Noel-Levitz®

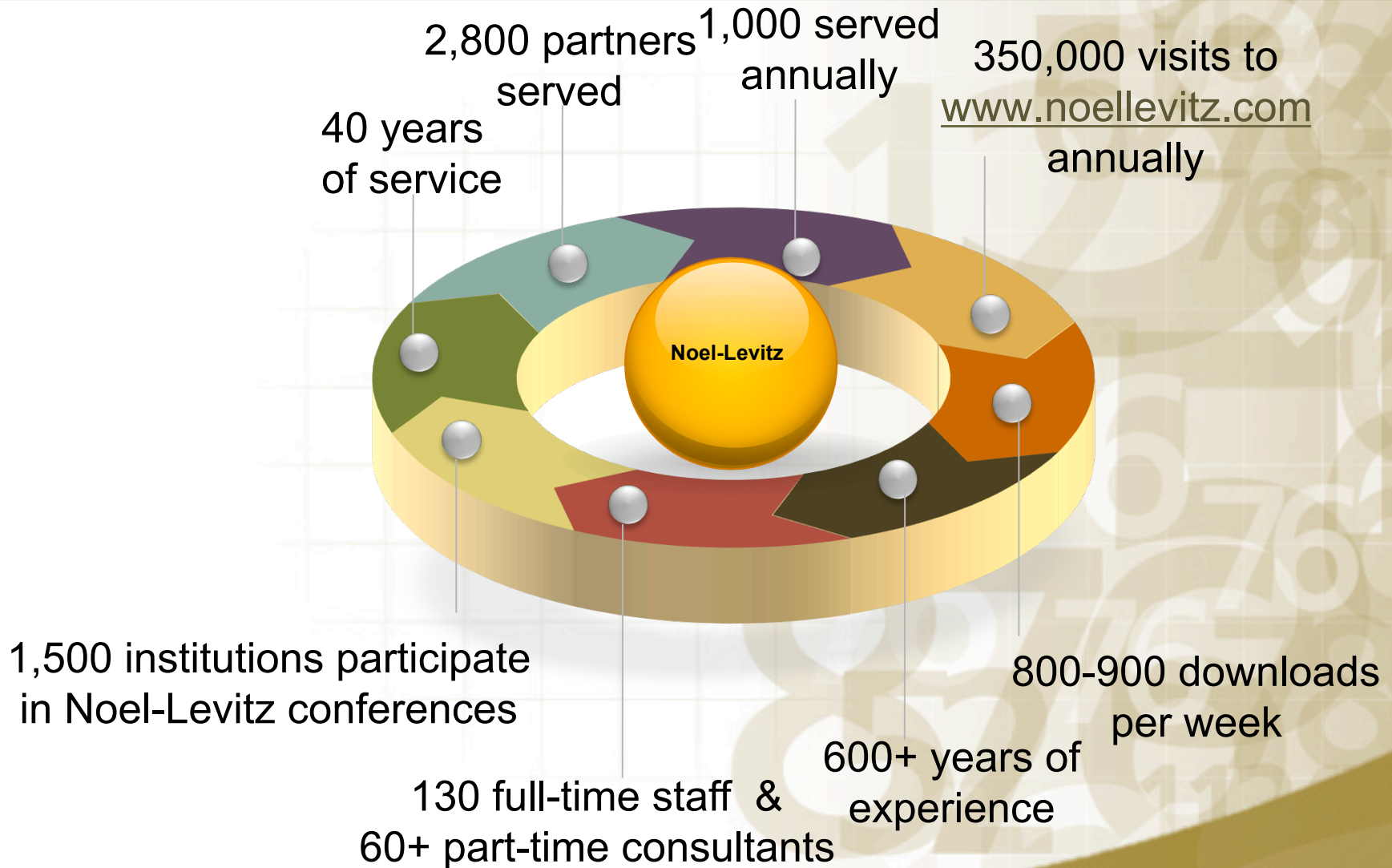## Leveraging Retention Gains at Foothill College
January 2015

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Noel-Levitz by the numbers

40 years of service

2,800 partners served

1,000 served annually

350,000 visits to www.noellevitz.com annually

1,500 institutions participate in Noel-Levitz conferences

130 full-time staff & 60+ part-time consultants

600+ years of experience

800-900 downloads per week

Noel-Levitz

Today's Objectives

1 » Current State of Retention

2 » Most Effective Student Retention Practices

3 » Guiding Principles for Increasing Retention

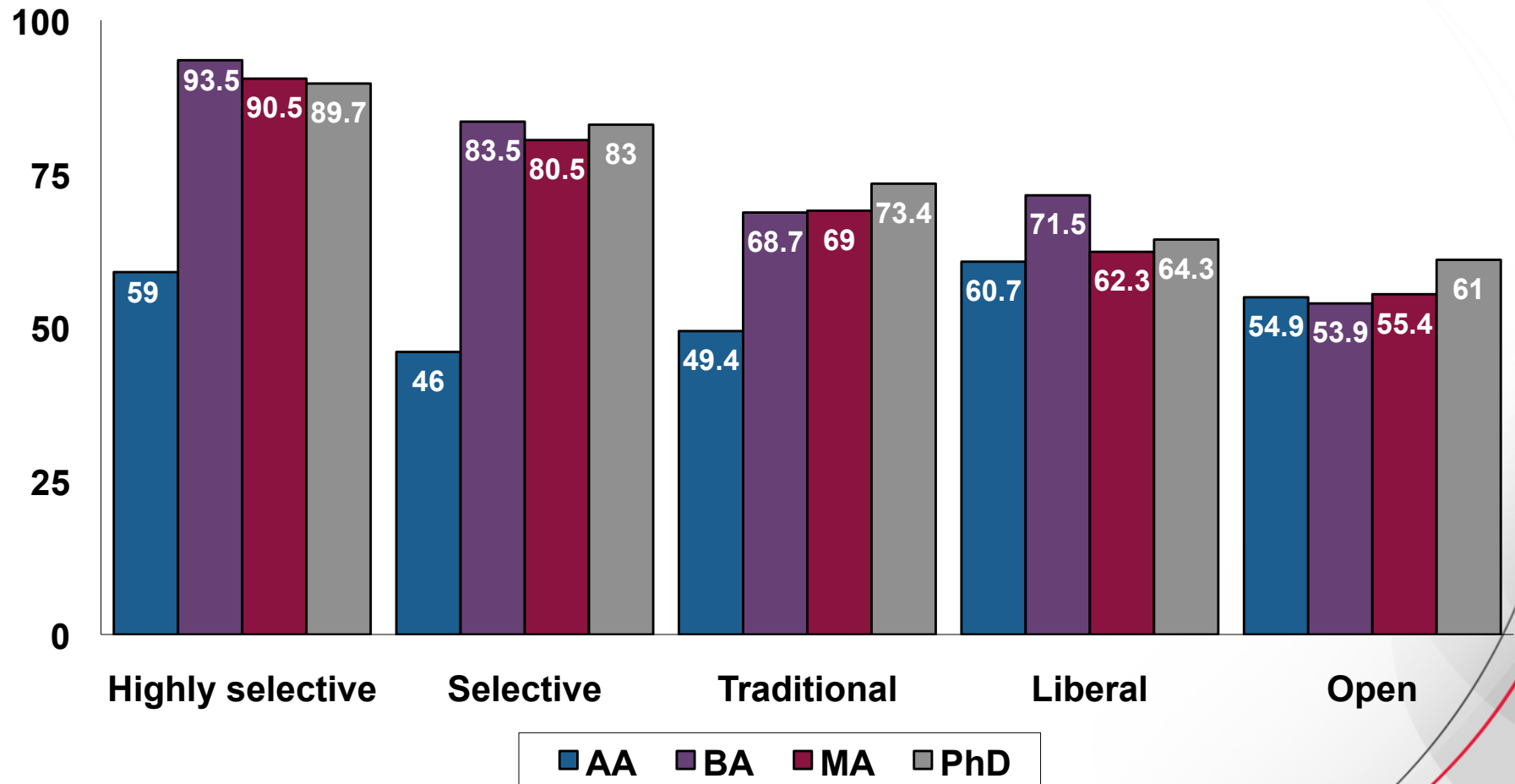**4** » Your Retention Tools

Current State of Retention

ACT Results

Institutional admission selectivity

Selectivity Level	ACT (Middle 50%)	SAT (Middle 50%)
Highly selective	25–30	1710–2000
Selective	21–26	1470–1770
Traditional	18–24	1290–1650
Liberal	17–22	1230–1530
Open	16–21	1170–1480

First- to second-year retention rates for public institutions

Source: Compiled from ACT Institutional Data File, 2014.
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National graduation rates for public institutions
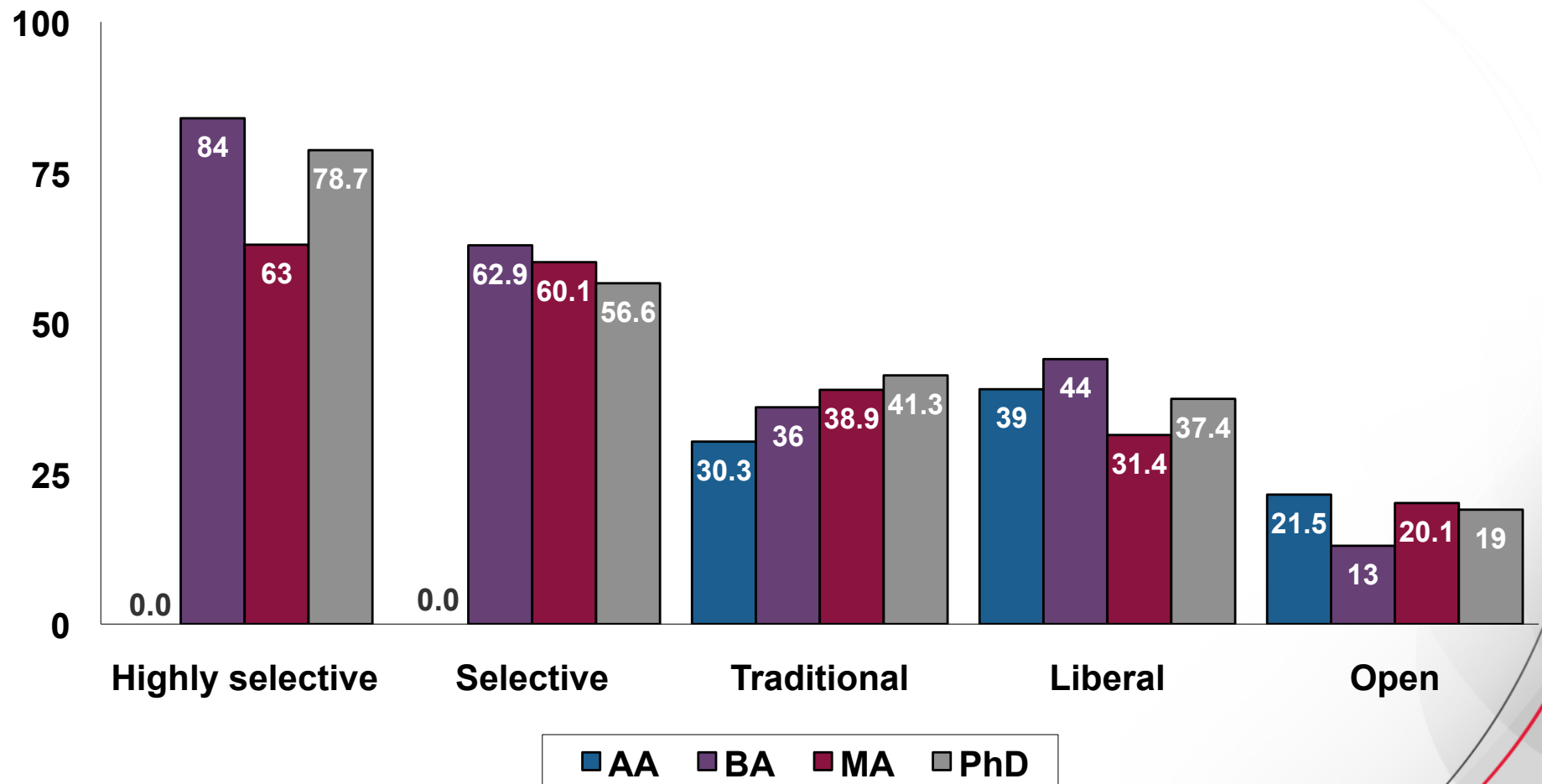
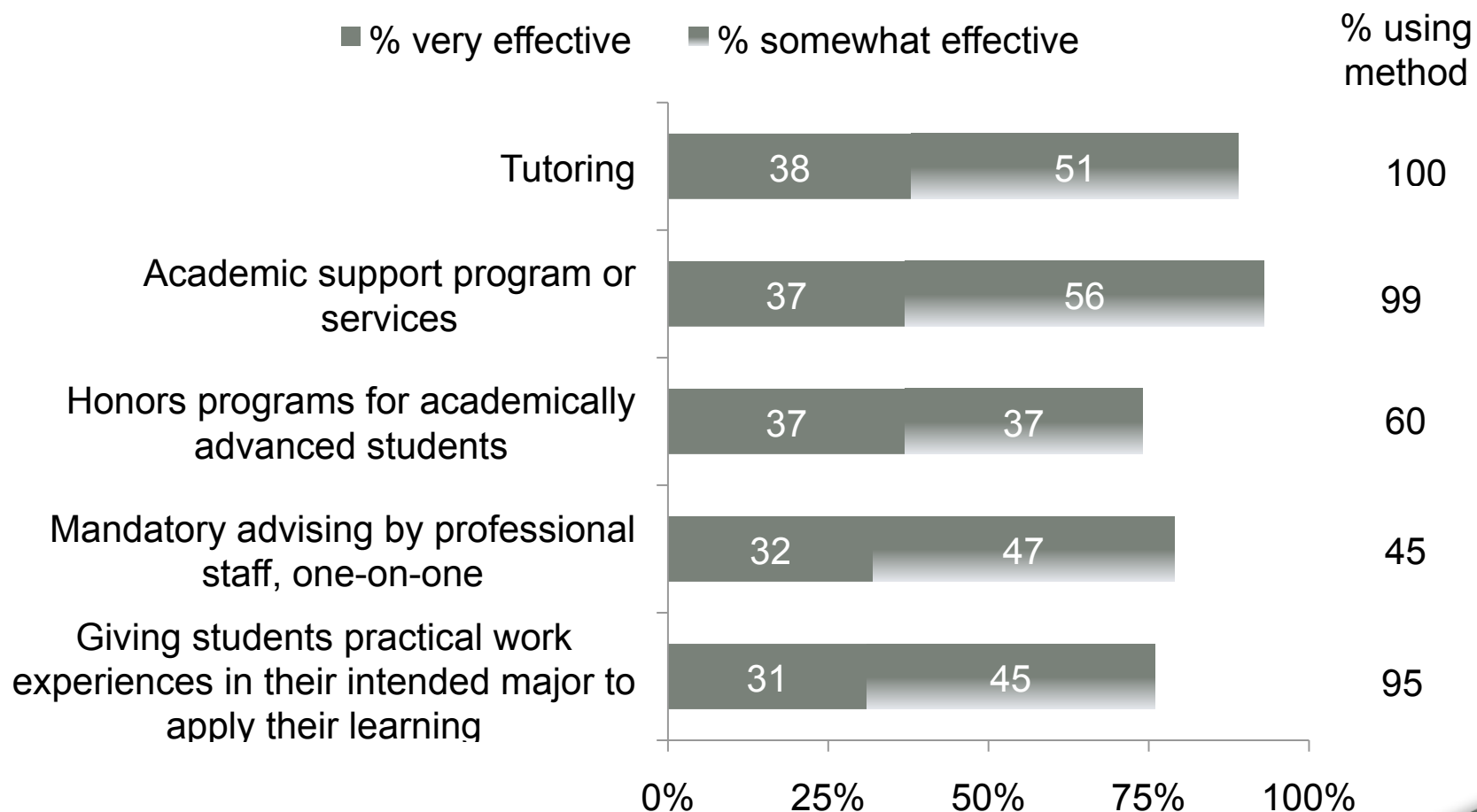**Completion in 3 years for associate degree, 5 years for BA/BS**

**2013 Student Retention
and College Completion
Practices Report**
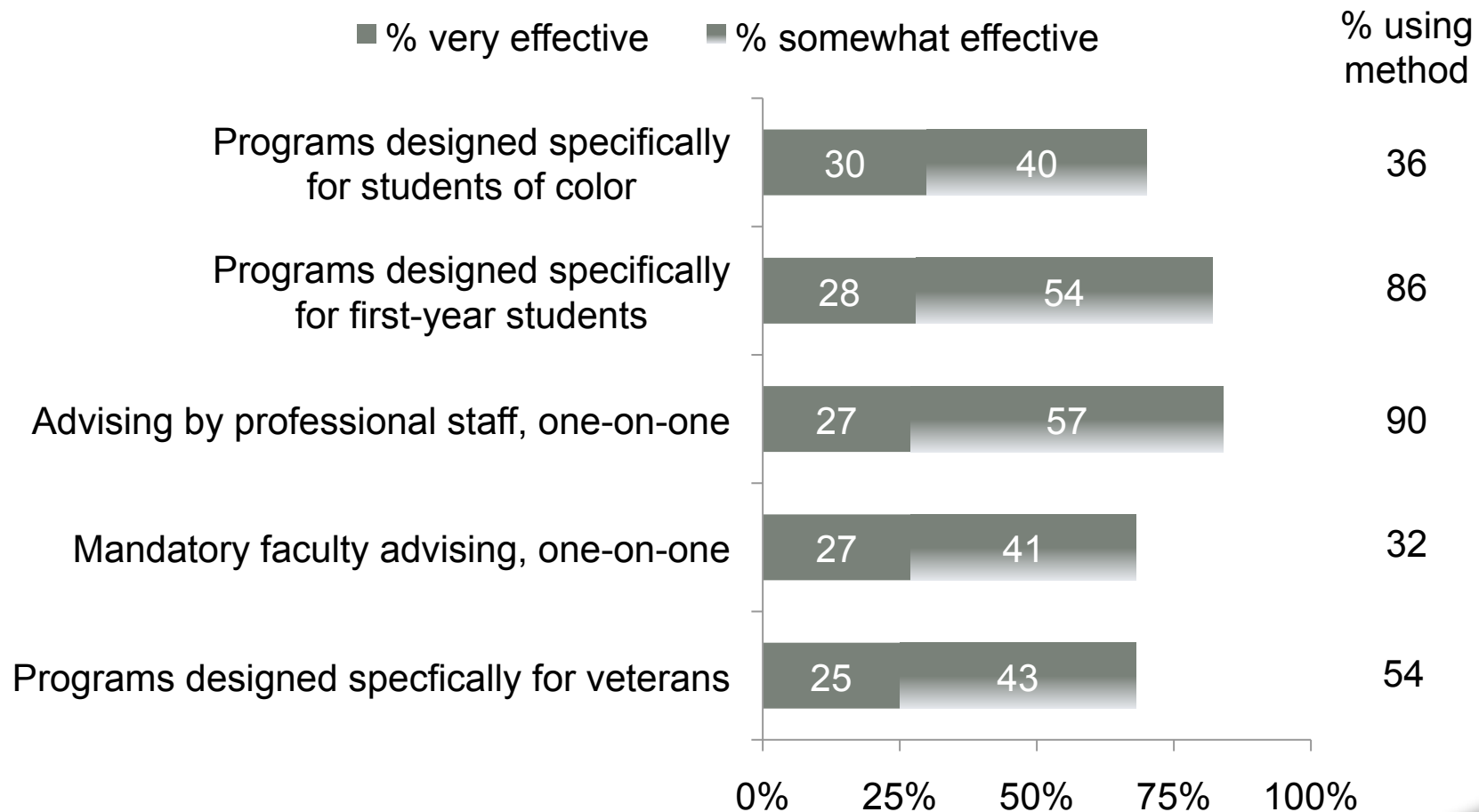
Summary of Findings From Noel-Levitz   Benchmark Poll, May 2013

Top 10 most effective practices at two-year public institutions

■ % very effective ■ % somewhat effective

% using method

Practice	% very effective	% somewhat effective	% using method
Tutoring	38	51	100
Academic support program or services	37	56	99
Honors programs for academically advanced students	37	37	60
Mandatory advising by professional staff, one-on-one	32	47	45
Giving students practical work experiences in their intended major to apply their learning	31	45	95

0%   25%   50%   75%   100%

Top 10 practices at two-year public institutions, continued

■ % very effective   ■ % somewhat effective   % using method

Practice	% very effective	% somewhat effective	% using method
Programs designed specifically for students of color	30	40	36
Programs designed specifically for first-year students	28	54	86
Advising by professional staff, one-on-one	27	57	90
Mandatory faculty advising, one-on-one	27	41	32
Programs designed specfically for veterans	25	43	54

0%   25%   50%   75%   100%

2013 Student Retention and College Completion Practices Report for Four-Year and Two-Year Institutions

Top three programs targeted for special populations

Rank	Four-year private	Four-year public	Two-year public
1.	Programs designed specifically for first-year students[1]	Honors programs for academically advanced students	**Honors programs for academically advanced students**
2.	**Honors programs for academically advanced students**	Programs designed specifically for first-year students[1]	**Programs designed specifically for students of color**
3.	Programs designed specifically for students who are at risk academically	Programs designed specifically for students who are at risk academically	Programs designed specifically for first-year students[1]

Top three practices for retaining online learners

Rank	Four-year private	Four-year public	Two-year public
1.	**Mandatory online interaction between faculty and students**	**Required training program for online faculty**	**Required training program for online faculty**
2.	**Required training program for online faculty**	Faculty development and support in online technology and online teaching pedagogy	Faculty development and support in online technology and online teaching pedagogy
3.	**Technical support to address online connection issues**	Technical support to address online connection issues	Technical support to address online connection issues

 2013 Student Retention and College Completion Practices Report for
Four-Year and Two-Year Institutions

Guiding Principles

Provide support for improving retention by being data driven and providing proper structures

Structures

My institution has a written plan to guide retention and college completion efforts

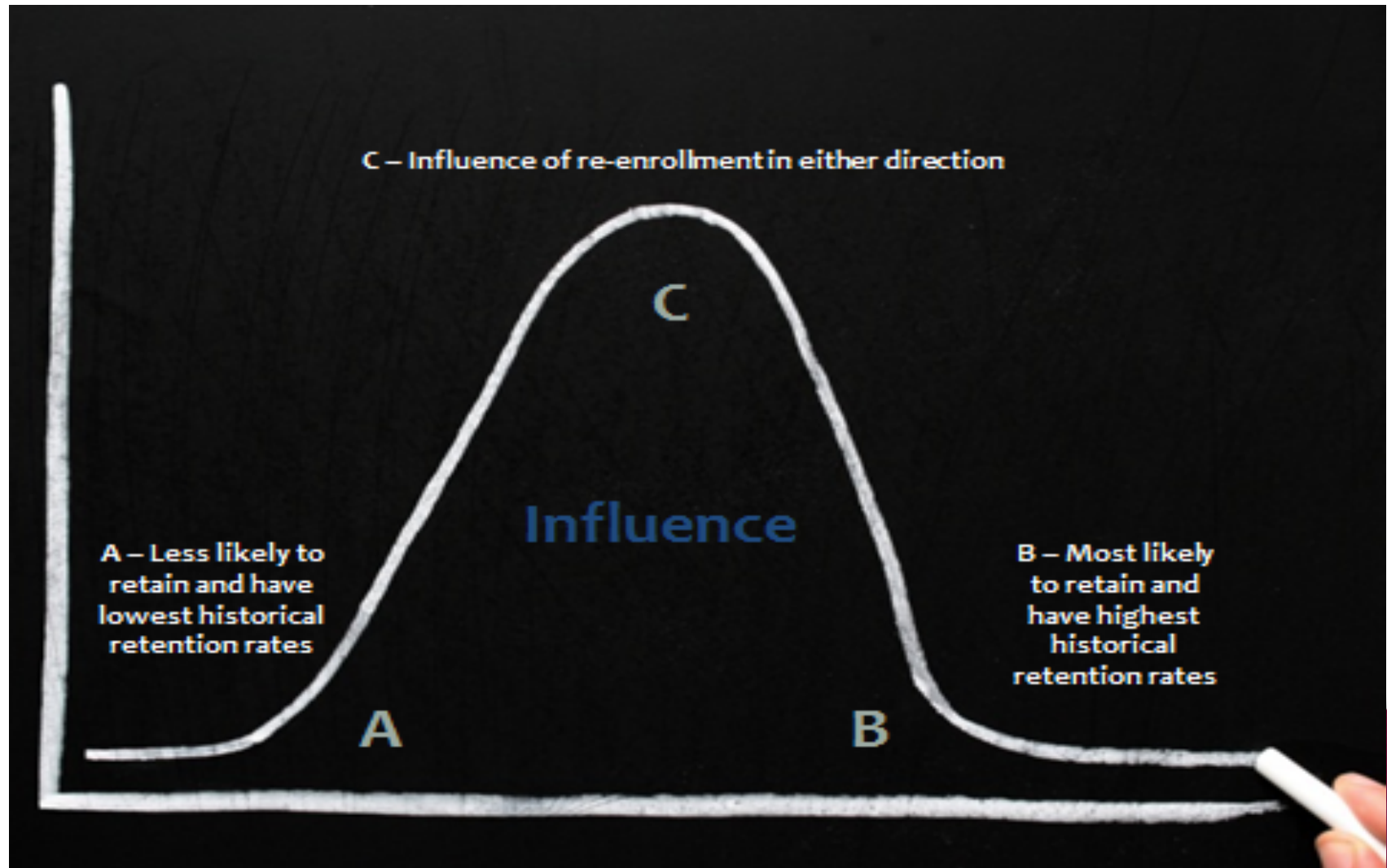| Type of institution	Percent of respondents in agreement	
	Yes	Yes and it's of good or excellent quality*
Four-year private	57.3%	30.1%
Four-year public	60.8%	31.7%
Two-year public	59.0%	27.4%

*Indicates the percentage of respondents who rated the quality of their plan "excellent" or "good" as opposed to "fair," "poor," or "no" (nonexistent)

My institution has a retention committee to lead and coordinate retention efforts

Type of institution	Percent of respondents in agreement	
	Yes	Yes and it's of good or excellent quality*
Four-year private	78.4%	49.3%
Four-year public	77.2%	41.8%
Two-year public	65.2%	39.1%

*Indicates the percentage of respondents who rated the quality of their committee "excellent" or "good" as opposed to "fair," "poor," or "no" (nonexistent)

 2013 Student Retention and College Completion Practices Report for
Four-Year and Two-Year Institutions

My institution has a position that has primary responsibility for retention

Type of institution	Percent of respondents in agreement	
	Yes	Yes and it's of good or excellent quality*
Four-year private	73.7%	53.5%
Four-year public	64.6%	44.3%
Two-year public	60.7%	37.6%

*Indicates the percentage of respondents who rated the quality of this position "excellent" or "good" as opposed to "fair," "poor," or "no" (nonexistent)

 2013 Student Retention and College Completion Practices Report for
Four-Year and Two-Year Institutions

2 Be student-centered and front-load programs and courses

Develop your attrition curve

The power of predictive modeling teamed up with student motivation

Elements of the Retention Management System *Plus* (RMS *Plus)*
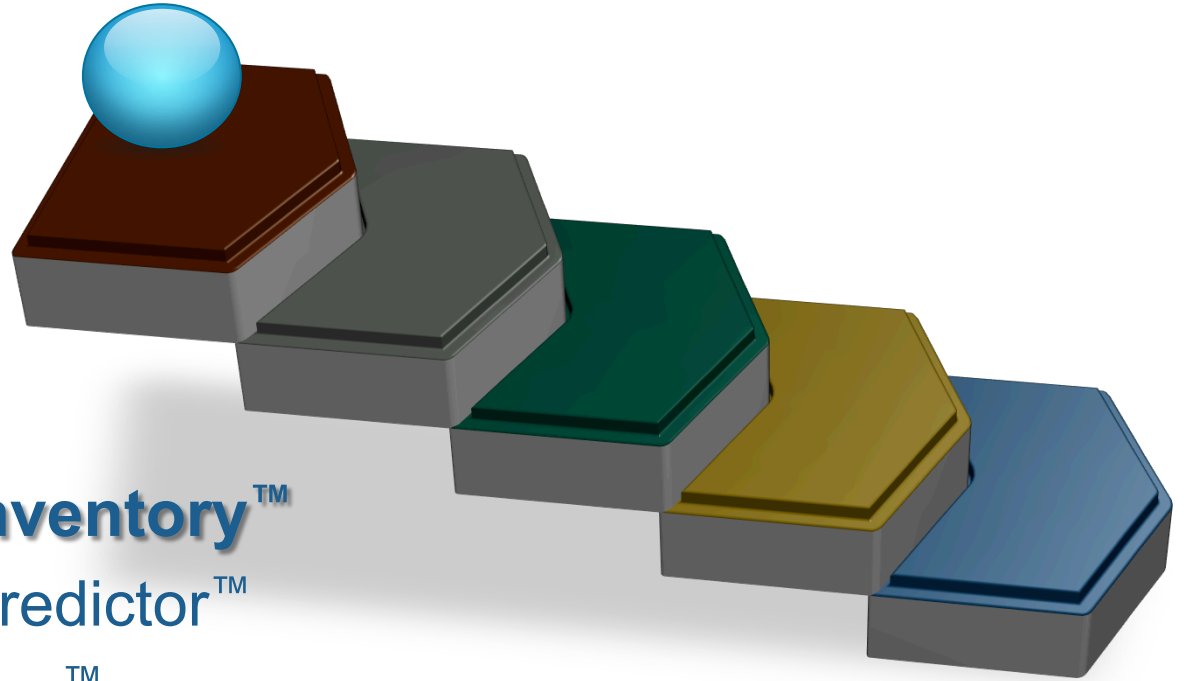
- **College Student Inventory™**
- Student Retention Predictor™
- Retention Data Center™
- Mid-Year Student Assessment™
- Second-Year Student Assessment™

Define what a "high-risk" student is

First-Generation

No Support System

English as a Second Language

Physical or Learning Disability

Low Test Scores

Student Athlete

Weak Study Skills

Program of Study Uncertainty

College Not First Choice

3 Develop an integrated student success planning model that emphasizes effective teaching, learning, and academic advising

Theoretical Framework for Retention Management
Student Success Relationship Management Model

Intake – transition to the classroom

Year One – affiliation, engagement, integration and transition

Years Two to Graduation – academic affiliation, career choice, transition to graduation/grad school

Graduation
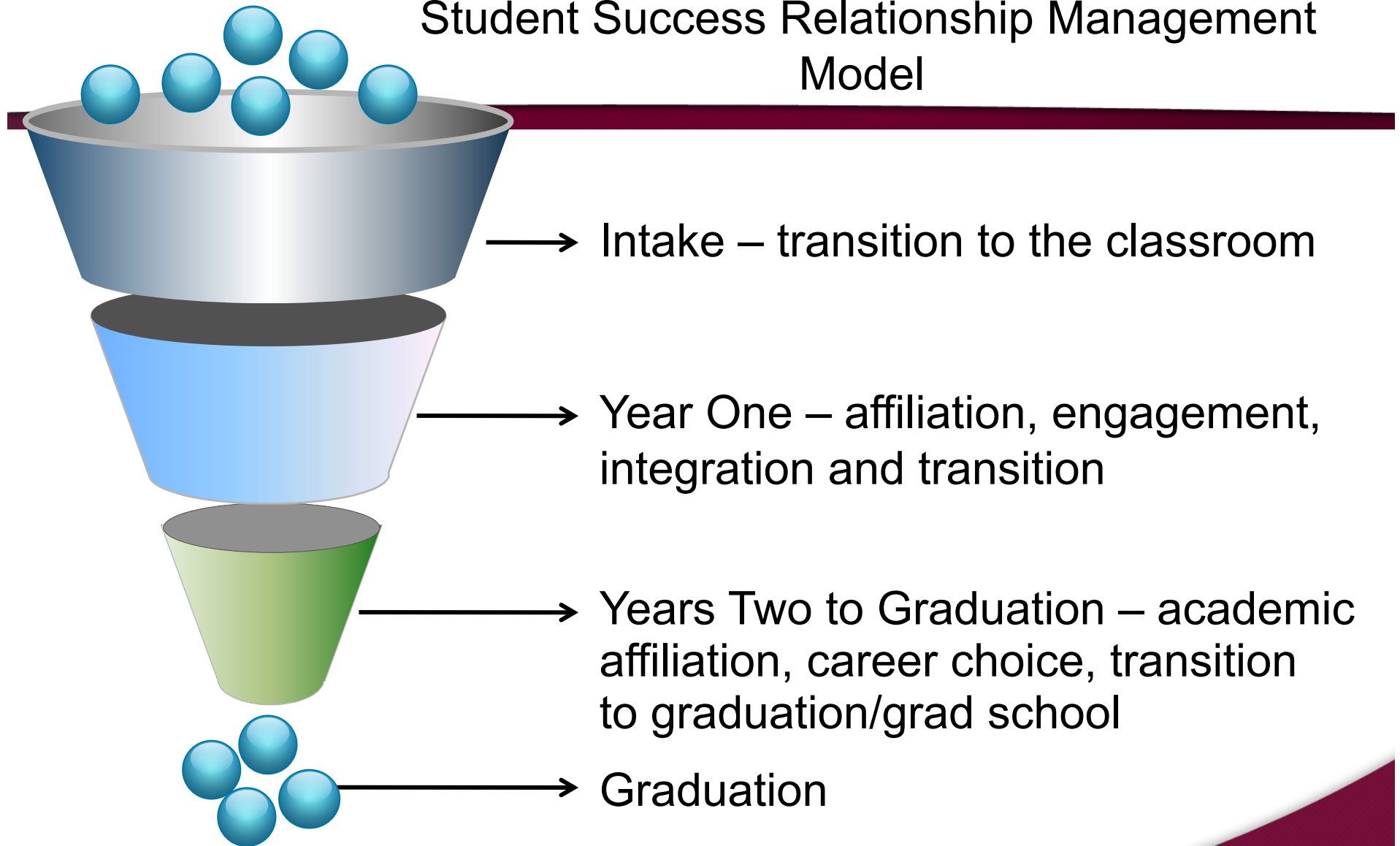
Academic advising
may be the single
most important
retention strategy

Ensure that appropriate academic advising and academic support strategies are intentional and intrusive within the Student Success Relationship Management and Planning Model.

- Identify at-risk students early in the term (Red Flags data)
- Identify at-risk second-year students
- Match interventions to risk factors (e.g. financial literacy, academic preparedness, social integration, etc.
- Develop a campus-wide referral process for early alert interventions for those identified at-risk cohorts
- Consider requiring unofficial mid-term grades for all freshmen and/or other identified at-risk cohorts
- Provide interventions with feedback to both advisors and faculty
- Advisor assignment and reassignment through completion

Ensure that appropriate affiliation and situation strategies are intentional and intrusive within the Student Success Relationship Management and Planning Model.

- Highlight the Honors Program, and market it as appropriate to any retention goals set using the Attrition Curve.
- Ensure communication accuracy, especially as it pertains to continuing/returning students
- Build on Orientation as an initial part of Intake and pathways. Strengthen roles and responsibilities of faculty during Orientation.
- Clarify and perhaps even expand the definition, goals, and roles of co-curricular programs.

Address students affective – as well as their cognitive-needs

4

Measure

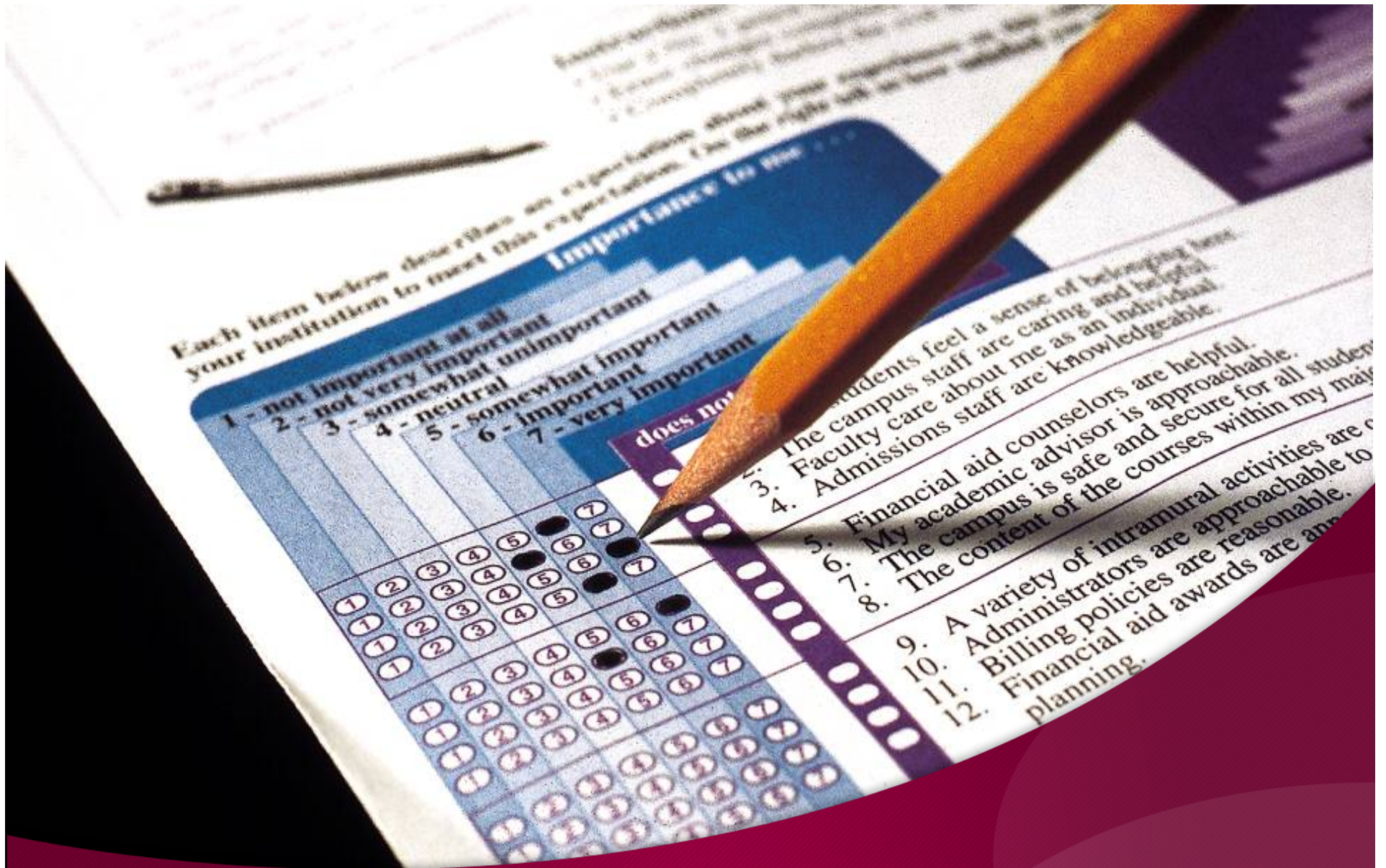> **We should measure what we value, not value what we can measure.**
>
> *Author Unknown*

Comprehensive assessment inside and outside of the classroom

The Student Satisfaction Inventory™

Student satisfaction

Student satisfaction allows you to take the pulse on campus

Definition of satisfaction

"When expectations are met or exceeded by the student's <u>perception</u> of the campus reality."
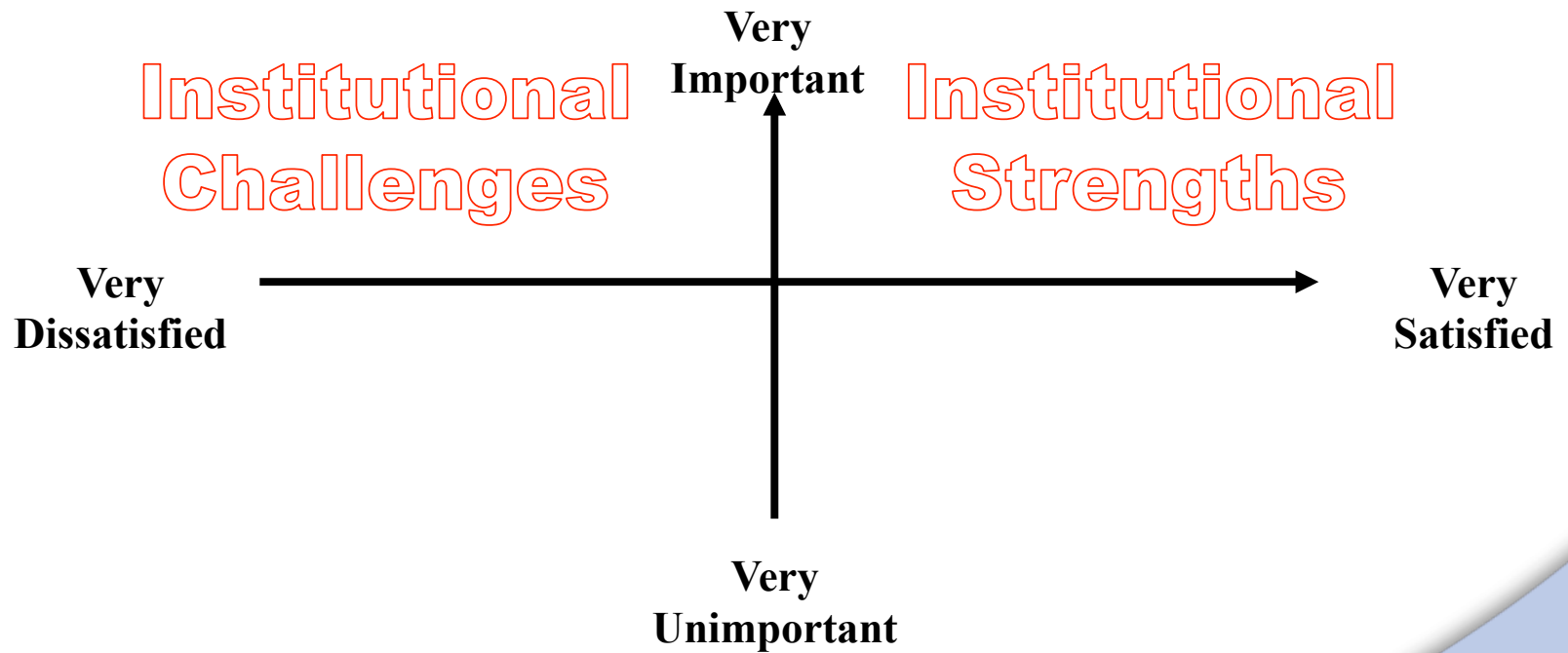
Schreiner & Juillerat, 1994

Captures three scores for prioritizing

Importance — **Satisfaction** = **Performance Gap**

Importance

Satisfaction

Importance

Satisfaction

Very
Important

Institutional
Challenges

Institutional
Strengths

Very
Dissatisfied

Very
Satisfied

Very
Unimportant

Strengths and challenges

Top Strengths and Challenges:
Community, junior, and technical colleges

Top strengths:

– The quality of instruction I receive in most of my classes is excellent.

– I am able to experience intellectual growth here.

– Nearly all of the faculty are knowledgeable in their fields.

– The campus is safe and secure for all students.

– There is a good variety of courses provided on this campus.

Top challenges:

– Classes are scheduled at times that are convenient for me.

– I am able to register for classes I need with few conflicts.

– My academic advisor is knowledgeable about my program requirements.

– Adequate financial aid is available for most students.

– This school does whatever it can to help me reach my educational goals.

Top strengths and challenges:
Adult undergraduate students

Top strengths:

- The content of courses within my major is valuable.
- Nearly all faculty are knowledgeable in their field.
- There is a commitment to academic excellence at this institution.
- Major requirements are clear and reasonable.
- My academic advisor is knowledgeable about requirements in my major.

Top challenges:

- Tuition paid is a worthwhile investment.
- I am able to register for classes with few conflicts.
- Classes are scheduled at times that are convenient for me.
- Adequate financial aid is available for most students.
- Faculty provide timely feedback about my progress.

Top strengths and challenges:
Online learners

Top strengths:

- Registration for online courses is convenient.
- Instructional materials are appropriate for program content.
- Billing and payment procedures are convenient for me.
- Adequate online library resources are provided.

Top challenges:

- The quality of online instruction is excellent.
- Student assignments are clearly defined in the syllabus.
- Faculty are responsive to student needs.
- Tuition paid is a worthwhile investment.
- Faculty provide timely feedback about student progress.

Findings

To what extent does student satisfaction predict actual student retention the following year, after controlling for students' demographic characteristics and features of the institution?

- Regardless of how we measured satisfaction, knowing students' satisfaction levels improved our ability to predict their retention.
- The more specifically we assessed satisfaction, the better we were able to predict retention.

Campus Climate Scale is most predictive

Items include:

- Most students feel a sense of belonging here.

- I feel a sense of pride about my campus.

- It is an enjoyable experience to be a student on this campus.

- Students are made to feel welcome on this campus.

- I generally know what's happening on campus.

- I can easily get involved in campus organizations.

How can you respond?

Keep digging to fully understand their views

Help students develop a holistic educational plan

Introduce career counseling early on

Pay attention to students' differing needs at differing times

How can you respond?

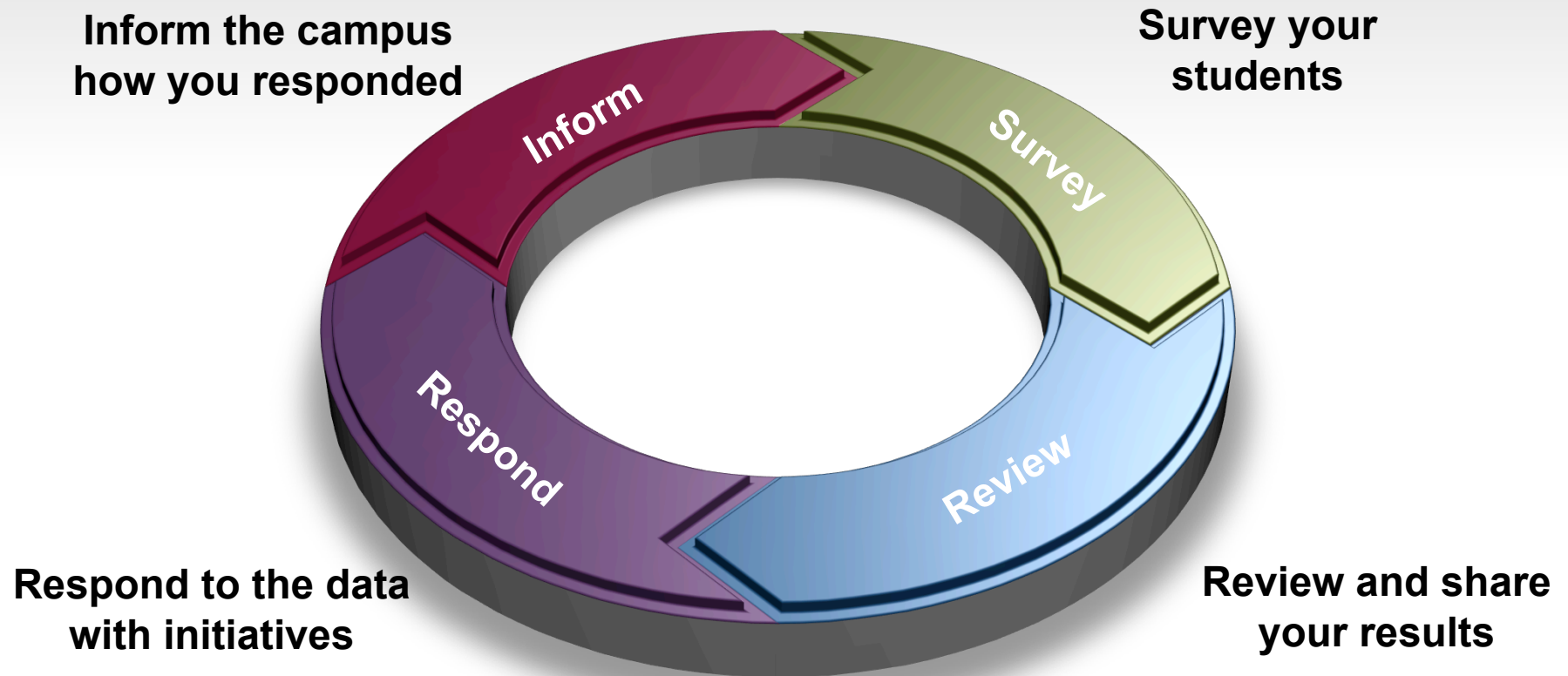Embed career development in curricular and co-curricular programs

Help students connect "boring coursework" to career possibilities

Work to address student concerns about financing

Engage alumni in the lives of students, and include parents along the way

Systematic assessment

Inform the campus how you responded

Survey your students

Respond to the data with initiatives

Review and share your results

Quality service

Ensure that appropriate professional development strategies are provided for each pathway within the Student Success Relationship Management and Planning Model.

- Provide faculty and staff the appropriate professional development needed to achieve retention and graduation rate goals.
- Continue to build on Orientation and differentiate by subpopulations when possible. Strengthen roles and responsibilities of faculty during Orientation.
- Clarify and perhaps even expand the definition, goals, and roles of co-curricular programs.
- Increase use of technology to streamline processes and increase communication.

Retention is Everybody's job!

Your Retention Tools

What else should we talk about?

Noel-Levitz®

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