



# Retention: A Call to Arms

Maryland TESOL 2012

Presenter: Elizabeth Holden  
Wagenheim, PGCC

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# Where is this coming from?

- 2010 Obama Announces Completion Agenda: *“By 2020, The U.S. will have the highest proportion of college graduates in the world.”*
- December 2011, Maryland signed the “Promise to Act” and each community college president set goals for increasing completion. In MD, 3 of 10 complete in 3 years
- AACCC and MACCC buy-in



# What does this mean for us?

- Colleges may be requiring new programs/measures of ESL completion
- Instructors should examine what we do or don't do to encourage retention

# Center for Entering Student Success Institute [www.cccse.org](http://www.cccse.org)

- Survey given to students in 4<sup>th</sup> or 5<sup>th</sup> week of classes to assess student engagement
- *Faculty and staff care about me*
  - 1.8 strongly disagree
  - 6.0 disagree
  - 41.9 neutral

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50% at PGCC do not feel cared about

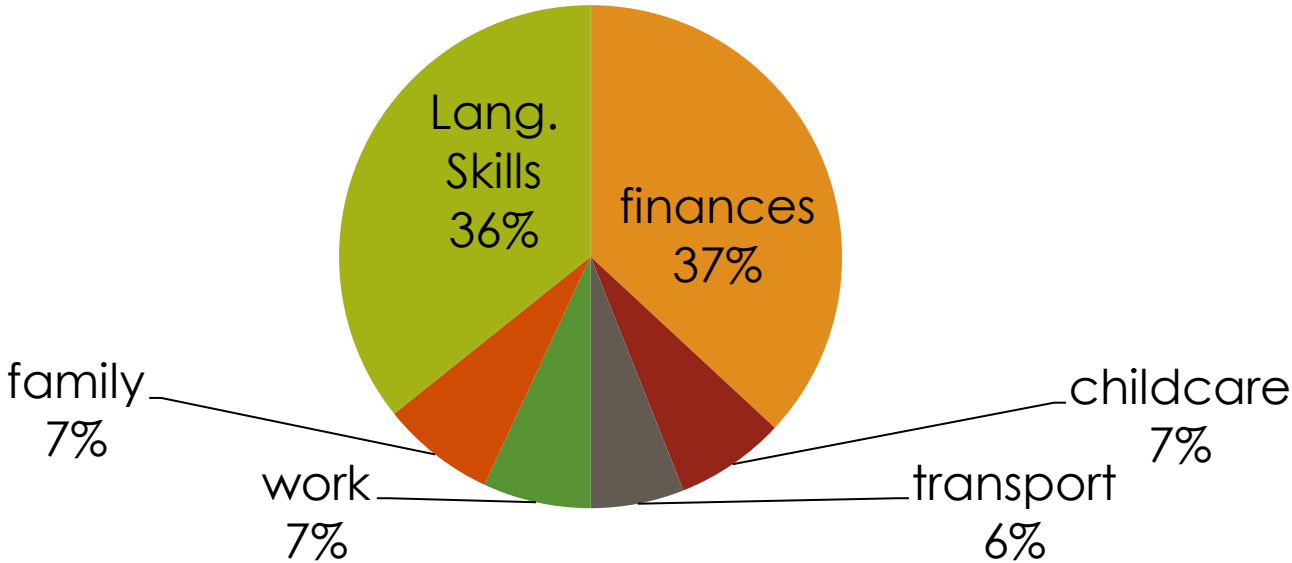
# Push and Pull Factors/ESL Population

Assets (Push)	Potential Obstacles (Pull)
<ul style="list-style-type: none"><li>• Intrinsic Motivation</li><li>• Maturity (25 – 45 years old)</li></ul>	<ul style="list-style-type: none"><li>• External demands (family, work, etc.)</li><li>• Longer path to completion</li><li>• Less experience with the expectations of American higher education</li><li>• Lack of clear academic goal</li></ul>



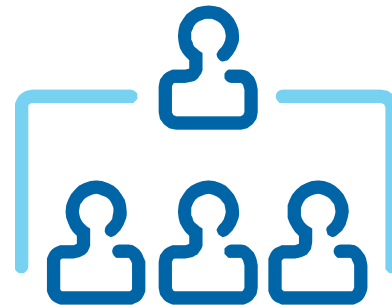
# Goal Survey Spring 2012

## Obstacles



# Completion requires retention

- From semester to semester
- Within the semester



# Opportunities that Faculty Provide

- Connection to a faculty member
- Connection to classmates
- Engagement with material/active learning
- Connection to campus



# Feeling Connected: Faculty

- Office tour
- Green Chair
- Class photograph on office door
- Prescription Pad
- In class early; talk individually with students



# Feeling Connected to Classmates: Classroom Atmosphere

- 1<sup>st</sup> week: acknowledge returning students as experts
- Small group study rooms in library
- Priority on learning names during pair/group work
- Finding commonalities: student questionnaire/3 in 3 activity

# Being engaged with material

- Active learning
- Neil Anderson: Motivational Moments (60 seconds or less—planned into your lesson)
- Explicit discussion of motivation; what motivates you? What can you do to maintain motivation?

# Motivational Moments and Student Self-Evaluation

- 2a Show students that you care about progress
- 5C Bring in and encourage humor
- 6C Regularly use small-group tasks where learners can mix
- 18a Make tasks challenging
- 29c Adopt the role of facilitator

# Being connected to campus

- Academic assignments based on campus resources: Writing Center/Tutoring Center; Definition: Mentoring; Description of Career Center; Library Databases; Guest Speakers
- Discuss college involvement for transfer applications

# Faculty Member as Coach

- Bumper Sticker (inference; figurative language)
- Maxims on the board



# How do you facilitate...

- Connection to you
- Connection to classmates
- Connection to material
- Connection to campus

