

Retention Statement

University Senate Meeting
09 February 2010

Acknowledgements

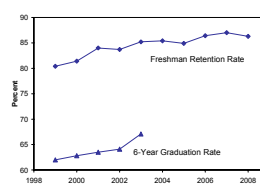
- Retention Committee
 - Faculty: Phil Cook, John Dagley, Jeff Fergus, Beth Guertal, Tom Sanders
 - Students: Sarah Darby, Lindsay White
 - Administration/Staff: Linda Glaze, Nancy McDaniel
- Other contributors
 - Drew Clark, Cara Mia Braswell
 - Kathryn Jarvis, Ruthanna Payne, Christopher Wyckoff
 - College advisors / student service contacts

Importance of Retention

- Land Grant mission
 - Provide opportunities for Alabamians
- Efficient use of resources
 - Classrooms, dorms, faculty/staff time

Retention Statistics

- Freshman retention
 - Auburn: 85%
 - Tied (with Alabama and USC) for 13/24 SREB schools
 - #1 UNC/UVA 97%, #3 UFL 95%, #4 UGA/UMD 93%
- 6-year graduation rate
 - Auburn: 64%
 - Tied (with Alabama) for 14/24 SREB schools
 - #1 UVA 93%, #2 UNC 88%, #3 UFL/UMD 82%, #5 UGA 80%



Southern Regional Education Board (SREB) ranking:
https://olra.auburn.edu/usnews2010_FINAL.pdf

Auburn University retention statistics:
<https://olra.auburn.edu/facbook/acadinfo/retention/wagrefc.aspx>

Value of Retention Statement

- Promote retention as a value of the institution
 - Recognize individual and corporate efforts to improve retention
 - Shape attitudes of new (and not-so-new) faculty
- Student recruiting
 - Convince prospective students (and their parents) that Auburn is committed to each student's success
 - Expand size and diversity of applicant pool

Improved Retention ...

- Must not compromise academic standards
 - Enable students to meet high standards
- Is a shared responsibility of students, faculty and staff
 - SGA Senate passed resolution on retention
- Requires support from the administration
 - Maintain retention as high priority and provide environment for effective cooperation

Statement (I)

To effectively "serve the citizens of the State... and prepare Alabamians to respond successfully to the challenges of a global economy," as indicated in Auburn University's mission statement, requires an educational environment that provides opportunities and support for the successful graduation of students with a range of skills and backgrounds. Improved retention rates make better use of material and human resources, but must not come at the expense of academic standards. Rather, improved retention rates must be achieved by enabling students to meet high academic standards, so they are prepared to succeed in subsequent endeavors after graduation.

Statement (II)

This must be a coordinated institution-wide effort and requires contributions from faculty, staff and students. In particular, effective retention requires

- Faculty who engage students with an appropriate balance of encouragement and challenges that guides and enables each student towards attaining his or her full potential.
- Staff who provide effective advising and support programs so that students enroll in the appropriate courses and have the preparation needed to succeed.
- Students who put forth the effort to meet academic challenges, but also seek out and accept the support needed to persist through graduation.

Statement (III)

Communication and cooperation among faculty, staff and students are critical to effectively utilize and develop programs for improved retention rates. Auburn University is committed to maintaining the institutional procedures and policies to support, encourage and recognize efforts directed toward enabling the successful graduation of all students admitted to Auburn University.

Retention Activities

- Graduate Rate Task Force
 - Report presented to Senate on 10 February 2009
- Retention Plan Developed/Developing
 - Educational Support Services (Nancy McDaniel)
- Specific programs
 - Learning Communities
 - Fall 2009: 1,250 students ~1/4 of freshmen
 - Supplemental Instruction
 - Fall 2009: 17 classes / 1138 students
 - Common book
 - 2010: *Three Cups of Tea* by Greg Mortenson
 - UNIV 1000-level courses
 - 2007 Cohort: Freshman retention 87.0%→90.5%

Supplemental Instruction (SI)

- Cooperative Effort
 - Staff: Develop / manage / evaluate program
 - Faculty: Work with facilitators / encourage student participation / provide data for evaluation
 - Students: Take advantage of resource
- Impact
 - Fall 2009: Professors of 6 classes provided individual student test scores
 - Average test scores for SI users 4-7 points higher than those of non-SI users

Student-Faculty Interaction

- National Survey of Student Engagement
 - Faculty interaction strongest positive correlation with retention
 - Relationships with faculty members
 - Available, helpful, sympathetic: 98% retention
 - Unavailable, unhelpful, unsympathetic: 83% retention
- Learning Communities
 - Getting to know faculty among top three benefits of their Learning Community

