

NACADA - A Global Community for Academic Advising

The Role of Academic Advising in Student Persistence **Webinar Handout**

Suggested Activities/Strategies for Your Campus to Utilize this Webinar to Its Full Potential

Pre-Webinar

1. Share the latest IPEDS data indicating your institution's graduation rate. (This can be found at <http://nces.ed.gov/IPEDS/> if you are unable to locate on your campus). Also share the latest Freshman to Sophomore and Sophomore to Junior retention rates with your group.
 - If you are viewing the webcast with a group, have a discussion prior to the start of the webcast on this graduation rate and these retention rates – What are the implications for your institution? For your programs?
2. Have a discussion prior to the start of the webcast on what initiatives, programs, or services exist presently focused on student success. Are they connected to each other? Are they known on campus?

Post Webinar

3. Since conducting an analysis of your campus/institution is essential in focusing on student retention, persistence and success, here are some activities you might do:
 - Either in small groups which will report to the full group or in a full group discussion, answer the following questions:
 - Which of the factors that affect retention have we as an institution/campus developed initiatives or programs to focus on? What are those programs/initiatives? Have they been successful?
 - How does our campus/institution intentionally or unintentionally affect negatively or positively the attitudes of our students toward leaving or staying on the campus?
4. The research indicates that successful initiatives focused on student retention and persistence are powerful enough to make changes in students and their attitudes, as well as changes in the institution. List the programs and/or initiatives your campus/institution has implemented and then list the ways these have changed students **AND** the institution. What still needs to happen on campus to address these issues?
5. Analyze what your campus/institution has done and/or could do in regard to the five strategies or techniques discussed in the presentation:
 - Collaborative Partnership built with academic advising
 - Clear Top Level Commitment and Grassroots Commitment
 - Identifying Leadership
 - Creating a Buzz
 - Factors that affect student success (conducting an assessment or audit)
6. Choose three of the high impact practices you either don't have or have that need strengthening and discuss how you will implement or improve persistence based on these strategies. What resources might you need to implement or strengthen these efforts?

Resources and References

ACT. (2008). National Collegiate Retention and Persistence to Degree Rates. Retrieved September 12, 2009 from http://www.act.org/research/policymakers/pdf/retain_2008.pdf

Bean, J. and Eaton, S.B. (2002). "A Psychological Model of College Student Retention", in John M. Braxton, ed., *Reworking the student departure puzzle*. Nashville, Tennessee: Vanderbilt University Press.

Bean, J.P. (2005). "Nine Themes of College Student Retention", in Alan Seidman, ed., *College student retention: Formula for student success*. Westport, Connecticut: Praeger Publishers.

Berkner, L., He, S., & Cataldi, E.F. (2002). *Descriptive summary of 1995-1996 beginning postsecondary students: Six years later (NCES 2003-151)*. Washington, DC: US Department of Education. National Center for Education Statistics.

Braxton, J.M. (2000). *Reworking the student departure puzzle*. Nashville, Tennessee: Vanderbilt University Press.

Consortium for Student Retention Data Exchange (CSRDE) at the University of Oklahoma.
<http://csrde.ou.edu/web/index.html>

Glenn, F.S. (2007). "The Retention of Black Male Students in Texas Public Community Colleges", in Alan Seidman, ed., *Minority student retention: The best of the "Journal of College Student Retention: Research, Theory, and Practice"*. Amityville, NY: Baywood Publishing Company.

Hixenbaugh, P. Pearson, C, Williams, D, in Liz Thomas and Paula Hixenbaugh, eds. (2007). *Personal tutoring in higher education*. Stoke on Trent, UK: Trentham Books.

Kuh, et al (2005). *Student success in college: Creating conditions that matter*. San Francisco: Jossey-Bass.

Kuh, et al. (2007), *Piecing together the student success puzzle: Research, propositions, and recommendations*. ASHE Higher Education Report, 32(5). San Francisco: Jossey-Bass.

MELMAC Education Foundation <http://www.melmacfoundation.org/>

Schwartz, R.A., and Washington, C. M. (2007). "Predicting Academic Success and Retention of African-American Women in College", in Alan Seidman, ed., *Minority student retention: The best of the "Journal of College Student Retention: Research, Theory, and Practice"*. Amityville, NY: Baywood Publishing Company.

Seidman, A., *Retention Primer Slide Show*, Center for the Study of College Student Retention, 2004. Retrieved from http://www.cscsr.org/docs/College_Student_Retention_A_Primer2005_files.pdf

Seidman, A. (ed.) (2005). *College student retention: Formula for student success*. Westport, Connecticut: ACE/Praeger Publishers.

Swail, W.S., Texas Higher Education Coordinating Board, 20th Annual Recruitment and Retention Conference, June 21, 2004.

Tinto, V. (1993) *Leaving college: Rethinking the causes and cures of student attrition*. (2nd Ed). Chicago: University of Chicago Press.

Tinto, V. (2007). "Taking Student Retention Seriously." Retrieved April 24, 2007 from <http://soeweb.syr.edu/Faculty/Vtinto>

U.S. Department of Education, National Center for Education Statistics (2003). "Indicator 21: Time to Bachelor's Degree Completion", in *The condition of education 2003*. Washington, D.C.: U.S. Government Printing Office.

NACADA Webcasts 2009-2010

Reaching and Retaining Students: *The Role of Academic Advising in Student Persistence*

September 17, 2009

Susan Campbell Associate VP Academic Affairs University of Southern Maine	Charlie Nutt Executive Director NACADA
--	---

Please note that the following slides are CONDENSED from the originals used during the broadcast to be as "green" as possible while still ensuring that the essential information is included.



Retention and Student Persistence

A Key Issue on our Campuses

Presentation Focus

- Research on student retention and persistence to graduation
- Utilizing the research in analyzing campus issues
- Communicating those issues across campus
- Developing strategies for connecting research to action
- Recognizing academic advising as a key to student success initiatives

Why should we be concerned about student persistence and success?

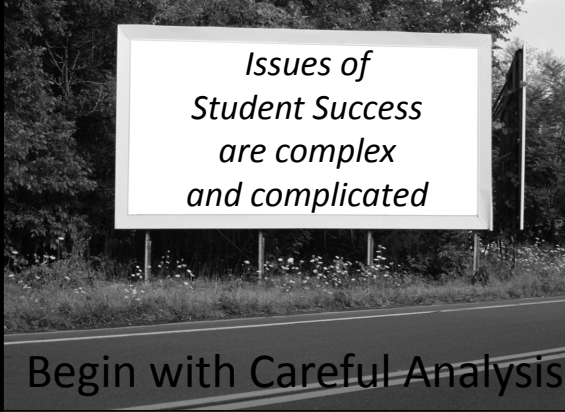
Persistence and graduation rates:

1. influence public perception of the quality of the institution which, in turn, affects recruitment and external funding possibilities
2. are becoming important components of program review activities (accreditation and reaccreditation)
3. are related to programmatic and fiscal responsibility

No Magic Bullet!



The image shows a drawing of a magic wand on the left, emitting sparks. On the right is a black and white photograph of Susan Campbell, wearing a NACADA name tag.



Issues of Student Success are complex and complicated

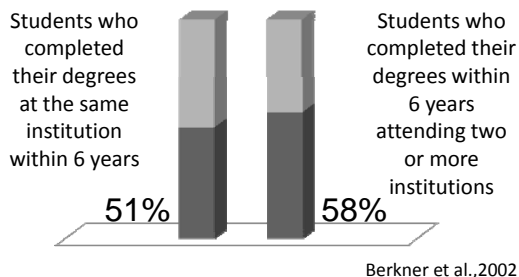
Begin with Careful Analysis

“Making the simple complex is commonplace; Making the complex simple, awesomely simple, that is creativity.”

- Charles Mingus

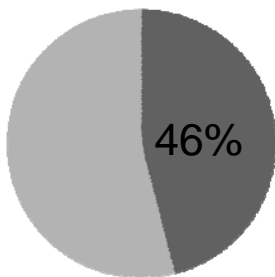
Path to Student Success

What do we know about student retention and persistence?

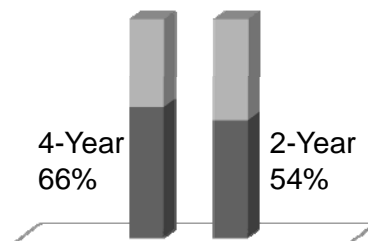


What do we know about student retention and persistence?

African-American and Latino students who completed their degrees at the same institution within 6 years



First to Second Year Retention
2007-2008



Factors Important to Retention:

- Intentional and focused first year advising
- Orientation for credit
- Required tutoring and academic advising

Glenn (2007)

Predictors of Academic Success

- Personal emotional adjustment
- Social adjustment
- Availability of strong support person on campus
- High school GPA

Schwartz & Washington (2007)

Students want:

- assistance creating connections
- to feel supported
- to become integrated into the campus community

Hixenbaugh, Pearson, and Williams (2007)

Three Retention Themes:

- Academic preparedness
- Campus climate
- Commitment to goal achievement

Swait (2004)

Institutional factors that directly affect student success:

- High Expectations
- Support
- Academic Advising
- Involvement
- Student-Learning Focus

Tinto (2007)

Bean & Eaton Psychological Model of College Student Retention

Combines:

- Attitude-Behavior Theory - links beliefs, attitudes, and intentions with behavior
- Coping Behavioral Theory - focuses on adaptive behavior
- Self-Efficacy Theory – perception of skills/ability
- Attribution Theory – locus of control

Attitudes

"I have found that students evaluate their experiences and form attitudes toward the college that influence their intentions to stay enrolled and their decision to stay or leave. Anyone and everyone on campus can affect these attitudes, and for this reason everyone on campus is responsible for retention."

-Bean in Seidman's *College Student Retention*

Assessment

"The assessment of retention programs needs to be based not only on what these academic or co-curricular programs are supposed to accomplish, but on whether, in providing their services, staff and faculty members shape students' attitudes toward the institution in a positive fashion."

-Bean in Seidman's *College Student Retention*

First, clearly define:

- Retention
- Persistence
- Success

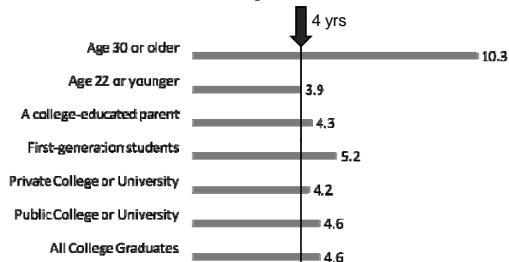
Retention

(National Center for Education Statistics)

determined by tracking first-time, full time students in degree programs over time

Completion Rates for Different Student Populations

Understanding the Differences



Average number of years to complete a 4-yr degree

MELMAC Educational Foundation (reprinted with permission)
Source: *The Condition of Education 2003*, US DOE, NCES, Table 21-1

Definitions:

- **Retention** - the ability of an institution to retain a student from admission through graduation
- **Persistence** - the desires and actions of a student to stay within the system of higher education from beginning through degree completion

What does the institution currently DO or NOT DO that either negatively or positively affects the student's interaction/relationship with the institution?

Two Dimensions:

- the Institution
- the Students

Psychology of Leaving

“The intention to leave (or stay) is the best predictor of actual student departure.”

- Bean

What are we doing to positively influence students’ commitment to degree completion and to our institutions?

Need to affect change in the institution and in the student

Seidman (2004)

Retention is not the goal –
Level of systems integration determines departure decisions

Tinto (1993)

Define Success Broadly

- Academic achievement
- Engagement in educationally purposeful activities
- Satisfaction
- Acquisition of desired knowledge, skills, and competencies
- Persistence
- Attainment of educational goals
- Post-college performance

Kuh et al (2007)

Identify Early

- Abilities
- Commitment
- Goals

Seidman (2004)

The Research shows that academic advising is an integral part of any retention, persistence, and student success initiatives on a campus

~~~~~

Academic advising is a way to connect students to the campus

Kuh (2007)

Academic Advising is a key / integral / essential component of any student retention or persistence efforts but will not on its own change students or the institutional culture

Build Partnerships

~~~~~

Build upon

Grassroots efforts

AND

Top-down initiatives

Top Administrators must:

- Support and regularly communicate efforts
- Lead the charge for change
- Encourage analysis
- Be intentional in their leadership
- Foster a culture of student success and inquiry

Advisors and

Advising Administrators

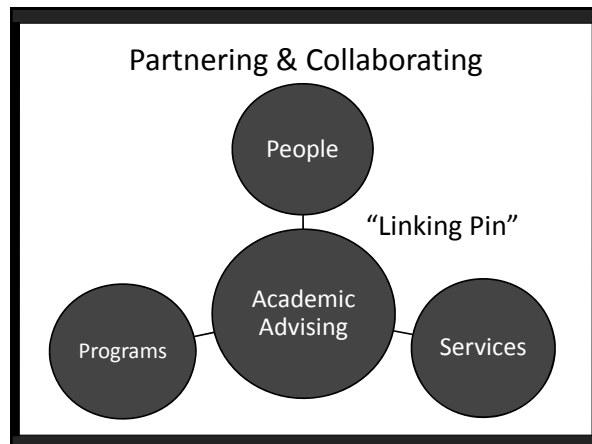
must communicate with top level administrators about the value and connections that academic advising has to efforts to increase retention and persistence rates

The campus community must share the vision and foster the culture of student success

There must be a clear Leader with the responsibility and authority for coordinating campus efforts

- Provost or Vice President
- Office of Student Retention and Success – Director or Dean
- College-level Deans
- Student Retention Council, Committee or Task Force

Successful initiatives create a “buzz” of continual conversations



- Strategies
- Formalize a campaign – clarify the role of advising
 - Get campus leadership involved
 - Share an article
 - Share what you learned at a conference, workshop, or webinar

Collectively identify factors that can affect positively or negatively the students’ success, retention, and persistence on our campus

~~~~~

Analyze – Evaluate  
Strengths – Weaknesses  
Maximize – Minimize

Evaluation Aids

For more information visit: [www.nacada.ksu.edu/AACSS/index.htm](http://www.nacada.ksu.edu/AACSS/index.htm)

DW28 Reaching and Retaining Students: Using the CAS Standards, NACADA Core Values, and NACADA Concept of Academic Advising to Assess your Advising Program

Online Webinar Presentation  
Tuesday, December 15, 2009  
1:00 - 2:30 PM Central Time

Registration Deadline: Friday, December 4  
Space is Limited. [Register Today!](#)

- What risk factors do the students on your campus face?*
- How do you know this – what analysis have you conducted?
  - What can the impact of these risk factors be on the success of students?
  - What initiatives do you have in place or can you put into place to deal with those risk factors?
  - What partnerships can academic advisors develop to collaborate on such initiatives?

Quality Academic Advising has at its foundation the role and responsibility of teaching students and guiding students toward the experiences that will enhance their educational experiences at our institutions

- High-Impact Educational Practices
- First-Year Seminars and Experiences
  - Common Intellectual Experiences
  - Learning Communities
  - Writing-Intensive Courses
  - Collaborative Assignments and Projects
  - Undergraduate Research
  - Diversity/Global Learning
  - Service Learning, Community-Based Learning
  - Internships
  - Capstone Courses and Projects
- Kuh, George D. (2008).

- High-Impact Educational Practices
- First-Year Seminars and Experiences**
- 2646 Survey Invitations Distributed
  - 968 Completed (36.6% response rate)
  - 821 Responded They Offered a First Year Seminar (84.8%)
- National Resource Center for the First Year Experience and Students in Transition  
<http://sc.edu/fye/research/surveyfindings/surveys/survey06.html>



- High-Impact Educational Practices
- First-Year Seminars and Experiences
  - Common Intellectual Experiences
  - Learning Communities
  - Writing-Intensive Courses
  - Collaborative Assignments and Projects
  - **Undergraduate Research**
  - **Diversity/Global Learning**
  - Service Learning, Community-Based Learning
  - **Internships**
  - Capstone Courses and Projects
- Kuh, George D. (2008).

Academic Advisors as “Linking Pins”

*“Direct students toward the right activities”* - Kuh

~~~~~

High-Impact Educational Activities reinforce that the college experience is more than a classroom experience

We each must define
– and be able to
describe – the
student experiences
on our campuses

NACADA Webinars 2009-2010

Reaching and Retaining Students: *The Role of Academic Advising in Student Persistence*

Susan Campbell Charlie Nutt
scamp@usm.maine.edu cnutt@ksu.edu

**National Academic Advising Association
Copyright 2009
All Rights Reserved**

The contents of all material in this Webinar presentation are copyrighted by the National Academic Advising Association. All rights are reserved by NACADA, and content may not be reproduced, downloaded, disseminated, published, or transferred in any form or by any means. Copyright infringement is a violation of federal law and is subject to criminal and civil penalties. NACADA and National Academic Advising Association are service marks of the National Academic Advising Association.