

**Improving student learning and student retention at the undergraduate level  
Application Cover Sheet**

*Maximum funding for any single grant: \$50,000.  
Proposal must be limited to two pages plus a budget page, in addition to the cover sheet.*

**DIRECTIONS:**

1. Complete cover sheet
2. Attach 2 page proposal summary
3. Attach 1 page budget
4. Submit your proposal electronically to your college office for approval. College offices will submit recommended college proposals to the Provost office **no later than March 16, 2007 for FY'08 funding.**

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Date: **9 March 2007**

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*Collaborators (other departments, if any):* **NA**

Proposal Title:

**COMMUNICATION ADVISEMENT & INTERNSHIP ENHANCEMENTS**

Proposal Theme:

**Building on the successes of the FY07 grant: improving the advisement for new and current communication majors (FILM, JOUR, SPCH); expanding communication internship and career counseling resources; better tracking students who slip out of regular enrollment trajectories; intrusive advisement pilot program.**

College rating (approved; not approved) APPROVED

## Proposal Summary

### *Departmental Context & Problems Addressed By This Proposal*

This is a request for a renewal of the undergraduate retention grant the department of communication received for FY07. The interim report described the successful implementation of the initiatives begun in the grant, and looking ahead to FY08, this request calls for several changes to be made from the original request in order that funding can be shifted to achieve the on-going needs and priorities of retaining and progressing students to graduation. The primary change is to increase the number of advisers to serve the department's 1450 majors in three undergraduate degree programs (FILM, JOUR, and SPCH), and many more who minor in them. Undergraduate advisement is coordinated by a senior lecturer (Dr. Doug Barthlow) and an administrative professional (Carmela Pattillo), and the FY07 grant increased the number of graduate student assistant advisers to five. This has greatly helped during the off-peak weeks of the semester when fewer students seek advisement but has proven to be inadequate during peak advisement periods. Next year's grant seeks additional graduate student assistants so more hours throughout the week can be staffed, and fewer students have to leave frustrated by not having someone available to advise them when they arrive in the Undergraduate Studies Office of the department. The advisor-to-student ratio should be reduced to less than 1:200 with additional graduate student assistants.

The shift to personnel also reflects the improved space available to graduate student assistants and advisees because of the FY07 grant, and now this request seeks to improve the efficiency of the space by having it staffed with more advisors for more hours throughout the week. The advisors will have more tools at their disposal--including DVDs, internship/career databases/web sites and original materials produced in the department ("Survival Guide for Communication Majors") and from the College of Arts & Sciences ("Major Maps")—all funded by FY07 grants. The new FY07 resources will also allow more professional training of the graduate student advisers to improve the accuracy of the advice given to each undergraduate. Additional resources will be sought in FY08, but the emphasis will be on what national organizations, e.g. National Academic Advising Association, can provide to the undergraduate studies director and the full-time staffer.

The FY08 grant will continue to emphasize the department's internship program. Barthlow also oversees and administers the department's internship program, which places approximately forty upper-level students per semester in the metro-Atlanta media industries. Because the vast majority of the department's undergraduates are career-oriented and view their academic career as directly linked to employment, internships are a powerful motivator for retention and progression. A significant improvement in how the internship sites are publicized to students eligible to earn academic credit for an internship experience has been provided for by the FY07 grant. For the first time several internship sites are now displayed on the department's web site, and the FY08 grant is seeking a shift in the funding for this effort to the graduate student assistants who have available time to contact internship sites when not advising undergraduates. The time spent contacting internship sites was underestimated in last year's grant which is why the shift is being sought in FY08. More sites will be displayed on the department's web site, and an improvement is planned on how the sites can be searched and found on the web site.

We also seek continued funding in the areas of more intensive advisement for majors and better tracking of majors who drift in and out of majors over the course of their time on campus. The department's Fall Semester 06 event for current students was a major success with more than 370 students attending in Alumni Hall. Separate events in FY08 are planned for each major to improve the advisement and information current majors can obtain about their specific curriculum and how campus resources relate to their major. Our pilot program of *intensive advisement* and an *early alert system* was an initiative for targeting majors who fall outside of regular advisement systems. The program should be re-examined to involve the Undergraduate Studies Office earlier in the process rather than rely on faculty to identify at-risk students before the midpoint of the semester and the last day to withdraw from courses with a "W." The proposal is designed to address the following situational constraints:

- Better organization and distribution of information of the department's majors and programs to allow students to organize long term plans to attain graduation on a five year plan.
- Personnel resource constraints (which result in an overworked staff) make it difficult to handle *unmet demand for advisement and internships*. We have found that peak times for advisement results in many students waiting too long for an adviser, yet we want to increase the number of students seeking advisement for curricular help and/or internships. Because the number of eligible students is considerably higher than the number currently participating in the internship program and despite a fairly aggressive effort to publicize internship opportunities to students, potential exists to expand internship experiences. The challenge, in part, relates to publicity and with the department's web site: a serious need exists for the production and distribution of informational materials that can help students obtain internships, navigate through career opportunities, alumni networking opportunities, and information about the usefulness of our majors.
- The department wants to expand a system of so-called "*intrusive advisement*" for students who may be at risk in a particular term of withdrawing from a course in his/her major before the midpoint of the semester and who are likely to benefit from an *early alert system* that identifies them early for academic counseling. We are seeking the resources to track (and to be in regular encouraging contact with) students who slip in and out of semester enrollments based on their fluctuating personal and financial situations.

### *Project Goals & Activities*

A \$46,000 investment in departmental advisement would enable significant enhancements in our ability to encourage students to seek advisement and internships and to identify at-risk students who may not be able to make the minimum GPA of 2.5 to register for Film/video and Journalism 3000/4000 courses. We propose to implement the following, each of which relates to trackable outcomes that can be reported within the one-year timetable required by the broader university initiative (the budget sheet summarizes the variables we expect to assess):

*Goal 1: Increase the quality of the advisement for communication majors who meet with departmental advisers annually.*

- *Activity 1A – Create a professional advisement/internship resource area.* By expanding on the improvements made under the auspices of the FY07 grant, a more efficient use of the expanded resource and advisement room will enable more graduate student assistants to provide more private informational sessions for individual students seeking advisement and internship information. A professional standard of training for the graduate student assistant advisers is possible now with the resources provided by the FY07 grant, but there is a glaring need for more advisers to service the department's 1400+ majors and minors. Resources and conferences, e.g. NACADA, AEJMC, etc., will help full-time staff and faculty to manage the student advisers and incorporate national standards to the department's advisement efforts.
- *Activity 1B – Modify existing hard copy resource materials to distribute to students.* A portion of the FY07 budget went to production of hard copy materials for students seeking information about communication programs, careers, internships, and post-baccalaureate educational opportunities. We anticipate few modifications to what has been already produced but a more concerted effort to distribute what is already available. Because the FY08 grant is seeking funding for additional events like the Fall Semester 06 Alumni Hall event, more materials will be required to distribute to students attending those events and to those who are given advisement in the department's Undergraduate Studies Office.
- *Activity 1C – Adding four student graduate student assistants* to provide advisement for walk-in traffic, and to assist in preparing materials and staffing the resource area. These student assistants will also be available to assist with internship contacts during off-peak advisement periods.

*Goal 2: Increase by 30% the number of majors who participate in an internship activity.*

- *Activity 2A – Add two student assistants to work specifically on internships.* Adding student assistants is a low cost strategy to provide peer advisement, enables us to expand the database of internship sites, to offer more regular information sessions, to seek out and communicate with students eligible for internships who may be unaware of their existence and career benefits, and to cultivate more significant internship experiences with Atlanta-area media professionals.
- *Activity 2B – Create an online database* of available internships that students can search, and which can help facilitate a better match between students and internship opportunities. This was begun under the FY07 grant but proved to be

more labor intensive than originally conceived. It's projected that few hard copy materials will be generated as the emphasis will be on publicizing internship opportunities on-line at the department's web site.

- o *Activity 2C* – Work to *expand the number of employers regularly offering internships* to GSU communication students. This outreach effort was begun in FY07 but will be expanded in FY08 to offer a greater variety of sites and experiences to the students eligible to earn academic credit for an internship experience.

*Goal 3: Identify communication majors who have not recently enrolled in classes and the transfer students who are not aware of what the department and GSU can offer to them and make advisement contact with all of them.*

- o *Activity 3A* – Using major listservs, *send messages encouraging non-enrolled majors to attend on campus events specific to their major* organized by the department to update them on the program and to motivate their interest in internships and completing the degree.
- o *Activity 3B* – *Distribute a departmental "survival guide" for all majors*, available in hard copy, pdf, and online html formats. The composing and publication of the guide was a major accomplishment for the FY07 grant, and we hope to continue its distribution by expanding it to several channels, not only hard copy at events. The Fall Semester 06 event that had more than 370 students attend will be a model for more events specific to majors offered by the department where, among other items, the "survival guide" will be distributed.
- o *Activity 3C* – *Survey missing majors where possible for the purpose of improving outreach efforts and advisement activity*. This was not realized in the FY07 grant as the Banner report originally was riddled with errors and duplicative student records. Composing the survey instrument, distributing to the target students and the collection and analysis of the data will be a priority for the FY08 effort.

*Goal 4: Revise a program of intrusive advisement to reach students enrolled in upper level communication classes who are academically in jeopardy.*

- o *Activity 4A* – *Revise an early alert faculty system* so that junior and senior students in trouble can be identified early and offered support and advisement. The pilot model for this intrusive advisement relied on an instructor to notify advisers when student attendance is poor, participation in class has fallen off, and/or when students appear to be grappling with writing or comprehension problems. A more pro-active advisement on the part of the Undergraduate Studies Office is needed to help at-risk students before they decide to withdraw with courses prior to the midpoint of the semester. Advisers will offer support relating to time management, increasing class participation, and available tutoring on campus.
- o *Activity 4B* – *Distribute materials* that make students aware of on-campus resources that can provide them with academic support and which are specific to the disciplinary demands of communication pedagogy. This dovetails with the major-specific events modeled after the Fall Semester 06 event. The department hopes to foster a sense of community among its active and inactive majors with the services offered by the university and with the department's alumni.

#### *Budget Clarification*

The department of communication annually appoints GTAs, and so the graduate students budgeted in the following spreadsheet would be appointed either as annual (in which case their appointments would spread across the SU07, FA07, and SP08 terms), or would be specifically appointed to those three terms.

The course release for Barthlow would come in SP08. The amount budgeted for this release assumes a 3% raise.

## Budget

Goal/Activity	Line item	Measurable Outcomes for Goal
<b>Improve advisement quality</b>		
1A: Develop professional advising resource area (DVDs, publications, NACADA membership/travel)	2000.00	Track advisement traffic
1B: Modify existing hard copy materials and distribute to advisees	1000.00	Track information disbursement
1C: 4 graduate student assts (MA student rate = \$4000; dept will pay the remaining as a cost share)	16,000.00	Survey students about advisement experience
1C: 1-course release for Barthlow (calculated at 1/6 of salary)	10,259.00	(Assumes a 3% raise is coming).
<b>Increase internships by 30%</b>		
2A: 2 graduate student asst (MA student rate = \$4000; dept will pay the remaining as a cost share)	8000.00	Quantify students in completed internships
2B: Online database creation (website creation)	500.00	Track database traffic
2C: Expand employers involved (supplies only)	500.00	Quantify employers involved
<b>Identify lost majors and meet with them</b>		
3A: 4 dept events for lost majors (2/semester)	6000.00	Quantify majors contacted and nature of follow-up
3B: Dept survival guide (distribution)	1000.00	Track distribution of "survival guide"
3C: Survey missing majors (once)	1500.00	Develop ongoing strategy responsive to survey results
<b>Revise intrusive advisement/early alert program</b>		
4A: Early alert system (faculty train, supplies)	2000.00	Track number of students alerted who come in for meetings
4B: Advisement materials production (hard copy and Web)	500.00	Track distribution of materials
		<i>Project assessment: The department will survey advisement traffic (to measure service satisfaction, the need for follow-up, and standard measures of student engagement), will track service utilization (internships, major meetings attended, literature distribution), and quantify "lost majors" contacted.</i>
<b>TOTAL</b>	46,000.00	

# **A&S Department of Communication Retention, Progression and Retention Grant AY 07 Interim Report**

**Prepared by Dr. Doug Barthlow**

The Department of Communication was awarded an internal Retention, Progression and Retention Grant for the Academic Year 2007 in the amount of \$50,000 to fund several initiatives to improve retention rates for undergraduate communication majors (especially in the film and journalism majors, the two largest). The proposal outlined four goals for this grant:

1. Increase by 50% the number of communication majors who meet with departmental advisers annually.
2. Increase by 30% the number of majors who participate in an internship activity.
3. Identify communication majors who have not enrolled in classes for the previous two terms and make advisement contact with all of them.
4. Implement a pilot program of intrusive advisement to reach students enrolled in upper-level communication classes who are academically in jeopardy.

Each of the goals connected with different activities designed to set in motion more aggressive retention activity.

The logic of the activities implemented by the department is that retention rates will be improved if (a) majors are more closely connected to professional networking opportunities in the fields of communication, in a way that enables them to realize the benefits of completing their degree work; (b) more aggressive/intrusive advisement strategies can be put in place to intervene early when students show evidence of slipping academic performance in the key classes at the heart of each major program of study; (c) the department works more systematically to reclaim contact with students advanced in the degree program, who drop out (for whatever reasons, and even if on a short term basis) and if left uncontacted may disappear as the draw of other issues in their lives keeps them from returning. The programs we have set in motion are also justified by the view that even if students do not specifically connect by responding or participating in the short term, there will remain important benefits simply by having increased the regularity of our contact with students, thereby improving the sense of overall community that characterizes the undergraduate experience.

These strategies, while well supported in the retention literature, are *long term efforts*, and because they are not connected in a specific way to DWF rates in particular classes (our DWF rates are relatively low across the board), it will likely take another year or two to document specific gains in retention. What follows is a summary of the mechanisms we have put in place, which in every case were successful, along with our

strategies to document accumulating consequences for retention as they emerge in the next two academic years.

### **Goal #1 – Increase advisees by 50%**

From July 1, 2006 through February 26, 2007, at least 780 undergraduate students visited the Undergraduate Studies Office of the Department of Communication for advisement. Of those, 242 (45%) sought academic advising. This is the first time the Department has counted the students who have sought the Undergraduate Studies Office and provides an important baseline to measure future success of how the Department is serving its undergraduate majors whose numbers now exceed 1,400.

Several connected initiatives have been implemented to help the Department serve the large number of students seeking advice. A resource area was created to provide journals, books, videos, etc. available to students who seek advice about the degree programs and career paths in communication. Two graduate assistants were added to the operation, assigned to provide support to the Undergraduate Studies Director and the full-time administrative staffer. The net effect of these changes has been to improve the advisement process and foster a professional advisement environment. Membership in the National Academic Advisers Association (NACADA) for both the Undergraduate Studies Director and the full-time staffer was approved as well as travel to a regional conference in March to provide additional advising tools. The graduate assistants met with undergraduates where appropriate, and assisted in developing curricular handouts that were distributed during advisement sessions and an October 23 event specifically for undergraduates (more details on the event are later in this report). The most significant of these publications is a “Survival Guide” that includes detailed material relating career, extracurricular, and university resources for film, journalism, and speech students.

The grant also covered the expense of a course release for the Undergraduate Studies Director, which enabled his close supervision of the support students, the collection of background research relating to the grant’s initiatives, and time to organize strategies to implement them. The Undergraduate Studies Director also composed many sections of the “Survival Guide” and oversaw the compilation of all of its sections and its publication. The course release also allowed time for the Undergraduate Studies Director to publicize personally a major October 23 event to more than a dozen Communication courses in Area F, which resulted in the distribution of flyers to hundreds of undergraduates, and to create and manage the publicity of the event and the revision of the curricular handouts. With the extra time the Undergraduate Studies Director managed the design and implementation of the new advisement resource area and the improvement of the office where graduate student assistants advise most of the Department’s undergraduates. Further upgrades to the advisement area will be implemented before the end of spring semester.

As detailed in the next section, the course release also enabled the Undergraduate Studies Director in his role as Faculty Internship Coordinator to develop a plan to improve the publicity of the internship program, and he oversaw a reorganization of the internship

descriptions, both hard copy and on-line. The development and implementation of the strategies and publicity of the Department's initiative to target at-risk students in upper-division courses was also part of the course release provided to the Undergraduate Studies Director.

The net effect of these combined outreach activities has been substantial. The 370 students who attended the fall *Pounce on Communication* fair reflects a large jump in the majors normally seen by the daily advisement operation, and in the immediate aftermath of the event the office also saw increased traffic.

Later this spring a smaller outreach event is planned, aimed at "drop-off" students who have been identified by Crystal reports naming students who had declared a communication major but have been absent from Georgia State for at least two semesters.

### **Goal #2 – Increase interns by 30%**

Most Communication majors are career-oriented, and internships are one of the best ways for students to make the transition from their education to entry-level jobs. GSU is well positioned to take advantage of this as Atlanta has many companies seeking Communication major interns. The Department of Communication is linking the internship program to the retention and progression of its undergraduates as a powerful incentive for students to strive to earn eligibility to earn academic credit for an internship in their senior year.

The Department of Communication's internship program has eligibility requirements for students to earn academic credit at an internship. Undergraduates must have a GPA of near 3.0 and have completed four 3000/4000 courses in their major to be eligible to earn academic credit for an internship experience. The Undergraduate Studies Director has the dual role of Faculty Internship Coordinator and as such, reviews application materials from prospective interns and facilitates the site selection process for each eligible student. The application deadline is set in the semester before the student begins the internship, and for Fall Semester the deadline was July 1, making the Fall Semester 06 not appropriate to be included in the grant report. The Spring Semester 07 can be used as a baseline for this grant: total number of interns enrolled in the undergraduate internship courses is 47. Compared to Fall 06 enrollment of 22, there is a significant increase in the number of interns, but it should be noted that Fall Semester is the time historically when students do not seek internships. Film internships more than doubled, and given the number of internship sites related to this major in Atlanta, it is a goal to increase significantly enrollments in the internship course in the future.

The grant is funding initiatives to increase internship enrollment in all of its majors, and these efforts should increase the number of interns in subsequent semesters. One effort to realize this goal is to provide better publicity for the internship opportunities by placing internship site information on the Department's web site. The grant has designated a graduate student to create a database of all of the sites who have contacted the Faculty Internship Coordinator about their internship opportunities, and this will be placed on to

the Department's web site in a user-friendly manner to allow prospective interns to search for sites based on their academic major and specific career-interest. The completion of this major upgrade to the Department's internship web site should be completed by May and in time for use in the FA 07 semester by prospective interns.

### **Goal #3 – Identify lost majors and meet with them**

This goal was modified when the Office of Institutional Research was only able to identify fewer than a dozen students who changed from a communication major to one outside the department. This is a surprisingly small number of lost majors, given the total number of undergraduate majors is over 1,400 and given that both the film and journalism majors raised the minimum GPA to enroll in 3000/4000 courses to 2.5. This is a significant finding and the Department will continue to strive to retain its majors.

The Department's revision of the goal is to target transfer students and those who enrolled in the Area F courses of each of its majors. These two groups of students require information about the Department, the College of Arts and Sciences and the University. As mentioned, a "Survival Guide" was composed to provide information about the Communication majors, the Department's facilities, procedures and policies and many offerings around campus that Communication majors should be aware of and hopefully utilize. One of themes of the Guide is linking careers and internships to what the students are currently studying and will be in their future courses.

The Guide was initially distributed at a major event on October 23 in Alumni Hall, which was entitled *Pounce on Communication*. More than 370 undergraduates attended and sought information from representatives of campus offices, e.g., the Digital Aquarium, student media, College Office of Academic Assistance, among many others. Each of the majors had a table staffed by at least one faculty member and an alumnus or two in order that undergraduates could ask questions regarding the curriculum as well as related to their career choices. The anecdotal evidence from this event was that it was very valuable with the undergraduates enjoying the presentation of information and meeting a variety of people from campus services they were not aware existed. The representatives from the College and University community present expressed gratitude at the ability this provided them to meet with many students who sought them out for information, and the model of the event had been duplicated College-wide. The alumni who attended also were pleased to spend time with undergraduates and expressed how happy they were to give back to their alma mater that had helped launch their successful careers. Future efforts to link alumni with current students will be pursued by the Department, including plans to organize monthly or twice-a-term networking events.

A second event to target transfer students entering in Spring Semester is scheduled for April. The retention and progression of transfer students is a priority for the Department, and the April event will hopefully provide a positive relationship among the transfer students and the Department as the October event has done.

Consistent with the terms of the original grant, the department is also planning efforts to survey majors so that other intervention strategies can be developed. We are designing survey instruments with an eye to pilot test them in the FA07 semester.

#### **Goal #4—Pilot intrusive advisement/early alert program**

The purpose of this goal is to identify undergraduates who are struggling in 3000/4000 courses and attempt to help them before the decision is made to withdraw from those courses. This effort is important because of the new limit of six withdrawals in the student's academic career and because assisting students who are not doing well early in the semester may allow the student to pass the course and progress through to graduation.

A plan was devised to have instructors contact students who were chronically absent or performed poorly on an exam or major assignment before the midpoint of the semester. The Undergraduate Studies Office was also to be notified of this contact in order that it could follow up with the at-risk student to offer an advisement session if the student chose to seek additional advice besides that of the instructor. A proxy e-mail address, "advise-comm@langate.gsu.edu," was created for the student and/or instructor to use to contact the Undergraduate Studies Office. This system was run on a pilot basis in the FA07 semester, focused on the basic JOUR 3060 class, which is a large and relatively high DWF-rate communication law class. As of February 26, 2007, more than 80 e-mails have been received in the advise-comm e-mailbox, although only a dozen students chose to be advised in the Undergraduate Studies Office.

Several issues have been raised by this plan and its implementation, and a revision of how to target at-risk students is under consideration. One of the issues is the involvement of instructors who must be more pro-active about contacting and meeting with at-risk students than many have been in the past; continuation of the grant will enable the department to expand the number of classes served. Another issue has been the referral of at-risk students to the department's Undergraduate Studies Office; anecdotal evidence is that some instructors have been pro-active about contacting their students but have not included the Undergraduate Studies Office. There is also anecdotal evidence that many at-risk students are struggling academically because of a variety of problems that academic advising, either from an instructor or advisers in the Undergraduate Studies Office, can only begin to solve. Many at-risk students have been referred by instructors to the University's Counseling Center for psychological counseling. There are also a large number (perhaps as many as 40%) of students who never view their GSU student e-mail accounts and are not aware of the contacts made by the instructor nor the Undergraduate Studies Office.

Some of the newly acquired resource materials, described in Goal #1 above, is aimed at addressing the advisement of at-risk students and fostering better study habits. This kind of information must be a part of the training of graduate student advisers assigned to the Undergraduate Studies Office in order that the at-risk students can be best advised how they may improve and what resources on campus may be of assistance to them, e.g. Disability Services.

## Conclusion

The Department of Communication has implemented a long-term vision for its initiatives regarding retention, progression and graduation of its current majors. The Department has targeted three primary groups:

1. sophomores and transfer students registered for Area F courses appropriate to the majors' upper-division courses;
2. career-oriented students who comprise the vast majority of Communication majors, and who want to participate in internships as an important step in the transition from student to entry-level employee;
3. at-risk students in upper-division courses who may be considering withdrawing from courses or struggling to make a passing grade.

The first group is years away from graduation and may hold the best promise of increasing the retention/graduation rate if they can be guided successfully to complete their course work. The materials production (e.g. the Survival Guide) enabled by these grant funds are often one-time expenditures that can have far-reaching effects by helping students understand what the Department has to offer to achieve their goal of obtaining their first job in their chosen career field. The second group can be motivated to timely graduation if they are encouraged to earn academic credit for an internship experience. As the Department has discovered by raising GPA registration thresholds in the Film and Journalism majors, students can raise their performance when the correct motivational tools are in place. The link among academic success — connected in particular to the provision of internship opportunities — and career success is part of the efforts the grant has allowed the Department to make explicitly across all of its majors.

The final group is struggling to meet the demands of 3000/4000 courses, and if they can be reached by faculty, staff, Department and College advisers and/or others in university offices providing students services, then the retention/progression/graduation rate will rise dramatically. The accounting of this group will have to be tracked over the next several years as some in this group may take longer than the traditional four years to graduate because of several factors, including dropping below minimum GPA levels to register for courses in their major; scaling back the number of courses taken in subsequent semesters to allow more time to be spent on studying for the courses for which they do register; and reordering the timetable of registering for electives or classes in their minor to delay their completion of courses in their major.

Proper academic and course-specific advisement can be crucial to the success of at-risk students, and the Department's initial effort will have to be examined over time to detect whether fewer students have failed and more students have been able to progress to graduation. The department is confident that the range of retention activities detailed here, and the growing number of students reached by these efforts, will steadily translate into continuing progress in two of the largest major programs of study offered at the university.