

IMPACTING STUDENT LEARNING, PERSISTENCE, RETENTION, AND COMPLETION

Katherine Beaumont Doss, Palo Alto College

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OUTCOMES

- As a result of attending today's session, you will be able to:
 - Understand the importance of persistence and retention
 - Learn about the national completion agenda
 - Identify strategies to help students succeed



TERMS DEFINED

Small Group Discussion:

- **Learning:** Acquisition of knowledge through experience, study, or being taught
- **Retention:** Defined by National Student Clearinghouse as continued enrollment (or degree completion) within the same higher education institution.
- **Persistence:** Defined National Student Clearinghouse as continued enrollment (or degree completion) at any higher education institution – including one different from the institution of initial enrollment
- **Completion:** Receiving a credential (Certificate, Associate's, Bachelor's, Master's, Doctoral)



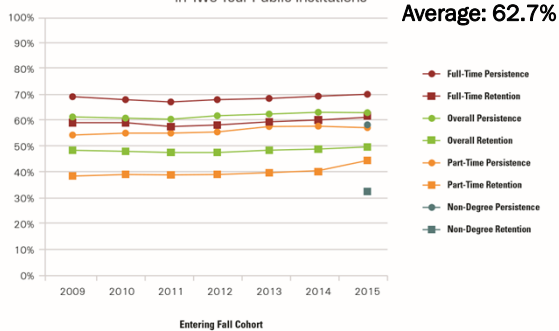
OVERVIEW OF STUDENT LEARNING

- Community College Survey of Student Engagement Benchmarks (Active and Collaborative Learning) and National Survey of Student Engagement
- Colleges must provide evidence that student learning is occurring in and outside of the classroom
 - Accreditors (SACSCOC Standard Changes), Council for the Advancement of Standards, Professional Organizations
- Institutional Learning Outcomes (Communication, Critical Thinking, etc..)
- Advising as Teaching and Learning



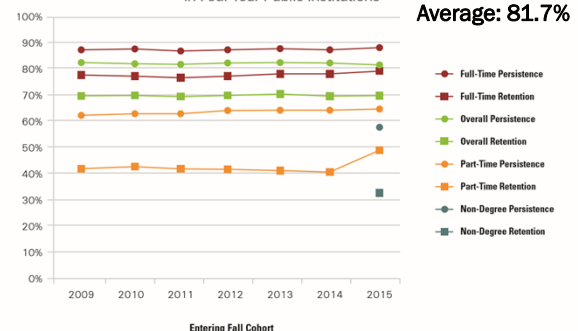
OVERVIEW OF PERSISTENCE

Figure 6. First-Year Persistence and Retention for Students Who Started College in Two-Year Public Institutions



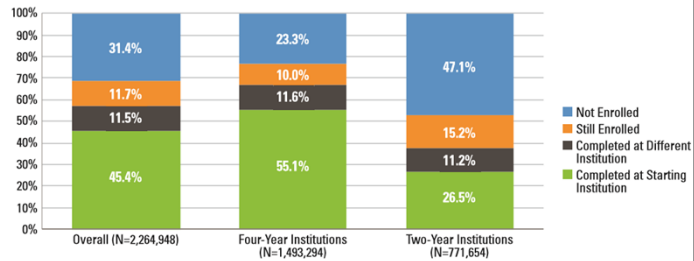
OVERVIEW OF PERSISTENCE

Figure 4. First-Year Persistence and Retention for Students Who Started College in Four-Year Public Institutions



OVERVIEW OF COMPLETION RATES

Figure 7. Six-Year Outcomes for All Students, Students Who Started at Four-Year Institutions, and Students who Started at Two-Year Institutions (N=2,264,948)*



*This figure is based on data shown in Appendix C, Table 15.

COMPLETE COLLEGE AMERICA

THE COLLEGE COMPLETION CRISIS

The barriers to student success are clear: low credit enrollment, poorly designed and delivered remedial education, overwhelming and unclear choices, and a system out of touch with the needs of students who must often balance work and family with their coursework.

The result is a system of higher education that costs too much, takes too long, and graduates too few.

Together, we can change that.

5% of students complete their associate degree within 2 years

19% of students complete their bachelor's degree within 4 years

COMPLETE COLLEGE AMERICA

An Alliance of Colleges and Universities (Two Year and Four Year) focused on implementing strategies around the country to close achievement gaps, boost graduation rates and ensure every student has the opportunity to achieve their dreams.

[15 to Finish Video](#)

WHY IS THIS IMPORTANT?

- According to the Bureau of Labor Statistics, students who graduate with a two- or four-year degree in hand can expect to earn up to 70 percent more than those who complete only a high school diploma
- Our economic recovery depends in large part on how well we succeed at delivering education and retraining
- Building human capital to drive innovation is critical to sustaining our global standing
- Student Debt and loan default
- Department of Education Requirements, Regional Accreditors, Performance Based State Funding
- Opportunity costs the longer students are in school

WHY IS THIS IMPORTANT?

- According to the Western Interstate Commission for Higher Education (WICHE), some parts of the country, particularly the Northeast and Midwest, will experience declines in the number of high school graduates over the next decade, making student success and retention a clear priority.
- Many Southeast and Western states will see significant growth in the number of high school graduates, particularly first-generation and under-represented college students who may require additional academic, financial, and social supports to persist to degree completion.
- Beyond Access > Persistence > Completion

ENGAGEMENT ACTIVITY

Small Group Discussion:

- Why do students leave college?
- Why do students not complete?

OVERVIEW OF HIGH IMPACT PRACTICES

- First Semester Course
- Learning Communities
- Service Learning
- Experiential Learning/Internships
- Co-Curricular Experiences
- Supplemental Instruction
- Contextualized Workshops
- Research with Faculty
- Study Abroad
- Early Alert/Midterm Grades
- Mentoring Programs

OVERVIEW OF HIGH IMPACT PRACTICES

- Required Tutoring
- Engagement with Extra-Curricular/Campus Events/Clubs and Organizations
- Advocacy Centers/Out of Classroom Support for Food and Housing Insecurity
- Emergency Aid Programs
- Culminating Senior Experience
- First Year Experience/Second Year Experience
- Intentional and Proactive Academic Advising
- Enrollment Intensity (Full-Time vs. Part-Time)
- Summer Bridge Programs

COMPLETE COLLEGE AMERICA STRATEGIES

- Research briefs, implementation guides, marketing materials, and data to support strategies
- [15 to Finish](#): Boost the number of students who are on track for on-time graduation by encouraging enrollment in 15 credit hours/semester or 30 credit hours/year (including summers)
- [Math Pathways](#): Ensure all students enroll in and complete gateway math in their first year by designing math courses that are aligned with programs of study

COMPLETE COLLEGE AMERICA STRATEGIES

- [Co-requisite Support](#): Increase gateway course completion within the first year by enrolling entering students into the college-level math and English courses, providing those who need additional help a concurrent course or lab that offers just-in-time academic support
- [Academic Maps, Proactive Advising](#): Default students onto highly structured academic maps that lay out a semester by semester plan and empower advisors to effectively monitor progress and provide intervention

COMPLETE COLLEGE AMERICA STRATEGIES

- **Momentum Year:** Build early momentum so students meet key, first-year benchmarks: informed choice of a meta major or major, enrollment in 30 credits, completion of nine credits in the program of study and completion of gateway math and English requirements. Provide early support and guidance, including the use of interest assessments and labor-market data
- **Redesigning Systems:** Increase degree attainment by inviting adult learners back to complete their education, providing a redesigned system that offers accelerated courses, year-round enrollment and predictable schedules that fit their busy lives. Give credit for prior learning and experience and additional support to help students navigate the system.



“It is hard to imagine any academic support function that is more important to student success and institutional productivity than advising.”

(Dr. George Kuh, *Student Success in College*, 2005)

ENGAGEMENT ACTIVITY

Small Group Discussion

- Does your campus have these programs in place?
- What does your campus have in place that was not shared?
- As an expert in your field, what do you think can help keep students in school?

FINAL THOUGHTS

- No silver bullet!
- Think aligned, strategic, intentional, proactive, and continually assessed network of strategies
- Connect the individual staff member/faculty member to the larger focus on completion
- Develop Scorecards that connect individual actions with persistence/completion
 - For example, advisor contact rate aligned to persistence

FINAL THOUGHTS

- Help advisors/staff/faculty/departments develop goals that align with completion
 - Everyone supports completion in some way and there is always a connection to be made!
- Share status updates with campus community of how the college is doing compared to local, state, and national rates
- Benchmark against aspirational schools
- It takes an entire campus community working together to keep students in school and achieving their goals



RESOURCES

- [NACADA Research Clearinghouse](#)
- [Center for Community College Student Engagement](#)
- [Ruffalo Noel Levitz](#)
- [National Survey of Student Engagement](#)
- [Complete College America](#)
- [Achieving the Dream](#)
- [The Pathways Project, American Association of Community Colleges](#)
- [Wisconsin Hope Lab](#) (Food and Housing Insecurity)



We *NEED* to hear from you!

Please take a moment to complete this **sessions'** evaluation:

URL:

<https://www.nacada.ksu.edu/Events/Summer-Institutes/July-2018-ABO/July18PO.aspx>

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