



# **Department-Level Strategies for Improving Student Retention**

**UNC**



# Background

- Disclaimer!
- Spearheaded by Dr. Sarah Goodrum
- Trial and Error



# Overview

- Three-pronged approach:
  - Course interventions in our CRJ 110 (intro) course
  - Use of DFW rates to inform decisions
  - Use of a professional advisor to help students who are struggling



# Course Intervention

- Why Intro?
- Overview of my intro course
  - Weekly quizzes
  - Four exams
  - Two papers
- Intervention after first exam and paper
  - Reach out to those who have D or F after first exam via e-mail
    - Highlights



# DFW-Informed Decisions

- Sarah reviewed the courses with the highest DFW rates (they included CRJ 240 and CRJ 480) and did the following:
  - Placed TAs in these courses first
  - Placed faculty with the highest teaching evaluations in these courses (a bit controversial, I know)



# Professional Advisor

- Hired a CRJ advisor in 2015
- Advised all freshman and sophomores
  - 30 minute appointments
  - Discuss any and all issues they're facing
  - Contact faculty with any problems student had
- Left us in 2020 but we are working with the HSS SSRC to implement a similar program



# Summary

- Retention:

Academic Year	Program Retention	UNC Retention
Fall 2014-Spring 2015	83.4%	88.1%
Fall 2018-Spring 2019	89.9%	93.5%

- Did drop this year

- 85.2% (program) and 87.6% (university)

- COVID

- Meagan and two faculty leaving

- Will keep monitoring DFW and make adjustments yearly



- Questions?