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A Factor for Retention
Interlocking Processes

- Recruitment
- Retention
- Graduation
- High School
- Transfer Students
A DYNAMIC RELATIONSHIP

Student Support Services and Upward Bound (SSSP)
- Bridge -12th grade – enrollment for college
- Pre-college Experience & Preparedness
- Summer Residential Program
  - (11th graders)
- Tutoring
- Seminars
- Study Hall
- Tutoring
- Mentoring
- Learning Laboratories

Academic Advisement (Customer Delight)
- Peer Tutoring
- Mentoring
- Test Compliance
- Study Hall - Intensive Academic Support (IAS)
- Service Learning (SSSLAC)
- E-mentoring
- Early Warning
- 101 Freshman Seminar
- Majors Fair
- Supplemental Instruction (SI)
- Counseling
- Summer Academy (admission Tool)

Talent Search
- College Readiness Service
- Tutoring
- Counseling
- Summer Enrichment Program (Middle School)
- Basic Instruction for Summer

Developmental Education
- NADE Certified 1/13 of 49
- Early Warning System
- Mini Sessions
- Tutoring
- E-tutoring
- Computer-based learning
- Learning Labs
Retention Wheel

Department-based Counseling/ Advisement

3rd Mile/SSS Collaboration

2nd Mile/SSS Collaboration

Developmental Education

Academic Advisement

SSSP & Upward bound

Talent Search
Student Success Service Contribution to Institutional Retention

RECRUITMENT & ADMISSION

Student Support Services and Upward Bound

Academic Advisement

Developmental Education

Talent Search

GRADUATION

1st-2nd year Retention

2nd-4th-6th year Retention
Roadmap to Graduation

Recruitment and Admission

(SSS Goals and Mission)
84.7% Retention

Collaboration between SSS & COLLEGES/SCHOOLS

SSS & COLLEGES/SCHOOLS
Institutional research

Graduation Incentives

Intervening Variables

1st Yr.

2nd Yr.

3rd Yr.

4th - 6th Yr.

Freshman Orientation * Testing * Academic Advisement *
TSI Responsible * Remediation * TSI Free
College Level Courses SSS 101
*Incentive for 4 year graduation

2nd Mile (SSS) * Academic Advisement * Monitoring
* Assessment * 2 School/4 colleges * Departments

3rd Mile * Reclamation
* Collaborative Monitoring
* Assessment (SSS/& Schools/Colleges)

Final Lap
Recipients of Incentive for 4 year graduation
* Reclamation * Collaborative Monitoring (Spot check)
* Assessment (SSS/& Schools/Colleges)
First Time Full-time Freshmen Retention Percentages
First Time Full-time Freshmen Retention Percentages
First Time Full-time Freshmen Retention Percentages

- Total Full time students: 77%, 78%, 79%, 80%, 81%, 82%, 83%, 84%, 85%
- Non-developmental: 80%, 79%, 78%, 77%

First time Freshman Return Percentage for 2009
Summer Academy

• Intensive instruction and mentoring for underprepared students

• To prepare underprepared students for college level coursework

• Provide developmental instruction in reading, writing and math

• Provide small classes

• Provide counseling and peer mentoring initiatives

• Provide Supplemental Instruction master tutors
2000-2008 Class Placement of 890 Summer Academy Students Entering TSU
8 year Longitudinal Study

<table>
<thead>
<tr>
<th>Subject</th>
<th>Developmental I</th>
<th>Developmental II</th>
<th>College Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>25.2%</td>
<td>18.9%</td>
<td>74.8%</td>
</tr>
<tr>
<td>Writing</td>
<td>10.3%</td>
<td>72.8%</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>23.2%</td>
<td>14.9%</td>
<td>61.7%</td>
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</table>
Band Study Hall:

- Provide Study Hall Accommodations for Band and Other Students
- Coordinate program with Band Director and Band Advisor
- Provide orientation to Study Hall for Band students, explaining need and requirements
- Provide quiet rooms and/or library setting for Study Hall
- Be present to monitor and oversee Study Hall two afternoons per week
- Provide student access to tutors and academic programs
- Enter students with participation and academic performance data into SPSS database
- Determine academic outcomes for students with low and high participation
- Keep abreast of relevant program literature
- Write annual report on retention outcomes by participation
- Communicate results to Band Director and Advisor
**Supplemental Instruction:**

- Provide Supplemental Instruction in Participating First Year Classes
- Obtain UMKC certification to train and coordinate
- Coordinate program with participating Instructors
- Provide UMKC training for instructors and student SI leaders
- Provide weekly training for student SI Leaders
- Select and monitor payment of SI Leaders
- Promote program in target classes
- Keep accurate records of student attendance
- Enter students with participation and academic performance data into SPSS database
- Determine academic outcomes for students with low and high participation
- Keep abreast of relevant program literature
- Write annual report on retention outcomes by participation
- Communicate results to instructors
All Students: Pass Rates By SI Participation and Course Type

- Overall
- Non-Participants
- Low Participation
- Moderate Participation
- High Participation

- Read-:
  - Overall: 94%
  - Non-Participants: 46.10%
  - Low Participation: 60.00%
  - Moderate Participation: 44.80%
  - High Participation: 100%

- English***:
  - Overall: 93.50%
  - Non-Participants: 46.20%
  - Low Participation: 44.80%
  - Moderate Participation: 46.10%
  - High Participation: 100%

- Science***:
  - Overall: 100%
  - Non-Participants: 100%
  - Low Participation: 100%
  - Moderate Participation: 100%
  - High Participation: 100%
Figure 5: Supplemental Instruction 2008-2010
All 2158 Students Combined:
Final Course Grade by Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Non-Participants</th>
<th>Low Participation</th>
<th>Moderate Participation</th>
<th>High Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read</td>
<td>1.12</td>
<td>1.15</td>
<td>2.03</td>
<td>2.68</td>
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<tr>
<td>Eng.</td>
<td>0.98</td>
<td>1.56</td>
<td>2.31</td>
<td>2.17</td>
</tr>
<tr>
<td>Sci.</td>
<td>1.27</td>
<td>2.28</td>
<td>3.05</td>
<td>2.17</td>
</tr>
</tbody>
</table>
All Students: Related Academic Performance as Function of SI Participation

- Hours Attempted (ns)
  - Non-Participants: 13.2
  - Low Participation: 13.1
  - Moderate Participation: 13.1
  - High Participation: 13.1

- Hours Completed (p<.001)
  - Non-Participants: 7.79
  - Low Participation: 7.79
  - Moderate Participation: 11.88
  - High Participation: 11.88

- Fall GPA (p<.001)
  - Non-Participants: 1.59
  - Low Participation: 2.56
  - Moderate Participation: 1.59
  - High Participation: 2.56

Legend:
- Non-Participants
- Low Participation
- Moderate Participation
- High Participation
Major Fair:

- Provide Undecided Students with Opportunity to Speak with Representatives from the Majors
- Arrange for facility to hold Major Fair
- Request representatives from various schools/departments
- Arrange for tables, refreshments and give-aways
- Act as MC for Major Fair
- Promote program in first year classes
- Keep accurate records of student attendance
- Enter students and follow-up academic performance data into SPSS database
- Determine academic outcomes for participating students
- Determine number of major declarations for participating students
- Keep abreast of relevant program literature
- Write annual report on retention outcomes by participation
- Communicate results to instructors
One Year Retention of Majors Fair Participants vs. TSU Freshmen and Undecided Freshmen

![Bar chart showing one year retention rates for different groups over the years 2006, 2007, and 2008.](chart.png)
Service Learning:

- Provide internship opportunities for new students to assist them in choosing careers
- Formerly Community Service Assistance Program
- Develop site placements on and off campus
- Coordinate student visitation to sites 2-4 times per semester
- Evaluate retention outcomes
- Communicate results to instructors
- Promote program in target classes
- Keep accurate records of student attendance
- Enter students with participation and academic performance data into SPSS database
- Determine academic outcomes for students with low and high participation
- Keep abreast of relevant program literature
- Write annual report on retention outcomes by participation
- Communicate results
Figure 2: Average 1-Year Retention of CSAP Participants vs. Non Participants: Note. Students who participate at all in CSAP showed better academic outcomes. Program discontinued after 2008.
Texas Southern University

❖ Talent Search
Texas Southern University TRiO Talent Search

PURPOSE OF PROGRAM:
The Talent Search Program, a federally funded program,

1.) identify qualified youths with potential for education at the postsecondary level, and encourage such youth to complete secondary school and to undertake a program of postsecondary education;

2.) publicize the availability of student financial assistance available to persons who pursue a program of postsecondary education; and

3.) encourage persons who have not completed programs of education at the secondary or postsecondary level, but who have the ability to complete such programs, and or reenter such programs.
Upward Bound Program

- Program Goal: To increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

To accomplish this overarching goal, the university’s Upward Bound Program will initiate the following services:

- ACADEMIC INSTRUCTION AND TUTORIALS IN SUBJECTS NECESSARY FOR SUCCESS IN EDUCATION BEYOND HIGH SCHOOL

- COUNSELING/ACADEMIC ADVISEMENT

- TARGET SCHOOL VISITATIONS/ACADEMIC MONITORING

- OPPORTUNITIES TO ACCESS CULTURAL ENRICHMENT ACTIVITIES

- INFORMATION ON POSTSECONDARY EDUCATION OPPORTUNITIES
ACADEMIC YEAR COMPONENT
* offers instructional / tutorial assistance on 25 Saturdays from 8:30 a.m. – 2:15 p.m. with numerous field trips and college visitations.

SUMMER RESIDENTIAL COMPONENT
* involves a six week residential academic and personal development program inclusive of classes (Monday-Thursday), special interest and cultural activities, sports, seminars and college visits.

BRIDGE COMPONENT
* transitions program graduates into a college residential environment and freshman academic courses.
PROFILE OF THE STUDENT SUPPORT SERVICES PROGRAM

- Program Goal: To increase the college retention and graduation rates of its participants and help students make the transition from one level of higher education to the next.

To realize the project’s goal, the following services will be implemented:

- TUTORING (i.e. individual, group, computer aided)
- COUNSELING/ ACADEMIC ADVISEMENT
- ACADEMIC SUPPORT AND LIFE SKILLS SEMINARS
- GRANT AID FUND DISSEMINATION
- COMPUTER/COPIER/INTERNET ACCESS
- FINANCIAL AID ADVISEMENT
- FINANCIAL LITERACY WORKSHOPS
- GRADUATE/PROFESSIONAL SCHOOL ADMISSIONS RESOURCES
- ACCESS TO CULTURAL ENRICHMENT OFFERINGS
Note: Student Support Services is mandated to serve a minimum of 250 eligible students per academic year.