Academic Success Center Strategic Plan for Top Tier Retention
Updated February 11, 2019

The Academic Success Center offers services for a variety of student populations who attend UNLV. Our ongoing 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. Below is a brief description of on-going retention support provided by the various ASC Units. Following the ongoing retention program descriptions are a series of additional activities, services, or programs that are proposed to help support the retention mission of UNLV.

**Academic Advising**

- The Academic Advising team works with students who are Exploring, Major Pathways, non-degree seeking, and adult re-entry learners with their major exploration and course scheduling through face-to-face, phone, or Skype meetings.
- Academic Advisors participate in all New Student Orientation advising sessions where students are required to complete the general education advising tutorial before NSO attendance and are then block scheduled into classes for their first semester.
- 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.).
- Academic Advisors also serve as a resource for academic policies and procedures and provide campus resource information to students as needed.

**Academic Transitions**

- 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 and Pathways majors 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; an eventual selection of a major that is compatible with personal interests, values, and life goals. Students in the course also develop a commitment to their community by performing a service project and becoming aware of the benefits of student engagement in our diverse campus life.
- The Hixson-Lied Scholarship Program is a program to support participants who have overcome challenging life circumstances and maintained high academic standards. HL 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, and maintain full time academic status with a 3.0 or higher cumulative GPA.
- The Dual-Enrollment Program allows qualified high school students to get a jump start on their college career by taking select 100 & 200 level courses.
Learning Support

- **Academic Coaching:**
  - Partners with students to provide academic skill building programs such as time management, study skills, goal setting, etc.
  - Students can meet with 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.
  - Coaches participate in many of the large UNLV Events such as NSO, Rebel Previews, Welcome Week.

- **Bridge Programs:**
  - **Summer Math Bridge** helps students whose ACT/SAT score 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.
    - 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.
  - **UNLV PRIDE** 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 PRIDE type programs are also conducted for Veteran’s, Transfer students, and mixers for 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 our partners in 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 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 students to become SI Leaders who work with the faculty teaching their course to plan active lessons for depth of learning.

Student-Athlete Academic Services

- NCAA Academic Eligibility Specialists help recruit and work directly with the UNLV student-athlete population to support them through their educational process. Advisors meet individually with the student-athletes to keep each student academically eligible with
appropriate course scheduling to accommodate the extra demands of practices, play, and travel of the students while their sport is in season. They also assist students with deciding on majors, setting academic goals, and arranging for necessary academic support for success course completion.

- The SAAS team also helps student-athletes negotiate career planning, life skills, and eventual alumni involvement.
- Our student-athletes have a 65% graduation rate, which is almost 20% higher than the general population of undergraduate students. The Eligibility Specialists who serve our student-athletes have a very proscribed approach to working with students, particularly in their first semester to guarantee their success. Below is a summary of their successful techniques that we could consider sharing with all the Advising Centers when doing our outreach programs.

- **SAAS Effective Advising Strategies & 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 Advisors 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.
    - Advisors should familiarize themselves with high school transcripts for their incoming freshmen advisees
      - Review grades in specific courses (i.e. English, Math, & Science).
      - Recognize a student’s strengths & weaknesses.
      - Build a balanced schedule accordingly based on high school strengths and weaknesses and knowledge of general education course offerings.

- **Advising Centers – 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.
    - An advisor’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 advisor get to know the student as a learner.
    - SAAS advisors avoid surface conversation and small talk with their students and are trained to ask probing questions that evoke more than just a yes or no response.
  - Advising Centers should be viewed as the “front porch” of the college.
    - Students should view the center as a safe space – not intimidating.
  - Students should never be turned away from an advising center. An academic advisor should always be accessible.
Furthermore, advisors aid in the overall “student experience,” and they should always be reminding themselves of this when meeting with a student.

- More drop-in advising, phone calls, text messaging platforms to help students reach their advisor for a quick question.
  - Advisors should understand that students view them as experts.
  - Students respect their opinions to build trust to help them be successful.
  - Most importantly an advisor should be equipped with the personal/social skills necessary to be able to react quickly and assess a situation.

In addition to these current programs, the following activities, events, and additions to programs are proposed to enhance and augment our established services to help further retain and support UNLV students in their journey to graduation.

**Programs**

1. **On the Menu: Weekly Events & Informal Learning Community**
   a. **Who is Responsible:** Bridge Staff & COLA 100E August Modular Staff
   b. **Target Audience:** Students enrolled in Summer 2019 Math Bridge and Fall 2019 COLA 100E August Modular Classes.
   c. **Program Description:** All students enrolled in Math Bridge and COLA 100E August Modular will be invited to participate in a weekly (4 total) lunch and learn. Each lunch and learn will be free and feature a campus partner. Discussions around community building, mental health, campus resources, and involvement will occur. The goal is to establish a sense of community and offer a more inclusive experience for our first-year students transitioning into the university.
   d. **When:** August 2019
   e. **Cost:** Minimal because of small population

2. **Coaches Assist with Students’ Questions at Beginning of the Semester**
   a. **Who is Responsible:** Academic Coaching
   b. **Target Audience:** Students entering the ASC at peak times at the beginning of the semester with quick easily answered questions.
   c. **Program Description:** To help support the Academic Advisors, Academic Success Coaches can be utilized as triage in the ASC at the beginning of each semester to help answer quick questions that students may have regarding where to go or who to see about pertinent issues that would not involve our Academic Advisors.
   d. **When:** Beginning Fall 2019
   e. **Cost:** No additional cost to ASC.

3. **Math Bridge Participant Required Fall Attendance / Participation Policy**
   a. **Who is Responsible:** Bridge, Tutoring, SI, 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. Those that do not complete this requirement will be required to pay the $220 Math Bridge fee. The goal is to increase ASC support services usage among Math Bridge participants. Long term goal of higher retention and GPA among this at-risk population.

d. **When:** Fall 2019 and beyond

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

4. **Pre-College Factor Students and Fall Graduation Cohort Students**
   a. **Who is Responsible:** Dean’s Office Marketing & Sr. Director Data, Assessment, & Retention
   b. **Target Audience:** Fall FYFT Cohort with 3+ Risk Factors first and then all Fall FYFT Cohort
   c. **Program Description:**
      i. Phase 1: Marketing Specialist will create in Constant Contact several email campaigns beginning in early October to reach out to the students on our Pre-College Risk Factor list describing the ASC services available to the students and encouraging them to utilize Tutoring, Supplemental Instruction, 1:1 Coaching and/or ASC Series Workshop. Similar outreach will occur during the Spring semester.
      ii. Phase 2: Marketing Specialist will create in Constant Contact several email campaigns beginning in mid-October to reach out to all the Fall 2018 Graduation Cohort students describing the ASC services available to the students and encouraging them to utilize Tutoring, Supplemental Instruction, 1:1 Coaching and/or ASC Series Workshop. Similar outreach will occur in the Spring semester.

d. **When:** Fall 2018 Pilot and subsequent Fall / Spring semesters

e. **Cost:** To encourage students to utilize a Learning Support service by certain dates, several incentives will be offered:
   i. 4 Rebel Cash vouchers of $50 will be awarded in a random drawing to students in the Fall Cohort who have used at least 1 Learning Support Service (Tutoring, Supplemental Instruction, 1:1 Coaching, or ASC Series Workshop) by the end of October.
   ii. 4 Rebel Cash vouchers of $50 will be awarded in a random drawing to students in the Fall Cohort who have used at least 1 Learning Support Service (Tutoring, Supplemental Instruction, 1:1 Coaching, or ASC Series Workshop) by the end of November.
   iii. 1 i-Pad will be awarded from a random drawing of all the Fall Cohort students who have used 3 or more visits to a Learning Support Service in the Fall Semester.
5. **Supplemental Instruction/Tutoring Formal Referral Service**
   a. **Who is Responsible:** Academic Advisors, Faculty, Tutoring & SI staff
   b. **Target Audience:** Students in need of SI or Tutoring services.
   c. **Program Description:** Using Campus Connect, faculty will refer students in need of tutoring or supplemental instruction. The academic advisor will inform the student of these services, based on faculty recommendation, 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 team will contact the student and connect them to SI/Tutoring support.
   d. **When:** Beginning Spring 2019
   e. **Cost:** No additional cost to ASC.

6. **Hixson-Lied One-on-One Peer Mentors in COLA 100E (currently 4 scholars participating)**
   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 15-minute one-on-one meetings with each student enrolled in COLA 100E. These meetings will occur on campus and involve conversations around student values, major exploration, campus involvement, academic success, UNLV knowledge, and campus resources. The purpose is to increase first-years’ student connection to a peer, the classroom, and UNLV. The purpose is also to build community and a sense of belonging by establishing membership, ownership, relationship, and partnership.
   d. **When:** Pilot with four sections occurred in Fall 2018. The same four mentors will continue in Spring 2019 before discussions around opening to all sections mentors are involved in. The idea is to increase to all peer mentor participation in the coming semesters.
   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.

7. **Spring Back into Action (Pilot)**
   a. **Who is Responsible:** ASC staff (Bridge, Coaching, Tutoring, COLA 100E Faculty) and Lied Library Staff
   b. **Target Audience:** Event for probation students (target GPA 1.50-1.99)
   c. **Program Description:** An event, co-sponsored with the Library, that aims to provide students on probation with necessary resources to succeed in the Spring semester. This event will include faculty and/or students from courses the majority of the probation group are enrolled in for Spring. They will have roundtable discussions on ways to be successful in a specific course as well as tables from academic success resources at UNLV. The event will feature a lunch to draw students into attending.
   d. **When:** January 24, 2019, 10-11:15 AM- Amargosa Room, if successful then continuing in subsequent semesters.
   e. **Cost:** None- Library sponsored lunch/snacks
8. Fall Cohort below 2.0 enrolled in Spring
   a. **Who is Responsible:** Academic Coaching
   b. **Target Audience:** Fall Cohort whose GPA after their first semester is below 2.0
   c. **Program Description:** As a follow-up to the Spring Back into Action program, Coaches will reach out to and schedule 1:1 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

9. Secret to My Success Video of former COLA 100E students on track for graduation
   a. **Who is Responsible:** COLA 100E staff
   b. **Target Audience:** Students taking COLA 100E
   c. **Program Description:** A video featuring former COLA 100E students who are on track to graduate will be interviewed and videoed discussing the challenges they faced after taking COLA 100E and how they overcame them to stay on track for graduation.
   d. **When:** Begin assembling focus groups in Spring 2019
   e. **Cost:** Grant from UNLV Assessment & ASC funds to augment.

**Outreach**

1. Drop In Advising in the ASC
   a. **Who is Responsible:** Advising Staff
   b. **Target Audience:** All Exploring major 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.
   d. **When:** Spring 2019 and beyond
   e. **Cost:** No additional cost to ASC

2. Advising @ The Intersection
   a. **Who is Responsible:** Advising Staff
   b. **Target Audience:** All Exploring major students
   c. **Program Description:** Advisors will be available for advising question and answer sessions at The Intersection (in the Student Union) each Monday during the semester. This will serve a dual purpose of introducing students to a new campus resource and building relationships with students who may not already visit the ASC.
   d. **When:** Fall 2018 and beyond
   e. **Cost:** No additional cost to ASC

3. ASC visits to Academic-Based Student Organizations (CSUN)
   a. **Who is Responsible:** ASC Staff
   b. **Target Audience:** Members of academic-based or GPA required student organizations
4. Attend Academic Advising Center Meetings
   a. **Who is Responsible:** Members of Retention Committee
   b. **Target Audience:** Advising Center Teams (ASC, Business, Education, Engineering, Fine Arts, Health Sciences, Honors, Hospitality, Liberal Arts, Pre-Professional, Sciences, and Urban Affairs)
   c. **Program Description:** Retention Committee members will attend academic advising center staff meetings at the start of every semester to provide information regarding:
      i. Learning Support Programs
      ii. Advising Resources
      iii. ASC Initiatives
      iv. ASC Best Practices
   d. **When:** Every January/February and August/September
   e. **Cost:** Low (flyers regarding ASC & Learning Support programs)

5. Attend FYS Unit Meetings
   a. **Who is Responsible:** Members of Retention Committee
   b. **Target Audience:** Faculty/instructors in FYS courses (HSC 100, GSC 100, COLA 100E, HON 105, COLA 100LA, EGG 101, TCA 103, BUS 103, COE 102, SCI 101, CFA 100)
   c. **Program Description:** Retention Committee members will attend First Year Seminar Instructor meetings at the start of every semester to provide information regarding:
      i. Learning Support Programs
      ii. Advising Resources
      iii. ASC Initiatives
      iv. ASC Best Practices
   d. **When:** Every January/February and August/September
   e. **Cost:** Low (flyers regarding ASC & Learning Support programs)

6. Visit Campus Departments
   a. **Who is Responsible:** Members of Retention Committee cover meetings
   b. **Target Audience:** Departments Professional Staff (Conduct, Writing Center, UNLV Libraries, Campus Life, Intersection, etc.)
   c. **Program Description:** Retention Committee members will attend department staff meetings at the start of every semester to provide information regarding:
      i. Learning Support Programs
      ii. Advising Resources
      iii. ASC Initiatives
iv. ASC Best Practices

d. **When:** Every February/March and September/October

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

7. NSO Table for Math Bridge

a. **Who is Responsible:** ATLS/K. Wright

b. **Target Audience:** NSO Attendees

c. **Program Description:** Resource table informing NSO attendees of Math Bridge

d. **When:** NSO’s May through July

e. **Cost:** No additional costs as flyers will have already been created

8. COLA 100E- AugMod 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- First week of October

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

9. COLA 100E Call Campaign

a. **Who is Responsible:** All Fall COLA 100E faculty

b. **Target Audience:** Fall COLA 100E Students

c. **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 UNL. If not, determine why.

d. **When:** Call campaign begins the third week of December- runs until completion throughout winter break.

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

10. Bridge Call Campaign

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

b. **Target Audience:** Summer Bridge Students (Math and UNLV PRIDE).

c. **Program Description:** All Bridge attendees will receive a phone call from a Bridge staff member beginning in December. 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 began in December 17-24, 2018 the week after finals. Continued outreach/mentoring to Bridge (Math and PRIDE) participants through the Fall and Spring semesters.

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

1. A newly created communication plan of action was created so that the students with whom we work are not bombarded with emails from different units that duplicate similar information
   a. **Who is Responsible:** Advising, Academic Transitions/Learning Support, SAAS, and Dean’s Office
   b. **Target Audience & When:** The Excel file attached outlines planned communication efforts from the Advising, Academic Transitions/Learning Support, SAAS, and Dean’s Office units within the ASC.
   c. **Program Description:** In order to more effectively serve students, it is important to understand how we are outreaching to the ASC’s population of Exploring/Pathways students as well as how the ASC communicates with the campus as a whole. A single communication plan allows staff to consider additional ongoing communication efforts before beginning a new project and also helps staff to understand possible missed opportunities.
   d. **Cost:** Minimal – most outreach efforts are conducted via email and/or phone calls. There may be costs for giveaway items to drive service usage, as well as possible mailing and printing costs for limited mailing campaigns. These costs are noted on an individual basis.

2. Restructuring new and present entrance and exit surveys for ASC services
   a. **Who is Responsible:** Retention Committee, Coaching, Advising, SI, Tutoring
   b. **Target Audience:** All students who use our services
   c. **Program Description:** Current satisfaction surveys will be modified and will add new questions pertaining to social media, communication and outreach. New surveys will be introduced to services that do not have any satisfaction surveys. The purpose of the new social media additions is to determine which communication and marketing practice are most used by students.
   d. **When:** Throughout Spring 2019
   e. **Cost:** No additional costs

3. Drop-down menu in MyUNLV for students to indicate why they are withdrawing from classes
   a. **Who is Responsible:** Dean’s Office & Registrar’s Office
   b. **Target Audience:** Students & Advising Offices
   c. **Program Description:** In order to better understand why students are withdrawing from their courses (even if it is just one course), it would be helpful for those of us who work with student to know the reasons why to be able to serve them better. Thus, having the students select from a drop down menu as to the reason for the drop would be greatly appreciated.
   d. **Cost:** Registrar would shoulder the cost