



# Retention Plan

FALL  
2019

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# EXECUTIVE SUMMARY

Colleges and universities have long prided themselves on their selectivity. Only some prospective students who apply to an institution are accepted, and an even a smaller number of these persist to graduation. Over the last decade, however, more and more schools are rethinking this position, and embracing their role in ensuring students have the support they need to succeed. Driving this approach is the belief that a university education—given its impact not only on graduates’ sense of accomplishment, but also on its predictive impact on subsequent employment—should be accessible to the many, rather than limited to the few.

This work is informed by more than three decades of research, much of which builds on Vincent Tinto’s 1975 landmark study “Dropout from Higher Education: A Theoretical Synthesis of Recent Research.”<sup>1</sup> Whereas prior studies usually used students’ academic performance as the prime indicator of persistence to graduation, Tinto argued that the decision to leave university was a combination of characteristics inside and outside the classroom. Environmental and social integration, in other words, and a sense of belonging to an institution, were as important as innate ability or study acumen in predicting success. The lasting legacy of his theory has been the increasing efforts of college and universities to develop supportive social and educational structures to ensure that all students are welcomed as fully vested members of the campus community.

Such thinking has also influenced policy makers. At both state and federal levels, conversations about future directions in higher education have moved beyond access—as important as this has been to broadening availability of a post-secondary education—to successful completion. Three critical aspects of recent research, which define the initiatives in Stockton University’s 2019/20 retention plan, have been: 1) recognition that students’ academic success is fundamentally linked to their social success; 2) the need for universities to redefine “early” intervention, focusing more on predictive analytics to identify students who might be at risk, than on first-year, or even first-semester final grades which might be too late; and 3) identify, and ameliorate, equity gaps where they are found to exist.

This last is of particular importance to Stockton University at this time. As identified by the state of New Jersey’s strategic plan for higher education (“Where Opportunity Meets Innovation”), the University has a commitment to improve third-semester retention rates, as well as 4- and 6-year graduation rates, not just overall, but with a particular emphasis on under-represented minority students.<sup>2</sup> While Stockton’s current performance as a whole is higher than both the state and national averages, there are differences when data is disaggregated by race/ethnicity and gender. Such trends are particularly important to identify and ameliorate early as the University also has an institutional goal to continue diversifying the student body.

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<sup>1</sup> Vincent Tinto, “Dropout from Higher Education: A Theoretical Synthesis of Recent Research,” *Review of Educational Research* 45:1 (Winter 1975): 89-125.

<sup>2</sup> “Where Opportunity Meetings Innovation: A Student-Centered Vision for New Jersey Higher Education,” can be found online at: <https://www.state.nj.us/highereducation/documents/pdf/StateEducationplan.pdf>.

## PLAN PROCESS

In January 2019, President Kesselman convened a Retention Working Group to develop processes and programs that addressed the concerns articulated above. Of particular concern were efforts that: 1) ameliorate the number of graduating New Jersey high school seniors choosing to pursue higher education outside of the state; 2) support an increasingly diverse student body (both traditionally under-represented populations, and returning/adult leaders); 3) identify and close equity gaps in student success.

A working group consisting of representatives from across campus convened in mid-February with the following official charge: *The Retention Group will develop a structured and sustainable retention process that supports both Stockton's enrollment objectives and New Jersey's goal to close education equity gaps.*

Team members included:

### **Co-Chairs:**

Peter Baratta, Chief Planning Officer

Christopher Catching, Vice President for Student Affairs

Michelle McDonald, Chief Academic Officer, AC & Associate Vice President for Academic Affairs

### **Team Members:**

Nicole Davis, Data & Financial Analyst, Planning Office

Stephen Davis, Assistant Vice President/Dean of Students, Inclusion and Wellness

Ariana DiFillippo, Student Senator

Diane Garrison, Budget Office

Robert Gregg, Dean of the School of General Studies

Peter Hagen, Associate Dean of General Studies & Director, Center for Academic Advising

Robert Heinrich, Chief Enrollment Management Officer

Carra Hood, Associate Provost for Strategic Planning, Academic Planning and Assessment

Scott Huston, Chief Information Officer

Jessica Kay, Senior Planning Analyst, Planning Office

Warren Kleinsmith, Associate Professor of Business Studies

Maralyn Mason, Executive Director, Educational Opportunity and Success Programs

Heather McGovern, Associate Professor of Writing and First-Year Studies

Richard Mulvihill, Instructor of Criminal Justice

Ariane Hutchins-Newman, Assistant Dean of the School of Health Sciences

Elizabeth Pollock, Associate Professor of Chemistry

Ana Rodriguez, Director, Student Transition Programs

John Smith, Director of Academic Operations

Walter Tarver, III, Assistant Vice President, Student Transitions, Access and Retention

Lori Vermeulen, Provost and Vice President for Academic Affairs

Michael Wood, Associate Director of Budget

The team met regularly over the next several months. The seven initiatives outlined below are the result of their deliberations.

## PLAN OVERVIEW

Most institutions measure retention rates, often defined as the fall-to-fall return rate for a specific cohort of students. The difficulty with this approach is that retention rates are a **lag** indicator as they measure what has already occurred. If a student is failing by their third semester, in other words, the opportunity to intervene earlier in their academic career has come and gone.

Consequently, the focus on this plan is on **lead** indicators: important sub-measures that can have a direct and appreciable impact on overall student success. The goal is to review this plan annually—adding new initiatives, or closing out those that are complete. In the case of retention, two important lead indicators are: persistence and progression rates.

**Persistence Rate** is the term-to-term return rate, or the percentage of students who complete a fall term and enroll in the next spring term.

**Progression Rate** is the persistence rate combined with a measure of satisfactory progress, such as the percentage of students who return term after term in good academic standing or successful completion of most or all of the course credits in which they enroll.

Taken together, the initiatives outlined in this plan include:

- Initiatives that help identify students in need of support.
- Specific lead and lag indicators for each of these programs to help set measurable goals.
- Strategies for ongoing monitoring and tracking of student or faculty use (depending on the initiative) and impact.
- Clear and ongoing accountability for student success through an institution-wide approach.

Many of these retention plan initiatives are already in pilot form or in place, and the university has been evaluating their qualitative and quantitative impact. As this work continues, it is important that the Retention Working Group continuously ask, and answer, important guiding questions, such as:

- How do we define “at risk” students?
- Have we identified clearly-defined factors that directly contribute to improved retention?
- Does an initiative address overall retention, or does it focus on a specific group or demographic?
- Do these initiatives help to close institutional equity gaps?

Ultimately, the answers to these, and other questions, as well as the evaluation of the plan’s initiatives’ efforts, will focus on four general categories.

- Referral programs (such as the Early Alert Form and the new Withdrawal/Leave of Absence process)
- Intervention tactics
- Measures of success
- Reporting mechanisms

# PROJECT 1: PROACTIVE OUTREACH TO PROBATIONARY STUDENTS

**Cabinet Lead: Peter Baratta**  
**Faculty/Staff Lead: Peter Hagen**

**Summary:** Academic Affairs began more proactively contacting students on academic probation about their academic status in Fall 2018 term. This inaugural effort included 108 first-time students with a GPA below 2.0, and occurred before the Spring 2019 term registration period to: 1) remind students of their GPA situation, and; 2) provide overview/reminder of available academic and non-academic support services.

- 47% of students (51) contacted Advising; of these, 29 registered for Fall 2019 term (or 57% of the 51).
- 53% of students (58) did not contact Advising; of these, 27 registered for Fall 2019 term (or 47% of 58).

**Conclusion:** Outreach had a positive (but not necessarily correlative) effect. Results indicate that continued outreach efforts represent a worthwhile project in support of Stockton's retention work.

## GOALS FOR 2019-20:

1. Expand outreach from new students on probation to academically “at risk” students. For the Fall 2019 semester, this larger group includes the following categories:
    - AW: Academic Warning: 254 students (term GPA < 2.0; cum GPA 2.0 or ↑)
    - CW: Continued Warning: 55 students
    - PB: Probation: 83 students (cum GPA < 2.0)
    - CP: Continued Probation: 45 students
  2. Work to proportionately increase the number of students in the above categories who contact Advising prior to final drop/add day, as well as throughout the Fall 2019 term, to discuss any issues of concern and determine if a particular course of action (ex: schedule alteration, adjust credit load, etc.) would be advantageous.
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### Lead indicators for Fall 2019:

- ⇒ Develop a check-in system to help track which students respond, and don't respond, to outreach efforts, as well as what follow-up actions occur.
- ⇒ Monitor all students' academic performance throughout the Fall 2019 term, including visits to support offices such as Advising, Counseling, Tutoring, etc.

### Lag indicators for Fall 2019:

- ⇒ Review end-of-term academic performance of all “at risk” students; compare performance of those who communicated with Advising with those who did not.
- ⇒ Determine if there are significant differences in academic performance and/or affective measures (willingness to use support services, etc.).
- ⇒ Monitor and report on end of Fall 2019 results regarding:

**Persistence:** how many academically “at risk” students return for Spring 2020?

**Progression:** how many academically “at risk” students moved out of “at risk” status?

**Retention:** how many students return to Stockton in Fall 2020, either in good standing or still in an “at risk” standing?

ACTION ITEMS		LEAD	STATUS/NOTES
1.	Analyze Fall 2018 students' ongoing performance.	Advising	Review Spring 2019 and/or Summer 2019 grades; determine what services were used by students (tutoring, etc.).
2.	Monitor number of letters going out for Fall 2019:	CPO	Codes are captured in SGASTDN <ul style="list-style-type: none"> <li>- AW = Academic Warning = 254 students</li> <li>- CW = Continued Warning = 55 students</li> <li>- PB = Probation = 83 students</li> <li>- CP = Continued Probation = 45 students</li> </ul>
3.	Continue using, or consider adding, swipe machines to: <ul style="list-style-type: none"> <li>• Advising Center</li> <li>• Tutoring Center</li> <li>• Student Success Office</li> <li>• EOF Office</li> <li>• Financial Aid Office</li> <li>• Bursar's Office</li> </ul>	ITS	<ul style="list-style-type: none"> <li>- Do these offices now use swipe systems?</li> <li>- System could double as electronic sign-in tool to keep things orderly.</li> <li>- IT would need to create an Oracle table and then build a report via Argos.</li> <li>- Current system does not have a CRM component, so doing this takes a lot of work (similar to "Eligible to Enroll" campaign: used a massive database where each staff/faculty could go in to add notes about interactions they had with students.)</li> </ul>
4.	Record and monitor efforts: which students are responding to outreach; which ones are not? <ul style="list-style-type: none"> <li>• What are we measuring for?</li> <li>• How will we know if outreach effort is effective or not?</li> </ul>	Advising	Are certain outreach efforts more effective with certain groups of students? Should the message requesting students meet with advisors be stronger (required versus recommended)?
5.	Re-engage Blackboard course (boot camp)	Advising	Brittany Jenniss is developing report to review success.



# PROJECT 2: LAUNCH EARLY ALERT FORM CAMPUS WIDE

**Cabinet Lead: Christopher Catching  
Faculty/Staff Lead: Amy Jones**

**Summary:** In Spring 2019, Stockton piloted an institutionally-developed Early Alert Form (EA). This form was designed for faculty and staff to provide information about students facing challenges, academic or otherwise. The pilot ran for eight weeks (March 8-May 4), and resulted in 279 total submissions that represented 197 unique students. These included:

- 143 single submissions (1 EA per student)
- 34 double submissions (2 EAs for the same student)
- 20 multiple submissions (3-5 EAs for the same student)

The pilot also indicated some patterns:

- 181 forms were submitted for freshman students (65% of the 279 total)
- 130 forms were submitted for CARE students (46% of the 279 total)\*

**Conclusion:** Most concerns focused on low academic performance, poor attendance, low engagement in class. Other issues included mental/medical health, conflict/disruptive behavior, and lack of resources.

*\*NOTE: In Fall 2019, the CARE program was renamed Student Success Services.*

## GOALS FOR 2019-20:

1. Ongoing monitoring of the Early Alert Form process, including reports on overall numbers and breakdowns by academic (ex: poor attendance), non-academic (ex: loneliness) categories.
  2. Regular reporting on outreach efforts by the Office of Care & Community Standards– to students as well as to those individuals who submitted the Early Alert Form.
  3. A clear determination as to what retention impact the Early Alert Form process has on identifying “at risk” students by the end of year 1.
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### Lead indicators for Fall 2019:

- ⇒ Bi-weekly monitoring of Early Alert Forms by number and type.
- ⇒ Ongoing tracking of follow-up with students (based on risk level determined—high, moderate, and low).

### Lag indicators for Fall 2019:

- ⇒ Review end-of-term academic performance of all Early Alert Form students; compare to students who received no forms by:
  - Term GPA
  - Credits earned vs. credits completed
  - Academic Status (i.e. good standing, probation, warning, etc.)
- ⇒ Analyze the Early Alert Form process and its impact on channeling students to the support and assistance they need.

ACTION ITEMS	LEAD	STATUS/NOTES	
1.	Build and promote student version of form. Provide information to: <ul style="list-style-type: none"> <li>• Student body: residential life, complex directors and Ras, T.A.L.O.N.S., Student Senate, AC campus office, etc.</li> <li>• Faculty: school meetings, Faculty Senate, Faculty Union, Fall Faculty Conference, IFD brown bag, etc.</li> </ul>	CARE and Community Standards/ Student Affairs	Form can be used for students to self-identify or identify friend, roommate, etc. (Use "Stockton Cares" as tagline?)
2.	Investigate automated report/s in Maxient.	Student Affairs	What can be retrieved from Maxient?
3.	Develop marketing campaign with URM.	CARE and Community Standards/ SEMP Student Success Team	<b>Main theme: Faculty need to know how and when to report a student of concern.</b> Overall theme: "Stockton Cares"? "Stockton Cares" <b>red folders</b> will include info about: Case management, Title IX, early alert form
4.	Follow-up with brown-bag lunches ("Here are the triggers you should look for")	TBD	
5.	Create "box" for early alert form messages in faculty portal ("Stockton Cares" w/logo, etc.)	TBD	
6.	Weekly meeting to review early alert form process, statistics, follow-up efforts, outcomes.		Goal: monitor trends and outreach efforts; determine what steps are working, what's not.
7.	Develop communication schedule.	CPO	

# PROJECT 3: PILOT USE OF BCSSE ADVISING DATA

**Cabinet Lead: Peter Baratta**  
**Faculty/Staff Lead: Tom Grites**

**Summary:** In Fall 2019, Stockton invited all new students (first-years and transfers) to complete a 30-minute survey called *Beginning College Survey of Student Engagement* or BCSSE (pronounced “Bessie”). The BCSSE survey asks students to self-report about their prior academic and co-curricular experiences, as well as their expectations for the coming year.

This information will help Stockton learn more about how it can strengthen efforts in areas such as academic advising, student affairs, and faculty development.

**Conclusion:** By the end of September, BSCCE summary sheets will be available to faculty for each student who completed the survey. A total of 1,505 first-year students, 930 transfer students, and 54 delayed-entry students (for a total of 2,489 students) participated in the pilot, representing 94% of the incoming cohort.

## GOALS FOR 2019-20:

1. Determine the value of BCSSE in measuring first-year and new transfer students' expectations, sense of academic preparedness and perseverance, self-reported level of engagement, and expected transition difficulty (i.e. ability to deal with adversity, copying skills, etc.).
  2. Assess whether BCSSE sheets can help predict if students know where to seek assistance, and establish a baseline for determining the form's ability to predict which students are more likely to face academic and acclimation challenges than others.
  3. If forms indicate clusters of common concerns or ideas, use to update topics included in Freshman and Transfer Seminars, as these courses are already intended to facilitate students' first year on campus.
  4. Determine how BCSSE advising sheets will be electronically delivered to individuals identified as part of the pilot study.
  5. Compare students identified as potentially at-risk by their self-reported BCSSE information with other retention initiatives, such as: Early Alert Forms, BIT, residential life issues, use of Advising and Tutoring Offices, etc. to further refine predictive analytics.
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### Lead indicators for Fall 2019:

- ⇒ Monthly check-in with pilot faculty: are BCSSE sheets helpful in predicting at-risk students? What elements of the BCSSE form are most useful and predictive? Which are less so?
- ⇒ Ongoing analysis by Retention Working Group comparing BCSSE sheets with submitted Early Alert Forms to determine possible data connections.

### Lag indicators for Fall 2019:

- ⇒ At the end of Fall 2019, compare BCSSE survey data with student persistence and progression rates.
- ⇒ Consider faculty and/or student survey or focus groups to determine the impact and efficacy of BCSSE advising sheets.

ACTION ITEMS		LEAD	STATUS/NOTES
1.	Move survey data into Banner.	IR, ITS	
2.	Alert, train faculty, staff on using survey data.	C. Ferri	Freshman Seminar retreat scheduled for 8-20-19.
3.	Determine how we can use survey data for modeling.	IR	
4.	Determine how we will track efficacy and impact of advising sheets.	CPO, ITS	For students who might be at risk (according to the BCSSE survey sheet): a. Check in with their faculty b. Watch for early alert forms c. Watch for conduct/BIT/housing issues d. Track if students are using support services (tutoring, etc.)
5.	Determine how and where advising sheets will be housed on the Stockton portal and who will have access to them.	CPO, ITS	Who will have access: advisors only? All faculty? Only faculty who teach students?  BCSSE advising sheets will only be useful if people know how to read and use them correctly.  Might faculty be unconsciously biased for or against a student based on their BCSSE responses?
6.	Data can also be delivered as csv file and we can dump this data into Banner	D. Furgione	We could incorporate this data into IR's at-risk model
7.	Compare individual sheets to overall report provided by BCSSE.	CPO, IR	

# PROJECT 4: REVISE WITHDRAWAL/ LEAVE OF ABSENCE FORM AND PROCESS

**Cabinet Lead: Christopher Catching  
Faculty/Staff Lead: Stephen Davis**

**Summary:** Prior to Fall 2019, students seeking to withdraw from Stockton submitted a Withdrawal/Leave of Absence form to Student Records. Stockton revised this process to ensure that such students first meet with the Dean of Students, as well as—where warranted—Counseling or Academic Advising, to address questions or challenges that might be motivating their decision.

**Conclusion:** This process includes creation of a new on-line form that collects additional information about students' choices; if a student still opts to withdraw, the form is processed by Student Records.

The goal of this new process is to ensure that students facing academic, financial, or other barriers are aware of the campus resources that might support them, before they opt to leave campus.

## GOALS FOR 2019-20:

1. Develop a more intentional and systematic approach to students who indicate they want to withdraw or take a leave of absence.
  2. Build a communication plan to make the campus (faculty, staff, and students) aware of the new online Withdrawal/Leave of Absence Form and process.
  3. Minimize the overall number of students of withdraw or take a leave of absence (spring 2020 compared to spring 2019).
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### Lead indicators for Fall 2019:

- ⇒ Weekly report of Withdrawal/Leave of Absence intake forms, divided by reason for submission and disposition of each student's situation.

### Lag indicators for Fall 2019:

- ⇒ Track the number of students who withdraw or seek a leave of absence. As a baseline, in spring 2019, Stockton had 93 withdrawals (89 undergraduates and 4 graduate students), as well as 62 leaves of absence (54 undergraduates and 8 graduates).
- ⇒ Prepare a report that divides withdrawals and leaves of absence by type (i.e. academic, financial, etc.).
- ⇒ Provide names and Z numbers of such students to the Registrar by the end of the fall 2019 term for Banner processing.



ACTION ITEMS		LEAD	STATUS/NOTES
1.	Revise Withdrawal/LOA form.	Student Affairs	
2.	Develop communication plan for students, faculty, and staff/administrators. Alert University community that intake process will be handled by Dean of Students.	Student Affairs	Update web site; other communication outlets
3.	Decide on whether to require students to get a sign-off if they intend to W/D from all courses.	Academic Affairs/ Student Affairs	
4.	Develop report with details, metrics.	Student Affairs	Students by major, # credits, race/ethnicity, reason for withdrawal, etc.
5.	As soon as it is confirmed that a student is withdrawing or taking a LOA, a "67" hold must be placed on the student's record.	Dean of Students Office	The "67" hold ensures that a student will not receive eligible to enroll communications for the upcoming term (this hold does not impact any other element of a student's record; meaning: the student can still register for classes, if they wish.

# PROJECT 5: EXPAND FIRST- YEAR STUDIES PEER MENTORING PROGRAM

**Cabinet Lead: Michelle McDonald**  
**Faculty/Staff Lead: Pam Cross & Lisa Youngblood**

**Summary:** In fall 2017, Stockton received a call for funding from the American Association of State Colleges and Universities (AASCU) to pilot a new high-impact practice. After consulting with the First-Year Studies Program and Tutoring, the University focused on the use of Peer Mentors in First-Year Studies (FRST) courses. The program pairs faculty with students who themselves recently completed a FRST course, and has grown each year. It also, in fall 2019, expanded from the spring term to the full academic year.

**Conclusion:** The Peer Mentor Program has grown from 10 mentors in year 1 (spring 2018), to 17 mentors in year 2 (spring 2019), and 30 mentors in year 3 (fall 2019).

Students surveyed in FRST classes with Peer Mentors indicated that they were a significant resource, and pass rates in classes with Peer Mentors were appreciably higher, when comparisons were possible (i.e. in developmental math) than in classes without Peer Mentors.

## GOALS FOR 2019-20:

1. Continue expanding the number of Peer Mentors (this has risen from 10 mentors in year 1, to 17 in year 2 and 30 in year 3), with ongoing particular attention to gender, racial/ethnic, and other forms of diversity.
  2. Expand the number of FRST courses utilizing Peer Mentors. In spring 2019, two-thirds of the course in college writing, critical thinking, and quantitative reasoning had at least one Peer Mentor (this represented 6 of 7 college writing courses, 5 of 11 quantitative reasoning courses, and all 3 critical thinking courses).
  3. Develop a template for regular reporting of Peer Mentoring qualitative and quantitative interactions with the students with whom they work.
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### Lead indicators for Fall 2019:

- ⇒ Establish a goal for Peer Mentor access (i.e. what percentage of all FRST students have a Peer Mentor).
- ⇒ Develop a reporting system for Peer Mentors that can be analyzed to determine most common areas of confusion, academic v. non-academic support provided, other areas of concern to help identify potential areas for additional support.

### Lag indicators for Fall 2019:

- ⇒ Review end-of-term academic performance of all peer-mentored students; compare with students in courses without a Peer Mentor by:
  - Course pass rate (for example, in spring 2019, the pass rate for students in mentored math sections was 80% compared to 58% for students in non-peer-mentor FRST courses)
  - Term GPA
  - Credits earned vs. attempted ratio
  - Academic status: good standing, probation, warning, etc.
- ⇒ Continue survey of FRST students to assess what resources they perceive to be most valuable to their academic success.

ACTION ITEMS		LEAD	STATUS/NOTES
1.	Draft university procedure governing undergraduate student assistants.	Academic Affairs	Provide guidance on the nature of work to be undertaken by peer mentors (and what cannot be permitted, i.e. by FERPA) by fall 2019.
2.	Develop recruitment plan for peer mentors, with special attention to concerns about diversifying the mentor pool.	Peer Mentoring Program Coordinator/ Academic Affairs	Currently, students are recruited by faculty based on FRST course performance, as well as considerations of race, gender, maturity, leadership qualities, role model qualities, personality, and a wide range of other attributes.
3.	Determine how to track how often students use peer mentors.	Peer Mentoring Program/ CPO/IT	Collect information about number of student meetings with Peer Mentors through a variety of media (text message, chat, email, Group Me, office hours, and in-class interactions).
4.	Establish reporting structure for peer mentoring interactions	Peer Mentoring Program/ CPO/IT	
5.	Compare student utilization of Peer Mentors with other retention efforts.		Compare students served by the Peer Mentor programs with: <ul style="list-style-type: none"> <li>a. Early Alert Program</li> <li>b. Appointment-Based Tutoring Program</li> <li>c. T.A.LO.N.S.</li> <li>d. BIT/housing issues</li> <li>e. Students' use of other support services (campus tutoring, academic advising, etc.)</li> </ul>

# PROJECT 6: EXPAND APPOINTMENT- BASED TUTORING

**Cabinet Lead: Michelle McDonald**  
**Faculty/Staff Lead: Wayne Laffitte**

**Summary:** In spring 2019, Stockton piloted a supplemental, appointment-based tutoring program. Students considered most at risk were invited to participate. While proportionately few students chose to do so (only 17 of 92 original invitees maintained a tutoring schedule past week two), there were some measurable gains—particularly in math.

**Conclusion:** Several changes were implemented in fall 2019.

- Support for appointment-based tutoring will concentrate on math, the area with the strongest results last term.
- All students repeating a math FRST course were invited to participate in supplemental tutoring, rather than limiting access to a subset of the student population.
- Should space permit, faculty can also select a non-repeating student for tutoring, based on current course performance. This allows for development of a waitlist should there be availability, or if students initially invited do not sign up.
- Funding for this program was restructured from a stipend to an hourly wage to allow for greater tutor scheduling flexibility.
- Math tutors will no longer be required to have an MA; this degree was deemed an unnecessary barrier in this field, and will hopefully facilitate the recruitment process for more tutors.

## GOALS FOR 2019-20:

1. Recruit more appointment-based tutors in anticipation of greater student demand.
  2. Work with URM to build a marketing plan to ensure that students are aware of this resource, and encourage student use.
  3. Develop a system to aid appointment-based tutors reporting of qualitative and quantitative interactions with the students with whom they work.
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### Lead indicators for Fall 2019:

- ⇒ Track number and percentage of FRST students who sign up for math tutoring.
- ⇒ Review the number of tutoring appointments completed vs. appointments made to gauge scheduling efficacy.
- ⇒ Develop a system of regular reports based on input from tutors that can be analyzed to determine most common areas of confusion, academic v. non-academic support provided, other areas of concern to help identify potential areas for additional support.

### Lag indicators for Fall 2019:

- ⇒ Review end-of-term academic performance of all tutored students; compare with students who did not using tutoring by:
  - Course pass rate
  - Term GPA
  - Credits earned vs. attempted ratio
  - Academic status: good standing, probation, warning, etc.
- ⇒ Continue survey of FRST students to assess what resources they perceive to be most valuable to their academic success.

ACTION ITEMS		LEAD	STATUS/NOTES
1.	Develop recruitment plan for Appointment-Based Tutors.	FRST Program/ Academic Affairs	Tutors are recruited by the FRST Program.
3.	Determine how to track efficacy and impact of tutoring interactions.	FRST Program/ Academic Affairs	Collect information about number of student meetings with tutors, as well as information about appointments scheduled and appointments kept.
4.	Compare student utilization of tutors with other retention efforts.	FRST Program/ Academic Affairs/ CPO/IT	Compare students served by the tutoring programs with: <ul style="list-style-type: none"> <li>a. FSRT Peer Mentors</li> <li>b. Early Alert Program</li> <li>c. BIT/housing issues</li> <li>d. Students' use of other support services (campus tutoring, academic advising, etc.)</li> </ul>

# PROJECT 7: LAUNCH T.A.L.O.N.S. FRESHMAN SEMINAR PROGRAM

**Cabinet Lead: Christopher Catching**  
**Faculty/Staff Lead: Nordia Johnson**

**Summary:** Stockton has used Transition Activity Leaders of New Students (T.A.L.O.N.S.) in several ways, especially during Orientation and Welcome Week events. In fall 2019, T.A.L.O.N.S. began providing additional support in Freshman Seminars. This role allows them to refer first-year students to resources and programs that will assist them in adjusting to campus life.

**Conclusion:** In this first year, thirty-five T.A.L.O.N.S. were assigned two Freshman Seminar courses each. Each seminar has 25 students, putting them in contact with up to 50 students overall. T.A.L.O.N.S. met with students at the beginning of the term, and faculty worked with their T.A.L.O.N.S. to include information about preferred contact information and scheduling availability in course syllabi. T.A.L.O.N.S. also received training on the use of the Early Alert Form to report students in need of assistance, and are receiving ongoing training on identifying students' strengths and weaknesses, as well as how to appropriately refer students to resources that can best address their needs or bolster their performance.



## GOALS FOR 2019-20:

1. Provide new students with academic support referrals, wellness referrals, and help build a sense of belonging within the Stockton community.
2. Offer an additional source of peer-based assistance for incoming students learning about the campus structure and its resources.

*NOTE: It is important to emphasize that T.A.L.O.N.S. are not teaching assistants; this means that they are not responsible for tutoring, grading, attendance tracking, or teaching.*

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### Lead indicators for Fall 2019:

- ⇒ Establish a communication expectation; T.A.L.O.N.S. meet with their assigned classes at the beginning of the term, and are available to students at least one hour per week. This time includes a weekly 5-10-minute check-in with faculty.
- ⇒ T.A.L.O.N.S. assist in developing a weekly written log of their interactions with students (in person and electronic) and the questions or challenges that arise.
- ⇒ Compare T.A.L.O.N.S. lists with information collected from other retention strategies (such as Early Alert, Peer Mentoring, and Tutoring programs) to look for points of intersection.

### Lag indicators for Fall 2019:

- ⇒ Compile and analyze T.A.L.O.N.S.' feedback to identify common questions and concerns; such information might provide suggestions for topics to incorporate in future Freshman Seminars.
- ⇒ Survey Freshman Seminar faculty and students to assess the impact of the T.A.L.O.N.S. program on student success.

ACTION ITEMS		LEAD	STATUS/NOTES
1.	Draft university procedure governing undergraduate student assistants.	Academic Affairs	Provide guidance on the nature of work to be undertaken by T.A.L.O.N.S. (and what cannot be permitted, i.e. by FERPA) by fall 2019.
2.	Develop recruitment plan for T.A.L.O.N.S., with special attention to concerns about diversifying the mentor pool.	Student Affairs	Completed
3.	Determine how to track efficacy and impact of T.A.L.O.N.S. interactions.	Student Affairs /CPO/ IT	Collect information about number and type of student interactions with T.A.L.O.N.S.
4.	Compare student utilization of T.A.L.O.N.S. with other retention efforts.	CPO/Student Affairs/ Academic Affairs	Compare students served by the T.A.L.O.N.S. programs with: <ul style="list-style-type: none"> <li>a. FRST Peer Mentors</li> <li>b. Early Alert Program</li> <li>c. Appointment-Based Tutoring Program</li> <li>d. BIT/housing issues</li> <li>e. Students' use of other support services (campus tutoring, academic advising, etc.)</li> </ul>