

## ATTACHMENT A

### FOCUS ON HOW TO RETAIN STUDENTS IN THE CJ PROGRAM

*a. How to Help At Risk Students with non-major subject matter grades.*

This included council discussions of how to address issues with math, science, and English grades that cause student grade point averages to falter and place continued attendance at university at risk.

- A. Discussion of reasons students provide for failure of retention include:
  - i. Lack of funding for school
  - ii. Loss of scholarships
  - iii. Home/family issues
  - iv. Having to go to work
  - v. Grade failures.
  
- B. It is obvious that some students have lower skills in the areas of math, science, and languages. One area of concern for students is poor grade performance/failure in the core science, English, and math courses offered.
  - i. Students express concern over the courses.
  
  - ii. Those concerns range from not understanding the subject matter to not being able to communicate with the faculty, and points in between, as in any other subject matter.
  
  - iii. One suggestion was that perhaps, focus should be on *subject content courses* for a study in percentages of failures rather than major programs.  
Rationale:
    - 1. Particular courses, like math, science, and Languages seem to be a snag for many students, who are in different majors than those core courses.
    - 2. CJ faculty, for example, have no control over the core math/science courses, yet are held accountable for failure to retain CJ students who fail those core courses.
    - 3. Specifically, complaints by students and reviews of degree audits show math & science to be problem areas for numbers of students.
  
  - iv. Suggestions for possible Courses of Action:
    - 1. A Study. Perhaps, administration might study particular courses that result in a high percentage of failure, and consider which, if any, particular courses contribute more than other courses for lower g.p.a.s.
  
    - 2. Evaluations. Considerations for how to make these courses more attractive could include the feedback/evaluations given by students.

3. Questionnaire. Perhaps, a questionnaire to students, asking what they think might assist them to be more successful in this area.
4. Accountability. Make particular courses and instructors accountable in these core course rather than other majors that have no control over those core courses. (Seems fairer than to make folks who have no control responsible).