



Mazoon College

Student Progression, Retention and Completion Policy

Policy title	Student Progression, Retention and Completion Policy
Policy number	LS001
Version no	V1.0
History	(√) new () revised
Status	Approved
Policy owner	Admission and Registration Department
Approved by	College Council
Approval date	24 January 2019
Effective from	24 January 2019
Review date	24 January 2023

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Abbreviations

ARD	Admissions and Registration Department
CGPA	Cumulative Grade Point Average
GPA	Grade Point Average
HoD	Head of Department

Definitions

Academic departments	All academic departments at Mazoon College: Business and Economics, English, Computer Science and IT, and General Foundation Program departments.
Attrition rate of students	The number of students who withdraw relative to the number of students who start the course or program.
Completion rate	Measurement of the number of students who complete the course in 150% of the normal duration of the program; graduation rate
Progression	The overall level of achievement of students measured as the proportion of courses passed relative to the class standing in the program or department.
Retention	Capacity to retain students with the aim of progressing through to completion of a program.

1. Introduction

The *Student Progression, Retention and Completion Policy* addresses progression, retention and completion rates of students at Mazoon College. The College offers a range of support mechanisms to the students to help them improve their academic achievements. A formal and reliable mechanism of tracking students' achievements in completing their qualification is very important.

2. Purpose of policy

The main goal of this policy is to ensure the improvement of the learning experience of students. Maintaining higher standards of learning, through the positive experiences of students, will help students in meeting their educational goals more effectively.

3. Rationale for policy

The *Student Progression, Retention and Completion Policy* is required to provide structured student support mechanisms to ensure better completion rates and to increase retention rates of students, and, in so doing, reduce the number of students on probation.

4. The scope of the policy

The policy is applicable to students from all academic departments, particularly students who are on probation while not excluding students who wish to improve their grades.

5. Policy statement

Retention is a multifaceted process and is underpinned by the following principles:

- All the staff are responsible for ensuring the successful progression, retention and completion of students in the minimum number of years possible.
- Retention should not result in the lowering of academic standards
- Decisions related to retention are to be made in the context of data that is provided by the Admissions and Registration Department (ARD) for example increases in the number of students on probation and number of withdrawals.

This policy focuses on promoting student success by supporting them in the most constructive ways to improve their academic achievement. The policy enables faculty members and other

relevant support sections of the College, who are directly and indirectly involved students learning support activities, to provide appropriate support to students and assist them in reaching their academic goals.

6. Procedures

6.1. Prior to students entering

It is important for the students to be provided with the following support at registration:

- Accurate academic information to the students in order to have realistic expectations
- Sound professional and career guidance
- Correct academic and career advice when choosing a program of study to avoid students leaving prematurely during the first year.

6.2 Implementation procedures

6.2.1 Induction into first year

Students should be provided with a comprehensive induction with a particular focus on getting to know the environment and the expectations of the program.

6.2.2 Academic skills and modules delivery

Fostering the engagement of students through teaching and learning should raise the personal commitment of students.

6.2.3 Tutorials

Tutorials for students should:

- Be explicitly linked to the outcomes for the course
- Enhance students' introduction to and then induction into the discipline
- Be a safe learning environment for practising verbal skills and testing students' own ideas
- Enhance the recognition and valuing of cultural diversity and gender equality
- Be well-administered and, if taken by student or graduate assistants, should have developmental support and be monitored by the lecturer or Head of Department (HoD)
- Should be small enough to allow for active participation by all students in the group.

6.2.3 Staff training and awareness

Special training for and awareness of staff about the learning needs of students and how best to support them, will help to gain important insight into the need for progression and retention of students in order to support students in their academic study.

6.2.4 Support to students at risk

Students' learning support should target specific learning needs in order to prevent students from further academic risk.

6.2.5 Recording remedial plans

All remedial plans are to be recorded and archived in the relevant department.

7. Implementation Guidelines

7.1 Remedial action plans

Specific remedial action plans must be developed by the HoD for each student and may include, but not be limited to the following activities:

- Effective academic advising
- Lecturer/tutor-led tutorial sessions
- In class assignments (e.g. problem solving, learning through case studies).
- Reading assignments
- Problem-based learning exercises focusing on specific learning
- Faculty-led tutoring in contact hours (especially skills-related deficiencies)
- Home assignments (individual/group)
- Academic mentoring
- Effective advisory assistance to students who achieve in the first semester GPA less than 2 points

7.2 Roles and responsibilities

7.2.1 The Admissions and Registration Department (ARD)

- The ARD will maintain a record of students' progression, regression, and completion on a semester basis.
- The ARD is responsible for data collection analysis and reporting on progression indicators to College council on a semester basis
- The ARD will maintain and provide data related to retention, progression, and completion to the academic departments.

7.2.2 The HoD

Departmental heads will initiate remedial actions such as:

- Plans for Improvement of teaching methods in various courses
- Staff training, and formulation of strategies to support low achievers.
- Monitoring the implementation of retention strategies
- Submitting a formal report to the Quality Assurance Department at the end of each semester.

7.2.3 Tutors

- The primary role of the tutor is to facilitate learning rather than disseminating information
- The tutor provides opportunities for active learning by students, rather than repetition of course content, especially in analysing and integrating information and problem solving
- The tutor should maintain records of attendance, planning, observations and any other notes that can contribute to the evaluation and improvement of the tutorials.

7.2.4 Academic staff

Academic staff will provide support for students in the following ways:

- Identifying students at risk (on probation) in their course and prepare a list on a semester basis
- Arranging meetings with students at risk in the respective course to assess their individual difficulties and learning needs
- Assigning remedial tasks to students as required

- Keeping a record of students' remedial assistance.

8. Monitoring and review

The implementation of this policy will be monitored through

- Analysis and reporting on student progression, retention and completion rates per semester
- The use of baseline data as a starting point for measurement of successful implementation.