From “Hello” to “Good-by”
Student Recruitment, Retention & Completion Strategies

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Welcome and Introductions

Presenter:  Diana L. Abel, Ed.D.
Faculty Chair & Program Director
Early Childhood & Human Development Department
Rio Salado College
Tempe, AZ

diana.abel@riosalado.edu
480-517-8269
Small Group Activity

› In small groups or pairs, find out from your peers
  - What does their recruitment and retention program “look” like?
  - What are their victories?
  - What are their challenges?
  - What advice can they share about lessons learned?
Rio Salado College – Who are We?

Established in 1978, Rio Salado College is dedicated to providing innovative educational opportunities to meet the needs of today’s students. Rio Salado offers affordable access to higher education through college bridge pathways, community-based learning, corporate and government partnerships, early college initiatives, online learning and university transfer.

OUR CULTURE:

LEARNING    INNOVATING    PARTNERING
Rio Salado College

› 66,000 students
› Online and 12 site-based locations in Maricopa County, AZ
› 100+ programs available 100% online
› 600+ online courses available, 48 start dates per year
› 22 full-time faculty; 1500+ adjunct faculty
› Business-model/prescribed course development approach
› Over 5500 degrees & certificates awarded so far in this academic year
Rio Salado College: Early Childhood & Human Development Program

› Our program **Mission** is to provide high quality educational services that are inclusive, student & community focused, comprehensive, responsive and directed at increasing the professionalism of the early childhood and human development field.

› Our program serves 3,900 unduplicated students in 4 degree and 9 certificate programs of study.

› 1 full time faculty; 60 adjunct faculty; 14 staff members
Relentless Improvement is not just something we “say” – it is something we “do”

RI is part of our culture!
The “Plan” phase starts with Identifying an opportunity for Relentless Improvement (R.I.).

Establish goals and objectives to align with the College mission.

Rio’s Mission:
Rio Salado College transforms the learning experience through:

- Choice, Access, and Flexibility
- Customized High Quality Learning Design
- Personalized Service and Organizational Responsiveness
REVIEW:
Previous Strategic Plan
College & Program Missions
Accomplishments
Enrollment/Course Data
Market Trends
PSOL/Rio – Priorities
Survey for Online Learners
Current Department Organizational Structure
Design Considerations

Connection: Interest to Application
Entry: Enrollment to Completion of Gatekeeper Courses
Progress: Entry to 75% of Requirements Completed
Completion: Credential/Degree Awarding

Changing Courses – Completion by Design
Framing Questions:

› How do we work with high schools?
› How do our students first learn about competencies/skills needed for college-level courses?
› Does our college require students to complete an educational plan? Choose a program?
› To what extent are student supported: instructional supports, counseling, engagement, advisement?
› To what extent do we monitor student progress?
› Do we have online dashboards to assist students in tracking their progress?
› Do we offer credit for prior learning?
› Do we have our programs of study sequenced?
Predicting Student Retention: 2015 Noel-Levitz Survey

› Overall satisfaction with college experience
  - With relationships between students & campus staff
  - With college culture

› Variables with positive impact on enrollment status:
  - Higher GPA’s
  - Financial aid
  - Full time status
  - Connection of students to support & information

› Student re-enrollment at their current college

Survey Conclusion: Successful retention policies at community colleges must inform action through data analysis.
Online Student Retention

- Attrition rates are higher in online courses & programs than face-to-face environments (Carr, 2000; Moody, 2004; Ali & Leeds, 2009)
“Do” Phase

› In phase two, the “Do” phase, it is time to implement and pilot the intervention.
“Outside-In” Program Structure:
Student Success Teams

› Recruitment, Outreach, Partnerships & Events (ROPE)
  › Active community engagement, organizational responsiveness
  › Customized programs
  › Personalized service & a commitment to student success

– Location-building in Queen Creek campus
– Summer Bridge Program for High School Students
– CTE Directors Coaching Project
– Maricopa County Head Start Early Head Start Project
– First Things First
– IBEST Early Childhood/HSE
– Credit for Prior Learning
Student Success Teams

- Student Scholarship Outreach Specialist
  - Works with early childhood specialty scholarship students
  - Liaison between student, Rio, and external funder
  - Assists with verifying student has declared degree and has check sheet in RioCompass
    (with Advisement down significant numbers of advisors, we have pitched in and now have provided assistance with students needing assistance)
  - Works with cashier to ensure all necessary holds are in place to keep student from being purged
Recruitment & Outreach

René Manning, Sr. Manager

Leslie Jackson, Outreach Specialist
Student Success Teams

- Student & Adjunct Success Initiatives (SASI)
  - Customized, high quality courses and programs
  - Personalized service & a commitment to student success
  - Revisioning how faculty engage students to ensure maximum support for course completion

- Student Ambassador
  - Telephone contact with all students new to Rio
  - Telephone contact with all students falling behind at mid-point

- Student Success Coordinator
  - Works with mid-program students
  - Works to “re-engage” program seekers who have stopped-out
  - Works with first generation students

- Student Navigators/Instructional Facilitators
  - Work with students 6-9 credits prior to Internship
  - Completion agenda and degree/certification filing is primary goal
  - Works with student enrolled in internship & portfolio courses

- Instructional Specialist
  - Provides support to adjunct faculty
  - Assists students with resolution issues: RioLearn, Taskstream, Advisement, etc
  - Evaluates adjunct and edits adjunct newsletter, manages adjunct Sharepoint site
NEW TO RIO:
1. Explore Programs
2. Create account & access email
3. Start pre-financial planning or ECE scholarships
4. Complete Pre-registration requirements
5. Build an Academic Plan
6. Learn about Block Calendars & Register for classes
7. Pay for Tuition/Fees/Books
8. Start classes in RioLearn
Student Engagement

Kendall Washington – the “Voice” our Student Ambassador

Rachel Boocher - Student Success Coordinator
Navigators & Instructional Facilitators

Liz Tabor - Navigator

Tiffany Liddell – Internship Coordinator
Jennifer Stasi – Instructional Specialist
THE MASTER ACADEMIC PLAN (MAP)

“The Business of Higher Education versus Higher Education as a Business”
- Michael G. Dolence, 2014
Learner Centered Curriculum Framework

- Learner Populations
- Learner Centered Support Services
- Learner Centered Curriculum Configurations
- Learner Objectives
- Learning Provider Models
- Learning Theory Methods

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Seven Learner-Centered Questions

› Learner Populations:
  – Who are the learners?

› Learner Objectives:
  – What objectives do the learners seek?

› Learning Provider Models:
  – What learning provider models are available to learners?

› Learning Theories & Methods:
  – What theories/models are appropriate for specific learners & the objectives they seek?

› Learner-Centered Curriculum Architecture:
  – What is the existing curriculum?
Seven Learner-Centered Questions – cont’d.

› Learner-Centered Curriculum Configuration:
  – What specific curriculum can be configured to meet the learning needs of the learner population(s) an institution has chosen or been charged to serve?

› Learner-Centered Support Services:
  – What support services are necessary to enable specific learner population(s) to successfully complete the curriculum and meet their objectives?
Course Development as Strategy for Engagement and Retention

› Design course content using a variety of means to accommodate the different learning preferences of your students.

› Provide opportunities for student engagement with one another.

› Make course assessments authentic.

› Include class activities to give students the opportunity to apply what they are learning to real-life situations such as case studies, scenarios, and problem-based projects.

› Offer frequent quizzes and assignments to help students receive regular feedback on their course performance.
Course Evaluations & Redesign

› Three year project
› Rio has a “prescribed” course development model
› Involves core required courses in two degree programs
› Triangulated assessments
  – Lesson quizzes
  – Critical Thinking assignments
  – Applied problem-based assignment
  – Signature assignments
INVESTMENT IN PROFESSIONAL DEVELOPMENT

› Adjunct Faculty Workshops:
  – Assessment Strategies & Feedback for Improvement
  – Effective Questioning Strategies
  – Blogging as a Platform for Discussion

› Faculty & Course Developer Professional Development:
  – Universal Design for Learning
  – Critical Thinking Institute
  – E-learning Conferences
  – Coaching Strategies for Student Engagement
  – High-Impact Instruction Institute
Check:

› Measure the effects of the new process and compare the results against the expected results to ascertain any differences. Make a decision about the success of the improvement.
Data Driven Analysis & Decisions

2013-2014 ACADEMIC YEAR
› Student Enrollment:
  - 3,965 unduplicated students
› Student Retention:
  - 73% students retained from fall to spring semester
› Total Number of Courses Offered:
  - 72
Overview of Rio Salado College
EC/HD Degree & Certificate Completion Rates

- **2011-2012**: 36 Certificates, 9 Degrees
- **2012-2013**: 50 Certificates, 17 Degrees
- **2013-2014**: 78 Certificates, 20 Degrees
- **2014-2015**: 113 Certificates, 36 Degrees

**Legend**: Certificates (gray), Degrees (green)
College-Level SEM Plan

GOAL 5: IDENTIFY ENROLLMENT GROWTH OPPORTUNITIES & CREATE STRATEGIES TO MAINTAIN AND INCREASE ENROLLMENTS

➢ Strategy 5C: Develop & expand recruitment tactics focusing on relationship building in the community.
➢ Strategy 5D: Expand high school recruitment practices

GOAL 6: EXPAND AWARENESS & IMPLEMENTATION OF INNOVATIVE TEACHING PRACTICE

➢ Strategy 6A: Explore and implement teaching practices that are aligned with our student characteristics and needs.
➢ Strategy 6C: Research and support best teaching practices within courses and programs.
➢ Strategy 6E: Promote awareness of prior learning credits applied towards program completion.
What is the Cost and Return on Investment?

COST OF PROGRAM
› Data collection
  - Salaries
  - Graduation Rates
  - Number of Students Serviced
  - Where are the students in the pipeline?
  - What are market trends?
  - Scholarships Awarded

RETURN ON INVESTMENT
› Study
  - Graduation rates
  - Salaries
  - Duties of staff
  - Recruitment vs retention vs completion rates & trends
  - Specialty scholarship rates
› Analyze results
Specially Funded Scholarships & Credit for Prior Learning Opportunities

› Scholarships Awarded in 2013-2014
  – PCPP = 116
  – TEACH = 307
  – Students enroll in 9 – 15 credits per year with these programs

› Revenue generated:
  – $123,540

› Credit for Prior Learning
  – $50,000 in FY13
  – $25,561 in FY14
  – $46,405 outstanding invoices in FY15
# Enrollment Trends*

<table>
<thead>
<tr>
<th>Employment Type</th>
<th>Median Hourly Wage</th>
<th>Median Yearly Wage</th>
<th>Expected 10 Year Change in Job Openings</th>
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</thead>
<tbody>
<tr>
<td>ECE Administrators &amp; Managers: 11-9031</td>
<td>$24.55</td>
<td>$51,060</td>
<td>+4.58%</td>
</tr>
<tr>
<td>ECE Classroom Teachers &amp; Caregivers: 25-2011</td>
<td>$12.79</td>
<td>$26,010</td>
<td>+4.84%</td>
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<tr>
<td>Family &amp; Consumer Science Positions: 25-9021</td>
<td>$24.40</td>
<td>$50,752</td>
<td>+4.45%</td>
</tr>
</tbody>
</table>

For Early Childhood Managers/Administrators, Classroom Teachers and Family & Consumer Science Positions only
True Program Seekers

- Spring 2013: 430
- Spring 2014: 479
- Spring 2015: 550
Where Are We Now?

A
- Hired HR Consultant
- Hired Evaluation Consultant

B
- Staff Interviews
- Spring Staff Retreat

C
- Evaluation, Interventions & Redesign
Blue Ocean Opportunities

• Adult Learning and Development Certificate
  • Army Instructor & NAU transfer
• Adult Coaching Certificate
  • Veterans Center & Peer Mentoring Concept
• Adult Learning and Development Degree
• Marketing of these programs at national level
  • Coaching and instructional conferences
  • Military Trainers
  • Business & Industry
  • Luke AFB
  • New Coaching Tracks: Instructional coaching, Life Coaching
• Vulnerable Adult Program Development
• Completion of MOU with Plymouth State for agreement to accept certificate into Masters program/Adult Education (Curriculum & Instruction)
WHY WE DO WHAT WE DO........
› What would the perfect program “look” like that had a focus on student retention with an eye on completion? How would you focus on the Business of Higher Education?
RESOURCES

• Ali, R. & Leeds, E. (2009). The Impact of Face-to-Face Orientation on Online Retention. *Online Journal of Distance Learning Administration, Volume XII, Number IV*


RESOURCES


• Rio Salado College:
  • Early Childhood & Human Development - http://www.riosalado.edu/programs/earlychildhood/Pages/default.aspx
  • Start at Rio - http://www.riosalado.edu/StudentOrientation/pages/default.aspx