One More Student

Session 1: What tools can help teachers be successful in keeping students?

Workshop series by First Year Experience and Center for Excellence in Teaching & Learning

Charles Larenas
Dan Ryan
Sarah Grison
Have you ever thought any of these? (Be honest!)

Click here to watch "What teachers say in their heads"!
Our goal is to discuss how we can keep one more student by:

- Understanding who our students are, including their needs and challenges
- Discussing the best ways to support our students
- Coming away with practical teaching tools to support student retention and success

Now we want to know who you are and what your goals are!
What are the challenges to keeping One More Student?

- 15% come to class often/very often without completing assignments
- 40% care for dependents living with them
- 25% work more than 30 hours per week
- 31% are self-financing their education
- 75% do not participate in college-sponsored activities
- 70% said Parkland does not help them with non-academic issues

Click here to access the PPT slideshow on the Anatomy of a Parkland Student. And click here for the handout on the challenges Parkland students face.
How are we supporting our students?

Let's give ourselves a 1 through 5 for each item depending on how frequently we do each behavior.

<table>
<thead>
<tr>
<th>Always do this</th>
<th>Frequently do this</th>
<th>Sometimes do this</th>
<th>Rarely do this</th>
<th>Never do this</th>
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<tr>
<td>5</td>
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1. Accessible
2. Approachable
3. Encourages and cares for students
4. Flexible/open-minded
5. Good listener
6. Happy/positive attitude/humorous
7. Develops rapport
8. Understanding

**TOTAL**

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**TOPICAL ARTICLES**

The Teacher Behaviors Checklist: Factor Analysis of Its Utility for Evaluating Teaching

Jared Keeley, Dale Smith, and William Basile
Ashland University

We presented the Teacher Behaviors Checklist (TBC; Becker, Melcher, gardening, & Smith, 2002) as an evaluation instrument for assessing teaching by asking faculty members to rate themselves on a 5-point scale. Factor analysis of the modified TBC revealed 5 subdimensions: 1) facilitating participation and fostering communication skills; 2) fostering personal and intellectual development; 3) promoting a positive learning environment; 4) empowering students to learn; and 5) measuring teaching effectiveness. Teachers rated themselves on a 1 through 5 scale for each item, with higher scores indicating more effective teaching. The TBC was found to be a reliable and valid instrument for evaluating teaching effectiveness.

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Click here to access the Teacher Behavior Checklist by Keely et al.
How are we supporting our students?

- Turn on your clicker on the bottom button.
- Click in your TOTAL score by pressing A - E on your clicker!

<table>
<thead>
<tr>
<th>Always do these actions</th>
<th>Frequently do these actions</th>
<th>Sometimes do these actions</th>
<th>Rarely do these actions</th>
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<tr>
<td>A</td>
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<td>C</td>
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What do all of these questions have in common? Might you be interested in giving your students this survey? Click here to get an editable Word version of the full survey!
What these have in common is that they all reflect best practice!

The Seven Principles of Good Undergraduate Education

1. Encourages contact between students and faculty
2. Develops reciprocity and cooperation among students.
5. Emphasizes time on task.
6. Communicates high expectations.
7. Respects diverse talents and ways of learning.

Click here to access the Seven Principles of Good Undergraduate Education, by Chickering & Gamson
And research suggests that retention and success depends on faculty contact

Retaining Students in Classes: Putting Theory into Everyday Practice:

- Getting to know your students
- Letting them know you care about them as individuals and learners
- Beginning building connections with students
- Setting a positive tone & focus on student success
- Involving students and create a sense of community
- Determining students' goals and objectives
- Being respectful of and flexible about students' other responsibilities

Click here to access Retaining Students in Classes, by Saret
But in practice, what specific actions can we take to encourage contact with our students?

Let's chat about this for a few minutes and come up with ideas!
More ideas on how to encourage contact with our students!

- Send a "hello" email before the start of the term
- Ask them to complete a demographic sheet at the start of class
- Make "contract" about NO withdrawal unless they speak to teacher
- On the syllabus change "office hours" to "student hours"
- Make an advising meeting as a part of the grade - even for online classes
- Create a course “check-list” spelling out exactly what students will need to do to succeed
- Be the first person in the classroom and the last one to leave
- Do not let students “slide.” Contact any student who misses multiple class meetings or assignments. In online classes, make videos of yourself at the start or for each week so they can know you!
- In online classes, communicate early, often and require responses from students
- Respond to student inquiries in a set timeline and stick to it.
- Become a lifeline for them (more about this in Workshop #2!)

Click to get a sample demographic sheet for Psy101
Click to get a sample "contract" statement
What success have we had at Parkland using these types of approaches?

- Impact of FYE
- I Connect
- PAT
- One More Student - Financial Impact

Kodie and other students do an activity in Sarah's FYE101 class.
What success have we had at Parkland using these types of approaches?

- Impact of FYE
- I Connect
- PAT
- One More Student - Financial Impact

Certainly retaining one student for each faculty member (or staff member) would help both our retention rates (and possibly completion) as well as the financial bottom line. The concept of each of us as Parkland employees helping to retain and recruit students has been mentioned in various forums. I am not sure a specific dollar value has been associated with it. But, an in-district student taking 30 hours over year would generate nearly $5,000/year in tuition & fees (30 * $164 = $4,920). So, if 200 employees each retained (or recruited) one student you would generate approximately $1,000,000 in tuition & fees (200 * $5,000). -Chris Randles
What other approaches can improve student retention and success?

- Check out the rest of the One More Student workshop series
  - Attendance at 2+ workshops is needed to teach FYE101 for 2017-18
  - Session Two: Intrusive Advising - Is There Such a Thing as Intrusive Teaching? (April 20, 12-1)
  - Session Three: Is There Such a Thing as an Exciting Lecture? (April 27, 12-1)
  - Session Four: How Do We Get Students to Come Back? (May 4, 12-1)
  - ALTERNATE OPTION: Four-Hour Workshop of all sessions (May 19, 9-2)

Are you considering attending another workshop? Might you want to teach FYE?
Our goal today is to get out of that mode, so we can:

- Understand who our students are, including their needs and challenges
- Discuss the best ways to support our students
- Come away with practical teaching tools to support student retention and success

What do you think?
Did we reach our goals for the day?
Please fill in the evaluation about the workshop!
Thank you for your willingness to support our students!

- Click here to get access to this presentation!
- Any questions or thoughts?
- Please feel free to email us at:
  - clarenas@parkland.edu
  - dryan@parkland.edu
  - sgrison@parkland.edu
- We look forward to continuing to work with you in the future!