

Retention Readiness Checklist

Place a X next to all statements that are true.

1.		Our campus has engaged in formal discussions regarding retention issues in the past year.
2.		Faculty and staff understand that retention is a campus wide responsibility.
3.		There is a high degree of top-level administrative commitment for retention on our campus.
4.		Our school collects data that tracks why students <u>enroll</u> and why they <u>drop out</u> .
5.		There is an individual who has responsibility for coordinating retention efforts on our campus.
6.		Our school has a systematic approach for evaluating all programs and services as they relate to student retention issues.
7.		Faculty and staff receive training in strategies to reduce attrition at our school.
8.		We have special programs in place to help new students transition successfully into school life on our campus.
9.		We have special programs in place to ensure that students are ready for the academic challenges of our program.
10.		Excellence in teaching is recognized and rewarded on our campus.
11.		Faculty development programs are in place on our campus.
12.		Customer service training is provided for all staff on a regular basis.
13.		Service excellence is recognized and rewarded on our campus.
14.		Retention data is shared with the entire campus on a regular basis.
15.		We have a retention plan in place that includes the activities above, as well as other student retention initiatives.

Student Persistence and Retention Table

According to Dr. Watson Swail in *The Art of Student Retention* (an educational policy document developed for the Educational Policy Institute available at www.educationalpolicy.org) three forces affect student persistence and achievement.

- **Cognitive factors** relate to the knowledge and academic ability a student brings with him or her to the training program.
- **Social factors** are defined as parental and peer support, the development or existence of career goals, past experiences with education (educational legacy), and the ability to cope in social situations. Dr. Swail’s research demonstrates that students have a difficult time persisting when they are not socially integrated into campus life.
- **Institutional factors** refer to how a school reacts to student needs and the impact of school responsiveness on persistence and student retention. An institution can help students overcome deficiencies in the first two areas by offering programs and services that meet the diverse needs of a school’s student population.

The Student Experience and Factors Impacting Persistence and Retention		
Cognitive Factors	Social Factors	Institutional Factors
Academic rigor	Financial issues	Financial aid
Quality of learning	Educational legacy	Student services
Aptitude	Attitude toward learning	Recruitment and admissions
Content knowledge	Religious background	Academic services/programs
Critical-thinking ability	Maturity	Curriculum quality
Technology ability	Social coping skills	Instructional quality
Study skills	Communication skills	
Learning skills	Attitude toward others	
Time management	Cultural values	
Academic-related extracurricular activities	Expectations	
	Goal commitment	
	Family influence	
	Peer influence	
	Social lifestyle	

Student Retention Plan

This is your school's retention team's first meeting to discuss student retention issues. Your goal is to identify the common obstacles that students face while in your school that influence their persistence, resilience, and retention. Then you develop four strategies for reducing attrition on your campus. Prepare to share your findings with the larger Forum group.

Identify the common obstacles that students face while in your school.		Brainstorm some ways you might help students overcome these obstacles.	
Identify other student needs, which if met, could improve student retention.		Brainstorm some ways you might meet these student needs.	
Identify the role that each of these school staff play in student retention (How do they impact retention?).	President, Director of Education, Program Director:	Faculty:	Admissions Staff:

Financial Aid Staff:	Student Services Staff:	Graduate Placement Staff:	Other Staff (i.e., Receptionist):
Develop four strategies for reducing attrition on your campus.	Describe the tasks associated with the implementation of your strategies.		
1.			
2.			
3.			
4.			

Describe the methods your school will use to capture, analyze and use data related to retention. What type of data will you collect?

Notes or Comments: