Monday, May 21, 2012 (9 am - 12 pm)
Pre-Conference Workshop - Data Simplified: Working with Institutional Data for Retention Purposes

Defining retention rates - depends on what cohort you want to rate
  • Do we agree on basic definitions of retention, persistence, attrition, and dropout?
  • What are the federal guidelines?
  • How do accreditation bodies use these terms?

Retention parameters:
  • Fall-Fall
  • Spring-Spring
  • FY-FY
  • IPEDS (Certificate/Degree Completion) - defined by Federal Government

Definitions:
Dropout - students who leave college and do not return
Stopout - students who leave college and do return at some point
Reverse transfer - students who go to university and then transfer to 2-year college

A broader definition of retention needs to be addressed beyond graduation rates.
"Students persist. Institutions retain."

Major factors that contribute to defining retention at two-year and community colleges:
  • Mission statement
  • Student intent
  • Type of retention
    • Course
    • within Major
    • System (RUSO)
    • Institution (SE)

The Research Question - see pages 6-8 of Pre-Conference Workshop handout

www.sagepub.co.uk/resources/oleary/olearychapter3.ppt
(based on looking at FTE more than headcount)

Exercise -
Question to ask for SE students -
What factor(s) do you think may affect your ability to complete your degree? (first semester)

1. Economic
2. Course rigor
3. Change in major(s)
4. Life alteration (move, marriage, employment)
5. Other (please state) __________________

What factor(s) do you think could have affected your ability to your degree? (final semester)

1. Economic
2. Course rigor
3. Change in major(s)
4. Life alteration (move, marriage, employment)
5. Other (please state) __________________

Research Designs: Population and Sample (pp. 9-10)

- Units of analysis (student, course, instructor, or combination)
- Large-n (# of possible participants) or small-n (# of actual participants) - (variations in qualitative and quantitative techniques)
- Cross-sectional (CS)
- Longitudinal (aka Time Series-TS)
- Both cross-sectional and longitudinal (CSTS) - snapshot vs. film

Transfer Students - how do we capture information concerning desire to transfer, transfer to particular universities, success in transferring, etc.

Developmental Students - how to capture information when success/failure rates prohibit accurate reporting?

Research Designs: Measuring Results (pages 10-11)

- Experimental, quasi-experimental, or non-experimental
- Data collection and compilation
  - Gathering (capturing) - 30% rate of response is acceptable
    - Quantitative (numbers - surveys) or qualitative (interpersonal interaction - focus groups)?
    - Advantages and disadvantages of each
    - Using both (surveys and focus groups)
  - Scoring (coding and recording)
    - Dichotomous measures
    - Polychotomous (non-dichotomous) measures
  - Checking and cleaning
- Data analyses
  - Descriptive
  - Correlational
  - Inferential
Data Collection - see pages 12-14 of Pre-Conference Workshop handout

Data Elements - see pages 1-5 of Resources Appendix Pre-Conference Workshop handout

Descriptive Statistics: Basic Item Analysis - see pages 16-17 of Pre-Conference Workshop handout

Correlation: How Closely Are Two Variables (or Measures) Related?

There are multiple different correlation statistics

- For different types of variables
  - nominal = or names (gender, race, socio-economic, etc.)
  - ordinal = ordered (strongly agree, agree, disagree, strongly disagree)
  - interval = ordinal data where distances between categories is equal (GPA, credits earned, etc.)
  - ratio = realizable "0" (take nominal data and turn it off - males = 0 and females = 1)

- Measure direction, significance, and magnitude of relationship

Pearson product moment correlation is most common (known as Pearson's "r")*

- Reflects the degree of linear relationship between two variables
- Ranges from -1 to +1
  - The higher the number, the greater the correlation between the items

*The problem with Pearson's "r" is that we're dealing with student performance, which is not always linear in design

Rule of thumb in social science: a correlation $\geq .7$ indicates a strong relationship

Correlation is NOT Causation.

Are different variables in retention strategies correlating with results or causing results?

Inferential Statistics: Many Options

- The t-test
- Analysis of variance (ANOVA)
- Analysis of covariance (ANCOVA)
- Regression analysis
  - Ordinary least squares (OLS)
  - Generalized least squares (GLS)
  - Logistic regression
  - Probabilistic regression

In the end, higher education institutions CANNOT control for everything.

How to Work with Your IR Colleagues - see page 18 of Pre-Conference Workshop handout
Sidebars:

- we need a designated Institutional Research officer to provide data to increase university and external stakeholder knowledge of SE.
- on registration card, ask student to say why he/she is enrolling in the course or school (earn a degree, take a gen ed to transfer, lifelong learning, job training, etc.). What is his/her intent (ex. “to get pre-reg to go to ECU Nursing”)? Did his/her parent attend college?
- use student-led focus groups to assist IR with retention (internships)
  - Need at least 3 persons in a focus group - facilitator, note-taker, and observer
  - Coordinate with Marketing in JMSB
- do we count students who transfer to other RUSO schools as a success? Can we measure by INTENT?
- UC System - 2 types of retention measurements: 1) enrollment/graduation and 2) intent
- Early identification of students who are at-risk of dropping out
- FOCUS - Degree Compass software in commercial format

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Monday, May 21, 2012 (11:30 - 2:00 pm)
Session 1: Setting the Stage for Retention: Where Does Your Institution Fit?

Understanding retention
Developing a comprehensive approach
Using tools for ongoing assessment

Defining a comprehensive approach
Margot Saltonstall (Northern Arizona University) -
1. Academics is at the foundation
2. Collect and analyze data
3. Know what it is going to take and set informed goals
4. Look at content of programs

Bernadette Jungblut (West Virginia University) -
1. Buy-in: who is part of your strategic retention plan, and who is missing?
2. Data: what are you collecting and analyzing, and what are you missing?
3. Programming: what do you have in place, and what are you missing?
4. Assessment: are you closing the loop?

Keenan Andrews (Harold Washington College) -
1. Comprehensive student retention measures are critical
2. Identify and develop measures of retention with your Institutional Research Office
3. Evaluate support programs for community college students
4. Use data to inform decisions and implement measurable change
1. Symbols: what are the messages you send to prospective students about retention and support during the recruitment cycle? (ex. "at-risk")
2. Roles: what roles does admissions play in retention?
3. Information: what data (cognitive and non-cognitive) does admissions provide to help you retain and engage students?

Sidebars:
- do we need a general Center for Student Success (like Native American) to increase retention and graduation rates?
- where do we prioritize areas for maximum benefit?

Monday, May 21, 2012 (2:00 - 3:00 pm)
Session 2 Begin at the Beginning: The Role of Admissions in the Comprehensive Plan

Contemporary admissions and recruitment
- Prospecting/recruiting and retaining
  - Funnel - see page 4 of Session 2
  - Little Funnels - see page 4 of Session 2
  - Is your Office of Admissions targeting students who can be successful?
  - Are you an open enrollment institutions (yes)
  - Are all prospects equal, and is your office treating them all equally?
  - Is your office using contemporary techniques to prospect and recruit?
  - Is your office just an "entry point", or do you have an enrollment management model?
  - What student data is identified on the admissions application?
    - Is it the same data for community colleges?
- Selecting and retaining
  - See NACAC chart on page 7 of Session 2
  - Class rank is no longer relevant
  - Demonstrated interest is a non-cognitive factor now being considered for admissions since 2002 (campus visits, interviews w/staff, how students came to discover the university)
    - Objective data considered: tests, GPA, class rank, letters, writing sample, HS quality, curriculum
    - Subjective data considered: ethnicity, special talents, shown interest, ability to pay, legacy status, composition of class, likelihood of enrollment
  - What do you value in the application process, and how does it relate to retention?
  - Does the application process reflect institutional values?
  - Does the application ask questions that inform those interested in improving engagement and graduation rates?
  - Is non-cognitive information gathered and shared systematically? Can non-cognitive information "trump" cognitive information?
• What are the “must-haves” in order to gather the necessary data to build an effective retention program?
• Build one and see how it compares.*
*see 3 application handouts for examples - needs degree-seeking/non-degree-seeking status

• Enrolling and retaining
  • See chart on page 10 - FAFSA position on form increases likelihood of enrollment
  • Does your Office of Admissions “wait and see” who shows up?
  • How active is your campus community in sealing the deal and targeting those you believe will be successful and persist? How active is your retention team?
  • Can early engagement improve retention at your institution? Is it worth the ROI?

• The “handoff” and retaining
  • Does your Office of Admissions provide information on enrolling students to the campus community?
  • Does your Office of Admissions re-evaluate enrolling students to identify “at-risk” students?
  • Does your Office of Admissions look for cognitive and non-cognitive characteristics?
  • Does your Office of Admissions provide information in a timely manner?

Implications for open enrollment institutions - see pages 13-18
• Admission, Retention Team, and Institutional Research process:
  • Step 1 - Select data elements to track
  • Step 2 - Identify reporting time frame
  • Step 3 - Identify departments to share data
• What data are you currently collecting in your admissions office?
• Are the data collected factors of student retention?
• What additional data can you collect to measure student retention?
• Do you have a team?
• How is it organized?
• What are the goals for recruitment and retention?
• What does the team expect from admissions?
• What does the team provide to admissions?
• Are you partners?

Closing the loop and practical advice
• Is your Office of Admissions involved in retention programming and data analysis?
• Is your Office of Admissions made aware of students who are unsuccessful? Is the data clear?
• Is the success or lack of success an “admissions problem”?
• Are you asking the right questions of your admissions office?

Expected outcome:
• To equip you to gather the right information from admissions to help with retention planning
Sidebars:
- Can we add Institutional Research to Enrollment Management to increase retention?
- Enrollment Management needs to play a more integral role in retention.
- Admissions Office needs to target students.
- Use same form for admissions AND scholarships.
- PeopleSoft data collection software?

Monday, May 21, 2012 (3:45 - 5:00 pm)
Session 3: Data, Programming, and Goal Setting

Theory matters - and makes a difference

Theory provides:
- Focus
- Foundation and structure
- Faculty connections
- Future directions

Thinkers, Doers, Innovators, and Feelers

Astin’s Model “I-E-O” (see page 2 of Session 3):
Inputs
- Academic ability (or previous academic preparation)
- Demographic elements
- Psycho-social aspects

Environments and Experiences
- In class
- Out of class

Outcomes
- Academic (e.g., GPA, credit hour accumulation/progress)
- Social (e.g., having friends, fitting in)
- Goal achievement (e.g., acceptance in a major, becoming a club officer)

Tinto’s Structure and Elements Models (page 3 of Session 4)

Other Big Players:
- Kuh
- Robbins and Habley
- Bean
- Sanford
- Pascarelli and Ternzini
- Seymour and Hewitt
- Cabrera, Casandea, Nor, and Wengstler
Program Eligibility:

- Academic preparation
  - HS GPA
  - ACT/SAT
  - Coursework deficiencies
- Socio-economically disadvantaged
  - Ethnic minority
  - Low income
  - First generation
- Psycho-social needs
  - Commitment to college
  - Academic discipline
  - Social integration

Quality Data Criteria:

- Accuracy
- Completeness
- Timeliness
- Consistency
- Validity

Factors Causing Data Quality Issues:

- Enrollments at institutions are continuing to increase (enrollment increase...data variables increase)
- Input errors! (30-40% of the data is inputted manually)
- New data variables (new programs and services generate new data)
- New technology implementation (new database, new platform, i.e., PeopleSoft)

Identifying Data Errors:

- Incomplete
- Incorrect
- Incomprehensible
- Inconsistent

Top 3 Data Errors:

- Missing variables
- Duplicate variables
- Multiple variables

Data Cleansing Solutions:

- Process management
- Statistics
• Database

Realistic Goal Setting:
• Target(s), strategies, personnel, actions, checks, revisions
• Information needed:
  • Overall institutional retention rate (first-year, second-year, subsequent years)
  • Retention rates of specific sub-groups
  • Retention rates of program participants (and matched-participants non-participants)
• Think about your timeline (and corresponding constraints); plan accordingly
  • Fall to Fall
  • Spring to Spring
  • Spring to Fall
• Explain the goal to diverse constituents
  • Institutional leaders (Academic Affairs and Student Affairs)
  • Key personnel
  • External constituents

Moving the Retention Rate:
• Current rates
• Goals
• Target population rates
• Size of populations
• Size of program/treatment/intervention

Goal-setting Loop:
• Develop the goal
• Assess it
• Revisit and revise it

Sidebars:
• Need to check on cleaning our system and getting the most accurate data
• CIRP Freshman Survey (page 1 in Resources on Session 3)...SE should have one!
• "Raising the Rate" (page 5 in Resources on Session 3)...SE has "s by 15" but no established program goal levels.

Tuesday, May 22, 2012 (9:00 - 10:30 am)
Session 4: Turning Data into Programs

Supportive Campus Environment
• Pre-enrollment strategies
• Advising
• Early alert programs
• Culture of quality service
Best Practices and Strategies - Noel-Levitz chart (page 2 of Session 4)

Best Practices:
- Student engagement
- Active and collaborative learning
- Enriching educational experiences
- Supportive campus environment
- Data-rich environment with early alert system

Active and Collaborative Learning Programs - Improvement Programs (pyramid)
- Remedial courses (bottom)
- Learning assistance for individual students or coaching - tutorial assistance
- Course-related learning services - supplemental instruction
- Comprehensive learning systems (top) - learning communities

Student Engagement:
- National Survey of Student Engagement
  - A look at how freshmen and seniors engage with the institution
  - Five benchmarks of effective educational practice
    - Active and collaborative learning
    - Student-faculty interaction
    - Enriching educational experiences
    - Supportive campus environment
    - Academic challenge
- Community College Survey of Student Engagement

Enriching Educational Experiences:
- Residential living
- Co-curricular activities
- Support for under-represented groups
- Service learning
- Online engagement
  - MySPC Web portal
  - Blogs
  - Facebook

Things We Don’t Pay Enough to Attention To:
- Friend making
- Co-curricular
- Fulfillment of admissions promises
- Not being a student’s first choice
- Rigor is greater than expected
Private College did a phone survey of parents why their student dropped out (page 5 of Session 4)

What do you need to consider when designing an effective retention program?
- Which students will it serve? (freshman, but also others)
- What resources will it require? (cash, people)
- How will the program impact retention rate?
- How will it fit with your other programs?

Case Study 1 - WVU Early Alert Program
- Which students are served?
  - Students performing poorly in high D/F/W rate courses
  - Primarily for first-time freshmen, but also provide referrals for sophomores, juniors, and seniors
  - Additional emphasis on on-campus residents; need a way to better connect with off-campus, commuting students
- What resources are required?
  - Data analyses to determine high D/F/W rate courses
  - Collaboration with:
    - Faculty and department chairs
    - Office of the University Registrar
    - Graduate teaching assistants
    - Departmental learning centers
    - Academic resource centers
    - Resident faculty leaders (RFL)
    - Residence hall coordinators (RHCs)
    - Advisors
    - Success coaches
    - Parents
- How does the program impact retention?
  - Provides information and referrals to help students perform better in high D/F/W rate courses
  - Creates opportunities for faculty in large classes to have greater impact on students’ learning
  - Increases involvement of RFLs, RHCs, advisors, and success coaches in students’ learning
  - Indirect impact:
    - H1: Increase in GPAs - Reduction in probation rate - Increase in retention rate
    - H2: Increase in GPAs - Increase in satisfactory academic progress (SAP) - Increase in retention rate
- How does the early alert fit with other programs?
  - New student orientation
• Virtual orientation
• First-year academy
• First-year seminar
• College and departmental initiatives
• Residential education/residential communities
• Student affairs initiatives
• Parent relations
• Mid-Semester programming

Case Study 2 - Northern Arizona University Freshman Outreach

• Which students are served?
  • Early identification of students
    • First generation
    • Low income
    • Lower-than-average academic preparation
    • Ethnic minority
    • Low scoring on psychosocial scales (SRI/SSI)

• What resources are required?
  • Match students to existing office/program/resources
    • One-on-one or group meeting
    • Build rapport/make connection
    • Hear concerns
    • Refer to relevant service (1-3)
    • Reinforce university priorities (e.g., 15 credit hours)
  • Track service usage and assess outcomes

• How does the program impact retention?
  • Comparing participants to non-participants
    • 50 to 65% attended Freshman Outreach

Inputs
  • Students who met were equally academically prepared (ACT/SAT score)
  • No consistent psychosocial differences

Outcomes
  • Higher GPA (+.34)
  • Higher earned credit hours (+1.0 in fall)
  • Lower rate of academic probation (18% versus 28%)
  • Higher retention (spring +5%, fall +12%)

Case Studies 3 and 4 - Community Colleges’ Wellness Centers (pages 13-19)

Case Study 5

• Which students will it serve?
  • Hopefully all (but, an emphasis on high achievers who might transfer out because of lack of rigor)

• What resources will it require?
  • Substantial change to curricular offerings, advising loads, and culture
• How will the program impact retention rate?
  • Anticipated increases in NSSE measures and fewer high-achievers transferring or citing "lack of rigor"
• How will it fit with your other programs?
  • General education and major requirement

• Developing Senior Inquiry
  • Capstone experience for all students (within the major)
  • Capitalizes on and emphasizes high-impact learning
  • Developed to continue rigor and engage students in the senior year (added idea is to appeal to students to remain for all four years)
  • NSSE and early grad rates will be monitored

Sidebars:
• We need an early alert system
• Coaching is emphasized in the Active and Collaborative Learning Programs pyramid (page 3 of Session 4)
• Create a college-readiness survey along the lines of the ACT survey? "Engage" survey? "the Student Strengths Inventory" by Campus Labs
• Have a pilot program for conditionally-admitted students to move in early and receive academic coaching to prepare for first year courses (like band, athletes, honors, etc.). Room and board are costly and space may be limited.
• Change the Counseling Center to the Wellness Center?
• Use GoogleVoice to encourage faculty to create phone numbers that students can use to contact them
• Parent newsletter for keeping them informed (early warning? news and events)
• Parent club or Parent tracking (first inquiry to enrollment and beyond) or Parent Questionnaire (Texas A&M System is a model for Parent involvement)

Tuesday, May 22, 2012 (11:00 am - 12:15 pm)
Session 5: Self-Audit of Programs

Step 1: Identification of Retention Program and Program Components:
SE biggest retention programs:
Allied Health (proposed)
Honors Program
SSL/PLC

Step 2: Institutional Level Overview of Programs and Gaps:
Programs throughout the academic year:
• Summer bridge
• Orientation
• Readiness/navigational/transitional programs
• Remedial/development coursework
• Early alert/academic alert programs
• Learning communities
• Leadership/research/service/employment opportunities
• End of semester/year recognition events

See Resources in Session 5 for Self-Audit, Matrices, and Retention Rainbow worksheets/documents

Step 3: Identification of Specific Action Needed by Program:

Resources:
• Enrollment data, cohort data, sorted by demographic and other categories
• Longitudinal retention data
• Program level retention data by student group
  • Targeted
  • Served
  • Comparison groups
• Learning/development goals and outcomes by program
• Guiding questions (booklet)
• Data dashboard

Variables - see pages 4-5 of Session 5

Sidebars:
We need a more centralized hub for retention: Center for Student Success
Policy Change: no signing up for class once that class has met once
Policy Change: enrollment cut-off one week before the beginning of classes
Use student workers for peer mentor/academic advising/retention specialist positions

Tuesday, May 22, 2012 (1:30 - 2:30 pm)
Session 6: Resource, Outsource, and Budgetary Considerations

Why Retention is Getting More Attention than Ever:
• Federal watchdog on the horizon
• "Gainful employment"
• Looking for strings to attach to funding
• Persistence rates under the microscope
• Seamlessness expected in the process

Why Might You Need Some Help?
• Consultants and strategic partners often bring:
  • Longer-term perspective
  • Objectivity
• Efficiency in addressing issues
• Better research capabilities
• Credibility
• Broader knowledge base
• Focus to the issues

Who Can Help?
• Software
  • Datatel Retention Alert
  • GoalQuest
  • Hobson’s
  • Etc.
• Traditional Consultants
  • Noel-Levitz
  • Maguire Associates
  • George Dehne and Associates
  • ACT
  • Teresa Farnum
  • (And, everyone has an opinion)
• "We will do it for you" partners (a new model)
  • Starfish
  • InsideTrack - great but expensive
  • Academic Coach - Profiles Educational Services
  • Hobson’s
  • Education Dynamics

Choices, Choices, Choices
• Must understand the revenue component of all of this
  • Net revenue (of each student)
  • Total revenue over the life of the degree (of each student)
• How much are you willing to spend?
• Can you prove the case that your methods work and there is a reasonable ROI (return on investment)?

Why Link Retention and Revenue?
• Inextricably linked
• Cost of recruitment is increasing
• More attention to persistence and graduation rates (grants, philanthropy, etc.)
• Planning

Lifetime Tuition Value - pages 7 and 8 of Session 6
Better Retention = Move Revenue
Costs for "We Will Do It for You" partners – pages 9 - 12 of Session 6

Sidebars:

It takes money to make money, but the ROI is tremendously profitable.
It's cheaper to keep a student than it is to recruit a new one.
Personal attention (calls, texts, emails, etc.) matter to students.
Outside help can provide focused expertise and resources unavailable to higher education.

Tuesday, May 22, 2012 (2:30 - 4:00 pm)
Session 7: Crafting Your Plan

Pyramid –
• Base - Student Information, Mission/Vision/Goals/Objectives, Key Players
• Next Area Up - Courses, Programs and Services
• Next Area Up - Outcomes, Assessment
• Next Area Up - Continuous Improvement
• Top - Student Success

Comprehensive Retention Planning (NAU model) – use to build SE Retention Plan
1. Mission, vision, and goals - tie in to RP
2. Objective of course/program/service - be specific
3. Measurable outcomes - ones that people understand
4. Timeline - when and how
5. Key players - who to include
6. Resources, buy-in, and other considerations - things that fill in the gaps

Sidebars:
What is the net revenue per student?

Wednesday, May 23, 2012 (9:00 - 10:30 am)
Session 8: Knowing How and When to Eliminate Programs

Higher Education Institutions as Old Cities

A Culture of Assessment –
• built on data/evidence
• Effort to maintain/change
• Understanding
• Common ground
• Shared language
• Web of relationships
• Survival/support
• Context-dependent
Activity (2 Case Studies Handouts) -
  • How well do retention programs operate within a culture of assessment?
  • How do you operate within a setting focused on assessment?
  • How can a culture of assessment inform practice?

Case Study #1 - Freshman Support - DROPPED
Case Study #2 - Advising Intervention for First-Year Students on Academic Probation - KEPT
Case Study #3 - Summit - DROPPED
Case Study #4 - Academic Resource Center Tutoring Services - KEPT
Case Study #5 - STEM Success - DROPPED
Case Study #6 - Summer Bridge - KEPT

New Institutional Culture:
  Influences on Culture:
  • Staff
    • Attitude/buy-in
    • Knowledge/understanding
  • Political Landscape
    • Turf
    • Budget
  • Control
    • When
    • Reviewers
  • Consequence
    • Recognition-based
    • Punitive

Create a Culture of Assessment
  • Convey the importance of gathering, evaluating, and using information
  • Share the value and impact of thinking in terms of levels of analysis
  • Distribute responsibility for information capture, collection, and compilation
  • Be open to valuing and using diverse types of information
  • Take responsibility for—and be willing to vary—the analyses you conduct
  • Contextualize and disseminate your findings to diverse audiences

Sustaining a Culture of Assessment
  • Closing the loop; course or program improvement
  • Making and taking decisions
  • Justifying those decisions to diverse constituencies
  • Reporting and disseminating findings

Sidebars:
Robocalls from the president for drop outs
Faculty advising BEFORE the end of Spring semester to find out who is coming back in the fall
Academic Game Plan - advising athletes and creating a “plan” for classes, sports, social, family, etc., and meeting one-on-one with a coach every 2 weeks
Coordination to avoid overlap and/or missing students
Create a retention team and have faculty on it
Have champions in each department
Procedural Justice - allowing those with a dissenting view the chance to be heard and then explaining clearly your decisions so that those whose views differ can at least have information on how the decision was reached.

Wednesday, May 23, 2012 (10:45 - 11:45 am)
Session 9: Setting the Stage for Retention

Comprehensive Planning Requires
• Careful statistical analysis
• Tying admissions data to retention programming
• Campus-wide buy in and commitment from administrators and faculty
• Ongoing assessment

What Does Your Data Tell You?
• Strategies for:
  • Examining your current retention and degree completion rates (What are you missing?)
  • Setting your retention and degree completion targets (What is realistic?)
• Tactics for:
  • Program planning and implementation (Which targeted interventions are likely to have the largest impact?)
  • Program assessment and evaluation (Which programs are most effective?)

• Strategies:
  • Examine sub-groups
  • Combine quantitative and qualitative information
  • Compare “the numbers” and experiential knowledge
  • Include direct and indirect measures
• Tactics:
  • Investigate both retained and non-retained (and graduated/not graduated) students
  • Conduct
    • Preemptive data mining and targeted interventions
    • “Recruit back” programs
    • Exit interviews
  • Track potential and actual non-retained students
  • Intervene early and often
Connecting Admissions and Enrollment Processes to Student Success

• How will you use application data to help you place, advise, and support students?
• Is there non-cognitive information you should gather to help with retention?
• Do you have a plan for using non-cognitive data to improve retention?
• Do you have failing courses, policies, or practices?
• Have you developed the right symbols to show your commitment to retention?
• How will you go beyond targeting "at-risk" students to improve your retention planning?

What Information Might you Be Missing About Student Success?

• Use multiple measures to document student outcomes
• Track student outcomes for six years
• Analyze the impact of academic and demographic variables on student success
• Positive outcome (after 6 years) - see chart on page 6 of Session 9
  • Retention (6 year)
  • Associate degree and/or certificate completers
  • Transferred to 4-year institution
  • Graduated from 4-year institution
  • GPA 2.0 or higher

Assessing Future Initiatives: (also found in Resources from Session 4)

• What do you know about your existing student success initiatives?
• What student success initiatives do you currently have in place?
• What do you know about the course, program, and services needs and experiences of the following student groups?
• Assessing existing initiatives-how do you know if (or how well) a course, program, or service is working?
  • How are your existing courses, programs, and services currently being assessed?
  • How can your existing courses, programs, and services be improved?
  • Which students have been targeted?
  • What intervention components have been implemented?
  • Who implemented this course, program, or service?
  • When does this course, program, or service take place?

• You can't do everything all at once:
  • Identify priorities
  • Involve stakeholders in gathering/analyzing data
  • Make data-based decisions
  • Repeat and add on

Sidebars:

Have tutors go into courses on the first day of class and introduce themselves!
Sit and think about retention and what goals and expectations are for SE in the next 5-10 years before convening colleagues and administrators to develop a plan and best practices