

## **Report on Retention and Recruitment Committee work, Winter/Spring, 1996**

Submitted to AdCil, October 1, 1996 by Cheryl Keen, co-chair of both subcommittees

Recruitment Subcommittee members: Karen Shirley, Marianne Wheelchel, Dan Friedman, and Beth Moloney. Su Hallenbeck and Cheryl Keen, co-chairs

Retention Subcommittee members: Barbara Davis, Karl Mahle, Peter Townsend, Athena Frederick, Todd Densmore, Megan Rosado, John Graham, Andrzej Bloch, Paul Herman, Kingsley Perry, Jonathan Dudley, Cheryl Welch, Samantha Williams, and Susan Eklund-Leen. Cheryl Keen and Eric Horsting, co-chairs with key assistance and guidance from Ric Weibl.

### **BACKGROUND**

There have been many previous efforts to understand why students leave Antioch and to improve the quality of student life. Katy Jako wrote a "withdrawal report" in 1990 and Gath and Newmann in 1984. Recently, Eric Horsting chaired a "Retention Task Force" in the spring and summer of 1995, taking recommendations from the faculty, the Dean's Group, and others to develop a college-wide plan of sort and long term steps for 95-96. Their final report was submitted in August, 1995 and is attached. (You'll find that most of their suggestions have been implemented.) In Nov. 1995, Jim Crowfoot brought a charge to Adcil for a Retention and Recruitment Task Force. The charge for this group is also attached.

### **CREATING AN AGENDA for the Subcommittees**

After an introductory event with a member of the Noel Levitz team, our first meeting was held on Feb. 26, 1996. We decided to meet as two separate sub-committees, unless otherwise called for. We began our process by committing to read background articles and Antioch withdrawal reports.

#### **Retention Committee**

The Retention Committee was oriented on March 6 by a Noel-Levitz' consultant, Lana Low, regarding the crucial role we could play and what some key factors were in retention and recruitment. She came back for a second visit a month later to apply her suggestions to Antioch's situation after a closer reading of our data on retention and student satisfaction. (See Appendix 1)

We tried to avoid falling into an easy pattern of sitting among ourselves, repeating familiar lists of things that could be changed at Antioch. We settled instead on a format of meeting every other week and "consulting" key people in the institution, hearing what they and their offices were doing to enhance retention and lending them feedback on what we were learning might be crucial, serving as a prod for closer examination of retention-related activities. The focus was on developing and refining strategies to improve the overall educational experience for students on (and off) campus. It was usually difficult to get consensus among committee members about what were crucial priorities. Despite our efforts to develop a common knowledge base, which was complicated by the difficulty members experienced in completing the suggested readings, we largely brought our particular insights and priorities to the table.

We started with those aspects of the institution that our readings and research suggested to us were most crucial. Those we examined were:

Advising program and Academic Support

Orientation Committee

Co-op

Students of Color (joint meeting with Recruitment sub-comm.) (see Minutes, attached)

#### **Recruitment Committee**

The Recruitment Subcommittee tried to meet every other week. Su asked for help with implementing Marketing Strategies such as faculty visits to high schools; finding new lists for direct mail; recruiting

students of color; and developing an effective volunteer plan for students, faculty and alumni ; getting faculty involved in converting applications to deposits. The Committee found it difficult to work on the needed projects, leaning towards brainstorming ideas instead. We also surfaced the importance of advising Transfers as they enter. Charlie Hutchins of Noel-Levitz met with us at least twice to push hard for a schedule of activities concerning applicants. That schedule is attached. He pushed hard for faculty involvement. The committee structure doesn't seem to lend the necessary format to accomplish what is needed.

## **SUMMARY OF THE COMMITTEES' RESPONSE TO THE CHARGES**

*In light of the seven charges we were given, we did*

1. synthesize and use existing data,
2. recommend new data collection and analysis, help to coordinate activities of different groups on campus,
3. met with relevant administrators and working groups
5. met in concert with relevant administrators and established working groups
7. Carry the work of this group to relevant committees

## **OVERVIEW OF RECOMMENDATIONS**

### **RECOMMENDATION FOR CONTINUING THE WORK**

*We don't believe this committee structure is what is needed to accomplish the tasks ahead. We suggest a subcommittee of PSG , perhaps with a few members of last year's retention committee, take on the following charges :*

1. continue to use and synthesize existing data
2. continue to consider new data collection and analysis
3. maintain an overview of the College's R&R effort and help coordinate the activities of different areas
4. help coordinate activities of relevant majors, offices and campus groups to strengthen efforts to achieve improvements
5. Occasionally ask groups to participate in and lead retention and recruitment activities
6. communicate regularly to constituents on campus the college's priorities, progress, problems, and results in improving retention and recruitment.

To accomplish this goal, PSG might call a meeting each term, as we did for Datatel prep and Calendar transition, asking all offices to send a couple reps and report progress on key activities and goals, working to keep Retention high on everyone's agenda and a central campus concern. A great deal needs done in the next several years - we need to make these plans concrete, assign tasks, establish benchmarks, etc.

## **OVERALL RECOMMENDATIONS**

1. Strive to balance efforts to recruit and retain. While we want to bring in more students, we want to meet the needs of the ones we have. We also have to consider the cost of recruiting a class.
2. Make full use of new strategy designed through Noel Levitz consultation (improving the inquiry pool, qualifying the inquiry pool, implementing the multi-contact communication plan, telecounseling for multiple and sustained contact with high priority applications, retraining of admission and FA staff, making full use of new recruitment material, based on Market Position Analysis) Take advantage of viewbook and search piece, completed after significant research.
3. Continue to resolve the issues surrounding financial aid. Close the loop between what a student hears from admissions and financial aid.
4. Affordability - make best use of new policy of early estimating of financial aid .
5. Continue to improve campus climate
6. Increase accountability and follow-through on campus. Avoid endlessly discussing the same issues over and over again. Hold individuals accountable for providing the kinds of services we say we offer students and don't offer things we can't provide. Institute staff evaluations at all levels to support accountability.
7. Focus on students' needs when they approach all our offices for assistance. One stop shopping, smiles, helpfulness, student-centeredness.

8. Articulate a vision and strategic plan for Antioch College for 2000 and beyond. This will mobilize the hope, motivation, skills choices and committed work to continue to develop and improve the College.
9. insure continuity of the planned curriculum
10. improve physical plant, particularly the dormitories, library, etc.
11. Continue to offer training and workshops on multicultural issues on campus.
12. Work to increase staff and faculty morale (pay raises) as well as civility and mutual respect
13. uphold the honor code
14. Continue to smooth out rough edges in transition to new calendar and curriculum
15. Generate excitement about summer blocks in the students who will be with us then
16. Continue to address issue of faculty critiquing the college in public
17. work to keep the quality of instruction, course content, and experiences of intellectual growth strong and vigorous.
18. Be cautious of any changes that would distract us from refining our current, new efforts
19. Ask each administrative area of the college to adopt goals and actions that contribute to improving retention. Report out on these goals twice a term at PSG. Plan and develop ways to obtain student feedback on the strengths and weaknesses of services being offered by each area. Doing this assumes that improving retention is the work of everyone at the College and that each operating area has the potential of making important contributions.
20. Continue to expand information gathering analysis, feedback and related problem solving specific to retention through IF and IR's assistance to departments and administrative areas. Continue to understand what types of students succeed at Antioch and who we want to recruit.
21. Require SAT or ACT scores on the application, not for admissions decisions, but to help us with our research on who succeeds here and to qualify us for some of the national surveys of "best" colleges. Same goes for requiring a core high school curriculum.
22. Continue to examine "community" at Antioch - what does it mean, do we live up to it, what can further it, does it improve student quality of life?
23. Make sure that the college community knows the value of the Noel-levitz consultation

#### **GOALS:**

1. Further develop Antioch College as a learning environment that attracts students for whom it is a good fit and meets their needs over 4-5 years until graduation.
2. Improving student perceptions of their class, coop, and community experiences.
3. Increase retention 2% a year in the first and second year classes for the next 6-7 years, striving for a graduation rate of 60% in the year 2004 or before. (See Appendix 2.)

#### **RECOMMENDATIONS IN SPECIFIC AREAS WE CONSIDERED**

Note: much of what appears below was accomplished by individual departments, but fits within the framework of the committees' discussions. It is difficult to report on the work of the committee without drawing attention to efforts across the college. In addition, there is much work of individual offices that is not reported here.

#### **CONVERTING APPLICATIONS TO DEPOSITS AND INCREASING APPLICANT POOL**

##### **Done:**

More than 20 faculty made more than 200 phone calls to applicants.

##### **Still in works:**

Developing strategies for advising transfer students - credits transfer and financial aid  
establishing articulation agreements

Working with special constituencies - Quakers, Unitarians, AFS returnees, high schools that teach Japanese, "open", arts and global studies magnet high schools

Not Yet tried (see Su H's memo of April 17, 1996)

1. Encouraging a sense of partnership among all campus constituencies in recruiting, esp. introducing new or prospective students to the campus.
2. Establishing a real diversity recruiting effort, esp. with regard to students of color.
3. Investigating possible grants for K-16 initiatives around school-to-work and school-to-college programs
4. Get faculty to interact with high schools faculty in schools systems that are moving towards "Antiochian" curriculum.
5. Get advisors or faculty members to contact high school teachers to let them know how their former students are doing, thus creating a positive perception of the college and helping high schools determine which of their students might do well at Antioch
6. Studying attrition stats to see if those who come for a campus visit graduate 4-5 years later, etc.
7. Taking students on the road with admissions counselors
8. Ask current students to write to their former guidance counselors regarding their experiences t Antioch

## **ADVISING AND ACADEMIC SUPPORT**

### **Done:**

- Devoting Assoc. Dean's work to advising and assessment
- Train new first year advisors
- Support advisors (funds committed for this purpose)
- Increase in early submission of Degree Plan and declaring majors - up since new curriculum was launched and APRC has gotten firmer
- Clarity in what need to do to get out - as a result of pushing advisors to get degree plans
- Fee structures are encouraging students to use time wisely
- Tuition free semester attracts students to finish, look forward to free term.
- Saved the Writing Center from cuts after learning of its contribution to retention and of strong support by students. Merged with learning lab for Learning Center
- Increasing faculty referrals to students to use Learning Center
- Get files ready for advisors to see, urge advisors to read files
- Get major area of study preference to advisors
- Get record of transfer credit to Advisors in time to prepare for Advising Night
- Don't casually use students to exercise/explore/vent our concerns or doubts about the institution
- Profile those students who leave. (Ric Weibl is preparing a questionnaire to continue collecting the data.)
- Adopt a Hall - this is being tried right now , given that most first year faculty advisors have students centered on a hall.
- Studied the retention rates (in first two years) of advisors and interview for key practices
- Revised catalog and Academic Policy and Procedures Handbook so they are more user friendly for both students and advisors
- Preregistration 58% last winter (and we had just as many drop-adds when we had few preregistrations Sp96)
- Focusing students on doing a better job in courses they have, when you require quicker completion of incompletes
- Calling students who are "no shows " to find out if they may return, forwarding those calls to DoS.
- Maximize access to student space (computer labs, etc.)

### **Still in the works:**

- Treat students with respect when they come to offices
- Plan well, avoid crisis mentality
- Listen to People, Deliver the goods, meet expectations
- finding effective form for spring preregistration
- a more effective advising evaluation
- fuller use of early warning system (now used by 1/3 the faculty)
- Consider and set course size cap to respond to students' expectations of small classes
- Making sure all faculty are on campus with available office hours on drop/add and other deadlines.

### **Not yet tried:**

- Common advising hours that don't conflict with courses
- Asking faculty to write new advisees over the summer
- Assess the appropriateness of our new "g" courses for first year students. Are gaps between first and four year students creating an environment either too challenging or not challenging enough?
- Do a study of those who go on AEA programs. Do students who go elsewhere to study tend to stay through graduation? Will the new cap on exporting tuition affect retention?
- N-L recommended Peer advising for first year students - match them up with an upper class student first-year seminar, one credit to help orient students (done in earlier years with questionable results.)
- Scheduling courses so that one block is only 300-400 level courses, so that there can be some first year student orientation activities.
- Preregister students on co-op by phone
- Study effects of Tuition-free term on retention of new students

## **ORIENTATION AND STUDENT LIFE**

### **Done**

- Establish a committee, get buy-in from all departments, have one office take responsibility (partially successful, pattern set for next year)
- Registrars, business office, and housing get together to catch students falling between the cracks
- Building a culture of avoiding runaround by making a call or connection for the student while he/she is in your office, rather than exuding flexibility and urging them to figure out how to solve their problem.
- Make sure they know we are waiting for them.  
high level of hospitality, name tags, smooth registration, smooth schedule.  
good student leadership, quick, effective powerful community building - successful
- Residential Halls - some improvements, but more needed
- Quick response to clean up, small vandalism (went down last year)
- two pronged effort on DoS staff and HAs to respond to destruction of living environment. quickly and forcefully.
- quick intervention when DoS hear about unhappy or problematic students so students know their options
- With Registrars, redesigning withdrawal process. First contact the DoS. Already turned around half of the students who saw the DoS. Found new groups to establish a sense of belonging.
- General effort to build a community of respect. Generating excitement about that notion.

### **Still in works:**

- Suggested follow-up orientation activities throughout the fall on the curriculum, co-op, community, participation, value of an Antioch Education, community service.
- Ease entry into IUGs. Move in an every widening circle of belonging from admission, to residence hall, to advisor, to course instructors, to IUGs, to co-op.
- Extending community service into campus life Promote growth, bonding, with one focus on the living environment - taking care of one's own space.
- the 1995 Retention report suggested having weekly hall meetings to address problems and opportunities. Have we done that?

## **STUDENTS OF COLOR**

### **Done**

- Financial support secured for programming around issues
- Quick responses to racially disruptive incidents on campus
- Nipping problems in the bud before incidents disrupt quality of campus life
- Inviting back alumni of color who have volunteered to visit, offer programs.
- Checked data to confirm that our retention of students of color is about the same as caucasians over the past few years, yet satisfaction lags behind.
- Advisor training included consideration of needs and concerns of students of color

### **Still in works:**

- Make it a welcoming and safe environment
- Undoing Racism work
- Big events to celebrate diversity and bring people across borders
- People's Institute coming twice.
- Connecting with other colleges in area to pool resources so there are more activities
- Efforts to reduce sense of contentiousness of campus. Help people feel welcome. Reduce sense of jadedness in those who've been here along time.

#### **Yet to be Tried:**

- faculty mentoring for students of color
- collecting exit interview data by race

### **CO-OP**

#### **Done**

- Calendar change enables first year students to return to campus after one, not two co-ops.
- Co-op Day to celebrate return
- Solidify a cycle of planning, implementing and evaluating and crediting that gets the most learning from each stage.
- Not allowing evaluating and crediting to drag on so it only becomes a bureaucratic process. Keep focus on learning
- Substituted new format for the Co-op seminar which was not well received.
- More user-friendly forms
- packaging resume kit on disc, giving students a chance to be increasingly responsible and connect with their post-Antioch experience
- General work on quality of co-op program
- Co-op advisor's relationship with advisee at center of everything. (no longer passed to geographic job supervisor. Keeping placement and counseling in relationship with advisor and student.
- Being more user friendly towards own plans. Learning comes first, not where job comes from .
- Solidifying relationships with important employers, in light of new calendar
- Getting positioned to use WWW to stay in touch with students on co-op
- Sending the Record to students on co-op
- Postcards to co-oping students from their advisor
- Calls to co-oping students by co-op office
- Links with academic advisors of first year students established

#### **Still in works:**

- cleaning up job list. 290 jobs now, was 400-500 jobs
- finding more support for all students while on Co-op in cities where alums reside, etc.
- addressing number of desirable positions, easing securing of satisfactory positions, offering support while on co-op, and clarifying reasonable expectations for support on co-op
- Smoothing transition back to campus. It will never be the same "home " they left 4 months ago.

#### **Not yet tried:**

- a study of who drops out after what kinds of co-op experiences
- Find a source of travel money for cross-cultural experiences once the Pierson-Lovelace grant runs out
- look for places in cities that co-op students can access e-mail.

### **DATATEL**

While the committee did not review the Datatel effort, we suggest its benefits be maximized. It will support many of the efforts already mentioned, such as hopes to cut runaround, to give faculty fuller info for advising, to give students quicker and clearer info about where they stand in relationship to requirements, to get billings sent out quicker so they can see if they can come. The more info students have, the better decisions they can make

## **APPENDIX 1**

### **Summary of the Student Satisfaction Inventory**

areas of greatest importance to our students , in order: Instructional effectiveness, academic advising, student centeredness, campus climate, concern for individual, service excellence, campus support services, recruitment and financial aid

Greatest performance gaps, in order - Recruitment and financial aid, campus climate, campus support services, instructional effectiveness, student centeredness

smallest performance gaps - safety and security, concern for the individual, service excellence, registration excellence

## **APPENDIX 2**

### **HAVE WE BEEN EFFECTIVE?**

**RETENTION:** It is difficult to measure the results of any individual effort to recruit and retain students. We loose most of our students by the end of their first year. We have **slowed a trend of attrition** that had steadily dropped since 1985 when 15% left after a year. 34% of the class that entered in 1994 left by the Fall of 1995. Current figures suggest that attrition of the class that entered in Fall 95 has dropped to 31% by Fall 1996. These figures suggest we have reversed a trend of increasing attrition within the first year. (We still don't have confirmation of registration on all students scheduled to co-op, but they have been contacted by phone and the co-op department has confidence in their completing registration.)

The most **positive news** is that the rate of attrition among **transfers** who entered in the fall of 1994 is by far the lowest it had been in 4 years. ( by the end of the second year of the class that entered in 1991, 29% had left; 1992, 41%; 1993 , 44%; 1994, 47%; and 1995, 29%!) This figure results from a surprising drop in the number of 1995 entrant transfers who withdrew before their second year, although we should expect some increase in this number of currently co-oping students fail to register.

Similarly, **attrition after the second year has slowed**. In the last three years it has been a 18%, 17% and now 16%. However , the class that entered in 1994 withdrew in large numbers after their first year (34%) so the cumulative attrition for that class is already 50%. The picture is brighter when one considers that most of the students that APRC and the Registrars formally withdrew because they hadn't met expectations of their probation were among the class that entered in 1994. This suggests that we will hold a greater percent of them through their third and fourth years.

Of the class that entered in 1989, given 6 years to complete graduation requirements, 47% graduated. We should expect a significant drop in the percent of graduates (perhaps lower than 41%) who entered in 1992, some of whom graduated this spring. 59% of them had already dropped out by Spring 1996, in higher than average numbers after their second and third years. It looks as if 45% of the class that entered in 1993 may graduate. It is important to keep in mind that retention rates and graduation rates are dropping nationally and that colleges like Antioch are experiencing similar drops. It may take until the year 2004 to reach a goal of 60% graduation rate. Antioch's graduation rate has been about 50% since the 1920s, according to Peter Townsend's careful study.

Charts holding these figures are attached.



**Recruitment & Retention Task Force  
Minutes from Joint Meeting  
5/23/96 •**

The R&R TF met jointly to discuss and consider issues relating to the recruitment and retention of students of color at Antioch. Jimmy Williams, Director of Multicultural Student Affairs, responded to questions regarding the recent memo from students of color, and also discussed several areas that need to be addressed on campus to improve both recruitment and retention of students of color.

Among Jimmy's concerns were the following:

1. The Office of Multicultural Affairs does not currently have a budget. The Office will be funded in 1996-97, and the following programs are among those being planned:
  - involving alumni/ae of color in on-campus life to help with
    - obtaining financial support for programming and other campus issues relating to students of color
    - serving as mentors for students of color
    - holding a Black Alumni reunion to get alums of color back to campus
    - creating a Black and Latino/a newsletter for students on campus and for alumni/ae
  - creating and encouraging leadership opportunities for students of color
  - increasing involvement with the People's Institute
  - increasing awareness of and participation in Undoing Racism
2. Orientation Issues
  - need to develop programs for new and for returning students
  - need to provide tools and discussion for students to help them understand and deal with racism (on campus and on Coop, as well as in the world at large)
  - need to continue discussions and programs throughout the academic year
3. Advising Issues
  - advisors need to anticipate needs and concerns of students of color and be prepared to assist and/or provide appropriate referrals
  - advisors need to deal effectively with social, academic and personal concerns, particularly those of students of color and for students who are first-generation in college

The committee also addressed several concerns and suggestions relating to recruitment and retention of students of color.

- faculty and staff need development and training; need to learn how to deal with racism in order to help students
- need to look at retention data for students of color; what does this information tell us?
- need to improve advising for all students

- need to examine and provide supports for students of color while they are on Coop. Can we find ways to link students with alumni of color in the cities where they are cooping?
- exit interview data is not coded by race; we don't know specific reasons why students are leaving, regardless of ethnicity. However, there is a lot of anecdotal evidence (when students talk with advisors or particular individuals they know on staff, etc.).
- data from current students seems to provide support for the need to improve the experience of students in general, and for students of color in particular (data supplied by Office of Institutional Research and based upon the Student Satisfaction Inventory administered Spring 1995 and Winter 1996).
- impact of campus climate/culture. Antioch is a very contentious place. Difficult to fit in or feel welcome as a newcomer; people who've been here any length of time (students, faculty, staff, administration) seem to get very jaded.
  - some challenge/conflict is good, but have we gone beyond what is useful?
  - Antioch sets high expectations for itself; makes it harder to achieve or live up to our standards.
  - general lack of accountability or follow-through on campus; often end up discussing the same ideas or problems over and over again but no one ever seems to do anything about them.
  - students aren't made to feel "special" here
  - students need and want support (social, academic, career, etc.) but don't tend to get it.
    - we talk about encouraging students to push the envelope and accept new challenges, but don't provide any structure or guidance for doing so.
- we need to know: what is the vision for Antioch?
- what do we do between 5pm and 9am to help students?
  - Student Services staff too small
  - not much student-faculty interaction (very few faculty have students visit their homes, few faculty come back to campus for events involving students, etc.).
  - possible to hire recent graduates to serve as HACs (part-time) and also to serve as liaisons between students, faculty, administration? They could help pass on a more positive culture.

The major recommendation that came out of this meeting at this time was to have the President's Staff Group examine the progress of individual units toward goals relating to the campus multicultural climate and report back to the full community about that progress.

submitted by Su Hallenbeck  
May 24, 1996

**ANTIOCH COLLEGE CUMULATIVE ATTRITION RATES BY TERM, 1990-96**

Numbers and percents of Fall entrants who withdrew, by effective term of withdrawal from Antioch

| Fall                                 | #       | 1st qtr | 2nd qtr | 3rd qtr | 4th qtr | 5th qtr | 6th qtr | 7th qtr | 8th qtr | 9th qtr | 10th qtr | 11th qtr | 12th qtr | 13th qtr | 14th qtr | 15th+   |
|--------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|----------|----------|---------|
| Entered                              | Entered | fall    | winter  | spring  | summer  | fall    | winter  | spring  | summer  | fall    | winter   | spring   | summer   | fall     | winter   | spring+ |
| Numbers withdrawn by term            |         |         |         |         |         |         |         |         |         |         |          |          |          |          |          |         |
| 1990                                 | 177     | 13      | 13      | 25      | 12      | 4       | 6       | 7       | 2       | 1       | 2        | 2        | 0        | 0        | 1        | 3       |
| 1991                                 | 230     | 12      | 13      | 24      | 7       | 9       | 7       | 16      | 5       | 3       | 1        | 5        | 1        | 2        | 1        | 3       |
| 1992                                 | 225     | 10      | 17      | 31      | 17      | 10      | 6       | 14      | 9       | 6       | 6        | 4        | 0        | 0        | 1        | 2       |
| 1993                                 | 248     | 13      | 18      | 33      | 12      | 15      | 10      | 18      | 0       | 5       | 2        | 3        | 2        |          |          |         |
| 1994                                 | 207     | 13      | 23      | 30      | 4       | 11      | 7       | 13      | 3       |         |          |          |          |          |          |         |
| 1995                                 | 194     | 14      | 18      | 19      | 10      |         |         |         |         |         |          |          |          |          |          |         |
| 1996                                 | 192     | 1       |         |         |         |         |         |         |         |         |          |          |          |          |          |         |
| Percents withdrawn by term           |         |         |         |         |         |         |         |         |         |         |          |          |          |          |          |         |
| 1990                                 | 177     | 7%      | 7%      | 14%     | 7%      | 2%      | 3%      | 4%      | 1%      | 1%      | 1%       | 1%       | 0%       | 0%       | 1%       | 2%      |
| 1991                                 | 230     | 5%      | 6%      | 10%     | 3%      | 4%      | 3%      | 7%      | 2%      | 1%      | 0%       | 2%       | 0%       | 1%       | 0%       | 1%      |
| 1992                                 | 225     | 4%      | 8%      | 14%     | 8%      | 4%      | 3%      | 6%      | 4%      | 3%      | 3%       | 2%       | 0%       | 0%       | 0%       | 1%      |
| 1993                                 | 248     | 5%      | 7%      | 13%     | 5%      | 6%      | 4%      | 7%      | 0%      | 2%      | 1%       | 1%       | 1%       |          |          |         |
| 1994                                 | 207     | 6%      | 11%     | 14%     | 2%      | 5%      | 3%      | 6%      | 1%      |         |          |          |          |          |          |         |
| 1995                                 | 194     | 7%      | 9%      | 10%     | 5%      |         |         |         |         |         |          |          |          |          |          |         |
| 1996                                 | 192     | 1%      |         |         |         |         |         |         |         |         |          |          |          |          |          |         |
| Cumulative number withdrawn by term  |         |         |         |         |         |         |         |         |         |         |          |          |          |          |          |         |
| 1990                                 | 177     | 13      | 26      | 51      | 63      | 67      | 73      | 80      | 82      | 83      | 85       | 87       | 87       | 87       | 88       | 91      |
| 1991                                 | 230     | 12      | 25      | 49      | 56      | 65      | 72      | 88      | 93      | 96      | 97       | 102      | 103      | 105      | 106      | 109     |
| 1992                                 | 225     | 10      | 27      | 58      | 75      | 85      | 91      | 105     | 114     | 120     | 126      | 130      | 130      | 130      | 131      | 133     |
| 1993                                 | 248     | 13      | 31      | 64      | 76      | 91      | 101     | 119     | 119     | 124     | 126      | 129      | 131      |          |          |         |
| 1994                                 | 207     | 13      | 36      | 66      | 70      | 81      | 88      | 101     | 104     |         |          |          |          |          |          |         |
| 1995                                 | 194     | 14      | 32      | 51      | 61      |         |         |         |         |         |          |          |          |          |          |         |
| 1996                                 | 192     | 1       |         |         |         |         |         |         |         |         |          |          |          |          |          |         |
| Cumulative percent withdrawn by term |         |         |         |         |         |         |         |         |         |         |          |          |          |          |          |         |
| 1990                                 | 177     | 7%      | 15%     | 29%     | 36%     | 38%     | 41%     | 45%     | 46%     | 47%     | 48%      | 49%      | 49%      | 49%      | 50%      | 51%     |
| 1991                                 | 230     | 5%      | 11%     | 21%     | 24%     | 28%     | 31%     | 38%     | 40%     | 42%     | 42%      | 44%      | 45%      | 46%      | 46%      | 47%     |
| 1992                                 | 225     | 4%      | 12%     | 26%     | 33%     | 38%     | 40%     | 47%     | 51%     | 53%     | 56%      | 58%      | 58%      | 58%      | 58%      | 59%     |
| 1993                                 | 248     | 5%      | 13%     | 26%     | 31%     | 37%     | 41%     | 48%     | 48%     | 50%     | 51%      | 52%      | 53%      |          |          |         |
| 1994                                 | 207     | 6%      | 17%     | 32%     | 34%     | 39%     | 43%     | 49%     | 50%     |         |          |          |          |          |          |         |
| 1995                                 | 194     | 7%      | 16%     | 26%     | 31%     |         |         |         |         |         |          |          |          |          |          |         |
| 1996                                 | 192     | 1%      |         |         |         |         |         |         |         |         |          |          |          |          |          |         |

Registrar's office, SIS data 9/30/96



OFFICE OF THE PRESIDENT

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**MEMORANDUM**  
August 23, 1995  
Revised

To: AdCil, President's Staff Group, Faculty Executive Committee, ComCil, CM's, and  
Dean of Student's Staff

From: Retention Task Force, *Eric Harshbarger, chair*

Subject: Suggested Retention Goals For 1995-96

We have been meeting about every two weeks since graduation. We have reviewed available data concerning the experiences of Antioch students, their levels of satisfaction/dissatisfaction, and reasons students give for leaving the College prior to graduation. We have also initiated short term actions directed to improving retention. These short term actions include:

- suggestions to orientation planners
- suggestions to the Dean of Faculty
- preparation of a summary of Registrar's data on historic Antioch attrition data
- preparation of summer mailings to returning students

We also have been giving attention to needed longer term actions to improve retention. After brainstorming, discussion and review, we recommend that you consider the following 1995-96 goals for improving retention at the College as you do planning for your work. We realize effective action will require that you determine specific objectives and activities within your area of responsibility which will contribute to realizing the ten suggested 1995-95 goals.

We intend to follow-up with you to determine the goals and objectives you decide to pursue to help Antioch improve student retention.

To assist us we would appreciate your communicating to us a copy of your plans for 95-96 along with any other questions or reactions you have to the following proposed goals.

**SUGGESTED 1995-96 GOALS TO IMPROVE RETENTION**

Culture

1. Continue and initiate new actions to improve the overall climate and culture of the College to be one characterized by:
  - greater mutual respect and civility,
  - greater support of the Honor Code and Mission, and
  - reduced destruction of property, threats to individuals and substance abuse.

## Calendar change

2. Develop plans and actions to continue their progress toward achieving calendar change. It is important that each administrative area, faculty area, and the faculty as a whole work to achieve effective implementation of the new calendar. This recommendation recognizes calendar change along with accompanying curriculum development and improvement, planning and implementation of educational assessment and development of administrative and student services as potential positive contributions to retention. Calendar change will be a means of:
  - gaining greater balance in numbers of on-campus and off-campus students,
  - making effective use of educational programs and physical resources,
  - creating and maintaining two divisions of students which will allow greater continuity in student relationships, and
  - maintaining longer time blocks for on campus study and community experiences and for co-op work experiences and other off-campus educational experiencesaccomplishing calendar change which improves the effectiveness of our educational programs will require major actions including:
  - a. The Dean of Faculty, APC and Faculty in the 8 majors complete planning for new majors including:
    - needed new courses and revision of existing courses for the semester system,
    - assessment to provide ongoing evaluative feedback to document educational outcomes and to identify needed improvements,
    - connection of the major with co-op jobs and experiences and with service learning
    - connection with the community part of Antioch's educational program,
    - recruitment of new students interested in the major, and
    - assist students in the major in pursuing graduate study and/or jobs after graduation
  - b. The Dean of Faculty's office along with faculty leadership provide an orientation to assist in the transition from the present curriculum/calendar to the new curriculum/calendar for all members of the community including co-op employers, alumni, other external supporters
  - c. The Dean of Faculty along with a designated faculty subgroup, and ultimately all faculty complete the development of the community part of Antioch's tripartite educational program. This will build on work begun by the faculty during 1994-95 and needs to include student ideas and priorities.
  - d. The Director of Co-op, and Co-op faculty, staff and supporting classroom faculty complete planning and implementation of needed new jobs, improvements in services, changes in staffing times, etc. which will be required by the new curriculum and calendar.
3. Plan and implement new means for the College to remain in regular communication with students who are co-oping or other wise off of campus. This should be done by means of coordinated:
  - a. face-to-face contact by alumni, co-op faculty, and other traveling faculty, staff and administrators;
  - b. use of e-mail,
  - c. regular mailings of The Record, and
  - d. regular mailings of necessary administrative information which is coordinated across offices

### Residence Halls

4. Hall advisors to take the lead on facilitating weekly hall meetings that address both problems and opportunities of hall residents. It is essential that the halls be places conducive to study and learning about community as well as being satisfying places to live. These meetings could include discussions of hall problems and accomplishments; important campus issues; and interesting academic topics. Outside resource people of interest to residents could be included in these meetings.
5. Expand interactions of individual halls with faculty, staff, administrators and alumni. Use such involvement as a means of developing relationships, as an arena for discussing unmet needs and other problems and as a means for enjoyable and stimulating activities.

### Administrative Services

6. Each administrative area of the College adopt goals and actions that contribute to improving retention. It is important to plan and implement ways to obtain student feedback on the strengths and weaknesses of the services being provided by each area. This data will then become the basis for future planning for improving services. Doing this assumes that improving retention is the work of everyone at the College and that each operating area has the potential of making important contributions.

### Recruitment and Financial Aid

7. Improve recruitment and financial aid strategies and practices and their integration. Doing this recognizes that retention begins with recruitment and admissions.

### Data and Analysis to guide Retention activities

8. Continue and expand information gathering, analysis, feedback and related problem solving specific to improving retention. Continue the development of a data based capability to improve retention and at the same time enhance the quality of the Antioch educational experience. Involve ongoing groups of students to learn about how they experience the College over time; resume the data gathering to continue Katy Jako's data set; and systematically survey recent graduates.

### Vision and Strategic Plan

9. Articulate a vision and strategic plan for Antioch College for 2000 and beyond. A strong future orientation responsive to the opportunities and challenges faced by Antioch College is needed to mobilize the hope, motivation, skills and committed work to continue to develop and improve the College.

### Yellow Springs

10. Encourage and support positive interactions between Yellow Springs alumni and citizens (especially the neighbors of the College) with interested students.