

Student Success....  
It's everyone's job!

**Ten Retention Strategies you can Start this Month**

**Presented by**

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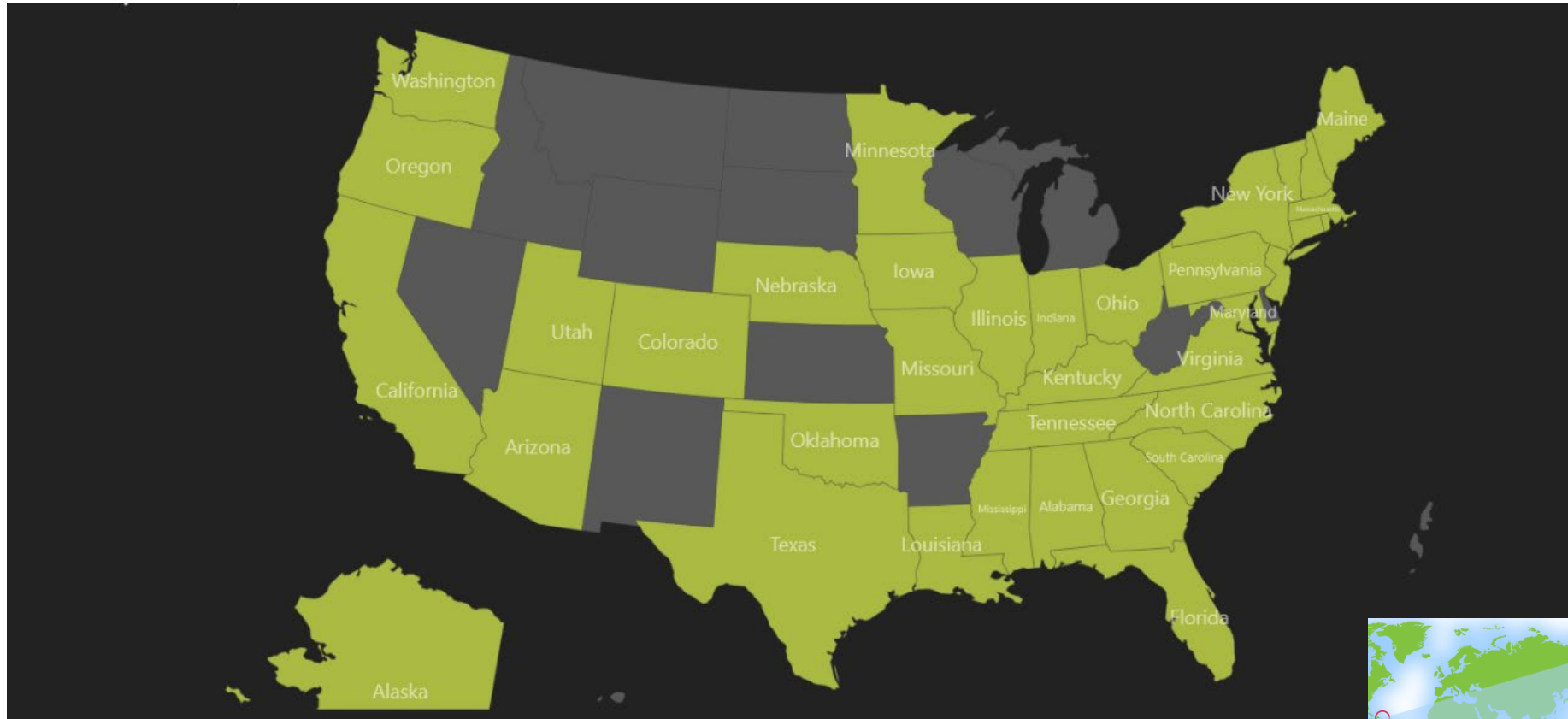
# Workshop Outcomes

- Review key risk factors
- Receive a framework to measure and improve student outcomes
- Identify new ways to support students
- Explore ways to use scarce resources
- Have fun!



# Who is here today?

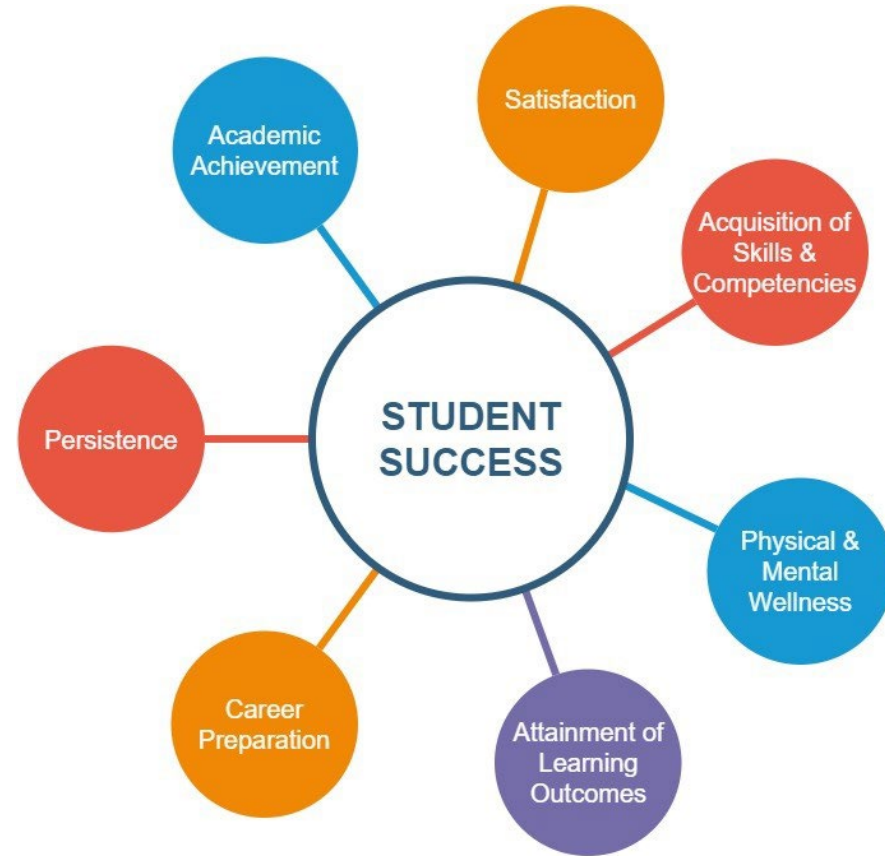
- 39 Different States and Territories
- Over 400 participants
- 200 different colleges and organizations



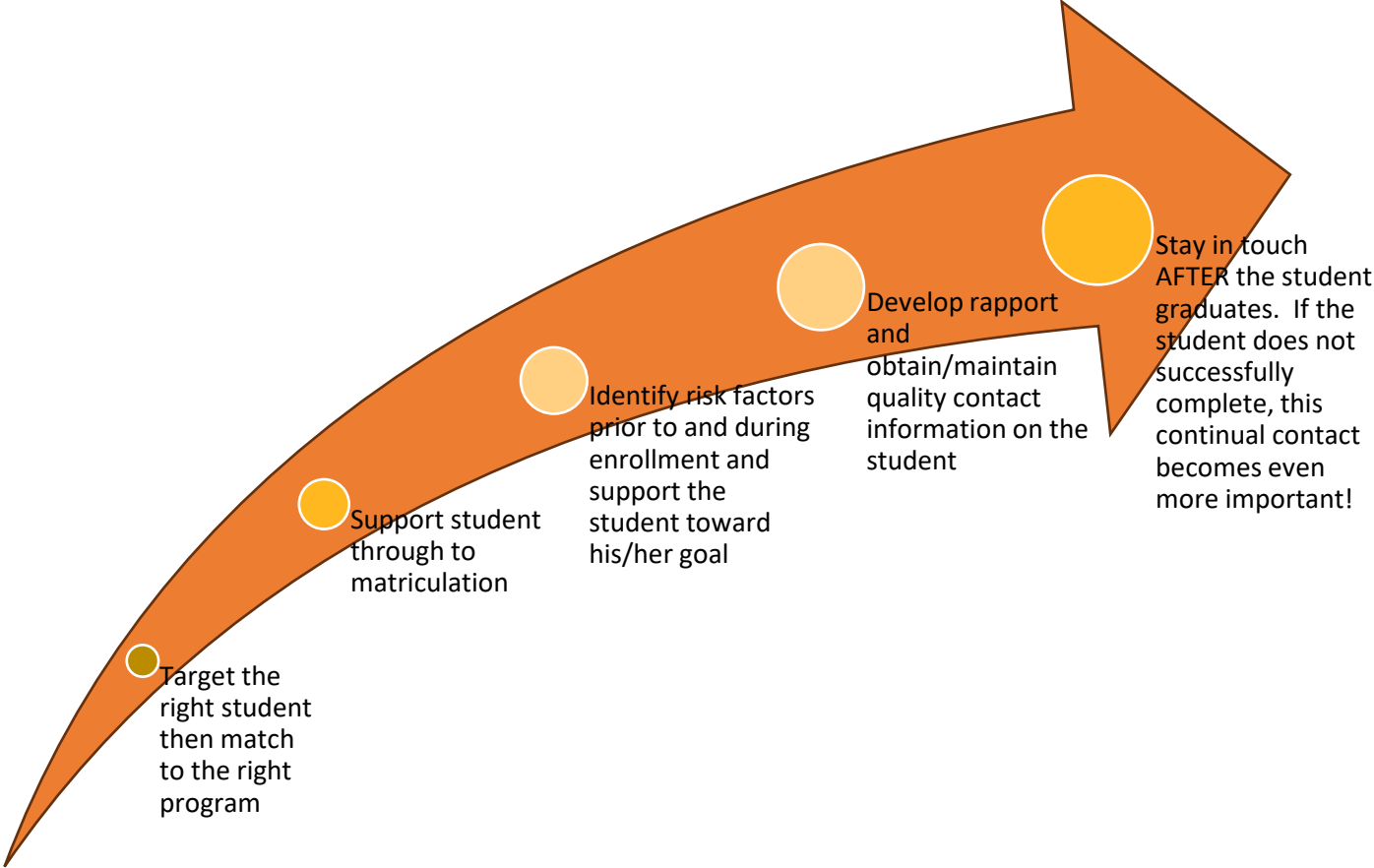
# Why do we care about Student Success?

- It is our mission/goal
- Serve the Community/Nation
- Reputation
- Compliance

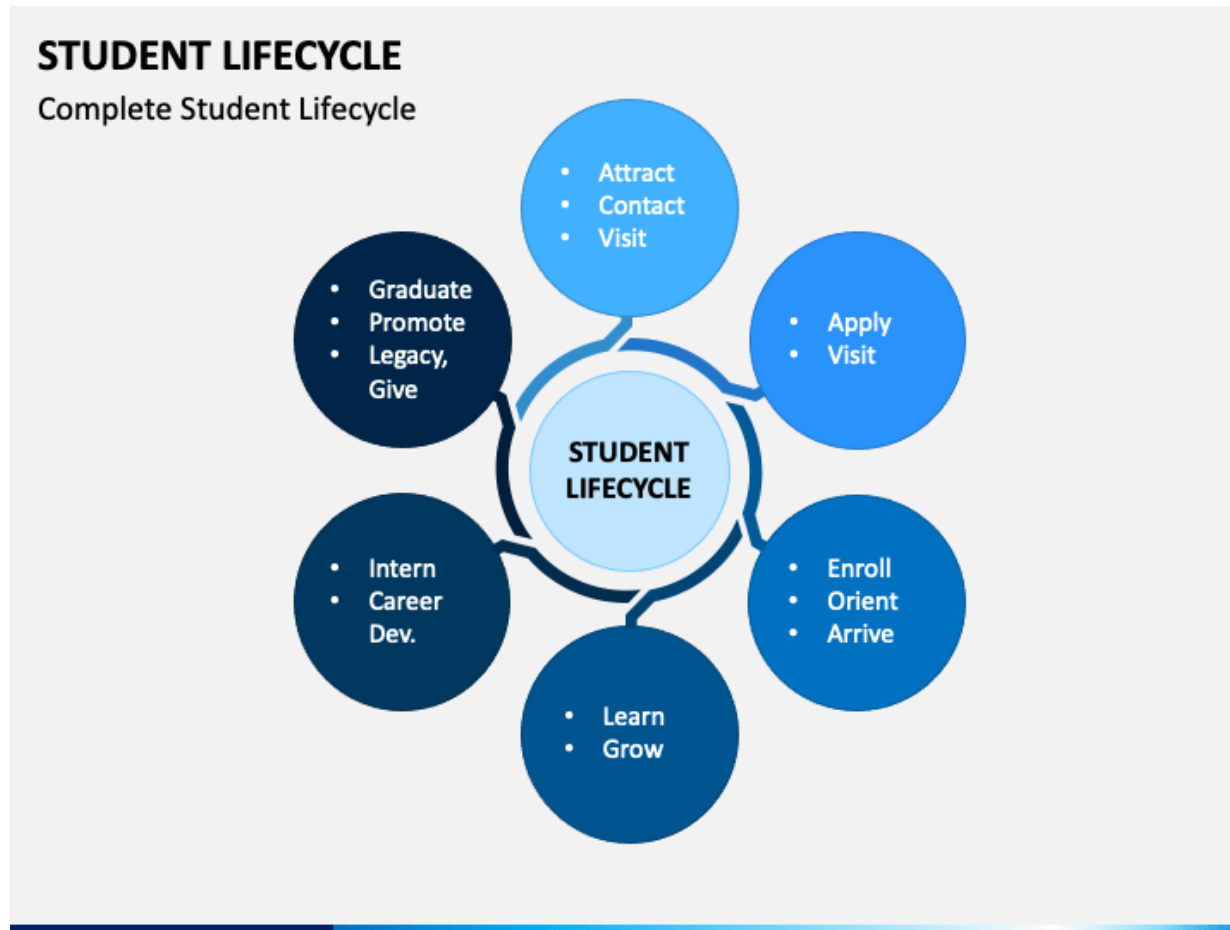
# How do we drive student success with scarce resources?



# Whole School Approach to Student Success



# Your “Role” in Students’ Success



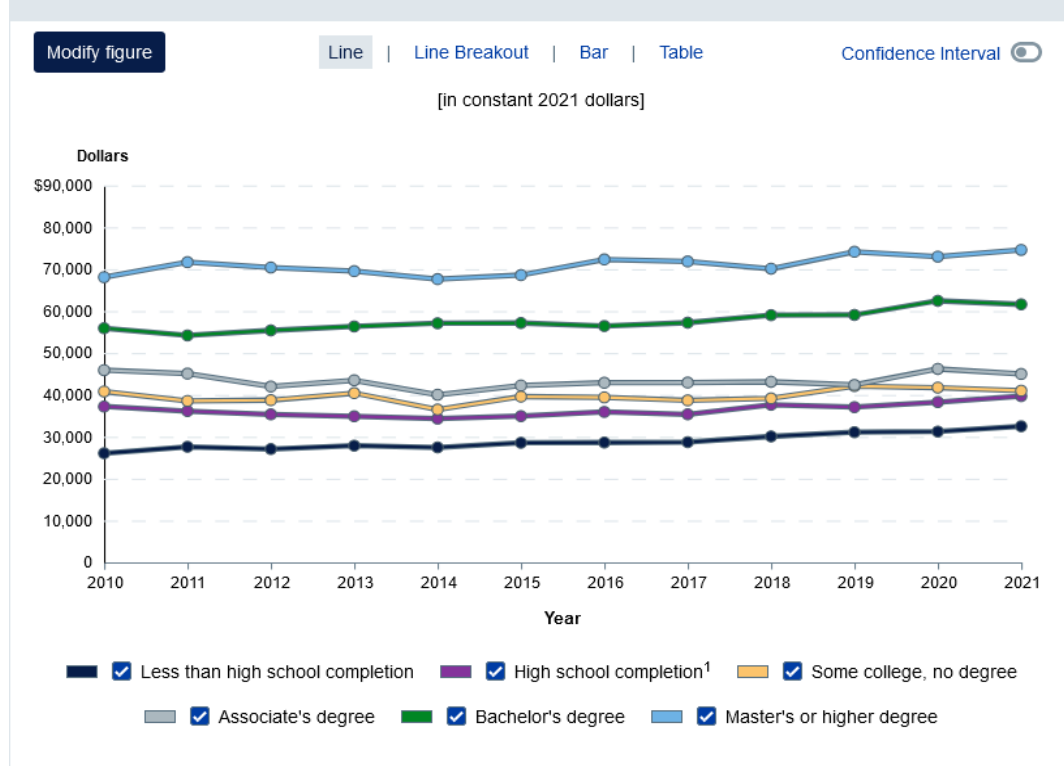
# When are your students most “At Risk”?

## Question #1



# Why Pursue Post-secondary Education?

Figure 3. Median annual earnings of full-time, year-round workers ages 25–34, by educational attainment: 2010 through 2021



<sup>1</sup> Includes equivalency credentials, such as the GED.

NOTE: Data are based on sample surveys of the noninstitutionalized population, which excludes persons living in institutions (e.g., prisons or nursing facilities) and military barracks. Full-time, year-round workers are those who worked 35 or more hours per week for 50 or more weeks per year. Earnings are presented in constant 2021 dollars, based on the Consumer Price Index (CPI), to eliminate inflationary factors and to allow for direct comparison across years. Caution should be used when comparing 2019, 2020, and 2021 estimates to those of earlier years due to the impact that the coronavirus pandemic had on interviewing and response rates. For additional information about the impact of the coronavirus pandemic on the Current Population Survey Annual Social and Economic Supplement data collection, please see <https://www2.census.gov/programs-surveys/cps/techdocs/cpsmar22.pdf>.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2011 through 2022; and previously unpublished tabulations. See *Digest of Education Statistics 2022*, table 502.30. [/programs-surveys/cps/techdocs/cpsmar22.pdf](https://www2.census.gov/programs-surveys/cps/techdocs/cpsmar22.pdf).

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2011 through 2022; and previously unpublished tabulations. See *Digest of Education Statistics 2022*, table 502.30.

# Why Pursue Post-secondary Education?

67%

of bachelor's degree holders say they donated to charity in the last 12 months, compared with 38% of U.S. adults with no higher education.

61%

of bachelor's degree holders say their health is excellent or very good, compared with 43% of U.S. adults with no higher education.

87%

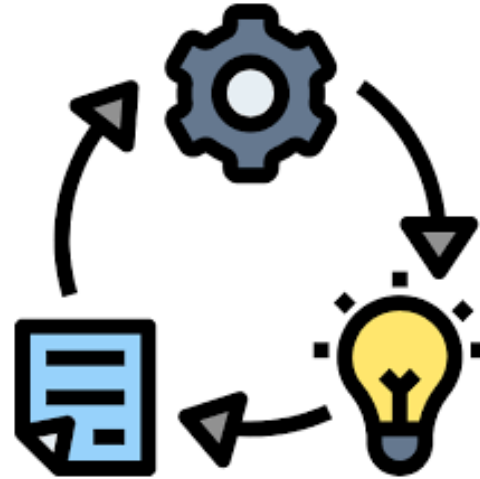
of workers with a graduate degree say their job is a good fit for their talents and interests, compared with 58% for workers with no higher education.

<https://www.gallup.com/analytics/468986/state-of-higher-education.aspx>

# What are the top three challenges your students face?

## Question #2

# Critical to our Success



# Top Ten Strategies to Boost Retention

## Data

- Risk ID (subjective and objective)
- Risk Scoring
- Term-to-Term
- Granular

## People

- ALL
- Proactive/Reactive
- Celebrate/recognize
- Mentors (alumni and employer)

## Process/Technology

- Multi-modal communication
- Process/reporting to know where you are

What are the top ten risk factors you evaluate?

Question #3

# Data - Common Risk Factors Impacting Persistence

(NCES “Persistence and Attainment”)

- Delayed Enrollment
- Independent Status
- Number of Dependents
- Single Parent
- Lack of HS Diploma
- GED in lieu of HS Diploma
- Enrollment Status (PT higher risk than FT)
- Ethnic Background (non-Caucasian students more likely to have multiple risk factors)
- Working while enrolled - non-working or working more than 35 hours are at greatest risk

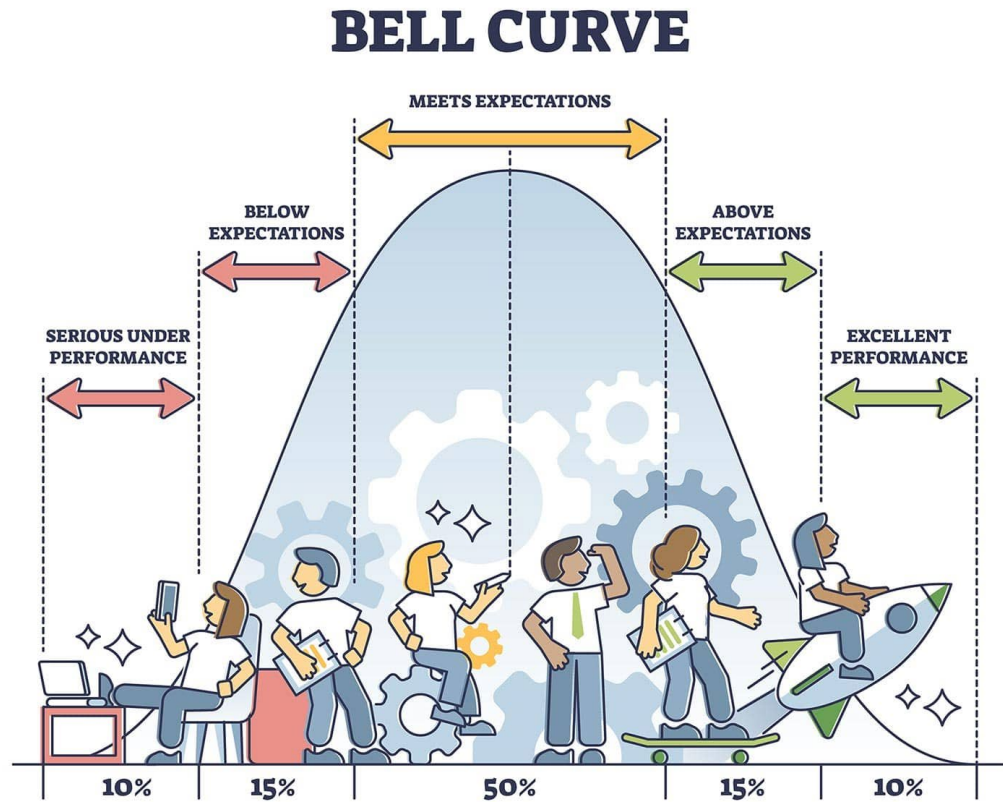


# Sample Risk Score Model

Risk Reason	Score	Risk Reason	Score	Risk Reason	Score
Academic Background (O)	0.8	Financial Warning (O)	1.3	Language Barrier (O)	0.5
Academic Confidence (S)	0.5	First in family (O)	0.5	Missing School Supplies/Materials (O/S)	0.8
Academic Commitment (O)	0.5	GPA (O)	1	Non-traditional Household (O/S)	0.3
Active Military (O)	0.5	Grades (O)	1	Personal Issues (S)	0.8
Attendance History (O)	1	Health Issues (S)	0.8	Professional Issues (S)	0.8
Cultural Fit (S)	0.3	High Balance (O)	1	Socio-Economic Background (O)	0.5
Delayed Entrance (O)	0.3	Institutional Commitment (O/S)	0.8	Technology Knowledge (S)	0.5
Family Support (Personal/Social Support) (S)	0.5	Instructor/Class Problems (O/S)	1	Young Online (O)	0.5
Financial Support (S)	0.8	International Student (O)	0.3		



# Maximize resources by “triaging” needs





Evaluate persistence and attrition using a term-to-term retention model

## **TERM 1 Retention Model**

**Net Completers at end of Term 1**  
**Gross Enrollments in Term 1**

Why?

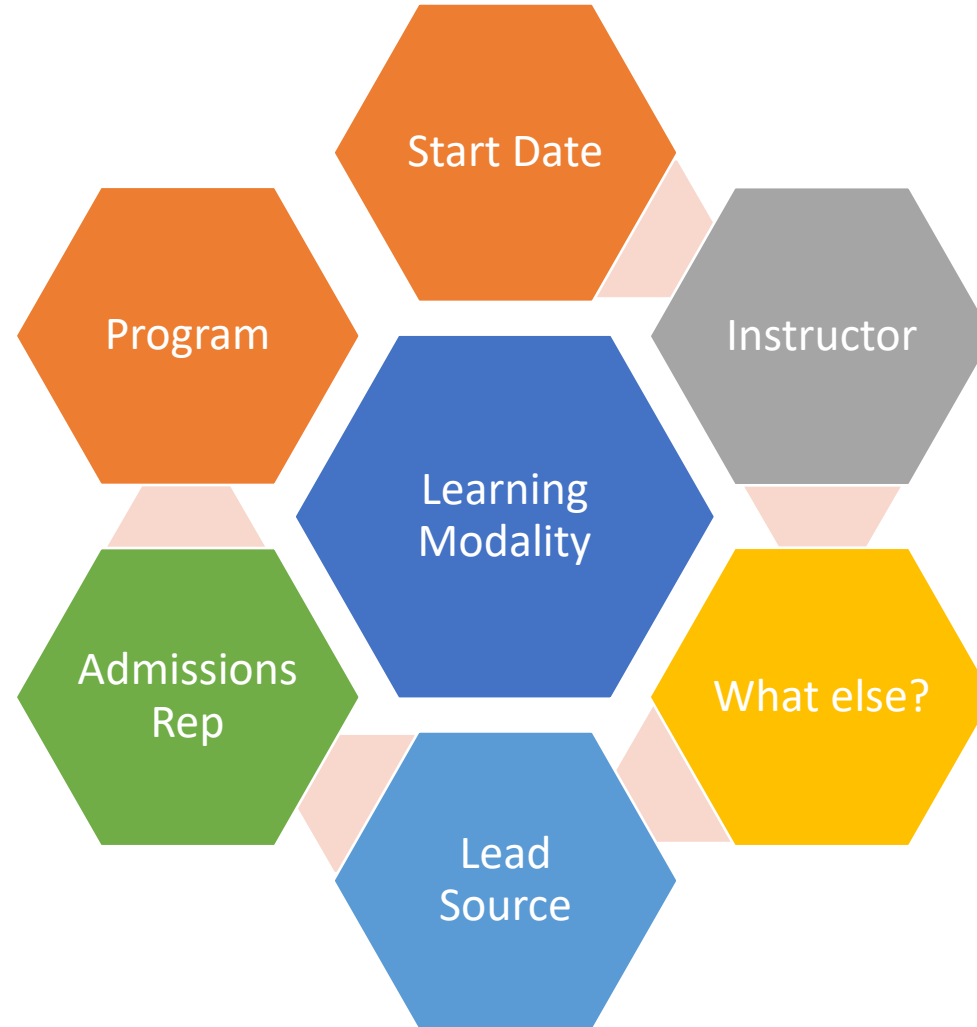
Agile and adaptive model

Provides quick feedback for team – quick look for continuous improvement

What different ways do you “look” at persistence data ?

Question #4

# Granular Review of Attrition Data



# People



- Evaluate your student population using risk identifiers gained from **proactive communication** with the entire student body at key points in the student life cycle to design support
- Increase **community-based student engagement** throughout student life cycle with proactive and reactive coaching and counseling using a variety of departments
- Use subjective information (gained from relationship building) in conjunction with objective information (risk score) to evaluate risk and **provide support throughout the student life cycle**
- **Follow-up on any support provided** to ensure the action yielded the desired result
- Deploy student and alumnae mentoring program
- **Celebrate the end goal early and often**

# Communication Plan



## Pre-Term

- FA support
- Missing Documents
- Build rapport
- New Students get extra help
- Risk diagnosis
- Discuss technology and access needs



## Start of Term

- Calls and emails
- Welcome/rapport
- Troubleshoot tech/access/logins
- Flagged outreach for participation
- Risk diagnosis
- Escalate any support needed



## Outreach weeks 3-11

- Check-in calls based on risk level
- Reactive for any flag
- Academic alert follow-up – Connect with tutoring support appointments
- Escalate any support needed
- Email, text and call – meet the students where they are!



## Inbound Hotlines

- Triage problems
- Identify early risk for withdrawal and direct warm transfer to advisor
- FA, other support
- Early intervention

# Communication Plan



## Mid-Term and Finals

- Calls and emails
- Study Skills
- Engagement guidance
- Reminders of support resources
- Time management links
- Links to Center for Academic Success



## Recess

- Reminders to register for next term classes
- FAFSA cross-over if necessary
- Connect to student accounts if necessary for balance issues
- Connect with advisors for course selection



## Actionable Texts

- Registration Deadlines
- Participation reminders
- Links for support due to academic alerts
- Student accounts reminders



## Withdrawal - Re-Admit

- Support students who need to stop-out
- Continue to connect by phone for 90 days+
- Support plan for re-admission, when eligible
- If SAP problem, support and direct to appeal
- Connect w special team

# Simplified Contact Plan



## Pre-start Activities

Assistance ordering materials/books, set up email, review portal



## Start of Class

How was first week? Set expectation for this class.



## Attendance/ GPA

What are your challenges? From what resources would you benefit?



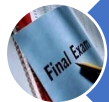
## Midterms

How are you preparing? What do you feel unsure about?



## Re-Registration

Have you completed? Process refresh and schedule discussion.



## Finals

How are you preparing? Class recap/feedback. Do you feel ready for the next class?



## Next Term Preparation

Help to set goals and future expectations.



# Technology



## Telephone Outreach

- Proactive/Reactive
- Scheduled/as needed
- Build rapport
- Identify risks
- Connect with necessary resources
- Escalations across departments



## Emails

- Welcome
- Deadlines/reminders
- Flagged outreach for grades, participation or attendance
- Clickable links to "help"
- Study skills
- Student Service Resources



## Texts

- Time-Sensitive
- Deadlines/reminders
- Actionable links - tinyurl
- Monitored – not "bot"
- Meet students where they are

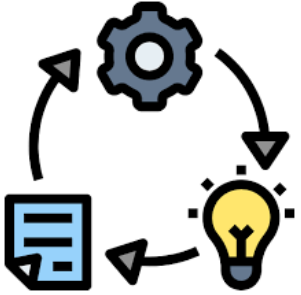


## Inbound Hotlines

- Extended hours/weekends
- FA, other support
- Triage – minimize escalations
- Early alert
- Early intervention



# Process



## Overview- Five Key Steps

- Assess and Measure Student Retention
- Identify Key Initiatives
- Design an Implementation Model
- Implement the Plan
- Evaluate Results and Build a Continuous Improvement Process

# Deployment Model



Please identify one new idea you can use this week, month or quarter

Question #5

# Acknowledge and Celebrate

## Creative ways to recognise employee success



- Make feedback continuous and spontaneous
- Include shout-outs in your regular team meetings
- Have peer-nominated awards on a regular basis
- Use social media platforms to celebrate wins
- Focus on business wins to enhance alignment

"**82%** of participants consider **recognition** an important part of their **happiness** at work."

SOURCE: SURVEYMONKEY/BONUSLY

"Of the people who report the **highest morale** at work, **94.4%** agree that their managers are **effective at recognition.**"

SOURCE: O.C. TANNER LEARNING GROUP



# Questions and Future Contact

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*A proactive approach to drive student success*