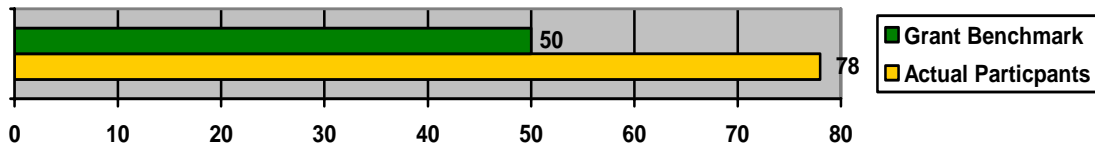


#### Task 1.1.4 Executive Summary

As described above, a new on-line curriculum was developed to assist students from our identified risk groups. A total of 78 “at-risk” students participated in the supplemental instruction, thereby achieving 156% of the 50 participant benchmark designated for this task.



Additionally, a pilot of this new on-line curriculum was conducted with 48 students in the fall of 2005 and was evaluated to help inform improvement. Successfully piloted and revised by staff and popular among students, the new on-line curriculum appears to have clearly demonstrated a positive impact on student engagement as demonstrated by the significant increase in declared majors within the group and increased retention among sophomores. Thus, the project was deemed successful and will be continued and much expanded in Year 3 of the grant as a “no-cost” option for students. Our central findings can be summarized as follows.

#### Strengths of the Activity

- Sophomore class participants had a *14% higher retention rate* when compared to their “at risk” peerage
- The *percentage of declared majors among freshman participants greatly exceeded, by more than twofold*, their “at risk” peer group (58% versus 22%) by fall 2006
- The *percentage of declared majors among sophomore participants reached parity with the stringent Benchmark Group* (96% versus 95%, respectively) by fall 2006
- The *percentage of declared majors among sophomore participants greatly exceeded, by more than threefold*, their “at risk” peer group (96% versus 27%) by fall 2006

#### Opportunities to Improve the Activity

- Extend the positive impact by expanding participation in the course
- Explore differential effects across gender and class standing

#### Action Plan to Improve the Activity

- Use advisors to recruit larger numbers of students to take advantage of the resource
- Develop models to ensure post-grant sustainability