Missouri Valley College
Service Program
Assessment and Planning Report

Year: 2010-2011
Service Program: RETENTION Supervisor: KEVIN HART

I. Mission
Retain students who are struggling academically by providing a wide range of support services.

II. Goals
1) Communicate as needed with students, families, faculty, and staff to identify and support probationary students.
2) Guide students in assuming responsibility for their own success.
3) Provide opportunities for tutoring, mentoring, and counseling services.
4) Monitor student progress through contact with students and instructors and adjust services as needed.

III. Service outcomes
1) Probationary students will be identified and supported through communication with faculty, staff, students, and families.
2) Students will assume responsibility for their own success.
3) Opportunities for tutoring, mentoring, and counseling services will be provided.
4) Student progress will be monitored through contact with students and instructors and services will be adjusted as needed.

IV. Service delivery map
Functions
1) Contact freshmen probationary students and continuing probationary students by letter/email during the first two weeks of the semester and again at midterm.
2) Present retention program to faculty.
3) Speak to all freshman seminar classes
4) Contact any student who receives an academic withdraw or academic alert.
5) Meet with students to develop plan for success, including available support services and class schedules.
6) Serve as the student’s liaison with instructors, if needed.
7) Communicate with parents upon request.
8) Provide ongoing follow-up support.

<table>
<thead>
<tr>
<th>Functions</th>
<th>Contact</th>
<th>Probationary</th>
<th>Present To faculty</th>
<th>Freshman Seminar</th>
<th>Contact Ac. Alert</th>
<th>Meet for Success</th>
<th>Liaison</th>
<th>Parent communication</th>
<th>Monitoring/Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification/ Support</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Student Responsibility</td>
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<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>Opportunity for Services</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Progress Monitored</td>
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V. Assessment tools

1) Review semester grades and GPA to determine number of continuing probationary students
2) Retention rate

VI. Summary of findings

Fall 2010
Freshmen accepted on probationary status: 110
   - 52 of the 110 were passing with no failing grades at Fall Midterm
   - 20 had one F
   - 32 had two or more F’s
   - 6 withdrew
Returning students on probation for the first time: 73
   - 26 of the 73 were passing with no failing grades at Fall Midterm
   - 24 had one F
   - 23 had two or more F’s
Returning students on continuing probation: 133
   - 52 of the 133 were passing with no failing grades at Fall Midterm
   - 45 had one F
   - 31 had two or more F’s
   - 5 withdrew
Total students on probation: 316

Spring 2011
Students on probation: 91
Students on continuing probation: 172
VII.  Level of achievement of goals

1) Communication was an important tool in identifying and assisting struggling students.
   - Two letters were sent to probationary students within the first few weeks of classes each semester asking them to meet with the Retention Officer.
   - Each student who received an Academic Alert from an instructor was also contacted by the Retention Officer.
   - The retention office received 32 emails from professors during the fall semester expressing concern about one or several students.
   - Communications continue through the fall and spring semesters with students, professors, and some parents. Contact was made through mail, email, phone, and texting. Some students received wake-up calls as class attendance is a significant factor in student success.

2) Students were ultimately responsible for using on-campus support services such as counseling, mentoring, and tutoring. Students who took advantage of these services and who met when needed with the Retention Officer were likely more successful in their classes.

VIII. Staff/Clientele/Program information

Table 1. Staff Profile

<table>
<thead>
<tr>
<th></th>
<th>Full time</th>
<th>Part time*</th>
<th>GA Full time</th>
<th>GA Part time*</th>
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<tbody>
<tr>
<td>Total number of program staff</td>
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<tr>
<td>Number of program staff by gender</td>
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<td></td>
<td></td>
<td>male</td>
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<tr>
<td>Highest degree for program staff</td>
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<td>High school</td>
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<td></td>
<td></td>
<td>Associate’s</td>
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<td></td>
<td></td>
<td>Bachelor’s</td>
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<td>Master’s</td>
<td>EdSpe</td>
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<td></td>
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<td>Doctorate</td>
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<tr>
<td>Years of professional experience in area</td>
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<td>6-10</td>
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<td>11-15</td>
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*Part time is defined as 20 work hours a week or less.

IX.  Analysis/Interpretation

Communication with students, instructors, and others made up the majority of time spent by the retention staff and is a key ingredient in students’ academic success. Because of the relationship that was built between students and retention staff the previous year,
students that were on probation and continuing probation as well as academic alert students, continued to meet with staff frequently and on a voluntary basis. With this continuous communication, retention staff expanded duties to include scheduling of classes, thanks to a close working relationship with the registrar’s office. This additional service enabled retention staff to design schedules to foster success for probationary students who struggle with organization, attendance, and meeting requirements for graduation.

X. Action plan

1) Contact each probationary student within the first two weeks of the semester to schedule a mandatory appointment with the Retention Officer.
2) Continue to counsel students on an individual basis and encourage them to use other academic support services offered by MVC.
3) Track retention statistics of probationary students.