



THE NATIONAL SYMPOSIUM ON STUDENT RETENTION

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

Conference Agenda

Check-In and On-Site Registration

Tuesday, September 29, 2009

4:00 PM – 7:00 PM **Room:** Grand Hall

Wednesday, September 30, 2009

7:00 AM - 6:30 PM **Room:** Grand Hall

Thursday, October 1, 2009

7:00 AM - 5:00 PM **Room:** Grand Hall

Friday, October 2, 2009

7:00 AM - 12:00 PM **Room:** Grand Hall

Wednesday, September 30, 2009 Pre-Conference Workshops (Pre-Registrants Only)

8:30 AM - 12:00 PM **Room:** Wright

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

Track: Workshop **Topic Level:** Pre-conference Workshop Registrants Only

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.

Wednesday, September 30, 2009
Pre-Conference Workshops (Pre-Registrants Only) – Cont'd

8:30 AM - 12:00 PM **Room:** Grand Ballroom C

Title: Retention for Rookies

Track: Workshop **Topic Level:** Pre-conference Workshop Registrants Only

Author(s): Tim Culver, 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.

1:00 PM - 4:30 PM **Room:** Wright

Title: Targeted Intervention for At-Risk First-Time College Students and Transfers

Track: Workshop **Topic Level:** Pre-conference Workshop Registrants Only

Author(s): DeLaine Priest, University of Central Florida
Charlene A. Stinard, University of Central Florida
Bernadette M.E. Jungblut, University of Central Florida

Abstract: How does the academy focus on identifying and utilizing targeted intervention programming for at-risk First Time in College students (FTICs) and transfer students confronting retention failure? This data-driven session examines in detail the retention challenges for specific sub-groups of FTICs and transfer students; the results of programs designed to address those challenges; and the transferability of these identification and programming experiences to other colleges and universities. We envision a three-dimensional mapping of data and findings with reference to at-risk students, program options, and institutional contexts that will provide workshop participants with at least three (3) strategies for implementation in their respective campus communities.

9:00 AM - 4:00 PM **Room:** Grand Ballroom B

Title: Data and Decisions to Support Student Success

Track: Workshop **Topic Level:** Pre-conference Workshop Registrants Only

Author(s): Gerald McLaughlin, DePaul University
Richard 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. **Note: Lunch is included**

Wednesday, September 30, 2009
Conference Opening Session

5:00 PM - 5:30 PM **Room:** Grand Ballroom C

Title: Welcome Address

Author(s): Rosemary Hayes, CSRDE, The University of Oklahoma

Abstract: Thank you for joining us at the 5th Annual National Symposium on Student Retention!

5:30 PM - 6:30 PM **Room:** Grand Ballroom C

Title: Keynote Speaker - Randy Swing

Author(s): Randy Swing, Association for Institutional Research

Abstract: Dr. Randy L. Swing is the Executive Director of the Association for Institutional Research (AIR). AIR is a professional association of more than 4,200 institutional researchers, planners, and decision makers representing over 1,500 higher education institutions around the world. Prior to joining AIR, Swing served as Co-Director & Senior Scholar at the Policy Center on the First Year of College and as a fellow in the National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina. He has worked with numerous research teams in Japan, and served as an advisor to the Quality Assurance Agency of Scotland.

Dr. Swing has authored articles, chapters, monographs, and books, including *Achieving and Sustaining Excellence in the First College Year* (2006) and *Proving and Improving: Tools and Techniques for Assessing the First College Year* (2004). He is a frequent speaker at national and international conferences on institutional change, assessment, retention, and undergraduate student success. He serves on the editorial/review boards for the *Journal of General Education*, *The Journal on Excellence in College Teaching*, and *Innovative Higher Education*. For two decades prior to 1999, he held various leadership positions at Appalachian State University in assessment, advising, Upward Bound, and Freshman Seminar. He holds a Ph.D. in Higher Education from the University of Georgia, MA and ED.S from Appalachian State University, and a B.A. in Psychology from the University of North Carolina–Charlotte. Randy began postsecondary education as a first-generation college student at Davidson County Community College in Lexington, NC.

6:30 PM - 8:30 PM **Room:** Grand Hall

Title: Welcome Reception

Abstract: You are invited to enjoy friendship and refreshments with us.

Thursday, October 1, 2009
Morning Plenary Session

8:15 AM - 9:30 AM **Room:** Grand Ballroom C

Title: Plenary Speaker - Nevin Brown

Author(s): Nevin Brown, Achieve

Abstract: Nevin will briefly review the work of Achieve to align high school standards with college and career readiness; he will focus in particular on a set of college- and career-ready policy initiatives now being implemented by the thirty-five states participating in Achieve's American Diploma Project (ADP) Network, including setting achievement benchmarks in mathematics and English/language arts, establishing more rigorous high school graduation requirements, creating college-ready assessments, and development of data systems that can follow student success across the K-16 continuum. Nevin will also provide several state-level examples, such as the Indiana Core 40 initiative and the California State University's Early Assessment Program.

Nevin Brown is Director of Postsecondary Initiatives at Achieve, an independent, bipartisan, non-profit education reform organization created in 1996 by the nation's governors and corporate leaders to help make college and career readiness a national priority.

Before joining Achieve, Brown was president of the International Partnership for Service-Learning and Leadership (IPSL), a New York-based organization that provided academic and community service study-abroad opportunities for undergraduate and graduate students. Prior to that, Brown was for eleven years a principal partner with the Education Trust; he worked closely with community-based school-university collaborative initiatives through the Trust's K-16 and Community Compacts for Student Success initiatives, directed for six years the Trust's annual national conferences, and was the communications officer for the Quality in Undergraduate Education initiative. From 1980-1991, Brown headed the Division of Urban Affairs of the National Association of State Universities and Land-Grant Colleges (NASULGC). He also has held previous appointments with the District of Columbia Public Schools, the American Association of State Colleges and Universities (AASCU), the University of Houston, and the Southern Regional Council's Southern Governmental Monitoring Project.

Mr. Brown has been a member of the governing boards of the Urban Affairs Association (UAA), the National History Education Network, and the Colleges and Universities of the Anglican Communion (CUAC). He has also served as a review panelist for the National Science Foundation, Innovations in American Government Awards, and National History Day, and as a member of the editorial boards of several professional journals. He also co-chaired the European Links Committee for UAA from 1995-2003, through which he was involved in the creation of the European Urban Research Association (EURA).

Brown received a B.A. with highest honors in history from the University of California, Santa Barbara in 1972 and an M.A. in history from the University of Virginia the following year. In 2001 he received the Urban Hero Award of the National Association of State Universities and Land-Grant Colleges.

Thursday, October 1, 2009
Brief Break

9:30 AM – 9:40 AM

Take a quick break.

Thursday, October 1, 2009
Morning Concurrent Sessions

9:40 AM - 10:30 AM **Room:** Grand Ballroom A

Title: A Holistic Approach to Students at Risk: The SOAR Program at Cazenovia College

Track: Meritorious Programs and Initiatives **Topic Level:** Introductory

Author(s): Elisabeth Burick, Cazenovia College
Idonas Hughes, Cazenovia College
Jesse Lott, Cazenovia College
Timothy McLaughlin, Cazenovia College
Tiffany Varlaro, Cazenovia College

Abstract: Presentation highlights the Student Observation, Assessment and Response (SOAR) Program at Cazenovia College. The program has a three part focus: a fact-gathering online module allowing faculty and staff to report concerns regarding students at risk; a committee of stakeholders acting as a clearinghouse for information, reporting on interactions with the student; and following up with the student through the appropriate combination of residence life, athletic, academic, student support, and counseling services. Communication with faculty and staff is coordinated via e-mail and additional information is gathered through Early Alert Referrals from faculty and staff, athletics progress reports, judicial/security reports, and residence hall reporting. Students are identified because of risk behavior in the classroom (absences, poor academic quality) and throughout campus (residence halls, co-curricular activities). The SOAR committee assists students with academic or social concerns placing them or their peers at risk. We meet weekly to discuss information, coordinate use of campus resources, inform appropriate community members and assist students with their needs. The committee strives to communicate with students in a non-threatening manner. Assessment data consists predominantly of campus-wide retention data. Information concerning class attendance, judicial processes, academic support sessions and counseling sessions are used to gauge student needs and participation.

9:40 AM - 10:30 AM **Room:** Wright

Title: Conquering the Great Divide--Student Success Is Student Retention

Track: Meritorious Programs and Initiatives **Topic Level:** Intermediate

Author(s): Harriett McQueen, Austin Peay State University
Patty Mulkeen, Austin Peay State University
Sherryl Byrd, Austin Peay State University

Abstract: In 2003, fall-to-fall retention of first-time, full-time freshmen at Austin Peay State University was the lowest among Tennessee universities. Changes in organization placed all enrollment management services and academic support services under one umbrella that regularly collaborates both with faculty and Student Affairs. Academic initiatives to promote student success include a mandatory "summer welcome" and freshman orientation; all new freshmen must enroll in a freshman seminar. In addition to admissions assessments, non-cognitive factors that may place students at risk of failure are assessed using the TCI index. An academic alert system available to faculty through Banner *Self Serve*, and a redesign of developmental studies that has received national attention by the National Council for Academic Transformation (NCAT) replaced non-university credit developmental studies. An Academic Support Center with peer tutoring,

Thursday, October 1, 2009
Morning Concurrent Sessions – Cont'd

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a writing lab, and on-line tutoring provides academic support to all students without an additional fee. Technology is used extensively in building successful communications with students. An *Academic Alert* system, incorporated into Banner Self-Service, enables faculty to refer students for academic support. In order to “tear down the wall” between student affairs and academic affairs, a reorganization of the university placed academic affairs and student affairs under the supervision of a university provost. Thus, a seamless unit now focuses on student engagement simultaneously with academic success. When new retention initiatives were first implemented, the benchmark for improvement was set at 2% annually for the first two years and 5% in five years. In 2004, the fall-to-fall retention rate for first-time, full-time freshmen was 61.01 percent. Four years later (Fall 2008), this rate had increased to 67.58 percent. Thus APSU has already exceeded its benchmark by 1.57%.

9:40 AM - 10:30 AM **Room:** Grand Ballroom B

Title: Face to Face Student Orientations: Their Impact on Online Student Retention and Success

Track: Retention and Special Populations **Topic Level:** Introductory

Author(s): Darryl Todd, Center for Distance Learning, Kennedy King College
Selom Assignon, Center for Distance Learning, Kennedy King College

Abstract: This exploratory study was designed to examine the 2006-2007 qualitative and quantitative data of community college students enrolled in face to face (F2F) and online student orientation programs. The purpose of this study was to determine if the presence of an F2F orientation would increase the retention rates of students in an online course. The study also examines whether certain demographics will influence the retention rates of students in an online course.

Conclusions from this data research must be taken as preliminary and require additional investigation. However, there were indications from evaluations, interviews, and retention reports that F2F orientations had an effect on the retention of students in online courses when compared to students who completed an online orientation.

9:40 AM - 10:30 AM **Room:** Grand Ballroom C

Title: How Well Do Remediated Students at 4-Year Institutions Fare in Terms of Persistence to Degree?

Track: Meritorious Programs and Initiatives **Topic Level:** Intermediate

Author(s): Philip Garcia, California State University

Abstract: This paper is an examination of a system-wide remediation policy's impact on promoting higher graduation rates across the California State University. To assess the efficacy of the policy, graduation rates for first-time undergraduates who were not proficient at entry (i.e., they had to take remediation classes) were compared to graduation rates for first-time undergraduates that were English or math proficient at entry (i.e., they did not have to take remediation classes). The all important assessment was identifying those students that successfully completed their remedial work. The assumption was that if students that gained proficiency by taking remedial courses earned degree at the same rate as students that were proficient at entry, then the policy would seem to be working as expected. Separate results were computed for those that needed remedial instruction in math, English, or both subjects.

Thursday, October 1, 2009
Morning Concurrent Sessions – Cont'd

9:40 AM - 10:30 AM **Room:** Richardson

Title: Methods of Inquiry: Using Critical Thinking to Retain Students

Track: Meritorious Programs and Initiatives **Topic Level:** Intermediate

Author(s): Kelly Ahuna, University at Buffalo
Christine Gray Tinnesz, University at Buffalo
Carol VanZile Tamsen, University at Buffalo

Abstract: In the late 1980s the State University of New York at Buffalo (UB) implemented a critical thinking course for undergraduate students entitled Methods of Inquiry (MOI). Combining insights from cognitive psychology and philosophy, this class sought to give students concrete strategies they could employ to ensure academic success. One byproduct of the course has been a positive influence on retention. The MOI directors and the Office of Institutional Analysis at UB joined efforts to examine the impact of the MOI course on retention and graduation rates. The analyses in this study are based on university warehouse data for three consecutive entering freshmen cohorts, 2001, 2001, 2003, resulting in a sample of 9,665 students, 1900 of whom successfully completed the Methods of Inquiry course. Results show that MOI students are more likely to be retained or to exit successfully by the second, third, fourth, and fifth year as compared to those students who do not complete the MOI course. This paper will discuss the MOI course design, the methodology behind the research, and corresponding results.

9:40 AM - 10:30 AM **Room:** Grand Ballroom D

Title: Student Retention and Success Glossary

Track: Data, Surveys, and Resources **Topic Level:** Introductory

Author(s): Rosemary Hayes, CSRDE, The University of Oklahoma

Abstract: An orientation session for attendees who are new or "nearly new" to the world of student retention and success. Student Retention and Success is a complex field of study. This session will address common terms used in the field as well as introduce participants to readily available resources that can help them better assist institutional efforts to improve student retention.

Tip: The next session in this room will provide a good overview to commonly used strategies and interventions for improving student retention. Taken together, those who are unfamiliar with the field but who have been assigned to "do something about retention" should have a better sense of the scope of their responsibilities.

Thursday, October 1, 2009
Morning Concurrent Sessions – Cont'd

9:40 AM - 10:30 AM **Room:** Grand Ballroom E

Title: Year 1 at Anna Maria College: The Successful Implementation of a New Retention Plan at a Small Liberal Arts College

Track: Meritorious Programs and Initiatives **Topic Level:** Introductory

Author(s): Andrew Klein, Anna Maria College

Abstract: Anna Maria College, a Catholic liberal arts college with liberal admissions standards and 30% first-generation students was suffering from poor retention rates. The freshman retention rate had fallen as low as 59% and six-year graduation rates had slipped under 50%. In a year in which national retention rates decreased by two percentage points (ACT, 2009), at Anna Maria College first year student retention increased from 64% (Fall 2006 cohort) to 70% (Fall 2007 cohort). The initial implementation of the retention plan that brought about this improvement included an Early Warning System, a Success Program for students on probation, and a revised New Student Orientation program. This paper focuses on the genesis of the retention plan and the implementation and community support that made it successful.

Thursday, October 1, 2009
Morning Break

10:30 AM – 10:50 AM

Take a break from the activities and have a drink as you network with your colleagues. The break area will be located in the Grand Hall.

Thursday, October 1, 2009
Morning Concurrent Sessions – Cont'd

10:50 AM - 11:40 AM **Room:** Richardson

Title: Entering Freshmen to Graduating Seniors: Partnering CIRP Entering Freshmen Surveys, Graduating Senior Surveys, and Institutional Data

Track: Data, Surveys, and Resources **Topic Level:** Intermediate

Author(s): Roy Ikenberry, Belmont University

Abstract: Belmont University has participated in the UCLA Higher Education Research Institute, Cooperative Institutional Research Program (CIRP) Freshman Survey for fourteen years. The institution has also been using a home-grown graduating Senior Survey for several years, however, within the last eight years identifiers have been added to allow for matching survey responses to specific students in the administrative database. The current study partners the CIRP responses, graduating Senior Survey responses and a robust database of institutional data in an effort to identify characteristics of students who are successful (graduate from the institution) versus those who are not successful (dropouts). Three separate entering freshmen cohort years (IPEDS based) are included in this study: 1998, 1999, and 2000. These cohorts represent six year graduations based on the spring 2006 commencement. Belmont graduation rates for the three cohorts are generally at 55+% in six years. Thus, roughly

Thursday, October 1, 2009
Morning Concurrent Sessions – Cont'd

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one half of the entering freshmen for three cohort years present the researcher with a plethora of data for analysis regarding successful students and equally, one half that are not successful based on their leaving the university before graduating. Quantitative and qualitative methods of analysis reveal a series of indicators of success or failure of the study groups. The study revealed that although retention and persistence in the largest program on campus were challenged by a number of issues, timely interventions resulted in increases in both parameters.

10:50 AM - 11:40 AM **Room:** Wright

Title: FYI as a Diagnostic of Student Academic Performance

Track: Retention Theory and Models **Topic Level:** Intermediate

Author(s): Joseph Montgomery, Columbia Basin College
Ty Jones, Columbia Basin College
Madeline Jeffs, Columbia Basin College
Jason Schlegel, Columbia Basin College

Abstract: This study hypothesized that student performance in a First Year Experience program, representing an initial sampling of students' academic behaviors, would correlate with subsequent academic success. Subjects were 1501 first-time, first-year students attending Columbia Basin College in fall quarter, 2007, whose FYE performance was graded by program facilitators. Students passing FYE subsequently obtained significantly higher GPAs than those failing FYE, and displayed higher retention rates for the next 3 quarters. While conventional research on FYE's has focused on program impacts (e.g., learning or socialization), this study suggests viewing FYE as an initial sampling of academic behaviors that can identify at-risk students and trigger interventions in advance of their beginning their actual academic programs.

10:50 AM - 11:40 AM **Room:** Grand Ballroom E

Title: Identifying 'Hard-to-Reach' Students and Strategies for Intervening Before It Is Too Late

Track: Data, Surveys, and Resources **Topic Level:** Introductory

Author(s): Elizabeth Herr, Noel-Levitz/ForecastPlus
Beth Richter, Noel-Levitz

Abstract: On every campus, there exists a group of at-risk students that remains elusive to traditional intervention strategies. While these students have varying attitudes and needs, they share one characteristic: they are less responsive to outreach efforts. These students may not recognize their need for academic, career, personal, or financial assistance even when made aware that support is available. Or, they may not yet be ready to acknowledge these challenges to themselves or others. Too often, the hopes and dreams of these hard-to-reach students may be unrealized without the opportunity for successful intervention. With the changing demographics of first-year learners, we anticipate an increase in students who fall into this at-risk but harder-to-reach category. Today's economy may further intensify the strains on these students. How do you reach students who could benefit from your services, but who may be less receptive? How can you support their transition to college, while they juggle jobs, family responsibilities, financial need, and academic stress? This paper focuses on ways to identify these hard-to-reach students and implement successful intervention and retention strategies. We outline some of the characteristics of this population through analysis of data from the College Student Inventory™, sharing case studies of effective interventions.

Thursday, October 1, 2009
Morning Concurrent Sessions – Cont'd

10:50 AM - 11:40 AM **Room:** Grand Ballroom B

Title: Predictive Modeling Tutorial: Logistic Regression

Track: Retention Theory and Models **Topic Level:** Advanced

Author(s): Kyle Hawkins, Carroll University

Abstract: In partnership with Jenzabar, Carroll University has developed and implemented a Retention Management System to help organize activities and data resources aimed at student persistence. The system utilizes a mathematical model derived from historical retention data and applies that model to current students to calculate a probability of an individual student leaving Carroll. The model was built off of a logistic regression tool in SPSS combining both static variable such as academic ability and dynamic variables such as the number of unfavorable grades. This workshop will focus on performing logistic regression using SPSS to predict retention and detail how to apply the model to a new cohort. General topics will include how to prepare data for modeling, how to perform logistic regression through SPSS, how to read the results, and how to verify and validate the results. This workshop will cover concepts of regression such as goodness of fit, tests of significance, classification tables, and correlation.

10:50 AM - 11:40 AM **Room:** Grand Ballroom D

Title: Structural Reorganization, Curricular Reform & Collaborative Programs:
Strategies to Improve Retention of First-Year Students

Track: Data, Surveys, and Resources **Topic Level:** Introductory

Author(s): Ralph J. Rascati, Kennesaw State University

Abstract: Kennesaw State University, over the last 5 years, has undergone significant changes designed to foster student success and increase retention rates. A new academic college, University College, was formed to house a variety of academic programs and support services that previously existed without college-level affiliation and to foster the development of new programs and services to serve the needs of our students. Subsequently, a new Department of First-Year Programs was created within University College to provide greater focus for those programs specifically targeting first-year students. Curricular reforms were instituted to strengthen the academic offerings for first-year students. Finally, a renewed spirit of collaboration between University College and the division of Student Success and Enrollment Services produced new programs and services designed to increase the success of first-year students. Each of these initiatives will be discussed.

10:50 AM - 11:40 AM **Room:** Grand Ballroom A

Title: Utility of CART™: Classification and Regression Trees for Improving College and University Graduation Rates

Track: Retention Theory and Models **Topic Level:** Advanced

Author(s): Gerard LaVarnway, Norwich University
Cathy Frey, Norwich University

Abstract: We apply a classification algorithm in an effort to successfully predict if a student will or will not graduate. Specifically, the CART™ (Classification and Regression Trees) algorithm was applied to university retention data. CART™ is a nonparametric approach to classification and regression problems. It is a very robust method of performing classification. CART™ has several features that make it attractive over more traditional methods. Traditional methods of dealing with this problem often lack flexibility. Observations for example, are often assumed to be normally distributed. Traditional

**Thursday, October 1, 2009
Morning Concurrent Sessions – Cont'd**

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methods typically cannot deal with observations that contain categorical data or missing data in a natural way. CART™ analysis often makes progress on high dimensional data sets when other methods do not. The flexible nonparametric approach of CART™ will be discussed. The classification rules appear in the form of binary trees, which are easy to understand and interpret. Such decision tools may prove useful to colleges and universities trying to improve their retention challenges. CART™ techniques have been applied to several years of data from a small private undergraduate institution. Academic program specific models for predicting graduation indicate the potential to improve graduation rates by an average of twenty percent across the academic programs investigated.

**Thursday, October 1, 2009
Best Practices Luncheon**



The Consortium for Student Retention Data Exchange would like to thank Hobsons for underwriting the Best Practices Awards.

12:00 PM - 1:30 PM **Room:** Grand Ballroom C

Group Luncheon and Best Practices Awards

Note: This is included in your registration. Guest passes are available.

**Thursday, October 1, 2009
Afternoon Poster Session**

The following poster session is sponsored by Hobsons U.S. and will be presented in the Grand Hall from 1:40 PM – 2:30 PM.



1:40 PM - 2:30 PM **Room:** Grand Hall

Title: Hobsons EMT Retain: Improve Student Retention by Integrating Institutional Changes, Student Resources and Technology

Abstract: Hobsons' EMT Retain product identifies at-risk students and optimizes campus communications to specifically target them and intervene. EMT Retain is a Web-based retention and communication application, designed to assist campuses in identifying at-risk students quickly. This product allows institutions to determine their strategic communication goals and develop a strong communication plan targeted to students considered at risk due to financial, academic, or social factors.

With EMT Retain, institutions are able to streamline communications and administrative tasks with an early alert automation process, allowing campus staff more availability to personally interact with at-risk students.

Stop by our poster session to pick up your free whitepaper entitled, **“Improve Student Retention by Integrating Institutional Changes, Student Resources and Technology”**

Thursday, October 1, 2009
Afternoon Poster Sessions – Cont'd

1:40 PM - 2:30 PM **Room:** Grand Hall

Title: Breaking the Promise: Examining the Gap Between State Policy Adoption and Institution-level Implementation

Track: Data, Surveys, and Resources

Author(s): Nathan Daun-Barnett, University at Buffalo

Abstract: In December of 2006 Governor Jennifer Granholm signed into law the Michigan Promise Grant Act (Act 479), guaranteeing \$4,000 to every Michigan high school graduate that completes a full two-years of college. The Promise scholarship effectively replaces the less generous Michigan Merit Scholarship (\$2,500) and was at least partly informed by the work of the Cherry Commission on Higher Education and Economic Growth. The Promise scholarship is credit contingent, meaning that all or part of the award is made once a certain number of postsecondary credits are earned at an approved institution. In May of 2009, the first group of eligible students is expected to earn the complement of 60 credit hours, meaning they will have earned the full \$4,000 award. The Promise Scholarship was a political decision that neglected the challenges of implementation and the result has been a higher cost of administration for institutions and a gap in funding for students during the semester they are expected to become eligible for the award. This is a particular problem for low-income students who will be forced to cover that gap until they are reimbursed by the state. The result may be barriers to persistence among qualified students.

1:40 PM - 2:30 PM **Room:** Grand Hall

Title: If at First You Don't Succeed, Try Community College: An Analysis of Community College Transfers Who Applied as First Time Freshmen

Track: Transfers and Retention

Author(s): Jaclyn Cameron, DePaul University

Abstract: Community colleges have been regarded as important stepping stones on the path to student success. The primarily general education curriculum along with the availability of pre-college level coursework offered at the community college provides a low cost, local opportunity to strengthen academic profiles. This research supports the argument that community college enrollment can be key to student success. The study will compare first time freshmen, admitted non-matriculated students who entered later as community college transfer students, and denied applicants who entered later as community college transfers. First, 4-, 6-, and 8-year graduation differences will be compared. Second, entering academic profile information (including high school GPA and ACT scores) of the groups will further distinguish differences in graduation rates. Lastly, the expected graduation rates of the transfers, based on if they had entered as freshmen, will be modeled from freshmen academic profiles, and compared to actual rates. Issues concerning time between first application and transfer entry, full versus part time enrollment, and number of hours transferred in will be related to the findings. This research has implications for strengthening support for community colleges, institutional partnerships, dual enrollment programs, and pre-entrance advising.

Thursday, October 1, 2009
Afternoon Poster Session – Cont'd

1:40 PM - 2:30 PM **Room:** Grand Hall

Title: Integration of Retention Programs to Improve Student Graduation and Success Rates

Track: Looking Beyond First Year Retention

Author(s): James Mackin, Bloomsburg University of Pennsylvania
S. Ekema Agbaw, Bloomsburg University of Pennsylvania
Jonathan Lincoln, Bloomsburg University of Pennsylvania
Irvin Wright, Bloomsburg University of Pennsylvania

Abstract: Several different types of student retention programs have been developed recently at Bloomsburg University of Pennsylvania. The Living and Learning Program was initiated in 1996 as a collaborative effort of Academic Affairs and Student Affairs. A total of eleven living and learning communities have been created to-date. Each community has a faculty director, upper-class student mentors and a community assistant who all interact on a regular basis. Through the years, the living and learning communities have fostered a collaborative atmosphere for faculty and students to construct innovative strategies for integrating in and out-of-classroom experiences. One of the living and learning communities is associated with the Frederick Douglass Institute, which also includes a teaching scholars program. The Institute is specifically designed to improve retention of traditionally at-risk students and promote interactions among diverse constituencies on the campus. The institute has evolved over the years and has recently spawned the Frederick Douglass Academic Achievement Program. This latter program was created to enhance the retention rates of sophomores, juniors and seniors, and ensure their timely graduation. All of these programs are linked to the Act 101/EOP Program, which is part of a state-wide effort to improve the success of economically disadvantaged students.

1:40 PM - 2:30 PM **Room:** Grand Hall

Title: Justifying Investments in Retention Efforts Based Upon their Return on Investment

Track: Retention Theory and Models

Author(s): Charles Perkins, Point Park University
Anne Skleder, Chatham University

Abstract: Increasing a college or university's retention rate is conceptually appealing to academic leaders. Many quality and benchmarking measures use first to second year retention and graduation rates as strong indicators of institutional quality. Colleges and universities have worked to implement those initiatives which can be improved through attention to detail and heightened customer service. We will review many of the actions which, while individually not costly, can require resources to coordinate and work across organizational units. Such actions can result in a positive improvement in retention. When taken in conjunction with some dedicated specific actions, these interventions may not only impact retention rates but also the quality of the experience for all students. We then explore the financial arguments which can be used to demonstrate the positive impact of increased retention on the "bottom line," and conclude with a simple system which can be used to collect and present both actions and their results.

Thursday, October 1, 2009
Afternoon Poster Session – Cont'd

1:40 PM - 2:30 PM **Room:** Grand Hall

Title: Life-Health Sciences Internships: Research and Professional Experience
Internships as an Undergraduate Retention Tool

Track: Retention and Special Populations

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 Indiana University-Purdue University Indianapolis (IUPUI) Life-Health Sciences Internships program is part of a university-wide initiative to improve retention and graduation rates in undergraduate students. Students participate in on-campus research, clinical, and professional internship experiences in life and health sciences disciplines during the academic year. Progress was monitored through exit interview questionnaire responses as well as a review of grades and enrollment.

There were 83 participants between January 2007 and May 2009. Of the 83 participants, 77 completed the full year of the internship. After the first two years of the program 93.5% of participants remain enrolled at IUPUI or graduated. All participants leaving the university prior to graduation enrolled at other universities in line with their academic and career goals. Eleven of the fifteen graduates have applied to or were accepted to graduate and professional programs on the IUPUI campus. According to exit interview questionnaire responses, during the academic year following the internship 33% (23 of 69 respondents) continued to work at the location of the internship, 38% (26 of 69) started another research or internship experience, and 35% (24 of 69) planned to apply to graduate or professional school.

1:40 PM - 2:30 PM **Room:** Grand Hall

Title: Matters of Success: A Deliberative Approach to Retaining Students

Track: Meritorious Programs and Initiatives

Author(s): Matthew T. Kenney, Austin Peay State University

Abstract: This poster presents a student success study conducted at Austin Peay State University (APSU) during the spring 2009 semester. This study uses a methodology known as deliberative polling in which subjects (in this case, students) are viewed as having the potential to develop informed opinions to be used in the formation of specific policy goals and initiatives. The entire population was invited to complete an initial survey on the effectiveness of a wide variety of strategies to increase student retention and promotion. Those who completed the survey were then invited to a four-hour on-campus event, the deliberative poll, at which they participated in a series of in-depth deliberations on three strategies. At the conclusion of these deliberations, a final survey was administered to these participants. Researchers found significant shifts in their attitudes and opinions concerning how best to promote student success at APSU. On a normative level, an argument can be made that university decision-makers should pay closer attention to the positions and insights articulated by participants in the deliberative poll.

Thursday, October 1, 2009
Afternoon Poster Session – Cont'd

1:40 PM - 2:30 PM **Room:** Grand Hall

Title: More Than Balls and Whistles: An Examination of the Impact Physical Activity Courses have in Student Retention

Track: Meritorious Programs and Initiatives

Author(s): Dylan Naeger, University of Louisville
David Britt, University of Louisville

Abstract: Minority-student attrition and corresponding retention interventions are of considerable interest (Bennett & Okinaka, 1990). We examine how participation in at least one physical activity course during the first two years of college (as a retention intervention), ethnicity, and gender impact the chances of a students returning for a fifth semester. Data were gathered for both full and part-time bachelor degree seeking freshman cohorts from Fall 2001-2005 (N=11,587). The data were analyzed using the fsQCA program (which is particularly sensitive to the alternative scenarios by which retention might be achieved) and within-ethnic-group odds ratios. The QCA and odds-ratio analyses demonstrated the significant impact of participating in an activity course on fifth-semester retention. Caucasian students participating in activity courses were 1.96 times more likely to return for a fifth semester than those students not enrolled. Minority students enrolled in these courses were more than two times more likely to return for a fifth semester. As funding sources become increasingly limited, universities must focus on other financial sources and develop strategies promoting student persistence. Our findings demonstrate the effectiveness of activity-course enrollment in contributing to student retention.

1:40 PM - 2:30 PM **Room:** Grand Hall

Title: The Comprehensive Retention Review: A Step by Step Guide for Evaluating the Overall State of Retention at Your Institution

Track: Data, Surveys, and Resources

Author(s): Susan Liebau, Michigan Technological University
Kerri Sleeman, Michigan Technological University

Abstract: Retention is a key part of institutional success. It is important for the members of a college or university to understand opportunities for improvement; as well as where their strengths lie. The first step in gaining this understanding is a retention review. There are many variables that exist between institutions with regard to whether their retention is considered successful: type of institution, whether standard or effective retention is the focus, the specific populations they are seeking to retain, etc. A retention review provides an opportunity to look at overall retention and also focus on specific groups that have been historically successful or challenging, and utilize that information to encourage overall retention.

This poster will provide a step by step review of the recommended steps in conducting a retention review and developing a retention plan, based on guidelines from both Noel-Levitz and Karp & Logue. As part of the overview of each recommended step findings, recommendations and experiences from Michigan Tech's retention review will be shared.

Thursday, October 1, 2009
Afternoon Poster Session – Cont'd

1:40 PM - 2:30 PM **Room:** Grand Hall

Title: Penny Pinchers: The Impact of the Economic Downturn on Student Financial Persistence in Higher Education

Track: Retention Theory and Models

Author(s): Emily Coleman, Midway College

Abstract: Tinto (1993) found that typically the “impact of finances upon persistence occurs before or at the point of entry into higher education.” However, with the economic crisis financial persistence has emerged as a concern. This poster will briefly review theory and best practices as they relate to financial persistence.

1:40 PM - 2:30 PM **Room:** Grand Hall

Title: Rebound: Second-Chance Seminar For Freshmen In Academic Difficulty

Track: Retention and Special Populations

Author(s): Linda J Burke, Saint Xavier University
Maureen Wogan, Saint Xavier University
Carrie Scahde, Saint Xavier University
Susan Swisher, Saint Xavier University

Abstract: Project Rebound was developed to provide multi-prong support for freshmen in academic difficulty at a mid-sized liberal arts university in Chicago. Designed to increase retention and satisfactory academic progress among students at a high risk of dropping out, the intervention took the form of a second semester workshop required of all freshmen who fell on academic probation. Rebound focused on three components of freshmen difficulties: academic, financial, and personal, with the goal of matching support to individual needs. This paper will focus on the data-driven aspects of the development, implementation and evaluation of this pilot program and how the evaluation of the program informed the fine-tuning of the Rebound in its second year. Saint Xavier University has a very diverse undergraduate body, and has recently experienced large increases in its population of full-time residential freshmen. These students have experienced greatly increased rates of academic probation. Members of the Retention Steering Committee who oversaw the development and evaluation of the program will present both our experiences, a variety of data from multiple sources, and recommendations for those facing similar problems. Additionally, our presentation will include video success stories from Rebound instructor and students.

1:40 PM - 2:30 PM **Room:** Grand Hall

Title: Retention 101: Making Theory Work on Your Campus

Track: Meritorious Programs and Initiatives

Author(s): Emily Coleman, Midway College

Abstract: Currently in higher education, there is over 80 years of research devoted to retention theories. However, it was not until the later part of the 20th century that the research on college student departure swayed from psychological models (Tinto, 1993). In the review of this comprehensive literature, it is evident that many theorists strive to answer the question of how a college and university can change their activities to retain students. Midway College, the only all women’s college in the state of Kentucky, has been innovative in creating new retention programs that resulted in a three point increase in the retention of women’s college students over the past year. This poster will provide a brief overview of retention literature, best practices, and a working model of institutional specific retention strategies that address students during their entire tenure with the institution.

Thursday, October 1, 2009
Afternoon Poster Session – Cont'd

1:40 PM - 2:30 PM **Room:** Grand Hall

Title: The Effect of Locus of Control, Motivation and Learning Style on Retention in Online Community College Courses

Track: Retention and Special Populations

Author(s): Vondra Armstrong, Pulaski Technical College
L. Carolyn Pearson, University of Arkansas at Little Rock
Charles Donaldson, University of Arkansas at Little Rock
Edward Franklin, Arkansas Association of Two-Year Colleges

Abstract: Online enrollment has grown faster than traditional enrollment in higher education. The number of students enrolled in at least one online course has doubled since the fall of 2002 from 1.6 million to almost 3.5 million by the fall of 2006. Although online education is gaining tremendous popularity, it is accompanied by a high drop rate and as a result many students are not completing online courses. The literature is replete with the uniqueness of the community college student as it relates to remediation, persistence, and academic success; yet very little literature exists on the community college and retention in online courses. The conceptual framework for the study includes a discussion of student characteristics, locus of control, motivation, learning styles, and the outcome of retention in online community college courses. A descriptive discriminant function analysis revealed one function that was primarily defined by age and ethnicity, locus of control was not supported, while motivation and learning style preference were predictors of retention to a lesser degree. Completers tended to be non-traditional, White, satisfied with the course, and had a learning style preference of sensor and sequential.

1:40 PM - 2:30 PM **Room:** Grand Hall

Title: When It's Not Working--Fix It: Redesign Developmental Mathematics at Austin Peay State University

Track: Retention and Special Populations

Author(s): Harriett McQueen, Austin Peay State University
Martin Golson, Austin Peay State University

Abstract: In 1984, the Tennessee Board of Regents mandated that all higher education institutions address mathematics and writing deficiencies by implementing a Developmental Studies program as a stand-alone unit in the college/university. Students were required to address their deficiencies by completing non-credit courses. The program was supposed to end 5 years later as high schools added rigor to the curriculum. Twenty-two years later and several modifications later, the program was still required.

Developmental Studies never achieve the success that envisioned. Thus, in 2006, TBR implemented a 3-year pilot for redesigning developmental studies and received funding from a FIPSE grant to support their efforts. An alignment with National Council for Academic Transformation was created; Austin Peay State University was selected as a pilot for redesigning developmental mathematics. The redesign pilots began in Fall, 2007. The result of the APSU pilot are most promising; the pilot was selected by NCAT as a national model for redesign. We will share the plan, the results, and challenges from the change that eliminated developmental courses and replaced them with regular core courses supported by Structured Learning Assistance.

Thursday, October 1, 2009
Afternoon Poster Session – Cont'd

1:40 PM - 2:30 PM **Room:** Grand Hall

Title: CSRDE: Data, Knowledge and Innovation

Track: Retention and Special Populations

Author(s): Sandra Whalen, CSRDE, The University of Oklahoma
Blake Cannon, CSRDE, The University of Oklahoma

Abstract: While best known for its Benchmarking Survey on the Retention and Graduation Rates of First-Time Full-Time Freshman, the Consortium for Student Retention Data Exchange has evolved into an organization which not only provides data, but also supports the sharing of best practices and the most current research. This poster session highlights not only the CSRDE surveys, but also the continuing professional education opportunities provided by the CSRDE.

Thursday, October 1, 2009
Afternoon Break

2:30 PM – 2:50 PM

Take a break from the activities and have a drink as you network with your colleagues. The break area will be located in the Grand Hall.

Thursday, October 1, 2009
Afternoon Concurrent Sessions

2:50 PM - 3:40 PM **Room:** Grand Ballroom A

Title: Developing and Implementing an Early Alert System

Track: Meritorious Programs and Initiatives **Topic Level:** Introductory

Author(s): Dale Tampke, University of North Texas

Abstract: Early alert systems offer institutions systematic approaches to identifying and intervening with students exhibiting at-risk behaviors. Many of these systems rely on a common format for student referral to central receiving point. Systems at larger institutions often use web-based technology to allow for a scalable (available campus-wide) approach to at-risk intervention. This paper describes the development and implementation of a web-based, fully integrated early alert referral system at a large, public university in the Southwest. After a brief review of the academic early alert concept, the paper describes the development of the system from a conceptual perspective, including how administrative, faculty, and student service input guided development. The next section details the technical aspects of system design, presented from the end-user perspective, emphasizing the integration of the system into the campus student information system. The following section includes a thorough description of the first term's experience implementing the system, including aggregated descriptive data for those using the system, the students referred, and the follow-up to the referrals. Initial analysis indicates a modest positive relationship between personal follow-up to referral and student success. The paper concludes with recommendations for research and practice.

Thursday, October 1, 2009
Afternoon Concurrent Sessions – Cont'd

2:50 PM - 3:40 PM **Room:** Grand Ballroom C

Title: Improving Student Persistence and Success: A Data-Driven Outreach Approach

Track: Data, Surveys, and Resources **Topic Level:** Intermediate

Author(s): Monica Michalski, St. Francis College
Steven Catalano, St. Francis College

Abstract: In 2006 St. Francis College, a small liberal arts college, formed a Retention Working Group which was charged with analyzing enrollment policies, student persistence and graduation rates utilizing internal data as well as the motivational scales ascertained from the Noel-Levitz College Student Inventory. The findings and recommendations of the working group led to the modification of the College's freshman acceptance criteria, expansion of the College's Project Access program and implementation of four early-intervention initiatives for institutionally defined at-risk students. These efforts have resulted in reduced numbers of undeclared majors and steadily improving rate of persistence.

2:50 PM - 3:40 PM **Room:** Richardson

Title: It Takes a University: Designing and Implementing a System of Academic Probation and Intervention in Support of Student Success and Retention

Track: Meritorious Programs and Initiatives **Topic Level:** Intermediate

Author(s): Cynthia Demetriou, University of North Carolina at Chapel Hill
Alice Dawson, University of North Carolina at Chapel Hill
Amy Schmitz-Sciborski, University of North Carolina at Chapel Hill

Abstract: This paper provides a model of academic probation and intervention at a large public research university. It tells the story of one university's year-long journey through the process of implementing a system of academic probation in support of student success and retention. A system of academic probation and intervention was created at the University of North Carolina at Chapel Hill to increase undergraduate student retention by helping students identify obstacles to student success and offering a one semester opportunity to help students get back on track towards degree completion. This paper examines the research, development, implementation and preliminary assessment of these significant changes.

2:50 PM - 3:40 PM **Room:** Wright

Title: Retention of Developmental Students and the Complicated Desire for "Caring Teachers"

Track: Retention and Special Populations **Topic Level:** Intermediate

Author(s): Kathryn Di Tommaso, Bronx Community College, CUNY

Abstract: Attrition rates in programs for developmental students are often extremely high because students experience challenges beyond academic skills in their pursuit of higher education. Programs must be attentive to the ways in which non-cognitive variables (environmental and socio-affective factors) influence students' experiences to better retain students. This paper discusses a qualitative study conducted at a community college that investigated the importance of non-cognitive variables to a cohort of

Thursday, October 1, 2009
Afternoon Concurrent Sessions – Cont'd

(cont'd)

developmental writing students. Findings demonstrated that students associated increased engagement and a desire to remain in college with faculty members who cared about their lives, experiences, perspectives, and progress. However, the ways in which some students defined “caring” involved a desire for instructional practices that could actually hurt their educational success. These results indicate that faculty may need to change their definitions or help students redefine what it means to be a “caring teacher” for positive effects on retention to occur. Specific suggestions for positive teacher-student relationships, effective instructional methods, and future research are offered.

2:50 PM - 3:40 PM **Room:** Grand Ballroom D

Title: The Sophomore Experience: Identifying Factors Related to Second-Year Attrition

Track: Looking Beyond First Year Retention **Topic Level:** Introductory

Author(s): Cathy Coghlan, Texas Christian University
Jessica Fowler, Texas Christian University
Matthew Messel, Texas Christian University

Abstract: Colleges and universities have paid little attention to the retention of college students after the first year; however, literature suggests that the sophomore experience at the university is just as crucial and plays a key role in the decision to persist past the second year. Many students experience the “sophomore slump” during this second year demonstrating distinctive symptoms and experiences that could be indicative of future departure. The literature points to certain vectors in which students indicate that they are missing something. This study explores whether commitment to the institution, a major and/or career choice, and perceived faculty and staff interactions contribute to the ability to differentiate between those who persist or depart during or beyond the second year. Survey data were collected from two student groups from the same entering cohort after completion of their second year, one group consisting of those who persisted and the other of those who voluntarily dropped out. This study seeks to understand the most significant factors and experiences which contribute to sophomore attrition or retention.

2:50 PM - 3:40 PM **Room:** Grand Ballroom E

Title: Undergraduate and Graduate Retention - Two Concepts, One Outcome

Track: Looking Beyond First Year Retention **Topic Level:** Intermediate

Author(s): Cathy Alexander, California Lutheran University
Maria Kohnke, California Lutheran University
Angela Naginey, California Lutheran University

Abstract: California Lutheran University is intentionally taking a comprehensive approach to improving its graduation and retention rates as suggested by current retention literature. The resulting Retention Plan is one that addresses the current challenges and proposes solutions to address those challenges on a campus wide basis. The collaborative nature of this plan and goal includes all campus constituencies (faculty, staff and students) to identify, problem solve and implement solutions to the goal of retaining and graduating a well prepared and diverse student body. The first section of the paper looks at the completed undergraduate retention plan, the process followed and data used in the creation process. Assessing retention of graduate programs presents different challenges than with undergraduate retention. The second half of the paper focuses on the data gathering process for evaluating retention in graduate programs.

Thursday, October 1, 2009
Afternoon Concurrent Sessions – Cont'd

2:50 PM - 4:40 PM **Room:** Grand Ballroom B

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

Track: Transfers and Retention

Topic Level: Intermediate

Author(s): Patrick Perry, California Community College System Office
Philip Garcia, California State University

Abstract for Community College Topics: This first half of a two-part tutorial demonstrates how community college and baccalaureate institutions can collect and report data on the many facets of the transfer function. The examples to be presented have been developed primarily for the California Community College and California State University systems, but have a broad applicability to most two-year and four-year systems that have a transfer function for students. This paper and tutorial will examine the metrics of student transfer from a two-year institution and two-year segment/system viewpoint.

Abstract for 4-Year Institution Topics: Using empirical examples from the California State University, this second half of a two-part tutorial will demonstrate how to augment CSRDE graduation rates for community college students with alternative rates that account for other segments of the undergraduate transfer population found at 4-year institutions. A major topic will be methods for comparing graduation rates between cohorts of new undergraduate transfers and cohorts of new first-time freshmen. Besides graduation rates, measures of time-to-degree and academic performance also will be addressed.

Thursday, October 1, 2009
Brief Break

3:40 AM – 3:50 AM

Take a quick break.

Thursday, October 1, 2009
Panel Session 1 – Dual Enrollment

3:50 PM - 5:00 PM **Room:** Richardson

Track: Meritorious Programs and Initiatives

Topic Level: Intermediate

Panel Overview: What is the relationship between Dual Enrollment and Student Success? Panels will be discussing how Dual Enrollment has worked at their institutions. Presenters from the University of Texas at Brownsville and Texas Southmost College and North Iowa Area Community College will also be addressing many of the questions asked about the benefits and implications of dual enrollment programs.

Title: Dual Enrollment: An On Ramp to College Success

Author(s): Linda Fossen, The University of Texas at Brownsville and Texas Southmost College
Blanca Trevino Bauer, The University of Texas at Brownsville and Texas Southmost College
Matthew Johnson, The University of Texas at Brownsville and Texas Southmost College

Abstract: The purpose of this study was to assess the impact of dual enrollment (DE) course experiences on first-time-freshmen (FTF) by comparing the outcomes of dual

Thursday, October 1, 2009
Panel Session 1 – Dual Enrollment

(cont'd)

enrollment students who entered the institution after high school graduation with the outcomes of students who entered the institution with no DE credits (NDE). The study examined differences in the proportion of DE and NDE students who require at least one developmental education course, the average number of semester credit hours each group enrolled in during their first semester, their average grade point average (GPA) after their first semester, and their retention rate after one year. Data for this study was obtained from 6,812 official student records of first-time-freshmen (FTF) who entered The University of Texas at Brownsville and Texas Southmost College (UTB/TSC) during the fall semester from 2005 to 2008. Across all semesters, a larger proportion of students who entered with DE credits were college ready compared to their peers who had no DE credits. In addition, DE students enrolled in a greater number of semester credit hours than their NDE peers. Data indicated by t-tests revealed significant differences between DE and NDE groups in terms of the average number of semester hours enrolled across all semesters (all $t > 6$, $p < .001$) and when semesters were aggregated. Students with DE credit earned higher GPAs than NDE students in two of the four semesters analyzed, and DE students were more likely to return to college during the following year relative to NDE students (all $p < .001$). Implications for policymakers and practitioners are provided at the conclusion of the study.

Title: The Benefits of Dual Enrollment: Graduation Advantages

Author(s): Michael Morrison, North Iowa Area Community College
Karen Pierson, North Iowa Area Community College

Abstract: The purpose of this study was to assess the impact of acceleration (dual enrollment) on college graduation at the associate degree level. Over 9,200 student records from 1996 to 2006 at North Iowa Area Community College were analyzed in a multivariate logistics regression model. Full and nested models were tested providing evidence that Acceleration significantly predicts graduation. Holding all other independent variables constant the odds that an accelerated student graduates compared to a non-accelerated student is about 61% greater than the odds of a non-accelerated student graduating. At the 95% level of confidence degree attainment for accelerated students ranges from a minimum of 43% greater than to at most 81% greater than the odds of a non-accelerated student graduating. Acceleration improves graduation probabilities (total effects) and marginal effects for students across all identified percentile ranges. For accelerated 75th percentile females their estimated graduation probability is nearly 78%. Male student outcomes do not equal female graduation outcomes but acceleration improves male student graduation probabilities. The effect of other covariates (high school GPA, first term credits, first term GPA and gender) on college graduation is also examined. Policy implications to address national strategic issues are provided at the conclusion of the study.

Thursday, October 1, 2009
Panel Session 2 – Programs to Engage African American Students

3:50 PM - 5:00 PM **Room:** Wright

Track: Retention and Special Populations **Topic Level:** Introductory

Panel Overview: Retention and completion rates for underrepresented minority males are significantly lower than their other classmates. The panelists from the University of Arkansas, Southern Arkansas University, and Arkansas State University will discuss programs at their institutions which are making a difference in the retention and completion of these students.

Title: Student African American Brotherhood & Brother-2-Brother: Retaining Black & Latino Males in Higher Education

Author(s): Robert Mock, University of Arkansas
Cledis Stuart, Southern Arkansas University
Lonnie Williams, Arkansas State University

Abstract: The Student African American Brotherhood (SAAB) Organization is a dynamic organization established to assist African-American and Latino males excel academically, socially, culturally, professionally, and in the community. Over the past decade, SAAB has improved the retention of African American and Latino males by helping 80% of SAAB participants persist from their freshman to sophomore year and helping 86% graduate. The SAAB program has attracted national attention as an innovative prototype for personal and academic enrichment, and has been successfully expanded to serve students at both public and private four-year institutions, including both predominantly white and historically Black institutions. Brother-2-Brother: Brother-2-Brother was designed to focus on the retention and refinement of African American men. While many from this group choose to join fraternal organizations, a large majority 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 at a higher rate. With this goal in mind, Brother-2-Brother was established to intentionally expose 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.

Thursday, October 1, 2009
Panel Session 3 – Early Alert

3:50 PM - 5:00 PM **Room:** Grand Ballroom A

Track: Meritorious Programs and Initiatives **Topic Level:** Intermediate

Panel Overview: Is it possible to identify students at risk for failing or dropping out before it is too late? The panelists from Carroll University and the University of North Texas will be discussing successful early alert systems at their institutions. Practical examples of how students are identified, strategies for intervention, and effectiveness will be addressed.

Title: Carroll University's Retention Alert System

Author(s): Kyle Hawkins, Carroll University
Jeff McNamara, Carroll University
James Wiseman, Carroll University
Elizabeth Towell, Carroll University

Abstract: In partnership with Jenzabar, Carroll University has developed and implemented a Retention Alert System (RAS) to help organize activities and data resources aimed at student persistence. The system utilizes a mathematical model

Thursday, October 1, 2009
Panel Session 3 – Early Alert

(cont'd)

derived from historical retention data and applies that model to current students to calculate a probability of an individual student leaving Carroll University. The model was built off of a logistic regression tool in SPSS combining both static variables such as academic ability, and dynamic variables such as the number of unfavorable grades. This system updates every night and alerts us about at risk students and provides us with a mean to track changes in their probability. Carroll University has hired a full time Director of Student Success who uses this data along with reports from a web based alert system available campus-wide, to coordinate, customize, and implement intervention strategies for students at risk of leaving Carroll University. The system is only in its infancy but we have already learned much more in identifying significant retention variables, developing intervention strategies, and implementing more proactive processes in alerting the Director of Student Success of at risk students.

Title: Developing and Implementing an Early Alert System

Author(s): Dale Tampke, University of North Texas

Abstract: Early alert systems offer institutions systematic approaches to identifying and intervening with students exhibiting at-risk behaviors. Many of these systems rely on a common format for student referral to central receiving point. Systems at larger institutions often use web-based technology to allow for a scalable (available campus-wide) approach to at-risk intervention. This paper describes the development and implementation of a web-based, fully integrated early alert referral system at a large, public university in the Southwest. After a brief review of the academic early alert concept, the paper describes the development of the system from a conceptual perspective, including how administrative, faculty, and student service input guided development. The next section details the technical aspects of system design, presented from the end-user perspective, emphasizing the integration of the system into the campus student information system. The following section includes a thorough description of the first term's experience implementing the system, including aggregated descriptive data for those using the system, the students referred, and the follow-up to the referrals. Initial analysis indicates a modest positive relationship between personal follow-up to referral and student success. The paper concludes with recommendations for research and practice.

Thursday, October 1, 2009
Panel Session 4 – Mentoring

3:50 PM - 5:00 PM **Room:** Grand Ballroom C

Track: Meritorious Programs and Initiatives **Topic Level:** Intermediate

Panel Overview: We know that mentorship is extremely helpful in the development of professionals within higher education. What about mentorship for students? There is research that suggests that students benefit academically and socially from mentorship programs. The panelists from Penn State University Altoona, Penn State University University Park, St. Xavier University, and the University of Connecticut will discuss mentorship programs at their institutions, providing examples of how it have been implemented and how they are impacting student success.

Title: Opportunity and Action to Stay in School (OASIS): A First Year Student Retention Mentoring Program

Author(s): Joy Himmel, Penn State University Altoona
Jamie Pyo, Penn State University Altoona
Linda Strauss, Penn State University University Park

Thursday, October 1, 2009
Panel Session 4 – Mentoring

(cont'd)

Abstract: Opportunity and Action to Stay in School, (OASIS), is a mentoring program for second semester freshmen at Penn State Altoona who have a GPA lower than 2.0 at the end of their first semester. Through weekly meetings, the faculty/staff mentors work with the students to identify areas of concern, goals, and provide overall support and guidance. The objectives of this program focus on academic, emotional and behavioral assessment, goal development, and utilization of resources. Student progress is measured by fall and spring GPA and pre and post Learning and Study Strategies Inventory (LASSI) scores. LASSI is an assessment tool designed to measure students use of learning and study strategies. Among participants, GPA and LASSI scores significantly increased by 0.6305 and 52.68 points on average, respectively, after they finished the program. Control group students did not statistically improve their grades. When we look at retention to the sophomore year, 87.5% of OASIS students returned in comparison to 60.8% of non-participants who were program eligible. Average GPA for OASIS participants and non-participants in fall- 1.3; spring GPA for OASIS participants was 2.1 and non-participants- 1.43.

Title: The Effect of Traditional Peer-Mentoring vs. Hybrid Peer-Mentoring on Student Retention and Goal Attainment

Author(s): Elijah Ward, Saint Xavier University
Earl Thomas, Saint Xavier University
William Disch, University of Connecticut

Abstract: This research report describes the preliminary analysis of the data gathered on two distinct approaches used in a college peer-mentoring program--traditional peer-mentoring and hybrid (traditional and online) peer-mentoring interventions--relative to their effects on student retention and goal attainment. The targeted population consisted of 35 freshman and sophomore students (protégés) who were mentored by 12 upperclassmen--juniors and seniors in good academic standing. The participants were randomly assigned to one of two groups: a traditional peer-mentoring group or hybrid peer-mentoring group. This pilot study sought to determine if mentors and protégés participating in a face-to-face traditional peer-mentoring group had different measurable outcomes relative to retention and goal-attainment as compared to mentors and protégés who experienced face-to-face mentoring, plus participated in a hybrid peer-mentoring experience. Individual protégés participating in the traditional peer-mentoring group individually met weekly for up to 90 minutes with their mentors, developed goal plans, reported progress towards attaining goals and participated in monthly group meetings. Individual protégés participating in the non-traditional hybrid peer-mentoring group met weekly for up to 90 minutes with their mentors, developed goal plans via an online program called the Aliveguide, reported progress towards attaining goals, and participated in monthly group meetings.

Thursday, October 1, 2009
Panel Session 5 – Bridging the Student Experience for Success

3:50 PM - 5:00 PM **Room:** Grand Ballroom D

Track: Meritorious Programs and Initiatives **Topic Level:** Introductory

Panel Overview: Many students come to college unaware of the expectations and unprepared to fulfill those expectations. Higher Education professionals are increasingly interested in how to bridge the gaps between K-12, community colleges, and 4-year institutions to provide better continuity to the student experience. The panelists from Cheyney University of Pennsylvania,

Thursday, October 1, 2009
Panel Session 5 – Bridging the Student Experience for Success

(cont'd)

Heidelberg University, and Chaminade University of Honolulu will be discussing several bridging activities that show how higher education is making connections in the K-12 environment, after high school graduation, and continuing into the first year to support students.

Title: Centering Learners Attention on a Super School – Cheyney University

Author(s): Shelly Weeks-Channel, Cheyney University of Pennsylvania
Marlene Archie, Cheyney University of Pennsylvania

Abstract: The research literature suggests that racial and ethnic minorities in large metropolitan areas face extreme disparities within the American public education system. They are not being prepared to share equal partnership in all social groups. In Philadelphia alone, less than one-half of students in public schools complete high school. The problem is that “the much higher rates of high school completion among these minorities’ suburban counterparts – who may literally live and attend school right around the corner – place in a particularly harsh and unflattering light the deep undercurrents of inequity that plague American public education” (EPE Research Center, 2008). Add to this reality the recent attention and concern regarding a projected decline in students attending colleges and universities over the next decade. We implemented a ten-week educational program to 6th, 7th, and 8th graders, and conducted a comparative analysis of the middle schoolers and ninth graders on “education knowledge” and “educational attitudes” using a survey instrument. Results revealed more positive outcomes for 6th, 7th, and 8th graders than 9th graders. Findings suggest inner-city youth are more likely to benefit from early intervention strategies where opportunities are provided for students to build their skills regarding admission to and success in university education.

Title: Students Staying on Track and Reaching Toward Success - A Retention Program for At-Risk First Year College Students: Preliminary Results

Author(s): Ellen Nagy, Heidelberg University

Abstract: The number of under-prepared students attending college is growing and has not been matched by increases in success or retention rates. A first year program designed to meet students’ needs was implemented to provide needed student support services in a small, rural, liberal arts university. Assessment of the program in terms of semester to semester, fall to fall retention rates, and academic performance resulted in support for and modification to the program. Between 2006 to the present the program has been continuously evaluated and revised to enhance the academic success of these students resulting in moderate increases in student success and retention.

This paper will examine the results of the past three years of an intentional, mandatory skill development and advising program for incoming at-risk students in a small liberal arts university.

Title: A Longitudinal Look at the Summer Bridge Program at Chaminade University

Author(s): Curtis Washburn, Chaminade University of Honolulu

Abstract: Chaminade University is a small, private Catholic institution in Hawaii. We have been operating a summer bridge program for conditionally admitted students for the past 7 years. The program was originally designed for students who needed pre-college work in English and/or Math, but it has since grown to include a variety of other “at-risk” students as well. From 2002, when we had 11 students arrive, to 2008, when we had 52–the program has increased in size and scope. A longitudinal look at the experience of students indicates that they like the program, and their retention and graduation rates match those of the institution overall. This paper will look at the challenges, successes and assessments of the program over the seven years of operation.

Thursday, October 1, 2009
Panel Session 6 – The Consortium

3:50 PM - 4:40 PM **Room:** Grand Ballroom E

Track: Data, Surveys, and Resources **Topic Level:** Introductory

Title: What is the CSRDE (the sponsor of this conference) About?

Author(s): Sandra Whalen, CSRDE, The University of Oklahoma
Blake Cannon, 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 650 two-year and four-year 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. This session will also showcase the technology tools available to CSRDE institutional representatives.

Thursday, October 1, 2009
Dinner on Your Own

Stop by the registration desk or CSRDE information table for handouts with suggested restaurants and activities or for an interactive Google map with locations, login to your personal conference site on our website at <http://csrde.ou.edu/web/symposium/confinfo/index.php>.

Friday, October 2, 2009
Morning Plenary Session

8:15 AM - 9:30 AM **Room:** Grand Ballroom C

Title: Plenary Speaker - Carl Dalstrom

Author(s): Carl Dalstrom, USA Funds

Abstract: Carl C. Dalstrom has nearly four decades of experience in financial aid for higher education. Prior to becoming president and chief executive officer of USA Funds® in 2000, he worked in a number of capacities at USA Funds and its former parent company, USA Group.

Dalstrom joined USA Funds in 1989 and subsequently directed a variety of initiatives and participated in industry-wide collaborative efforts that dramatically improved the delivery of student loan services. Immediately prior to becoming USA Funds' CEO, he managed education loan operations as executive vice president of USA Group.

As USA Funds CEO, Dalstrom oversees an organization that since 1960 has guaranteed nearly \$171 billion in education loans to help 19.7 million students and families across the nation pay for higher education.

Dalstrom has spearheaded a variety of efforts that encourage involvement of the business community in supporting higher education, with USA Funds in 2008 providing

**Friday, October 2, 2009
Morning Plenary Session**

(cont'd)

more than \$15 million for programs that promote preparation for, access to and success in higher education. Included in that figure is \$8.4 million in scholarships.

Before joining USA Funds, he directed Student Need Analysis Services at ACT and served as a campus financial aid administrator at the University of Illinois at Chicago and at Northeastern Illinois University in Chicago. He holds a master's degree in education from Loyola University of Chicago and an undergraduate degree from Northeastern Illinois University.

He currently serves on the board of USA Funds and chairs the boards of its affiliates, SMS Hawaii® and Northwest Education Loan Association®. He also is a member of the board of Indiana Dollars for Scholars.

**Friday, October 2, 2009
Morning Concurrent Sessions**

9:40 AM - 10:30 AM **Room:** Grand Ballroom A

Title: Alphabet Soup: The ABCs of GPAs

Track: Retention Theory and Models

Topic Level: Intermediate

Author(s): Jaclyn Cameron, DePaul University

Abstract: Research has consistently supported first year grade point average as a standard predictor of retention and graduation, such that students earning higher first year GPAs are more likely to persist to graduation. However, GPA is relative, as two students with the same GPA could have vastly different academic experiences, as a 2.50 GPA could represent grades of mostly Cs, or a combination of As and Fs. This research will explore the notion that going beyond the calculated GPA can help better define student attrition behaviors. The hypothesis suggests that students who more frequently earn grades at the extremes will graduate at a lower rate than those consistently earning moderate grades. Using traditional freshmen earning first year GPAs between 2.0 and 3.0, cluster analyses will form groups based on grades earned. After comparing retention and graduation rates of the groups, course analyses will identify if similar or different 'problem' subjects exist among the clusters. Additionally, the grade clusters will be linked back to high school GPAs to determine if patterns can be identified. This research has implications for early warning and at-risk models, student advising, and potentially student service programs targeting stressors of academic achievement.

9:40 AM - 10:30 AM **Room:** Grand Ballroom E

Title: Growing the Nurse Pipeline: Examining the Role of the BSN

Track: Retention and Special Populations

Topic Level: Intermediate

Author(s): Nathan Daun-Barnett, University at Buffalo
Sarah Barnett-Tranum, Jamestown Community College

Abstract: States across the nation and the healthcare industry as a whole continue to struggle with the increasing demand for skilled nurses, high attrition among the existing workforce, and a pool of potential nurses that is inadequate to meet the growing demand. This shortage is exacerbated by an aging population that is becoming more ethnically and racially diverse. Nursing professionals agree that the central barrier to producing more nurses is the constrained pipeline of nurse educators and clinical supervisors. In this paper, we argue this is an issue of retention, though framed in slightly different terms.

Friday, October 2, 2009
Morning Concurrent Sessions – Cont'd

(cont'd)

In research on nursing education and professional practice, retention is central to the conversation. Educators focus on retaining students in programs and at institutions; employers are concerned with the quality of the work place and work experience. Less attention has been paid to retaining more students and nurses in the education pipeline where the critical linkage is the Bachelor's of Science in Nursing (BSN), which we argue is the key to solving the systemic retention challenges. Currently, the Associate's and the Bachelor's both lead to certification as an RN. High entry-level wages serve as a deterrent to remain in the educational pipeline.

9:40 AM - 10:30 AM **Room:** Richardson

Title: Practical Retention Solutions for the Community College

Track: Data, Surveys, and Resources **Topic Level:** Introductory

Author(s): Jennifer Miller, Ozarka College
Joan Stirling, Ozarka College
Richard Williams, Ozarka College

Abstract: The focus of this paper is starting retention efforts on a small campus with a limited budget. We know that to increase student success there are several broad strategies we need to follow. We need to engage students in the college experience and their education, promote peer-to-peer relationships, encourage faculty to student relationships, and help students set career goals. This paper provides easy and innovative ideas to engage students and provide tutoring, career counseling, and other helpful services with a limited budget. It will include what has been learned and adopted from others such as Noel-Levitz, media searches, visits to other institutions and Ozarka TRiO and Career Pathways programs. The strategies in this session focus on helping students set and achieve career goals, working with other groups and individuals on your campus to provide things such as workshops, tutoring, and other forms of student engagement. Additional topics include a student success center, intrusive advising, and faculty, student and family newsletters. This paper will provide practical solutions you can take back to your campus and implement immediately.

9:40 AM - 10:30 AM **Room:** Wright

Title: Priced out? Does Financial Aid Affect Student Success?

Track: Retention Theory and Models **Topic Level:** Advanced

Author(s): Daniel Jones-White, University of Minnesota
Peter Radcliffe, University of Minnesota
Linda Lorenz, University of Minnesota

Abstract: While the literature on postsecondary student success identifies important academic and social factors associated with student outcomes, one question that persists concerns the influence of financial aid. We use the National Student Clearinghouse's StudentTracker service to develop a more complete model of graduation, transfer success, or dropout. Multinomial regression techniques reveal that need aid appears to equalize the odds of success for receiving students, use of loan aid appears to encourage students to search out alternative institutions or drop out entirely, and merit aid appears to increase the likelihood of the receiving student remaining and graduating from their entry institution.

Friday, October 2, 2009
Morning Concurrent Sessions – Cont'd

9:40 AM - 10:30 AM **Room:** Grand Ballroom D

Title: Programs and Practices that Retain Students in the First-Year: Insights from a National Study

Track: Data, Surveys, and Resources **Topic Level:** Intermediate

Author(s): Linda DeAngelo, Cooperative Institutional Research Program at the University of California, Los Angeles

Abstract: Using a national longitudinal dataset from the Cooperative Institutional Research Program (CIRP) that includes over 20,000 freshman who started college in 2007 and completed The Freshman Survey (TFS) as they began college and the Your First College Year (YFCY) survey at the end of their first year, this study examines how the experiences students have during their first year affects the likelihood that they intend to return to college for their second year. Among the findings are that students who are engaged in academic experiences outside of the classroom, especially discussing course content with students outside of class, are more likely to intend to return to campus than those who are not engaged or engaged to a lesser extent. Curriculum for first-year students—first-year seminars for academic success, learning communities, and service learning—did not have direct effects on retention, but college grade-point average did have a significant positive effect. In addition, students with major concerns about financing college at the end of the first year are less likely to intend to return to college for their second year.

9:40 AM - 10:30 AM **Room:** Grand Ballroom C

Title: The Academic Intervention and Mentoring Model: A Comprehensive Academic Initiative for At Risk First-Year Students

Track: Retention and Special Populations **Topic Level:** Introductory

Author(s): Nicole Boulais, Rochester Institute of Technology
Lynne Mazadoorian, Rochester Institute of Technology

Abstract: Utilizing a multi-pronged approach, the Academic Intervention and Mentoring (AIM) program tackles retention challenges for at risk, first-year students. The model targets difficult course content, underdeveloped study skills, and other factors that often put first-year students at risk. Supplemental instruction is offered in historically challenging first year courses – those with a high D, F, W (withdrawal) rate or sequential courses like mathematics or computer programming – in order to improve study habits, peer learning relationships, and academic performance. Similarly, the AIM program provides drop-in peer tutoring for challenging content courses such as mathematics and physics. This service is provided directly in the residence halls, where most first year students live. Finally, the AIM program offers additional support for at-risk students, those with a D, F or W grade in their first year of college, by offering them a learning assistant who works with them individually to design an action plan to assist with the coordination of campus support services through a case management model. The AIM program has completed a two-year pilot with great success, including positive persistence and academic performance indicators.

Friday, October 2, 2009
Morning Concurrent Sessions – Cont'd

9:40 AM - 10:30 AM **Room:** Grand Ballroom B

Title: The Comprehensive Retention Review: A Step by Step Guide for Evaluating the Overall State of Retention at Your Institution

Track: Data, Surveys, and Resources **Topic Level:** Introductory

Author(s): Kerri Sleeman, Michigan Technological University
Susan Liebau, Michigan Technological University

Abstract: Retention is a key part of institutional success. It is important for the university community to understand strengths and areas for improvement. The first step in gaining this understanding is a retention review. There are many variables that exist between institutions with regard to whether their retention is considered successful: type of institution, whether standard or effective retention is the focus, the specific populations they are seeking to retain, etc. A retention review provides an opportunity to look at overall retention and also focus on specific groups that have been historically successful or challenging, and utilize that information to develop a retention plan that encourages overall retention.

According to Noel-Levitz (2005), prior to developing a retention plan, a number of steps must be taken, including a review of historical retention data, a review of retention data by program and various student characteristics, a comparison with available national retention data, a review of retention literature, and the identification of successful retention strategies already in place.

This paper will share the process of completing a retention review using current staffing and readily available data. Lessons learned from the authors experience will be shared. The presentation will include time for questions and answers.

Friday, October 2, 2009
Morning Break

10:30 AM – 10:45 AM

Take a break from the activities and have a drink as you network with your colleagues. The break area will be located in the Grand Hall.

Friday, October 2, 2009
Morning Concurrent Sessions – Cont'd

10:45 AM - 11:35 AM **Room:** Grand Ballroom E

Title: Attempting to Make Sense of First Generation Student Success: Part II
(Part I: Is There Such a Thing as Too Much of A Good Thing When It Comes to Education? Reexamining First Generation Student Success)

Track: Retention Theory and Models **Topic Level:** Advanced

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

Abstract: Data mining and analyses at a less selective institution revealed that the relationships between parents' education level and pre college, first year success indicators, and six year graduation are not linear. Specifically, students who report that

Friday, October 2, 2009
Morning Concurrent Sessions – Cont'd

(cont'd)

either parent(s) or guardian(s) have an education level beyond a baccalaureate degree or do not report parent education level fair worse on some first semester and first year success indicators as well as some pre-college enrollment characteristics than those students whose parent(s) or guardian(s) have a baccalaureate degree.

The student success indicators used for the study were: (a) first semester credits attempted, (b) first semester credits earned, (c) first semester GPA, (e) first year credits earned, (f) first year cumulative GPA, (g) one year retention, and (h) six year graduation rates. Several inferential statistics were employed. This includes ordinary least squares (OLS) and logistic regression techniques to determine the predictability of several demographic, pre-college, and college characteristics on these student success indicators.

10:45 AM - 11:35 AM **Room:** Grand Ballroom A

Title: Facilitating Student Success Through a System of Prescriptive Engagement and Transition

Track: Meritorious Programs and Initiatives **Topic Level:** Introductory

Author(s): Roosevelt Shelton, Kentucky State University

Abstract: Evolving out of an historical commitment to access and student success, the Summer Academic Bridge Program (SABP) represented an intrusive system of prescribed engagements and motivational strategies that were primarily designed to remove various impediments to the successful transition of academically at-risk and first-time freshman students to postsecondary education. The central tenet of the SABP was the belief that student capacities to perceive, engage, and navigate educational transition points directly influenced the probability that those students would persist and succeed. Transition point persistence rates for all SABP cohorts far exceeded those associated with the general population of first-time freshmen, and those rates were maintained across all key transition points.

10:45 AM - 11:35 AM **Room:** Grand Ballroom C

Title: Five Factors for Improving Nontraditional Student Retention: Findings from a 2004 Comparative Analysis Study Using National BPS Data and Data from a 2008-09 Study at Santa Fe College.

Track: Data, Surveys, and Resources **Topic Level:** Intermediate

Author(s): Angela Long, Santa Fe College

Abstract: This paper presents findings derived from a 2004 national research study on GED student attrition at community colleges. Several significant findings are presented herein, specifically: (1) GED students who persist after one year of studies are as academically successful as high school diploma holders, and (2) unless college officials take proactive approaches to retaining nontraditional students at the outset of their first term of college, it is likely that half will drop out. The presentation will focus upon research relating to the "Five Factors for Improving Student Retention," with special emphasis upon non-traditional students who enroll at community colleges.

Friday, October 2, 2009
Morning Concurrent Sessions – Cont'd

10:45 AM - 11:35 AM **Room:** Wright

Title: Progress toward Graduation: The 30-60-90 Student Success Roadmap

Track: Retention Theory and Models **Topic Level:** Introductory

Author(s): Mary Keenan, University of Minnesota Duluth
Paul Treuer, University of Minnesota Duluth
Susan Darge, University of Minnesota Duluth
Matthew Larson, University of Minnesota Twin Cities

Abstract: Data-driven strategic planning within an environment that fosters creativity supplied the foundation for the University of Minnesota Duluth's 30-60-90 Student Success Roadmap. Drawn from the campus' strategic plan for improved retention and graduation rates, the Roadmap engages all students in monitoring their progress to graduation, delineates student on-track versus off-track status, provides benchmarks for data collection and analysis, and clarifies areas for process improvement. While results are still preliminary, the project's stakeholder plan combined with a comprehensive communication plan have engaged stakeholders - students, faculty, staff, administrators, and parents – in supporting student success.

10:45 AM - 11:35 AM **Room:** Richardson

Title: The Life-Health Sciences Internships Program: Research and Professional Experience Internships as an Undergraduate Retention Tool

Track: Retention and Special Populations **Topic Level:** Intermediate

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 was created to improve retention and graduation rates in undergraduates at Indiana University-Purdue University Indianapolis (IUPUI). In this program students participate in research and professional experience internships under the mentorship of faculty and staff in the campus' graduate and professional schools. These experiences were designed to engage students in research and professional experiences, improve retention, encourage persistence to graduation, and lead to enrollment in graduate or professional programs. Student internship and academic progress were tracked through entrance and exit interview questionnaires, grade monitoring, enrollment, graduation, and professional school placement. There have been 83 participants since January 2007. To date, 77 students have completed the full year of the internship. Five of the 77 transferred to professional programs at other universities and fifteen have graduated. Eleven of the graduates have applied or were accepted to graduate or professional programs on the IUPUI campus. At the end of the first two years of the program, 93.5% of participants are remaining enrolled at IUPUI or have graduated. All participants who left the university prior to graduation are enrolled in professional programs at other universities.

Friday, October 2, 2009
Morning Concurrent Sessions – Cont'd

10:45 AM - 11:35 AM **Room:** Grand Ballroom D

Title: The Relationship of What Students Know and Who They Are in Predicting Academic Success: Assessment of Non-Cognitive Factors Affecting the Success of Freshmen

Track: Data, Surveys, and Resources **Topic Level:** Introductory

Author(s): Patty Mulkeen, Austin Peay State University
Melissa Gomez, Austin Peay State University

Abstract: Academic success of students is measured regularly. Today, most higher education institutions determine the propensity for success in university-level course work in two ways: the ACT and SAT and high school GPA. While those indicators are important, many students are coming to public universities that serve unique populations based on the areas in which they are located. Students enroll full of enthusiasm and sure of their success. Yet, even those who would appear to be sufficiently prepared do not succeed. Austin Peay State University serves a population with characteristics of low income and low educational attainment. The majority of students receive some form of student financial aid; more than half enter with mathematics deficiencies and many with reading and writing deficiencies as well. In order to learn more about the relationship between non-cognitive factors and academic success, we now administer the TCI to incoming freshmen during orientation. The results have revealed that assumptions we often made simply were not true. This presentation will provide some insight into assessment needs in a very complex academic world.

10:45 AM - 11:35 AM **Room:** Grand Ballroom B

Title: "Yes, We Can": Improving Retention and Learning Outcomes for High-Risk Students through Curricular Reform at Trinity Washington University

Track: Looking Beyond First Year Retention **Topic Level:** Introductory

Author(s): Elizabeth Child, Trinity Washington University
Cristina Parsons, Trinity Washington University

Abstract: This paper analyzes the effect of curricular reform initiatives on first and second year retention rates at Trinity Washington University's College of Arts and Sciences. Trinity's CAS is a small, historic, Catholic liberal arts college in Washington, D.C. that serves undergraduate women, most of whom are first-generation college-goers and who tend to have widely disparate levels of college preparedness. Two years ago, Trinity implemented a new, highly structured, assessment-friendly General Education curriculum aimed at improving both learning outcomes and student retention. Linchpin components of our curricular reform include foundational skills courses, Learning Communities, mastery grading, and early alert data collection and management. Retention is a key indicator in our assessment of outcomes from this reform. Our first two years of data show that our student retention has improved while academic probations have decreased. These indicators suggest that we are both retaining a higher percentage of students and preparing them better to succeed academically. In addition to being significant to Trinity, our strategies and results may be helpful to other institutions serving high-risk students.

**Friday, October 2, 2009
Conference Closing Session**

11:40 AM – 12:00 PM **Room:** Grand Ballroom C

Title: Closing Address

Author(s): Rosemary Hayes, CSRDE, The University of Oklahoma

Abstract: Thank you for joining us at the 5th Annual National Symposium on Student Retention!

**Friday, October 2, 2009
Niagara Falls Excursion**

1:00 PM - 7:00 PM

Topic Level: Excursion Trip Registrants Only

Abstract: Please meet in the hotel lobby at 12:30. The bus will depart at 1:00 PM.

Note: If you are planning on participating in this event you must have an up-to-date passport and may want to bring a sweater.