



An Institutional Framework for Retention

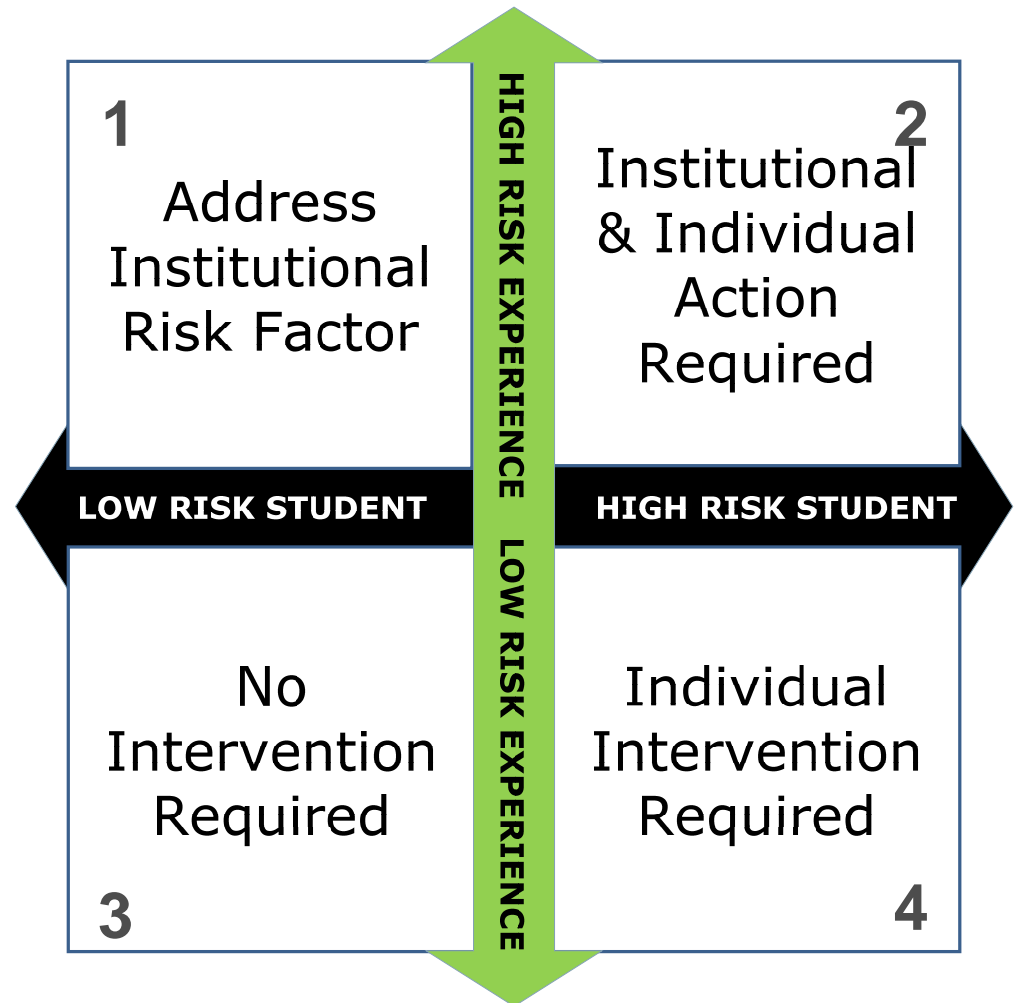
Presented by Dr. Jim Black
President & CEO of SEM WORKS

Integrated Retention



- Factors that can be controlled
- Factors that can be influenced
- Factors that cannot be controlled or influenced

STUDENT RETENTION MATRIX



PSE Outcomes Study: Academica Group



- Sponsored by HEQCO, April 2010
(Higher Education Quality Council of Ontario)
- In-depth look at retention for college & university students - 2005 to 2009 (N~4000)
- Purpose(s):
 - Factors that contribute to post-secondary education participation and persistence, barriers to access, and the relationship between educational attainment and labour market outcomes.
 - Persistence among “at risk” : Aboriginal peoples, persons with disabilities, 1st generation PSE,
 - Compare direct & delayed entry PSE.

Survey Instrument



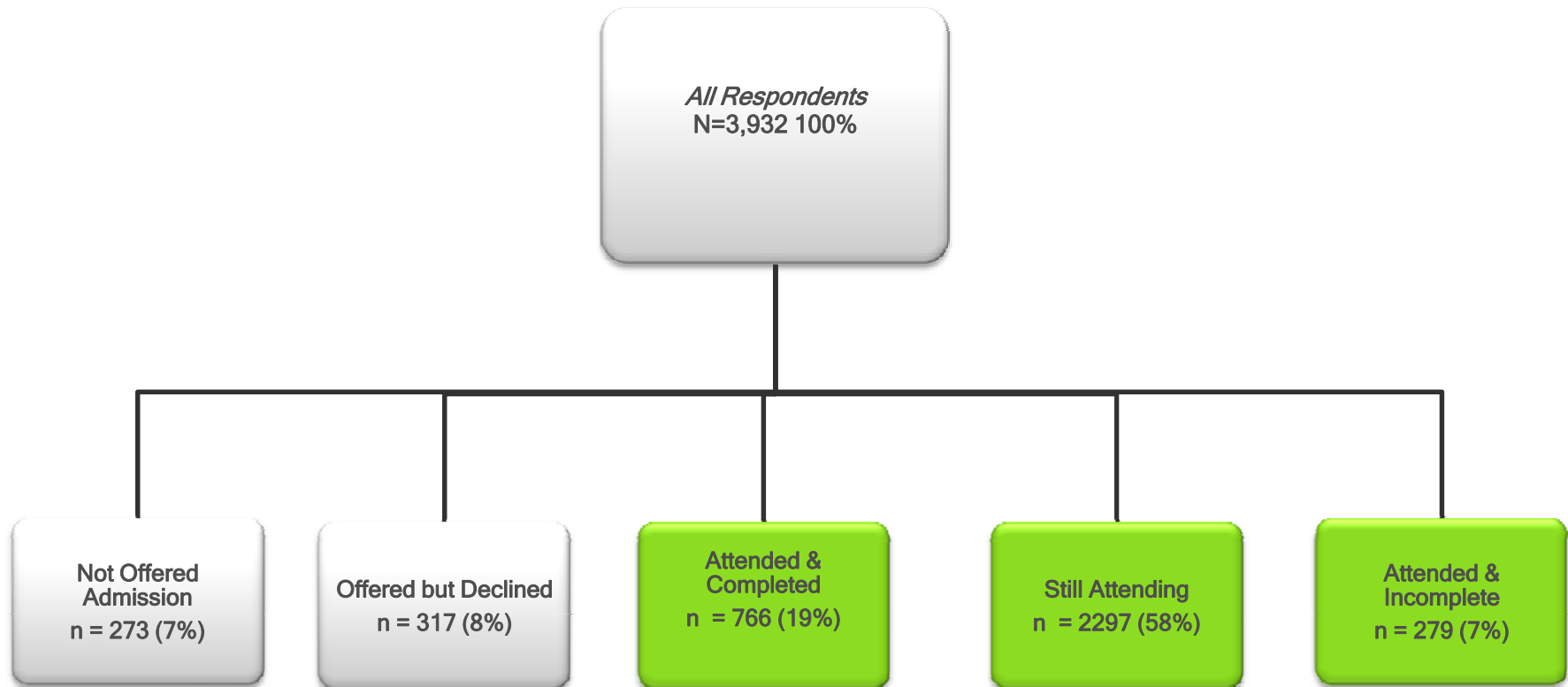
- Series of questions exploring behaviours, perceptions and satisfaction regarding experience while studying
- 4 scales developed from these questions using reliability analysis
 - Student Support Services: Use
 - Student Support Services: Satisfaction
 - Perceived Support Index
 - School Engagement: Frequency of Behaviour

Instruments Reviewed



- The PSE Outcomes Study online instrument was designed to explore the pathways of applicants following their application to PSE.
- A variety of existing instruments were reviewed, including:
 - Statistics Canada's Youth in Transition Survey (YITS)
 - Colleges Ontario KPI Student Satisfaction Survey
 - Ontario College Student Engagement Survey (OCSES)
 - Community College Survey of Student Engagement (CCSSE)
 - Survey of Entering Student Engagement (SENSE)
 - College Student Experiences Questionnaire (CSEQ)
 - Freshman Integration and Tracking (FIT) System Partners in Education Inventory (PEI) and Student Experience Inventory (SEI)
 - Measuring the Effectiveness of Student Aid (MESA)
 - Education Longitudinal Study (ELS)
 - Manitoba Survey of Early Leavers
 - Seneca College Early Leaver Survey

Sample Distribution



Today's focus on 3
groups

Persistence by At Risk Groups



In this province-wide study we did not find that Aboriginal, first generation PSE, or delayed entry to be more likely to have left early.

However, applicants with disabilities were almost twice as likely to be 'early leavers'.

	Attended/ left	Still attending	Attended/ complete
Overall	8%	69%	23%
Under-represented			
Yes	9%	68%	23%
No	8%	70%	23%
Aboriginal			
Yes	9%	70%	21%
No	8%	69%	23%
Disability			
Yes*	14%	67%	18%
No*	8%	69%	23%
First-generation PSE			
Yes	8%	68%	24%
No	9%	69%	22%
Delayed Entry			
Yes	11%	66%	23%
No	8%	71%	21%

PSE Outcomes Results Highlights



- Early leavers asked to indicate the influence of 24 factors on their decision to leave the school they were attending.
 - 5-point influence scale was used from “very little” to “very much,” with additional options for “does not apply” and “did not influence.”
- Ranking the results as index scores
 - the proportion influenced multiplied by the mean level of influence

	Proportion Influenced	Mean Influence	Index Score
Career goals changed	58%	3.9	2.29
Did not like the program	62%	3.3	2.04
Transferred to another post-secondary institution	44%	4.2	1.82
Felt unconnected to the school/students/faculty	50%	3.3	1.68
Personal/family issues	46%	3.4	1.56
Marks were too low	42%	3.3	1.40
Felt uncertain about post-secondary education	43%	3.0	1.27
Costs of attending school were higher than I expected	40%	3.0	1.19
Problems with time management	43%	2.7	1.16
Wanted a break from school	36%	2.8	1.01
Difficulty with some teachers	35%	2.8	1.00
Difficulty balancing school with family responsibilities	34%	2.9	0.99
Campus was too far from home	33%	2.9	0.96
Difficulty balancing school with job responsibilities	29%	2.8	0.84
Financial aid was insufficient	27%	3.0	0.81
Health-related problems	24%	3.2	0.78
Relocated to another community	21%	3.4	0.71
Interested in travel opportunities	23%	2.9	0.66
Program was not my first choice	21%	3.0	0.64
Did not receive financial aid	19%	2.9	0.56
Found employment	20%	2.8	0.56
Campus was not easily accessible by public transit	17%	2.6	0.46
School was not my first choice	17%	2.6	0.46
Pregnancy	6%	3.4	0.22

Ranking the results as index scores (the proportion influenced multiplied by the mean level of influence)

12 Top Prioritized Reasons for Leaving PSE



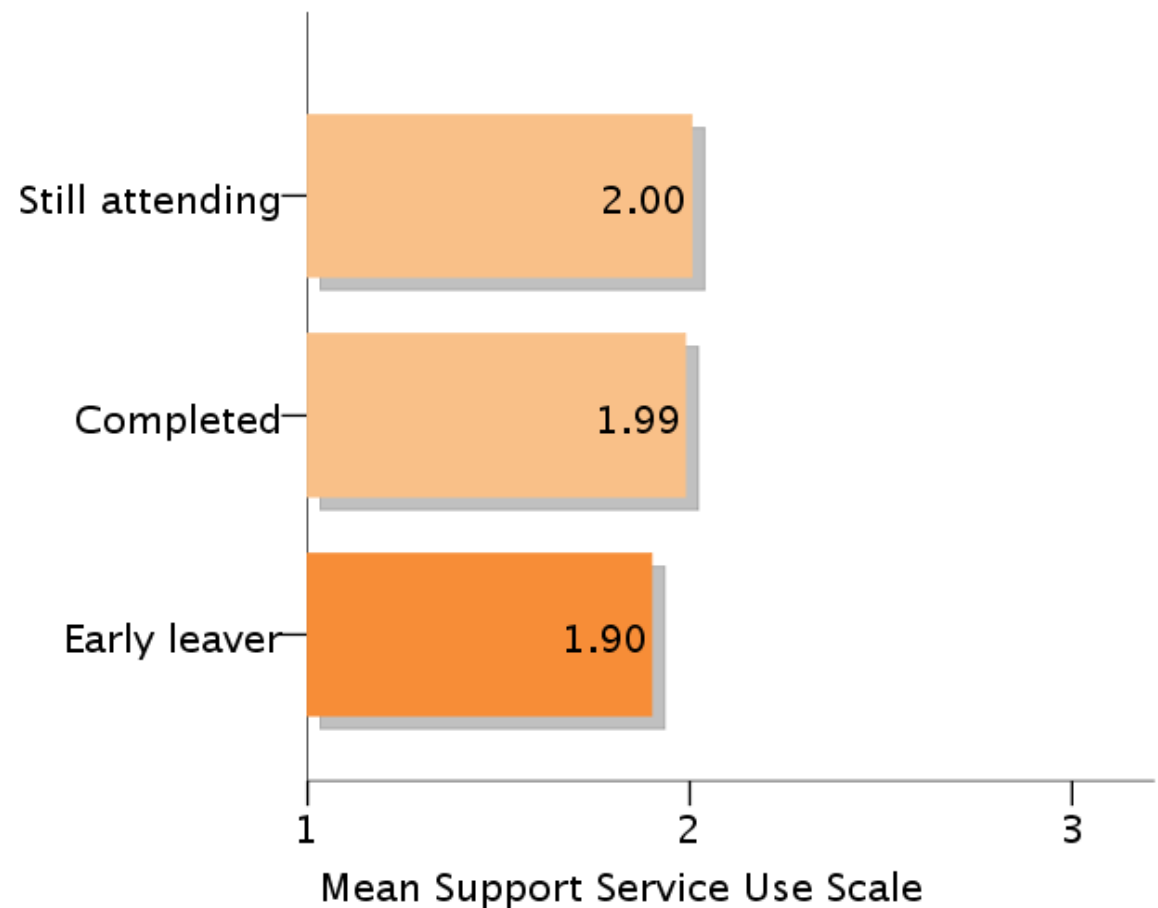
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The top 2 reasons for leaving reflect a “*lack of clarity concerning education and career goals*”.

Use of Support Service Scale



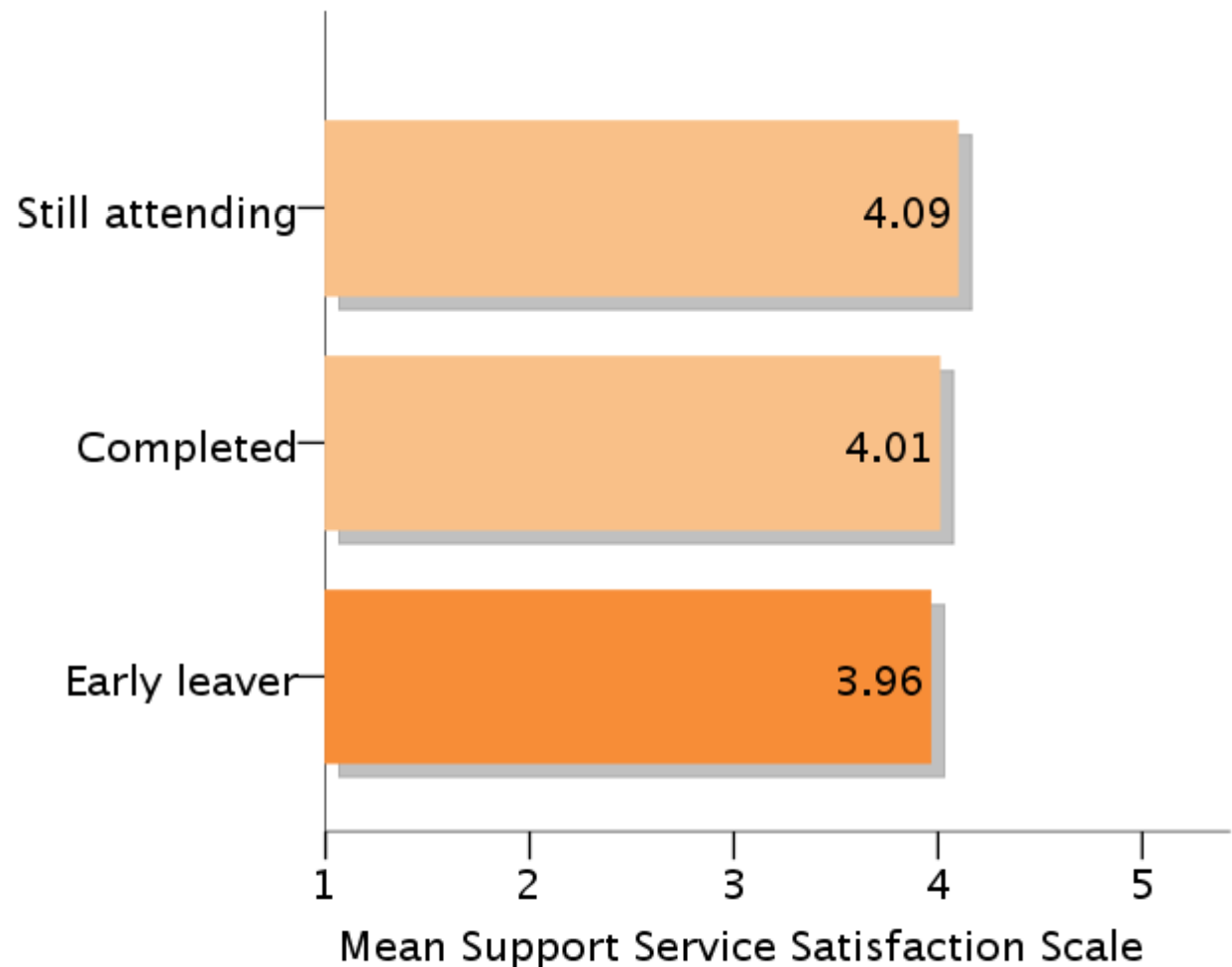
- Library Resource Centre
- Orientation programs/services
- Recreation and athletic facilities
- Academic advising
- Career/employment service
- Personal counselling
- Tutoring services
- Frequency of use scale
- ANOVA significant



Satisfaction with Support Services



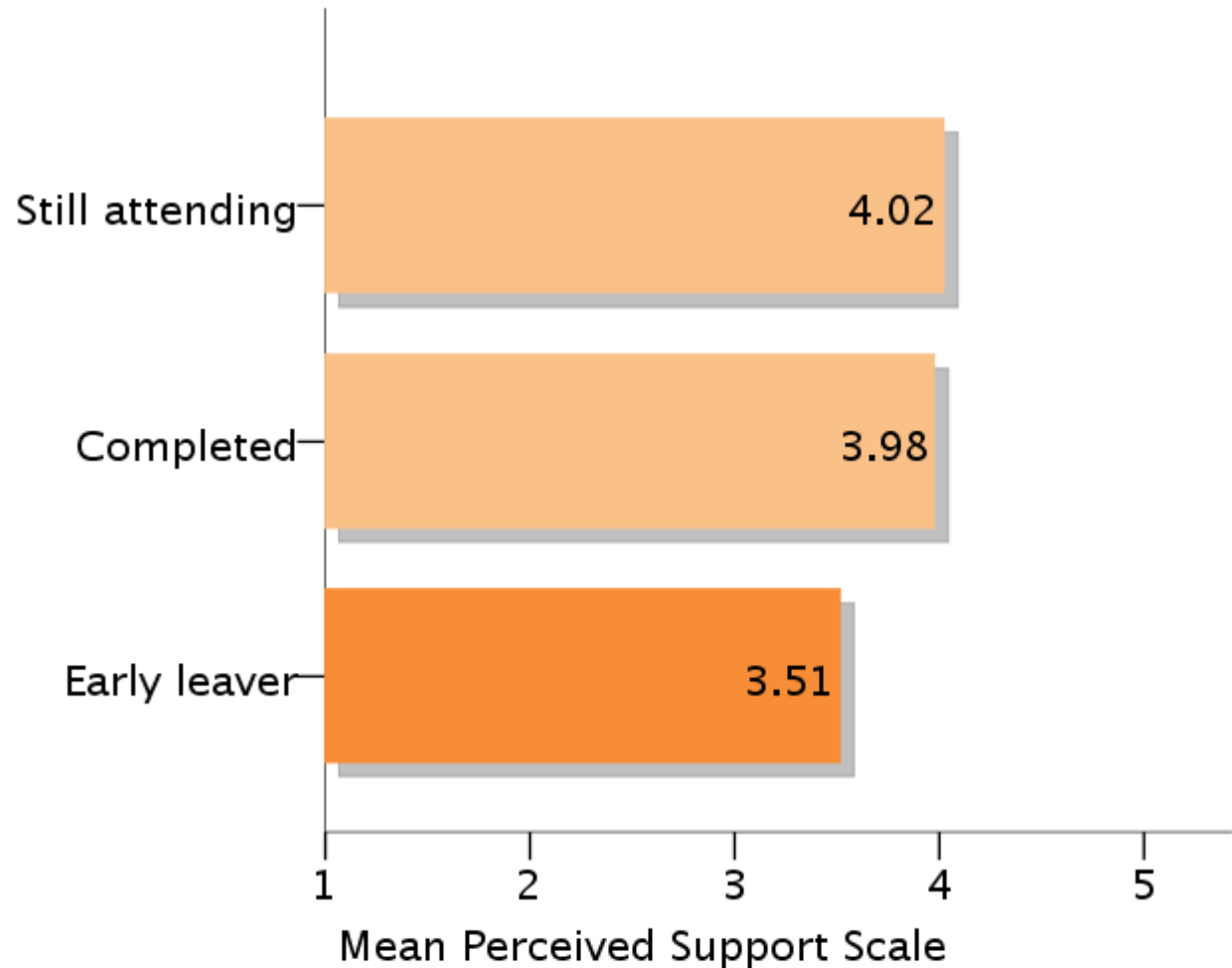
- Library Resource Centre
- Orientation programs/services
- Recreation and athletic facilities
- Academic advising
- Career/employment service
- Personal counselling
- Tutoring services
- Satisfaction scale
- ANOVA significant



Perceived Support Scale



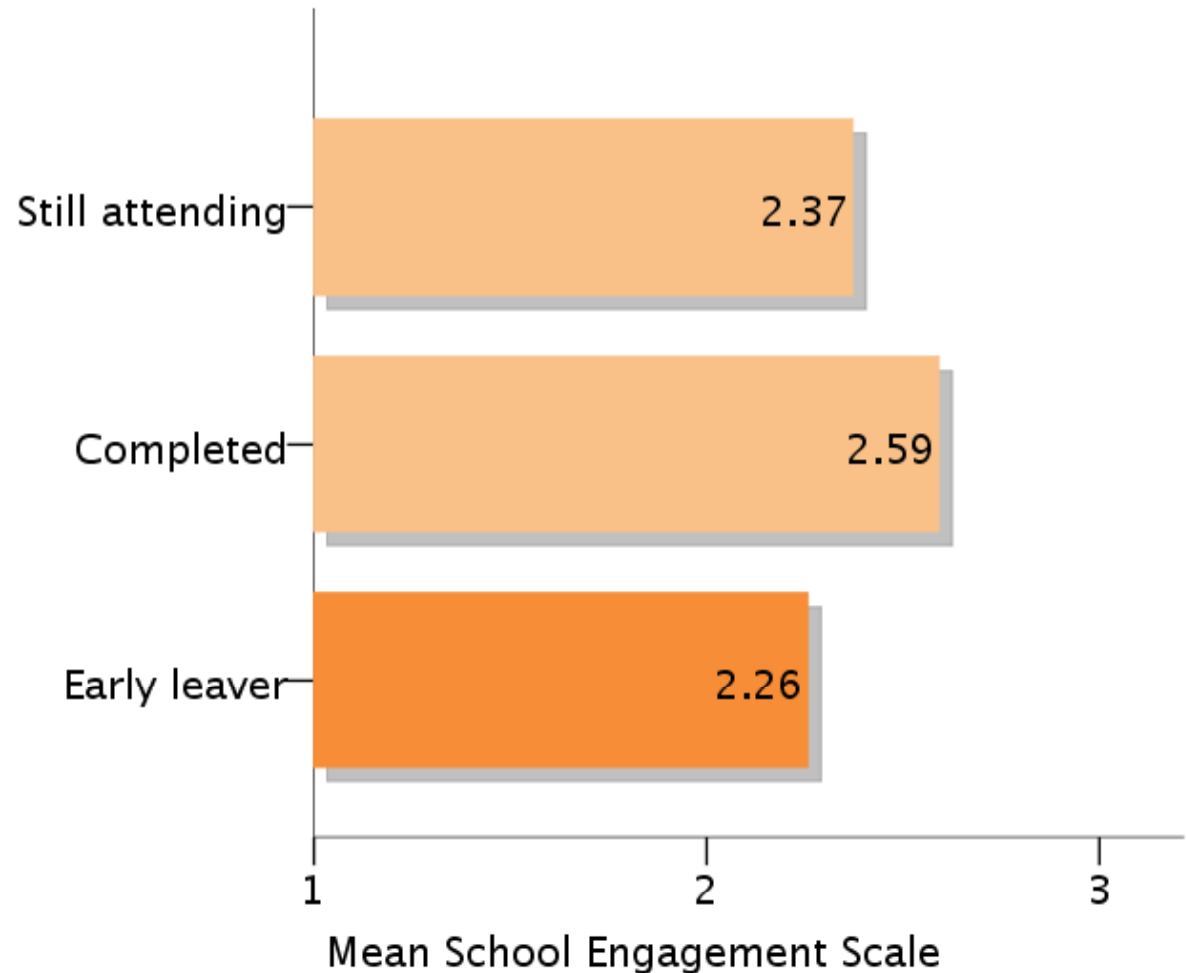
- Encouraged to spend time on coursework
- One person to rely on for useful information
- Support available for homework
- Support available for non-academic life
- Agreement scale
- ANOVA significant



School Engagement Scale



- Complete assignments on time
- Review assignments before handing in
- Use variety of information sources to complete work
- Communicate electronically with other students
- Ask questions/participate in class
- Communicate electronically with instructor
- Work with other students
- Discuss grades, assignments with an instructor
- Discuss ideas for papers or projects with an instructor
- Discuss career plans with instructor
- ANOVA significant



Examples of Individual Engagement Items

		Attended/ left	Still attending	Attended/ complete
Complete assignments on time*	Frequently	71%	88%	94%
	Never	2%	1%	0%
Review assignments before handing in*	Frequently	58%	67%	79%
	Never	4%	3%	2%
Use variety of sources to complete work*	Frequently	57%	59%	78%
	Never	5%	3%	1%
Communicate electronically with other students*	Frequently	60%	75%	80%
	Never	7%	3%	2%
Ask questions/participate in class*	Frequently	37%	41%	58%
	Never	13%	11%	3%
Communicate electronically with instructor*	Frequently	47%	54%	72%
	Never	14%	7%	2%
Work with other students*	Frequently	44%	47%	67%
	Never	8%	7%	2%
Discuss grades, assignments with an instructor*	Frequently	24%	26%	43%
	Never	24%	18%	6%
Discuss ideas for papers or projects with an instructor*	Frequently	16%	25%	42%
	Never	36%	24%	9%
Discuss career plans with instructor*	Frequently	12%	13%	28%
	Never	57%	46%	23%
Participate in recreational or sports programs	Frequently	10%	14%	16%
	Never	58%	52%	52%
Attend campus, student or school events*	Frequently	19%	24%	28%
	Never	28%	20%	19%
Skip classes*	Frequently	15%	6%	5%
	Never	29%	42%	38%

Some Highlights



- Overall, early leavers had much poorer perceptions of their experiences at school.
- Among the widest differences:
 - The perception that there was someone at school they could rely on
 - That support was available to assist them with homework or non-academic responsibilities
 - Top prioritized reasons for leaving - lack of clarity around education and career goals

High Risk Academic Factors



- Insufficient section or seat capacity
- Delayed time-to-degree
- Poor quality of instruction
- Lack of student/faculty engagement
- Program atrophy
- Not challenging students
- Poor classroom management
- Inconsistent or poor advising practices

High Risk Academic Factors

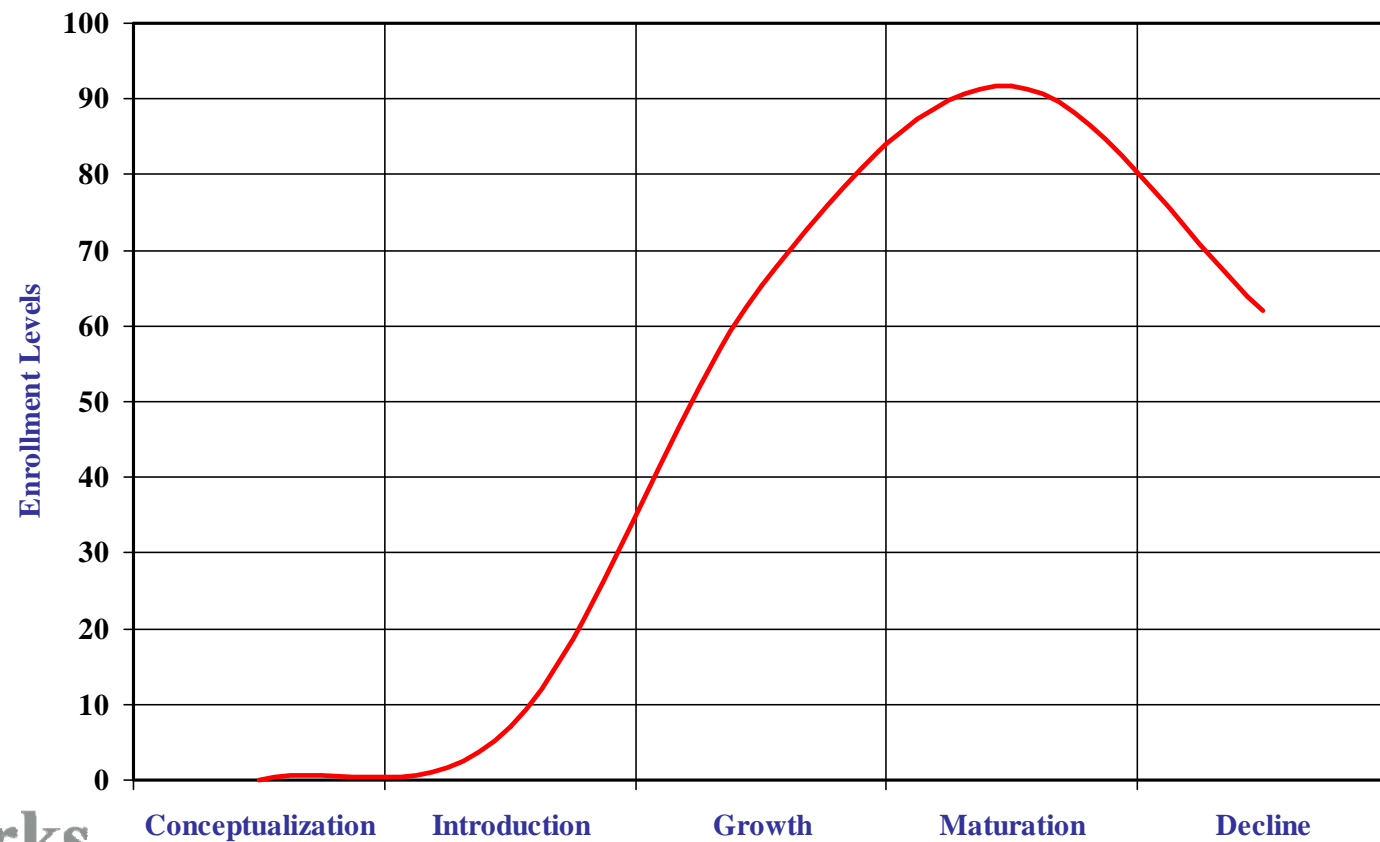


- Absence of an academic plan
- Protracted developmental education
- Enrolment in high risk courses
- Class attendance
- Late academic feedback
- Underutilized academic support services
- Brutal academic policies

Program Atrophy

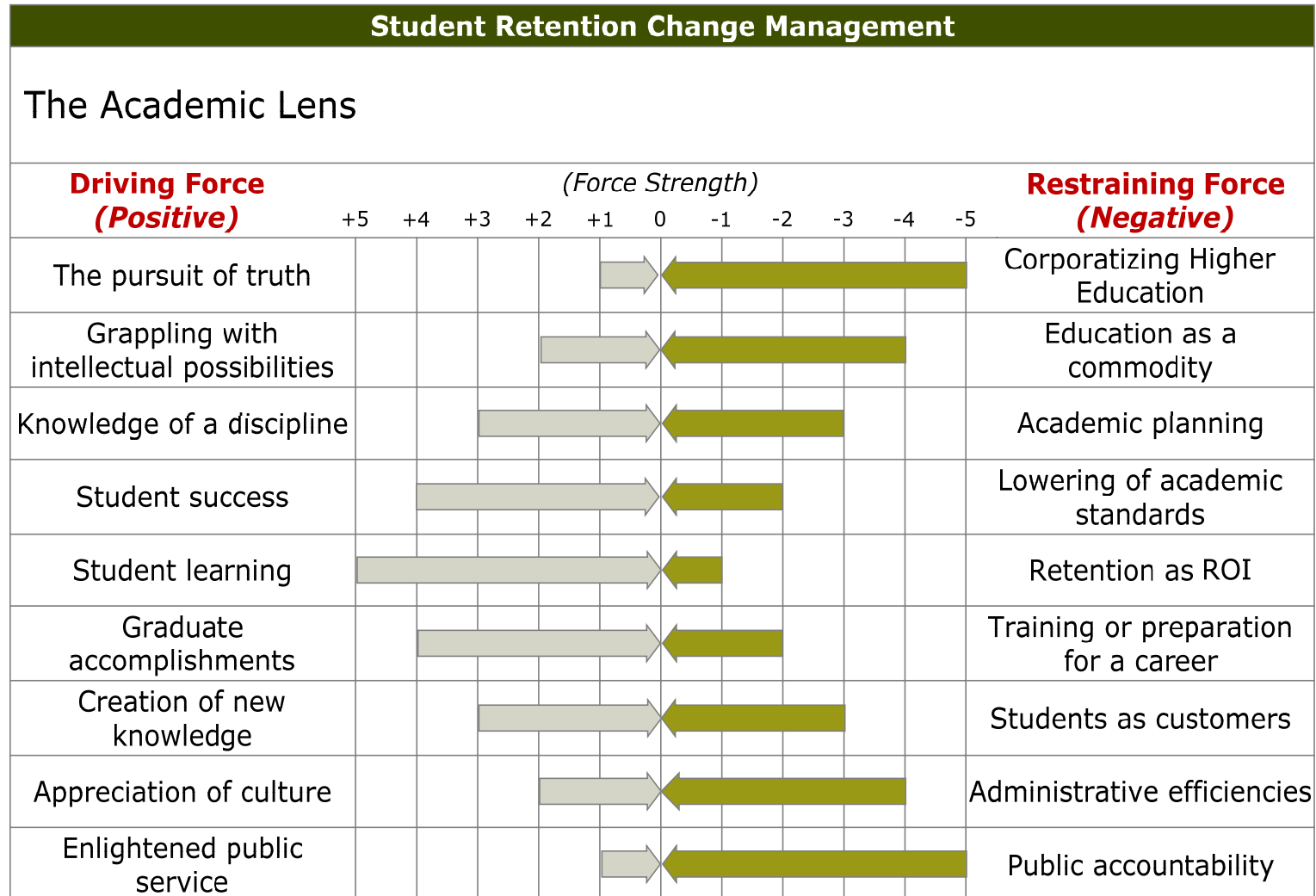


Academic Program Lifecycle



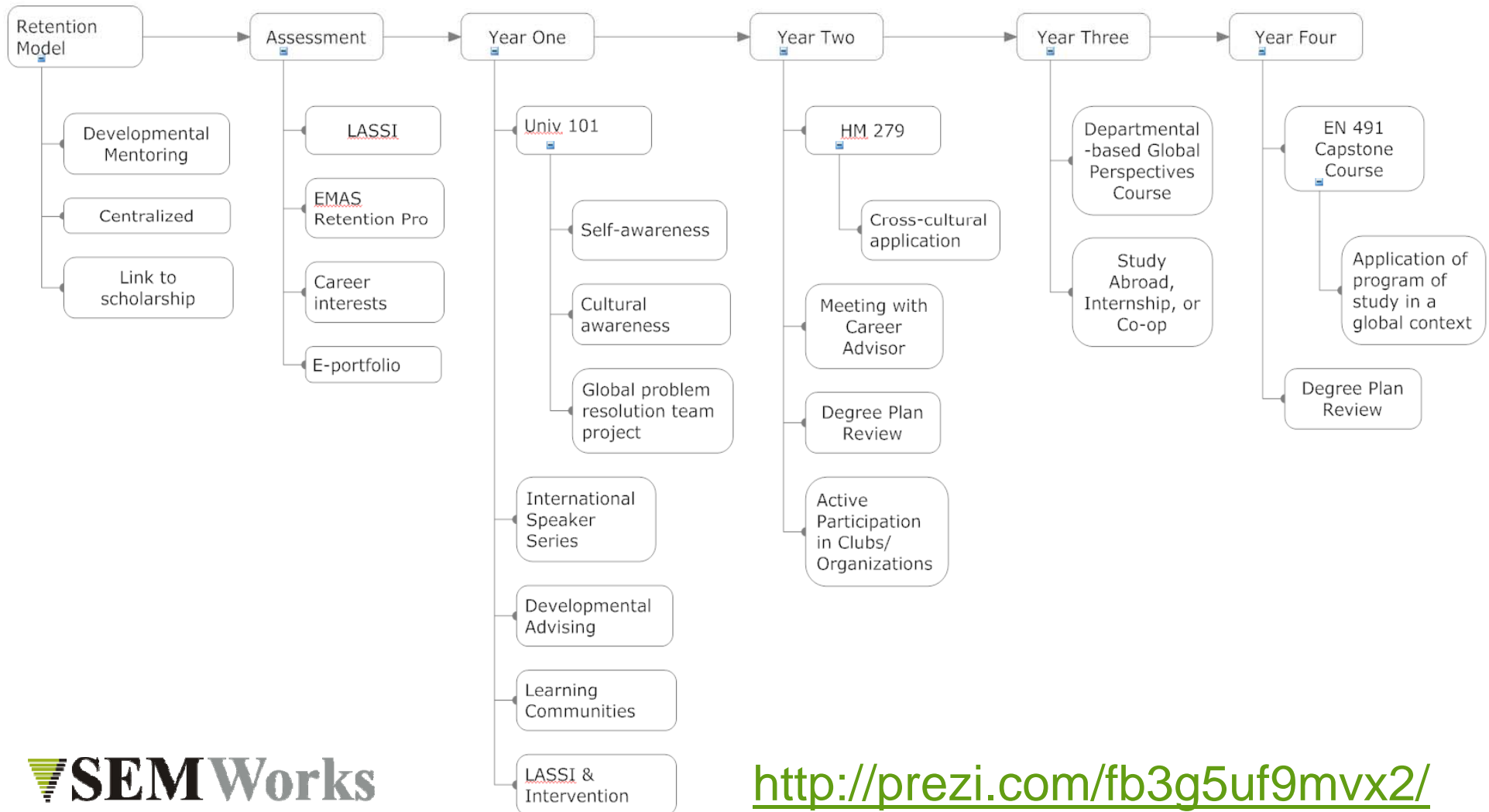


Force Field Analysis

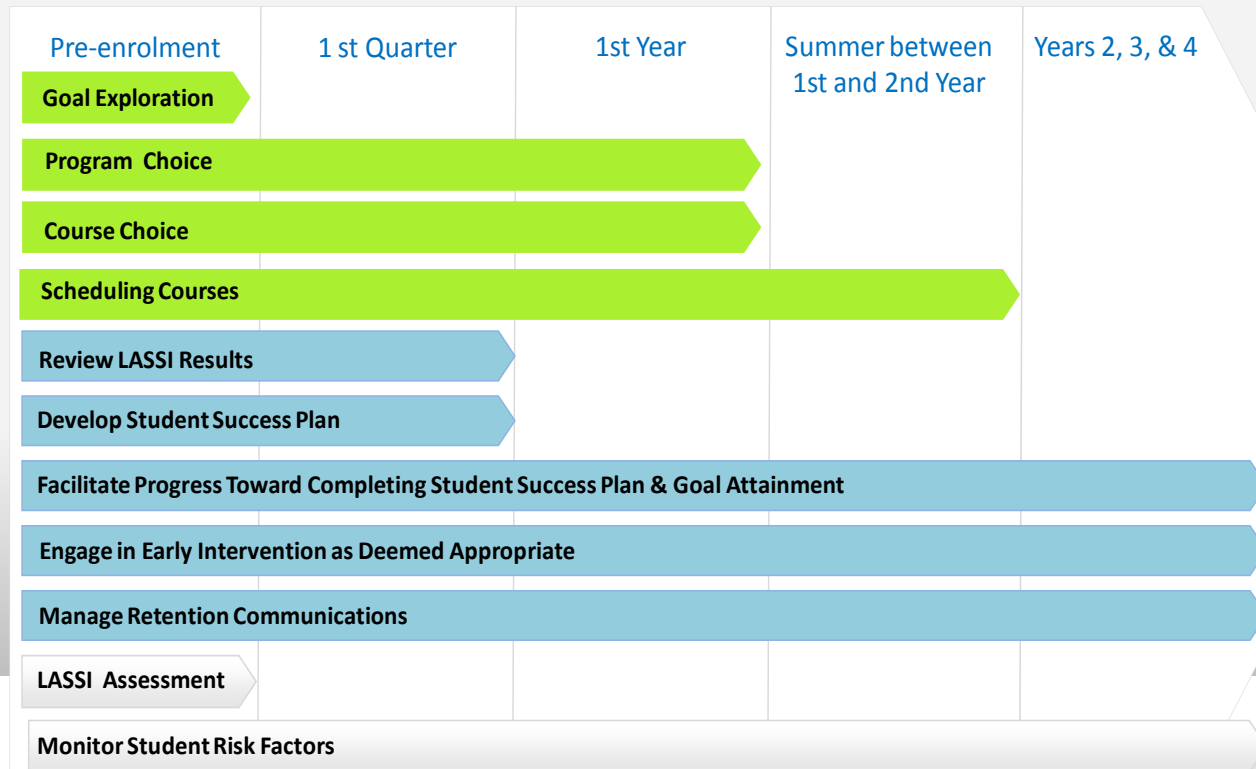


Force field analysis is a management technique developed by Kurt Lewin, a pioneer in the field of social sciences, for diagnosing situations.

Global Signature Program



Success Counselor Responsibilities



Academic Advising



Success Mentoring



Assessment

WHO ARE YOU?

[Home](#)[High School
Student](#)[Transfer
Student](#)[Adult
Learner](#)[International
Student](#)[Aboriginal
Student](#)[Parents](#)[Counsellor](#)[GET CONNECTED](#)[CAMPUS EXPERIENCE](#)[UR GUARANTEE](#)[PROGRAMS](#)

UR Guarantee

“Inspiration is the key to success, and the U of R inspires me.”

— Kyle Addison, Business Administration, 3rd Year, Lemberg, SK

The Exclusive UR Guarantee

An educational journey that leads to a career ... guaranteed.

Right now, you are in the midst of searching for a university, but it won't be long before you're searching for a job. As a University of Regina graduate, you'll have more than a degree — you'll have a guarantee. With the UR Guarantee, we follow through on a promise unheard of among Canadian universities.

We guarantee that you will land a career-oriented job within six months of graduation.

If you don't, we'll cover up to another year's worth of 30 credit

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Guarantee Signature Program

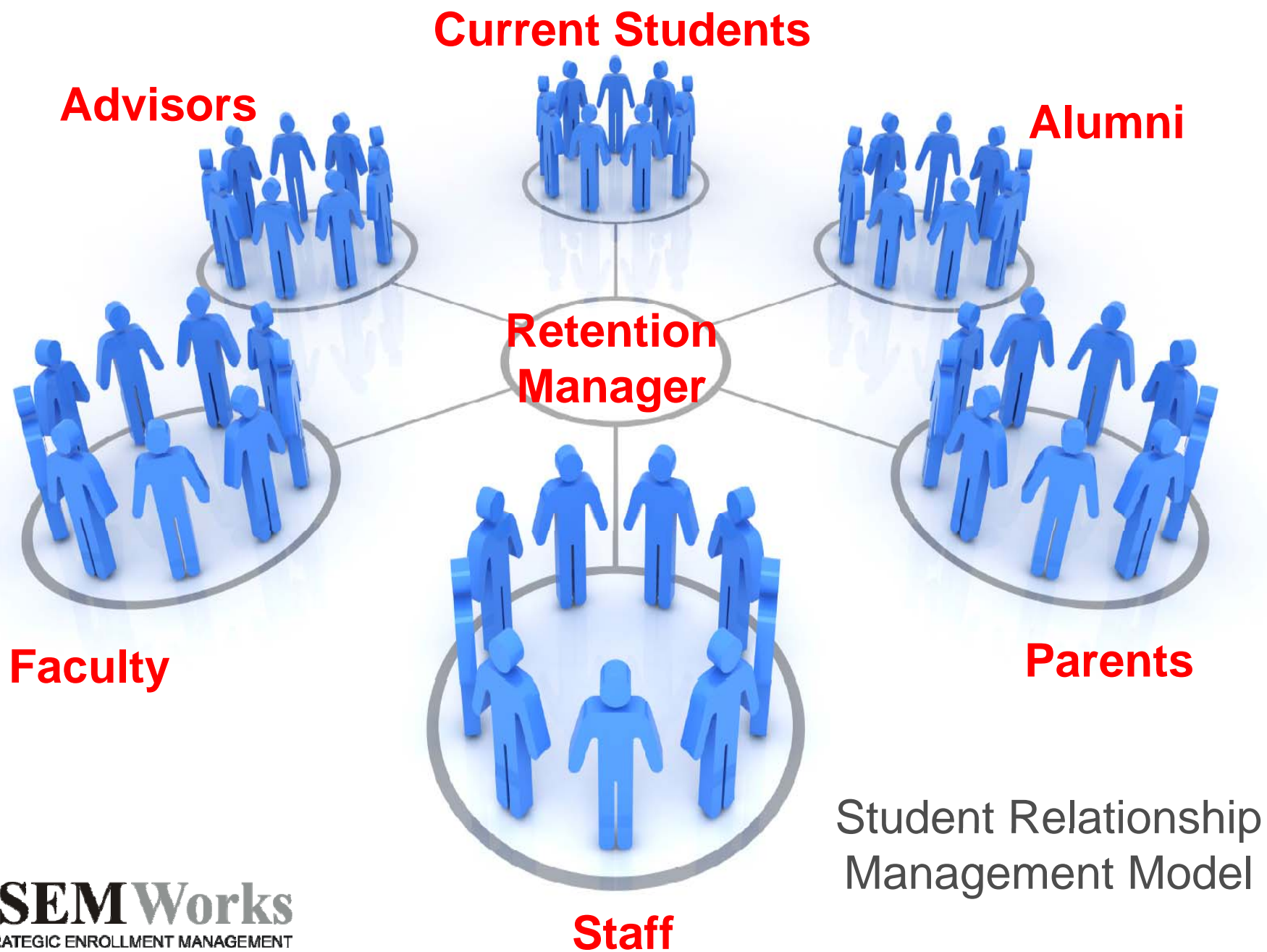


Guarantee Program					
Required Elective AS = Academic Success Stream SE = Student Engagement Stream SL = Service/Leadership Stream	Year One: Discover	Year Two: Explore	Year Three: Engage	Year Four: Act	Year Five: Achieve
Attend Guarantee seminar to receive a program overview, program expectations, and toolkit	●				
Complete self-assessment instrument	●				
Review self-assessment results with assigned counselor and create a student success plan	●				
Attend an advising session	●				
Attend 3 Student Development <u>Centre</u> learning skills workshops	●				
Maintain full-time, continuous enrolment at the University	●	●	●	●	
Certify completion of yearly requirements with assigned counselor and plan for upcoming year	●	●	●	●	●
Meet with faculty and/or advisor to update the degree plan and for future terms		●	●		
Attend 2 of the following Career Services programs: resume writing, interview skills, or job search		●			
Participate in a University-sponsored service learning or community service program		●			
Join a co-op/internship or attend a career fair		●			
Identify a major or minor (if applicable) by the end of year two		●			
Meet with assigned career <u>counsellor</u> to establish career direction			●		

Student Learning Goals



Goal Categories by Year				
Discover (Year One)	Explore (Year Two)	Engage (Year Three)	Act (Year Four)	Achieve (Year Five)
<ul style="list-style-type: none"> • Self-Awareness • Time management • Social connections • Campus involvement • Academic interests • Academic success 	<ul style="list-style-type: none"> • Developing purpose • Self-reflection • Appreciation of differences • Civic responsibility • Academic achievement and persistence 	<ul style="list-style-type: none"> • Developing independence • Interpersonal competence • Critical thinking • Reflective learning • Developing personal integrity 	<ul style="list-style-type: none"> • Developing interdependence • Reflective learning • Mature interpersonal relationships • Leadership competencies 	<ul style="list-style-type: none"> • Self-identity • Intellectual competence • Effective reasoning




Promise Model



Persona Profile



Target Population				Population Characteristics	
Entering Education Level	% UG Credit	% GRAD Credit	% Non-Credit	 <ol style="list-style-type: none"> 1. Age Distribution 2. Gender Distribution 3. Race/Ethnicity Distribution 4. Residency 5. Academic Profile 6. Personality Type 7. Other 	
Enrolment Funding Type	% D1	% D2	% D3		
3-Year Enrollment Trend (Headcount)	Fall 2007	Fall 2008	Fall 2009		
New Students	# of Inquiries	# of Applicants	# of Admits		
Yield Rates	Inquiry to App	App to Admit	Admit to Enroll		
Retention Rates (Fall-to-Fall)	Year 1 – Year 2	Year 2 – Year 3	Year 3 – Year 4		
Graduation Rates	4-Year Rate	5-Year Rate	6-Year Rate		
Motivators to Enrolling					
Barriers to Enrolling					

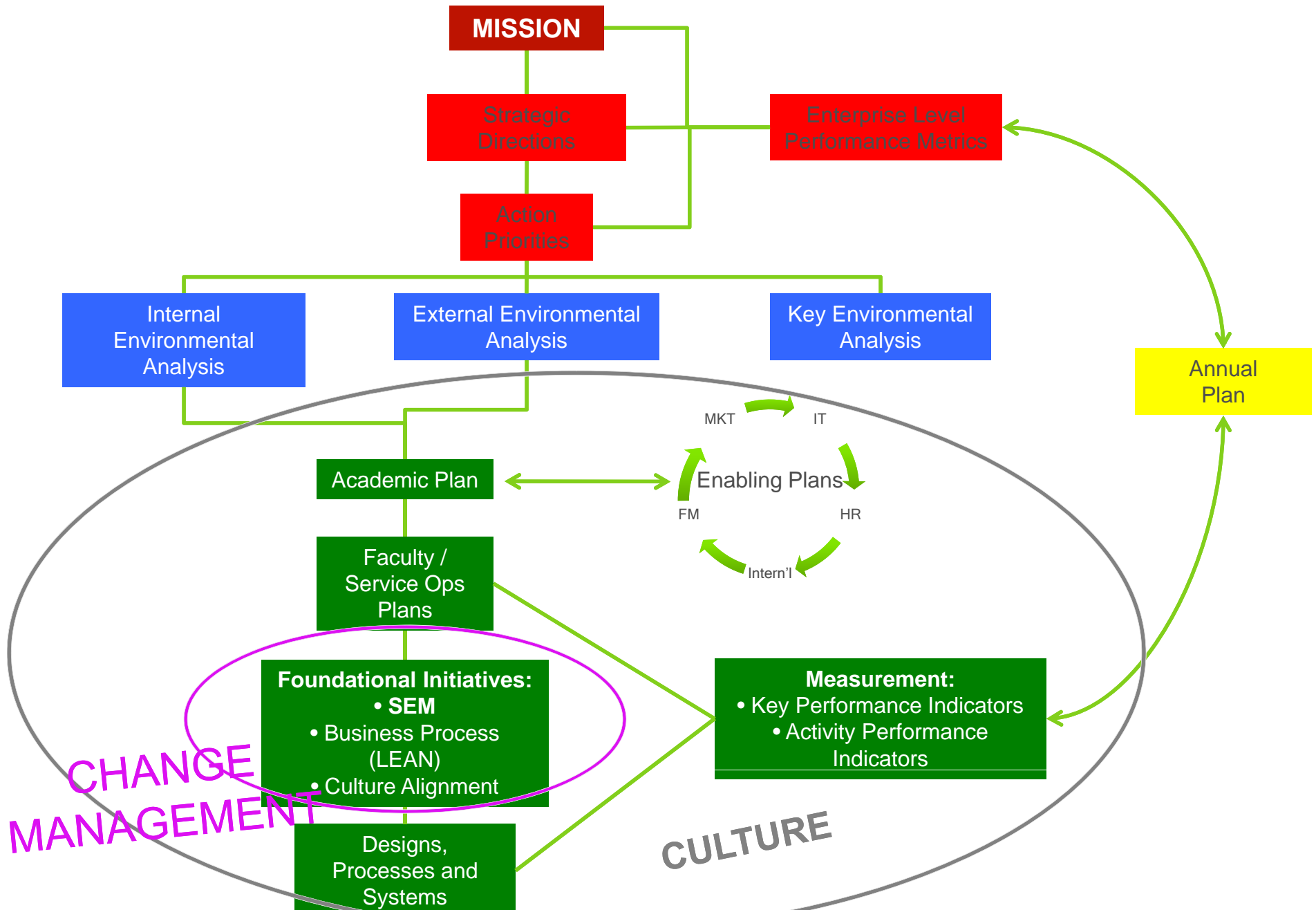
Promise Model



Persona Profile (continued)

Learner Needs				
Educational Goals				
Career Goals				
Institutional Promise	Promise Message	Promise Delivery	Promise Gaps	

Fanshawe College Model for Strategic Realignment



SEM Planning Construct



Future Students



Current Students



Graduates

**Student
Segment**

Segment
Persona

**Fanshawe
Promise**

Promise
Message

Promise
Delivery

**Foundation
Principles**

**Strategic
Opportunities**

**Strategies
& Metrics**

**Antecedents
for Success**

Change

Management

SEM Planning Construct



Future Students



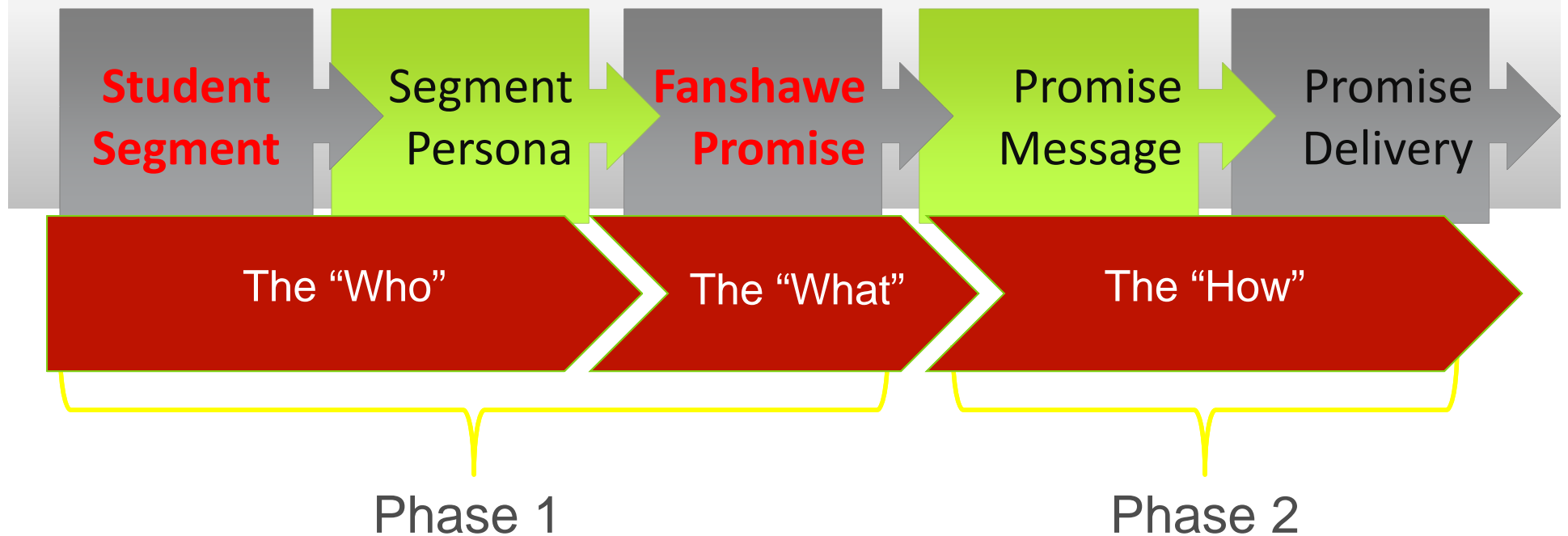
Current Students



Graduates

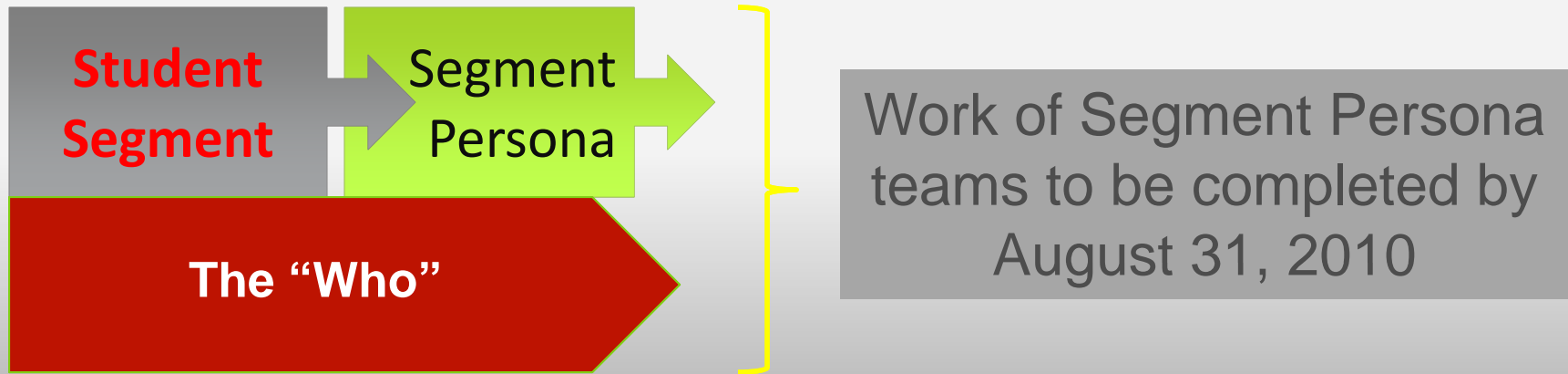


SEM Planning Construct

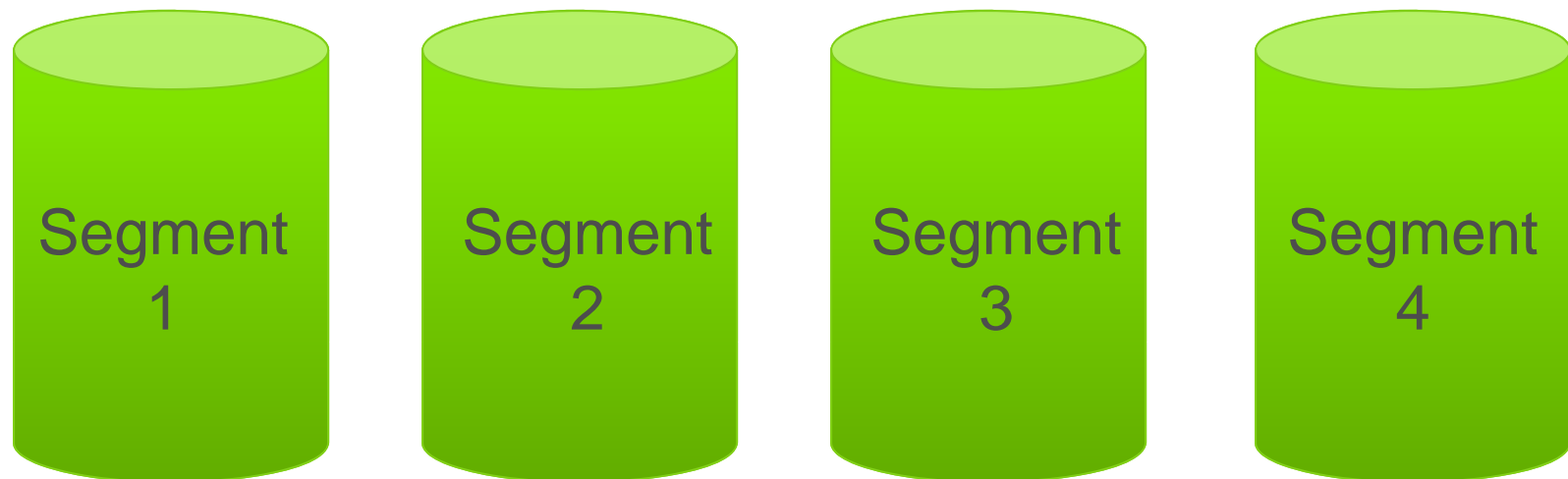


SEM Planning Construct

Phase 1:



Identification of Key Student Segments:

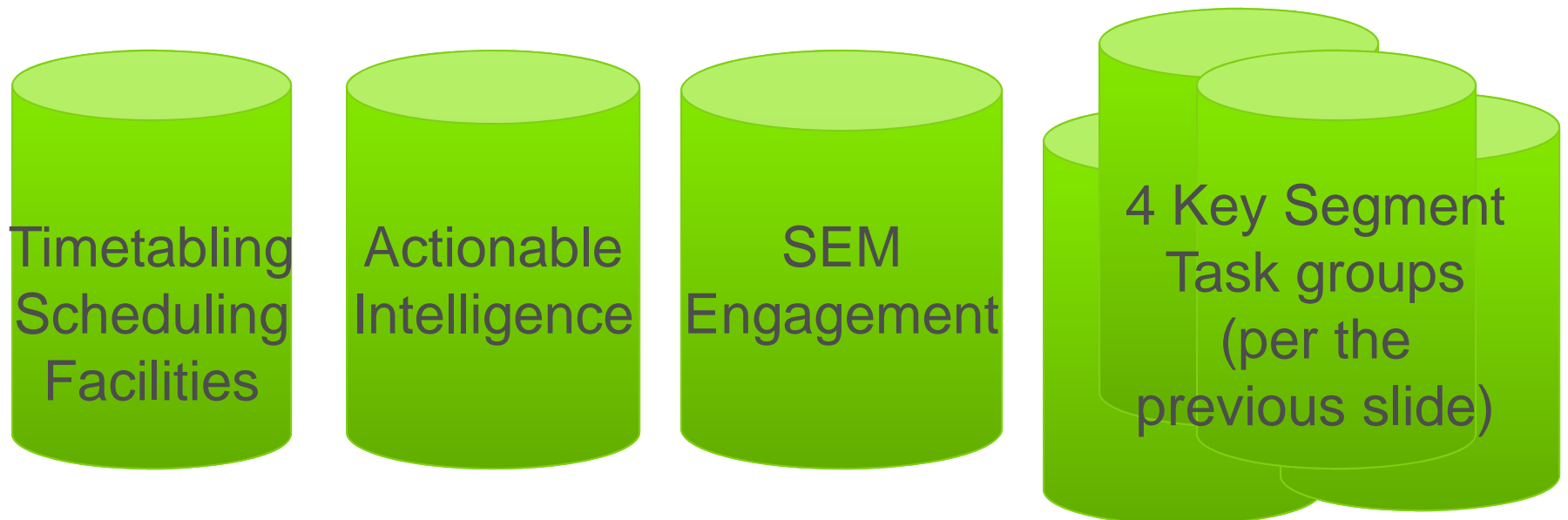


SEM Planning Construct

Phase 1:



Three Foundational Task groups:



SEM Planning Construct

Phase 2:



Creation of Strategy Teams: September 2010



SEM Planning Construct

Phase 2:



	Student Segment 1	Student Segment 2	Student Segment 3	Student Segment 4	
Strategy Team 1					Integration of Persona Segment data to develop a comprehensive College-wide strategy
Strategy Team 2					
Strategy Team 3					
Strategy Team 4					

December 31, 2010

Promise Model



Organizational Capacity

Optimal Performance

Learning Environment

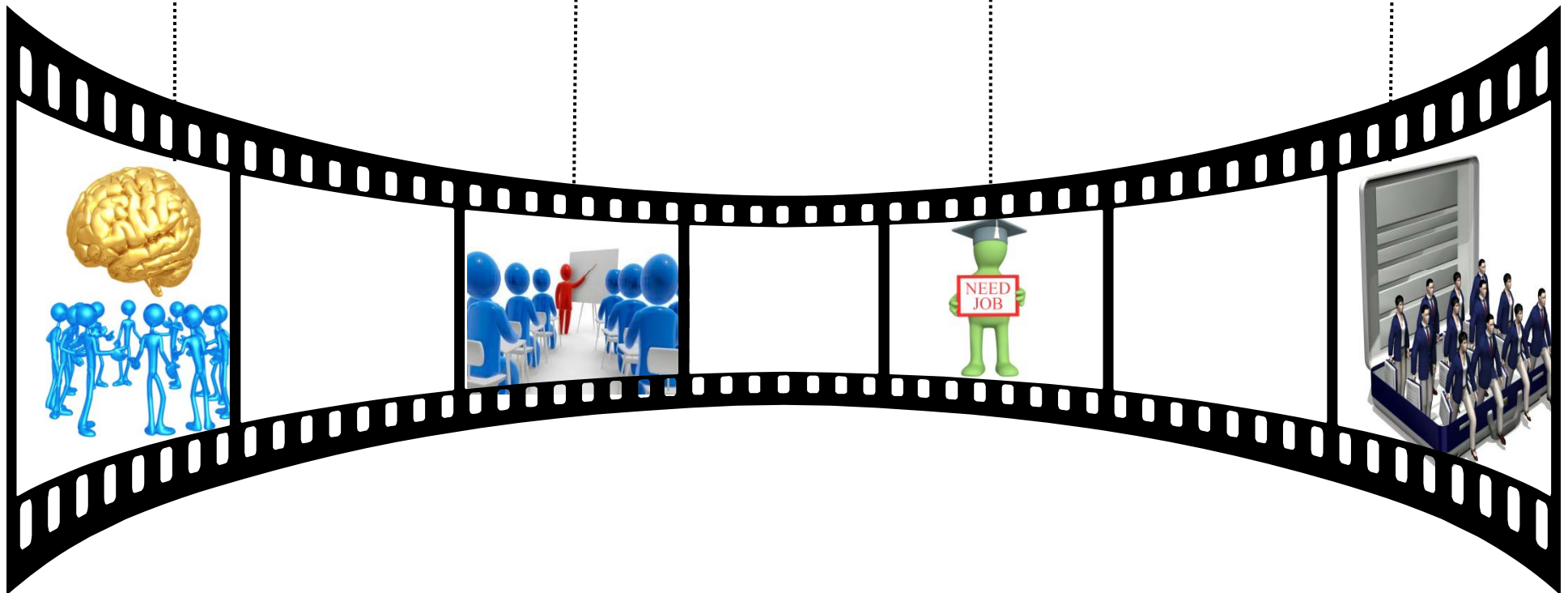
Conditions for Student Success

Learner Outcomes

Career and Educational
Progression

Employer Outcomes

Productive Employees



Advising - An Intersection of Purpose

“Convergence vs. Collision”



- Current Practice
- Retention Framework
- Strategic Enrolment Management Plan
- Quality System



Common Observations - Advising



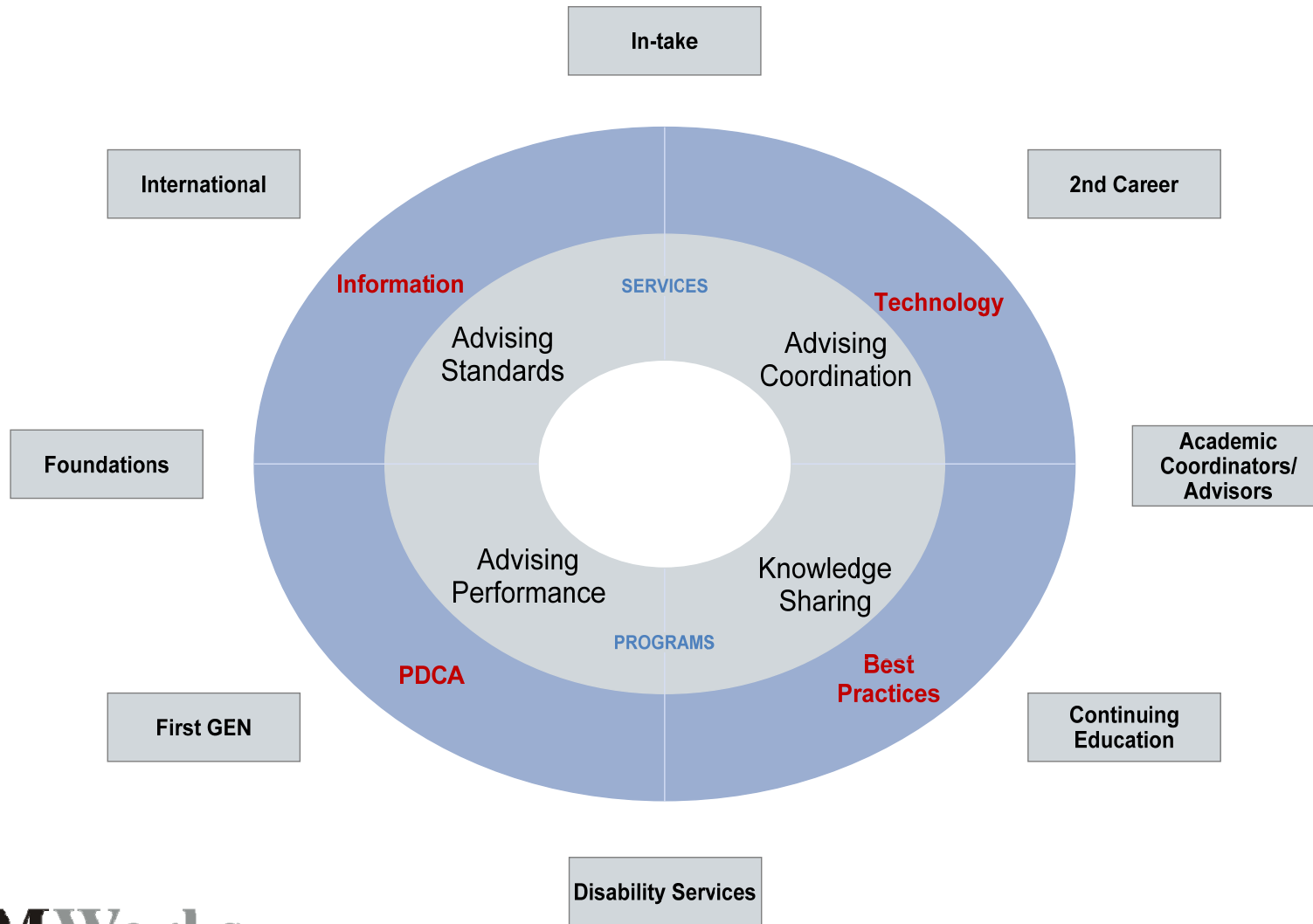
Advising offered through multiple service providers with no cross-functional:

- Communication
- Coordination
- Training
- Standards



*Often resulting in conflicting
advising experiences
depending upon
“the door they enter.”*

Academic Advising Model



Advising Student Success Model Activity to Date....



- Internal advising practices gathered
- Literature search completed
- Retention Framework developed and implemented
- Retention Task Force created
- College and School Action Plans refined



The Tyranny of Retention Myths



- Academic failure is the cause of student attrition
- Mid-term grades provide a mechanism for early intervention
- Student success is defined by the institution
- All students should be retained
- Students dropout

The Tyranny of Retention Myths



- Academic advising is the core of any retention effort
- Scheduling is the most important aspect of advising
- Academic advising for new students should occur at orientation
- Academic advising should be the sole purview of the faculty
- Cancelling a class is no big deal

The Tyranny of Retention Myths



- Faculty should teach to the lowest common denominator
- Colleges value faculty involvement in student retention
- Retention programs will solve attrition issues
- Traditional admissions criteria effectively predict student persistence and success

The Tyranny of Retention Myths



- Institutions should focus retention efforts on students with the highest risk
- Retention committees are effective
- The more retention data the better an institution can address retention issues
- Most students who leave an institution decide to do so within the first six weeks of classes
- Retention is everyone's business

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