



Enhancing Student Success Consortium Initiative: Tennessee State University's Strategy for Best Practice and Effective Use of Title III Funding

Sessi S. F. Aboh, Ph.D.

The HBCU Enhancing Student Success Consortium Initiative

Project Description

In an effort to support its retention initiatives, Tennessee State University has established the Enhancing Student Success Consortium Initiative to:

- Create an enhanced academic and learning support system so as to accommodate the needs of the University's increasingly diverse student body;
- Provide academic support for all students, including those who need learning support in their general education courses; and
- Ultimately increase retention and graduation rates

Forces and Factors Influencing New Initiative

1. Internal Forces

- Institutional Mission
- University Strategic Plan
- University Master plan
- Moral Obligation and Accountability

2. External Forces

- Lumina Foundation: Goal 2025
- President Obama: America 2020
- Complete College Tennessee Act
- New Funding Formula
- Parents, Local & Global Competition

3. What We Know About Retention

- Astin: Theory of Involvement (1962)
- Tinto: Student Integration Model (1975)
- Swail, Redd, Perna: A Framework for Success (2004)





Student retention is often predicated upon student success, personal development, and campus integration. As a university we offer, through the academic and student affairs divisions, various services to encourage the pursuit of excellence, enhance academic achievement, cultural enrichment, and personal development.



Strategy for the new initiative:

Six major multi-disciplinary and intra-divisional units will collaborate to construct the *HBCU Enhancing Student Success Consortium*

Division of Academic Affairs:

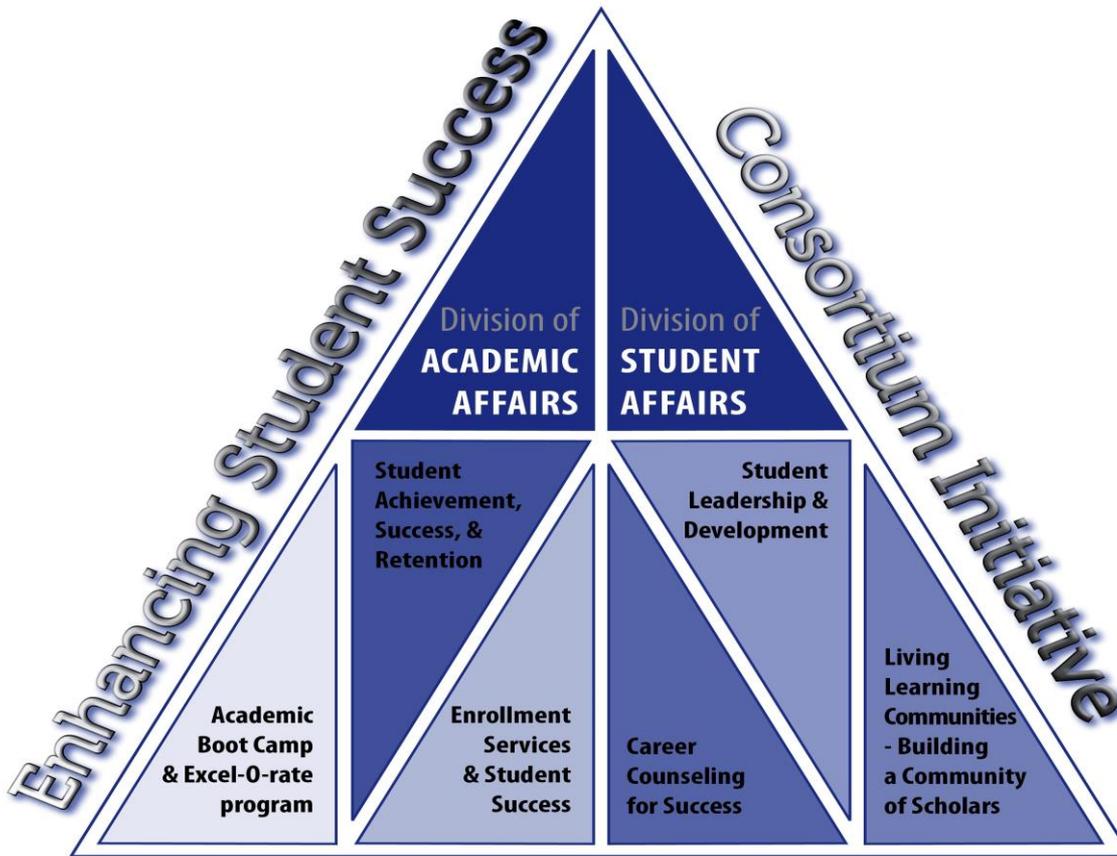
- Academic Boot Camp and Excel-O-rate program
- Student Achievement, Success, and Retention
- Man Center



Division of Student Affairs:

- Career Center
- Student Leadership Development
- Living Learning Communities - Building a Community of Scholars.

Six major intra-divisional units collaborated to construct this HBCU Enhancing Student Success Initiative



TENNESSEE STATE UNIVERSITY & title III

OBJECTIVES AND ANTICIPATED RESULTS

Two Major Objectives	Anticipated Results to Measure Success:
1. Enhance the centralized advisement system for freshman students to ensure accurate advisement, placement, and recommendations for appropriate learning support and ensure that seventy-five percent (75%) of first-time freshmen meet the first outcome of 24 student credit hours by the end of their first academic year.	75% of first time freshmen will complete 24 credit hours with at least 2.0 GPA by the end of their first academic year.

OBJECTIVES AND ANTICIPATED RESULTS

Major Objectives	Anticipated Results to Measure Success:
<p data-bbox="108 389 1058 733">2. Develop and enhance academic and student support services, through academic advisement, mentorship, and innovative leadership programs, to increase the retention and graduation rates of program participants by 5%; and the graduate/professional schools entrance and job placement rates for seniors by 5% annually.</p> <p data-bbox="108 846 1058 1039"><i>Baseline data is built around the 2010-2011 retention rate of (65.3%); six-year graduation rate of (33%); graduate/professional school entrance rate of (38%); and job placement rate of (19%).</i></p>	<ul data-bbox="1112 389 1682 1190" style="list-style-type: none"><li data-bbox="1112 389 1682 529">• 5% increase in retention rate of program participants each year.<li data-bbox="1112 594 1682 733">• 5% increase in graduation rate of program participants each year.<li data-bbox="1112 798 1682 991">• 5% increase in graduate or professional school attendance of program participants each year.<li data-bbox="1112 1055 1682 1190">• 5% increase in job placement of program participants each year.

Overview of Projects

- **Academic Boot Camp and Excel-O-Rate Program** includes a rigorous four-week residential program designed to help incoming students make a smooth transition from high school to the first year of college a credit-bearing course that allows participants to start their fall semester having completed three credit hours toward the 24-credit hour benchmark.
- **Student Achievement, Success, and Retention** creates a centralized advisement system for freshmen and sophomores to ensure that all lower level students receive a similar level of service, guidance, and monitoring.
- **Man Center** establishes a strong mentoring and advocacy program for male students that includes faculty, staff, and professionals from a variety of settings and disciplines, and participation in various workshops and lectures emphasizing academic excellence and social responsibility .

Overview of Projects

- **Career Counseling for Success** facilitates the development of a commitment to a major and/or to a career for undeclared and/or for those students who might be questioning their present academic major.
- **Student Leadership and Development** provides a central support for leadership, mentoring, advising, and integrating academic and educational support programs for improving retention and persistence to graduation within six years or less.
- **Living Learning Communities** takes an integrated approach to student engagement and learning by providing a system in which students and faculty participate in academic, cultural, social, and co-curricular activities in a residency setting.



Project Outcomes

- Project Outcomes to Date
- Ongoing Efforts



Q & A