

Optimizing Retention

19th AST Annual Instructors Forum



Brenda Korich, CST/FA, Professor
Sherry Seaton, RN, BSN, CNOR, Program Director, Professor
Tyler Junior College Surgical Technology Program
Tyler, Texas

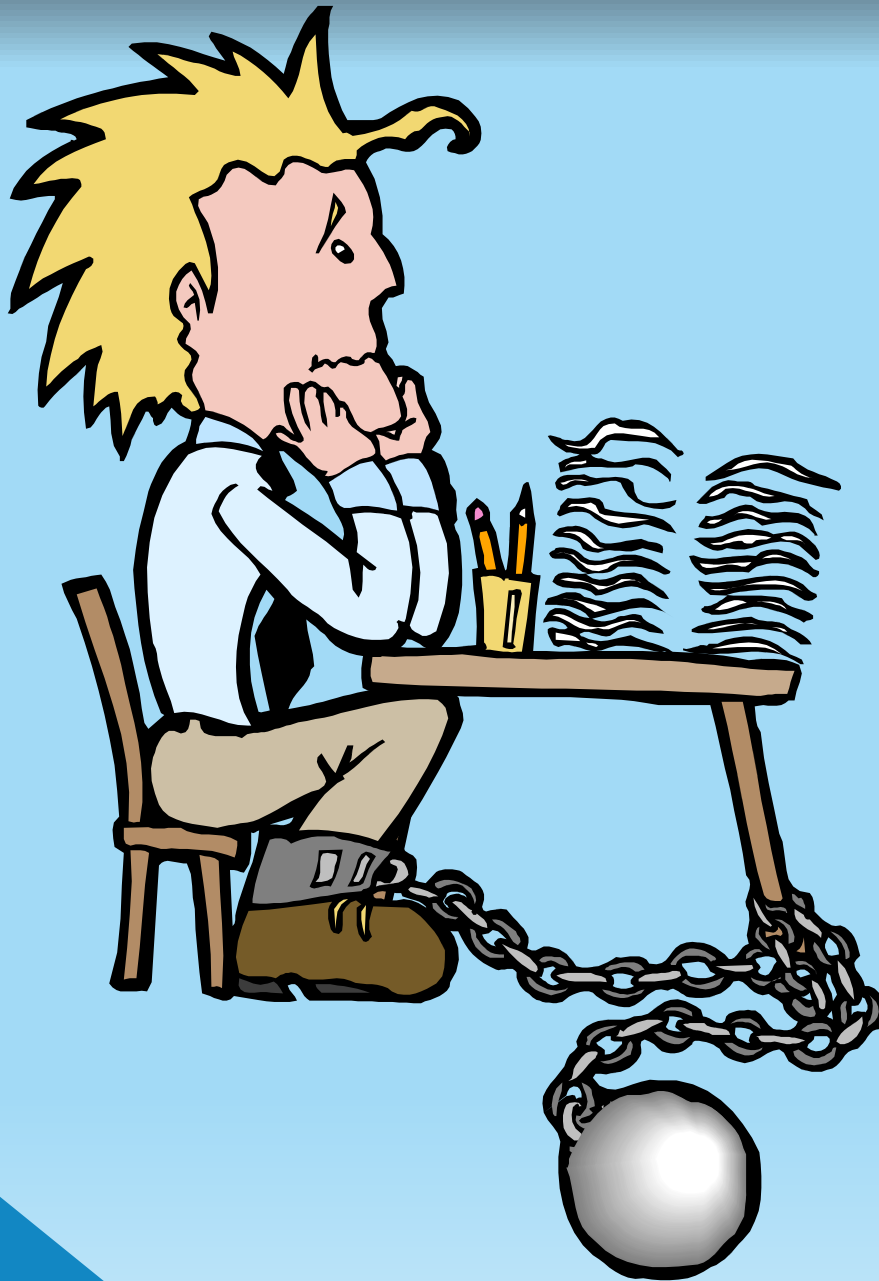


Optimizing Retention~ Objectives


- Identify retention and what it means to educators
- Illustrate examples of proven evaluation methods for retention
- Analyze performance based outcomes and their impact on colleges
- Develop a dialogue about student retention and share ideas among colleagues

AORN Requirements

- The 19th AST Annual Instructors Forum allows nurse educators to remain current in their knowledge of surgical technology education as well as improve their didactic and clinical skills as educators.
- Attendance to this entire session (100% participation) is required for successful completion of this activity
- This activity has not received commercial or in-kind support, or any type of sponsorship.
- Activities that are approved by AORN are recognized as continuing education for registered nurses. This recognition does not imply that AORN or the ANCC Commission on Accreditation approves or endorses any product in the presentation. The contact hours for this activity will expire two years after the date of approval.




Student Retention



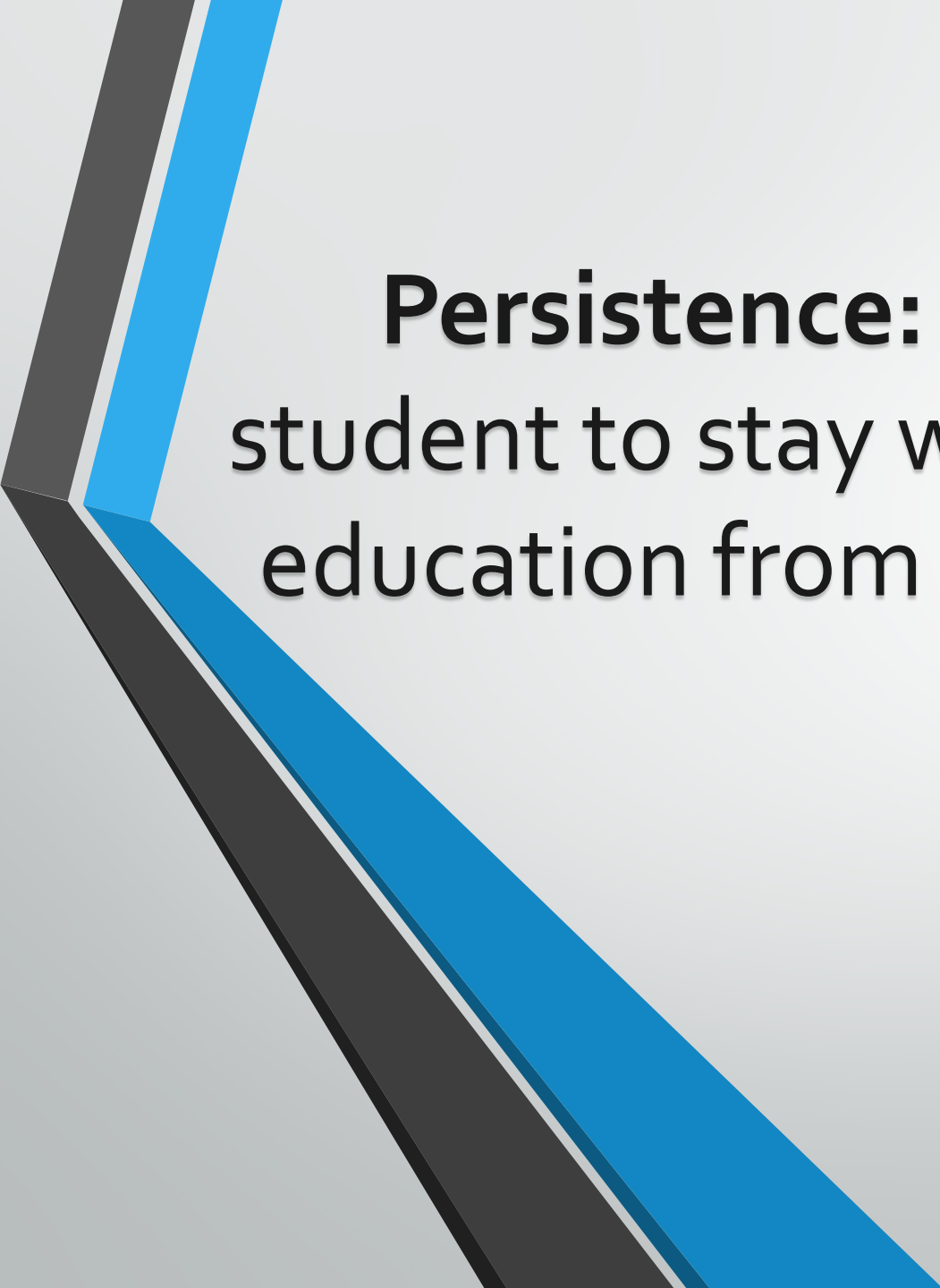
Retention: The ability of an institution to retain students from admission through graduation

~ College Matters 2005-2015




Attrition: A reduction in the number of students which occurs when students fail to reenroll at an institution in consecutive terms for various reasons

~College Matters 2005-2015



Persistence: The desire and action of a student to stay within the system of higher education from beginning through degree completion

~College Matters 2005-2015



16
out of every
100 students
graduate

~College Matters 2005-2015



Customer Service In Higher Education

N.Raisman & Associates

- Education is our business.....

Budget depends on recruitment (**marketing the College**) to its students and their parents (**customers**) by admissions (**sales**) and collecting tuition (**revenue**) through Financial Aid and accounting (**billing**) based on the college's reputation (**brand**), courses, programs, degrees (**products**), advising, FA, etc. (**services**) and creating a connection with the student (**customer**) by faculty, staff, & administrators (**employees**) who receive salaries and benefits for delivering learning opportunity (**product**) and related activities (**services**) to fulfill a customer's (**student's**) need, an outcome (**degree and career**)



Psychographics
Who are our customers?

Baby Boomers (1946-1964)



- Ages 49 to 67
- **Larger than any previous generation (Over 75 million)**
- Most influential generation:
Woman's liberation, desegregation, anti-establishment
- Characterized as optimistic, opportunistic, progressive, narcissistic, materialistic & revolutionaries

~ College Matters 2005-2015

Generation X (1965-1980)

- Ages 35 to 50
- Smallest generation (under 50 million)
- Most ignored and misunderstood generation
- Latch-key kids with self-absorbed parents
- First generation likely to not do better than parents
- Characterized as entrepreneurial, independent, creative, and conservative leaning.



~ College Matters 2005-2015

Generation Y (1981-2000) Millennials

- Ages 15 to 34
- Larger than Baby Boomers (over 100 million)
- Most diverse and technologically savvy
- Have never not known technology
- First knowledge-age generation
- Characterized as optimistic, idealistic, patriotic, over-parented, and over-confident.
- They are tech savvy, diverse, achievement oriented, team oriented, and attention craving

~ College Matters 2005-2015






Psychographics Discussion Topic

Given that: 73% of your student population in Fall 2014* was age 24 and under (Generation Y).....


What implications might this have for how you work with today's student population from admissions to graduation?

- *College Matters 2005-2015 Poll




Millennials are looking for the same customer experience as are older customers—but even more so. (More efficient, more respectful of their time, easier, more reliable, more transparent, with more choices and more control for the customer.)

*~Micah Solomon
Forbes Magazine*



*Millennial generation customers
...are more likely to jump ship ... if
you waste their time than are
earlier generations, because
millennials don't have the sense of
history about how hard even a
moderately good level of customer
service can be to pull off.*

*~Micah Solomon
Forbes Magazine*



"Customer service isn't getting worse, it's just getting harder"—because of the rising expectations of customers in all age brackets, and the already-risen-and-never-going-back-down expectations of the born-to-digital millennial generation.

*~Micah Solomon
Forbes Magazine*

Millennials

Baby Boomers	Generation X	Millennials
diversity as a cause	accept diversity	celebrate diversity
idealistic	pragmatic / cynical	optimistic / realistic
conform to the rules	reject the rules	rewrite the rules
great job	great life	great lifestyle

Psychographics Summarized

Academic Customer Service means:

Meeting the needs and expectations of students in an ethical way (that fits with the rules)

What are some of the challenges YOU face?

Academic Customer Service Includes:

- Doing ordinary things extraordinarily well
- Going beyond what's expected
- Adding value and integrity to every interaction
- Being at your best with every student
- Discovering new ways to help students
- Taking care of students like they were your own sons and daughter
- Making students feel valuable and important
- Doing all we can to help students succeed

THE “BIG SIX”

(The Gallop-Purdue Study, 2014)

- A professor who made them excited about learning
- Professors who cared about them as a person
- A mentor who encouraged them to pursue their goals and dreams
- Worked on a long-term project
- Had a job or internship where they applied what they were learning
- Were extremely involved in extra-curricular activities

**How many of the “BIG SIX” are
YOU implementing?**





Funding

- Productivity in higher education is now front and center on the national stage
- As state governments face increasing fiscal constraints, the challenge is to produce better outcomes with limited resources
- This has fueled a resurgence of interest in and state action regarding performance funding policies
- These policies tie a portion of state appropriations to metrics that gauge institutional performance on various indicators

Higher Education Finance



The three primary funding sources for public postsecondary institutions are:

- Tuition paid by students
- Financial aid in the form of federal and state student loans and grants
- Institutional aid from states and localities to support institutions' operating expenses

Cause For Concern

- The United States trails 11 countries in educational attainment for 25- to 34-year-olds. And according to *The American Dream 2.0* coalition report, our nation is facing a college completion crisis, with 46 percent of students failing to graduate within six years and an even bleaker outlook for minorities (63 percent of African American students and 58 percent of Hispanic students do not graduate on time)



Performance Funding Policies

- “Performance funding” refers to a broad set of policies linking allocation of resources to accomplishment of certain desired outcomes.
- These were often add-ons or bonuses to base allocations that institutions earned for meeting various goals or benchmarks. In many cases, while laudable, these goals and benchmarks were too broad to be meaningful, or not explicitly tied to a state’s completion needs or attainment goals.
- Performance funding was generally awarded as a bonus, which was often the first to be cut in tough budget environments.

The next phase: Outcomes-Based Funding(OBF)



- An evolved form of performance funding, but with a twist: OBF connects state needs, with a focus on student completion, and refined development and modeling approaches
- ***"The new funding models reflect the needs of the state and citizens, not merely the needs of the institution." Mary McKeown-Moak and Christopher Mullin***



Objectives of OBF

- Align state higher education funding method with the state's higher education attainment goals and student success priorities;
- Align institutional priorities with those of the state and support the scaling of proven student success practices; and
- Hold institutions accountable for performance and their role in achieving state attainment goals.

~[www.HCM Strategists.com](http://www.HCMStrategists.com)



Status of OBF in the States

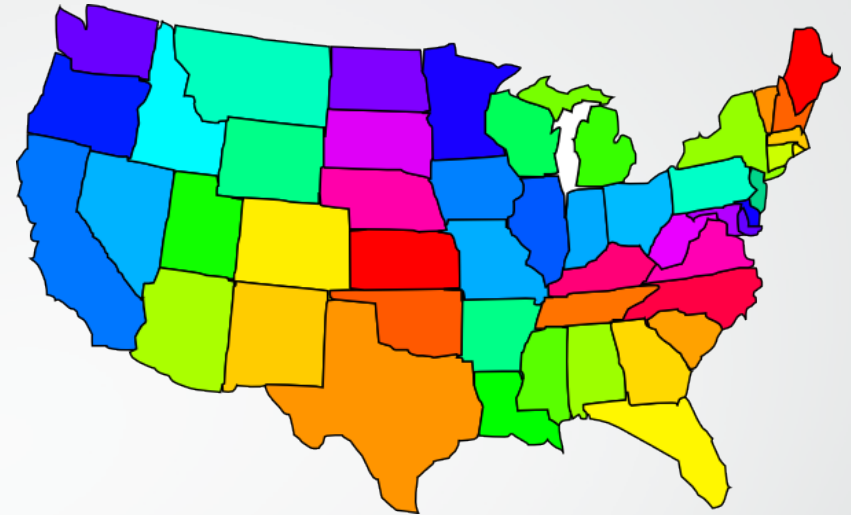
As of Fiscal Year 2015, 35 states (70 percent) are developing (10 states) and/or implementing (26 states) OBF policies, with great variance in the critical elements included in the typology and reflected in the associated design and implementation principles.

Status of OBF in the States



The map on the previous slide indicates states that have implemented (allocating funding to) OBF and which states are developing or have developed but not yet implemented an outcomes-based formula.

Status of OBF in the States



Implementing

- WA MT AR NC MI
- WY ND MS PA TX
- OR MN IN MA MO
- NV WI OH UT
- ME HI TN AZ
- NM IL FL MS

Developing/not implemented

- CO KY
- SD VA
- KS OR
- OK IA
- LA
- GA

Funding Associated with OBF



There is a wide variation in the level of funding associated with student success and completion. While several states have OBF policies, many have not invested much in them to date.

Business as usual is no longer an option



- In Texas, only 56% of Texas public university students earn a degree within 6 years of enrolling*
- This means 44 % of students either dropped out or have significantly delayed their education goals
- This situation creates significant costs for the state of Texas
- Also, failure to earn a degree causes a real financial hardship for students and their families

There needs to be a better balance between access and success!

*per Texas Higher Education Coordinating Board

IPEDS Data Feedback Report

- The Integrated Postsecondary Education Data System (**IPEDS**)~ collects data from 7,500 institutions on student enrollment, graduation rates, student charges, program completions, faculty, staff and finances
- These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by parents and students to aid in the college search process
- For more information see <http://nces.ed.gov/ipeds>

Retention Methods in use at Tyler Junior College



- Sherry Seaton, RN, BSN, CNOR became Program Director and Professor in the TJC Surgical Technology Program at its inception in the Fall of 1999, with a first graduating class of five students in May of 2000. Brenda Korich was one of the graduates in that class.
- Sherry initiated many great policies in the Program, specifically the Periodic Review process, that began in the Fall of 1999. This Periodic Review process has proven to be an excellent retention tool!

The Periodic Review

- Sherry implemented this Periodic Review as a way to keep the student engaged in their learning, and perhaps direct their own learning.
- The Periodic Review is given once every four weeks to each student in the Program. The final Periodic Review is given at the end of each semester.
- The Periodic Review includes the following aspects of the student surgical technologist: Professionalism, Work Ethics, Technical Skills, Clinical Case Profile, Academic Standing, Attendance, Communication, and Recommendations

Periodic Review Example



TYLER JUNIOR COLLEGE SURGICAL TECHNOLOGY DEPARTMENT

PERIODIC REVIEW FOR: _____

Professionalism: You are developing a professionalism in the clinical area. Continue to be a professional and you will be noticed by all.

Work Ethics: You continue to have good work ethics. Continue to work hard toward your goal of becoming a Certified Surgical Technologist.

Technical Skills: You continues to demonstrate well the entry-level surgical technology skills. Continue to practice & apply learned skills with confidence. Preceptors say that they can tell he will be excellent at this profession.

Communication: You get along well with your classmates and professors. As you start clinical rotations, communicate your goals and needs to your preceptors.

Clinical Case Profile: N/A

Academic Standing: You are passing in all SRTG courses. Remember, you must have an overall 75% grade average to pass all SRTG courses.

Attendance: You have good attendance in all SRTG courses and in clinicals.

The clinical case requirements and guidelines for this surgical technology department is 120 cases first and second scrubbed. That means that you must first scrub 20 general cases, 60 specialty cases, and second scrub 10 general and 30 specialty cases. The present documentation in your file reveals the following information: You must have 10 First scrubs in four different specialties.

1st General Surgery = 1	2nd General Specialty = N/A
1st Specialty Cases = 30	2nd Specialty Surgery = 17

You have first scrubbed 1 of the cases needed for the 20 solo general surgery cases. You need to first scrub 19 more cases to meet the scrub requirement. You have first scrubbed 30 of the cases needed for the 60 solo surgical specialty cases. You need to first scrub 30 more cases to meet the scrub requirements.

You have completed 43 of your required 120 cases scrubbed. You still need 72 more cases to meet the requirement.

RECOMMENDATIONS: He will continue in the program. He needs to continue to practice and apply learned skills with confidence in the clinical setting.

STUDENT COMMENTS: _____

STUDENT SIGNATURE

PROFESSOR

PROFESSOR/DEPT.
CHAIR

DATE

The Periodic Review

As you can see from the example on the previous slide, by going into conference with each student every four weeks, and covering all of the aspects required of a successful surgical technologist student, it is possible to counsel each student accordingly. Especially on any issues/concerns requiring special attention or correction. This has helped significantly with retention issues in our program!

Day 1-4, 5-8, and 9-12 Intraoperative Clinical Progression Evaluations

Another evaluation method that we at Tyler Junior College have implemented for a few years now are some specific intraoperative evaluations for each student in the OR on days 1-4, 5-8 and 9-12 respectively

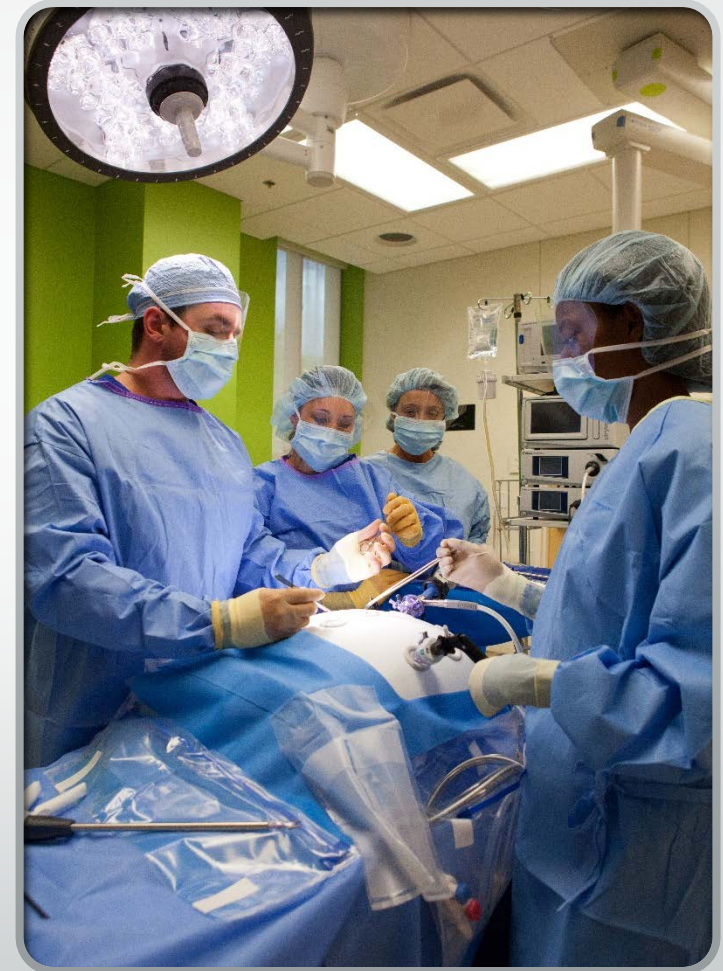
Day 1-4 Evaluation Example

Day 5-8 Evaluation Example

Day 9-12 Evaluation Example

Final Clinical Progression Evaluation Example

Another aspect of student retention is your surgical lab!



The Robert M. Rogers Nursing and Health Science Center
Tyler Junior College, Surgical Technology Program
Surgical Lab
Tyler TX

New Surgical Lab

We realize that not every institution needs or has the funding in order to acquire a new state-of-the-art facility. Our new surgical lab exactly mimicks a real OR setting. We have found that this helps with retention, as the students go from practicing in lab, to the clinical setting ~ so they are more comfortable with the setting.





TJC Surgical Lab
Sterile Storage Room




TJC Surgical Lab

One of two OR suites with a substerile room in between the two OR's



TJC Surgical Lab

Scrub Sink Area



If the world were going to end today and solving the school's retention gap through improved customer service would stop that from happening; and if it was entirely up to you and what you do to stop that from happening:

What would you change today to generate better service for students?

Retention is not
what we DO...

Retention is an
OUTCOME of what
we do!

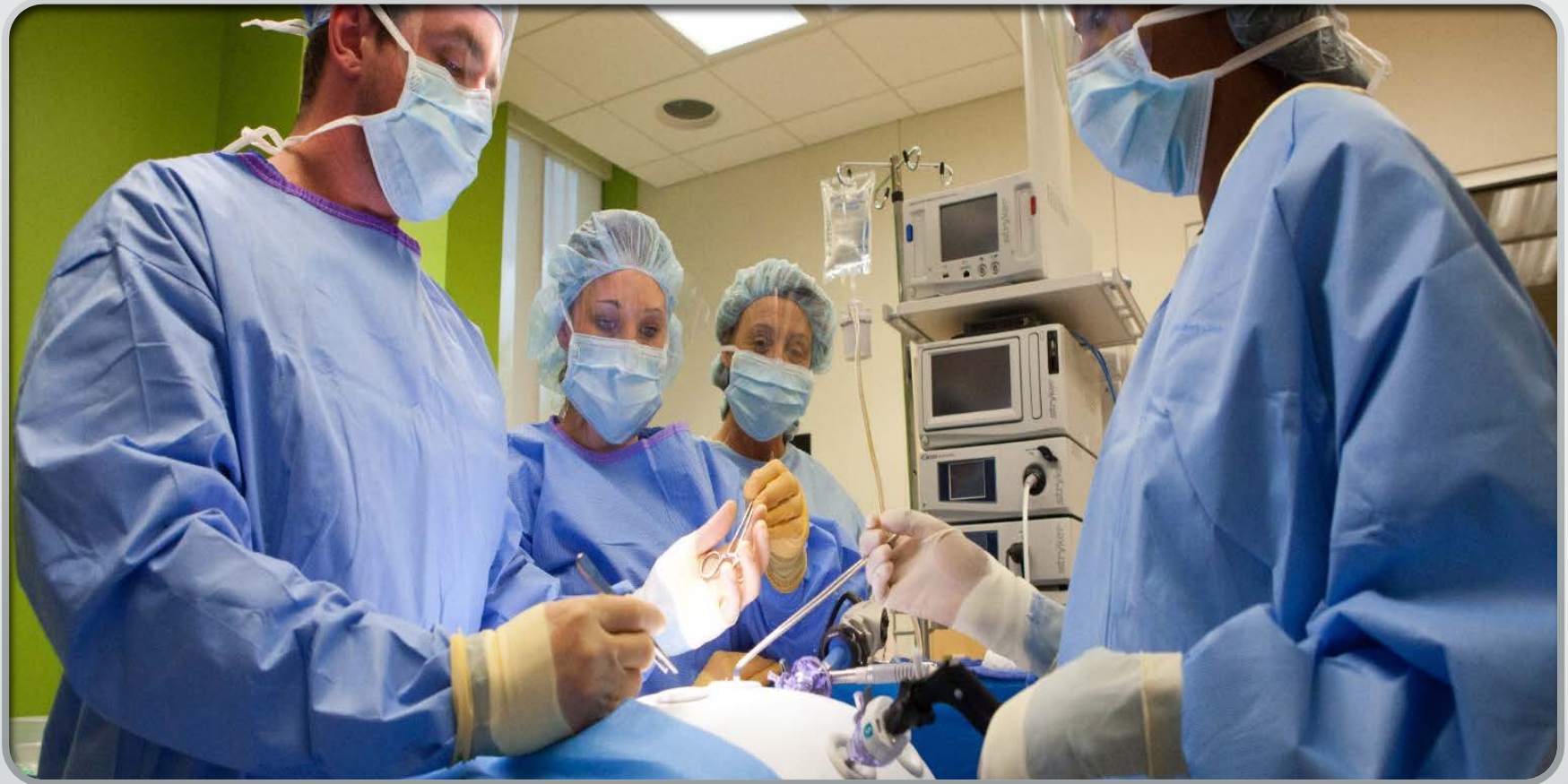




A teacher takes
a *Hand*, opens
a *Mind* and
touches a *Heart*

Sherry Seaton, RN, BSN, CNOR, Program Director ssea@tjc.edu

Brenda Korich, CST/FA, Professor bkor@tjc.edu



TO
TEACH
IS TO TOUCH A
LIFE
FOREVER

References

- N. Raisman and Associates – “The Power of Retention and Customer Service”- 2014
- College Matters -2005-2015
- Doug Clark, Retention Specialist, Tyler Junior College
- HCM Strategists, “Driving Better Outcomes- Typology and Principles to inform outcomes-based funding models”
- The Gallop-Purdue Study, 2014
- Outcomes-Based Funding/Texas Universities , Texas Higher Education Coordinating Board
- Sherry Seaton, RN, BSN, CNOR, Program Director and Creator of Periodic Reviews and Student Evaluation Forms

**The function of education is to
teach one to think intensively and
to think critically. Intelligence
plus character—that is the goal
of true education.**

Martin Luther King, Jr., 1929-1968

Thank you!

