



Increasing Retention of Developmental Students by Providing Instructional Support

Presenters:

Tamara Jones, Assistant Dean, Student Success and Coordinator of Developmental Studies
Jonathan Broyles, Lead Academic Advisor

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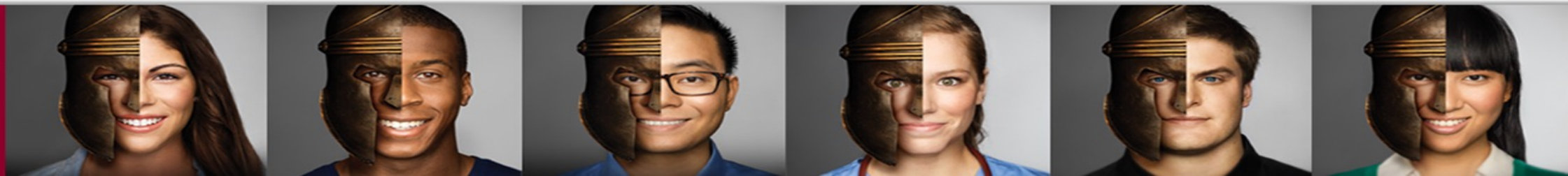
- 1887 founded as Troy Normal School
- 1929 Troy Normal School became Troy State Teacher's College
- 1957 Troy State College
- 1967 Troy State University
- 2005 returned to single accreditation as "One Great University": Troy University

TROY is located in Southeast Alabama, about 50 miles south of Montgomery, the State capital, and about 150 miles north of Panama City Beach, Florida. Troy University has four locations in Alabama: Troy, Montgomery, Dothan, and Phenix City. TROY also has campuses in seven states across the US, several campuses outside of the US, and also provides a large academic presence online.

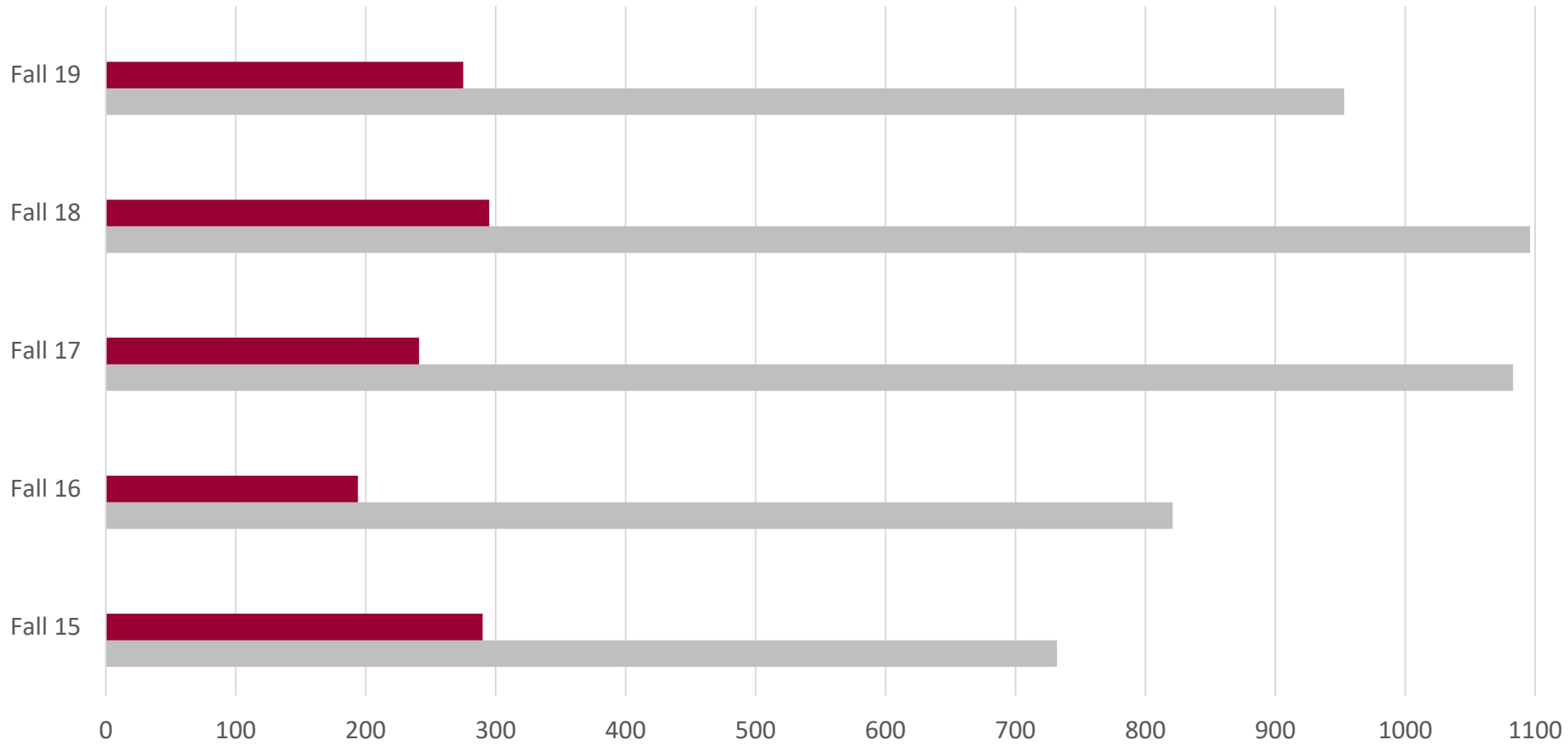
Rise in Developmental Number

With the increasing number of students requiring remediation in Math and English, from Fall 2015 to Fall 2019, Troy University developmental students jumped by 23% with a 40% increase in Double developmental, both Math and English. With this increase, it was evident that the university had to address the issues surrounding students who meet the admission criteria but are not deemed to be college-ready based on test scores. The university has historically offered a one-semester hour course designed to introduce students to time management, notetaking, study skills, and other such broad topics. This course was promoted to at-risk students admitted to the university.

The decision was made to revamp the course to offer more robust topics, to increase the course to three-semester hours, and to reclassify the course as developmental to be taken as a companion course to the developmental Math and English courses beginning in Fall 2018 (FA18).



Growing Numbers of Developmental Enrollments



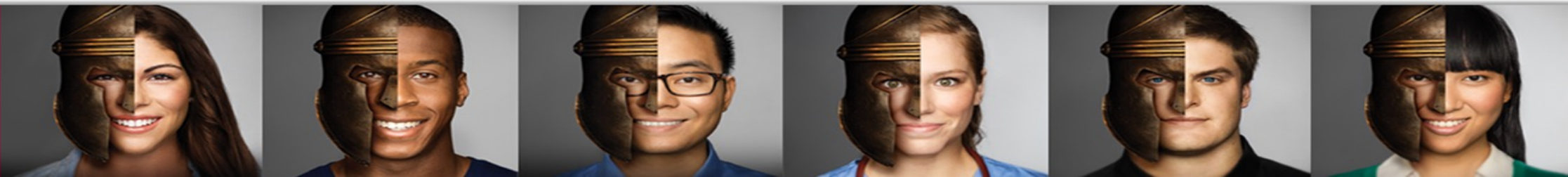
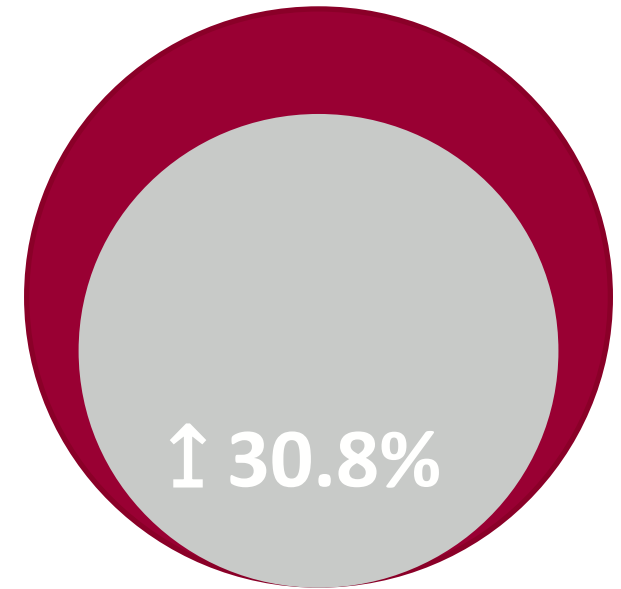
Semester	developmental	Double
Fall 15	732	164
Fall 16	821	194
Fall 17	1083	241
Fall 18	1096	295
Fall 19	953	275

Why the Growth?

In fall of 2014 students taking developmental classes was 659. In Fall 2019 that number jumped to 953.

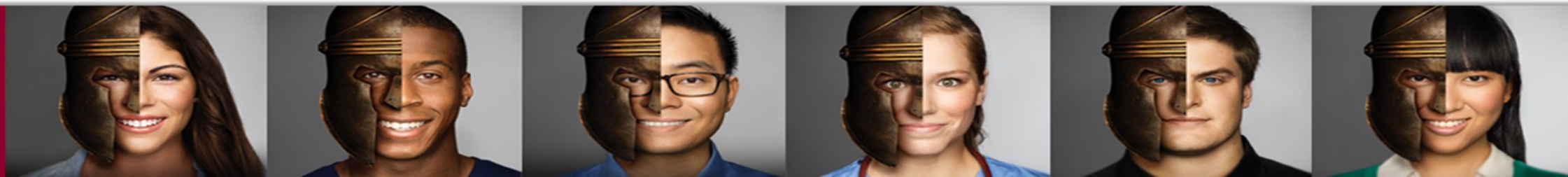
- The State of Alabama no longer requires students to take a Graduation Exit Exam in 2014.

Fall 14 Enrollment was 6388 while enrollment in Fall 19 was 6681 which is only a 4.4% increase.



Enrollments and Developmental Enrollment for FA15-FA19

Semester	Enrollments	developmental Enrollment	Percentage
Fall 15	6253	732	11.7%
Fall 16	7911	822	10.4%
Fall 17	7115	1083	15.2%
Fall 18	7091	1096	15.5%
Fall 19	6681	953	14.3%



What did we do to help?

- Developed SLOs
- Round table with math and English
- Built in academic support
- Developed the material
- Trained the instructors
- Changed a course title and credit hour

TROY 1103 (1)

College Success Strategies

- Notetaking
- Self-Awareness
- Self-Management
- SMART Goals
- Working with your professors
- VARK

TROY 0095 (3)

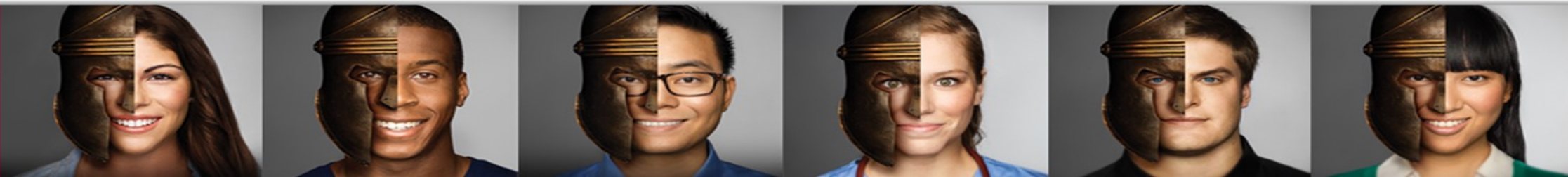
The Learning Mindset

- Previous +
- Calendaring
- Mindset and Emotions
- MBTI, VARK, and Mindset
- Learning Goals
- Bloom's Taxonomy
- Study Cycle
- Studying, Learning & Metacognition
- Learning Strategies
- Reading Actively
- Homework Strategies
- Peer-to-peer Teaching
- Think-Pair-Share
- Lab Requirements



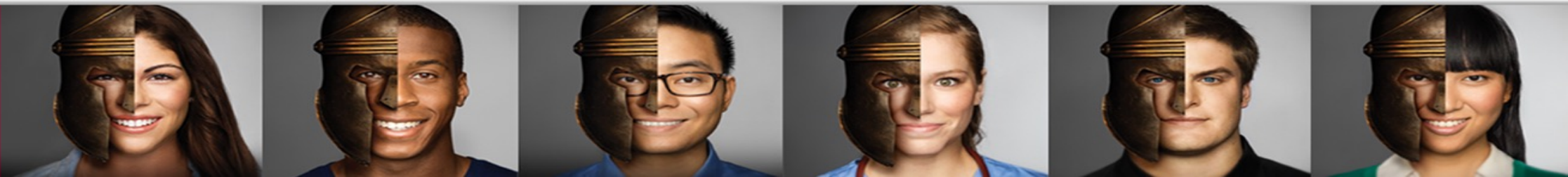
One-Hour Suggested Course

The university has historically offered a one-semester hour course designed to introduce students to time management, notetaking, study skills, and other such broad topics. This course was promoted to at-risk students admitted to the university. The course was also being used as a filler-course for upperclassmen who wanted to increase their grade point average.



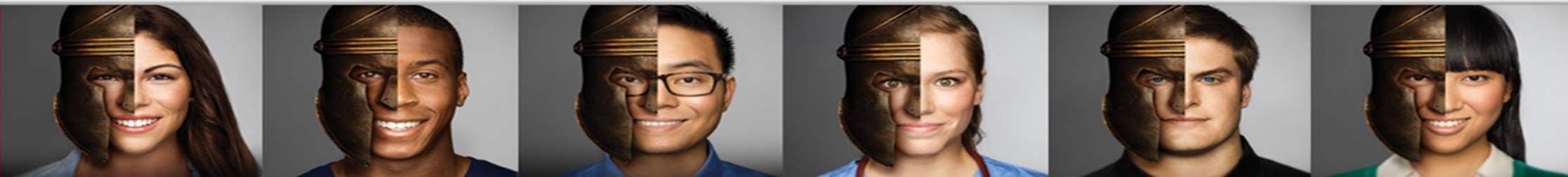
Three-Hour Required Course for Double Developmental

- The decision was made to revamp the course to offer more robust topics, to increase the course to three-semester hours, and to reclassify the course as developmental to be taken as a companion course to the developmental math and English courses beginning in fall 2018.
- The newly redesigned course introduces students to:
 - Growth Mindset Theory
 - Metacognitive learning strategies
 - The importance of ensuring mental health through positive self-talk.
- This course is housed in the First Year Studies department, which advises all incoming freshman and all developmental students, and is taught by professional, academic advisors in the John W. Schmidt Center and by other adjunct instructors who have been trained to teach this specific course.



Why the change?

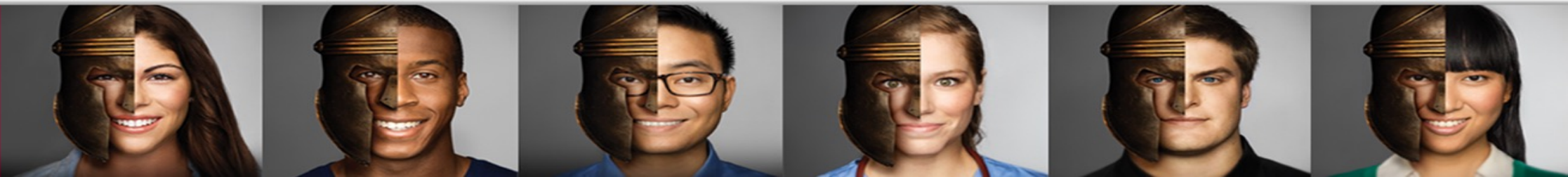
- The curriculum committee had hopes that the course could positively impact student persistence and retention. In addition to the potential to increase retention, the committee hoped that the students would make progress toward self-actualization.
- One primary goal of the redesigned class was that students could identify two or more strategies that could help them ensure success at the course level.
- However, the committee also hoped to help students transition to college more quickly by helping the students to see the value in becoming involved both inside and outside of the classroom.



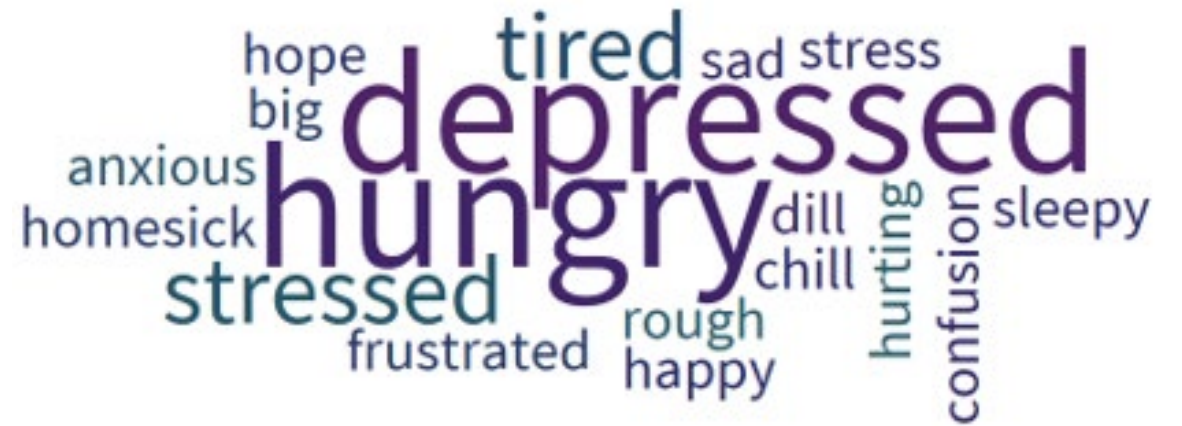
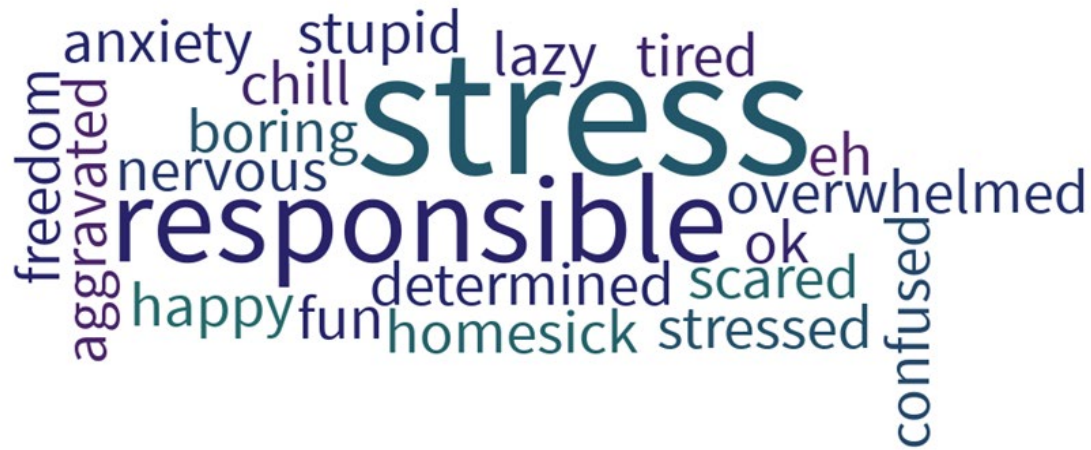
What one emotion have you felt throughout the conference?

Word Clouds – Beginning of Semester

During the first week of class, students are asked to respond to a poll inquiring about emotions experienced since the start of the semester. This poll is anonymous, and they were submitted by freshman during their first week of class:



Word Clouds – Beginning of Semester

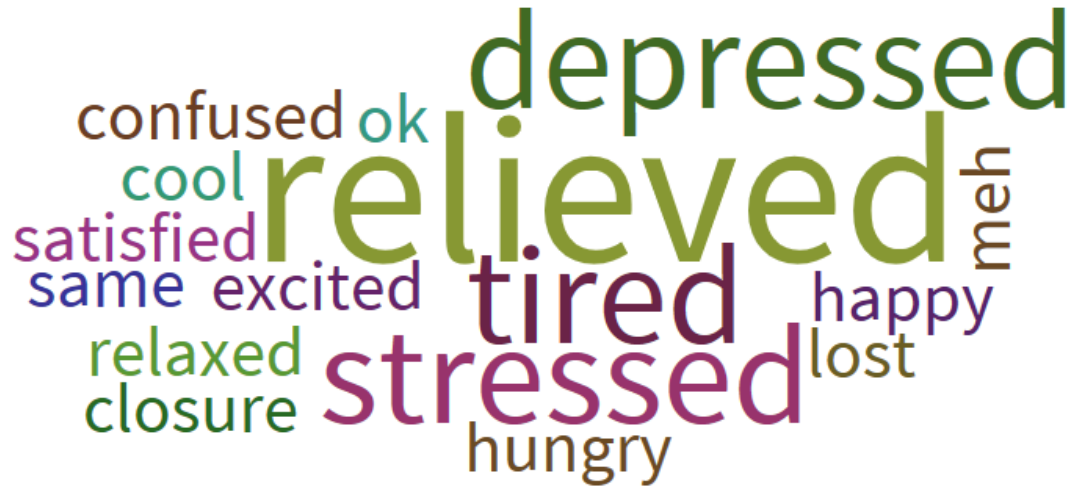


Word Clouds – They Tell the Story

- With feelings like these at the beginning of the semester, why would students want to return.
- Remember:
 - Most of the students who take TROY 0095 are also double developmental.
 - They are all high risk but are all able to be retained with a little extra care.

The next slide contains three examples of the word clouds from the end of the same semester.

Word Clouds – End of Semester



What lead to the change?

CONCEPTS THAT WERE MOST IMPACTFUL

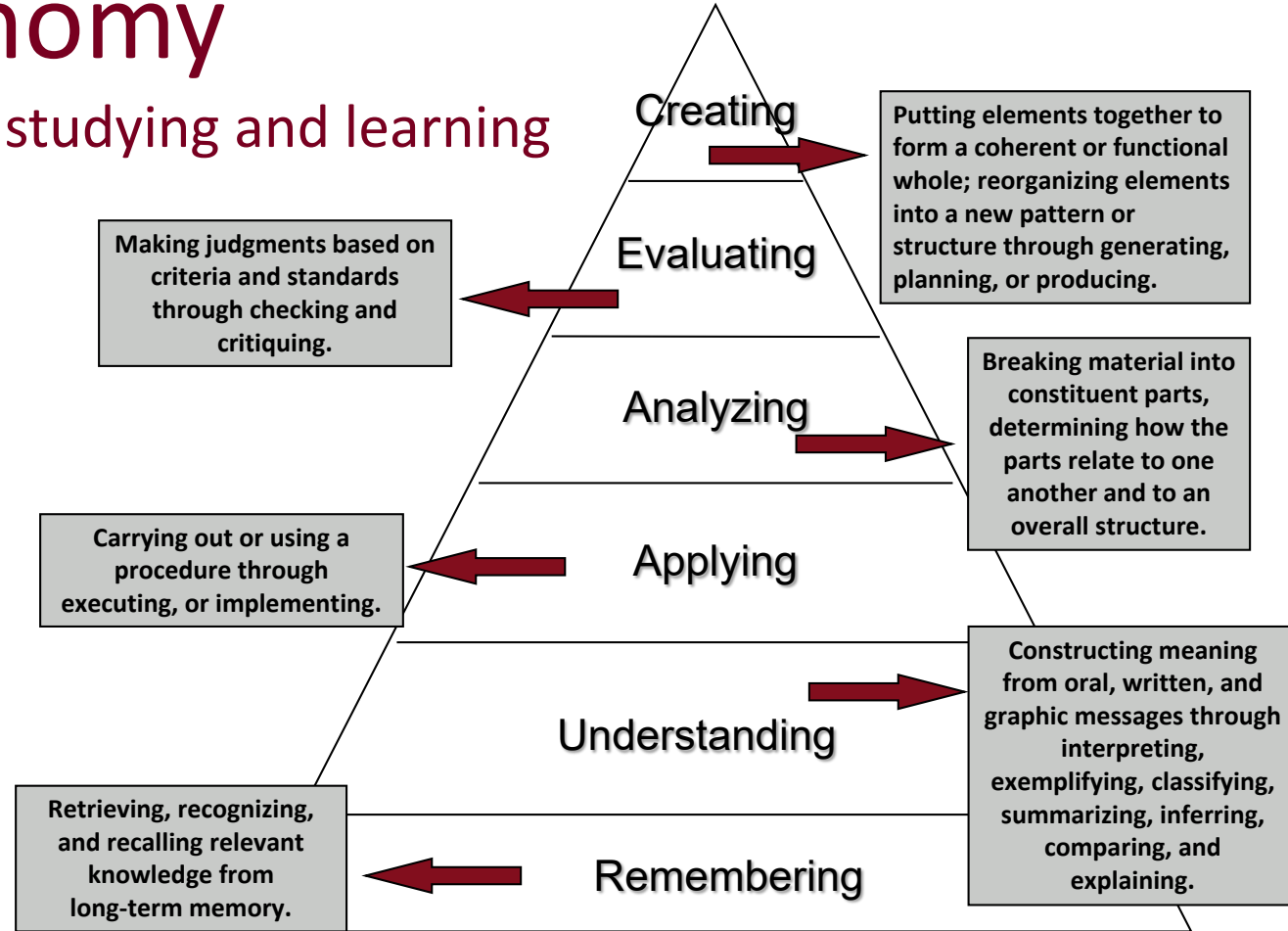


Blooms Taxonomy

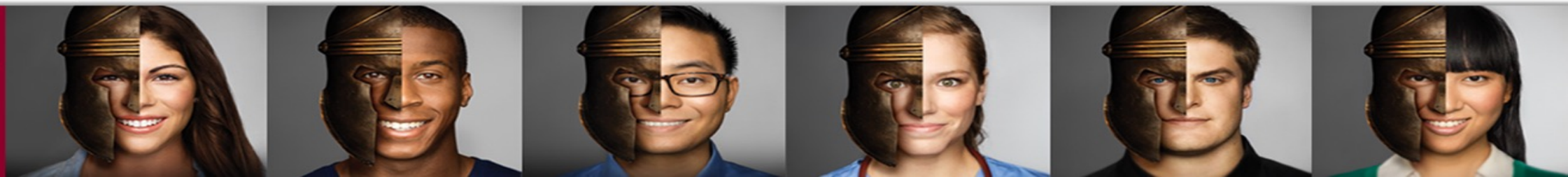
Demonstrating a difference between studying and learning

- This pyramid depicts the different levels of thinking we use when learning. Notice how each level builds on the foundation that precedes it. It is required that we learn the lower levels before we can effectively use the skills above.

- Where did you operate in High School?
- Where do you have to operate now?



http://www.odu.edu/educ/llschult/blooms_taxonomy.htm



Self-Awareness

- Self-awareness strategies, including monitoring self-talk, proved to play a pivotal role in the further development of the students served.
- Exploring Emotions
- Journaling
- Examining brainstorming and writing for negative language



Photo by StockSnap



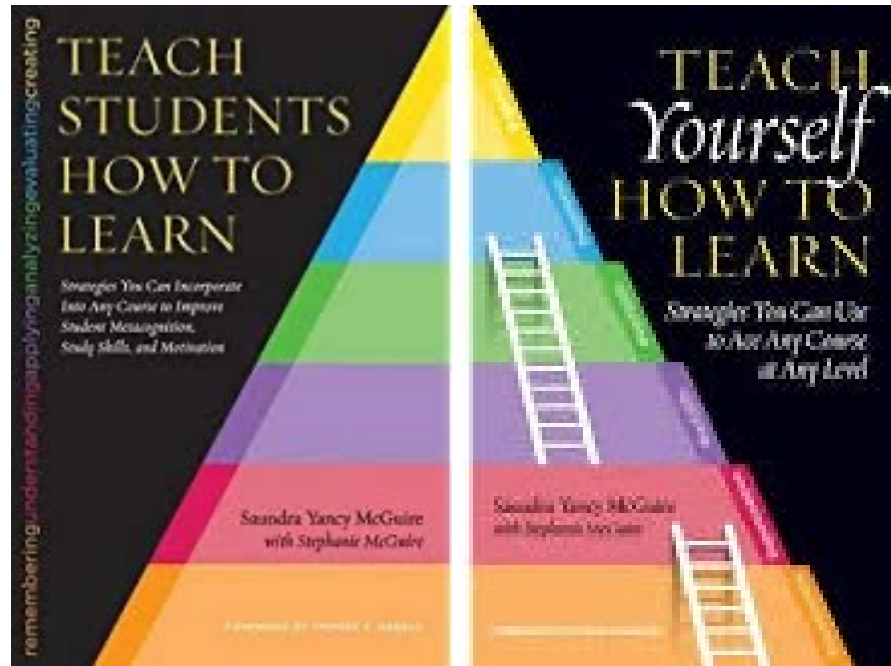
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Textbooks

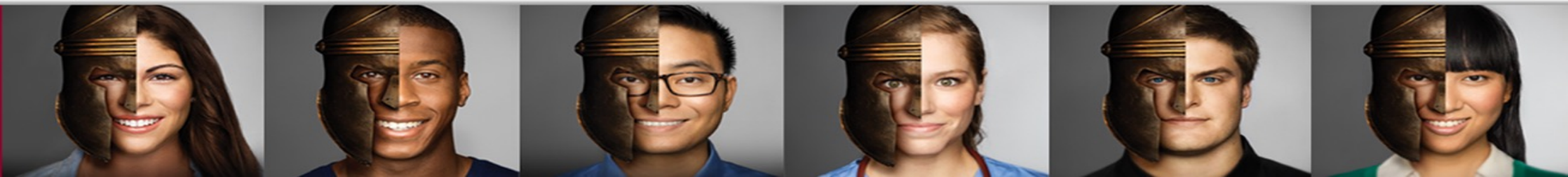


For Teachers

McGuire, S.Y., & McGuire, S. (2015) *Teach students how to learn: strategies you can incorporate into any course to improve student metacognition, study skills, and motivation*. Sterling, Virginia: Styles Publishing.

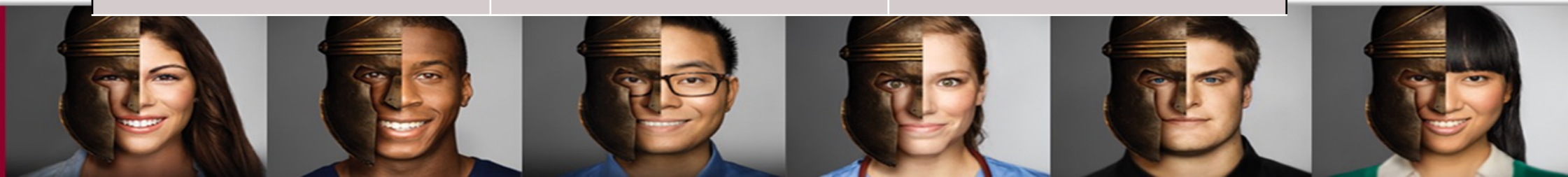
For Students

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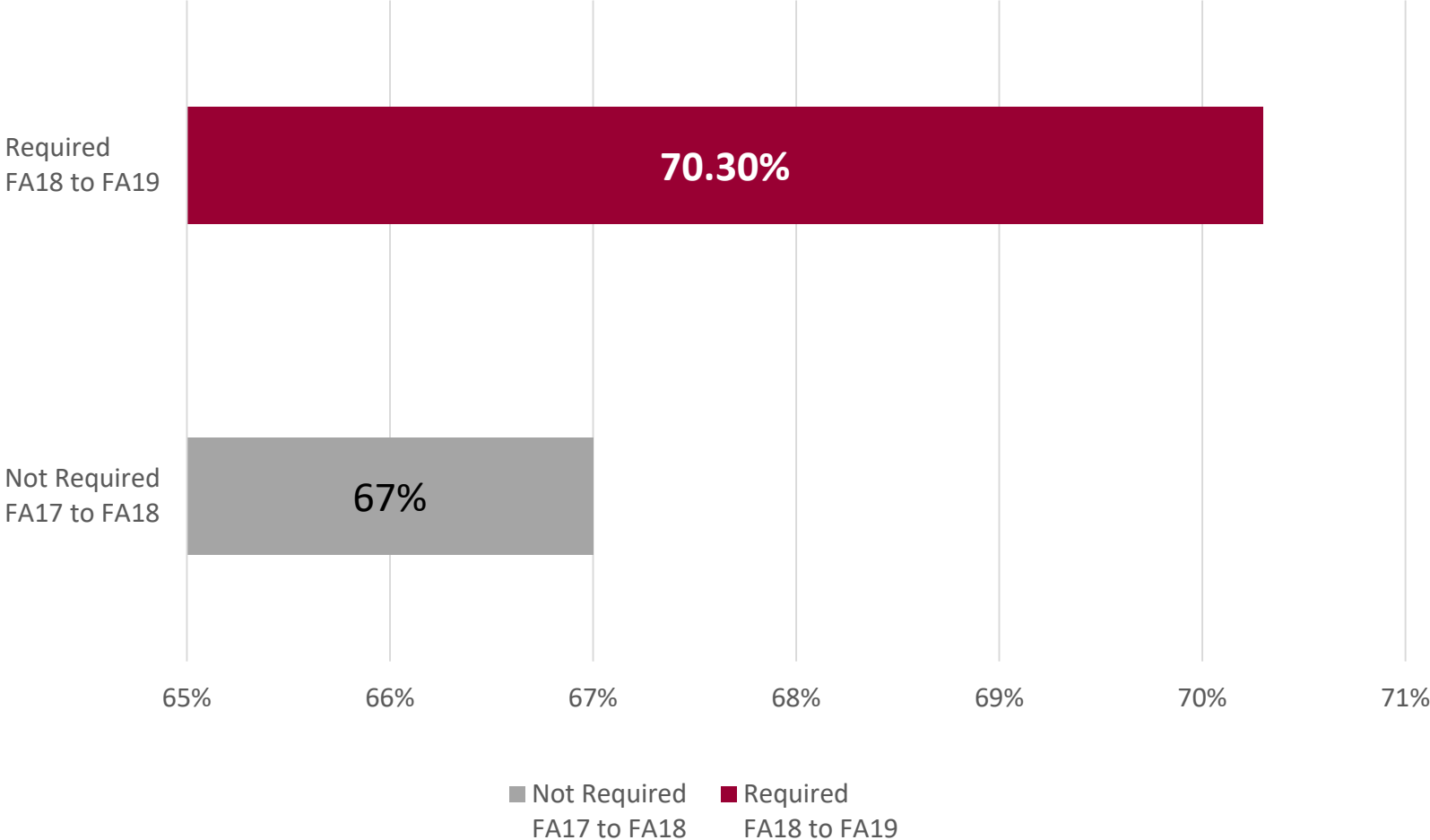
Retention Fall to Fall

TROY 0095, not required		Retention Rate
Fall 16 – Fall 17	535 still enrolled	65.2%
Fall 16 – Fall 18	430 still enrolled	52.4%
Fall 16 – Fall 19	341 still enrolled	41.5%
Graduated	20	2.4%
TROY 0095, not required; suggested for developmentals		Retention Rate
Fall 17 – Fall 18	726 still enrolled	67%
Fall 17 – Fall 19	548 still enrolled	50.6%
TROY 0095, required for double developmental students		Retention Rate
Fall 18- Fall 19	771 enrolled	70.3%



Does requiring the course help?

Retention FA to FA



Comparison of Fall 17/Spring 18 to Fall 19/Spring 20

The reason behind this comparison is the fact that in Fall 17 we did not advise all freshman and developmental students and did not required TROY 0095 (Troy 1103 then). In Fall 19 we advise all freshman and development students and require TROY 0095 to double developmental. Below are the information for Fall 17 to Spring 18 and Fall 19 to Spring 20.

Fall 17 1083 Registered in Developmental
 247 Double Developmental

124 did not attempt to progress either from lower development to higher developmental or from developmental to college credit.

47 students repeated 49 developmental classes

52 students to TROY 1103 (now TROY 0095)

100 students did not return

Fall 19 953 Registered in Developmental
 275 Double Developmental

43 did not attempt to progress either from lower development to higher developmental or from developmental to college credit.

58 students repeated 61 developmental classes

186 students took TROY 0095

76 students did not return

Percentages

Fall 17

11% did not attempt to progress

4.3% had to repeat remedial

4.8% Took TROY 1103 (now TROY 0095) 21% double Developmental

9.2 % did not return

Fall 19

4.5% did not attempt to progress

6.1% had to repeat developmental

19.5% took TROY 0095 67.6% double developmental

8% did not return

Questions?

Tamara Jones

Assistant Dean, Student Success and
Coordinator of Developmental Studies

John W. Schmidt Center for Student Success
115 Eldridge Hall, Troy, AL 36082
334-670-3537 | tjones@troy.edu

Jonathan Broyles

Lead Academic Advisor

John W. Schmidt Center for Student Success
102 Eldridge Hall, Troy, AL 36082
334-670-3221 | jbroyles@troy.edu

