

**APPENDIX A:  
OPTIMAL STUDENT LEARNING AS PERSISTENCE:  
HOW FACULTY CAN CONTRIBUTE TO RETENTION**

1. Research demonstrates faculty support is crucial to retaining students and that support is most important in the students' first year (Winston, Miller, & Grites, 1984; Pace, 2001).
2. Principles and practices that promote student learning also promote retention.
  - Active learning (Astin, 1993; McKeachie et al, 1986; Crosling & Heagney, 2009)
  - Group work in general (Tinto et al, 2001)
  - Group activities that socially construct knowledge (Tinto, 2002; Bruffee, 1993; Tinto, 1993; Tinto, 1998)
  - Authentic, challenging, and relevant tasks for students (Crosling & Heagney, 2009)
  - High expectations (Tinto, 2000)
  - Quick feedback on performance (Tinto, 2000)
  - Both summative and formative assessment (George et al, 2004)
3. Be aware of the 80/20 rule: pre-college students are used to most of the information they need to know (80%) coming from one main source, the instructor (Caverly, 2009)
4. The 20/80 rule that college students learn that only 20% of the course content comes from the instructor suggests a transition problem; in fact, researchers have found that the remaining percent of learning in college is done outside of class and involves textbooks, study guides, and the ability to synthesize and expand what is learned in class (Caverly, 2009).
5. Help students to become metacognitive of your strategies. The revised Bloom's taxonomy (Anderson et al, 2001) has at its base remembering and understanding, lower-thinking skills that typify a K-12 education, while its higher-order thinking skills of applying, analyzing, evaluating, and, creating are demanded of college students (Caverly, 2009), and students who master the latter skills are more apt to demonstrate deep learning and are more likely to continue (Biggs, 1982).
6. Align your tests, papers, and presentations with what is stressed in class.
7. Become an advisor (King, 1993; Gordon, 1985).
8. Interact with your students (Pace, 2001; Pascarella & Terrenzi, 1977).
  - Arrive early (Davis, 1993)
  - Stay late (Davis, 1993)
  - Keep posted office hours (Davis, 1993)
  - Answer all communications quickly (Marques, 2006)
  - Learn students' names (Thomas, 2002)
  - Take attendance (Davis, 1993)
9. Encourage students to seek university support services (professor, advisor, Noel Studio, counseling center, OSID).

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