

# Sample Letter Of Student Retention

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## PORTER SINGLETON

*Student Retention Strategies* Rowman & Littlefield  
 Higher education institutions have already begun to see decreasing enrollment numbers, even as higher education enrollment is predicted to drop precipitously starting in 2025. Much of the decrease in enrollment will be driven by demographic trends about which higher education institutions can do little, making the retention of students who do enroll that much more important. Overall retention rates have stagnated and differential retention rates by race and ethnicity have persisted. If higher education institutions, researchers, and policy makers are to improve retention rates, a critical examination of the current state and future directions of retention research is essential. This edited volume begins that examination by addressing several questions: What are the needed directions in theory and research on college student persistence and how do we translate new theory and research into effective practices? Are we asking the right questions, looking in the right places, or trying to apply out-of-date theories to new populations? In short, how can the research community help institutions improve retention in this challenging time?

*Undergraduate Student Retention* Routledge

College student retention continues to be a vexing issue for colleges and universities. There are some very simple steps that a college or university can take to help students persist until they reach academic and/or personal goal attainment. This book is intended to give the reader the necessary tools, for all types of educational institutions and delivery systems, to implement a retention formula and success model that will actually help students meet their academic and personal goals and thus increase college retention and graduation rates. Regardless of the academic ability, socioeconomic status, gender, first generation, ethnicity of students, the retention formula and model presented will help each and every college type increase student retention and graduation rates.

*Student Retention* Jossey-Bass

Student retention has become a difficult issue within higher education. As such, it is imperative to examine the causes, as well as provide educators with strategies to implement to improve retention rates. *Critical Assessment and Strategies for Increased Student Retention* is a pivotal reference source for the latest progressive research on a variety of current student success and attendance perpetuation issues. Featuring a broad range of coverage on a number of perspectives and topics, such as academic performance, counseling, and culture, this publication is

geared towards practitioners, academicians, and researchers interested in understanding the difficulties with maintaining student retention.

**Critical Assessment and Strategies for Increased Student Retention** Primary Research Group Inc

Online degree programs have long faced the issue of retention and engagement from their students. Proper support and guidance for students can encourage continuation in these programs, and can help lead to student success. *Coaching for Student Retention and Success at the Postsecondary Level: Emerging Research and Opportunities* is a pivotal reference source that provides vital research on the application of student support systems as a promising intervention for post-secondary retention and student success. While highlighting topics such as student assessment, online programs, and professional identity, this publication explores support strategies that boost retention, as well as the methods of using support and guidance to promote student success. This book is ideally designed for educational professionals, educational organizations, educational administrators, universities, and academics seeking current research on the effects of guidance on student retention rates and success.

**Increasing Student Retention** John Wiley & Sons

**INCREASING PERSISTENCE** "Of all the books addressing the puzzle of student success and persistence, I found this one to be the most helpful and believe it will be extremely useful to faculty and staff attempting to promote student success. The authors solidly ground their work in empirical research, and do a brilliant job providing both an overview of the relevant literature as well as research-based recommendations for intervention." GAIL HACKETT, PH.D., provost and executive vice chancellor for academic affairs; professor, counseling and educational psychology, University of Missouri, Kansas City Research indicates that approximately forty percent of all college students never earn a degree anywhere, any time in their lives. This fact has not changed since the middle of the 20th century. Written for practitioners and those who lead retention and persistence initiatives at both the institutional and public policy levels, *Increasing Persistence* offers a compendium on college student persistence that integrates concept, theory, and research with successful practice. It is anchored by the ACT's What Works in Student Retention (WWISR) survey of 1,100 colleges and universities, an important resource that contains insights on the causes of attrition and identifies retention interventions that are most likely to enhance student persistence.?? The authors focus on three essential conditions for student success: students must learn; students must be motivated, committed, engaged, and self-regulating; and students must connect with educational programs

consistent with their interests and abilities. The authors offer a detailed discussion of the four interventions that research shows are the most effective for helping students persist and succeed: assessment and course placement, developmental education initiatives, academic advising, and student transition programming. Finally, they urge broadening the current retention construct, providing guidance to policy makers, campus leaders, and individuals on the contributions they can make to student success.

*Student Retention in Colleges Changes Lives and Society* University Press of Colorado

Student retention continues to be a vexing problem for all colleges and universities. In spite of the money spent on creating programs and services to help retain students until they achieve their academic and personal goals, and graduate, the figures have not improved over time. This is particularly true for minority students, who have a greater attrition rate than majority students. Demographic information shows that the minority population in the United States is growing at a faster rate than the majority. It is imperative that educational institutions find ways to help improve retention rates for all students but particularly minority students. Retention rates should not differ appreciably among different racial/ethnic groups. "The Journal of College Student Retention: Research, Theory and Practice" is the only scholarly, peer-reviewed journal devoted solely to college student retention. It has published many articles on minority student retention, and this topic continues to garner much attention. This book is a compilation of the very best of these articles, selected on the basis of reviews by a cadre of experts in the education field. The articles discuss African American, Latino/Latina, Asian and Asian Pacific, Native American, and biracial students, and institutional commitments to retaining a diverse student population. For those interested in this vital area, the collection will teach and inspire them to achieve greater heights and pay additional attention to retaining minority students in our colleges and universities.

**The Survey of Best Practices in Student Retention, 2013 Edition** John Wiley & Sons

**For Students' Sake! Bold Solutions for the College Retention Crisis** By: Carmen R. Allen College students face numerous obstacles before they step into the classroom and then again when their academic careers begin. As such, the decline of student retention and success threatens the health of universities across the nation. Universities are challenged by declining enrollments, reduced financial resources, and an increased demand for accountability. Additionally, these institutions face pressures to compete internationally, as they struggle to meet the demands of an ever-advancing technological age. Now more than ever, college



students make critical decisions about their classes based upon interactions with faculty and their own learning expectations, which are evolving as quickly as the technologies they use. Born out of experimental education tactics, *For Students' Sake! Bold Solutions for the College Retention Crisis* explores the strategies and results of personalized learning. After 22 years of teaching college students, Carmen R. Allen realized that a large number of her students were failing, dropping the course, or simply disappearing. Her passion for student success pushed her to learn more about how to meet student needs, including early intervention tactics and personalized communication approaches, in order to create higher levels of student success. She experienced great success with her work and is optimistic that others will implement her strategies in order to better support their own students and positively impact them.

**Retention, Persistence, and Writing Programs** Springer Publishing Company

This text examines the issues surrounding student drop-outs and presents a practical guide to identifying reasons for drop out and developing solutions to the problem of retaining students in higher education.

**Taking Student Retention Seriously** Taylor & Francis

Each vol. a compilation of ERIC digests.

**Student Retention** Rowman & Littlefield

Student retention has become a key issue for all further and higher education institutions and is a major concern among those involved in online learning courses where retention rates are often even poorer than those for traditional campus-based courses. There is increasing recognition that student retention is the responsibility of the actual institutions running the courses, and that it is within their power to encourage sustained participation without compromising academic standards. In this book, Ormond Simpson provides a clear, accessible analysis of what works and at what cost. He outlines strategies for increasing retention, providing useful case studies and examples to illustrate how these strategies can change institutional policy and practice. Areas covered include: \* Who drops out and why \* Integration \* Reclamation \* 'Retentioneering' an institution \* Recruitment and retention \* Course design.

**Survey of Student Retention Policies in Higher Education** Routledge

Looks at issues of student retention, correlates of retention, and action strategies to improve retention. Identifies twelve kinds of approaches to retention and evaluates their results.

**Student Retention** Jossey-Bass

In the current nursing shortage, student retention is a priority concern for nurse educators, health care institutions, and the patients they serve. This book presents an organizing framework for understanding student retention, identifying at-risk students, and developing both diagnostic-prescriptive strategies to facilitate success and innovations in teaching and educational research. The author's conceptual model for student retention, "Nursing Undergraduate Retention and Success," is interwoven throughout, along with essential information for developing, implementing, and evaluating retention strategies. An entire chapter is devoted to how to set up a Student Resource Center. Most chapters conclude with "Educator-in-Action" vignettes, which help illustrate practical application of strategies discussed. Nurse educators at all levels will find this an important resource.

**Improving College Student Retention** Primary Research Group Inc

"An eminently practical book that rests on the last 15 years of theoretical studies of student attrition and the major authors' extensive experience as 'enrollment management' consultants... An extremely valuable contribution to the field." --Choice This book draws on the experiences of hundreds of institutions to offer practical advice and guidelines for how to improve retention and foster student success and satisfaction.

**Report of the University Task Force on Student Retention and Academic Performance** Routledge

Drawing on studies funded by the Lumina Foundation, the nation's largest private foundation focused solely on increasing Americans' success in higher education, the authors revise current theories of college student departure, including Tinto's, making the important distinction between residential and commuter colleges and universities, and thereby taking into account the role of the external environment and the characteristics of social communities in student departure and retention. A unique feature of the authors' approach is that they also consider the role that the various characteristics of different states play in degree completion and first-year persistence. First-year college student retention and degree completion is a multi-layered, multi-dimensional problem, and the book's recommendations for state- and institutional-level policy and practice will help policy-makers and planners at all levels as well as anyone concerned with institutional retention rates—and helping students reach their maximum potential for success—understand the complexities of the issue and develop policies and initiatives to increase student persistence.

**The Perceived Effectiveness of Student Retention**

**Initiatives Within Technical Colleges in Minnesota** IGI Global College student retention continues to be a top priority among colleges, universities, educators, federal and state legislatures,

parents and students. While access to higher education is virtually universally available, many students who start in a higher education program do not complete the program or achieve their academic and personal goals. In spite of the programs and services colleges and universities have devoted to this issue, student retention and graduation rates have not improved considerably over time. *College Student Retention: Formula for Student Success, Third Edition* offers a solution to this vexing problem. It provides background information about college student retention issues and offers the educational community pertinent information to help all types of students succeed. The book lays out the financial implications and trends of retention. Current theories of retention, retention of online students, and retention in community colleges are also thoroughly discussed. Completely new to this edition are chapters that examine retention of minority and international students. Additionally, a formula for student success is provided which if colleges and universities implement student academic and personal goals may be attained.

**Increasing Persistence** Dorrance Publishing

Aimed at parents of and advocates for special needs children, explains how to develop a relationship with a school, monitor a child's progress, understand relevant legislation, and document correspondence and conversations.

**Minority Student Retention** IGI Global

From scholars working in a variety of institutional and geographic contexts and with a wide range of student populations, *Retention, Persistence, and Writing Programs* offers perspectives on how writing programs can support or hinder students' transitions to college. The contributors present individual and program case studies, student surveys, a wealth of institutional retention data, and critical policy analysis. Rates of student retention in higher education are a widely acknowledged problem: although approximately 66 percent of high school graduates begin college, of those who attend public four-year institutions, only about 80 percent return the following year, with 58 percent graduating within six years. At public two-year institutions, only 60 percent of students return, and fewer than a third graduate within three years. Less commonly known is the crucial effect of writing courses on these statistics. First-year writing is a course that virtually all students have to take; thus, writing programs are well-positioned to contribute to larger institutional conversations regarding retention and persistence and should offer themselves as much-needed sites for advocacy, research, and curricular innovation. *Retention, Persistence, and Writing Programs* is a timely resource for writing program administrators as well as for new writing teachers, advisors, administrators, and state boards of education. Contributors: Matthew Bridgewater, Cristine Busser, Beth Buyserie, Polina Chemishanova, Michael Day, Bruce Feinstein, Patricia Freitag Ericsson, Nathan Garrett, Joanne Baird Giordano, Tawanda Gipson, Sarah E. Harris, Mark Hartlaub, Holly Hassel, Jennifer Heinert, Ashley J. Holmes, Rita Malenczyk, Christopher P. Parker, Cassandra Phillips, Anna Plemons, Pegeen Reichert Powell, Marc Scott, Robin Snead, Sarah Elizabeth Snyder, Sara Webb-Sunderhaus, Susan Wolff Murphy

**Increasing Student Retention**

This report looks closely at the student retention efforts of 50 American colleges and universities including the University of Delaware, Auburn, Sarah Lawrence and Georgia State University, among many others. The 100+ page study gives detailed data on retention rates overall and for many specific categories of students such as distance learning students, graduate students, part time students, and other categories. The study presents highly detailed data on the retention effort including current and planned spending on consultants, information resources and conferences and retention staff. The study helps retention professionals to answer questions such as: what do peers consider to be the most important elements of a retention effort? How important is financial aid? Counseling? Tutoring? Student activities? Early identification efforts for troubled students? Data is broken out for size and type of college (community college, 4-year, MA/PHD and research university) as well as for public and private colleges and, critically in this case, by level of tuition.

**Keeping Students in Higher Education**

The *Survey of Student Retention Policies in Higher Education* presents data from a benchmarking study of the retention policies of 40 American colleges. Data is broken out for public and private colleges, by Carnegie class and enrollment level, to allow for easier benchmarking. This 100+ page study presents data on: spending on consulting services to aid in student retention, spending on conferences, reports and other information and analysis about retention; percentage of colleges that have a dean or other high level administrator for retention; retention rates for students; ways in which colleges track and present retention data; perceived impact of financial assistance on retention; perceived impact of severity in grading on retention; perceived impact of tutoring services on retention; perceived impact of psychological counseling services on retention; perceived impact of general economic conditions on retention; perceived impact of involvement in extra-curricular activities on retention; perceived impact of the quality of food services and residence halls on retention; use of interviews of transferees or drop outs from the

college; use of interviews of graduates of the college; importance of exit interviews; percentage of colleges that maintain records on students that are engaged in few or no extracurricular activities; description of college info literacy policies; percentage of colleges that offer child care services to students; role of part time job finding services; perceived importance of career services division for retention; perceived importance of the academic advising services unit for retention; perceived importance of peer mentoring for retention; percentage of colleges that intervene at pre-determined thresholds of student difficulties such as number of classes missed or low grade point average; description of college efforts to reach out to help high risk students; College spending on tutoring services; Projected future spending on tutoring services; Perceived impact of tutoring services on retention; Source of tutors; Cost of Tutors; percentage of residence halls that have student advisory centers; percentage of colleges that have hired consultants to advise on the academic advising services; Annual Budget of the academic advising unit; number of full time equivalent positions allocated to the academic advising unit; description of rate of growth in the college's financial aid to students over the past two years; description of changes in tuition levels; perceived view of the need to increase financial aid or lower tuition in order to maintain or enhance enrollment; institutional attitudes towards the encouragement of instructor-student interaction outside of class; percentage of students that need special help in reading, writing or pronouncing English; percentage of colleges that offer ESL.

**Wrightslaw**

Student retention varies with colleges and universities within and among states. Retention is as high as 91 percent and as low as 34 percent among colleges. The huge differences are varied, and should be addressed differently, especially for the predominately historically black colleges and universities. Reasons for low student retention in colleges range from inadequate pre-college preparation of students coming from high schools. High schools are funded primarily from local tax dollars, which suggest that if the local tax dollars are low, then the high school budgets will be impacted. Low budgeting does not provide sufficient funds to attract top tier teachers and the students that are being prepared for colleges could be marginal and inadequately prepared to undertake the rigors of college experiences. Under-prepared and original high school graduates present high risks in completing the college degree requirements in four or five years. Failure to complete the degree causes the students to leave college without a career and they are forced to settle for low paying jobs. Low paying jobs generate low wages and salaries that are often not sufficient to pay bills and cover other responsibilities. In an effort to survive they become too dependent on others, including families, friends, and the state and federal government. The end result is additional costs to the state and federal budgets. Student retention should be everybody's concern, students themselves, parents, state and federal authorities, and the college administration. The students should be adequately advised from the beginning of their tricolation within the college by choosing the subjects that will help them to undertake the rigor of college education. Planning where to go, what career to pursue, and the cost of the education should be in place at least one year before attending college. It is helpful for the student, with the help of family and school counselors, to do some research in each of these important areas. Too many students think of going to college during the last semester in the senior year of high school. Such practices place the student into a rush mode, resulting in confusion and inking bad choices. The students should do their own research on the status and image of the college, faculty, and the outcome of their graduates. The research will allow the freshman to make good choices and prevent unnecessary mistakes. Good choices relative to suitable and compatible roommates, course selections, and advisors are paramount to college success. College advisors also play a critical role in the preparation of the student's career, reducing early confusion and frustration. The first semester is highly critical for a good start, because it can be considered as the period of adjustment after which comes growth and development. Counselors can be helpful in course selection. Each student's academic ability is different and should be advised differently. A useful guide for the counselor is the student's high school transcript. With the minimum of fifteen credit hours for the first semester that is five classes, at least three of the five classes should be centered on the academic strength of the student. It is ill advisable to blanket treat all students, therefore adequate counseling should be available, so that special attention can be given to each student. Often times the advisor and counselor are overwhelmed with students who have to resort to self-help, or being advised by fellow students, who are not trained to help students in need. Faculty image and status also help to retain students. The student seeks attention and will not wait very long for such attention. Advisors and counselors should not be selective in the way that they treat students. Punishment and rewards should be awarded fairly and the process should be as transparent as possible. If students are treated equally and fairly, then they will perform equally, irrespective of color, class, culture, gender, and religion. Failure of the student to complete the college degree can place a high

burden on the student as they are saddled with high student loans without having a high paying job. Therefore, student loan policy should be revised and loans should be based on needs and

not on availability. Some students tend to take more than what is needed and they tend to squander the balance on social wants. Consequently, the student, without completing the degree, will be

saddled with the debt burden. Retaining students to complete the degree is like a bird in the hand for the person and not in those bushes.