Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should <u>not</u> be used to purchase course materials.

COURSE SYLLABUS

EDUC 665
STUDENT SUPPORT SERVICES AND RETENTION

COURSE DESCRIPTION

This course discusses approaches to optimizing post-secondary student outcomes, particularly in support of critical programs designed to meet students' academic, developmental and economic needs. Topics include orientation programming, academic support, student retention, campus life, academic advising, and career guidance, among others.

RATIONALE

In response to stagnant undergraduate completion rates and growing demands for post-secondary accountability, institutions have actively pursued effective, broadly applicable methods for promoting student success. For Higher Education professionals, it is critical to understand the underlying causes of student attrition in order to align appropriate student services and intervention strategies. This course examines current trends and research in student services and retention, with an emphasis on student satisfaction and improved post-secondary outcomes.

I.   **PREREQUISITE**

   For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II.   **REQUIRED RESOURCE PURCHASE**

   Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III.   **ADDITIONAL MATERIALS FOR LEARNING**

   A.   Computer with basic audio/video output equipment

   B.   Internet access (broadband recommended)

   C.   Blackboard recommended browsers

   D.   Microsoft Office

IV.   **MEASURABLE LEARNING OUTCOMES**

   Upon successful completion of this course, the candidate will be able to:

   A.   Identify key student service entities and their function in promoting student success.

   B.   Understand pivotal events in the progression of student support practice.

   C.   Incorporate a biblical foundation for the advancement of student outcomes.

D.   Discuss the complexities of student support and retention.

E.   Analyze student retention research and literature to determine its theoretical foundations and practical applicability.

F.   Evaluate the evolution of student retention theory and practice over time.

G.   Create a comprehensive intervention plan for improving student support and success.

V.   COURSE REQUIREMENTS AND ASSIGNMENTS

A.   Textbook readings and presentations

B.   Course Requirements Checklist

After reading the Course Syllabus and Student Expectations, the candidate will complete the related checklist found in Module/Week 1.

C.   Discussion Board Forums (3)

Discussion boards are collaborative learning experiences. Therefore, the candidate is required to create a thread in response to the provided prompt for each forum. Each thread must be 300 words and demonstrate course-related knowledge. In addition to the thread, the candidate is required to reply to 2 other classmates' threads. Each reply must be 150 words. Each thread must be supported by at least 2 scholarly citations, and each reply must be supported by at least 1 in current APA format. (MLO: D)

D.   Retention Theory Timeline

The candidate will create a concise, annotated timeline presentation outlining the key events, theoretical shifts, and practical breakthroughs in post-secondary student retention thought from the 1900's to the modern era. Emphasis will be placed on developments that specifically impacted theory and practice as noted in the textbook and targeted readings. The presentation must contain a minimum of 10 major events with support from at least 5 scholarly sources. All citations and references must be in current APA format. (MLO: B, F)

E.   Source Analysis

The candidate will analyze key readings from a pre-determined source in order to identify the works' theoretical underpinnings, scholarly support, and practical implications. Responses will be provided as brief essays in current APA format. (MLO: E, F)

F.   Student Engagement Paper

The candidate will write a 5-page research-based paper in current APA format that focuses on the evolution of student engagement. The paper must include at least 5 references including the course textbook and in addition to the Bible. (MLO: B, C, D, E)

G.   Higher Education Scavenger Hunt

The candidate will explore various university websites and resources in order to identify specific themes across modern student service departments. (MLO: A)

H.   Student Support Proposal

The candidate will create a formal proposal for a comprehensive university student support plan including specific academic, co-curricular, and intervention strategies. A minimum of 5 sources in current APA format will be required, and emphasis will be placed on the synthesis of theory and practice. (MLO: A, B, C, D, E, F, G)

I.   Quizzes (8)

Each quiz will cover the Reading & Study material for the assigned module/week. Each quiz will be open-book/open-notes, contain multiple-choice questions, and have a 45-minute time limit. (MLO: B, F)

VI.   COURSE GRADING AND POLICIES

A.   Points

Course Requirements Checklist	10
Discussion Board Forums (3 at 60 pts ea.)	180
Retention Theory Timeline	150
Source Analysis	100
Student Engagement Paper	150
Higher Education Scavenger Hunt	60
Student Support Proposal	200
Quizzes (8 at 20 pts ea.)	160
Total	1010

B.   Scale

A = 940–1010   A- = 920–939   B+ = 900–919   B = 860–899   B- = 840–859
C+ = 820–839   C = 780–819   C- = 760–779   D+ = 740–759   D = 700–739
D- = 680–699   F = 0–679

C.   Disability Assistance

Candidates with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's Discrimination, Harassment, and Sexual Misconduct Policy or the Student Disability Grievance Policy and Procedures.

COURSE SCHEDULE

EDUC 665

Textbook: Schuh et al., *Student Services: A Handbook for the Profession* (2017).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Schuh et al.: ch. 1–2 1 presentation 1 article	Course Requirements Checklist Class Introductions Advising Guide Acknowledgement DB Forum 1 Quiz 1	10 0 0 60 20
2	Schuh et al.: ch. 8, 12 1 video 1 article	Retention Theory Timeline Quiz 2	150 20
3	Schuh et al.: ch. 5, 23 1 presentation	Source Analysis Quiz 3	100 20
4	Schuh et al.: ch. 14, 15 1 article	Student Engagement Paper Quiz 4	150 20
5	Schuh et al.: ch. 16–17 1 presentation	Higher Education Scavenger Hunt Quiz 5	60 20
6	Schuh et al.: ch. 10, 21 1 presentation 1 video 1 website	DB Forum 2 Quiz 6	60 20
7	Schuh et al.: ch. 30–31 1 article	Student Support Proposal Quiz 7	200 20
8	Schuh et al.: ch. 20, 32, 33 1 presentation	DB Forum 3 Quiz 8	60 20
		TOTAL	1010

DB = Discussion Board

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.