An Institutional Framework for Retention
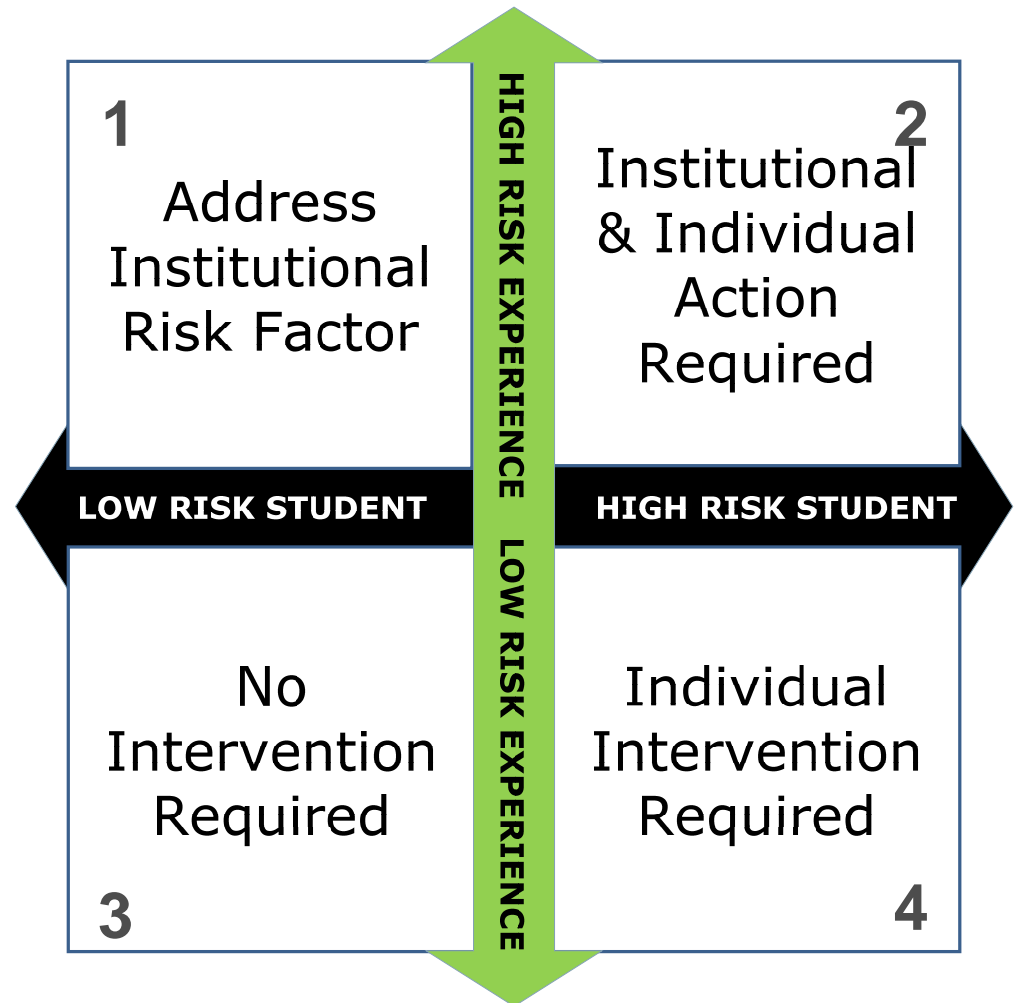
Presented by Dr. Jim Black

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

	HIGH RISK EXPERIENCE	
1 Address Institutional Risk Factor		**2** Institutional & Individual Action Required
LOW RISK STUDENT		**HIGH RISK STUDENT**
No Intervention Required **3**	**LOW RISK EXPERIENCE**	Individual Intervention Required **4**

SEM Works
STRATEGIC ENROLLMENT MANAGEMENT

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
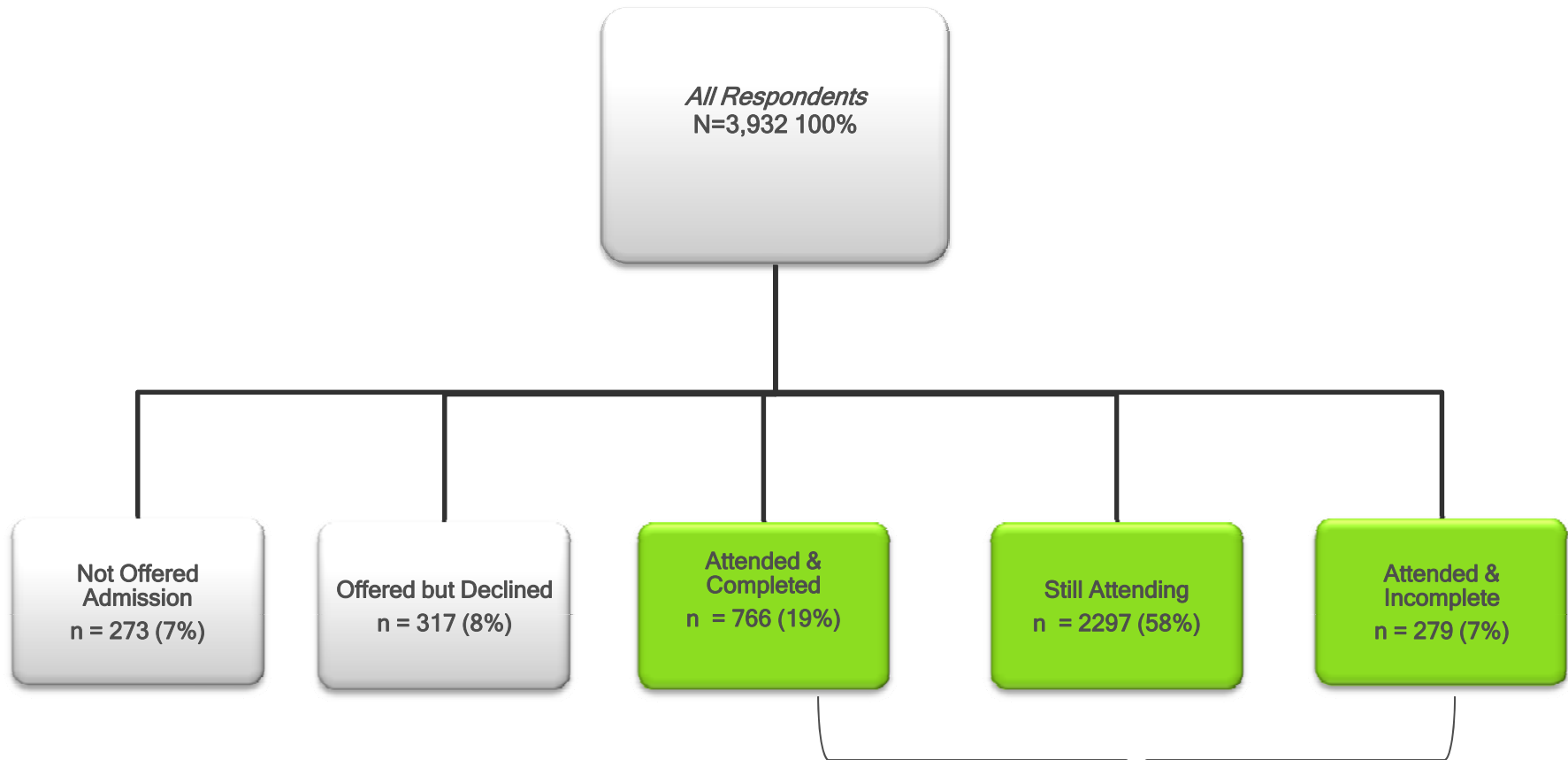
Persistence by At Risk Groups

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

	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
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Difficulty with some teachers	35%	2.8	1.00
Difficulty balancing school with family responsibilities	34%	2.9	0.99

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

Still attending — 2.00
Completed — 1.99
Early leaver — 1.90

Mean Support Service Use Scale
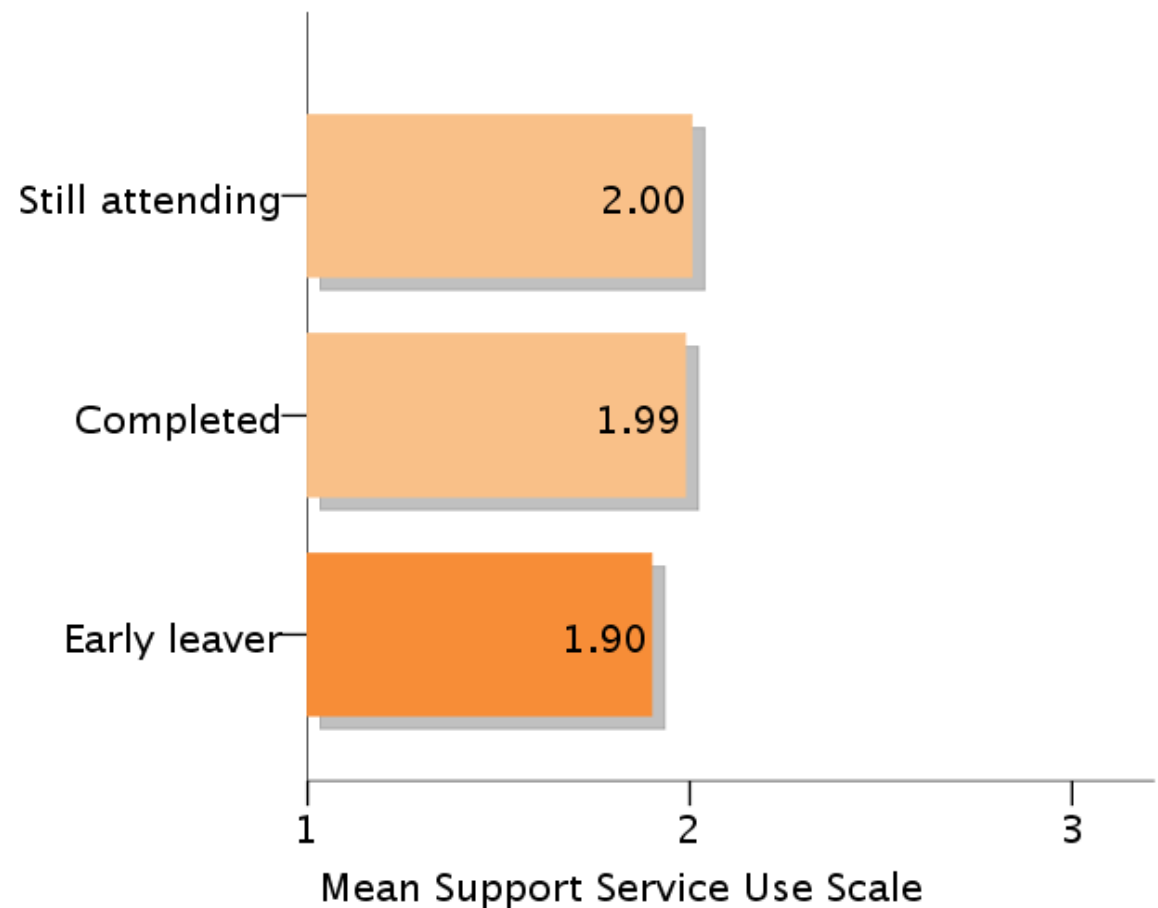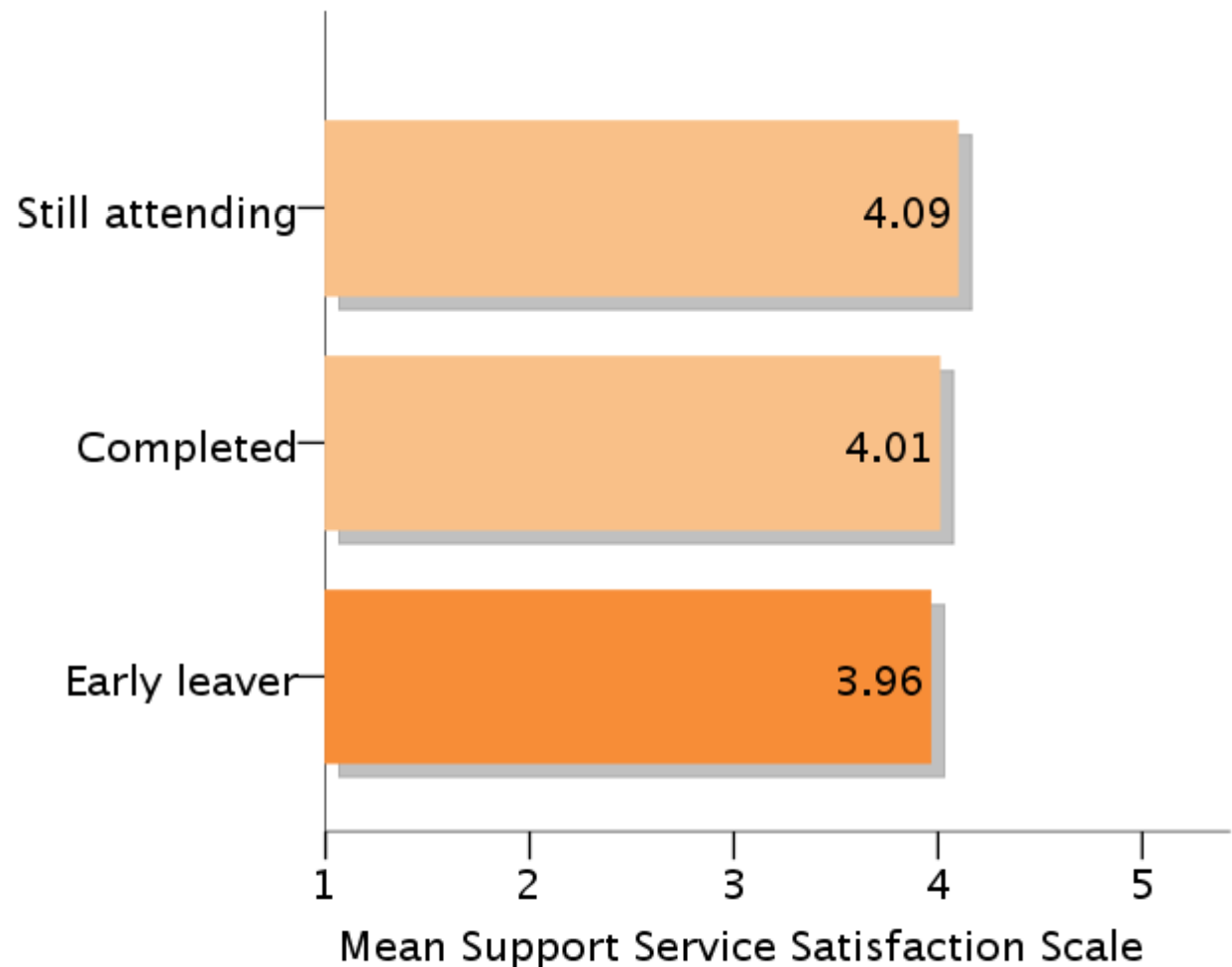
# Satisfaction with Support Services

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

Still attending — 4.09
Completed — 4.01
Early leaver — 3.96

Mean Support Service Satisfaction Scale

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
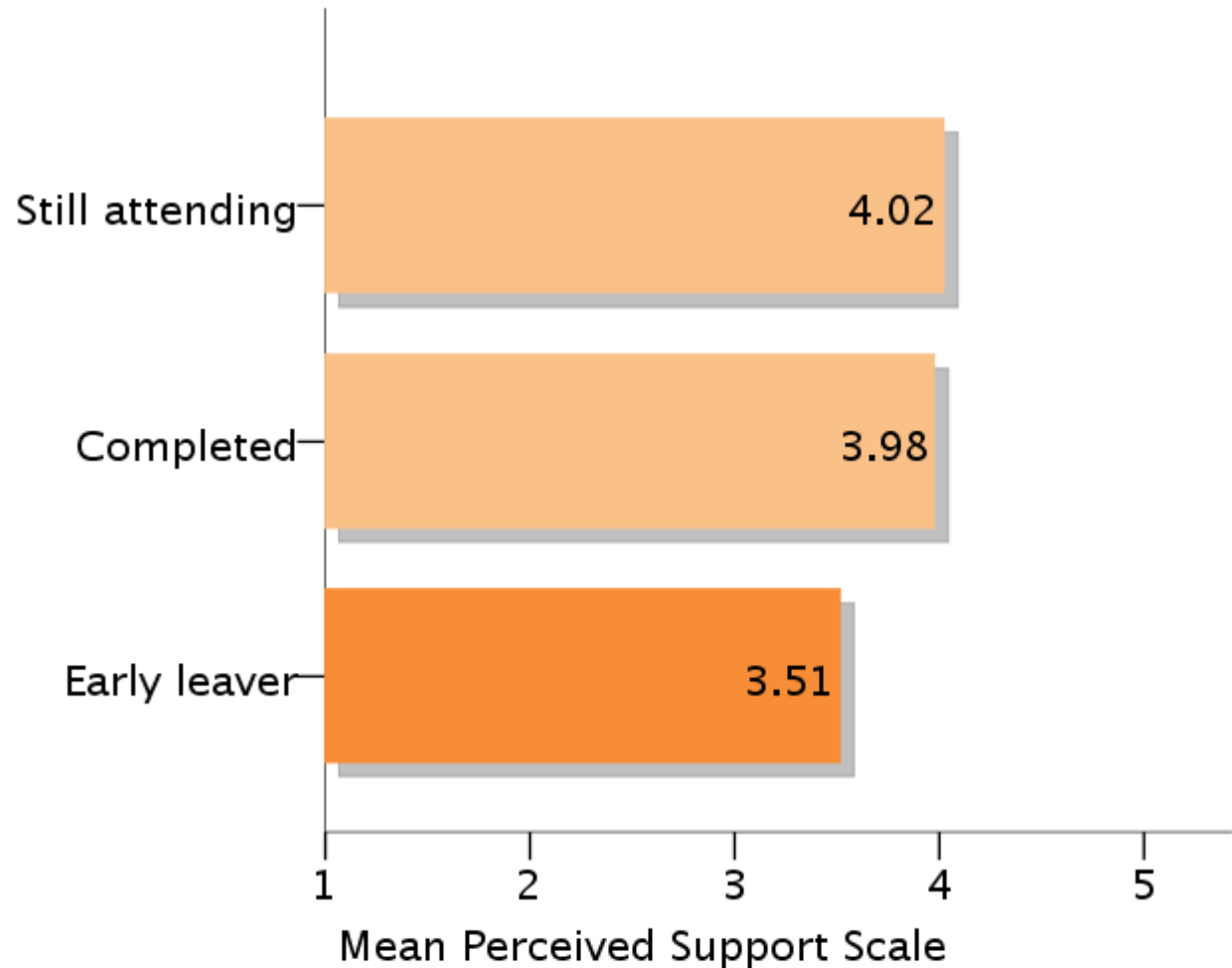
School Engagement Scale

- 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

Bar chart: Mean School Engagement Scale

- Still attending: 2.37
- Completed: 2.59
- Early leaver: 2.26
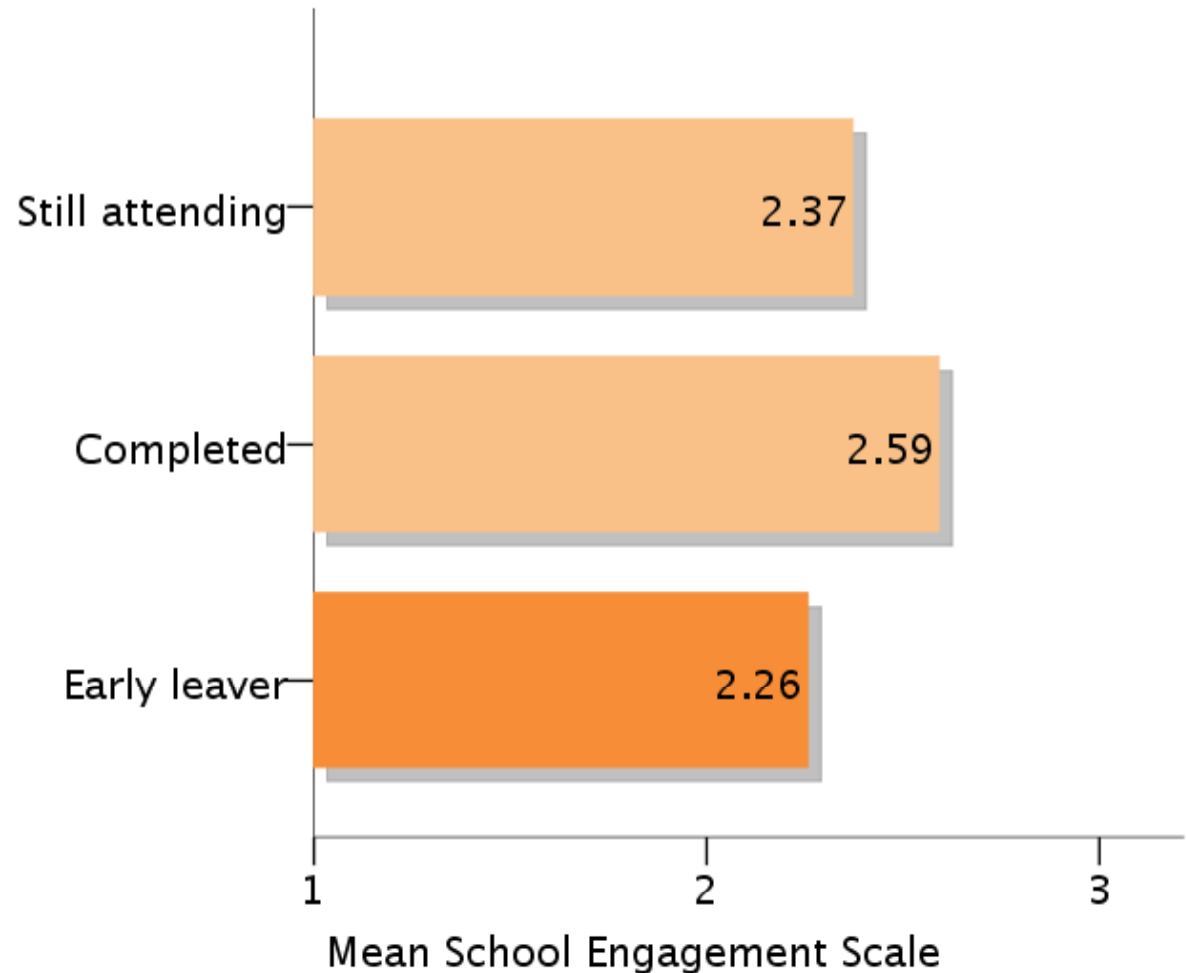
Examples of Individual Engagement Items

		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
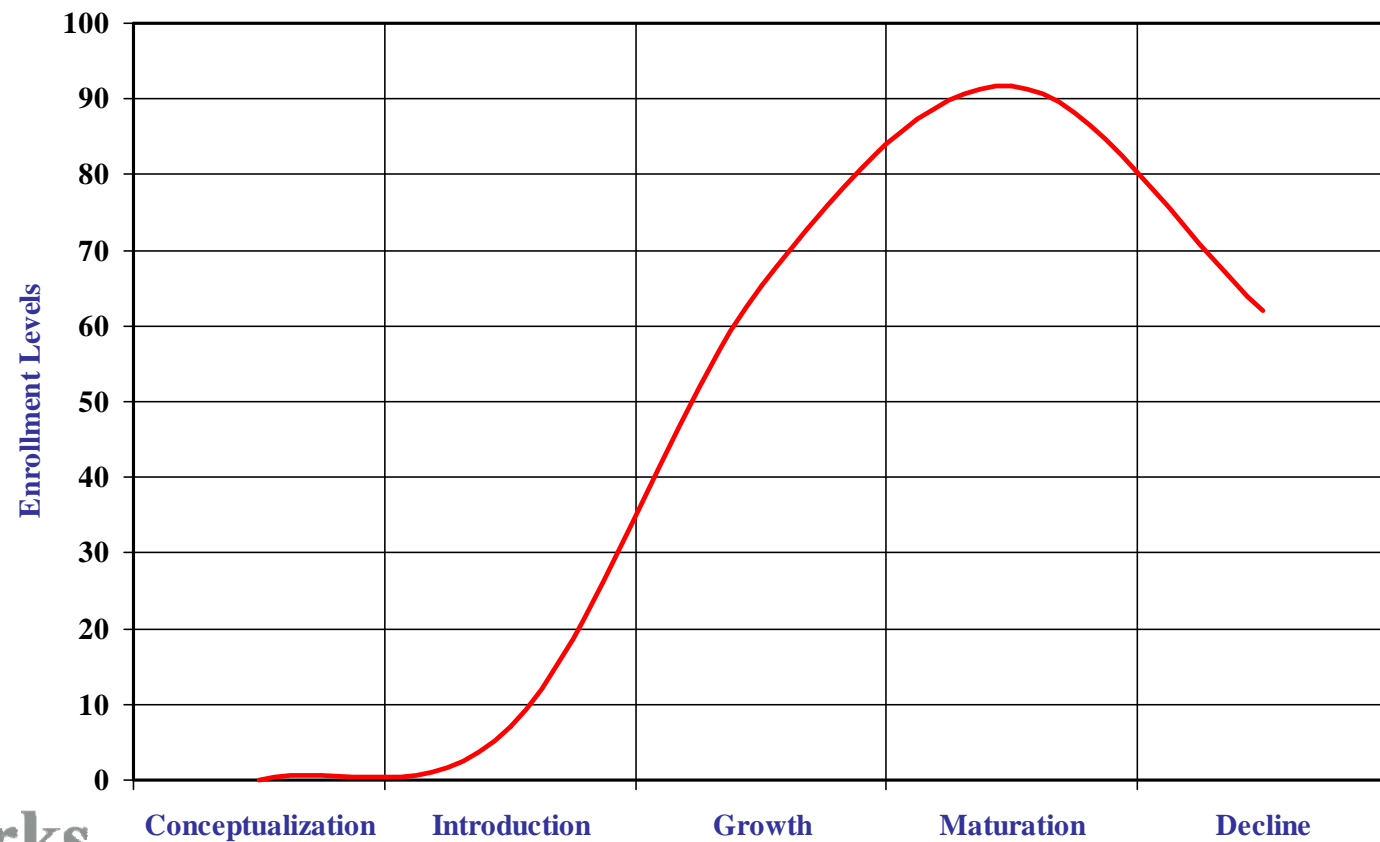
High Risk Academic Factors

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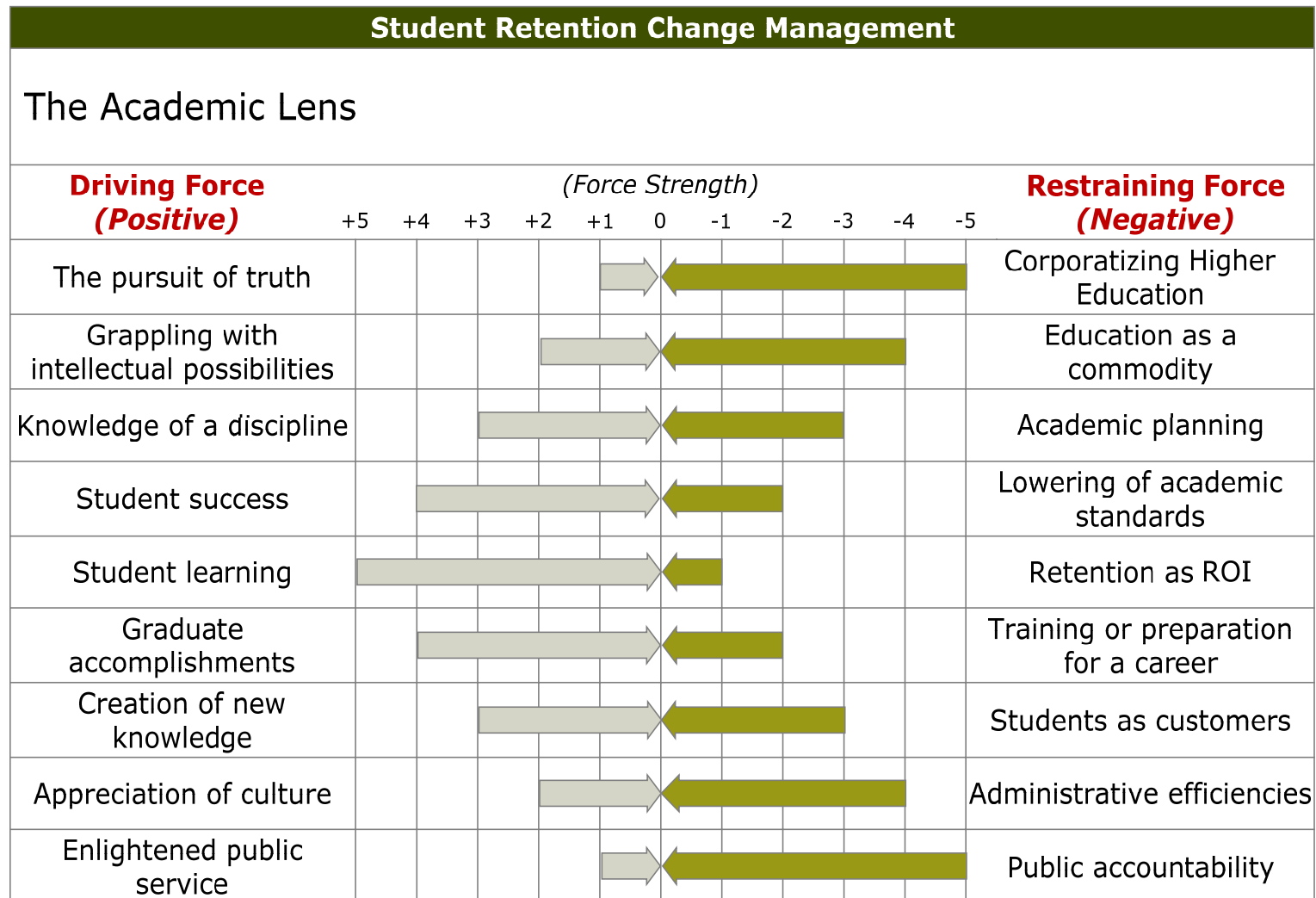- Brutal academic policies

Program Atrophy

Academic Program Lifecycle

Force Field Analysis

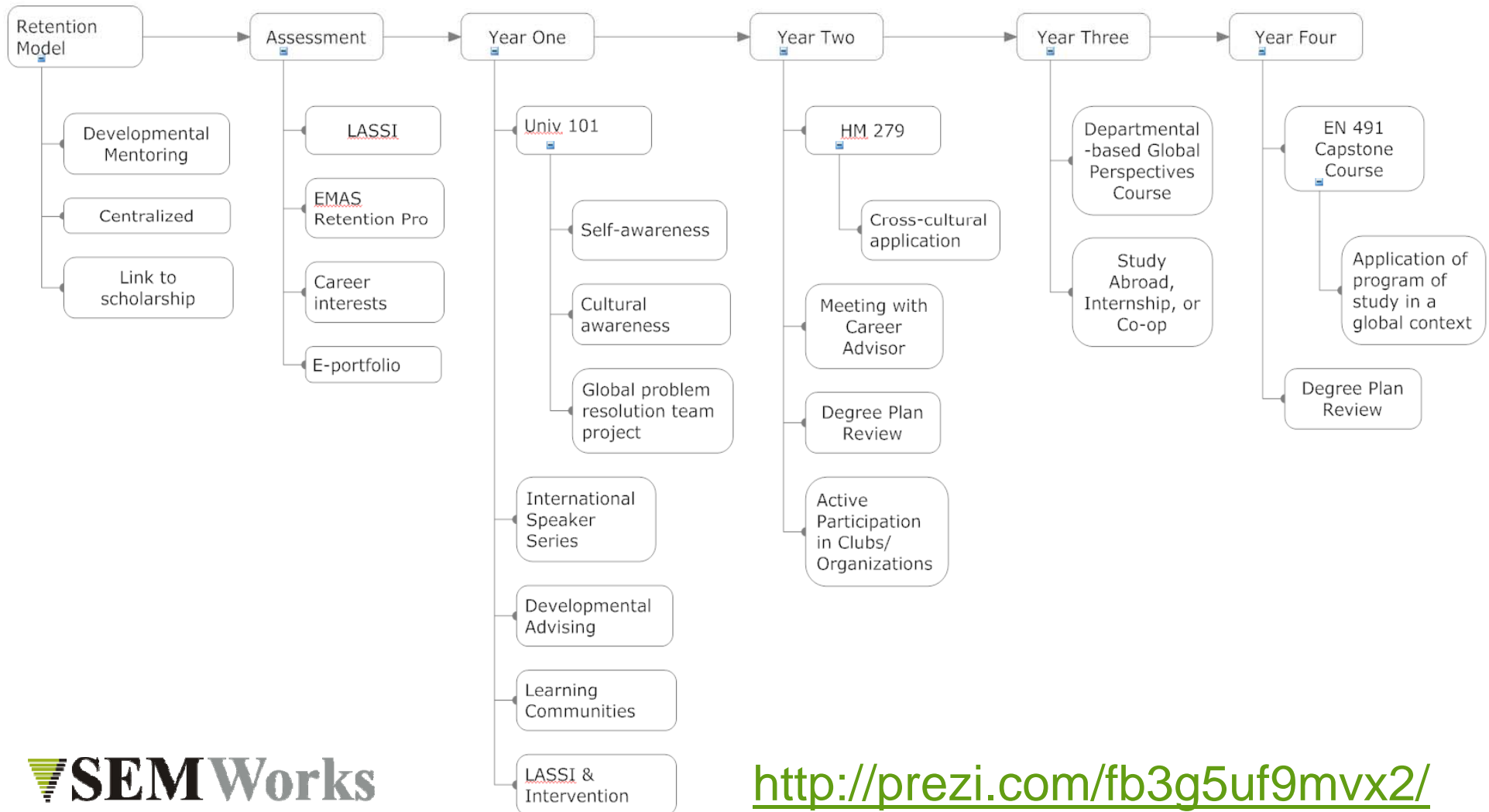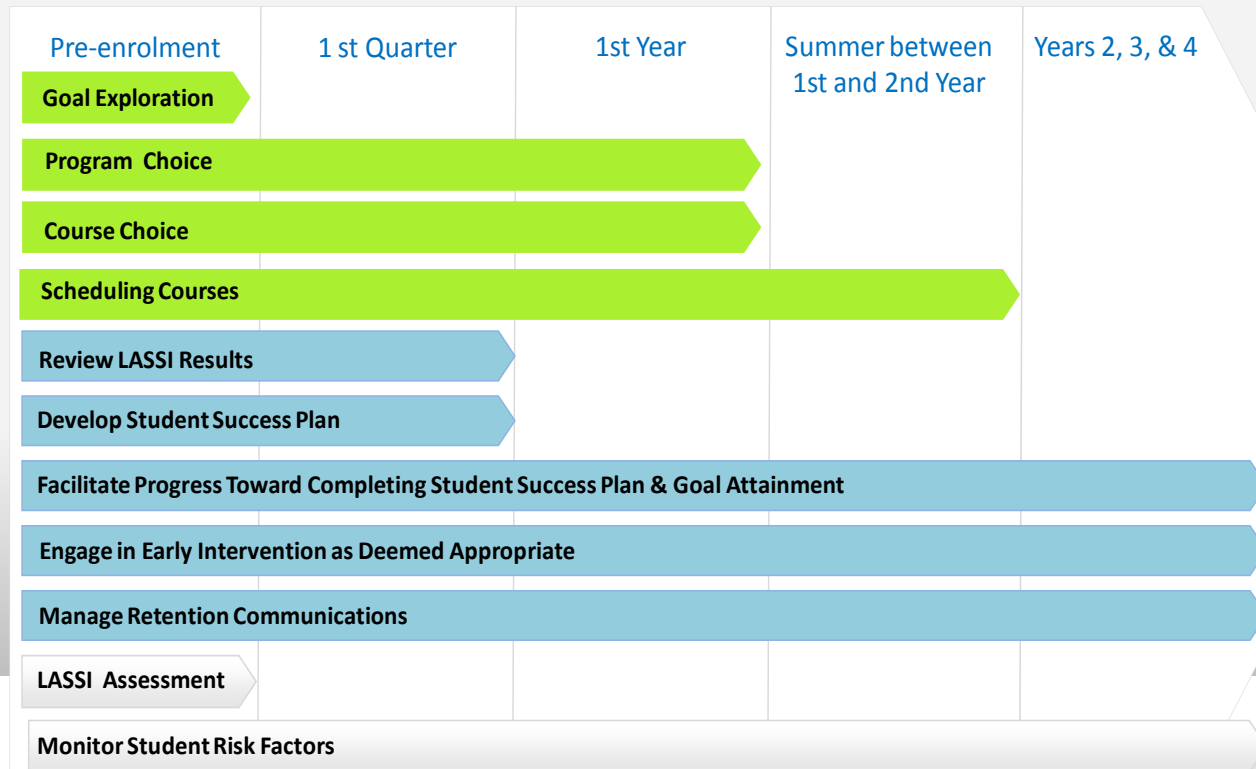| Student Retention Change Management												
The Academic Lens												
Driving Force (Positive)				*(Force Strength)*								**Restraining Force (Negative)**
	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	
The pursuit of truth												Corporatizing Higher Education
Grappling with intellectual possibilities												Education as a commodity
Knowledge of a discipline												Academic planning
Student success												Lowering of academic standards
Student learning												Retention as ROI
Graduate accomplishments												Training or preparation for a career
Creation of new knowledge												Students as customers
Appreciation of culture												Administrative efficiencies
Enlightened public service												Public accountability

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

Retention Model	Assessment	Year One	Year Two	Year Three	Year Four

Retention Model:
- Developmental Mentoring
- Centralized
- Link to scholarship

Assessment:
- LASSI
- EMAS Retention Pro
- Career interests
- E-portfolio

Year One:
- Univ 101
  - Self-awareness
  - Cultural awareness
  - Global problem resolution team project
- International Speaker Series
- Developmental Advising
- Learning Communities
- LASSI & Intervention

Year Two:
- HM 279
  - Cross-cultural application
- Meeting with Career Advisor
- Degree Plan Review
- Active Participation in Clubs/ Organizations

Year Three:
- Departmental-based Global Perspectives Course
- Study Abroad, Internship, or Co-op

Year Four:
- EN 491 Capstone Course
  - Application of program of study in a global context
- Degree Plan Review

SEM Works
STRATEGIC ENROLLMENT MANAGEMENT

http://prezi.com/fb3g5uf9mvx2/

Success Counselor Responsibilities

	Pre-enrolment	1 st Quarter	1st Year	Summer between 1st and 2nd Year	Years 2, 3, & 4
Goal Exploration					
Program Choice					
Course Choice					
Scheduling Courses					
Review LASSI Results					
Develop Student Success Plan					
Facilitate Progress Toward Completing Student Success Plan & Goal Attainment					
Engage in Early Intervention as Deemed Appropriate					
Manage Retention Communications					
LASSI Assessment					
Monitor Student Risk Factors					

- Academic Advising
- Success Mentoring
- Assessment

University of Regina

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

Apply Now

Book a Tour

UR Guarantee

Stay Connected

SHARE

Thinking of the U of R?
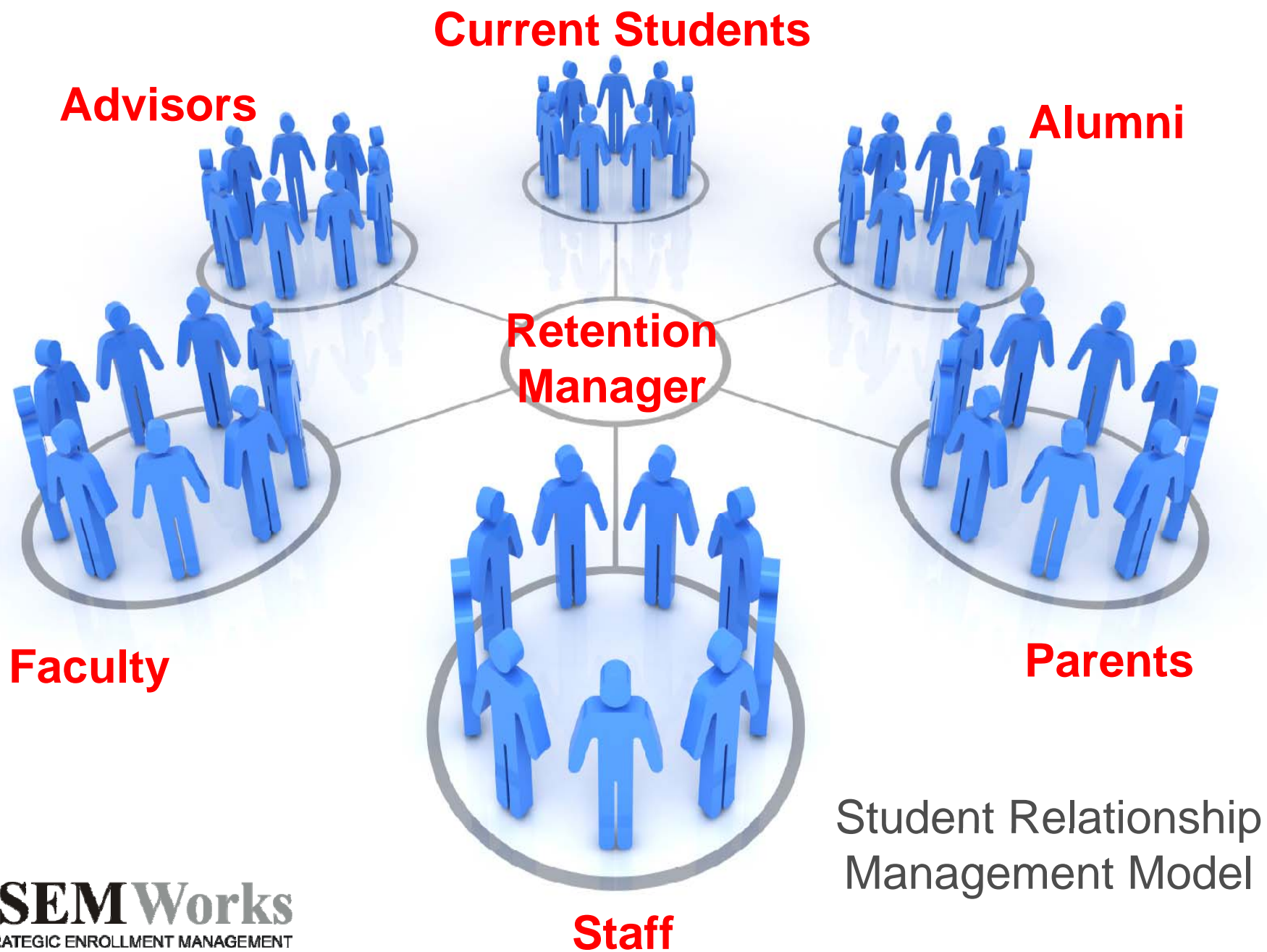
Guarantee Signature Program

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
Guarantee Program					
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 Centre 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 counsellor 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)
• Self-Awareness • Time management • Social connections • Campus involvement • Academic interests • Academic success	• Developing purpose • Self-reflection • Appreciation of differences • Civic responsibility • Academic achievement and persistence	• Developing independence • Interpersonal competence • Critical thinking • Reflective learning • Developing personal integrity	• Developing interdependence • Reflective learning • Mature interpersonal relationships • Leadership competencies	• Self-identity • Intellectual competence • Effective reasoning

Current Students

Advisors

Alumni

Retention Manager

Faculty

Parents

Staff

Student Relationship Management Model

SEM Works
STRATEGIC ENROLLMENT MANAGEMENT

Promise Model

Persona Profile

Target Population				Population Characteristics
Entering Education Level	% UG Credit	% GRAD Credit	% Non-Credit	
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	1. Age Distribution
Yield Rates	Inquiry to App	App to Admit	Admit to Enroll	2. Gender Distribution
Retention Rates (Fall-to-Fall)	Year 1 – Year 2	Year 2 – Year 3	Year 3 – Year 4	3. Race/Ethnicity Distribution
Graduation Rates	4-Year Rate	5-Year Rate	6-Year Rate	4. Residency
Motivators to Enrolling				5. Academic Profile
				6. Personality Type
Barriers to Enrolling				7. Other

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
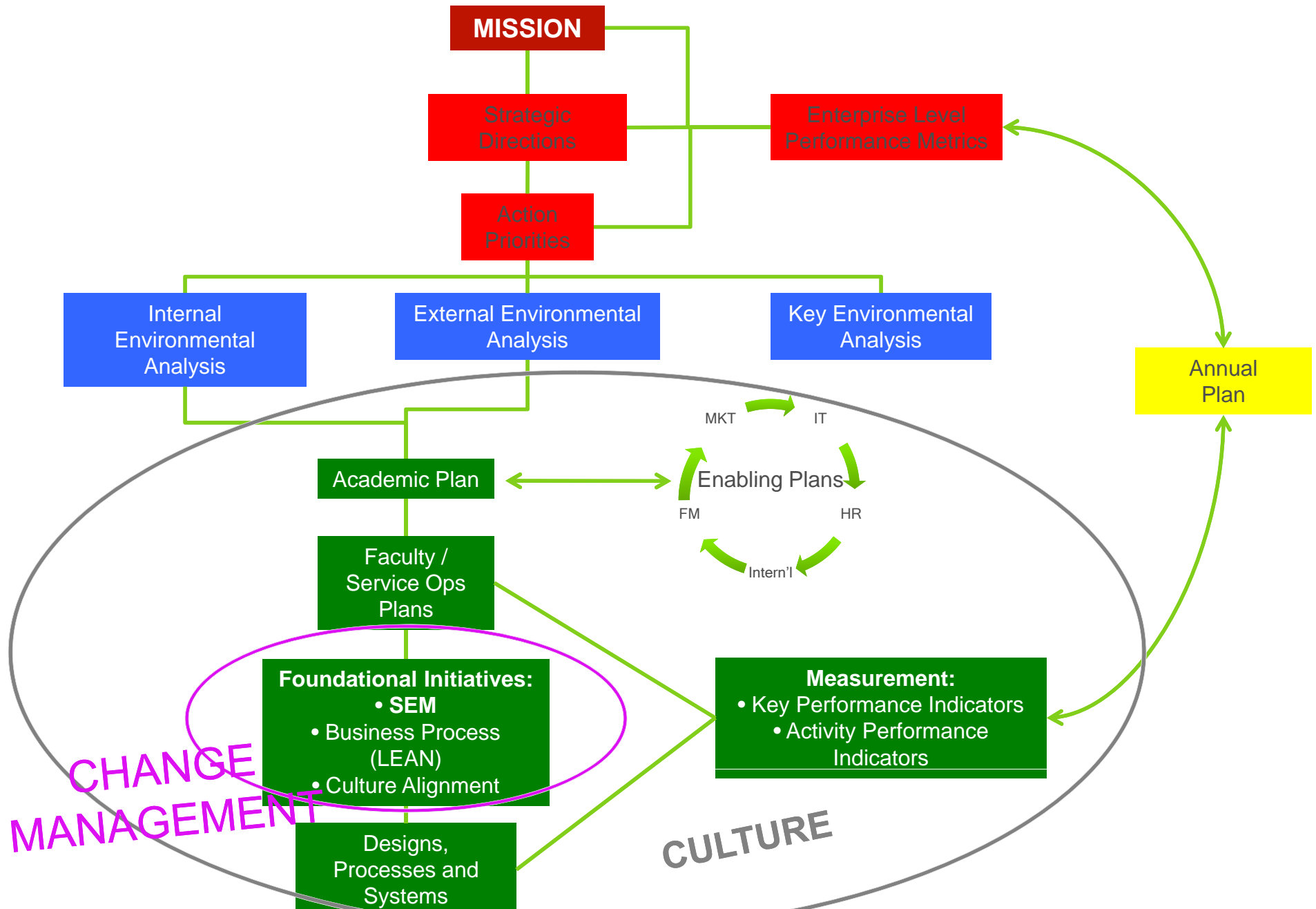
MISSION

Strategic Directions

Enterprise Level Performance Metrics

Action Priorities

Internal Environmental Analysis

External Environmental Analysis

Key Environmental Analysis

Annual Plan

Academic Plan

MKT   IT

Enabling Plans

FM   HR

Intern'l

Faculty / Service Ops Plans

Foundational Initiatives:
• **SEM**
• Business Process (LEAN)
• Culture Alignment

Measurement:
• Key Performance Indicators
• Activity Performance Indicators

CHANGE MANAGEMENT

Designs, Processes and Systems

CULTURE

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

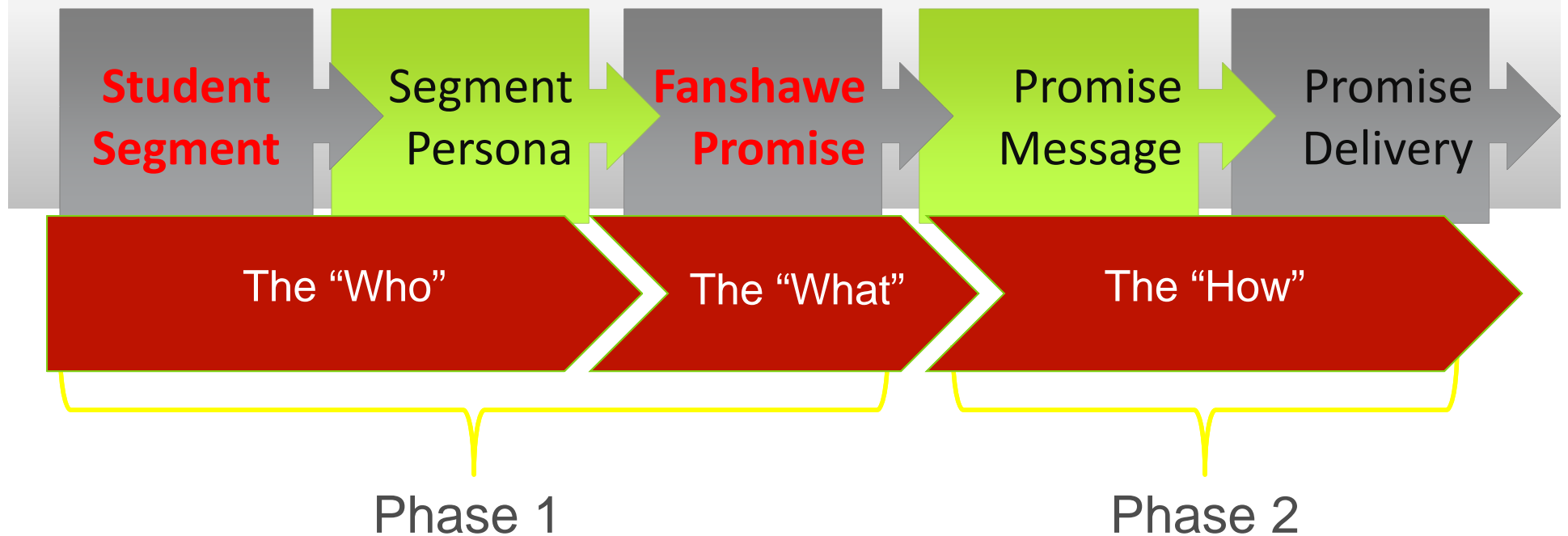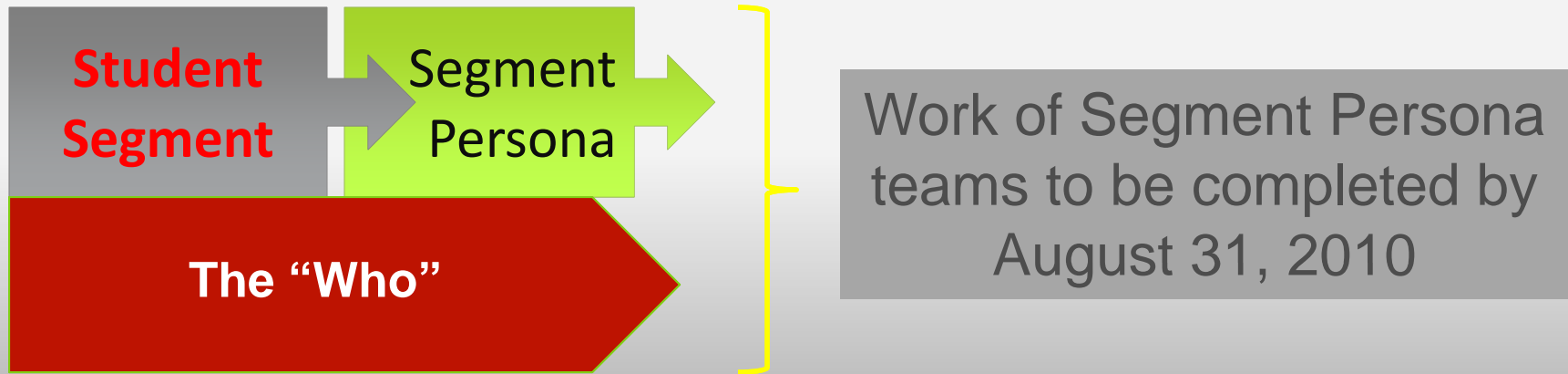| Future Students | Current Students | Graduates |

| Student Segment | Segment Persona | Fanshawe Promise | Promise Message | Promise Delivery |

| The "Who" | The "What" | The "How" |

SEM Planning Construct

Student Segment → Segment Persona → Fanshawe Promise → Promise Message → Promise Delivery

The "Who" → The "What" → The "How"

Phase 1

Phase 2

SEM Planning Construct

Phase 1:

Student Segment → Segment Persona

The "Who"

Work of Segment Persona teams to be completed by August 31, 2010

Identification of Key Student Segments:
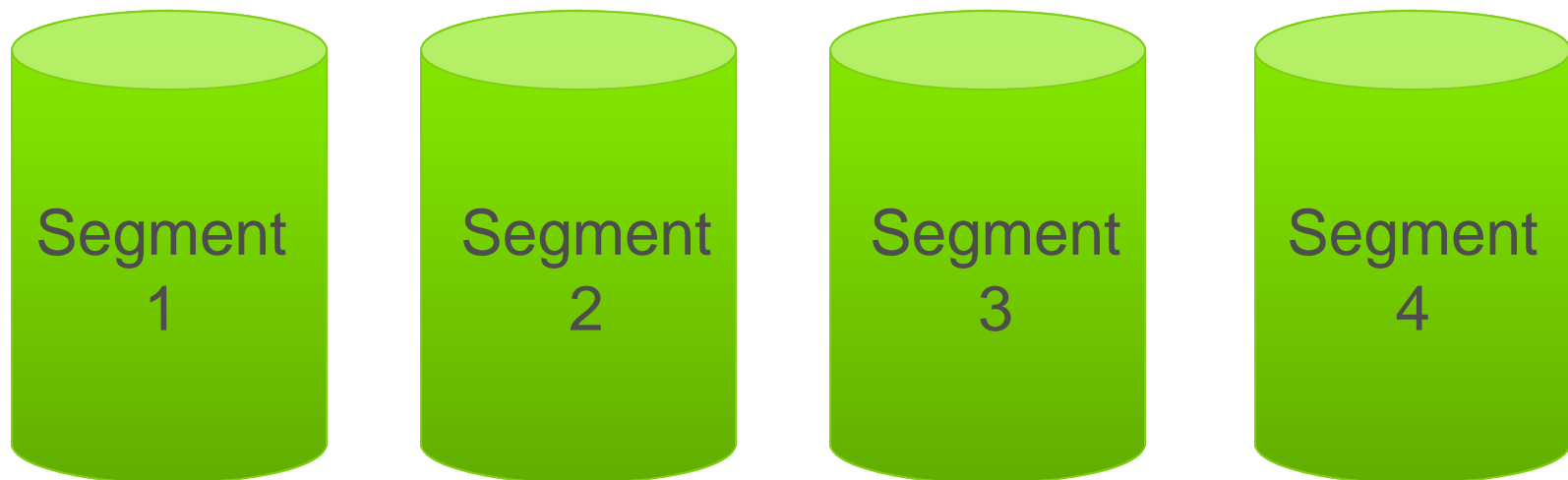
Segment 1

Segment 2

Segment 3

Segment 4

SEM Planning Construct

Phase 1:

Student Segment	Segment Persona	Fanshawe Promise	
The "Who"		The "What"	

- The Foundational Task groups have already created
- Their work will span the entire project

Three Foundational Task groups:

Timetabling Scheduling Facilities	Actionable Intelligence	SEM Engagement	4 Key Segment Task groups (per the previous slide)

SEM Planning Construct

Phase 2:

| Student Segment | Segment Persona | Fanshawe Promise | Promise Message | Promise Delivery |

| The "Who" | The "What" | The "How" |
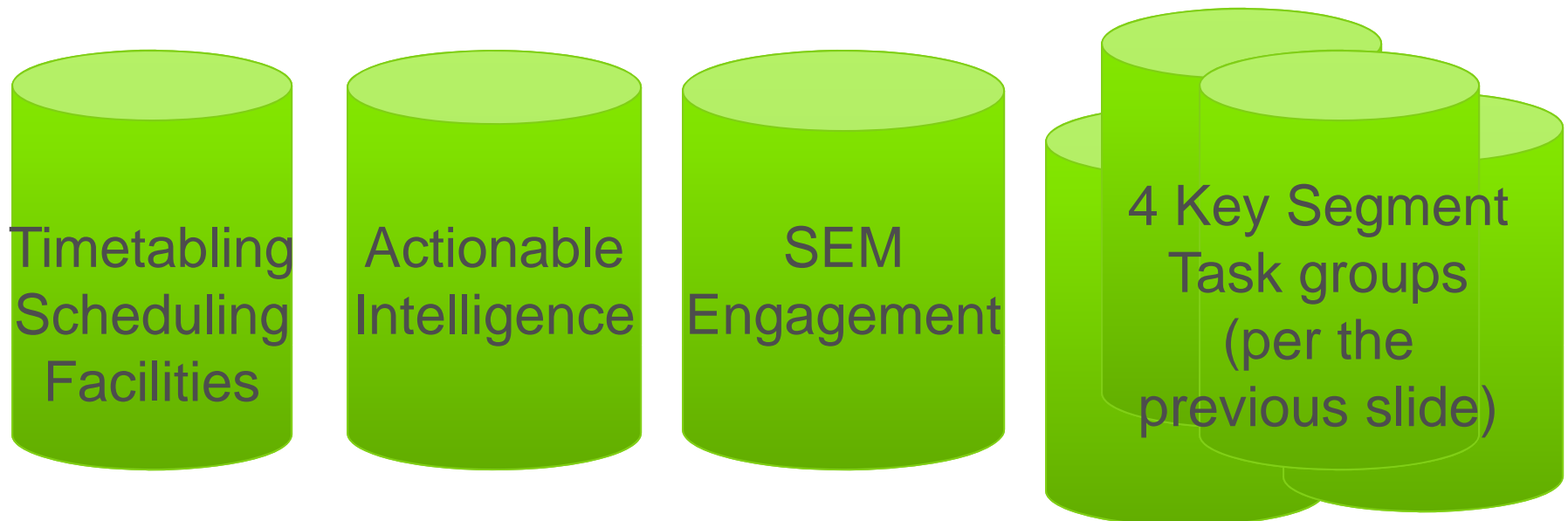
Creation of Strategy Teams: September 2010

Strategy Team 1

Strategy Team 2

Strategy Team 3

Strategy Team 4

SEM Planning Construct

Phase 2:

Student Segment → Segment Persona → Fanshawe Promise → Promise Message → Promise Delivery

The "Who" → The "What" → The "How"

	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
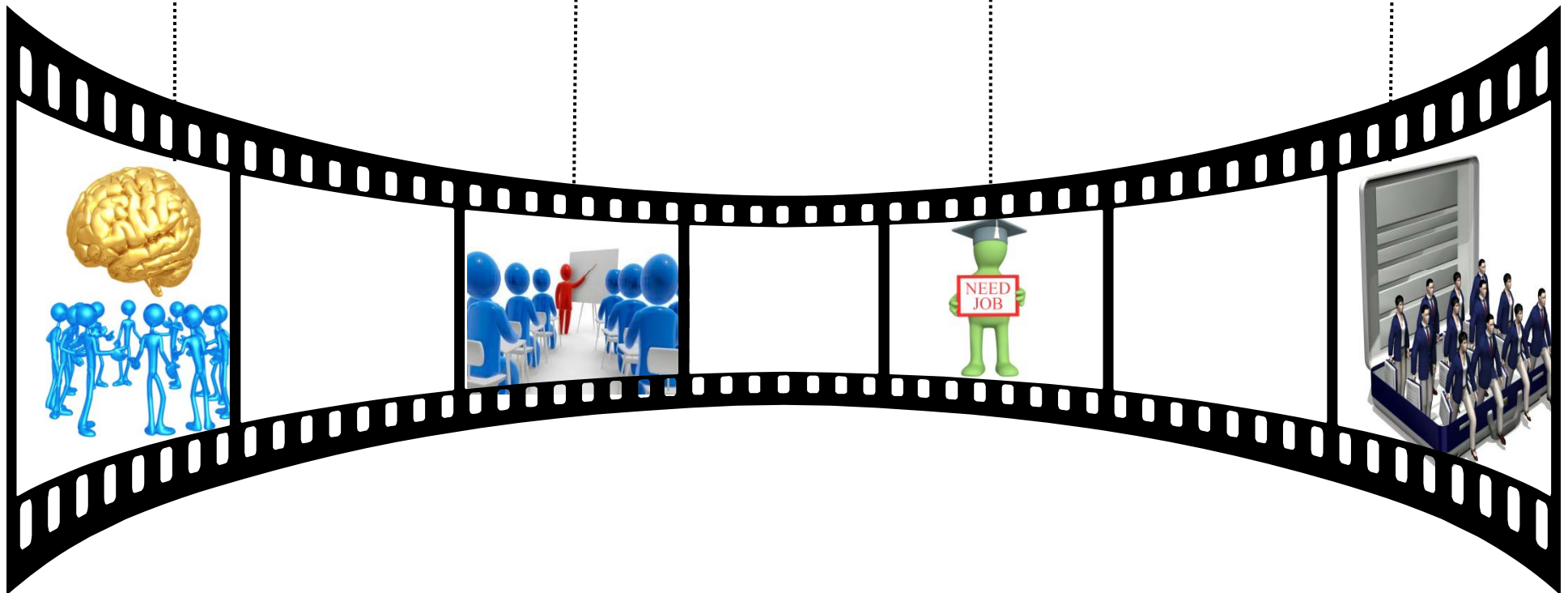
Advising - An Intersection of Purpose
"Convergence vs. Collision"

- Current Practice

- Retention Framework

- Strategic Enrolment Management Plan

- Quality System

Common Observations - Advising

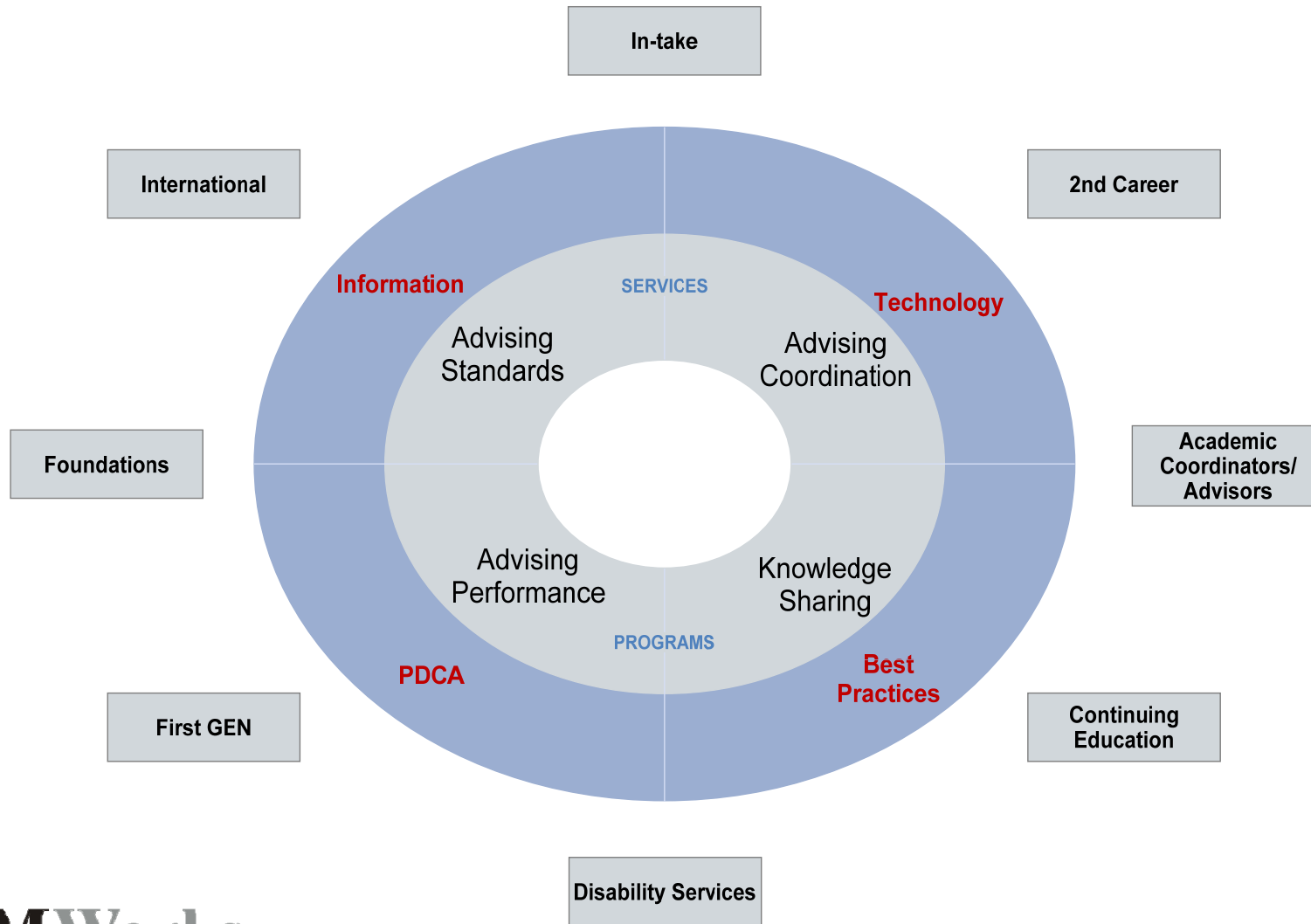Advising offered through multiple service providers with no cross-functional:

- 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