

# **Retention Handbook**

Retention Subcommittee of Enrollment Management  
Joliet Junior College  
2002-2003

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- **History of Retention Subcommittee**

The Retention Subcommittee was formed in 1998 as a direct request from the president and it functions as a subcommittee of the Enrollment Management Committee. The directives at that time included:

- Reviewing the current retention in the Joliet Junior College environment.

- Developing a working definition of retention.

- Identifying existing retention efforts

- Recommending new retention activities.

- Drafting a JJC Retention Plan.

- Monitoring the implementation of the plan and making ongoing suggestions for improvement.

Recommending new retention activities and continuing to monitor retention initiatives as well as entertaining suggestions for improvement continue to be the mission of the committee.

- **Definition of Retention**

Student retention has been accomplished if, after first contact with Joliet Junior College, the student completes the enrollment process and proceeds toward his or her stated educational goals.

Individual goals may include completing career preparation, meeting the requirements for transfer, completing a degree or a certificate, or completing an individual course or specialized training.

Faculty, administration, and staff should assist students in reaching their educational goals by providing optimal learning-centered instructions, high quality services, and an environment conducive to learning.

- **Student Withdrawal Surveys**

Beginning in the fall of 1999 and continuing in each semester, every student withdrawing from a class after the refund date completes a survey indicating the reason(s) for withdrawing from a class. Categories in the survey included: General work-related; General personal-related; General education/career-related; General course-related; and General institution-related. In addition students are asked whether or not they would re-enroll at JJC.

Data collected from the surveys is accessible by department, course, or instructor and can be requested only by the department chairperson. See the attached Survey and Survey Sample Results.

- **Student Satisfaction Surveys**

In Spring 2001, about 400 students were asked to participate in a Retention survey. The survey asked students to rate how important several services and facilities were to their ability to reach academic goals. They were also asked to rate how satisfied they were with those services. The differences between the importance and satisfaction ratings were compiled. The Retention Committee investigated those services that had the largest differences between importance and satisfaction. Specifically, there were four areas that were of particular significance based on this survey data: (a) campus navigation and information, (b) accessibility of faculty outside instructional times, (c) affordable instruction/fees/books, and (d) campus student employment. See attached scattergram of survey results. The faculty and Retention Committee will look at retention plans that address the four Student Satisfaction areas, as well as data compiled from the Student Withdrawal Surveys.

The intent of the Student Withdrawal Survey and the Student Satisfaction Survey is to give interested faculty and staff insight into the targeted areas that have potential for change. Departments, units, or individuals are encouraged to address major issues identified by the Retention and Withdrawal Survey.

- **Retention Initiative Plans**

Copies of the Retention Initiative Form and the Retention Proposal Narrative are attached. Retention Plans submitted by individuals, departments, or units over the past six semesters are on file with the Retention Committee. These plans are available for review for anyone wishing to examine previous submissions.

You are strongly encouraged to submit a Retention Plan (using the Retention Plan Form and the Retention Proposal Narrative) or to revise a previously submitted plan. Directions for completing the plans, along with samples, are attached and can also be found in the public folders. Please note the dates for submission, for midterm analysis and for completed summary statements.

- **Sharing of results of Retention Plans** will take place during Staff Development Week in August, 2003. One of the goals of the Retention Subcommittee has been to encourage communication among faculty and staff of successful initiatives. Staff Development Week presentations will help to meet that objective.

- **Current members of the Retention Subcommittee include:**

Giselle Atterberry	Mary Lou D'Allegro	Shirley Gehrke
Carol Gordon	Al Hardersen	Valerie Jones
Donna Katula	Maureen Mancini-Buck	Emilie McCallister
Mike McGreal	Natalie Miller	Jan Novotny
Maricruz Ramos	Jon Rau	Carol Smith
Mark Smith	Keith Tillman	
Karen Erb, recorder	Michael Dang, Data consultant	

# JJC Student Retention Survey

**Dear Student:** Thank you for your participation. Please be assured that your opinions will be kept confidential and only be used as feedbacks to how we can better serve our students and institution.

Social Security Number: _____ / _____ / _____	Date: _____
Will you re-enroll at JJC? Yes: _____ No: _____ Maybe: _____	
Will you re-enroll at another Institution? Yes: _____ No: _____ Maybe: _____	

<b>Course #1 Dropped:</b> Department: _____ Course: _____ Section: _____ <i>Example: PSYC 101 32</i>
Please "X" all reasons that have contributed towards dropping Course #1:
<b>Work-Related Reasons:</b> Went Full-Time: <input type="checkbox"/> Shift Changed: <input type="checkbox"/> Hours Increased: <input type="checkbox"/> Other Work-Related Reasons: _____
<b>Personal-Related Reasons:</b> Financial: <input type="checkbox"/> Transportation: <input type="checkbox"/> Family Circumstances: <input type="checkbox"/> Health: <input type="checkbox"/> Lack of Childcare: <input type="checkbox"/> Other Personal-Related Reasons: _____
<b>Educational/Career-Related Reasons:</b> Do Not Need This Course: <input type="checkbox"/> Changed Career Plans: <input type="checkbox"/> Other Educational/Career-Related Reasons: _____
<b>Course-Related Reasons:</b> Reduce Load: <input type="checkbox"/> Unprepared For Course: <input type="checkbox"/> Not What I Expected: <input type="checkbox"/> Dissatisfied w/ Teaching: <input type="checkbox"/> Not Getting Grade I Expect: <input type="checkbox"/> The Pace of the Course: <input type="checkbox"/> Other Course-Related Reasons: _____
<b>Institution-Related Reasons:</b> Dissatisfied w/ Environment: <input type="checkbox"/> I Did Not Seem To Fit In: <input type="checkbox"/> Inadequate Support Services: <input type="checkbox"/> Other Institution-Related Reasons: _____
How Much Out-of-Class Time per Week Was Spent in Preparing for Course #1: Less Than 3 hrs: <input type="checkbox"/> 3-6 hrs: <input type="checkbox"/> 7-10 hrs: <input type="checkbox"/> 11-14 hrs: <input type="checkbox"/> Over 14 hrs: <input type="checkbox"/>
List Any Other Reason(s) For Dropping This Course: _____
What Could Our Faculty/Staff Have Done That Would Have Allowed You To Continue w/ This Course: _____
Additional Comments About This Course: _____

An example of the data collected from student withdrawal surveys that can be requested for your specific department or class.

SPR00 TO FALL01

**DEPARTMENT**

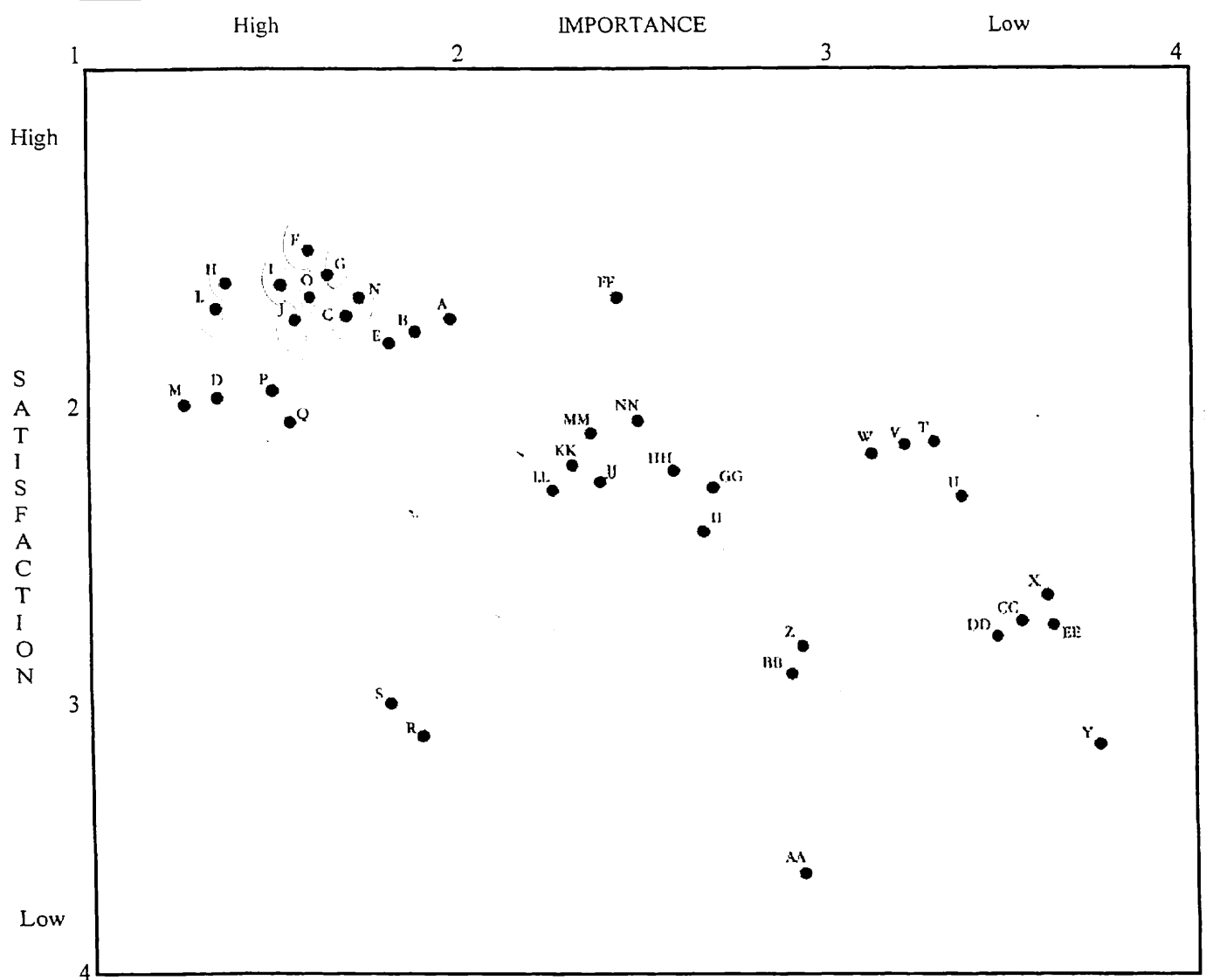
DEPARTMENT	JJC	JJC%
<b>NUMBER OF COURSES DROPPED</b>	5946	
<b>TOTAL WORK RELATED REASONS</b>	1818	30.6%
FULL TIME	613	10.3%
SHIFT CHANGED	324	5.4%
HOURS INCREASED	687	11.6%
<b>OTHER WORK RELATED REASONS</b>	317	5.3%
<b>TOTAL PERSONAL RELATED REASONS</b>	1655	27.8%
FINANCIAL	247	4.2%
TRANSPORTATION	224	3.8%
FAMILY	584	9.8%
HEATH	329	5.5%
CHILDCARE	90	1.5%
<b>OTHER PERSONAL RELATED REASONS</b>	509	8.6%
<b>TOTAL EDUCATIONAL RELATED REASONS</b>	826	13.9%
DO NOT NEED	466	7.8%
CHANGED PLANS	278	4.7%
<b>OTHER EDUCATION RELATED REASONS</b>	119	2.0%
<b>TOTAL COURSE RELATED REASONS</b>	2273	38.2%
REDUCE LOAD	707	11.9%
UNPREPARED	317	5.3%
NOT EXPECTED	451	7.6%
DISSATISFIED WITH TEACHING	581	9.8%
NOT GETTING GRADE WANTED	585	9.8%
PACE TOO FAST**	45	0.8%
<b>OTHER COURSE RELATED REASONS</b>	416	7.0%
<b>TOTAL INSTITUTIONAL RELATED REASONS</b>	277	4.7%
DISSATISFIED WITH INSTITUTIONAL ENVIRONMENT	101	1.7%
DID NOT FIT IN	106	1.8%
INADEQUATE SUPPORT	38	0.6%
<b>OTHER INSTITUTIONAL RELATED REASONS</b>	70	1.2%
<b>AVG HRS SPENT PER WEEK ON EACH COURSE**</b>	<b>4.09</b>	
<b>OTHER OVERALL REASONS</b>	430	7.2%
WHAT JJC CAN DO	338	5.7%
COMMENTS	344	5.8%
<b>RE-ENROLL AT JJC</b>	3495	58.8%
<b>RE-ENROLL AT ANOTHER INSTITUTION</b>	431	7.2%

\*\* (NEW DATA BEGINNING FALL01)

SPR00 TO FALL01

# Scattergram documenting the results of the student satisfaction survey

## Importance / Satisfaction Survey – Spring 2001 Results



A	Availability of deferred payment	V	Fitness Center
B	Convenient library hours	W	Campus navigation / map aids
C	Location from home / work	X	Services of Project Achieve
D	Affordable tuition / fees / books	Y	Services of Project STAR
E	Accessibility of faculty outside of class room	Z	Career placement
F	Quality instruction	AA	Availability of on campus employment
G	Convenient faculty office hours	BB	Availability of social activities
H	Helpfulness of faculty	CC	Availability of student clubs
I	Small class sizes	DD	Availability of student extracurricular activities
J	Length of class meetings	EE	Cyber Café
L	Variety of classes offered	FF	Availability of employer tuition reimbursement
M	Convenient times classes offered	GG	Career Services
N	Places to study	HH	Tutoring service availability
O	Campus safety	II	Food Service
P	Lighting in parking lot areas	JJ	Financial Aid
Q	Staff being friendly / helpful	KK	Transfer services
R	Parking	LL	Counseling / Academic advising
S	Convenient open computer lab schedule	MM	Expanded or accelerated section
T	Convenience of public transportation	NN	Availability to meet other students
U	Compatibility of public transportation		

Directions for completing the Retention Initiative Form  
Joliet Junior College  
2002-2003

1. Retention Initiatives should address the data collected from the following sources as outlined in the handbook.
  - a. **Student Withdrawal Data** obtained from all students withdrawing from a class after the refund date. This information is confidential and can be requested only by the department chair. It can be collected by department, by course, or by instructor as desired. Requests for the data should be addressed to Co-chairs Jon Rau or Natalie Miller who will forward the request to the off-campus data consultant. Reports will be sent directly to the department chair requesting the information. Departments should address those areas where specified withdrawal reasons are within their power to change.
  - b. **Student Satisfaction Surveys.** See the handbook summary for the four areas in which there are discrepancies between services provided and student expectations. There are four primary areas that could be addressed.
  - c. **Other issues** not identified by either survey but which appear to have an impact on retention.
  
2. Complete the following areas on the Retention Initiative form with appropriate objectives and descriptors and complete the narrative by the deadline of December 9, 2002.  
**Goal** including the population to be served and the specific issues to be addressed.  
**Activity** designed to help meet the goal.  
**Rationale** for choosing the goal/activity including any relevant data from the Withdrawal or Student Satisfaction survey.  
**Person responsible for implementation**, whether an individual, team or department.  
**Dates for the activity** if other than a semester project.
  
3. If you wish to be considered for a monetary award for your Retention Initiative, you must present a **midterm progress summary** to the committee in Spring 2003. Final date for consideration for the awards will be April 1, 2003.
  
4. At the end of the semester a final report stating **outcomes** and the means of assessment of the project will be submitted to the committee. At that time you might note improvements or modifications that you would make in your plan for subsequent semesters.
  
5. Criteria for judging the Retention Initiatives will be found in the handbook and in the public folders.

# Retention Initiative Form

Date submitted \_\_\_\_\_

Department \_\_\_\_\_

Goal	
Activity	
Rationale	
Person(s) Responsible	
Dates for Activity	
Midterm progress Summary <i>Spring 2003</i>	
Outcomes and suggested adjustments (Semester report) <i>Spring 2003</i>	

Contact Person \_\_\_\_\_ Extension \_\_\_\_\_  
December 2002

# Retention Initiative Form

Date submitted 11/10/99

Department Technical/Arch,CT,EGR

Goal	Increase ways to reach students who require extra help or who fall behind throughout the semester.
Activity	Provide outside class open lab time, equipment for check-out, one-on-one tutoring & peer groups.
Rationale	This will provide alternative practice opportunities for students who would otherwise drop because they need special attention.
Person(s) Responsible	All CT, EGR, MECH instructors
Dates for Activity	On-going
Midterm progress Summary <i>Spring 2003</i>	
Outcomes and suggested adjustments (Semester report) <i>Spring 2003</i>	F1/99: Extra equipment was purchased for "check-out" so students could work outside classroom. Equipment was used all semester and the students who were having difficulty with concepts finished the course successfully.

Contact Person  
December 2002



Extension

2546

**Retention Reporting Form**  
**Non-instructional Department** Holistic Wellness

Date 10/27/99

<b>Goal</b>	To promote wellness among JJC students in order to improve healthy lifestyles and increase their involvement in the extracurricular programs.
<b>Activity</b>	Peers Promoting Wellness Stress Management Activities Alcohol Awareness Activities Wellness Adventure Speakers/Seminars Wellness Week
<b>Rationale</b>	By providing activities outside academics, we are giving students a "tie" to college through their involvement which we believe improves their retention. In addition, the speakers/seminars/activities encourage students to develop healthy habits and learn appropriate ways to handle the stress of balancing classes, work, and family and social lives.
<b>Person (s) Responsible</b>	Pam Dilday and Peers Promoting Wellness
<b>Dates For Activity</b>	Ongoing, beginning Fall 1999 (survey to be given beginning Spring semester and at the end of the Spring Semester, 2000)
<b>Outcomes</b>	Number of incoming first year students involved with PPW will increase by 3 per semester  Activities will occur with sign-up sheets indicating attendance.  Students will be more aware of the wellness program and it's components via a pre and post survey.
<b>Adjustments</b>	

Contact Person Pam Dilday

Extension 2702



4. Have you previously submitted a Retention Initiative? If so, please attach a copy of it.

5. If you have a previous Retention Initiative on file, how does this proposal differ from it? Do you have documentation to validate the results of your previous plan?

Evaluation of Retention Proposal

On a scale of 1 to 10 (10 being the highest) rank the attached proposal on the following categories:

- \_\_\_\_\_ # of students affected by the plan
- \_\_\_\_\_ prospective effectiveness of a measurement tool to evaluate the results of the proposal
- \_\_\_\_\_ degree to which other staff will be engaged in the initiative
- \_\_\_\_\_ prior experience with submission of retention initiatives
- \_\_\_\_\_ addresses results of student satisfaction survey
- \_\_\_\_\_ originality of the proposal
- \_\_\_\_\_ report of progress by midterm
- \_\_\_\_\_ summary report received
- \_\_\_\_\_ TOTAL POINTS
- \_\_\_\_\_ Amount of the award

Retention subcommittee signatures:

Date:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Date the faculty/staff member was notified.