Traditional College Retention Strategies & New Initiatives

Presented by:
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&
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The DC College Access Program (DC-CAP)
DC-CAP is a private, non-profit organization that encourages and enables DC public high school students to enter and graduate from college.

Program Components include:
- HS Programming/CIRCs
- Last Dollar Award
- Alpha Leadership Project
- College Retention Programming

Students are eligible for services for five years beyond high school graduation. We have served or serve the following high schools:
About DC-CAP

Who We Serve(d)

<table>
<thead>
<tr>
<th>DC Public Schools</th>
<th>DC Public Charter Schools</th>
<th>DC Public Charter Schools (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anacostia</td>
<td>Booker T Washington</td>
<td>Richard Wright</td>
</tr>
<tr>
<td>Ballou / Ballou STAY</td>
<td>Capital City</td>
<td>SEED</td>
</tr>
<tr>
<td>Banneker</td>
<td>Cesar Chavez (Capitol Hill &amp; Parkside Campuses)</td>
<td>Thurgood Marshall</td>
</tr>
<tr>
<td>Bell (CHEC)</td>
<td>E L Haynes</td>
<td>Washington Latin</td>
</tr>
<tr>
<td>Cardozo</td>
<td>Friendship Collegiate</td>
<td>Washington Math, Science, &amp; Technology</td>
</tr>
<tr>
<td>Coolidge</td>
<td>Hospitality</td>
<td>William E Doar</td>
</tr>
<tr>
<td>Duke Ellington</td>
<td>IDEA</td>
<td>Young American Works</td>
</tr>
<tr>
<td>Dunbar</td>
<td>Ideal Academy</td>
<td>YouthBuild</td>
</tr>
<tr>
<td>Eastern</td>
<td>KAMIT</td>
<td></td>
</tr>
<tr>
<td>Luke C Moore</td>
<td>KIPP DC</td>
<td></td>
</tr>
<tr>
<td>McKinley</td>
<td>Maya Angelou (Evans &amp; Shaw Campuses)</td>
<td></td>
</tr>
<tr>
<td>MM Washington</td>
<td>National Collegiate</td>
<td></td>
</tr>
<tr>
<td>Phelps ACE</td>
<td>Next Step</td>
<td></td>
</tr>
<tr>
<td>Roosevelt / Roosevelt STAY</td>
<td>Options</td>
<td></td>
</tr>
<tr>
<td>School Without Walls</td>
<td>Perry Street Prep (Hyde)</td>
<td></td>
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<tr>
<td>Spingarn / Spingarn STAY</td>
<td></td>
<td></td>
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<tr>
<td>Washington Metropolitan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wilson</td>
<td></td>
<td></td>
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<tr>
<td>Woodson</td>
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</tbody>
</table>

http://www.dccap.org
Persistence vs Retention
Persistence rates measure the overall student body. Retention rates may only measure students who progress or enroll a subsequent year and do not reflect transfer students.

Know the Population
When reading reports or statistical data, ensure that you know how the data is collected (i.e., institutional, local, national, aggregate, self-reported, or sample populations).

Who Counts
Often, retention and graduation rates are calculated by only counting first-time students who are enrolled full-time during the first-year of study. Typically, part-time and transfer students are not counted when calculating retention or graduation rates.

Normal Time
Recently, graduation rates have been reported (actual and estimated) based on 150% of “normal time.” This is 6 years for four-year institutions and 3 years for two-year institutions.
The Need for Effective Retention Efforts

DC-CAP and National College Enrollment Rates

- DCPS Graduates
- PCHS Graduates
- National Total
- National Black
- National Hispanic

Sources: DC-CAP database and the National Center for Education Statistics

District of Columbia College Access Program
http://www.dccap.org
The Need for Effective Retention Efforts

National College Enrollment Rates (by Gender)

<table>
<thead>
<tr>
<th>Year</th>
<th>Female Students Nationally</th>
<th>DC-CAP Female Students</th>
<th>Male Students Nationally</th>
<th>DC-CAP Male Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>73%</td>
<td>65%</td>
<td>66%</td>
<td>54%</td>
</tr>
<tr>
<td>2010</td>
<td>74%</td>
<td>66%</td>
<td>63%</td>
<td>54%</td>
</tr>
</tbody>
</table>

Sources: DC-CAP database and Postsecondary Education OPPORTUNITY
The Need for Effective Retention Efforts

National 5-Year Graduation Rates (by Race)

<table>
<thead>
<tr>
<th>Year</th>
<th>National</th>
<th>National Hispanic</th>
<th>DC-CAP</th>
<th>National Black</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>53%</td>
<td>42%</td>
<td>38%</td>
<td>36%</td>
</tr>
<tr>
<td>2002</td>
<td>52%</td>
<td>43%</td>
<td>38%</td>
<td>34%</td>
</tr>
<tr>
<td>2003</td>
<td>53%</td>
<td>43%</td>
<td>43%</td>
<td>34%</td>
</tr>
<tr>
<td>2004</td>
<td>54%</td>
<td>44%</td>
<td>40%</td>
<td>34%</td>
</tr>
</tbody>
</table>

Sources: DC-CAP database and the National Center for Education Statistics

District of Columbia College Access Program

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The Need for Effective Retention Efforts

DC-CAP College Graduation Rates by Gender (HS Class of 2006)

- 4-Year: Female 22%, Male 16%
- 5-Year: Female 14%, Male 12%
- 6-Year: Female 5%, Male 6%

Sources: DC-CAP database
The Need for Effective Retention Efforts

Bachelors Degree Attainment by Family Income Quartile (by Age 24)

- Above $108,284
- $65,310 - $108,284
- $36,080 - $65,309
- Less than $36,080

Source: Postsecondary Education OPPORTUNITY

District of Columbia College Access Program
http://www.dccap.org
Traditional College Retention Strategies

**Learning Communities** -- a deliberate restructure of the curriculum to connect students to faculty to foster greater intellectual connections or a group of students who take a common set of courses together or share a common experience around their academics. Participants in a LC develop a deeper understanding of the courses’ subject matter while they build relationships and learn together outside of the classroom.

**Linked Courses or Cohorts** -- two common courses, one of which is typically content based, (i.e. math or science), and the other is an application course (i.e. speech and writing) for a group of students.

**Freshman Year Experience Programs** -- deliberate attempts to create rites of passage for incoming students, in which they are supported, welcomed, celebrated, and ultimately assimilated in to the campus environment. FYE programs can encompass orientation to the campus, living and learning communities, freshman seminars, career exploration, student-peer or faculty mentoring, academic advising and counseling, academic-skills training, among others.
Traditional College Retention Strategies

**Orientation and Summer Bridge Programs** -- helps students make a successful transition from high school to college, academic integration, and personal/social integration. Allow high-risk, low income and academically ill-prepared students, the opportunity to get a “head-start” on building academic skills, especially in English and Math. It also gives students the ability to become acquainted with the campus and develop relationships with the faculty and peers.

**Developmental Education Programs** -- comprehensive processes that focus on the intellectual, social, and emotional growth and development of students. These programs commonly address academic preparedness, diagnostic assessment and placement, development of general and discipline-specific learning strategies, and affective barriers to learning.

**Mentoring Programs** -- a relationship between an experienced and a less experienced person, in which the mentor provides guidance, encouragement, advice, support, and feedback to the protégé.
New Retention Initiatives

**Community College to Four-Year Institution Bridge Programs** -- beyond the standard articulation agreement between community college and 4-year institutions, intensive programs may feature one-on-one advising, access to events and organizations at the 4-year institution, individualized transition program for admissions and class registration into the 4-year institution, and financial incentives.

**Male Engagement Programs** -- males are provided a community to be supported by peers and mentors and are encouraged to take advantage of the academic and social opportunities within the environment.

**Early Intervention IT Systems** -- use data to identify students at risk of failing and provide them with concrete steps toward academic improvement. Early intervention systems give instructors and automated way for instructors to reach out to students in need of help early in the semester.
New Retention Initiatives

Returning Learner Programs -- designed to recruit, retain, and graduate returning students. Programs can include incentives and services to recruit and retain students, advisers and advocates who provide one on one support and assist with creating a specific action plan.

Career Planning Programs -- help students identify career goals and determine the necessary steps to attain the proper preparation. Research has shown that students with more job-related goals were more likely to persist than students with unknown goals.
Local and National Programming

Community College to Four-Year Institution Bridge Programs
NOVA Pathway to the Baccalaureate Program
  - [www.nvcc.edu/academics/pathway/](http://www.nvcc.edu/academics/pathway/)
Bridge to Clemson University
  - [www.clemson.edu/admissions/bridge/index.html](http://www.clemson.edu/admissions/bridge/index.html)

Male Engagement Programs
University System of Georgia African-American Male Initiative
The Ohio State University Black Male Initiative

Early Intervention IT Systems
Purdue University
  - [http://www.itap.purdue.edu/studio/signals/](http://www.itap.purdue.edu/studio/signals/)
University of Missouri System
  - [http://studentsuccess.umsl.edu/Faculty/academicalert-faculty.html](http://studentsuccess.umsl.edu/Faculty/academicalert-faculty.html)
  - [http://academicalert.mst.edu/media/administrative/academicalert/documents/Fall2009-Academic_Alert_flyer.pdf](http://academicalert.mst.edu/media/administrative/academicalert/documents/Fall2009-Academic_Alert_flyer.pdf)
Local and National Programming

Returning Learner Programs
Kentucky Council on Postsecondary Education Adult Learner Initiative
University of Toledo College of Adult and Lifelong Learning
  - http://www.utoledo.edu/call/

Career Planning Programs
INROADS’ College Links and Internship Program
  - http://inroads.org/
STEM Initiatives for Minority Students
The City College of New York Program for the Retention of Engineering Students
  - http://www1.ccny.cuny.edu/prospective/gsoe/
Chicago State University Academic Enrichment Studies Program
  - http://www.csu.edu/AcademicSupport/
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