Retention Self-Assessment

Retention Self-Assessment (RSA) Directions

This self-inquiry is designed to help in the assessment of Southwestern College's retention program. The data requested and the statements/questions address the elements often associated with successful retention efforts. These qualitative and quantitative questions will allow us to better understand Southwestern College's current state as we begin to develop goals and strategies to attain desired outcomes.

Please respond in the context of current status or practice not in the context of the desired status. If you are uncertain about a response, indicate "don't know"/"not sure." Use the "additional information and/or explanation" section to explain your response, raise additional questions or issues, and list possible solutions.

Please complete all sections even if the response is "information unavailable" or "unknown" and *e-mail to charles-schroeder@noellevitz.com* Please type directly onto the form with each table expanding for the amount of space needed.

Institutional Characteristics

Institution: Southwestern College	
Primary contact for retention: The person who was responsible has accepted a position at another institution. Search for her successor is underway.	
Title: Associate Academic Vice President for Advising and Student Success	
Mailing address:	Southwestern College, 100 College Street, Winfield, KS 67156
Phone:620-229-6247	Alternate phone number (optional):
Fax: 620-229-6224	E-mail:
Institutional mission statement: See appendices	
Institutional vision statement: See appendices	
Headcount/FTE Enrollment (indicate which): Headcount	

Undergraduate: 545   Graduate: 169   Professional: Full-time:548   Part-time: 166

Recent enrollment trends: Undergraduate enrollment has been flat. Graduate enrollments, notably in teacher education, have been increasing. Recruitment of international students is an increasingly important part of the college's undergraduate recruiting program.

Unique attributes of institution: Heavy reliance on athletics/activities (music, service learning, ministry) for recruitment of students. 25 – 30% are first-generation college students. 50/50 gender split. Technology commitment of the institution: all students receive college-issue laptops for use in wireless campus network. More diverse, with both domestic minority students and international students, than other privates in the region.

Primary reasons students attend institution: Opportunities for participation in athletics and activities, proximity to home, caring/supportive environment, minority students attracted to diversity of student body, strong academic programs in natural sciences, religion and philosophy, leadership.

Institutional strengths: Small size permits personal attention and care. Entrepreneurial spirit; not afraid to try new things; not afraid to criticize ourselves. Good selection of majors. Good outcomes for graduates.

Institutional challenges: As described in proposal: the college operates in a regional environment that features many inexpensive ways to earn a college degree, with somewhat unsophisticated families engaged in college search.

Number of faculty (indicte full-time or part-time): 43 FT; 62 PT

Student/faculty ratio: 8.4: 1

Current first-to-second year cohort retention rate: 65.5%

Active retention committee: No; Was convened, but has evolved into working groups. No recent meetings of a comprehensive retention-focused committee. There is also a faculty admission and retention committee.

Average ACT/SAT score for incoming first-year class: ACT 22.6; SAT 987.4

Retention committttee members with titles:

See listing in appendices on retention plan

Current retention plan:

See appendices

Institutional definition of student success:

Desired retention improvement/outcomes:

Increase six-year graduation rate to 60% while honoring institutional commitments regarding diversity and opportunity, reaching new student admission goals, and controlling institutional discount rate.

Timeline for desired improvements/outcomes:

3-5 years

What student information system (i.e., Banner, PeopleSoft, etc.) is used by instituion? SCT Power Campus

Other pertinent information that would be helpful to the consultant in understanding the instituation:

See proposal in appendices

Qualitative Data

Noel-Levitz Retention Self-Assessment				
	Y	N	NA	Additional Information and/or Explanation
Has the campus engaged in formal discussions recently regarding retention-related issues?	X			
Is there a clear indication that faculty/staff understand their roles and responsibilites in a campuswide retention effort?	X	X		There is corporate understanding that this matters, but individual understanding of roles/buy-in to roles is uneven.
Is there strong senior administrative support and commitment for an initiative designed to improve the quality of student life and learning (retention)?	X			
Does the institution regularly track enrollment behaviors of students by various characteristics (e.g., gender, age, major/program, racial/ethnic background, and academic ability)?	X			Yes, we have that information, but we don't believe we effectively integrate it into planning and performance monitoring.
Are the results of institutional retention/attrition research shared campuswide on a regular basis?	X			Discussed regularly in Faculty Admission and Retention Committee, Student Life, Student Services Team, with athletics coaches.
Do you know why students stay at the institiution? Why they leave?	X			We have data. It hasn't been turned into information that shapes policy and practice.
Is there an individual or office that is responsible for coordinating student retention efforts campuswide? If yes, to whom does the office or individual report?	X			Reports to the Academic Vice President
Do you have a standing committee that is charged with the responsibility for the ongoing discussion, development, review, and evaluation of all institutional retention-related strategies? If yes, what is the title of the committee? How often does it meet? Who chairs/leads the committee?	X			There was a main campus-wide Retention Committee that worked effectively initially and then became somewhat unwieldy because of size. As tasks were identified and work teams were developed the work has been diffused to get to ground level issues at the college.
Do you systematically evaluate the effectiveness of the institution's academic advising program? If yes, what means of evaluation is used?	X			Noel-Levitz SSI every two years.
Are your student life programs and services evaluated on a regular basis? If yes, what means of evaluation is used?	X			Through SSI, focus groups of students, after-event/after-program assessments.
Do you regularly sample student levels of satisfaction with the institution's various programs and services? If yes, what means of evaluation is used?	X			SSI.
Do you routinely employ student evaluations of instruction?	X			IDEA
Do you evaluate empirically the impact of various retention strategies?	X	X		We try. But cause and effect are often hard to discern in connection with specific strategies that have been employed.

Noel-Levitz Retention Self-Assessment

	Y	N	NA	Additional Information and/or Explanation
Are academic/learning support services and programs meeting the needs of your academically underprepared students? How does your instution define academically underprepared?		X		We don't have a particularly clear definition of who is academically underprepared. There isn't a bright line distinguishing these from other students (and there are many) who need academic support. We are contemplating a summer bridge program for those who are conditionally admitted, but there is considerable skepticism in the college concerning its likely efficacy.
Does your institution have special programs/services for the following sub-populations? • Honor students • Academically under-prepared students • Student athletes • Exploratory/undecided students • Under-represented students • Transfer students • International students • Adults in transition • Others				Honor: No Academically underprepared: Yes Student athletes: Yes Exploratory: special academic advisors Underrepresented: Yes Transfer students: No International students: Yes Adults: No Others: services (limited) for veterans
Is there a process to identify curricular areas experiencing challenges and to respond appropriately?	X			Sometimes we respond.
Are there distinct programs designed specifically for first-year students (e.g., freshman seminars/success courses, affiliation, special advising)? If yes, please describe.	X			First Year Experience
Are there specific strategies in place designed to improve the teaching/learning process?		X		Academic outcomes assessment has developed unevenly. It's a work in progress. It's feedback connection to teaching practices and strategies is weak. IDEA assessment allows a more direct assessment of teaching and learning.
Does your institution have a recognition/reward system for excellence in: • Teaching? • Academic advising? • Quality service to students? • Service to the institution? • Other?				Teaching: Yes Advising: No Quality service, service to institution: Yes, sort of, Fassnacht Awards.
Do you provide ongoing development/training opportunities for academic advisors on a regular basis?	X	X		Just starting.
Is your new student orientation program an effective transition experience for students?	X			Strong for freshmen. Average for transfers.
Do you have a systematic and comprehensive "early-alert system" which is successful in identifying "dropout-prone" students?	X			

Noel-Levitz Retention Self-Assessment

	Y	N	NA	Additional Information and/or Explanation
Have you implemented an institutionwide service management initiative that includes: • Developing and disseminating campuswide a clear service strategy? • A comprehensive review of key service systems? • Training of frontline staff and supervisors?		X		
Are your institution's policies, procedures, and processes student-centered?	X	X		SSI results say "yes."
Is your institutional climate such that changes necessary to improve the quality of student life and learning (retention) will generally be readily accepted and successfully implemented?	X	X		Mixed response likely.
Have you developed a comprehensive retention plan that includes goals, key strategies, action plans, responsibility, timelines, budget, and evaluation criteria?		X		
Do you offer internships/co-ops for students?	X			Limited
Is course availalbity regularly monitored and addressed?	X			
Is on-line registration used?	X			
Are special populations allow priority registration? If yes, please describe		X		

Academic Advising Questionnaire

	Y	N	NA	Additional Information and/or Explanation
Does the campus have a consensual definition of advising? Please explain		X		Course selection vs. advising vs. intrusive advising. No standard understanding of what advising is.
Is there a staff member responsible for the coordination of academic advising? Please describe to which unit this person reports and any other pertinent information regarding organizational structure for advising.	X			Reports to Academic Vice President
Do both faculty and staff currently advise students? Please explain model/structure		X		Faculty only, formally. Athletic coaches and others informally.
Are faculty advisors selected? If yes, please describe the selection process		X		
Is there a training program for all advisors? If yes, please e-mail any documents describing the training program.	X			See appendices
Is there a system in place that effectively assigns advisors to students? Please describe.	X	X		There is a practice, probably not a system. Involves academic division chairs and Associate V.P.
Have advisors been made aware of their roles and responsibilities in advising? Please explain	X			Training for new advisors by Assoc. V.P.

	Y	N	NA	Additional Information and/or Explanation
Do most faculty and staff equate advising with course scheduling? Please explain.	X			
Do advisors have a reasonable advisee load? Please provide provide information on advising loads.	X	X		See appendices
Do the advising program to be intrusive? If yes, please explain	X			CSI provides information to advisors that would permit it, but disinclination seems to be the norm. Focus on strengths in FYE provides some intrusive advising.
Are students made aware of the importance of academic advising? Please describe.	X			FYE, etc.
Is there a formal process of evaluation for your advising program? If yes, please email any documents, including student evaluations, describing the evaluation process.	X			
Is there a reward system in place which recognizes outstanding academic advising? If yes, please describe	X			
Are there advising programs and services in place for subpopulations? If yes, please describe	X			
Is there a current advising traing program or document? If yes, please describe	X			See appendices
Is there an effective relationship between academic advising, enrollment services, academic affairs and student affairs? If yes, please describe how the areas interact.	X			Yes, principally reaction, e.g. in response to early alerts and other situations that need an ad hoc response.
Do students have the opportunity to evaluate the academic advising program? If yes, please send summary of evaluation results to the consultant.	X			SSI. Feedback to Assoc. V.P. NSSE will be adding evaluative items on advising for the next administration of the survey.
Are you using, or have you considered using, technology such as degree audit, electronic notekeeping system, CRM system, web-based advising, etc to enhance your advising efforts? Please describe		X		
If instution has an early alert system are advisors well-intergrated? Please describe	X			They are certainly notified of advisees who are subjects of early alerts. Timeliness and efficacy of advisor response is uneven.
Are mid-terms grades are given? If yes, describe process for working with students who have multiple deficiencies. Note if all students receive midterms or only subpopulations.	X			80% of faculty turn in mid-terms. Early alert driven, in part, by deficiency reports (Ds and Fs). 1 deficiency: Wake up notice sent. 2 deficiencies: Invitation to visit Academic Success Center. 3 deficiencies: Called to office of Assoc. V.P. for consultation and development of a plan.
Other information? Please provide any other information that wold be helpful to better understand advising issues institution.	X			We tried, and abandoned, an early-early alert system which looked at academic preparation of arriving freshmen.

Quantitative Data (multiple cohorts may be reported as appropriate)

It is understood that not all data requested below is readily available. Please complete as much as possible. The remainder, as appropriate, will be discussed as we progress through the project. Most often responses will lead to further conversation about what we might need to know to best plan for desired outcomes. Note: If you operate under a quarter system, please include data below for winter and spring terms too.

Progression Data

Name of course	Course success rates (courses which have D, F, W grade rates of higher than 30%)	# of students enrolled (Fall)	% who received grades of A, B, or C	% who received grades of D, F, officially withdrew, or other grade	First-to-second term persistence rates for students in the course	Success rates (A, B, C) next course in sequence	% who received D, F, or withdrew from next course in sequence
Forthcoming							

Probation _See next sheet._	# of students placed on probation after fall term	% who persisted to spring term	% who returned following fall

Suspension _See next sheet._	# of students placed on probation after fall term	% who persisted to spring term	% who returned following fall

Standard Assessments	# of students	% who persisted to spring term	% who returned following fall
Course placement less than college level			
Math			
Reading			
Composition			
Other			
ACT/SAT Score Bands (self defined, for example, ACT <18, from 19-21, etc) Please define and include in this cell			

Probation year	#students placed on probation after FALL term	# who persisted to spring term	% who persisted to spring term	# who returned following fall	% who returned following fall	# who returned following spring	% who returned following spring
2010	82	74	90%	45	55%	34	41%
2011	75	65	87%	36	48%	31	41%
2012	77	64	83%	35	45%	n/a	n/a

Suspension year	#students placed on suspension after FALL term	# who persisted to spring term	% who persisted to spring term	# who returned following fall	% who returned following fall	# who returned following spring	% who returned following spring
2010	10	1	10%	2	20%	1	10%
2011	13	2	15%	1	8%	2	15%
2012	10	1	10%	0	0%	n/a	n/a

** note suspension policy generally requires minimum one full term absence before a suspended student can return to the college

Probation year	#students placed on probation after SPRING term	# who persisted to fall term	% who persisted to fall term	# who returned following spring	% who returned following spring	# who returned following fall	% who returned following fall
2010	n/a	n/a	--	n/a	--	n/a	--
2011	39	23	59%	16	41%	7	18%
2012	38	12	32%	16	42%	12	32%
2013	59	41	69%	n/a	--	n/a	--

Suspension year	#students placed on suspension after SPRING term	# who persisted to fall term	% who persisted to fall term	# who returned following spring	% who returned following spring	# who returned following fall	% who returned following fall
2010	n/a	n/a		n/a	--	n/a	--
2011	13	4	31%	3	23%	2	15%
2012	16	3	19%	2	13%	2	13%
2013	24	2	8%	n/a	--	n/a	--

Persistence and Retention Data

History of First-to-Second term persistence and (fall-to-fall) retention rates

First-time, full-time, degree-seeking cohort or some other defined cohort	# entering	Of the number entering, number returned for spring term	% enrolled (not necessarily full-time) for spring term (column 3/column 2)*	Of the number entering, number who returned the following fall	% enrolled (not necessarily full-time) following fall (column 6/column 5)
2003 cohort	177	146	82	115	65
2004 cohort	141	120	85	100	71
2005 cohort	136	112	82	92	68
2006 cohort	140	114	81	91	65
2007 cohort	138	109	79	95	69

Graduation Data

History of Graduation Rates

First-time, full-time, degree-seeking	% graduated after two years	% graduated after three years	% graduated after four years	% graduated after five years	% graduated after six years
2000 cohort	0	34	45	45	
2001 cohort	2	36	44	45	
2002 cohort	2	31	43	50	
2003 cohort	2	29	44	45	
2004 cohort	2	38	48	52	
2005 cohort	5	49	57	57	
2006 cohort	1	41	50	51	
2007 cohort	0	42	50	53	

	Total Entering 2012	Returned in Spring		Returned in Fall		Fall Attrition	
		N	%	N	%	N	%
All Freshmen	148	131	89%	97	66%	51	34%
Traditional Freshmen	145	129	89%	95	66%	50	34%
Non-Traditional Freshmen	3	2	67%	2	67%	1	33%
1st Choice	25% (n127)	n/a		n/a		n/a	
2nd Choice	5% (n127)	n/a		n/a		n/a	
3rd Choice	n/a						

*Source - ACT Profile reports

ACT Comp Ranges							
<17	8	8	100%	6	75%	2	25%
17-19	23	20	87%	11	48%	12	52%
20-24	57	49	86%	38	67%	19	33%
25-27	25	24	96%	19	76%	6	24%
28+	9	7	78%	5	56%	4	44%
Average ACT Comp	22.3	22.3			22.5		
SAT Comp Ranges							
400-599							
600-799	4	3	75%	3	75%	1	25%
800-999	16	15	94%	9	56%	7	44%
1000-1199	11	11	100%	9	82%	2	18%
1200-1399							
1400-1600	1	1	1	1	1	0	0
Average SAT Comp	940.6	949.7		965.9			

Missing Test Scores	6	5	83%	5	83%	1	17%

High School GPA							
<2.00	0						
2.00-2.49	3	1	33%	0	0%	3	100%
2.50-2.99	24	19	79%	10	42%	14	58%
3.00-3.49	44	39	89%	26	59%	18	41%
3.50+	71	67	94%	56	79%	15	21%
Missing	6	5	83%	5	83%	1	17%
Average HS GPA	3.43						

First Semester GPA

0/None	4	0	0%	0	0%	4	100%
<2.00	46	35	76%	19	41%	27	59%
2.00-2.49	29	28	97%	19	66%	10	34%
2.50-2.99	19	19	100%	17	89%	2	11%
3.00-3.49	27	26	96%	24	89%	3	11%
3.50+	23	23	100%	18	78%	5	22%
Average Term GPA	2.37	2.62					
Probation	44	36	82%	20	45%	24	55%
Suspension	8	2	25%	0	0%	8	1%

Second Semester GPA

0/None	0			0	0%	0	0%
<2.00	35			19	54%	16	46%
2.00-2.49	28			19	68%	9	32%
2.50-2.99	19			17	89%	2	11%
3.00-3.49	26			24	92%	2	8%
3.50+	23			18	78%	5	22%
Average Term GPA	2.62						
Probation	22			17	77%	5	23%
Suspension	13			0	0%	0	1%

Academic Standing 2012

Good Standing	130	117	90%	89	68%	41	32%
Conditional	18	14	78%	8	44%	10	56%
Second Chance	2	2		0			

Gender

Male	70	55	79%	39	56%	31	44%
Female	78	76	97%	58	74%	20	26%

Citizenship

Nonresident alien	4	4	100%	4	100%	0	0%
Ethnicity							
Hispanic	14	12	86%	10	71%	4	29%
Race							
Black/African-American	16	15	94%	9	56%	7	44%
American Indian/Alaska Native	4	3	75%	3	75%	1	25%
Asian	1	1	100%	1	100%	0	0%
Native Hawaiian/Pacific	-	-	-	-	-	-	-

White	90	80	89%	58	64%	32	36%
Two or more races	11	10	91%	8	73%	3	27%
Race/ethnicity unknown	8	6	75%	4	50%	4	50%

Campus Residency

On-Campus	145	128	88%	95	66%	50	34%
Off-Campus	3	3	100%	2	67%	1	33%

Legal Residency

Foreign	4	4	100%	4	100%	0	0%
In State	79	73	92%	54	68%	25	32%
Out of State	65	54	83%	39	60%	26	40%

Undeclared Majors

Undeclared	14	11	79%	7	50%	7	50%
Declared	134	120	90%	90	67%	44	33%

HS Class Rank

<=10%	26	25	96%	22	85%	4	15%
>10% and <=25%	29	27	93%	20	69%	9	31%
>25% and <=50%	48	44	92%	33	69%	15	31%
>50% and <=75%	15	10	67%	6	40%	9	60%
>75%	7	6	86%	2	29%	5	71%
Missing	23	19	83%	14	61%	9	39%

First Generation	43	36	84%	22	51%	21	49%

*Source - FISAP

neither parent's highest grade level beyond high school

	Total Entering 2011	Returned in Spring		Returned in Fall		Fall Attrition	
		N	%	N	%	N	%
All Freshmen	160	140	88%	96	60%	64	40%
Traditional Freshmen	158	139	88%	96	61%	62	39%
Non-Traditional Freshmen	2	1	50%	0	0	0	100%
1st Choice	23% (n146)	n/a		17	50%	17	50%
2nd Choice	8% (n146)	n/a		10	83%	2	17%
3rd Choice	n/a						

*Source - ACT Profile reports

ACT Comp Ranges							
<17	3	2	67%	2	67%	1	33%
17-19	43	38	88%	21	49%	22	51%
20-24	65	55	85%	42	65%	23	35%
25-27	24	22	92%	14	58%	10	42%
28+	10	10	100%	7	70%	3	30%
Average ACT Comp	21.9	22		22.3			
SAT Comp Ranges							
400-599	0						
600-799	6	4	67%	3	50%	3	50%
800-999	16	13	81%	8	50%	8	50%
1000-1199	6	4	67%	3	50%	3	50%
1200-1399	0						
1400-1600	0						
Average SAT Comp	896	892.4		890.7			

Missing Test Scores	5	5	1	5	1	0	0

High School GPA							
<2.00	0						
2.00-2.49	2	2	100%	1	50%	1	50%
2.50-2.99	24	19	79%	10	42%	14	58%
3.00-3.49	47	39	83%	25	53%	22	47%
3.50+	81	75	93%	55	68%	26	32%
Missing	6	5	83%	5	83%	1	17%
Average HS GPA	3.45						

First Semester GPA

0/None	6	1	17%	0		5	83%
<2.00	40	32	80%	13		8	20%
2.00-2.49	21	19	90%	10		2	10%
2.50-2.99	25	22	88%	18		3	12%
3.00-3.49	32	32	100%	24		0	0%
3.50+	36	34	94%	18		2	6%
Average Term GPA	2.53	2.82		2.91			
Probation	39	32	82%	14	36%	25	64%
Suspension	4	0	0%	0	0%	4	1%

Second Semester GPA

0/None	1			0	0%	1	100%
<2.00	22			6	27%	16	73%
2.00-2.49	24			17	71%	7	29%
2.50-2.99	25			17	68%	8	32%
3.00-3.49	37			31	84%	6	16%
3.50+	31			25	81%	6	19%
Average Term GPA	2.82			2.91			
Probation	16			8	50%	8	50%
Suspension	13			2	15%	11	85%

Academic Standing 2011

Good Standing	155	136	88%	93	60%	62	40%
Conditional	5	4	80%	3	60%	2	40%
Second Chance	0						

Gender

Male	79	69	87%	45	57%	34	43%
Female	81	71	88%	51	63%	30	37%

Citizenship

Nonresident alien	5	5	100%	5	100%	0	0%
Ethnicity							
Hispanic	19	15	79%	11	58%	8	42%
Race							
Black/African-American	17	15	88%	7	41%	10	59%
American Indian/Alaska Native	2	1	50%	1	50%	1	50%
Asian	1	1	100%	1	100%	0	0%
Native Hawaiian/Pacific	-	-	-	-	-	-	-

White	103	90	87%	61	59%	42	41%
Two or more races	8	8	100%	6	75%	2	25%
Race/ethnicity unknown	5	5	100%	4	80%	1	20%

Campus Residency

On-Campus	159	140	88%	96	60%	63	40%
Off-Campus	1	0	0%	0	0%	1	100%

Legal Residency

Foreign	5	5	100%	5	100%	0	0%
In State	78	70	90%	54	69%	24	31%
Out of State	77	65	84%	37	48%	40	52%

Undeclared Majors

Undeclared	17	17	100%	11	65%	6	35%
Declared	143	123	86%	85	59%	58	41%

HS Class Rank

<=10%	17	17	100%	12	71%	5	29%
>10% and <=25%	31	30	97%	24	77%	7	23%
>25% and <=50%	54	45	83%	27	50%	27	50%
>50% and <=75%	21	15	71%	8	38%	13	62%
>75%	3	2	67%	1	33%	2	67%
Missing	34	31	91%	24	71%	10	29%

First Generation	40	34	85%	21	53%	19	48%

*Source - FISAP

neither parent's highest grade level beyond high school

Mission

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The Vision and Mission Statements of Southwestern College

Our Vision

Southwestern College in Winfield, Kansas, is a learning community dedicated to:

intellectual growth and career preparation
individual development and Christian values
lifetime learning and responsible citizenship
leadership through service in a world without boundaries

The Mission of Southwestern College

Southwestern College provides a values-based learning experience that emphasizes intellectual, personal, and spiritual growth. Founded in 1885 by Kansas Methodists and now related to the Kansas West Conference of the United Methodist Church, the college offers bachelor's, master's and doctoral degrees on-ground and online.

Southwestern College:

Prepares students for careers and for graduate studies with courses that foster critical thinking and effective communication and are characterized by meaningful professor-student interaction.
Employs emerging technologies that promote learning.
Strives to live by and teach a sustainable way of life.
Provides preparation for a wide range of church-related vocations and involvement.
Offers programs that embrace prior learning and facilitate career progression for working adults, members of the armed services, and persons in transition.
Affords a residential learning experience abundant with co-curricular activities that build social awareness and interpersonal skills and cultivate an ethos of service and leadership.
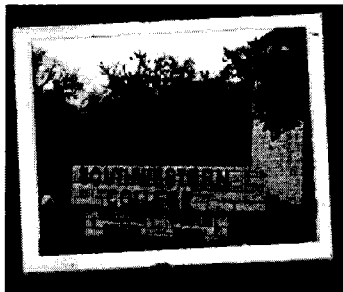
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Southwestern College

RETENTION PLANNING 2013-2014

RETENTION KEY PERSONNEL/GROUPS

Members of the Admissions/Retention Committee represented by Patrick Lee (faculty)

Melinda Current (faculty)

Members of the Athletic/Academic Council
(Amanda Beadle, Joseph Yeisley, Andy
Krause, Matt O'Brien)

Brendon Fox (Director of the Student Success Center)

Tami Pullins (AAVP for
Advising & Student Success)

INSTRUCTIONS

Goals should always be: **S** – Specific   **M** – Measurable   **A** – Achievable   **R** – Realistic   **T** – Time Bound

1. **Goal/Objective.** Briefly describe each goal/objective and when the goal/objective should be met or accomplished.

2. **Measurement.** How will the goal/objective be evaluated? (Use quantitative measures such as % or dollar increase in revenue or market share and/or use qualitative measures which are descriptive of criteria.)

3. **Importance.** Rank the goal as Essential, Important, or Desirable as follows:
   Essential – required for improvement in retention rates
   Important – helpful for improvement in retention rates
   Desirable – an asset for improvement in retention rates

1ST GOAL/OBJECTIVE

Description:
Develop an academic performance feedback loop that allows coaches to receive information about players' academic performance while minimizing pressure on faculty to complete them after class. Coaches desire information more than whether or not his/her player is attending class. They are looking for early alerts about motivation, attendance and overall performance. Faculty seeks evidence that constructive feedback has been given to players by coaches as a result of the early alerts.

Agreement needs to be made about the timeframe for collecting the reports (i.e. at four weeks, at midterm, etc.), which players need monitoring, an appropriate format for providing the feedback, and an evaluation of action taken as a result of the early warning. In addition, an evaluation system for determining the effectiveness of such an early warning partnership needs to be developed.

The new early warning system should be in place for second semester and a formal evaluation of its effectiveness should occur at the end of the academic year.

Measurement:
- Number of early warnings given
- Number of interventions that result from early warnings given
- Evaluation of outcomes from early warnings interventions
- Focus group of faculty and coaches to discuss satisfaction with feedback system
- Percent change in semester to semester retention rates

Importance: **XX☐** Essential   ☐ Important   ☐ Desirable

2ND GOAL/OBJECTIVE

Description:
Improve link between FYE and residence hall programming to drive curriculum further into culture of freshmen students. Associate Academic Vice President for Advising and Student Success will collaborate with Residence Life staff to create awareness of curriculum for FYE. Student life staff will then develop a programming model for residence assistants that enables them to structure conversations with residents so they match the class topic of the week.

Measurement:
- Residents will report weekly the outcomes of their conversations with students on FYE topics
- FYE instructors will evaluate effectiveness of programming during class discussions in the final week of the seminar
- Residence life staff and Associate Academic Vice President for Advising and Student Success will evaluate the effectiveness of this new programming model at the end of the fall semester. Needed changes will then be implemented

Importance: ☐ Essential   XX ☐ Important   ☐ Desirable

3RD GOAL/OBJECTIVE

Description:
After one year of collaboration, the Athletic/Academic council has seen some gains in academic support for athletes. For example, some teams have benefitted from improved tutor availability for team study tables. But the response, as well as the requests, for increased study table involvement has been uneven between the teams. There is room for improvement related to the academic support provided by the Student Success Center to better assist student athletes. A key component is increased communication between Student Success Center personnel and coaches, as well as athletes.

Measurement:
- Percent increase in participation of teams in a structured program of academic support by Student Success Center staff. Goal is for 100% participation of teams.
- Percent increase in number of tutoring hours provided for athletes with a goal of 50% increase in student athlete contact hours.
- Satisfaction inventory by athletes and coaches with academic support services provided
- Satisfaction inventory by peer tutors with readiness to perform academic support services

Importance: XX☐ Essential   ☐ Important   ☐ Desirable

Faculty Advisor Training for New Advisors

New advisors are provided information during new faculty orientation in the fall. New advisors are introduced to:

- How to use Self Service to review advisees' transcripts, academic plan, schedules, dossiers, etc.
- Location of four year plans on the advising web page
- Course requirements for various campus activities, such as service learning teams and athletics
- Math placement requirements
- General education requirements
- Course substitutions and transfer articulations
- Graduation requirements and PREP 499
- Where to locate FAQs on advising website

Prior to the first course selection in March, new advisors are given a review of the Self Service system so they may assist students who are selecting classes. Advisors review how to use the academic plan feature, as well as the details for adding courses, approving courses, and reviewing course schedules.

Faculty Advisor Training for All Advisors

At the faculty workshop that occurs before school starts in the fall, faculty advisors will participate in a development session that will enable them to detect unique advising situations that may cause students to be delayed in graduation if they are not dealt with appropriately.

In small groups, faculty will review up to 12 different scenarios to determine potentially troublesome details for students and offer suggestions for how to effectively address the student concerns. Advisors are also introduced to key personnel who can assist them in addressing potentially troublesome issues. Advisors meet the directors of financial aid and career services, the registrar, and the faculty athletic representative.

The training scenarios will address issues such as:

- Athletic eligibility rules, especially as they relate to remedial classes
- Financial aid issues related to financial aid probation, suspension, and failure to make adequate academic progress
- Requirements for students on academic probation and students who are returning to campus after suspension
- Recognizing upper-class students who are potentially reaching a point where graduation is impossible within four years and techniques for helping students make informed choices about course selection
- Recognizing students who are reaching suspension thresholds
- Minors and double majors

In addition, the Associate Vice President for Advising and Student Success maintains an advisor resource library that consists of journals, white papers, videos, and books.

Advising Loads

Advisor ID	LAST_NAME	FIRST_NAME	PROGRAM	Count
P111113530	Barnes	Dick	UG	16
P111052180	Boucher	Michelle	UG	2
P111030694	Braun	Lisa	UG	32
P111198668	Clements	Nathan	UG	1
P111077103	Cowlishaw	Richard	UG	29
P111137733	Crandall	Kenneth	UG	23
P111052652	Current	Melinda	UG	1
P111156813	Erickson	Sheryl	UG	41
P111082332	Frederick	Tracy	UG	5
P111113531	Gallup	Robert	UG	5
P111076165	Gardner	David	UG	6
P111126922	Green	Pam	UG	4
P111121249	Helmer	James	UG	3
P111134667	Hofmeister	David	UG	4
P111121375	Hunter	Charlie	UG	2
P111077045	Jacobs	Tom	UG	43
P111188220	Keiser	Kurt	UG	74
P111189050	Lane	Carrie	UG	29
P111073234	Lann-Wolcott	Hannah	UG	10
P111187335	Lashier	Jackson	UG	4
P111134816	Loeb	Edward	UG	15
P111180870	McEwen	James	UG	13
P111180658	McEwen	Tamara	UG	29
P111047971	Moon	Allyson	UG	8
P111043544	Moon	Roger	UG	10
P111043769	Pettey	Kristen	UG	28
P111082287	Pullins	Tamera	UG	10
P111083626	Ross	Patrick	UG	30
P111142578	Scaggs	John	UG	3
P111120017	Schmidt	Philip	UG	6
P111113516	Shook	Timothy	UG	7
P111133794	Sparks	Stacy	UG	8
P111135256	Stevens	Daniel	UG	3
P111082884	Tessmer	Michael	UG	22
P111076185	Woodburn	Stephen	UG	5
P111141568	Yazdani	Saeed	UG	6

APPENDICES

Mission and Vision Statements

Retention Plan for 2013-14

Information on Academic Advisor Training and Load

Original College proposal for services

Information about consultant Charles C. Schroeder

Southwestern College: Proposal for Retention Consultant

Southwestern College

Founded in 1885, Southwestern is affiliated with the Great Plains Annual Conference of the United Methodist Church. The college's residential campus is located in Winfield, Kansas, and serves about 600 traditional-age undergraduate and graduate students. Most come from Kansas, Oklahoma, and Texas. An additional 1,300 adult learners complete undergraduate and graduate degrees on the main campus, at satellite sites in Kansas, and online.

The college is dynamic and is nimble in adapting to opportunities and challenges. Over the past fifteen years headcount enrollment has more than doubled and revenues have tripled. This growth has stabilized the college's finances, permitting a focus on improved outcomes. More information about the college is available at www.sckans.edu.

The consultancy we seek would focus on our residential campus students, most of whom are 18-22 years old.

Description of Retention Goals and Outcomes

The college's current retention goals are as follows: to retain 90% of first-time full-time freshmen from the first semester to the second semester, to retain 75% into the third semester, and to ultimately graduate 60%.

Southwestern's first- to second-semester retention rates have been relatively stable since 2003 and have shown an upward trend since 2008. However, we have not consistently met our goal of 90% retention of students from their first semester to second semester. Currently we average 85%. We have been less successful with our second semester to third semester retention rates. Since 2009 we have seen a slight decline in the number of students who return for their sophomore year. On average, about 67% of our freshmen return as sophomores, well short of our 75% goal.

We also are falling short of our goal of 60% of our cohorts graduating within six years. Of the freshman cohort that entered in the fall 2005, 57.4% graduated. That is the highest graduation rate achieved by any private institution in Kansas for that cohort, and it represents a high water mark for Southwestern. However, we can see, looking at persistence rates for subsequent entering freshman cohorts, that we will not maintain this graduation rate.

The charts on page 3 show Southwestern College retention and graduation trend data.

Peer and Aspirant Institutions

Southwestern's retention and graduation rates are generally better than those of other private institutions in Kansas. For many years, Baker University, a sister United Methodist institution in Kansas, has been an aspirant institution. We recently surpassed Baker's reported graduation rate but, as noted above, we anticipate slippage in our graduation rates. Along with Baker, we see the College of the Ozarks (MO), Hastings College (NE), and Stephens College (MO) as peer institutions. All generally have graduation rates around 55%. We regard William Jewell College (MO), Nebraska Wesleyan University (NE), and Wartburg College (IA) as reachable aspirant institutions with graduation rates in the low 60%s. The University of Tulsa, an excellent regional private university, is a "stretch" aspirant institution with a 68% graduation rate.

Focus of consultation

We believe improvement of our retention and graduation outcomes requires two key changes. First, we need to improve - not radically change, just improve - the profile and mix of students we are recruiting and serving. That's the "inputs" issue. Second, we need to improve the quality of academic and other support programs we provide our students while working to improve their resiliency. That's the "services and supports" issue.

Inputs. We see successful recruitment as a three-legged stool that balances well when we 1) attract the desired number of new students 2) who have the desired attributes of maturity, academic preparation, and motivation to succeed 3) at a discount rate we can sustain. The college's circumstances challenge our efforts to keep the stool in balance. Southwestern recruits students in a regional market that features average to below average high school preparation, relatively low family incomes, an abundance of inexpensive public education options (university and community college), and families engaging in unsophisticated college searches in a cultural setting in which private higher education has little cachet.

At present, the college is very reliant on the recruitment of students into activity programs that reflect both 1) their high school identities as athletes, singers, student government leaders, actors, etc., and 2) their lack of focus on academic majors and intended careers. As these students are pushed, by the college or simply by circumstances, to transition to new and more relevant identities, adverse retention results follow. Add to these factors the reality that Southwestern serves many students who are ill-prepared for the rigors of college academic work and whose families are concerned about college costs and the college ends up serving a "fragile" student body.

Responding to the inputs challenge requires developing and executing plans to attract a student body that is more likely to persist and prosper at Southwestern. However, and this is **important**, the college isn't interested in embarking on a ten-year drive to become more selective and raise our average ACT scores by four points. Privileged, highly intelligent, and motivated students already have many attractive options. They find their way and don't need Southwestern. The college needs counsel on how to adjust our recruitment program so our student profile is more conducive to good retention outcomes, but we don't want to pull up the drawbridge on the types of families and students we are now serving.

Services and supports. In recent years, the college has undertaken a number of initiatives aimed at improving retention: strengthend orientation programs, use of Noel-Levitz assessment of college readiness and satisfaction, changes in advising, development of an academic support center, an enhanced early alert system for students experiencing academic problems, introduction of a first year experience program, and strengthened focus on internships and employment outcomes.

These programs are presumed to have been helpful, but the college has not systematically evaluated their efficacy. Assistance in conducting such an evaluation would be very helpful.

The college would also welcome assistance and counsel on ways of improving retention of athletes. Students who come to Southwestern on the basis of high school identities as athletes are uniquely vulnerable to persistence problems if their athletic experience is disappointing or problematic. The sophomore year seems to be the time when, for many athletes, "the dream dies." If, by that time, the sophomore athlete has not committed to an academic major, started to work toward an intended career path, or begun to grow an alternative identity at the college, he or she is very unlikely to stay at the college. A careful study of this problem and valid

recommendations for addressing it would, even if modestly efficacious, add five percentage points to the college's six-year graduation rate.

Commitment of college leadership.

This proposal was jointly authored by Dr. Tami Pullins, the college's associate vice president for advising and student success, and Dr. Dick Merriman, the college's president. We're committed.

Appendix

Retention Rate Trends Of First Semester Students to Second and Third Semesters; Graduation Rate Trends
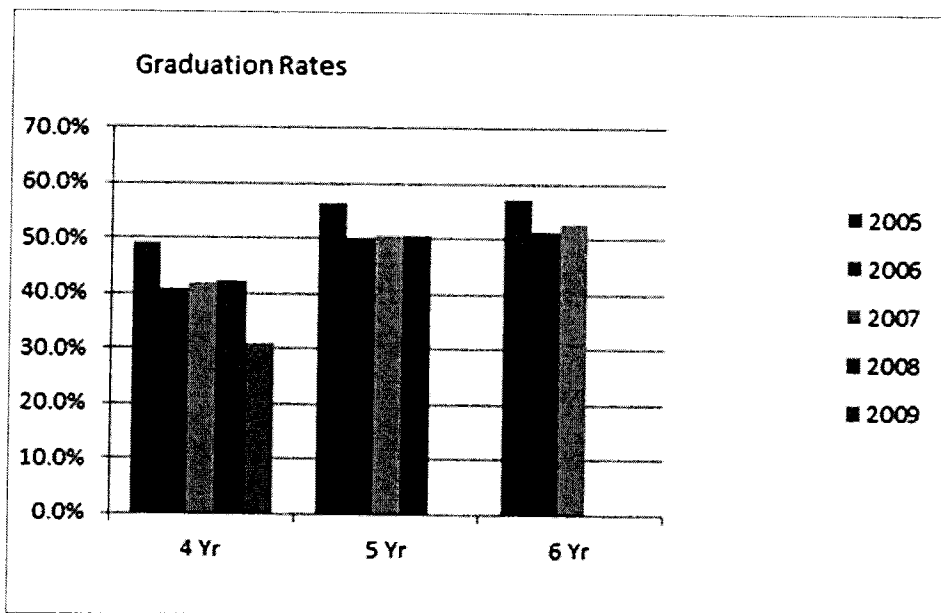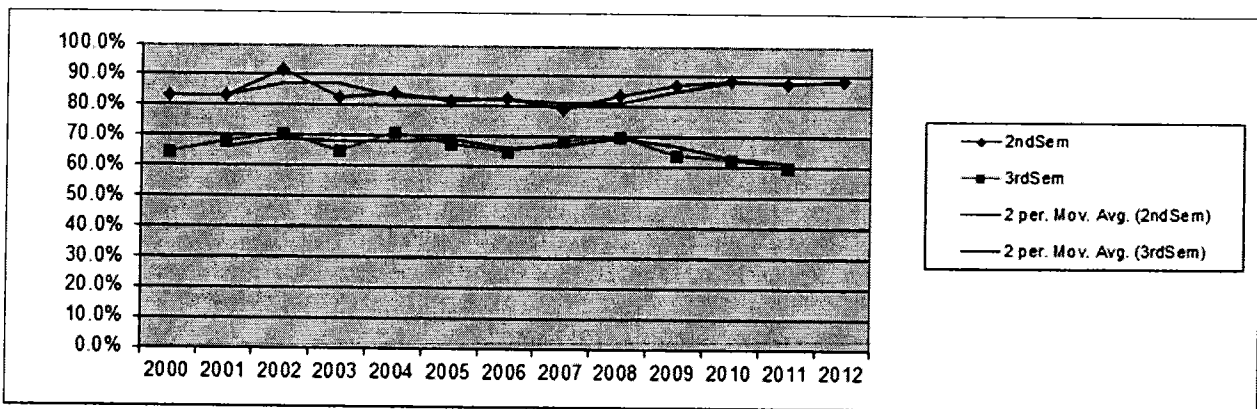
BIOGRAPHICAL SKETCH
Charles C. Schroeder
2013

Charles Schroeder received his B.A. (Psychology and History) and M.A. (Psychology) degrees from Austin College and his doctorate (Education, 1972) from Oregon State University. For over three decades, he served as the Chief Student Affairs Officer at Mercer University, Saint Louis University, Georgia Institute of Technology and the University of Missouri-Columbia (MU). In 2001, he was appointed a Professor of Higher Education in the Educational Leadership and Policy Analysis Department at the University of Missouri. Following his retirement from MU, Schroeder became a Senior Executive at Noel-Levitz, a national higher education consulting firm from 2004-2006. He recently completed a one year appointment as Interim Vice President for Student Affairs at North Georgia College and State University. He currently serves as a part-time Senior Associate Consultant for Noel-Levitz specializing in retention and student success strategies and interventions. In this role he has served over two dozen institutions.

He has assumed various leadership roles in the American College Personnel Association, including Treasurer, Chairperson of Commission III and two terms as President (1988-1989 and 1993-1994). He is the founder and Past-President of the ACPA Educational Leadership Foundation. In 1996, Dr. Schroeder was recognized by ACPA for his contributions to higher education by being honored as the recipient of the *Esther Lloyd-Jones Professional Service Award*. He was also named a Senior Scholar of the association. In 2001 he received ACPA's *Contribution to Knowledge Award*.

Dr. Schroeder has published over 85 articles and chapters in various refereed journals and books. He edited (with Phyllis Mable) Realizing the Educational Potential of Residence Halls, published by Jossey-Bass in 1994. He was instrumental in creating the seminal document "*The Student Learning Imperative: Implications for Student Affairs* (SLI)." Schroeder is the founder and first Executive Editor of About Campus: Enriching the Student Learning Experience, published bi-monthly by Jossey-Bass. He served as the guest editor for a special edition of the Journal of College Student Development (1995) that focused on student learning. He participated in the creation of a new document, "*Principles of Good Practice in Student Affairs,*" published by ACPA and NASPA. In 2002, 2003 and 2004 he was awarded the "High Flyer Award" by the College of Education for excellence in graduate teaching. He served as a researcher on two national initiatives : Project DEEP (*Documenting Effective Educational Practices*) sponsored by the National Survey of Student Engagement and Institutions of Excellence in the First Year of College sponsored Policy Center on the First Year of College. He contributed to Student Success in College: Creating Conditions that Matter (with George Kuh) and co-authored with John Gardner and others, Achieving and Sustaining Institutional Excellence for the First-Year of College, both published by Jossey-Bass in 2005. Most recently he contribute two chapters to Reframing Retention Strategy for Institutional Improvement edited by David Kalsbeek and published by Jossey-Bass.

His current professional interests include: student engagement; reform of undergraduate education; designing learning communities; applying quality (CQI) principles; facilitating partnerships between student and academic affairs; improving retention and graduation rates; and, innovative approaches to assessment. Dr. Schroeder is a frequent keynote and featured speaker at state, regional and national professional conferences delivering over 200 major presentations in the past 35 years.