

# Improving Student Success in Response to a New Environment for CCCU Campuses

Gary L. Fretwell

Improving Student Success  
in Response to a New  
Environment for CCCU  
Campuses

Gary L. Fretwell  
Senior Vice President and Principal

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Retention is everybody's job!



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If that's true, then  
it's nobody's job!

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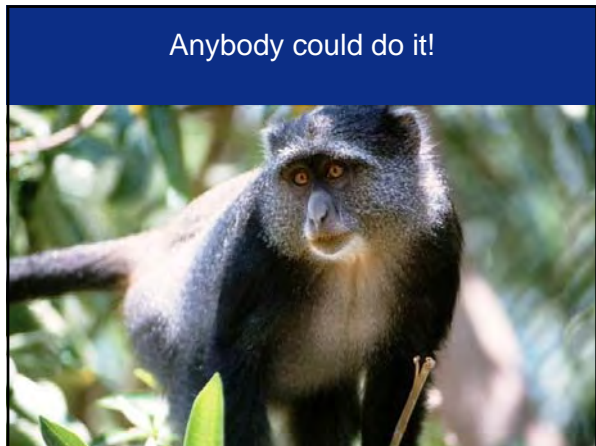
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1.  
What is retention  
anyway?



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Retention is not  
what we do



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Retention is an outcome



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Effective academic advising programs



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Engagement opportunities for students, faculty, and staff



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Frontloading (first-year) and upper-class strategies are essential



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Define student success on your campus



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Develop a campuswide definition of retention



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Retention is a key performance indicator (KPI)

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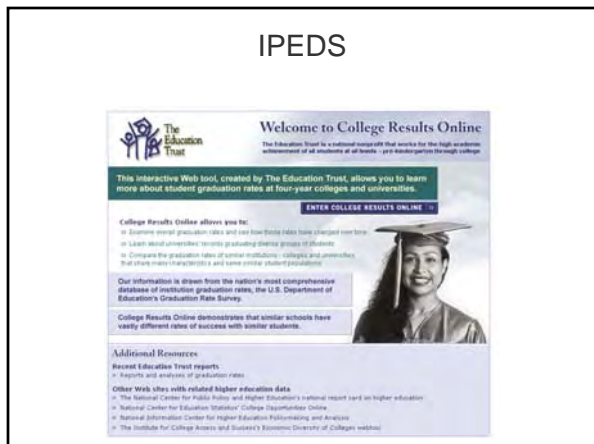
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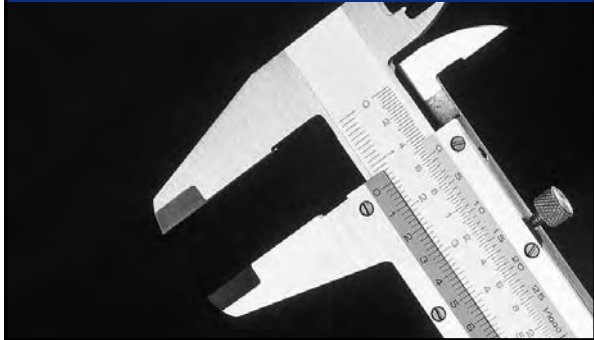
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Internal measures that may not have national benchmarks



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ACT benchmarks  
(see ACT Web site)



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CSRDE benchmarks



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Retention outcomes are multivariate:  
P, P, R, C/G –  
with swirl



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Institutional research and data are your best friends



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Persistence and progression



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Retention (fall-to-fall return)

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Completion/graduation  
(2, 3, 4, 5, 6-year rates)

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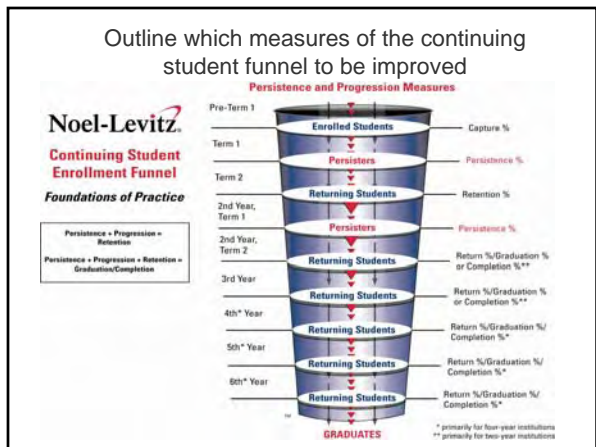
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2.  
Avoid some  
common myths



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Myths related to  
academic quality



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Retention means lowering standards



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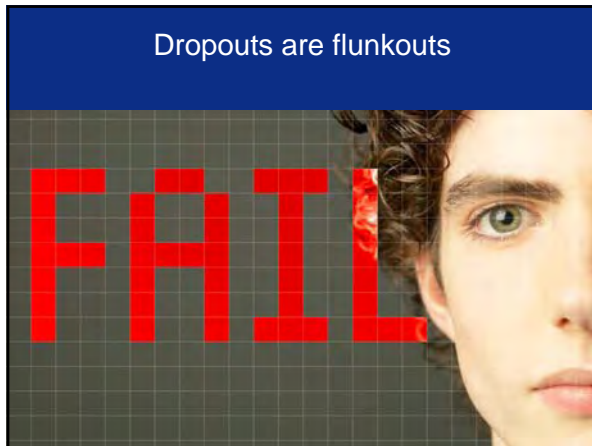
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Primary responsibility of student services



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"I just teach"



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Myths regarding what we believe about our students



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Students drop out for reasons mostly out of institutional control



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Students bring a cogent map of college success to higher education



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Outcomes myths



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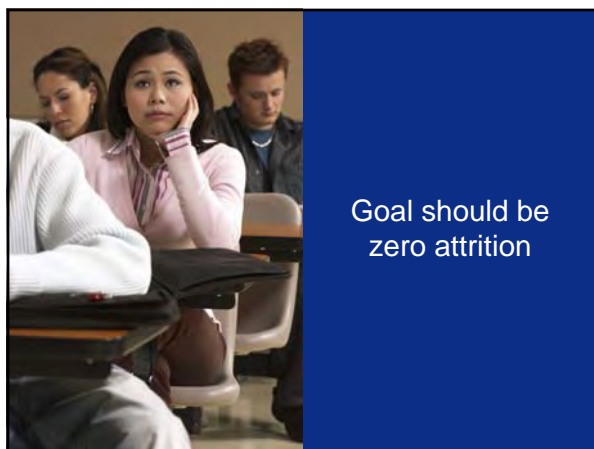
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3.  
Successful retention programs



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Collect, compile, and analyze pertinent retention-related data to inform retention-related strategies



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To determine the retention/attrition rates by selected student characteristics



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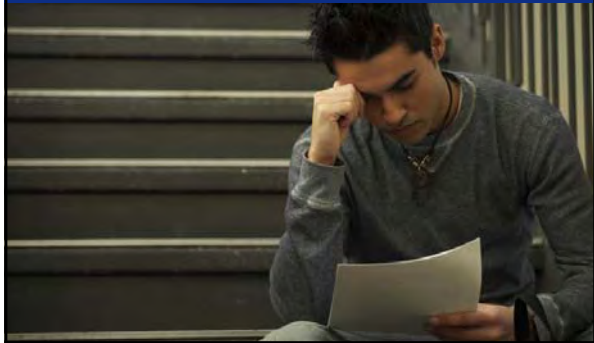
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To determine when students drop out



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To determine why students drop out



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To determine what strategies to employ



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Implement early alert and intervention systems



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Define what a "high-risk" student is



- English as a Second Language
- No Support System
- First-Generation
- Physical or Learning Disability
- Student Athlete
- Low Test Scores
- College Not First Choice
- Program of Study Uncertainty
- Weak Study Skills

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Develop strategies to assist high-risk students



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retentionRT focuses your retention planning on the most pressing issues, maximizing student success.

[www.noellevitz.com/retentionRT](http://www.noellevitz.com/retentionRT)

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Commit to first-year and upper-class student retention strategies (swirl)

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FYE (first-year experience)  
Foundations of Excellence

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Sophomore slump

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Junior jaunt

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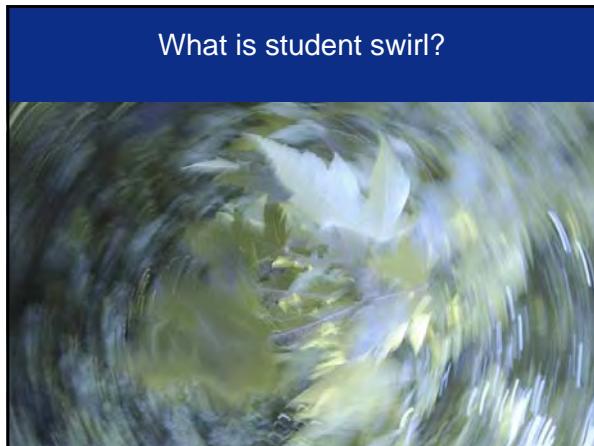
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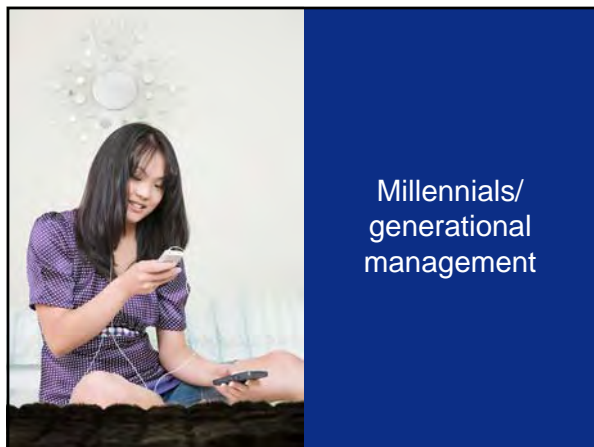
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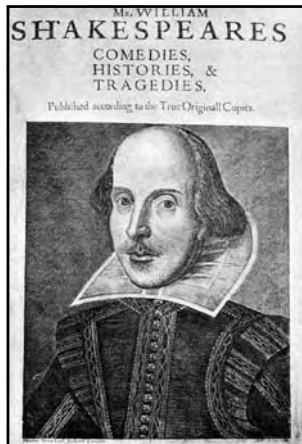
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Mr. WILLIAM  
**SHAKESPEARES**  
COMEDIES,  
HISTORIES, &  
TRAGEDIES,  
Published according to the True Originall Copies.

Which courses are historically difficult and how can we support students taking them?

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Faculty development centers



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Emphasize a deliberate strategy of student engagement and involvement



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What is student engagement?



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Measuring student engagement



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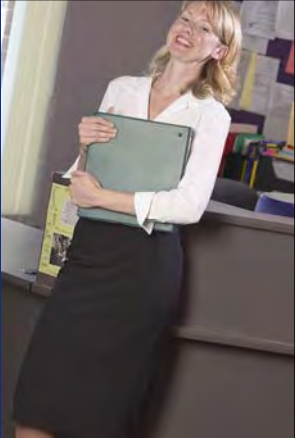
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Enhance the organization and delivery of academic advising services



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“If a boy has enough intelligence he should consider studying for the ministry, unless when he goes to the university he is given to carousing, drinking, and winching, in which case he ought to consider law.”

J. Collyer, 1761

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Selection of advisors

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Training/reward



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Evaluation of your advising system



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Design institutional systems, policies, and processes to be more student-centered



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Are students customers? Yes and no!



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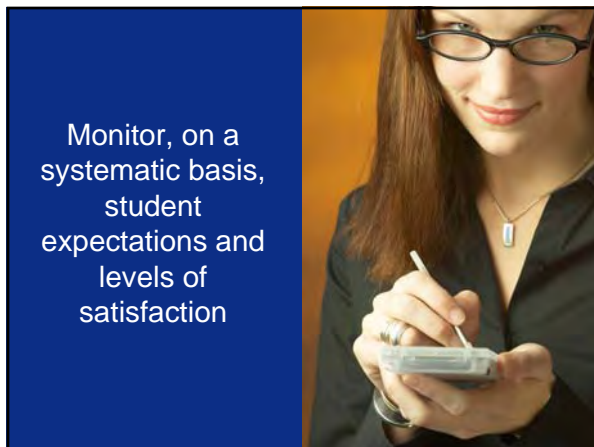
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Measure student expectations and related satisfaction



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Measure faculty and staff agreement on how well student expectations are being met

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National Student Satisfaction and Priorities Report (annually)



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Place special emphasis on staff quality



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Track and monitor student satisfaction



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Success stories/challenges to overcome



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Discussion and Questions

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