



UNIVERSITY of ALASKA SOUTHEAST

RETENTION & STUDENT SUCCESS

*The Retention Subcommittee and Student Success
Opportunities at the University of Alaska Southeast*

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Presentation Outline

- Defining Student Success
- The Retention Situation at UAS
- Retention Principles
- Target Areas for Retention & Student Success
- Retention Subcommittee
- EAB Academic Policy Diagnostic
- Next Steps & Recommendations

Student Success

Agreement of scholarly definitions for student success:

1. Active student engagement in the academic social environment, and
 2. clearly defined educational goals.
- Successful completion of students' academic goals for degree attainment (Levitz, 2001).
 - Students meeting goals for course credits, career advancement, or achievement of new skills (Tinto, 1993).
 - Students' successful academic and social integration into the college community, including sense of belonging and positive educational attitudes/ experiences (Bean, 1980).

Student Success

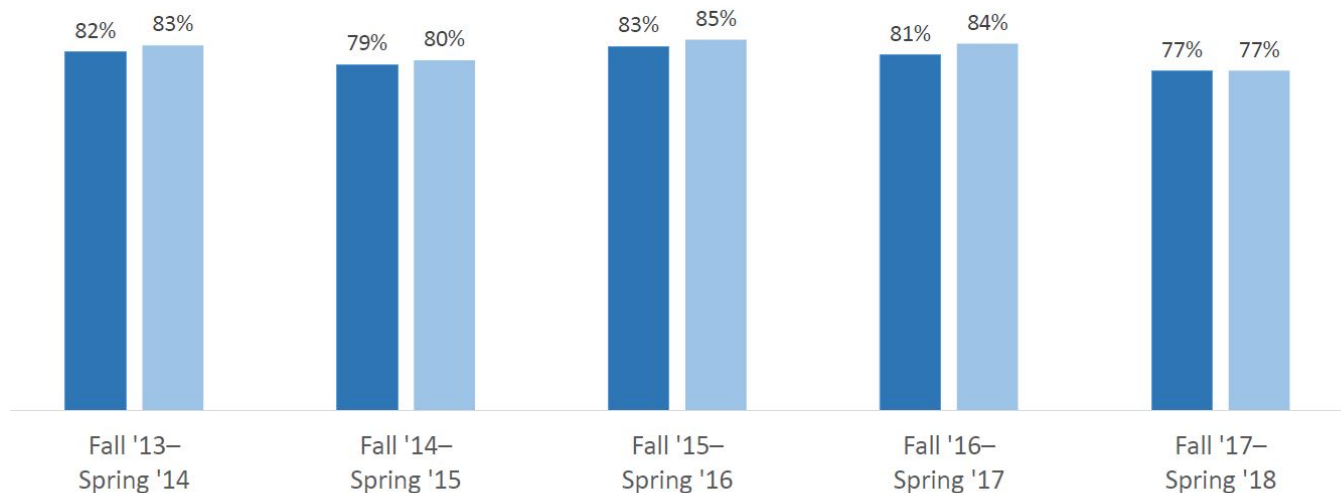
There are many theorems on student development; however four stand out as foundational principles to student success:

1. Involvement (Astin, 1984): Students who invest time and energy in and out of the classroom are more likely to be retained.
2. Integration (Tinto, 1993): Integrated students are more committed to their institution and their educational goals.
3. Engagement (Kuh, 2005): Students engaged in educationally purposeful activities both in and out of class graduate at higher levels.
4. Mattering (Schlossberg, 1989): Students experience a more successful transition when they feel valued, attended to, and recognized.

Recent Retention Data at UAS

First-Time Freshman Fall-to-Spring Semester Persistence

■ UAS Enrolled ■ UA Enrolled



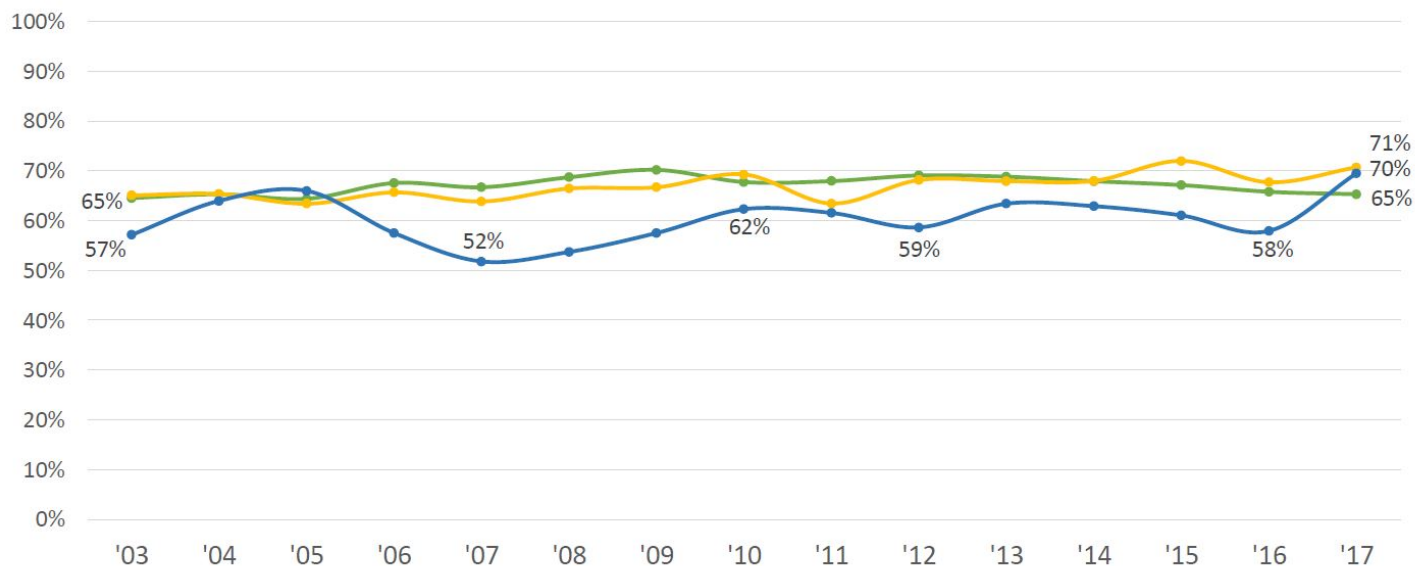
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Recent Retention Data at UAS

Fall Semester Retention Rates

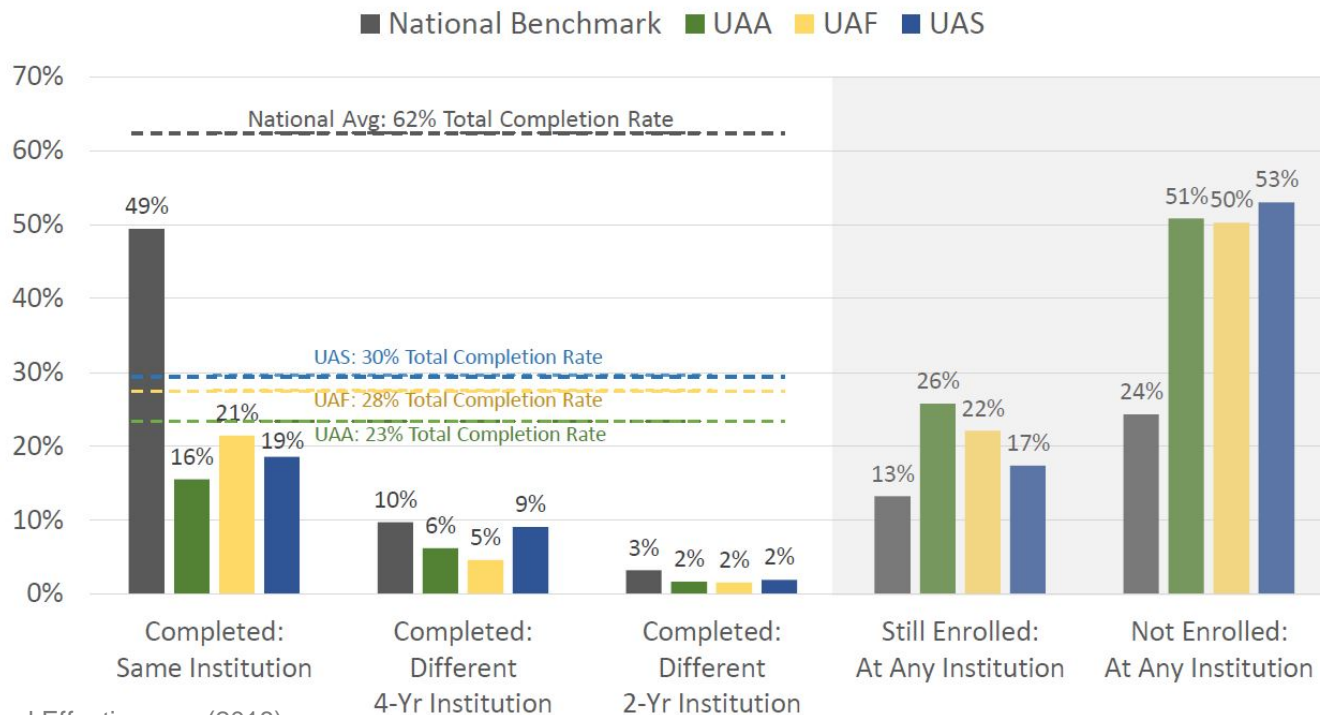
FTFTF Seeking Any Degree

— UAA — UAF — UAS



Recent Retention Data at UAS

Six-Year Outcomes: Fall 2010 Cohort



Retention Data Dashboard

- What is the retention rate for:
 - **Full-time freshmen** that return for sophomore year?
 - **Transfer students** that return for 2nd year?
 - **Sophomores** to juniors?
 - **Online vs. local** students?
 - **On campus vs. off campus** students?
 - **Different UAS campuses** (Juneau, Sitka, Ketchikan)?
 - **Special populations**?
- What are the four-, five-, and six-year graduation rates?

Retention Principles

1. ... a learning (retention) improvement process requires a **systematic approach**.
2. Improving retention is a **complex task** (retention and attrition are multi-variant phenomena and are not subject to “quick-fix” strategies)
3. Retention is a key component for **comprehensive enrollment management**.
4. Attrition is **expensive** and retention improvements can add to operating budget.
5. An **enrollment management program** can exert considerable influence/control.
6. **Effective retention strategies** are comprehensive and focus on improving campus programs, services, attitudes, and behaviors that result in quality educational experiences for all students.
7. **Student-centered policies & programs** are key to improving... learning (retention).

Retention Principles: Formula

$$\text{RET} = \text{EID} + (\text{E} + \text{I} + \text{C})\text{IV}$$

Retention

= Early Identification +

(Early Intervention + Intensive Intervention +
Continuous Intervention)

Target Areas for Retention

“Re-enrollment is not the goal; retention is the result - or byproduct - of improved programs and services in our classrooms and elsewhere on campus that contribute to student success.”

- Noel, Levitz, and Saluri (1985)

Target Areas for Retention

- Undecided Students
- Early Alert
- Policies/Procedures
- Faculty/Staff Development
- Internal Marketing Programs
- First Year Experience Course
- Sophomore Strategies
- Junior Jaunt
- Engagement & Satisfaction
- Quality Service
- Adult Learning Strategies
- Exit Interviews
- Re-Entry Interviews
- Recruit Back
- Technology

UAS Retention Subcommittee

- Organized Summer 2017 as a subcommittee of the Strategic Enrollment Task Force
- Co-Chaired by Dr. Charla Brown and Eric Scott, UAS Dean of Students & Campus Life
- Broad Representation of Faculty and Staff from Juneau, Sitka, & Ketchikan
- Applying management principles to affect change and develop a culture of student success at UAS.
- Utilizing tools from the Educational Benchmarking Initiative (EAB) including the Academic Policy Diagnostic.
- Seeking additional members for 2018.

EAB Academic Policy Diagnostic

- Degree Plan Requirements
- Degree Milestones
- Experiential Education
- Transfer Credit Articulation
- Remedial Education
- Course Load
- Major Declaration
- Excess Credit Accumulation
- Bursar Holds
- Multi term Registration
- Course Wait Lists
- Early Academic Alerts
- Course Repeats



UAS Retention Subcommittee

Short-term Wins for AY2017-2018:

1. Highly functional, engaged, and efficient Retention Subcommittee.
2. Utilization of EAB research and resources.
3. Collaborative cross-campus discussion with input from various stakeholders.
4. Implementation of automated email drop/withdrawal notice to faculty.

Next Steps for AY2018-2019:

1. Encourage faculty use of EAB early alert tool.
2. Develop policy to limit allowable course repeats.
3. Raise bursar hold threshold to \$200.
4. Implement automated advising prompt before initiating withdrawal actions.

Next Steps & Recommendations

- Implement suggested academic policy changes.
- Analyze institutional practices that could lead to increased levels of retention.
- Develop a retention and persistence dashboard.
- Require First-Year Seminar course for all incoming degree-seeking students.
- Develop support programs for adult and transfer students.
- Target sophomore/junior students with program-specific engagement programs.
- Refine internal student communication plans targeting student engagement.
- Provide related development opportunities for faculty and staff.
- Continue to survey the student population for student satisfaction.
- Take action on longstanding issues affecting student satisfaction.

With gratitude for your time and attention.

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Questions or Comments?

