

De Anza College Opening Day 2007
Retention Exercise Results

General Retention Strategies

- . Making personal contact and meeting individually with each student. All of these case scenarios require one-on-one attention from faculty/staff to show an interest in them, letting them know you're here to help them succeed. One-on-one conferencing. Go out of your way to find out why student is failing. Calling and emailing students. Need to nurture and maintain personal human contact. (11)

- . Look closely at the connections, interdependence and relationships necessary among student services to meet the overall and specific needs of targeted groups of students. It should be the responsibility of each faculty/staff/administrator to become specifically familiar with the directory, resources, programs and services available on campus and then helping to connect the student with a person in a particular program. Make sure faculty and students know about available resources, examples: OTI computers, \$ for texts, support services, academic services (9)

- . Form study groups/buddy system. Connect student with peer tutor and study group. Have work study students be evaluated – some need training on customer service. Develop a system of “mentor students” – connections. Peer-to-peer match ups based on language, culture and background. Forming groups – having students self select group mates. Give incentives to students who form study groups. (6)

- . Give all instructors a handbook on all programs available for student services. Many teachers are unaware of programs available so can't refer students. Provide a laminated list of college services to all individuals that have student contact and provide training sessions about those services to personnel. Need campus resources for homelessness and social services. (5)

- . Give students personal, positive recognition. Get to know them. Use index cards with pictures and names on the 1st day or preferred nicknames. First class have students introduce themselves to class as a whole and individually to a number of other students Set a welcoming and engaging tune to all students (5).

- . Reinstate orientation for all part-time instructors to give them into on student resources.

- . Help with students personal needs – a central location to help them and central info for faculty to help refer them (community resources). Help with personal needs, spousal abuse, housing/homeless, child care, low income students. (4)

- . Show/have faith in students. Instill confidence in students ability to bounce back from failure. Develop a personal connection (4)

- . Early Alert Systems – struggling, how to diagnose, lists of questions/checklists to ask students. Identify actual problem EARLY in the process. Have college counselors interfere in the case of student drug dependence (4).
- . If making a referral to a service (counseling or EDC) - Escort student, if possible. Call the service and identify a person and escort the student and give the person some background re concerns. . Streamline the bureaucratic process – i.e., “Walk them through the form” or engage faculty directly to help achieve successful participation in desired classes. (4)
- . Student/Peer mentors /Team cohorts i.e., PUENTE “familia” approach (4)
- . Helping students get and pay for their books. Create lending library to borrow books (3)
- . Spaces for students to go hang out, feel safe, food, stewardship, basic training, building relationships (KCES model), camaraderie, focal point to congregate. Increase physical spaces where students can gather and talk, group study (3)
- . Why do students leave? What does data indicate on drop forms? The administration needs to talk to counselors on why students are leaving – survey students who leave. Find out why students leave – it may be a solvable problem. (3).
- . Newsletters to instructors, monthly, tips on what to do. Communication devices in general – portals. Read flyers in our mailboxes to students (3)
- . A single contact phone number and email address faculty can use. Student must re-enter contact information each quarter. Develop email contacts between student and support faculty/staff member (3)
- . Emergency funds for students – homeless, food, etc. Special financial aid support for single mothers. (2)
- . Need Financial Aid and others to clarify at division meetings – what happens with visas if a students gets failing grade. Help students apply for financial aid and grants. Understanding/knowing the “grace period” – financial aid requirements. (2)
- . Supervisors need to encourage, not discourage, staff and faculty to participate in student success, retention, cultural diversity programs on campus. Teaching to different cultural groups (2)
- . We can help the student find appropriate class/financial aid/counseling. Also, student will see that someone cares – a key element to long-term success (2)
- . Offer a work/study program that is available for AB540 students and international students (2)

- . Follow up with student who stops attending because whether student responds or not, gives student the message that he/she was not just an anonymous face and that the instructor cares enough to follow up (2)
- . Having a help booth in student services/A&R to assist students in filling out forms (2)
- . Have information tables in all parking lots and the beginning of each quarter (2)
- . Go beyond own comfort zone and approach student and find one-on-one approach to identify actual need and help for positive outcome (2)
- . More faculty (part and full-time) on Emergency Training. Students who flip out in class and other emergencies.
- . Weekly meetings with faculty, staff, etc. to discuss student issues – casual action plans.
- . Identify counselors with bilingual skills who can communicate with other family members in the event that the student is not home.
- . Tap into retirement community for tutors
- . We should all try to go through the application process on line – it is difficult.
- . Revisit policy that allows instructors (rather than students) to drop students.
- . Offer alternative assignments
- . Teaching assistants to help catch/contact at-risk students.
- . Allow class participation without fear
- . Plant the seed for further education
- . Reinstate orientation for all part-time instructors to give them into on student resources
- . Work with students' outside restrictions
- . Use a variety of teaching methods (group, lecture).
- . Basic skills and prerequisite completion
- . Make info/course relative and relevant.
- . Reserve some seats for students who need to repeat a course the following quarter.
- . Proactively invite students in the first weeks to share their challenges. Invite students to office. Empathize with own personal experiences.

- . Use the formalism of school “incomplete grade” intercession to allow more time to achieve success.
- . In the classroom, build student responsibility and build student respect between student and teacher.
- . Need to increase sense of community on campus. Build a sense of community within the classroom through collaborative learning techniques. Importance of student clubs.
- . Integrate services at De Anza into course assignments such as having students do a scavenger hunt in groups.
- . Need structure so part-time faculty can use campus childcare.
- . Website could include testimonials from students who have used student support services. Links from faculty websites and classes to student support websites.
- . Peer to peer match up of students based on language, culture and background
- . If student doesn't like the instructor – encourage student to take it again or suggest another instructor.
- . Lack of time in the case of student working professionals. Use outside class resources and email to get help.
- . Have students participate in creating in class evaluation materials by having each student write 4 questions and discuss these with his/her group.
- . Offer additional classes AFTER the quarter starts if long wait lists exist for a class and transfer students from the wait list to avoid the drop out effect. Supply and demand. Make this a “known” policy so students will “hang out” and not drop too soon.
- . Can we have one day (not a holiday) here we shut down campus to plug students into service opportunities, probably during club day?
- . Incentives: seeing models in family
- . Parent support and/or “Village support”
- . Be patient with their emotions.
- . Help student stay in school by developing basic skills, study habits.
- . Helping single parents balance their work, school and life. Provide support by listening to their personal issues and intervene when student has need using community resources.

- . Working with students in and outside of De Anza. Listen to their obstacles and share with them how to overcome language and cultural boundaries. Helping lost students – approach and guide them. Hear frustrations.
- . Introduce attendance policy.
- . Assign in-class exercises and pop-group activities.
- . Address the preparation, basic skills, placement
- . We need to streamline different processes to make it consistent, easy and convenient for students, example: having math, English, bio, chem prerequisites.
- . Helped a student go to EDC who was diagnosed with dyslexia. Developed custom exams for a student with a learning disability.
- . Break class into teams asap and have them do group work in teams throughout the course. Drop out rate eventually to zero.
- . Encourage one on one visits.

Collaborative Retention Exercise Results

1. A 20-year old student who lives with her parents, and who is bilingual but less skilled in English, stops coming to class and provides no explanation.

- . Contact student at first sign of disengagement
 - phone or portal
 - referral to other resources
- . Set time aside to interview students, find someone to interpret so they can speak in their own language, find strategies with the student to stay in class/school.
- . Establish contacts with other people in class
- . Create/sponsor program/academic clubs and groups

2. A young Spanish-speaking man, not eligible for financial aid, says he has to drop his basic skills class because he has to work to support himself and his family.

- . Faculty simply need to know what services are available (hand out to give students?).
- . Math part-timer set up an individual office hour to help a student who couldn't meet regular hours. Share office hours?
- . Suggestions: P.T. orientation or handbook of services (student support services) given to all faculty
- . Recruit students from higher classes to help tutor students in lower classes.

- . When a student avails themselves of a service, they can voluntarily put themselves on a list of “students who can be contacted to help convince another student of the usefulness of the service.”
- . Short courses on “diagnosing” emotional health/mental health issues that may affect students.
- . OTI program
- . Revamping/expansion of courses with Measure C resources could provide work for students. (e.g., students who would help with lab prep and be paid through financial aid).
- . Refer students to trusted resource specialists and then follow up with that student (2)
- . Early Alert System expansion
- . Flip book with top 3 FAQs in each area
- . List offices/agencies by function
- . Touch Screen Info Kiosk and on-line “Ask Jeeves for De Anza.”
- . Find a Spanish-speaking Counselor, use Career Center, refer to scholarships at financial aid or ask the student to make an appointment with a financial aid personnel to discuss the student loan options that are available. These loans are low interest rate loans!

3. A student athlete says he has exceeded the absence policy of a class because of competitive commitments and his obligation to his team and his coach.

- . The importance of the coaches in the follow-up process of student athletes in making sure they adhere to absence policies is helpful and keeps athletes responsible.
- . Coach print out schedule, professor read it, sign it, communicate with student athletes, Help the student communicate with instructors. Some students are intimidated by instructors. Call coach directly when student has missed too much class. Ask athletes to identify earlier than 4/5th week – provide team schedule.
- . Forming study groups early on helps them feel support in the classroom. Students keep switching groups so a feeling of community helps them to be careful.
- . Encourage students to communicate possible future attendance problems early.
- . Be point blank about working with student
- . Create cohorts among athletes in class.
- . Encourage athletes in class by recognizing their gamers/wins and using sports analogies in class.
- . Personally connect with them to communicate your expectation that they can succeed that you respect them and take their academic work seriously.
- . Make sure you don’t have excessive overlap.
- . Set up with tutors so football player could earn a C through tutorial center.

4. A single mother of two small children is in danger of failing a class. She says she needs a C in each of her classes in order to maintain her eligibility for child care assistance.

- . Call, email or write to find out what the problems are (language, schedule, writing skills etc.) and refer to appropriate support group in the class (on-line) or a buddy (peer tutor). Spend weekly time with student by phone-on-line in person whatever fits her schedule – allow her to bring her children or connect her with childcare services in her community.

Be flexible (assignment deadlines, exams etc.), help with tutors, reading and writing center.

. Financial Aid office. Early or priority registration for student parents. For financial assistance they are required to maintain 12 units and priority registration would help them get into the classes they need as opposed to taking classes just to have those 12 units. Students end up enrolling in classes because that's what is available.

. Set up appointment with a counselor for help with time management. Know counselors that speak the languages of our diverse students. Counseling offer workshops for faculty

. Pair her with a strong partner, study buddy or study group and tutor.

. Talk to instructor of class for assistance and referral. Instructor could initiate the opportunity on first day of class to encourage students to contact her. Instructor be cognizant of student progress and approach student for assistance strategies. Offer the class extra credit and encourage student to extra credit.

. Alerting Instructors (in a similar fashion the college has set up for students with disabilities and special needs) those students who are parents at the De Anza CDC must maintain a "C" average to continue receiving state funding for childcare. Making instructors aware of the progress reports required of the CDC students due mid-quarter and using this time to access the student's progress and proceeding w/necessary help, if needed.

. Use De Anza's childcare facility. Review student's academic history and evaluate student to determine if there are other issues – learning disability or second language to enroll student in appropriate classes. When there is a problem, refer to all other programs. Align study time with childcare. Doing homework within appropriate time. Work with the student to rearrange schedule. When student completes application, provide student with material of the needs they indicate. If she's in danger of not passing, have her withdraw from your class if she can't manage. See if someone in class or school can help with childcare. College could have info web (college version of "craigslist") where students can post requests for childcare, etc.

. Encourage the student to connect with a specific academic counselor and encourage the use of the tutorial center/lab. Connect the student with the EOPS program. Talk about assessment, evaluation and intervention programs.

. Assets-based approach (motivations). What would you like out of your education?

. Placement tests should/could be used as the first step /as early intervention

. Need a faculty/staff member who makes the initial, personal contact with the student.

. Invitation and list of procedures and resources on "green sheet."

. Address transportation problems

. For "Flex Classes" include tutorial staff and hours on the weekend.

. Co-op is an option if she has job

. Referral to re-entry program

5. A student tells you she is undecided what to major in and is not sure what she wants out of life.

. Encourage and reassure – personal stories. College is a time of exploration. Big college = big opportunity. Students may need someone to just listen to them as they talk about

who they are, what they want (personally and academically) – personal counseling, active listening and support.

- . Relate to work place (talk with professionals and former students)
- . Find out (from journals) what she is interested in.
 - Reflect back to her what you saw she did well on and was interested in.
 - Provide information on campus resources and some possible choices for her to pursue.
- . Respond to international student who may feel overwhelmed and emotional in a humane, compassionate way and connect that student with a specific counselor. Support the student into decision-making; discuss with the student specific ideas and goals that student may have. Johnny encourages that the vet students (new to college) start at the basic steps of general ed that can provide them with success and lead them towards their educational goals.
- . Essential for staff and faculty to “know the connections” among all of us for the services we can provide – would a resource handbook that is extremely specific be helpful? (2)
- . Suggest skills inventory, assessment class and follow-up. Advise student to take basic classes while deciding.
- . Provide resources, computerized personality tests/surveys, counseling. They need to hear it is okay they are “undecided,” keep moving, community service, look up career profiles on Yahoo/Google, cold calling possible mentors. Explore different classes in what students are passionate about. Assign a research project on the career of their choice with questionnaires on lifestyle.
- . There are many programs, internships, and opportunities available on campus and in the community. Develop and introduce more inter-disciplinary courses.
 - Building personal connections
 - Get student’s engaged in class
 - Help them make connection from classroom discussion to personal life
 - Going to Career Center, going to CLP 70/75, Informational interviews, talk about Co-op program
 - Assessment Center
 - Introducing students to support services, MPS program, EDC, Puente, Peer mentor programs

6. There is a student sleeping in the locker room one evening. He awakens when you come in, and explains he is there because he is homeless.

- . Refer to social services. The college needs better housing lists. Faculty, staff and other college employees who may have rooms in their homes to house students in need (2)
- . Bookstore vouchers, bus passes available at division office/deans (2)
- . Walk students to resource area (2)
- . Create a voucher for emergencies- to provide a safe place, food, etc. emergency safe-places
- . Make everyone aware “again” of who knows public systems, people on campus who can help the student access these systems.
- . Refer student to binder with referrals (health services, faculty, classified, administrators) to Howard Irvin, Financial Aid, EOPS. Personally take student to

counselor, who can put him in touch with homeless shelters, agencies, etc. Follow up with Counseling Center and student. Refer him to Student Employment Services.

- . Place textbooks in the library on reserve
- . Ask other students if they can help
- . Call Evening Coordinator or campus police and see if there's a contingency plan.
- . If none, request that one be developed.
- . Encourage him to stay in school
- . Target civic engagement to intervention towards addressing these needs.
- . Need handbook dealing with these resources
- . We need to streamline different processes to make it consistent, convenient for student
- . Be compassionate and help with processes of services because some students are not ready to open up about their socioeconomic situation, community referrals to provide basic needs and adequate resources that our campus is limited by (i.e., mental health).
- . On campus social worker

7. A student's family does not want her to attend college because they think that it's a waste of time and she should be helping at home instead.

- . Math instructor advocated to registrar for a student to be able to take a class for a third time.
- . Use data to show different % salary one can get. Money talks. If they stay in school or just drop out. This perspective helps them to stay in school. Emphasize short-term vs. long-term goals.
- . Give books (that publishers give you) to students who get the highest grade – encouragement and build connections.
- . Focus on communicating and educating to parents in as many ways as possible. (Events to bring them to campus, special conferences, personalized letters from instructors, counselors). Community outreach at churches and high schools. Work to empower students and teach communication skills and values clarification
- . Schedule a meeting with parents to explain the benefits of an education. Inform the student of the financial benefits in particular.

8. You put students in assigned groups for an upcoming group project. A student comes to you and states that he can't work with "those people." You notice that his group is composed of Latino, Asian and African American students.

- . Talk it through with the student and ask more questions; don't jump to any conclusions.
- . Give choice= work with group and expect respect or leave class
- . Set up groups by giving effective communication guidelines – acknowledge it's hard. 1st group really watch behavior. Students grade each other on participation.
- . Establish that common goal of team is to be successful.
- . Instructor mediate with group members or uses great care in assigning groups that are integrated/diverse in terms of age, ability, gender, ethnicity.
- . Establish that common goal of team is to be successful.
- . Create a climate in your classroom that makes it comfortable for students to talk about these issues. Make task require participation through design. Make the resistant student

be the facilitator. Help them get to know each other. Make students understand that everyone in the group is important.

- . Create classroom rules of engagement, norms and discuss group roles to share competencies before you ever attempt group work.
- . Do not change the group. The group reflects the make-up of the population of Bay Area and world in general. Or, tell the student they have the option to do the assignment by themselves. After trying to have a conversation about the benefits of working with the group. Assign a different project that reflects cultural/racial issues.

9. A student who does not face any of the obstacles some students have – for example, financial or child care needs, language barriers or academic under-preparation – seems to feel disconnected with the college.

- . Make effort to know each student by name, call them by name, make sure students know each others' name by creating group work/assignments that focus on this.
- . Generate more invested feeling – connect with other students
- . See Counselor on campus to discuss strengths/weaknesses. Talk to student about what their intent is.
- . Facilitate/develop contacts with students in class with teacher among students
- . Need to increase sense of community on campus. Build a sense of community within the classroom through collaborative learning techniques. Use technology to allow for connectivity. Leverage technology to connect – social networking
- . Importance of student clubs. Clubs on campus can help students feel connected, as can student government and athletics. Student might be lacking inspiration. Activity classes such as P.E. would be great to increase interaction for the student. Suggest the student try to engage in more than just “academic” classes. On-campus employment is another way to meet other students/get involved. Mentoring program will help pull students into the community. Send them to a counselor to assess other possible issues.
- . Student who hates school, not a morning person. What do you do in your free time? Determine the likes and focus on interest – advise student to focus on that interest until they show interest. Introduce basic academics. Advise student to look around to see what others do. Approach person who is doing job you like and ask questions.
- . Finding ways to help students feel connected to the college by providing:
 1. Training for faculty & staff on various services or programs that students can get involved in. Examples: campus clubs, counseling and tutoring services, internships and opportunities to network with other students and help each other, plus sporting events.
 2. Providing activities in class that will help students get to know each other better. Example: group activities like a scavenger hunt on campus.
 3. Arriving early to class and greeting students and getting to know them, taking attendance. So you can get to know students better, invite them to stay after class if they arrive late and hearing why they are late. Get to know more about them without passing judgment.
- . Have the students go to workshops at the career center. Career options on discipline website.
- . Have a tentative four-year planner filled out by students.

. Departmental luncheons/cookies/coffee for students to get to know each other and faculty