



## THE NATIONAL SYMPOSIUM ON STUDENT RETENTION

Sponsored by the Consortium for Student Retention Data Exchange at the University of Oklahoma

Little Rock, Arkansas  
September 29 - October 1, 2008

### PRELIMINARY SCHEDULE

#### PRE-CONFERENCE WORKSHOPS MONDAY, SEPTEMBER 29, 2008

**Pre-registration is required to attend the pre-conference workshops.**

**Date and Time:** 9/29/2008 8:30 am - 12:00 pm

**Title:** Retention For Rookies

**Author(s)** Tim Culver, Noel-Levitz  
Beth Richter, Noel-Levitz

**Abstract:** You've just been named coordinator of student retention at your institution-now what? Retention for Rookies is intended to give you a solid orientation about the retention field. Learn basic retention concepts. Identify resources that can help you evaluate the current state of affairs at your institution. Discover retention strategies that get results at two-year and four-year institutions and learn the best ways to plan for programs by laying the groundwork for success and gaining faculty support. A good starter course for those of you who have recently been told that "retention and student success" have been added to your responsibilities.

**Date and Time:** 9/29/2008 8:30 am - 12:00 pm

**Title:** Early Alert and Warning Programs: An Intentional Approach to Ensuring Student Success and Persistence

**Author(s)** Brandon Miller, Baylor University

**Abstract:** This workshop will provide essential information to administrators, enrollment managers, faculty and professional advisors for designing and implementing a comprehensive and collaborative early alert and intervention program for their own respective campuses. Specific topics that will be addressed in this presentation include: description of key components of an early warning system, overview of relevant literature as well as existing early alert/intervention programs, methods for recruiting, training, maintaining communications with key stakeholders, techniques for engaging students in the

process of grade recovery and planning for future success, as well as a discussion of assessment models that identify students most likely to depart prior to degree completion.

**Date and Time:** 9/29/2008 9:00 am - 4:00 pm

**Title:** Data and Decisions to Support Student Success

**Author(s)** Gerry McLaughlin, DePaul University  
Rich Howard, University of Minnesota  
Josetta McLaughlin, Roosevelt University

**Abstract:** Increasingly, college and university leaders base strategic decisions on data. The ability to access, analyze, and convert data into strategic information is critical for institutions to remain competitive with other institutions. This full day workshop will focus on ways to identify peer and competitive institutions, define key institutional performance measures related to retention and compare relative positions on these measures with other institutions. A team approach will be used in this workshop, so senior management and their institutional researchers are encouraged to sign up together for this workshop for maximum benefit.

**Date and Time:** 9/29/2008 1:00 pm - 4:30 pm

**Title:** Building Partnerships that Transform: Community Colleges and Four-Year Institutions' Alliances that Foster Student Success

**Author(s)** Mark Poisel, University of Central Florida

**Abstract:** Partnerships are the key to any successful venture when it comes to helping transfer students make a seamless transition to the next institution. Learn how one institution has spent years developing internal and external partnerships to build programs, enhance services, and strengthen relationships that positively impact transfer students as they experience new environments and continue to pursue their academic programs. Successful transfer programs are more than just articulation agreements and the workshop will discuss how to build a comprehensive transfer program that supports transfer student success through preparation, transition, and progression to graduation.

**MONDAY OPENING SESSION BEGINS AT 5:00 PM, FOLLOWED BY A WELCOME RECEPTION**

**CONCURRENT SESSIONS  
TUESDAY, SEPTEMBER 30, 2008**

**THE PRESENTATIONS BELOW THAT ARE NOTED AS "POSTER" WILL BE  
PRESENTED IN ONE ROOM**

**The plenary sessions, breaks, luncheon, and evening event are not included in this preliminary schedule. The final agenda will include this additional information. The morning plenary session will begin at 8:15 am.**

**Date and Time:** 9/30/2008 9:40 am - 10:30 am

**Title:** A Systemic View of Academic Achievement, Academic Progress, and Degree Completion: A Longitudinal Study

**Author(s)** Julie Noble, ACT, Inc.  
Paul Turman, South Dakota Board of Regents  
Justine Radunzel, ACT, Inc.

**Abstract:** The Board of Regents governing a Midwestern state's six public universities currently requires students to meet established qualifying CAAP scores before graduation. Moreover, colleges and departments within each institution use CAAP results to facilitate critical modifications to curricular processes, placement guidelines, and remediation, and to document the value-added benefits of students' first two years of college.

This study investigated factors associated with college student achievement and proficiency, value-added achievement, progress to degree, and degree completion at these institutions across six years, within the context of students' prior achievement and college readiness. College readiness was found to be directly related to end of year 2 academic achievement, progress, and to proficiency and value-added achievement. Proficiency and value-added achievement were directly related to achievement and progress beyond year 2; progress beyond year 2 was directly related to graduation within 6 years. Value-added achievement models for research intensive and comprehensive institutions differed. Differences were found between the two types in the missions of the institutions, and the entering academic achievement levels and needs for remediation of their students.

Results include the relative contributions of various factors to degree completion. Recommendations focus on ways to improve the existing state accountability system, with an emphasis on identifying institutional policies that might contribute to student progress as they make the transition from secondary to postsecondary education.

**Date and Time:** 9/30/2008 9:40 am - 10:30 am

**Title:** CSRDE: What's it all about?

**Author(s)** Sandra Whalen, CSRDE, The University of Oklahoma

**Abstract:** The Consortium for Student Retention Data Exchange began in 1994 as a collaboration among Institutional Researchers who were interested in benchmarking student retention. Since then it has grown into a research consortium of almost 600 institutions. The consortium members benchmark the retention and graduation rates of community college students, community college transfers into the 4yr institution, baccalaureate degree seekers, and STEM majors. We've gone beyond swapping data to sharing knowledge by sponsoring the National Symposium on Student Retention and our annual monthly webinar series on the most current research. Come learn more about the CSRDE and about how the CSRDE can support your efforts to improve student success.

**Date and Time:** 9/30/2008 9:40 am - 10:30 am

**Title:** Expertise-development mentoring: A case study of an intervention to improve first-generation college freshmen's academic performance and retention

**Author(s)** Peter Collier, Portland State University  
Collin Fellows, Portland State University

**Abstract:** Expertise development mentoring provides new students with useful information about “what to do in order to succeed at the university”, insights into the culture of higher education, and tips on how to become “more expert” students. This form of mentoring goes beyond informing students about the range of support services available on campus, providing scripts for how to use specific campus resources appropriately as well as strategies for key campus interactions. In this paper we examine the effectiveness of this approach through a case study of a U.S. Department of Education FIPSE Program-funded intervention designed to improve first-generation student academic success and retention at Portland State University, the Students First Mentoring Project (SFMP). After describing the key elements of this intervention, along with the underlying conceptual model, we present two years (2005-2007) of program results to establish that the program positively impacts first-generation student's academic performance and persistence. We conclude by discussing the implications of this successful expertise-development mentoring program for first generation students and the colleges and universities seeking to support these students.

**Date and Time:** 9/30/2008 9:40 am - 10:30 am

**Title:** Tackling the Drop-Out Rates: Strategies to Improve Persistence in Three Ontario Community Colleges

**Author(s)** Fiona Bain-Greenwood, Seneca College  
Yves Y. Pelletier, Canada Millennium Scholarship Foundation

**Abstract:** Many post-secondary institutions are recording increasing enrollment rates, yet, these rates mask a common struggle: the high number of students who drop-out of their program of study. At some Ontario community colleges, almost 50 percent of students who enroll do not persist until graduation. Research shows the many reasons why students drop out of higher education institutions, but few initiatives try to identify these students before they actually leave. Foundations for Success, a pilot project involving 2,000 randomly assigned participants sponsored by the Canada Millennium Scholarship Foundation in partnership with Confederation College, Mohawk College, and Seneca College, aims to test whether case manager-facilitated access to a combination of academic support, career education, mentoring, and financial incentives will increase the likelihood that students perceived at-risk of dropping out of college will persist and successfully complete their studies. This paper will argue that students deemed at-risk of not completing their program of study are more likely to engage in student support services if these services are coupled with a case management approach and a financial incentive. Preliminary results after one semester indicate a grade point average differential of 11% of students in the two treatment groups in relation to the control group.

**Date and Time:** 9/30/2008 9:40 am - 10:30 am

**Title:** Modeling Success of Freshmen Transfer Students

**Author(s)** Jaclyn Cameron, DePaul University  
Gerry McLaughlin, DePaul University

**Abstract:** There has been much discussion concerning freshmen transfer students and their swirling, churning enrollment patterns. Also freshmen transfers are seen as one of the most at-risk student groups, with first year retention and six year graduation rates considerably below those of traditional freshmen. Unfortunately, most research on first year success has focused on traditional freshmen with little regard for freshmen transfers. This research will model the first year experience of the freshman transfer student using success measures of academic performance and persistence. Analyses will include exploring first quarter outcomes given pre-entering characteristics and first quarter academics; second quarter outcomes using first quarter outcomes and second quarter academics; and first-year outcomes given first three quarter outcomes and overall academic characteristics. SPSS AnswerTree, using Exhaustive CHAID, will be the primary methodology. Variables in the investigation will include measures such as high school GPA, ACT scores, college GPA, credit hours

earned, total transfer hours, and specific coursework known to affect academic progress. The intent is to identify early indicators of enrollment outcomes to support intervention and to determine which subgroups of students may be more or less at-risk overall.

**Date and Time:** 9/30/2008 9:40 am - 10:30 am

**Title:** The University of Cincinnati's "SUCCESS CHALLENGE": Placing Student Success at the Center- Enabling In-State At-Risk Students to Successfully Earn Baccalaureate Degrees in a Timely Fashion

**Author(s)** Maria Palmieri, University of Cincinnati  
Caroline Miller, University of Cincinnati  
Caroline Alikonis, University of Cincinnati  
Neal Stark, University of Cincinnati

**Abstract:** The University of Cincinnati (UC) is a large, urban research institution that currently enrolls 18,875 baccalaureate-seeking students on its Uptown campus. In 2000, UC began participating in the "Success Challenge" grant sponsored by the Ohio Board of Regents. "Success Challenge" is aimed at increasing retention and graduation rates of baccalaureate students who possess a lower chance of succeeding due to their cultural, socioeconomic or academic background. Since its inception, UC's "Success Challenge" program has had significant impact on the academic success of its participants. This is evidenced by increased retention rates for at-risk students and for the University as a whole (from 73% to 82% since 2000). Graduation rates have improved from 48% to 52% for the 1998 and 2001 entering classes, respectively, and to 57% for "Success Challenge" program participants. UC has the third highest percentage of Pell-eligible students among research extensive campuses. Pell-eligible students from both the 2000 and 2001 graduation cohorts were approximately twice as likely to graduate as non-"Success Challenge" Pell-eligible participants. Here we introduce UC's "Success Challenge" programs and present evidence-based research demonstrating these programs are having a positive impact on the academic success of at-risk University of Cincinnati students.

**Date and Time:** 9/30/2008 10:50 am - 11:40 am

**Title:** Enhancing Campus Retention Studies: Predicting 4 and 6 Year Degree Attainment with Institutional and Freshman Survey Data

**Author(s)** Linda DeAngelo, Higher Education Research Institute

**Abstract:** This session will focus on how campus retention studies can be improved through the use of a combination of data collected during the admissions process and data from a freshman survey, such as the Cooperative Institutional Research Program's (CIRP) Freshman Survey. A 2005 national longitudinal study of 4 and 6 year degree attainment completed at the Higher

Education Research Institute (HERI), where the CIRP is housed will be used to review the variables/constructs that need to be accounted for in order for an institution to gauge the effectiveness of its retention program(s). This study utilized data collected from 262 baccalaureate-granting institutions who participated in the CIRP Freshman Survey in 1994. The session will also include a demonstration of the prediction equations developed as a result of the study and will show how these equations can be used to study retention at the institutional level. The goal of this session is to assist institutions to create more precise measures of expected retention.

**Date and Time:** 9/30/2008 10:50 am - 11:40 am

**Title:** Methodology for Developing Student Success Data Warehouse

**Author(s)** Indira Govindan, Fairleigh Dickinson University

**Abstract:** In 2005, the Metropolitan Campus of Fairleigh Dickinson University established the Student Success Team to make recommendations for improving its undergraduate retention and graduation rates. From the beginning, the committee agreed that its work would be (1) research and data-driven, (2) continuous and ongoing, (3) action-oriented and (4) focused on freshmen and beyond. Called upon to support the work of the Success Committee, the office of Institutional Research developed a comprehensive retention data warehouse from multiple data sources including the institutional student records, student surveys of expectations, experiences and engagement, data-exchange consortium and national and state agencies. The theoretical framework for this broad collection of data was derived from current and established research on factors influencing student persistence such as, academic preparation and performance, psycho-social factors, academic and social engagement, campus environment and socio-economic characteristics. The use of this data has not only enabled the committee to steer the discussion away from anecdotes and personal opinions but also to uncover problem areas and to take follow-up actions for student success.

**Date and Time:** 9/30/2008 10:50 am - 11:40 am

**Title:** BAM I, BAM II, and BAM@NITE  
Becoming a Mulerider, Being a Mulerider, and BAM at Night

**Author(s)** Sarah Jennings, Southern Arkansas University  
Donna Allen, Southern Arkansas University  
Shelly Whaley, Southern Arkansas University

**Abstract:** BAM is a unique orientation program that encompasses much more than a typical orientation program. Backed by preliminary research findings, this new twist on a traditional orientation has proven successful. It follows a holistic approach to beginning the University experience. By offering appropriate

sessions for specialized populations along with the services to enhance these sessions, individual needs are met. Specialized populations include beginning freshmen, transfer students, and nontraditional students. In addition to these specialized populations, the vital role of parents is embraced and addressed in both segmented and combined sessions. Academic expectations, transitions to college, utilizing a BAM Facebook group, housing, freshmen seminar, student activities, academic and developmental advising, financial aid, billing, technology, participation in a mentoring program (mentors attend program), and other areas of orientation are combined into one cohesive program. Services are provided for each group as part of the overall program such as child care for students with children, and evening sessions. Anecdotal and formal evaluations indicate a high level of satisfaction and increased comfort level as students begin their University experience. Participants will receive retention statistics, detailed program information, timeline and outline guide for implementation, as well as practical tips for day-to-day operation of the program.

**Date and Time:** 9/30/2008 10:50 am - 11:40 am

**Title:** An Overview of Developmental Education in Arkansas: Practices, Costs, and a Model Approach

**Author(s)** Rhonda Carroll, Pulaski Technical College  
Lily Kersh, U of Arkansas Community College - Morrilton  
Ellen Sullivan, Pulaski Technical College  
Mark Fincher, University of Arkansas at Little Rock

**Abstract:** This paper examines the origins of developmental education and explores the way developmental education is administered at selected colleges in Arkansas. The paper focuses on a model Career Pathways Initiative program at University of Arkansas Community College-Morrilton.

**Date and Time:** 9/30/2008 10:50 am - 11:40 am

**Title:** Beyond the First Year Retention: The Graduation Initiative

**Author(s)** Patricia Glenn, University of Texas at San Antonio  
Clint Rodenfels, University of Texas at San Antonio

**Abstract:** The University of Texas at San Antonio has spent the last ten years developing a highly effective suite of retention programs targeting freshmen and sophomores. To extend the reach of these student success programs, the Graduation Initiative (GI) was created in 2007. The Graduation Initiative completed its first year of operation in June, 2008. Within that short time, the following has been accomplished: 1. GI Analysts assigned to specific colleges researched barriers to graduation and, along with college stakeholders, developed Graduation Improvement Plans specifically tailored to the barriers discovered. 2. Staff of the Initiative also developed an institution-wide Graduation

Improvement Plan, delivered to the Provost in July, 2008. The institutional plan incorporates the barriers shared across the colleges, as well as barriers only addressable at the institutional level. 3. GI Analysts have worked with seniors overdue for their four-year graduation, completing tailored progress plans with them and following their semester progress to five or six-year graduation. Last but not least, the GI has helped to increase the six-year graduation rate from 28.2% in 2006 to 31.3% in 2007, the largest increase ever measured at UTSA. Next year's goals include implementation of graduation improvement plans, outreach to employers and money management services.

**Date and Time:** 9/30/2008 10:50 am - 11:40 am

**Title:** Turning the Revolving Door into the Staircase of Academic Success for Basic Skills Students

**Author(s)** Paula Yanish, Aims Community College  
Marti Demarest, Aims Community College

**Abstract:** Aims Community College introduced a new program entitled Emerging Scholars in fall 2007 to serve underprepared students and improve retention rates for this population. Specifically, the program was established to assist incoming, degree/certificate-seeking students who placed into at least two levels of remediation (English/math, math/reading, reading/English) with adjustment to college issues and successfully transitioning to college-level courses. Contained within this paper is a description of the evolution of this program including national, state, and institutional trend data; the theoretical framework for the program; program elements; results; and implications for practice.

**Date and Time:** 9/30/2008 1:40 pm - 2:30 pm

**Title:** Is There Such a Thing as Too Much of A Good Thing When It Comes to Education? Reexamining First Generation Student Success

**Author(s)** Mary Lou D'Allegro, Penn State Berks  
Stefanie Kerns, Penn State Berks

**Abstract:** Data mining and statistical analyses at a less selective institution reveal that the relationships between parents' educational level and some first year success indicators are not linear. Specifically, students who report that either parent or guardian(s) have an educational level beyond a baccalaureate degree or do not report parent education level fair worse in most first year success indicators as well as some pre-college enrollment characteristics than those students whose either parent or guardian(s) have some college or a baccalaureate degree. Mathematics SAT, Critical Reading SAT, placement tests, first semester credits attempted, first semester credits earned, first semester GPA, and one-year retention means among students grouped by five parent education levels are assessed. In addition to the findings, variable

construction, definition of first generation students, exploratory analyses, inferential statistics, and predictive models are discussed. Ordinary least squares (OLS) and logistic and regression techniques, limits, and appropriateness of these techniques are investigated.

**Date and Time:** 9/30/2008 1:40 pm - 2:30 pm

**Title:** Innovations at the CSRDE

**Author(s)** Blake Cannon, CSRDE, The University of Oklahoma

**Abstract:** This session will showcase some of the new technologies that have been integrated into the CSRDE. It will go through the alert checker that was implemented two years ago to aid in the survey collection process. There will also be discussions and demonstrations of the new peer tool that is used for peer reports and summary reports, and webinars which are a new way to get useful information to higher education colleagues across the nation. Whether you are a member of CSRDE and want to better understand how to use these tools or you just want to get a better understanding of the technologies that are offered by CSRDE, come and take a look at what we're doing.

**Date and Time:** 9/30/2008 1:40 pm - 2:30 pm

**Title:** The Attack of the Killer Courses: How Course Taking Patterns Affect Retention

**Author(s)** Jaclyn Cameron, DePaul University

**Abstract:** Previous research has shown that student preparedness and performance in specific academic subjects, namely mathematics, can affect student persistence. This research attempts to go beyond math performance and identify specific courses and subjects that are detrimental to academic success. Additionally, this research investigates the course taking patterns of both traditional freshmen and community college transfers in an effort to distinguish unique problem courses or subjects within each group. Since first year GPA is one of the best predictors of first year retention, if institutions can better understand what goes into first year GPAs, students can be better advised on how to navigate through known academic pitfalls. Killer courses are courses which have a high proportion of students earning grades below C- and/or withdrawing. This research will identify first year killer courses for entering freshmen and community college students. Performance in, and number of, killer courses taken will be used to investigate impact on first year retention. Failing, retaking or withdrawing from courses stalls time to degree and can have a severe impact on financial aid. Thus, the intent of this research is to better inform the first year academic experience and how it relates to persistence.

**Date and Time:** 9/30/2008 1:40 pm - 2:30 pm

**Title:** Male Student Perception of Academic Persistence in a Predominantly White Southern Rural University (WSRU): Men a Diverse Group in Higher Education

**Author(s)** Tracy Mims, Delta State University

**Abstract:** The graduation rate over the past 30 years of students entering a tertiary educational setting (post-secondary institution) has plummeted to a consistent hold at the 50% mark because students depart higher education institutions prior to receiving a degree (Educational Policy Institute, 2003). According to Astin and Oseguera (2005) student withdrawal rates vary considerably crosswise institutions. This study explored the differences in perception of White and Black male students regarding academic persistence at a predominantly White Southern Rural University (WSRU). The explanatory variables in the study are social integration, academic integration and personal factors. The findings highlight that the institutional climate for a sense of belonging regarding male students had a significant difference amid groups. The results have implications both for enhancing institutional policies pertaining to student retention and instructive to administrators on this critical issue.

**Date and Time:** 9/30/2008 1:40 pm - 2:30 pm

**Title:** Pairing Creative Scholarships and Programming to Enhance Student Persistence

**Author(s)** Beth Barnette, Indiana University Purdue University Indianapolis  
Rebecca Porter, Indiana University Purdue University Indianapolis

**Abstract:** IUPUI (Indiana University-Purdue University Indianapolis), an urban, four-year public university, has applied the lessons learned from a history of successfully utilizing scholarships as a recruitment tool to address improving student retention. In an effort to positively impact student persistence, several creative initiatives have been implemented that utilize scholarships as retention tools. Scholarships range from the IUPUI Road Scholars (free parking for high academic performance) to the IUPUI Pell Pledge (assures Pell recipients receive funding to cover full tuition and fees). Most of these programs combine consideration of academic merit and financial need to determine eligibility. More importantly, some programs are linked to vital transition and retention campus programming as part of the scholarship requirements. This unique programmatic aspect enables the university to provide students with the larger support network needed to better support student success.

**Date and Time:** 9/30/2008 1:40 pm - 2:30 pm

**Title:** The Rural Community College Challenge: Mesabi Range Community and Technical College Leads the Way in Student Retention

**Author(s)** Jeff Gregg, Mesabi Range Community and Technical College  
Lindsay Lahti, Mesabi Range Community and Technical College  
Jennifer Willard, Mesabi Range Community and Technical College

**Abstract:** Small, rural community and technical colleges face critical retention issues. Three factors present unique challenges in northeast Minnesota. First, five separate colleges, in bulls-eye spatial enrollment patterns, compete for the same students in a homogenous geographical area. Secondly, northeast Minnesota is challenged with re-training an aging workforce. The expectation is that 75,000 new jobs will be opening in various occupations critical to our economy. Thirdly, the great preponderance of technical campus students are designated special populations, and we must be sensitive to the barriers that such students face when enrolling and persisting in college.

In order to meet these challenges Mesabi Range Community and Technical College (MRCTC) charges the Student Services staff with providing strategic coordination to ensure student success that, in turn, provides outstanding student retention rates. MRCTC's "Fear to Career Retention Program" commences at initial prospect meeting and continues through the student's degree and employment. The strategies include:

- Applied Learning Institute
- CARE Team (Classroom Assessment Retention Efforts)
- College Seminar
- Electronic Portfolios
- Employment mentoring by faculty
- Science, Technology, Engineering, and Math (STEM) Camp; Skills Fair; Shadowing; Tours

Due to these initiatives, retention rates from Fall Semester 2007 to Spring Semester 2008 peaked at an outstanding 93%.

**Date and Time:** 9/30/2008 2:50 pm - 3:40 pm

**Title:** Finding the "Bleeding Spots": How to Identify At-risk Groups

**Author(s)** Jing Wang, California State University, Sacramento  
Tamara Lapointe, California State University, Sacramento

**Abstract:** Building cohort tracking files is an essential aspect of validating data and conducting reliable studies. The Office of Institutional Research has constructed First-time Freshman cohort files that track student enrollment and degree status for the past seven years. The structure of the file includes data categories such as; demographics, academic background, and academic

performance. In order to diagnose “At-risk Groups”, a Retention and Graduation Study was conducted combining six cohorts. Nineteen factors relating to the previously mentioned data categories were then examined. Subsequently, the students were then placed into two sub-groups: returned/graduated versus withdrew/non-graduated.

Factors were defined as being of negative impact if the rates were significantly different between the two sub-groups based on a Chi-Square Test and Independent-Sample T-Tests. After in-depth study of the results it was discovered that students who had a GPA of 2.0 or below after their first term had the highest rates of withdrawal and the lowest graduation rate (among the 19 factors). Further analysis also revealed that minority male students with special admit status, or who were in need of remediation, were more likely to be on probation or had been dismissed by the end of their first term. A report based upon the findings of this study was submitted to the Retention and Graduation Team for review in support of the development a short-term plan for campus-wide implementation. Building Cohort Tracking files is an essential approach for validating data and conducting solid studies. The Office of Institutional Research has built First-Time Freshman Cohort files that track students enrollment and degree status for seven years.

**Date and Time:** 9/30/2008 2:50 pm - 4:40 pm (1 hr, 50 minute session)

**Title:** Two-part Tutorial: Multiple Indicators for Monitoring Undergraduate Transfers Through to the Baccalaureate

**Author(s)** Patrick Perry, California Community College  
Philip Garcia, California State University

**Abstract:** This is a two-part tutorial that will include a short break. It will demonstrate how community colleges and baccalaureate-conferring institutions can report data on the many facets of the transfer function. The topics to be covered will be presented by the chief research officers of the California Community College System and the California State University System. The topics that each segment addresses are complementary, but they are not the same.

Part 1: Community college topics include:

- How to identify cohorts of potential transfers among the total enrollment of new community college students.
- How to determine completion rates for the transfer curriculum.
- How to calculate transfer rates.
- Identifying data sources for determining who transfers?
- How to ascribe institution of origin for students that attended more than one community college.

Part 2: 4-year institution topics include:

- The impact of restricting graduation rates to community college students with 30 semester or more transferable units.

- The impact of restricting graduation rates to just fall enrollees from community colleges.
- The impact of excluding undergraduate transfers from 4-year institutions from graduation rates.
- How to compare graduation rates between cohorts of new freshmen and new transfers.
- Monitoring for grade inflation: comparing transfer GPA with 1st year GPA at a 4-year institution.

**Date and Time:** 9/30/2008 2:50 pm - 3:40 pm

**Title:** Using the 2008 Noel-Levitz Freshman Attitudes Report to Inform Campus Interventions Focused on Minority Students

**Author(s)** Elizabeth Herr, Noel-Levitz, Inc.  
Beth Richter, Noel-Levitz

**Abstract:** In an effort to clarify and add focus to the national discussion about student success initiatives for today's students, an analysis of findings from a motivational assessment completed by first-year students on hundreds of campuses throughout the United State was conducted. The survey examined a broad range of motivational characteristics that the students brought with them to their collegiate learning experience. Collected in the fall of 2007 from a total of 92,894 first-year college students nationwide who completed a 100-item attitudinal survey during orientation or within their first few weeks of classes, these responses provide insights into the backgrounds, goals, strengths, and challenges of entering college students. The data were analyzed to reveal significant differences in responses and motivations by different racial/ethnic groups: black, Hispanic, Asian, Native American and white students. This paper seeks to assist institutions in closing the gap in academic achievement and student success by providing information to guide and inform campus programs and interventions for students from different backgrounds. Additionally this paper features five different campus programs that focus on student retention and success initiatives for under-represented populations.

**Date and Time:** 9/30/2008 2:50 pm - 3:40 pm

**Title:** Improve Student Retention by Integrating Institutional Changes, Student Resources and Technology

**Author(s)** Sasha Peterson, Hobsons U.S.  
Keith Renneker, Hobsons U S

**Abstract:** Many institutions speak about their focus on student retention on campus. Studies abound with research, touting the financial impact, cultural effects, and overall magnitude of retaining current students. Education agencies, policy makers, and experts implore colleges and universities to step up their

efforts to serve their students by keeping them on the path to higher education. Even though institutions realize the need to solve the retention problem, many are puzzled with how to do so in a manageable way that is both strategic and effective.

Most research proves that engaging students is the key to retaining them. How to engage them, however, varies campus to campus and student to student. What are your institution's strengths and weaknesses? What draws students to your campus? What prevents them from staying and/or graduating? It's imperative to understand what leads students to dropout or transfer from your institution before you can structure a plan to retain them. If there is no standard answer, or one-size-fits-all plan, where do you begin? In this session, our retention experts will discuss the varying institutional and personal reasons students choose not to re-enroll for subsequent terms, what defines them as at-risk, and what can be done to reverse the trend. They will also provide the audience with a clear understanding of the elements needed to build a successful retention strategy. The presentation will include specific examples of other institutions that have utilized this approach and focus on how the audience can benefit from their experience.

**Date and Time:** 9/30/2008 2:50 pm - 3:40 pm

**Title:** College Readiness and College Success: The CSRDE - ACT Partnership

**Author(s)** Julie Noble, ACT, Inc.  
Justine Radunzel, ACT, Inc.

**Abstract:** Using data for over 90,000 students from 33 CSRDE institutions participating in the CSRDE-ACT partnership, we examine selected college outcomes over time (up to six years), including annual retention, annual cumulative GPA, progress to degree (earned credit hours), and degree completion within five years. Five sets of college readiness indicators are used as predictors, alone and in combination: high school mathematics and science coursework taken, high school GPA, taking/not taking the ACT-recommended core curriculum (four years of English and three years each of math, social studies, and science), and meeting the ACT College Readiness Benchmarks. College outcomes are also examined by race/ethnicity, gender, and family income. Multiple statistical methods are used, including hierarchical modeling, discrete-time survival analysis, and descriptive analyses. Where possible, results are disaggregated for two-year and four-year institutions. This presentation will conclude with a discussion of the importance of college readiness, its implications for college success, and the use of readiness indicators and alternative statistical methods to identify students at risk for dropping out.

**Date and Time:** 9/30/2008 2:50 pm - 3:40 pm

**Title:** Poster: The Role of First Semester Course Schedules in Predicting Student Retention

**Author(s)** Paul Prewitt-Freilino, Roger Williams University

**Abstract:** A vast body of research stresses the importance of faculty interaction with traditional students during the first semester of college. Prior studies predicting first year retention focus on pre-existing characteristics (e.g. high school GPA, SAT, financial aid package, participation in first year experience, sex, and ethnicity), but scholars rarely examine the impact of student course schedules during the first semester. The current investigation developed a predictive model of first year student persistence, based upon background characteristics and variables taken from first semester class schedules, specifically, average class size and the proportion of instruction received from full time as opposed to part time faculty. To add greater depth to the analysis, I compared multiple years of data from a moderately selective private university in the Northeastern United States with a student body of around 5,000. Findings suggest that small classes promote meaningful student-faculty interactions during the first semester, and student persistence did not differ significantly based upon instruction received from full time or part time faculty. Indeed, institutions with limited resources should consider utilizing more part time faculty to reduce first semester class sizes in order to better support student persistence and interaction with faculty.

**Date and Time:** 9/30/2008 2:50 pm - 3:40 pm

**Title:** Poster: Maintaining Minority Retention at a Private Christian University

**Author(s)** Vicee Kuykendall, Baylor University

**Abstract:** Retention is the top priority of every institution. We all want to see our students not only succeed in the classroom, but also become independently successful after college. Retention for minority students is especially a rising concern for private universities. Institutions across the country are discussing how to attract and retain various minority groups. While college costs continue to rise, Baylor University has been able to not only retain minorities, but to also increase the numbers over the past three to five years. While the effort is university wide, this presentation will focus on how the Paul L. Foster Success Center has been a catalyst in these retention efforts. We would like to explore the outcomes of academic, social and emotional support available to students and how that support makes them feel open to asking for and receiving help.

**Date and Time:** 9/30/2008 2:50 pm - 3:40 pm

**Title:** Poster: Good to Better to Best Practices: Developing an Advising Community at Baylor University

**Author(s)** Joyce Miller, Baylor University

**Abstract:** This poster session shows dramatic changes in advising practices at Baylor University over a seven year period. The Administration's comprehensive efforts to improve student retention accelerated progress of developing an advising community. Requests to comply with recommended NACADA standards for advising loads were approved, resulting in increased professional advising staff. Task forces examined various procedures and proposed quality improvements in advising tools. Establishing an Academic Advising Council brought representatives from each academic unit to the table along with professional advisors. The council framed and published the first comprehensive definition of advising. Action items included: improved technology and expanded access; advisor of record assignment; a general advising website; professional development opportunities; and incentives in reward and recognition. Electronic advising forms, file management systems, and expanded advisor access to student data eliminated the need for hard copy folders including student records, advisor documentation, and advising forms. Web based advising information and resources are available to all advisors, students and other constituents. Developing an advising community at Baylor has added value to advising. Throughout campus, good practices have become better with growing areas that model best practices.

**Date and Time:** 9/30/2008 2:50 pm - 3:40 pm

**Title:** Poster: Involvement, Universal-Diverse Orientation, and Sense of Community among First Generation Minority College Students

**Author(s)** Jennifer Livingston, Azusa Pacific University

**Abstract:** Institutions are responding to an increasingly diverse student body. Providing opportunities for involvement, creating a welcoming campus community, and encouraging diverse interactions are especially important to aid in improving student outcomes. Three variables were explored for their relationship with student retention: psychological sense of community, universal-diverse orientation, and campus involvement. Electronic survey responses of first generation minority students and Caucasian second (or later) generation peers were compared. Significant positive correlations as well as a potential predictor of retention are suggested by the data.

**Date and Time:** 9/30/2008 2:50 pm - 3:40 pm

**Title:** Poster: Brother-To-Brother

**Author(s)** Cledis Stuart, Southern Arkansas University

**Abstract:** Brother-To-Brother was designed to focus on the retention and refinement of African American men at Southern Arkansas University. While many men from this group choose to join fraternal organizations, a large majority of them opt not to affiliate with such groups. Research has shown that students who are more involved in co-curricular activities tend to persist and graduate. With this goal in mind, Brother-To-Brother was established to intentionally expose young African American men in higher education to opportunities, organizations, and accomplished professionals that will help them to see college as a means to an end and not the final destination.

**Date and Time:** 9/30/2008 2:50 pm - 3:40 pm

**Title:** Poster: Celebrating Excellence after the First College Year

**Author(s)** Sandra Smith, Southern Arkansas University

**Abstract:** Research shows that students who are engaged academically and in co-curricular activities are retained at higher rates, but how are we celebrating that excellence? Southern Arkansas University has created several unique programs and initiatives to highlight student success. From the Annual Leadership, Recognition, and Awards banquet to Greek Scholars, this poster session will provide you with many different ideas and approaches to highlight your students' success.

**Date and Time:** 9/30/2008 2:50 pm - 3:40 pm

**Title:** Poster: Living and Learning the Residential College Way

**Author(s)** Michael Woods, Southern Arkansas University

**Abstract:** The Residential College at Southern Arkansas University was created in 2005 to increase student retention among freshmen students and focuses on leadership, service, and excellence. RC students are expected to participate in events and complete fifteen hours of community service each semester. This selective learning community has been successful in retention and academic achievement. This poster session will provide participants with the tools needed to create a residential college on their campus.

**Date and Time:** 9/30/2008 3:50 pm - 4:40 pm

**Title:** What Helps Students Thrive? The Methodology and Results of an Investigation of Student Engagement and Student Performance

**Author(s)** Craig M. Becker, East Carolina University  
Kemal Atkins, East Carolina University  
Sue Martin, East Carolina University

**Abstract:** Graduation rates, academic success, and health status are top priorities of universities. Overall it has been found that students academically or socially integrated to the campus are more likely to remain in college and graduate. Does this mean Student Affairs programs can help college students succeed? Most believe it does and this paper presents a strategy and results of a study that analyzed the overall relationship Student Affairs programs had with student GPA and health status. The goal of this research was to discover what helps students thrive, not just survive at school. To study thriving, the theoretical model of salutogenesis was adapted to investigate factors related to student success as measured through academic performance and health status. Using electronically collected data from a simple random sample of 691 students, the results of relationships between student engagement in Student Affairs programs, student academic performance, and health status have been reported. Additional findings outlined relationships of on and off-campus students, gender, year, marital status, and working hours with engagement in Student Affairs programs.

**Date and Time:** 9/30/2008 3:50 pm - 4:40 pm

**Title:** Biology Student Departure and Persistence: The Effects of College Biology Experience and Course Performance

**Author(s)** Sarah Lang, University of Texas at Austin

**Abstract:** Attrition from the biology major is a complex problem because biology is the most popular of the STEM disciplines and thus loses the greatest number of individuals. Using a sequential, explanatory, mixed methods design, this paper compared students who persisted in the major with students who left the major by examining how their college biology experiences figured into their persistence in or departure from the major. All participants entered The University of Texas at Austin as biology freshmen in the fall semesters of 2001 through 2004; 319 students responded to a questionnaire developed for the study; and 35 students participated in semi-structured life story interviews and homogenous focus groups. Findings of this study demonstrate: 1) Biology persisters did not actively decide to stay in the biology major; they chose not to leave; 2) Biology switchers did not leave biology due to preference for other disciplines; they left due to difficulties or dissatisfaction with aspects of the biology major, including their courses, faculty, and peers; and 3) Performance, particularly in introductory coursework, had a powerful, though differential effect on persistence, depending

on how well participants performed in non-biology coursework or in comparison to their peers.

**Date and Time:** 9/30/2008 3:50 pm - 4:40 pm

**Title:** Arkansas State University-Beebe (ASUB): Student Services Retention Strategies

**Author(s)** Rebecca Walls, Arkansas State University - Beebe  
David Mayes, Arkansas State University - Beebe  
Rebecca Wolf, Arkansas State University - Beebe  
Connie Nowell, Arkansas State University - Beebe  
Angie Totty, Arkansas State University - Beebe

**Abstract:** Retention of students on college campuses is becoming an increasingly important topic throughout higher education in the United States. This paper will present findings related to the success of student support services and programs in the retention of students at Arkansas State University-Beebe (ASUB). ASUB is a rural, two-year college with a student body of approximately 4,000, across each of its four campuses. While the composition of our student body is continuously changing, many of our students continue to be non-traditional students, first-generation students, and low-income students. This research will allow us to look at success rates of typical student services on the retention of these types of students. Areas to be addressed will include student organizations, residence halls, new student orientation, the learning center, guidance services, financial aid, admissions, and student support services. While it is widely accepted that these types of student programs are tied to student retention, it is important to continue to provide empirical evidence supporting this fact across a wide range of settings and student body compositions. This research will present ASUB's efforts toward this goal.

**Date and Time:** 9/30/2008 3:50 pm - 4:40 pm

**Title:** University Studies' Students First Success System: Integrating on-line support resources into the general education curriculum to promote freshmen academic performance and retention

**Author(s)** Peter Collier, Portland State University  
Sukhwant Jhaj, Portland State University  
Steve Reder, Portland State University  
Collin Fellows, Portland State University  
Carmen Schwisow, Portland State University

**Abstract:** University Studies, Portland State University's general education curriculum, provides students with integrated, connected learning experiences from Freshmen Inquiry's year-long sequence of courses through Senior Capstones. This paper describes the development and implementation of the

Students First Success System (SFSS), an on-line student support system that compliments freshmen year general education courses. SFSS customizes the matching of multimedia resources to individual needs and specific University Studies' learning goals. SFSS will work in conjunction with current University Studies mentor sections, to help freshmen become "more expert college students," by providing useful information about "what to do in order to succeed at the university." Students will follow a series of steps in specific learning plans each of which addresses a different element of student success – e.g. how to do library research. SFSS builds an on-line portfolio of each learner's goals, plans and past work, which then can be used to document student progress in each of these specific areas. This system also has the capacity to connect PSU students on all levels to the full range of campus services and resources, strategies on how to use these resources appropriately, and human mentors who can clarify any points that may be confusing.

**Date and Time:** 9/30/2008 3:50 pm - 4:40 pm

**Title:** Poster: Increasing Scholarship Student Retention: "Support" Involves More Than Funding

**Author(s)** Amy Martindale, University of Arkansas  
Bryan Hembree, University of Arkansas

**Abstract:** Institutions seeking increased retention rates may benefit from attending to the academic needs of merit-based scholarship recipients. Extensive research indicates that scholarship students typically have much higher retention rates. Little research, however, has addressed the relationship between retention and continued eligibility for scholarship funds.

A common assumption is that scholarship students, who have financial support and strong academic credentials, will automatically be successful. This is true for many, but some students struggle academically and fail to maintain scholarship eligibility. In 2006, 98.9% of University of Arkansas freshmen who maintained scholarship eligibility re-enrolled as sophomores. Of those who lost their scholarship, however, only 48.4% re-enrolled. The relationship between continued scholarship eligibility and continued enrollment clearly warrants attention.

The Scholarship Retention Program attempts to serve the academic needs of merit-based scholarship recipients, and thereby increase the number of students who maintain both scholarship eligibility and enrollment. The program offers one-on-one advising to recipients who demonstrate academic difficulty. In one year, freshman scholarship renewal increased from 86.3% to 89.3%. Enrollment retention of freshman scholars increased from 90.0% to 95.5%. This increase represented 1.0% of the university freshman cohort. Enrollment retention of students who failed to maintain scholarship eligibility increased from 48.4% to 67.9%.

**Date and Time:** 9/30/2008 3:50 pm - 4:40 pm

**Title:** Poster: Improving Retention Through the Life-Health Sciences Internships Program at Indiana University-Purdue University Indianapolis (IUPUI)

**Author(s)** Brandi L. Gilbert, Indiana University-Purdue University Indianapolis  
N. Douglas Lees, Indiana University-Purdue University Indianapolis  
Simon J. Rhodes, Indiana University-Purdue University Indianapolis

**Abstract:** The Life-Health Sciences Internships program, part of a university-wide initiative to improve retention and graduation rates in undergraduates at Indiana University-Purdue University Indianapolis (IUPUI), connects undergraduates with on-campus research, clinical, and professional internship experiences in life and health sciences disciplines. Being more connected to the university environment was projected to help students persist to graduation and continue into graduate or professional school.

Student internship and academic progress was analyzed through entrance and exit interviews; evaluations; and monitoring grades, enrollment, graduation, and professional school placement. There were 38 participants between January 2007 and May 2008 with 50 expected participants for 2008-2009. Of the 38 participants, 37 completed the internship. Three students graduated, two transferred to other universities, and 32 are enrolled for summer or fall courses. Exit interview responses show 24% plan on continuing at the internship location (6 of 25 respondents) and 55% plan on applying to graduate or professional school within the next year (14 of 25 respondents).

After the first year of the program, preliminary findings show participants are remaining enrolled at IUPUI. Many students in the program were sophomores and juniors; more data will be available as these students approach graduation.

**Date and Time:** 9/30/2008 3:50 pm - 4:40 pm

**Title:** Poster: Improving Community College Transfer Students' Transition to the University

**Author(s)** Bernadette Jungblut, University of Central Florida  
Charlene Stinard, University of Central Florida  
Brittany Resmann, University of Central Florida

**Abstract:** Do collaborative advising programs between community colleges and four-year universities increase the likelihood of a smoother transition from the two-year to the four-year institution? Employing a proportional, representative, matched-pairs sample of transfer students who have and have not experienced this type of collaborative advising, this study examines the impact of such programs and services between community college partners and four-year institutions on students' transition to the four-year university. We hypothesize that, through strong partnerships with community colleges, embedded university

academic advisors' services to transferring students will lead to enhanced academic preparation; a smoother transition to the university setting; and the potential for increased academic success for these transfer students during their time at the university. The study sample is based on multiple factors including: gender, ethnicity, age, socioeconomic status, high school GPA, SAT or ACT score, community college GPA, major at the community college, and intended major at the university. We use survey, focus group, and interview data from our matched-pairs student sample; from UCF advisors embedded in the partner community colleges; and from the university's Transfer and Transition Services full-time staff and part-time Student Peer Mentors to test these hypotheses.

**Date and Time:** 9/30/2008 3:50 pm - 4:40 pm

**Title:** Project Pal: A Freshman Peer Mentoring Program

**Author(s)** Cledis Stuart, Southern Arkansas University  
Sandra Smith, Southern Arkansas University

**Abstract:** Project Pal is a peer mentoring program for students of color, primarily, African American and Hispanic freshmen. The program is designed to assist target students in becoming acclimated to higher education, while also orienting them to the culture of Southern Arkansas University. Student participants are paired with successful upperclassmen who expose their mentees to resources for their success. As a result of Project Pal's interventive approach, the university experienced an increase in the retention and graduation rates of African American men from the lowest on campus to the second highest (second to African American women). Individuals exposed to this presentation will hear (and see) the successes and challenges of a grassroots mentor program.

**Date and Time:** 9/30/2008 3:50 pm - 4:40 pm

**Title:** Poster: 30-60-90 Student Success Roadmap

**Author(s)** Mary Keenan, University of Minnesota Duluth

**Abstract:** In the summer of 2006, the University of Minnesota Duluth (UMD) established a team to define UMD's comprehensive approach for improving retention and graduation rates. The team analyzed previous university studies and reports, conducted a review of scholarly work on the topic of student persistence, identified best practices, and gathered input from UMD faculty, administrators, staff, and students to create a strategic view of student success at UMD. The team's work resulted in two significant outcomes: 1) the Student Success Strategy Map, UMD's shared framework for decision making and action, and 2) the 30-60-90 Student Success Roadmap, which provides benchmarks on a clearly marked route to student success. In addition to these core documents, implementation of UMD's graduation rate initiative is facilitated through a stakeholder communication plan and a comprehensive data collection strategy.

Poster session attendees are invited to provide the project leaders with feedback on the core documents as well as UMD's overall strategy for improved graduation rates.

**Date and Time:** 9/30/2008 3:50 pm - 4:40 pm

**Title:** Poster: Connecting Students through Residential Interest Groups

**Author(s)** Michael Woods, Southern Arkansas University

**Abstract:** To address the growing issue of student retention and satisfaction in residence life, Southern Arkansas University has implemented a new housing initiative: Residential Interest Groups (RIGs). Through RIGs, all students are housed according to their interests. This session will explore our journey with this program, highlight the implementation of student housing that will address student needs and enhance the educational community, and provide you with the tools necessary to consider forming RIGs on your campus.

## **CONCURRENT SESSIONS WEDNESDAY, OCTOBER 1, 2008**

**The plenary sessions and breaks are not included in this preliminary schedule. The final agenda will include this additional information. The plenary session will begin at 8:15 am.**

**Date and Time:** 10/01/2008 9:30 am - 10:20 am

**Title:** "Teach Them What They Need to Know": First Year Experience and Retention of High Risk Students at Trinity College

**Author(s)** Elizabeth Child, Trinity University  
Cristina Parsons, Trinity University

**Abstract:** At Trinity (Washington) University, College of Arts and Sciences, the undergraduate student population primarily comprises young women whose access to higher education has historically been modest. Most are women of color; median parental income hovers at around 30,000 dollars and median parental education is only 12 years. Most of our students come from D.C. public schools, where only 9% of those who enter 9th grade are expected to finish college. At Trinity, the five-year retention/completion rate is 65%, a significantly higher rate for the population we serve than the national average. In an effort to improve our students' chances of success even further, Trinity recently revamped its general education curriculum. The centerpiece of the new curriculum is our First Year Experience (FYE), which emphasizes foundational skills, supplemental

instruction for particularly high-risk students, learning communities, and intensive academic support and intervention. Infused with strategies aimed at correcting academic deficiencies, perhaps more importantly the Trinity curriculum also capitalizes on characteristic student strengths such as resilience, persistence, and optimism. Initial outcomes assessment demonstrates an uptick in first-year retention.

**Date and Time:** 10/01/2008 9:30 am - 10:20 am

**Title:** Student Retention in Community Colleges: the Issues, Implications and Strategies for Success

**Author(s)** Laurie Snyder, Monroe Community College, Damon City Campus

**Abstract:** Community colleges serve students who face many challenges to persistence. As open-admissions institutions, community colleges serve high populations of students who are: first-generation; meeting workplace and parental responsibilities; classified as low-income; and entering the campus academically underprepared. In addition, considering that community colleges serve approximately half of all of the minority undergraduates in the U.S. (McClenney, 2006), and that minority students have higher attrition rates than their White counterparts, community college faculty/staff members need to provide additional resources to help these traditionally underserved populations succeed.

While community colleges are dedicated to and effective in providing access to higher education for every individual, complex issues concerning student retention surface in such learning environments. Once these individuals enroll in college, how does the Institute help them achieve their academic and professional goals?

Student Retention in Community Colleges: the Issues, Implications and Strategies for Success interweaves theorists' viewpoints on the topic of student retention, the implications of attrition, and concrete examples of community college's best practices that have proven effective in increasing student retention rates.

**Date and Time:** 10/01/2008 9:30 am - 10:20 am

**Title:** Improving the Experience of New Transfer Students through Collaborative Research and Integrated Program Development

**Author(s)** Cynthia Wolf Johnson, University of North Carolina at Charlotte  
Carolyn Blattner, University of North Carolina at Charlotte  
Stephen Coppola, University of North Carolina at Charlotte  
Theodore Elling, University of North Carolina at Charlotte  
John Smail, University of North Carolina at Charlotte

**Abstract:** Faced with a noticeable decrease in returning student enrollment, the University identified new transfers as the single largest attrition-prone population. Presenters will describe a process that identified barriers to the success and retention of the transfer student population. An inter-divisional working group was formed to research causes of transfer student attrition and to propose an integrated series of programs and services to address issues specific to this population. Sample outcomes included: identification of risk factors, development of data-informed decision-making processes, and increased student success and retention. Programs that were developed and reframed included: admissions, community college support, new student orientation, academic advising, University College to assist new and transitioning students, campus engagement, and career planning. Sample data collection and assessment methods included: real time evaluation of new student orientation, early analysis of social and academic engagement and program participation, academic achievement metrics, and retention. Presenters will share multiple lessons learned and how this process is being examined by the University of North Carolina system and its constituent campuses, of which this institution enrolls the largest number of transfer students.

**Date and Time:** 10/01/2008 9:30 am - 10:20 am

**Title:** Tutorial: What can SA do for you? Getting Started Using Survival Analysis for Retention Studies

**Author(s)** Sarah Lang, University of Texas at Austin

**Abstract:** Widely used in medical, biological, economic, and engineering research and gaining a foothold in education research, survival analysis involves the modeling of time to event data. In biological systems, the event is death; in engineering, the event is operational failure; and in education, the event is student attrition. The purpose of this tutorial is to demonstrate how survival analysis can be used to study student retention, whether for data mining, identifying and tracking at-risk populations, or comparing and evaluating retention programs. At the conclusion of the tutorial, participants will be able to: state the statistical assumptions of and data requirements for survival analysis; describe the major techniques within survival analysis; and define terms such as censoring, truncation, time-dependent variable, hazard rate, and survival rate.

Audience participation will involve participants planning a study utilizing survival analysis techniques for their home institutions. Examples provided during the tutorial utilize SPSS and involve analysis of undergraduate departure from the biology major.

**Date and Time:** 10/01/2008 9:30 am - 10:20 am

**Title:** Adult Student Retention: A Practical Approach To Retention Improvement Through Learning Enhancement

**Author(s)** Mark Fincher, University of Arkansas at Little Rock

**Abstract:** Adult student retention is an issue of growing concern for many institutions. Adult retention differs from traditional retention much like traditional students differ from adult students. As the majority of student body growth comes from adult students, adult student retention management will become critical to the majority colleges and universities.

**Date and Time:** 10/01/2008 10:40 am - 11:30 am

**Title:** The Impending Educational Crisis for American Indians: Higher Education at the Crossroads

**Author(s)** Charles Harrington, University of North Carolina at Pembroke  
Billie Hunt, The University of North Carolina at Pembroke

**Abstract:** A significant gap exists in the educational achievement levels of American Indian students and the general student population despite gains attained in various avenues of education reform. A college education is a significant driver in the socioeconomic advancement of American Indian communities. Numerous factors impact the admission, persistence and timely graduation of American Indian students from institutions of higher education. This issue has a direct correlation to the significantly low numbers of doctorally-prepared American Indian faculty in academia.

This paper will provide a national overview of the retention and graduation rates of American Indian students enrolled in American higher education. Also discussed will be characteristics of American Indian higher education faculty. The authors will provide a series of recommendations posited to increase AI student retention and increase the availability of AI faculty in higher education.

**Date and Time:** 10/01/2008 10:40 am - 11:30 am

**Title:** A First Look at Entering Students: The Survey of Entering Student Engagement

**Author(s)** Jeff Crumpley, The University of Texas at Austin

**Abstract:** Why do so many community college students leave without completing their educational goals? Why do so many students drop out before the end of their first academic term? What can be done to help stop the hemorrhage of new students from the classroom?

Come learn about the Community College Survey of Student Engagement's (CCSSE) newest initiative, the Survey of Entering Student Engagement (SENSE). Administered during the fourth and fifth weeks of the fall academic term, SENSE helps colleges understand the critical early-student experience and targets areas for improving educational practice with entering students.

**Date and Time:** 10/01/2008 10:40 am - 11:30 am

**Title:** Identifying the Most At-Risk First Time in College Students

**Author(s)** Bernadette Jungblut, University of Central Florida  
Daniel Suleski, University of Central Florida  
Debra Sembrano, University of Central Florida

**Abstract:** Data-mining techniques are used to predict the First Time in College students most likely to be at risk for retention failure. Using incoming students' academic preparation and demographic characteristics, we predict and test their likely achievement gaps in terms of retention, probation status, and term GPA. Factors employed to make these predictions (based on a risk score generated for each incoming student) include the following: financial aid, scholarships, and grants; high school overall GPA, class rank, class size, and percentile; SAT total and component scores; ACT total and component scores; high school English, math, science, and social science units and GPA earned; ethnicity, gender, and intended university academic program/major. The results have been used to identify which students most need the Knight Success Program; to design that program; and to improve the retention and persistence of the program participants. Over the past three (3) years, we have reassessed this program's performance and undertaken additional data analyses to inform decisions taken to improve the program's design, implementation, and effectiveness.

**Date and Time:** 10/01/2008 10:40 am - 11:30 am

**Title:** A Community College-University Partnership: Smoothing the Transition for Child Development and Early Childhood Education Students

**Author(s)** Lin Moore, Texas Woman's University  
Elaine Wilkinson, Collin College  
Donna Cunningham, Texas Woman's University  
Mavis Dako-Gyeke, Texas Woman's University

**Abstract:** The goal of this multi-phase project is to promote a smooth transition for students from community college to university enrollment, then retention in the Child Development and Teacher Education programs leading to degree completion and successful employment in professional positions in early childhood settings. A needs assessment identified the barriers and concerns of community college students, both prior to and after transfer from Collin College to Texas Woman's University. Surveys were returned by a sample of 107 students. Additionally, focus groups were conducted to provide opportunities for the voices of traditional and non-traditional students to be clearly heard. Results from descriptive statistics and qualitative analyses identified concerns related to course schedules that were compatible with work and family responsibilities, transferability of credits, and adjusting to a new social and academic environment. Students attributed much of their success at the community college to positive relationships with professors who were viewed as helpful, knowledgeable, and experienced. Additional support systems were family members, classmates, and fellow workers. Recommendations for advising, articulation agreements, cross-campus visitations, and student organizations emerged.

**Date and Time:** 10/01/2008 10:40 am - 11:30 am

**Title:** Increased Retention Seen in Female Engineering Undergraduates acting as Counselors and instructors in a Middle School Engineering Camp

**Author(s)** Minosca Alcantara, University of Illinois at Urbana-Champaign  
Aimee Rickman, University of Illinois at Urbana-Champaign  
Susan Larson, University of Illinois at Urbana-Champaign

**Abstract:** Recruitment and retention of women students remain challenges for engineering education. Over the last 15 years, women represented roughly 17% of the freshman classes at the College of Engineering at the University of Illinois at Urbana-Champaign, and over 38% of these women left their engineering major within the first three years of their program. Both the low entrance rate of women into engineering and their high attrition rate represent a loss of talent for the engineering field.

The Women In Engineering Program established the G.A.M.E.S.(Girl's Adventures in Math, Engineering and Science) summer camp for middle school

girls to introduce these young students to engineering. This outreach program has proved it also serves as a retention program for the women engineering students who act as counselors and instructors. By availing our undergraduate women with a support community of female engineering students, faculty, and corporate sponsors, as well as by allowing them to be involved in explaining and representing the engineering field to younger girls increases their interest in their own engineering studies, their commitment to the field, and their likelihood of success. This paper will analyze the effect that the G.A.M.E.S. program has on female retention in the college of engineering.

**Date and Time:** 10/1/2008 11:40 am - 12:00 pm

**Title:** Closing Remarks and CSRDE Best Practices Awards Presentation

**Author(s)** Rosemary Hayes, CSRDE

**Abstract:** During this closing session the recipients will be announced for the following CSRDE awards:

- \$2000 CSRDE Best Practices Award
- \$750 Institutional Research Leadership in Student Retention Award
- \$250 Director's Award