


Month	Retention Activities
August	Faculty Professional Development on Advising and Retention; Students with two or more developmental courses placed in block.
September	Early Intervention Forms submitted by faculty and others are due to Learning Center/Student Services/Academic Affairs for follow-up.
October	Students with D and Fs at mid-semester are identified and advisors are asked to provide follow-up.
November	Students who have not pre-registered for spring semester are identified and contacted.
December	Learning Center provides report of students who have utilized their services. Cross references are made to improvement in English/Math classes.
January	Names of students who have applied for Admission are given to faculty and personal cards are sent as follow-up to potential students. Students who are on probation for spring semester are identified and advisors are asked to follow-up.
February	Early Intervention Forms submitted by faculty and others are due to Learning Center/Student Services/Academic Affairs for follow-up.
March	Students with D and Fs at mid-semester are identified and advisors are asked to provide follow-up.
April	Students who have not pre-registered for spring semester are identified and contacted. Advisors have students complete Advising Survey.
June/July	Assessment results are reviewed by division chairs and administrators and retention-related data is extracted and reviewed.

Timeline for Specific Retention Strategies

Strategies for Improving Retention at West Virginia University at Parkersburg

Student Satisfaction, Academic Advising, and First-Year Programs



Strategies for Improving Retention at WVU Parkersburg

West Virginia University at Parkersburg has developed a baseline of strategies designed to improve student retention. The initiatives in the initial phase address Student Satisfaction, Academic Advising and First-Year programs. Outlined in this brochure are strategies, and benchmark outcomes for implementation of our retention initiative. Included are a timeline of activities for completion of specific retention strategies and a list of student characteristics to identify those at risk.

Student Satisfaction

Action Strategy	Outcomes with Benchmark
1. Review items related to student satisfaction on the Noel-Levitz survey and identify items with response mean < the benchmark 4.0.	Develop at least one strategy for each item with a mean < 4.0. For the next year, establish a goal of .5 growth from previous mean and/or meeting or exceeding the 4.0 benchmark.
3. Work with Registrar, Student Services, and Academic Affairs to identify why students withdraw from WVU Parkersburg. From this data, develop a profile of “leavers” that will be used to develop a procedure for predicting currently enrolled students’ potential for leaving.	Develop list at the end of fall and spring semesters of students who withdraw. Of the students who withdraw, complete the profile: GPA, Major, ACT/SAT, . Enforce student completion of withdrawal information. Differentiate between students dropping courses and students actually withdrawing from the college. An effort will be made to contact each student who has withdrawn from the college.
4. Implement a College-wide Exit Survey that indicates satisfaction with college programs and services. The Exit Survey should be administered as part of the senior seminar/capstone/project classes to capture wider audience and increased return rate.	Identify areas that are <4.0 and develop specific strategies for addressing concerns students have had over their full career at WVU Parkersburg. Academic divisions address exit survey concerns as part of their program review process.
5. Establish a subcommittee within SGA to address Student Issues. SGA President will share student issues and concerns with the Academic Council at the end of each semester. (December and April Academic Council Meetings)	Student concerns are communicated to faculty and administrators. Concerns that impact retention are discussed and an intervention strategy provided as warranted.

Academic Advising

Action Strategy	Outcomes with Benchmark
1. Provide personal introductions and initiate first level of contact with new advisees. Each advisor will be provided with address labels and email addresses of all advisees. Additionally, a template for suggested letter of introduction and information will be provided for advisors.	Within the first three weeks of the fall semester all (100%) academic advisors will initiate contact with new advisees that includes a personal introduction and ongoing communication with returning advisees. Documentation of contact will be provided to division chairs and will be included as part of annual evaluation
2. Identify students with undecided majors. Students with undecided majors will be identified at the beginning of each semester. If possible, all undecided majors will be assigned to one advisor who is prepared to provide career guidance and advisement.	Every student enrolled with an undecided major will be monitored for progress in selecting a major. Advisors for initial undecided students will be assigned to advisors with less than 10 advisees. Advisors will be given a list of introductory courses that undecided may take in order to select a major field of study. 75% of students with undecided majors will select a major after two semesters.
3. Identify at-risk students. Students who are at academic risk will be identified at the beginning of each semester using at-risk indicators.	Students with at least one of the three 'risk factors' will be identified and names given to instructors, advisors, and Student Affairs personnel. Follow-up will be provided and information distributed regarding tutoring or remedial services available to students. 50% of students on academic risk factor list will be retained for following semester.
4. Implement early intervention strategies. Faculty will identify within their classes students who appear at risk within the first three weeks of the semester.	Early intervention of students who appear at risk during the first six weeks of instruction will be implemented by faculty using the Early Intervention Form on the Academic Advising website. Follow-up for referrals will be provided by Learning Center and Student Services staff. 80% of students referred for early intervention will receive assistance that is documented.
6. Investigate why students have not pre-registered by deadline. Students who have not completed pre-registration for the following semester will be identified.	One week following pre-registration, , students who have not pre-registered will be identified and contact made regarding reason(s) for failure to pre-register (omitting graduating students). If students are planning to leave college, they will be referred for consultation meeting with Academic Affairs/Student Services personnel. 100% of non pre-registered students will be contacted. Additionally, postcards will be sent from Student Services to all students who have not pre-registered reminding them to see their advisors and to pre-register.
7. Provide professional development for faculty in advising strategies. Faculty will attend academic advising updates as part of Faculty Professional Development Week activities and ongoing advising workshops.	Strategies for effective academic advising will be provided during Professional Development Week/Inservice for faculty and updated Advising Handbook distributed. Additionally, an Advising Workshop hosted by faculty will be provided before pre-registration each semester.

First-Year Issues

Action Strategy	Outcomes with Benchmark
1. Develop and implement a block of courses for students who place into two or more developmental courses. Students will progress as a cohort through the block.	Students are required to spend at least one hour per week in Learning Center on specific areas of weakness when class grades drop below B . Documentation will be required by student to present to the instructor that indicates remediation was completed in the Learning Center.
2. Provide intervention for students who require specific ACT scores to enter teacher education or nursing.	Students who require intervention to improve ACT score will: a) work with faculty tutors who are trained in ACT remediation; or b) enroll in computer program for self-paced ACT instructional assistance. Coordination for ACT preparation will be coordinated with Student Affairs and Academic Affairs. 80% of students who participate in one of the ACT preparation activities will meet the 21 ACT benchmark.
3. Include College Transition Resources as part of Student Orientation for incoming/transfer students and develop a new online SDEV 100, Transition to College, course.	During Student Orientation new students will be provided information on where and how to locate services offered by the college, including the location of their advisor. Pamphlets with Learning Center location and hours, Career Services information, and advisor information will be available for students. Incoming students will sign that they have received and read "College Transition Resources" pamphlet during orientation week.
6. Implement a WVU Parkersburg Mentor Program for first year students.	Identify faculty and staff who are willing to serve as Midway Mentors for first year students who need additional support during the transition to college. Faculty and staff must be willing to provide at least one activity each semester for students they are mentoring.
7. Update SDEV 108 to include content for non-traditional students.	The Education Division will implement updates and changes to the current SDEV 108 to include curriculum appropriate for adult learners who have been out of high school for at least five years and are coming to college for the first time.

Identifying Students at Risk for Attriting

- Students with D/F at mid-semester in each semester.
- Students on academic probation or continuing probation at beginning of each semester.
- Students on provisional admission for each semester.
- Students with high financial balances.
- Students with high ACT scores (above 24 composite)
- Students with low ACT scores (below 17 composite)
- Students who have to travel more than 30 miles to attend classes.
- Students who have not pre-registered for spring classes and are not graduating or transferring.