

**السياسات والآليات الموحدة للكليات التقنية والمعتمدة في الاجتماع  
الدوري الرابع (٢٠١٦/٤/١٥)م**

**قرار رقم: (٢٠١٦/٤/٩-٢٠١٥)**

الموافقة على اعتماد السياسات والآليات الموحدة التالية للتطبيق في كافة الكليات  
التقنية:

١. سياسة الوثائق – أشرفت المديرية العامة للتعليم التقني والكليات التقنية  
العليا على إدارة تطويرها ومراجعتها مع كافة الأطراف ذات العلاقة.

٢. آلية توجيه وتوظيف الخريجين - أشرفت الكلية التقنية العليا على إدارة  
تطويرها ومراجعتها مع كافة الأطراف ذات العلاقة خلال ورشة تبادل  
الخبرات الثانية بتاريخ ٤ فبراير ٢٠١٦م.

٣. سياسة الترفع والاحتفاظ بالطلبة - أشرفت الكلية التقنية بالمصنعة على  
إدارة تطويرها ومراجعتها مع كافة الأطراف ذات العلاقة خلال ورشة  
تبادل الخبرات الثانية بتاريخ ٤ فبراير ٢٠١٦م.

٤. سياسة انتظام الطلبة- أشرفت الكلية التقنية بصلالة على إدارة تطويرها  
ومراجعتها مع كافة الأطراف ذات العلاقة خلال ورشة تبادل الخبرات  
الثانية بتاريخ ٤ فبراير ٢٠١٦م.

على ان يتم تعميمها بخطاب من سعادة الدكتورة الوكيله لجميع الكليات  
التقنية.



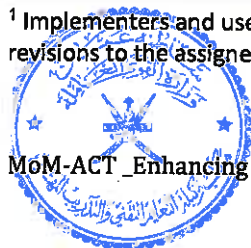
## MINISTRY OF MANPOWER

# Enhancing Student Progression and Retention

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To be implemented by	ADAA, HoDs/HoCs, Academic staff, College and academic Registrars, Student Affairs at all CoTs		

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<sup>1</sup> Implementers and users of this policy /document are kindly requested to send comments and suggested revisions to the assigned contact person as part of the policy review process.



## Version Control Table

### A. Document development details and summary of revisions

Version	Author	Date (dd/mm/yyyy)	Summary of revisions	Contributed by
0.1	ACT-QAO	January 28, 2016	First draft	CoTs QA coordinators, DGTE and QD of MoM,
0.2		February 4, 2016	Revision of procedures/mechanism by ACT	DGTE
0.3		February 10, 2016	Template revised, and some procedures added	Feedback from attendees in the 2nd Practice Sharing Workshop, PSW2.
0.4		March 1-13, 2016	Format of the policy, further review of the procedures, table (appendix), references and language	Revised mechanism based on feedback from MoM QD, MoM QO, and CoTs.
0.5		April, 2016	Clarification of some terminology	Reviewed by CC of CoTs
0.6		May 2016	Addition of "Exit interview" in the procedure and exit interview form added as an appendix.	Reviewed by IT Specialization Committee
1.0		16 June 2016	Approval by MoM	ELC staff, MoM

### B. Plagiarism verification

Version	Team/committee/person	Date (dd/mm/yyyy)	% of Plagiarism	Signature
1.0- Final draft	HCT	14/06/2016	11%	

### C. Document proof read by:

Version	Team/committee/person	Date (dd/mm/yyyy)	Language quality (Excellent, good, Fair)	Signature
Final draft	QA Office	13/06/2016	Good	
	ELC staff	13/06/2016	Good	

Approval Authorities Signature/Date:



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## Introduction

Colleges of Technology (CoTs) are committed to helping students whenever they need to improve their studies. Student progression and retention is a shared responsibility of all centers and departments of the college. In today's educational climate, college success is defined as ensuring achievement for every student. Ensuring students' success in their studies is the outmost objective of all. To reach this goal, educators need ways to help them identify students who are academically at risk and adjust instructional strategies to better meet these students' needs. Student progress monitoring is a practice that helps lecturers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions<sup>1</sup>. In addition, the learning environment and student's experience have a great influence on them to continuously pursue their studies.

This document explores and details the following:

- Principles of Student Progression and Retention
- Measuring Progression and Retention at Colleges of Technology; Semester wise and Batch wise approaches.
- Estimation of Student Progression and Retention.
- Student Retention and Progression Data Analysis.
- Strategies to Enhance Student Retention and Progression; for all students and students at risk.
- Templates of Student Status

### Principles of Student Progression and Retention

Student progression means that a student has progressed to the next level of a program with the same or similar qualification aim. Student progression is a measure of the rate at which students persist in their educational program at an institution, expressed in a percentage. For all institutions, this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. Student retention in its simpler definition is where student is present in one academic year and also present in the following academic year. Retention is the outcome of how many students remained enrolled from fall to fall<sup>2</sup>.



Increase in retention rates is a function of the current state of efforts to improve the quality of educational programs and services. Retention strategies already in place can serve as an excellent foundation for developing an ongoing and more systematic approach to improve the quality of student life and learning. A significant and meaningful participation in extracurricular activities can contribute to student retention while an early warning intervention plan for students-at-risk can help increasing retention<sup>3</sup>.

### **Measuring Progression and Retention at Colleges of Technology**

Student progression and retention is measured in two ways:

1. In the Semester wise report, the number of students who completed, are still in level, transferred and dismissed /withdrawn in each level is calculated.(appendix 3)
2. In the Batch wise report, the number of presently studying students (active students) and inactive students (graduated, transferred, withdrawn, dismissed or postponed) in a batch is calculated. (appendix 1)

Student retention is measured by getting the percentage of students who return to continue their studies in the college every year. Student progression is measured by getting the percentage of students who progress to a higher level from the students who completed a level. In the appendices, it will clearly explain how those percentages are derived. Based on the results; batch wise and semester wise progression and retention rates and strategies to increase retention and progression are delivered (CoTs annual report template 2014, page 18 and 19).

The analysis and evaluation of student retention and progression can be used to review the current programs, assist lecturers to make better decisions in planning their lessons, teaching their courses and providing appropriate feedback and advisement.

In keeping track of students' retention and progression, the college supports a regular system for monitoring the academic aspect of the individual student performance. Various reports can be generated from the implemented Student Record System (SMS or CIMS) such as list of students under probation, list of remaining courses for the students, students entitled for OJT, students moving to the next level, students graduation, students drop out for several reasons such as postponement, dismissal, withdrawal, suspension etc. (see more of student status in appendix 1).



CoTs are committed to better understand the impact of practices on student retention and progression. An effective and early intervention plan for students who have a learning difficulty will help their educational progress.

### Estimation of Student Progression and Retention

- Batch wise and Level wise Data:

The data on batch size, drop-outs, student level movement and other student status over the past years will enable the college to see if there is a significant decrease or increase in the student's progression. This way, the academic departments can prepare an early intervention plan for students in need.

- The data are collected and calculated manually:

A. For batch wise report: active students + inactive students = intake batch (appendix 1)

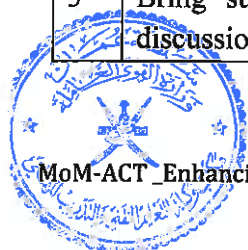
B. For semester wise report :

*Still in level = No. of students – (completed + Dismissed + Withdrawn + transferred)*

*Percentage of level = Completed level / No. of students x 100*

To collect and analyze college wide data at the end of the current semester, the academic departments perform the following procedures:

	Procedure	Responsibility	Reference
1	Submit student status data to the Academic Registrar of the department after the final examination results	Advisors	
2	Once received, consolidate the student's status data and input the data to the Batch-wise statistical report	Academic Registrars	Appendix 1
3	Prepare summary report of student status for the current semester to be sent to ADAA, HoDs and HoC.	Academic Registrars	Appendix 2
4	Analyze the data in the report and suggest actions to improve (teaching methodologies, assessment strategies, teaching staff development, Student Centered Learning, academic support, etc) to be further discussed in CC meeting.	HoDs/HoC and staff in C and Ds	
5	Bring suggestions from C and Ds to CC for discussion.	HoDs and HoC	



6	Proposals for actions are drawn based on the results and discussion.	CC	
7	The taken decisions are communicated to staff in the departmental meetings for implementation and regularly followed up to achieve improvement.	HoDs/HoC	
8	Prepare Semester wise report (Appendix 3) and Academic year report (Appendix 4)	Academic Registrar	Appendix 3 and Appendix 4
9	Distribute a copy of the above reports mentioned in procedure no 7 to for analysis, copy to ADAA, the HoC/HoDs of Academic departments and Head of Registration and College Registrar.	Academic Registrar	
<p><b>The indicators to assess the effectiveness of the strategies;</b></p> <ol style="list-style-type: none"> <li>1) The general feedback received after advising sessions and remedial classes.</li> <li>2) The noticed increase in the retention and progression rates.</li> <li>3) The number of students going out of probation, and</li> <li>4) Improvement in student status after attending the remedial program or tutorial.</li> <li>5) Feedback from Student Exit Interview conducted by the advisor. <i>(a copy is provided to the SA, Guidance Counselor)</i></li> </ol>			

### Strategies to Enhance Student Retention and Progression

Students need attention and care to succeed. However, students who are at high academic risk may require more personal attention in order to help them be among the normal students. The following strategies are suggested to help at high risk students and therefore enhance student retention and progression;

- Personal coaches should be assigned to those students who are most at-risk and need a closer attention. These students will meet with their advisors/lecturers on weekly basis (or more often, if necessary) to guide them uncover their strengths and weaknesses and set short-term and long-term goals.<sup>4</sup>
- Proper guidance and counseling by the Student Affairs counselor should be provided to non-academic issues affecting student's academic performance.
- Student exit interviews should also be conducted to get feedback on why students leave the college and how the institution should address such reasons. (appendix 5).





- Acting upon the data collected on student retention and progression, more strategies below ( but not limited to) will properly monitor all students and students in need for timely completion of their program.

**For All Students**

1. Assist foundation students in the transition to college-level courses by providing a proper and focused orientation and induction.
2. Ensure timely communication between lecturers and advisors about student status.
3. Provide academic support such as allotting extra time for tutorials that are related to the course and skills needed by the students.
4. Provide a timetable slot for an hour in a week utilizing lecturer’s office hours.
5. Evaluate on time the results of assessments of quizzes, assignments, midterms and class and lab activity etc. to provide early feedback for students and accordingly adjust the teaching methods and delivery for students with difficulties.
6. Recognize early warning indicators such as poor attendance and punctuality and declining student’s marks in order to provide academic counseling at the early stage.
7. Engage students with others in their learning process such as; participation in group assignments or group work to foster social and academic integration among students.
8. Provide presentation on study skills and personal development workshops, etc.
9. Involve students by participating in a wide variety of programs and services on the campus.

**For Students-At Risk\***

Students are considered at high risk if they exhibit continuous low marks and attendance. Special attention and continuous support for students-at-risk is essential for their success. The support can be described in the below procedures:

1. Report the status of students-at-risk <sup>5</sup>.

	<b>Procedure</b>	<b>Responsibility</b>
1.1	Assess progress (through Quiz and class participation and general observation) of students during the weeks before the midterm	Course Lecturer
1.2	Report to the Course coordinator the “at risk” students and a copy to be given to the advisor and HoS/HoD.	Course Lecturer
1.3	Aggregate the number of at-risk students in a specific course and report to HoS/HoD.	Course Coordinator in cooperation with



	<p>1.3.1 Plan the remedial class/tutorial class with HoD/HoS by;</p> <p>a. Assigning one of the lecturers who is teaching that specific course to be conducted</p> <p>b. Communicating the schedule and the venue to the course lecturers and concerned students through noticed boards and their advisors,</p> <p>1.3.2 Conduct formative/summative assessment to at-risk students during the remedial classes to measure their understanding and improvement.</p>	Dept. registrar/ HoS/ HoD
1.4	After the remedial class, monitor at-risk student overall performance by collecting records from concerned lecturers teaching the remedial classes.	Lecture/Advisor
1.5	<p>Counseling at-risk students depending on the risk nature;</p> <p>1.5.1 Academic Risk - students are advised to attend remedial or tutorial classes.</p> <p>1.5.2 Non-academic Risk - students are referred to the Student Affairs' Counseling department.</p>	<p>HoD, Advisor,</p> <p>-Student Affairs - Counseling Department</p>
1.6	<p>Reassess all students' course progress after Mid-exam results (for second cycle of monitoring);</p> <p>1.6.1 update at-risk students list and</p> <p>1.6.2 repeat procedures 1.1 to 1.6.</p>	Course lecturer, Advisor
1.7	Submit report on achievements made by 'At risk' students" to the course coordinator. The course coordinator consolidates and forwards the report to the HoD /HoS.	Course lecturer and course coordinator
1.8	Repeat procedures 1.3.1a to 1.3.1c	

\*(Semester 3 is excluded from the above procedures due to its short duration)

2. Establish a Department Help Center (Math help center, Accounting Help Center, Physics Help Center etc.) as additional support for all students. The selection of the course to be offered is based on midterm results and students' request and needs. The HoD/HoC assigns the course coordinator to facilitate the requested course. The HoS announces the details of the course through TV screens, notice boards and E-learning.
3. Provide tutorial after class or schedule a period to coach student-at-risk struggling in a certain lesson.



4. Inform the parents or guardians through proper channels (text/call or student affairs department) about the student's status
5. The HoC/HoD of each centre and departments should maintain a full record of student progression and retention with reports of analysis, recommendations, decisions and actions taken. The record will serve as a basis for follow up and improvement of student's status.
6. If a student showed a continuous low marks in spite of remedial and coaching given, a good motivational conversation may be of help to them. This way, the advisor or counsellor may decide for a better intervention.
7. The College Registrar/ Head of Registration department should maintain a database of college wide records.

#### References:

1. NCT student and retention policy, 2015.
2. College of Technologies Annual Report template
3. Program Monitoring improves instruction. Retrieved February 22, 2016 from <http://www.ascd.org/publications/educational-leadership/feb05/vol62/num05/How-Student-Progress-Monitoring-Improves-Instruction.aspx>
4. Student Success, Retention and Graduation. Retrieved February 22, 2016 from <http://www.stetson.edu/law/conferences/highered/archive/media/Student%20Success.%20Retention.%20and%20Graduation-%20Definitions.%20Theories.%20Practices.%20Patterns.%20and%20Trends.pdf>. Access date
5. Retention Principles. Retrieved February 23, 2016 from [https://www.dcccd.edu/sitecollectiondocuments/dcccd/docs/departments/do/eduaff/transfer/events/wg\\_retention\\_principles.pdf](https://www.dcccd.edu/sitecollectiondocuments/dcccd/docs/departments/do/eduaff/transfer/events/wg_retention_principles.pdf).
6. Building Student Retention Program. Retrieved February 23, 2016 from <https://www.universitybusiness.com/article/building-student-retention-program-challenge-worth-effort>



## Comments for review

Stakeholders (persons responsible for implementing this mechanism) are kindly requested to provide their feedback, if any, at the end of the implementation cycle to the document controller /contact person.

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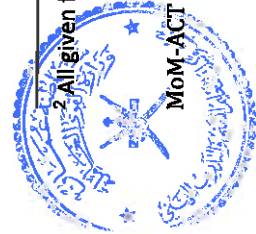
Reviewer/s: Signature:



**Appendix 1<sup>2</sup>**

**COT**  
**A complete Statistical Report – Batch wise and Status wise information**  
**Department of X**  
**Specialization of X**

Status of Students (Batch Wise)	Sep 10	Jan 10	May 10	Sep 11	Jan 11	May 11	Sep 12	Jan 12	May 12	Sep 13	Jan 13	May 13	Sep 14	Jan 14	May 14	Sep 15	Jan 15	May 15	Jan 16	Total	
<b>Presently Studying or ACTIVE STUDENTS</b>																					
Baccalaureate Completed (To Exit)																					
For OJT Next Semester(Baccalaureate)																					
Continue in Baccalaureate																					
AD Completed prom. To																					
Conditional Baccalaureate																					
AD Completed (To Exit)																					
For OJT Next Semester(AD)																					
Continue in Advanced Diploma																					
Diploma Completed prom. To AD																					
Conditional Advanced Diploma																					
Diploma Completed (To Exit)																					
For OJT in Next Semester(Diploma)																					
Continue in Diploma Year 2																					
Dip Year 1 Completed prom. To Dip Year 2																					
Conditional Diploma Year 2																					
Continue in Diploma Year 1																					
To be Dismissed																					



<sup>2</sup> All given forms in this document are a sample, each college/department/center can modify or use its own relevant forms

INACTIVE STUDENTS																		
Graduated with Baccalaureate																		
Graduated with Advanced Diploma																		
Graduated with Diploma																		
Graduated with Certificate																		
Transferred (Bacc.) To other Colleges																		
Transferred (AD) To other Colleges																		
Transferred (Diploma 2) To other Colleges																		
Transferred (Diploma 1) To other Colleges																		
Withdrawn																		
Dismissed																		
Positoned/Suspended/Not Register/TBC																		
Internal Department Transfer																		
InTake Batch																		

\*\*\* Intake Batch = Active Students + Inactive Students



**Appendix 2**

**COT**  
**Center and Department**  
**Summary of Students status after Examination in the Semester \_\_\_\_\_**

Status	Specialization	No. of Students
Graduated (Diploma)		
Graduated (Bachelor)		
Presently in Diploma Year 1		
Presently in Diploma Year 2		
Presently in Advanced Diploma		
Presently in Bachelor		
Promoted to Diploma Year 2		
Promoted to Advanced Diploma		
Promoted to Bachelor		



Appendix 3.

COT  
Department of X

STUDENTS STATISTICS – SEMESTER/LEVEL WISE ..... - .....  
Progression and Retention

Level	September 2015-2016 Sem 1				January 2015-2016 Sem 2				May 2015-2016 Sem 3										
	No. of Students	Completed level	Still in level	Transferred to Other Colleges OR Other Dept.	Dismissed/Withdrawn	Postponed	No. of Students	Completed level	Still in level	Transferred to Other Colleges OR Other Dept.	Dismissed/Withdrawn	Postponed	No. of Students	Completed level	Still in level	Transferred to Other Colleges OR Other Dept.	Dismissed/Withdrawn	Postponed	
Diploma																			
Advanced Diploma																			
Baccalaureate																			
% Diploma																			
% Advanced Diploma																			
% Baccalaureate																			

*Still in level = No. of students – (completed + Dismissed + Withdrawn + transferred)*





Percentage of level = Completed level / No. of students x 100

**COT**  
**English Language Center**

**STUDENTS STATISTICS – SEMESTER/LEVEL WISE ..... - .....**  
**Progression and Retention**

Level	September 2015-2016 Sem 1					January 2015-2016 Sem 2					May 2015-2016 Sem 3								
	No. of Students	Completed level	Still in level	Transferred to Other Colleges OR Other Dept.	Dismissed/Withdrawn	Postponed	No. of Students	Completed level	Still in level	Transferred to Other Colleges OR Other Dept.	Dismissed/Withdrawn	Postponed	No. of Students	Completed level	Still in level	Transferred to Other Colleges OR Other Dept.	Dismissed/Withdrawn	Postponed	
Level 1																			
Level 2																			
Level 3																			
Level 4																			



Appendix 4.

**COT**  
**Department of X**  
**Academic Year Wise**  
 .....

Level	Summary - Progression and Retention									
	Total No. of Students		Completed level		Still in Level		Transferred to Other Colleges OR Other Dept.		Dismissed/Withdrawn	
	Number	%	Number	%	Number	%	Number	%	Number	%
Diploma										
Advanced Diploma										
Baccalaureate										



Appendix 5. (A CoT can use its own template, if prefers)

**COT**  
**Student Affairs Department**

**Student Exit Interview**

<b>Student ID</b>		<b>Student Name</b>	
<b>AY</b>		<b>Semester</b>	
<b>Batch</b>		<b>CGPA</b>	
<b>Department</b>		<b>Advisor</b>	

I, the undersigned, do not want to continue my studies due to the reason/s below;

**Reason/s for leaving the college:**

- |  |   |
|--|---|
| <input type="checkbox"/> Dismissal due to probation                      | <input type="checkbox"/> Transfer       |
| <input type="checkbox"/> Dismissal due to not registering for a semester | <input type="checkbox"/> Health         |
| <input type="checkbox"/> Dismissal due to two weeks continuous absence   | <input type="checkbox"/> Transportation |
| <input type="checkbox"/> Withdrawal from the college                     | <input type="checkbox"/> Marriage       |
| <input type="checkbox"/> Not achieving the required CGPA                 | <input type="checkbox"/> Job            |
|  | <input type="checkbox"/> Personal       |

**Other reason/s:**

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.....

1. Did you receive adequate academic assistance to improve your studies?

2. Do you have any other comments you would like to share?

.....  
Student Signature (with date)

.....  
Advisor signature

Cc: SA, Guidance Counselor

