Oakton Community College

Faculty Leadership and Student Persistence–A Story From Oakton Community College

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"Assume that full time students are on campus about 15 hours a week, or 180 hours each semester.

During that semester, they are likely to spend about 4 hours total interacting with student support staff, 32 hours walking around, and 144 hours in classrooms interacting with and learning from faculty.

...faculty are the people who convey to students that they belong in college, that they have the capacity to learn, and the someone cares about their progress (or not)."

Faculty / Student Engagement Protocol at Oakton College

First Three Weeks of Class

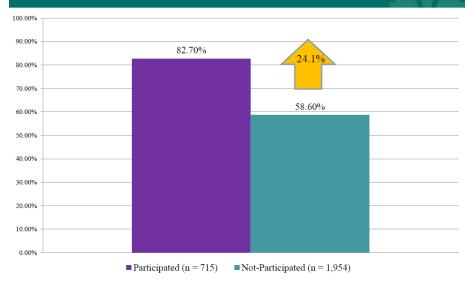
- Set clear, high academic standards but not policies that easily doom students.
- Learn names and have students learn on another's name.
- Give feedback on an assignment or quiz.
- Hold 15-min, one-to-one "get-to-know-you" conferences with each student.

Rest of the Semester

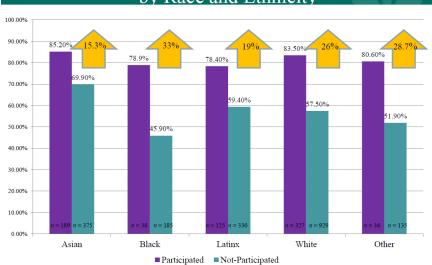
- Acquaint students with resources and opportunities at Oakton.
- Attend at least one co-curricular event with students.
- Contact students who are struggling in class and offer them help.
- Talk with students about completing an associate degree or certificate.
- Participate in assessment activities for the project as a whole.

Oakton Persistence Project Results

Fall 2016 to Spring 2017 Persistence Rates: New Students Enrolled in Fall 2016



Fall 2016 to Spring 2017 Persistence Rates: New Students Enrolled in Fall 2016 by Race and Ethnicity



Faculty Quotes:

"The gift of these deeper connections with my students is a payment that can not measured, knowing what a difference it has made not just in their lives, but in my own."

"You learn quickly during the interviews about the many problems our students are dealing with."

"I learned a lot about students who most certainly would NOT have come to see me."

LPC Persistence Project

Brainstorm Individually and then in Pairs/Small Groups what each of the Faculty/Student Engagement Protocol items would like *in your class*.

First Three Weeks of Class

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• Learn names and have students learn on another's name.

• Give feedback on an assignment or quiz.

• Hold 15-min, one-to-one "get-to-know-you" conferences with each student.

Rest of the Semester

• Acquaint students with resources and opportunities at Oakton.

• Attend at least one co-curricular event with students.

• Contact students who are struggling in class and offer them help.

• Talk with students about completing an associate degree or certificate.

• Participate in assessment activities for the project as a whole.

What should LPC's Persistence Project look like?

What would you like to see?	What would we have to do to make this happen?	When would we have to do this?