

THE CLASS OF 1963  
CENTER FOR ACADEMIC EXCELLENCE



**2007-2008**  
**Annual Review**

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*Class of 1963*  
*Center for Academic Excellence*  
*2007-2008 Annual Review*



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∞ BACKGROUND INFORMATION ∞

Mission Statement:

The Class of 1963 Center for Academic Excellence, herein referred to as CAE or Academic Center, exists to support the mission of the Naval Academy by providing the highest quality academic support and resources to the entire Brigade of Midshipmen.

Academic Goals:

Class of 1963 Center for Academic Excellence will:

- Teach midshipmen the learning skills necessary for success in a rigorous academic and military environment.
- Assist midshipmen to achieve academic success by providing academic support and resources to supplement and reinforce classroom instruction.
- Help midshipmen to develop academic integrity and responsibility in order to determine their academic goals.
- Ensure that a quality program is sustained by continuous measurement of program effectiveness.

History:

The Academic Center was established in 1989 as a result of a Minority Midshipmen Study Group Report highlighting the need for a proactive academic support program. Following this recommendation, the CAE is responsible for providing broad-based learning and reading skills programs available to all midshipmen. In accord with our original purpose, the CAE continues to identify academically at-risk midshipmen and to maintain a strong support system for all struggling midshipmen.

Organizational Structure:

The Academic Center staff for the 2007 – 2008 academic year consisted of a center director, four program directors, one reading and writing specialist, one mathematics specialist, one chemistry specialist and one Navy Lieutenant Commander assisting in the Learning Skills Program and the Plebe Advising Program. There were also four part-time faculty liaisons, eleven hourly tutors and more than 60 midshipmen group study leaders. The Director, Dr. Eric Bowman, oversees all activities of the Academic Center. The four programs within the center include Plebe Programs, Academic Counseling, Learning Skills, and Tutorial Programs. Each of these four programs is discussed in separate sections of this report.

## ☞ Plebe Programs ☜

Mr. Donald Carlson, (CDR, USN Ret.) is the Plebe Programs Director. This unit consists of three independent programs: Plebe Intervention, Plebe Advising and Academic Success. Each program is described below.

### **Plebe Intervention Program**

#### Purpose:

The purpose of the Plebe Intervention Program is to provide academic support services to help potential academically at-risk midshipmen achieve success at the Naval Academy.

#### Participation:

During the summer of 2007, 61 fourth class midshipmen, also known as plebes, were selected to participate in the Plebe Intervention Program. Attrition reduced the size of the group to 58. During the year, 29 midshipmen were added to the program. The number of plebes enrolled in this program is restricted due to limited staffing available.

#### **Analysis of Direct Entry Fleet Students**

Six direct entry Fleet sailors or marines participated in the Intervention Program. All six completed plebe year with an average CQPR of 3.04.

Prior to the start of the spring semester 21 plebes were added to the Intervention Program. Selection criteria were based on fall semester academic performance and students' background information.

Prior to the start of the spring semester, 23 plebes who had received a grade of D during the fall semester chose to repeat Calculus I. The average fall semester QPR of this group was 1.67. During the spring, these midshipmen earned 5 A's, 12 B's, 5 C's, 1 D and no failures in Calculus I and their average CQPR at the end of the academic year raised to a 2.27.

Sixty-one other plebes also earned a D in their fall semester Calculus I course but chose not repeat the course. Twenty-nine of these students received a D and 7 received an F in Calculus II. Although these students had a higher fall semester QPR of 2.07 their average end of academic year CQPR only raised to a 2.15.

## Plebe Intervention Program Assessment

During the summer of 2005, the Academic Center developed a Program Assessment Plan. Plebe Intervention goals were determined by taking the average academic performance of the last ten Intervention Groups. Table 1 displays each Intervention Program goal and outcome.

**Table 1:  
Overall Intervention Program Goals**

Outcome Goals	Class of 2011 Fall Semester 2005		Class of 2011 Spring Semester 2006	
	Goal	Outcome	Goal	Outcome
Average QPR	2.17	2.21	2.07	2.21
Percent above 2.0	65%	60%	57%	73%
Year CQPR	-	-	2.19	2.25
Year Percent above 2.0	-	-	68%	71%
Year Attrition	-	-	8%	5%

## Academic Success Track (AST) Course

The purpose of AST course is to provide the more fundamental principles of studying science and technology to a small number of midshipmen who might not have the academic background necessary to perform well in the first semester of chemistry. This non-credit course was implemented for the Class of 2009 and was continued for the Class of 2011.

The Chemistry Department Chair and the Director of Plebe Programs used chemistry and mathematics placement scores, SAT scores and comments from faculty at the Naval Academy Preparatory School to identify students who were given the opportunity to participate in this new program. The twelve students who agreed to participate in this program, herein referred to AST students, took a non-credit chemistry preparation and learning skills course in the fall semester. All AST students were also placed into the Pre Calculus (SM005) and U.S. Government and Constitutional Development (FP130) course for the fall semester. Furthermore, they also participated in a twice weekly Exceeds program where they could get pre calculus or chemistry extra help. These students took 12 credit hours in the fall instead of the regular 16 credit hour load. In the spring the AST students took a regular course load including Chemistry I (SC111) and Calculus I (SM121A). In summer school they were required to take the five week Chemistry II (SC112) course

followed by the five week Calculus II (SM122) course. The students who participated in the AST program consistently outperformed the other Intervention midshipmen. Possible reasons for this include the following:

- Taking only four courses and 12 hours instead of five courses and 16 hours (not chemistry) in the fall semester gave these mids much more time to use to their advantage. This reduced their stress and improved their confidence level, which are important factors leading to success.
- The learning skills course and introductory chemistry instruction contributed to the group's overall satisfactory performance;
- The team-like bonding among the AST students fostered a beneficial group learning environment and a shared desire to perform well;
- Taking the Chemistry II and Calculus II courses in summer school (traditionally difficult courses for Intervention students) instead of during the semester provided a better environment for the AST mids to perform well.

### **Plebe Advising Program**

The Plebe Advising orientation session took place on 30 May 2007. The turnout for this session and the involvement of the advisers was excellent. For the class of 2011, more than half of the Plebe Advisers volunteered to perform these important advising duties a second year. This high percentage of experienced advisers is considered to be beneficial to the program's success. There is almost an exact 50/50 split between military and civilian faculty among the 63 plebe advisers.

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## ⌘ Academic Counseling Program (ACP) ⌘

### Program Goals:

The ACP assists upper class midshipmen who are experiencing academic difficulty. These midshipmen include anyone who was once in the Plebe Intervention Program as well as others directed to the Academic Center by Academic Boards, company officers, advisors, professors, coaches, or other USNA staff. Occasionally, midshipmen will request assistance without a referral. Midshipmen deemed to be in the most need, which generally means those with CQPR's below 2.00 at end of plebe year and/or those who are at least two courses behind in their academic progression receive more active assistance. One of the ACP staff serves as the official academic advisor for these midshipmen. ACP staff members assume a more passive role monitoring midshipmen who were initially designated as being academically at-risk, but whose plebe year success allows them to be assigned an advisor within their own academic majors. Normally these midshipmen are reviewed by ACP staff at the end of each semester; ACP staff provides renewed guidance to those who subsequently falter. These mids only come into direct contact with ACP staff if they falter to such an extent that they must appear at an Academic or Advisory Board.

### Staffing:

The ACP Director (Dr. Jane E. Good of the History Department) oversees all aspects of the program while also serving as the academic advisor for ACP majors in history and English. She was assisted during AY2008 by four dedicated faculty members who served as liaison to specific departments or divisions:

- Engineering – Special Academic Advisor for Group I : Professor Tom Dawson
- Math/Science – Special Academic Advisor for Group II: Associate Professor Jody Lockhart
- Economics - Special Academic Advisor: Professor Roger Little
- Political Science - Special Academic Advisor: Professor Rod Tomlinson

Each member of the ACP staff advises individual midshipmen throughout the academic year and plays an active role at the Advisory Boards held in conjunction with Academic Boards in January, May and August. Table 5 summarizes the number of advisees currently assigned to each ACP staff member from the four classes that comprised the Brigade in AY2008. It shows that currently over three-quarters (77.7%) of ACP advisees are in the humanities/social sciences, with the remaining 22.3 percent in technical majors.

**Table 5:  
AY 2008 Assignment of ACP Advisees**

Advisor	Majors	Number of ACP Advisees
Professor Tom Dawson	General Engineering	24
Associate Prof Jody Lockhart	General Science	36
Professor Rod Tomlinson	Political Science	56
Professor Roger Little	Economics	54
Associate Prof Jane Good	History and English	99

Table 6 summarizes the current ACP clients.

**Table 6:  
ACP Clients by Academic Major as of 6/12/2008**

Academic Division	Class of 2009		Class of 2010		Class of 2011	
	Designated AcCenter Client	With ACP Advisor	Designated AcCenter Client	With ACP Advisor	Designated AcCenter Client	With ACP Advisor
Group One Engineering & Weapons	8 EEE 10 EGE 3 EME	10 EGE	6 EEE 12 EGE 2 EOE 1 ESE	10 EGE	2 ECE 1 EGE 2 EME 1 ENA 2 EOE 2 ESE	1 EGE
	21 Group One Students, 10 with ACP Advisors		21 Group One Students, 10 with ACP Advisors		10 Group One Students, 1 with an ACP Advisor	
Group Two Mathematics And Science	2 SCH 1 SCS 8 SGS 5 SIT 1 SMP 5 SOC 4 SQE	7 SGS	14 SGS 3 SIT 9 SOC 2 SQE	14 SGS	1 SCH 1 SCS 4 SGS 1 SIT 15 SOC 1 SPH 4 SQE	4 SGS
	26 Group Two Students, 7 with ACP Advisors		28 Group Two Students, 14 with ACP Advisors		27 Group Two Students, 4 with ACP Advisors	
Group Three Humanities & And Social Sciences	20 FEC 31 FPS 15 HEG 17 HHS	10 FEC 20 FPS 12 HEG 14 HHS	20 FEC 25 FPS 12 HEG 14 HHS	15 FEC 18 FPS 7 HEG 11 HHS	20 FEC 26 FPS 9 HEG 17 HHS	10 FEC 10 FPS 7 HEG 17 HHS
	83 Group Three Students, 56 with ACP Advisors		71 Group Three Students, 51 with ACP Advisors		72 Group Three Students, 44 with ACP Advisors	

## ☞ Learning Skills Program ☜

### Mission:

The mission of the Learning Skills Program is to provide assistance to all midshipmen seeking to improve their academic performance by developing or refining their learning skills, regardless of their grade point average or academic standing.

### Staffing:

The 2007-2008 Academic Year (AY) was a year of transition for the Learning Skills Program. Former Program Director, CDR DeDe Duncan-White retired from the US Navy and began a new position at USNA as Director of Academic Support Services for NAAA. Mrs. Wendy Shekdar became both Program Director and Learning Skills Instructor until LCDR Joe Parks (Learning Skills Instructor) joined full-time in the spring semester.

### Identification:

This Academic Year, more than 275 midshipmen received over 769 contact hours of reading and learning skills assistance. The Learning Skills Program offers a variety of choices including learning skills courses, reading strategy courses, individual sessions, training workshops, and English as a Second Language (ESL) instruction. Learning Skills assistance is delivered through group classes or individual appointments and is available to all midshipmen, regardless of their academic standing. Learning Skills instruction has been shown to make a valuable impact for midshipmen who are having serious academic difficulty as well as for those who simply want to improve their academic performance.

### Curriculum:

*Learning Skills Course* – The Learning Skills Course is a non-credit course offered throughout the year to groups or individuals. The class meets one period a week for five weeks and is designed to help midshipmen become more successful students through development and refinement of their learning/study skills. The main goals of the course are to:

- Teach midshipmen the learning skills necessary for success in a rigorous academic and military environment and help them to develop academic responsibility to become proactive learners.
- Assist Midshipmen to achieve academic success by providing instructional support and strategies to enhance learning and study skills in and out of the classroom.
- Enable midshipmen to develop academic integrity and responsibility in order to determine their academic goals and guide them on the path to achieving these goals.
- Monitor the outcome of implementation of new strategies and ensure that a quality program is sustained by continuous measurement of program effectiveness.



Specific topics covered in the five weeks include: time management, note-taking techniques, test taking strategies, memory power, and classroom study habits. The reading course includes specific focus on vocabulary and comprehension, concentration, rhythm/pace flexibility, and peripheral eye movement.

Most learning skills instruction is offered through multiple sections of a structured study skills course. Classes are limited to 12 or fewer students to encourage active participation and involvement, for more effective learning. Students are asked to complete pre and post evaluations, one on the first day of class and another at the end of the five week course. The results of the pre/post assessment are used to ensure that the course content and materials inspire the students and that the method of instruction is effective.

Midshipmen comments from course evaluations in November 2007 include the following:

*“Taking this course was probably the best thing I did for myself this year. I will definitely go back to the Academic Center again.”*

*“Everything suggested in this class is great and all helped me to focus better while studying.”*

*“Study skills and time management techniques are very helpful.”*

*“The best way to study is with planned breaks. This discourages procrastination. Thanks Ac Center.”*

*Learning Skills/ Reading Strategy Course* – This course combines the Learning Skills curriculum with a reading component that is designed to help students to strengthen reading comprehension and build successful reading strategies.

*Training Workshops* – The workshop features training and instruction, upon request, on any of the topics taught in the Learning Skills Course. These workshops are designed to assist study clubs, battalion and company officers, company academic officers, the Brigade of Midshipmen leadership, etc., to provide midshipmen tools for academic success. In collaboration with NAAA Academic Support Services, several training workshops were offered this year, including one during SMT for 7<sup>th</sup> company plebes. Another collaborative effort between the Director of Learning Skills and the Midshipman Academic Officer for 28<sup>th</sup> Co. resulted in several successful workshops given at the company level for underclassmen. The Midshipman Academic Officer had been an Academic Center client and one of our most active ambassadors to the Brigade. Plans are to promote more training workshops in the future. Also, the Director of Learning Skills worked closely with other Midshipmen Academic Officers to provide training briefs, study skills instructional materials and promote academic assistance and training at the company level. The Learning Skills instructor contacted Battalion leadership to promote learning skills and disseminate information to the Company officers.

**Data** – The following tables provide more details regarding the population of midshipmen who have participated in the Learning Skills Program. Analysis of class, gender, ethnicity and feeder source is meant to help us better understand our clientele so that we may provide the best and most progressive services available.

**Learning Skills Course Utilization**

**Table 7: Class and Gender of Midshipmen Utilization of Learning Skills Courses**

Academic Year	Semester	Class	Female	Male	Total	
2008	FALL	2008	4	4	8	
		2009	3	11	14	
		2010	6	15	21	
		2011	30	82	112	
	<b>FALL Total</b>			<b>43</b>	<b>112</b>	<b>155</b>
	SPRING	2008	8	8	16	
		2009	3	9	12	
		2010	5	17	22	
		2011	15	55	70	
	<b>SPRING Total</b>			<b>31</b>	<b>89</b>	<b>120</b>
<b>2008 Total</b>			<b>74</b>	<b>201</b>	<b>275</b>	

In an increasingly diverse Navy, it is imperative that the Academy provides support for midshipmen from diverse backgrounds. As globalization becomes the norm, the Academy continues to increase involvement with international programs. Data here shows, along with their American counterparts, many of the Academy’s international midshipmen also utilize the Learning Skills Program in the Academic Center

**Table 8: Class and Ethnicity of Midshipmen Utilization of Learning Skills**

Count			Class				
Minority Composition	Ethnicity	Semester	2008	2009	2010	2011	Total
Minority	African-American	FALL	3	4	4	5	16
		SPRING	2	4	8	12	26
	<b>African-American Total</b>		<b>5</b>	<b>8</b>	<b>12</b>	<b>17</b>	<b>42</b>
	Asian-American	FALL			2	1	3
		SPRING				1	1
	<b>Asian-American Total</b>				<b>2</b>	<b>2</b>	<b>4</b>
	Hispanic	FALL	1		2	18	21
		SPRING		1	1	8	10
	<b>Hispanic Total</b>		<b>1</b>	<b>1</b>	<b>3</b>	<b>26</b>	<b>31</b>
	Native American	SPRING				1	1
	<b>Native American Total</b>					<b>1</b>	<b>1</b>
	Native Hawaiian / Pacific Islander	FALL			1		1
	<b>Native Hawaiian / Pacific Islander Total</b>				<b>1</b>		<b>1</b>
Multiple Response	FALL				8	8	
	SPRING				5	6	
<b>Multiple Response Total</b>					<b>13</b>	<b>14</b>	
<b>Minority Total</b>			<b>6</b>	<b>9</b>	<b>18</b>	<b>59</b>	<b>93</b>
Other	Caucasian	FALL	1	8	6	77	92
		SPRING	2	4	10	42	58
	<b>Caucasian Total</b>		<b>3</b>	<b>12</b>	<b>16</b>	<b>119</b>	<b>150</b>
	Declined to Respond	FALL				1	1
<b>Declined to Respond Total</b>					<b>1</b>	<b>1</b>	
<b>Other Total</b>			<b>3</b>	<b>12</b>	<b>16</b>	<b>120</b>	<b>151</b>
International	International	FALL	3	2	6	2	13
		SPRING	12	3	3		18
	<b>International Total</b>		<b>15</b>	<b>5</b>	<b>9</b>	<b>2</b>	<b>31</b>
<b>International Total</b>			<b>15</b>	<b>5</b>	<b>9</b>	<b>2</b>	<b>31</b>
<b>Grand Total</b>							<b>275</b>

Tracking where our clients came from can help us to better prepare to help them. It can also help us to form partnerships within USNA to further promote the success of these students.

**Table 9: Feeder Sources of Midshipmen Utilization of Learning Skills**

Count			Feeder				
Academic Year	Semester	Class	NAPS	Foundation Supported Prep Schools	Nuclear Power School	Direct Entry	Total
2008	Fall	2008	1	1		6	8
		2009	4	0		10	14
		2010	4	1		16	21
		2011	27	5	2	78	112
	<b>Fall Total</b>		<b>36</b>	<b>7</b>	<b>2</b>	<b>110</b>	<b>155</b>
	Spring	2008	1			15	16
		2009	5			7	12
		2010	8	2	2	10	22
		2011	25	4		41	70
	<b>Spring Total</b>		<b>39</b>	<b>6</b>	<b>2</b>	<b>73</b>	<b>120</b>
	2008 Total			<b>75</b>	<b>13</b>	<b>4</b>	<b>183</b>

Conclusions:

Many midshipmen from diverse educational and cultural backgrounds utilize the Learning Skills Program. Based on student feedback, the program is highly valued and effective. Upper class midshipmen continue to refer under class midshipmen to the program. Current projects in development include a new textbook and web-friendly course content, including a quick-time movie to introduce midshipmen to key learning skills topics. Current procedures include working closely with Midshipmen Academic Officers to increase visibility and generate interest within the Brigade. A new PowerPoint was created for midshipmen leadership to introduce learning skills topics to underclassmen. Periodic contact with Brigade leadership and an increase in workshops and open houses will have a positive impact on midshipmen utilization of the program. Continual refinement of the program to meet midshipmen needs and partnerships with other supplemental services will also positively impact the program. And finally, exciting new initiatives to encourage student interest in the STEM disciplines, has lead us to employ a new STEM Learning Skills Instructor. Soon, we will be able to help even more students succeed in traditionally difficult subjects.

## ☞ Tutorial Programs ☞

### *Purpose:*

The Tutorial Programs provide a range of assistance for those midshipmen who are trying to improve their academic performance in course content. Three separate tutorial programs were available this year; Midshipmen Group Study (MGSP), Evening Tutoring and Exceeds.

### *Staff:*

During the AY08, the staff of the Tutorial Programs consisted of the Program Director, one full-time Mathematics Learning Specialist, one full-time Chemistry Learning Specialist, ten hourly tutors, and 60 group study leaders.

### **Midshipmen Group Study Program**

#### *Purpose:*

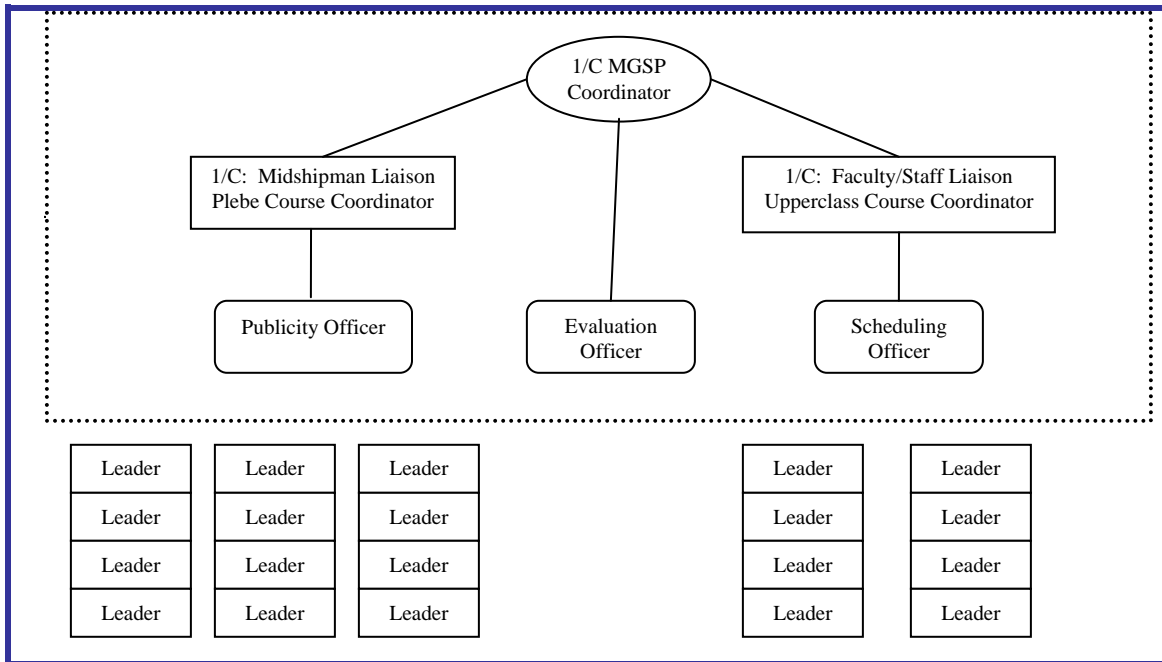
The purpose of MGSP is to support the mission of the United States Naval Academy by providing a productive study environment for students enrolled in traditionally difficult courses. In addition, the MGSP leaders gain leadership experience by facilitating group study sessions.

#### *Program Organization:*

During the 2007-08 academic year, MGSP was available to any instructor who was interested in working with a group study leader who would hold a weekly evening study session. MGSP was offered per instructor request, and ALL MGSP leaders worked closely with a course instructor. This structure encourages midshipmen in the same course to attend weekly sessions together. In addition, it provides every MGSP leader with weekly content review with the course instructor. Departments represented in the program included Chemistry, Mathematics, Mechanical Engineering, Language Studies, Physics, Political Science, Seamanship and Navigation, and Systems Engineering. New this year, MGSP groups were held in French, Japanese, Russian, Engineering Thermodynamics (EM319), Naval Weapon Systems (ES300) and Political Science Methods (FP220).

Two courses were offered for MGSP leaders (DM212 and DM301). The introductory course provided pedagogical training in the theory, process, and techniques to lead peer-group study sessions in diverse academic disciplines. The follow-on course provided midshipmen with the opportunity to work closely with course instructors to design out-of-class learning experiences that facilitate collaborative learning. MGSP also provided leadership experiences for experienced MGSP leaders to become MGSP supervisors who assist with program design, implementation, and administration.

**Chart 1 – MGSP Leader Organizational Structure**



*Midshipmen Leaders:*

The program included 60 midshipmen leaders in the fall semester and 60 midshipmen leaders in the spring semester. All the leaders were enrolled in a DM course and leaders were required to lead one 1-hour study session a week. All leaders worked with a faculty member meeting once a week to receive information concerning course content. The following chart illustrates the number of midshipmen who participated as MGSP leaders during the academic year per department.

**Table 10 -- MGSP Leaders**

	Fall 2007	Spring 2008
Chemistry	16	14
Language Studies	5	8
Mathematics	25	23
Mechanical Engineering	4	2
Physics	3	3
Political Science	*	3
Seamanship & Navigation	6	5
Systems Engineering	1	2
<b>Total Leaders</b>	<b>60</b>	<b>60</b>

\* New offering beginning with the spring semester

*Involvement:*

During MGSP sessions, a student leader will facilitate group activities such as practicing homework problems, comparing lecture notes, summarizing assigned readings, discussing lab reports, practicing problem solving, and test preparation. This year more 1312 individual midshipmen or over  $\frac{1}{4}$  of the Brigade participated in the group study sessions accumulating over 5411 visits (2948 fall, 2463 spring). Participation in the program was voluntary and available to anyone enrolled in the courses; however, sessions were directed toward individual instructor's sections. The following tables show the number of student participants by department, Table 11, student contact hours by course, Table 12.

**Table 11 -- Student Participants**

	Fall 07	Spring 08
Chemistry	428	401
Language Studies	70	51
Mathematics	453	302
Mechanical Engineering	60	20
Physics	51	45
Political Science	--	17
Seamanship & Navigation	152	48
Systems Engineering	8	8
<b>Total</b>	<b>1,222</b>	<b>892</b>

**Table 12 – Student Contact Hours**

	Fall 07	Spring 08
Mechanical Engineering	173	49
Systems Engineering	27	6
Language Studies	137	99
Political Science		29
Seamanship & Navigation	173	87
Chemistry	1,050	1,140
Mathematics	1,116	826
Physics	81	118
OTHER (specific course not identified)	91	109
<b>TOTAL</b>	<b>2,848</b>	<b>2,463</b>

### **Evening Tutoring**

*Purpose:*

The purpose of the evening tutoring program is to provide small group tutoring to students in specific course content areas. Evening tutoring is designed to address course questions not addressed during MGSP or when the course instructor is unavailable. The goal of the tutoring encounter is to address the specific content and problem-solving needs of the midshipmen.

*Staffing:*

Ten part-time tutors met by appointment with midshipmen during the academic year. Tutor's schedules were set at the beginning of the semester to provide uniform availability during the evening study hours. Three tutors were available for mathematics, three for chemistry, two for physics, one for Spanish, and one for Arabic. One mathematics tutor and one physics tutor also provided engineering support. Support was provided in chemistry and mathematics five days a week, physics two days a week, and one day a week for each of the languages.

*Program Utilization:*

During the academic year 2008, students scheduled appointments with a tutor after completing a Tutoring Chit with the course instructor. Tutors' schedules were made available via an online database and students were able to choose appointment times that met their study needs. Appointments with tutors were small group (up to 3) during a 30 minute appointment time.



For the academic year 2008, a total of 1,431 appointments were conducted in evening tutoring. In the fall semester a total of 278 students scheduled at least one appointment with a tutor. In the spring semester a total of 199 students scheduled at least one appointment with a tutor.

The table below illustrates student use of evening tutoring.

**Table 13 Evening Tutoring Program Use by Academic Discipline**

Semester	Discipline	Number of Midshipmen Users	Total Tutoring Sessions Attended	Average Number Sessions Attended
Fall AY08	Arabic	2	2	1.0
	Chemistry	115	766	6.7
	Engineering	7	12	1.7
	Mathematics	150	628	4.2
	Physics	27	132	4.9
	Spanish	13	44	3.4
	<b>TOTAL</b>	<b>314</b>	<b>1,584</b>	
Spring AY08	Arabic	1	2	2.0
	Chemistry	108	530	4.9
	Engineering	4	16	4.0
	Mathematics	92	542	5.9
	Physics	24	92	3.8
	Spanish	11	38	3.5
	<b>TOTAL</b>	<b>240</b>	<b>1,220</b>	
	<b>Yearly Total</b>	<b>554</b>	<b>2,804</b>	

### Exceeds Class

*Purpose:*

Exceeds classes are non-credit, voluntary course for Midshipman enrolled in Pre-calculus, Calculus I, Calculus II, Chemistry I and Chemistry II. The courses focus on supplementing the instruction that occurred in the academic classroom. This class is designed to support students who are in need of the most academic support in the chemistry or mathematics courses. Primary consideration is given to students in the Plebe Intervention Program in the fall semester and the weakest performance for the spring semester. Additional midshipmen can add Exceeds as space permits.

*Staff:*

Two learning specialists (chemistry & mathematics) held 4 sections of Exceeds. Classes were held on Tuesday/Thursday or Monday/Wednesday.

*Program Utilization:*

Each fall, the classes are populated with individuals identified for the Plebe Intervention Program. At six weeks, midshipmen can request to drop Exceeds if the course instructors and Exceeds instructors agree that the academic support is no longer needed. As space permits, additional midshipmen can join the Exceeds classes. For spring registration, priority is provided to students who had academically unsatisfactory performance in the fall. Plebe Intervention students who performed satisfactorily in chemistry and mathematics during the fall were given the option to enroll in Exceeds during the spring semester as space permitted.

For the academic year 2008, over 100 students received support from the Exceeds class for a total of 2438 contact hours. In the fall semester a total of 100 students attended Exceeds an average of 12 times. In the spring semester a total of 101 students attended Exceeds an average of 12 times. The participation in Exceeds was slightly lower in AY08. This may be attributed to the multiple moves of the class during the fall semester due to the renovation of the Academic Center.

The table below illustrates student participation in the Exceeds program for the year.

**Table 14 – Exceeds Attendance**

	Fall 2007			Spring 2008			AY08 Contact Hours
	Midshipmen	Contact Hours	Mean Attendance	Midshipmen	Contact Hours	Mean Attendance	
Mathematics	83	<b>669</b>	8.06	93	<b>816</b>	8.77	<b>1,485</b>
Chemistry	64	<b>515</b>	8.05	79	<b>438</b>	5.54	<b>953</b>
<b>TOTAL</b>	100	<b>1,184</b>	11.84	101	<b>1,254</b>	12.42	<b>2,438</b>

## ∞ Report Summary ∞

The overall organizational structure of the Academic Center has stabilized to include four very active service programs: Plebe Programs, Academic Counseling, Learning Skills, and Tutorial Programs. The number of midshipmen seeking academic assistance from the Academic Center has continued to increase and our outreach programming continues to grow.

Due to the on-going and active support of the Superintendent, the Academic Dean & Provost, and the Naval Academy Foundation, the Academic Center has been the recipient of several generous gifts. The Academic Center has received financial support from the J. W. and Alice Marriott Foundation and the Naval Academy Athletic Association. The Center has also received support from the Naval Academy Classes of 1956, 1968 and 1975. These gifts have enabled the Center to increase its staff and provide a wider range of support services to many more midshipmen. Additionally, the Class of 1963 has chosen the Academic Center as the recipient of their on-going financial support. This funding has enabled the Academic Center to support additional staff members and continue our service offerings to the entire Brigade of Midshipmen. The financial support received from the many generous donors has enabled the Center to expand its services to include the Naval Academy Preparatory School, while offering programs to more midshipmen here at the Academy.

In particular, the private and public support has enabled the Center for Academic Excellence to provide more than 12,000 contact hours of support to nearly 1,500 separate midshipmen. While the Learning Skills courses offer academic skills enhancement for all midshipmen wishing to improve their academic performance, the Midshipman Group Study Program and Professional Tutoring focuses on support for traditionally challenging courses.

Additionally, the Plebe Intervention and the Academic Counseling Programs provided intensive instruction and guidance to midshipmen who might otherwise not survive the Naval Academy's academic rigor. In spite of some academic weaknesses, these midshipmen have been able to survive the rigors of plebe year. Their attrition rate is the same as that of the entire Brigade of Midshipmen. The Center's Academic Counseling Program has continued to provide close monitoring and advising to more than 400 upperclass midshipmen. This has enabled the Naval Academy to graduate and commission midshipmen from very diverse backgrounds, who go on to be excellent officers and role models in the Marine Corps and Navy.

As is the case each year, the new academic year will be exciting and gratifying as the staff from the Class of 1963 Center for Academic Excellence helps more midshipmen achieve their academic and professional goals.