

Student Persistence

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67.3%

Current retention trends for 1st & 2nd year students in private BA/BS programs is 67.3% (ACT, 2013)

Retention Trends

1983–2012

Freshman to Sophomore Year

	Highest %	Lowest %	Current %
Two-year public	55.7 ('10)	51.3 ('04)	55.5
BA/BS public	70.0 ('04)	66.4 ('96, '05)	65.4
MA/MS public	71.6 ('06)	68.1 ('89)	69.7
PhD public	78.6 ('10)	72.9 ('08)	76.7
Two-year private	72.6 ('92)	55.5 ('08, '12)	55.5
BA/BS private	74.0 ('89)	67.3 ('10, '12)	67.3
MA/MS private	78.0 ('85)	70.3 ('10, '12)	70.3
PhD private	85.0 ('85)	80.2 ('12)	80.2
All			66.5

What works?

- Institutional practices
- Faculty practices
- Building a community

Student Persistence & the Institution

A burgeoning amount of research shows that institutional practices and culture greatly impact student persistence (Demaris & Kritsonis, 2008).

ACT (2010) conducted a survey titled "What Works in Student Retention" for private universities. The results are mixed between institutional practices and individual faculty practices.



Best Practices

Although some of the best practices are institutional, many practices are based on individual faculty member behaviors.

(ACT, 2010)

Internships	93%
faculty use of technology in teaching	90%
tutoring availability	90%
college-sponsored social activities	89%
individual career counseling	85%
faculty use of technology in communicating with students	84%
pre-enrollment financial aid advising	84%
residence hall programs	83%
student leadership development	82%
mid-term progress reports	81%
library orientation, workshop, and/or course	81%

Top Practice

As part of the survey, respondents were asked to choose the top three practices contributing to their retention.

Early Warning System
21%

(ACT, 2010)

Have you used the Early Warning System in DSAMS?

The screenshot shows the DSAMS Student Attendance System Web Portal. At the top left is the DeVry University logo. The main header reads "Student Attendance System Web Portal". On the right, there is a navigation menu with "Course Attendance", "Faculty Alerts", and "My Courses". Below the navigation menu, there is a footer with "Attendance Policy | Help | Logged in as Elizabeth Anderson". At the bottom left, there is a "Faculty Alerts for ENGL112 65136" section with a blue icon of three people. At the bottom right, there is a green "Submit" button.

Faculty Role

Institutional
or
faculty?

Faculty can support institutional policies and initiatives

- Become knowledgeable about DeVry's career services
- Promote tutoring services
- Engage in and promote university events
- Become familiar with the student portal to direct students

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Individual faculty
practices:
Technology &
community
building

Students often come to class having "read" the required pieces but not having read critically. While we can provide hand-outs and lectures on critical reading techniques, providing successful experiences is a much more effective method.

- GoAnimate for understanding difficult texts or concepts:
 - Sample 1
 - Sample 2

Individual faculty
practices:
Technology &
community
building

Writing for a variety of purposes & contexts is another important component of the 21st century classroom. Provide assignments that include traditional and 21st century writing contexts, which can scaffold deeper learning while engaging the students.

- Pixton for visual composition and distilling clarity:
 - Sample 1
 - Sample 2
 - Sample 3
 - Sample 4

Individual faculty
practices:
Technology &
community
building

Another technique to help students organize and distill their thoughts is having them create a visual poster of their essay. This activity can be completed online with a tool like Glogster

- Glogster for poster presentations:
 - Sample 1
 - Sample 2
 - Sample 3

Individual faculty
practices:
Technology &
community
building

Meaningful reflection encourages students to consider how they have grown as writers, readers, and thinkers; it challenges them to examine strengths and weaknesses; and it enables them to use metacognition concerning their own learning.

Portfolios also help students see the value of their work. Their works are saved permanently rather than thrown away at the end of the term.

- Weebly for online portfolios:
 - Sample 1
 - Sample 2

Individual faculty
practices:
Technology &
community
building

Similar to GoAnimate, talking avatars are a great way to have students introduce themselves to the class or practice thinking from different perspectives.

- Voki for talking avatars:
 - [Sample 1](#)
 - [Sample 2](#)

Individual faculty
practices:
Technology

Brainstorming tools...

- Popplet: Popplets in education
- Coggle

Be familiar with MS Office; stay up-to-date

Use tools available through DeVry...

- Turnitin
- Noodlebib

Anderson ENG-135

ANNOTATED BIBLIOGRAPHY	Viewed	08/19/12 05:27 PM	APA	Adv	12	20	08/06/12	08/16/12 07:58 PM	Viewed
ENGL - 135 Research Paper on Organic Farming	Viewed	11/03/12 07:27 AM	APA	Adv	20	23	08/13/12	08/20/12 06:03 PM	Viewed
Eng 135 Final Paper	Revised	08/19/12 05:52 PM	APA	Adv	14	20	07/30/12	08/24/12 08:52 PM	Viewed
english 135 final paper	New		APA	Adv	17	20	07/30/12	08/27/12 06:57 PM	Viewed
Annotated Bibliography	New		APA	Adv	11	39	07/30/12	08/28/12 04:56 PM	Viewed
Assignment 3 Annotated Bibliography ENGL135	Revised	08/19/12 05:54 PM	APA	Adv	10	22	08/01/12	09/01/12 12:09 PM	Viewed
English 135	New		APA	Adv	12	29	07/16/12	09/30/12 09:14 PM	Viewed
ENGL 135 Final Paper	Revised	08/19/12 05:54 PM	APA	Adv	13	26	08/01/12	10/12/12 08:55 PM	Viewed
English 135 Project	New		APA	Adv	10	20	07/16/12	11/11/12 07:03 PM	Viewed

Anderson-English135 (43)

E227Anderson (11)

Eng135b (18)

Eng135a (22)

English112 (14)

English135 (20)

Notecards (Teacher's view)

Search: and or

Notecard Tabletop



0 notecards selected
[Clear selection](#)

New Notecards

- 2 Marginalized Voice
- 2 Zone Approach
- 9 Public Space
- 4 Re-Education
- 4 Define Graffiti
- 7 Zero Tolerance
- 6 Broken Window Theory
- ✓ Different types of graffiti
- ✓ Imposition to eradicate
- ✓ Graffiti as Gateway Crime
- street art movement distances from graffiti
- Types of space



Outline



- I. Introduction
 - A. Why this topic is relevant
 - B. Define research questions
 - C. State thesis
- II. Street art versus Graffiti
 - A. Street art
 - street art movement distances from graffiti
 - B. Graffiti
 - Different types of graffiti
 - Graffiti branched to Murals2
 - Motivation to write
 - Reasons for Writing
- III. Controversial Issues
 - A. Public space discourse
 - crime versus art
 - Types of space
 - Space and graffiti2
 - Smooth vs Striated Space
 - Discussion on striated space
 - smooth space
 - free space versus work space
 - The unfamiliar can be seen as a threat
 - B. The marginalized voice
 - Marginalized voice2

View: Notecard: Marginalized voice2

Print

Marginalized voice2

Source: McAuliffe, C., & Iveson, K. (2011, March). Art and crime (and other things besides...):conceptualising graffiti in the city. *Geography Compass*, 5(3), 128–143.

URL:

Pages: 128

Tags:

Visual Cues:

Quotation: "That the perpetrators of graffiti crimes are invisible, obscured behind the street tags graffiti writers use, and yet ever-present in the forms of youth cultural styles - the 'hoodies' and sneakers that have global popularity among young urban men and women - has made them an easy target in politically charged debates about the city on the cusp of the 21st century. The lack of a cohesive voice and presence among those involved in graffiti as well as those who support aspects of the subculture of graffiti, has allowed politicians and media outlets relatively free rein to wage a uccession of 'wars on graffiti' (Dickenson 2008; Iveson 2010), marshalling their forces through the media and public policy, agains people whose medium for comment is not the newspaper and the television, but the urban fabric itself, its static and moving surfaces."

Paraphrase: The lack of a clear voice of the graffiti community has allowed for intense opposition to successfully evolve. The policies regarding graffiti and the image that has been developed to classify this marginalized population has come with no opposition from the graffiti population itself.

My Ideas: The marginalized voice of the graffiti culture is largely due to the ambiguity of its form. This population becomes easily stereotyped as enemies of the community simply because the graffiti culture as a whole lacks a unified front. Ironically, it is this lack of societal organization that defines this subculture.

History: Notecard Created: 08/25/12 03:09 PM | Updated: 08/26/12 07:29 PM

Comment:

[Select comments from the comment database](#)

James Gee's
principles of
learning

Digital-game based learning principles...

The advocates of DGBL contend that its greatest strength relates to how people learn in the "meaningful and relevant contexts" provided by games and appealing to the idea of "play" for engagement (Van Eck, 2006, p. 17).

These principles can be applied to learning in the classroom.

Digital game-based learning – a few principles

Adapted from Gee (2007a)

Empowered Learners

Co-Design

“Good learning requires that learners feel like active agents (producers) not just passive recipients (consumers) (p. 30)

Customize

“Different styles of learning work better for different people” (p. 31)

- *People need to make decisions about how they learn.
- *People need to be able to try new styles without fear.

Identity

Deep learning requires an extended commitment and such a commitment is powerfully recruited when people take on a new identity they value and in which they become heavily invested...” (p. 32)

Manipulation and Distributed Knowledge

“...cognitive research suggests that for humans perception and action are deeply inter-connected” (p. 33)

What else
can I do?

- Enjoy your students!
- Be clear about expectations
 - Send out a weekly overview and weekly wrap-up
 - Send out reminders about major assignments
 - Send out tips on assignments
 - Keep the communication going!
- Build on existing student knowledge
- Allow students to "practice" before completing the assignment
- Provide authentic and useful feedback
- Make group work have meaning
- Break up large projects into low-stakes steps

What else
can I do?

Threaded Discussions...

Use the ABC facilitation method:

A = Acknowledge what the student said

B = Build by adding personal experience or relevant content

C = Continue the discussion by asking a probing or Socratic question

Example of ABC facilitation

Student Post: "I'm familiar with persuasive essays, I can remember back to my high school years, when we would have our class debates. Convincing others to believe in your thoughts , ideas, and prove your point. The process of causing someone to change their mind can be difficult. You have to think clearly about how you stand on the topic, plan you approach, use strong evidence, and understand the topic. "

Faculty Response:

"Hi Class, **Jane has brought up an excellent example of an essay type: persuasive.** Most students have written this type of essay or engaged in a speech/debate using the format. For example, a paper supporting gun control would be considered persuasive. Class, Kelly mentioned using "strong evidence," which is very important. **What is strong evidence? When you are trying to convince someone to your viewpoint, what types of evidence work? What types of evidence are not convincing?"**

A = Acknowledge

B = Build

C = Continue

References

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