

USHE Retention Practices 2009

USHE Institution	Campus-Wide Retention Committee/Office	First-Year Experience Program/Course	Summer Bridge Program	Mandatory Advising for New Students	Early Alert/Midterm Grades	Change of Enrollment Tracking or Leave of Absence	Undergraduate Research	Service-Learning
U of U	Paul Gore, Student Success Special Projects Coordinator 801-581-7233 Paul.Gore@utah.edu	www.leap.utah.edu	www.sa.utah.edu/eop/pdf/JumpStartFlyer.pdf	www.sa.utah.edu/orientation www.sa.utah.edu/advise/	Not Applicable	www.sa.utah.edu/admiss/readmit.htm www.return.utah.edu	www.urop.utah.edu	www.sa.utah.edu/bennion
USU	www.usu.edu/rfye www.usu.edu/urc	www.usu.edu/connections	Not Applicable	www.usu.edu/soar	www.usu.edu/rfye/earlyalert	www.usu.edu/rfye/loa	http://research.usu.edu/undergrad	http://studentlife.tsc.usu.edu/servicecenter
WSU	Bruce Bowen, Associate Provost for Enrollment Services, 801-626-6006 babowen@weber.edu	http://weber.edu/fye	http://weber.edu/smartstart	http://weber.edu/admissions/s	http://weber.edu/SSC/EARS.html	www.weber.edu/Admissions/PAWS.html	http://weber.edu/OUR	www.weber.edu/CommunityInvolvement
SUU	Committee members made up of department heads and faculty. Administered by Provost's Office .	www.suu.edu/ss/success/univ1000	Jill Wilks Director of First Year Experience and Learning Assistance 435-586-7847 wilks@suu.edu	www.suu.edu/ss/success	5th Week Report for Freshmen, Student Athletes, and International Students	http://suu.edu/ss/financial/pdf/defermentform.pdf	www.suu.edu/uqrasp	www.suu.edu/ss/service
UVU	www.uvu.edu/retention	www.uvu.edu/firstyear	Axel Ramirez, Latino Educators of Tomorrow 801-863-8091 axel.ramirez@uvu.edu	www.uvsc.edu/careeracad/academic/newStudents.html	www.uvu.edu/retention/alert/index.html	www.uvu.edu/firstyear/support/leave.html	www.uvu.edu/urip	www.uvu.edu/volunteer
DSC	www.dixie.edu/req/sem/sem.html	Not Applicable	Not Applicable	Not Applicable	David Roos, Executive Director for Enrollment Services, 435-652-7704 Droos@dixie.edu	Not Applicable	Theda Wrede 435-652-7821 wrede@dixie.edu	www.dixie.edu/req/service-learning.html
SNOW	Craig Mathie, VP for Student Success, 435-893-2216 craig.mathie@snow.edu	www.snow.edu/startsmart.html	Not Applicable	www.snow.edu/advise	Susan Larsen, Dir. Student Success Center 435-283-7317 susan.larsen@snow.edu	www.snow.edu/images/leave.pdf	Not Applicable	www.snow.edu/servicelearning/
CEU	Shanny Wilson, Director of Academic Advising and Orientation - Iterm Chair 435-613-5623 shanny.wilson@ceu.edu	Shanny Wilson, Director of Academic Advising and Orientation 435-613-5623 shanny.wilson@ceu.edu	Not Applicable	Shanny Wilson, Director of Academic Advising and Orientation 435-613-5623 shanny.wilson@ceu.edu	Shanny Wilson, Director of Academic Advising and Orientation 435-613-5623 shanny.wilson@ceu.edu	Shanny Wilson, Director of Academic Advising and Orientation 435-613-5623 shanny.wilson@ceu.edu	Not Applicable	www.ceu.edu/sun/ www.ceu.edu/svclearning/
SLCC	Joe Peterson, VP for Academic Services 801-957-4182 joe.peterson@slcc.edu & Deneece Huftalin VP of Student Services 801-957-4284 deneece.huftalin@slcc.edu	www.slcc.edu/orientation	http://www.slcc.edu/ss/quest.asp	Not Applicable	http://www.slcc.edu/academicstandards/index.asp	Not Applicable	Not Applicable	www.slcc.edu/thaynecenter
UCAT	Jared Haines, VP for Instruction & Student Services, 801-456-7402 jhaines@utahsbr.edu	Varies by Campus	Not Applicable	Varies by Campus	Varies by Campus	Varies by Campus	Not Applicable	Varies by Campus

Utah System of Higher Education Campus Retention Reports

Background: USHE Campus Retention Reports

During May-December 2008, at the request of the Commissioner of Higher Education, institutions presented current and future plans to improve student retention and success to the Board of Regents. This request came as a result of information and issues raised in the 2008 CAO white paper on retention, and the Board of Regents March Planning Retreat. As a system, we acknowledge that we have only begun to understand the complexity of assuring student success. However, these detailed reports illustrate the positive strides USHE institutions have made in recent years in addressing the issues and challenges of student retention. Furthermore, as a result of these reports it was evident to the Board, each institution shares a strong commitment to deepen their practices and further their efforts. These institutional reports have been extremely valuable in educating the Regents about each institution's initiatives and programs, and therefore it was determined that a summary of USHE "Best Practices" would be beneficial to the entire network.

USHE Retention and Student Success Best Practices

Student success literature is riddled with many strategies and practices which institutions employ to address student departure. The following is a brief summary of retention and student success programs and initiatives found throughout our network of institutions. As each of our institutions are unique and have different missions, retention and student success programs/initiatives vary in name, scope, design, and implementation, though there is consensus in purpose. This is not meant to be an exhaustive list, but an attempt to highlight similar practices.

Campus-Wide Retention Committee and/or Office

Retention and student success cannot be shouldered by one person or unit at an institution. Shared responsibility and governance, and collaboration between academic and student services is necessary to ensure educational quality and student success. The establishment of a permanent planning and communication structure, such as campus-wide retention committee facilitates retention efforts throughout the entire campus and assists in institutional change processes necessary to improve student learning, quality of student life, and success.

First-Year Experience and/or Courses

Research clearly demonstrates the beneficial effects of providing students with intentional strategies that positively impact academic success such as time management, note-taking, annotation, text-book reading, exam preparation, meta-cognition, memory and concentration, etc. While there are many variations on these approaches and or courses, these efforts aim to assist students academic and social development and in their transition to college.

Summer Bridge Programs

These programs may differ in name and format, and may be geared to high achieving students, as well as those who need academic enrichment with the purpose of providing students the opportunity to get a head start in college. These programs are some of the more successful attempts to prepare underserved students to meet the academic and social challenges they will face as they matriculate fully into postsecondary education.

Mandatory Advising for New Students

Academic advising is clearly one of the most important ways in supporting new students in making the successful transition to college. It can occur through face-to-face interaction, by telephone and e-mail and or other electronic means and technology. However, this practice is key in helping students establish a link to other support services on campus. Effective advising is much more than facilitating course scheduling and registration though these are essential functions. Good advising is a developmental process that helps students feel a part of their institutions, and assists them in clarification of their life and career goals, while solidifying the role education can play in helping them achieve these goals.

Early Alert and/or Midterm Grades

These efforts connect undergraduate students facing academic difficulties with institution resources that positively impact their academic success. Early intervention provides students with information on services and referrals. Referrals for services can be made by faculty, staff, parents, or students. Initial triage is performed by advisors, and a variety of interventions are used to keep students enrolled and to help them achieve their educational goals. **Midterm Grading:** Students are assigned midterm grades, and those with grades of D or below are contacted by advisors to offer assistance by making students aware of tutoring and other academic support services.

Change of Enrollment Tracking or Leave of Absence

Utah has a high percentage of student transferability within USHE and who choose take a break from their postsecondary educational experience to provide humanitarian or military service. In an effort to better track these students, and garner a better understanding about the myriad of reasons students leave an institution prior to certificate or degree completion, (financial and personal reasons, health concerns, academic difficulty, etc.) institutions have created enrollment and leave of absence tracking processes. In some cases, institutions follow-up with phone calls to recruit back stopouts and welcome back letters to students on leave prior to their date of return.

Undergraduate Research

Undergraduate research opportunities provide students and faculty members the opportunity to work together on research or creative projects. Faculty interaction outside the classroom is instrumental in student success. Research projects help students develop skills in problem-solving, communication, teamwork, and technology, while at the same time encouraging students to become adept at the methods of inquiry in their own disciplines. Students who complete research projects have opportunities to present their work at the annual on-campus events, the National Conference on Undergraduate Research, the Utah Conference on Undergraduate Research, and at other professional meetings. Additionally, some students will work with faculty to have their work published in professional journals.

Service-Learning

Research suggests community-based, participatory educational experiences can positively contribute to students' academic performance and persistence. Service-learning is identified as one of six high impact activities, based on National Survey of Student Engagement findings that it promotes deep/integrative learning and personal development among first-year students.