



SURE, WE
LOSE SOME-BUT
WHO'S COUNTING?

DROPOUT
FACTORIES

Retain and Graduate Your Students: A new way of looking at a continuing issue

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A Little Bit About Me

Executive Director: Center for the Study of College Student Retention (www.cscsr.org)

Founding Editor: *Journal of College Student Retention: Research, Theory & Practice*, Sage

Author:

- ***College Student Retention: Formula for Student Success*, Roman & Littlefield (3rd ed)**
- ***Crossing the finish line: Retaining and graduating your students*, Roman & Littlefield**
- ***Minority Student Retention: The Best of the Journal of College Student Retention*, Baywood Publishing**

Professor Emeritus, Walden University

Recipient :

- **Extraordinary Faculty Award, Walden University Richard W. Riley College of Education & Leadership**
- **Chancellor's Award for Excellence in Professional Service, State University of New York (SUNY)**

Learning Objectives

- **Learn a different way to improve your retention and graduation rates**
- **Learn that it does not have to cost a lot of money to retain and graduate your students**
- **Learn that you have the knowledge and knowhow in-house**
- **Leave with a road map to improve your college's retention and graduation rates**
- **Feeling there is light at the end of the retention and graduation tunnel**
- **Tell everyone on your campus; "Don't make it harder than it really is!"**

Before You Go Any Further PLEASE READ IMPORTANT

I hope you will find this presentation informative and thought provoking. Helping a student attain their academic and personal goals is doable. Colleges need not spend a lot of money to help students succeed, rather they need to look at the issue from a different perspective. 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.

Since the presentation is not all inclusive, 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 consulting page on my web site (www.ccsr.org) or contact me in confidence using the information on the second or last slide.

Terms Used In This Presentation

Foundation Courses:

First or primary courses that a student would take in their program of study if ready for college level work.

Competency:

Competency refers to the knowledge and skills, needed to perform specific task.

Module:

Taking a competency and breaking it into its component parts. For example, faculty identify five (5) writing competencies a student needs to be successful in their foundation course(s). Each of the five competencies would have its own module.

A Retention Formula For Student Success

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

***RETENTION=EARLY IDENTIFICATION +(EARLY+INTENSIVE+CONTINUOUS) INTERVENTION**



****“FOR INTERVENTION PROGRAMS AND SERVICES TO BE SUCCESSFUL THEY MUST BE POWERFUL ENOUGH TO EFFECT CHANGE”***

The process STARTS with the assessment of college foundation courses THEN student assessment

Although not a competency faculty need to assess the reading level of material used in class, to make sure they level appropriate?

Foundation Course Identification	Foundation Course Competency Identification
Identify all foundation or first college level courses a student would take if “college ready” and not in need of remediation	Identify key competency areas, such as those listed below, that are necessary for a student to be successful in foundation courses. Students will be assessed to determine whether they are deficient in any competencies
Example: <ul style="list-style-type: none">• Art 101• Bio 101• Bus 101• Eng 101• Psy 101• Soc 101	Example: <ul style="list-style-type: none">• Student reading level• Writing competencies• Critical thinking competencies• Mathematical competencies• Other major competencies or ones specific to a curriculum

Seidman Student Success Steps: Five Steps To Increasing Retention

Step 1	Step 2	Step 3	Step 4	Step 5
<p>College/University Identifies foundation/initial courses</p> 	<p>College/University Identify competencies for each course identified in #1 in specific areas listed below and other areas as specified by the college/university.</p> 	<p>Identification of ASSESSMENT for each common identified competency with result levels</p>	<p>Identification of COURSE MODULE(s) a student takes according to assessment results</p>	<p>Course/module PLACEMENT by academic advisor based on assessment of competencies</p>
<p>Example:</p> <ul style="list-style-type: none"> Art 101 Bio 101 Bus 101 Psy 101 Soc 101 <p>See previous slide for steps 1 & 2</p>	<p>Example:</p> <ol style="list-style-type: none"> 1. Reading level of text 2. Writing competencies 3. Critical thinking competencies 4. Mathematical competencies 	<p>Example:</p> <ol style="list-style-type: none"> 1. Student reading level <ol style="list-style-type: none"> a) XYZ test/assessment Scores from 0- 10 2. Writing competencies <ol style="list-style-type: none"> a) ABC test/assessment <ol style="list-style-type: none"> i) Grammar Scores from 0-10 ii) Noun/Verb Agree Scores from 0-10 	<p>Example:</p> <ol style="list-style-type: none"> 1. Student reading level test result <ol style="list-style-type: none"> a) 0- 3 Module 001 b) 4-6 Module 002 c) 7-9 Module 003 d) 10+ College level 2. Writing competencies test results <ol style="list-style-type: none"> a) Grammer <ol style="list-style-type: none"> i. 0- 3 Module 001 ii. 4- 6 Module 002 	<p>Example:</p> <ol style="list-style-type: none"> 1. College level 2. Remedial <ol style="list-style-type: none"> a) Modules 3. Combination <ol style="list-style-type: none"> a) College level b) Modules

Module Development for Competency Development

- In the previous slide step five student assessment identified student competencies to determine student course placement. Course placement can consist of college level courses, remedial modules or both college level and/or remedial modules.
- Since you developed a module for each competency students should only take the competency(s) modules that they are lacking.

Can AI help you develop the modules?

Seidman Student Success Model

Student in Need of Competencies

In this example, faculty have identified 5 writing competencies a student needs to be a successful writer. Although the student knows competencies 1, 2 & 5 and only needs to acquire competencies 3 & 4, currently the student is placed into a course that starts with competency 1.

No wonder students complain that they already know the work, earn no college credit and must pay for the course.

Foundation Course Competencies (faculty determined example)

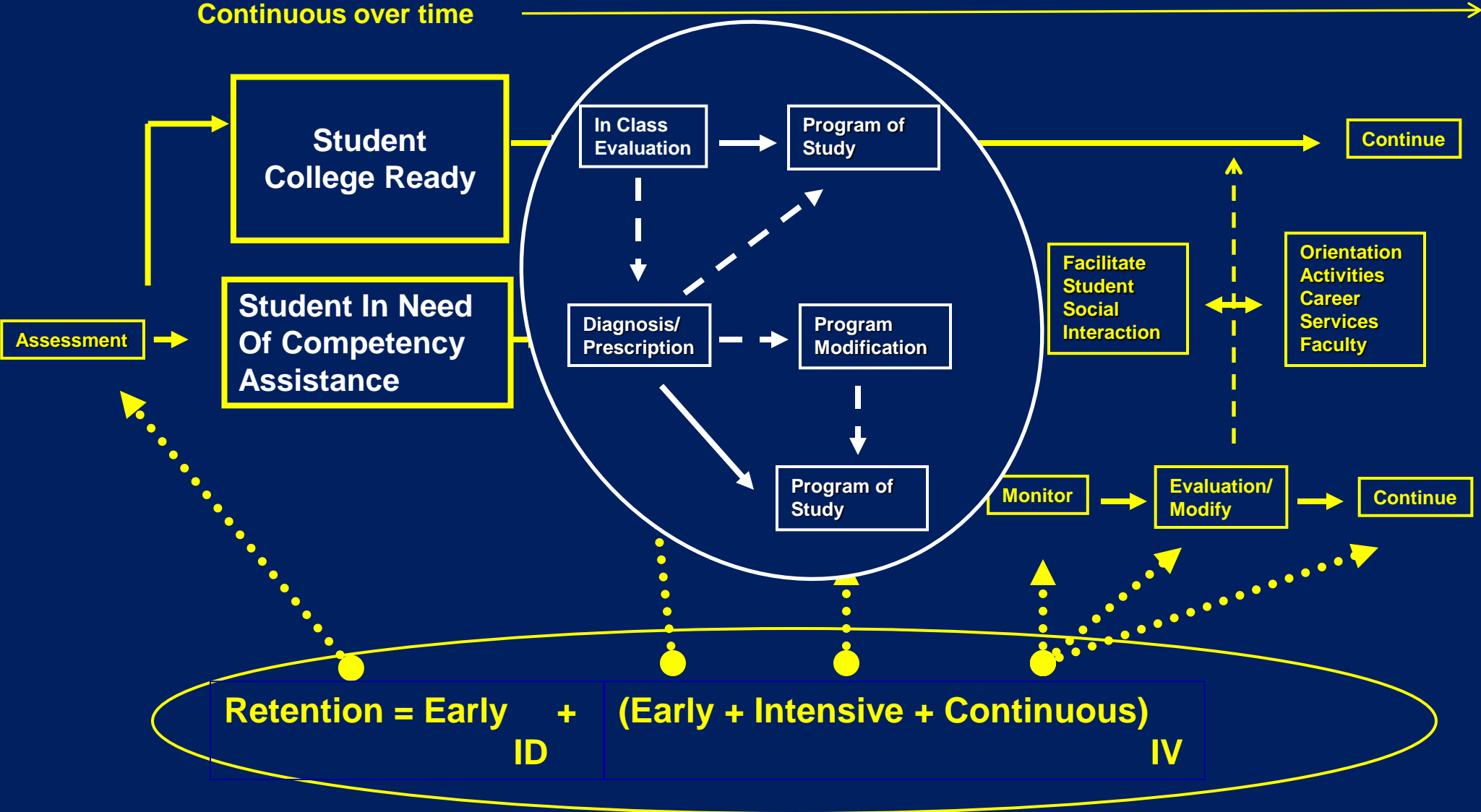
Writing competencies

- competency 1
- competency 2
- competency 3
- competency 4
- competency 5

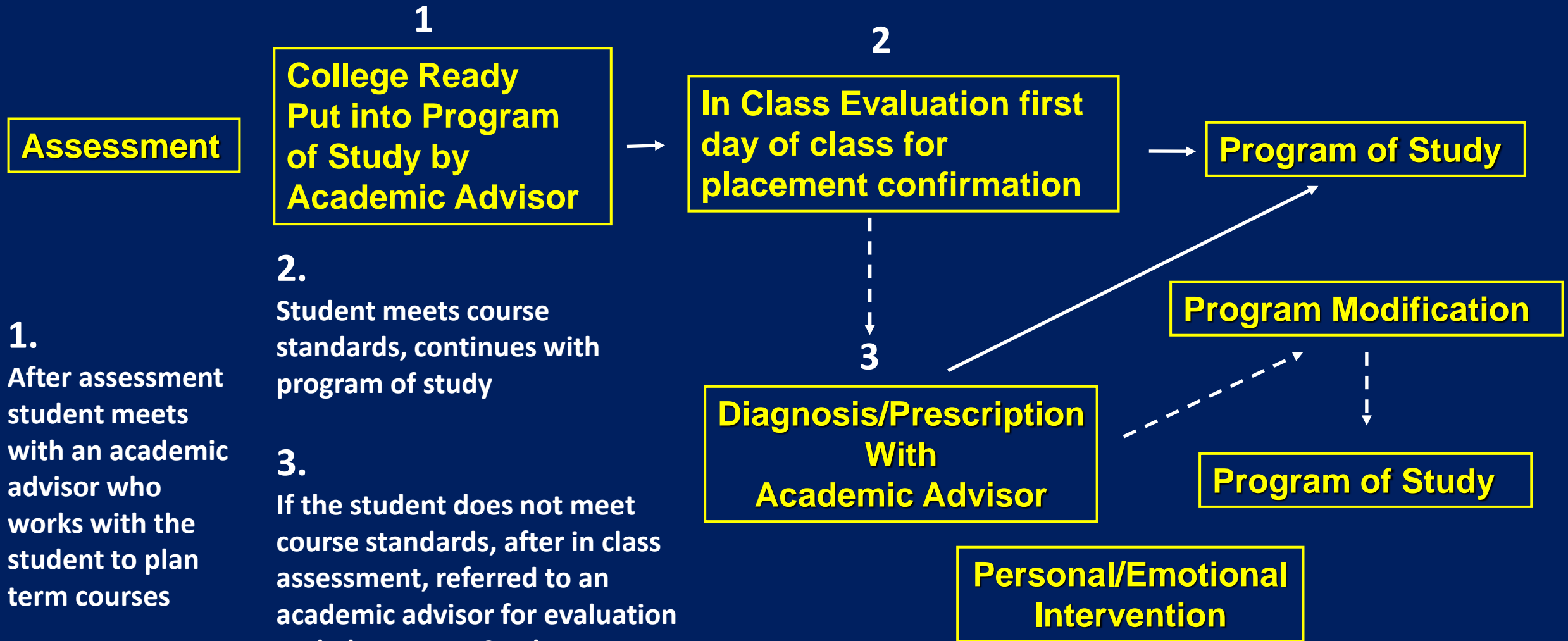
You developed a module for each writing competency. Only have students take the competency(s) that they are lacking.

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

Seidman Retention Model



Student College Course Ready After Assessment



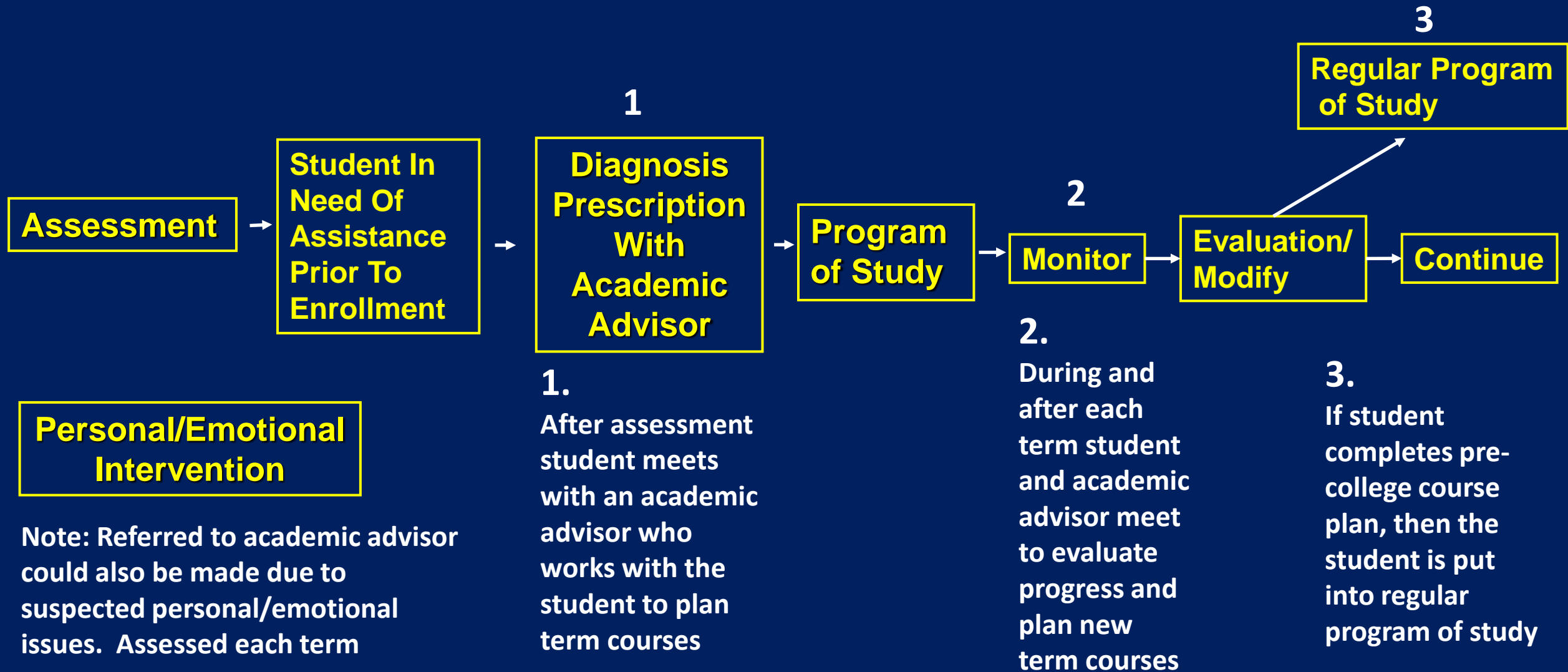
1. After assessment student meets with an academic advisor who works with the student to plan term courses

2. Student meets course standards, continues with program of study

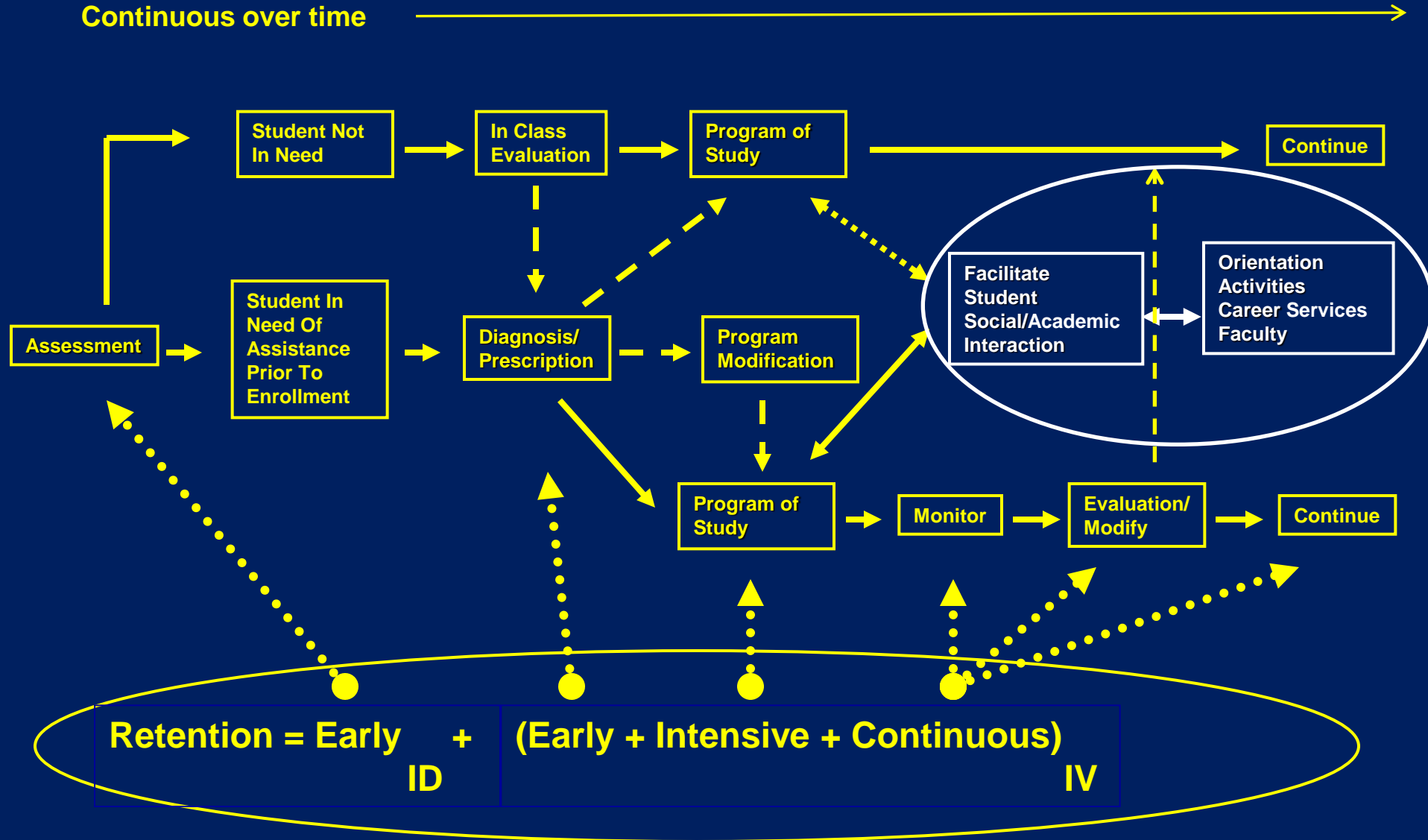
3. If the student does not meet course standards, after in class assessment, referred to an academic advisor for evaluation and placement. Can be a program modification or returned to regular classes.

Note: Referred to academic advisor could also be made due to suspected personal/emotional issues. Assessed each term

Student Not College Course Ready After Assessment



Seidman Retention Model



Facilitation of Student Academic and Social Engagement

- **Pre-college Early Enrollment Activities**
- **Orientation**
- **Specific College Activities**
- **Specific Program Activities**
- **Career Services**
- **Faculty**

Pre-college/Early Enrollment Activities

- **Pre-college programs for special interest groups (students who need competency development, first generation, students of color etc) to begin to remediate academic deficiencies and/or social interaction.**
- **Continue throughout student enrollment at the institution. In addition to remediating competency deficiencies, which not all students will need, the socialization process into college life is important especially for first generation and underrepresented groups in predominantly white institutions.**
- **Residential Life Programs. Advisors check student rooms often to see if the student is making their room a “home away from home.”**
- **Commuter Students. Commuter lounge with food, showers etc.**

Orientation & Other Activities

- Orientation continuous all years in the college (2nd year with 1st year, 3rd year with 2nd year, 4th year with 3rd year)
- Curriculum clubs, special interest clubs
- Student/faculty coffee/teas/pizza
- Lectures on/off campus (perhaps for extra credit)
- Service learning/community service (perhaps for extra credit) or a final project for graduation
- Team with alums in curricula area
- Student/faculty discussion groups (weekly/monthly?)
- Internships
- Quarterly curriculum newsletter (produced by students/faculty)
- Sporting events (varsity, intramurals)
- Various social media (Facebook, Twitter, WhatsApp, etc.)
- College newsletter sent during summer break

Career Services

- **Research indicates that students who are undecided in a career leave college at a far greater rate than those who have an idea of what career they would like to pursue after leaving college.**
- **Colleges should pay particular attention to the undecided student providing every opportunity for these students to explore different career paths based on desire and ability either in a credit or noncredit bearing course.**
- **Use career exploration software & AI**
- **Career exploration should be embedded in each course in a major.**

Faculty Engagement With Students

Faculty interaction with students outside the formal classroom setting is important for student success. Faculty should be encouraged and rewarded for out-of-class interaction with students.

Faculty are not trained to be teachers, rather they are trained to be experts in their chosen field. They do not have to be certified, pass any tests and once they receive tenure are usually not observed by the administration for teaching effectiveness.

Set scripts for positive student contact and interaction:

- Prior to enrollment (major)
- After enrollment (major)
- By professors prior to the start of classes
- Each week through census date
- Mid-term
- End of term

Can these be developed by AI?

Create Centers for Faculty Excellence to teach faculty methods of student learning (learning styles).

Faculty Engagement With Students

What teaching practices and/or methodologies can be used to accommodate different student learning styles?

Types of Learners:

- Visual learner
- Auditory learner
- Tactile or Kinesthetic learner
- Group learner
- Individual learner

Faculty Classroom Practice:

- Group work
- Individual work
- Combination Group/Individual
- Faculty availability

Center for Faculty Excellence

Can you use AI to help develop classroom activities?

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?

Another Bright Idea



Look at the profile of your successful students

If you accept a student without this profile it stands to reason that s/he will need additional support

Remember, Above All Else

It isn't only about retention from term to term or graduation. It's about helping students identify and achieve their personal and/or academic goals, at college exit, whenever that occurs.

Examples of some college but no graduation (to name a few)

Paul Allen	Microsoft	Washington State University
Bill Gates	Microsoft	Harvard
Michael Dell	Dell Computers	University of Texas @ Austin
Larry Ellison	Oracle	University of Illinois
Steve Jobs	Apple	Reed College
John Mackey	Whole Foods	University of Texas
Ted Turner	Turner Broadcasting	Brown University
David Geffen	Music/Film	Santa Monica College

Postscript

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