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RETENTION WORKSHOP

Student Success: Improving Student Retention on Your Campus

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# Today’s Workshop

## RETENTION WORKSHOP AGENDA

Texas Higher Education Coordinating Board  
20th Annual Recruitment and Retention Conference  
Austin, TX  
June 21, 2004  

**Dr. Watson Scott Swall**  
President, Educational Policy Institute  

**Mr. Jacob Fraise**  
Assistant Vice President, TG

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Presenter/Handout</th>
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<tbody>
<tr>
<td>2:00pm</td>
<td>Introduction</td>
<td>Dr. Watson Scott Swall</td>
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<tr>
<td></td>
<td>- The ongoing retention challenge</td>
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<td></td>
<td>- Why students leave</td>
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<td></td>
<td>- The “cost” of retention (individual, institutional, societal)</td>
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<tr>
<td>2:00pm</td>
<td><strong>Discussion 1:</strong> What do you want/expect to get out of this workshop?</td>
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<tr>
<td>2:30</td>
<td><strong>Discussion 2:</strong> The Greatest Challenges Facing You and Your Institution Regarding Retention (Small Group)</td>
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<tr>
<td>2:40pm</td>
<td>Reporting Back</td>
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<tr>
<td>2:50pm</td>
<td>A Framework for Student Retention</td>
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<tr>
<td>3:15pm</td>
<td>Break</td>
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<tr>
<td>3:25pm</td>
<td><strong>Embedding Debt Management Strategies across Institutional Enrollment Management Plans</strong></td>
<td>Jacob Fraise, TG</td>
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<tr>
<td>4:00pm</td>
<td>Best Practices in Student Retention</td>
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<tr>
<td>4:30pm</td>
<td>Making a Plan</td>
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<tr>
<td>4:45pm</td>
<td><strong>Discussion 3:</strong> Reporting Back</td>
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<tr>
<td>4:55pm</td>
<td>Concluding Thoughts</td>
<td>Dr. Watson Scott Swall</td>
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</tbody>
</table>
Workshop Materials

EPI Opens Toronto Office

EPI Opens Toronto Office

EPI Participates in Prague Conference

Research Focus
Retaining Minority Students in Higher Education

Not All Equal
Percentage of 2000 high school graduates who plan to attend college by race/ethnicity

Dr. Watson Scott
President

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Retaining Minority Students in Higher Education
A Framework for Success

W. Scott, M. J. Redd, and Laura A. Perna

Book Available

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Why Retention is an Important Issue

- Retention stable at 50 percent
- Issues of cost and quality
- Federal and state intervention
The Ongoing Retention Challenge

- One quarter of all students who enter postsecondary education for the first time end up at another institution before attaining a postsecondary degree.

- Almost half (46 percent) of first-time students who left their initial institution by the end of the first year never came back to postsecondary education.

- Students who attend full-time or whose attendance was continuous were much more likely to achieve their degree goals than other students. However, only about two-thirds of students were continuously enrolled.
The Ongoing Retention Challenge

- 50 percent of four-year students who did not delay entry into PSE earned their degree at their first institution, compared to only 27 percent of students who were delayed entrants.

- 42 percent of students whose first-year grade point average was 2.25 or less left postsecondary education permanently.
Exhibit 1. Departure Rates of Students Who Begin at a Four-Year Institution

Why Students Leave

- Academic Preparedness
- Campus Climate
- Commitment to Educational Goals and the Institution
- Social and Academic Integration
- Financial Aid
Why Students Leave

- Your thoughts…
Cost of Student Attrition

- Conducting cost-benefit analysis is complex and depends on a number of factors, including:
  - Whether one considers a transfer from your institution to another within the system a “loss.”
  - Whether the institution is market-sensitive or have an enrolment ceiling.
Cost of Student Attrition

- Market-Sensitive Institutions
  - Loss of student in out-years is a loss of revenue to the institution
Cost of Student Attrition

- Market-Sensitive Institutions
  
  EXAMPLE
  
  - If John Q drops out after freshman year (at 4yr), then the school loses 3yrs x $5,000 (tuition)
    
    \[ 3 \times \$5,000 = \$15,000 \]
  
  - If your institution has 250 students like John Q dropping out, the projected loss is
    
    \[ 3 \times \$5,000 \times 250 = \$375,000 \]
Cost of Student Attrition

- **Market-Sensitive Institutions**
  - As well, institution loses:
    - **Ancillary revenues**
      - Bookstore sales
      - On-campus restaurants
      - Residence hall fees
      - Financial aid revenues
    - **Future revenues**
      - Alumni contributions
Cost of Student Attrition

- Restricted-Enrolment Institutions
  - These institutions do not lose future revenue because they are not in a growth model
  - However, they lose revenue in the year that the student leaves (tuition and ancillary fees/services)
Cost of Student Attrition

- All Institutions
  - Lose General Costs of staffing and overhead associated with recruitment and enrollment management

**EXAMPLE**

If the total recruitment/enrollment management budget for Institution X is $1,000,000, and 6-yr cohort grad rate is only 50 percent, then $500,000 is lost in efficiency.
Cost of Student Attrition

- Institutional
- Individual
- Societal
Discussion 1

- What is it you hope to get out of this workshop, or subsequent workshops?
Discussion 2

- What do you and your leadership envision as the greatest barriers to increasing student retention and persistence on campus?
- Attitude of student; preparation of student; commitment or sacrifice of student
- Academic underprepared; lack of quality (and quantity) counseling;
- We don’t do a good job informing the student up front of what study entails (college rigor); a lot of financial and family issues;
- Communication of services available; communications between departments (regarding students); univ not holding faculty/staff accountable; lack of customer service to students;
- (BAD) Attitude of college personnel; reluctance of enrolment to get engaged in campus-wide retention campaign; commitment to strive for student success;
Discussion 2

- What strategies do you think can help you overcome these barriers?
- Support services; getting students to take advantages of these services;
- MIS system taking out “personal touch;”
- Early warning system; connecting students within special populations with support groups
- Freshman seminar
- Residential program with block courses (taken together)
- Mandatory orientation program
Cognitive Factors

- relate to intelligence, knowledge, and academic ability
- Important with regards to student retention in terms of decision-making, comfortability with academic loads, and other higher-order levels.
Social Factors

- factors that describe the student from a social standpoint: that may support or impede a student’s persistence in college.
- e.g., peer support, parental involvement, educational legacy, social coping skills, maturity, social lifestyle
Institutional Factors

- Forces exerted upon the student by the institution in either an intended or unintended way.
- Concrete Forms: instructional practices, intervention/supplementary programs.
- Abstract Forms: campus culture, risk-taking atmosphere, trust and faith.
The Student Experience

Cognitive Factors

Social Factors

Institutional Factors

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The Student Experience

Academic Rigor
Quality of Learning
Aptitude
Content Knowledge
Critical-Thinking Ability
Technology Ability
Study Skills
Learning Skills
Time Management
Academic-Related Extracurricular Activities

Social Factors

Institutional Factors
Institutional Factors

Academic Rigor
Quality of Learning
Aptitude
Content Knowledge
Critical-Thinking Ability
Technology Ability
Study Skills
Learning Skills
Time Management

Academic-Related Extracurricular Activities

Financial Issues
Educational Legacy
Attitude Toward Learning
Religious Background
Maturity
Social Coping Skills
Communication Skills
Attitude Toward Others
Cultural Values
Expectations
Goal Commitment
Family Influence
Peer Influence
Social Lifestyle

The Student Experience

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The Student Experience

Financial Aid  Recruitment & Admissions
Academic Services
Student Services  Curriculum & Instruction

Financial Issues  Educational Legacy
Attitude Toward Learning  Religious Background
Maturity  Social Coping Skills
Communication Skills  Attitude Toward Others
Cultural Values  Expectations
Goal Commitment  Family Influence
Peer Influence  Social Lifestyle

Academic Rigor  Quality of Learning
Aptitude  Content Knowledge
Critical-Thinking Ability  Technology Ability
Study Skills  Learning Skills
Time Management  Academic-Related Extracurricular Activities

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Cognitive Factors

Social Factors

Institutional Factors

The Student Experience
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Cognitive Factors

Social Factors

The Student Experience

Institutional Factors
Enrolment Management
Discussion 3

- What are you doing now that appears to be successful?
- What are you hearing from others that appears to be successful?
Five Components of the Student Retention Framework

- Recruitment & Admissions
- Financial Aid
- Student Services
- Academic Services
- Curriculum & Instruction

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## 1 Financial Aid

<table>
<thead>
<tr>
<th>Subsection</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1.1 Financial Aid Counseling/Training</td>
<td>Improve the flow and ease of information to students and families regarding college financing options. Ensure that prospective students and families receive aid and other college information early. Collaborate with financial management professionals to offer financial management seminars to students and families. Provide financial aid counselors with cultural diversity/sensitivity training.</td>
</tr>
<tr>
<td>1.2 Grants and Scholarships</td>
<td>Maximize availability of grant and scholarship aid compared with student loans. Create additional sources of grant and scholarship aid through the private sector. Ensure that funds are available to provide emergency grants to students as required.</td>
</tr>
<tr>
<td>1.3 Loans</td>
<td>Educate students and family members about student loan obligations. Streamline bureaucracy and forms to simplify loan application process. Integrate mandatory career development with student borrowing. Provide emergency loans to students in need.</td>
</tr>
<tr>
<td>1.4 Assistantships and Work-study</td>
<td>Expand assistantships and work-study programs for undergraduates. Restrict assistantships and work-study to 15-25 hours per week for full-time undergraduates. Partner with area businesses in close proximity to campus to forge assistantships and research opportunities for undergraduates. Create opportunities with public and private businesses that lead to employment after graduation with “loan forgiveness” compensation plans.</td>
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## 2 Recruitment and Admissions

<table>
<thead>
<tr>
<th>2.1 Student Identification</th>
<th>2.2 Admissions</th>
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<tbody>
<tr>
<td>2.1.1 Collaborate with pre-college programs and high school counselors to identify prospective recruits.</td>
<td>2.2.1 Identify students' academic and career goals and use to develop match with those of the institution.</td>
</tr>
<tr>
<td>2.1.2 Develop outreach programs that target the student demographics of interest to the institution.</td>
<td>2.2.2 Establish admissions criteria using a holistic approach for a more comprehensive assessment of students' commitment to college and compatibility with the institution.</td>
</tr>
<tr>
<td>2.1.3 Monitor the participation of students enrolled in pre-college programs.</td>
<td>2.2.3 Evaluate the use of college admissions tests scores in admissions profiles to ensure an appropriate mix of criteria in the admissions formula.</td>
</tr>
<tr>
<td>2.1.4 Conduct on-campus orientation activities for counselors and teachers from local secondary school and pre-college.</td>
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</tr>
<tr>
<td>2.1.5 Include work-study students and education majors on college recruitment teams to inform middle and high school students of the academic, social, and financial requirements for college participation.</td>
<td>2.3 Orientation</td>
</tr>
<tr>
<td>2.1.6 Coordinate recruitment with alumni associations to identify prospective students.</td>
<td>2.3.1 Provide opportunities for pre-college secondary school students to live on campus.</td>
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<td>2.3.2 Provide early student orientation activities for students and families.</td>
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<td>2.3.3 Involve all campus departments in the student orientation process.</td>
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<td></td>
<td>2.3.4 Provide orientations at satellite locations for non-local students.</td>
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<td></td>
<td>2.3.5 Ensure personal communications with students and families via telephone and visitations.</td>
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<tr>
<td></td>
<td>2.3.6 Institute freshmen orientations as credited course requirements.</td>
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</tbody>
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### 3 Academic Services

<table>
<thead>
<tr>
<th>3.1 Academic Advising</th>
<th>3.4 Research Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.1 Provide ongoing professional development opportunities for counseling staff.</td>
<td>3.4.1 Support the development of faculty-student research projects.</td>
</tr>
<tr>
<td>3.1.2 Provide appropriate academic advising and counseling to students throughout the college experience.</td>
<td>3.4.2 Integrate regular research activities into curricula.</td>
</tr>
<tr>
<td>3.1.3 If faculty members act as academic advisors, ensure that they are properly trained and are cognizant of specific policies, course structures, and credit requirements within the institution.</td>
<td>3.4.3 Develop partnerships with industry for research opportunities.</td>
</tr>
<tr>
<td>3.1.4</td>
<td>3.4.4 Collaborate with business and industry on in-class presentations and experiments.</td>
</tr>
</tbody>
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<thead>
<tr>
<th>3.2 Supplementary Instruction</th>
<th>3.5 Pre-College Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.1 Encourage the development of peer study groups to foster learning.</td>
<td>3.5.1 Develop pre-college programs at elementary and secondary education levels.</td>
</tr>
<tr>
<td>3.2.2 Incorporate more practical application exercises with class assignments.</td>
<td>3.5.2 Offer pre-college programs on and off campus</td>
</tr>
<tr>
<td>3.2.3 Integrate a variety of instructional methods to support student learning.</td>
<td>3.5.3 Monitor students' progress in pre-college programs.</td>
</tr>
<tr>
<td>3.2.4 Employ peer instructors for supplementary instruction, when possible.</td>
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<tr>
<td>3.2.5 Develop academic learning centers to provide supplementary support for students.</td>
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<tr>
<td>3.2.6 Provide non-classroom opportunities for student-faculty interaction.</td>
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<tr>
<th>3.3 Tutoring/Mentoring</th>
<th>3.6 Bridging Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.1 Provide regularly scheduled, easy access tutoring to students for all courses</td>
<td>3.6.1 Provide summer academic and social support for students requiring additional support during the summer before matriculation.</td>
</tr>
<tr>
<td>3.3.2 Use Teaching Assistants (TAs), Research Assistants (RAs) and exemplary undergraduates as tutors.</td>
<td>3.6.2 Provide on-campus residency to students during bridge program participation.</td>
</tr>
<tr>
<td>3.3.3 Encourage peer tutoring and group studying within class population.</td>
<td>3.6.3 Monitor all students' progress in bridging programs.</td>
</tr>
<tr>
<td>3.3.4 Encourage faculty members to support the academic development of students outside of class time.</td>
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<tr>
<td>3.3.5 Create incentives for faculty participation in mentoring programs.</td>
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<tr>
<td>3.3.6 Recruit a diverse mentoring staff of students, faculty, and staff.</td>
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</table>
4 Curriculum and Instruction

<table>
<thead>
<tr>
<th>4.1 Curriculum Review and Revision</th>
<th>4.3 Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1.1 Design curricula with interdisciplinary and real-world emphasis to stimulate interest and profound understanding on behalf of students.</td>
<td>4.3.1 Develop assessment instruments that require students to utilize diverse cognitive skills</td>
</tr>
<tr>
<td>4.1.2 Develop a continuous review process of curricula utilizing faculty, student and outside consultation.</td>
<td>4.3.2 Perform regular student testing and assessment to monitor student progress (e.g., standard question/answer tests, lab assignments, out-of-class assignments, observation, portfolios, etc.)</td>
</tr>
<tr>
<td>4.1.3 Incorporate current and innovative technologies into the curriculum</td>
<td>4.3.3 Employ early intervention programs to identify and assist students experiencing academic difficulty in each semester.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>4.2 Instructional Strategies</th>
<th>4.4 Faculty Development/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.1 Incorporate interactive, relevant, hands on, exploratory, instructional practices.</td>
<td>4.4.1 Provide appropriate in-service development opportunities for teaching faculty.</td>
</tr>
<tr>
<td>4.2.2 Establish learning communities</td>
<td>4.4.2 Establish teaching faculty reward system.</td>
</tr>
<tr>
<td>4.2.3 Integrate Supplemental Instruction into the curriculum</td>
<td>4.4.3 Create a center for teaching excellence to support faculty development.</td>
</tr>
<tr>
<td>4.2.4 Provide students with short- and long-term research and application assignments.</td>
<td>4.4.4 Identify and/or provide grant opportunities for classroom research.</td>
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<tr>
<td>4.2.5 Utilize educational technologies to complement instruction.</td>
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</table>
## 5 Student Services

### 5.1 Campus Climate
- **5.1.1** Build a supportive pluralist environment for students by embracing multiculturalism through campus leadership, faculty, staff, student enrollments, curricula, programming, and campus artifacts.
- **5.1.2** Provide a safe campus for all students, faculty, staff, and visitors
- **5.1.3** Support campus student organizations that help develop a positive campus culture.
- **5.1.4** Work with academic services to provide non-classroom opportunities for student-faculty interaction.
- **5.1.5** Develop social activities that build community among all campus constituencies, e.g., intramural sports and academics, convocations, homecoming, entertainment, etc.

### 5.4 Accessibility/Transportation
- **5.4.1** Ensure transportation link with local area transit system for increased access to campus.
- **5.4.2** Offer classes in a variety of timeslots to permit flexible scheduling by students, including weekends and Friday-Saturday course combinations.
- **5.4.3** Utilize distance-learning technologies and practices to broaden and support student participation and allow increased flexibility of courses schedules.

### 5.3 Housing
- **5.3.1** Ensure affordable housing and meal plans.
- **5.3.2** Encourage on campus residency for undergraduates.
- **5.3.3** Provide the appropriate number of housing slots to meet the needs of the student body.
- **5.3.4** If college experiences a campus housing shortage, ensure on campus housing for underclassmen.
- **5.3.5** Provide campus residents housed off site with additional services to support campus integration.
- **5.3.6** Incorporate special living-learning housing options to further academically integrate students.

### 5.5 Counseling
- **5.5.1** Provide counseling, psychological, and other health services to students to enhance coping strategies.
- **5.5.2** Provide career counseling that connects academic and financial advising to ensure students are following the proper path to reach their goals.
- **5.5.3** Offer counseling services cultural and racially sensitive.
- **5.5.4** Offer a variety of counseling resources (e.g., legal services and family counseling) and techniques, including individual, group, peer, computer, and video sessions, as necessary.
Discussion 4

- Making a Plan
  - What will we do when we go back to our institutions? What are some of the things that we need to think about or act upon?
  - Who are some of the people that I’ve met that may be helpful to me?
Concluding Thoughts

- **DATA-BASED DECISION MAKING**
  - Early Warning Detection System
  - Diagnostic Testing (for all incoming students)
  - Ongoing measurement and evaluation

- **LEADERSHIP AND OWNERSHIP**
  - Direct access to top-level administrators
  - Cross department/cross campus involvement and buy-in
  - Retention council (accountability built in)
Concluding Thoughts

- **FUNDING**
  - Program built into annual budget – not based on "special funding"
  - Be careful of "volunteer" systems

- **STUDENT-CENTERED**
  - Personal touch

- **STRATEGIC AND SYSTEMIC**
  - Multi-year, multi-stage implementation and retooling
  - This is not a "quick fix."
  - Requires a strategic plan
  - Requires ability to "fail" before advances.
Book Available

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A Framework for Success

WARREN SCOTT SNELLE
and KENNETH REDD and LAURA W. PERTA

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