Developing institutional strategies to support failing/failed part-time students in higher education: Recommendations for practice and field educators

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Abstract: This study considers the significance of institutional strategy in supporting failing/failed part-time students in higher education, particularly at a time of such significant changes to funding ideologies in western cultures, and offers recommendations to improve student retention. Building on previous studies by Simpson (2003), Callender et al (2006) the tracking of three cohorts of part-time students on a counselling programme highlights 'vulnerable' candidates and explores specific strategies to respond to the failing/failed student. Employing a mixed-methodological approach consisting of an initial online questionnaire, semi-structured interviews for selected participants and the tracking the academic results of failing/failed students, ethical consideration is given to the nature of the programme (counselling), gender-ratios and the timing of the enquiry (post-completion or termination of studies). The enquiry highlights the challenges for practice educators and field instructors in supporting such students. In order to increase the retention of part-time students, the study also examines possible factors likely to minimise part-time student attrition. For the purposes of this study the term 'vulnerable' is defined as a student who is likely to leave the course before completion i.e. a failing/failed student.

Keywords: attrition rates; part-time student retention; personal tutoring; student support; widening participation.

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Introduction

Practice educators and field instructors have within their remit the responsibility to offer appropriate levels of student support and can play a significant role in minimising attrition rates for failing/failed students. As far back as 1997, The Dearing Report acknowledged the institutional requirement to develop support for part-time students in higher education [recommendation 12]. In the intervening period since this report, academic institutions have faced the challenge of implementing Lord Dearing's recommendations against a background of widening participation, expansion of lifelong learning and budgetary restrictions. Recent changes to student funding ideologies in western cultures have also impacted significantly and the full-fee era will undoubtedly impact the recruitment of part-time students with many more likely to choose this route due to financial reasons. Part-time students are now eligible to take up student loans for the first time in the United Kingdom from 2012 (The Guardian 2011) and price sensitivity will be key to successful recruitment levels.

Studies by Callender (2004) and Callender et al. (2006) explored the issues of finance and funding for part-time students particularly with respect to price sensitivity. The advent of a full-cost tuition fee era consequently has major significance for the position for part-time students. It is the lower socio-economic groups that dominate part-time student populations, and Callender et al. (2006) clearly point out that the part-time student market is price- sensitive, mainly because the majority of students self-fund their course of part-time study. This study does not concern itself overtly with the funding aspects of part-time students, although indirectly questions the relationship between levels of institutional support (funding being a significant component) and retention levels, so implicitly there is an institutional funding issue. Callender (2004) refers to student support as the 'financial support' available to part-time students although the current study includes a wider definition to incorporate the non-financial aspects of student support e.g. academic support, vocational guidance, counselling and dyslexia support. The current global recession impacts further on student finance, particularly for those who are part-time and this financial crisis is making it more difficult for part-time students to fund their professional development. The prevailing economic climate also impacts on institutional ability to provide appropriate levels of support for students at a time of increased budgetary restraint.

This study reviews the experiences of three cohorts of part-time students

following a professional part-time counselling programme in a UK Higher Education establishment between 2006 and 2009. The aim is to ascertain and monitor the levels of support that these students seek, explore their expectations about support required and to explore the relationship between levels of institutional support, performance and retention for part-time students. Guidelines issued by the National Audit Office (2007) for best practice in student retention are considered and highlight factors pertinent to part-time student progression in higher education. By closely tracking individual experiences, the study contributes to existing literature in this field and considers relevant and appropriate approaches in the institutional delivery of student support, with close consideration given to retention rates of part-time students.

The study concludes with recommendations for practice and field educators to consider in their approach to developing policies which aim to promote widening participation, lifelong learning, support part-time students and improve institutional retention rates.

Research focus

The study recognises the comments made by Universities UK (2006), and echoed by Callender et al. (2006), that there is no such thing as a typical part-time student. Part-time students consist of a diverse group and hence the approach to this research needs to highlight the fact that the part-time label in fact consists of a range of sub-groups which may have distinct and differing needs. For example, the educational support needs of part-time students who are in employment differ considerably from those who are unemployed. Some needs may overlap between sub-groups or they may be distinctly different. It would be all too easy to deliver a set of needs that in some way highlights the support requirements of one particular group at the cost of the specific needs of other sub-groups.

Research method

The approach to this study consisted of the following stages:

1. Research by questionnaire to three student cohorts. For reasons of efficacy and promptness, the decision was taken by the researcher to conduct this stage by email contact with students. Participants had the option of returning their responses in hard copy by internal mail or by post if they wished to remain anonymous. Clearly, it would only be possible to follow-up those students who opted for further participation in the study at Stage 2.
2. Semi-structured interviews – either face-to-face where possible or by telephone where the former was impractical.
3. Tracking the experiences of 'vulnerable' students with the aim of identifying emergent themes pertinent to the part-time student sub-groups.

Stage 1   Online questionnaire (*n*=50)
Stage 2   Semi-structured interviews (*n*=15)
Stage 3   tracking the experiences of vulnerable students (*n*=10)

Questionnaire design

The questionnaire used in this small-scale study was designed to measure a range of issues relevant to part-time study (see Appendix 1 for the specific issues explored). These included student views on the level of support they required whilst on the programme; whether the students had received relevant information about the range of support available from the institution at the commencement of their programme; and whether respondents sought support from institutional and external resources. The questionnaire was designed to offer a distinction between those students who chose to seek institutional support and those who declared no such need. The former students would form the basis for further exploration in terms of satisfaction whilst the latter group would clarify whether levels of support offered were satisfactory per se or whether improvements to service delivery could be made.

Ethical Considerations and limitations of the study

The limitations of this study are considered to include the size of the cohort (n=50); the gender balance of the cohort with a high percentage of the surveyed cohort being female (85%), although this is not atypical on social science programmes; the academic focus of the chosen programme of study (counselling). This is potentially a significant limitation because students on counselling programmes may either be perceived as too needy (i.e. needing more support than the 'norm') or may not be adverse to seeking support given the explicit nature of counselling and guidance.

The use of an online questionnaire also represents a further limitation of the small-scale survey as this may have alienated participation by some respondents. The overall response rate, however, indicated that the impact of this limitation was minimal.

It is also recognised that one ethical dilemma faced in interviewing participants was that for current students there was a role contradiction as the researcher was seen as both Programme Leader and researcher by the participant. It is possible that for current students this duplication of role may have hindered the ability of some participants to be fully open about difficulties faced in completing their course although anonymity for respondents at Stage 1 would have minimised this to some degree. The reader is asked to consider these implications in reviewing the research findings.

Literature review

The Dearing Report (1997, p. 304) concluded that UK institutions should aim to develop a student support system that is easy to understand, is administratively efficient and cost-effective; equitable and that encourages broadly based participation; requires those with the means to do so to make a fair contribution to the costs of higher education; and that supports lifelong learning by offering the choice between full and part-time study. The system should ideally be financially neutral i.e. non-discriminatory to part-time students.

Significant recommendations pertinent to the position of part-time students included:

Recommendation 12:

We recommend to students' unions and institutions that they review, on a regular basis, the services offered to their students and adapt them as necessary, in particular to meet the needs of part-time students.

Lord Dearing's conclusions changed the face of UK higher education. On the very day the report came out, the Rt. Hon David Blunkett, at that time the Secretary of State for Education, accepted its central recommendation, to introduce tuition fees, to (at the time) little dissent. Although the tuition fee recommendation referred to full-time undergraduate students, the underlying philosophy of the recommendations was that students were required to take greater responsibility for the financial costs of further and higher education, and the impact over the past fifteen years has been that the issue of part-time student fees has become more a consideration linked to participation and retention. During this period, the expansion of student numbers in further and higher education, especially of part-time students, has resulted in a significant increase in the demand for services to support such an increase. Lord Dearing (The Guardian, 2007) commented that looking back to his 1997 Report, one regret was that 'we didn't do more to address the needs of the part-time learner. If I were chairing the committee today, there would be more about funding for these learners.'

In her presentation *Part-time students: the forgotten hundreds and thousands* Callender (2007) outlined the pertinent themes of the 2006 study of part-time students in higher education. The title of the presentation echoes to some extent the disappointment reported above by Lord Dearing and suggests by implication that closer consideration needs to be given to part-time students. The aim of study was to assess undergraduate student experiences of and attitudes towards part-time study and the UK cost of such provision. The method employed was an online survey of 2600 undergraduates across 25 UK universities. She comments that a UK population of approximately half a million part-time students is growing at a faster pace than full-time students and questions why this is the case.

She reiterates the point that there is no such thing as a typical part-time student but offers part-time student demographics for the cohort studied as 80% aged over 25 years on entry; 65% women 35% men; and around 10% from ethic minority groups. The limitations of the study were considered to be a concentration on certain subject areas; an unequal distribution which concentrated on limited number of higher education intuitions.

Nevertheless, the study provided interesting insights into the experiences and attitudes of part-time students, some of which are re-iterated by the current study. Table 1 highlights the main reasons for choosing to study part-time by participants of the Callender study.

Table 1
Why students choose to study part-time

Reason for choosing to study part-time rather than full-time	%
Financial (could not afford to study full-time)	82
Employment (working & studying)	64
PT route more convenient	60
Domestic/caring responsibilities	45
Had already completed a FT course	22
Interest in specific course which was part-time only	16

Source: LSBU – UUK Part-time student survey (2006)

These findings offer insights into the part-time student demographic. These aspects of the profile of a part-time student were replicated by the current study. Table 2 highlights the motive and rationale for studying by participants of Callender's study.

Table 2
Motives for studying part-time

Motive	%
Qualification	69
Interest in subject	61
Development of skills	59
Intellectual challenge	55
Career progression	53
Career move	49
Continue studies	44
Missed opportunities	41
Change of direction	40
Find employment	29
Challenge	17
To meet new people	11

Source: LSBU – UUK Part-time student survey (2006)

These findings offer insights into part-time student motivation. The current study does not examine student motivation directly, but the focus on student attrition suggests that one in five students do not achieve their initial intention. The main conclusions of Callender's study included comment that affordability and convenience are the key reasons for choosing to study part-time; that for many part-timers full time study is not an option; and that the part-time student market is very price sensitive. The current study recognises the significance of the financial element of part-time student support, but focuses more on the practical level of student support that is offered to improve part-time student retention and which practice and field educators may wish to consider.

The Report of the Committee of Public Accounts (2008) highlights UK institutional attrition rates at a level of 22% and comments that there has been no significant change to this rate over past five years despite financial assistance of £800m to UK universities over the same period to help retain students most likely to withdraw from courses early. This figure, albeit a significant sum, indicates that despite considerable financial support to UK institutions, the outcome has had little impact on attrition rates - a situation which institutions are now moving to examine with much closer scrutiny. It might also suggest that the financial aspect of student participation has been overly scrutinised with perhaps lesser attention being paid to the practical aspect of supporting students in higher education.

The CPA suggests that there is much that UK universities can do to improve retention. They need good quality management information which includes the reasons why students chose to leave their studies. The provision of additional academic support for students e.g. to support the mathematical element of their course, is suggested as another possible improvement that institutions should consider. The Committee also comments that student access to tutors who can provide pastoral and academic support is important especially as the numbers of students entering higher education institutions continues to increase. The current study carries this point further by suggesting that the practical aspects of supporting students in higher education is also a significant contributory factor to retention which warrants closer consideration.

The paper now moves to focus on the institutional responsibility of supporting retention, and consider the practical steps that institutions can consider to achieve improved part-time student retention rates. A useful study contributing to understanding in this arena, conducted by the National Audit Office (2007) researched twelve UK institutions. The

analysis includes relevant student data from these institutions; interviews with the early leavers; institutional consultation; and offered a comparative study with international higher education systems. The aim was to offer a comparison of UK institutional themes with international systems. The NOA Report comments that:

> compared to international data, higher education in England achieves high levels of student retention. For the sector to improve even marginally on that level of performance while at the same time opening up higher education to both increased numbers and greater diversity is a big challenge. The improvements so far are a good achievement.

This position is encouraging, but the Report also comments on the vulnerability of part-time student retention figures. The study found that those students less likely to continue included students with lower than standard entry requirements, male students, and students aged 20 year old or above on entry compared to those who had not taken a break in formal education and students studying part-time in an HEI. It also comments that 47% of part-time students achieved their award compared to 77% for full-time students, and that students who left without qualifying consisted of 44% part-time students compared to 15% full-time students. Significantly, continuation rates were lower for part-time students with a disability compared to full-time students with a disability. These figures highlight an argument to develop support for part-time students in both practice and field education settings.

The NAO study recommendations highlighted the need to:

1. Review trends in retention and use findings to improve the student experience and develop strategies for teaching and learning;
2. Support 1) by monitoring retention at student institution and per course level;
3. Use early leaver surveys where particular retention problems are indicated to improve understanding and identify what might have been done differently;
4. Ensure that student support (personal tutoring & pastoral care is based on students potential for development rather than their deficits;
5. Supporting students eligible for disabled students allowance;
6. Learn from other areas of the sector and share good practice;
7. HEI's need to understand the needs of their changing student

populations. They should use techniques to identify teaching and support services that appropriately reflect student's differing backgrounds (and needs).

The NAO study is useful in highlighting the institutional responsibility to monitor and tackle part-time student attrition rates and offers clear pointers towards improvements on such targets. It also points towards the role that academic staff can play in minimising attrition rates. Anderson (2003) comments that 'self-referral [per se] does not promote retention. Students who need help the most are the least likely to seek it'. This suggests that proactive support from academic staff is preferable to assist student retention.

Part-time students in higher education: Retention issues

Having examined student experiences and attitudes, institutional responsibility and possible factors which might improve part-time student attrition rates, the discussion moves to focus more closely on how part-time student retention might be improved.

Given that over 40 per cent of all higher education students in the United Kingdom study in the part-time mode (UUK, 2006) it follows that:

> part-time higher education is a significant element in the continuing growth of the sector and plays a central role in meeting government objectives such as the extension of higher level skills, widening participation, and lifelong learning. (UUK Executive Summary, p. 1)

Retention has over recent years been increasingly viewed as a relevant and effective indicator of institutional reputation and efficiency and league tables, where accurate information is given by an institution, points to the effectiveness of strategies that institutions may have introduced to improve retention. Few institutions, however, break- down this information by full-time/part-time designation. UUK (2006) also comment that there is potential fragility in the part-time market and some evidence of price sensitivity.

Studies in Learning, Evaluation, Innovation and Development (SLEID) [2005] highlight the costs and benefits of student retention for three parties:

students, institutions and governments. This discussion, again, highlights the relevance of financial considerations to these three parties. Cost benefit analysis of the part-time student market indicates that these three parties have significant competing interests and highlight how the economic aspects of part-time student retention in higher education influences policy, participation and delivery. SLEID also comment that institutions need to play close consideration to retention practice and particularly the financial implications where no such practice is developed. This discussion will highlight the relevance of focusing more closely to retention practice with the aim of identifying recommendations for institutional practice designed to improve retention and at the same time develop the part-time student experience.

SLEID argue that the financial consequences of student dropout are substantial 'with very large sums of money at stake for students, institutions and government' (SLEID 2005, p. 34). Their argument is that retention activities can make a profit for the institutions undertaking them. They suggest that these activities are most likely to involve proactive contact with individual students and focus on actions involving student support rather than teaching. It is clear that costs involved in student attrition are significant and have implications for the three parties discussed. Simpson (2003) cited in SLEID (2005) suggests that the most important activities likely to increase retention 'will be proactive rather than reactive'. The author's suggestion is that the institution benefits from initiating active individual contact with its students rather than providing services which require the student to take the initiative.

Research findings

Although this study is a small scale survey, it does to some extent replicate earlier finding of the much larger study by Callender et al. (2006) . This study aimed to explore issues around funding and optimum price levels for part-time student fees, whereas the current study focuses specifically on institutional levels of support and considers the impact of such support on retention levels. These insights offer practice and field educators a snapshot of why part-time students may choose to discontinue.

Stage 1. Questionnare

Appendix 1 illustrates a summary of the research findings of the questionnaire sent out to 50 participants. There was a response rate of 60% (30 completed returns). The design of the questionnaire (discussed above) aimed to investigate part-time student views on a range of topics relevant to their support during their course of study. Table 3 illustrates a breakdown of areas in which students sought support.

Table 3
Breakdown by area in which students sought support

Financial Support	9
Careers Guidance	4
Personal Support	12
Academic Support	11
Study Skills	4
Disability Support	3
Childcare	5

Stage 2. Individual Interviews

Follow-up interviews (either telephone or face-to face) with students from the questionnaire respondents (50% from Stage 1 response) explored the emergent themes from Stage 1. As discussed in research design above, the interviews were of a semi-structured nature and lasted for approximately 30 minutes per interview. These interviews were recorded.

The principal findings from stage 2 highlighted that access to academic and personal support was a significant factor in assisting students to complete their course; (for part-time students access can be linked to the availability of academic staff and as a consequence this point is relevant to the role Practice Educators and Field Instructors especially in situations where student contact time is limited). The quality of feedback on academic assignments was important to the students interviewed, as was the need to discuss any significant concerns with their course tutor.Where students indicated that they had chosen not to complete the intended course of study, the principal reasons for non-completion included finance problems,a lack of institutional flexibility on payment method, and that childcare arrangements had broken down. In some cases, the course was

not meeting the student's specific learning needs whilst others quoted a lack of confidence to continue.

Stage 3. Tracking vulnerable students

The tracking of vulnerable students aimed to explore the emergent theme of this study – the relationship between the provision of support by practice and field educators and student retention rates. From Stage Two of the enquiry, ten students were identified as being vulnerable and an emergent issue profile was developed of the emergent issues impacting on withdrawal from study. This profile considered the main factors that contributed to the likelihood of dis-continuing the programme of study. As discussed in ethical considerations above, it was essential that the dissemination of these themes is anonymised to honour privacy for respondents.

Tracking vulnerable students involved monitoring their attendance and engagement on the programme and highlighting non-attendance over a specific time phase (the Spring term was selected for the purposes of this enquiry as this was the term where attendance figures highlighted a higher pattern of non-engagement). In some instances the decision to leave the programme had been made on approaching the tutor directly, and in other cases where the student disengaged completely from contact useful information was received about why this might be so. Specific reasons emerged from the emergent issue profiles and these reasons are discussed below. The outcome of this process identified several prominent themes which impacted the students decision to discontinue their studies.

Table 4
Emergent reasons for student dis-continuation (numerical values indicate the number of students who raised this theme as a factor in their decision to withdraw).

Funding Issues	8
Lack of academic confidence	6
Lack of peer support7	7
Feeling isolated	4
Lack of institutional flexibility	4
Work Commitments	4
Illness of child, partner or close relative	3
Childcare	2
Academic demands too rigorous	2

1. Funding support

Respondents who received little or no funding support were identified as those most likely to leave the programme. In one instance, loss of employment was the reason cited for discontinuation. In another, failure to receive monies from a hardship fund was the principal reason for discontinuation.

2. Institutional funding arrangements regarding payment

A prominent theme highlighted by respondents noted that there was a lack of flexibility on the part of the institution in allowing those facing financial hardship time to meet the payment.

3. Self-confidence / academic confidence

> *The other students on the course had stronger academic skills than me. I left School at 16 and it was too much for me to meet the standards required.* (Comment from a student who left the course after the first term)

A prominent theme highlighted identified a lack of self-confidence, and hence had decided to discontinue. Exploration of this theme in individual interviews highlighted the lack of confidence to be 'academic confidence'. These examples support the need to close tracking of students with lower levels of academic attainment at commencement of programme, and for the need to highlight specific study skills support at induction or as part of the programme curriculum.

4. Childcare arrangements

Inevitably, changes in and difficulties with childcare arrangements were cited as a significant reason for discontinuation. Institutional childcare provision rarely covers evening teaching time, and hence either private or family arrangements for childcare need to be sought by part-time students, and funding for childcare was cited in some cases as a major reason for discontinuation.

5. Institutional flexibility on the submission date of assessments

> *I was balancing a part-time role, part-time study and co-ordination of childcare arrangements on the evenings I had to attend college. I could not meet the assessment deadlines - something had to give.* (Comment from a student who withdrew from the course)

Several respondents cited a lack of flexibility on submission dates for assessments as one reason for discontuation. This factor alone was not ,however ,identified as a reason for discontinuation. It was more likely that this would be a contributory factor to a decision to discontinue.

6. Clarity in promoting special circumstances policy

the research identified that for some part-time students there was a lack of clarity around such procedures. Although this information is available in both student handbooks and electronically on module information links, there is a strong case for identifying these issues prominently at enrolment and induction. It is also worth considering implementation of a system that checks that such information has been understood i.e. as a standard question in tutorial groups at intake e.g. do you understand the institutional policy on late submission of work?

7. Isolation/peer support networks

one of the main reasons I left the course was because I did not feel engaged with other students on the course. As a mature student, I found younger students did not understand my situation and consequently my academic confidence wained. (Comment from a mature student)

Several respondents highlighted the fact that they felt isolated and this isolation in turn led to disengagement from the programme and group. Phrases cited as ' they're all much brighter than me on the course' and ' I don't see or hear from people outside the class time' indicate that those students who engage poorly are more likely to discontinue a programme. The promotion of the use of peer support networks is one way that could improve integration of such students.

It is noted by the researcher that the students interviewed usually highlighted more than one reason for discontinuation – the likelihood was for there to be a combination of factors, except for the financial reasons cited in the discussion above where this was likely to be the significant determinant factor.

Recommendations for the retention of part-time students

Practice and field educators can play a significant role in supporting and retaining part-time students in higher education in situations where their remit includes a pastoral responsibility. The research outcomes indicate that in certain areas of educational delivery that practice and field educators could consider contributing to the development and delivery of institutional policy on issues such as providing clarity about programme funding and fee payment methods (e.g. by signposting relevant funding sources to potential students); developing personal tutoring provision to track vulnerable students more closely (e.g. by monitoring attendance closely in order to highlight those students more likely to exit the programme of study); and consideration of those students with child care issues (e.g provision of online or hard-copy materials if the student is unable to attend at late notice due to the illness of a child). In order to combat the risk of student isolation and potential disengagement from the programme of study, the use of peer support networks could be considered as an additional level of support for part-time students which requires limited but focused attention from practice and field educators. For example, field educators could consider introducing or developing peer support networks for part-time students on placement in order to improve engagement and participation. A useful feedback mechanism built into this process can offer useful insights into the student experience on placement.

Practice and field educators may also wish to consider contributing to the development of institutional practice and policy. Appendix 2 lists possible areas in which they may usefully contribute to the development of institutional policy and practice.

Conclusion

This study has discussed the support needs of part-time students in higher education and offered recommendations for practice and field educators which could usefully contribute to improving institutional retention rates. Building on previous studies by Callender et al. (2006) and Simpson (2003), the tracking of a three groups of part-time students highlighted vulnerable candidates and further investigation explored the challenges

for academic and academic support staff in supporting such students. The study concludes with recommendations that institutions may wish to consider in order to improve the retention of part-time students. These recommendations highlight the significance of proactive institutional support in order to keep the students on course to achieve their award, and highlight the role that practice and field educators can make to minimise programme attrition rates. In the context of the era of full-cost fees, this responsibility becomes ever more apparent in providing the necessary levels of student support to keep part-time students on course to achieve their academic goal.

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Appendix 1:
Research themes

The principal questions explored and research findings from the survey included:

- 93% of respondents considered that HEI's have a responsibility to support students during their programme of study.
- 79% of respondents felt they had received the support they required whilst on the programme.
- 93% of respondents considered they had received relevant information about the range of support available from the institution at the commencement of their programme.
- 24% of respondents sought support from institutional resources.
- 30% of respondents sought support from external resources.
- 68% of respondents considered that support for part-time students in higher education could be improved.
- 75% of respondents appeared satisfied with electronic sources available to support them.
- Evidence that there is scope for institutions to improve communication about sources of support for part-time students (either at enrolment, induction or electronically).
- 64% of respondents considered that they had supported theirselves well during their course (highlighting the need to take personal responsibility for accessing institutional support systems).

Appendix 2
Developing institutional practice and policy: A role for practice and field educators?

1. Early identification of vulnerable part-time students.
2. Development of institutional policies to support early identification.
3. Formal policies to clearly state retention practice.
4. Evaluation and monitoring of retention systems in place.
5. Accurate cost benefit analysis of retention practice.
6. Tracking mechanisms to highlight vulnerable students.
7. Consideration of flexible methods to respond proactively to retention of differing cohort sizes.
8. Development of a national strategy to support institutional part-time retention.
9. APL/APEL consideration for students who do choose to leave their chosen programme of study early by confirmation of procedures to highlight credits gained (which may encourage future completion).
10. Clarification of year tutor/programme leader responsibilities in this area.
11. Clarification of institutional position on retention of part-time students.
12. Internal support systems to closely track usage uptake and distinguish between the needs of part-time and full-time students.
13. Cross-institutional liaison to develop better practice.
14. Inter-institutional liaison to develop better practice.
15. Attention to the relationship between proactive institutional intervention and retention rates.