



# CENTER FOR FACULTY EXCELLENCE

## Faculty Intention to Student Retention

### Early Action



Salem's study of students' choice to use or not use writing centers revealed that "students' decisions about seeking tutoring were in place *before* they come to the university... and were based on students' lives and experiences before college" (155). This means it is important to understand that the choice to use or not use these services is complex and some students do not know about student services.

Student use of academic support services are down more than 30%. Here are some tips to help connect students with these services.

### **How do I inform my students about academic support services?**

- Link student resources not only on the syllabus, but also on individual assignments.
- Get a writing sample early in the course to gauge and identify weaknesses and "run diagnostics."
- Emphasize these resources are not remedial and any experience level is welcome.
- Invite staff of these services to class to humanize them and see what collaboration is possible.
- Normalize asking for help by sharing your experiences and encouraging students to use the service.

### **Should I Require My Students to go to Academic Support Services?**

Rendleman's study suggested that required use of writing centers resulted in "positive student attitudes when a policy aligns with writing-center resources" but that such requirements cause student frustration when not aligned with:

- **Actual services provided** –Be honest about what the services can and can't help with.
- **Timing of assignments** –Encourage your students to visit early rather than later.
- **Service capacity** –Be mindful of the size of class you have and the time it will take to help them.
- **Expected positive results** –Have a realistic attitude about how services can help.

Explain why you require or recommend student services. Students shouldn't view these services as a punishment. Outline when you want students to use services. Earlier is generally better. Explain expectations for how students use services. Additionally, provide key vocabulary –this helps students ask for what they need.

### **Resources**

- [UNO Speech Center](#)
- [UNO Writing Center](#)
- [UNO Math/Science Center](#)
- [UNO Academic/Career Development Center](#)
- [UNO Health and Wellness Coaching](#)

Works with students on matters including stress reduction, study planning, time management, academic success strategies, goal setting, and motivation.

### **References**

- Rendleman, E. (2013). Writing centers and mandatory visits. *WPA-CompPile Research Bibliographies*, 22. <http://compile.org/wpa/bibliographies/Bib22/Rendleman.pdf>.
- Salem, L. (2016). Decisions...Decisions: Who Chooses to Use the Writing Center? *The Writing Center Journal*, 35 (2), 147-71.