Crossing the Finish Line: Retaining and Graduating Your Students

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A Retention Formula For Student Success

"FOR INTERVENTION PROGRAMS AND SERVICES TO BE SUCCESSFUL THEY MUST BE POWERFUL ENOUGH TO EFFECT CHANGE"

$$*RET = E_{ID} + (E + IN + C)_{IV}$$

*RETENTION=EARLY$_{IDENTIFICATION}$ +(EARLY+INTENSIVE+CONTINUOUS)$_{INTERVENTION}$

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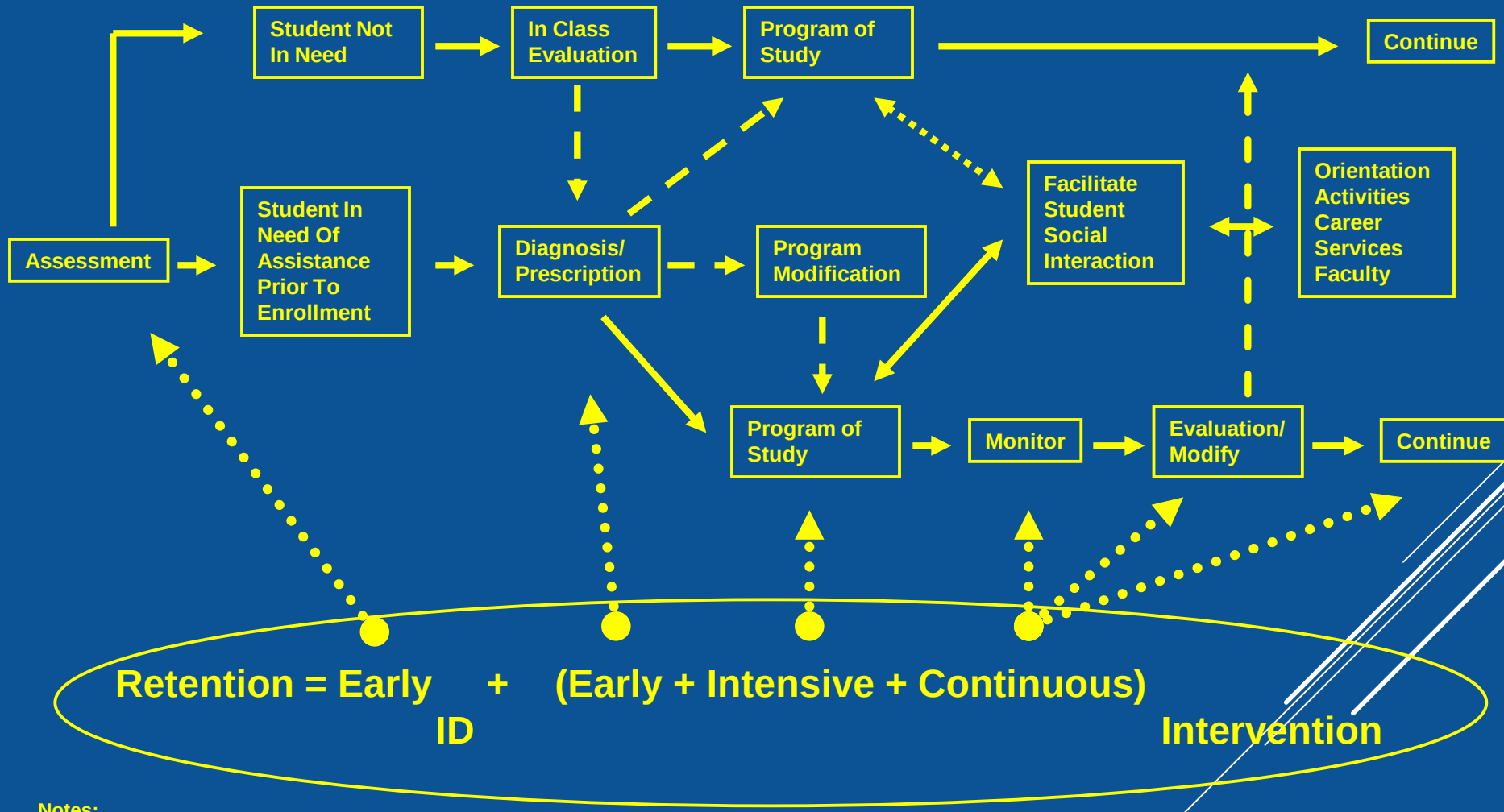
Seidman Student Success Model



Notes:
The formula starts with the premise that the student comes first. The teaching learning process is essential for student academic and personal growth and development. The student enters the institution to acquire academic and personal skills necessary to achieve academic and personal goals. Assessment and interventions are a longitudinal process commencing at the time of acceptance and continuing throughout the student's career at the institution and perhaps beyond. Although the formula appears to be for one term, it is, in essence for all terms a student is at the institution.

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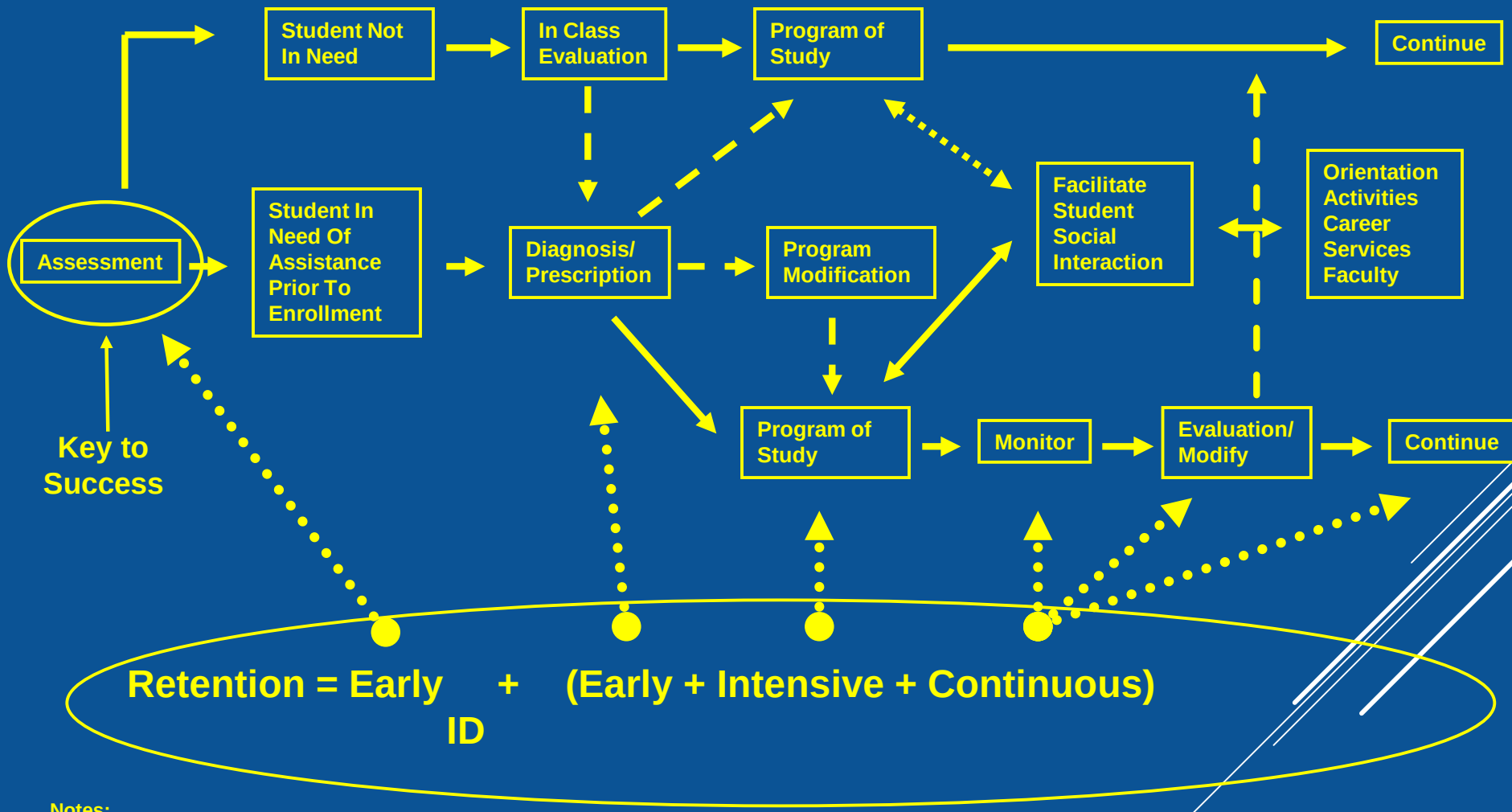

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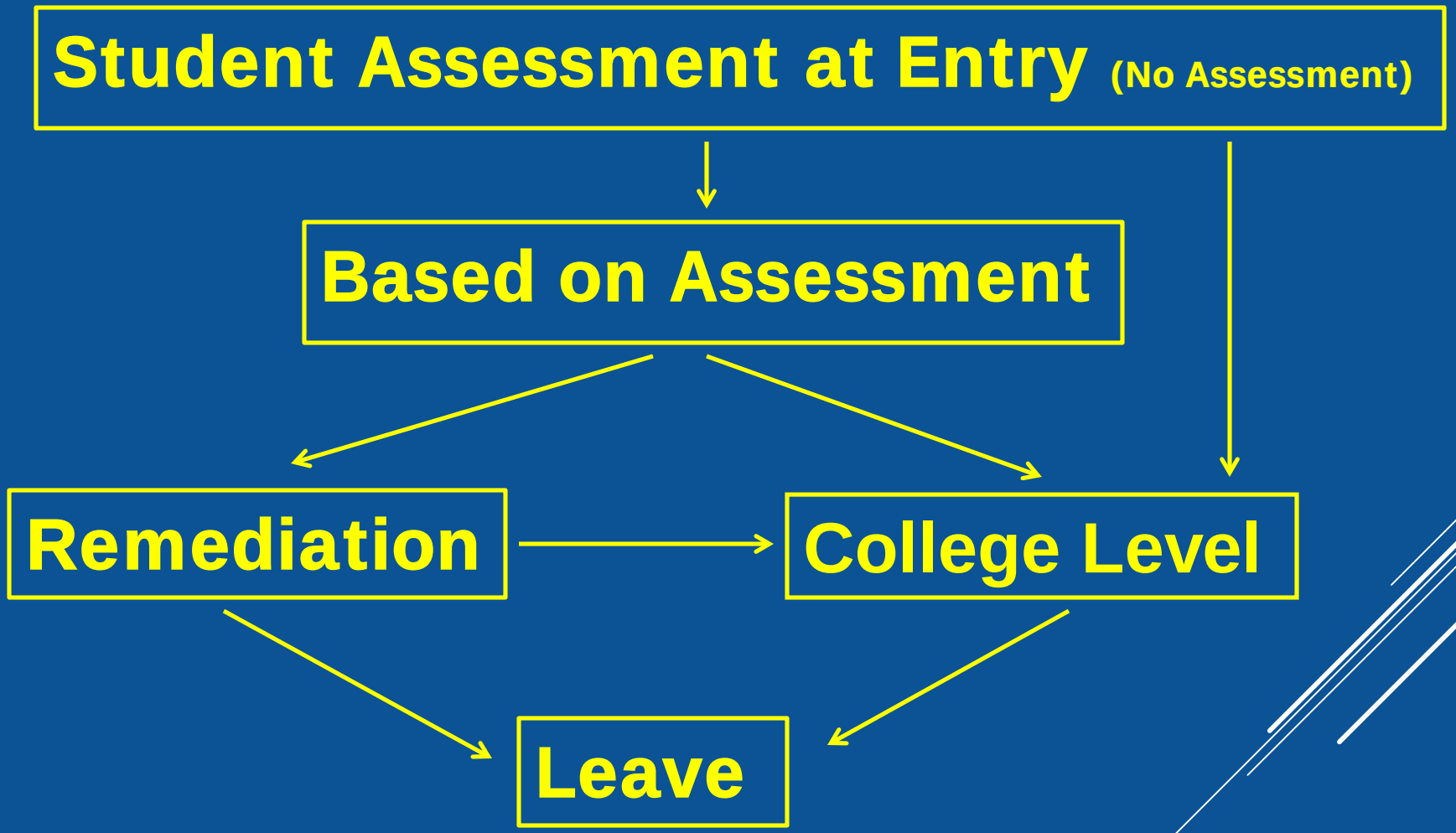
Most Representative Current Model



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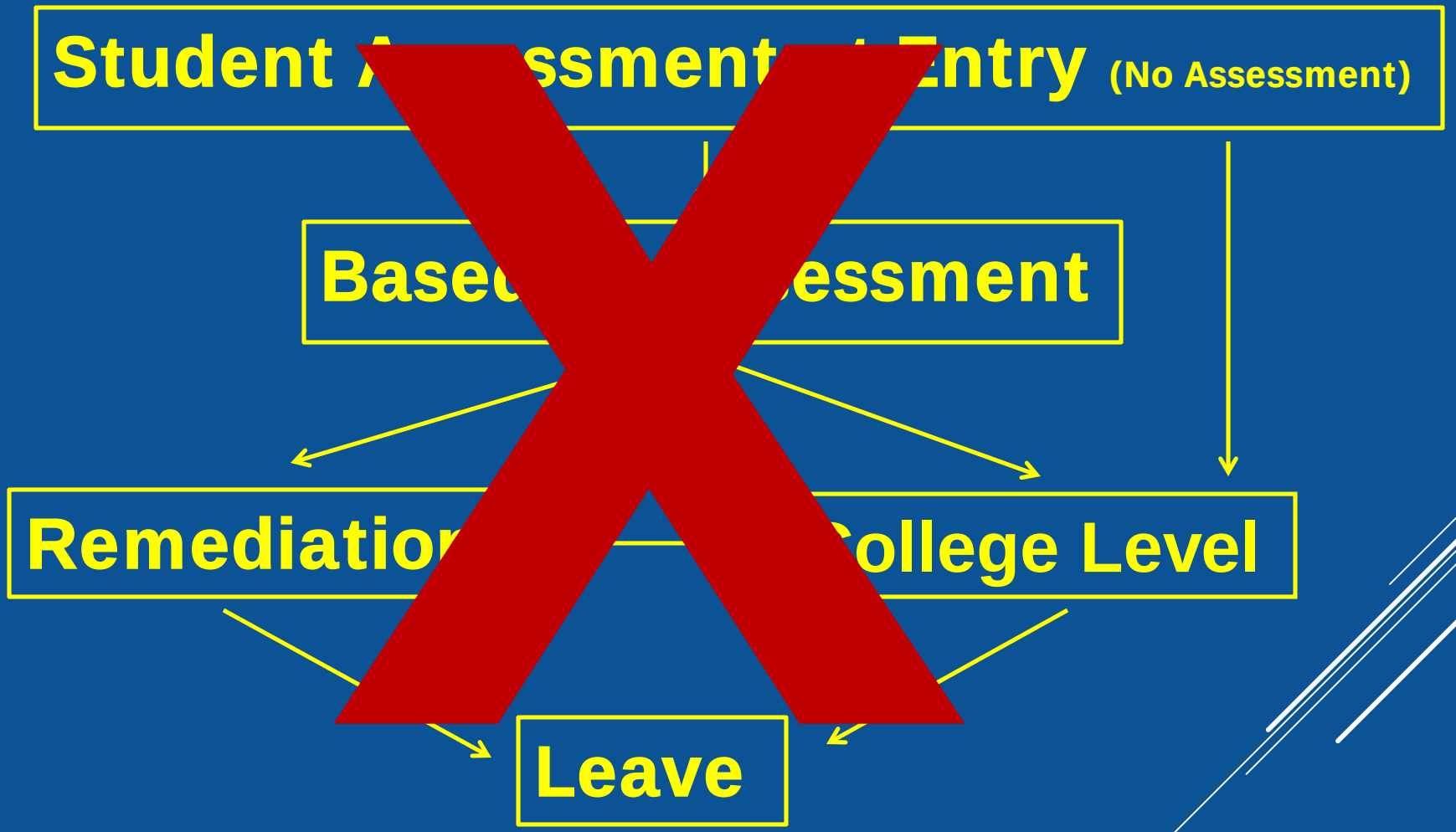
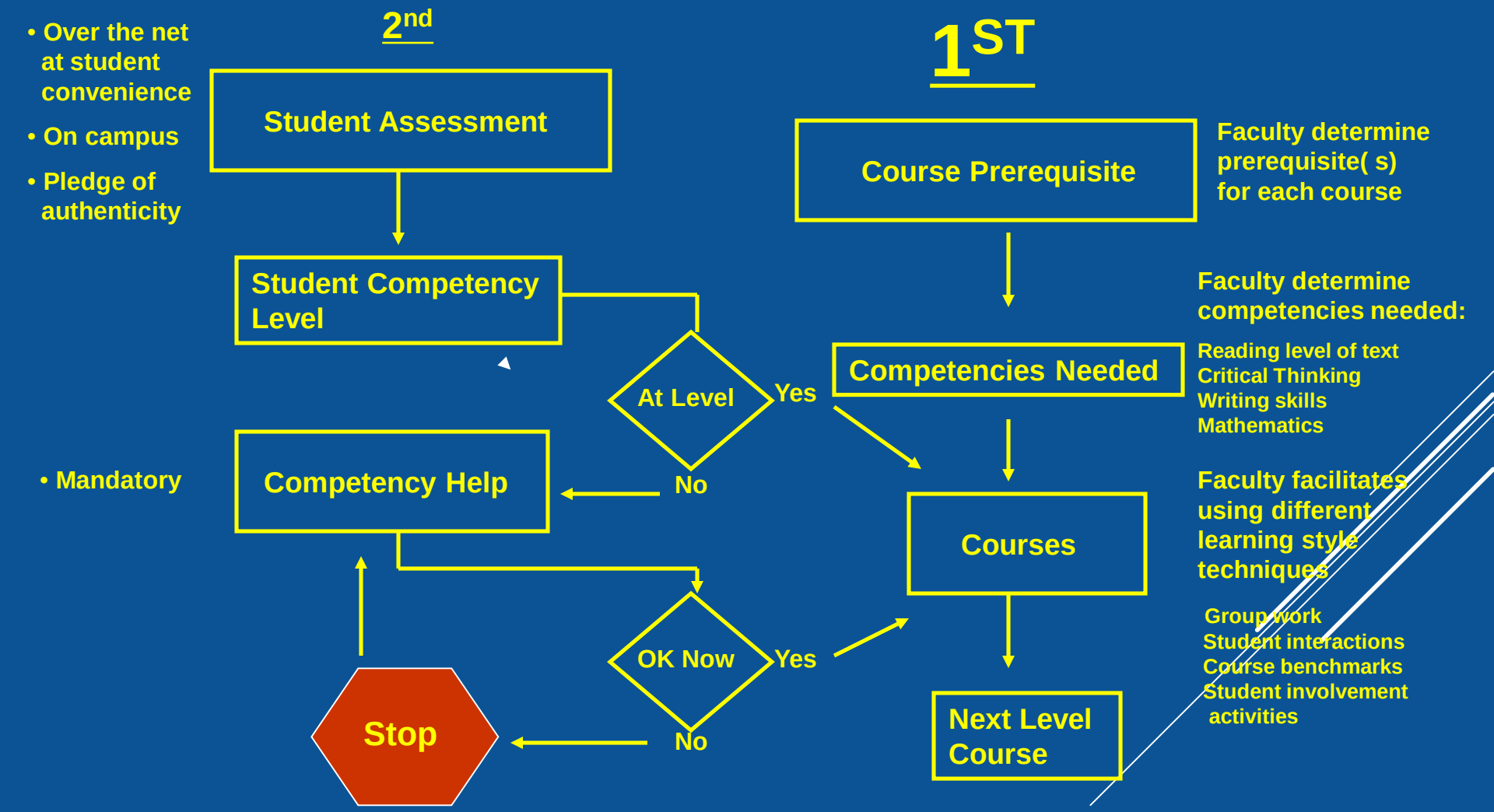


Seidman Student Success Model

"It's all about the teaching learning process and readiness"



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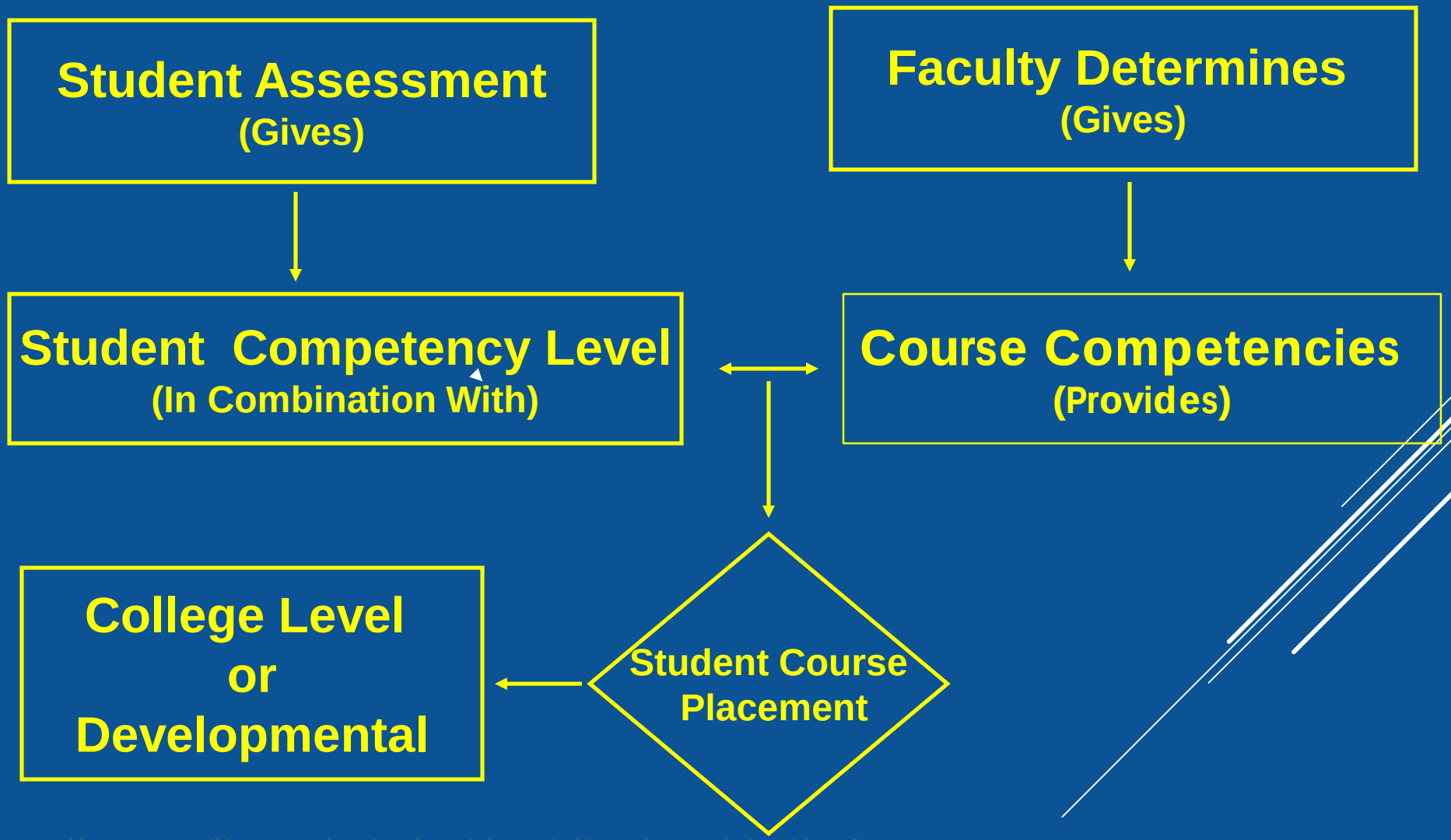
Seidman Student Success Model

"It's all about the teaching learning process and student readiness"



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Seidman Student Success Model

Need for Remediation

"It's all about the teaching learning process and student readiness"

Course Competencies
(faculty determined example)

1. Reading 12th
2. Grammar 12th
3. Comprehension 11th
4. Compare & Contrast
5. Analyze
6. Critique

Student Competency Level After Assessment (example)	
Student #1	Student #2
Missing 2 Competencies	*Missing 4 Competencies*

Developmental Course (0 college credit, 3 charged credits)						
	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6
Student #1	Start				Needs	Needs
Student #2	Start		Needs	Needs	Needs	Needs

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Student Competency Level After Assessment (example)	
Student #1	Student #2
Missing 2 Competencies	*Missing 4 Competencies*

	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6
Student #1	X	X	X	X	Start	Needs
Student #2	X	X	Start	Needs	Needs	Needs

Give the student ONLY the skills s/he needs

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Seidman for Student Success Model 4 Easy Steps

NOTE: Colleges Determine these 4 steps and it is entered into the computer system so every thing is automated. Some (many) colleges will not be able to give information for some of the area initially. Suggested tests/assessment for each area in phase two and suggested remediation courses in phase 3.

Step 1	Step 2	Step 3	Step 4
College/University Indentifies foundation/initial courses	College/University Identify skills for each course identified in #1 in specific areas listed below or other areas as specified by the college/university.	College/University Identify testing/assessment for each skill with result levels	College/University Identify Course module student takes according to test/assessment results (see previous slide).
Example:	Example:	Example:	Example:
Art 101 Bio 101 Bus 101 Psy 101 Soc 101	1. Reading level of text 2. Writing skills 3. Critical thinking skills 4. Mathematical skills	1. Reading level of text. a) XYZ test/assessment b) Scores from 0- 10 2. Writing skills a) ABC test/assessment i. Grammar i. Scores from 0- 10 ii. Noun/Verb Agree i. Scores from 0- 10	1. Reading level test result a) 0- 3 Reading 001 b) 4-6 Reading 002 c) 7-9 Reading 003 d) 10+ College level 2. Writing skills test results a) Grammer i. 0- 3 Writing 001 ii. 4- 6 Writing 003

Seidman says, "Don't make it any harder than it really is".

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Linking Courses

Once a student completes a foundation course they usually take the next level course in a sequence.

- **Does the foundation course prepare the student for the next level course in a sequence or program?**
- **Do courses in a sequence or program link to the next appropriate course?**
- **How do you determine if this is happening?**

A Different Way to Look At Programs

Taking the modular approach a step further:

- **What are the skills necessary for a person to learn accounting or earn an accounting degree (example only)?**
- **Of the skills listed what skills does the student bring to the college and/or university?**
- **Provide the missing skills in a sequential manner (modules).**
- **When the student masters all the skills necessary to earn an accounting degree s/he graduates.**

Post Script

I hope this presentation was informative and thought provoking. Helping students attain their academic and personal goals is attainable. Colleges need not spend a lot of money to help students succeed, rather they need to look at the issue from a different prospective. The money spent upfront will be returned many times over with students staying longer and graduating and contributing to society. It takes a commitment on the part of the administration, faculty, students and staff to effect change. We all know how hard it is to make change in academia.

That is why I am available to provide a comprehensive lecture/seminar of the material in this presentation. We all know that a voice from the outside is often heard louder than those from within.

If interested please visit the consultation page on the web site (www.cscsr.org) or contact me in confidence.

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