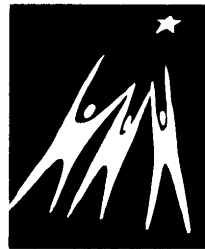




# How can we help you?

## Helping You Offer High Impact Adventure-based College Success and Orientation Programs

# The Corporate Learning Institute



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# Overview

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***Progress in the area of college persistence research helped us create optimal student success programs.***

- Research calls for equal emphasis of non-academic factors as well academic preparedness and remediation. Non-academic success factors focus on helping students experience a feeling of connectedness and social support.

# What non-academic factors will make a difference to your students?

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- - According to the 2004 ACT Policy report, these factors affect student retention and success and include:
    - ▣ Academic self-confidence and a sense of achievement.
    - ▣ Motivation, institutional commitment, and social support.
    - ▣ CLI programs are designed to strengthen the student's sense of community, support and personal efficacy.

# Student success and retention is an issue for you and your students:

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- ❑ The 2006 ACT college census notes that four-year colleges using both open and traditional enrollment standards report lower retention rates of their students (ACT, 2006).
- ❑ According to Gass (1990) attrition affects the financial and personal losses of students and their families, and the loss of efficiencies and income for colleges and universities.

# National Persistence to Degree\* Rates by Institutional Type



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| Degree Level/Control        | N     | SD** | Mean % |
|-----------------------------|-------|------|--------|
| Two-year Public             | 283   | 18.6 | 28.9   |
| Two-year Private            | 25    | 29.9 | 55.9   |
| BA/BS Public                | 38    | 18.2 | 39.6   |
| BA/BS Private               | 154   | 20.8 | 56.7   |
| MA/1st Professional Public  | 127   | 14.1 | 37.9   |
| MA/1st Professional Private | 295   | 15.7 | 56     |
| PhD Public                  | 165   | 17.6 | 47.4   |
| PhD Private                 | 118   | 17.8 | 63.5   |
| Total                       | 1,205 | N/A  | 46.9   |

\* Completion in 3 years for Associate Degree; 5 years for BA/BS

\*\* Standard Deviation

Source: ACT Institutional Data File, 2006

# Research

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Vincent Tinto (1998), a pioneer in retention research, viewed college adjustment in 3 phases:

- Separation
- Transition
- Incorporation

Colleges and universities have strengthened the transition phase by developing orientation and freshman seminar courses.

Other researchers (Habley, 1981), found that early academic advising and student retention were linked.

# Later Research

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- Increased retention has been associated with informal student-faculty contact (Gerdes, 1994, Griffith, 1996, Pascarella (1980), Pascarella & Terenzini, 1980). According to Noel (1986), “ Contact with faculty was the number one reason that students had decided to stay for their sophomore year.”

# Current trends in retention research

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- -The current thinking in retention research links campus wide services so that a seamless series of services and resources are implemented campus-wide (Noel-Levitz, 2006) across the student lifecycle, from recruitment to graduation and beyond.
- -The latest retention strategies systematically treat students as customers using a concept called CRM (customer retention management).

# Creating Better Orientation and Student Success Programs

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According to Holmes, Ebbers, Robinson, and Mugenda (2000), orientation programs can help reinforce to students that they matter to the institution and will be supported as they proceed toward completion of their degrees.

# Implications for high impact at your school

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At CLI, we help you create programs designed to integrate the culture and academic emphasis of your school into an effective and high impact program.

Our programs focus on the self-esteem and social integration factors that will make a difference to your students.

We operate as a team with you to develop and deliver a program that delivers the results that you need.

# Why we use an adventure-based approach

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- Research in the area of college level adventure-based programs shows that benefits include increased critical thinking skills, problem solving skills, interpersonal skills, preparedness for career, humanitarianism, leadership abilities, self-esteem, and overall academic achievement.
- (Markus, Howard, and King (1993), Nathan and Kielsmeier (1991), Perkins (1999), Hamilton and Fenzel (1988), Conrad and Hedin (1982), Stachowski and Visconti (1998), Myers-Lipton's (1994), Stark (1997), Moffatt (1988), Howard (1986), and Kuh (1995).

# Two Options: On-site or Our Site Programs

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Option 1: We build an adventure course at your site:

- ❑ We have developed a high impact, three-four hour accelerated student success program for orientation or community building, right at your location. We have the research that shows that a three hour, fast-paced, expertly facilitated session increases student's sense of social support and integration.\* Contact us to receive a complimentary copy of our research report.



# Option 2: Bring your students to our site.

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We are based at the Marriott Hickory Ridge Conference Hotel, in Lisle, Illinois, about 15 miles west of downtown Chicago. We offer three four challenge areas from low to high ropes courses. When you are ready for the ultimate challenge, we will design a program to fit your time and budget.



## How can CLI add value to your retention or student success programs?

Contact us to arrange for more information. We look forward to working with you!

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**The Corporate learning Institute**

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