What Faculty Members Need to Know About Retention

Based on a Magna Online Seminar titled
"What Faculty Members Need to Know About Retention"
presented by Jerry Pattengale, Ph.D.

Edited by Bonnie Snyder, D.Ed., CCPS

A Magna Publications White Paper

About Magna

Through our innovative array of resources that includes newsletters, conferences, online seminars, white papers, and online courses, you can count on Magna to deliver authoritative, useful, and timely information.

Contact Information

Magna Publications, Inc.
2718 Dryden Drive
Madison, WI 53704

Web: www.magnapubs.com

Email: support@magnapubs.com

Phone: 800-433-0499

All rights reserved. It is unlawful to duplicate, transfer, or transmit this program in any manner without written consent from Magna Publications.

The information contained in this online seminar is for professional development purposes and is not a substitute for legal advice. Specific legal advice should be discussed with a professional attorney.

© 2010 Magna Publications Inc

About this White Paper

This white paper is based on a Magna Publications Online Seminar originally presented on November 20, 2008, by Jerry Pattengale Ph.D., Assistant Provost for Scholarship & Public Engagement and a Professor of History at Indiana Wesleyan University.

Dr. Pattengale contributes regularly to the scholarship on Millennials and student success. His publications include *Why I Teach* (McGraw- Hill, 2008), *Visible Solutions for Invisible Students* (University of South Carolina Press, 2000), *The Purpose-Guided Student* (McGraw-Hill, 2009), and *Helping Sophomores Succeed* (Jossey Bass, 2009) co-authored with John Gardner, Stuart Hunter et al. His mantra is "The dream needs to be stronger than the struggle," which is highlighted in his recent books with Mc-Graw-Hill.

Dr. Pattengale led the development of Indiana Wesleyan University's first-year experience program centered on a new liberal arts course, "Becoming World Changers." Retention rates have climbed from 68 percent to 82 percent with this program. In 2004, IWU received national recognition for these efforts through its selection as a Founding Institution in the Foundations of Excellence program of the National Policy Center (NC). He contributes regularly to educational issues related to student motivation and success, speaking nationally in various conference and media venues. He also serves as the Executive Director for The National Conversations: The University and the Public Square.

Contents

Introduction 5
Why Retention Matters 7
Retention is Important for our Institutions 7
Retention is a Civic Expectation 8
Retention is Individually–Fulfilling 8
Retention is Important Professionally 9
Retention is Inherently Important 9
12 Ways to Improve Retention 11
1. Relate Coursework to the Student's Life Purpose 11
2. Get to Know Students on a More Personal Level 13
3. If you suspect a student is considering dropping out, ask him or her about it. 15
4. Have an "Endowed Chair" at a Local Restaurant 16
5. Learn About "Millennial" Students 17
6. Provide Options and Choices 18
7. Review Student Profiles Before Class Begins 20
8. Help Students Find Peer Support 22
9. "Frontload" Assistance 22
10. Get Involved with Orientation 23
11. Run an Engaging Classroom 24
12. Make Your Retention Efforts "Intrusive" 25
Frequently-Asked-Questions about Retention 27
If we wanted to spend time on student success,
shouldn't we have gone into Student Development? 27
What happened to inspiring professors who simply motivate students? 29
Will the bottom line reach me? 30
What's in it for me? 31
I'm not sure what "whole-person development" means, so how can I address it? 31
How are student success duties attached to the rank, promotion & tenure process? 32
Where can I find more resources on retention? 34
Do you expect me to teach in a first-year course? I'm not good outside of my discipline. 34
What is a reasonable first step for me and for our faculty? 34
How do new knowledge and new learning relate to student motivation and persistence? 37
What is successful faculty advising and why does it contribute to retention? 38
Conclusion 40
Appendix A: The Final Retention Financial Impact Chart 41
Appendix B: Formula Based on Increased Number of Graduates in Five Years:
Appendix C: Brief Guide to Retention Terminology 43
Appendix D: Retention IQ Test 46
Resources 50

Introduction

Retention is a very important issue in higher education. It is not difficult to understand why, when you look at the budget constraints most postsecondary schools are currently facing. Recent national surveys of college presidents indicate that retention is usually listed at the top as the hottest issue, and for good reason.

The sobering fact is that less than sixty percent of the students entering four-year college in America today are graduating within six years. (Bowen, Chingos, & McPherson, 2009.) Minority students and those from poor families have an especially difficult time reaching the graduation milestone. This becomes an issue of basic equity and fairness when viewed across the changing American demographic landscape.

Historically, faculty members have not been expected to play a major role in retaining students. Their role, instead, was to "sort" students by assigning them grades based on their performance. The common view, for quite a long time, was that "students have a right to fail." Many institutions did not even bother keeping track of the number of dropouts from their institutions or programs. In times of plentiful students and budget surpluses, this laissez-faire approach was tenable. This view is changing, rapidly, under the current conditions.

Today, more and more institutions believe that one way in which they must measure their success is by keeping track of how well the students are learning. The responsibility for learning, then, is shared by the students and by the school. Rather than measuring the success of an institution purely by its resources (both human and material), institutions are now expected to measure and improve student outcomes, as well.

The new thinking is that institutions have a responsibility to promote and support student learning and that they should measure their success as institutions based upon how well their students learned. Certainly, students have a great deal of responsibility for their own success, but so does the institution and, by implication, the faculty members.

The shift from "teaching" to "learning," then, is really a shift away from measuring the success of a college or university based upon resources and processes to measuring success based upon outcomes. These imperatives are behind the current drive to collect student success data and to help faculty and staff develop strategies to raise success rates. In short, institutions are turning to their faculties for help in improving upon dismal retention numbers.

Recent legislative proposals underscore this growing emphasis. For example, the federal

Department of Education hopes to create new incentives for colleges to focus attention on student completion. The recommended Access and Completion Incentive Fund of $2.5 billion, distributed over the course of five years, would support innovative state efforts to help low-income students complete a college education. The Department of Education describes the problem thusly: “It is not enough for the Nation to enroll more students in college; we also need to graduate more students from college.” (Whitehouse.gov.)

This program—part of the proposed federal budget—would include an evaluation component to assess the relative success of different programs and initiatives. As reported on Inside Higher Ed, the president is seeking to encourage self-conscious experimentation efforts to stem the tide of dropouts. (May 5, 2009). The Bill and Melinda Gates Foundation has also made sizable financial commitments to providing funding targeted to improving college completion rates of low-income students.

By supporting local retention efforts with performance-based funding, the emphasis will continue to move more to performance-based funding with course and program completion outcomes being a key measured component. Currently, only a small percentage of state appropriations are based on student outcomes. This situation is likely to continue to shift in coming years.

Retention is not only a growing expectation and imperative, but it is also an opportunity for faculty members to take the lead in innovating, researching, and implementing new strategies while demonstrating their effectiveness. This is both a challenge and a huge opportunity for college professors to take the lead in re-creating the college learning experience in ways that are more supportive and effective.

This white paper will cover the subject of retention from the faculty member’s point of view, including the benefits of retention to institutions, faculty, and students alike. For faculty members new to the topic of student retention, this report covers key terminology, details known principles or best practices of student success, and describes how faculty can work effectively with other campus resources and personnel to make needed improvements.

Faculty members are on the front-line of meeting the increasingly important retention imperative. Instructors interact with students frequently and are likely to be among the first to notice signs that a student is disengaging from college and at-risk of dropping out. By learning to recognize the warning signs and taking informed intervention action, a faculty member can play a key role in changing the course of a student’s life for the better. This is an exciting opportunity and a big responsibility, but future generations depend on our willingness to rise to the challenge.

Why Retention Matters

Let's consider why it is so important for professors and instructors to focus attention on retention issues. A reasonable question to ask at this point is, "Why should I care about student retention? My job is to teach, and it is the students' jobs to learn!"

Many faculty members believe that it is the students' responsibility to "retain" themselves by doing the work that is assigned in a course and achieving passing marks on tests. This is certainly the traditional view, and there is much validity to it. Some faculty members fear that focusing on retention means that academic standards will have to be lowered. Rather, the growing focus on student success and retention involves a growing awareness of the processes of education, rather than merely on assessing learning outcomes. This is where faculty members have a crucial role to play.

Increasingly, colleges and universities are expected to document the efforts that they are expending to help students make it from admission through to graduation—whether this information is collected by accrediting agencies, potential donors, or by governmental authorities. Faculty members are instrumental to this effort. There are six main reasons why faculty members should be concerned about student success and retention.

1. Retention is Important for our Institutions

Increasingly, colleges and universities are being asked to keep records and document the number of students who persist to graduation. This information informs accreditation decisions. There is also a strong movement within the Higher Learning Commission to include retention assessment information and they have even added a senior officer from the student success field to underscore this commitment and expectation. Many states also tie appropriations directly to "Performance Standards," which includes aspects of retention and student success data.

Faculty member efforts are an essential contribution to meet these growing institutional requirements. In fact, it appears that faculty members are central to the retention process, since the classroom is where success is created. Certainly, student affairs and other support structures can assist in this endeavor, but their work is generally supplemental to what happens in academic courses. To justify our jobs and demonstrate the success of our teaching methods, faculty members need to continue to increase their awareness of and attention to the number of students who persist to program completion. This expectation is likely to continue to grow during the next decade.

2. Retention is Financially Necessary

This reason for focusing attention on retention is easy to understand because it involves simple economics. Each student who persists in college for an additional semester has a positive financial impact on the institution's bottom line. This is no small thing in this era of budget cutbacks, smaller endowments, and decreased support from government.

Indiana Wesleyan University collected financial data to demonstrate the financial contribution of their retention efforts from 1996 through 2008, and they estimated its total impact at more than $84 million during that time period. (See Appendix A.) A second financial chart located in Appendix B indicates that implementing retention efforts over a three-year period saved the same institution $3 million over five years. Clearly, retention is incredibly important to each school's bottom line.

3. Retention is a Civic Expectation

Beyond your institution and the accrediting agency that evaluates it lies a larger, public community. Most postsecondary school missions include a statement with wording to the effect that one of their goals is to develop better citizens who are helping to improve societies. This mission is undermined if your school is not producing many graduates who fit the bill.

A review of published lists of desired educational outcomes shows that producing "Better Citizens" is usually a critical aspect. This applies to students in postsecondary education, along with primary and secondary schooling. In addition, it is important to bear in mind that local tax assessments are used to fund many higher education institutions, and along with that support comes the expectation that the institution will serve the civic good. Tax-paying citizens have a right to know that their money is producing valuable results. There are also civic initiatives such as the Hope Program and the federal TRIO programs (see our Guide to Terminology), which seek to improve society through education. These are all civic reasons to be concerned with retention efforts.

4. Retention is Individually–Fulfilling

This reason pertains very closely to faculty members and your personal satisfaction. One of the great joys of teaching is seeing students succeed and knowing that you had something to do with making that happen. Retention is fulfilling, and it is gratifying for you to play a role in helping students to succeed and persist in completing their college educations. Ideally, professors should feel, at the end of the day, that their efforts are making a positive difference in students' lives. Often, the professors who achieve the most success in this

regard are the ones who expect and demand success from every student. One accomplished professor put it this way: “I treat every student in front of me as if they have infinite possibilities. Regardless of their challenges, my role is to help light a fire within them.”

5. Retention is Important Professionally

Professionally, retention is a smart thing for faculty members to be concerned about, given the increasing emphasis on assessment. When your objectives in the classroom are in alignment with the university’s overall strategies and long-term goals, then your chances of professional success and advancement improve. Students who feel successful in your classes are going to have a positive experience, which will reflect well on your evaluations. They are likely to recommend your courses to other students, as well.

One of the unique things that the most successful professors do is that they “lean” into the future with their students. They talk about the future with them. Student success information can help guide you to improve in this area because through it you may learn what really matters to students.

It is very important for faculty members to remember that retention is not just about the first year, as well. The senior year also deserves attention, so professors of upper class courses are not “off the hook” when it comes to retention efforts. What a shame to lose a student who has made it that far through the college experience! Upper classmen are right to demand that they receive support, scaffolding, and appropriate attention, too.

Universities with senior year projects can provide good examples of ways to create a powerful and sustaining senior year college experience that can contribute to retention improvement. Also, in terms of rank, promotion and tenure concerns, a growing number of schools are moving towards the Boyer Model of Scholarship, which argues for greater consideration of the integration and application of studies and fits in well with retention motives. This is in keeping with social concerns, relevance, and the importance of teaching—all of which are likely to enhance and improve retention.

6. Retention is Inherently Important

Colleges and universities undertake retention efforts not just to keep the students there, but because it is the right thing to do. Whatever we are doing with students, it should not just be about landing jobs for them; rather, it is to make a positive difference in this world and in their lives. If we know that what we are teaching is important, then certainly we should want every student to have the opportunity to succeed in learning the material and meeting our legitimate expectations of doing so.

Edward Zlotkowski, author of Service-Learning and the First-Year Experience: Preparing Students for Personal Success and Civic Responsibility (2002), passionately argues that one of the best things educators can do to improve student success is to convince students they can help to improve the human condition. Zlotkowski contends that we, as faculty members, can do a lot to improve the human condition and that we need to communicate that passion, desire, and possibility with our students.

College is a difficult endeavor that requires a great deal of students. It takes a commitment of time, money, and energy. For some students, it is more challenging than for others. To endure this long trial, students must have a lot of motivation. Some of that must come from within and some from without.

One of the greatest forms of motivation that a faculty member can provide to a struggling student is the heartfelt belief that the goal is worth the cost. In other words, the dream needs to be bigger than the struggle. Faculty members may become lost in the fascinating details of their disciplines and lose the sense of the bigger picture, which is likely to be of greater interest to an undergraduate student. We are already motivating and we have a fire lit under us that keeps us going. This may not have happened with our students, yet. It is important to remember the perspective of students to be able to frame questions in ways that challenge, inspire, and motivate them.

To really engage your students in ways that improve retention, faculty members must make sure that the problems the students are dealing with and the questions are important enough to encourage them to want to solve them. When the goal is irresistible, students will want to drag themselves across the academic finish line. Faculty members, therefore, are vitally important in this effort of inspiring and retaining students.

12 Ways to Improve Retention

Let's consider specific ways faculty members can help increase student success and achievement. As you read through these suggestions, remember that if each faculty member will make an effort to implement just a few of these, the overall impact on student success and retention at your institution will be huge.

Hopefully, you will find ideas here that will resonate with you and that you can begin to implement. Faculty members are on the front lines in impacting student satisfaction with their education, and so have a key role to play in encouraging them to complete their degree programs.

1. Relate Coursework to the Student's Life Purpose

Your courses are central to students' retention decisions. This is because college students really do want to learn, despite occasional appearances to the contrary. One of the somewhat surprising findings of retention research is that course content is actually very important to students and relates strongly to their desire to persevere and graduate from college. When students feel that they are learning important information and being successful, this provides the reinforcement necessary to encourage them to want to persist in their education. This is the reason why faculty members have such a tremendous role to play in influencing retention and helping struggling students.

College students are busy trying to determine their overall life purpose, and they would like to understand how your course relates to this. Students who have an overall sense of purpose in life are more likely to succeed and persist in college than those without a general, overarching sense of their life goals. Therefore, a purpose-guided approach to student success is extremely helpful and important.

Ideally, student success strategies—and your classes—should link to ultimate questions and essential issues of life purpose. Does your coursework do this? Are there ways for you to help students personalize the material in your courses and relate it to the most meaningful issues in their lives? Students are most at-risk when they have no clear understanding of the relevance of college to life after or outside of college. This is when they lose focus and momentum and begin to drift away.

As noted in *The Motivated Student: The Dream Needs To Be Stronger than the Struggle*, a fundamental retention objective should be for students to learn about their values and to develop a sense of purpose (Pattengale/2006 and Braskamp, Trautvetter, & Ward/2005). In

turn, this sense of direction will overshadow dissatisfactions and help to sustain them through their current academic challenges.

Another way to state this is by saying: “If the ‘Why’ is big enough, the ‘How’ will show up.” A battery of popular books reflects this idea of “beginning with the end in mind,” as Steven Covey champions in his well-known book, *Seven Habits for Highly Successful People*. An increasing number of teachers and professors are shoving aside mainstay “student success” curricula and making room for this Covey-istic genre. Themes throughout the texts of popular writers like John Maxwell, Dr. Phil and Parker Palmer express this central notion of “alignment,” or “merging” a person’s core with an articulated life purpose.

The runaway best seller among student success texts remains *Becoming a Master Student* by David B. Ellis. (Ellis/2000 & 2005) It is used in over 1700 universities. In his polished and ever-expanding skills text, Ellis states, “No matter where they’ve attended school, liberally educated people can state what they’re willing to bet their lives on.” (p. 233)
If Ellis is correct, and his above characteristic is the key student outcome desired of every liberally educated person, then connections between life passions and persistence in college would appear to be a priority concern for those interesting in influencing retention.

Goal theorists have long postulated a causal relationship between a student’s goal orientation and behavioral responses in college. Indiana Wesleyan University (IWU) has found strong correlations between persistence and these kinds of purpose-guided programs, which have shown sustained success in both overall programming and also in specific courses.

What does this mean for you? Highly motivated students are more likely to succeed and persist in education, despite considerable odds, and students rely on their professors to motivate them. Consider the well-publicized story of the late Jamie Escalente. The 1988 movie, *Stand and Deliver,* represents well this true story of student motivation. Inner-city Hispanic students passed the AP Calculus exam despite deplorable learning conditions. Student satisfaction surveys would likely have shown rampant dissatisfaction with the school’s overall learning environment—yet an entire group of students succeeded, nonetheless. This goes to show the tremendous impact of one devoted instructor.

Unfortunately, the majority of colleges still fail to follow Escalante’s lead by putting motivation at the center of student success efforts. Students and faculty benefit when we break out of our disciplinary silos and explore the deeper questions that unite us in our quest as learners and seekers of knowledge. This is what stokes the fires of student motivation. College students are at the age where they are seeking deeper meanings in life, and these types of compelling courses really motivate and excite them.

Another way to get at the deeper motivational issues is by integrating the affective and cognitive domains in coursework. These two domains are typically not separate when students are making decisions about college, so we should not separate them in our retention planning, either. One of the foremost authorities on student success, Vincent Tinto, challenges us to focus on educating students by attending to both the social and cognitive areas, rather than simply focusing on keeping them in school.

It is quite common for those of us in academia to place excessive concern on the cognitive side of the decision-making process. We tend to overlook the softer, emotional side. However, for young adults, affective issues clearly play a major role in determining their choices and we will need to attend to that if we wish to be able to influence their college persistence choice. When faculty members tap into the emotional core of their subject matter, they are able to affect students on a much more profound level. Small changes in your courses may yield large dividends in student satisfaction and emotional connection.

Furthermore, one of the main reasons students may choose to leave college is boredom. If students are not adequately challenged, they may see little point in persisting. Research shows that the stronger the academic challenge in first year courses, the more likely students are to succeed, as long as faculty members give them the proper support to address those challenging questions. So, do not feel as though you have to lower your standards in order to motivate your students. The key to success is engaging them in thinking about big, meaningful, and compelling questions.

2. Get to Know Students on a More Personal Level

How well do you know the students in your classes? When it comes to student retention, the more you know about your students, the better.

College students do not want to remain anonymous and isolated. They want to be known and feel welcomed. Especially when they are freshmen or transfer students, they are away from the familiarity of home, and they are looking for recognition, acceptance and appreciation. Much like the theme song from the television show *Cheers,* they want everyone to know their name. They want to know that you notice that they are in you class and that you genuinely care about them and their wellbeing. That knowledge, more than anything else, will influence their feelings about your course and college, overall.

Class is one of the main times during the day when students convene and spend time together in public; this is a great opportunity for faculty members to acknowledge their

presence and make students feel appreciated and validated. This is especially true as the number of commuter students, part-time students and working students continues to rise. Admittedly, getting to know students is challenging at many institutions, as class sizes have been rising. Here are some ideas to make it easier for you to get to know your students on a more personal level:

- Make a seating chart early in the semester, so that you can begin learning students' names right away.
- Collect information about each student. Have them fill out index cards with their names, contact information, personal goals, and other relevant data.
- Use the student's name in class. This is one of the most powerful tools you have. Everyone loves to hear the sound of his or her own name. Take advantage of this fact.
- Tell students how you prefer to be addressed (Dr., Professor, etc.), so that they will not feel awkward asking questions or speaking to you.
- Listen respectfully to what students have to say when they speak up. Remember how much courage it takes to speak up in a college course.
- Make a point of asking a different student to stay after class each time. This is a good time to compliment a student on superior work or point out that you noticed a student has been absent, and to learn about their personal interests and backgrounds.
- Consider having an out-of-class get-together with students. This allows students to get to know you as a person and provides a welcome opportunity for them to socialize with one another.
- Follow up with absent students, via email or other means.
- Give students opportunities to make up missed work.
- Invite students to office hours. You might want to try requiring them to come to office hours to pick up graded tests and papers, rather than simply handing them out in class.
- Consider having "special" office hours, with refreshments, to create an enjoyable atmosphere and increase participation.

- Solicit student opinions on controversial topics.
- Give students the opportunity to meet and get to know each other in your class.
- Loan books and articles to students and then follow up and ask them about them.
- Offer students opportunities to help you; most will be delighted to do so.
- Encourage students to team up for studying, notetaking, missed assignments. This is an important support system and also builds camaraderie. Give them time to become acquainted in class. This is very helpful for shy students or transfer students.
- Ask students about their work schedules and jobs. You may be surprised at how busy they are!
- Solicit feedback from students on their attitudes toward you and your class.

3. If you suspect a student is considering dropping out, ask him or her about it.

You could even tell everyone at the beginning of the semester that you would like students to come to you if they are considering this option. Most students in this decision-making process are in distress and will greatly appreciate your concern.

Consider adding a last question on your final exam: Are you having difficulty in school or planning to drop out? This is an easy, obvious strategy that should not be overlooked or dismissed lightly. Students who indicate that they are considering this option would then be referred to the available support and intervention services at your institution. You may be surprised to discover how many students have not shared this information simply because no one bothered to ask them about it.

It all boils down to this essential fact: students are people, and people want to know that they matter. Certainly, the "Hawthorne Effect" might play somewhat of a role, here. Basically, the Hawthorne Effect means if you are paying attention to something, you are probably going to at least see a short-term improvement. The Hawthorne Effect is named after an industrial time motion study that found that just by observing some of employees, their work habits

seemed to improve. The implication, however, is that students will respond when institutions and their representatives pay attention to them and notice when they are slipping away.

Much like managing employees, students need to know that you notice and appreciate them. When you make this effort with them, you are likely to see an improvement in your own student evaluations, although that is merely a secondary gain of this humanistic process. This is more than a retention gimmick, also; it is simply good policy to be attentive and appreciative when dealing with people in any professional or personal interaction.

4. Have an "Endowed Chair" at a Local Restaurant

Here is a great idea for increasing faculty-student interaction in your department: suggest creating a devoted fund specifically for the purpose of funding faculty/student meals or discussions over fairly inexpensive cups of tea or coffee. The concept is simple: fund or endow a program at a local food or coffee establishment for the purpose of faculty/student mentoring. You may be able to secure institutional funding or seek out community or corporate sponsors.

The "endowed chair" is literally a chair and the fund goes toward paying the tab for a professor to sit there and talk with his or her student/s. The purpose of the program is to fund payment of the bill at the campus coffee shop which covers the cost of participating faculty when meeting with designated students. Schools could also establish a similar program for Freshman Seminar faculty and their advisees.

The idea is to tell all eligible faculty members about the program and give them a list of "mentoring tips" which they can use when meeting with students. This is an excellent opportunity for faculty members to identify students in trouble and to intervene or refer students to other campus support services where appropriate.

One good strategy is for faculty members to come prepared with a specific question and/or an open-ended question to help structure the dialogue. Students could also complete a card at the end of each session, to collect whatever information the department or program thinks is most relevant.

Then, at the end of the semester or the year, the college could conduct focus groups based on the collected card information. This is a neat way to provide support, build relationships between students and faculty, and gather necessary information without spending a lot of money.

A Student Success Task Force can implement this program in a myriad of ways, with a varying number of guidelines. Here are some suggestions:

- Limit expenditures to beverages only, or to a certain amount per person
- Limit the number of times per week the same student can be treated
- Record all visits on a sign-in sheet with faculty and student/s names
- You might also want to apply the same idea to meals served in the dining halls.
- Limit the size of the outing, e.g., four students and professor
- Develop a policy that addresses faculty and students of the opposite sex, (e.g., no one-on-one trips off campus)

5. Learn About "Millennial" Students

In case you haven't already noticed, college students today are different than college students a generation ago. Relating to the current generation of college students is easy and fun, however, when you understand what makes them "tick." The students currently enrolling in and attending college have been described as being members of the Millennial generation. The Millennial generation, broadly speaking, includes anyone born after 1982. They seem to share certain traits in common, which can help us to better understand them and teach them more effectively.

For example, one trait of the Millennial generation is that they grew up in an era with a great deal of digital technology. They have always used computers, and are quite comfortable with them. In fact, many of them have better typing than handwriting skills! Because they grew up with plentiful access to computers their entire lives, this generation readily adopts new technologies and expects to utilize them in their coursework. This can occasionally cause somewhat of a "digital divide" between professors and students, but it can be bridged by the thoughtful use of innovative teaching strategies.

One of the easiest ways to begin doing that is to plan to communicate with students through email and other technological means to remind them of due dates and to post course reminders. These students expect you to provide ready online access to standard course materials, such as syllabi and assignments. Incidentally, this generation also appreciate—and expect—frequent and timely feedback, so you may be able to use technology to continue

discussions beyond the scope of the classroom.

Millennials also often grew up in relatively small families. This means that most of them received abundant attention from their parents growing up, and they do seem to expect to receive a lot of personalized attention from their professors, as well. Their parents tend to remain involved in their lives during college, more so than was true in previous generations. Whereas it was common a generation ago for a college student to make a weekly phone call home—possibly from the hallway pay phone—today's students are likely to receive many phone calls and text messages from their parents every day. This is a big, generational change.

6. Provide Options and Choices

Brad Garner, author of *A Brief Guide to Teaching Millennial Learners*, serves as the Associate Dean for Teaching and Learning at Indiana Wesleyan University and speaks nationally on creative teaching methods. He has conducted a great deal of research on the current generation of college students and he understands what sort of teaching approaches are likely to work well with their particular characteristics and preferences.

Dr. Garner's uses very creative approaches to connecting with this generation of students in ways that can positively impact retention efforts. For example, Dr. Garner asserts that Millennial students like to be involved in their own learning, so it is important to supply them with options and choices in terms of the kinds of products they involve themselves in as learners. It is true that some of the modern generation of college students seem to have formed the idea that learning should be "edutainment." This can certainly be frustrating to many faculty members, who understand that learning involves hard work, commitment, and application.

As professors, we may not be able to be flexible about *what* students need to learn. However, there is nothing wrong with being somewhat accommodating in terms of *how* students demonstrate their knowledge and understanding. It is perfectly acceptable to negotiate creative or novel alternatives to certain standard assignments, as long as the substitutes are well conceived and executed. In fact, students may show considerable initiative and impressive mastery when they are free to go beyond the traditional scope of research papers and lab reports.

It is also helpful to remember that K-12 education has become increasingly accommodating of individual learning differences, and so this generation of students expects to be able to adapt college coursework to their specific learning styles and modalities. For this reason, it is

helpful for professors to familiarize themselves with concepts such as Howard Gardner's Multiple Intelligence Theory and brain-based education.

Millennials are also said to be more collaborative than previous generations, so they are likely to appreciate the opportunity to engage in group activities and to work together on group projects. In the classroom, it is important to provide opportunities for students to spend time discussing the instructional content. This can alter the way you teach and the types of assignments you give. It is important to provide opportunities for students to work together on group projects, spend time discussing the instructional content, and learning to work together. This may be one of the most positive attributes of this group of students. When possible, faculty members may wish to consider using projects, authentic assessments, and even possibly group testing options.

Have you considered using narratives to teach and inspire? Each of the students in our classrooms has a story to tell, and Millennials love to "personalize" their learning. By connecting those stories with prominent people in history and with characters in movies and books, students learn valuable and enduring academic lessons in a profound way. These are all ways to increase the level of engagement and ultimately the success rates of current students.

Dr. Garner points out that in many classrooms a dreaded disease occurs in the lives of students: *lecture-induced mind paralysis*. As you gaze into the eyes and faces of students, you often see them glazing over, and this is often an impact of the lecture format. There is certainly a place for lectures in the classroom, but it is incumbent upon teachers to figure out ways to give their students an opportunity to process the learning that they are doing in a more personal way.

A quick idea to increase engagement with course material would be a strategy called 60/60, 30/30. This involves having two students share information. One will talk for 60 seconds about the topic, and then the other will talk for 60 seconds. Then, one will respond for 30, and the other will respond for 30. In that brief three-minute period, students have an opportunity to share and process some of the information that they have just heard or read about. Bear in mind that most students spend the majority of their time in class passively listening; they rarely have the opportunity to speak. This is a simple way to address that persistent problem.

Anything that professors can do to actively involve students in learning can greatly impact what goes on in the classroom. Another important strategy is to help students "own" the room. It seems that it is part of human nature for people to come into a classroom, or to a

church, or in any other setting and, typically, find the same seat every time they go to that room. Passivity soon follows.

It is helpful to implement strategies that will get Millennial students out of their seats, moving to corners of the room, meeting with different groups of students, and talking about concepts to help them feel a sense of ownership for the entire space and the course material. This also gives them a chance to talk to people who may have different viewpoints and opinions than they do, rather than sitting with the same, familiar people for the entire semester.

Here are some more ideas for helping students to form different types of groups: use the old standby of counting off by fives or tens and getting together with students with the same number. Bring a deck of cards to class. Distribute them randomly and then ask the students to find the people who have the same number or same suit as they do. Group students by their favorite candy bar or shoe size. Find somebody who is born in the same month or comes from the same state. There are endless variations on this idea. The goal, however, is the same: to cajole students into situations where they are interacting with someone different than the people who sit around them day after day.

Generally speaking, Millennial students would also like to have their college experiences personalized as much as possible. There are numerous ways to do this. One strategy you may want to consider using is having students contribute their own test and exam questions, based on determined course objectives. You may be surprised to discover how good their questions really are! You could also ask the students to rate themselves on how well they think they are doing in your class. This could be very revealing. Students could also submit topics for class discussion, and you could base your class around these.

Some have called the current generation of students "entitled." Certainly, Millennial students have grown up in a society where many received rewards simply for showing up. Remember that this is not their fault. This was partly a consequence of our declining national birthrate and the fact that parents had more attention to bestow on their fewer children. Many of them have led extremely sheltered childhoods. Also, adults in their lives have overly structured their time for them. In many ways, this has been a hardship for them. They come to college and they haven't been able to make decisions for themselves and take ownership of their lives. Your class may be their first opportunity to take responsibility in key roles.

7. Review Student Profiles Before Class Begins

Ideally, you will begin getting to know your students before they ever set foot in your

classroom. How much research do you do on your students, before the semester begins? Do you know what student profile information is available from your institution? If not, make plans to begin mining this treasure trove of information before your next course convenes.

If you are walking in to greet new students each semester with no background knowledge on the students in your classroom, you are overlooking a great deal of potentially helpful and important data. This information will help you design effective retention and teaching strategies for students in your classes.

Check with your department chair to determine what sort of information you are able to access as an instructor. You might want to review information on the students' majors, grade point averages, high schools, and hometowns. The better you know them, the more you will understand them and be able to respond to their needs. You might also want to contact their advisors—especially if a student begins to have academic difficulty. You can begin by using the college student inventory, which is also helpful in an advising capacity. This can greatly increase your understanding of your students' needs and areas where difficulties are likely to appear.

You could also begin collecting your own information on the students in your classes. Which sorts of students seem to do best in your classes? Which struggle the most and seem most likely to fail or drop out? Only by gathering and reviewing this information can you make necessary alterations and improvements. As faculty members pay more attention to this sort of data, they will have greater insights into which types of students they seem to be losing and what preventive steps they should be taking to increase success rates.

As you review this information, be sure to pay particular attention to first-generation and other "at-risk" students. First generation students usually have bigger adjustment problems and less academic preparation than others. It would be wise to identify these students before the semester begins, and to be ready to provide support to these students. It may be helpful to place first-generation college students in study groups or buddy systems in your class to facilitate addressing some of their needs.

First-year students often receive a great deal of assistance freshman year, and then are suddenly expected to fend for themselves if they survive that ordeal. If faculty members are not aware of the unique challenges of these students, they may find many of them failing and dropping out as upperclassmen.

Other at-risk students in your classroom may be low income or have a documented disability. Ask your department chair if there is a way for you to obtain a list of students who are considered "at risk" in your classes, so that you can plan accordingly. It is important for

institutions to share this crucial information with faculty members so that they are part of the communication loop providing the necessary support, motivation, and interventions needed to encourage success and persistence.

8. Help Students Find Peer Support

Students need to feel connected to the college community to want to persist in school. They need the support of others and they need to find friends in your classroom. This generation of college students is far more likely to be holding outside employment while in school; this limits the amount of hours they have available to socialize while on campus. Your classroom may be one of their few opportunities to meet their peers and connect with classmates.

Classroom activities that encourage interaction will always be appreciated. Most college students enjoy talking to one another and working together. In a writing course, you could have students trade off papers for editing. Utilize small group discussions whenever possible. Students can review material together and then share their conclusions with the rest of the class. This is a good way for students who are falling behind to quickly be brought back "up to speed" by their peers. Remember the important role that community plays in persistence decisions and strive to build a strong community of friends within your classroom.

9. "Frontload" Assistance

Students at risk of dropping out tend to make this decision early on. For example, it is well known that the first six weeks of college attendance are absolutely critical in positively impacting retention and persistent. A student will decide during the first six weeks whether to remain at an institution. If a student feels that he or she does not fit in, has made the wrong decision, or cannot meet the expectations or demands of college attendance, then this is the most likely moment when the student will choose to drop out and return home.

The first few weeks in any course are also pivotal times, and faculty members can directly influence this. A student who feels overwhelmed or unwelcome is unlikely to want to persist in a course. Therefore, this is an important time to do as much as possible to make students feel welcome and capable of success in your class. Students will not feel compelled to stay in college if they feel no one "cares" about them, there.

Part of the decision-making process going through the student's mind will be on the perceived difficulty—and value—of the courses he encounters. This is where faculty attention to retention issues becomes critical. If your course is a challenging one, then students need

to understand what support services are available to help them meet the academic requirements. Be proactive in making them aware of all resources.

Legend has it that highly competitive schools used to tell incoming students to "Look to your left, look to your right, because one of you won't be here by the end of the year." While we no longer take pride in seeing students fail, it does not mean that academic standards have to be lowered.

It does mean that college does not have to be a cutthroat, inhumane experience. Also, some excellent students may simply not be highly competitive, and they may wither in an intense classroom. So, faculty members intent on improving retention would be wise to remember that the "soft" people skills are just as important as their "hard" technical knowledge, in terms of motivating and welcoming new students.

Another important intervention is providing frequent and early feedback. A student will not have much opportunity to improve if s/he does not receive a grade until late in the term. Early grades are your early warning system of trouble, and an important "wake-up call" to wayward students. Do not neglect these.

10. Get Involved with Orientation

If you have an orientation program which is led by student development with minimal (or no) faculty involvement, it will probably not be as effective as one, which centrally includes faculty members. Many campuses are instituting practices such as offering welcome dinners between students and faculty members. This is a good step forward in coordinating overlapping institutional retention efforts. The more faculty members are involved, the better. Your efforts in this area will be both appreciated and effective.

If students cannot see a clear connection between the orientation and support services they receive and the academic side of their college experience, then retention numbers are likely to suffer. When faculty members are visibly present in orientation efforts during the crucial first six weeks and the entire freshman year of a students' college experience, it makes a huge difference in outcomes. Certainly, colleges and universities can assist in this initiative by offering incentives and recognition for faculty members to take part in these events.

Well-designed orientation classes can have a very positive impact on students' decisions to persist in college. They provide an important way not just to introduce students to campuses, but also to implement some of the necessary preventions and interventions that can improve retention. These programs have been around for a long time and they have

continued to grow. They take many different forms. There are extended academic seminars with a uniform curriculum throughout as well as academic seminars on various specialty topics. There are also study skill seminars. Programs on urban campuses tend to focus more on skill development.

Many of these orientation classes grew out of early efforts of student development leaders who were left to figure out retention plans that they could implement outside of the traditional classroom. In time, their efforts became institutionalized and gradually they became credit bearing.

This proliferation of first-year courses has created an arena ripe for collaboration between the academic side of higher education and student development. Liberal arts professors, for their part, are increasingly implementing experiential learning elements in their courses. It is ironic that this was once a learning approach more closely associated with "extracurricular" events in the student development area. Concurrently, student development personnel are finding their student success seminars and first-year programs among required courses. This is a systematic response to recurring need, which is why first-year courses are becoming institutionalized.

11. Run an Engaging Classroom

Students who feel engaged in class have better outcomes. Your classroom management practices are bound to impact students' feelings and influence persistence decisions. One of the places to begin to influence retention is by having a clear attendance policy. If attendance is important to you, then it will be important to the students. You should put this in your syllabus in writing, but you should reinforce this, verbally, as well.

Circulate around the room as you lecture or ask questions. This creates a sense of physical connection with the students, and is much more effective than remaining behind an imposing lectern during an entire class period. Remove artificial barriers between you and the students and strive to maintain good eye contact. Vary your instructional techniques to guard against boredom and use involving activities whenever possible.

You signal how important assignments are to you by how you handle them. When you return them promptly, with comments, students will feel valued and believe that their efforts matter to you. Strive to provide prompt, personalized, and steady feedback.
When introducing new subject matter, consider giving a pre-test or holding a brief discussion to determine the students' level of prior knowledge in the area. Make your slides and other learning resources available to students outside of class, and make sure that

students know how to access them. When giving examples, make sure that they are familiar to the students. Also, do not assume that all college students understand what acceptable classroom behavior is. Some first-generation students may need you to clarify these expectations.

Consider distributing an outline of your lecture notes before class begins. This will help students to organize their notes and follow the discussion. Also, be prepared to shift from the planned approach if it is not working. Be willing to follow student interests and concerns and adapt your teaching methods to them along the way during your course. Offer praise and compliments to students whenever possible.

Class should be enjoyable. Avoid placing students in embarrassing classroom situations and remember to laugh with them, sometimes. They will really appreciate a good sense of humor. Bring in a funny comic or cartoon related to the topic or tell an amusing story to start off class with a smile. Whenever possible, relate the subject under discussion to students interests and goals.

Finally, always stress to your students your strong, unwavering belief that "you can do it," and that you are available to offer assistance when needed. This will go a very long way and pay huge dividends.

12. Make Your Retention Efforts "Intrusive"

A key finding of retention research is that retention efforts should be proactive, not reactive. One way to do this is to make it impossible for students to avoid stumbling upon the supportive structures that are in place to help them to succeed. A great way to begin this effort is by letting all your students know how to access you for extra help. Emphasize your willingness to provide assistance, because many students will be too intimidated to seek you out. Explain to the students how office hours work and what they can expect if they come see you during these times. Some professors even offer "special" office hours, during which time they serve drinks or other refreshments to entice students to attend. Consider adopting this approach and see if your department can provide funds to support this outreach.

Faculty members are among the first to notice when a student is struggling, or floundering. It is important, therefore, for faculty members to take the lead in referring students to helpful support services. This is one of the best ways that colleges can avoid having students "fall through the cracks," while intervention services remain underutilized. Remember: as a faculty member, you do not have to handle every student problem or academic deficiency alone! There are services to support you.

Take advantage of all the services available and help students to locate and utilize them. For example, you might consider offering extra points on a research paper to students who provide documentation that they visited the Writing Center to edit a rough draft. Taking the attitude that "if you build it, they will come" seems reasonable, but is unlikely to reach the students most in need of intervention. It is far better to require students to go, and then remove this intervention when it is no longer needed. For example, why not plan a library orientation day for your class, if you require a research paper? Many college librarians will be happy to tailor a program to the needs of your class, if you provide sufficient notice.

Part of being intrusive means taking the lead with the more passive students and showing them what needs to be done. To be more intrusive, you may have to be emphatic about stating, "This is what you need to do" and holding to those standards. You may wish to offer mandatory extra study sessions for students with low grades. It is okay to challenge struggling students, but you may need to be a bit more clear in your instructions and explanatory in sharing resources and potential consequences when they fail to take ownership and responsibility for their own learning. Students respond to this. The professors they really like are the ones that challenge them. Also, be willing to provide extra help to those students who step forward to request it. This is a difficult request for a student to make, and your efforts will be remembered and appreciated. They will probably also be reflected in student course evaluations!

Finally, when a student is considering dropping your course, be sure to have a frank discussion with the student. Ask about problems, such as work schedules, and explore the possibility of alternate arrangements before signing their "drop" card. You may be able to save a few students this way.

Frequently-Asked-Questions about Retention

Faculty members have some tough questions regarding their role in retention efforts. While there are no easy answers to many of these questions and concerns, one underlying suggestion is to try to engage in the types of retention efforts that overlap with your areas of research and interest and in your major. It is best to start retention efforts incrementally within your own major, rather than addressing the issue of the whole campus.

Try to think of retention locally first. What are the principles involved and how does it apply specifically to our students? If we each do that, then the larger global issue of retention will begin to take care of itself. Here are nine of the most frequently-asked-questions faculty members have about retention:

If we wanted to spend time on student success, shouldn't we have gone into Student Development?

Faculty members are busy and stretched these days, and they may find themselves serving on retention committees on top of an array of other pressing responsibilities. Faculty are saying, "I can only take so much." Institutions, at the request of faculty, are looking for time-efficient ways to streamline their student success efforts.

Institutions are split over the roles and interplay between the academic side and student development. Remember that many elite schools still have the professors involved with student development. What is happening right now nationally is that more of the student success initiatives have shifted to the academic realm. So, the landscape has changed since the time that many of us went to school, and faculty members will need to remain flexible and adaptable to current conditions.

The fact is that most faculty members have little knowledge of the student success literature; they would like to have a cheat sheet, which is part of the reason for this white paper. This is one of the main explanations for the general lack of faculty involvement in student retention.

Another reason for faculty disinterest is that the banner of student success historically traditionally has been carried mainly by Student Development personnel. Therefore, the majority of professionals at most student success conferences are non-faculty. It is a new idea to think that faculty members have an important role to play in ensuring student success.

Although some key faculty members have contributed theoretical works to the student

success field, student development personnel continue to dominate retention efforts. At a recent conference on the West Coast, only two of the seven universities had more than a token faculty presence in the student success workshops; this is an all-too-common scenario.

Student support conferences and initiatives certainly appreciate and approve of an academic presence and support. One startling statistic that underscores this problem is that in the National Academic Advising Association, only 5 percent of its members had faculty status. When you consider that faculty does over 60 percent of advising, and that advising is a critical part of student success, the numbers reveal a serious disconnect (Pattengale, Forward/2005).

Ideally, there should not be a chasm between student development personnel and faculty. If a divide exists on your campus, it would be wise to rectify this situation on behalf of the students who attend your school. Student Development and Academic Department representatives have a shared responsibility for learning, and it is important to close the gap between these two "sides" of campus.

Here is one idea that might help to make student success initiatives easier to manage for faculty members: consider creating a shared "faculty" role available to student development personnel—that of "Student Success Faculty." For example, IWU uses up to 30 student development members as faculty for the first-year course, using 60 faculty overall. It is the fulcrum of IWU's general education program, and a demanding, three-credit liberal arts course.

These instructors receive the designation "World Changers Faculty," and they are evaluated the same as full professors. IWU's motto is "to develop world changers," which is reflected in the course title. They are also eligible for the annual teaching awards. This course is based on purposed-guided curriculum and was central in raising retention rates a healthy 12 percent.

Creative ideas like this can be a great way to begin to share the retention responsibility while providing faculty members with incentive and recognition for adding this emphasis to their existing responsibilities. There is another crucial point to make about the unique role that faculty members have to play in increasing student retention and that is in identifying students who are at-risk.

When a student is failing to meet academic requirements, or is failing even to show up for class, faculty members are generally the first ones to know. Without proper notification procedures, these students may remain unidentified and may simply fall through the cracks, even though some of them could probably have been retained if faculty members had alerted other support services of the difficulty. Faculty members are needed to close that loop, and they may in fact be the earliest part of the at-risk identification process.

What happened to inspiring professors who simply motivate students?

Many faculty members believe that their role is to run motivating classrooms, and that this will be enough to inspire students to want to stay. Most universities boast about their excellent professors, implying that high quality teaching and learning are taking place, even when the school's retention rates are tanking.

A lot of universities talk about their wonderful professors and the question that then surfaces is, "Wait a minute. Why can't we accomplish retention through the classroom?" Actually, that is part of the answer. The classroom really is a key place for retention to happen. Think of Randy Pausch's *The Last Lecture*; it's quite powerful, but there are many, many examples of other professors who have motivated students simply through their lectures.

One retention study at Indiana Wesleyan found initial benchmarks showing five to seven years where graduation rates were 19 to 26 percent. This was at a private school, over 20 years ago now. But, there was a professor for 20 years who had a graduation rate, of his majors of over 98 percent for every one of those 20 years. That is an amazing statistic! When he was interviewed, he was very straightforward and said, "You know, I don't really want to know all the student success issues and challenges. If they qualify to be in my classroom, then I think they have infinite possibilities." His approach was unique and he admitted that some of the challenges are real and difficult to overcome but, for the most part, he was able, through the use of new knowledge and application to big issues, to really make a difference in the lives of his students.

So, on many college campuses there are many dedicated faculty members who are trying to figure out how to help more students in their division to succeed and to persist, even if they are not aware of the nomenclature of student success.

These faculty members generally think about teaching the students first and the discipline second, which is often the reversal of what a lot of faculty members start with in their syllabus. Instead, try to think about the syllabus and course planning in terms of the developmental model of the student. Where are the students when they come to your class? How are you structuring the class? What are you asking them to read? What are you asking them to think about, to write, to discuss with others, to be engaged in? These are all key questions that begin to get at the major issues that impact overall retention, and it begins in the college classroom.

That kind of thinking will foster and develop retention and motivation among students. Thinking in those terms is much more of a personal journey of discovery and development,

as opposed to merely considering the topics that a student is going to be asked to cover. It is not looking at the course as merely a prerequisite to a graduate level course, but a course that says, "How are we preparing students to apply that knowledge to their life or to their career?" It is much more of an application and developmental approach, and that crucial mental shift can make a big difference in student success and retention results.

Will the bottom line reach me?

Institutions are spending millions on retention via helpful consultants and faculty members are rightfully wondering why they cannot receive some of this? In other words, show me the money! In fact, if faculty members are saving institutions all this money by increasing retention, colleges probably should increase compensation or at least tie these efforts to tenure and promotion reviews. It is perfectly reasonable to ask administrators to offer incentive funding to encourage faculty members to pay more attention to crucial retention issues on top of their existing responsibilities.

Accountability for retention is a difficult matter for faculty members, since we have gone from the "sink or swim" days when freshmen students were told to assume some of their peers would not make it to graduation. Today, the situation is more often one of open enrollment and we are trying to help a lot of students of varying backgrounds and ability levels to move through the programs. This is a different situation and it makes it harder to hold faculty responsible when students fail to progress.

Faculty members will blame the high schools when some of these students arrive underprepared. There may be some truth to that assessment, but it is also important to measure what is happening in your academic unit. If your department and faculty are going above and beyond duty and showing measurable impact on student success, then by all means document the results and make a case for appropriate acknowledgement and compensation.

For example, a department could do a business study and show that there are measurable revenues attached to their efforts. It is important to start with a benchmark to create a convincing case. You may want to bring someone in from psychology or statistics and have them help you to really form benchmarks in the beginning. The key is to show where the students are now, how many are persisting, and the relevant profiles of these students. This can help you to form a convincing case for increased funding.

What's in it for me?

Certainly, retention efforts will take some of a faculty member's time, energy, and attention, so they are justified in asking what they will receive in return. In short, the answer is increased job security. Schools in financial crisis may have to lay off professors.

It is almost a return to the medieval model where you have professors attracting students and being paid based on their recruiting ability. In the larger picture, however, you are also trying to shore up the school and your unit. Remember: if colleges increase student retention just one percent annually, the financial gain is significant and this makes everyone's job more secure. So, this is a personal reason for faculty members to care about the number of students who persist in their courses and programs.

I'm not sure what "whole-person development" means, so how can I address it?

Many universities are finding retention success by focusing more on "whole-person development." But if you're not even sure what that means, so how can you address that? That is certainly a valid question.

First of all, a definition: whole-person development simply means focusing on all aspects of a student's development, ranging beyond the merely academic to include emotional and personal aspects, as well.

One example might be spirituality. This is showing up as one of the top concerns of students today. This does not mean spirituality in the sense of necessarily going to church, but just talking about a student's core, the student's interest in connecting to meaning and purpose in life. We all seek relevance in our endeavors, and college students are no exception.

There is a way to address those central issues in most college classes. If you are in the sciences, it might mean trying to take something that you're doing at the time and saying, "Well, how does this matter to the Sierra Club? How does this matter the City Administrators trying to handle a water issue?" If you are reading *Candide*, what does this have to say about life in general and our students' desires to lead fulfilling, significant lives? So, students are always trying to connect essential course content to something bigger and faculty members have a vital role to play in making that visible.

This brings up another helpful idea: the life wedge. Draw an upside down "V" on a piece of paper in front of you. Think of this as your personal life wedge. As professors, think for a moment of your own careers and where they are headed. What's at the thin end of that

wedge? The end of the wedge is where you are able to push forward, while the wider part is filled in with all of the various activities you must do to get there. But the tip should remain sharp, focused, and in your awareness for your day-to-day activities to have meaning and purpose. This is true for your students, as well, although they may not have a clear sense of direction or focus for their life wedge, yet.

What is the purpose of that wedge? The sharper the wedge and the narrower you keep it, the more likely you are to reach that. Retention efforts begin to have more meaning when they fit in with your overall life wedge and your desire to make the world a better place through education. Then, retention becomes one of the ways that you get there and move the point of your life wedge forward. Having a clear purpose is crucial to going anywhere in life, and the more narrow it is, the more powerful it will be.

The more focused and deliberate your wedge is, the more it can cut through the distractions that can throw you off track. Ideally, your retention efforts will fit in nicely with a life of meaning, satisfaction, success and fulfillment that involves using your own individual life wedge to inspire and motivate the next generation. You model purpose and meaning to your students through the way in which you use your own knowledge and training to accomplish your purpose. Students can be taught the Life Wedge concept, as well, to help them develop a meaningful and effective life path.

You can align curriculum with the motivating Life Wedge concept. At IWU, the course that all students have to take on 'Becoming World Changers' was one of the school's initial retention efforts and it seemed to have an immediate, powerful effect on enrollment and motivation. Professors delivered a series of meaningful, aligned lectures on affecting issues such as human trafficking, poverty, hunger, adversity, business and micro financing and so forth. These topics called forth the purpose underlying the pursuit of higher education and provided students—and faculty—with meaning and direction for their education pursuits. So, retention efforts do not have to distract from your other faculty duties. They may, instead, inform and enhance them.

How are student success duties attached to the rank, promotion & tenure process?

This is a fair question, given the many pressures on tenure-track faculty members. It seems to be a stretch to find "student success" duties listed in most faculty job descriptions. What is important here is that faculty members are always teaching within an institution, so the mission and the identity of the institution is important to their promotion efforts. If there is a good match between what a faculty member wishes to contribute to his or her profession and

to the campus and what the college or university stands for, then this should align nicely with promotion and tenure applications. When retention efforts matter to the institution, then being in accordance with that expectation is already essential to the tenure review process and its outcome.

Also, one of the ways retention improves, as we have been discussing, is when the course content is interesting, relevant, and connected to a larger mission or life purpose for the student. In other words, good teaching leads to greater retention. Of course, it is no secret that good teaching that is student-centered is also associated with positive student evaluations, which figure into tenure and promotion decisions. So, ideally, all of things work together for both the advancement of retention goals and professional rank aspirations.

Essentially, the standards for a faculty member should be dependent on the place where they work. The expectations of faculty members at a small liberal arts college should be different than the expectations of a faculty member working at a large research university.

Some faculty members struggle to find a place in their own portfolio of work for some of the retention-oriented work they are undertaking. This is one of the old elephants in the room because there is one system of faculty promotion where you move up the ranks, but for student development professionals, there has always been this chasm between traditional faculty and the newer student development educators. We have all this language about seamless learning and bridging the gap and bridge builders and these sorts of things, but they do not always translate into portfolio development and promotion expectations.

If you are in an educational culture where the administration understands the importance and language of retention, then they can provide avenues for faculty who want to partner with student affairs professionals for learning communities, for living and learning communities, for U100 or freshman seminar courses, or for service learning and receive appropriate recognition for that work.

Those are just a variety of ways that faculty, who are a particularly good fit, come alive when they partner with student development professionals and then, student development is pleased to have the credibility that comes with working side by side with their faculty partners. Generally, when you are in a culture where you have administrative leadership that recognizes the value of retention-related academic work, then promotions will be awarded appropriately and you will be able to receive credit on your tenure application for all the hard work involved that is necessary but nevertheless beyond the scope of your academic discipline.

Where can I find more resources on retention?

A good place to start is by looking at the student success books published by Jossey Bass. Look for books by Vincent Tinto, Arthur Chickering, George Kuh. The *Chronicle of Higher Education* has regular pieces on retention and *Inside Higher Ed* is good. *About Campus* is another useful Jossey Bass publication. Jean Henscheid is the editor and it is geared to try to address both sides of campus—student development and academic. Maryellen Weimer's book, *Enhancing Scholarly Work on Teaching and Learning* also has two appendices, including one on discipline-based pedagogical periodicals. This White Paper also includes references.

Do you expect me to teach in a first-year course? I'm not good outside of my discipline.

We all have different teaching strengths and administrators have different reasons for putting certain faculty members in those first year courses. The fact is, however, that over 90 percent of four-year universities now have a required first-year seminar or course. It is important for the best faculty members to be getting in front of the new students and connecting with them early in their academic careers.

If you are not teaching a first year course, you might instead follow Clemson's lead with faculty members attending informal evening gatherings with first-year students. This is another way of accomplishing the same basic goal of interacting with and getting to know the new students. In business departments, for example, many faculty members do not meet the new students until their junior year, or at least until the end of their sophomore year, and so some schools are organizing functions to improve on this. One school calls it the 'Sophomore Schmooze'. Whether it is through academic courses or social events, more and more schools are aware of the fact that first-year students and faculty members need to connect with each other in relationship-enhancing ways.

What is a reasonable first step for me and for our faculty?

Taking advantage of the Hawthorne Effect is a good first step, meaning that the place to begin is simply by becoming aware of and paying attention to retention issues and the numbers in your own academic unit. Think of the student first and begin by thinking locally, in the context of your division.

Administrators may want to commission faculty-written or student-development-written white papers on the subject of retention at their schools, offering to a small stipend with it

because then the information can be shared and awareness of the issue will grow. Most universities are looking for ways to educate faculty in the student success field, and this is a good place to start.

This is, incidentally, how the list of practical suggestions in this white paper came about—through research and literature reviews designed to produce written reports to circulate on campus. With a list of written, research-supported retention principles, a school could then say, “We have a little bit of funding here for you to work with students if you can show specifically that you’re addressing one of these principles that we have.”

Here is a something that worked very well at Indiana Wesleyan. Faculty members were incentivized to select one or two suggested retention principles to implement in their classes. Faculty members could submit a proposal to receive five hundred dollars in funding that could be used in classes dealing primarily with freshmen.

They were expected to identify which retention principle their proposal was designed to implement, to ensure that the proposals were in keeping with best practices. Certainly, different school may want to impose specific limitations or parameters on the funding, to prioritize which projects have the highest likelihood of receiving approval. You might also want to limit the funding to specific targeted cohorts, such as certain majors, new students, or at-risk students.

On the sample proposal form on the following page, faculty members can clearly state what they are proposing to do and the basis on which this relates to a key retention principle. This is a very practical way a college or university could help faculty members get started with retention and student success because it operationalizes the process and makes it tangible and realistic.

Master Teacher Project Proposal

Name ______________________________ **Department** ________________

Date _____/08 **Course Name and Number** ________________ **Class Size** _______

****

Please outline a project that you would implement this spring. The guidelines for a successful proposal are as follows:

- Include a budget: $500 for the project, not to be used as a faculty stipend
- The project is to implement at least one of the key retention principles
- The project should address a class with at least six majors or with an eighty percent enrollment of freshmen
- The proposal should include an assessment process: qualitative or quantitative

Proposed project:

____

____

____

____

____

____

____

____

____

____

____

Key Retention Principle/s Addressed in the Project *(cf. Key Retention Principles)*

1. ______________________________
2. ______________________________

The project will provide an intervention or prevention for the following at-risk group (Cf. *Student Development in the First College Year: A Primer for Students*, or *The Purpose-Guided Student*. Other resources are available in the Student Success office.

____

Budget Proposal: *Expenses:* ________________ ________________

________________ ________________

________________ ________________

________________ ________________

________________ **Total ($500 maximum)**

As you can see from the sample form, faculty members are asked to choose one of the suggested retention strategies and identify how he or she is going to address that within a limited cohort. This helps to clarify what faculty members are doing and giving them a focus and direction to begin to become more involved with improving retention. Receiving an incentive award such as this provides motivation and recognition to the faculty member who is making the effort to move retention to the forefront of his teaching agenda.

Another possibility is to seek a small amount of funding to increase the interaction between faculty members and students. It doesn't take much to get started. With a few hundred dollars, you could start the aforementioned "endowed chair" program at a local coffee shop where there is a running tab on which faculty members can treat students to a latte and a personal discussion. Or, you could promote the same idea to students who are notoriously cash-poor. Advertise to the students that they may receive a coupon to treat a faculty member to coffee; the only stipulation is that they ask at least one question about a career or life pursuit during the conversation. This is a nice, inexpensive way to show students that they are important and that they are empowered to seek out personal interaction with their professors.

The reality is that some faculty come willingly to student success issues, while others are nudged in that direction. Even the term "retention" can have many different definitions. It could mean that the numbers simply go up. Sometimes it simply means retaining students for a certain period of time—say from freshman to sophomore years? Sophomore to junior year? It could also mean graduation rates. There are all sorts of conversations that usually revolve around numbers, and that can be off putting to faculty whose conversation is typically around curriculum.

Essentially, though, whatever the specific definition is, we are all looking at the same thing: trying to help our students be successful, not just because it was important that our numbers be healthy, but because it was very important for student learning. We want students to transition well and be ready for whatever the courses that they are in and that once they are in that course, we want to ensure that they receive proper academic advising. This enables them to become good stewards of their own college experience. All these factors go into retention.

How do new knowledge and new learning relate to student motivation and persistence?

This is perhaps the most fundamental question that could be asked of the entire student success or retention area. The easy answer here is the movement known as undergraduate

research. One of the direct "benefits" listed on the site of the Council of Undergraduate Research is "retention" in the STEM majors (Science, Technology, Engineering, and Mathematics)—the most popular fields among Millennials. The official definition of undergraduate research—which the CUR promotes as a faculty- student enterprise, involves new knowledge is "*An inquiry or investigation conducted by an undergraduate student that makes an original, intellectual, or creative contribution to the discipline*." New learning is inextricably connected to the proposition that, "If the Why is big enough, the How will show up." One of the most overlooked aspects of student success is the notion of "eureka" learning experiences. When we think of our own educational journeys, nearly all of us can recall a professor whose classroom or extended teaching experiences had a significant impact on our lives—oftentimes directly or indirectly linked to our vocational choices.

Most often, these professors explored the big, meaningful questions in their classes. These important questions are central to the role of universities in society and they contribute to the desire of students to persist in school.

Frederick Herzberg's psychology studies of the workplace show direct connections to addressing matters of substance, important to student interests, for intrinsic motivational purposes. Likewise, Charles Snyder shows that the building of hope, coming through learning new material, and the strengthening of pathways, also through learning, have direct correlation to success with the backing of considerable empirical studies (1994). This notion was behind many of the Great Works emphases, such as at the University of Chicago, and the push for liberal arts general education courses.

What is successful faculty advising and why does it contribute to retention?

This is an important question that cuts to the core of many assigned duties. Advising is a key component to improved student retention. The best way to keep students enrolled is to keep them challenged and progressing toward a personally meaningful goal. The best way to do that—especially among new students—is through personalized, intentional and informed academic advising.

Good advising is in short supply on many college campuses but it may well be the single most underestimated component of a successful and purposeful college experience. Successful faculty advising connects a faculty member's strengths with the student's most pressing questions, while also raising questions overlooked by the student.

The best advising provides assistance and direction with logistics, whether pointing to

resources or providing answers, but it also leans actively into the student's future through vocational questions. This is one area in which student development and faculty members may be able to meaningfully collaborate to improve the college experience for all students and to reduce their logistical frustrations and avoidable difficulties with the institution and its bureaucratic functioning. This is also an area where the intrusive nature of student retention plays a key role. The best advisors meet with their advisees on a regular, formal basis, but also on an informal, frequent basis so that students do not begin to feel that they are invisible or that they do not matter. When the relationship with the academic advisor is strong and reliable, students will increase their academic efforts because they will not want to disappoint a beloved, admired advisor with whom they have a personal relationship.

Conclusion

The new economy and associated financial crises are forcing universities to focus more attention on retention. Faculty members may want to hide and insulate themselves from this reality, but that simply is not plausible in the current economic and demographic climate.

Retention is an increasingly important issue that involves multiple campus constituents, and faculty members are central to meeting this growing need. Faculty members have a great deal of direct contact with students and are a huge influence on their attitudes about college, their academic lives, and their desires to persist. When faculty members coordinate their retention efforts with other campus offices—most notably student development—this increases the cohesion of supportive services and provides a more tightly woven net to support students most at-risk of dropping out.

Faculty members and students benefit when we step outside our disciplinary silos to recognize and act upon the shared responsibility we have to nurture, guide, and produce the next generation of college graduates. Working together with Student Development, we must remember that our obligation is not merely to teach our subject area, but to teach, inspire and lead each and every student who shows up in our classrooms.

Implementing effective retention strategies need not be an onerous task for faculty members. Many of these strategies can enliven classes and increase student engagement with subject matter, leading to improved student evaluations. There are even ways to utilize retention strategies in your academic research area for scholarship purposes or to seek funding for new student success initiatives!

The fact of the matter is that America faces a college dropout crisis and faculty members, administrators, and student development personnel can expect to be held increasingly accountable for improving dismal graduation rates. Those faculty members who take the lead in this endeavor will be serving their professional calling and their institutions well. It is imperative that we learn to nurture the talents of all our students and undertake efforts to boost college completion rates. Anything less will not meet the demands of the 21st century.

Appendix A
The Final Retention Financial Impact Chart*

	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Incoming Class Year	Actual number of students enrolled as first-time, full-time freshmen	Number expected to graduate at baseline retention percentage	Actual number of students from column 1 graduating in five years or less	Percentage of students from column 1 graduating in five years or less	Number of graduates gained by increased efforts	Financial impact on Indiana Wesleyan University
1996-1997 Baseline	376	135 [1]	210	56%	75	$517,953
1997-1998	406	146	237	58%	91	$682,879
1998-1999	520	187	275	53%	88	$677,539
1999-2000	568	204	347	61%	143	$1,570,889
2000-2001	553	199	331	60%	132	$1,485,858
2001-2002	574	207	356	62%	149	$1,797,734
2002-2003	617	222	Final no. is not available until Aug. graduation	Final % is not available until Aug. graduation	Final no. is not available until Aug. graduation	$2,000,000
2003-2004	654	235	--	64%	183	$2,955,596
2004-2005	702	252	--	65%	204	$3,453,099
2005-2006	735	265	--	66%	220	$3,930,555
2006-2007	727	262	--	67%	225	$4,235,706
2007-2008	750	270	--	68%	240	$4,775,558
Total Impact To-Date based on saving one year's revenue (1996-2002 cohorts)						$8,732,852
Total Impact To-Date based on saving three years' revenue						$26,198,556
Total Impact estimated 1996-2007						$84,250,098

1. IWU's benchmark five-year graduation rate for this program is 36%, based on our 1991 first-year cohort (graduating in five years, i.e., by 1996). Our benchmark study would look like the following:

*This is an excerpt from the final "Retention Financial Impact Report" prepared by Jerry Pattengale, Indiana Wesleyan Univeristy (16 pp.). Blue numbers are estimates based on actual tuition revenues and room and board fees, and conservative graduation increases. *Jerry.pattengale@indwes.edu*

Appendix B

2. **FORMULA BASED ON INCREASED NUMBER OF GRADUATES IN FIVE YEARS (75):** The formula for obtaining a financial impact amount is based on student tuition, student room and board fees, and faculty salary package for that given year. For example, for 1996-1997:

TUITION INCOME ($569,430) + ROOM & BOARD INCOME ($93,750) — ADDITIONAL FACULTY SALARIES ($145,227).

1996 Tuition Income = 1996 tuition, $10,260 perstudent, minus 26% in average scholarship package ($2,667.60) = **$7,592.40 per student;**

1996 Room & Board Income = **$1,250 per student** income

1996 Additional Faculty Salaries = 1996 faculty salary package for each additional 25 students. The average package (including all levels) was **$48,409.20** (i.e., $38,420 x 26%)

The formula for the totals of the 2000-01 and 2001-02 cohorts are as follows. this affords a reasonably good look at the formula:

1	2	3	4	5	6	7
Cohort Year	**No. of graduates gained by increased retention**	**Tuition income** (tuition x students gained)	**Tuition income** (tuition - average scholarship package of 26%)	**Room and Board** (x students gained)	**Additional Faculty Salaries** (students gained /25=)	**Financial Impact** (Columns 4+5, - 6 =)
2000-2001	132	$12,250 x 132 = $1,617,000	$1,617,000 – 26% = **$1,196,580**	$4,740 x 132 = **$625,680**	$42,475 + $13,592 (32%) x 6 = **$336,402**	$1,196,580 + $625,680 – $336,402 = **$1,485,858**
2001-2002	149	$12,740 x 149 = $1,898,260	$1,898,260 – 26% = **$1,404,712**	$4,940 x 149 = **$736,060**	$43,313 + $13,860 (32%) x 6 = **$343,038**	$1,404,712 + $736,060 – $343,038 = **$1,797,734**
Subtotals	281	$3,515,260	$2,601,292	$1,361,740	$679,440	**$3,283,592**
Total Financial Impact: '01-02						**$3,283,592**

Appendix C: A Brief Guide to Retention Terminology

One of the issues that faculty members have to contend with is simply understanding the terminology that is used in discussion of issues related to retention, so a good place to conclude is with this summary explanation of the vocabulary or "jargon" that may be used when explaining retention-related topics.

"At-risk student"— An at-risk student is someone who comes to college academically unprepared and is likely to encounter significant problems. If you look at TRIO Programs, it is defined as a student who comes in who is first-generation or has a physical or economic challenge. At-risk students are likely to drop out of college.

"Retention rate" — Retention and graduation rates are not exactly the same. Retention rate, officially, is measured going from one year to the next. The first to the second year is often the focus of much scrutiny, since this is a frequent time for students to leave college. Thus, the first-to-the-second year retention rate is the sophomore retention rate.

"Graduation rate" — Graduation rates are figured several different ways. They are typically figured as four year, five year, and six year rates. The sixth year rate is probably the most important, because students who have not finished their program by that point are unlikely to persist.

"Attrition" — This is the rate at which students are leaving a program. Some schools use the terms "attritors" to refer to someone who is leaving the program. A "persister" is someone who is staying in the program.

"First generation" — A first generation student is simply someone who does not have a parent who has a four-year college degree.

"Developmental education" — Developmental education comes in many forms, but all these programs are trying to help provide remediation where there are some academic deficiencies. Forty-five percent of all two-and-four year urban college students are in some kind of developmental program.

"Alignment" — This refers to the congruence between goals and expectations. Are the activities at your school congruent with a student's beliefs? The greater the sense of alignment, the more likely a student will feel a sense of overall integration with the school; this can increase retention rates and improve persistence.

"Self-authorship" — Self- authorship is when a student makes meaning out of his personal experiences and develops his own perspectives. This relates to the idea of individual narratives, which is a helpful way of making coursework more relevant for the current generation of "Millennial" college students.

"Helicopter parents" — This is a buzzword term related to Millennial students because their parents are known for "hovering" overhead. There is controversy over whether or not this is a positive or negative development in higher education. Certainly, it is positive that the student has a strong parental support system, but some professors find parents to interfere too much and keep their children from taking personal responsibility.

The increase in parental interest is probably also related to the fact that the parents of Millennial students are more educated than prior generations' parents. Many of them have been to college, themselves, so they are more familiar with the way the system operates and they want to help their children through the process. Many schools are hiring professionals whose main task is to deal with these parents of enrolled students.

NASPA — This is the National Association of Student Affairs Administrators in Higher Education. They have about 11,000 members representing 1,400 campuses. They also have a journal, which can be a good source of information on retention topics.

NSSE — The National Survey of Student Engagement is gaining attention and often appears in the news. It is associated with George Kuh and his staff's pioneering efforts at Indiana University. Many schools are using the NSSE effectively for retention-related purposes. For example, Humboldt State used NSSE to figure out what was happening with students who chose to leave. What they discovered was that a lot of these students indicated on the National Student Engagement that they were not very engaged in classes. So, Humboldt State made improvements to their curriculum to address that deficiency.

ASHE — The Association for the Study of Higher Education, with 1,900 members.

NACADA — The National Academic Advising Association, has over 10,000 members; they have their own refereed journal, as well: The Review of Higher Education.

FYE — First Year Experience. This is a term you see a lot in the retention literature, as these programs are specifically designed to target the college freshman dropout problem. The University of South Carolina has a national organization devoted to this initiative, and their listservs and other sources are a valuable place to begin any search for information related to freshman retention.

"Access" — Refers to access to college. The Lumina Foundation has put millions of dollars into improving access and a lot has changed for the better. There is about a 20 percent gain among college students who had normally been considered underrepresented. The problem is we have increased the access, but not the graduation rates, leading to increased focus on retention and student success.

"Retention funnel" — Many studies have found that colleges and universities tend to lose fewer people each year. Effectively, a school might expect to lose a large number of freshman, half as many sophomores, and then half as many juniors as sophomores. The resulting graphic illustration of this phenomenon resembles a funnel, which is where the term originated.

"Stop outs" — If you are in an urban college, especially, you will see a lot of stop outs. What it really means is that students are still technically enrolled in the program, but they just stopping attending for a term. Often, stopping out is relating to financial or personal problems, when students are trying to attend college with many competing priorities.

"Social integration" — The amount of congruency between an individual student and the college's social systems. Students who do not feel socially integrated at their college are less likely to be motivated to persist. Students who feel a strong sense of social integration are likely to persist despite considerable odds.

TRIO — Three federal programs to increase college attendance among disadvantaged groups that started in the early and mid sixties: The Talent Search, Upward Bound, and Student Support Services. They're federal funded programs and usually there are only a limited number of students that can take advantage of them.
[visit *http://www.ed.gov/programs/triostudsupp/index.html* for further description]

"Student success" and **"retention"** — These terms are often used interchangeably, although student success is a more positive term. For all practical purposes, they are synonymous, but retention is associated more with the numbers or rates of those who are persisting.

"Scaffolding" — This is a very important term. Scaffolding means building services around students to help them get through a course of study. Most schools frontload their scaffolding services around the freshman year, when dropout rates are highest. The problem is that once students leave their first year, most of the scaffolding disappears and the at-risk students may begin to flounder. So, we are beginning to see more focus placed on the sophomore year, now, when key decisions such as major selection are likely to occur.

Appendix D: RETENTION IQ TEST

As faculty members, you are used to writing and giving quizzes, so here is a chance for you to turn the tables and take a short test of your own, in order to determine (and develop) your understanding of basic retention background concepts. The answers are at the end of the test.

What is your Retention IQ?

1. Retention Rate refers to:

a. The number of full-time students retained for four years at a college.
b. The number of full or part-time students who graduate after six years from their starting date
c. The number of full-time, first-time students retained to their second year
d. The water absorbing rate of new students

2. 4-year Graduation Rate refers to:

a. The number of students graduating eight consecutive semesters after they began
b. The percentage of full-time, first-time students graduating eight consecutive semesters after they began from the same college.
c. The percentage of your total student body that graduates each year.
d. The percentage of faculty who go from ABD to Ph.D. during the first four years at a college.

3. NACADA stands for:

a. National Acorn Consortium to Advance Democracy in America
b. New American Collegians Affecting Dialogue Affiliation
c. National Academic Advising Association

4. FYE stands for:

a. First-Year Experience
b. Freshman-Year Experience
c. Final Yield of Education
d. Freshman-Year Education

5. "Attritor" refers to a student leaving college

A) True B) False

6. TRIO programs are federally funded

A) True B) False

7. "First generation" refers to a new retention program before it's truly assessed

A) True B) False

8. The majority of universities in the U.S. would be satisfied with a 50%, 4-year graduation rate

A) True B) False

Match the following:

Scholar		Association
9. Gardner, John	_____	a) Involvement Theory
10. Astin, Alexander	_____	b) Founder -- Nat'l Resource Center for FYE (USC)
11. Tinto, Vincent	_____	c) AIR – President
12. Kuh, George	_____	d) *StrengthsQuest*
13. Anderson, Chip	_____	e) Seven Vectors
14. Swing, Randy	_____	f) Cognitive & Social Integration
15. Perry, William	_____	g) NSSE, professor at IU
16. Chickering, A.	_____	h) Nine stages of intellectual & ethical development

17. Developed the *Student Satisfaction Inventory*™ (SSI), Prof. at Azusa Pacific U.

a) Janice Ian
b) Laurie Schreiner
c) Helen Astin
d) none of above

18. Developed *purpose-guided education*™

a) Pascarella
b) Alfie Kohn
c) Covey
d) Pattengale

19. Name given to parents of today's traditional students

a. Helicopter b. B-52s c. Latchkey d. Jetsons

20. Any student born after 1981 is commonly referred to as a:

a. mook b. Millennial c. Gen. Xer d. Boomer

21. Author of *Generation Me*

a. William Strauss
b. Neil Howe
c. Barbara Tobolowsky
d. Jean Twenge

22. Marc Prenzky's term for traditional students always having constant high tech access

a. digital natives
b. Halo-ites
c. digital transfers
d. Mac-ites

23. Today's students desire having input, & the editing process behind Wikipedia called

a. open source
b. tagging
c. closed source
d. source PC

24. The majority of new students decide to leave within:

a. first two years
b. first year
c. first semester
d. first six weeks

25. "At-risk" in the student success arena generally refers to:

a. faculty that shouldn't be around first-year students
b. students involved in ROTC
c. students with certain personal, family or academic profiles
d. any student without a declared major

Answers

1. C	6. A	11. F	16. E	21. D
2. B	7. B	12. G	17. B	22. A
3. C	8. A	13. D	18. D	23. A
4. A	9. B	14. C	19. A	24. D
5. A	10. A	15. H	20. B	25. C

Results: Score_____/25 Interpretation

1-5 Correct A normal young tenure-track professor

6-10 Correct A single tenure-track professor who has agreed to help Student Development; or, a very uninformed student development professional

11-15 Correct A Professor who occasionally reads *About Campus*, or reads widely, or a good guesser; Hangs around with Student Development personnel

16-20 Correct A Professor who has attended at least one FYE or student success workshop, or read books like *Generation Me*

21-25 Correct A tenured professor with a passion for students, or; a young professor risking tenure, or, a Student Development professional.

Resources

Academic Advising for Student Success and Retention. Noel-Levitz Video Series: Iowa City, IA.

Braskamp, Larry A., Lois Calian Trautvetter, & Kelly Ward. (2005.) *Putting Students First: How Colleges Develop Students Purposefully*. Anker Publishing.

Bowen, William, Chingos, Matthew, & McPherson, Michael. (2009.) *Crossing the Finish Line: Completing College at America's Public Universities*. New Jersey: Princeton University Press.

Boyer, Ernest (1990.) *Scholarship Reconsidered: Priorities of the Professoriate*. New York: John Wiley & Sons.

Braxton, John M. (ed.) (2000.) *Reworking the Student Departure Puzzle*. Nashville, TN: Vanderbilt University Press.

Ellis, David B. (2000/2005.) *Becoming a Master Student*. Ninth Edition. St. Charles, IL: Houghton Mifflin Publishers.

Fiske, Edward B. (2004.) Student success. *Focus*. Spring 2004: 4-23.

Garner, J. Bradley. (2007.) *A Brief Guide for Teaching Millennial Learners*. Triangle Publishing: USA.

Herzberg, Frederick (1991.) *Herzberg on Motivation*. Penton Media Inc.

Herzberg, Frederick. (2005.) A summary of his work in, "Employee motivation, the organizational environment and productivity" at *http://www.accelteam.com/human_relations/hrels_05_herzberg.html*.

Juillerat, Stephanie. "Assessing the Expectations and Satisfactions of Sophomores: The Data." In Laurie A. Schreiner & Jerry Pattengale. (Eds.), *Visible Solutions for Invisible Students. Helping Sophomores Succeed* (Monograph No. 31). Columbia, SC: University of South Carolina, National Resource Center for the First-Year Experience and Students in Transition. 2000. Pages 95-133.

Millard, Bill (2004) "Discover Your Life Calling: Unleash the Power of Purpose in Your Life." *Life Calling Explorations*. Republished by the Lilly Endowment Inc. at *http://www.ptev.org/indexer.aspx?sect=about&tid=-11&iid=14*.

Millard, Bill (2004, Fall.) "Discovering a Life Calling: A purpose-guided approach to navigating college transitions." *Life Calling Explorations*. Republished by the Lilly Endowment Inc. at *http://www.ptev.org/indexer.aspx?sect=about&tid=-11&iid=14*.

Pattengale, Jerry (2005.) Forward in Tracy L. Skipper's *Student development theories, a primer*. USC. Full citation below.

Pattengale, Jerry (2005.) "Purpose-Guided Education: Student Success or Student non-Dissatisfaction," plenary address at the *Indiana chapter of the National Association of Developmental Education*. Indianapolis: October 28, 2005.

Pattengale, Jerry (2006, in press.) *The motivated student: the dream needs to be stronger than the struggle*. New York: McGraw-Hill. Relevant section available upon request.

Schreiner, Laurie A. & Jerry A. Pattengale (2000.) Eds., *Visible Solutions for Invisible Students. Helping Sophomores Succeed* (Monograph No. 31). Columbia, SC: University of South Carolina, National Resource Center for the First-Year Experience and Students in Transition.

Skipper, Tracy (2005.) *Student development theories: a primer* (working title); scheduled for release in the winter of 2005. (Monograph No. na). Columbia, SC: University of South Carolina, National Resource Center for the First-Year Experience and Students in Transition.

Snyder, Charles R. (1995.) "Conceptualizing, Measuring, and Nurturing Hope." *Journal of Counseling and Development*, 73 (January/February), 355-360.

Snyder, Charles R. (1994.) Hope and Optimism. *Encyclopedia of Human Behavior.* Vol. 2. Academic Press. Pages 535-542.

Snyder, Charles R. (1994.) *The psychology of hope: you can get there from here*. New York, NY: The Free Press (Simon and Schuster).

Swing, Randy L. Ed. (2001.) *Proving and improving: Strategies for assessing the first college year* (Monograph No. 33). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.

Tinto, V. (2004.) Leaving college: Rethinking the causes and cures of student attrition. 2nd Edition. Chicago, USA: University of Chicago Press.
Trusty, J. & Niles, S. G. (2004.) Realized potential or lost talent: High-school variables and bachelor's degree completion. *Career Development Quarterly,* 53, 2-15.

Upcraft, M. L., & Schuh, J. H. (1996.) *Assessment in student affairs: A guide for practitioners*. San Francisco: Jossey-Bass.

Upcraft, M. L., & Schuh, J. H. (2001.) Assessing the first-year student experience: A framework. In R. L. Swing (Ed.), *Proving and improving: Strategies for assessing the first college year* (Monograph No. 33) (pp.7-9). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.

Weimer, M. (2006.) *Enhancing scholarly work on teaching and learning: Professional literature that makes a difference*. San Francisco, CA: Jossey-Bass.

Zlotkowski, Edward. (2002.) *Service-Learning and the First-Year Experience: Preparing Students for Personal Success and Civic Responsibility*. Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.

Zlotkowski, Edward. Service learning series. AAHE.

We Value Your Feedback

We hope you've found the information in this white paper valuable. We would appreciate your feedback so we can continue to provide the highest quality products for you and your colleagues. Please take two minutes to complete the white paper survey at:

www.magnapubs.com/wfmntk-survey

If you have any questions please contact our Customer Service staff at 800-433-0499.

Thank you!

Magna Publications Customer Service Team
2718 Dryden, Dr., Madison, WI 53704