Society for the Teaching of Psychology (Division 2) Diversity Committee
Students Recruitment and Retention Summary

Linh Nguyen Littleford - Ball State University (lnlittleford@bsu.edu)
Regan Gurung - University of Wisconsin, Green Bay
Caridad Brito - Eastern Illinois University
Jaye Van Kirk - San Diego Mesa College
Angela Watkins - Spelman College
Kelley Haynes - Argosy University/Dallas

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Causes for Attrition	Student Recruitment	Student Retention
Institutional Contributions (1): • Not enough financial aid available to students • Not a good fit with the institution • Not enough opportunities for involvement in campus activities • Unsupportive social environment • Curriculum issues **Student Characteristics (1):** • Lack of motivation to succeed • Inadequate financial resources • Inadequate preparation for college-level work • Poor study skills • Lack of educational aspirations and goals • Too many job demands • Socio-economic disadvantage • Weak commitment to earn a degree	**(3):** • Flexible admission standards—recognition of various professional and life experiences prior to the pursuit of an advanced degree as a complement to entrance examination requirements and GPA • Flexible training options—training programs to meet the needs of working students, key coursework offerings at night and in the summer • Financial support—waived or reduces application fees, availability of financial aid, fellowships / loans, scholarships • Active outreach efforts—use of special brochures, media advertisements, personal contacts, current and past student ambassadors • Mentoring	**(1):** • Academic stimulation and assistance: challenge in, and support for, academic performance • Personal future building: the identification and clarification of student goals and directions • Involvement experiences: student participation/ interaction with a wide variety of programs and services on campus • Top 5 most common retention practices: tutoring programs; academic clubs; instructional use of technology; individual career counseling service; internships; pre-enrollment orientation • Top 5 contributors to retention: learning assistance center/ lab; Freshman seminar; advising interventions with selected

• Inadequate personal coping skills • First generation to attend college • Poor academic integration	• Nominate talented students to regional and national programs • Advocate for talented students by writing letters of recommendation, giving ongoing support and encouragement **(4):** • Commitment to diversity by the institution—must have a genuine interest in educating a racially and ethnically diverse student population • Commitment to diversity by the department—the faculty understands the commitment by the university to increase diversity, address diversity issues in the classroom • Responsiveness to student needs—institution actively engages in providing programs and services that facilitate the educational and career development of its students • Employment of developmental approach to recruitment—recognize the importance of age, grade level, and life experience in the design and delivery of their program • Early and extended awareness programs—different messages and	populations; increased advising staff; integration of advising with first-year programs **(2):** • Mentoring by providing career-related and psychological assistance—provide individual attention that students need • Campus climate—must have a climate in which diversity is valued—contributes to the comfort and educational success of minority students→ change the focus of the orientation program to emphasize the importance of valuing diversity; developing an easy-access program for English-as-a-second-language students; revise a portion of the student activities budget to focus on programs that address issues of diversity; create international student fellowships; integrate the appreciation of cultural differences into the freshman seminar curriculum, develop a student improvisational theater troupe *(these programs were developed by Middlesex Community College in MA and have been successful)*

	communication strategies used with varying group	• White instructors should not emphasize the learning styles based on their own cultural background—faculty should participate in study groups and workshops addressing issues of racial identity
	(5)	
	• Engage parents and other family members rather than just the student	
	• Summer bridge programs—help students make transition from high school to college	**(4):**
	• Academic and cultural support programs to provide the help that students need in dealing with demands of their academic programs, or in dealing with unfamiliar cultural ideas	• Professional networking opportunities— encouraging student membership in professional organizations, field observations, etc.
	• Diversity awareness and multicultural sensitivity programs to address the needs of the larger community, on campus and off	• Job placement assistance—Guidance for students to conduct job searches and finding employment at the end of their academic career

1) http://www.nacada.ksu.edu/clearinghouse/advisingIssues/retain.htm
2) http://www.ericdigests.org/2001-4/minority.html
3) http://www.nasponline.org/information/pospaper_mr.html
4) http://www.asha.org/about/Leadership-projects/multicultural/recruit/
5) http://www.studentaffairs.mnscu.edu/BestPractices.pdf

Several of these sources overlap in their recruitment and retention strategies. The sources used are samples of major sources on the issue of recruitment and retention of minority students. Several universities have their own sites that provide resources to minority students. The following link provides a guide for minority graduates students as they progress through their education.
http://psychology.tamu.edu/Downloads/diversity/Ethnic%20issues/APA%20Ethnic%20Survival%20Guide.pdf

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