

**Pathways to Persistence:
Student Success Takes a Campus
It Takes YOU!**

Foothill College
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A Great College to work creates an environment where students are more likely to persist and succeed.

"There's a sense that we're all on the same team at this institution."

Richard Boyer, Chronicle of Higher Education
July 21, 2014



If you don't know where you are going, you might end up somewhere else....



Mission

Answers the question:

Why does Foothill College exist?



Our Purpose



To provide access to educational opportunity for all with innovation and distinction.



Colleges are in the dream and future business.

Students come to college to create the futures they dream for themselves.



Step into the
Dream Business



Create a culture of equity that promotes student success....

Foothill College Educational Master Plan
Draft September 9, 2015



The American formula for success consists of five pillars:

The first pillar is providing public education for more Americans.

That Used to Be Us
Tom Friedman & Michael Mandelbaum, 2011

The Challenge

The United States, long ranked first worldwide, now ranks 14th in the percentage of young adults who hold a college degree.

Source: The Organisation for Economic Co-operation and Development (OECD)

If current trends hold, the current generation of college-age Americans will be less educated than their parents for the first time in US history.

Source: <http://www.oecd.org>

Education → National Security

Education is an economic issue when we know beyond a shadow of a doubt that countries that out-educate us today will out-compete us tomorrow.

President Barack Obama
U of Texas, August 2010



Community colleges are being challenged to play a key role in the nation's efforts to double the number of college graduates in the next 10 years.



Community colleges have gone from being the stepchild to being the golden child...

Dr. Frank Chong, Deputy Assistant Secretary
for Community Colleges, 2011

Access, Quality, & Value

Community colleges are on the front lines of American higher education in providing increased opportunities for students who otherwise would be denied access....

Tom Brown & Mario Rivas
New Directions for Community Colleges, 1993



Community colleges make winners out of ordinary people....

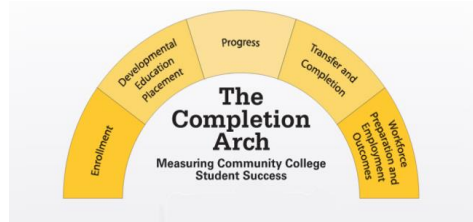
They are Democracy's Colleges

A Second Chance. A Better Choice!

Increasing student persistence is a continuing concern in higher education...



A Focus on Student Success



Today, one in three Americans drops out of college.

In the 1960s one in five discontinued his or her studies.



US Census Bureau

Completion Trends 1983–2014*
Community Colleges

<u>Highest</u>	<u>Lowest</u>	<u>Current</u>
38% ('89)	21.9% ('14)	21.9%

*graduation in three years or less

Source: ACT 2014 Institutional Data File
http://www.act.org/research/policymakers/pdf/14retain_trends.pdf

Foothill Graduation Rate
56%

Transfer Rate
13%

**National Center for Education Statistics, 2015*

A Greater Challenge

Community colleges have a more complicated and more difficult retention pathway because they **are likely to attract students who are less-college ready** than those who attend the four-year sector....

Linda Serra Hagedorn, President
Iowa Association for the Study of Higher Education, 2010

Defining Student Success

- ✓ Academic achievement
- ✓ Engagement in educationally purposeful activities
- ✓ Student satisfaction
- ✓ Acquisition of desired knowledge, skills and competencies
- ✓ Persistence
- ✓ Attainment of educational objectives
- ✓ Post-college performance

George Kuh & Associates, 2007

It takes a campus community to support student success....



YOU
are Foothill College




Three types of attrition

- Expected and justified
- Stopping out
- **Unnecessary and preventable by institutional interventions**

Three terms used interchangeably

- RETENTION
- ATTRITION
- PERSISTENCE

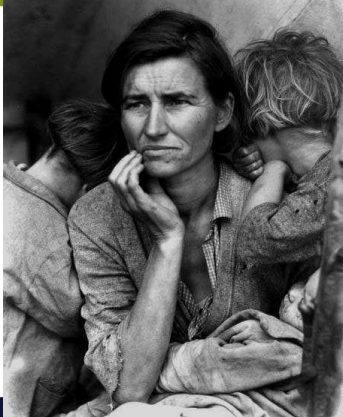
RETENTION



The process of holding or keeping in one's possession.

ATTRITION

The process or state of being gradually worn down....



Migrant Mother, Dorothea Lange
Library of Congress, Prints and Photographs Division
[reproduction number LC-USF34-9058-C]

PERSISTENCE



To continue to exist or prevail, especially where others have not



Colleges are more likely to blame student attrition on students....

What Works in Student Retention, 2004, 2010

- ✓ We build beautiful campuses,
- ✓ We hire excellent faculty and staff,
- ✓ We develop a challenging curriculum...

then the “wrong” students show up!



What happens to students after they enroll frequently has a more powerful impact on whether they stay and achieve their goals or leave.

Leaving College
Vincent Tinto 1987, 1993

Why do students leave college?

Incongruence



“What I experienced is not what I expected....”



Often there is a Grand Canyon of difference between reality and what higher education institutions promise in their view books and on their websites....

Nemko, 2008

What Do Your Students Expect?

At Foothill College, we pride ourselves on providing our students with the highest quality of education and services..

Welcome Message
Kimberlee Messina, Ed.D.
Interim President, Foothill College



Why do students leave college?

Isolation



Inability to connect with significant members of the campus community....



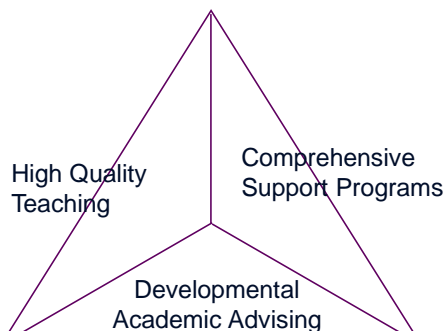
The more actively engaged students are—with college faculty and staff, with other students, and with the subject matter they study—the more likely they are to learn and persist....

Dr. Kay McClenney, CCSSE

Community & Technical Colleges Student Priorities 2013

Instructional effectiveness	6.22
Registration effectiveness	6.20
Academic Advising/Counseling	6.18
Concern for the individual	6.12
Academic services	6.09
Admissions and financial aid	6.09
Safety and security	6.05
Student centeredness	6.02
Campus climate	6.01
Service excellence	6.00
Campus Support Services	5.51

Triad for Student Success



The Rule of the Universe

The center of community college work is student learning, persistence and success.

Dr. Kay McClenney, Director of the
Center for Community College Student
Engagement, 2011

Retention Matters

It's time for the federal government to impose some thresholds for retention and graduation that colleges and universities would have to meet to keep their eligibility for financial aid....

Senator Tom Harkin
New York Times, April 14, 2013

Demands for Accountability

35 states have adopted or are developing budget measures to give public colleges money based on academic outcomes like credit completion and graduation rates.

Student Success→Funding??

Governor Jerry Brown proposes to fund colleges based on graduation rates, rather than enrollments...

Los Angeles Time, April 2013

Retention→Funding→Campus Jobs

FINANCIAL COSTS OF ATTRITION at Foothill College

Assumptions

- FTE First-year students 1200
- Annual Tuition and Fees \$1100
- CA State Appropriation per FTE \$4600
- First to second year attrition rate 35%
- Second to third year attrition rate 20%

	Attrition Rate	Lost Students	Years Remaining	Lost Revenue
First to Second Year	35%	420	2	>\$4.8 million!!
Second to Third Year	20%	156	1	\$890,000

Total Lost Revenue \$5.7 million

A conservative estimate of loss-- Does not include lost revenue from:

- ✓ Fees, books, other expenditures
- ✓ Recruitment and re-recruitment costs (avg. = \$900+/enrolled student at community colleges)
- ✓ Negative effects of students' leaving on future enrollments of family, friends, and others

THREE PERCENT (3%) INCREASE IN RETENTION

Assumptions

- FTE First-year students 1200
- Annual Tuition and Fees \$1100
- CA State Appropriation per FTE \$4600
- First to second year attrition rate 27%
- Second to third year attrition rate 17%

	Attrition Rate	Lost Students	Years Remaining	Lost Revenue	Additional
First to Second Year	27%	324 (+96)	2	\$3.7 million	\$1.1 million
Second to Third Year	17%	149 (+7)	1	\$850,000	\$40,000

Additional Revenue >\$1.1 million

College retention rates impact not only colleges, but our country and its future competitiveness in the global economy....

Martindale, 2011

The only way higher education is going to get these huge budget cuts restored is by demonstrating that they are making a difference in students' lives.

Dr. Ralph Wolff, Past-Executive Director Western Association of Schools & Colleges

Pathways to Persistence: A Simulation Exercise

ASSESSMENTS

You take your English and Math assessments and you discover...

COURSE SELECTION

You begin to think about selecting your first term courses and...

COURSE AVAILABILITY

When you go to register for classes, you find...

PROGRAM/MAJOR CHOICE

Midway through the first term, your thinking about your chosen program or major is...

ACADEMIC PROGRESS

During the middle of your first term...

FACULTY ATTITUDES

Following a class, you approach the professor to ask a question about an assignment. The professor...

QUALITY OF INSTRUCTION

At the end of the first term,
before you get your grades,
you feel that the quality of
instruction...

DIFFICULTY OF COURSES

At the end of the first term,
your feelings about the
difficulty of your courses is...

PERSONAL FINANCES

The following statement
describes the status of your
personal finances...

CLASSMATE RELATIONSHIPS

This statement describes your
relationship with your classmates....

CO-CURRICULAR ACTIVITIES

As you think about
co-curricular activities at Foothill,
you feel...

REGISTRATION POLICIES AND PROCEDURES

Your experiences with Foothill's
registration policies and
procedures is...

INTERNSHIP OPPORTUNITIES

You want to obtain an internship to gain work experience and...



SUPPORT STAFF ATTITUDES

When you need to get help from support staff...



SUPPORT STAFF RESPONSIVENESS

The last time you went into an office to ask a simple question...



HOME ENVIRONMENT

Last night at home...



COMMUTING

The following describes your experiences getting to your classes...



SOCIAL LIFE

Looking back on your social life during the first term...



Sum the Scores

$$+5 + -5 = 0$$

$$+5 + -3 = +2$$

$$-5 + +2 = -3$$

ORIGINAL COMMITMENT SCORES Entering Student Profiles

Student ID #	Original Commitment Score
001	+14
002	+21
003	-6
004	-17
005	+35
006	+1
007	-30
008	-2
009	+9
010	0

Group Discussion

•On the basis of your entering profile and incident outcomes, would you be likely to return to Foothill College?

•If so, why? If not, why not?

•What incident had the strongest negative impact? Why was it so negative for you?

•What could YOU have done to reduce this negative impact?

SIMULATION OBJECTIVES

Illustrates that the **decision to withdraw** is usually **a complex process** involving a **series of events** which occur **over time**, rather than a decision resulting from a single event at one point in time.

SIMULATION OBJECTIVES

Illustrates that **student characteristics** (profiles) combine with **institutional experiences** (incidents) to shape a student's **decision to persist or withdraw**.

SIMULATION OBJECTIVES

Illustrates that **similar experiences and events** **affect students differently** and that we can respond to students and their needs if we come to know them from our interactions with them--in class, in advising meetings--by *paying attention to small encounters*.

We demonstrate concern for students through our actions.

Act "as if" small encounters matter because they often do.

SIMULATION OBJECTIVES

Illustrates that ALL aspects of campus life have an impact on persistence or attrition decisions and behaviors.

YOU influence student success

When you simply smile during a seemingly unimportant interaction, you are influencing a student's likelihood to succeed.

SIMULATION OBJECTIVES

Illustrates that careful interventions by individuals and/or specifically designed programs can have a positive influence on students' their persistence behaviors.

SIMULATION OBJECTIVES

To encourage and promote an institutional dialogue about attitudes, behaviors, programs, and services that can enhance student satisfaction, achievement, and persistence.

A Community College

A College Community

We cannot provide an environment that engages students unless we are engaged with each other as colleagues.

Moises Almandariz, Dean
Mountain View College (TX)

"Ladies and Gentlemen,
we have run out of money.
It's time to start thinking...."

Sir Ernest Rutherford, Nobel Laureate
Bulletin of the Institute of Physics (1962)13

Keys to increasing success

The simplest and least expensive way to
retain students of all backgrounds:

Provide them with compassion, dignity, and
the knowledge that, if they are drowning,
someone will throw them a life jacket.

Professor Monica Kluszkowski,
University of North Georgia
Chronicle of Higher Education, May 10, 2014

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