

Here are the questions you asked me to address. I believe I have hit them all in this document.

1. What are the enrollment patterns and retention rates for the university as a whole for last five years for both undergraduate and graduate students? How do our rates compare to other universities in the state?
2. What are the known factors that affect retention rates?
3. What efforts are currently in place to help increase student retention? What data can you provide for the efficacy of these programs?
4. Are there any new programs that are in the pipeline?
5. Is there any information about retention that you feel needs to be considered when we develop our initiatives?
6. I would like you to present 1-3 strategic initiatives that your feel could “move the needle” on retention. Don’t be afraid to be bold for your initiatives. I specifically chose the members of our group because they aren’t afraid of big ideas, so think outside the box!! Just make sure you’re able to articulate how your big ideas will impact your college/programs.

Arkansas Tech University – Retention and Graduation – Past and Current State

Arkansas Graduation and Retention Statistics from ADHE – May be slightly different from IR

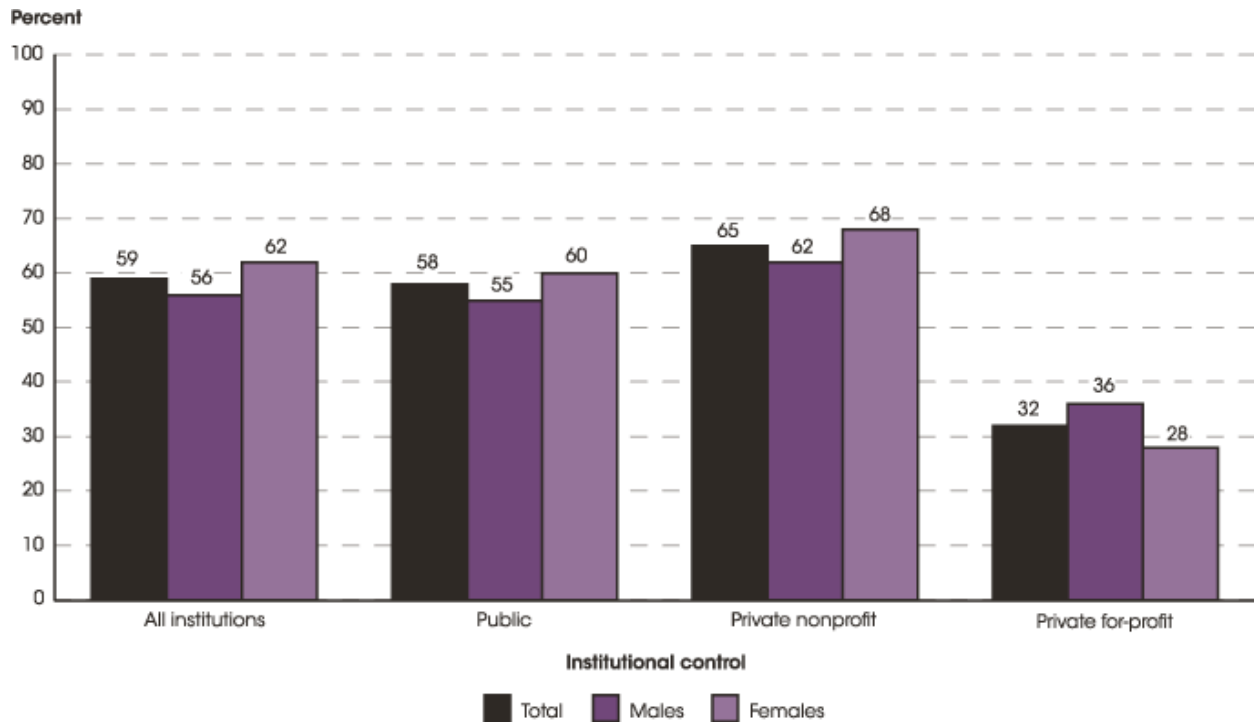
<i>MOST RECENT COHORT</i>								
150% Rate CY2009		Graduation Rate		Total	Still Enrolled		Dropped	Success
		Home	Transfer		Home	Transfer	Out	
1	ASUJ	34.8%	5.9%	40.7%	6.1%	11.2%	42.0%	58.0%
2	ATU	43.5%	7.2%	50.7%	5.4%	9.2%	34.8%	65.2%
3	HSU	33.6%	7.8%	41.4%	4.8%	10.9%	42.9%	57.1%
4	SAUM	33.2%	5.2%	38.4%	3.4%	8.1%	50.1%	49.9%
5	UAF	60.8%	4.5%	65.3%	5.7%	9.9%	19.0%	81.0%
6	UAFS	28.0%	5.2%	33.2%	9.4%	7.2%	50.2%	49.8%
7	UALR	23.0%	6.2%	29.2%	9.7%	15.3%	45.8%	54.2%
8	UAM	31.0%	6.8%	37.8%	4.0%	8.1%	50.0%	50.0%
10	UAPB	24.3%	3.1%	27.4%	5.4%	6.6%	60.5%	39.5%
11	UCA	43.1%	9.5%	52.6%	4.6%	13.8%	29.0%	71.0%
4-Year Universities		40.0%	6.2%	46.2%	5.9%	10.2%	37.8%	62.2%

Note: These data were just recently released by ADHE

Cohort Starting in 2013 Fall		1-Year Retention
#	Institution	Percent Retained
1	ASUJ	74.5%
2	ATU	65.8%
3	HSU	59.4%
4	SAUM	62.9%
5	UAF	82.8%
6	UAFS	62.4%
7	UALR	71.1%
8	UAM	46.4%
9	UAPB	61.8%
10	UCA	69.9%
4-Year Universities		71.1%

Note: These data were just recently released by ADHE

National Graduation Statistics but One Year Behind



NOTE: Data are for 4-year degree-granting postsecondary institutions participating in Title IV federal financial aid programs. Graduation rates refer to students receiving bachelor's degrees from their initial institution of attendance only.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2014, Graduation Rates component. See *Digest of Education Statistics 2014*, [table 326.10](#).

National Center for Education Statistics

The 2013 6-year graduation rate for first-time, full-time undergraduate students who began their pursuit of a bachelor's degree at a 4-year degree-granting institution in fall 2007 was 59 percent. That is, 59 percent of first-time, full-time students who began seeking a bachelor's degree at a 4-year institution in fall 2007 completed the degree at that institution by 2013.

Among first-time, full-time undergraduate students who began seeking a bachelor's degree at a 4-year degree-granting institution in fall 2007, the 6-year graduation rate was 58 percent at public institutions, 65 percent at private nonprofit institutions, and 32 percent at private for-profit institutions. The 6-year graduation rate was 56 percent for males and 62 percent for females; it was higher for females than for males at both public (60 vs. 55 percent) and private nonprofit institutions (68 vs. 62 percent). However, at private for-profit institutions males had a higher graduation rate than females (36 vs. 28 percent).

Six-year graduation rates for first-time, full-time students who began seeking a bachelor's degree in fall 2007 varied according to institutions' level of selectivity. In particular, graduation rates were highest at postsecondary degree-granting institutions that were the most selective (i.e., had the lowest admissions acceptance rates), and graduation rates were lowest at institutions that were the least selective (i.e., had open admissions policies). For example, at 4-year institutions with open admissions policies, 34 percent of students completed a bachelor's degree within 6 years. At 4-year institutions where the acceptance rate was less than 25 percent of applicants, the 6-year graduation rate was 89 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2015). *The Condition of Education 2015* (NCES 2015-144), [Institutional Retention and Graduation Rates for Undergraduate Students](#).

Retention Rates Over 5 Years-ADHE

Cohort Starting in 2009 Fall			1-Year Retention	2-Year Retention	3-Year Retention	4-Year Retention	5-Year Retention
#	Inst. Type	Institution	Percent Retained	Percent Retained	Percent Retained	Percent Retained	Percent Retained
1	1	ASUJ	69.8%	53.8%	46.1%	27.3%	14.6%
2	1	ATU	70.7%	55.1%	48.1%	26.7%	12.3%
3	1	HSU	62.1%	48.2%	42.1%	24.2%	12.5%
4	1	SAUM	62.3%	44.3%	39.1%	19.2%	10.6%
5	1	UAF	82.7%	74.9%	69.4%	32.1%	13.1%
6	1	UAFS	60.0%	42.2%	35.3%	21.9%	11.6%
7	1	UALR	64.4%	49.1%	41.0%	27.9%	17.6%
8	1	UAM	41.9%	32.0%	26.2%	17.1%	9.8%
9	1	UAMS	0.0%	0.0%	0.0%	0.0%	0.0%
10	1	UAPB	56.9%	42.6%	35.3%	25.2%	10.0%
11	1	UCA	73.5%	59.6%	53.6%	33.1%	14.2%
4-Year Universities			68.8%	55.4%	48.9%	27.3%	12.9%

Most Recent ADHE Data

Cohort Starting in 2010 Fall			1-Year Retention	2-Year Retention	3-Year Retention	4-Year Retention
#	Inst. Type	Institution	Percent Retained	Percent Retained	Percent Retained	Percent Retained
1	1	ASUJ	70.5%	59.2%	52.7%	28.8%
2	1	ATU	64.5%	46.0%	38.8%	20.9%
3	1	HSU	57.5%	45.0%	39.0%	22.3%
4	1	SAUM	60.0%	44.0%	40.0%	18.2%
5	1	UAF	83.4%	75.3%	71.2%	32.4%
6	1	UAFS	59.9%	45.2%	36.8%	21.3%
7	1	UALR	61.6%	49.3%	43.5%	28.0%
8	1	UAM	40.8%	29.7%	22.1%	11.0%
9	1	UAMS	0.0%	0.0%	0.0%	0.0%
10	1	UAPB	56.0%	40.1%	33.0%	25.7%
11	1	UCA	69.0%	54.8%	49.4%	26.9%
4-Year Universities			68.1%	55.5%	49.6%	25.9%

Cohort Starting in 2011 Fall			1-Year Retention	2-Year Retention	3-Year Retention
#	Inst. Type	Institution	Percent Retained	Percent Retained	Percent Retained
1	1	ASUJ	70.3%	61.0%	54.5%
2	1	ATU	65.3%	50.2%	41.3%
3	1	HSU	58.9%	45.2%	40.6%
4	1	SAUM	60.3%	45.8%	38.8%
5	1	UAF	81.2%	72.7%	67.7%
6	1	UAFS	60.2%	45.7%	37.0%
7	1	UALR	67.2%	53.5%	45.2%
8	1	UAM	42.6%	30.4%	24.5%
9	1	UAMS	0.0%	0.0%	0.0%
10	1	UAPB	54.5%	41.9%	36.7%
11	1	UCA	70.2%	56.2%	48.7%
4-Year Universities			68.7%	56.9%	50.3%

Cohort Starting in 2012 Fall			1-Year Retention	2-Year Retention
#	Inst. Type	Institution	Percent Retained	Percent Retained
1	1	ASUJ	73.1%	61.0%
2	1	ATU	66.5%	50.4%
3	1	HSU	57.5%	45.9%
4	1	SAUM	64.3%	48.3%
5	1	UAF	82.1%	75.0%
6	1	UAFS	62.0%	45.8%
7	1	UALR	69.7%	55.5%
8	1	UAM	42.3%	29.6%
9	1	UAMS	0.0%	0.0%
10	1	UAPB	56.2%	44.3%
11	1	UCA	69.8%	56.0%
4-Year Universities			70.2%	58.3%

Cohort Starting in 2013 Fall			1-Year Retention
#	Inst. Type	Institution	Percent Retained
1	1	ASUJ	74.5%
2	1	ATU	65.8%
3	1	HSU	59.4%
4	1	SAUM	62.9%
5	1	UAF	82.8%
6	1	UAFS	62.4%
7	1	UALR	71.1%
8	1	UAM	46.4%
9	1	UAMS	0.0%
10	1	UAPB	61.8%
11	1	UCA	69.9%
4-Year Universities			71.1%

4 Year Graduation Rate for Students Requiring Remediation

Remediated Students								
100% Rate CY2011			Graduation Rate		Still Enrolled		Dropped Out	Success
			Home	Transfer	Home	Transfer		
1	1	ASUJ	12.3%	2.9%	25.3%	12.5%	47.0%	53.0%
2	1	ATU	14.1%	2.3%	20.3%	7.0%	56.3%	43.7%
3	1	HSU	6.6%	4.3%	18.9%	16.9%	53.4%	46.6%
4	1	SAUM	8.7%	5.6%	23.0%	9.3%	53.4%	46.6%
5	1	UAF	17.1%	2.1%	39.6%	16.2%	25.0%	75.0%
6	1	UAFS	9.6%	0.7%	20.8%	3.5%	65.4%	34.6%
7	1	UALR	6.0%	2.9%	28.0%	16.0%	47.1%	52.9%
8	1	UAM	13.9%	2.1%	9.0%	11.1%	64.0%	36.0%
9	1	UAMS						
10	1	UAPB	4.5%	1.5%	27.0%	8.7%	58.3%	41.7%
11	1	UCA	8.8%	3.8%	26.8%	19.5%	41.1%	58.9%
4-Year Universities			10.5%	2.5%	23.3%	10.9%	52.8%	47.2%

6 Year Graduation Rate for Students Requiring Remediation

Remediated Students								
150% Rate CY2009			Graduation Rate		Still Enrolled		Dropped Out	Success
			Home	Transfer	Home	Transfer		
1	1	ASUJ	17.4%	4.3%	6.8%	9.2%	62.2%	37.8%
2	1	ATU	30.0%	5.3%	6.8%	7.1%	50.7%	49.3%
3	1	HSU	20.1%	4.7%	6.5%	11.9%	56.8%	43.2%
4	1	SAUM	18.2%	4.2%	3.9%	6.6%	67.1%	32.9%
5	1	UAF	44.3%	4.2%	8.3%	9.6%	33.6%	66.4%
6	1	UAFS	17.7%	2.8%	7.9%	5.0%	66.5%	33.5%
7	1	UALR	13.0%	4.0%	9.8%	15.4%	57.7%	42.3%
8	1	UAM	16.6%	6.1%	5.5%	7.6%	64.1%	35.9%
9	1	UAMS						
10	1	UAPB	22.7%	3.1%	5.6%	6.1%	62.4%	37.6%
11	1	UCA	24.2%	5.8%	6.6%	13.5%	49.9%	50.1%
4-Year Universities			22.1%	4.3%	6.7%	8.7%	58.2%	41.8%

Remediation IssuesRisk Factors at ATU

- 91.4% receive some type of financial aid
- 61% are Pell eligible

- Approximately 50% are first generation
- 40-48% require remediation of some type

Compilation of Research “At-Risk” Characteristics (Noel-Levitz)

- Low high school grades and/or standardized test scores • First-generation college student
- Lack of college preparatory high school curriculum
- Low S.E.S.
- Low level of educational aspiration/motivation
- Late applicant or registrant
- Physical or learning disability
- English as a second language
- G.E.D. graduate
- Uncertainty about program of study or reasons for attending college

Non-continuous college attendance pattern (stop-outs)

- Work full-time while enrolled
- Single parent with children
- Lack of participation in extracurricular activities while in college
- Low first-year college GPA
- Excessive number of class absences

Remediation Efforts at ATU

Complete College America Remedial Redesign

Of 2,269 in the 2007-2010 Remedial Cohort - only 668 (29.4%) successfully completed the college algebra course required for an opportunity to complete most college degree programs.

The approach to remedial math was revised in 2012 to combine MATH 0803 and MATH 0903 into a single MATH0903 course that was modularized and provided electronically. The data I collected demonstrated that approximately 10% more students were successfully remediated in the new method versus the old (69.7% compared to 59.8%).

Those who were remediated under the new method were much more likely to be successful in college algebra (77.1% compared to 51.9%).

Starting this fall (2015) a new math pathway has opened up for many students MATH 1013. It is designed for non-STEM majors and is now accepted in the social sciences. There is no information yet about how much impact this will have on math success. When the redesign was conducted, very few students could take MATH 1013 because college algebra was required for most majors. Remedial students are required to pass fewer modules in MATH 0903 before being allowed to go into MATH 1013.

Complete College America Just-in-Time (corequisite) Remediation

Discriminant Analysis was used to develop a model and students most likely to be successful were identified. Working with the Director of Advising and the Math department, a special section of Math was developed. The special section would meet 5 days each week instead the traditional 3 days per week, allowing students to receive remedial instruction directed on the College Algebra topics that would be covered during the week. The course carried 3 hours of credit and successful completion met the College Algebra requirement. The course was run as a pilot during fall semester 2014 to test the model. Students were assigned by the Advising Center based on the discriminant analysis model. The findings indicated that 77% of students who were placed in the course following the model guidelines were successful in completing College Algebra on their first attempt.

Gateways to Completion

Three year initiative along with 12 other institutions Looking at “D” “F” “W” and “I” rates in 5 “gateway” courses.

Courses Selected and First Year to Second Year Results

	Yr1	Yr2
ACCT 2003 Accounting Principles I	(54.0%/48.6%)	
BIOL 1014 Intro. To Biological Science	(30.9%/34.2%)	
HIST 1903 Survey of American History	(33.5%/35.3%)	
MATH 1113 College Algebra	(38.5%/43.5%)	
PSY 2003 General Psychology	(24.6%/26.7%)	

Supplemental Instruction

The pilot of the supplemental instruction initiative, implemented during 2014, focused on two courses, Psychology 2003 (Introduction to Psychology) and Biology 1014 (Introduction to Biological Sciences – 1 lecture and 2 labs). The results of the pilot project, which was jointly

funded and administered by the division of academic affairs and the division student services, indicate the following:

- 45.28% (24) of students in Psychology 2003 made use of the supplemental instruction (SI).
- 12 (50% of users) of those in Psychology who made use of SI earned grades of “A” or “B” compared to only 6 (41.4%) of those who did not make use of SI.
- 2 (8.3%) Psychology 2003 students who made use of SI failed the course compared to 7 (24.1%) who did not use SI.
- 30.19% (16) of Biology 1014 students made use of SI.
- 0 (0%) Biology students who made use of SI failed the course compared to 9 (24.3%) who did not use SI.

Early Warning System

The Early Warning System is an intrusive advising service provided by the university’s academic advising center. Faculty are encouraged to report students who are struggling with a course, who have excessive absences, or any other issue that could negatively impact a student’s success in the class. When a report is received, the academic advising center staff will make focused attempts to contact the student to provide proactive advising to help remedy the situation. As part of the G2C initiative, faculty involved with the gateway courses were given presentations from the advising center staff that illustrated the process and the positive impact intrusive advising could have on students. As a result, the numbers of students referred to the Early Warning System has continued to increase as shown:

Fall 2012, 144 referred, 87 contacted (60.42%)

Fall 2013, 230 referred; 159 contacted (69.13%)

Fall 2014, 251 referred, 176 contacted (70.12%)

Note: Some students were dropped for non-pay or non-attendance between the time they were reported and the attempted contact by the advising center.

TECH 1001 and CSP 1013

Using Logistic regression to model first semester retention of first time entering freshmen for both fall 2012 and fall 2014 we were able to determine:

1. Convergence criteria for the model was met.
2. Actual first semester retention was 84.2%, the model predicted 85.7%.
3. The model predicted that students successfully completing CSP1013 should be retained at a rate of 86.1% but were actually retained at a rate of 89.7% **which is significant**.
4. The model predicted that students successfully completing TECH1001 in fall 2012 should be retained at a rate of 89.0% but were actually retained at a rate of 90.6% **which is significant**.
5. The model predicted that students successfully completing TECH1001 in fall 2014 should be retained at a rate of 89.9% but were actually retained at a rate of 89.8% which is not significant.

6. The model predicted that students successfully completing a departmental introduction course should be retained at a rate of 89.8% but were actually retained at a rate of 91.2% **which is significant.**
7. The model predicted that students not enrolled in any introduction course should be retained at a rate of 78.5% but were actually retained at a rate of 75.0%.
8. When CSP1013 completion status was entered in the model, the odds ratio was 1.738, meaning that a **student successfully completing CSP1013 is 1.738 times more likely to be retained than a student who does not holding all other variables constant.**
9. A student completing TECH1001 in the fall of 2012 or 2014 or completing a departmental introduction course was not statistically significant and an odds ratio cannot be calculated.

Using Multivariate linear regression, the fall semester cumulative GPA was modeled and the following was determined:

1. Convergence criteria for the model was met.
2. The model predicted a cumulative GPA of 2.79128 while the actual GPA was 2.79129
3. The model predicted that students successfully completing CSP1013 should attain a GPA of 2.727 but actually attained a GPA of 2.937 **which is significant.**
4. The model predicted that students successfully completing TECH1001 in the fall of 2012 should attain a GPA of 3.032 but actually attained a GPA of 3.230 **which is significant.**
5. The model predicted that students successfully completing TECH1001 in the fall of 2014 should attain a GPA of 3.021 but actually attained a GPA of 3.140 **which is significant.**
6. The model predicted that students successfully completing a departmental introduction course should attain a GPA of 2.971 but actually attained a GPA of 2.977 which is not significant.
7. The model predicted that students not enrolling in any introduction course should attain a GPA of 2.551 but actually attained a GPA of 2.515 which is not significant.

In 2005:

Students who successfully completed CSP 1013 had an expected retention rate of 85% but their actual retention rate was 92%. They returned at a rate 7% higher than expected

Students who successfully completed CSP 1013 had an expected GPA of 2.67 but their actual GPA was 2.94

Bridge to Excellence

Here are some quick facts that highlight the programs success throughout its six-year history:

- The fall-to-spring return rate for Fall 2006 B2E freshman participants was 88.99%, and for B2E non-participants it was 72.07% -- which means that B2E participants returned at a rate 16.92% higher than their non-B2E peers.
- The Fall 2006 cumulative Grade Point Average (GPA) of B2E participants was 2.875 (B-), while for non-B2E participants it was 2.240 (C) -- which means that B2E participants cumulative GPA was 0.635 higher than that of their non-B2E peers.

- During the six years of B2E implementation, the cumulative fall-to-spring GPA of B2E participants has averaged .5 higher (i.e., a half letter grade higher) than that of non-B2E participants.
- During the six years of B2E implementation, the average fall-to-spring return rate for B2E participants has averaged 13% higher than the rate for non-participants.
- During the six years of B2E implementation, the average fall-to-fall return rate for B2E participants has averaged 15% higher than the rate for non-participants.

Compass Testing During Advising

About 5 years ago I worked with the advising center to provide ACT Compass testing to students who were being assigned to remediation. The advisors would place the student in courses, including remedial, and then the student would have the opportunity to take the ACT Compass at no cost. If the student scored high enough to place without remediation, the advising staff would redo their schedule and place the student into the credit bearing course. Here was a general summary provided to Dr. Watson and others.

From: Dr. David Underwood

Sent: Thursday, August 05, 2010 10:26 AM

To: 'Shauna Donnell'; 'Linda Clarke'; 'liz.underwood3@gmail.com'

Cc: 'Karen Riddell'; Jennifer Fleming; Dr. John Watson

Subject: Compass Testing To Date

Here is what I glean from the Compass testing so far ([Through August 2010](#)):

257 students have taken one or more parts of the Compass exam since it has been offered in the Advising Center.

58 who would have had to take remedial Writing, no longer have to do so.

48 who would have had to take remedial Reading, no longer have to do so.

36 who would have had to take remedial Math, no longer have to do so.

The conversion/success rates are as follows:

Math 38.4%

Writing 37.5%

Reading 35.6%

A total of 151 Algebra tests were given, 128 Writing tests, and 101 Reading tests for a total of 380 exams at a cost of \$1.30 each for a total cost of \$494 in examination costs. (Not counting the cost of someone to administer the exams)

If we assume the students are all in-state students, that would mean we saved their families at least \$101,530 for courses that would not count toward graduation. (I did not include fees). It should also mean we can teach more college courses and fewer remedial courses.

David

Mandatory Orientation ?

Focused Tutoring ?

Learning Community in Agriculture ?

Freshman Convocation ?

Persistence and Completion Academy – 4 year effort that is just beginning under the auspices of the HLC as our “Quality Initiative” for the self-study.

Summary of Findings by External Groups:

EXECUTIVE SUMMARY: Four-Year Public Colleges (From ACT)

In spite of the attention paid to college student retention:

- Only 48.7% of campuses have identified an individual responsible for coordinating retention strategies.
- Only 59.6% of campuses have established an improvement goal for retention of students from the first to second year.
- Only 45.6% of campuses have established a goal for improved degree completion. Respondents from four-year public colleges are far more likely to attribute attrition to student characteristics than they are to attribute attrition to institutional characteristics.
- Of 24 institutional characteristics contributing to attrition, respondents identified only five factors that made a moderate or higher contribution: amount of student financial aid available, student-institution fit, student involvement in campus life, academic advising, and social environment.
- Of 20 student characteristics contributing to attrition respondents identified 16 factors that made a moderate or higher contribution. Student characteristics cited as having the greatest impact were inadequate financial resources, lack of motivation to succeed, inadequate preparation for college level work, poor study skills, and too many job demands.

Retention practices responsible for the greatest contribution to retention in four-year public colleges fall into three main categories:

- Academic advising: including advising interventions with selected student populations, increased advising staff, academic advising center, integration of academic advising with first-year transition programs and centers that combine advising and counseling with career/life planning
- First-year programs: including freshman seminar/university 101 for credit, non-credit freshman seminar/university 101, learning communities, and integration of academic advising with first-year programs

- Learning support: including supplemental instructions, a comprehensive learning assistance center/lab, reading center/lab, summer bridge program, and tutoring program. Several retention practices at high-performing (retention and degree completion) four-year public colleges differentiate those colleges from low-performing colleges. (See page 16 of the complete report for definitions of high-performing and low-performing colleges.)

Those practices are:

- advising interventions with selected student populations,
- increased advising staff,
- comprehensive learning assistance center/lab,
- integration of advising with first-year programs,
- center that combines academic advising with career/life planning,
- summer bridge program,
- non-credit freshman seminar/university 101,
- recommended course placement testing,
- performance contracts for students in academic difficulty,
- residence hall programs, and
- extended freshman orientation for credit.

What Works In Student Retention – Four-Year Public Institutions

When asked to identify three campus retention practices that had the greatest impact on student retention, four-year public college respondents identified:

- freshman seminar/university 101 for credit (20.2%),
- learning communities (18.4%),
- advising interventions for selected student populations (12.3%), and

The remaining practices were cited by less than 10% of the colleges.

Recommendations:

- Designate a visible individual to coordinate a campus-wide planning team.
- Conduct a systematic analysis of the characteristics of your students.

- Focus on the nexus of student characteristics and institutional characteristics.
- Carefully review the high impact strategies identified through the survey.
- Do not make first to second year retention strategies the sole focus of planning team efforts.
- Establish realistic short-term and long-term retention, progression, and completion goals.
- Orchestrate the change process.
- Implement, measure, improve!

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Good Quote:

Retention should not be an institutional goal but rather a by-product of improved educational programs and services for students. (Noel-Levitz)

Approaches That Could Have Major Impact

Seven Principles for Good Practice in Undergraduate Education.

Chickering, Arthur W.; Gamson, Zelda F.

AAHE Bulletin, p3-7 Mar 1987

Seven principles that can help to improve undergraduate education are identified. Based on research on college teaching and learning, good practice in undergraduate education: (1) encourages contacts between students and faculty; (2) develops reciprocity and cooperation among students; (3) uses active learning techniques; (4) gives prompt feedback; (5) emphasizes time on task; (6) communicates high expectations; and (7) respects diverse talents and ways of learning. Examples of approaches that have been used in different kinds of college in the last few years are described. In addition, the implications of these principles for the way states fund and govern higher education and for the way institutions are run are briefly discussed. Examples of good approaches include: freshman seminars on important topics taught by senior faculty; learning groups of five to seven students who meet regularly during class to solve problems set by the instructor; active learning using structured exercises, discussions, team projects, and peer critiques, as well as internships and independent study; and mastery learning, contract learning, and computer-assisted instruction approaches, which required adequate time on learning. (SW)

Complete College America – Game Changers

For more graduates, do this!

Double the number of remedial students successfully completing gateway courses. Triple the graduation rates for students transferring with associate degrees. Quadruple the successful completion of career certificate programs.

In a time when only about half of today's college students graduate and when our nation faces a skills gap that holds us back and threatens our future — we need results like these more than ever.

4% complete an associate degree at a 2-year college within 2 years
19% complete a degree at a 4-year university within 4 years (non-flagship)

We have studied the research, evaluated the data, and searched the nation for best practices. Whether it's poorly designed and delivered remedial courses, a culture that rewards enrollment instead of completion, broken credit transfer policies, or a system out of touch with the needs of today's busy college students — we have a clear path forward based on proven results.

If we are going to prepare more of today's students to meet the challenges of tomorrow, we need to implement these five Game Changer strategies, and we need to do it now. The stakes are too high for us to waste any more time.

*But game changers don't spontaneously happen: **They are caused by people who act boldly and decisively in response to challenges.** Read more about each game changer to find out what YOU can do to make them happen. And learn what some of your peers already are doing.*



Performance Funding Pay for performance, not just enrollment. Use the Complete College America and National Governors Association metrics to tie state funding to student progression through programs and completion of degrees and certificates. Include financial incentives to encourage the success of low-income students and the production of graduates in high-demand fields.



Corequisite Remediation Default many more unprepared students into college-level gateway courses with mandatory, just-in-time instructional support. Combine reading and writing instruction. Align mathematics to programs of study, matching the curriculum to real-world career needs. For many more unprepared students, provide remedial help parallel to highly structured coursework.



Full-Time is 15 Incentivize students to attend full-time and ensure that full-time means 15 credits per semester. Use banded tuition so 15 credits per semester cost students no more than 12 credits. Cap degree credit requirements (120 for bachelor's and 60 for associate) to ensure degrees can be completed on time. Ensure college credits can be transferred.



Structured Schedules Help working students balance jobs and school by using structured scheduling of classes to add predictability to their busy lives — doing so enables many more students to attend college full-time, shortening their time to completion.



Guided Pathways to Success (GPS) Enabled by technology, default all students into highly structured degree plans, not individual courses. Start students in a limited number of “meta majors,” which narrow into majors. Map out every semester of study for the entire program, and guarantee that milestone courses will be available when needed. Use built-in early warning systems to alert advisers when students fall behind to ensure efficient intervention.

Recommendations:

The scope of the problem is significant and so is the potential return on investment. We know we can implement various projects, practices, etc., such that each makes some positive impact on student success. However, given the scope of the problem and the potential positive impact on persistence and graduation rates, it is time to take a more strategic and organized approach to student success. We need to move away from a silo approach of providing programmatic efforts on student success and move toward a focused, coordinated effort that involves the entire campus in student success efforts. I would be in favor of identifying, for lack of a better word, a “success center” complete with a director and a staff to administer and coordinate services. I believe the center should be within the auspices of Academic Affairs because, although researchers recognize the importance of learning that takes place outside of class, the bulk of the learning takes place in, or is determined by, classroom activities.

The two logical places to house such a center are clear. If the center will have some credit producing aspect, (for example, if remedial classes and the CSP courses, TECH 1001 and CSP 1013, were removed from the departments and placed in the center) it should be within the Department of University College, which we already have. That would be my personal recommendation. If no credit hours will be produced within the center, it could just be a department under Academic Affairs. Either way, I believe the center should be closely affiliated with the Department of College Student Personnel. It could even serve as a living laboratory experience or internship for CSP students under the supervision of faculty. That aspect would be even more important if we eventually add a doctorate in higher education administration with an emphasis in college student personnel. However, the affiliation could simply be in the form of an advisory council/committee with at least two members from the CSP Department. The kinds of services and the types of programs that would be part of the center, are exactly the kinds of programs and services that are a fundamental part of the discipline the CSP professionals have chosen for study and teaching.

When we speak about students and student success, many faculty believe they know about those things because they have been a student, or because they have dealt with teaching and with students, sometimes for many years. However, they **have not studied the research, they do not know about developmental stages of college students, they do not know what has already been identified as best practices, etc.** Faculty do not always recognize the expertise of other disciplines. If your discipline is chemistry, or business, or biology, you would absolutely resent someone from CSP (or any other discipline) pretending to know what is best for your students or what are best practices in your discipline. However, because the other disciplines all have experience with students, they presume to know all that is necessary about how to help them be successful (generally the approach is to declare that we should just get better students).

An oversight group, certainly with CSP professionals as part of that group, could provide insight, guidance, research, etc. to the programs that are part of the center and make recommendations for other programs that should be developed. Ideally the center would also be instrumental in identifying and presenting assessment data to the advisory group that would allow for continuous monitoring of how well the programs and services are working, and identifying areas where more improvement is needed or where services are not being used or they are not as beneficial as anticipated.

We have programs that we know make a positive impact (students who take CSP1013 are 1.7 times more likely to return the next semester than those who do not take it, they are also likely to have a GPA that is .2 points higher, etc.) 75% of remedial students who go into the special section of College Algebra based on a predictive modeling formula are successful. Only 46.5% of those who do not need remediation and have an ACT of 19 are successful in College Algebra. There are many other examples, some I have pointed out earlier in this document. The effect of each of these programs, while important to the participants, are relatively small numbers compared to the student body as a whole and therefore do not show up in the retention and graduation rate data for the cohort. I believe that if we are to make a major impact on graduation and retention rates, the programs and services must be comprehensive, attacking each of the problem areas that are associated with our student body, there must be someone responsible for coordination of all the various efforts, and the results of each effort must be assessed, analyzed, and the results used to make improvements on the next round of services.

Just as information:

<https://uca.edu/studentssuccess/> UCA's Office of Student Success is directed by Dr. Julia Winden-Fey

<http://academics.uafs.edu/academic-success/student-success-courses> At UAFS they call it College of Student Success but I am not certain that is what it is