

Annual Goals for Center for Academic Advising & Retention

2010-2011

Title:	Collaborate with Student Engagement
Description:	Continue practice of General Studies SOAR session on Day 1 for new freshmen that include parents. This session explains degree requirements, General Studies curriculum and tips for freshman success.
Budget:	0.00
University Goals:	1,2
Strategic Goals:	
Responsibility:	Director, Student Engagement
Participation:	Director, CAARS
Results:	Sessions were continued through July 2010 and planned into 2011 SOAR schedule (June 2011 sessions successfully completed).
Actions:	SOAR Student Survey showed 90% of respondents agreed or strongly agreed that the presentation helped with expectations about the first semester schedule, degree requirements and college success. SOAR Family Survey showed 92% of respondents agreed or strongly agreed that the presentation helped increase understanding of the expectations for their student.
Improvements:	

Title:	Partner with Learning Communities
Description:	To encourage conditionally admitted students to enroll in a Learning Community to positively influence student transition from high school to college.
Budget:	0.00
University Goals:	1,2
Strategic	

Goals:**Responsibility:** CAARS Director**Participation:** Coordinator of Learning Support**Results:** Students were encouraged at two points during SOAR sessions to enroll in a Learning Community: 1) by the Intervention Specialist/Academic Advisor on Day 1 of SOAR sessions and 2) by a faculty advisor during advisement on Day 2 of SOAR sessions.**Actions:** This strategy was completed for Summer 2010 and continued for SOAR sessions during the summer of 2011.**Improvements:**

Title: Peer Tutoring**Description:** Complete transition/implementation of Peer Tutoring Program to CAARS. Expand math tutoring services.**Budget:** 0.00**University Goals:** 1,2**Strategic Goals:****Responsibility:** Director, CAARS**Participation:** Coordinator of Learning Support**Results:** Transition and implementation were completed. This process included the hiring/training of the CAARS Coordinator of Learning Support position. Online request system was added to CAARS website; in-person request in Keller 127 implemented; tutor training conducted with new tutor hires; math tutoring expanded to offer walk-in tutoring sessions 4 days per week in addition to availability of individual tutoring; collaborated with Math Faculty Member to help identify/recruit/train math tutors.**Actions:** Due to the response to tutoring during the spring semester, CAARS collaborated with Residence Life to provide "Tutor Nights" in Towers Cafeteria for 3 nights at the end of the semester. Walk-in tutoring was made available in a variety of subject areas.**Improvements:**

Title: Conditional Admits

Description: To increase face-to-face contact with percentage of conditionally admitted students.

Budget: 0.00

University Goals: 2

Strategic Goals:

Responsibility: Director, CAARS

Participation: CAARS Coordinator of Learning Support

Results: Conditionally admitted students were contacted through email and campus mail and encouraged to attend a CAARS workshop or schedule an individual appointment with the Coordinator of Learning Support. Of the 151 total students entering as conditional status students (Fall 2010, Spring 2011), 79% of the students attended a workshop or had an individual appointment.

Actions:

Improvements:

Title: Transition Miller's Analogy

Description: Transition Miller's Analogy Test Program to CAARS and move test location to Keller Hall.

Budget: 0.00

University Goals: 1,2

Strategic Goals:

Responsibility: Director, CAARS

Participation: Test Coordinator

Results: MAT location moved to Keller Hall and administered by the CAARS Test Coordinator as part of the overall University test program offerings.

Actions:

Improvements:

Title: Hire and Train new staff

Description: One new position added to CAARS Staff - Coordinator of Learning Support.

Two new staff hired for Test Coordinator/Academic Advisor and Administrative Assistant. Train new staff.

Budget: 0.00

University Goals: 1,2

Strategic Goals:

Responsibility: Director, CAARS

Participation:

Results: All three positions were hired and filled prior to October 15, 2010. Training has been ongoing through academic year.

Actions:

Improvements:

Title: Increase Offerings of Study Skill Instruction

Description: Transition study skills instruction to CAARS. Increase offerings/availability of workshop sessions to better accommodate student schedules.

Budget: 0.00

University Goals: 1,2

Strategic Goals:

Responsibility: Director, CAARS

Participation: Coordinator of Learning Support

Results: Responsibility for study skills workshops was transitioned to CAARS during 2010-11; workshop offerings were increased from once per topic (6 topics) to three times per topic to make times more compatible with student schedules. Information is also available online at www.una.edu/advising

Actions:

Improvements: