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AUTHOR Santa Rita, Emilio; Scranton, Brenda
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ABSTRACT

This paper aims to develop strategies for retaining at-risk students. At-risk students can be defined as being deficient in specific skills; having low incoming grades; having an expectation of failure; lacking familiarity with academic requirements; and having an absence of role models, among other negative characteristics. The paper suggests that retention strategies that do not involve the support of academic departments are doomed to fail. Some retention strategies include: (1) a full-time, four-days-a-week, cluster-scheduled program co-led by developmental faculty and counselor teams; (2) a peer-counseling program where carefully selected students work out a plan with probationary students of calculating the GPA required for getting off academic probation; and (3) allow students to change curriculum to a Liberal Arts program, thereby providing a safety net for students who want to "bail out of" other programs. One proposed remedy is to return academic counselors to the position of one-on-one counseling, and to remove them from classroom situations. The paper also suggests that each academic counselor have an Internet homepage, to give students greater access to assistance. This paper offers appendices which include a contract for getting off academic probation and sample liaison arrangements with academic departments involved in collaborative work on probationary students. (NB)

DEPARTMENT OF STUDENT DEVELOPMENT

RETENTION STRATEGIES 2001-2003

**EMILIO SANTA RITA
BRENDA SCRANTON**

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**BRONX COMMUNITY COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK
2001**

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RETENTION STRATEGIES 2001 – 2003

Bronx Community College (BCC) and the Department of Student Development are committed to providing an academic and social environment conducive to learning, with high academic standards, state-of-the-art educational technologies, effective instructional support services, counseling and tutoring. Yet even the ideal college will not have a 100 per cent retention rate. Students leave short of a degree for a number of reasons, many of which are beyond the College's influence and usually represent emergency decisions rather than failure of either the student or the College.

Nevertheless, it is the goal of BCC's Department of Student Development to develop strategies and programs that give the student a "fighting chance" to achieve and succeed at BCC. While achievement can take many forms, BCC's Department of Student Development is committed to promoting *student persistence* and *retention* as its goals.

GOALS

1. **Persistence through course completion.** Success in individual courses is a prerequisite to progress toward a degree. BCC's Department of Student Development proposes to identify courses with low pass rates and threshold courses that correlate with future success; and, to suggest to the academic departments the development of supplementary classroom hours that will improve students' chances to succeed in the "most-often-dropped" courses.
2. **Term-to-term retention.** Attendance by terms will be tracked for cohorts of first-time college students entering BCC in fall semesters. The number and percent of student in the entering cohort attending each following semester (including summer sessions) will be monitored and given a safety net of support services should the students place themselves in academic probation and/or academic suspension.
3. **Goal achievement.** Increase the percentage of degree-seeking students who graduate from BCC or transfer to a senior institution in higher education by implementing Goals 1 & 2.

DEFINITION OF TERMS

Stopout. A "stopout" is a student who discontinued study for one or more fall or spring semesters but later re-enrolled at BCC.

Dropout. A "dropout" is a student who has discontinued study before achieving his or her goal. A dropout becomes a "stopout" by re-enrolling. When examining goal achievement at the end of 3, 4, 5, or 6 years, a dropout is a student who has not graduated, transferred, and who was not enrolled the last major term (fall or spring).

At-risk student. At-risk students are those who fall into any of the following five categories:

- Students unable to meet the minimal standards for enrollment in college-level courses (the triple 01s in English, Math, and Reading; or, ESL 01-03 + RDL 05-01+ LAN 15 placements) as determined by the ACT placement tests;
- Students placed on academic probation;
- Students on suspension waivers or Re-admits after suspension;
- Students whose cumulative GPA is below 2.00 on any given semester;
- Students facing non-academic barriers to success, such as job and family responsibilities and financial difficulties.

TARGET GROUPS OF STUDENTS FOR RETENTION

The At-risk Student Profile

A student can be identified as at risk for non-academic success due to a combination of the following factors:

- Deficient in specific skills
 - Low incoming grades
 - Poor academic history
 - Poor reading and writing skills
 - Poor notetaking skills
 - Poor time management skills
 - Poor problem solving skills
2. Poor or negative self-concept combined with an expectation of failure
 3. Unrealistic self-appraisal
 4. General lack of familiarity with academic requirements and the demands of BCC
 5. Often are first generation college students and therefore may lack understanding and support from family and friends.
 6. Absence of peer group and role models
 - Friends do not attend same college or do not attend college
 - Peers do not consider education to be important

The Undecided Student Profile

A student can be identified as undecided due to a combination of the following factors:

1. Has many interests
2. Does not understand why he or she is confused
3. Experiences difficulty or cannot make decisions regarding academic and career goals
 - Requires help to identify the significant factors affecting personal career decisions
 - Is unsure of program selection and/or career direction.
4. Lacks familiarity with methods or ways of pursuing interests
5. Possesses little or no career research experience
6. May lack basic academic abilities
7. May lack interest and motivation
8. Typically makes the following comments:
 - I know what I want to do, but not what program or major
 - I know what major I want but not what I want to do
 - I don't know what I want as a major or as a career
 - I used to know what I wanted but not anymore
 - I know what my parents want but not what I want
 - I know what I'm good at, but I don't know what to do with it
 - I don't know if I am good at anything
 - I'm interested in a different major everyday
 - I know what I want but I'm not good at any of the courses in the major I have chosen

RETENTION STRATEGIES

For the At-Risk Students (Triple 01s [Freshman Initiative Program] and ESL students)

Students with multiple basic skill deficiencies, poor or nonexistent study habits, no family history of college attendance, peers unsupportive of academic endeavors, and without clear and realistic goals, need a comprehensive and intensive support system. Anything else will have at best a marginal impact on the overall success of these groups. While practices such as *Early Alert letters* and walk-in *tutoring services* may be components of a more comprehensive program, by themselves they have had a minimal impact on the most at-risk students enrolled in college. A *Freshman Academy* is proposed. The Academy is –

- A full-time, four-days-a-week, *cluster-scheduled* program co-led by developmental faculty and counselor teams
- Has an Early Alert System (see *Retention Strategies 2001-2003*, Appendix C for a sample Early Alert Letter, p. 10).
- The Academy incorporates structured study groups, career and personal counseling, tutoring and other support services.
- The recommended *cluster* degree-bearing courses are computer literacy courses: **Dat10/Dat30; Dat33, Dat38** (+ Eng-01+ Rdl-01+ Mth-01; or, + ESL-01+ Rdl-05+ LAN 15).
- The Academy should be two semesters in duration; campus research shows that students beginning their college careers by attending two consecutive terms are more than twice as likely to succeed as students not getting off to this good start.
- For these *At-risk* students, a *modified* OCD-01 should be offered for their first semester; and a *modified* OCD-11 for their second semester in the academy (see *Retention Strategies 2001-2003*, Appendices A & B for the *modified* syllabi of OCD-01 and OCD-11. pp. 7-9).

Only such a *Freshman Academy* of one-year duration can produce meaningful improvements in the success of at-risk students at BCC.

For Moderately At-Risk and Undecided Students (Everybody else who is not in the Academy)

Employers have observed (via feedback to Career & Placement Office) that our graduates' resumes and interview skills are flawed because they are rooted in inadequate assessments of students' interests, abilities, and values. Only a *modified* OCD-11 (not occasional workshops) can correct this flaw and help us fulfill the community college's mission i.e. that of preparing *all* our students in their career and occupational choices (see *Retention Strategies 2001-2003*, Appendix B for the *modified* syllabus, pp. 8-9).

For Students Who Placed Themselves on Academic Probation

These students are most vulnerable to being suspended and/or dismissed. They are also prone to dropping out. We now have the structure of a program with the following existing or proposed elements:

- It is a peer-counseling program where carefully selected students work out a plan with probationary students of calculating the GPA required for getting off academic probation.
- Probationary students are reminded to resolve their ABS and INC grades of the previous semester.
- Probationary students' academic transcripts are reviewed for ABS-f, INC-f, Wus and F grades. An appeals process is undertaken which adheres strictly to the procedures that allow for the removal or replacement of the aforementioned grades.
- It *should* allow students to change curriculum to a *Liberal Arts program*, thereby providing a safety net for students who want to "bail out of" other programs. Students who become overwhelmed by a demanding and narrow curriculum can transfer to a discipline, which allows a wide array of courses for elective credits and spread their credits across curriculum areas. The flexibility delays the choice of a specialization while giving students more time to consider that they really want to do. They could

probably appeal to get F grades removed (beyond the 16 F credits limit) in courses no longer required by the Liberal Arts curriculum.

- **Probationary students** are also required to take the DISCOVER (CD-ROM Disc) program if there is an indication that their problem stems from a lack of career planning or career indecision.
- **Probationary students** may need to be referred to psychological services if their problem has a self-defeating pattern that dooms them to a cycle of repeated failures.
- **Probationary students** declare their determination to abide by the program's goals by signing a contract (see *Retention Strategies 2001-2003*, Appendix D, p.11) of taking the necessary steps to get off probation.
- **Probationary students** are referred to counselors for academic advisement.
- Peer counselors help schedule and register probationary students in courses *approved by counselors* as the course load most appropriate for students who plan to get off academic probation.

For Students on Suspension Waivers or Re-admitted after Suspension (On Continued Probation)

These students are on the brink of losing out on their last chance to stay and pursue their college goals. They are referred to the aforementioned Probationary Program with the following existing or proposed elements:

- Peer counselors work out a plan with these **second-chance** students to avoid permanent suspension: obtain a C or better than C grades in the courses they plan to take.
- **Second-chance** students may need to be referred to psychological services if their problem has a self-defeating pattern that dooms them to a cycle of repeated failures.
- **Second-chance** students are reminded to resolve their ABS and INC grades of the previous semester.
- **Second-chance** students' academic transcripts are reviewed for ABS-f, INC-f, Wus and F grades. An appeals process is undertaken which adheres strictly to procedures that allow for the removal or replacement of the aforementioned grades.
- Allow students to change curriculum to a Liberal Arts program, thereby providing a safety net for students who want to "bail out of" other programs. Students who become overwhelmed by a demanding and narrow curriculum can transfer to a discipline, which allows a wide array of courses for elective credits and spread their credits across curriculum areas. The flexibility delays the choice of a specialization while giving students more time to consider that they really want to do. They could probably appeal to get F grades removed (beyond the 16 F credits limit) in courses no longer required by the Liberal Arts curriculum.
- **Second-chance** students are also required to take the DISCOVER (CD-ROM Disc) program if there is an indication that their problem stems from lack of career planning or career indecision.
- **Second-chance** students declare their determination to abide by the program's goals by signing a contract (see *Retention Strategies 2001-2003*, Appendix E, p.12) of taking the necessary steps to get off *continued* probation.
- **Second-chance** students are referred to counselors for academic advisement. Peer counselors help schedule and register **second-chance** students in the *limited* number of *appropriate* courses approved by *counselors*.

Retention Strategies By Collaborating with Academic Faculty

One-sided retention strategies without the complementary support of Academic departments are doomed to fail. The Department of Student Development, therefore, has been collaborating with faculty by *liaison* assignments to various academic departments of the college. The *liaison* arrangements need to be invigorated in the following ways:

- We will continue to invite academic faculty to conduct curriculum advisement and career/occupation seminars for the students and counselors on designated **curriculum days**.
- Counselors will send a semester report of the **pattern of the reasons** why students drop courses (see *Retention Strategies 2001-2003*, Appendix F for a copy of the form, p.13) in the respective

departments they are in liaison with; and, suggest supplementary teaching hours for the “*most-often-dropped*” courses. CAP interns will collect, sort out and send the “course-profiles” to the respective departments at the end of each semester.

- Counselors will send an annual report of the number of probationary students under each of the curricula of the departments they are in liaison with. Thus, the problem of attrition becomes *localized* and will enable academic departments to *own* their share of the work of student retention.
- Counselors will work in tandem with a faculty representative (designated by the department). As a paired team, the designated faculty and counselor will conduct a *course* and a *probationary workshop* (e.g. LTL-10 + counseling sessions) respectively for probationary students. These probationary students are distributed under the curricula of the departments counselors are in liaison with (see *Retention Strategies 2001-2003*, Appendix G for a sample distribution chart, pp. 14-15).

Retention Strategies
By Emphasizing the Counseling Relationship
In the Classroom

OCD counselors, in assuming a teaching role in the classroom, have submerged (in the process) their counseling role and diluted their counseling efficacy. Most noticeably, the twin roles have diminished the *bonding* with students. This lack of bonding has contributed to Ws & Wus, which grades mirror in an incremental way, what cumulatively lead to probation and suspension. In other words, counselors should *reclaim* the unique role of *counseling* in the classroom. Therefore,

- We propose that the *forms* used by supervisors to evaluate counselors be revised to resurrect or revivify this counseling aspect, i.e. the bonding of counselors with students in the classroom (See *Retention Strategies 2001-2003*, Appendix H, for sample form, pp. 16-18).
- We propose that the *forms* used by students to evaluate counselors be revised to see how students view the *counselor-in-action* in the classroom (See *Retention Strategies 2001-2003*, Appendix I, for sample form, pp. 19-20).

A long time ago, Tinto (1987) explained attrition as a process related to students' *changing commitments* and experiences. *Interactions* between individuals and the college as a system solidify students' goals and *commitments* that lead to persistence and retention. Tinto's social integration theory informs these proposed *retention strategies 2001-2003*; thus, the strategies have all the elements that contribute to students' *commitment* and *persistence* at BCC.

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APPENDIX A
Modified OCD-01 Syllabus
For At-Risk (FIP) and ESL Students

Fast-Track OCD-01-SURVIVAL COURSE

I. Study Habits/Study Skills

Self-Evaluation of Learning Styles
Time Management
Classroom and Lecture Notetaking
Textbook Notetaking
Reading Skills
Memory Skills
Test -Taking

II. Survival Information- SUCCESS COMPUTER-ASSISTED
INTERACTIVE PROGRAM
(Primary Assignments)

Everything You Wanted to Know about BCC
How to Compute Your Semester, Cumulative
And Degree GPA
How to Get Off Probation and Avoid Suspension
Before completing 24 degree credits
How to Get Off Probation and Avoid Suspension
After completing 24 degree credits
TAP Program
PELL awards

III. Web-Integrated

There are many URL sites on *study habits* and *study skills*. Students can access the sites and do their own study habits and study skills assessment. The web offers a variety of approaches to these topics in a novel and captivating way. Use of the web also helps students acquire or improve their computer literacy so that they can surf the Internet for research and individual assignments. Eventually, each counselor should have his or her homepage; and, the homepage should reflect the unique style and approach of the counselor according to how he or she perceives the changing needs of his or her caseload and classes. See, for example, Dr. Santa Rita's site that is still under construction and is scheduled for completion the summer of 2001. His site (dremiliosantarita@yahoo.com) is offered as a paradigm for free access after its completion.

IV. Distance-Learning

The conventional wisdom says that distance learning is for the motivated and independent learner. Still, for the evening student and the working student, *virtual learning* in an OCD-01 course may be the only option open to the student. Dr. Kwi Park-Kim (x 5494) has been conducting a 4-part series seminar each semester. She will share the software (the *blackboard*) to seminar participants. The software provides the infrastructure for distance learning (e.g. chat room, e-mail accounts, self-scoring tests, etc) and, in the process, save the counselor a lot of grief and tedious, complicated work.

APPENDIX B
Modified OCD-11 Syllabus
For Students Who Are Not in Freshman Academy

Fast-Track OCD-11-CAREERS AND OCCUPATION COURSE

I. Career Development and Occupational Choice

Self-Assessment Utilizing the DISCOVERY (CD-ROM Disc) Program
Employment Skills for the Mature Jobseeker
Developing a Resume that Works
The Successful Interview
Marketing Yourself Effectively
How to Negotiate a Higher Salary
Work-Related Conflicts
Stress Management at Work

**II. Survival Information- SUCCESS COMPUTER-ASSISTED
INTERACTIVE PROGRAM
(Primary Assignments)**

Everything You Wanted to Know about BCC
How to Compute Your Semester, Cumulative
And Degree GPA
How to Get Off Probation and Avoid Suspension
Before completing 24 degree credits
How to Get Off Probation and Avoid Suspension
After completing 24 degree credits
TAP Program
PELL awards

III. Study Skills and Study Habits Workshops (Secondary Assignments)

Katherine Greer of the Learning Center has been compiling, in the last five years, a *Mediagraphy* list of audio-visual tapes. Each student selects the tapes he or she *individually* needs so that the student can improve his or her study habits and study skills. The student then submits a report on what he or she has learned from the tapes.

V. Web-Integrated

There are many URL sites on *career* and *occupations*. Students can assess their personality styles, interest profiles, values, and skills. The web offers a variety of menus on job search, resume preparation, and interview practice. Eventually, each counselor should have his or her homepage; and, the homepage should reflect the unique style and approach of the counselor as he or she perceives the changing needs of his or her caseload and classes. See, for example, Dr. Santa Rita's site that is still under construction and is scheduled for completion the summer of 2001. His site (dremiliosantarita@yahoo.com) is offered as a paradigm for free access after its completion.

VI. Distance-Learning

The conventional wisdom says that distance learning is for the motivated and independent learner. Still, for the evening student and the working student, *virtual learning* in an OCD-11 course may be the only option open to the student. Dr. Kwi Park-Kim (x 5494) has been conducting a 4-part series seminar each semester. She will share the software (the *blackboard*) to seminar participants. The software provides the infrastructure for distance

learning (e.g. chat room, e-mail accounts, self-scoring tests, etc) and, in the process, save the counselor a lot of grief and tedious, complicated work.

APPENDIX C

STUDENT MONITORING REPORT
Early Alert Form

The Department of Student Development at Bronx Community College is attempting to improve the methods of monitoring the progress of our FIP (Freshman Initiative Program)/ ESL students. We will be monitoring two areas: class attendance and academic progress.

We would appreciate your assistance by providing us with information on the following student:

Student name _____ Social Security No _____
Course _____
Section _____

Class Attendance

Please note: the evaluation of attendance should be on a cumulative basis throughout the semester

_____ Excellent _____ Good
_____ Average _____ Poor

Is class attendance a factor in your Grading policy? _____ Yes _____ No

Academic Progress: Student Evaluation

What is the student's current grade status?

___ A ___ B ___ C ___ D ___ F ___ Not available at this time

Do you recommend that he/she obtain tutoring? _____ Yes _____ No

Comments:

Instructor's Signature

Date

To Instructors:

Please return the completed *Early Alert Form* to the Department of Student Development Office, Loew Hall – 432, either in person or through campus mail *as soon as possible*. Thank you for your continued support and assistance. If you have further questions or comments regarding this student's academic progress, please contact.

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APPENDIX D

Contract to Get Off Academic Probation

This is my plan to make progress in my studies and get off Academic Probation:

- _____ Meet with a counselor and discuss the possibility of choosing more realistic career/educational goals.
- _____ Limit my course load to 12 credits (remedial + degree-bearing) of the courses approved by a counselor during registration.
- _____ Regularly attend class. If, for extenuating circumstances, I have to miss class, I will contact my instructor and I will make sure to catch up with the class work.
- _____ Obtain the grades and the GPA I need to get off Academic Probation.
- _____ Maintain each semester at least a 2.00 GPA.
- _____ Repeat courses in which I obtained Fs; and obtain C or better than C grades to replace the F grades.
- _____ Resolve the ABS and/or INC grades of the previous semester.
- _____ Appeal courses where I obtained ABS-f, INC-f and Wu grades provided I submit documentary evidence of extenuating circumstances to warrant changing these grades into W grades. I must also maintain at least a C average in the courses I am taking this semester to obtain a successful appeal.
- _____ Obtain tutoring if:
 - _____ I am making below C in any class.
 - _____ I am repeating a class I previously failed.
 - _____ The instructor recommends it.
- _____ Attend at least one study habits/study skills workshop during the semester. If none of the times in which the workshops are offered accommodate my schedule, I will go to the Learning Center to study and report on the Audio-Visual tapes that will improve my study habits/study skills.
- _____ Obtain counseling (LO432, x 5866) if I am experiencing any personal or academic difficulties.

I understand that these terms of the contract have been designed to allow me to regain satisfactory academic progress. I further understand that failure to meet the terms of the contract may lead to Academic Suspension from the College.

Student signature _____ Date _____

Signed _____
Peer Counselor

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APPENDIX E

Contract to Avoid Academic Suspension

This is my plan to make progress in my studies and avoid Academic Suspension:

- _____ Meet with a counselor and discuss the possibility of choosing more realistic career/educational goals.
- _____ Limit my course load to 12 credits (remedial + degree-bearing) of the courses approved by a counselor during registration.
- _____ Regularly attend class. If, for extenuating circumstances, I have to miss class, I will contact my instructor. I will catch up with the missed class work.
- _____ Obtain the grades and the GPA I need to avoid Academic Suspension.
- _____ Repeat courses in which I obtained Fs; and obtain C or better than C grades to replace the F grades.
- _____ Maintain each semester at least a 2.00 GPA.
- _____ Resolve the ABS and/or INC grades of the previous semester.
- _____ Appeal courses where I obtained ABS-f, INC-f and Wu grades provided I submit documentary evidence of extenuating circumstances to warrant changing these grades into W grades. I must also maintain at least a C average in the courses I am taking this semester to obtain a successful appeal.
- _____ Obtain tutoring if:
 - _____ I am making below C in any class.
 - _____ I am repeating a class I previously failed.
 - _____ The instructor recommends it.
- _____ Attend at least one study habits/study skills workshop during the semester. If none of the times in which the workshops are offered accommodate my schedule, I will go to the Learning Center to study and report on the Audio-Visual tapes that will improve my study habits/study skills.
- _____ Obtain counseling (LO432, x 5866) if I am experiencing any personal or academic difficulties.

I understand that these terms of the contract have been designed to allow me to regain satisfactory academic progress. I further understand that failure to meet the terms of the contract may lead to Academic Suspension from the College.

Student signature _____ Date _____

Signed _____
Peer Counselor

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APPENDIX F

Drop Notice Form

Instructor's Name _____ Class Section No. _____ Course _____
(i.e. 0379) (i. e. Eng01)

_____/_____/_____
Student's Last Name First Name Middle Name

Student LD. No. [][][][]-[][][]-[][][][][] Phone _____ Date _____

To Student: Please check reasons for dropping course.

PERSONAL

- Work hours have changed
- Ill or need medical attention
- Family Responsibility/crisis
- Financial hardship
- Need to seek or accept employment

ACADEMIC

- Course content is not what I expected
- Cannot relate to the teaching method
- Course is too difficult
- Do not need this course for major or job
- Too far behind in assignments

OTHER REASON

I am interested in receiving support services from Learning Center (tutoring) Counseling
 Educational Planning and Advisement Health Services Financial Aid

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APPENDIX G

Sample Liaison Arrangements with Academic Departments In Collaborative Work on Probationary Students

ART & MUSIC <i>Advertising Arts & Graphics</i>	<i>Faculty representative Teaching LTL-10 Course</i>	<i>Counselor in liaison conducting Probationary workshop</i>
BIOLOGY & MEDICAL LAB TECHNOLOGY <i>Horticulture Medical Lab Technology</i>	<i>Faculty representative Teaching LTL-10 Course</i>	<i>Counselor in liaison conducting Probationary workshop</i>
COMMUNICATIONS <i>Television Technology</i>	<i>Faculty representative Teaching LTL-10 Course</i>	<i>Counselor in liaison conducting Probationary workshop</i>
EDUCATION, READING AND ESL <i>Education Associate</i>	<i>Faculty representative Teaching LTL-10 Course</i>	<i>Counselor in liaison conducting Probationary workshop</i>
ENGINEERING TECHNOLOGIES <i>(Merging with Physics) Electrical Technology Engineering Science</i>	<i>Faculty representative Teaching LTL-10 Course</i>	<i>Counselor in liaison conducting Probationary workshop</i>
HEALTH, PHYSICAL EDUCATION AND WELLNESS <i>Community/School Health Education</i>	<i>Faculty representative Teaching LTL-10 Course</i>	<i>Counselor in liaison conducting Probationary workshop</i>
HISTORY <i>Liberal Arts & Sciences</i>	<i>Faculty representative Teaching LTL-10 Course</i>	<i>Counselor in liaison conducting Probationary workshop</i>
MATHEMATICS & COMPUTER SCIENCES <i>Automotive Technology Computer Science</i>	<i>Faculty representative Teaching LTL-10 Course</i>	<i>Counselor in liaison conducting Probationary workshop</i>

**NURSING &
ALLIED SCIENCES**
*Nursing
Radiology Technology*

*Faculty representative
Teaching LTL-10
Course*

*Counselor in liaison
conducting Probationary
workshop*

SECRETARIAL STUDIES
*(Merging with Business
Accounting, Marketing,
Management (Career & Transfer)
Paralegal Studies
Programming & Systems
Information Systems*

*Faculty representative
Teaching LTL-10
Course*

*Counselor in liaison
conducting Probationary
workshop*

SOCIAL SCIENCES
Human Services

*Faculty representative
Teaching LTL-10
Course*

*Counselor in liaison
conducting Probationary
workshop*

APPENDIX H

**SUPERVISOR'S EVALUATION OF THE COUNSELOR IN THE CLASSROOM
(CREATING A BOND WITH STUDENTS)**

A. A Counselor creates a bond with students when he or she establishes a sense of *STRUCTURE AND SECURITY* in the classroom. Specifically, the counselor:

	Never 1	Sometimes 2	Frequently 3	Always 4
1. Enforces classroom rules of courtesy, punctuality and regular attendance.	[]	[]	[]	[]
2. Requires students to call in when absent and to catch up on classwork or make up for missed tests.	[]	[]	[]	[]
3. Reviews what is going to be covered in the mid-terms and finals, the date of the exams and the format of the exams.	[]	[]	[]	[]
4. Explains how the final grade will be calculated from tests, exams and class projects.	[]	[]	[]	[]
5. Explains to students the GPA they must maintain to avoid academic probation and academic suspension.	[]	[]	[]	[]

B. A Counselor creates a bond with students when he or she enhances the student's sense of *SELFHOOD*. Specifically, the counselor:

	Never 1	Sometimes 2	Frequently 3	Always 4
6. Recognizes each student's strengths and talents and compliments each student for these strengths and talents.	[]	[]	[]	[]
7. Encourages students to discover their interests, abilities, and values.	[]	[]	[]	[]
8. Helps students learn how to make positive statements and accept praise.	[]	[]	[]	[]

- | | Never
1 | Sometimes
2 | Frequently
3 | Always
4 |
|---|------------|----------------|-----------------|-------------|
| 9. Helps students develop a sense of pride in their work in class. | [] | [] | [] | [] |
| 10. Utilizes students' pride in their cultural heritage to motivate them to succeed in college. | [] | [] | [] | [] |
- C. A Counselor creates a bond with students when he or she promotes the student's sense of *BELONGING AND AFFILIATION*. Specifically, the counselor:

- | | Never
1 | Sometimes
2 | Frequently
3 | Always
4 |
|--|------------|----------------|-----------------|-------------|
| 11. Asks each student in class to participate as a functioning, contributing group member. | [] | [] | [] | [] |
| 12. Helps students develop social skills in acquiring a class buddy. | [] | [] | [] | [] |
| 13. Encourages students to show approval and support toward one another. | [] | [] | [] | [] |
| 14. Allows classmates to discover the interests, capabilities and background of one another. | [] | [] | [] | [] |
| 15. Teaches students to praise one another for their accomplishments. | [] | [] | [] | [] |
- D. A Counselor creates a bond with students when he or she enhances the student's sense of *MISSION*. Specifically, the counselor:

- | | Never
1 | Sometimes
2 | Frequently
3 | Always
4 |
|--|------------|----------------|-----------------|-------------|
| 16. Helps students identify their educational and career goals. | [] | [] | [] | [] |
| 17. Shows students how to maintain the GPAs required for good academic standing. | [] | [] | [] | [] |
| 18. Encourages students to ask their instructors how they are doing in class. | [] | [] | [] | [] |

	Never 1	Sometimes 2	Frequently 3	Always 4
19. Shows students how to manage time and how to complete class and reading assignments.	[]	[]	[]	[]
20. Helps students set realistic course load during advisement and registration.	[]	[]	[]	[]

E. A Counselor creates a bond with students when he or she promotes the student's sense of *COMPETENCE*. Specifically, the counselor:

	Never 1	Sometimes 2	Frequently 3	Always 4
21. Rewards students for extra work in class.	[]	[]	[]	[]
22. Gives students cues on how to improve their grades in the course.	[]	[]	[]	[]
23. Shows students how to tackle each subject matter in small steps so that every student has the opportunity to succeed.	[]	[]	[]	[]
24. Encourages students seek a place in the Dean's Honor Roll and join the Students' Honor Society.	[]	[]	[]	[]
25. Asks students, voluntarily or for pay, to <i>tutor</i> or <i>mentor</i> fellow students.	[]	[]	[]	[]

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APPENDIX I

**STUDENTS' EVALUATION OF THE COUNSELOR
IN OCD-01 & OCD-11 CLASSES
(CREATING A BOND WITH STUDENTS)**

My counselor:

	Never 1	Sometimes 2	Frequently 3	Always 4
1. Enforces classroom rules of courtesy, punctuality and regular attendance.	[]	[]	[]	[]
2. Requires students to call in when absent and to catch up with classwork or make up for missed tests.	[]	[]	[]	[]
3. Reviews what is going to be covered in the mid-terms and finals, the <i>date</i> of the exams and the <i>format</i> of the exams.	[]	[]	[]	[]
4. Explains how the final grade will be calculated from tests, exams and class projects.	[]	[]	[]	[]
5. Explains to students the GPA they must maintain to avoid academic probation and academic suspension.	[]	[]	[]	[]
6. Encourages students to discover their interests, abilities, and values.	[]	[]	[]	[]
7. Asks each student in class to participate as a functioning, contributing group member.	[]	[]	[]	[]
8. Helps students develop social skills in acquiring a <i>class buddy</i>.	[]	[]	[]	[]
9. Encourages students to show approval and support toward one another.	[]	[]	[]	[]

	Never 1	Sometimes 2	Frequently 3	Always 4
10. Assists students identify their <i>educational</i> and <i>career</i> goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Shows students how to manage time and how to complete class and reading assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Gives students cues on how to improve their course grades and how to maintain the <i>GPA</i> s required for good academic standing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Encourages students set realistic courseload during advisement and registration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Motivates students seek a place in the Dean's Honor Roll and join the Students' Honor Society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Encourages students, voluntarily or for pay, to <i>tutor</i> or <i>mentor</i> fellow students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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