

Promising Practices: Retention & Support Services

2010 Leader Colleges



Achieving
the Dream™

Community Colleges Count

December, 2010

Overview

- **Every Achieving the Dream institution develops and implements research-based policies and practices based on an analysis of its institutional strengths, problem areas, and achievement gaps.**
- **The colleges are committed to assessing the effectiveness of their policies and practices, institutionalizing approaches that prove successful, and sharing their findings widely.**
- **This deck is a working document, providing an overview of some promising practices in “Retention & Support Services” for improving student outcomes as reported by the 2010 Leader Colleges.**

Please, Keep in Mind...

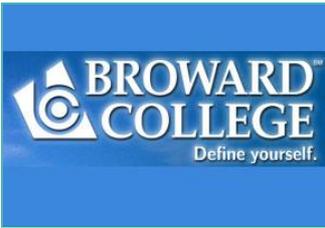
- **These promising practices are implemented as part of Achieving the Dream's larger student-centered model of institutional improvement.**
- **These institutions have committed to Achieving the Dream's four guiding principles and five-step process of institutional improvement, and are creating a culture of evidence in which data and inquiry drive broad-based institutional efforts to improve student outcomes.**
- **Attempts to replicate any promising practice described in this deck should be done in the context of Achieving the Dream's integrated institutional improvement framework.**

Keeping students in school—retention and persistence—is vital to student success. These retention and support services include wrap-around programs that are intended to address both academic and non-academic barriers to success. Strategies may include targeted advising practices, tutoring, counseling, mentoring, and early alert systems.

Retention & Support Services

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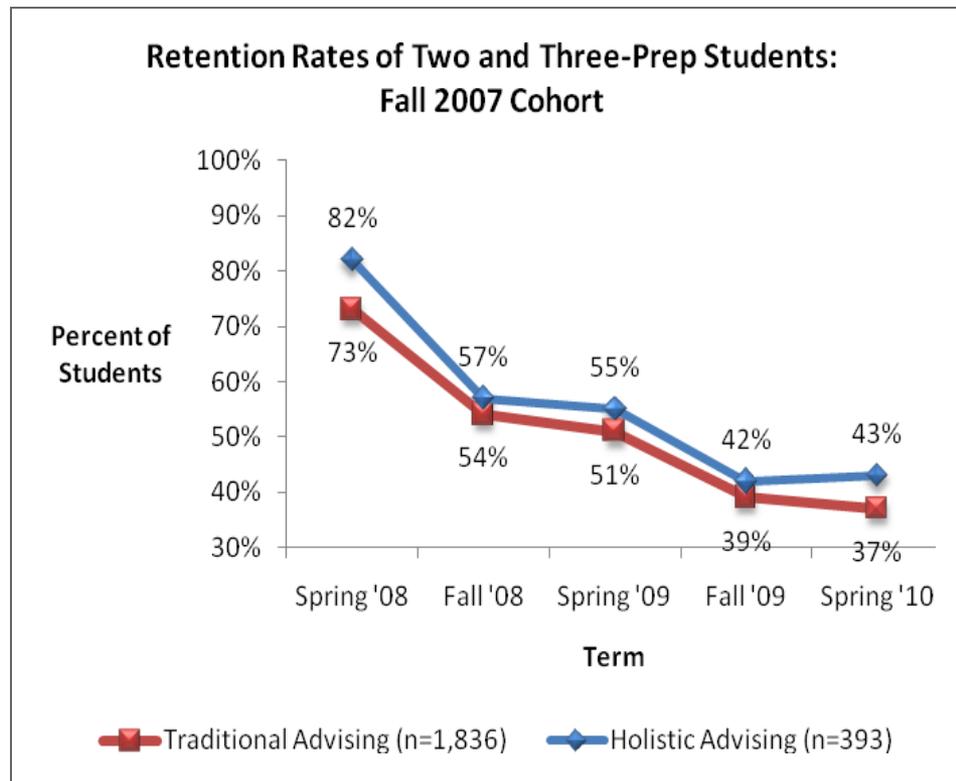
- **Broward College**
Holistic Advising
- **Norwalk Community College**
Student Success Center
- **Tallahassee Community College**
Individual Learning Plans

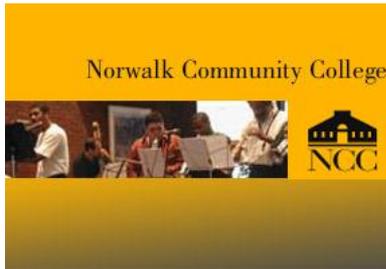


Broward College: *Holistic Advising*

Broward employs holistic advising, particularly for developmental education students, delivered by Student Success Specialists throughout a student's first year. This approach focuses on enhancing students' strengths and overcoming their barriers to academic success. The philosophy of holistic advisement is to begin with "purposefully handholding students" while helping them to become independent and confident learners. Student Success Specialists serve as mentors, advocates, and personal academic advisors for a specific student case load. In addition, the Student Success Specialists follow-up with their students on issues such as completion of the enrollment process, career counseling, educational planning, tutoring and the development of an individual action plan. Holistic advising has led to a 5% increase in retention term-to-term and year-to-year. Though students are only holistically advised for the first year, increases in retention remain consistent through the spring of the third academic year.

Holistically-Advised Students Are Retained At Higher Rates





Norwalk Community College: *Student Success Center*

The Student Success Center at Norwalk connects students with college counselors and the services at the college that can help them succeed. Through the Student Success Center, Norwalk has established case management processes for students who are in academic trouble. The Student Success Center's mission is to provide an array of student services and guidance to help every student achieve their dreams. The SSC has focused on academically challenged at-risk students, men of color and veterans as their target groups for Achieve the Dream. The intervention strategies include: assessment of academic need, diagnostic of interests, skills and values, intake assessment of inhibitors to success, career and life planning, success workshops, personal enrichment counseling, and pre-employment skills. The Student Success Center has also sought to intervene with a broader pool of students through workshops inside and outside the classroom. NCC saw positive results for students on suspension during the first year of implementation (2008) and has continued to see positive trends for participants.



Norwalk Community College: *Student Success Center*

Outcomes for Students on Suspension, Fall 2006 – Fall 2008
Intervention Year is Fall 2008

Outcome	Fall 2006	Fall 2007	Fall 2008
	Suspension	Suspension	Suspension
Number of Students	98	116	116
Within semester retention	90.8%	92.5%	96.6%
Fall to spring retention	46.9%	54.3%	57.8%
Fall to fall retention	40.8%	37.9%	--
Mean GPA change during semester	0.11	0.11	0.21
% of credits successfully "earned"	42.6%	49.4%	52.8%



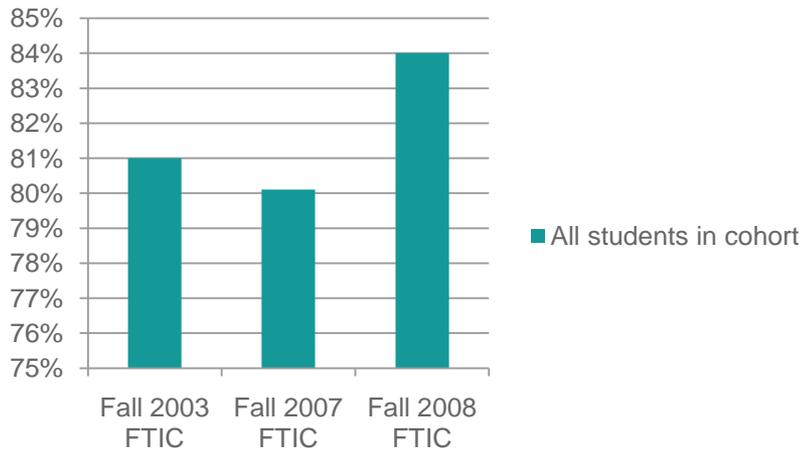
Tallahassee Community College: *Individual Learning Plans*

First-time-in-college students at Tallahassee Community College participate in an orientation program that includes an introduction to academic programs, services, and the online system for registration. During orientation, they begin working on the components of an Individual Learning Plan. During the first term of enrollment, students are required to attend an advising workshop to reinforce the information provided during new student orientation. One result of the advising workshop is that students are prepared to meet with an adviser and properly select courses for the next semester's enrollment. Students remain in mandatory advising until they complete 50% of their program with a 2.00 GPA or better. Students have the option of a half-day or full-day orientation, and the option to attend with their parents. Students who attended the full day program or attended with a parent had higher retention rates than students who did not attend orientation, attended the half-day program, or attended alone. This trend holds true fall to spring and fall to fall. Tallahassee attributes some of their increased in overall retention to the implementation of this orientation and advising program.

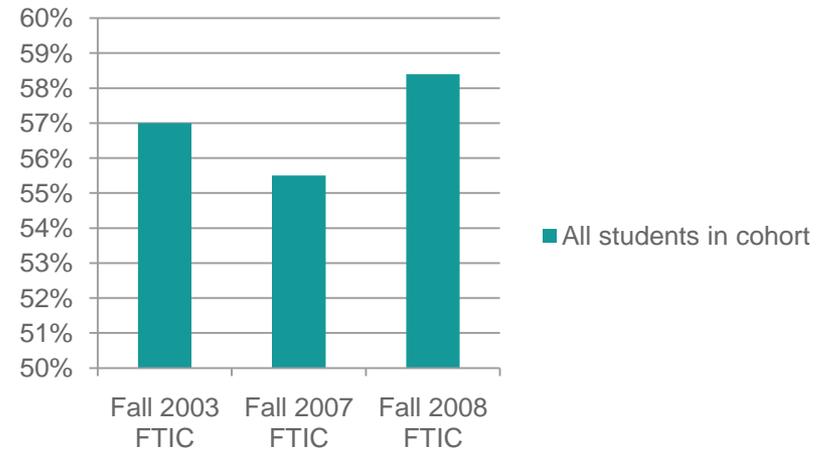


Tallahassee Community College: *Individual Learning Plans*

Fall to Spring Retention



Fall to Fall Retention



For questions or comments, contact:

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