

# A Second Chance at Success: Retention Through Provisional Admissions Programs

**Jordan Ryan**

Assistant Director  
Tech Transfer Acceleration Program  
Texas Tech University  
jordan.ryan@ttu.edu

**Catherine Nutter, Ph.D.**

Senior Director  
University Programs and Student Success  
Texas Tech University  
catherine.nutter@ttu.edu

**Patrick Hughes, Ph.D.**

Vice Provost  
University Programs and Student Success  
Texas Tech University  
patrick.hughes@ttu.edu

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“Texas Tech enjoys a strong partnership with CSRDE. One of our favorite aspects of the consortium is the opportunity to participate in the NSSR conference, where we can engage personally with other members. We get to learn how other institutions are using the data to improve and enhance retention and graduation rates, which gives us even more opportunities to do the same.”

~ **Patrick Hughes, Ph.D.**

Vice Provost, University Programs & Student Success

~ **Catherine Nutter, Ph.D.**

Senior Director, University Advising

~ **Jordan Ryan, M.A., M.Ed.**

Assistant Director, TTAP and PreLaw

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## Abstract

While most retention efforts focus on retaining students who have been successfully admitted, this paper presents a proactive retention strategy for students who have been denied admission to a 4-year university. The Tech Transfer Acceleration Program (TTAP) is a one-semester provisional admissions program for students who were denied admission to Texas Tech University (TTU). The purpose of this program is to improve at-risk student retention and persistence. TTAP students live on the TTU campus while taking community college courses through a local community college partnership. These courses are taught on the TTU campus by community college instructors. TTAP students are automatically eligible to enroll and begin coursework at TTU as a transfer student if they earn a 2.5 GPA during their provisional semester. Throughout the semester, TTAP students receive structured advising support centered on guided autonomy, self-regulatory learning, and major exploration. This study provides a review of TTAP, including student data related to transfer eligibility rates and first-year retention. Since provisional programs offer the unique opportunity for universities to increase transfer student enrollment and improve student retention, the goal of this paper is to provide a proactive retention and enrollment strategy for universities automatically when students are denied admission.

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# Introduction

When students graduate from high school, they have a variety of post-secondary options, including higher education, professional and trade programs, technical services, general employment, and military service. Among these options, post-secondary education programs are most popular for recent high school graduates. For example, 69.1% of 2018 high school graduates enrolled in either two-year colleges or four-year universities in the United States (Bureau of Labor Statistics, 2019). When students decide whether to attend a 2-year or 4-year institution, they often consider costs, proximity to home, career prospects, and the direction of parents, who are often responsible for financing their children's education.

In addition to the decision of what type of institution one might attend, students must navigate a competitive and complex admissions landscape. Institutions of different sizes, statures, and missions offer students and their families very different methods of application and admission. The anticipation of waiting for a decision from a college admissions board can be emotionally pleasurable or distressing depending on a student's confidence in their perceived college admissibility. While facing this uncertainty can be pleasurable for students who feel that their acceptance to their top choice college is virtually guaranteed (Lee & Qiu, 2009), students facing more uncertainty during the application process are likely to experience more distress while waiting for an answer than when they receive the rejection itself (Van Boven & Ashworth, 2007). Students admitted to their first-choice schools experience a sense of excitement and satisfaction as they begin to assume responsibility for the trajectory of their futures. The students that enjoy immediate success and admissibility to the institutions of their choice typically acclimate well to their chosen college or university, and predictably matriculate to degree completion in the usual prescribed timeframe of five to six years (Astin, 1985).

Students rejected from their primary college or university face alternate emotions ranging from disappointment, personal doubt, or academic apathy that leads to attrition. College rejection can be particularly detrimental for many students because it is the first time in their academic careers that they have experienced any significant form of perceived failure (Barth, 2010). There are, nevertheless, those among this group that persist and move forward with their second or third choice schools if admitted. However, if students are not admitted into any of the four-year colleges or universities of their choice, they are left with few post-secondary educational options aside from attending a technical school or a community college (Kiser & Hammer, 2016).

While retention efforts focus primarily on students who have successfully matriculated, there are innovative opportunities for universities to develop provisional admissions programs—also called deferred admission, alternative admission, conditional admission, and delayed transfer—to begin their retention initiatives when they deny admission to students. Provisional admissions programs are ideal for students seeking a second chance at college admissions—and they are ideal for universities seeking to improve at-risk student retention and persistence.

## University Admissions Criteria Literature Review

Many colleges and universities lack the ability to admit all potentially eligible students who apply. Institutions of higher learning execute a delicate balance between brick-and-mortar capacity, staffing considerations, and adherence to their specific academic mission. Colleges and universities have very distinct missions and desired outcomes. Public universities are different from private universities. Community colleges are unique from small liberal arts colleges. Each institution has unique goals and expectations for its faculty, staff, and students. Even in the case of nationally competitive colleges and universities that have historically enjoyed tremendous student interest and selectivity, there are new conversations taking place related to student intake, persistence, retention, and graduation.

The allure of high test scores of incoming college students, particularly when used in national rankings of colleges and universities, continues to exert a significant influence on the formation of incoming cohorts of freshman college students. Historically, these admissions practices have typically been informed by numerous research studies demonstrating positive correlations between Scholastic Assessment Test (SAT) and American College Test (ACT) test scores and college persistence (McGrath & Braunstein, 1997; Noble, 2003; Tracey & Robbins, 2006). In addition to standardized test scores, researchers recognize high school grade point averages (GPA) as being a reliable predictor of college readiness and persistence (Munro, 1981; Hoffman & Lowitzi, 2005). Thus, most four-year colleges and universities center their admissions criteria on a combination formula of standardized test scores and high school GPA when determining a student's admissibility (Clinedinst & Koranteng, 2017). Additionally, colleges and universities also rate the personal essay, a student's demonstrated interest, counselor and teacher recommendations, extracurricular activities, and class ranks as the next most important factors in a student's application (Clinedinst & Koranteng, 2017).

Yet, as the competition for students becomes more demanding, colleges and universities are re-examining traditional notions of recruitment and admissions. Traditional indices of higher education academic performance have been called into question so that exclusive reliance on SAT or ACT results continue to offer a limited predictive assessment of students' potential for post-secondary academic success (Hiss & Franks, 2014). For instance, research has shown that ACT/SAT and high school GPA account for only 25% of the variance of a student's academic performance in college (Sparkman, Maulding, & Roberts, 2012). Considerable research has examined the noncognitive factors that predict college persistence, retention, and graduation such as goal setting, time management, study habits, and self-advocacy (Byrd & MacDonald, 2005; Ting, 2009; Reid & Moore, 2008). Credé and Kuncel's (2008) meta-analysis revealed that noncognitive factors, specifically study habits, skills, and attitudes, rival ACT/SAT scores and high school GPA in predicting academic performance in college. Ting (2009) found that a combination of noncognitive variables and standardized test scores were significant predictors of academic success.

Research demonstrating noncognitive factors as predictors of academic success notwithstanding, most four-year institutions continue to evaluate student admissibility based on the combination of SAT/ACT scores and high school GPA. Students who do not meet these minimum admissions criteria are usually denied admission into the university via e-mail or stock letter. When students are denied admission to colleges and universities, they typically seek employment and abandon their goals for obtaining higher education (Complete College America, 2012). Students who remain undeterred by rejection will usually enroll in two-year universities to obtain an Associates Degree or to meet the transfer eligibility requirements of a four-year university (Kiser & Hammer, 2016). However, this route does not always lead to college persistence and graduation outcomes for students. For example, one study found that only 15% of students who enrolled at a two-year institution completed a degree at a four-year institution within six years (National Student Clearinghouse Research Center, 2011).

## Provisional Programs in the United States

The potential admission of students that continue to require additional preparation in terms of academic skills, personal qualities of discipline and persistence, and a credible presence of intellectual curiosity presents a unique opportunity to retain students who otherwise might not attend a four-year university or college at all. As previously mentioned, if noncognitive factors can predict college persistence, retention, and graduation, then provisional admissions programs can teach students the skills needed to excel in college. There are some colleges and universities that consider the long-term benefit of reconceptualizing notions of "college readiness" and how schools can accelerate the college-going potential of students that have been initially denied admissions. Colleges and universities have implemented provisional admissions programs to admit students who otherwise would be denied admission to college. These programs are designed in various ways, but with the same goal to admit, retain, and graduate more students.

Most provisional programs in the United States require students to attend nearby two-year colleges for at least one semester. The four-year universities partner with the two-year colleges to offer specific courses for the provisionally admitted students. Students must earn a minimum cumulative GPA to become automatically eligible to transfer upon completion of the provisional program. Depending on program staffing and budgets, provisionally admitted students may also receive academic advising support while participating in the program. For example, the University of Texas at Austin (UT Austin) offers a provisional admissions program for students whom are denied admission called Path to Admission through Co-Enrollment (PACE). Students enroll concurrently at the university and Austin Community College (ACC) – Rio Grande (University of Texas at Austin, 2019). Throughout their freshman year, PACE students have the opportunity live on campus, participate in campus life and activities, and receive academic advising support from a PACE advisor. Students must earn a 2.0 GPA in their courses at UT Austin and, depending on the student's preferred academic major, between a 3.0 and 3.2 GPA to transfer automatically into UT Austin at the end of the spring semester. Like PACE, Texas State University also offers a provisional admission program called The Pathway Program. Pathway students enroll concurrently at ACC and Texas State while living on campus at Texas State unless they qualify for a housing exemption (Texas State University, 2019). Students must complete at least 24 hours of coursework with a minimum 2.25 cumulative GPA to qualify for automatic admissions to Texas State University. There are other similar provisional programs in Texas, such as the Transitioning Roadrunners at Alamo College (On-TRAC) at the University of Texas at San Antonio and the Transfer Enrollment at A&M (TEAM) program at Texas A&M University.

Provisional programs are not unique to Texas universities. Colleges and universities from across the nation, even those institutions with historically competitive admissions processes, partner with community colleges to offer provisional admissions programs. For instance, Berkley College offers conditional admission to international students through a partnership at the New York City campus through Rennert International (Berkley College, 2019). Although not advertised on the school's website, George Washington University admits thirty students per year through a provisional program that requires denied students to attend the American University of Paris for their freshman year (Marcus, 2018). Colorado Mesa University (CMU) offers a provisional program called Greater Opportunity for Academic and Life Skills (GOALS) where students enroll in a maximum of 31 hours during their freshman year while also enrolling in a one-hour college success skills course each semester (Colorado Mesa University, 2019). If GOALS students achieve at least a 2.0 GPA, they can transition to their desired bachelor's degree program at CMU after their freshman year. GOALS students also meet with advisors every three weeks to discuss academic progress.

## Program Overview: The Tech Transfer Acceleration Program

Texas Tech University (TTU) is home to more than 38,000 students (Texas Tech University, 2018). The enrollment has increased consistently every year due to higher numbers of under-represented students, first-time freshmen, and transfer students. However, the admission rate for all undergraduate students has dropped approximately 10% over the last several years, from 77% in 2007 to 60% in 2018. The decline reflects the more stringent admission criteria such as increased SAT/ACT scores, higher GPAs, and Honors/AP/dual credit that TTU, like other universities in the country, has adopted to improve the profile of its entering class, and by extension its overall undergraduate population. The academic profile of undergraduates is a significant metric of quality among the more visible ranking systems applied to institutions of higher education. As colleges and universities continue to elevate their admissibility standards, a growing number of students become immediately ineligible to attend said schools.

When students are not admitted to TTU, the admissions office notifies them through a formal letter of declination which includes descriptions of alternative admissions options for these students. These alternative admissions options include the following: summer Gateway program, re-evaluation, provisional admission, and future transfer.

The summer Gateway program encourages students to enroll in courses through a local community college of the student's choice during the summer prior to admissions to TTU. The goal of this program is to provide the student an opportunity to improve their GPA and demonstrate their commitment and preparation for the rigors of higher education. Once the student has completed the requisite coursework, the transcript is submitted to Texas Tech for academic credit and reevaluation of admissibility. The university still must review the transcript and determine if the criteria set forth by the Gateway program has been met. In those instances where the student has satisfactorily demonstrated academic proficiency, defined by achieving a 2.5 GPA in the community college courses attempted and completed, the student is automatically admitted for the fall semester without having to reapply to TTU.

Lastly, students are offered the option to take courses elsewhere and eventually reapply as transfer students. While offering alternative admission options to students may decrease the impact of an initial rejection and provide students with practical courses of action toward achieving a four-year degree, most of TTU's options may be considered "hands-off" in that these students only receive some academic guidance on their potential admission into TTU. These choices are highly dependent on student-centered initiatives, and their individual negotiation of the steps necessary to persevere academically and eventually become enrolled. Many students are reluctant to be admitted provisionally because of the perceived pejorative stigmas. Finally, institutions that admit students under provisional categories typically offer very little direct support to students to explore and fully understand the menu of alternative admission options.

To address the generally underutilized and stigmatized mechanisms of alternative admissibility for eager and committed undergraduates, TTU initiated the Tech Transfer Acceleration Program (TTAP). TTAP was introduced for the purpose of providing a highly supportive, academically responsive alternative for denied students to attend an elite research university. TTAP assists students to become socially and academically acclimated to the scale, scope, and rigor of a nationally recognized research university. TTAP was started in 2009 as the brainchild of then TTU President Guy Bailey. The program was implemented through the Office of the Provost to create a unique partnership with its neighboring community college to accelerate the transfer of students into TTU. TTAP was designed to more intrusively support students at the beginning of their academic careers and prepare them to effectively persist through graduation. In other words, the program focuses on student retention and persistence beginning with their first semester in college.

## How TTAP Works

The Tech Transfer Acceleration Program is designed as a one-semester program that helps students strengthen their college readiness skills. The program is intended for first-time-in-college students who are initially denied admission into Texas Tech University, but who still wish to pursue their education at the university. Students are accepted during the fall, and applications are accepted as long as they meet the program qualifications, which include being denied admission from TTU, demonstrating college readiness in reading and writing, submitting a complete TTAP application with a personal essay, and maintaining at least a 2.0 grade-point average in high school. TTAP is only offered to students during the Fall Semester. The program typically accepts 50 to 100 students.

The TTAP program works much like the admissions office's Gateway program, except that students take classes on the Texas Tech University campus. Students enroll in a nearby community college to which they pay their tuition. However, classes are held on the Texas Tech University campus and academic advising responsibilities remain with the TTAP academic advisors, so students can become immersed in the larger university campus while being enrolled in smaller classes. Students also live in Texas Tech University on-campus housing. Because students receive Texas Tech University ID cards, they can also participate in Texas Tech University functions. In general, the program provides students the opportunity to receive active learning assistance while becoming accustomed to the social climate of college.



Because TTAP is a joint endeavor between Texas Tech University and the local community college, participants must submit documentation to both schools. This information includes admissions applications, housing applications, financial aid requests (via the Free Application for Federal Student Aid, or FAFSA), payments, and program contracts. When students successfully complete the program, TTAP personnel automatically transfer students' information to Texas Tech University, and students are admitted fully to the university. On the other hand, if students do not complete the program successfully, they meet with TTAP advisors to plan alternative options exploring other schools in which to enroll.

Like any other provisional program, TTAP has specific requirements that students must meet in order to remain in good standing and eligible for transfer into Texas Tech University. These requirements include attendance, enrollment status, orientation and seminar participation, advising sessions, study hall hours, minimum end-of-semester GPA, and limits on social involvement. The following paragraphs outline each of these requirements in detail.

Students must attend a TTAP program-specific orientation prior to the start of the term. The program's orientation is a one-day event where students meet their academic advisors and learn about campus resources at both the Texas Tech University campus and the local community college campus. Students may also purchase textbooks for their courses and obtain student ID cards during this time.

The most important standard of continued enrollment in TTAP is classroom attendance. Because attendance is a direct reflection of students' educational motivation (Moore, 2006), it is also a good indicator of long-term success and persistence. Therefore, students are expected to attend classes regularly with few absences. During the fall semester, students are allowed a cumulative total of four absences per three-hour course. For TTAP, absences are neither excused nor unexcused; rather, these cumulate into a total number of absences. Once students exceed the total number of absences, they may be dismissed from the program.

Additionally, students are required to maintain full-time enrollment while in the program. During the TTAP semester, students must be registered for and complete at least twelve credit hours. Students who drop below the minimum threshold are dismissed from the program and thus no longer eligible for automatic transfer to TTU. These students, however, can maintain enrollment with the local community college.

In addition to the twelve credit hours in which students must enroll at the local community college, they are also required to take a one-hour first-year college experience seminar. This is the only course in which TTAP students enroll at TTU. The first-year seminar is a crucial component of TTAP because these courses are typically associated with increased rates of student retention and engagement (Kuh, 2008). Consistent with the "extended orientation seminar" classification proposed by Barefoot and Fidler (1996), the course includes an introduction to campus resources, time management strategies, academic and career planning, individualized learning strategies, and self-directed learning and work habits. As part of the course curriculum, students must complete the Strong Interest Inventory, a robust career inventory that uses Holland's (1973, 1997) Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC) hexagon taxonomy of interests to guide towards their career interests and identify which areas of study are appropriate or required for a particular field.

Given that college transition poses unique challenges for marginal post-secondary students, especially for historically underrepresented and economically-disadvantaged students (Engle & Tinto, 2008), TTAP students must meet biweekly with their academic advisor to facilitate the transition process, especially the psychosocial factors that impact academic success (Tinto, 2012). During these meetings, TTAP academic advisors blend intrusive advising practices with developmental advising to facilitate student-centered learning and ownership of the educational career. By guiding the students' academic progress instead of leading it, the academic advisor becomes a mentor and facilitator and the student becomes the leader and author of their own journey. Self-directed learning, mentorship, and student development are the anticipated outcomes of TTAP academic advising.

Finally, to fulfill all requirements of TTAP, students must comply with Texas Tech University's and the community college's student codes of conduct. They must uphold the highest standards of academic integrity and honesty, thus ultimately achieving program success by obtaining and maintaining a minimum 2.5 GPA during the semester. Grades, performance, and productivity are assessed during advising sessions to prevent any surprises at the end of the semester. Students who fail to meet these requirements are dismissed from the program and university.

TTAP requirements are outlined and stressed multiple times to students at the beginning of the semester. In fact, students are required to sign a contract that states that they are aware of and understand all program requirements. The contract is designed to emphasize the importance of students' dedication and commitment to the program. While the requirements may seem rigorous for new freshmen, TTAP provides numerous benefits that outweigh any perceived obstacles. The following section details these benefits, ranging from class size to specialized campus resources.

## TTAP Benefits

Aside from granting students who otherwise might not attend college at all the opportunity to attend a large four-year university, TTAP offers students several academic and social benefits. These benefits include smaller classes, personalized instruction, peer tutoring and coaching, academic support and reinforcement, and specialized program resources.

### Academic Resources

The most critical benefits of TTAP are the classes that students take as well as the personalized instruction they receive in small class settings. Students are provided with a limited course selection during their time in TTAP (all courses, however, fulfill basic core requirements) so that they feel part of a solid, supportive cohort. The courses differ slightly by semester or term, but the curriculum encompasses core subjects from a variety of disciplines so that students can experience fields of study. The typical course subjects include English composition, United States history, sociology, music appreciation, algebra (with a developmental component for students who require remediation based on standardized test scores), political science, humanities, geography, and speech communication. The limited course selection also helps TTAP academic advisors maintain a collaborative relationship with instructors to assess the progress of students within the program while helping students stay focused to acquire the required core credits.

In addition to a concise selection of courses, instructors teach no more than twenty-five students per class, which allows them to connect one-on-one with their students. Many TTAP students need individualized instruction to perform better in new environments, which is difficult to achieve in large lecture format classes with more than 100 students. Many times, students in a large university setting feel that instructors are unavailable or inapproachable in large lectures. In TTAP courses, however, instructors are aware of the added responsibility they have to ensure that students have the opportunity succeed with their assistance, so instructors make it a priority to teach students success strategies as well as subject content. Students learn how to approach their instructors with questions or concerns and to view their instructors as mentors to guide their learning pursuits so that when they leave TTAP, they can navigate larger classes just as well. Instructors submit biweekly grade reports to TTAP advisors so advisors can closely monitor each student's course progress and incorporate grade reports into advising sessions as necessary.

Moreover, a small cohort of students provides a unique peer tutoring experience. Because many of the TTAP students are enrolled in the same classes, a supportive student environment is created, which fosters shared learning experiences. Students may find that being surrounded by familiar faces is a reassuring strategy for academic and social success, and they may be more comfortable reaching out for help from other students in similar situations or from similar backgrounds. For example, the Learning Center at TTU provides peer

tutoring in all course subjects that TTAP offers. Students are charged a fee for the Learning Center at the beginning of the semester regardless if they utilize tutoring services or not, so they do not have to pay for tutoring services each visit. Students are regularly encouraged by instructors and TTAP advisors to visit the Learning Center frequently. Ultimately, the small classes and support from instructors and other students are the major benefits of TTAP.

Outside of the classroom, TTAP students receive additional academic support from engaged advising staff and quick access to various resources. TTAP students have access to an abundance of academic advisors and specialists to assist students with their needs inside and outside of the classroom. By virtue of its designed organizational structure, TTAP advising and exploration advising share a common office suite, which means TTAP students have immediate access to academic advisors specially trained to help students explore and confirm choice of academic majors. The staff also helps students acquire and maintain a certain level of accountability by reinforcing classroom assignments, attendance, and performance. These advising practices emphasize a level of commitment to TTAP and education beyond the program. Additionally, all university students have access to librarians who specialize in specific subjects, and TTAP students have access to their own program librarian who is familiar with the program and course requirements. The academic benefits of TTAP go beyond helping students complete the program; the program helps students persist through their entire college journey.

## Social Resources

Aside from the clear academic benefits of TTAP, the program offers students additional benefits on the other side of the college experience: the social experience. Students in TTAP may be enrolled through the local community college, but they participate in almost all social activities TTU has to offer. These activities include sporting events, student social functions, access to the student recreation center and intramural sports, and residence hall events. These activities are free and available to all students with a valid Texas Tech University student identification cards, which TTAP students receive during orientation.

The only temporary disadvantage of TTAP that students may perceive is the inability to participate in Greek Life. Students who want to join a sorority or fraternity must be enrolled as a full-time student at Texas Tech University, so any TTAP student who is interested in this social pursuit is encouraged to participate in rush activities during the Spring semester.

## Outcomes of TTAP Participation

TTAP has been in existence since 2009 and has undergone revisions, refinements, and edits to its operating and admission processes over that decade. Initially, students were admitted to TTAP in each semester: fall, spring, and summer. TTAP applicants in those early years also included transfer students who were denied admission to TTU. TTAP students were also afforded the opportunity to continue in the TTAP program a second semester if they were not successful the first term. Today's version of TTAP is different. Applicants generally have fewer than 15 dual-credit or AP credits and are almost exclusively first-time college students. TTAP is now a fall-only admission program now, as spring applicants to the university tend to be transfer students.

In all, 1,196 students have been admitted to the TTAP program. Of those students, a full 72.5% have met the requirements for automatic transfer to Texas Tech. That means 867 students who were initially denied admission to a major research university have succeeded in earning admission. Those students have on average maintained an enrollment of six semesters, with a first-semester retention rate of 89.4%. In addition to continued enrollment, TTAP participation has led 242 students to graduate from Texas Tech University when they had initially been denied admission.

Perhaps the greatest achievement of an alternative admission program is the ability for students in the program to blend in with the admitted student body at large. Over the course of the last 10 years, TTAP students have assimilated into the larger Texas Tech student population quite well. For enrollment, majors, and GPA information, we can take a snapshot for Fall 2019. Currently, 226 former TTAP students (transferred fully in Spring 2011-Spring 2018) are registered for Fall 2019. These students are enrolled in 70 majors in all 11 main colleges, including competitive majors in competitive colleges (Honors College is the sole exclusion). Eleven of these students are pursuing graduate degrees at Texas Tech. The average GPA for the 214 undergraduates is 2.67, and they have an average 81 semester hours of credit.

Students who begin in TTAP are graduating, and they are graduating at rates equal to or higher than students from the lower two quartiles admitted directly from high school. Graduation rates for former TTAP students (49 % graduating 4-6 years after transfer to Tech) run just below the general 5-year rates for the institution (53-55% for most cohorts). Perhaps most telling, the TTAP graduation rates are equal to 6-year graduation rates for the 3rd quartile admitted students for the same time period (49%) and well above the 6-year graduation rates for the 4th quartile students (24%). This preliminary data suggests that the components of TTAP - multiple targeted advising meetings, intentional conversations, deliberate transition from high school to college, and a focus on acquisition of academic skills – work in concert to provide a foundation from which students are able to step into the world of higher education and hold their own.

## Conclusion

TTAP offers students tremendous academic and social benefits. While the program is intentionally rigorous to prepare students for college life after transfer, the mutual benefits of TTAP prove useful to students and to university. For students, the program offers a second chance to demonstrate to their parents, family, peers, and, most importantly, themselves that they are capable of being successful in college. For TTU, the provisional program provides a strategy by which the university can increase enrollment and retain students who may have otherwise never attended TTU.

Colleges and universities should consider implementing provisional programs to boost enrollment and increase retention of at-risk students. These provisional programs should provide academic advising support centered on guided autonomy and self-directed learning so that students can be self-sufficient and academically autonomous once they transfer to the university.

Recommendations for future studies include exploring the racial and socioeconomic demographics of students who participate in provisional programs. Specifically, future research could examine the retention efficacy of provisional programs on historically marginalized students. Research could also explore student perceptions about their participation in a provisional program, including aspects of the program that they found most beneficial to them. Perceived stigmas towards their provisional admittance and its impact on academic self-efficacy should also be considered.

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## About the Consortium

The Consortium for Student Retention Data Exchange (CSRDE) is an association of two-year and four-year institutions with the common goal of achieving the highest possible levels of student success through collaboratively sharing data, knowledge and innovation. Founded in 1994 by a small group of Institutional Research directors as a data exchange of college retention and graduation data, our first report was published in May of 1995.

The Consortium has broadened its mission to include sharing not only data, but knowledge and innovation. We now have a diverse membership of about 350 colleges and universities and compile four retention reports each year. As well as hosting the annual [National Symposium on Student Success and Retention](#), we host a [webinar series](#) and have created a dynamic electronic book called [\*Building Bridges for Student Success: A Sourcebook for Colleges and Universities\*](#).

CSRDE is coordinated by the Center for Institutional Data Exchange and Analysis (C-IDEA) at the University of Oklahoma. C-IDEA is also the program evaluator for the Oklahoma Louis Stokes Alliance for Minority Participation (OK-LSAMP) program, which is funded by the National Science Foundation.

The mission of the University of Oklahoma is to provide the best possible educational experience for our students through excellence in teaching, research and creative activity, and service to the state and society.





**CSRDE/C-IDEA at The University of Oklahoma**  
1700 Asp Ave., Norman, OK 73072 • Website: [csrde.ou.edu](http://csrde.ou.edu) • Email: [csrde@ou.edu](mailto:csrde@ou.edu) • Phone: 405-325-2158