

RETENTION COACHING AT WESTERN

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ROLE OF THE RETENTION COACH

- **Build positive relationships** with students (contact within 48 hours of application to college)
- **Triage students** to different resources on campus as well as the community
- **Assist faculty** in the classroom
- **Anticipate and remove barriers** students may have that will hinder academic success

PROGRAMS SELECTION PROCESS

- At-risk student population
- Lower term to term retention or year to year retention rates
- Gatekeeper coursework with additional support i.e. General A & P
- Several undecided students in their cohort

WELDING

AUTO TECHNICIAN

DIESEL TECHNICIAN

HUMAN SERVICES

BUSINESS MANAGEMENT

MEDICAL ASSISTANT

BUSINESS ANALYST

CRIMINAL JUSTICE

PREP FOR GENERAL ANATOMY & PHYSIOLOGY

**PROGRAMS SELECTED FOR
RETENTION COACHING**

SURVEY



SAMPLING OF STUDENT CONCERNS...

I'm concerned about my homework and getting it done and knowing what I'm supposed to do.

Getting enough time out of class to do homework/studying as I have two jobs.

Finding the funds to commute from _____ every day.

Being able to work enough to pay my bills as I was allocated bare minimum financial aid.

The homework, personal issues that might get in the way.

I'm most concerned financially.

BIGGEST TAKE AWAYS:

- Retention rates increased when a coach was assigned to a program/classroom
- Better understanding of why students are leaving the college
- Survey was successful at identifying students' needs
- Texting students works
- Going into the classrooms is a win-win for faculty and students

FACULTY BUY-IN IS KEY...



FACULTY RESPONSES TO SURVEY

- Very neat to see how honest they answered the (survey) questions!!!
- Having ___ as our retention coach has been AWESOME! Students I never thought would seek out extra help have stopped in her office and got the help they needed.
- I'd rather have a retention coach in my class than an additional faculty member for my program

WE THINK WE'RE ON TO SOMETHING...

Students were connected to Western before they attended classes and more prepared.

Several potential barriers were averted because of the earlier intervention/connection.

Students had one “go to” person—and they were more prepared to focus on their studies.