
Provide and evaluate tutorial services (i.e. Accounting, Statistics, and Micro/Macro Economics) in the School to enhance student performance.	Retention Coordinator	Fall 2005
Encourage sophomore students to attend tutorials offered by the Center for Student Success in all core courses.	Retention Coordinator	Fall 2005

Assessment Measurements: Survey and/or analyze the data quarterly. Verify the progress toward the performance goals.

Evaluation/Assessment:

Develop a survey instrument to be distributed to juniors in the Management Concepts course to evaluate students' perceptions of the School's efforts to enhance retention and academic progression.

Budget Reallocation Plan: No resources requested.

ACTION PLAN

Coordinator: Dr. Wanda Lester, Assistant Dean and Cathy D. Cornelius, Director of Student Services		
Goal 3: Increase junior to senior and senior to graduation rates from 60.4% to 61.4%, 63.4%, and 65.4% respectively over the next three years.		
Expected Outcome(s): Evaluate and promote student participation in all organizations to enhance performance and opportunities for professional internships.		
Key Strategy: Employ the assistance of the alumni to increase on and off campus recruitment and retention efforts.		
IMPLEMENTATION SCHEDULE/TIMETABLE		
Activities/Steps	Responsible Person	Completion Date
Establish a "Meet the Professionals Day" that includes direct interactions with significant leaders to improve critical thinking, presentation, and analytical skills.	Assistant Dean and Department Chairs	Spring 2006
Provide and evaluate tutorial services (i.e. Accounting, Statistics, and Micro/Macro Economics) in the School to enhance student performance.	Accounting and Economics Department Chairs	Spring 2006
Develop and fully implement a "progress toward degree analysis" plan to be discussed at each Chairperson's meeting.	Assistant Dean, Department Chairs and Retention Coordinator	Spring 2006
Disseminate to faculty advisors literature on "Best Practices" in retention and advising from the Center for Student Success.	Retention Coordinator	Fall 2005
Assessment Measurements: Review of mid-term grades, tutorial services, and advisement procedures to verify progress toward retention goals.		
Evaluation/Assessment: Use survey instrument from Management Concepts course mentioned in Goal 2.		
Budget Reallocation Plan: No resources requested.		

ACTION PLAN

Coordinator: Dr. Wanda Lester, Assistant Dean and Cathy Cornelius, Director of Student Services

Goal 4: Increase the retention of new, undecided students.

Expected Outcome(s): A more informed student population participating in available services will positively affect retention.

Key Strategy: Provide information about available services to reinforce academic access.

IMPLEMENTATION SCHEDULE/TIMETABLE

<i>Activities/Steps</i>	<i>Responsible Person</i>	<i>Completion Date</i>
Review faculty advisement data reports to enhance advisement across disciplines and academic level.	Assistant Dean	Spring 2006
Provide faculty and staff training and development that are retention centered.	Department Chairs	Spring 2006
Increased campus communication methods to ensure advisees are receiving timely and accurate information.	Retention Coordinator	Spring 2006
Coordinate with the Center for Student Success, meet with, and provide undecided students information about programs in the School.	Retention Coordinator	Fall 2005
Selected members of several student organizations in conjunction with the Center for Student Success will meet with and discuss programs in the School of Business and Economics.	Faculty Organization Advisors	Fall 2005
Invite undecided students to programs and seminars in the School.	Retention Coordinator	Fall 2005

Assessment Measurements: Review of mid-term grades and evaluation of advisement procedures.

Evaluation/Assessment: Review of mid-term and final grades.

Budget Reallocation: No resources requested.

ACTION PLAN

Coordinator: Dr. Wanda Lester, Assistant Dean and Cathy D. Cornelius, Director of Student Services		
Goal 5: Increase the retention and graduation rates of student athletes.		
Expected Outcome(s): Overall improvement of student athlete performance and retention rates.		
Key Strategy: Identify at-risk students based on academic performance and develop specific interventions to enhance performance.		
IMPLEMENTATION SCHEDULE/TIMETABLE		
Activities/Steps	Responsible Person	Completion Date
Provide and evaluate tutorial services (i.e. Accounting, Statistics, and Micro/Macro Economics) in the School to enhance student performance.	Accounting and Economics Department Chairs	Fall 2005
Develop and implement a retention monitoring and intervention system.	Retention Coordinator	Spring 2006
Recommend the Retention Dynamics Workshop Series offered by the Center for Student Success to all athletes.	Retention Coordinator	Fall 2005
Review faculty advisement data reports to enhance advisement across disciplines and academic level.	Assistant Dean	Spring 2006
Encourage athletes to attend tutorials offered by the Center for Student Success.	Retention Coordinator	Fall 2005
Assessment Measurements: Review of mid-term grades, tracking and intervention system to performance goals.		
Evaluation/Assessment: Review of mid-term and final grades, tracking and intervention system.		
Budget Reallocation Plan: No resources requested.		

ACTION PLAN

Coordinator: Dr. Wanda Lester, Assistant Dean and Cathy Cornelius, Director of Student Services		
Goal 6: <i>Increase the retention rates of minority presence students.</i>		
Expected Outcome(s): Improvement of the quality of student life and learning on campus.		
Key Strategy: Continued emphasis on the enrollment quality in the School through discussions and interactions with School administrators and the Office of Admissions.		
IMPLEMENTATION SCHEDULE/TIMETABLE		
Activities/Steps	Responsible Person	Completion Date
Proactively monitor changes in individual and overall performance.	Retention Coordinator	Fall 2005
Provide and evaluate tutorial services (i.e. Accounting, Statistics, Micro/Macro Economics) in the School to enhance student performance.	Accounting and Economics Department Chairs	Fall 2005
Evaluate and promote student participation in all student organizations to enhance performance and opportunities for professional internships.	Retention Coordinator	Fall 2005
Invite the Director of Minority Student Affairs to speak at SOBE Faculty Meetings.	Assistant Dean	Fall 2005
Encourage students to attend tutorials offered by the Center for Student Success in all core courses when needed.	Retention Coordinator	Fall 2005
Assessment Measurements: Survey and/or analyze the data quarterly to verify progress toward performance goals.		
Evaluation/Assessment: Develop minority student opinion survey of satisfaction with academic advising and program quality in the School of Business and Economics and the University.		
Budget Reallocation Plan: No resources requested.		

SCHOOL OF EDUCATION

ACTION PLANS AND KEY STRATEGIES

ACTION PLAN

Coordinator: Larry Powers, Associate Dean and W. V. Cobitz, Interim Assistant Dean for Secondary Programs		
Goal 1 : The School of Education will increase its retention rate for first time, full time students from 67.6% to 68.6%, 70.6% and 72.6% respectively over the next three years.		
Expected Outcome(s): Students will complete their freshman year and return for the sophomore year in good academic standing.		
Key Strategy: Monitor activities and attendance and enhance existing services for first-time full-time students.		
IMPLEMENTATION SCHEDULE/TIMETABLE		
Activities/Steps	Responsible Person	Completion Date
Assign a knowledgeable, accessible advisor to each first time, full time student.	Chairpersons	August 15 each year
Provide student handbook to each first-time, full time student	Chairpersons	October, 2005
Establish regular (four personal) contacts with each first-time, full-time student in person, electronically (four), and in writing (once annually) to notify them of their progress and of useful activities and events.	Associate Dean, Asst. Dean for Assessment, Asst. Dean for Secondary Programs, and Department Chairs	Annually and ongoing
Utilize Peer Advising Leaders (PALS) as mentors for each first-time, full-time student.	Center for Student Success	
Provide activities such as "Dean's Book Club," SOE student picnic, American Education Week Programs, honors recognition activity and annual student meetings to engage first-time, full-time students with upperclassmen, faculty, and professionals .	Dean, Department Chairs	Annually and ongoing
Encourage advisors to attend Advising Excellence Workshop Series offered by Center for Student Success.	Chairpersons	
Place advisement on all SOE faculty-meeting agendas.	Dean	Annually and ongoing
Encourage students to attend tutorials offered by the Center for Student Success in all core courses.	Chairperson/Advisors	Annually and ongoing
Recommend the Retention Dynamics Workshop Series offered by the Center for Student Success to all first-time, full-time students.	Chairperson/Advisors	

Conduct a review of non-returning first time, full time students, using University data, personal contacts, etc.	Assistant Dean of Assessment	Annually
Identify and reward excellence in advising in the School of Education	SOE Leadership Team	Annually
Assess all first-time, full time students annually for benchmark progress and report individual findings to each student and collective progress to faculty.	Asst. Dean for Assessment	Annually
Assessment Measurements: Retention of first-time, full-time students will increase from 67.6% to 72.6% over the next three years.		
Evaluation/Assessment: PRAXIS I scores, student evaluations of faculty members, enrollment and retention data from the University Fact Book, Retention Plan Annual Assessment.		
Budget Reallocation Plan		

ACTION PLAN

Coordinator: Larry Powers, Associate Dean and W. V. Cobitz, Interim Assistant Dean for Secondary Programs		
Goal 2: The School of Education will increase its retention rate for sophomore to junior students from 56.6% to 57.6%, 59.6% and 61.6% respectively over the next three years.		
Expected Outcome(s): Students will successfully complete PRAXIS I and will be formally admitted to the Teacher Education Program.		
Key Strategy: Determine the current obstacle and implement strategies for overcoming it.		
IMPLEMENTATION SCHEDULE/TIMETABLE		
Activities/Steps	Responsible Person	Completion Date
Assign a knowledgeable, accessible advisor to each sophomore student.	Chairpersons	August 15, annually
Establish regular (four personal) contacts with each sophomore student in person, electronically (four), and in writing (once annually) to notify them of their progress and of useful activities and events.	Associate Dean, Asst. Dean for Secondary Programs, Asst. Dean for Assessment, and Department Chair	Annually and ongoing
Provide activities such as "Dean's Book Club," SOE student picnic, American Education Week Programs, honors recognition activity and annual student meetings to engage students with each other, with faculty, and professionals.	Dean, Department Chairs	Annually and ongoing
Encourage sophomore students to attend tutorials offered by the Center for Student Success in all core courses.	Chairpersons/Advisors	Annually and ongoing
Recommend the Retention Dynamics Workshop Series offered by the Center for Student Success to sophomore students.	Chairpersons/Advisors	Annually and ongoing
Require advisors to identify students not meeting benchmarks and report them to chairs.	Advisors/Chairperson	Semester End, Fall and Spring
Identify and reward excellence in advising in the School of Education	SOE Leadership Team	Annually
Implement a program wide focus on formal program admission to be initiated by a sophomore reception, followed by emphasis throughout the sophomore year during all activities, including but not limited to: CUIN 301, CUIN 102, and student meetings.	SOE Leadership Team, Advisors, and Faculty	Annually and ongoing
Assess all sophomore students annually for benchmark progress and report individual findings to each student and collective progress to faculty.	Asst. Dean for Assessment	Annually
Make all SOE handbooks available on the SOE website.	Instructional Technology Specialist	October, 2005

Offer and cultivate opportunities for research	Faculty	Ongoing
Assessment Measurements: Retention of full-time sophomore to junior students will increase from 56.6% to 61.6% over a three-year period.		
Evaluation/Assessment: PRAXIS I scores, Admission to Teacher Education list, Student evaluations of faculty members, enrollment and retention data from the University Fact Book, Retention Plan Annual Assessment.		
Budget Reallocation Plan		

ACTION PLAN

Coordinator: Larry Powers, Associate Dean and W. V. Cobitz, Interim Assistant Dean for Secondary Programs
Goal 3: The School of Education will increase its junior—senior and senior—graduation retention rates from 62.3% to 63.3%, 65.3% and 67.3% respectively over the next three years.
Expected Outcome(s): Students will graduate with a Bachelor of Science degree in education.
Key Strategy: Monitor existing activities more closely; enhance existing services and programs for full-time junior—senior and senior—graduation students.

IMPLEMENTATION SCHEDULE/TIMETABLE

<i>Activities/Steps</i>	<i>Responsible Person</i>	<i>Completion Date</i>
Assign a knowledgeable, accessible advisor to each junior and senior student.	Chairpersons	August 15, annually
Establish regular (four personal) contacts with each junior and senior student in person, electronically (four), and in writing (once annually) to notify them of their progress and of useful activities and events.	Associate Dean, Asst. Dean for Secondary Programs, Asst. Dean for Assessment, and Department Chair	Annually and ongoing
Provide activities such as “Dean’s Book Club,” SOE student picnic, American Education Week Programs, honors recognition activity and annual student meetings to engage students with each other, with faculty, and professionals.	Dean, Department Chair	Annually and ongoing
Implement an advisor-focused emphasis on maintenance of 2.8 grade point average and knowledge base for successful completion of PRAXIS II.	Advisors	Ongoing
Recommend the Retention Dynamics Workshop Series offered by the Center for Student Success to junior and senior students.	Chairperson/Advisors	Annually and ongoing
Require advisors to identify students not meeting benchmarks and report them to chairs.	Advisors/Chairperson	Semester End, Fall and Spring
Identify and reward excellence in advising in the School of Education.	SOE Leadership Team	Annually
Conduct in-depth analysis of courses and grades of junior and senior students and develop plan for improvement when necessary.	Chairperson	Twice per year
Assess all students annually for benchmark progress and report individual findings to each student and collective progress to faculty.	Asst. Dean for Assessment	Annually
Make all SOE handbooks available on the SOE website.	Instructional Technology Specialist	October, 2005
Offer and cultivate opportunities for research.	Faculty	Ongoing

Assessment Measurements: Retention of full-time junior-senior and senior-graduate students will increase from 62.3% to 67.3% over a three-year period.

Evaluation/Assessment: Student surveys, student evaluations of faculty members, faculty survey, enrollment and retention data for the University Fact Book, mid-term and final grades, Retention Plan Annual Assessment.

Budget Reallocation Plan

ACTION PLAN

Coordinator: Larry Powers, Associate Dean and W. V. Cobitz, Interim Assistant Dean for Secondary Programs

Goal 4: The School of Education will assist the Center for Student Success increase its retention rates for new, undecided students from 70.8% to 71.8%, 73.8% and 75.8% respectively over the next three years.

Expected Outcome(s): Some new, undecided students will declare a major in education and will pursue it fervently through completion.

Key Strategy: Work with the Center for Student Success to assist students who are interested in an education major.

IMPLEMENTATION SCHEDULE/TIMETABLE

<i>Activities/Steps</i>	<i>Responsible Person</i>	<i>Completion Date</i>
Provide the Center for Student Success a list of program coordinators who will provide students with information about that program.	Office of the Dean of SOE	September 1, 2005
Provide the Center of Student Success a calendar of student meetings to invite Undecided students to the meetings.	Office of the Dean of SOE	September 1, 2005
In conjunction with the Center for Student Success, provide information session for Undecided Students who are interested in the Teacher Education Program.	Leadership Team	TBD
Make all SOE handbooks available on the SOE website.	Instructional Technology Specialist	October, 2005

Assessment Measurements: Some new undecided students will declare a major in education.

Evaluation/Assessment: Change of major forms, Enrollment and Retention data from the University Fact Book, Retention Plan Annual Assessment.

Budget Reallocation Plan

ACTION PLAN

Coordinator: Larry Powers, Associate Dean and W. V. Cobitz, Interim Assistant Dean for Secondary Programs		
Goal 5: The School of Education will assist the University in increasing its retention of student athletes by 1%, 2%, and 2% respectively, over the next three years.		
Expected Outcome(s): Student athletes will complete their chosen degrees and licensure in the School of Education.		
Key Strategy: Monitor activities and enhance existing services for student athletes.		
IMPLEMENTATION SCHEDULE/TIMETABLE		
Activities/Steps	Responsible Person	Completion Date
Identify student athletes in each SOE courses, and provide accommodations to meet athlete's schedules.	Chairs and faculty	Ongoing
Place identification and accommodation of athletes on the SOE faculty meeting agenda.	Dean	Ongoing
Encourage faculty members to submit mid-term grades for athletes.	Chairs and faculty	Ongoing
Assess all student athletes annually for benchmark progress and report individual findings to each student and collective progress to faculty.	Asst. Dean for Assessment	Annually
Make all SOE handbooks available on the SOE website.	Instructional Technology Specialist	October, 2005
Offer and cultivate opportunities for research	Faculty	Ongoing
Assessment Measurements: Retention of student athletes will increase 5% over the next three years.		
Evaluation/Assessment: Student evaluations of faculty members; Enrollment and Retention data from University Fact Book; Mid-term and final grades, Retention Plan Annual Assessment.		
Budget Reallocation Plan		

ACTION PLAN

Coordinator: Larry Powers, Associate Dean and W. V. Cobitz, Interim Assistant Dean for Secondary Programs		
Goal 6: The School of Education will assist the University in increasing its retention rate for minority presence students by 1%, 2%, and 2%, respectively over the next three years.		
Expected Outcome(s): Minority presence students will complete their chosen degrees and licensure in the School of Education.		
Key Strategy: Monitor activities and enhance existing services for minority presence students.		
IMPLEMENTATION SCHEDULE/TIMETABLE		
Activities/Steps	Responsible Person	Completion Date
Assign a knowledgeable, accessible advisor to each Education major.	Chairpersons	August 15 each year
Establish regular (four personal) contacts with each minority presence student in person, electronically (four), and in writing (once annually) to notify them of their progress and of useful activities and events.	Associate Dean, Asst. Dean for Secondary Programs, Asst. Dean for Assessment, and Department Chair	Annually and ongoing
Extend personal invitations to minority presence students to attend academic and social activities including but not limited to: "Dean's Book Club," SOE student barbeque, student honors programs, American Education Week Programs and student meetings.	Dean, Department Chair	Annually and ongoing
Encourage students to attend tutorials offered by the Center for Student Success in all core courses when needed.	Chairpersons/Advisors	Annually and ongoing
Recommend the Retention Dynamics Workshop Series offered by the Center for Student Success to minority presence students when appropriate need is present.	Chairpersons/Advisors	
Invite the Director of Minority Affairs to speak at SOE Faculty Meetings	Dean	
Establish and monitor 2+2 Programs with community colleges.	Director of Community College Relations	Ongoing
Assess all minority presence students annually for benchmark progress and report individual findings to each student and collective progress to faculty.	Asst. Dean for Assessment	Annually
Make all SOE handbooks available on the SOE website.	Instructional Technology Specialist	October, 2005
Offer and cultivate opportunities for research	Faculty	Ongoing
Assessment Measurements: Retention of student athletes will increase 5% over the next three years.		
Evaluation/Assessment: Student evaluations of faculty members; enrollment and retention data from the University Fact Book, Mid-term and final grades, retention plan		

annual assessment.

Budget Reallocation Plan

COLLEGE OF ENGINEERING

ACTION PLANS AND KEY STRATEGIES

ACTION PLAN

Coordinator: <i>Leotis Parrish, Asst. Dean for Student Development</i>				
Goal 1: <i>The College of Engineering will increase its retention rate for first-time, full time students from 76.6% to 77.6%, 79.6%, and 81.6% respectively over the next three years.</i>				
Key Strategy: <i>Accurately determine why first-time, full-time students are not retained.</i>				
Expected Outcome(s): <i>Understand why first-time, full-time students are not retained and provide student support programs and services that meet the needs of these students.</i>				
IMPLEMENTATION SCHEDULE/TIMETABLE				
#	Activities/Steps	Responsible Person	Intermediate Milestone	Completion Date
College-Level Assessment – Identifying college-specific factors that may be leading to attrition.				
1	Gather data to improve student satisfaction	Department Chairs		05/06
1a	- Conduct monthly focus groups to gain feedback on student satisfaction	Department Chairs	09/05, 10/05, 11/05	
1b	- Conduct surveys each semester to gain feedback on student satisfaction	Department Chairs	12/05	
1c	- Contact students who did not return to gain feedback on reasons for dropping out	Department Chairs	09/05, 02/06	
1d	- Compile and assess reasons for all students leaving the college	Department Chairs	04/05	
2	Maintain an advising file on each student in the department	Department Chairs		11/05
3	Ensure each student meets with the advisor at least 3 times per semester	Department Chairs		12/05

Student Assessment – Identifying who is at risk and why... in time to intervene.				
4	Provide feedback on student performance by the mid-term in the semester	Department Chairs	by Mid-term	
College-Level Interventions – Strengthening and coordinating campus programs for optimum results.				
5	Confirm that attendance is checked in all classes and notify the advisor when 3 absences occur	Department Chairs	by Mid-term	
6	Post faculty office hours and ensure faculty are available to meet with students during these hours	Department Chairs		05/06
7	Post the advisor listing on-line and within the department	Department Chairs	09/05	
8	Develop & Implement an 8-week academic success program for students placed on probation after the first semester that includes required attendance at SI sessions	Department Chairs		05/06
9	Develop and implement a reward system for outstanding academic advisors in the College of Engineering	Dean		05/06
10	Participate in a six-sigma training project to improve retention in the college of engineering	Dean		05/07
10a	- Identify a consultant	Dean	Sep 05	
10b	- Conduct preliminary work for project		Dec 05	
10c	- Engage project for six sigma	Dean	May 05	
11	Inaugurate the start-up of the ELITE Student Development Center	Dean		12/05
12	Utilize Supplemental Instructors for all freshmen engineering courses	Dean		05/06
13	Perform an annual assessment of the retention activities and make necessary adjustments.	Dean		07/06
14	Check DWF list for pre-requisites prior to each semester	Department Chairs	Sep 05, Jan 05	
University-Level Interventions – Strengthening and coordinating campus programs for optimum results.				
15	Provide faculty/staff training and development through participation in the Advising Excellence Workshop Series sponsored by the Center for Student Success	Department Chair		05/05
16	Utilize Peer Advising Leaders (PALS), coordinated and trained by the Center for Student Success, in assisting new students' adjustment to the university environment	Department Chair		05/05
17	Require all students performing at "C" level or below at mid-term to attend Retention Dynamics Skills Workshops Series sponsored by the Center for Student Success	Department		05/06

		Chairs		
18	Recognize, reward, and celebrate outstanding academic advisors selected at the Advising Excellence Awards Program sponsored by the Center for Student Success	Department Chairs		05/06
19	Disseminate to faculty advisors literature on "Best Practices" in retention and advising from the Center for Student Success	Department Chairs		05/06
Assessment Measurements: <i>Retention of first-time, full-time students will increase from 76.6% to 77.6%, 79.6%, and 81.6% respectively over a three-year period.</i>				
Evaluation/Assessment: <i>Student Survey; Faculty Survey; Enrollment and Retention data from the university fact book; mid-term and final grades; Student Evaluations; Peer Advisor Training Evaluation Form; Retention Plan Annual Assessment; SI Attendee Evaluations; SI Attendance</i>				
Budget Reallocation Plan: <i>No new budget allocations needed.</i>				

ACTION PLAN

Coordinator: <i>Leotis Parrish, Asst. Dean for Student Development</i>				
Goal 2: <i>The College of Engineering will increase its retention rate for full-time sophomore-junior students from 64.4% to 65.4%, 67.4%, and 69.4% respectively over the next three years.</i>				
Key Strategy: <i>Accurately determine why full-time sophomore-junior students are not retained and engage faculty and staff in the retention process.</i>				
Expected Outcome(s): <i>Understand full-time sophomore-junior students are not retained and provide student support programs and services that meet the needs of these students.</i>				
IMPLEMENTATION SCHEDULE/TIMETABLE				
#	Activities/Steps	Responsible Person	Intermediate Milestone	Completion Date
College-Level Assessment – Identifying college-specific factors that may be leading to attrition.				
1	Gather data to improve student satisfaction	Department Chairs		05/06
1a	- Conduct monthly focus groups to gain feedback on student satisfaction	Department Chairs	09/05, 10/05, 11/05	
1b	- Conduct surveys each semester to gain feedback on student satisfaction	Department Chairs	12/05	
1c	- Contact students who did not return to gain feedback on reasons for dropping out	Department Chairs	09/05, 02/06	
1d	- Compile and assess reasons for all students leaving the college	Department Chairs	04/05	
2	Maintain an advising file on each student in the department	Department Chairs		11/05
3	Ensure each student meets with the advisor at least 3 times per semester	Department Chairs		12/05
Student Assessment – Identifying who is at risk and why... in time to intervene.				
4	Provide feedback on student performance by the mid-term in the semester	Department Chairs	by Mid-term	
College-Level Interventions – Strengthening and coordinating campus programs for optimum results.				

5	Confirm that attendance is checked in all classes and notify the advisor when 3 absences occur	Department Chairs	by Mid-term	
6	Post faculty office hours and ensure faculty are available to meet with students during these hours	Department Chairs		05/06
7	Develop & Implement an 8-week academic success program for students placed on probation after the first semester that includes required attendance at SI sessions	Department Chairs		05/06
8	Post the advisor listing on-line and within the department	Department Chairs	09/05	
9	Develop and implement a reward system for outstanding academic advisors in the College of Engineering	Dean		05/06
10	Participate in a six-sigma training project to improve retention in the college of engineering	Dean		05/07
10a	- Identify a consultant	Dean	09/05	
10b	- Conduct preliminary work for project		12/05	
10c	- Engage project for six sigma	Dean	05/05	
11	Utilize Supplemental Instructors for all sophomore engineering courses	Dean		05/06
12	Perform an annual assessment of the retention activities and make necessary adjustments.	Dean		07/06
14	Check DWF list for pre-requisites prior to each semester	Department Chairs	Sep 05, Jan 05	
University-Level Interventions – Strengthening and coordinating campus programs for optimum results.				
13	Provide faculty/staff training and development through participation in the Advising Excellence Workshop Series sponsored by the Center for Student Success	Department Chair		05/05
14	Utilize Peer Advising Leaders (PALS), coordinated and trained by the Center for Student Success, in assisting new students' adjustment to the university environment	Department Chair		05/05
15	Require all students performing at "C" level or below at mid-term to attend Retention Dynamics Skills Workshops Series sponsored by the Center for Student Success	Department Chairs		05/06
16	Recognize, reward, and celebrate outstanding academic advisors selected at the Advising Excellence Awards Program sponsored by the Center for Student Success	Department Chairs		05/06
17	Disseminate to faculty advisors literature on "Best Practices" in retention and advising from the Center for Student Success	Department Chairs		05/06
Assessment Measurements: Retention of first-time, full-time students will increase from 64.4% to 65.4%, 67.4%, and 69.4% respectively over a three-year period.				

Evaluation/Assessment: *Student Survey; Faculty Survey; Enrollment and Retention data from the university fact book; mid-term and final grades; Student Evaluations; Peer Advisor Training Evaluation Form; Retention Plan Annual Assessment; SI Attendee Evaluations; SI Attendance*

Budget Reallocation Plan: *No new budget allocations needed.*

ACTION PLAN

Coordinator: <i>Leotis Parrish, Asst. Dean for Student Development</i>				
Goal 3: <i>The College of Engineering will increase its retention rate for full-time junior-senior and senior-graduate students from 67.5% to 68.5%, 70.5% and 72.5% respectively over the next three years.</i>				
Key Strategy: <i>Enhance existing services and programs for full-time junior-senior and senior-graduate students</i>				
Expected Outcome: <i>Students will graduate with a B.S. degree in engineering or computer science.</i>				
IMPLEMENTATION SCHEDULE/TIMETABLE				
#	Activities/Steps	Responsible Person	Intermediate Milestone	Completion Date
College-Level Assessment – Identifying college-specific factors that may be leading to attrition.				
1	Gather data to improve student satisfaction	Department Chairs		05/06
1a	- Conduct monthly focus groups to gain feedback on student satisfaction	Department Chairs	09/05, 10/05, 11/05	
1b	- Conduct surveys each semester to gain feedback on student satisfaction	Department Chairs	12/05	
1c	- Contact students who did not return to gain feedback on reasons for dropping out	Department Chairs	09/05, 02/06	
1d	- Compile and assess reasons for all students leaving the college	Department Chairs	04/05	
2	Maintain an advising file on each student in the department	Department Chairs		11/05
3	Ensure each student meets with the advisor at least 3 times per semester	Department Chairs		12/05
Student Assessment – Identifying who is at risk and why... in time to intervene.				
4	Provide feedback on student performance by the mid-term in the semester	Department Chairs	by Mid-term	
College-Level Interventions – Strengthening and coordinating campus programs for optimum results.				
5	Confirm that attendance is checked in all classes and notify the advisor when 3	Department	by Mid-term	

	absences occur	Chairs		
6	Post faculty office hours and ensure faculty are available to meet with students during these hours	Department Chairs		05/06
7	Post the advisor listing on-line and within the department	Department Chairs	09/05	
8	Develop and implement a reward system for outstanding academic advisors in the College of Engineering	Dean		05/06
9	Perform an annual assessment of the retention activities and make necessary adjustments.	Dean		07/06
14	Check DWF list for pre-requisites prior to each semester	Department Chairs	Sep 05, Jan 05	
University-Level Interventions – Strengthening and coordinating campus programs for optimum results.				
10	Provide faculty/staff training and development through participation in the Advising Excellence Workshop Series sponsored by the Center for Student Success	Department Chair		05/05
11	Utilize Peer Advising Leaders (PALS), coordinated and trained by the Center for Student Success, in assisting new students' adjustment to the university environment	Department Chair		05/05
12	Require all students performing at "C" level or below at mid-term to attend Retention Dynamics Skills Workshops Series sponsored by the Center for Student Success	Department Chairs		05/06
13	Recognize, reward, and celebrate outstanding academic advisors selected at the Advising Excellence Awards Program sponsored by the Center for Student Success	Department Chairs		05/06
14	Disseminate to faculty advisors literature on "Best Practices" in retention and advising from the Center for Student Success	Department Chairs		05/06
Assessment Measurements: <i>Retention of first-time, full-time students will increase from 67.5% to 68.5%, 70.5% and 72.5% respectively over a three-year period.</i>				
Evaluation/Assessment: <i>Student Survey; Faculty Survey; Enrollment and Retention data from the university fact book; mid-term and final grades; Student Evaluations; Peer Advisor Training Evaluation Form; Retention Plan Annual Assessment; SI Attendee Evaluations; SI Attendance</i>				
Budget Reallocation Plan: <i>No new budget allocations needed.</i>				

SCHOOL OF NURSING

ACTION PLANS AND KEY STRATEGIES

ACTION PLAN

Coordinator: Ms. Dawn Murphy		
Goal 1: Increase the retention rate of first-time, full-time students.		
Expected Outcome(s): The University will increase retention rates incrementally from 73.1 to 74.1, 74.1 to 76.1, and 76.1 to 79.1, over the next 3 years.		
Key Strategy: Faculty and administrators will work closely with students in order to achieve academic success.		
IMPLEMENTATION SCHEDULE/TIMETABLE		
Activities/Steps	Responsible Person	Completion Date
Monitor mid-term and final grades for academic progression	Faculty advisors, Coordinator	Mid-year and end of year
Refer students to the Academic Enhancement Program who are below a 2.6 gpa; Contacts students and require mandatory attendance to all academic development workshops.	Coordinator	Fall and spring
Assign all students an academic advisor; Ensure advisor list is updated in SIS system.	Student Services Assistant	On-going
Conduct academic advising training sessions for all faculty each semester.	Coordinator	Fall and spring
Conduct academic development workshops; i.e. study skills, learning styles, reading comprehension	Coordinator	Fall and spring
Develop new and utilize existing school and campus communication methods to ensure timely and accurate information is provided to students	Dean, Coordinator, faculty advisors	Fall and spring
Disseminate list of all students who are below 2.6 to academic advisors	Coordinator	Fall and spring
Utilize Peer Advising Leaders (PALS) as mentors for each first-time, full-time student.	Center for Student Success	Fall
Encourage advisors to attend Advising Excellence Workshop Series offered by Center for Student Success.	Dean, Coordinator	Fall and spring

Recommend the Retention Dynamics Workshop Series offered by the Center for Student Success to all first-time, full-time students.	Dean, Coordinator, faculty advisors	Fall and spring
Participate in the Academic Fair sponsored by TCSS.	Coordinator, Student Services Assistant	Spring
Recognize, reward, and celebrate outstanding academic advisors selected at the Advising Excellence Awards Program sponsored by the Center for Student Success.	Dean	TBA
Disseminate to faculty advisors literature on "Best Practices" in retention and Advising from the Center for Student Success.	Dean, Coordinator	On-going
Provide faculty/staff training and development through participation in the Advising Excellence workshop Series sponsored by the Center for Student Success.	Dean, Coordinator	Fall/spring
Assessment Measurements: Mid-term grades and final course grades		
Evaluation/Assessment: Passing grades; graduation rates; Progression requirements		
Budget Reallocation Plan: N/A		

ACTION PLAN

Coordinator: : Ms. Dawn Murphy		
Goal 2: Increase full-time sophomore to junior retention rates.		
Expected Outcome(s): The University will increase full-time sophomore to junior retention rates incrementally from 60.6 to 61.6, 61.6 to 63.6, and 63.6 to 66.6 over the next 3 years.		
Key Strategy: Enhance Admission, Progression, and Retention selection process		
IMPLEMENTATION SCHEDULE/TIMETABLE		
Activities/Steps	Responsible Person	Completion Date
Monitor mid-term and final grades for academic progression	Faculty advisors, Coordinator	Mid-year and end of year
Refer students to the Academic Enhancement Program who are below a 2.6 gpa; Contacts students and require mandatory attendance to all academic development workshops.	Coordinator	Fall and spring
Assign all students an academic advisor; Ensure advisor list is updated in SIS system.	Student Services Assistant	On-going
Conduct academic advising training sessions for all faculty each semester.	Coordinator	Fall and spring
Conduct academic development workshops; i.e. study skills, learning styles, reading comprehension	Coordinator	Fall and spring
Develop new and utilize existing school and campus communication methods to ensure timely and accurate information is provided to students	Dean, Coordinator, faculty advisors	Fall and spring
Augment admission requirements and procedures for Upper Division; Notification of conditional admission of Upper Division	Admission, Progression, and Retention Committee	Fall and spring
Assessment Measurements: Mid-term grades and final course grades		
Evaluation/Assessment: Passing grades; graduation rates; Progression requirements; Admission to Upper Division; Trended data comparisons		
Budget Reallocation Plan: N/A		

ACTION PLAN

Coordinator: : Ms. Dawn Murphy		
Goal 3: <i>Increase junior to senior and senior to graduation rates.</i>		
Expected Outcome(s): The University will increase junior to senior and senior to graduation <i>rates incrementally</i> from 58.8 to 59.8, 59.8 to 61.8, and 61.8 to 63.8 over the next 3 years.		
Key Strategy: Faculty and administrators will work closely with students in order to achieve academic success.		
IMPLEMENTATION SCHEDULE/TIMETABLE		
Activities/Steps	Responsible Person	Completion Date
Increase test taking skills for NCLEX type questions	Faculty advisors, Coordinator	Mid-year and end of year
Monitor mid-term and final grades for academic progression	Coordinator	Fall and spring
Refer students to the Academic Enhancement Program who are below a 2.6 gpa; Contacts students and require mandatory attendance to all academic development workshops.	Student Services Assistant	On-going
Monitor mid-term and final grades for academic progression	Coordinator	Fall and spring
Refer students to the Academic Enhancement Program who are below a 2.6 gpa; Contacts students and require mandatory attendance to all academic development workshops.	Coordinator	Fall and spring
Assign all students an academic advisor; Ensure advisor list is updated in SIS system.	Dean, Coordinator, faculty advisors	Fall and spring
Conduct academic advising training sessions for all faculty each semester.	Admission, Progression, and Retention Committee	Fall and spring
Assessment Measurements: Mid-term grades and final course grades; Number of graduates		
Evaluation/Assessment: Passing grades; graduation rates; Trended data comparisons; NCLEX-RN pass rate for first time writer		
Budget Reallocation Plan: N/A		

ACTION PLAN

Coordinator: : Ms. Dawn Murphy		
Goal 4: <i>Increase the retention rate of minority presence students.</i>		
Expected Outcome(s): Increase the number of minority students and males that are admitted and graduate; The University will increase the <i>retention rates incrementally</i> of new, undecided students from 70.8 to 71.8, 71.8 to 73.8, and 76.8 over the next 3 years.		
Key Strategy: Faculty and administrators will work closely with students in order to achieve academic success.		
IMPLEMENTATION SCHEDULE/TIMETABLE		
Activities/Steps	Responsible Person	Completion Date
Induct and involve minority students and males in student organizations	Faculty advisors; coordinator	Fall and spring
Monitor mid-term and final grades for academic progression	Faculty advisors, Coordinator	Mid-year and end of year
Refer students to the Academic Enhancement Program who are below a 2.6 gpa; Contacts students and require mandatory attendance to all academic development workshops.	Coordinator	Fall and spring
Assign all students an academic advisor; Ensure advisor list is updated in SIS system.	Student Services Assistant	On-going
Conduct academic advising training sessions for all faculty each semester.	Coordinator	Fall and spring
Conduct academic development workshops; i.e. study skills, learning styles, reading comprehension	Coordinator	Fall and spring
Develop new and utilize existing school and campus communication methods to ensure timely and accurate information is provided to students	Dean, Coordinator, faculty advisors	Fall and spring
Assign students to existing tutorial programs in TCSS Tutorial Skill Labs	Coordinator, faculty advisors	Fall and spring
Assessment Measurements: Mid-term grades and final course grades		
Budget Reallocation Plan: N/A		

SCHOOL OF TECHNOLOGY

ACTION PLANS AND KEY STRATEGIES

ACTION PLAN Coordinator: Dr. Ray J. Davis, Associate Dean for Undergraduate Programs and Ms. Belinda Clemence, Student Services Manager
Goal 1: <i>Increase retention rates incrementally from 69.2 percent to 70.2, 72.2, and 74.2, respectively, over the next three years.</i>
Expected Outcome(s): <ul style="list-style-type: none"> Students will more effectively utilize university resources (academic advisors, academic support, library, etc.) during their first-year transitional period. First-year freshmen will have higher GPAs at the end of their first year. Study skills and time management skills will be improved. Students will become better collegiate and life-long learners.
Key Strategy: <ul style="list-style-type: none"> The School's Retention and Graduation Committee, in collaboration with administrators and departmental faculty, will coordinate and monitor proposed plan for increasing retention and graduation rates.

IMPLEMENTATION SCHEDULE/TIMETABLE

Activities/Steps	Responsible Person	Completion Date
<ul style="list-style-type: none"> Include student representative from the freshmen class to serve on the SOT Retention Committee. 	Dr. Ray J. Davis <i>Assoc. Dean/Undergrad. Prog.</i>	To occur monthly
<ul style="list-style-type: none"> Enhance efforts to monitor and communicate with new freshmen, especially those who seem to be challenged with making satisfactory academic progress. Mid-term grades, faculty referrals and other data should be used in this process. 	Ms. Belinda Clemence <i>Student Services Manager</i>	Monthly/Mid-term
<ul style="list-style-type: none"> Collaborate with the Center for Student Success and obtain support in utilizing their Peer Advisement Program to mentor new freshmen. 	<i>Student Services Manager</i>	September 30th
<ul style="list-style-type: none"> Continuously update students, faculty, staff, and administrators regarding academic support/tutorial services (i.e., location, time, etc.) provided by the Center for Student Success. Students will be encouraged to utilize these services. 	<i>Assoc. Dean/Undergrad. Prog. & Student Services manager</i>	To occur Monthly
<ul style="list-style-type: none"> Continue to provide and strongly support forums wherein students and faculty can intellectually and informally engage in activities outside the 	<i>Assoc. Dean/Undergrad. Prog. & Student Services Manager</i>	Fall and Spring Semesters

classroom. Forums will include “Brown Bag” Lectures; School picnics; New Freshmen, Let’s Talk Sessions, and others.		
<ul style="list-style-type: none"> Continue to convene fall and Spring Student Body Town Hall meetings with the Dean and Department Chairs. 	<i>Deans and Department Chairpersons</i>	November 30 th and April 30 th
<ul style="list-style-type: none"> Convene the School of Technology Retention and Graduation Committee immediately following each University Retention Committee Meeting. 	<i>Student Services Manager</i>	Monthly
<ul style="list-style-type: none"> Departmental representation on the Retention and Graduation Committee will facilitate implementing and monitoring retention activities. 	<i>Assoc. Dean/Undergrad. Prog.</i>	Monthly
<ul style="list-style-type: none"> Collaborate with the Center for Student Success in implementing a mini-workshop series on academic advising, which will occur during the fall semester each year. 	<i>Assoc. Dean/Undergrad. Prog. & Student Services Manager</i>	September 15 th and February 15 th
<ul style="list-style-type: none"> Develop and distribute an academic advisement handbook for incoming freshmen. Documents also will be placed on SOT website. 	<i>Student Services Manager & Retention Committee</i>	September 30 th
<ul style="list-style-type: none"> Develop and distribute a one-page information sheet designed to help students avoid common pitfalls in addressing Statement of Standing problems. This information will especially be made available to new incoming (e.g., students changing their majors) and transfer students. 	<i>Student Services Manager & Retention Committee</i>	September 30 th
<ul style="list-style-type: none"> Report on retention activities monthly at the School and Administrative Council Meetings and make it a standing agenda item. 	<i>Assoc. Dean/Undergrad. Prog. & Student Services Manager</i>	Monthly
<ul style="list-style-type: none"> Post and update faculty/student advisement assignments 	<i>Department Chairpersons</i>	August 30 th and January 30 th
<ul style="list-style-type: none"> Provide more open-laboratory opportunities for students who require extra academic/technical support outside of the classroom 	<i>Department Chairs</i>	Continuous
<ul style="list-style-type: none"> Require faculty to maintain updated folders on each student advisee and document office visits and advisement sessions. 	<i>Department Chairs</i>	Continuous
<ul style="list-style-type: none"> Encourage administrators, faculty, and staff to be physically present at department and school-related student organizational programs (e.g., Epsilon Pi Tau Initiations, discipline-specific banquets/awards programs, etc.). 	<i>Deans, Department Chairpersons, Faculty, and Staff</i>	Continuous
<ul style="list-style-type: none"> Disseminate School of Technology Retention Plan to administrators, faculty, and staff. Also post Retention plan on SOT website. 	<i>Assoc. Dean/Undergrad. Prog. & Student Services Manager</i>	August 30 th

<p>Assessment Measurements:</p> <ul style="list-style-type: none"> • Annually utilize the University Fact Book to monitor and verify increases in SOT retention rates. 		
<p>Evaluation/Assessment:</p> <ul style="list-style-type: none"> • Review and assess the implementation of Key Strategy and Activities/Steps for Goal 1 on an annual basis and modify as needed. <ul style="list-style-type: none"> ➤ Each selected Activity supporting retention and graduation rates 		
<p>Budget Reallocation Plan: Budget resources are currently in place to effectively manage strategies and activities.</p>		
<p>by the Office of the Associate Dean for Undergraduate Programs.</p> <ul style="list-style-type: none"> ➤ Develop a template for rating the success of each Selected Activity. This template will be developed by the Retention Committee Chairperson (i.e., Student Services Manager) with input from committee/department representatives. ➤ Share the Plan's successes and challenges, based on the assessment, with the SOT faculty and administrators and seek suggested recommendations for modifying and enhancing the Plan for the following academic year. 		

ACTION PLAN

Coordinator: Dr. Ray J. Davis, Associate Dean for Undergraduate Programs and Ms. Belinda Clemence, Student Services Manager

Goal 2: Increase full-time sophomore to junior retention rates incrementally from 60.0 percent to 61.0, 63.0, and 65.0, respectively, over the next three years.

- Expected Outcome(s):**
- Students will more effectively utilize university resources (academic advisors, academic support, library, etc.) during their first-year transitional period.
 - Average GPA's for sophomores will improve concurrently with retention rates.
 - Study skills and time management skills will be improved.
 - Students will become better collegiate and life-long learners.

Key Strategy:
The School's Retention Committee, in collaboration with administrators and departmental faculty, will coordinate and monitor proposed plan for increasing retention and graduation rates.

IMPLEMENTATION SCHEDULE/TIMETABLE

Activities/Steps	Responsible Person	Completion Date
<ul style="list-style-type: none"> • Include a student representative from the sophomore class to serve on the SOT Retention Committee. 	Dr. Ray J. Davis <i>Assoc. Dean/Undergrad. Prog.</i>	August 13th
<ul style="list-style-type: none"> • Establish and convene a sophomore "Let's Chat" Session in the SOT, which will be held during the fall and spring semesters. 	<i>Assoc. Dean/Undergrad. Prog.</i>	November 15 th and April 15 th
<ul style="list-style-type: none"> • Monitor the academic progression of sophomores via focus reports and mid-term and final grade reports. Forward communications (i.e., letters, e-mail, etc.) to students who are making less than satisfactory academic progress. 	<i>Student Services Manager</i>	Continuous
<ul style="list-style-type: none"> • Sophomores making unsatisfactory academic progress will be required to meet with their academic advisor and/or Student Services Manager. Documentation regarding advisement of these students will be shared with Department Chairpersons and Associate Dean for Undergraduate Programs. 	<i>Department Chairpersons, Student Services Manager, and Assoc. Dean/Undergrad. Prog.</i>	Continuous
<ul style="list-style-type: none"> • Implement Activities supporting Goal 1. Many of these activities are applicable to the retention of sophomores to juniors (Goal 2). 	<i>Assoc. Dean/Undergrad. Prog. & Student Services Manager</i>	As Cited Under Goal 1

Assessment Measurements:

- Annually utilize the University Fact Book to monitor and verify sophomore to junior retention rates for students matriculating in the SOT.

Evaluation/Assessment:

- Review and assess the implementation of Key Strategy and Activities/Steps for Goal 2 on an annual basis and modify as needed.
 - Each selected Activity supporting retention and graduation rates will be reviewed by the Retention Committee and coordinated by the Office of the Associate Dean for Undergraduate Programs.
 - Develop a template for rating the success of each Selected Activity. This template will be developed by the Retention Committee Chairperson (i.e., Student Services Manager) with input from committee/department representatives.
 - Share the Plan's successes and challenges, based on the assessment, with the SOT faculty and administrators and seek suggested recommendations for modifying and enhancing the Plan for the following academic year.

ACTION PLAN

Coordinator: Dr. Ray J. Davis, Associate Dean for Undergraduate Programs and Ms. Belinda Clemency, Student Services Manager

Goal 3: Increase junior to senior and senior to graduation rates incrementally from 60.3 percent to 61.3, 63.3, and 65.3, respectively, over the next three years.

Expected Outcome(s):

- Retention rates for junior to senior will continue to improve beyond rates cited in the University Fact Book until rates are comparable or exceed the University of North Carolina System averages.

Key Strategy:

- The School's Retention Committee, in collaboration with administrators and departmental faculty, will coordinate and monitor proposed plan for increasing retention and graduation rates.

IMPLEMENTATION SCHEDULE/TIMETABLE

Activities/Steps	Responsible Person	Completion Date
<ul style="list-style-type: none"> Include a student representative from the junior and senior classes to serve on the SOT Retention Committee. 	Dr. Ray J. Davis <i>Assoc. Dean/Undergrad. Prig.</i>	August 30 th
<ul style="list-style-type: none"> Establish and convene a junior and senior "Let's Chat" Session in the SOT, which will be held during the fall and spring semesters. 	<i>Assoc. Dean/Undergrad. Prig.</i>	November 15 th and April 15 th
<ul style="list-style-type: none"> Require faculty to meet with each assigned advisee during the junior year, preferably during the first semester, to review statement of standing and/or academic status for completing the degree. Documentation regarding the advisement session, and/or attempt to contact each junior, must be maintained. 	<i>Department Chairperson and Faculty</i>	March 31st
<ul style="list-style-type: none"> Department Chairpersons and/or advisors will contact each student with senior status to review graduation requirements. Documentation of all conference and/or efforts to contact students must be maintained. 	<i>Department Chairpersons and Faculty</i>	November 30th
<ul style="list-style-type: none"> Implement Activities supporting Goal 1. Many of these activities are applicable to the retention of juniors to senior and seniors to graduation (Goal 3). 	<i>Assoc. Dean/Undergrad. Prig. & Student Services Manager</i>	As Cited Under Goal 1

Assessment Measurements:

- Annually utilize the University Fact Book to monitor and verify increases in junior to senior retention rates for students matriculating in the SOT.

Evaluation/Assessment:

- Review and assess the implementation of Key Strategy and Activities/Steps for Goal 3 on an annual basis and modify as needed.
 - Each selected Activity supporting retention and graduation rates will be reviewed by the Retention Committee and coordinated by the Office of the Associate Dean for Undergraduate Programs.
 - Develop a template for rating the success of each Selected Activity. This template will be developed by the Retention Committee Chairperson (i.e., Student Services Manager) with input from committee/department representatives.
 - Share the Plan's successes and challenges, based on the assessment, with the SOT faculty and administrators and seek suggested recommendations for modifying and enhancing the Plan for the following academic year.

Budget Reallocation Plan: Budget resources are currently in place to effectively manage strategies and activities.

ACTION PLAN

Coordinator: Dr. Ray J. Davis, Associate Dean for Undergraduate Programs and Ms. Belinda Clemency, Student Services Manager		
Goal 4: <i>Increase the retention of new, undecided students incrementally from 70.8 percent to 71.8, 73.8, and 75.8, respectively, over the next three years.</i>		
Expected Outcome(s):		
<ul style="list-style-type: none"> • Retention rates for undecided students will increase three percent annual until rates are comparable or exceed the University of North Carolina System average. • The SOT will realize an increase in undecided students matriculating in one of its degree programs by two percent annually at the end of the freshmen and sophomore years, respectively. 		
Key Strategy:		
<ul style="list-style-type: none"> • The School's Retention Committee, in collaboration with administrators and departmental faculty, will coordinate and monitor proposed plan for increasing retention and graduation rates. 		
IMPLEMENTATION SCHEDULE/TIMETABLE		
Activities/Steps	Responsible Person	Completion Date
<ul style="list-style-type: none"> • Maintain a database of all undecided students enrolled in School of Technology courses. 	<i>Assoc. Dean/Undergrad Prig. & Student Services Manager</i>	Continuous
<ul style="list-style-type: none"> • Track and monitor the academic progression of undecided students by collaborating with the Center for Student Success. 	<i>Student Services Manager</i>	Continuous
<ul style="list-style-type: none"> • Require faculty to submit the names of all students enrolled in their classes who are listed on the roster as Undecided. Names should be submitted to the Office of the Assoc. Dean for Undergraduate Programs. 	<i>Department Chairpersons and Faculty</i>	August 30 th and January 31 st
<ul style="list-style-type: none"> • Encourage undecided students to declare majors by addressing academic issues and/or processing change of major forms. Collaborate with academic departments and Center for Student Success. 	<i>Assoc. Dean/Undergrad prigs, Student Services Manager, and Department Chairs</i>	Continuous
<ul style="list-style-type: none"> • Implement Activities supporting Goal 1. Many of these activities are applicable to increasing the retention of new, undecided students (Goal 4). 	<i>Assoc. Dean/Undergrad. Prig. & Student Services Manager</i>	As Cited Under Goal 1
Assessment Measurements:		
<ul style="list-style-type: none"> • Maintain database to monitor change of majors from undecided to a degree programs in the School of Technology. 		

Evaluation/Assessment:

- Review and assess the implementation of Key Strategy and Activities/Steps for Goal 4 on an annual basis and modify as needed.
 - Each selected Activity supporting retention and graduation rates will be reviewed by the Retention Committee and coordinated by the Office of the Associate Dean for Undergraduate Programs.
 - Develop a template for rating the success of each Selected Activity. This template will be developed by the Retention Committee Chairperson (i.e., Student Services Manager) with input from committee/department representatives.
 - Share the Plan's successes and challenges, based on the assessment, with the SOT faculty and administrators and seek suggested recommendations for modifying and enhancing the Plan for the following academic year.

Budget Reallocation Plan: Budget resources are currently in place to effectively manage strategies and activities.

ACTION PLAN

Coordinator: Dr. Ray J. Davis, Associate Dean for Undergraduate Programs and Ms. Belinda Clemency, Student Services Manager		
Goal 5: <i>Increase the retention and graduation rates of student athletes.</i>		
Expected Outcome(s):		
<ul style="list-style-type: none"> • Collaboration between the Athletics Department and the School of Technology of Technology will improve. • Academic Progression of student athletes matriculating in the School of Technology will improve. • Student athletes will better utilize academic support systems in the School of Technology, Athletics Department, and university. 		
Key Strategy:		
<ul style="list-style-type: none"> • The Office of the Associate Dean for Undergraduate Programs – in collaboration with the Retention Committee, academic departments, and Department of Athletics – will monitor the academic progression of athletes who have declared majors in the School of Technology. 		
IMPLEMENTATION SCHEDULE/TIMETABLE		
Activities/Steps	Responsible Person	Completion Date
<ul style="list-style-type: none"> • Maintain a database of all student athletes who have declared a major in the School of Technology. 	Student Services Manager	Continuous
<ul style="list-style-type: none"> • Track and monitor the academic progression of all student athletes by reviewing mid-term and final grade reports as well as faculty referral due to lack of satisfactory academic performance. 	<i>Student Services Manager</i>	Continuous
<ul style="list-style-type: none"> • Send letters to all new student athletes to encourage their academic performance and inform them of support services available in the School of Technology and the university. 	<i>Assoc. Dean/Undergrad. Prig</i>	August 30 th and January 31st
<ul style="list-style-type: none"> • Implement Activities supporting Goal 1. Many of these activities are applicable to increasing the retention and graduation rates of student athletes (Goal 5). 	<i>Assoc. Dean/Undergrad. Prig. & Student Services Manager</i>	As Cited Under Goal 1
Assessment Measurements:		
<ul style="list-style-type: none"> • An advisement folder and database on student athletes will be maintained in the Office of the Associate Dean of Undergraduate Programs. • Data generated from folders and databases will be utilized in tracking and monitoring the academic progression of student athletes matriculating in the School of Technology. 		
Evaluation/Assessment:		
<ul style="list-style-type: none"> • Review and assess the implementation of Key Strategy and Activities/Steps for Goal 5 an annual basis and modify as needed. <ul style="list-style-type: none"> ➤ Each selected Activity supporting retention and graduation rates will be reviewed by the Retention Committee and coordinated by the Office of the Associate Dean for Undergraduate Programs. 		

- Develop a template for rating the success of each Selected Activity. This template will be developed by the Retention Committee Chairperson (i.e., Student Services Manager) with input from committee/department representatives.
- Share the Plan's successes and challenges, based on the assessment, with the SOT faculty and administrators and seek suggested recommendations for modifying and enhancing the Plan for the following academic year.

Budget Reallocation Plan: Budget resources are currently in place to effectively manage strategies and activities.

ACTION PLAN

Coordinator: Dr. Ray J. Davis, Associate Dean for Undergraduate Programs and Ms. Belinda Clemency, Student Services Manager		
Goal 6: Increase the retention rates of minority presence students.		
Expected Outcome(s):		
<ul style="list-style-type: none"> • Collaboration between the Multicultural Student Center and the School of Technology will be improved. • Academic progression and persistence to degree for minority presence students will improve. 		
Key Strategy:		
<ul style="list-style-type: none"> • The Office of the Associate Dean for Undergraduate Programs – in collaboration with the Multicultural Student Center and academic departments – will monitor the academic progression of all minority students enrolled in the School of Technology. 		
IMPLEMENTATION SCHEDULE/TIMETABLE		
Activities/Steps	Responsible Person	Completion Date
<ul style="list-style-type: none"> • Maintain a database of all minority students who have declared a major in the School of Technology. 	<i>Student Services Manager</i>	Continuous
<ul style="list-style-type: none"> • Send letters to all new minority students matriculating in the School of Technology. This letter will address the following: (1) welcome students to the School of Technology; (2) inform students of support services available in the School of Technology and the university; and (3) encourage students to utilize the Office of the Associate Dean for Undergraduate Programs, which will serve as the point of contact for minority students in addressing problematic issues related to their academic progression in the School of Technology. 	<i>Assoc. Dean/Undergrad. Prig.</i>	August 30 th and January 31 st
<ul style="list-style-type: none"> • Implement Activities supporting Goal 1. Many of these activities are applicable to the retention of minority presence students (Goal 6). 	<i>Assoc. Dean/Undergrad. Prig. & Student Services Manager</i>	As Cited Under Goal 1
Assessment Measurements:		
<ul style="list-style-type: none"> • Annually utilize the University Fact Book to monitor and verify increases in minority presence student retention rates for students matriculating in the SOT. 		
Evaluation/Assessment:		
<ul style="list-style-type: none"> • Review and assess the implementation of Key Strategy and Activities/Steps for Goal 6 on an annual basis and modify as needed. <ul style="list-style-type: none"> ➢ Each selected Activity supporting retention and graduation rates will be reviewed by the Retention Committee and coordinated by the Office of the Associate Dean for Undergraduate Programs. 		

- Develop a template for rating the success of each Selected Activity. This template will be developed by the Retention Committee Chairperson (i.e., Student Services Manager) with input from committee/department representatives.
- Share the Plan's successes and challenges, based on the assessment, with the SOT faculty and administrators and seek suggested recommendations for modifying and enhancing the Plan for the following academic year.

Budget Reallocation Plan: Budget resources are currently in place to effectively manage strategies and activities.

THE CENTER FOR STUDENT SUCCESS

ACTION PLANS AND KEY STRATEGIES

ACTION PLAN

Coordinator: Dr. Rita Lamb and Mrs. Kimberly Manley		
Goal 1: Increase the retention rate of first-time, full-time student.		
Expected Outcome(s): Students will be provided flexible and effective academic support and tutorial services.		
Key Strategy: Facilitate comprehensive tutorial program and administer the StrengthsQuest Program to support student academic performance.		
IMPLEMENTATION SCHEDULE/TIMETABLE		
Activities/Steps	Responsible Person	Completion Date
Determine high failure rate courses and hire student tutors for these areas	TCSS Coordinator of Tutorials	Fall, Spring Annually
Increase number of student tutors and computer laboratory attendants	TCSS Coordinator of Tutorials	Fall, Spring Annually
Train student tutors and computer laboratory attendants	TCSS Coordinator of Tutorials	Fall, Spring Annually
Create a schedule of all tutorial services and distribute campus wide	TCSS Coordinator of Tutorials	Fall, Spring Annually
Assess tutorial services to determine level of satisfaction	TCSS Coordinator of Tutorials	Fall, Spring Annually
Restructure tutorial services based on survey results	TCSS Coordinator of Tutorials	Fall, Spring Annually
Track usage of tutorial and support services	TCSS Coordinator of Tutorials	Fall, Spring Annually
Implement the StrengthsQuest Program to help students identify, develop and apply their talents.	Director of The Center for Student Success and Coordinator of Academic Advising	Fall, Spring Annually

Assessment Measurements: Was the TCSS tutorial and support schedule developed and distributed? Were tutors hired and trained properly? Were tutorial and support services utilized? Was student usage tracked? Were evaluations provided to students? Were evaluations analyzed and used for enhancement of services?
Evaluation/Assessment: Survey instrument administered to tutees.
Budget Reallocation Plan: Title III funding supports the tutorial program in The Center for Student Success.

ACTION PLAN

Coordinator: Dr. Rita Lamb

Goal 1 (con't): Increase the retention rate of first-time, full-time students.

Expected Outcome(s): High ability sophomore, junior and senior students will serve as Peer Advisors (PALs) for the Peer Advising Leadership (PAL) Program. This diverse group of University students representing various ages, programs and cultures are linked with incoming freshmen in an effort to help them develop academic and socio-cultural connectedness and make successful transitions into the University community.

Key Strategy: Provide peer counseling (Peer Advising Leaders – PALs) to support personal and social adjustment for incoming students.

IMPLEMENTATION SCHEDULE/TIMETABLE

Activities/Steps	Responsible Person	Completion Date
Request nominations of PALs from Faculty Advisers/Chairpersons/Deans	PALs Advisor	Fall, Spring Annually
Check GPA of PAL applicants and record in Nominee Database	PALs Advisor	Fall, Spring Annually
Request Production Focus Report of Accepted new students	PALs Advisor Admissions	Fall, Spring Annually
Assign Prospective freshmen to Peer Advisors and notify PALs	PALs Advisor	Fall, Spring Annually
Contact Departments to Identify Freshman Faculty Advisors for fall and Assign PALs to assist them	PALs Advisor	Fall, Spring Annually
Coordinate Activities for PAL Training Session – Faculty/Program Coordinate PAL Straight-Talk Sessions Coordinate activities for PAL Social	PALs Advisor	Fall, Spring Annually
Assign PALs to opening week activities for the University Community	PALs Advisor	Fall, Spring Annually
Coordinate Second and Third Straight-Talk Sessions with Freshmen	PALs Advisor	Fall, Spring Annually

Assessment Measurements: Retention of first-time, full-time students will increase.

Evaluation/Assessment: Student Survey, Staff Survey, Enrollment and Retention Data from University Factbook.

Budget Reallocation Plan: Supplies \$2,000; Paraphernalia \$3,000; Training \$1,200; Outreach \$1,800.

ACTION PLAN

Coordinator: Dr. Rita Lamb and Mrs. Regina Artis		
Goal 2: Increase full-time sophomore to junior retention rates.		
Expected Outcome(s): Students will receive academic advising that encourages them to develop their strengths, talents and abilities.		
Key Strategy: Enhance comprehensive, academic advising and advisor development program.		
IMPLEMENTATION SCHEDULE/TIMETABLE		
<i>Activities/Steps</i>	<i>Responsible Person</i>	<i>Completion Date</i>
Provide <i>Advising Excellence Training Workshops</i> for all Academic Advisors	Director of The Center for Student Success and Coordinator of Academic Advising	Fall, Spring Annually
Provide academic advisement handbook, brochures and additional information updates to each advisor	The Center for Student Success Coordinator for Academic Advising	Fall, Spring Annually
Reward outstanding academic advisors in each school and college through the <i>Advising Excellence Awards Program</i>	The Center for Student Success Coordinator for Academic Advising	Fall, Spring Annually
Implement an early monitoring and alert system that identifies students experiencing academic difficulty	The Center for Student Success Coordinator for Academic Advising	Fall, Spring Annually
Sponsor Advising Excellence Awards Program to reward outstanding academic advisors in each school and college	Director of The Center for Student Success	Fall, Spring Annually
Encourage mandatory academic advisement for every student beginning with new students	The Center for Student Success Coordinator for Academic Advising	Fall, Spring Annually
Implement an early monitoring and alert system that identifies students experiencing difficulty	Director of The Center for Student Success and Coordinator of Academic Advising	Fall, Spring Annually
Assessment Measurements: Retention of first-time sophomore to junior students will increase by 1% beginning Fall 2005.		

Evaluation/Assessment: Sophomore/Senior Student Survey, Faculty Survey, Enrollment and Retention Data, Advisement Training Evaluations and feedback, Mid-term and Final grades.

Budget Reallocation Plan: Budget allocations needed: \$15,000 for cost of printing additional *Comprehensive Academic Advising Handbook*

ACTION PLAN

Coordinator: Dr. Rita Lamb

Goal 3: *Increase junior to senior and senior to graduation rates.*

Expected Outcome(s):

- Retention rates for junior to senior and senior to graduation rates will increase annually.
- Students will be more informed about opportunities for professional internships and career opportunities.
- Students will be more knowledgeable concerning opportunities for international studies.

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

IMPLEMENTATION SCHEDULE/TIMETABLE

<i>Activities/Steps</i>	<i>Responsible Person</i>	<i>Completion Date</i>
Require advisors to identify students who are not making satisfactory progress and report to Director	The Center for Student Success Director and Lecturers	Fall, Spring
Conduct in-depth analysis of courses and grades of junior and senior undeclared students and develop plan for improvement	The Center for Student Success Director and Lecturers	Fall, Spring
Review with advisees their plan of continuation toward degree	The Center for Student Success Director and Lecturers	Fall, Spring
Assist junior-senior level students who are ineligible to declare a major with Liberal Studies as the area of concentration	The Center for Student Success Director and Lecturers	Fall, Spring
Identify and reward excellence in advising in The Center for Student Success	The Center for Student Success Director and Lecturers	Fall, Spring
Extend tutorials to facilitate evening student population	The Center for Student Success Director and Lecturers	Fall, Spring

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.

ACTION PLAN

Coordinators: Dr. Rita Lamb and Mrs. Regina Artis		
Goal 4: Increase the retention rate of new, undecided students from 70.8% to 71.8%, 71.8% to 73.8% to 76.8% respectively over the next three years.		
Expected Outcome(s): <ul style="list-style-type: none"> - Students will experience a supportive, positive university learning experience. - Students will begin the process of understanding critical thinking in the university context. - Students will apply critical thinking in 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 SCHEDULE/TIMETABLE		
Activities/Steps	Responsible Person	Completion Date
Participate in a "Meet your Major" Academic Fair sponsored by The Center for Student success	The Center for Student Success Director and Lecturers	Fall, Spring Annually
Teach new students about campus resources, tangible and intangible (including services such as Computer Centers, TCSS Tutorials, Counseling Center, Health Center and Career Services)	The Center for Student Success Director and Lecturers	Fall, Spring Annually
Collaborate with the Center for Teaching and Learning on new teaching strategies and implement teaching strategies that use analytical, critical thinking, and problem-solving skills in class activities	The Center for Student Success Director and Lecturers	Fall, Spring Annually
Conduct Leadership Development and Success Seminars with motivational speakers	The Center for Student Success Director and Lecturers	Fall, Spring Annually
Recommend Retention Dynamics Skills Workshops to teach test taking, stress management, time management, goal setting, and other management skills necessary for university success. How to study, stress management, time management	The Center for Student Success Director and Lecturers	Fall, Spring Annually
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: Funds requested for additional Counselor/Lecturers.		

ACTION PLAN

Coordinator: Dr. Rita Lamb and Mrs. Stephanie M. Battle		
Goal 5: <i>Increase the cumulative grade point average and graduation rate of student athletes.</i>		
Expected Outcome(s): Expected Outcome(s): <ul style="list-style-type: none"> - The cumulative grade point average of Student Athletes will increase as a result of the consistent academic support services provided throughout the semester - The graduation rate of student athletes will increase. - The number of returning students participating in the H.A.R.T learning assistance program will decrease as a result of the students in the program being equipped with the necessary skills in order to matriculate college successfully 		
Key Strategy: Identify at-risk student-athletes and implement the Learning Assistance Program as an intervention strategy. Provide consistent academic support services to all student athletes. Implement the CHAMPS/Life skills program.		
IMPLEMENTATION SCHEDULE/TIMETABLE		
Activities/Steps	Responsible Person	Completion Date
Assign at-risk student-athletes to Learning Assistance Program (HART: Helping Athletes Rise to the Top).	Coordinator Academic Monitoring for Student-Athletes/Life Skills Coord.	Fall, Spring Annually
HART counselors will meet with assigned student-athletes weekly to evaluate and academic progress and recommend steps for improvement	Coordinator Academic Monitoring for Student-Athletes	Fall, Spring Annually
Set short-term and long-term academic goals and objectives for student-athletes	Coordinator Academic Monitoring for Student-Athletes	Fall, Spring Annually
Create academic profile for each team across all variables to identify at-risk population	Coordinator Academic Monitoring for Student-Athletes	Fall, Spring Annually
Review academic skills in meetings (i.e. study strategies, test-taking strategies, note taking skills)	Coordinator Academic Monitoring for Student-Athletes	Fall, Spring Annually
Provide tutors for Student Athletes during Study Hall sessions.	Coordinator Academic Monitoring for Student-Athletes	Fall, Spring Annually

Evaluate the need for upper level student athletes to receive tutorial services following first term grade report.	Coordinator Academic Monitoring for Student-Athletes	Fall, Spring Annually
Schedule and implement individual and group tutoring sessions for all first year student-athletes.	Coordinator Academic Monitoring for Student-Athletes	Fall, Spring Annually
Assessment Measurements: Academic Summary completed at the conclusion of each semester.		
Evaluation/Assessment: First-term grade reports for student-athletes, Mid-term and final grades, Program surveys, and official graduation rates submitted to NCAA.		
Budget Reallocation Plan: No budget reallocation necessary.		

ACTION PLAN

Coordinator: Dr. Rita Lamb		
Goal 6: Increase the retention rates of minority presence students.		
Expected Outcome(s): The retention rate for minority presence students will increase on an annual basis		
Key Strategy: Provide counseling, orientation and information sessions to insure that the students feel welcome, safe and secure		
IMPLEMENTATION SCHEDULE/TIMETABLE		
Activities/Steps	Responsible Person	Completion Date
Develop a strategy to ensure greater minority student engagement and involvement in university activities and student organizations	Dr. Rita Lamb	Fall, Spring Annually
Conduct focus groups to determine minority students level of satisfaction at the university and in TCSS	Dr. Rita Lamb	Fall, Spring Annually
Assign academic advisors that are culturally sensitive, caring and concerned about the welfare of minority students	Dr. Rita Lamb	Fall, Spring Annually
Require that all team members attend a diversity/civility training designed to foster more sensitivity and awareness of cultural differences	Dr. Rita Lamb	Fall, Spring Annually
Require students to meet with academic advisors at least two times per semester to discuss academic progress and concerns	Dr. Rita Lamb	Fall, Spring Annually
Sponsor a diversity/civility training workshop designed to foster more sensitivity and awareness of cultural differences and encourage students to attend	Dr. Rita Lamb	Fall, Spring Annually
Collaborate with the Multicultural Student Center by attending Minority Student Luncheons, Banquets and other activities	Dr. Rita Lamb	Fall, Spring Annually
Assessment Measurements: Number of minority students in good academic standing measured over time.		
Evaluation/Assessment: Minority student opinion survey of satisfaction with academic advising and overall quality of the university and the		

SAES educational program.

Budget Reallocation Plan: No additional funds needed

THE SCHOOL OF GRADUATE STUDIES

ACTION PLANS AND KEY STRATEGIES

ACTION PLAN

Coordinator: <i>A. Ayanna Boyd-Williams, Assistant Dean</i>		
Goal 1: <i>The School of Graduate Studies will increase its retention rate for first-time, full time graduate students by at least 2% annually over the next three years.</i>		
Key Strategy: The School of Graduate Studies, in collaboration with administrators and academic departments, will develop, coordinate, assess and monitor plans for increasing retention and graduation rates in order to <i>accurately determine why first-time, full-time graduate students are not retained.</i>		
Expected Outcome(s): The University and academic units will collect qualitative data to better understand why first-time, full-time graduate students are not retained. Academic units will develop and/or utilize existing student support programs and services to meet the needs of these students, as is appropriate.		
IMPLEMENTATION SCHEDULE/TIMETABLE		
Activities/Steps	Responsible Person	Completion Date
Collect and assess data related to student satisfaction, retention and program completion rates.	Assistant Dean, Department Chairs, Graduate Coordinators	May 2006
Encourage each first-time graduate student to meet with their advisor at least 2 times per semester	Graduate Coordinators, Department Chairs	May 2006
Maintain documentation on each student for the advising process	Graduate Coordinators, Advisors	May 2006
Provide two hours of training annually on retention	Department Chairs, TCSS	May 2006
Provide timely feedback on student performance	Graduate Coordinator, Assistant Dean	May 2006
Implement a monitoring system to identify, track, and assist students that are having academic difficulty	Graduate Coordinator, Department Chairs	May 2007
Encourage advisors to attend Advising Excellence Workshop offered by the Center for Student Success (TCSS)	Department Chairs, TCSS	May 2006
Develop early tracking system to monitor "at risk" students who were admitted provisionally	Graduate Coordinators	December 2005

Continue award recognition program for students who perform exceptionally well academically	School of Graduate Studies, Department Chairs	May 2006
Perform an annual assessment of the retention activities and make necessary adjustments.	Assistant Dean, Department Chairs	July 2006
Assessment Measurements: <i>Retention of first-time, full-time graduate students will increase by 2% annually over a three-year period.</i>		
Evaluation/Assessment: <i>Graduate Student Survey; Faculty Assessment; Enrollment and Retention data from the School of Graduate Studies Annual Report and university fact book; mid-term and final grades; Student Evaluations; and Retention Plan Annual Assessment</i>		
Budget Reallocation Plan: <i>No new budget allocations needed.</i>		

ACTION PLAN

Coordinator: <i>A. Ayanna Boyd-Williams, Assistant Dean</i>		
Goal 2: <i>The School of Graduate Studies will increase its retention rate for continuing students by at least 2 % annually over the next three years.</i>		
Key Strategy: <i>The School of Graduate Studies, in collaboration with administrators and academic departments, will develop, coordinate, assess and monitor plans for increasing retention and graduation rates. Accurately determine why continuing graduate students are not retained.</i>		
Expected Outcome: <i>The University and academic units will collect qualitative data to better understand why continuing graduate students are not retained. Academic units will develop and/or utilize existing student support programs and services to meet the needs of these students, as is appropriate.</i>		
IMPLEMENTATION SCHEDULE/TIMETABLE		
Activities/Steps	Responsible Person	Completion Date
Collect and assess data related to student satisfaction, retention and program completion rates.	Assistant Dean, Department Chairs, Graduate Coordinators	May 2006
Encourage each continuing graduate student to meet with their advisor at least 2 times per semester	Graduate Coordinators, Department Chairs	May 2006
Maintain documentation on each student for the advising process	Graduate Coordinators, Advisors	May 2006
Provide two hours of training annually on retention	Department Chairs, TCSS	May 2006
Provide timely feedback on student performance	Graduate Coordinator, Assistant Dean	May 2006
Implement a monitoring system to identify, track, and assist students that are having academic difficulty	Graduate Coordinator, Department Chairs	May 2006
Encourage advisors to attend Advising Excellence Workshop offered by the Center for Student Success (TCSS)	Department Chairs, TCSS	May 2006
Continue to monitor "at risk" students who were admitted provisionally	Graduate Coordinators	December 2005
Continue award recognition program for students who perform exceptionally well academically	School of Graduate Studies, Department Chairs	May 2006
Perform an annual assessment of the retention activities and make necessary adjustments.	Assistant Dean, Department Chairs	July 2006
Assessment Measurements: <i>Retention of continuing graduate students will</i>		

<i>increase by 2% annually over a three-year period.</i>		
<i>Evaluation/Assessment: Graduate Student Survey; Faculty Assessment; Enrollment and Retention data from the School of Graduate Studies Annual Report and university fact book; mid-term and final grades; Student Evaluations; and Retention Plan Annual Assessment</i>		
<i>Budget Reallocation Plan: No new budget allocations needed.</i>		

ACTION PLAN

Coordinator: <i>A. Ayanna Boyd-Williams, Assistant Dean</i>		
Goal 3: The School of Graduate Studies, in collaboration with administrators and academic departments, will develop, coordinate, assess and monitor plans for increasing retention and graduation rates.		
Key Strategy: <i>Improve existing financial support for graduate students</i>		
Expected Outcome: <i>Increased funding for new and continuing graduate students</i>		
IMPLEMENTATION SCHEDULE/TIMETABLE		
Activities/Steps	Responsible Person	Completion Date
Collaborate with institutional and academic units to identify potential funding sources to support graduate students	Division of Research and Economic Development, Office of Financial Aid, Graduate School, Department Chairs	May 2007
Develop workshops to assist graduate students in researching and applying for potential funding	Division of Research and Economic Development, Graduate School	May 2007
Assessment Measurements: <i>Internal and external funding awards to graduate students will increase.</i>		
Evaluation/Assessment: <i>Personal Service Agreement Forms and PD-105 forms processed; School of Graduate Studies Annual Report and Retention Plan Annual Assessment</i>		
Budget Reallocation Plan: <i>No new budget allocations needed.</i>		

ACTION PLAN

Coordinator: *A. Ayanna Boyd-Williams, Assistant Dean*

Goal 4: The School of Graduate Studies, in collaboration with administrators and academic departments, will develop, coordinate, assess and monitor plans for increasing retention and graduation rates.

Key Strategy: *Improve graduate student professional development*

Expected Outcome: *Increased retention of new and continuing graduate students
Increased number of masters students applying to and entering doctoral programs
Increased number of doctoral students seeking academic positions*

IMPLEMENTATION SCHEDULE/TIMETABLE

Activities/Steps	Responsible Person	Completion Date
Develop and conduct workshops on effective teaching strategies	Academy of Teaching and Learning Graduate School, Department Chairs	May 2007
Develop and implement a Preparing Future Faculty Program	Graduate School, Division of Research and Economic Development, Academy of Teaching and Learning, Department Chairs	May 2007
Create an on-line professional development resource manual	Graduate School, Graduate School, Division of Research and Economic Development, Academy of Teaching and Learning, Department Chairs	
Utilize graduate faculty role models to conduct OPT-ED and Graduate Assistant workshops	Graduate School	

Assessment Measurements:
*Higher student satisfaction ratings on Graduate Student Survey; Increased number of masters students applying to and entering doctoral programs
 Increased number of doctoral students seeking academic positions*

Evaluation/Assessment: *School of Graduate Studies Annual Report and Retention Plan Annual Assessment*

Budget Reallocation Plan: *No new budget allocations needed.*

ACTION PLAN

Coordinator: <i>A. Ayanna Boyd-Williams, Assistant Dean</i>		
Goal 5: The School of Graduate Studies, in collaboration with administrators and academic departments, will develop, coordinate, assess and monitor plans for increasing retention and graduation rates.		
Key Strategy: <i>Number of graduate students completing theses and dissertations will increase</i>		
Expected Outcome: <i>Increased retention of new and continuing graduate students Increased number of masters students completing theses Increased number of doctoral students completing dissertations</i>		
IMPLEMENTATION SCHEDULE/TIMETABLE		
Activities/Steps	Responsible Person	Completion Date
Increase the number of workshops offered each semester to assist students with the thesis/dissertation writing process	Graduate School	May 2007
Collaborate with the University Writing Center to establish writing improvement workshops for non-native speaking graduate students	Graduate School, Writing Center	May 2007
Create an on-line writing resource manual	Graduate School, Writing Center	May 2007
Assessment Measurements: <i>Higher student satisfaction ratings on Graduate Student Survey; Increased number of masters students completing theses, and increased number of doctoral students completing dissertations</i>		
Evaluation/Assessment: <i>School of Graduate Studies Annual Report and Retention Plan Annual Assessment</i>		
Budget Reallocation Plan: <i>No new budget allocations needed.</i>		

ACTION PLAN

Coordinator: *A. Ayanna Boyd-Williams, Assistant Dean*

Goal 6: *Increase the retention rate of minority presence students.*

Key Strategy: The School of Graduate Studies, in collaboration with administrators and academic departments, will develop, coordinate, assess and monitor plans for increasing retention and graduation rates. *Accurately determine why continuing graduate students are not retained.*

Expected Outcome: The University and academic units will collect qualitative data to better understand why continuing graduate students are not retained. Academic units will develop and/or utilize existing student support programs and services to meet the needs of these students, as is appropriate.

IMPLEMENTATION SCHEDULE/TIMETABLE

Activities/Steps	Responsible Person	Completion Date
Collect and assess data related to student satisfaction, retention and program completion rates.	Assistant Dean, Department Chairs, Graduate Coordinators	May 2006
Encourage each continuing graduate student to meet with their advisor at least 2 times per semester	Graduate Coordinators, Department Chairs	May 2006
Maintain documentation on each student for the advising process	Graduate Coordinators, Advisors	May 2006
Provide two hours of training annually on retention	Department Chairs, TCSS	May 2006
Provide timely feedback on student performance	Graduate Coordinator, Assistant Dean	May 2006
Implement a monitoring system to identify, track, and assist students that are having academic difficulty	Graduate Coordinator, Department Chairs	May 2006
Encourage advisors to attend Advising Excellence Workshop offered by the Center for Student Success (TCSS)	Department Chairs, TCSS	May 2006
Continue to monitor "at risk" students who were admitted provisionally	Graduate Coordinators	December 2005
Continue award recognition program for students who perform exceptionally well academically	School of Graduate Studies, Department Chairs	May 2006
Perform an annual assessment of the retention activities and make necessary adjustments.	Assistant Dean, Department Chairs	July 2006
Assessment Measurements: <i>Retention of continuing graduate students will increase by 2% annually over a three-year period.</i>		

Evaluation/Assessment: *Graduate Student Survey; Faculty Assessment; Enrollment and Retention data from the School of Graduate Studies Annual Report and university fact book; mid-term and final grades; Student Evaluations; and Retention Plan Annual Assessment*

Budget Reallocation Plan: *No new budget allocations needed.*

