

## **Tutoring and Learning Center Retention Efforts Best Practices**

### **Academic Student Achievement Plan (ASAP)**

Students identified as being “at-risk” will participate in the Academic Student Achievement Plan (ASAP). The plan developed by the Tutoring and Learning Center and the Academic Advising and Transition Center, requires students to initially meet with the retention specialist early in the semester and together they review the student’s schedule, CSI data, test scores, and based on this information, discussions and recommendations for tutoring, and other academic support services are provided. If a student is THEA liable in math and enrolled in a developmental course (math 0398 or math 0399) they are required to attend mandatory math tutoring sessions once a week. Four times throughout the semester the student is required to meet with the retention specialist to discuss their current academic progress and any other concerns.<sup>1</sup>

At mid-term the academic intervention specialists and the retention specialist provide mid-semester evaluations to faculty who have students enrolled in the ASAP. Both offices discuss this feedback with the student and will either recommend mandatory tutoring, workshops or in serious instances, dropping a class or withdraw from all classes to avoid suspension or probation. Before the student is allowed to drop a class TLC will get input from the faculty to discuss the possibilities of the student succeeding in class. Unfortunately the majority of students who are on probation or suspension are not aware of their academic progress or are not aware of procedural deadlines.

If these students fail to abide by these guidelines, a hold is placed on their records to prevent them from registering for classes. Students with holds meet with the retention specialist and enter into a probationary agreement for the following semester; the hold will then be removed and replaced once the student has registered for classes. Working with other offices and programs

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<sup>1</sup> **THEA** (Texas Higher Education Assessment) is a test similar to the ACT and SAT. It was designed to provide information about the reading, mathematics, and writing skills of students entering public colleges, Universities, and educator preparation programs in public and private institutions.

on campus TLC tries to create a retention net involving nearly all aspects of student academic life.

**Identification:**

Identifying at-risk students requires analysis of a student's academic background, scores, class rank and ultimately grades earned while attending the University. Students admitted into the University are divided into three distinct groups: CC, AA and AV, and represent an individual's test scores, class rank and extracurricular engagement. CC students meet all University and state entrance requirements. AA students are in the top half of their high-school class but performed poorly on the SAT/ACT. Research provided by the office of Enrollment Management demonstrates that this group has the highest ratio of drop outs and individuals on probation/suspension. Historically AA's were not alerted to their academic status and did not understand the University's expectations. The final group, AV's, graduated in the bottom half of their high-school class and obtained low test scores. These students applications are reviewed by a committee of faculty and staff who consider test scores, grades, class rank and extra-curricular activities. Unlike the AA's, the University alerts these students of their academic status and is a contributing factor to their success.

In addition to the admission status as a means of identification, all first-time incoming students must complete the Noel-Levitz College Student Inventory (CSI) before they register for classes. CSI scores provide insight into their learning styles and degree of drop-out proness, and the results are shared with advisors and all members of a student's first-year learning community (Triads and Tetrads). These advisors and faculty utilize this data to guide *all* students to the appropriate tutoring and assist in the creation of schedules and majors. Staff that utilize this data can discuss problematic students with the retention specialist and the intervention specialist to coordinate retention efforts, usually through **intrusive advising**.

The retention specialist reviews the scores of all first year students (approximately 1,500 individuals) and contacts those who are identified as being "at-risk" by the Noel-Levitz

instrument. These students are required to participate in the Academic Student Achievement Plan (ASAP) for two full academic semesters. This will ensure that students who self identify are retained through their sophomore year. Those students who self identify are usually fully admitted (CC), and the CSI acts as the only means of communicating student academic concerns to faculty and staff. TLC then provides early assistance to students who usually do not seek help until they are placed on probation or suspension.

When staff or faculty identify a student they feel is at-risk, or failing a class, the student is referred to TLC and required to participate in ASAP. The Intervention Specialists, who solely work with THEA liable students refer students to the retention specialist, if they feel that a student requires additional intrusive advising and additional attention due to participation in developmental education courses. Similarly, the Academic Advising and Transition Center, who advise those students with undeclared majors, require their advisees who are on probation/suspension or identified as at-risk, for **mandatory participation** in ASAP. Filtering these students through TLC will give much needed attention to individuals who have been often overlooked by faculty and staff who were overwhelmed by other duties.

**Concerns:**

Incoming at-risk students must be made aware of their admission status and their requirements to participate in the ASAP. This should eliminate confusion among students and parents who often learn of assistance programs second hand from their children and who might misconstrue the altruistic purposes of the ASAP. Working with these various students and offices on campus, the retention specialist expects to work with as many as 500 students during one academic year. Currently the retention specialist and a graduate student worker advise approximately 500 students. TLC will not be able to efficiently address all the needs of at-risk students at TAMUCC. This issue may be remedied by the hiring an additional full time retention specialist and 12-19 upper division peer mentors that are each assigned a number of students that have been identified as being at risk. These recommendations will help integrate retention efforts

into the campus culture of TAMUCC and ensure that retention rates will remain steady or grow as our University continues to expand. Similarly, TLC the Retention Office will assist with the Coordinating Board's "Closing the Gaps" initiative and Momentum 2015 by ensuring that minority and first-generation students are provided with information and assistance.

Spring 2008  
Summer I  
Summer II  
Fall

# THEA Agreement

Name: \_\_\_\_\_

**Academic Student Achievement Plan ID:**  
Library 218 A-1 (361)825-2977

Based on my assessment results I understand that I am required to participate in the Developmental Education Program. I will work with the Academic Intervention Specialist to set my Academic Student Achievement Plan (ASAP). The ASAP is tailored to meet my academic individual needs. It may also include enrollment in a developmental course, tutoring, and any additional individual college requirements. Developmental course hours will not count toward any degree program, but will count toward determining full-time status. As a student in this program, I agree to meet with the Academic Intervention Specialist (AIS) as often as needed in order to obtain the necessary help that will allow me to meet my goals and objectives. Courses are regular tuition plus a \$30 fee per developmental course.

Based on my test scores I need to enroll in a developmental course(s) for each area that I did not obtain the minimum passing score. Areas include reading, math and English (writing).

Reading	Math	Writing
0399	0398	1301 + 0099
	0399	1302 + 0099

## Conditions

- I must meet with the Academic Intervention Specialist Office as needed. I must call 825-2977 during the first week in October to set up a new registration appointment for the following semester.
- Tutorials: For Reading and Math see class syllabi. For English (writing; 0099), I must meet with the Writing Consultant at the beginning of the semester to determine my individual tutorial requirement, go to library 216-D to make arrangements. In addition, I will review the **Writing Tutorials** policy and procedures on-line power point at <http://falcon.tamucc.edu/~tlcweb/THEA.htm> Tutorials = \_\_\_\_\_
- Retesting on the THEA or an alternative test may be a requirement.
- I will not be allowed to enroll in any senior level courses (4000 series), as long as I am THEA liable.
- I understand that class attendance is **mandatory** in order for me to succeed, and I must follow the course syllabus outline made available to me by my instructor
- The instructor and the Academic Intervention Specialists will determine course completion. They will ensure that I have met all conditions set by the state and/or university. The ASAP is subject to change according to my progress. I authorize this office to contact my instructors and university staff for the purpose of monitoring my progress and measuring continuous improvement in my course work.
- Should I fail to meet these conditions, I understand that the University will take further action, **which could result in administrative withdrawal from ALL my A&M-CC classes.**

## Student Responsibility

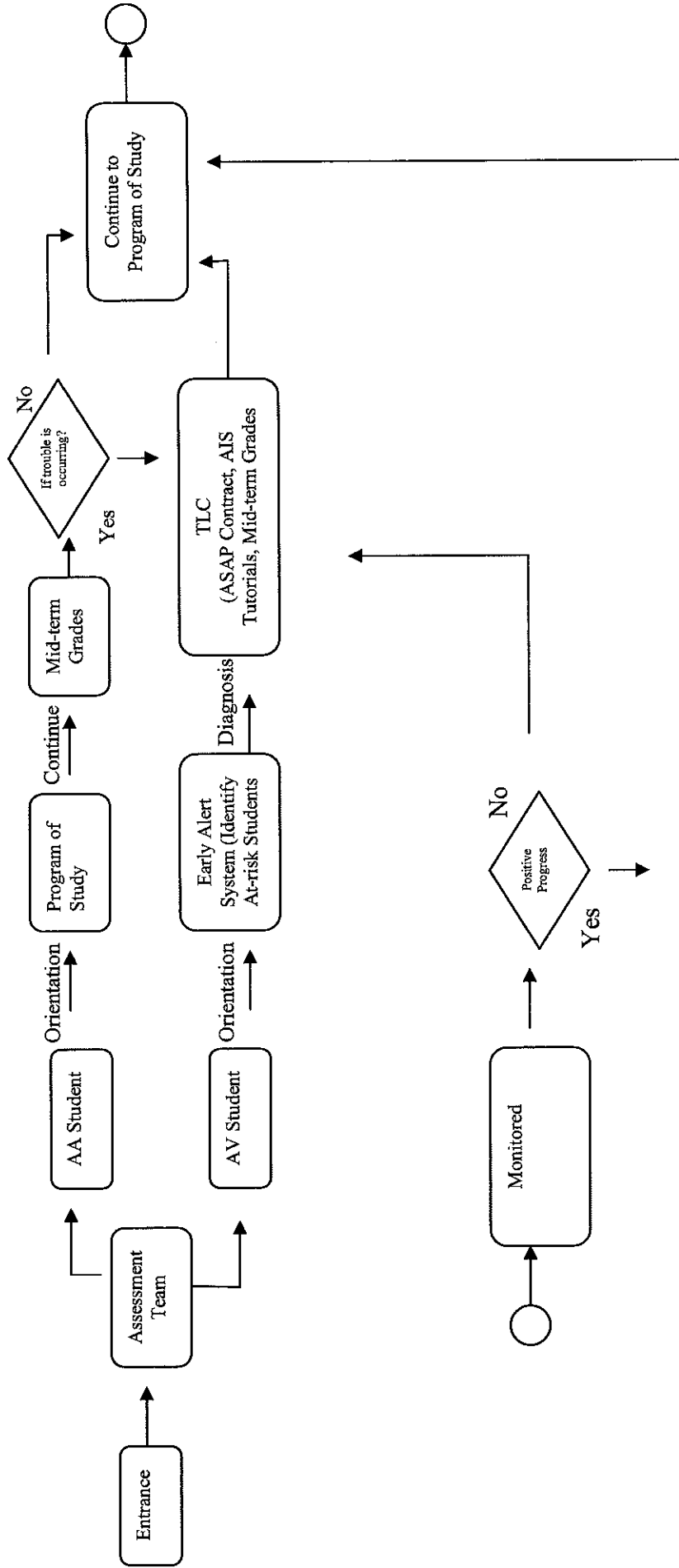
While university personnel may assist students in progressing toward the degree that they are seeking, the final and ultimate responsibility for understanding and following the degree requirements rests with the students themselves. Each student is held responsible for knowing degree requirements, for enrolling in courses that fit into degree programs, and for taking courses in the proper sequence to ensure orderly progression of work. The student must seek advice about degree requirements and other university policies when necessary. The student is held responsible for knowing and abiding by University regulations regarding the standard of work required to continue in the University, as well as those dealing with academic integrity, scholastic probation, suspension, and dismissal. Additionally, the student is expected to comply with the rules in the Student Handbook and Student Code of Conduct, as well as the processes in the latter, which are administered by the Office of Student Affairs." *2006-2007 Texas A&M University - Corpus Christi Undergraduate Catalogue, 23.*

I have read the above statement and I am responsible for knowing and adhering to these terms.

X \_\_\_\_\_ Date: \_\_\_\_\_

Email: \_\_\_\_\_@islander.tamucc.edu Phone: \_\_\_\_\_

# Retention Model



Date: \_\_\_\_\_  Hector  Jason  Colin  Other: \_\_\_\_\_

**TLC Retention Office Academic Alert Form**

Student Name: \_\_\_\_\_ Student ID: A \_\_\_\_\_  
Phone: \_\_\_\_\_

Referred by: \_\_\_\_\_ Please Check one of the following:

- |  |   |   |                                      |                                 |
|--|---|---|--------------------------------------|---------------------------------|
| <input type="checkbox"/> Faculty                               | <input type="checkbox"/> Staff                        | <input type="checkbox"/> Administration | <input type="checkbox"/> Peer Mentor | <input type="checkbox"/> Parent |
| <input type="checkbox"/> Excessive Absences/Tardy # _____      | <input type="checkbox"/> Class average below a C      |   |                                      |                                 |
| <input type="checkbox"/> Failure to complete homework          | <input type="checkbox"/> Concerns over basic skills   |   |                                      |                                 |
| <input type="checkbox"/> Low Test/Quiz/Assignment Scores _____ | <input type="checkbox"/> At-risk of dropping class    |   |                                      |                                 |
| <input type="checkbox"/> Overall GPA $\leq$ 2.0                | <input type="checkbox"/> Risk of Probation/Suspension |   |                                      |                                 |

Urgency/Risk:

- |                               |                                   |                                 |                                   |
|-------------------------------|-----------------------------------|---------------------------------|-----------------------------------|
| <input type="checkbox"/> Mild | <input type="checkbox"/> Moderate | <input type="checkbox"/> Severe | <input type="checkbox"/> Imminent |
|-------------------------------|-----------------------------------|---------------------------------|-----------------------------------|

Comments/Interventions tried to date with student:

Action Taken( *TLC USE ONLY*):

## **Enhancing Retention Efforts**

- Identify first year at-risk students by using the Noel Levitz College Student Inventory.
- Develop a peer mentoring program to assist first-year students.
- Expand the Academic Student Achievement Plan to include all first-year students that have been identified as been at-risk. Peer mentors will assist students overcome obstacles that may hinder their educational achievements.
- Develop peer mentoring program that will assist with academic integration.
- Provide more intrusive and proactive intervention strategies with at-risk students.
- Assess, evaluate and revise current Developmental Education Plan.
- Increase the number of tutors and peer mentors.
- Increase the number of THEA liable students that will exit their developmental education course successfully after one semester.
- Expand the number of SI sessions.
- Expand the study skills workshops/test preparation for THEA liable students.
- Integrate tutorials and SI sessions to assist students with critical thinking skills and theory based approach.
- Mandatory tutorial, workshop participation for first year students placed on academic probation. This initiative would be part of our academic early warning alert system for first year students.
- Increase tutoring services by increasing the number of tutors, time available and subject areas.
- Increase student referrals for at-risk students.
- Expand faculty participation to report first year student absences or other concerns that may affect learning.
- Provide additional assistance for probation students and for students that are returning after being placed on suspension.
- Tailor academic success group or workshops to needs of identified at-risk students.
- Implement College Student Inventory (CSI) to all first year students when they register during summer orientation.