Increasing Retention of Developmental Students by Providing Instructional Support

Presenters:
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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.
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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Developmental</th>
<th>Double</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 15</td>
<td>732</td>
<td>164</td>
</tr>
<tr>
<td>Fall 16</td>
<td>821</td>
<td>194</td>
</tr>
<tr>
<td>Fall 17</td>
<td>1083</td>
<td>241</td>
</tr>
<tr>
<td>Fall 18</td>
<td>1096</td>
<td>295</td>
</tr>
<tr>
<td>Fall 19</td>
<td>953</td>
<td>275</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Enrollments</th>
<th>developmental Enrollment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 15</td>
<td>6253</td>
<td>732</td>
<td>11.7%</td>
</tr>
<tr>
<td>Fall 16</td>
<td>7911</td>
<td>822</td>
<td>10.4%</td>
</tr>
<tr>
<td>Fall 17</td>
<td>7115</td>
<td>1083</td>
<td>15.2%</td>
</tr>
<tr>
<td>Fall 18</td>
<td>7091</td>
<td>1096</td>
<td>15.5%</td>
</tr>
<tr>
<td>Fall 19</td>
<td>6681</td>
<td>953</td>
<td>14.3%</td>
</tr>
</tbody>
</table>
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

stressed  depressed  hungry  tired  sad  stress  overwhelmed  anxious  homesick  stressed  hope  big 

freedom  aggravated  anxiety  stupid  lazy  tired 
cold  responsible  ok  overwhelmed  
happy  fun  homesick  stressed  
confused 

frustration  tiring  optimism 2k  wanna  eh  aroused  selftitled  
excited  tired 
depression  challenged  suicide  stressed  

ger  excitement  stress  

hurt  confusion  sleepy  rough  happy  
dill  chill  hurting
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
CONCEPTS THAT WERE MOST IMPACTFUL

What lead to the change?
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 brainstorms and writing for negative language

# Retention Fall to Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 16 – Fall 17</th>
<th>Fall 16 – Fall 18</th>
<th>Fall 16 – Fall 19</th>
<th>Graduated</th>
<th>Fall 17 – Fall 18</th>
<th>Fall 17 – Fall 19</th>
<th>Fall 18- Fall 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>TROY 0095, not required</td>
<td>535 still enrolled</td>
<td>430 still enrolled</td>
<td>341 still enrolled</td>
<td>20</td>
<td>726 still enrolled</td>
<td>548 still enrolled</td>
<td>771 enrolled</td>
</tr>
<tr>
<td>Retention Rate</td>
<td>65.2%</td>
<td>52.4%</td>
<td>41.5%</td>
<td>2.4%</td>
<td>67%</td>
<td>50.6%</td>
<td>70.3%</td>
</tr>
<tr>
<td>TROY 0095, required for double developmental students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retention Rate</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

TROY 0095, not required: suggested for developmentals

TROY 0095, required for double developmental students
Does requiring the course help?

Retention FA to FA

- Required FA18 to FA19: 70.30%
- Not Required FA17 to FA18: 67%

- Not Required FA17 to FA18
- Required FA18 to FA19
The reason behind this comparison is the fact that in Fall 17 we did not advise all freshman and developmental students and did not require 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?

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