

Decreasing Student Attrition Rate by Tutor/Counselor Interventions

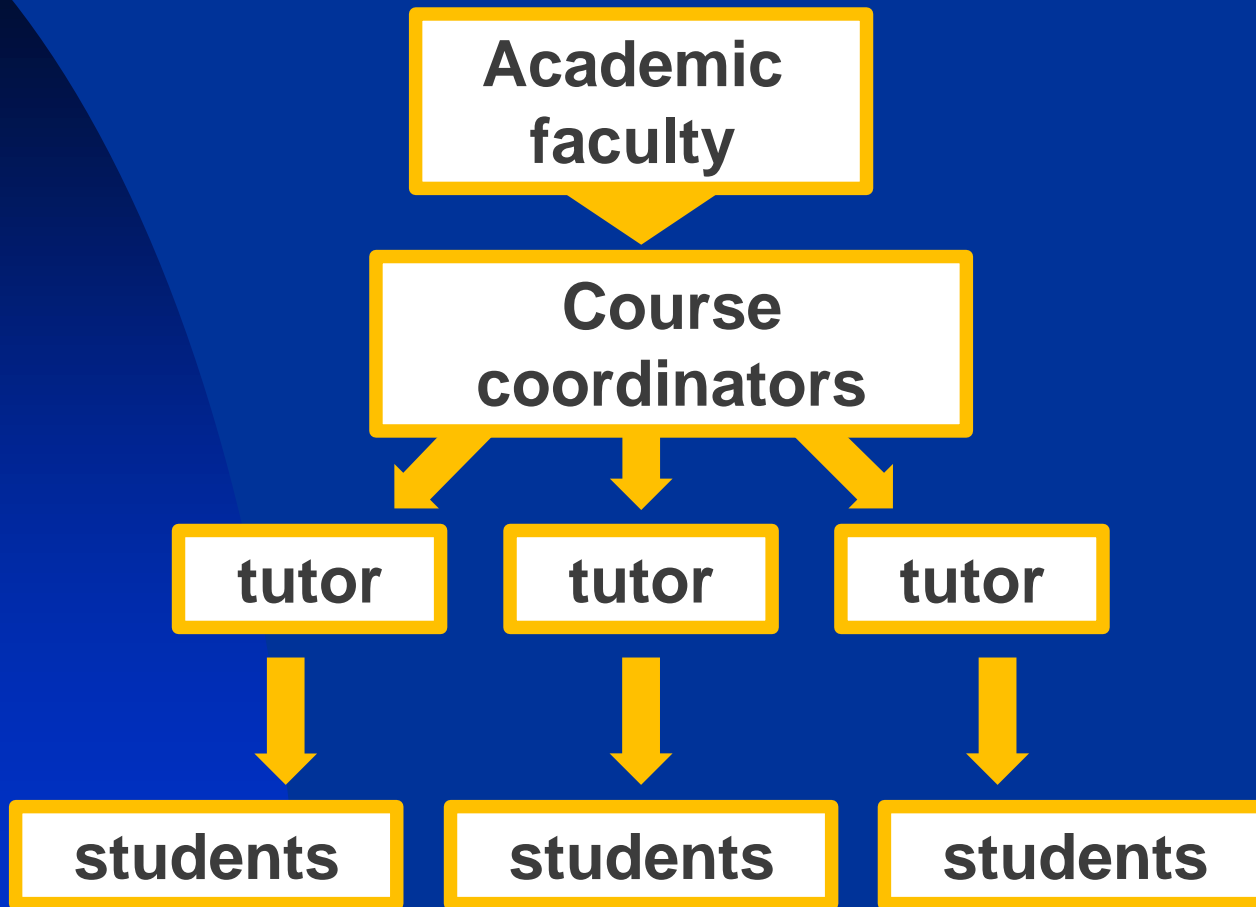
Sarah Guri-Rosenblit
The Open University of Israel

ICDE Leadership Summit
May 22th, 2017

The Open University of Israel

- **Established in 1974**
- **Started teaching in October 1976**
- **Teaches Currently around 46,200 students (the largest university in Israel)**
- **Exercises an open admission policy**
- **Operates in 50+ study centers across Israel**

Distributed Teaching Responsibility



Evaluation Department

- **Conducts student surveys in all of the 700+ courses every semester**
- **Conducts tutors surveys every semester**
- **Monitors learning analytics projects**
- **Monitors pilot studies**

Support Division

- Ongoing academic counseling
- Special support to disabled students
- Workshops for course coordinators and tutors
- Workshops for a variety of student clienteles
- Supporting individual students through a variety of intervention techniques

Tutor/Counselor Interventions

- **An additional tutorial hour for students from the Arab sector**
- **Study skills and writing workshops for novice students in introductory courses**
- **Addressing potential early dropouts**

Third Hour to Students from the Arab Sector

- **15% of OUI's students are from the Arab sector**
- **High dropout rate in first courses (35% to 55%)**
- **Hebrew literacy deficiency**
- **Academic study skills deficiency**

Special Support Mechanisms for Students from the Arab Sector

- A handful of courses were translated into Arabic (students allowed to study a third of their degree in Arabic)
- Many courses enable to submit assignments in Arabic
- Hebrew workshops for novice students
- Third hour project – devoted to practicing study skills

Third Hour Project

- **A third hour was added to the weekly two-hour tutorials to practice mainly study skills, text comprehension and assignment preparation**
- **826 students from the Arab sector participated in this project in 2014/15**

Third Hour Project Students' Feedback

- I feel more confident in managing academic studies
79.1% **14.5%** **6.4%**
very much more not at all
- The study skills assist me in preparing the tutor assignments
77.7% **15.9%** **6.4%**
very much more not at all
- I feel that my general study skills improved
74.1% **19.1%** **6.8%**
very much more not at all

Study Skills and Writing Workshops to Novice Students

- In 2014/5 a special pilot was conducted on novice students in introductory courses in the Department of Sociology and Communication
- 274 students participated in the workshops (11% from the total student cohort in these courses)
- Around 70% female students
- Around 30% did not have a high school diploma

Success Rates

- Students who did not participate in the workshops

59%

Full completion

5.1%

Partial completion

35.9%

Dropout

- Students who participated in the workshops

67.8%

Full completion

3.3%

Partial completion

28.8%

Dropout

Major Results of the Study Skills and Writing Workshops

Students who participated in the workshops:

- **Enrolled in more courses in subsequent semesters**
- **Completed successfully more courses after 4 semesters**
- **Study more courses in any given semester**

Addressing Potential Early Dropouts

- In 2015/16 a pilot was conducted on 530 novice students from the Department of Sociology and Communication who had not submitted their first assignment
- A counselor from the Support Unit approached them by phone discussing with them their difficulties and trying to encourage them to submit the assignment

Addressing Potential Early Dropouts

- **Students who were approached**

68.4%	31.6%
Successful completion	Dropout

- **Students who were not approached**

63.6%	36.4%
Successful completion	Dropout

General Conclusions

- All of the successful pilot interventions are going to be implemented on a large scale
- Further interventions initiated by learning analytics are conducted on an ongoing basis in relation to: technology enhancement, attrition patterns, dropout of students at an advanced stage of study, etc.

**Thank you
for your attention!**