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EASTERN ILLINOIS UNIVERSITY  
Charleston, Illinois

# news

April 4, 1986

Local/Area

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## FOR IMMEDIATE RELEASE

CHARLESTON, IL--Eastern Illinois University has a well-established tradition of offering high quality academic programs. That's a fact.

Lending support to that fact are special assistance programs designed to provide a helping hand to students along their undergraduate path to a diploma.

Although the University does offer programs aimed at assisting the marginal or disadvantaged student, Dr. Shirley Moore, dean of Academic Development, emphasized that "we do care about each and every student. Our assistance programs are directed at all 9926 students."

Assistance begins the first day a student enrolls at Eastern. The University is one of few institutions that has retained the centralized advisement center. At most universities, a student early declares a major and is advised by a departmental faculty member.

"Our records show that 50% of the students switch majors before they take their first class in that discipline, therefore we believe it more advantageous for the advisement center to direct the student to his/her strengths and interests," Moore explained.

Also, students receiving a D or F in a course at midterm are notified by letter "to make sure they are aware of their standing," she said. "We advise them to see their instructor and/or department tutors, and we provide a list of support services."

Two support services utilized extensively are the Reading and Writing Centers. "The Reading Center serves the University by providing reading and study skills including improvements of listening skills, reading for comprehension, vocabulary expansion, test-taking techniques, organizing notes, scheduling study time and developing flexibility in reading rate," Moore said.

Similarly, the Writing Center supplements classroom instruction by emphasizing individual assistance in all aspects of writing.

"Again, I would stress that we've had all types of students schedule these services ... students who were going to be summer legislative pages, some going to law school, some preparing to take the medical school application exam."

The Mathematics Diagnostic Center assists students "who may be unprepared to compete in the college level courses or simply did not have enough math courses in high school," Moore explained.

The MDC offers a self study algebra program and coordinates a pre-algebra course offered by a nearby junior college with the sole purpose to prepare the skills so a student may be qualified for EIU's introductory algebra class.

The Prescriptive Curriculum Admission Program (PCAP) was developed to handle students who have not met standard admission requirements.

"This program is not solely for the educationally disadvantaged. I would rather describe it as being aimed at late bloomers . . . those students who became highly motivated as seniors but whose class rank was too low to pull them up enough to qualify for admission," Moore said.

These students are enrolled in regularly scheduled courses but their progress is monitored on a weekly basis by the Academic Assistance Center.

Moore is especially pleased with the progress of the Academic Support and Retention Committee, a volunteer group composed of directors and coordinators from a cross section of departments involved on a day-to-day basis with students.

"This committee devised a common calendar so that we do not have time conflicts or overlap services and activities. This committee has organized a referral system so faculty and staff know how and where to direct students who they believe need some assistance . . . whatever the reason," Moore explained.

In addition to these special assistance programs, there are extensive tutorial programs in most academic departments. The Counseling Center also offers outreach programs, seminars, informational workshops and group counseling.

As examples, the math tutoring program serves between 2300-2500 students each semester. The Life Science Department handles 1800 annually as part of its lab work tutoring system.

"The simple goal in all of these programs and policies is to provide maximum service to the students . . . to develop a model program for the retention of able students," Moore concluded.