ACADEMIC SUCCESS CENTER
UNIT STRATEGIC PLAN FOR RETENTION
Academic Year 2020-2021

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Academic Success Center Strategic Plan for Retention

The Academic Success Center (ASC) offers services for a variety of student populations who attend UNLV. The on-going programs and services include targeted opportunities for students to interact with ASC personnel in a variety of different ways, either as students or student employees. The ASC units include Academic Advising, Student-Athlete Academic Services (SAAS), Academic Transitions and Learning Support (ATLS), and the Dean’s Office, with each providing on-going support programs to newly admitted, current, and returning students. Each unit created at least one retention goal for this 2020-2021 Academic Year. These goals are listed below, followed by the Academic Success Center overall goals, and brief descriptions of the major services provided by the units. Along with on-going services, action plans were created for additional activities, services, or programs that are proposed to help support the retention mission of UNLV.

2020-2021 ASC Unit Retention Goals

- Establish an ASC—Minority Serving Institution (MSI)/Hispanic Serving Institution (HSI)/Asian-American and Native-American, Pacific Islander-Serving Institution (AANAPISI) Retention, Progression, and Completion (RPC) Committee that would regularly review ASC initiatives related to these cohorts, as well as engage in planning and development of new learning support, First-Year Seminar, and online engagement for MSI/HSI students.
- Actively participate in MSI/HSI activities at UNLV, such as the First-Gen Week being launched this year.
- Develop, plan, and embed online/remote components of ASC services for all undergraduate students.
- Pandemic Specific Goal: As we continue to adapt to more virtual and online services, the goal is to maintain student-usage rates for all ATLS programs through creative engagement with new mediums and proactive outreach to students. Further, it is essential to ensure that all of the ATLS virtual offerings uphold excellent quality to enhance learning.
- ATLS Overarching Goal: Reach a 95% fall-to-spring First-time, Full-Time (FTFT) retention rate and an 85% fall-to-fall FTFT retention rate.
- Expand course offerings through the Partners in Progression program, the current initiative of identifying support for UNLV subjects/courses not traditionally covered in the ASC tutoring lab locations (e.g. PHIL 102, World Lit.).
- Retool First-Gen Connect to better meet the needs of first-generation students during times of transition.
- Increase financial literacy awareness in COLA 100E and Academic Success Coaching.
- Seek opportunities for virtual ASC outreach presentations and expand on availability of ASC content in online courses.
- Improve student-athletes’ usage of SAAS services, including learning specialist, academic coaching, and tutoring.
- Maintain strong connection and communication with student-athletes, coaches, and campus colleagues.
• Academic Advising’s minimum retention goal set by the Vice Provost for Undergraduate Education for the 2019 FTFT cohort for fall-to-fall retention is 76%. For the 2020 FTFT cohort, the fall-to-spring retention is 91.9%. The ASC Advising Unit overall FTFT retention goal is 100%.

Academic Success Center Overall Goals
• The Academic Success Center will continue to develop and foster methods of remote and online delivery to serve our students.
• Decrease the amount of dissipating ASC students in summer sessions by 5% (students not returning after summer).
• Improve the newly built online Math Bridge program to better serve students in remote locations.*
• Increase fall-to-spring retention for students utilizing ASC programs to 100% for Advising, 98% for Student-Athlete Academic Services (SAAS), and 95% for Academic Transitions and Learning Support (ATLS).
• Expand ASC outreach on campus and in the community by 20%.
• Continue progress on new building, including securing confirmation of design team from Purchasing, holding campus-wide and community focus groups, and preparing vision documents for potential donors.
• Work with central administration and CSUN to establish timeline for additional student fee.*
• Increase annual retention goals by 5% particularly among high-risk Pathways students.
• Increase annual retention goals by 5% annually through 2025.
• Expand Tutoring courses and SI courses by 25% incrementally over the next five years.
• Maintain enrollment in approximately 60 sections of COLA 100E.

*Momentum toward some goals may be affected as a result of the COVID-19 pandemic and/or budgetary concerns rising from the pandemic.

Services & Programs Provided by Each Unit

Academic Advising
• The Academic Advising team works with students who are Exploring, Exploring-Major Pathways, non-degree seeking, and adult re-entry learners with their major exploration and course scheduling through face-to-face, phone, or WebEx meetings. The team also partners with Dual Enrollment to advise high school students taking classes for college credit.
• Academic Advisors create multiple points of contact with their students throughout each semester that include phone campaigns to target various sub-populations (pre-purge, probation, alerted students, progress checks, etc.). The advisors reach out to current and returning students to provide support, reminders of upcoming important deadlines, and resource information.
• Academic Advisors also serve as a resource and point of referral for academic policies and procedures and provide campus resource information to students as needed.
• Academic Advising partners with COLA 100E to conduct advising presentations and assignments for students to prepare for their Individual advising appointments. Several academic advisors are also COLA 100E instructors.
• Advisors provide excellent service to students by continual implementation of improvements in the orientation and administrative processes: updating and improving forms, handouts, and advising syllabus; offering consistent hours for drop-in advising; individualizing services and recommendations to students in on-on-one appointments; and revising the first-year scheduling process.

Within the UNLV Community
• Academic Advisors participate in all New Student Orientation (NSO) advising sessions where students are required to complete the general education advising tutorial before NSO attendance and are then administratively enrolled into classes for their first semester.
• Academic Advisors work with the Office of Admissions by participating in recruiting events and helping to retain newly admitted Exploring and Exploring-Major Pathways students through pre-NSO outreach and interactions with newly admitted students during campus visits.
• The Academic Advising Team participates in and plans the ASC/UNLV College Welcome Day.
• As members of a network of UNLV college academic advisors, the ASC team works closely with other college advising centers to communicate student needs and facilitate the transfer of students into appropriate majors.
• As members of the UNLV advising community, the ASC team participates in advising programs such as Advising Council meetings and UNLV Rise Sophomore of the Year event.
• Professional development at local, regional, and national conferences is highly encouraged for the team to stay abreast of trends and programs to support best practices for proactive and developmental advising.

Proposed Activities, Events, and Programs
In addition to the current programs listed for Academic Advising unit above, the following activities, events, and additions to programs are proposed to enhance and augment the ASC’s established services to help further retain and support UNLV students in their journey to graduation.

Drop-In Advising in the ASC
  a. Who is Responsible: Advising Staff
  b. Target Audience: All Exploring major and Exploring – Major Pathways students
  c. Program Description: Advisors will be available for drop in advising to answer immediate questions from students each Friday throughout the semester. This will allow students to check in on an as needed basis without having to wait for a full appointment.
  e. Cost: No additional cost to ASC
  f. Assessment: Visits are logged into Campus Connect as drop-in.
Peer Mentors

a. **Who is Responsible:** Advising Staff/Peer Mentors

b. **Target Audience:** Exploring major and Exploring – Major Pathways students

c. **Program Description:** Peer Mentors will assist the Academic Advising Staff by helping to facilitate social and educational programs and by building relationships with Exploring major and Exploring – Major Pathways students to encourage resource usage and retention.

d. **When:** Began Fall 2019, continuing through 2020-2021.

e. **Cost:** Hourly wage costs (funded through the Vice Provost for Undergraduate Education)

f. **Assessment:** Number and type of contacts are logged into Campus Connect.

**COVID-19 Related Programmatic Adjustments**

- Advisors are available for scheduled remote advising appointments via phone or WebEx. Advisors are also available for drop-in advising at least one day per week via phone. Appointments and drop-in advising are coordinated through Campus Connect.
- On shifting to remote operations, the Advising team coordinated email outreach to all Exploring, Exploring – Major Pathways, and non-degree seeking students (twice during Spring 2020, periodically after) to alert students to new ways to connect with advisors. Advisors continue to reach out to students monthly throughout the summer and academic year.
- Advisors developed an online orientation presentation and WebCampus course content (in conjunction with Admissions and the Vice Provost for Undergraduate Engagement). New first-year students were required to complete the orientation program on WebCampus and meet individually with an advisor. First-year students were contacted a minimum of 3 times throughout the summer.
- Advisors developed virtual presentations and advising assignments for the COLA 100E modular and full-semester classes, in conjunction with the COLA 100E faculty team.
- The Advising team has redesigned the Peer Mentor program in order to operate remotely and meet the changing needs of virtual students. This was done in conjunction with the Vice Provost for Undergraduate Education.

**Student-Athlete Academic Services (SAAS)**

- NCAA Academic Eligibility Specialists help recruit and work directly with the UNLV student-athlete population to support them through their educational process. Eligibility Specialists meet individually with the student-athletes to keep each student academically eligible with effectively balanced and personalized course scheduling to accommodate the extra demands of practices, play, and travel of the students while their sport is in season.
- SAAS Eligibility Specialists also assist students with deciding on majors, setting academic goals, and arranging for necessary academic support for successful course completion.
- The SAAS team helps student-athletes negotiate career planning, life skills, and eventual alumni involvement. SAAS works closely with UNLV Athletics and Career Services to match athletes in careers upon graduation and to provide the “Whole Rebel Academy” for students to have a holistic experience while at UNLV.
The SAAS team presents “NCAA 101” programs to the Las Vegas Community, educating prospective student-athletes on required academic rules to be able to compete in NCAA athletics. The program also helps prepare high school student-athletes for the transition into college (e.g., going to school full-time while training/competing).

The Eligibility Specialists have a very prescribed approach to working with student-athletes, particularly in their first semester, to guarantee their success. Students have access to SAAS Eligibility Specialists at any time. This contributes to the 65% graduation rate of student-athletes, which is almost 20% higher than UNLV’s general population of undergraduate students.

Below is a summary of their successful advising strategies and best practices for retention.

**First-Semester Success – It’s all about Balance**

- It is essential to set a student up to achieve a strong first-semester GPA.
  - SAAS Eligibility Specialists have an in depth familiarity with course syllabi for almost every general education course.
  - It is important to know each course’s specific structure (i.e., reading the course syllabi for General Education courses).
  - Understanding course structure would help the advisor “build” a balanced schedule.

- SAAS Eligibility Specialists familiarize themselves with high school transcripts for their incoming freshmen advisees:
  - Review GPA / Test scores – not just for English and Math Placement
  - Review grades in specific courses (i.e., English, Math, and Science)
  - Recognize a student’s strengths and weaknesses
  - Build a balanced schedule accordingly based on high school strengths and weaknesses and knowledge of general education course offerings

**An Intensive Customer Service Approach**

- This approach begins with recruitment when students are introduced to UNLV in High School, and ends when they walk the stage at graduation.
  - A SAAS Eligibility Specialist’s influence and success with a student comes from positive relationship building and getting to know them on a personal level.
  - A personal relationship helps to build trust and helps the SAAS Eligibility Specialist get to know the student as a learner.
  - SAAS Eligibility Specialists avoid surface-level conversation and small talk with their students and are trained to ask probing questions that evoke more than just a yes or no response.

- SAAS Eligibility Specialists believe that college advising centers should be viewed as the “front porch” of the college.
  - Students should view a college advising center as a safe space – not intimidating.
o SAAS Eligibility Specialists are always accessible.
  ▪ SAAS Eligibility Specialists, as well as college advisors, aid in the overall “student experience,” and they should always be reminding themselves of this when meeting with a student.
  ▪ SAAS believes that more drop-in advising, phone calls, and text messaging platforms should be implemented across campus to help students easily reach their college advisor for a quick question.

o SAAS Eligibility Specialists understand that students view them as experts.
  ▪ Students respect the opinions of their Eligibility Specialist to build trust to help them be successful.

o Most importantly SAAS Eligibility Specialists are equipped with the personal/social skills necessary to be able to react quickly and assess a situation.

**Academic Transitions & Learning Support (ATLS)**

- The COLA 100E First-Year Seminar is a partnership with the College of Liberal Arts to deliver a well-constructed course for career exploration designed to help Exploring Majors and Exploring-Major Pathway students make a smooth personal transition into UNLV life. Students learn and develop personalized strategies for academic success that include knowledge of campus resources; an appreciation of lifelong learning; and an eventual selection of a major that is compatible with personal interests, values, and life goals.
  - Four sections of August modular COLA 100E courses are being offered for students to get a jump-start on their fall semester credits.
  - COLA 100E faculty are encouraged to conduct research for publication and/or present at local, regional, and national conferences.

- The Hixson-Lied Success Scholarship Program is a scholarship program for students who have overcome challenging life circumstances and have maintained high academic standards. Hixson-Lied Success Scholarship participants are required to attend monthly professional development meetings, perform service hours, meet with an Academic Success Coach, contribute to a monthly newsletter, serve as a peer mentor in COLA 100E classes, and maintain full-time academic status with a 3.0 or higher cumulative GPA.

- ASC Jump-Start Scholarship is a scholarship for incoming first-year, full-time students in the Exploring Major or Exploring-Major Pathway programs. This one-year scholarship is awarded in the Fall and Spring semester, pending eligibility and funding, in the amount of $1,250 per semester ($2,500/year). To be considered for this scholarship, applicants must be admitted to UNLV, Pell-grant eligible, a Nevada resident, maintain a 3.0 cumulative GPA, and take 12 or more credits per semester that includes preferred enrollment in COLA 100E First-Year Seminar.
• **Dual-Enrollment Program** coordinates with the Office of Admissions for incoming student events and presentations. The Dual Enrollment Program allows qualified high school students to get a jump start on their college career by taking select 100 and 200 level courses.

• **Academic Success Coaching**
  ○ Partners with students to provide academic skill-building programs such as time management, study skills, goal setting, etc.
  ○ Students can meet with Academic Success Coaches face-to-face or attend any of the weekly free series of academic workshops held throughout Fall and Spring semester.
  ○ Faculty invite Coaches to present academic workshops in their classes.
  ○ Academic Success Coaches participate in many of the large UNLV Events such as NSO, Rebel Previews, and Welcome Week.
  ○ Academic Success Coaching also partners with ASC Academic Advisors during NSO sessions to help new students with information about the transition from high school to college.
  ○ In a partnership with Center for Academic Enrichment and Outreach (CAEO), Academic Success Coaching is also provided to students who participate in the AANAPISI STEM grant program. Participants are provided ongoing Academic Success Coaching that begins freshmen year and continues through senior year. Students must meet each semester with the coach a specified number of times to address students’ needs in academic strategies, campus resources, financial literacy, career, employment, and professional development strategies that could include discussions regarding graduate and professional school admissions.

• **Bridge Programs**
  ○ **Summer Math Bridge** helps students whose ACT/SAT scores placed them into developmental math courses or a math course lower than the gateway course required for their major. The program is designed to help students refresh their math skills while working with live tutors as they progress through their ALEKS modules. Math Bridge helps students place into credit bearing Math courses to create a seamless progression to graduation.
    ▪ During the lead up to the start of the Math Bridge Programs, free ALEKS Placement proctoring is available to new students that attend Math Bridge in its entirety.
    ▪ Math Bridge is also offered for Senior Scholars, students who are high school students and participating in the Gear-Up Program.
  ○ **First-Gen Connect** is a free conference for first-year, first-generation students and their guardians to help them transition into UNLV by discussing potential barriers to success and equipping students with knowledge of available campus resources. This program partners with various campus departments for resources and delivery. Other programs are also conducted for Veterans, transfer students, and students on probation.
• **Tutoring**
  - Free drop-in lab tutoring in a variety of undergraduate courses is available during Fall, Spring, and Summer II & III sessions. Tutoring is available in the Lied Library and through a partnership with the College of Engineering.
  - Tutoring is also a source of student employment for enrolled students with an outstanding record of academic achievement in high demand courses.

• **Supplemental Instruction**
  - Students can attend free peer-lead Supplemental Instruction (SI) study sessions for select courses that are historically difficult. SI provides an interactive environment to help students understand challenging ideas and concepts covered in the weekly class content.
  - SI is also a source of employment for student SI Leaders, who work with the faculty of select courses to plan active lessons for depth of learning.

• **Training of Student Employees**
  - All student employees, both graduate and undergraduate levels, go through extensive training programs. Training includes FERPA, Title IX, Kognito, Campus Safety, Active Shooter, and other trainings deemed important for their job functions, such as utilizing Campus Connect.
  - Graduate students are also afforded the opportunity to develop professionally each semester through the Graduate Professional Development Program. They are also encouraged to participate in events such as Research Week or Graduate College sponsored events.

• **ASC Outreach**
  - The ASC Outreach and ATLS Team provide virtual, on- or off-campus presentations to First-Year Seminar courses, student organizations, campus partners, and community organizations. The ASC Informational Presentations inform students and campus partners on the available support services provided by the Academic Success Center, as well as provide information on available scholarships, and other campus resources.
  - The ASC Informational Presentation is available in a video format for instructors or students to share with their groups. The ASC Presentation Video provides information on the available support services and how students can currently access our services. The video can also be embedded into a WebCampus course.
Proposed Activities, Events, and Programs

In addition to the current programs listed for ATLS unit above, the following activities, events, and additions to programs are proposed to enhance and augment the ASC’s established services to help further retain and support UNLV students in their journey to graduation.

Hixson-Lied One-on-One Peer Mentors in COLA 100E

a. **Who is Responsible**: Hixson-Lied Success Scholars, COLA 100E faculty
b. **Target Audience**: Enrolled COLA 100E students
c. **Program Description**: Hixson-Lied Peer Mentors will facilitate one-on-one meetings with each student enrolled in COLA 100E. Although one-on-one peer mentoring is on pause, for Fall 2020 the Hixson-Lied peer mentors will focus on creating engaging online content to increase first-year students’ connection to UNLV, build their awareness of resources for support, and model student success.
d. **When**: Ongoing with virtual interactions in Fall 2020.
e. **Cost**: No additional cost to ASC. Peer mentors are required to participate through Hixson-Lied Success Scholars Program. Training will be provided during August before Fall classes begin.
f. **Assessment**: Mentors are assessed by a survey at the end of the Spring semester.

COLA 100E Success Stories Videos of graduated former COLA 100E students

a. **Who is Responsible**: COLA 100E staff
b. **Target Audience**: Students taking COLA 100E
c. **Program Description**: Video series featuring former COLA 100E students who have graduated, discussing the challenges they faced at UNLV and how they overcame them to stay on track for graduation.
d. **When**: Videos were assembled in Spring 2019 and shown to select classes starting in Fall 2019. The videos are now available to all COLA 100E sections.
e. **Cost**: Grant from UNLV Assessment and ASC funds to augment
f. **Assessment**: Students complete a class assignment after the videos are shown; survey completed after all videos are shown.

COLA 100E August Modular Fall call campaign

a. **Who is Responsible**: All COLA 100E August Modular Instructors
b. **Target Audience**: August Modular COLA 100E students
c. **Program Description**: Instructors will call all August Modular COLA 100E students before Fall midterms to serve as a general check-in and reminder of campus resources.
d. **When**: Prior to midterms in the first week of October
e. **Cost**: No additional cost to ASC
f. **Assessment**: Student response rate is tracked.

COLA 100E Instructor One-on-One Meeting Requirement

a. **Who is Responsible**: COLA 100E faculty
b. **Target Audience:** Enrolled COLA 100E students  

c. **Program Description:** COLA 100E faculty will host one-on-one meetings with each student enrolled in their sections of COLA 100E. Students will receive a small amount of course credit for scheduling and attending their one-on-one. These meetings will involve conversations around class performance, academic success, major/career exploration, UNLV knowledge, and campus resources. The purpose is to increase first-year students’ connection to a faculty mentor, the classroom, and UNLV. The purpose is also to intervene proactively with students who may be struggling and need referral to support resources.

d. **When:** All COLA 100E sections starting in Fall 2020  
e. **Cost:** No additional cost to ASC  
f. **Assessment:** COLA 100E Course Evaluation Surveys, grade breakdowns, and retention numbers.

### COLA 100E Call Campaign

- **Who is Responsible:** All Fall COLA 100E faculty  
- **Target Audience:** Fall COLA 100E Students  
- **Program Description:** Instructors will call all prior COLA 100E students that are not enrolled for the following Spring semester. The goal is to determine if the student plans to enroll at UNLV. If not, determine why.
- **When:** Call campaigns begin the third week of December and run until completion throughout winter break.  
- **Cost:** No additional cost to ASC  
- **Assessment:** Student response rate is tracked and retention is documented.

### Supplemental Instruction/Tutoring Formal Referral Service

- **Who is Responsible:** Academic Advisors, Faculty, Tutoring, and SI staff  
- **Target Audience:** Students in need of SI or Tutoring services  
- **Program Description:** Using a generated referral form, faculty will refer students in need to tutoring or supplemental instruction. Faculty such as academic advisors will inform the student of these services, identify needs using discovery questions, and ask if students would like to be contacted by a member of the SI/Tutoring team. If the student responds (Yes), a member of the SI/Tutoring team will contact the student and connect them to the appropriate support.
- **When:** Begin Fall 2020  
- **Cost:** No additional cost to ASC  
- **Assessment:** Tally of number of referrals/contacts on the on-line Google form.

### Tutoring in the Dining Commons/Extended Virtual Tutoring Hours

- **Who is Responsible:** Tutoring Staff  
- **Target Audience:** Students in need of Tutoring services
c. **Program Description:** In a partnership with the Student Affairs Division (Residence Halls) and Dining Commons, Math and Science tutoring would be made available several evenings at midterm and during finals week or made available through virtual tutoring via extended late night hours. The Dining Commons offers appetizers and snacks during the times the program is occurring.
d. **When:** Semesters during midterms and finals week
e. **Cost:** No additional cost to ASC as Student Affairs pays for the Tutors and the Dining Commons provides the food.
f. **Assessment:** Track attendance and usage in Campus Connect, grades in courses tutored, Semester GPA, Cumulative GPA, and retention.

**NSO Table for Math Bridge**

a. **Who is Responsible:** ATLS Coordinator/Bridge Staff
b. **Target Audience:** NSO Attendees
c. **Program Description:** Resource table informing NSO attendees of Math Bridge
d. **When:** NSOs May through July, if in-person NSO occurs in Summer 2021
e. **Cost:** No additional costs as flyers will have already been created
f. **Assessment:** Tally of visitors to the table.

**Math Bridge Participant Required Fall Attendance / Participation Policy**

a. **Who is Responsible:** Bridge, Tutoring, SI, and Coaching Staff
b. **Target Audience:** All Summer Math Bridge participants
c. **Program Description:** All Math Bridge participants are required to visit three ASC support services (Tutoring, SI, or Coaching) in the Fall semester before the end of study week. Students are encouraged to complete one required service per month in September 2020, October 2020, and November 2020. Those students that do not complete this requirement will be required to pay a $110 Math Bridge fee. The goal is to increase ASC support services usage among Math Bridge participants. The long term goal is for higher retention and GPA among this at-risk population.
d. **When:** Fall 2020
e. **Cost:** No additional cost to ASC
f. **Assessment:** Tracking of service usage through Campus Connect, semester grades in Math course, overall Semester GPA, Cumulative GPA, and retention.

**Bridge Call Campaign**

a. **Who is Responsible:** Bridge Staff members (Graduate Assistants & full-time staff)
b. **Target Audience:** Summer Bridge Students (Math and First-Gen Connect)
c. **Program Description:** All Bridge attendees will receive a phone call from a Bridge staff member beginning in January. The purpose of this phone call should serve as a general check-in for all Bridge students in order to decrease students’ risk of leaving, establish a sense of belonging and connection, and connect students to campus resources. Phone
calls, monthly newsletters, one-on-one meetings will occur and serve as general check-ins with this population.

d. **When:** Call campaign begins January week 1 and 2. Continued outreach/mentoring to Bridge (Math and First-Gen Connect) participants occurs through the Fall and Spring semesters.

e. **Cost:** No additional cost to ASC

f. **Assessment:** Student response rate is tracked.

**Math Bridge Monthly Newsletter**

a. **Who is Responsible:** Bridge Staff Members (Graduate Assistants & full-time staff)

b. **Target Audience:** Math Bridge Students

c. **Program Description:** All Math Bridge participants will receive an electronic monthly newsletter featuring student spotlights, articles, and campus resource features. Articles will address and reinforce topics covered in Math Bridge, including growth mindset, study skills, access to campus resources, success strategies for college mathematics, etc. The newsletter will serve as a general check-in for students in order to maintain a sense of community with UNLV, Bridge staff, and other program participants. Students will have the ability to submit article ideas, articles, and be featured in student spotlights on a volunteer basis.

d. **When:** September 2020, October 2020, November 2020, December 2020

e. **Cost:** No additional cost to ASC

f. **Assessment:** Students open and click rate

**Summer Math Bridge Online**

a. **Who is Responsible:** Bridge Staff Members (Graduate Assistants & full-time staff)

b. **Target Audience:** First-year students (including out-of-state students)

c. **Program Description:** Math Bridge helps students whose ACT/SAT scores place them into a preparatory math course or a math course lower than the gateway course required for their major. The online version of this summer program is designed to help students through pre-recorded instructional videos, accessibility to tutoring, and live campus resource presentations. Students build community through daily attendance questions, and gain insight into their strengths and weaknesses through weekly reflections. In addition, students are provided with daily check-your-understanding quizzes to gauge their mastery of new material, and submit a weekly math activity that applies the new concepts to their everyday lives.

i. During the lead up to the start of the Math Bridge Programs, free ALEKS Placement proctoring is available to new students that attend Math Bridge in its entirety.

ii. The virtual format allows out-of-state students to participate in the program.

d. **When:** June-August 2021

e. **Cost:** No additional cost to ASC
f. **Assessment:** ALEKS placement tests are given before, during, and at the conclusion of the program.

**Fall First-Time, Full-Time (FTFT) Cohort with GPA below 2.0 enrolled in Spring**

a. **Who is Responsible:** Academic Success Coaching  
b. **Target Audience:** Fall Cohort whose cumulative GPA after their first semester is below 2.0  
c. **Program Description:** Coaches will reach out to and schedule one-on-one appointments with students from the Fall cohort whose GPA after their first semester is below 2.0.  
d. **When:** Early Spring Semester outreach  
e. **Cost:** No additional costs  
f. **Assessment:** Student response rate is tracked, appointments are tracked if completed. Number of visits are logged in Campus Connect, Semester GPA, Cumulative GPA, and retention are all collected at end of the semester.

**ASC Informational Presentation Video**

a. **Who is Responsible:** ASC Outreach Staff  
b. **Target Audience:** Campus-wide First-Year Seminars and Student Organizations  
c. **Program Description:** The in-class ASC Informational Presentation was adapted into video format to provide to first-year seminar instructors or student organizations upon request. The video provides information on the available support services and how students can currently access our services. The Panopto video combines slides and narration, with captions, to meet accessibility requirements.  
d. **When:** On-going through the Fall and Spring semesters  
e. **Cost:** No additional cost to ASC  
f. **Assessment:** Number of video requests and the number of students enrolled in those sections.

**Dean’s Office**  
The Academic Success Center Dean’s Office provides on-going support to all the units housed in the Center. The Dean’s Office provides resources, both human and capital, to help each unit function to its highest and best capacity.  
- The functional supports for retention efforts provided by the Dean’s Office include staffing the front office area to provide welcoming support for students to ask questions about UNLV, get directions, or make an appointment with an advisor. The front-desk staff are trained in the REBEL Way for providing customer service. Each staff member must have a working knowledge of UNLV’s programs, majors, and services to be able to provide accurate and timely information in a friendly manner to students, faculty, administrators, or community members who enter the ASC, email, or call.
• Two critical committees (the Development Committee and the Retention Committee) to support retention, progression, and completion were created by the Dean’s Office. The Development Committee creates strategic fundraising plans, ideas, and opportunities to fund ASC scholarships as well as programmatic and building needs. The Retention Committee develops, communicates, and administers the ASC’s strategic plan for retention as well as discusses and creates programs to encourage students in the First-Time, Full-Time Fall Cohort to use Learning Support services.

• The Dean’s Office also provides support for programs and marketing for each unit, with special emphasis on creating information highlighting student resources and creating social media campaigns to help target students in special populations. The units are relying more heavily on the Marketing team to help with promotional materials and ideas for how to entice students to use ASC services.

• The Marketing team also creates special events and programs for students, faculty, and staff to highlight or spotlight the services of the ASC.
  o Electronic newsletters are distributed to all UNLV faculty, staff, and students.
  o Paid promotions and advertisements are utilized with the goal of targeting students on campus to promote ASC services and events.
  o Video content is created for social media, campus events, and workshops.
  o Marketing materials/swag are distributed to specific ASC events to act as an incentive for use of ASC services.
  o ASC representatives participate in Faculty Orientations to acquaint new faculty with ASC services in which to support students in their classes.

Proposed Activities, Events, and Programs
In addition to the current programs listed for the Dean’s Office unit above, the following activities, events, and additions to programs are proposed to enhance and augment the ASC’s established services to help further retain and support UNLV students in their journey to graduation.

Establish an ASC—Minority Serving Institution (MSI) / Hispanic Serving Institution (HSI) / Asian-American and Native-American, Pacific Islander-Serving Institution (AANAPISI) Retention, Progression, and Completion (RPC) Committee
a. Who is Responsible: Dean’s Office Staff
b. Target Audience: Students who could be included in any of the MSI/HSI/AANAPISI programs.
c. Program Description: The committee would regularly review ASC initiatives related to MSI/HSI/AANAPISI cohorts, as well as engage in the planning and development of new Learning Support, First-Year Seminar, and online engagement for the students. The ASC staff would actively participate in MSI/HSI/AANAPISI activities at UNLV, such as the First-Gen Week being launched this year.
d. When: Meetings and discussions will happen monthly throughout the Academic Year
e. **Cost:** None, unless a marketing campaign is created to provide incentives for students to use services.

f. **Assessment:** Gather information from student focus groups. Track service usage through Campus Connect reports. Comparisons of usage are conducted from previous semesters.

**Monthly ASC Newsletter**

- **Who is Responsible:** Dean’s Office Staff
- **Target Audience:** Students, Faculty, Staff, and Community
- **Program Description:** The semester ASC newsletter will be expanded to a monthly electronic publication featuring student profiles, staff profiles, Points of Pride, student success tips, news/updates/announcements, and a feature article.
- **When:** Monthly beginning Fall 2020
- **Cost:** None
- **Assessment:** Distribution and reader comments

**Tracking of FTFT Cohort Students and Use of ASC Services**

- **Who is Responsible:** Sr. Director Data, Assessment, & Retention, Retention Committee, & Marketing
- **Target Audience:** Fall FTFT Cohort
- **Program Description:** Students in the Fall FTFT Cohort are tracked weekly during Fall and Spring semesters to determine usage of ASC Services. If low usage is found with certain populations of students from ASC Programs (Math Bridge, First-Gen Connect, AANAPISI, Jump Start Scholars, First-year Student-Athletes, Major Pathways, or Hixson-Lied Scholars), the Coordinators/responsible staff are contacted and informed of the low usage rates. If low usage is noted by FTFT cohort students in Fall semester in at-risk populations (Freshman Academy, Alerts, 3+ Pre-College Risk Factors, First-Generation, or Pell Recipients), the Retention Committee discusses intervention programs, particularly if students have below a 2.0 Cumulative GPA in their first semester.
- **When:** Weekly tracking Fall / Spring semesters
- **Cost:** None, unless a marketing campaign is created to provide incentives for students to use services.
- **Assessment:** Weekly tracking of service usage through Campus Connect reports. Comparisons of usage are conducted from previous semesters.

**ASC visits to Academic-Based Student Organizations (CSUN)**

- **Who is Responsible:** ASC Outreach Staff
- **Target Audience:** Members of academic-based or GPA required student organizations
- **Program Description:** Visit student organizations during Involvement Fairs and conduct targeted outreach to inform members of available ASC services and provide information for organizations to schedule in-person or virtual presentations.
- **When:** Spring 2021 +
e. **Cost**: Low - ASC as flyers and brochures will have already been created/swag sponsored by CSUN

f. **Assessment**: Number of in-person or virtual presentations scheduled and number of students attending.

**ASC Virtual Outreach Opportunities**

a. **Who is Responsible**: ASC Outreach Staff, ATLS Staff, or Retention Committee

b. **Target Audience**: Campus departments and community

c. **Program Description**: Design or participate in virtual presentations: ATLS members present ASC updates at monthly Advising Council Meetings. The Outreach Staff will conduct presentations regarding ASC Services to UNLV classes or encourage ASC content be embedded in on-line course content. Where requested, ASC staff will attend virtual meetings to share information on available services.

d. **When**: On-going through the Fall and Spring semesters

e. **Cost**: Low (flyers regarding ASC & Learning Support programs)

f. **Assessment**: Number of presentations scheduled.

**Entrance and exit surveys for ASC services**

a. **Who is Responsible**: Academic Advising, ATLS, and SAAS

b. **Target Audience**: All students who use ASC services

c. **Program Description**: Current satisfaction surveys will be modified and will add new questions pertaining to use of virtual platforms. New surveys will be introduced to services that do not have any satisfaction surveys. The purpose of the new addition is to determine the effectiveness of the virtual platform and in-person experiences.

d. **When**: Throughout Fall 2020

e. **Cost**: No additional costs

f. **Assessment**: Whether new questions are included.