A - TEAM

Increasing retention through connection!

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Mission

In order to increase retention rates of students in TRiO programs, we identify strategies through <u>four</u> connection strategies:

- PROFESSIONAL
- TECHNOLOGICAL
- PERSONAL
- EDUCATIONAL

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SWOT

	Strengths	Weaknesses	Opportunities	Threats
Professional	Intrusive and appreciative model is consistent with current research on retention for at risk students	Staff must be educated to provide service	Cultivate the potential in at-risk students	Inability to provide services.
Technological	Social networking, texting and on-line tutoring provide a better communication system with students	Lack of knowledge of technology by staff	Training opportunities for technology	Students not having the access
Personal	Developmental mentoring promotes connectedness to parents and school	Mentor absences and the lack of professional counseling skills	Improving self-efficacy can help improve academic success	Student absences
Educational	Improving and enhancing educational attainment through tutoring and mentorship	When teaching styles are different among tutor and educator	Mutual benefits to tutors and tutees	Lack of preparation on both tutor and tutee

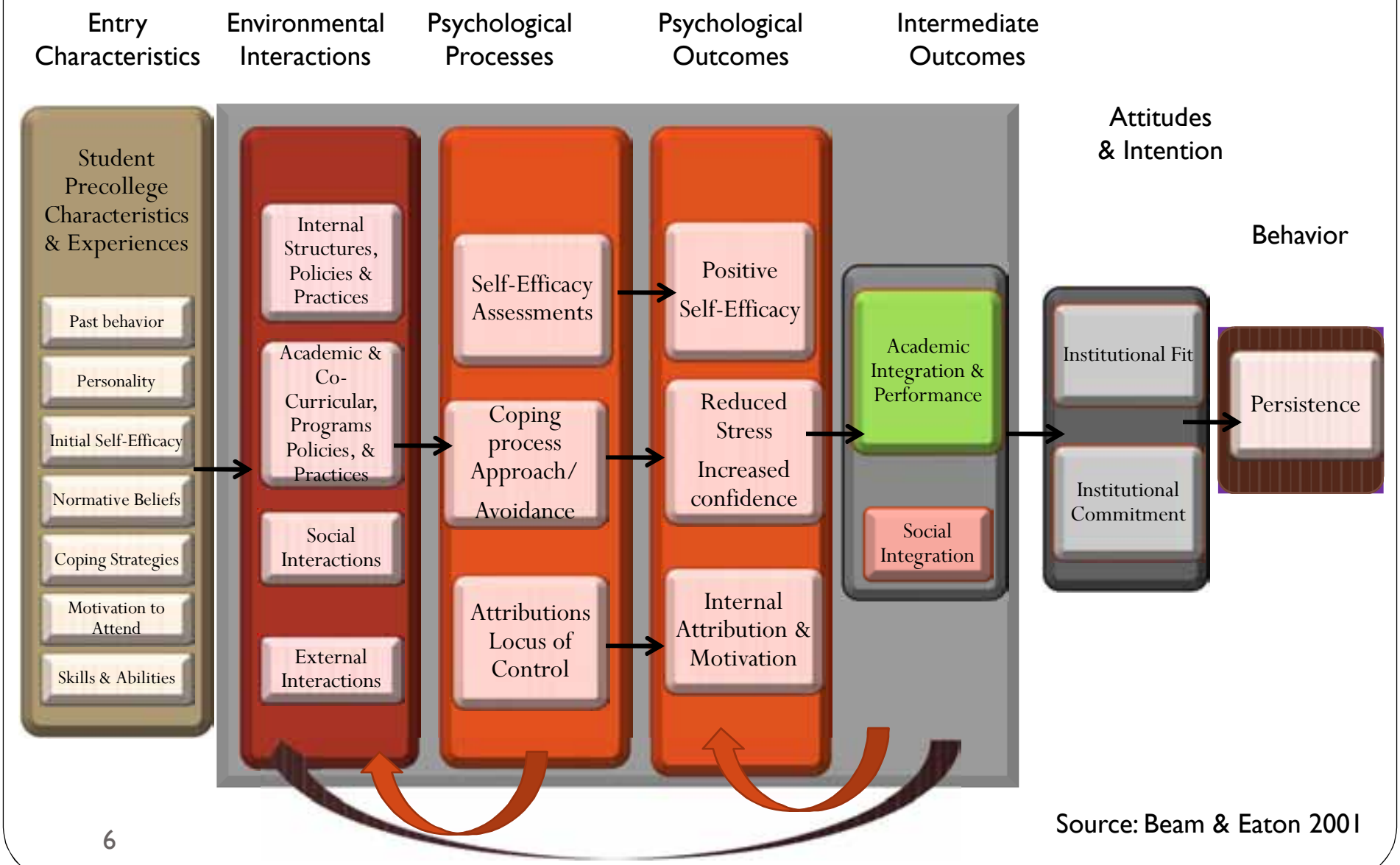
Desired Outcome

Increase student retention by 20% utilizing connections through, professional, technological, personal and educational opportunities and resources.

Research:

Professional:	Technological:	Personal:	Educational:
ÅThe combination of Appreciative and Intrusive Advising works in cultivating the potential in At-Risk Students because Bloom, et al. ÅAppreciative Advising understands students holistically: their passions, strengths, and aspirations. ÅIntrusive Advising assumes students will not take their initiative in resolving their academic concerns and has been effective in increasing the retention and overall academic performance.	The Economist Intellectual Unit (2008) ÅTechnology has a significant impact on higher ed ÅOnline learning is expanding its role ÅInstitutions currently use texting, social networking and online learning	Big Brothers/Big Sisters (2010) ÅStatistics Karcher (2005) ÅDevelopmental Mentoring ÅConnectedness Curricula ÅFrequency of Contact Tinto ÅSelf-efficacy	Powell (1997) Five effective features of tutoring ÅReduce stigma ÅProviding incentives ÅProviding proper training ÅMatching tutor and tutee ÅCollaboration

Bean & Eaton's Psychological Model of College Student Retention



Source: Beam & Eaton 2001

Activities

Professional:	Technological:	Personal:	Educational:
Use the Appreciative Advising Inventory tool. "the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experience and achieve their dreams, goals and potential." (Bloom, et al).	Connecting through social networking sites Connecting through on-line learning and tutoring Connecting through text messaging	Developmental Mentoring: 1. Training 2. Monitoring 3. Parental involvement 4. Activities Mentors use connectedness curricula. frequency of meetings between mentor and mentee.	Assessment of needs Training for tutors One-on-one and group sessions Tutor/tutee/ educator follow up Assessment and evaluation

Resources

- Funds
- Equipment
  - tangible
  - technology
- Training Programs
- Partnerships
- Space/Location
- Man Power

Staff Development

- Technology Training
- CRLA Tutor Training
- Mentor Training
- Comprehensive Training
- Staff Assessments

Assessment/Evaluation

- Formative steps
  - Contact/dialog with students and faculty
  - Grade Checks
  - Tutor/mentor reports
- Summative steps
  - Surveys
  - Exit Interviews