

SESSION III – GROUPS E-H
RETENTION/STUDENT SUCCESS

Question 1: How might faculty, staff, & students be involved in retention efforts?

Discussion Items

- There seems to be something about the students we are recruiting...seems to be bimodal.
- I worry about the non declared students...we work with them but they don't come to office hours. 4 people come to SI
- Retention connected to admissions...selectivity and institutional match
- Be an interventionist and not set students up for failure in advising
- Standards and context...we want students to excel...but we understand the context ...
- We balance the learning styles of students as they arrive
- We can't frustrate students so much that we increase attrition, but we can't coddle them.
- Interactive developmental model...
- Standards and context...
- Know who we are...context...
- Retention data
- Mentoring Program
- Students looking at majors as a potential career instead of field of study
- How Undeclared are advised
- Are we looking at successful student profiles to see what is helping them to succeed?
- University wide retention committee did originally look at the negatives, but are now looking at what things help students to stay. They are doing focus group interviews for students who were not coming back to renew their housing contracts. One common element seemed to be – they didn't "connect" with anyone – faculty, friends.
- Statistically students that are rooted on campus and form relationships on campus are more successful
- However, many students go home to work on the weekends.
- Also students want to go home to see parents, friends from home.
- Need to understand the difference with this generation of students.
- Faculty need to learn how to be mentors for these new students.
- Term "customer service" can have negative connotations for faculty, since faculty do not see students as customers.
- "Student success" as a whole does not often enter the minds of faculty.
- Currently new students who say that they are "interested" in a certain program show up in system as a pre major in the system or as that major. But this information is not getting to the departments. Are there separate admissions criteria for these programs? (Example HSS has some material to read when they are interested and then write a declaration for the major, and then they are in the database and get on the mailing list, etc.) Concern is that this is an impediment. However, getting students connected to the department early is a good retention tool.
- "Voluntary shepherds" in programs to help new students in each department. Assign upper classman to freshman.

Action Items

- Encourage majors to get together – social networking
- Involve FYE student in adventure activities – team building activities
- Collect data about students when they come to campus
- Assign each student a mentor – 20-30 students/mentor
- Formalized mid semester support system
- Expand current services on campus – learning communities that have faculty mentors
- Audit Banner packaging of information that is available to staff

- Social networking site for each college
- Provide support system for non-traditional students transition or students who start in the spring semester
- Professional development for professors in best practices pedagogy
- Set up group dates for advising
- Learn the students names
- Expand the supplemental instruction program
- Classes that provide an organizational class/study class
- Explore ways to make academics a priority.
- Selectivity and institutional match need to be in the forefront of recruitment
- Gateways...create screening processes at different levels...
- Decide what an acceptable attrition rate is.
- More advisement within the programs
- Keep and increase the first year experience
- Have a designated advisor in each college
- More tutors
- Turn in midterm grades
- Understanding who is successful at UNC and recruit that profile
- Provide context to students on how to be successful in class though advising
- Exploring appropriate pedagogy inside the classroom...
- Invest in time to explore how students learn
- Support for professional development for faculty.
- Examine how we support the liberal arts core courses...
- Explore if there is a coloration between class size and retention
- Is there evidence that areas that teach freshmen classes well get rewarded...?
- Personal touch outside the classroom...referral network in place to address student needs.
- Education for UNC staff on resources that are out there for students
- Pre collegiate program to prepare students for college.
- Faculty take extra time with struggling students
- Make retention everyone's job and clearly define it
- FYE 108 is a great resource...make it mandatory
- Provide support to explain why some support course are required
- Hold majors meetings for student engagement
- Freshmen class size needs to be cut down.
- Get retention data for all years and reasons for leaving where are they going
- Get faculty and student buy in to support retention
- Consider enrollment management for higher enrollment programs to ensure students are returning - enough classes
- Educate students how Liberal Arts Degree can prepare for a broad base of careers
- Market Liberal Arts degree as viable option
- Support move toward University College
- Satellite tutoring / advising for additional programs in addition to Business School
- Work on ways to keep freshmen on campus on the weekends so that they are not going home EVERY weekend. Work with parents to teach the value of students staying on campus – negotiate so that some weekends students stay.
- Create some programs that include parents on the weekends.
- Help students to find balance between partying and schoolwork.
- Evaluate Pre-majors – are we allowing students into the pre-programs that aren't qualified? How are we addressing these students? This is creating negative publicity for UNC when they are not getting into their program.
- Look at number of credits for declaring major in comparison to other universities. Students sometimes feel too much pressure to declare before they can register.
- Instruct the faculty on who the students are. Faculty may assume students are like they were, and they are not. Faculty need to understand students and how they can empower students.
- Create mechanisms and systems for faculty/staff to receive on-going training and instruction on helping the students.

- Identify faculty opinion leaders (those who the other faculty listen to), and work with these faculty with instruction on students, etc. Other idea – Find “Gatekeepers”.
- Improve the Advising. Need a stronger professional advising staff with the resources they need.
- Single University operator that can refer questions to proper places including advising etc. (The voice trees are not working.) Need human beings to route these questions – one phone number.

Question 2: Is there something we can do to bring students back who have 2 or more years completed, but not degree?

Discussion Items

- Curriculum that is relevant to today
- Market to non-traditional and provide on-line, evening, weekend classes
- Veteran programs
- More personal contact
- Offer specialty advising
- Explore a second year experience
- Personal outreach...
- Is there data available to identify who makes up this population
- Set criteria for data set
- Students don't always know that they can get scholarships or may need more financial help.

Action Items

- Provide understanding of current data
- Target recruiting efforts
- Provide personal touch to try and recruit students who have not returned for a consecutive semester such as exit interview or invitation to return such as send card or e-mail
- Have great scholarships available for 3rd and 4th year students for students staying at UNC. Two years of success – you get scholarships.
- Need to promote scholarships that are available – many private endowment scholarships are available to upper division. Look at who is getting the scholarships. Also look at the timing of when these scholarships are being awarded – example July is too wait.
- Look at creating workshops for applying for scholarships for upper classmen or enrolled students, and create other mechanisms for informing students of scholarships available.
- Create more international and national student exchange opportunities for these students – support efforts in place.

Question 3: What can we do to improve early alert & intervention systems?

Discussion Items

- Map works current – how it works – pilot program
- Midterm grades
- Is this a good way to use our resources as after the fact
- Need a more holistic approach
- Define who students are
- What is the correlation between index and student success...
- Newer student generations “Millenials” need more hand-holding and early alerts may help.
- Faculty needs help in understanding the students, so that they can help more. However, faculty will feel uncomfortable taking a parental role.
- What mechanisms are in place to share information to faculty?

Action Items

- Use mid-term grading system
- Regular assessments and regular feedback to the students
- Faculty contact students and/or advisors
- Possible use gateway standards...with appropriate advising.
- Academic areas need to interact with the Dean of Students.
- Do a better job of communicate policies that impact student success...withdraw deadline....
- Allow an easier access to things like index to possibly identify high risk factors.
- Require midterm grades for all students...follow through with accountability create appropriate

system

- Create an educational campaign around what is available on campus
- Implement an earlier assessment than midterm grades...
- Create an early alert system that works with withdrawal deadline
- Simplify the mid term grade report system.
- Attendance...as an early alert system...
- Hold first substantial test within 1st 6 weeks.
- Explore best practices at like institutions around early alert. But not too complicated or time consuming.
- Collaborate more between faculty and support services...
- Work with faculty to create a manageable system.
- Learn from MapWorks Pilot Program implemented campus wide
- At orientation put out student responsibility to contact advisor or someone if having problems – student responsibility
- Add to syllabi to put responsibility to students
- Educate people about the difference early alert systems Mapworks, counseling, etc
- Provide a mechanism to allow faculty to reach FYE instructors or someone such as Hall Director/RA to allow student intercept in halls
- Model after other larger Universities best practices
- Increase awareness and determine ways to expand the new trial program with on line success survey about positive indicators (are you thinking of transferring, are you connecting on campus, what grades would you like, how many hours are you studying) used for early intervention with use by advisors.
- Implement system created to give alerts about students that are not attending class – these alerts go to Dean's office or advisors, etc. Need a simple system for faculty that can implement. Need to make sure the system is not 'offensive' to the faculty (faculty may resent feeling like they are "in loci parentis" on campus).
- Increase awareness of the Health & Safety referral program.
- Create communication mechanisms and networks among course coordinators for the first year courses.
- Need to look at emergency responses and communicate it to the faculty and staff – how do you get a wheelchair?
- CETL to create some 20 minute programs to disseminate information at faculty departmental meetings.

Question 4: How do we ensure that first year students receive the best possible classroom experience?

Discussion Items

- Class sizes
- Adjuncts how to attract
- Need to examine student in-classroom experience.
- Experience perception in class are primarily developed at the beginning of the class.
- Students value social interaction in the classroom.
- What role does technology play? Some students need to learn without technology. Technology enhances the learning.

Action Items

- Best faculty teach the first classes instead of adjunct
- Collaborative teaching
- Better classroom environment
- Put them in smaller classes
- More clear expectations on syllabus
- Work on making class size smaller
- Examine use of adjuncts –
- FYE instructors have more experience -
- Senior faculty teach more freshman classes
- CETL support for professional development

- Create links between upper division students within a major to a new student within that major to play guide and help them: A mentor program between students.
- Look at having class evaluations done earlier in the year.
- First year students may need more team/group work in their classes to provide the social interactions. Create ways of informing faculty of the students needs in this area. (CETL trainings in faculty meetings)

Question 5: What 2 or 3 things could your unit and you as an individual do to affect retention and student success

Discussion Items

- Generation millennium

Action Items

- Coordinating the efforts of writing center, library, extra services
- Staggered payments on the bills
- Let students forward their emails again
- More study spaces in academic buildings and places to congregate
- Improve communication between departments
- Identify that every student is an individual
- Improve advising system
- Incorporate an advising work shop or regular training for all advisors – timely
- Training on this generation of students
- Compile an advising booklet updated each year for all faculty/staff