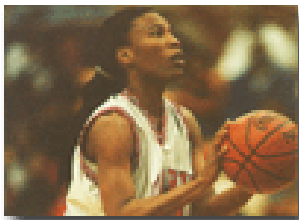

*“Student Centered
and
Quality Driven”*



**A Retention Plan
for Students at
CLARK ATLANTA UNIVERSITY**

Spring 2004

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This plan provides the institutional framework for achieving successful student retention at Clark Atlanta University. It serves as a template for assessing the effectiveness of our current retention initiatives and a guide in developing new approaches to retaining students.

CLARK ATLANTA UNIVERSITY

STUDENT RETENTION PLAN

I. INTRODUCTION:

Among the most important and challenging dimensions of consideration for colleges and universities is their ability to consistently attract, retain and graduate students. Typically, once institutions have successfully recruited and enrolled these students, efforts to retain them become the next critical concern. Student retention has traditionally focused on providing a range of supportive services to a particular populace of students during their first two years of matriculation at the undergraduate level. While this approach has been appropriately utilized at Clark Atlanta University (CAU), the goal of retaining and ultimately graduating students transcends the standard boundaries of retention initiatives prevalent in higher education. Clark Atlanta University's student composition includes both undergraduate and graduate students. As such, the typical undergraduate focus of retention encompasses only one of the two major categories of our student demographics.

In addition, the challenges that often impact our students' ability to complete their degree requirements are sustained beyond the first and second years of their educational experience. Effectively addressing student retention at CAU necessitates an approach that factors in the distinctive needs of this institution. The retention plan developed and outlined below, expands the more narrow definition of retention in keeping with the diverse needs and requirements of Clark Atlanta University. By design, it includes both graduate and undergraduate students at all levels of matriculation.

This plan is designed to establish a framework and platform for student retention initiatives that provide a sustaining bridge between attracting (recruiting/enrolling) and successfully graduating our students. This plan is intended to be both structured and flexible. It provides a clear indication of the expectations of student retention/persistence at CAU at all levels, while including the opportunity to develop, refine, and restructure efforts as necessary.

II. STUDENT RETENTION VISION STATEMENT:

Clark Atlanta University's vision of what the institution is committed to in student retention is articulated in the following statement:

By fostering a supportive and nurturing environment that emphasizes best practices in teaching effectiveness, student support and use of educational resources, Clark Atlanta University strives to increase student achievement, leading to higher levels of retention and graduation. Emphasis is placed on developing students with higher levels of critical thinking and life skills that are important for academic and professional success.

Implementation of this vision statement will be structured around a set of undergraduate and graduate goals and objectives and specific program activities.

III. UNDERGRADUATE RETENTION GOALS AND OBJECTIVES:

GOAL 1: OVERALL RETENTION PROGRAM

To create an organizational climate and educational environment conducive to student achievement and the cultivation and promotion of connective relationships, which foster retention, persistence, and graduation rates for our students.

OBJECTIVES:

- 1.1 To develop a systematic process for collecting, reporting and disseminating data for managing the University's retention efforts.
- 1.2 To implement strategies which ensure that all internal and external operations support the institution's retention goals and objectives.
- 1.3 To implement an effective system of accountability among faculty, staff and students designed to support the goals of the retention.
- 1.4 To develop a communication process which shares with constituents relevant information on progress and successes.
- 1.5 To develop a comprehensive program to promote mentor/mentee relationships among faculty, staff and students.

GOAL 2: ACADEMIC PROGRAMS AND INSTRUCTIONAL SUPPORT SERVICES

To ensure comprehensive and collaborative academic programming and instructional support initiatives to assist students in their successful matriculation.

OBJECTIVES:

- 2.1 To promote utilization of instructional support services.
- 2.2 To review, periodically, the academic program to ensure the currency/relevancy of programs and the use of effective pedagogy.
- 2.3 To promote a faculty developmental process that supports teaching, research and service.

- 2.4 To develop resource allocation priorities that reflect the primacy of the academic and instructional program and that reduce unnecessary duplication of services.

GOAL 3: STUDENT SERVICES

To provide a range of curricula and extracurricular student services and activities that enhances and diversifies the quality and breadth of the undergraduate experience.

OBJECTIVES:

- 3.1 To increase student participation in internship and other experiential activities prior to graduation.
- 3.2 To engage residential (campus) and nonresidential (off-campus) students in programs that enhance the educational pursuits and professional success of undergraduates.

GOAL 4: FINANCIAL AND PERSONAL

To develop a comprehensive approach to addressing the financial needs of students and the use of financial resources to support student persistence.

OBJECTIVES:

- 4.1 To identify additional internal and external funding sources to increase the number of endowed academic scholarships, need-based scholarships and grants to support a larger number of students.
- 4.2 To implement a financial planning program for students.
- 4.3 To expand communication and dissemination of information regarding available scholarships and resources.

IV. GRADUATE RETENTION GOALS AND OBJECTIVES:

GOAL 1: OVERALL RETENTION PROGRAM

To create an organizational climate and establish institutional strategies designed to promote the educational and professional development of students.

OBJECTIVES:

- 1.1 To create a flexible, professional and responsive environment that supports graduate student matriculation.

- 1.2 To establish a graduate student recruitment plan tailored to the unique range of disciplinary programs.
- 1.3 To collect, analyze, and disseminate data on the graduate student that provide a profile of these students and trends identified relative to their matriculation.

GOAL 2: ACADEMIC PROGRAMS AND INSTRUCTIONAL SUPPORTIVE SERVICES

To provide students with exposure to academic and research programs that provide relevant disciplinary-based knowledge, innovative pedagogical approaches and which utilize instructional support services necessary for their academic and career development.

OBJECTIVES:

- 2.1 To provide a faculty development program, which integrates technology, the most current and effective teaching methodologies, and promotes the utilization of research.
- 2.2 To expand academic and cocurricula opportunities through the use of technology, visiting scholars, and other initiatives, which develop and enhance student professional skills and competencies.

GOAL 3: STUDENT SERVICES

To ensure the availability of services for graduate students which reflect the diverse needs of both a traditional and nontraditional student population and focuses on their academic, professional, and personal development needs.

OBJECTIVES:

- 3.1 To develop and promote a series of workshops, seminars and other appropriate programmatic initiatives for student professional and personal development.
- 3.2 To ensure that student support services are available to accommodate all graduate students.

GOAL 4: FINANCIAL AND PERSONAL

To provide financial support for graduate students that includes a full range of options, considers their academic, professional and personal circumstances and which results in higher levels of persistence among these students.

OBJECTIVES:

- 4.1 To identify, secure and utilize a range of funding sources to support graduate education.
- 4.2 To increase financial support for graduate student involvement in professional development activities.

V. EXPECTED OUTCOMES:

A. OVERALL

- 1. An increase in recruitment, retention, persistence and graduation rates at all levels of the University.
 - 1.1 Retention, persistence and graduation are closely monitored and reported annually.
 - 1.2 First-year undergraduate retention rates are improved by three percentage points each year through 2007-2008.
 - 1.3. The four-year graduation rate for full-time students will increase by five percentage points by 2007-2008.
 - 1.4 The five-year graduation rate for full-time students will increase by ten percentage points by 2007-2008.
 - 1.5 Enrollment will increase by ten percent by 2007-2008.
 - 1.6 Student persistence rates will increase by fifteen percent by 2007-2008.
 - 1.7 Increased completion rates in all graduate programs.
- 2. A commitment to a “culture of responsibility” for retention among faculty, staff and students.
 - 2.1 Faculty and staff demonstrate increased understanding that retention is a campuswide responsibility as indicated through periodic surveys.
 - 2.2 The administrative cabinet demonstrates increased commitment to retention as reflected through surveys and other assessment tools.
 - 2.3 The campus engages in annual discussions regarding retention on a regular basis.
 - 2.4 The University has a system of accountability and rewards that support retention.
 - 2.5 A standing or ad hoc committee is responsible for oversight of retention planning and implementation.
- 3. An enhanced campus climate characterized by quality academic and student life programming—beginning with student’s initial introduction to

the University—designed to strengthen student’s connection to the campus, both academically and socially.

- 3.1 Marketing and recruitment materials conveys the primacy of the academic program.
- 3.2 Orientation for students emphasizes the transition and preparation for serious post secondary academic pursuit and exposes them to constructive aspects of University life.
- 3.3 Increased faculty/student interactions are designed to enrich the learning experience of students outside the classroom.
- 3.4 A campuswide system for recognizing and rewarding student achievements in academics, scholarship, cocurricular and other areas is maintained and enhanced.
- 3.5 A campuswide communication plan for informational dissemination of University codes and policies, both academically and socially, is known and enforced at all levels.
- 3.6 Qualitative studies, such as the Campus Climate Survey, and other evaluations are conducted annually and results reported to all units for review, discussion and appropriate action.
- 3.7 Issues and concerns impacting students are addressed through periodic interactions, such as focus groups and town hall meetings.

4. Adequate data are available to assist faculty and staff at all levels to understand and address the requirements for student success at the University.

- 4.1 Institutional assessment and persistence data are consistently collected and shared with the faculty and staff on a regular and systematic basis.
- 4.2 The University uses both local and national benchmark data for comparison.

B. ACADEMIC PROGRAMS AND INSTRUCTIONAL SUPPORT SERVICES

5. A structure of expectations exists throughout the University that supports academic success, beginning with the admission and orientation processes.

- 5.1 A mechanism is in place for each department to convey disciplinary expectations.
- 5.2 Academic support programs are in place to provide an appropriate learning foundation for students with skill deficiencies in core areas to include diagnostic and remedial services.

6. A system of academic advising ensures that students’ advising needs are met effectively.

- 6.1 Students receive consistent and accurate advisement on general education and departmental requirements.
 - 6.2 A faculty-based advising program is in place to ensure that every student has an assigned faculty adviser to assist in developing and monitoring a course/matriculation plan.
 - 6.3 A program of adviser training is available for chairs, faculty and advising staff.
 - 6.4 Academic advising is recognized and rewarded.
 - 6.5 Institutional policies, procedures and technical support ensure that academic advisement processes are followed.
7. A system of faculty and peer mentoring and academic support established through the implementation of learning communities/clusters.
 - 7.1 Academic learning communities/clusters are established which link core course offerings for first-year students.
 - 7.2 Core curricular offerings in the first and second year are restructured to promote interdisciplinary connections and to enhance the spirit of community between students-faculty, students-students, and faculty-faculty.
 - 7.3 Faculty members in learning communities/clusters, through effective faculty development support, are employing new approaches to teaching and learning.
 - 7.4 Faculty members are using the learning communities to build relationships with students and with each other that result in increased academic participation and research involvement.
 8. An increased commitment to providing an active and engaging classroom environment that promotes and facilitates student learning.
 - 8.1 Faculty are regularly engaged in developmental activities as part of continuous improvement.
 - 8.2 Special initiatives are developed and implemented that focus on enriching teaching and learning.
 9. A series of required experiences implemented across the disciplines that consist of capstone courses, required leadership and professional development (LPD) sessions, internships and other interventions that enhance the marketability of graduates.
 - 9.1 All departments/programs have established a capstone and/or other experiences which provide students an opportunity to demonstrate achievement of learning outcomes in their major area.
 - 9.2 Systematic efforts are in place to inculcate a service ethic and to prepare students for professional success (e.g., a mandatory leadership and professional development certificate program).

- 9.3 Career and Placement Center activities are provided adequate institutional resources and systematically woven into students' academic and cocurricular activities.

C. STUDENT SERVICES

- 10. A comprehensive and effective program of retention services at the graduate and undergraduate level.
 - 10.1 Effective communication with all students utilizing the Internet and other forms of electronic media (e.g., monthly tip cards informing and alerting students to important dates and deadlines).
 - 10.2 Students are made aware of career opportunities related to academic disciplines and provided with information on courses, internships, co-ops, part-time work experiences, study abroad and service learning experiences that will prepare them for their chosen professions.
 - 10.3 An array of student services that enhance personal and social development as well as spiritual, mental and physical well-being.
 - 10.4 A program of residence life that enhances students' academic, social and personal development and maturation.
 - 10.5 Programs are in place which assist to make the University community aware of the Campus Cultural Creed, embrace its tenets, and exhibit the expected behavior.

D. FINANCIAL AND PERSONAL

- 11. An increased program of merit- and need-based student financial aid available at all levels.
 - 11.1 Financial resources are available which allow the University to attract academically talented and other students (e.g., African American males) and to assist these students to persist at CAU.
 - 11.2 A decreased student loan default rate.
- 12. An effective, efficient and accessible system of academic and personal support services available to students at all levels.
 - 12.1 Provides an effective life-skills program to counsel students regarding financial planning and money management.

VI. RESOURCE REQUIREMENTS:

Central to the ability of Clark Atlanta University to achieve the goals and objectives outlined in this plan is the provision of adequate resources. These resources must be sufficient to support both the personnel and program initiatives implemented across the University. Allocation of resources must reflect the needs

of our diverse student composition (i.e., undergraduate and graduate). As well, the allocation of resources supporting retention must reflect a systematic, coordinated collaboration among and across divisions (i.e., Academic Affairs, Enrollment Services, Finance and Administration) and the need to achieve multiple and overlaying subsequent outcomes in academic and student affairs. The maximization of resource identification and allocation for retention should address two primary areas: institutional funding and external funding.

INSTITUTIONAL FUNDING:

Student retention must be among the institution's top priorities in the allocation of unrestricted resources. This must be reflected throughout all areas of the University and linked to the achievement of measurable retention outcomes as described in this plan. This will also serve to ensure that these efforts are ongoing and institutionalized.

EXTERNAL FUNDING:

Achieving the array of goals and objectives in enhancing student retention will require both institutional (unrestricted) and external (restricted) resources. Implementation of this plan should include efforts to identify and secure external resources for both specialized (targeted initiatives and for universitywide programs). These efforts should be, to the extent practical, tied to the objectives of this plan. A major source of the University's external support for retention has come from the U.S. Department of Education's Title III and other programs. There are, in addition to these federal funds, a number of external sources of potential resources which can be used to support retention. A partial list of these sources is contained in Appendix A. Continued efforts to expand this list and to ensure that it is disseminated across the University will be done in implementing this plan.

VII. RESPONSIBLE UNITS/INDIVIDUALS:

Successful retention efforts, particularly as they have been defined at Clark Atlanta University, require the commitment and involvement of everyone – administrators, staff, faculty and students. Without the involvement of the total university community, what is accomplished will be, at best, sporadic and incomplete. The linchpin of this plan's success rests with acknowledgment of this as our institutional philosophy on retention. Moreover, our individual unit, and collective actions, should be guided by answering the question, "*How will this impact our ability to retain and graduate students?*" In addition to the assignment of responsibilities for specific tasks/program in implementing this plan, each of the major constituent groups noted above (i.e., administrators, staff, faculty and students) must recognize their explicit and implicit roles in that regard. In addition to the roles assigned to individuals and units specified in Section XI of

this plan, demonstration of this will be manifested in our active endorsement and support for the general and specific goals, objectives and outcomes of this plan.

VIII. EVALUATION:

Upon implementation of the specific initiatives included in this plan as well as others, a detailed evaluation plan must be developed to determine the effectiveness/impact of the initiative. Evaluation Plans should be developed with the following considerations:

STATEMENT OF GOALS AND OBJECTIVES:

- To provide for the systematic assessment of all parts of the Universitywide retention plan on a continuing basis.
- The overall plan of evaluation will consist of the development of specific long-term goals and annual performance measures for each activity. It will be necessary for each programmatic unit to identify the type of data needed to assess their progress towards goal accomplishment and compare the data gathered to the goals set for the evaluation period (typically one year). This is an ongoing process, and it is expected that each program will at a minimum establish one or two goals for each year.

IMPLEMENTATION STRATEGY PROPOSED:

The following steps should be used to evaluate all program initiatives:

1. Long-term goals (LTG) should be explicitly stated for each initiative and a timeframe should be set for accomplishing each LTG (e.g., five years).
2. Annual performance goals (APG) should be stated for each LTG.
 - a. Each LTG should be broken down into a series of APGs with an indication of how the accomplishment of each APG is related to the accomplishment of the LTG.
3. Annual performance measures (APM) should be stated for each APG.
4. The type of data needed to assess each APM should be determined.
5. Data to document progress on each APG should be gathered.
6. Analysis: Use of APM analysis to determine whether progress has been made on each APG.
7. Include in the conclusion of the evaluation report, the following:
 - a. Establish that goal was met,
 - b. Establish that goal was not met,

- c. If goal was not met, then problems that hindered progress need to be identified and solutions devised before another attempt is made to meet this goal.
 - d. Reassessment of goal. Determine whether the goal is reasonable. If it is determined to be so, follow steps in (a) above. If the goal is determined not to be reasonable, then it should be restated or eliminated.
8. Performance of summative evaluation of each LTG at the designated time period (e.g., five years.)

IX. PROGRAMMATIC RETENTION INITIATIVES:

A variety of programs and action steps will be needed to implement this plan. This will entail continued implementation of existing programmatic retention efforts and the establishment of new ones. All of this, however, will require the development, modification and articulation of program-specific objectives and outcomes tied to this plan. This will also include, regular evaluation of the degree to which these have been successful. This section contains a detailing of these initiatives and the strategies planned for their implementation. It is anticipated that review of the outcomes and success of these programs and initiatives will be done and adjustments made as needed. These are not intended to reflect all the institution's formal retention efforts or to discourage the development of additional initiatives. Rather, it is intended to provide a supportive framework for such efforts.

The programmatic retention initiatives included in this plan are:

- A. ESTABLISHMENT OF NUMERICAL RETENTION GOALS, DATA COLLECTION AND DISSEMINATION
- B. ORIENTATION
- C. CAU EXPERIENCE
- D. ACADEMIC ADVISEMENT
- E. MENTORING PROGRAM
- F. SUMMER PRE COLLEGE INSTITUTE
- G. CENTER FOR ACADEMIC ACHIEVEMENT/LIVING LEARNING EXPERIENCE
- H. PRAXIS TUTORIAL PROGRAM
- I. FIRST-YEAR SEMINAR
- J. GRADUATE STUDENT LYCEUM SERIES
- K. TEACHING ASSISTANTS WORKSHOPS
- L. LEADERSHIP AND PROFESSIONAL DEVELOPMENT PROGRAM
- M. WRITING ACROSS THE CURRICULUM

A. ESTABLISHMENT OF NUMERICAL RETENTION GOALS, DATA COLLECTION AND DISSEMINATION

1. STATEMENT OF GOALS AND OBJECTIVES:

The goal of this initiative is to develop a systematic process for collecting, reporting, and disseminating data for managing the University's retention efforts as well as establishing numerical goals for retention efforts.

OBJECTIVES:

- To collect consistent data for long-range planning and research.
- To use key performance indicators to serve as benchmarks for longitudinal studies and program improvement.
- To determine satisfactory measures of successful completion (program, course, goal attainment).
- To determine mechanisms for reporting comparative data.
- To determine retention rates by student characteristics (i.e., gender, academic ability, age, program/major/family income, financial aid, GPA, etc.).
- To use current retention numbers as a benchmark for defining improvements in retention rates.
- To determine annual return rates of students.
- To determine annual attrition rates and probable causes.
- To develop stop-out and drop-out patterns.
- To determine persisters and attainers.
- To monitor the academic progress of specific student populations.
- To provide the University with current and accurate data on a regular basis.
- To provide accurate data when preparing reports for state, federal and accrediting agencies.
- To develop data matrices that show retention, persistence and graduation rates at all levels.
- To determine cohort retention rates.
- To improve communications among University constituents (internal and external, Alumni, community outreach).

2. IMPLEMENTATION STRATEGY:

The Office of Information Technology in conjunction with the Office of Planning, Assessment and Research (OPAR) will review current data collection strategies and use of data.

Current reporting formats will be reviewed to determine those that can be electronically formatted for easy completion and transmittal.

A series of workshops will be conducted focusing on more effective use and access to data from the BANNER system.

Regular information sessions will be held to apprise the University community of the outcomes of retention activities.

OPAR and the Office of Information Technology will collect and disseminate data on retention activities in the appropriate format for each of the participating entities.

The University will engage in a process for identifying retention goals for the various student populations (i.e., freshmen, graduate students, teacher education majors, etc.).

3. **RESPONSIBLE UNITS/INDIVIDUALS:**

Lead responsibility for the collection and dissemination of retention data will rest with the Office of Planning, Assessment and Research in collaboration with the Office of Information Technology. The success of this, however, require that all units involved in implementing retention initiatives provide appropriate data as requested. The establishment of annual retention goals will also require collaboration between the Divisions of Academic Affairs and Enrollment Management.

4. **EXPECTED OUTCOMES:**

A plan will be developed to increase retention rates based on current rates of retention, persistence and graduation which will include numerical indices of measurement.

The collection and dissemination of data will allow all departments, schools and academic support units to participate proactively in retention activities.

5. **TARGET GROUP FOR WHICH THE ACTIVITY/PROGRAM IS INTENDED:**

Undergraduate students, graduate students, and specific cohorts (i.e., summer program participants, particular majors, etc).

6. **RESOURCE STATEMENT:**

Evaluate current resource allocation for collection, dissemination and use of retention data. Identify any additional resources needed to coordinate and strengthen retention activities.

7. **TIMELINE FOR IMPLEMENTATION:**

By the end of Spring 2004, OPAR and Enrollment Services and Student Affairs should conduct a review of the adequacy of the current data collection and dissemination method. The results of this review should be provided to the units responsible for implementing the various retention initiatives included in this plan.

Beginning in the Fall of 2004 and annually thereafter, OPAR and Enrollment Services and Student Affairs should disseminate data on retention activities in the appropriate format to departments, schools and academic support units.

Beginning with Academic Year 2004-2005, workshops on retention “best practices” will be conducted with all departments, schools and academic support units.

8. **EVALUATION PLAN:**

The collection and dissemination of retention data activities by departments, schools and academic support units will be reviewed to determine their support/link to program accomplishments;
Review of activities and numerical goals for retention, persistence and graduation;
Implementation of an audit process will be put in place to ensure the accuracy of data maintained on retention.

B. ORIENTATION

UNDERGRADUATE

1. **STATEMENT OF GOALS AND OBJECTIVES:**

The major goals of undergraduate orientation are to introduce new and transfer students to academic life, and to provide information on curricula and University resources.

OBJECTIVES:

- a. To acquaint new students and parents with the University, including its services and expectations of students, including codes of conduct and dress.
- b. To provide an opportunity for students and parents to meet University personnel responsible for helping them to have a positive and successful experience.
- c. To provide academic connections by introducing new students to the University's history, academic structure, and the broad educational opportunities of the University.
- d. To conduct placement testing (mathematics and reading) to assist students and advisers in course scheduling.
- e. To provide academic advising, class scheduling and registration.
- f. To provide new students with information concerning academic policies, procedures, requirements and programs.
- g. To provide appropriate information on the following: costs of attending the University, personal safety and security, housing and residential life, etc.
- h. To provide an opportunity for new students to become familiar with the campus and its facilities.
- i. To provide opportunities for new students to discuss expectations and perceptions of the campus (topics to be identified by Orientation Committee) with continuing students.

2. IMPLEMENTATION STRATEGY:

The University will conduct four orientation sessions for undergraduate students in the summer (beginning 2004) and one session each spring semester. Undergraduate students are required to attend an orientation session before enrollment. **Summer 2004 students are required to wear business attire both days of the orientation.**

Parents are encouraged to participate in the orientation process and several workshops are held to meet their informational needs.

3. RESPONSIBLE UNITS/INDIVIDUALS:

Enrollment Services and Student Affairs/Dr. Harrell
Dean of Student Affairs/Ms. Allwood and Staff
Office of Student Activities/Orientation Office/Ms. Mabry-Whitted
Enrollment Support and Retention/Ms. Gibson
Undergraduate Studies/Dr. Henderson and Staff
Graduate Studies/Dr. Boone
Office of the Provost/Dr. Bowles or designee

School Deans
Department Chairs and Faculty Advisers
Testing Office/Dr. Jenkins
University Registrar/Ms. Graham
Student Financial Aid/Ms. Davis
Housing and Residential Life/Ms. King
Campus Security/Captain Michael Burrell
Campus Ministry/Dr. Marbury

4. EXPECTED OUTCOMES:

By the end of the orientation program, students will have completed mathematics and reading assessments; learned about Clark Atlanta University's academic programs, policies and procedures, **including policies on decorum and dress**; University services; secured appropriate information on costs, available financial resources and payment plans and made payments, as required; and registered for fall and spring classes.

In addition, parents, after having met with University personnel, will have all questions relating to academic and financial matters satisfactorily addressed and will express satisfaction with the overall process.

5. TARGET GROUP FOR WHICH ACTIVITY/PROGRAM IS INTENDED:

First-year and transfer students and their parents.

6. RESOURCE STATEMENT:

Each new or transfer student is charged a New Student Orientation Fee of \$175. A budget showing revenue and proposed cost will be developed, and requests for support from the unrestricted budget made as appropriate.

7. TIMELINE FOR IMPLEMENTATION:

The timeline for implementation:

Summer 2004: Session One	June 24 and 25
Session Two	July 8 and 9
Session Three	July 15 and 16
Session Four	July 19 (Transfer Students Only)
Spring 2005	January and ongoing as noted

8. EVALUATION PLAN:

The summative evaluation will present a clear representation of the University's commitment to address issues and concerns of new students

and their parents. Self-report instruments will be developed and administered to all orientation participants to obtain qualitative and quantitative data.

An evaluation of the orientation programs, using self-report instruments, will measure and assess their overall perceptions of the orientation experience.

9. COMMENTS/ADDITIONAL ISSUES TO BE ADDRESSED:

- Training for Orientation Guide Corps to ensure quality control.
- Guidelines for theme selection to ensure relation to purpose and goals of New Student Orientation.
- Faculty Compensation and Involvement

GRADUATE

1. STATEMENT OF GOALS:

The major goals of graduate student orientation are to help students transition from undergraduate education and jobs to graduate education, and to provide information to help students understand their responsibilities and those of the University to students.

OBJECTIVES:

- a. To provide academic connections by providing students with CAU's history, academic structure, University expectations, and the educational opportunities available at CAU.
- b. To provide students with information, which outlines their responsibilities and those of the University to students.
- c. To provide students an opportunity to meet and question University support personnel responsible for helping in a successful matriculation.
- d. To provide an opportunity for students who have not received advisement an opportunity to receive advisement and enrollment services.

2. IMPLEMENTATION STRATEGY:

The University will conduct two orientation sessions each year, at the beginning of the fall and spring semesters.

3. RESPONSIBLE UNITS/INDIVIDUALS:

Office of Graduate Studies

Enrollment Services and Student Affairs
School Deans and Department Chairs
Office of the Provost

4. EXPECTED OUTCOMES:

At the conclusion of the orientation, students will have acquired some knowledge of the University's history, University expectations, academic expectations, and registration and enrollment procedures.

5. TARGET GROUP FOR WHICH THE ACTIVITY/PROGRAM IS INTENDED:

The target population is first-year and transfer graduate students.

6. RESOURCE STATEMENT:

Expected resources should be derived from such sources as school budgets and the creation of a line item in the budget of the Office of Graduate Studies to carry out the goals and objectives of the graduate retention.

7. TIMELINE FOR IMPLEMENTATION:

Orientation sessions for new graduate students will be held the week prior to classes beginning each semester.

8. EVALUATION PLAN:

A questionnaire will be given to each student to determine whether the orientation met his or her needs. The data will be used as a part of planning for subsequent orientations.

C. CAU EXPERIENCE

1. STATEMENT OF GOALS AND OBJECTIVES:

The major goal of the CAU Experience is to provide for new students, first-time and transfer, a positive and enriching one-week, intensive immersion into the academic and cultural life of Clark Atlanta University. The planned programs and activities will focus on three primary areas: (a) Academic Expectations, (b) School Spirit and School Pride, and (c) University Culture and Traditions. This required activity should be sustained by a close connection with (1) New Student Orientation, (2) Induction Ceremony, (3) First-Year Seminar, (4) Fall Convocation, and supported generally by the academic and social culture of the University.

OBJECTIVES:

1. To convey to new students the high academic expectations of CAU.
2. To communicate to students what skills and abilities are necessary to be successful at CAU.
3. To acquaint new students with the history and intellectual culture of CAU.
4. To provide activities which introduce students to the traditions, values and resources of the University.
5. To provide an opportunity for interactions between peers, faculty, staff and alumni to motivate new students to meet the high academic expectations of CAU.
6. To introduce new students to their discipline and provide an opportunity to engage in an interactive event with faculty and students in the discipline.
7. To establish in students pride in the University and confidence in their ability to be successful in this environment.

2. IMPLEMENTATION STRATEGY:

A “CAU Experience” Planning Committee appointed by the Provost and composed of universitywide representatives, will be charged with planning this Program. This committee will help to establish the general framework for the Fall 2004 program, including overall theme, goals, and outcomes; proposed major sessions, and recommend participants, speakers, etc. This committee will help to establish communication between all units participating in the “Experience.” A smaller working group, representing Academic Affairs (i.e., Undergraduate Studies, Arts and Sciences, and Business) and Student Affairs, will refine, focus and further develop program plans. The Committee will be cochaired by the Vice President for Enrollment Services and Student Affairs and the Dean for Undergraduate Studies.

Develop a tracking system to identify students who participated in each component of the CAU Experience.

3. RESPONSIBLE UNITS/ INDIVIDUALS:

The responsibility for the “CAU Experience” is viewed as Universitywide, led by the Divisions of Enrollment Services/Student Affairs and Academic Affairs, through Undergraduate Studies.

4. EXPECTED OUTCOMES:

A. ACADEMIC EXPECTATIONS / ACADEMIC READINESS

Academic Policies and Procedures for Undergraduate Students
(Academic Honesty, Plagiarism, etc.)

Leadership and Professional Development Seminars (Proposed
topics: Effective Listening and Assertive Communication Skills,
Time and Stress Management)

Center for Academic Achievement (study skills, test taking
strategies, etc.)

Library Skills

Preparing a classroom paper (English Department)

Life Skills Course

Academic Fair (Provost/VP for Academic Affairs and Major
Departments)

Credit Smart (School of Business Administration)

B. SCHOOL SPIRIT AND SCHOOL PRIDE (INCLUDING SOCIAL SKILLS)

Appropriate interaction with students, roommate relationships
Alma Mater, Lift Every Voice and Sing, Campus Cultural Creed
Decorum Guide

C. CULTURE AND TRADITION

Dress / Attire / Behavior

CAU History

D. INTRODUCTION TO DISCIPLINE

Academic Fair (All Departments)

5. TARGET GROUP FOR WHICH THE ACTIVITY/PROGRAM IS INTENDED:

All new first-year students and transfer students will be required to participate in
the CAU Experience.

6. RESOURCE STATEMENT:

The CAU Experience will be funded primarily through the Division of
Enrollment Services and Student Affairs (new student matriculation fee).
A budget will be developed, and consideration for unrestricted funds will
be requested as appropriate.

7. TIMELINE FOR IMPLEMENTATION:

The planning committee is scheduled to meet February 18, 2004 to begin
planning the program. The components of the CAU Experience will be
presented at meetings of the Dean's Council and Academic Leadership.

The full program will be announced at the University's closing workshop in May 2004. The CAU Experience is scheduled the week immediately preceding the first day of class (the third through the fourth week in August). The CAU Experience is tentatively scheduled August 18 - 24, 2004. Each year going forward, the plans for the CAU experience will be presented at meetings of appropriate University constituents.

8. EVALUATION PLAN:

The Committee will develop an evaluation instrument that will be completed by each student participating in the CAU Experience. The results of this will be used to strengthen and enhance the program.

9. ANY ADDITIONAL INFORMATION OR ISSUES TO BE ADDRESSED (COMMENTS SECTION):

- Involvement of faculty and departments
- Required student participation (Consequences)

D. ACADEMIC ADVISEMENT

1. STATEMENT OF GOALS AND OBJECTIVES:

Goal 1: Conduct a series of required academic advisement workshops and seminars to ensure effective delivery of academic advisement services.

- To provide academic advisors with demographic characteristics of the student population.
- To make advisors aware of the type of academic records that are available and how they may be used and interpreted.
- To provide the advisors with knowledge of the various institutional curricula relevant to their advisement responsibilities.
- To provide the academic advisors with an awareness of the appropriate campus terminology for academic policies and procedures.
- To make academic advisors aware of academic procedures (i.e. registration, withdrawal processes, change of major. etc.)
- To familiarize the academic advisor with the student handbook, reports and advisement updates.
- To provide academic advisors a list of support services and campus resources to assist in the advisement process.
- To provide opportunities for academic advisors to have knowledge of career options, trends and innovation within their disciplines.
- To provide information to advisors to assist students with special needs.

- To make academic advisors aware of legal and ethical issues associated with academic advisement.

Goal 2: Develop an integrated academic planning system to help students reduce the time required to graduate by establishing and following a Plan for Graduation.

- To improve communication and dissemination of Institutional Academic Planning Processes (i.e., approved curriculum changes, output of institution's catalog, including degrees and majors offered, courses taught, etc.)
- To develop an Academic Advisement Manual for Advisors to provide consistent and updated information regarding, curriculum definitions, major, minor and general education requirements.
- To develop an Academic Advisement Manual for Students to serve as companion document to the Academic Advisement Manual for Advisors.
- To improve registration, records, and class-scheduling services.
- To improve Transfer Credit Evaluation Process.
- To develop a Plan for Graduation and periodic review process.
- To enhance student's ability to adhere to the Plan for Graduation by clustering according to major disciplines.
- To provide students with many advisement opportunities by implementing a Split Advisement Model (i.e., group advisement, individual, faculty advisors, enrollment support services staff, etc.).
- To develop a Subsequent Academic Advisement Validation Form to monitor advisement sessions.
- To review and evaluate the present process, documents and personnel tasks.
- To identify limitations, assess possible limitations and determine constraints.

Goal 3: Implement a computerized degree-audit system that integrates individual student information and degree/program requirements.

- To reduce clerical burden associated with academic advisement.
- To accurately report degree/program information in a consistent format and in a timely manner.
- To enhance advisor morale and effectiveness.
- To provide instant feedback from students as it relates to mistakes, and/or omitted information.

- To support the monitoring of progress towards the degree.
- To improve accuracy of some transcript information.
- To reduce likelihood of litigation associated with academic advisement.
- To provide training for Academic Advisors to effectively integrate technology in the advisement process.
- To provide information sessions for students via first-year seminar, departmental seminars, school seminars and other special BANNER Web sessions.

Goal 4: Implement a Computerized Transfer Evaluation process to link with the computerized degree-audit system.

- To reduce time expended to evaluate transfer credit equivalencies.
- To provide consistent and accurate transfer course equivalencies for all students, regardless of institution credits and number of institutions previously attended.
- To provide the transfer student the opportunity to make an informed decision to attend the University.
- To provide the academic advisor more time to assist the transfer student with developing a plan-to-graduation, academic support information, etc.
- To reduce the likelihood of litigation resulting from misinterpretation of transfer credits.
- To improve documentation of transfer articulation agreements from source institution.

Goal 5: Develop a reward system for academic advisement

- To provide compensation to academic advisors for their efforts.
- To make advisement a part of the promotion and tenure track.
- To provide release time to those faculty members performing advisement duties.

2. IMPLEMENTATION STRATEGY:

An Academic Advisement Manual **for Advisors** will be completed for initial approval June 2004.

A series of **required Academic Advisement Workshops** will be held beginning August 2004.

Implementation of computerized degree-audit process CAPP will begin August 2004.

3. RESPONSIBLE UNITS/INDIVIDUALS:

Dean of Graduate Studies, Dr. William Boone
Dean for Undergraduate Studies and appropriate units, Dr. Alexa B. Henderson
Office of Enrollment Support Services and Student Retention, Ms. Susan W. Gibson
Office of Provost, Dr. Dorcas Bowles
University Registrar, Ms. Amy Graham
School Deans
Center for Excellence in Teaching and Learning
Academic Information Technology Center
Department Chairs and Faculty Advisors
Division of Enrollment Services and Student

4. EXPECTED OUTCOMES:

- Increased number of students persisting satisfactorily towards graduation.
- Increased number of students receiving advisement sessions as indicated by the Academic Advisement Validation.
- Increased number of students receiving Junior Clearance Advisement Sessions as (Session and outcomes will be documented on a Junior Clearance Evaluation Form until the degree-audit system is fully implemented.
- Increased number of academic advisors receiving academic advisement certification ensuring knowledge of University policies and Procedures.
- Distribution of Academic Advisement Manual for Academic Advisors.
- Distribution of Academic Advisement Manual for Students.

5. TARGET GROUP FOR WHICH ACTIVITY/PROGRAM IS INTENDED:

All students

6. RESOURCE STATEMENT:

Effective Academic Advisement is critical to student retention. While continued use of restricted (Title III) funds is planned, additional University resources must be made available for this critical initiative.

7. **TIMELINE FOR IMPLEMENTATION:**

Faculty Advisement Workshops will be held each semester. The Academic Advisement manual will be presented for approval during the Spring of 2004.

8. **EVALUATION PLAN:**

FORMATIVE EVALUATION

Various components will be evaluated according to the nature of the strategies and activities implemented within the component. Generally, activities involving academic advisement occur three times per semester and will be evaluated at that time. Internal evaluation of other activities of the plan will occur twice each semester. Both of these evaluations will be formative. Some of the issues the evaluation design will address are:

- Attainment of measurable objectives for the evaluation period
- Delineation of objectives not completed and why
- Interpretation of student data (grades; number withdrawals; number attendance study sessions, workshops, labs, etc.)
- Utilization of student data to improve program activities and strategies
- Interpretation of data concerning advisor participation (advisor training workshop attendance, professional development activities, etc.)

The internal evaluations will assist the University in monitoring its progress toward the attainment of its stated goals. Attempts will be made to ensure that these internal, formative evaluations are as objective as possible. To ensure an objective evaluation, an annual, summative, external evaluation will be conducted.

SUMMATIVE EVALUATION

INTERNAL EVALUATION

The Universitywide Academic Advisement program will utilize the evaluation process of the University to gather basic information. The University utilizes the Annual Report and other reporting formats required of projects funded by federal and private agencies to document institutional effectiveness on an annual basis.

Student evaluations are utilized to determine whether students remain in good academic standing and to satisfactory academic progress. Undergraduate students are in good academic standing as long as they

maintain a cumulative grade point average (GPA) of at least 2.0. This standard is applied annually following the spring semester. Students who fail to maintain good academic standing may be placed on academic suspension. Graduate students are in good academic standing as long as they maintain a 3.0 grade point average (GPA)

E. MENTORING PROGRAM:

UNDERGRADUATE:

1. GOALS AND OBJECTIVES:

The objectives of the undergraduate mentoring program are to provide increased out-of-class interaction between students and faculty members in the disciplines in which they are majoring.

The goals of the program include:

- a) Building student confidence in their ability to achieve academically and professionally.
- b) Developing a series of monthly small group and one-on-one faculty-student contacts which focus on topics related to student development.
- c) Tracking student mentees' academic persistence and involvement in professional/career development and post-baccalaureate activities.

2. IMPLEMENTATION STRATEGY:

This program will be implemented as a pilot in the Fall Semester of 2004. Coordination of the program will be under the auspices of the Office of Undergraduate Studies. Ten (10) academic departments will be invited to participate in the pilot program by identifying a group of faculty members willing to serve as student mentors. Each faculty mentor will have 5-8 student mentees and will develop a series of monthly sessions for these students on a range of topics related to academic and professional development. Faculty mentors will be identified this semester and will develop a plan of interactions to be implemented next semester.

3. RESPONSIBLE UNITS/INDIVIDUALS:

Overall coordination of this program will rest with the Office of Undergraduate Studies, however, participating departments will

identify a faculty coordinator responsible for ensuring that the program meets the expected goals and objectives. *(It is recommended that a graduate student be hired to assist in the coordination of this program.)*

4. EXPECTED OUTCOMES:

Students participating in this program will demonstrate sustained satisfactory academic performance and at the time of graduation 80% will have been selected for a specific career placement opportunity or have been admitted into a postbaccalaureate educational program.

The number of out-of-class interactions between student and faculty in their departments will increase by 50% at the end of AY 2004-05 and incrementally each subsequent year.

5. TARGET GROUP FOR WHICH THE ACTIVITY IS INTENDED:

Students eligible to participate in the mentoring program will:

- Be enrolled full-time in the university
- Have formally declared a major and have taken (or be currently enrolled in), their major courses
- Have a minimum GPA of 2.5
- Be classified as a sophomore or junior by the Fall of 2004
- Be willing to sign a mentee participation agreement specifying their commitment to the requirements of the program

6. RESOURCE STATEMENT:

The faculty and Undergraduate Studies Coordinator will identify funds needed for this program. Title III funding will be used to support those areas of the mentoring program which are eligible for such funds. Additional resources for departments participating in this program will be requested from the unrestricted budget and through other external grant sources.

7. TIMELINE FOR IMPLEMENTATION:

The details of this program will be developed this semester with the expectation that student mentoring will begin in the Fall 2004.

8. EVALUATION PLAN:

An annual assessment will be made by each department or program to determine whether each student has been assigned to a mentor. A questionnaire will be developed and administered to all department/program majors to assess the effectiveness of the mentoring received. Faculty members found to be lacking in mentoring skills will be required to participate in another mentoring workshop.

9. ADDITIONAL ISSUES:

The above represents a broad sketch for an Undergraduate Mentoring Program. A number of details will need to be worked out in anticipation of the implementation of this program next semester. The Dean of Undergraduate Studies will be presented with these details for approval by the end of the current semester.

GRADUATE:

1. GOALS AND OBJECTIVES:

The objectives of the current graduate mentoring program are to promote and encourage research-professional mentoring relationships between faculty and graduate students in the science, math, engineering and technology (SMET) disciplines. This program will be expanded to include other graduate disciplines.

The goals of the program include:

- a) Developing short-term research collaborations between students and faculty, which result in proposed journal publications and/or conference presentations.
- b) Establishing a centralized internship/field placement repository for graduate students, which will enhance their professional development.
- c) Enhancing the research/teaching skills of graduate students through individual and group initiatives.

2. IMPLEMENTATION STRATEGY:

The graduate mentoring program is currently one of the activities funded by the Title III HBGI grant and administered by the Office of Graduate Studies, Research and Sponsored Programs.

3. RESPONSIBLE UNITS/INDIVIDUALS:

Overall coordination of this program rests with the Office of Graduate Studies, Research and Sponsored Programs and is developed in consultation with the appropriate departmental chairs/coordinators.

4. EXPECTED OUTCOMES:

Annually, a specific number of students will receive funding as teaching assistants, to attend professional conferences, and to engage in research collaborations with faculty in the SMET disciplines.

5. TARGET GROUP FOR WHICH THE ACTIVITY/PROGRAM IS INTENDED:

Students eligible to participate in the graduate mentoring program will be graduate students in good standing in the designated disciplines.

6. RESOURCE STATEMENT:

As currently structured, funding is provided from the Title III grant and from other restricted funds for SMET faculty-student collaborations.

7. TIMELINE FOR IMPLEMENTATION:

This is an ongoing program, which is expected to meet annual established objectives.

8. EVALUATION PLAN:

An evaluation plan for this is currently included in the Title III Grant.

9. ADDITIONAL ISSUES:

This program is currently limited to a particular set of disciplines as required by federal regulation. Efforts to expand this model to include other graduate disciplines are anticipated and will require funding support outside of Title III.

F. Summer PreCollege Bridge Program – “A Program to Improve Student Retention Through Academic, Cultural, and Personal Development”

1. STATEMENT OF GOALS AND OBJECTIVES:

The Summer Bridge PreCollege Program is a six-week program designed to use small groups (clusters) to promote collaborative learning both in and out of the classroom. It will provide students with a solid foundation and the support network necessary to facilitate their persistence throughout their collegial endeavors, by providing activities to enhance academic, personal, and cultural development. A faculty-peer mentoring component will be included in this program. The program will be piloted in the Summer of 2005 using a cohort of incoming freshmen. Partial funding for this will come from the Title III Program and implementation will be through Undergraduate Studies. A planning committee will be established this semester to develop the particulars of this program.

OBJECTIVES:

- To provide mechanism for bonding among students through team-building activities to promote collaborative learning.
- To determine the students' academic and study skills needs through testing and assessment.
- To prepare students for college-level work by offering courses to improve writing skills, reading comprehension and quantitative skills.
- To introduce students to academic support services at the University by incorporating them systematically within the daily schedule.
- To provide celebrated points of completion to promote student success.

2. IMPLEMENTATION STRATEGY:

- Identify an advisory committee to oversee the planning and coordination of activities by June 2004.
- Identify funding agencies to provide resources to implement the program beginning June 2004. The Special Services component of the Trio Program is a possible funding source.
- Identify personnel needed to implement the program.

- Review existing proposed Summer Bridge Program to update and/or revise components to ensure the effective implementation of the program.
- Develop final proposed program and submit for funding.

3. RESPONSIBLE UNITS/INDIVIDUALS:

Dean for Undergraduate Studies, Dr. Alexa B. Henderson
 Office of Enrollment Support Services and Student Retention, Ms.
 Susan W. Gibson
 Center for Academic Achievement
 Undergraduate Academic Services
 Office of Provost, Dr. Dorcas Bowles
 School Deans
 Center for Excellence in Teaching and Learning
 Academic Information Technology Center
 Department Chairs and Faculty Advisors
 Division of Enrollment Services and Student
 Office of Admissions
 Office of Residence Life
 University Counseling Center

4. EXPECTED OUTCOME:

The expected outcome is a retention rate of 85% among participants within the first year. Predictors for graduation rate will be determined by the success of the initial outcome of the program. Those participants will be tracked throughout their matriculation.

5. TARGETED GROUP FOR WHICH THE ACTIVITY/PROGRAM IS INTENDED:

The targeted population will be the conditionally admitted students and those students who are interested in getting a “head start” on their college experience at CAU.

6. RESOURCE STATEMENT:

Internal and external funding must be identified to support the activities of this program. The Special Services Program through the TRIO Program would provide a comprehensive funding source in addition to Title III. Participants will be assessed fees to cover some of the costs associated with implementing the program.

7. **TIMELINE FOR IMPLEMENTING:**

Summer 2005

8. **EVALUATION PLAN:**

Each activity will be evaluated depending upon the nature of the strategies used to implement each component. The evaluation plan will address:

- attainment of measurable objectives for each activity and its components.
- delineation of objectives not achieved and why.
- Use of student data to improve program activities and strategies.

G. CENTER FOR ACADEMIC ACHIEVEMENT/LIVING LEARNING EXPERIENCE

1. **STATEMENT OF GOALS AND OBJECTIVES:**

The primary goal of the Center for Academic Achievement (CAA) is to deliver the range of academic support services each CAU student needs to succeed in his or her collegial endeavors. The Center seeks to provide academic support in a climate of respect for the individual, including sensitivity for cultural, linguistic, and learning-styles diversity.

OBJECTIVES: THE CAA IS DESIGNED:

- a. To provide expanded, integrated support in the area of communication skills (reading, writing, speaking, and study skills) to CAU students.*
- b. To furnish assistance to students in the academic disciplines through tutorials, computer-assisted instruction (CAI), and supplemental instruction.
- c. To enhance students' academic experiences in the residence halls through the CAU *Living Learning Experience*.

* The CAA is unique in the University community in that it delivers academic support to CAU students, both graduate and undergraduate, through both technological and human resources.

- d. To assist students in developing higher-level reading and thinking skills through the Learning Foundations Initiative (LFI). **(New Objective)**

2. **IMPLEMENTATION STRATEGY:**

The Center for Academic Achievement exists as a component of Undergraduate Studies. Currently, there are six components:

- a. The CAA Writing Program—a variable-entry/variable-exit, self-paced program tailored for each student through an Individual Prescriptive Plan (IPP). The writing lab provides workshops, seminars, and assistance in grammar, punctuation, organization, and other areas of writing. Students may also receive one-on-one tutoring to improve the quality of their writing assignments, from short essays to graduate theses and dissertations. Services are provided through both computer-assisted instruction and one-on-one tutoring.
- b. The CAA Study Skills Program—a variable-entry/variable-exit, self-paced program tailored for each student through an IPP. Services are provided through a series of workshops/seminars, print materials, and one-on-one instruction.
- c. The CAA Tutorial Program—an academic assistance program that provides tutoring in a variety of disciplines to students on an as-requested basis. CAA tutors are referred and recommended by professors in the disciplines in which they tutor.
- d. The CAA Supplemental Instruction (SI) Program—an academic assistance program that focuses on increasing student performance through the use of “model” students (SI leaders) who attend all sessions of targeted courses/sections and conduct from three to five SI sessions each week. Sessions are open to all students in targeted courses/sections on a voluntary basis. The SI Program identifies high-risk classes and integrates “how-to-learn” (e.g., note taking, graphic organization, questioning techniques, vocabulary acquisition, test preparation, etc.) with “what to learn” (content-specific material). SI leaders are referred and commended by professors in the discipline in which they serve as supplemental instructors.

- e. The CAA Speech Program—provides a lab environment where students may practice and prepare for oral presentations. Specific help with accent reduction, articulation, delivery, organization, etc., is also provided (by appointment). This service is also available to faculty and staff who desire such assistance.
- f. CAU *Living Learning Experience (LLE)*—provides students with expanded learning opportunities beyond the classrooms into the residence halls and beyond. Faculty involvement, educational/enrichment programs, tutorial sessions, and computer centers in select residence halls are all facets of the CAU *Living Learning Experience*.
- g. The CAA contains three labs for student utilization: the CAA Writing/Multimedia Lab I, the CAA Study Skills/Multimedia Lab II, and the CAA Speech Lab. Tutorial assistance is also provided in the *LLE* labs in Brawley, Pfeiffer, and Bumstead. The CAA also provides assistance to special needs students, especially with hearing impairments, ADD/ADHD and learning disabilities.

3. RESPONSIBLE UNITS/INDIVIDUALS:

Center for Academic Achievement Staff, consisting of a Director, Writing Coordinator, Speech/*LLE* Coordinator, Study Skills/Supplemental Instructions Coordinator, Tutorial Coordinator, and Lab Supervisor.

4. EXPECTED OUTCOMES:

The primary expected outcomes are:

- a. An increasing number of students who avail themselves of CAA services will improve their knowledge/skills in the areas for which they request program assistance as reflected in the achievement of passing scores on examinations and assignments
- b. The number of students using tutorials and other CAA services will increase.
- c. The course completion rate (average term hours) of students using tutorials and other CAA services will increase.

- d. An increasing number of special-needs students (e.g., athletes, band members, students with disabilities) report that they avail themselves of CAA program support in meeting their academic needs.

5. TARGET GROUP FOR WHICH ACTIVITY/PROGRAM IS INTENDED:

All students at the University are eligible for CAA programs and services.

6. RESOURCE STATEMENT:

The Center for Academic Achievement is resource intensive. Approximately \$350,000 is expended annually to support staff salaries, wages for student workers, computers and peripherals. The largest areas of increasing resource needs are: (1) student workers (tutors, supplemental instructors, writing lab assistants, etc.), stipends for faculty to participate in *Living Learning Center* activities, and (3) new and updated CAA labs and LLC satellite labs throughout the campus. CAA has been supported by restricted funds for over a decade. It is critical that University resources be made available to support the CAA.

7. TIMELINE FOR IMPLEMENTATION:

The Center for Academic Achievement has been operational since 1993 (formerly Communications Skills Center). It is subjected annually to a review and evaluation of its services, resulting in continuous improvement and expansion of its offerings.

8. EVALUATION PLAN:

The primary evaluative measures used by the CAA involve feedback at the point of service by students utilizing the Center's services. As an additional feedback evaluation, student grade reports will be utilized in evaluating effectiveness of CAA services.

9. ADDITIONAL ISSUES:

- Accessibility of CAA and LLC services to ADA students.

H. PRAXIS PREPARATION PROGRAM

1. STATEMENT OF GOALS AND OBJECTIVES:

The major goal of the Praxis Tutorial Program is to improve students' performance on the teacher certification exams (Praxis I and Praxis II).

OBJECTIVES: THE PRAXIS PROGRAM IS DESIGNED:

- a. To provide, through PLATO* Instructional Solutions, an individualized basic skills diagnostic testing program to help students develop independent learning skills and to prepare for the Praxis I exam.
- b. To infuse PLATO,* which is provided through the Center for Academic Achievement, into the First-year Seminar and School of Education (SOE) 199 courses for prospective Teacher Education majors.
- c. To offer each semester through the School of Education a series of interactive skill-building workshops designed to help students improve test-taking skills and improve performance on the Praxis II exam.
- d. To provide peer tutoring to assist students preparing for both Praxis I and Praxis II.

2. IMPLEMENTATION STRATEGY:

The SOE faculty working with faculty in the School of Arts and Sciences will use a six-pronged implementation strategy. The strategy includes (a) orientation sessions (b) weekly tutorials, (c) special courses in Arts and Sciences and (d) a specialized SOE course, titled CEC 199 (Preprofessional Seminar).

* PLATO Instructional Solutions help to fill in gaps in foundational skills and to prepare adult learners for careers and college entrance exams. They are flexible and self-paced and are used to help learners in a variety of postsecondary environments and at all skill levels. They can be used in the classroom, learning lab, on a stand-alone PC or virtually anywhere there is Internet access. These solutions deliver thousands of hours of instruction in reading and writing, math, science, life skills, work skills, and ESOL/ESL. **PLATO also provides tools to prepare for critical assessments like Praxis.** The PLATO Instructional Solutions courseware can be easily correlated to these assessments, specific skills frameworks, or course objectives.

Specifically, the SOE Faculty will:

- (a) orient students to the SOE admissions policy that requires passing Praxis I scores for admission to all SOE programs. Also, as part of the orientation process, students will tour the Center for Academic Achievement (CAA) and will be introduced to the use of PLATO, the computerized tutorials for Praxis I.
- (b) provide weekly tutorials related to reading, mathematics, and writing.
- (c) advise students to enroll in specifically identified courses in the School of Arts and Sciences. These courses review the content and skills covered on the Praxis I exam.
- (d) provide the CEC 199 (Preprofessional Seminar) course. This course focuses on developing students' confidence, skill, and knowledge needed to pass Praxis I. As part of the instructional process, students will use PLATO.
- (e) SOE faculty will offer ongoing workshops for students preparing to take Praxis II exam and will also encourage the formation of study groups.
- (f) Teacher Education majors will work with the staff of the Center for Academic Achievement (CAA) to use PLATO as an integral part of the PRAXIS tutorial program. PLATO will be infused into the First-Year Seminar (FYS) Course (Education section), and students will be required to complete the individualized PLATO tutorial as a requirement of the seminar course. Students who are not successful in posting a passing score on the PLATO tutorial in FYS will be required to enroll in the SOE 199 course. Innovative strategies and activities will be used to assist students to improve test-taking skills.

3. RESPONSIBLE UNITS/INDIVIDUALS:

School of Education, Curriculum Department Selected Faculty in Arts and Sciences and faculty in the Center for Academic Achievement

4. EXPECTED OUTCOMES:

At the end of First-Year Seminar and/or SOE 199, applicants for admission to the Teacher Education Program will have acquired the skills to successfully pass Praxis I. Teacher Education majors preparing for Praxis II will have received requisite support and preparation and will have achieved a successful pass on the first attempt.

5. TARGET GROUP FOR WHICH ACTIVITY/PROGRAM IS INTENDED:

Students seeking admission to the Teacher Education Program and Teacher Education majors preparing to sit for Praxis II.

6. RESOURCE STATEMENT:

The resources needed to support the PRAXIS Tutorial Program on an annual basis includes: Praxis Prep books (\$250.00), PLATO* annual site license renewals (\$6,050 for 10 users), Workshop expenses, including faculty stipends (\$5,000).**

7. TIMELINE FOR IMPLEMENTATION:

This initiative, beginning Spring Semester 2004, is ongoing.

8. EVALUATION PLAN:

Evaluation for the PRAXIS Tutorial Program will involve (1) an analysis of the program's effectiveness and helping students sharpen basic skills and readiness for Praxis examinations (pre-and-post exams), and (2) analysis of program's effectiveness in helping student achieve passing score (comparison of students who took the test without participating in the program with those who completed program). A third component of evaluation will involve a survey of student satisfaction with program activities.

9. ADDITIONAL ISSUES:

- Student motivation to attend workshops and complete tutorials.

I. FIRST-YEAR SEMINAR

1. STATEMENT OF GOALS AND OBJECTIVES:

This course is designed to provide first-year and transfer students with an introduction to the Clark Atlanta University community

** This initiative represents a collaboration between the Schools of Education and Arts and Sciences, the Center for Academic Achievement and Student Assessment. For AY 2003-04, approximately \$12,000 of Title III funds allocated to Activity 1 – Student Assessment Initiatives -- has been provided for direct expenditure on Praxis Preparation, including (1) resources to acquire five (5) additional PLATO user-site licenses, and (2) for Praxis II workshops. In addition, Title III resources allocated to the Center for Academic Achievement provided five PLATO user-site licenses.

and to strategies for successful transition to and participation in this community.

Through this course the values and expectations of the University are defined, regulations and requirements are transmitted, institutional resources and support services are identified.

Issues and topics are introduced, which are aimed at helping students understand the purpose and value of higher education, to develop positive attitudes toward the teaching-learning process, to acquire skills needed for successful college life, and to make appropriate choices related to their personal, academic, civic and professional goals.

2. IMPLEMENTATION STRATEGY:

The First-Year Seminar Program is an existing program that extends throughout the first year of matriculation at Clark Atlanta University. **The Seminar is required for graduation and must be completed with a passing grade. The course meets once per week for a one-hour and fifteen-minute session.**

The course is organized to achieve the learning objectives stated in the syllabus. The subject matter is presented through a series of instructional modules that require students to read about, discuss, and do research on a range of topics and issues. The course incorporates active learning techniques, and includes a variety of out-of-class and cocurricular requirements which contribute to a meaningful first-year experience. These include:

- (a) University Convocations, Special Lectures and Cultural Programs; and
- (b) Service Learning
- (c) Leadership and Professional Development

Examine the possibility of developing a one-semester requirement for transfer students who have earned more than twenty-eight hours (2005 – 2006). This course would include Academic Policies and Procedures, Decorum Guide, Campus Cultural Creed, Campus Resources, History, etc.

Develop a plan to identify first-year students who do not register for the First-Year Seminar and have the students administratively placed in the class.

Develop a policy that would prevent students registered for First-Year Seminar to withdraw from the class. Submit policy to Standards and Standing for review.

School Deans and Department Chairs in consultation with the Dean and Assistant Dean for Undergraduate Studies will identify faculty to teach the First-Year Seminar by the Spring of each year.

Develop an evaluation that assesses the quality of participation and faculty effectiveness in First-Year Seminar. The results will be shared with Deans and Department Chairs.

3. RESPONSIBLE UNITS/INDIVIDUALS:

Provost and Vice President for Academic Affairs or designee
Dean for Undergraduate Studies
Assistant Dean of Undergraduate Studies
School Deans
Department Chairs
Faculty
OITC

4. EXPECTED OUTCOMES:

The common topics and issues, relating to the course goals that are addressed in all course sections are:

Unit I, Understanding the University
Unit II, Clark Atlanta University Academic Regulations and Procedures Handbook for Undergraduate Students (Supplement)
Unit III, Confronting the Challenges of College
Unit IV, Clarifying Values in Contemporary Society
Unit V, Setting and Achieving Personal Goals
Unit VI, Contemporary Social and Health Issues

5. TARGET GROUP FOR WHICH THE ACTIVITY/PROGRAM IS INTENDED:

First-Year Student Seminar is a two-semester requirement for new first-year students and transfer students.

6. RESOURCE STATEMENT:

The First-Year Seminar Program has been supported primarily by Title III.

Assess the financial resources of the First-Year Seminar and provide a cost analysis of the program to determine an appropriate budget. This process should be completed no later than December 2004.

7. TIMELINE FOR IMPLEMENTATION:

The First-Year Seminar Program is an existing program. The course is offered Fall and Spring of each year and, when necessary, it is also offered during the Summer for seniors who need to complete the course to satisfy degree requirements.

8. EVALUATION PLAN:

In addition to the Universitywide evaluation that is administered through the Provost's Office, there is also a departmental evaluation. Evaluation results are provided to the Dean for Undergraduate Studies and to individual faculty members. The Dean for Undergraduate Studies will meet with Deans and Department Chairs to discuss the results of the evaluation and provide feedback to departments.

9. ANY ADDITIONAL INFORMATION OR ISSUES TO BE ADDRESSED (COMMENTS SECTION)

- Faculty Participation

J. GRADUATE STUDENT LYCEUM SERIES

1. STATEMENT OF GOALS AND OBJECTIVES:

To enhance the academic and professional development of the graduate and professional student community by encouraging interaction and academic exchange among Clark Atlanta University students, faculty, and professional staff in a variety of forums.

OBJECTIVES:

- To engage graduate students in open discussions and/or debates on important issues or contemporary topics.
- To promote effective communication within the University community about graduate education.
- To continue to implement existing lecture series programs, but expand offerings to include graduate student participation and exchange.

- d. To increase the number of graduate students involved in research activities, including conference presentations and publishing.

2. IMPLEMENTATION STRATEGY:

- a. A committee of faculty representatives from the graduate programs will be formed to assist the dean of graduate studies and school deans in the development of the programming.
- b. The committee will recommend an array of symposia or lectures for graduates to attend. Presumably, departments sponsoring such events would extend invitations to all graduate students, across all disciplines.
- c. Each school will be responsible for sponsoring one lyceum.
- d. Graduate students are expected to attend a minimum of one lecture per semester, during their first year of graduate study.

3. RESPONSIBLE UNITS/INDIVIDUALS:

Provost/Dr. Bowles
Graduate Studies/Dr. Boone
Deans (w/Graduate Programs)
Department Chairs (w/Graduate Programs)
Faculty Mentors
Thesis or Dissertation Chairs or Members

4. EXPECTED OUTCOMES:

An increase in the number of graduate student and faculty publications and presentations.

5. TARGET GROUP FOR WHICH THE ACTIVITY/PROGRAM IS INTENDED:

All Graduate Students

6. RESOURCE STATEMENT:

Graduate Studies will provide funding for lectures and symposia with supplemental support provided by respective deans.

7. TIMELINE FOR IMPLEMENTATION:

The first in the series of lectures will commence fall 2004.

8. EVALUATION PLAN:

The effectiveness of the program will be measured by the number of graduate students in attendance, using feedback from program evaluations completed by attendees.

9. ADDITIONAL ISSUES:

To ensure participation and attendance, a means of awarding credit/points would be considered.

K. TEACHING ASSISTANTS WORKSHOP

1. STATEMENT OF GOALS AND OBJECTIVES:

To provide an opportunity for teaching assistants/lab assistants to engage in discussion with faculty and receive instruction for the design and teaching of courses to enhance teaching proficiency and ensure student learning.

2. OBJECTIVES:

- a. To deliver a campuswide orientation program, workshops and seminars for teaching assistants to develop and enhance their instructional role.
- b. To design a course syllabus that is inclusive of the University's administrative policies, assignments, class schedule, grading system, and educational outcomes.
- c. To develop a *Guidelines for the Teaching Assistant Manual* to aid instructional faculty in carrying out their teaching roles more effectively.

3. IMPLEMENTATION STRATEGY:

Each semester the University, through the Graduate Studies Office, will offer a mandatory, one-day workshop on teaching, designed especially for teaching assistants who have never been in the classroom. The workshop will focus on topics such as: course design and developing a good syllabus; evaluation of student learning; effective lecturing; teaching skills of critical thinking,

writing, usage of instructional technologies; the University's resources; interpersonal skills; planning effective lessons; other.

Departments will offer workshops providing information on departmental policies and procedures, grading, and matters germane to the academic area. Teaching assistants and lab assistants are required to attend.

4. RESPONSIBLE UNITS/INDIVIDUALS:

Provost/Dr. Bowles
Dean of Graduate Studies/Dr. Boone
School Deans
Schools/Departments with Graduate Programs
Department Chairs (Graduate Programs)
Center for Excellence in Teaching and Learning (CETL)/Dr. Janice Liddell
Faculty Mentors

5. EXPECTED OUTCOMES:

- Each participant attending a minimum of two workshops, one conducted by the Graduate Studies and the second by the student's department, will gain an increased awareness of teaching responsibilities and the University's mission.
- Teaching assistants will become acquainted with the University's resources, academic policies and regulations regarding teaching.
- Teaching assistants will demonstrate, through the completion of a course syllabus, their understanding of the instructional process.
- Upon the successful completion of three or more workshops, the graduate student will receive a certificate from Graduate Studies and the respective Dean.
- Graduate Studies will complete a resource manual by August 2004, with the support of departments employing graduate students and/or graduate lab assistants.

6. TARGET GROUP FOR WHICH ACTIVITY/PROGRAM IS INTENDED:

Graduate Teaching Assistants

7. RESOURCE STATEMENT:

The resources needed to support this initiative are provided through University funding and Graduate Studies.

8. TIMELINE IMPLEMENTATION:

- Planning for the workshops will be assigned to the following units: Graduate Studies, School Deans, Department Chairs, and the Center for Excellence in Teaching and Learning (CETL).
- The series of workshops will begin Fall 2004 and continue throughout the academic year.
- An orientation session will be held in August, in conjunction with the universitywide workshop.
- The one-day workshop will be held two weeks before classes begin.
- Workshops sponsored by departments will be implemented during the academic year.

9. EVALUATION PLAN:

The process of evaluation includes the following tools: Self-Assessment, Peer Evaluation, Peer Evaluations (Workshop), Student Evaluation of Instruction, and Faculty/Chair Evaluation,

10. ADDITIONAL ISSUES:

- Additional/Ongoing Seminars
- Participation of Graduate Students

L. LEADERSHIP AND PROFESSIONAL DEVELOPMENT PROGRAM

1. GOALS/OBJECTIVES:

The Leadership and Professional Development (LPD) Program is an initiative established to provide students with the opportunity to develop their professional/career development skills. Through participation in workshops, seminars and other instructional activities, students are provided with techniques (i.e., resume writing,

interviewing, networking, etc.) needed to successfully market themselves in their chosen profession.

2. IMPLEMENTATION STRATEGY:

The LPD program has operated for several years, initially as a program piloted within a few departments and currently university-wide. While participation in the program for most students is voluntary, the School of Business has incorporated the program into its curriculum as a requirement for all students. The implementation strategy planned is to promote similar approaches with the curriculum of appropriate programs and to expand student involvement and participation campuswide.

3. RESPONSIBLE UNITS/INDIVIDUALS:

The LPD program is administered under the direction of Ms. Wanda Benjamin. While this will continue, efforts to promote this program through collaborations and discussions with School Deans and Program Chairs/Coordinators will be needed if the goals of increased student participation are to be achieved.

4. EXPECTED OUTCOMES:

Through participation in the LPD-sponsored activities, students will be able to:

- Demonstrate effective professional communication skills.
- Develop resume writing, interview, and negotiation skills.
- Improve the professional skills needed for successful career development.

5. TARGET GROUP FOR WHICH ACTIVITY/PROGRAM IS INTENDED:

All students

6. RESOURCE STATEMENT:

The LPD program is currently funded by the Ford Motor Company Foundation.

7. TIMELINE FOR IMPLEMENTATION:

Current participation is ongoing. A Task Force consisting of faculty, the LPD Program Director, and the Career Planning and Placement

Center will be established to recommend strategies for expanding student participation in the program.

8. EVALUATION PLAN:

The LPD Program evaluates the impact of all the various activities it conducts. Expansion of this evaluation plan will be reviewed as a part of the discussion or expanding student participation.

M. WRITING ACROSS THE CURRICULUM PROGRAM

1. STATEMENT OF GOALS AND OBJECTIVES:

The primary goal of the Writing Across the Curriculum Project (WAC) is to prepare students to communicate effectively in academic disciplines and professional settings. This program responds to the observed deficiencies in students' critical reading and writing skills at all levels of the University and is based on the tenets: (1) writing is a skill that must be practiced, (2) writing visualizes thought and thereby facilitates learning, and (3) writing in all disciplines requires similar organizational skills; however, each discipline demands specific styles and formats.

THE SPECIFIC OBJECTIVES ARE:

- a. To encourage faculty across the disciplines to incorporate writing into their courses to assist students, both undergraduate and graduate in becoming better writers as well as critical readers and thinkers.
- b. To encourage departments to establish writing intensive courses which focus on the styles and formats specific to their disciplines.
- c. To provide guidelines/criteria for writing intensive courses offered in departments.
- d. To develop and provide through CETL a variety of writing workshops for faculty and teaching assistants.
- e. To identify and train student assistants to provide support for faculty teaching writing-intensive courses.

2. IMPLEMENTATION STRATEGY:

The following implementation strategy is proposed.

- Charge an Ad Hoc Committee to investigate and develop a WAC Program for CAU.
- Appoint a Director of WAC to oversee implementation.
- Identify in each department appropriate courses for the writing intensive (W) designation.
- Identify and train graduate assistants to work with faculty in writing-intensive courses.
- Establish writing requirements for graduation.

3. RESPONSIBLE UNITS/INDIVIDUALS:

- Office of the Provost
- All Schools and Departments
- The Writing Center (located in Center for Academic Achievement)
- CETL

4. EXPECTED OUTCOMES:

The primary outcome is that the University will support student writing through the following:

- The implementation of a writing-intensive curriculum that assigns writing a central place in the learning process.
- A writing-intensive course requirement established for each degree program.
- Universitywide outcomes and standards are articulated for student performance in writing.
- Faculty workshops and individual consultations are available to support a writing-intensive curriculum.
- Expanded writing support (tutorials) offered to assist students.
- Writing placement and exemption exams are in place to undergird writing programs.
- Close linkages established with English Department and CETL in program implementation and monitoring.

5. TARGET GROUP FOR WHICH ACTIVITY/PROGRAM IS INTENDED:

The program targets Clark Atlanta students at all levels.

6. RESOURCE STATEMENT:

As this will be a new program, resources for program planning are required. In addition, resources to implement the program will include expanded support in the following areas:

- WAC Director (new position)
- WAC Office (may be colocated with CETL or CAA)
- Workshop leader stipends
- Graduate Assistants for Writing Intensive Courses
- Writing specialists and tutors in the Center for Academic Achievement

7. TIMELINE FOR IMPLEMENTATION:

To be established.

8. EVALUATION PLAN:

To be established.

X. FOLLOW-UP ACTIONS:

- The most immediate action needed is to establish a Retention Committee to oversee the implementation of this plan. This Committee will be co-chaired by the Dean of Undergraduate Studies and the Dean of Graduate Studies, Research and Sponsored Programs. Members of the Committee will include faculty from each school and key officials from the Division of Enrollment Services.
- Universitywide dissemination and buy-in of this plan will be required for its success. This should include presenting it to the Executive Cabinet, University Senate, Administrative Cabinet, Deans Council, schoolwide and departmental faculty meetings, unit staff meetings, student meetings and other appropriate forums.
- To the extent practical, unit-level strategic plans should reflect the goals, objective and expected outcomes of this plan.

APPENDIX

EXTERNAL FUNDING SOURCES

FEDERAL FUNDING PROGRAMS

Higher Education Act (HEA) of 1965, Title III, Part A,
<http://www.ed.gov/policy/highered/leg/hea98/index.html>

Office of Postsecondary Education - Federal TRIO Programs
<http://www.ed.gov/about/offices/list/ope/trio/index.html>

Diversity Pipeline Alliance
<http://www.diversitypipeline.org/about/reports.html>

USA Funds/Noel-Levitz: The Retention Management System

Department of Health and Human Resources: Faith-Based Aid

African-American Scholarships

WWW.BlackExcel.org/link4.htm

Ron Brown Scholar Award \$10,000 www.ronbrown.org

www.niaonline.com

- Tylenol Scholarship Fund \$1,000
- Congressional Black Caucus Foundation
- National Urban League African American Achievement Scholarship 10,000
- Prudential Spirit of Community up to \$5,000
- Xerox Technical Minority Scholarships up to \$4,000
- Ed Bradley Scholarship \$5,000
- National Association of Black Journalists \$2,500
- American Geological Institute up to \$10,000
- Lorraine Hansberry Playwriting Awards \$2,500

- Thurgood Marshall Scholarship Fund \$16,000 www.niaonline.com

Dr. Julianne Malveaux Scholarship, sponsored by the National Association of Negro Business/Professional Women's Clubs, Inc. 1806 New Hampshire Ave, NW
Washington, DC 20009-3298

Jerry Bartow Scholarship, sponsored by the National Urban League Black Executive Exchange Program \$1,500 e-mail bcep@nul.org

United Negro College Fund Scholarships www.uncf.org/programs

Jackie Robinson Foundation Scholarship \$6,000 www.jackierobinson.org

Alpha Kappa Alpha Scholarships - www.akaeaf.org/scholarshipprogram.html

Ronald McDonald House Charities and the United Negro College Fund -
www.uncf.org

*Sallie Mae sponsors 3 scholarships for students with "unmet financial need," students who are "first in the family" to attend college, and African American students with a college dream <http://www.thesalliemae.org/bridging/index.html#dream>

Scholarships/Resources for Women

American Association of University Women www.aauw.org

Talbot's Women's Scholarship Fund - www.talbots.com/about/scholar/scholar.asp

Aspiring Writer Scholarship - \$500 - www.goongirl.org

Third Wave Foundation - www.thirdwavefoundation.org
Scholarships for women 30 and under who are actively involved as activists, artists or cultural workers addressing issues such as racism, homophobia, sexism or other forms of inequality.

Scholarships for Business Majors & Business-Related Majors

Minority Accounting Scholarship (AICPA) - up to \$5,000 - www.aicpa.org

Executive Leadership Foundation Award for Excellence in Business Commentary,
National Essay Competition - www.alcinfo.com

Exceptional Student Fellowship - \$3,000 - www.statefarm.com or (309) 735.8073
Scholarships for Sophomore and Juniors in business-related field of study.

National Society of Accountants Scholarships - www.nsacct.org

Gillette/National Urban League Scholarship for Minority Students in business majors
- \$5,000 www.nul.org/youth.html

Resources for Minority Students

William Randolph Hearst Endowed Scholarship for Minority Students - \$2,500 to
\$5,000 in conjunction with a summer internship program -
www.nonprofitresearch.org

Gillette/National Urban League Scholarship for Minority Students in business majors
- \$5,000 www.nul.org/youth.html

Xerox Technology Minority Scholarships - \$4,000 - www.xerox.com and type
"scholarship" in the search engine. Scholarship for strong minority students studying
in areas like chemistry, engineering, physics, and "tech" areas. Miscellaneous Resources

Scholarships for Non-traditional Students

Orville Redenbaker "second start" scholarship for students over the age of 30 - \$1,000
- write Orville Redenbaker Second Start Scholarship Program, Box 4137, Blair, NE
68009

Miscellaneous Scholarship Resources

National Federation of the Blind - \$3,000 to \$10,000 - see Lori Williams, the Disability
Counselor, in Sullivan Hall 123 (766-3168 or willialo@wvsc.edu). To contact the
federation directly, call 410-659-9314 or visit www.nfb.org

Udall Foundation - \$5,000 - see Dr. Magan in Hamblin Hall (766.3036) or e-mail
jmagan@wvsc.edu Scholarship for students interested in studying the Environment
and related fields, and/or Native American students studying health care or tribal
policy. Applicants must be Sophomores or Juniors with at least a B average.

Benjamin A. Gilman International Scholarship Program - \$5,000 - www.iie.org/gilman
Scholarships for students interested in study abroad opportunities.

Coca-Cola Scholarship - \$4,000 to \$20,000 - www.coca-colascholars.org

Mensa Education and Research Foundation Scholarship Essay Contest - \$500

- Vandalia Mensa Scholarship Chair, PO Box 489, Charleston, WV 25322-0489

John Gyles Education Awards - \$3,000 - (506)459.7460

Harry S. Truman Scholarship - www.truman.gov
Prestigious scholarship for students who intend to pursue a career targeted to public

service or government. Graduate study should be a goal, with a portion of the funds directed there.

Rotary Ambassadorial Scholarships for students interested in study abroad - www.rotary.org

*Sallie Mae sponsors 3 scholarships for students with "unmet financial need," students who are "first in the family" to attend college, and African American students with a college dream <http://www.thesalliemae.org/bridging/index.html#dream>

Graduate Study Fellowships/Resources

John McLendon Memorial Minority Postgraduate Scholarship for students pursuing Master's degrees in Athletics Administration - www.nacda.com or call 440.892.4000

National Physical Science Consortium (NPSC) offers six-year doctoral fellowships – www.npsc.org

National Science Foundation (NSF) offers Graduate Research Fellowships - www.orau.org/nsf/nsffel.htm

US Department of State Graduate Foreign Affairs Fellowship Program - www.woodrow.org

John L. Carey Scholarship - \$5,000 - www.aicpa.org/members/div/career/edu/jlcs.htm or email educat@aicpa.org for accounting majors pursuing graduate study

Biomedical Research Student Fellowships - www.grantsnet.org

National Physical Science Consortium (NPSC) Doctoral Fellowships - www.npsc.org

National Science Foundation Graduate Research Fellowships - www.orau.org/nsf/nsffel.htm

OTHER UNIVERSITY RESOURCES

Within Clark Atlanta University, there are many departments and programs that also provide assistance in the area of Retention. Some of these entities differ in their primary purpose to the University, yet they still serve as effective support organizations in helping to retain our students. These entities have been listed below:

- The Office of the President of Clark Atlanta University

*See p. 56

- The Office of the Provost
- The Office of Alumni Relations
- The Council of Deans
- The Following Clark Atlanta University Centers:
 - Center for Academic Achievement
 - Center for Excellence in Teaching & Learning
- Office of Counseling & Psychological Services
- Office of Educational Leadership
- Office of Educational Talent Search
- Office of Enrollment Services and Student Affairs
- Office of Enrollment Support and Retention
- The Instructional Media Center
- Office of Instructional Technology
- Office of Student Affairs
- Office of Student Life Administration
- Office of Student Relations and Assistance
- Office of Undergraduate Studies
- Office of Graduate Studies
- University Counseling Center