Dear Participants of the National Symposium on Student Retention,

On behalf of the Consortium for Student Retention Data Exchange, I want to extend a warm welcome to all the participants, presenters and exhibitors at our sixth national symposium. This year we are meeting in Mobile, Alabama where we hope your time will be filled with many opportunities for learning, sharing, reflecting, and networking.

Each year this symposium has grown in the number of participants and in national recognition. This would not have happened without the contributions of those of you who submitted papers. We are very appreciative of the time and expertise contributed by the conference presenters. We cannot address student retention issues within a vacuum and your contributions help broaden horizons and perspectives. During our time together, participants will have the opportunity to learn about best practices and meritorious programs. Presentations will also be made on research related to retention theory, data resources, online and distance learning, faculty and retention, retention efforts with special populations, as well as looking beyond first year retention.

Obviously, there are more interesting presentations than one person can attend. This is the type of problem that is good to have at a conference. We have a way to help you manage that dilemma. Each participant will find a CD in their welcome bag that contains the published Proceedings of the Sixth Annual National Symposium on Student Retention. In the proceedings you will find copies of the peer reviewed papers that were approved for presentation, in addition to abstracts on workshops, panels, posters, and special presentations.

In addition to the formal programming, we encourage you to use the breaks, meals, and evening activities as opportunities to identify colleagues with common interests and develop professional contacts.

Thank you for your participation. See you next year.

Rosemary Hayes, Ph.D.
Executive Director
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BENEFITS OF CSRDE MEMBERSHIP

Access benchmarks that make sense

- Given the increased focus placed on measures of student success by accreditation commissions, the Department of Education’s Spellings Report, and external stakeholders, the importance of accessing data from institutions faced with similar challenges cannot be understated. Our member institutions receive customized peer reports which help them place retention and graduation rates within an appropriate context. This comparative benchmarking data is not available from any other source. Additional online reporting services are also available to meet the members’ needs.

Respond with confidence to internal and external requests for accountability measures

- With many external entities expressing interest in accountability in higher education, your participation in the Consortium demonstrates your institution’s proactive efforts to self monitor and review progress.

More comprehensive data and actionable information

- By tracking multiple cohorts of freshmen over time, we overcome the limitations of using IPEDS data for ongoing assessment and evaluation. The IPEDS data collection will include graduation rates collection includes graduation rates from six years ago. From the time that group was first admitted, six other freshman cohorts will have entered the pipeline. The CSRDE reports include detailed data on all these students and allow members to assess their progress as compared to peer institutions and national trends.

- Because we collect not only retention and graduation data, but also institutional and student characteristics shown to be related to student success, you can select peer institutions with similar missions and similar challenges. You don’t just get data, you get actionable information in context.

Rapid access to the most current retention and graduation data and research

- You’ll receive the results of your participation in our retention surveys within three months of submission. Our reporting system gives members immediate access to customized, detailed reports on peer institutions, as well as ad-hoc summary level information.

Maximize your resources and continue your education

- By acting as the central reporting site, the Consortium office handles all the data collection, data auditing, internal consistency checking, analysis, formatting and reporting to member institutions, saving you time and money.

- The Consortium hosts a monthly Webinar series as part of its commitment to offering professional continuing education opportunities to its members. A cost effective way to stay on top of current research, each Webinar registration makes it possible for one person or a whole auditorium of administrators, faculty and staff to become more informed on topics of interest.

- The National Symposium on Student Retention offers attendees a complete educational experience and explores the latest evidence based research on issues impacting student success. The intimate and content-focused environment of our conference encourages collaboration and networking among professionals in the field. Representatives of CSRDE institutions receive a substantial discount on registration fees.

Interact with other professionals in higher education that share your interests

- Membership in the CSRDE provides the opportunity to interact at our annual National Symposium on Student Retention with colleagues who are facing similar challenges. We actively encourage our members to share innovative retention programs and initiatives, and each year we highlight the best of these with our CSRDE Best Practices Award. Members maintain the connection throughout the year with our online Effective Retention Practices Knowledgebase, which allows them to retrieve the latest peer reviewed research and model retention strategies.
How You Can Join the CSRDE

- **Visit** our Website to request membership information:  [http://csrde.ou.edu](http://csrde.ou.edu)
- **Review** the materials, choose the right membership level for your institution, and designate an institutional contact.
- **Submit** the membership registration and payment forms along with your payment

**Consortium for Student Retention Data Exchange (CSRDE)**
The University of Oklahoma
1700 Asp Avenue
Norman, OK  73072
Phone: (405) 325-2158
Fax: (405) 325-7309
Email: csrde@ou.edu
Website: [http://csrde.ou.edu](http://csrde.ou.edu)

We offer three levels of membership to meet your institution’s needs. Below are highlights of each level.

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Check-In and On-Site Registration

Sunday, 10/31/2010
04:00 PM - 07:00 PM  Room: Pre-Function Area

Monday, 11/01/2010
07:00 AM - 05:00 PM  Room: Pre-Function Area

Tuesday, 11/02/2010
07:00 AM - 05:00 PM  Room: Pre-Function Area

Wednesday, 11/03/2010
07:00 AM - 12:00 PM  Room: Pre-Function Area

Monday, November 1, 2010
Pre-Conference Workshops (Pre-Registrants Only)

Monday, 11/01/2010  Pre-Conference Workshop
08:30 AM - 12:00 PM

Title: Retention For Rookies

Location: Mobile Bay I
Audience: For Pre-Conference Registrants Only  Track: Workshops

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.
Monday, November 1, 2010
Pre-Conference Workshops (Pre-Registrants Only) – Cont’d

Monday, 11/01/2010  Pre-Conference Workshop

09:00 AM - 04:00 PM

Title: Data and Decisions to Support Student Success

Location: Mobile Bay III

Audience: For Pre-Conference Registrants Only  Track: Workshops

Author(s): Gerald McLaughlin, DePaul University
           Josetta McLaughlin, Roosevelt University
           Richard Howard, University of Minnesota

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.

Monday, 11/01/2010  Pre-Conference Workshop

09:00 AM - 04:00 PM

Title: Enhancing First Time in College and Transfer Student Success

Location: Mobile Bay II

Audience: For Pre-Conference Registrants Only  Track: Workshops

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

Abstract: How can we best identify the First Time in College (FTIC) and transfer students most at-risk for non-persistence? Which targeted interventions are most effective in increasing student learning, engagement, and retention? How can we use our scarce resources to maximize the impact of student support programming? We examine in detail the retention challenges of FTICs and transfer students and the outcomes of multiple programs designed to help students meet those challenges. We also address the transferability of these interventions and assessments to diverse institutional contexts. Participants will devise at least three student success strategies for implementation in their campus communities.
Monday, November 1, 2010
Pre-Conference Workshops (Pre-Registrants Only) – Cont’d

Monday, 11/01/2010  Pre-Conference Workshop

01:00 PM - 04:30 PM

Title: Utilizing a High-Tech, High-Touch Solution to Retain Students

Location: Mobile Bay I

Audience: For Pre-Conference Registrants Only  Track: Workshops

Author(s): Jeffrey McNamara, Carroll University
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 the two aspects of the model: logistic regression and daily use. The workshop will walk through 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. Daily use of the model and how it efficiently enables the user(s) to proactively assist students will be explained. Examples of identification and intervention strategies will be shared and explored.
Tuesday, November 2, 2010
Morning Coffee

Tuesday, 11/02/2010
07:15 AM - 08:15 AM

Enjoy a drink as you network with your colleagues. The break area will be located in the Pre-Function Area.

Tuesday, November 2, 2010
Morning Plenary Session

Tuesday, 11/02/2010  Plenary Session
08:15 AM - 09:30 AM

**Title:** Morning Plenary Session with Dr. Donald Hossler, Executive Director of the National Student Clearinghouse Research Center

**Location:** Bon Secour Bay II & Bon Secour Bay III

**Audience:** All  
**Track:** Plenary Session

**Abstract:** All Participants are warmly welcomed to The 6th Annual National Symposium on Student Retention, a continuing and professional education activity coordinated by the Consortium for Student Retention Data Exchange at the University of Oklahoma.

Our guest for this first plenary session is Donald Hossler. Dr. Hossler is a Professor of Educational Leadership & Policy Studies and concurrently serves as the Executive Director of Research for the National Student Clearinghouse Research Center. Hossler has served as the Vice Chancellor for Enrollment Services for Indiana University Bloomington, and the Associate Vice President for Enrollment Services for the seven campuses of the Indiana University system, the program coordinator for the graduate program of Higher Education and Student Affairs, and as the Chair of the Department of Educational Leadership & Policy Studies. His areas of specialization include: college choice, student persistence, student financial aid policy, and enrollment management.

Hossler has consulted with more than 45 colleges, universities, and related educational organizations including: The College Board, Educational Testing Services, the University of Cincinnati, Inter-American University of Puerto Rico, the Pew Charitable Trust, the University of Missouri, Colorado State University, the University of Alabama, and the General Accounting Office of the United States Government. He has presented more than 130 scholarly papers and invited lectures and is the author, or co-author, of 12 books and monographs and more than 65 articles and book chapters. Hossler is currently directing funded projects of The College Board, the Lumina Foundation for Education, and the Spencer Foundation focusing on student success and persistence. He has received career achievement awards for his research and scholarship from the American College Personnel Association, the Association for Institutional Research, and the National Association of Student Personnel Administrators.
Title: Building for Success: A Model for Improving Retention and Building Diversity through the Educational Opportunity Fund (EOF) Program

Location: Mobile Bay III
Audience: Introductory
Track: Retention and Special Populations

Author(s): Mercy Azeke, Monmouth University
          Richard Veit, Monmouth University
          Colleen Johnson, Monmouth University

Abstract: Recruiting and retaining students with very limited financial resources is a common problem for private educational institutions. Family circumstances, lack of familiarity with the college experience, and inadequate academic preparation may all conspire to prevent students from applying to college and may lead accepted students to leave college at a higher rate than their peers. With institutional and New Jersey’s Educational Opportunity Funds, Monmouth University, a mid-sized comprehensive institution in suburban New Jersey, has built a model for recruiting and retaining these students under the auspices of the EOF Program. The EOF program includes a rigorous selection process designed to identify academically talented students who have the ability to succeed in college; support services, ranging from a pre-college preparatory summer program to tutoring, peer mentoring, and individualized assistance to help students persist in college; and community connections that help house, feed, and nurture them as they complete their degrees. Although state funding is important to the success of the program, competent and visionary leadership paired with a strong support network allow these students to flourish and complete college at a rate equal to their more privileged peers. Furthermore, the program helps build diversity in Monmouth’s student body. We present it as a model that other institutions might emulate and build upon.

Title: College Persistence Over Time: The Effect of First-Year Seminar Participation and Academic Preparation on Retention Rates

Location: Mobile Bay II
Audience: Intermediate
Track: Beyond the First Year

Author(s): Jeff C. Janz, University of Wisconsin-Whitewater
          Lyndsay Ruffolo, Central Connecticut State University
          John Miller, Central Connecticut State University

Abstract: In recent years, baccalaureate colleges and universities have incorporated various interventions to increase student retention. This study investigated the effect of First-year Seminar participation on retention rates across four years of college, providing
a longitudinal assessment of the seminar’s impact overtime. Second, third and fourth year retention rates for a 2003 cohort of 1,738 students were assessed. Students who participated in the First-year Seminar were compared to non-participants across three academic preparation groups, low, medium and high. These levels were determined by combining three academic variables, high school class rank, ACT Composite scores and number of college prep units. Furthermore, this study examined potential interactive effects of seminar participation and academic preparation. While the results revealed higher retention levels for seminar participants during the four years of college, no interactive effects were discovered. Independent of academic ability, all seminar participants benefited the same from seminar participation.

Tuesday, 11/02/2010  Discussion
09:40 AM - 10:30 AM

**Title:** Continuing conversation with Donald Hossler

**Location:** Bon Secour Bay II & Bon Secour Bay III

**Audience:** All  **Track:** Discussion Opportunity

**Abstract:** This concurrent session has been made available for those of you that would like to continue the conversation with Donald Hossler.

Tuesday, 11/02/2010  Paper
09:40 AM - 10:30 AM

**Title:** Graduation Begins Today: One School’s Efforts to Improve the Success of Adult On-line Students

**Location:** Schooner

**Audience:** Intermediate  **Track:** Online and Distance Student Retention

**Author(s):** Jeffrey Anderson, Saint Leo University
A. Paul Bradley, Jr., Saint Leo University

**Abstract:** Three characteristics distinguish adult, online higher education programs: reaching previously unserved students, high growth rates, and low retention and completion rates. This case study describes one university’s action-research approach to tackling the challenge of low term-to-term retention among online students. Three developments fostered the action-research approach to improving the success of online students: leadership focused on student success; an assessment function dedicated to supporting internal clients; and program leaders who value empirical results and work to apply them. Three retention-related changes that emerged from the action-research approach are presented to foster interaction about challenges and benefits of collaboration between research and program administration in improving retention of students in online programs.
Tuesday, November 2, 2010
Morning Concurrent Sessions – Cont’d

Tuesday, 11/02/2010  Paper
09:40 AM - 10:30 AM

**Title:** Institutional Research as a Partner in Student Retention

**Location:** Bon Secour Bay I
**Audience:** Introductory  **Track:** Data, Technology, and Methods

**Author(s):** Denise Young, North Georgia College & State University
Linda Rowland, North Georgia College & State University

**Abstract:** Retaining students and helping them to be successful in higher education is a crucial issue, and the Institutional Research office can be an important partner in student retention efforts. This paper discusses ways in which Institutional Research offices at three different institutions where the authors have worked have made key contributions to student retention using collaborative and data-based approaches. First, we will explore how Institutional Research helped identify prospective students who will be most successful by developing an admission rating score and by creating a prediction equation for student success. Second, we will share how Institutional Research assisted in building structures that improve retention. We will discuss potential and real retention improvements through the implementation of credit-hour enrollment caps on a specific student population and an early alert system. Finally, we will share how analyzing special sub-groups (including, but not limited to learning communities, cadets, first-generation, low-income, and study-abroad students) assists in illuminating how retention differs among groups of students and in developing customized retention strategies.

Tuesday, 11/02/2010  Vendor Presentation
09:40 AM - 10:30 AM

**Title:** MAP-Works: A Student Retention and Success Program

**Location:** Windjammer
**Audience:** Introductory  **Track:** Vendor Presentation

**Author(s):** Todd Pica, Educational Benchmarking Inc. (EBI)

**Abstract:** MAP-Works is EBI’s web-based application focused on improving student retention and success. During the presentation, an overview of MAP-Works will be provided including the theory behind its approach along with evidence of impact on student retention. Participants will also get an opportunity to see the breadth of reporting options for both faculty/staff and students. Please join us for this presentation to learn more on how MAP-Works can have a positive impact on retaining students and improving overall student success on your campus.
Tuesday, November 2, 2010
Morning Break

Tuesday, 11/02/2010
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 Pre-Function Area.

Tuesday, November 2, 2010
Morning Concurrent Sessions – Cont’d

Tuesday, 11/02/2010  Paper
10:45 AM - 11:35 AM

**Title:** How do Transfers Progress toward Baccalaureate Degree: A Longitudinal Study of Transfer and Native Student Persistence and Graduation at a Four-Year Institution

**Location:** Windjammer  
**Audience:** Intermediate  
**Track:** Transfers and Retention

**Author(s):** Dai Li, California State University - Channel Islands

**Abstract:** This current study compares the persistence and graduation rates of transfer and native students in a four-year institution. The study tracks student enrollment status including persistence, graduation, and dropout for three years, and uses the mixed-effects multinomial regression model to examine the relative risk ratios of persistence and graduation rates to dropout rate. Results show that student academic level and whether a student is native or transfer do not show statistical significant impact on the ratio of persistence to dropout rates. But native students are more likely to graduate and less likely to drop out than their transfer peers. The amount of total financial aid that students receive each year continuously and positively influences the possibility of persistence and graduation rates.

Tuesday, 11/02/2010  Vendor Presentation
10:45 AM - 11:35 AM

**Title:** Improve Student Retention: Leverage Technology to Empower Your Advisors

**Location:** Schooner  
**Audience:** Intermediate  
**Track:** Vendor Session

**Author(s):** Shane Hudman, GradesFirst

**Abstract:** Empowering advisors and other student services personnel is essential for an effective retention strategy. By utilizing the next generation of student advising systems to enhance efficiency in workflow, reporting, and decision making, advisors are able to
maximize the "last mile" of connectivity to student retention actions and better utilize front line resources. It is important for schools to approach retention holistically. However, successful student retention requires identification, engagement, and support of students to build the bond between the student and the school. Early alert, appointment scheduling, tutor management, centralized documentation, and timely communications are keys to successful retention. The GradesFirst Student Advising System will be used to demonstrate how modern technology can provide these benefits as well as easy access to text messaging, Facebook, Twitter, and even university branded mobile applications.

Tuesday, 11/02/2010  Paper
10:45 AM - 11:35 AM

Title: Part Time Faculty in the Community College: Fostering Student Success through Policy Development

Location: Mobile Bay II  Audience: Introductory  Track: Faculty and Retention

Author(s): Holly Ayers, Ozarka College

Abstract: Since the establishment of community colleges as significant contributors to higher education in the United States, the proportion of part-time faculty, in relation to full-time faculty has consistently increased (AFT, 2002; AAUP, 2003; Ellison, 2002). According to the National Center on Educational Statistics (2005), the percentage of part-time faculty in higher education institutions has nearly tripled in the last twenty years. However, few two-year institutions have addressed the need for comprehensive policies that support effective employment procedures, professional development requirements, and integration efforts. Two-year colleges face an overwhelming challenge in developing part-time faculty as an institutional advantage rather than a last minute alternative. Concerns regarding the growing use of part time faculty have been widely studied and analyzed. However, virtually all existing research supports the assertion that part time faculty are as equipped to assist community colleges and students in reaching their academic outcomes when hired, retained, and supported as a viable workforce demographic (Gappa & Leslie, 1993; Levinson, 2005; Wagoner, Metcalfe, & Olaore, 2005). This paper will address the need for a more relevant and timely exploration of strategies that support part-time faculty and their role in student success and retention.

Tuesday, 11/02/2010  Presentation
10:45 AM - 11:35 AM

Title: Student Success Glossary

Location: Mobile Bay III  Audience: Introductory  Track: Tutorial

Author(s): Rosemary Hayes, CSRDE, 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.

Tuesday, 11/02/2010 Paper

10:45 AM - 11:35 AM

Title: The Contribution of Student Satisfaction to Persistence

Location: Bon Secour Bay I
Audience: Advanced Track: Retention Theory and Models

Author(s): Laurie Schreiner, Azusa Pacific University

Abstract: Despite a widespread belief that there is a relationship between student satisfaction and retention, there has been surprisingly little research empirically linking the two. This study of 27,816 students at 65 four-year private and public institutions found that student satisfaction levels are significantly predictive of persistence to the following year. Logistic regression analyses were conducted separately for each class level, highlighting the specific areas of satisfaction that have the strongest impact on retention for each class of students. Students’ demographic characteristics and features of the institution were control variables; scale scores on the Student Satisfaction Inventory were the predictor variables. Student persistence to the following year was the criterion variable. This presentation will focus on how institutions can use the results of this study to inform their own decision-making and refine programs and services to target the unique needs of students at each class level.

Tuesday, November 2, 2010
Best Practices Luncheon

11:45 AM - 01:10 PM Room: Bon Secour Bay II & Bon Secour Bay III

Group Luncheon and Best Practices Awards

Since 1994 the Consortium for Student Retention Data Exchange (CSRDE) has recognized the efforts of Colleges and Universities to improve retention and graduation rates by implementing practices which support student success.

This seated luncheon will provide colleagues with an opportunity to network and to celebrate the initiatives that have been shown to work. The winners of the 15th Annual CSRDE Best Practices Award, The Institutional Research Leadership Award in Student Retention, and the Director's Award will be announced during the luncheon.

Note: This is included in your registration. Guest passes are available.
Tuesday, November 2, 2010
Afternoon Concurrent Sessions

Tuesday, 11/02/2010    Presentation

01:20 PM - 02:10 PM

Title: Bringing the Transfer Experience into Focus

Location: Mobile Bay III
Audience: Introductory    Track: Transfers and Retention

Author(s): Julie Alexander-Hamilton, John N. Gardner Institute for Excellence in Undergraduate Education

Abstract: With approximately 60% of students attending more than one institution by the time they earn their baccalaureate degree, the need to focus on improving the success and retention of transfer students is paramount for both two and four-year institutions. However, intentional assessment and improvement planning related to transfer is limited on most campuses. This presentation will begin with an overview of the new Foundations of Excellence Transfer Focus self-study and improvement process. Using task force-based assessment, two-year institutions focus on the successful preparation of transfer-bound students while four-year institutions concentrate on their incoming transfer student population. This voluntary self-study process is founded on nine aspirational standards, termed Foundational Dimensions. Participating institutions begin with a comprehensive, institution-wide inventory of all policies, practices, and programs affecting transfer students which results in a powerful knowledge base for the ensuing assessment activities. The result of the self study is the development of an evidence-based action plan for improving the experience of transfer students. Session attendees will have the opportunity to engage in a discussion of transfer issues and share their efforts for improving transfer student success.

Tuesday, 11/02/2010    Vendor Presentation

01:20 PM - 02:10 PM

Title: Empower Your People: Using Technology to Enhance Student Interactions and Retention

Location: Grand Bay Ballroom
Audience: Introductory    Track: Vendor Session

Author(s): Matt Boisvert, Pharos Resources, LLC
Rachel Phillips-Buck, Pharos Resources, LLC

Abstract: The role of technology, either as the primary resource for retention or as an effective tool in a systemic and comprehensive approach, has serious implications for the future success of retention efforts. This presentation will lead participants through the evolving attitudes on technology and its role in student retention and support. It will highlight specific successes of using Pharos 360, a comprehensive web-based solution for student retention and support, including impact on institution retention rates and return on investment. We will also explore the appropriate role of technology in supporting and empowering the greatest resource on campuses—people.
Title: Reading Confidence and Its Impact on Academic Performance: Program Evaluation Implications for Learning Communities

Location: Bon Secour Bay I
Audience: Introductory Track: Retention and Special Population

Author(s): David Allen, Fayetteville State University

Abstract: This research empirically examined the structural relationships of four constructs on academic performance and persistence across multiple cohorts (2005, 2006, 2007, and 2008) for 408 summer bridge learning community (SBLC) and 2,025 non-SBLC members. Constructs gleaned from university records and the Noel-Levitz College Student Inventory included: (1) student background, (2) academic confidence, (3) desire to finish college, and (4) intent to transfer. SBLC participants ended their freshman year with significantly higher GPAs and returned the following year at greater rates than non-SBLC members. Data revealed a significant direct effect of reading confidence on academic performance for SBLC members. This research is significant in that it verifies the conventional wisdom that background and motivational factors may affect subgroups differently and is responsible in part for influencing academic achievement. The study also suggests the possibility of theoretical linkages between precollege motivational factors and academic performance (i.e., reading confidence and parents’ education). The statistical power of structural equation modeling is demonstrated and policy implications are discussed.

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

Location: Windjammer
Audience: Introductory Track: Data, Technology, and Methods

Author(s): Sandra Whalen, CSRDE, 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.
Title: The UT LEAD Summer Institute and Maintaining Academic Momentum: Lessons Learned

Location: Mobile Bay II
Audience: Intermediate
Track: Programs and Initiatives

Author(s): Richard Bayer, University of Tennessee, Knoxville
            Eric Stokes, University of Tennessee, Knoxville

Abstract: Access and success are two of the most important words in higher education today. Institutions insert them into mission statements, strategic plans, and admissions materials. The UT LEAD Summer Institute (UTLSI) is University of Tennessee Knoxville’s program to expand access and improve success for economically and educationally disadvantaged college students. This paper examines the lessons learned during the first two years of the UTLSI for students admitted to UTK who possess at-risk indicators such as first generation college student status, family incomes below 200% of the federal poverty level, and spotty high school academic preparation. Special emphasis will be given to changes made to the program after a review of the academic records of initial participants, when problems with academic progress became apparent. Many of these changes track the recommendations in Clifford Adelman’s The Toolbox Revisited (U.S. Department of Education, 2006), and in conclusion we will examine Adelman’s advice for maintaining academic momentum in light of our programmatic experiences. The UTLSI’s story is significant as it was one of the principal efforts to prevent a decline in African-American enrollment with the end of scholarships based solely on race in 2006. The university’s response, the creation of scholarships based on attendance at public high schools in Tennessee that historically sent few students to UTK, resulted in a dramatic increase in at-risk students. The lessons learned in the UTLSI case will be valuable for administrators striving to maintain diversity while boosting campus persistence and graduation rates.

Title: Three Challenges to Improving Freshman Success: A Panel Discussion

Location: Schooner
Audience: Intermediate
Track: Faculty and Retention

Author(s): Jeffrey Anderson, Saint Leo University
            Linda Moran, University of Hartford
            Paul Bradley, The Bradley Group, Inc.

Abstract: College freshmen face multiple challenges as they navigate from home to a residence hall dormitory room. Socially, they need like-minded people; physically, they need to find classrooms and lunchrooms, but academically, they need to manage their free time and workload with their new social agenda. Too often students do not balance
the demands adequately, fail courses, and are forced to leave college. It stalls their dreams and challenges their expectations about themselves. Yet, many universities are actively establishing practices of guided autonomy to create nets for students. These nets increase freshmen retention rates, because students are given tools and resources that enable them to re-balance priorities and close the gaps essential for them to become college sophomores. This presentation compares and contrasts the approaches of two universities to select, implement, and improve initiatives designed to increase freshman retention. The strategies and how the schools address the three challenges are examined in light of the findings of the Southern Regional Education Board study on creating a culture of student success.

The following poster session will be presented in the Pre-Function Area from 2:10 PM – 3:00 PM. Poster Sessions provide a freeform way to interact with colleagues that are launching new research projects. Please grab a cup of coffee and learn what they are up to. They would really appreciate your feedback.

02:10 PM - 03:00 PM

Title: Coordinating Student Success: Managing Information across Multiple Departments

Author(s): Loralyn Taylor, Paul Smith’s College

Abstract: Many colleges focus on the structure of their student support offices without considering the critical nature of information flow and communications management between offices and between instructors, advisors and the support offices. Because students have multiple interactions with multiple offices and individuals on campus, no one office can keep track of or manage all of these contacts, ensuring that at risk students do not drop through the cracks. Paul Smith’s College encountered these problems despite the creation of an Office of Retention which oversaw two programs for at risk students, the Academic Recovery Program and the Transitional Student Program, as well as general student retention initiatives. Technology from Starfish Retention Solutions was purchased to automate information flow and communication between instructors, advisors and the support offices. Implementation required that a comprehensive information and communication management plan be developed. Keeping the plan simple by minimizing the number of warning flags and ensuring that each faculty or staff member understood when they were expected to reach out to a student was critical to the project’s success. Development of our three tiered prioritization process for warning flags and automated communication flow will be discussed.
Title: CSRDE: Data, Knowledge and Innovation

Author(s): Sandra Whalen, CSRDE, 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.

Title: Designing the Augsburg Connects Project

Author(s): Michele Kidwell, Augsburg College

Abstract: Increasing the number of students from underserved populations who attain a Bachelor's degree is central to the mission of Augsburg College. At Augsburg, we employ a multifaceted approach to supporting first-generation students, students of color and students with low incomes, including the launch of a promising new initiative: The Augsburg Connects Project. The Augsburg Connects Project will improve retention and graduation rates among first-generation college students by increasing proactive communication and customized outreach to those students at greatest risk of dropping out of college. The Project will create supporting networks of faculty/staff advocates for each student, and will develop and implement the Student Success Compass, an online tool that students and their advocates will use to track individual academic success and progress towards graduation. This poster presentation will focus on the design of this project with the goal of presenting a full paper at the 2011 CSRDE conference after the project has been launched.

Title: Early Progress Indicators

Author(s): Fran Turner, Shelton State Community College
             Channing Howington, Shelton State Community College

Abstract: Literature supports the concept that early alert systems improve student success and retention. Literature also suggests that developmental students have high attrition rates. Shelton State Community College in Tuscaloosa, Alabama has developed a way to provide developmental math students with information early in the semester about their attendance, academic progress, and available support services. The Early Progress Indicator (EPI) project provides an interim status report on student progress. The initial study with six developmental classes was expanded to include all 18 sections of Elementary Algebra (MTH 098) since historically, the College's MTH 098 classes have the worst retention rate of all developmental classes. EPI's result from the instructor's
(cont’d)
determination of student status four and ten weeks into the semester taking into account all assessments and measures of student performance and class attendance. EPIs focus solely on the instructor's judgment of student academic achievement and class attendance and are not a permanent part of a student's official record. EPIs function as a mid-term reporting of grades and provide a barometer of student progress at a time when interventions may be more feasible and productive. EPIs give students an earlier awareness of their class standing and help college officials monitor student success.

Title: Foundations of Excellence Retention Analysis

Author(s): Julie Alexander-Hamilton, John N. Gardner Institute for Excellence in Undergraduate Education

Abstract: This poster session will highlight findings from a recent study linking the Foundations of Excellence® (FoE) in the First College Year self-study process to significant gains in retention as tracked through IPEDS. This study is an analysis of first-year retention rates for the 132 institutions that participated in the self-study process from 2003-2008. The results indicate that implementation of a FoE Action Plan is significantly positively related to increased first-year retention rates over time. Colleges that reported implementation of their FoE Action plan at a high degree demonstrate dramatically higher rates, with a 5.62 average percentage point increase (8.2% increase) in first-year retention rates four years after they began implementing their action plan. It should be noted that specific action plans were developed by each institution and included institution-specific initiatives recommended as part of the FoE self-study process. For more information please visit www.fyfoundations.org. A handout (study executive summary) will be provided in addition to a display copy of the full report.

Title: Improve Retention Through Integrated and Interactive Learning. Handshakes, Dialogue, and Table Graces, a Business Etiquette Workshop for Future Professionals

Author(s): Fran Turner, Shelton State Community College
Deborah Reynolds, Shelton State Community College
Mike Fields, Shelton State Community College

Abstract: Students learn more when they are intensely involved in their education and are provided learning experiences in different settings. Shelton State Community College's Career Services Center teamed with other areas of the College and a local restaurant to provide an interactive workshop which provided business etiquette training in a real-life setting. The students participated in an orientation session prior to the actual workshop held in the restaurant. Experiences like this serve as a liaison between educational experiences and expectations the workforce. The realistic simulation aids retention as it serves as a connection between education and employment.
Title: Improving Response and Efficiency of Early Alert Processes through Technology

Author(s): Loralyn Taylor, Paul Smith’s College
Virginia McAleese, Paul Smith’s College
Susan Sweeney, Paul Smith’s College

Abstract: Historically, Paul Smith’s College Early Alerts (EA) occurred at 4 weeks and requested D and F grades from the faculty. Many faculty felt uncomfortable assigning grades so early in the semester and compliance was poor. When grade requests were replaced by a survey requesting the faculty’s professional judgment in 4 areas - low grades, low motivation, attendance concerns and social/personal concerns - compliance increased to >85%. However, preparing the survey, processing results, and prioritizing student interventions took considerable staff time, delaying some interventions. In addition, students were not directly notified of alerts and intervention efforts/results were not communicated back to the faculty. Technology to automate and manage the EA process was purchased: Starfish Early Alert. Automated EA surveys were completed online utilizing the same check box format and 4 concerns. Compiled in real time, results were emailed to students, advisors and other support offices. Student interventions were prioritized by number of concerns raised and results were conveyed back to the faculty. Response rate was 91% with positive comments on ease of use and average completion time of less than 2 days. Considerable time savings were realized with data available 3-4 days earlier than previously.

Title: Negotiating Success: College Students with Learning Disabilities

Author(s): Maria Georgo, Beacon College

Abstract: Access and opportunity to postsecondary education for students with learning disabilities has increased due to legislation. Students attending college with learning disabilities are equal to or in some cases surpass intellectual abilities of students without learning disabilities. The only difference is that they learn differently; academic and non-academic accommodations or adaptations and services are necessary to facilitate this learning difference (Kenyon, 2003, p. 4). Negotiating for services and accommodations require self-determination and self-advocacy; not an easy task for students with learning disabilities. Effective negotiation is a key determinant of success for a learning disabled student in college and beyond. This poster examines working definitions and assumptions of learning disabilities; legislation and policies affecting college students with learning disabilities; and specific examples of adaptations for academic and non-academic success. It also provides some personal accounts from students with learning disabilities and specific strategies for effective negotiation. Existing research and theories regarding learning disabled college students are reviewed; and recommendations for further research provided.
Title: Retaining Black Males at A Regional, Public “Access” Institution

Author(s): Darryl Holloman, Columbus State University
Tina Butcher, Columbus State University
Sri Sitharaman, Columbus State University

Abstract: Notwithstanding, the important contribution that has evolved over the last few years in how institutions of higher education can best facilitate successes for Black male collegians (Harper, 2005; 2006, 2008; Harper and Nichols, 2007; Palmer, Davis, & Hilton, 2009; Palmer & Gasman, 2008; Palmer & Strayhorn, 2008; Palmer & Young, 2009; Strayhorn, Blakewood, & Devita, 2008; Washington & Wall, 2006), more research is needed that explores the range of diverse populations that exist among Black males. Perhaps if researchers focused more on exploring the within group differences among Black males, higher education professionals would be more skilled at promoting the retention and persistence for subcultures of Black males. Interestingly, to date little research has focused on Black males from rural environments. Research has shown that college students from rural environments experience college differently than do their counterparts from urban and suburban environment contexts (Holloman & Nolan, 2008). More specifically, Holloman and Nolan (2008) argued that the failure to examine the influences of geographic location on the college experiences of students hampers the recruitment and retention efforts of institutions of higher education. The purpose of this presentation is to explore the college experience of Black male collegians from rural environments. More specifically, this presentation will investigate how Black male college students from rural environments demonstrate resilience in college settings. Because few researchers have investigated resiliency for Black male collegians from rural environments, researchers are trying to understand: (a) How do these men adapt to their postsecondary surroundings? (b) How do these men transmit their cultural values on their campuses? (c) How do their institutions interpret those values? Given these questions, this presentation will examine factors that contribute to the resilience of Black males from rural environments in higher education.

Title: Using an Integrated Web-Based Approach to Increase Retention and Degree Completion among Hispanic Americans

Author(s): Rhonda Jones, University of Maryland University College

Abstract: A common challenge facing institutions of Higher Education is to address the relatively low level of graduate degree attainment among Hispanic students, who tend to trail Asians and non-Hispanic Whites. In the U.S., Hispanics comprise 15% of the population, but only 3.9% hold advanced degrees as compared to 10.1% of the general population. Strategies for boosting graduation rates exist in both bachelor’s and doctoral degree programs, but few exist at the master’s level. In response to this challenge, the University of Maryland University College (UMUC) has recently begun an innovative, web-based initiative that is embedded in the curriculum, scalable, easily replicated, and focused on non-traditional, adult learners. The overall goal of the approach is to increase graduate degree attainment among Hispanic students. To accomplish this, UMUC is concentrating on English literacy, providing social support, and engaging students in practical experience through work-related internships.
Title: Using Assessment to Keep Students on the Path to Graduation

Author(s): Catherine Andersen, Gallaudet University
Thomas Kluwin, Gallaudet University

Abstract: Gallaudet University's retention efforts have become organized around a concept we term "the path to graduation." Consequently, the goal of our assessment process is to develop a decision tree with specific statistics for critical junctures. Therefore, we have established reporting cycles which create accountability using four types of reporting: continuous, periodic, topical, and student career path tracking. Our continuous assessment is currently built on two primary components: our Data Warehouse (ProClarity) and the Starfish Early Alert system. We have been able to have real time monitoring of institutional data through ProClarity's front end system for extracting data reports from PeopleSoft. Our periodic assessment process exists at two levels. One is a series of four written summaries of specific data at four different times in the year -- each with a specific analytic goal -- and the other is the creation of permanent report formats in our Data Warehouse system both to ensure the ease of generating the data for the written reports as well as also to eventually move away from paper to a complete electronic system. Topical assessment refers to need based assessments of specific issues such as the effectiveness of individual courses or programs. Currently, we are building up the student career path assessment process which will eventually include an electronic roadmap for individual student progress that is linked to a credit auditor and other advisors to ensure that, at the level of the individual student, we know who is heading for graduation and who is wandering off the path. By starting with a clear institutional structure, the path to graduation, we have been able to automate existing assessment resources as well as identify and generate needed assessment activities in a deliberate fashion. As a result of our efforts, student retention for both first-year and continuing students in the past two years has increased dramatically.

Title: Using Wabash National Study Data to Predict First Year Retention Rate

Author(s): Hui-Min Wen, New College of Florida

Abstract: The purpose of the study is to examine the relationship of the data from entering cohort at the beginning of their first term in the Wabash National Study on the student first-year persistence at a small liberal art institution. Wabash National Study is a longitudinal study designed to develop assessment methods and promote best practices to support liberal arts education. Institutions participating in the Wabash National Study collect data from participating students at the beginning of their first term, at the end of their first year, and finally at the end of their fourth year. At the beginning, the Wabash Study collects student data regarding high school experience, critical thinking, need for cognition, diversity attitude, and students' well-being. The current study will explore if the Wabash Study data can be used to predict students' first-year retention rate. The small liberal art college has been using students admissions characteristics and test scores for predicting retention. All entering students tend to have similar characteristics and test scores through admissions process, which, in turn, leaves not much differentiation.
between retained and non-returning students. The study will allow the college to understand a different set of retention factors and employ proper strategies to retain students.

02:10 PM - 03:00 PM

Title: We Have No Peers: Student Success at UNCP

Author(s): Beverly King, University of North Carolina at Pembroke
Chalonda Coleman, University of North Carolina at Pembroke

Abstract: Approximately 30% of each full-time, first-time freshman cohort at the University of North Carolina at Pembroke does not return for the sophomore year. A number of analyses of these cohorts have identified some of the student characteristics that distinguish students who leave from those who stay; however, these findings are often in conflict with those from the professional literature on retention. For example, white students are less likely to return for a second year than are minority students and students who have declared a major during the first year are less likely to return than those who have not. These findings may be due to unique characteristics of our school (e.g., rural location, regional service area, exceptionally diverse student body, highly active freshman advising staff, etc). To help determine what sets our school apart in the area of retention, a major research study is being conducted by the Office of Institutional Effectiveness using a variety of methods to ascertain what makes students successful. These methods include telephone interviews with non-returning students as well as online surveys and focus groups with current students. Data gathering will continue through spring semester and data analysis will occur this summer.

02:10 PM - 03:00 PM

Title: What They Bring with Them: The Impact on Retention of Personal Characteristics of Incoming Freshmen

Author(s): Nicole Campbell, University of Oklahoma
Jacob Pleitz, University of Oklahoma
Robert Terry, University of Oklahoma

Abstract: Each year, incoming freshmen are asked to complete a 106-item survey that assesses their high school experience, personal backgrounds, attitudes, college-related concerns and other variables. Factor analysis of the survey items revealed seven core factors: financial concern, social anxiety, high school challenge, math courses, extra curricular activities, goal commitment and institutional commitment. Cross-validation confirms the factor structure. Multiple logistic regression analyses reveal the impact of each of these factors on the probability of persistence. Analyses are conducted on the aggregated cohort as well as on individual groups defined by first year college GPA (specifically less than 2.0, 2.0-3.0, 3.0+). For example, for the entire 2008 cohort, financial concern, high school challenge, and number of math courses taken are significant predictors of persistence. For students in the 2.0-3.0 GPA group, financial concern and HS challenge remain significant but math does not. For the 3.0+ students,
HS math reemerges as a significant predictor, financial concerns drops to marginal significance, and institutional commitment emerges as the strongest predictor. Data for several cohorts will be presented (2006, 2007, 2008 and 2009).

Title: A Formula for Success in General Chemistry: Increasing Student Performance in a Barrier Course

Abstract: Since summer 2004, the chemistry faculty at a large HBCU has been working on improving student pass rates in general chemistry courses (CHM 1045 and CHM 1046). During fall 2005 and fall 2006, the pass rates for CHM 1045 were 32% and 30% respectively. Several interventions were initiated and the results analyzed. The intervention that had the most dramatic result was the use of SAT/ACT mathematics scores in combination with a American Chemical Society Placement Test. Students who were appropriately placed had an 80% passing rate for CHM 1045. Faculty are now exploring ways to help students study using individual study plans and group activities based on Bloom’s Taxonomy; preliminary results are very encouraging. These and other strategies will be presented in the paper.

Title: Organizing an Integrative First Year Experience

Abstract: The Freshman Academies, a full scale initiative at Queensborough Community College were launched in Fall 2009. Their design and implementation represents a
strengthening of the College's commitment to student success with a three-fold focus on: Providing a more coordinated student services and academic undergraduate experience; Improving retention and graduation rates; and Building students' commitment to their future education and lifelong careers. Queensborough accomplished the planning and implementation of the Freshman Academies through close collaboration between the college's academic departments and student services across an eight-year period. Academic components of the Academies are developed and coordinated by Faculty Coordinators in consultation with their respective department chairs. Academic support is complemented via a streamlining of student support services, which are provided by Freshmen Coordinators who work within the Office of Student Affairs. Faculty and administrators also worked with an external evaluation consultant to design a rigorous assessment protocol for the Academies. In addition to extensive surveys and reports from the Freshman Coordinators, this protocol calls for the use of specialized rubrics designed to measure student learning outcomes. Projected student gains include higher course success and completion rates, higher term GPAs, and higher persistence and graduation rates.

Tuesday, 11/02/2010 Paper

03:00 PM - 03:50 PM

Title: Putting the Pieces of your Institution’s Retention Puzzle Together: Towards a Better Understanding of Which Students Will Stay and Graduate and Whether Students are Graduating at Expected Rates

Location: Schooner

Audience: Intermediate

Track: Data, Technology, and Methods

Author(s): Linda DeAngelo, Higher Education Research Institute, Univeristy of California, Los Angeles
Ray Franke, Higher Education Research Institute, University of California, Los Angeles

Abstract: Using nationally representative data from 2004 CIRP Freshman Survey and enrollment and completion data from the National Student Clearinghouse, this paper presents new data on 4-year degree completion nationally, including differences by gender, race/ethnicity, first-generation status, and institutional type. Logistic regression was used to predict which student characteristics and factors at the beginning of college and which institutional environments are associated with 4-year degree completion. The paper also discusses how institutions can use findings from this study to examine degree completion and retention on campus and if their degree completion and retention efforts are effective. The research presented in this paper is part of a larger study following the 2004 cohort of freshman students through college and in some cases through early career.
Tuesday, November 2, 2010  
Afternoon Concurrent Sessions – Cont’d

**Tuesday, 11/02/2010**  
Vendor Presentation

03:00 PM - 03:50 PM  

**Title:** Retention in 8-D  
**Location:** Bon Secour Bay I  
**Audience:** Intermediate  
**Track:** Vendor Session  

**Author(s):** Roland Stark, Maguire Associates, Inc.  
Larry Butler, Maguire Associates, Inc.

**Abstract:** Most college and university leaders recognize the complex, multidimensional nature of student retention/attrition. And yet many approaches, however laudable, tend to emphasize only one or two dimensions, and often the most tactical, affecting current at-risk students. Less frequently considered are broader and longer-term strategies with ramifications for institutional positioning, messaging, enrollment, programming, organization, and even willingness to tolerate certain levels of attrition. We will present a holistic approach to student retention that combines the strategic as well as the tactical, the short-term as well as the long-term, and attrition mitigation as well as prevention. We work in eight dimensions of retention that inform four broad strategies: ORGANIZE to address retention issues and KNOW why students stay or leave; TRACK at-risk students and INTERVENE to prevent attrition; PROMISE only what we can deliver and then DELIVER desirable experiences; and, where applicable, ENROLL students likely to persist and REFRAME our understanding of retention's significance. We also propose a way to think about applying particular countermeasures to different reasons for attrition from those that are almost entirely personal to the student to those for which the school can influence the outcome. We illustrate our approach with college and university case studies.

**Tuesday, 11/02/2010**  
Paper

03:00 PM - 03:50 PM

**Title:** The Identification of Factors Leading to Student Transfer Prior to Graduation at the Community College  
**Location:** Mobile Bay II  
**Audience:** Intermediate  
**Track:** Transfers and Retention

**Author(s):** Charles Secolsky, County College of Morris  
Venancio Fuentes, County College of Morris

**Abstract:** Identifying factors that influence the intentions of community college students who plan on transferring prior to graduation is important in light of graduation rates having become an important accountability standard for community colleges. Based on qualitative data acquired from an earlier investigation of interviewed students who transferred prior to graduation, a valid survey was developed and analyzed. Well-known studies on retention have shown that academic and social integration are essential for retention. Understanding the factors that influence students' intentions to transfer prior to graduation is important if community colleges wish to develop programs that make a difference in graduation rates.
Tuesday, November 2, 2010
Afternoon Concurrent Sessions – Cont’d

Tuesday, 11/02/2010  Paper
04:00 PM - 04:50 PM

Title: Chaminade University’s Four Year Plan

Location: Windjammer
Audience: Introductory    Track: Programs and Initiatives

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

Abstract: Recent studies and articles lament the increase in time to degree at colleges nationwide. Five or Six years is now the norm for a “four year degree”. At Chaminade University, a small private Catholic institution, we did something revolutionary to address this problem. We read our own catalog. In the past, advising constituted going over a series of “lists” with students, showing general education, major and other graduation requirements. The system was full of problems and alternate interpretations. In 2005 we created a four year academic plan for every bachelor’s degree offered. Now, instead of lists showing what students need, they have a plan showing when every course should be completed. With some requirements offered once a year or possibly once every two years, this element of advising is crucial in helping students graduate in a timely manner. What started as an “advising tool” has grown into a recruiting tool and a course scheduling tool that has weaved its’ way through the operation of the day undergraduate program. This paper will look at the challenges and successes of these efforts to introduce four year planning into the university system.

Tuesday, 11/02/2010  Paper
04:00 PM - 04:50 PM

Title: Comprehensive Assessment of Student Retention in Online Learning Environments

Location: Mobile Bay II
Audience: Advanced    Track: Online and Distance Student Retention

Author(s): Wally Boston, American Public University System
           Phil Ice, American Public University System

Abstract: As the growth of online programs continues to rapidly accelerate, concern over retention is increasing. Models for understanding student persistence in the face-to-face environment are well established, however, many of the variables in these constructs are not present in the online environment or they manifest in significantly different ways. With attrition rates significantly higher than in face-to-face programs, the development of models to explain online retention is considered imperative. This study moves in that direction by exploring the relationship between student demographics and interactions, and retention at a large online university, with an n of 20,569. Analysis of data illustrated the importance of transfer credit and consistency of activity in predicting continued enrollment.
Tuesday, November 2, 2010
Afternoon Concurrent Sessions – Cont’d

Tuesday, 11/02/2010  Vendor Presentation

04:00 PM - 04:50 PM

Title: Migrating Retention Tools and Practices To An Online, FaceToFace, Collaborative Network To Increase Student Success

Location: Grand Bay Ballroom

Audience: Introductory  Track: Vendor Session

Author(s): Edward Clougherty, Copley Retention Systems

Abstract: Schools experiencing the greatest increase in Student Success will be those that creatively migrate the best real world retention practices to an online, FaceToFace network where today’s students increasingly live, collaborate and succeed. Schools need to create an environment where retention practices and tools will be embraced and utilized by everyone. A private, collaborative network provides an environment where interaction flourishes and significant data is generated for collection and analysis. Timely reporting creates opportunities for early intervention through conventional reporting methods, while Predictive Modeling and Sentiment Analysis indicate intervention before student faltering occurs.

Tuesday, 11/02/2010  Paper

04:00 PM - 04:50 PM

Title: Strategic Retention of Minority Males: Project M.A.R.C.H.

Location: Bon Secour Bay I

Audience: Introductory  Track: Retention and Special Populations

Author(s): P. Brandon Johnson, North Carolina A&T State University
           Jason Moore, North Carolina A&T State University
           Tracey Ford, North Carolina A&T State University

Abstract: In 2005, the University System of North Carolina established the UNC Tomorrow Commission to “Determine how the UNC system can respond more directly and proactively to the 21st Century challenges facing North Carolina both now and in the future.” A major finding of the commission stated that “UNC should increase the educational attainment of all underrepresented populations, especially African-American males.” In response to the Commission’s report, during Fall 2009, North Carolina A&T State University implemented a mentoring, advising and cultural development program entitled Project M.A.R.C.H. (Male Aggies Resolved to Change History) within the Center for Academic Excellence, designed to enhance the academic progress of first-year minority male students to increase their persistence, retention and graduation at the University. This paper focuses on the multi-faceted approach used in this program to address both the academic and social needs of this special population, including intensive intrusive advising, academic monitoring, tutorial sessions, student development workshops, intramural sports participation, and socio-political engagements, as well as the assessment of student learning outcomes, program objectives, and the program’s effectiveness in the retention and persistence of the population.
Title: The Role of the Office of Institutional Research and Planning in Improving Student Retention and Graduation Rates at the University of the Virgin Islands

Location: Mobile Bay III
Audience: Intermediate
Track: Data, Technology, and Methods

Author(s): Mary Ann La Fleur, Institute for the Psychological Sciences

Abstract: The Office of Institutional Research and Planning (OIRP) at the University of the Virgin Islands has recently moved from simply tracking to the complex analysis of a constellation of internal and external factors contributing to the historically poor retention/continuation and graduation rates at the institution. The identification of a number of these factors led to the awareness that retention/continuation and graduation issues were only symptomatic of a deeper systemic challenge than simply low rates but rather, a community and territory at risk. Moving beyond an internal database, peer comparisons and review of the relevant literature to the incorporation of public resources/records can enhance analysis. Public records or documents can provide an unusually rich contextual framework for understanding issues. More tradition approaches may, in some instances, result in the viewing of issues in isolation and in a myopic perspective focusing on the individual threads rather than on the broader but troubled tapestry. This tapestry includes poverty, poor early children development, troubled public school system, high drop-out rates, higher than average detached youth, increasing gang and drug activity combined to provide a contextual framework for understanding poor retention/continuation and graduation rates. In summary, an Office of Institutional Research and Planning can be instrumental in providing a comprehensive, systems-oriented contextual framework can emerge, promoting a greater understanding of an institution’s low retention/continuation and graduation rates and the inherent suggestions for addressing them.

Title: Who Benefits Most from Peer Mentoring, Mentor or Mentee? Implications from a Community College First-Year Developmental Studies Pilot Program

Location: Schooner
Audience: Introductory
Track: Programs and Initiatives

Author(s): Cynthia Calhoun, Southwest Tennessee Community College

Abstract: A peer mentoring pilot program funded by a $50,000 access and diversity grant from the Tennessee Board of Regents (TBR) was developed to implement the peer mentoring program Project SUCCEED: Students United for Classmates: Commitment, Empowerment, and Educational Development. The paper will discuss the benchmarks and strategies designed to reduce the failure rates of the college’s most vulnerable students;
those enrolled in Developmental Studies courses. Using quantitative and qualitative data to examine the retention behaviors of both peer mentors and mentees, implications relating to which group benefitted most will be presented. Challenges, outcomes and recommendations from the pilot will also be discussed.

05:00 - ?

Have a great evening!

Please check out the fantastic eateries that are closely situated to the conference hotel. A directory and a map has been provided in your conference program.

06:00 PM - 08:00 PM

**Title:** True Colors Reception

**Location:** To Be Announced--Weather Dependent

**Audience:** Conference Registrants Only

**Abstract:** Join us for an informal meet and greet. Light snacks and beverages will be provided. This is a casual affair and participants are encouraged to wear school colors and bring a college T-Shirt to participate in a T-Shirt swap.
Wednesday, November 3, 2010
Morning Coffee

Wednesday, 11/03/2010

07:15 AM - 08:15 AM

Enjoy a drink as you network with your colleagues. The break area will be located in the Pre-Function Area.

Wednesday, November 3, 2010
Morning Plenary Session

Wednesday, 11/03/2010  Plenary Session

08:15 AM - 09:30 AM

**Title:** Morning Plenary Session with Dr. Vincent Tinto - "Student Retention: The First Year and Beyond"

**Location:** Bon Secour Bay II & Bon Secour Bay III

**Audience:** All  
**Track:** Plenary Session

**Abstract:** All Participants are warmly welcomed back for Day 2 of the 6th Annual National Symposium on Student Retention. The symposium is a continuing and professional education activity coordinated by the Consortium for Student Retention Data Exchange at the University of Oklahoma.

Our guest for this plenary session is Dr. Vincent Tinto. Professor Tinto is Distinguished University Professor at Syracuse University and until recently Chair of the Higher Education Program. He has carried out research and has written extensively on higher education, particularly on student success and the impact of learning communities on student growth and attainment. His most recent book, Leaving College, published by the University of Chicago Press, lays out a theory and policy perspective on student success that is considered the benchmark by which work on these issues are judged.

He has consulted widely with Federal and State agencies, with independent research firms, foundations, and with two and four-year institutions of higher education on a broad range of higher educational issues, not the least of which concern the success students in higher education in particular those of low-income and underserved backgrounds.
Wednesday, November 3, 2010
Morning Concurrent Sessions

Wednesday, 11/03/2010  Vendor Presentation/Paper

09:40 AM - 10:30 AM

Title: An Analysis of Inquiry, Nonstart, and Drop Reasons in Nontraditional University Student Populations

Location: Mobile Bay II
Audience: Intermediate  Track: Retention and Special Populations

Author(s): Kai Drekmeier, InsideTrack
Chris Tilghman, InsideTrack

Abstract: Based on a new data source, this study identifies key factors that influence enrollment (yield) and graduation rates among adult college students—including the importance of referrals, finances, and external commitments. The new data for this study are drawn from records of structured, executive-style student coaching sessions that adhere to a standardized, research-based methodology. Using data from more than 57,000 adult prospective students, InsideTrack identifies the factors that lead adult students to inquire at an institution and subsequently lead some of them to choose not to enroll. Using data from more than 45,000 enrolled students, the study also identifies factors that cause some students to drop out before completing their studies. While earlier research has addressed the influence of these factors on specific campuses, this study’s data reflects student populations across multiple universities and at key decision-making points throughout the academic year.

Wednesday, 11/03/2010  Discussion

09:40 AM - 10:30 AM

Title: Continuing conversation with Vincent Tinto

Location: Bon Secour Bay II & Bon Secour Bay III
Audience: All  Track: Discussion Opportunity

Abstract: This concurrent session has been made available for those of you that would like to continue the conversation with Vincent Tinto. This is a great opportunity to speak directly with one of the premiere experts in the field of student retention and success.
Wednesday, November 3, 2010  
Morning Concurrent Sessions – Cont’d

**Wednesday, 11/03/2010**  
**Paper**

09:40 AM - 10:30 AM

**Title:** Lessons Learned Respective to Program Design and Implementation of a Faculty-Led Student Peer-Mentoring Program

**Location:** Mobile Bay I  
**Audience:** Introductory  
**Track:** Faculty and Retention

**Author(s):**  
Earl Thomas, Saint Xavier University  
Elijah Ward, Saint Xavier University

**Abstract:** The purpose of this reflective paper is to present lessons learned regarding program design and implementation of a faculty-led student peer-mentoring program at a mid-size private liberal arts university in the Midwest. The paper examines the first two years of reflections and lessons learned with respect to faculty commitment, peer-mentor recruitment, preparing mentors to serve protégés, appropriate assignment of mentors, and monitoring mentoring activities. Broad applications and recommendations are made regarding how similar size institutions can ensure a successful start up of a faculty-led student peer-mentoring initiative.

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**Wednesday, 11/03/2010**  
**Paper**

09:40 AM - 10:30 AM

**Title:** Student Success & Retention in a Developmental Living/Learning Community at an HBCU vs. A Non-Structured Format: A Factorial Study

**Location:** Mobile Bay III  
**Audience:** Introductory  
**Track:** Programs and Initiatives

**Author(s):**  
Susan McNaught, Kentucky State University  
Sandra Trammell, Kentucky State University  
Betty Fritz-Cook, Kentucky State University  
Sue Stamper, Kentucky State University

**Abstract:** This project sought to address the question of how student retention and success rates for developmental students in a living/learning community at a Historically Black College or University (HBCU) compared with success and retention rates for developmental students not part of a living/learning community. The purpose of the study was to analyze the differences among five cohorts in order to determine a more effective approach to student success. Preliminary results from the pilot groups indicate that the living/learning community is considerably more effective for student success in terms of grades, retention, and performance in subsequent coursework, and attitude. Final data will be available in the fall of 2010.
Wednesday, November 3, 2010
Morning Break

Wednesday, 11/03/2010
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 Pre-Function Area.

Wednesday, November 3, 2010
Morning Concurrent Sessions – Cont’d

Wednesday, 11/03/2010
Paper

10:45 AM - 11:35 AM

**Title:** All Four Years Matter: Student Success is Everyone’s Goal

**Location:** Mobile Bay II

**Audience:** Intermediate

**Track:** Programs and Initiatives

**Author(s):** Bernice Duffy Johnson, North Carolina Central University

**Abstract:** Participants will observe how re-purposing of a university unit can lead to student success. Participants will be able to follow a process of student success strategies designed to increase retention and graduation rates. The cooperation of diverse units across the university makes for a successful working model. The University College Model focuses intentionally, consistently, and qualitatively on academic advising, academic excellence and support, mentoring, nurturing, socialization, personal, civic, and social responsibility, and accountability during the freshman and sophomore years. Initiatives include contracts, writing samples, early warning and mid-term reports, engagement sessions, tutorials, success plans, and the transition plan. The Comprehensive Academic Success Enhancement Center (CASE) Model works with all students from recruitment and matriculation to graduation and beyond. Phase one of the CASE center was implemented to work in a complementary manner to the University College’s two-year initiatives. Intentional, consistent interventions at the junior and senior level are put in place to enhance the students’ ability to analyze and solve real world problems. The CASE focus is multidisciplinary and activities are directed to ensure student graduation, allow for student maturity, self-directed learning, and effective decision making.
Best in Class: Enrolling, Engaging, and Excelling Students at a Predominantly White, Public “Access” Institution

Location: Bon Secour Bay III
Audience: Introductory
Track: Retention and Special Populations

Author(s): Darryl Holloman, Columbus State University
Tina Butcher, Columbus State University
Gina Sheeks, Columbus State University
Sri Sitharaman, Columbus State University
Inessa Levi, Columbus State University

Abstract: Researchers find that attending college provides individuals with more mobility when faced with economic challenges, employment downturns, and competitive job markets (Gandara, P., Horn, C. & Orfield, G., 2005). Attracting students to colleges today raises a number of questions. For example, how do public universities retain students? Columbus State University (CSU) is a four-year, public “access” institution that recruits students from rural and urban localities. The combination of students from urban and rural environments, as well as being designated as an “access” institution provide challenges in how the institution retains students. This paper juxtaposes the literature on college choice with life-course theory to provide insight on retaining students within “access” environments. Using these frameworks as a guide, this presentation will discuss two programs at CSU that promote retention of students from rural and urban environments.

Immediate Intervention as an Academic Approach to Retention

Location: Bon Secour Bay II
Audience: Introductory
Track: Programs and Initiatives

Author(s): Angela McGhee, University of the Virgin Islands
Kimarie Engerman, University of the Virgin Islands
Jacquan Patterson, University of the Virgin Islands

Abstract: At the University of the Virgin Islands, early intervention was done with two equivalent groups of first time part- and full-time AA and/or BA seeking students. The groups were based on SAT or Placement Scores. One group received early intervention services and the other group only received services if they requested help. Starting the second week of classes, three behavioral factors (attendance, submittal of assignments, and pass/fail grades) were documented weekly to determine if a student needed intervention services. The intervention services consisted of weekly contact, supplemental instruction, tutoring, and academic counseling. Students were also
(cont’d) administered the College Adjustment Index, LASEE, and social networking scale. While basic skills courses provided remediation, there appeared to be a relationship between student success and the three behavioral factors examined. Findings indicated that students receiving early intervention had a higher retention rate and degree credit earned.

Wednesday, 11/03/2010  Paper
10:45 AM - 11:35 AM

Title: Readiness and Retention in 2-year Colleges

Location: Mobile Bay III
Audience: Intermediate  Track: Transfers and Retention

Author(s): Steven Robbins, ACT
Presented by: James Sconing, ACT

Abstract: We empirically evaluate the academic readiness of students attending the nation’s 2-year community and technical colleges using test results of over 1.5 million students who took the COMPASS placement test, which allows us to concord to the ACT “College Readiness Benchmarks” in English, Mathematics, and Reading. The relationship between readiness and retention to the second year is investigated for a subset of students who indicated that a degree was their initial goal. We use the national clearing house data to track students and to evaluate the percentage and defining characteristics of students who persisted to the second year. Based upon these results, we offer suggestions for the better identification of at-risk students and appropriate interventions to increase student retention. We emphasize effective course placement and diagnostics, monitoring student risk and behavior in the classroom, and building an institutional agenda for student success. We conclude by highlighting student readiness and risk factors when building accountability models.

Wednesday, 11/03/2010  Paper
10:45 AM - 11:35 AM

Title: Success Rates of Online Versus Traditional College Students

Location: Mobile Bay I
Audience: Introductory  Track: Online and Distance Student Retention

Author(s): David Allen, Fayetteville State University
             Dawn Wilson, Fayetteville State University

Abstract: This research will look at the success rates of students taking courses in an online environment as opposed to students taking courses in a face-to-face environment measuring quantitative variables such as grades, time spent in class and qualitative data in form of surveys completed by the students regarding barriers to online learning. The
(cont’d)
overall question to be answered by the research is whether or not there is a significant difference in the success rates of students taking courses online versus face-to-face and, if there is a significant difference, what contributes to this difference and how can the barriers of online learners be addressed. The data will be comprised of students taking courses in the management and health care management. This research will be significant in that it will provide both objective and subjective data as to the issues faced by students as they attempt to matriculate through undergrad courses. It is believed that the research will show that there is a significant difference in the success of students in online courses versus traditional courses. It is hoped that the qualitative data will provide insight that can be used to improve the online learning environment, making it a more viable option as education becomes more technically savvy.

Wednesday, November 3, 2010
Morning Concurrent Sessions – Cont’d

Tuesday, November 2, 2010
Lunch-On Your Own

Wednesday, 11/03/2010   Meal
11:35 AM - 01:00 PM

Local Lunch---On Your Own

Please grab up some of your new friends and venture out to one of the local eateries that are closely situated to the conference hotel. You will find a directory and a map in the back of your conference program.

Wednesday, November 3, 2010
Afternoon Concurrent Sessions

Wednesday, 11/03/2010   Tutorial
01:00 PM - 01:50 PM

Title: Conducting a Student Satisfaction Assessment and Using the Data for Action Planning

Location: Mobile Bay I  
Audience: Intermediate  
Track: Data, Technology, and Methods

Author(s): Julie Bryant, Noel-Levitz

Abstract: In a recent study, four-year private, public and two-year institutions indicated that conducting satisfaction assessments is an effective method to impact retention (69% - 81%) but a smaller percentage of these same schools indicated that they effectively use
the data to make changes (58% - 75%). This session will outline the critical steps in conducting a regular assessment of student satisfaction and the best approaches for using these data for action planning. Successful campuses are tying satisfaction survey results to accreditation criteria and strategic planning efforts and suggestions will be provided for these activities, along with recommendations for implementing new initiatives and establishing communication plans. Institutions will identify how to approach their own satisfaction assessments for a more data-driven decision making approach. Individuals will learn how to: involve people from across campus in data review, establish metrics to monitor the quality of student life and learning, and align campus priorities. Campuses will walk away with a clear outline to evaluate their own process to turn satisfaction data into action. Campuses that are successfully assessing student satisfaction and taking action with the results are indicating that they are seeing improved retention on campus.

Wednesday, 11/03/2010 Paper
01:00 PM - 01:50 PM

**Title:** Individualized Faculty Mentoring: A Cost-Effective Approach to Retention

**Location:** Bon Secour Bay III

**Audience:** Introductory

**Track:** Faculty and Retention

**Author(s):** Robert Stonebraker, Winthrop University

**Abstract:** Personalized attention, encouragement and proactive mentoring can make a significant difference for students who start their college career on the wrong academic foot. Winthrop University began a program in 2003 that identifies students whose first-semester grade-point-average (GPA) is below 2.00 and offers to match them with faculty volunteers who will mentor them on an individual basis. Although the number of student participants is small, this faculty-initiated, faculty-run program has created large monetary and non-monetary benefits at almost no institutional expense. Those students who choose to participate make statistically-significant improvements in their GPA and, more importantly, have far higher retention and graduation rates than similar students not in the program.

Wednesday, 11/03/2010 Paper
01:00 PM - 01:50 PM

**Title:** Lessons in Leaving: A Review and Analysis of the Student Attrition and Employee Turnover Literature

**Location:** Mobile Bay II

**Audience:** Introductory

**Track:** Retention Theory and Models

**Author(s):** Beverly King, University of North Carolina at Pembroke

**Abstract:** Despite heavy costs of employee turnover and student attrition, we know very little about what leads some employees and students to leave while others stay. A side-
by-side comparison of the scholarly literature on these topics reveals commonalities in
approaches taken and difficulties encountered that can be informative to scholars and
practitioners in both fields. This paper will briefly review major models, and some
empirical literature, of withdrawal behavior, both employee and student, in order to
pinpoint common theoretical and methodological weaknesses which may contribute to a
lack of progress in both areas. Suggestions will then be made for strengthening theory
and method in ways that will bridge the gap between scholarship and application.

Wednesday, 11/03/2010  Tutorial

01:00 PM - 01:50 PM

Title: Student-Centered Tutoring Experiences: Getting Started and Staying on Track

Location: Bon Secour Bay II
Audience: Advanced  Track: Faculty and Retention

Author(s): Linda Moran, University of Hartford
            Jeffrey Anderson, Saint Leo University

Abstract: Initiating and sustaining student-centered tutoring depend on faculty leadership
to establish organizational practices that something for success and regular observation,
feedback, and coaching that reinforces effective tutoring and a student-centered culture.
This tutorial uses three semi-structured activities to explore challenges to effective,
student-centered tutoring, organizational systems and processes that something, and the
quick feedback and coaching practice. The exercises can easily be replicated by
participants with their collegues working in the learning resource or tutoring center at their
schools.

Wednesday, 11/03/2010  Paper

01:00 PM - 01:50 PM

Title: The “Magic Pill”: Data-Driven Decision-Making

Location: Mobile Bay III
Audience: Intermediate  Track: Programs and Initiatives

Author(s): Nick Capo, Illinois College
            Elizabeth Tobin, Illinois College

Abstract: Our title is only partially hyperbolical. For 2005–2006, Illinois College achieved
first-year student retention of 71.1%; for 2008–2009, our rate was 83.1%. So far, in
2009–2010, we have achieved our highest-ever fall-to-spring retention rate (95.6%) and
our highest-ever sophomore retention rate (up 6.7%). We might achieve our best-ever
four-year graduation rate. Because Illinois College achieved these gains with a very
modest initial funding investment, we have thought about why we are succeeding. Our
success resulted from a complex mixture of elements, all unified by one primary goal:
improving student academic performance. Unpacking our title, we first assert the crucial importance of seven types of data (preparation data, early performance data, midterm grades, NSSE surveys, faculty advisor assessment data, retention rates, and quality-of-persistence cohort analysis). Second, we emphasize the importance of grounding your initiatives on the strong national research. Finally, leaders within the administration and faculty must have the permission and will to implement dramatic changes to preexisting operating patterns. An institution willing to track these types of data, pursue a comprehensive strategy, change whatever interferes with student success, and reinforce promising initiatives with new funding sources, we believe, can rapidly improve student academic success and retention.
Awards, modeled after the Oscars of the Academy Awards. The Iron Grip Ceremony was designed to recognize leaders in retention at the College. Several categories of awards were presented, such as The Superior Retainer Award, The Great Strides Awards, The Champion of Students Faculty Award, The Champion of Students Staff Award and The Keeper of the Students Award. Another strategy employed was the use of competition during the college-wide Noel-Levitz Connections Now: Customer Service web-based training. Teams were randomly created to compete for various prizes. Both of these strategies created a positive retention culture.

**Wednesday, 11/03/2010**  
**Paper**  
02:05 PM - 02:55 PM  

**Title:** Online Retention: Keeping the Nontraditional Student Connected  
**Location:** Mobile Bay II  
**Audience:** Intermediate  
**Track:** Online and Distance Student Retention  

**Author(s):** Susan Adragna, Keiser University  
Sara Malmstrom, Keiser University  

**Abstract:** In a time of economic challenges, online education is experiencing continued growth. The convenience of portability and rigorous programs attract a diverse student population. Many newly enrolled online students are nontraditional. Variables related to the retention of nontraditional online students are gaining attention, as the focus on accountability becomes a factor that will affect profitability, reputations, and student success in job placement after graduation. Early identification of online nontraditional students who may be at-risk of failure is not enough, as identification frequently is too late. The implementation of resources is ineffective if efforts are not precisely coordinated in a way that students perceive as valuable to their success. The retention and program completion of nontraditional online students is dependent upon the ability to provide the personalized, "small school" feel with the integrated support systems found in large colleges and universities. A transparent, measurable commitment to student success must be the shared goal of all administrators, faculty, and staff, as the retention and program completion of online nontraditional students is critical to job placement after graduation, institutional profitability, and the stability of the national economy.

**Wednesday, 11/03/2010**  
**Paper**  
02:05 PM - 02:55 PM  

**Title:** Psychosocial Factor Modeling and Retention Outcomes: Exploring the Efficacy of Early Intervention  
**Location:** Mobile Bay I  
**Audience:** Intermediate  
**Track:** Programs and Initiatives  

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

**Abstract:** Many campuses have turned to surveying students to identify psycho-social factors the literature suggests have predictive value in retention modeling. Students
typically complete a survey prior to the first day of classes, often during orientation. The survey results inform development of selection criteria used to target students for early intervention, usually in the initial weeks of the students' first term of enrollment. This paper describes the development and implementation of an at-risk intervention strategy with first-time-in-college students at a large, public university in the Southwest. Students were selected based on a predictive model; follow-up focused on psycho-social factors indicated by students' survey responses. The paper first reviews literature on psycho-social factor surveying and predictive retention modeling. It includes the methodology supporting the development of a predictive model and an intervention plan based on the model. The second section details the intervention and the training for staff delivering the intervention. It includes examples of training materials and describes the assessment plan. The paper concludes with a description of the intervention’s outcomes, including relationships between successful intervention and student success as measured by GPA and academic standing.

Wednesday, 11/03/2010  Paper

02:05 PM - 02:55 PM

**Title:** The Road to Retention Recovery: Freshmen Perspectives on the First Semester

**Location:** Bon Secour Bay III

**Audience:** Intermediate  **Track:** Programs and Initiatives

**Author(s):** Theresa Ennis, Tennessee Technological University  
Brittni Simmons, Tennessee Technological University

**Abstract:** A collection of information on the engagement and success of freshmen students was conducted to analyze current university programs concerning freshmen retention. A Freshman Satisfaction Survey was administered, including qualitative and quantitative data, in UNIV 1020 or equivalent courses. A total of 522 freshmen students completed the survey near the end of fall 2009 semester. Data collected focused on freshmen experience, freshmen advising, awareness and use of campus resources available for freshmen, and suggestions for improvement.

Wednesday, 11/03/2010  Paper

02:05 PM - 02:55 PM

**Title:** Using Wabash National Study Data to Analyze and Improve First-Year Retention

**Location:** Bon Secour Bay II

**Audience:** Intermediate  **Track:** Theoretical Models

**Author(s):** Steven Weisler, Hampshire College  
Carol Trosset, Hampshire College

**Abstract:** The Wabash National Study of Liberal Arts Education investigates the impact of students’ college experiences inside and outside of the classroom on their degree of
change on a range of “outcome measures” that include critical thinking, academic motivation, openness to diversity, socially responsible leadership, and moral reasoning. One type of outcome measure that seems particularly well suited for linkage to Wabash National Study data is persistence to graduation. The research reported here focuses on retention data for the classes of 2010 and 2012 at Hampshire College. Study data were used to identify probable causes of third semester attrition, after which a Retention Task Force developed a series of action items designed to address the problematic areas identified. The action items were then prioritized to identify a subset of the action plan likely to have the largest impact on persistence. Third semester persistence for the class of 2012 improved by eight percentage points (87%) compared to that of the class of 2010 (79%), reaching a level unprecedented in the history of the college.

Wednesday, 11/03/2010  Paper

03:05 PM - 03:55 PM

**Title:** A Universal Scholarship Program’s Effect on Cognitive, Social and Institutional Factors of Retention

**Location:** Mobile Bay III  
**Audience:** Intermediate  
**Track:** Theoretical Models

**Author(s):** Michelle Bakerson, Indiana University South Bend

**Abstract:** The Kalamazoo Promise, a universal scholarship program announced in November 2005 provides four years of tuition and fees at any of Michigan’s two- or four-year public colleges or universities for students who have attended Kalamazoo Public Schools. The scholarship program lowers the cost of postsecondary education, thereby increasing incentives for high school graduation, college enrollment, and college completion. Of the 307 Kalamazoo Promise Scholarship recipients who have attended Western Michigan University since its inception, 16% have been academically dismissed. The main objectives of this study were to: examine persisters, those on probation, and non-persisters in terms of the Cognitive, Social and Institutional factors of retention, and to examine persisters, those on probation, and non-persisters in terms of average courses taken per term and number of courses taken the first year. Persisters had higher high school GPAs and higher ACT composite scores and were more likely to be White. Similarly, persisters took, on average, more courses per term and more courses the first year than either those on probation or non-persisters. Various factors in the literature, such as parental income and living in a dorm, found to contribute to retention of students did not function as expected with this population.
Wednesday, 11/03/2010    Paper

03:05 PM - 03:55 PM

Title: An Examination of Freshman Student Attrition from the Fall Semester to the Spring Semester as Related to William Glasser’s Choice Theory and Basic Needs

Location: Bon Secour Bay III
Audience: Intermediate    Track: Retention Theory and Models

Author(s): Erin Price, The University of Southern Mississippi

Abstract: Many theoretical constructs have been applied to the problem of student attrition. Vincent Tinto’s theory of student departure (1993) has informed much of the retention research; however, with freshman loss still prevalent, there remains room for researching additional areas of consideration. The purpose of this study was to apply William Glasser’s (1998) choice theory to the problem of voluntary freshman attrition and to explore the relationship between basic needs satisfaction, demographic variables, and freshman attrition, specifically from the fall semester to the spring semester of the freshman year. The study assessed the strength of basic needs fulfillment satisfaction in first-time freshmen and examined possible predictive relationships associated with freshman attrition. Data was collected from participants enrolled in required freshman classes at two small, private universities in the South. The basic needs include the need for freedom, fun, survival, power, and belonging. The survey also included questions designed to collect information related to demographic predictor variables. Two-hundred and ten participants completed the survey. Significance to predict enrollment was not found; however variables approaching significance and variables worthy of further study were identified. Additionally, need satisfaction profiles for both returning and non-returning students were identified and areas of future research were discussed.

Wednesday, 11/03/2010    Paper

03:05 PM - 03:55 PM

Title: Data Triangulation: Institutional Policy Change to Improve Retention

Location: Bon Secour Bay II
Audience: Intermediate    Track: Data, Technology, and Methods

Author(s): Erin Holmes, Black Hills State University

Abstract: Institutional policy professionals are deluged with a variety of what appears to be unrelated information. Bits of data regarding students, their preparation and their behavior float through our offices. Policy makers are often required to participate in external studies but many professionals do not know how to bring these studies together in an efficient and effective way that is valuable. Too often these data are unconnected which results in a disservice to students and the institution. This case study examines the process by which a variety of data sources including peer retention data, ACT College Progression study, NSSE/BCSSE data and internal and external student data were synthesized and examined. This analysis was conducted to facilitate institutional
(cont’d)
policy decisions regarding faculty development, first-year curriculum and to enhance
student engagement. Issues regarding data triangulation, its concepts and uses in the
real world will be discussed. Simple statistical analyses (ANOVA and OLS regression)
will be demonstrated. A discussion of policy changes that occurred as a result, an outline
for continued research steps other can take to use existing data will be reviewed.

Wednesday, 11/03/2010 Paper
3:05 PM - 3:55 PM

**Title:** Report on Transfer-Only Psychology Course at the University of North Carolina at Charlotte

**Location:** Mobile Bay I

**Audience:** Intermediate

**Track:** Transfers and Retention

**Author(s):** Joshua Eyer, University of North Carolina at Charlotte
Cynthia Wolf Johnson, University of North Carolina at Charlotte

**Abstract:** The challenges of “transfer shock” and transfer student retention are well established, but effective solutions to transfer students’ academic success are slower to emerge. The current study reports on a psychology course designed to assist the transition of new transfers to a university. Using information from a literature review and informal interviews, an existing second-year course for psychology majors was revised to a transfer-only course, integrating content on academic skill deficits, disconnection, and misconceptions common to transfer students. Comparative data were collected through an institutional survey, Evaluating Academic Success Effectively (EASE), administered to all first-semester students. The course produced mixed results. Although there was no increase in transfer student retention, the data showed a significant positive influence on academic performance. Specifically, it fostered a higher first semester GPA and earned-hours ratio, and students were more likely to be in good academic standing despite having a higher number of risk factors and a higher percentage of midterm unsatisfactory grade notices than the general transfer population. By dealing with transfer shock directly, and integrating academic support into the coursework, the current report suggests that discipline-specific courses can be successfully modified to include information that improves transfer students’ academic success.

Wednesday, 11/03/2010 Paper
3:05 PM - 3:55 PM

**Title:** Upside Down: Retaining Undergraduate Adult Learners in Higher Education

**Location:** Mobile Bay II

**Audience:** Intermediate

**Track:** Retention and Special Populations

**Author(s):** Linda Buhr, Fontbonne University
Matt Feldmann, Fontbonne University
Amy Layhew, Fontbonne University
Justin Bitner, Fontbonne University

**Abstract:** Imagine a typical undergraduate student. Did you picture an adult learner? This new traditional age undergraduate represents the majority of the U.S. undergraduate
student population, according to the National Center for Educational Statistics. Retention factors influencing persistence toward successful completion of educational goals and objectives are distinctively different for this student. A 1997 study explored support needs of undergraduate adult learners and discovered that institutional responsiveness proved integral to adult learner retention. Satisfaction with specialized undergraduate programming design and corresponding institutional support were identified as key retention factors. Comparative analysis of data gathered in the spring of 2010 from replication of the 1997 study will be conducted in order to provide richer exploration of retention factors influencing this emerging undergraduate student enrollment segment. Examining Fontbonne University’s adult learner program and institutional support model will further illumine retention factors influencing students currently participating in a specialized adult learner program in a four year private liberal arts University setting.

03:55 PM
Conference End
Thank you for joining us at the 6th Annual National Symposium on Student Retention! Safe journeys everyone! See you next year!

Wednesday, November 3, 2010
Mardi Gras Museum and Dinner Group Activity

Wednesday, 11/03/2010  Group Activity
04:15 PM - ?

Title: Mardi Gras Museum and Dinner Group Activity
(NOTE: Open Only to Registrants with Advanced Pre-Registration for this group function)

Location: Meet in Hotel Lobby
Audience: Iko iko! Event Registrants Only

We will meet in the Hotel Lobby at 4:15 PM and go as a group to the Museum and then to dinner.
AROUND TOWN with the National Symposium on Student Retention

- **MUSEUMS**
  1. Museum of Mobile
     111 South Royal St - 0.1 mi
  2. Gulf Coast Exploreum & IMAX Theater
     65 Government St - 0.1 mi
  3. Fort Conde Museum
     150 S Royal St - 0.14 mi
  4. Charlotte Conde House
     104 Theatre St - 0.2 mi
  5. Mobile Centre For Living Arts
     250 Conti St - 0.2 mi
  6. space 301 off centre
     Contemporary Art Museum
     6 South Joachim St - 0.2 mi
  7. Mobile Police History Museum
     320 Dauphin St - 0.3 mi
  8. Phoenix Fire Museum
     203 S Claiborne St - 0.38 mi
  9. Mobile Carnival Museum
     355 Government St - 0.4 mi
  10. National Maritime Museum
     250 North Water St - 0.4 mi
  11. Richards DAR House Museum
     256 North Joachim St - 0.5 mi
  12. Nat’l African American Archives
     564 Dr Martin L King Ave - 0.7 mi

- **COPIES**
  Renaisance Riverview Plaza
  Copy & Fax services available - 0.0 mi
  Source One Legal Copy Inc
  2 South Water Street - 0.1 mi
  (251) 438-2678
  Pro Legal Copies
  54 N Royal St # 56 - 0.2 mi
  (251) 433-8777
  The UPS Store
  2029B Airport Blvd - 3.1 mi
  (251) 473-1022

- **OFFICE SUPPLIES**
  Olensky Brothers
  28 S Royal St - 0.09 mi
  (251) 438-2851
  Office Depot
  1500 Government St - 2.1 mi
  (251) 470-8668

- **GROCERIES**
  Save-A-Lot
  851 Government St - 0.9 mi
  N & N Food Mart Inc
  158 North Broad St - 0.9 mi
  Bakery Cafe Market
  1102 Dauphin St - 1.4 mi

- **PHARMACY**
  CVS Pharmacy
  900 Government St - 0.95 mi
  (251) 432-8320
  Lincoln Pharmacy
  880 Dr Martin L King Ave - 1.1 mi
  (251) 694-1155

- **BOOKSTORE**
  Bienville Books
  109 Dauphin St - 0.14 mi
  (251) 438-2904
  University of South Alabama Bookstore
  1504 Spring Hill Ave - 1.9 mi
  (251) 460-7011
  Books A Million
  3206 Airport Boulevard - 5.0 mi
  (251) 471-3528
  Barnes & Noble
  4000 Dauphin Street - 6.4 mi
  (251) 380-3020

NSSR @ Renaissance Riverview Plaza
64 South Water Street
(251) 438-4000
<table>
<thead>
<tr>
<th>RESTAURANTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Cafe</td>
</tr>
<tr>
<td>65 Government St - 0.09 mi</td>
</tr>
<tr>
<td>(251) 415-3105</td>
</tr>
<tr>
<td>Royal Scam</td>
</tr>
<tr>
<td>72 S Royal St - 0.09 mi</td>
</tr>
<tr>
<td>(251) 432-7226</td>
</tr>
<tr>
<td>Royal Street Tavern</td>
</tr>
<tr>
<td>26 North Royal Street - 0.1 mi</td>
</tr>
<tr>
<td>(251) 338-2000</td>
</tr>
<tr>
<td>Panda Express</td>
</tr>
<tr>
<td>102 Dauphin St - 0.1 mi</td>
</tr>
<tr>
<td>(251) 415-0168</td>
</tr>
<tr>
<td>Sena's Coffee Co.</td>
</tr>
<tr>
<td>3 South Royal St - 0.1 mi</td>
</tr>
<tr>
<td>(251) 415-3000</td>
</tr>
<tr>
<td>Mostly Muffins</td>
</tr>
<tr>
<td>105 Dauphin St - 0.12 mi</td>
</tr>
<tr>
<td>(251) 433-9855</td>
</tr>
<tr>
<td>Trellis Room</td>
</tr>
<tr>
<td>26 N Royal St - 0.15 mi</td>
</tr>
<tr>
<td>(251) 338-5493</td>
</tr>
<tr>
<td>Joe Cain Cafe</td>
</tr>
<tr>
<td>26 N Royal St - 0.15 mi</td>
</tr>
<tr>
<td>(251) 338-2000</td>
</tr>
<tr>
<td>Quatorze</td>
</tr>
<tr>
<td>54 S Conception St - 0.19 mi</td>
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<tr>
<td>(251) 690-7770</td>
</tr>
<tr>
<td>Zitos Cafeteria</td>
</tr>
<tr>
<td>31 North Royal St - 0.2 mi</td>
</tr>
<tr>
<td>(251) 438-3233</td>
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<tr>
<td>Roussos Seafood Restaurant</td>
</tr>
<tr>
<td>166 South Royal St - 0.2 mi</td>
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<tr>
<td>(251) 433-3322</td>
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<tr>
<td>219 Restaurant</td>
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<tr>
<td>219 Coni St - 0.2 mi</td>
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<tr>
<td>(251) 438-5234</td>
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<tr>
<td>Big Mike Cafe</td>
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<tr>
<td>211 Dauphin St - 0.2 mi</td>
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<tr>
<td>(251) 432-0515</td>
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<tr>
<td>Cafe Royal</td>
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<tr>
<td>101 Dauphin St - 0.21 mi</td>
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<tr>
<td>(251) 405-5251</td>
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<tr>
<td>Noell B's</td>
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<tr>
<td>19 S Conception St - 0.22 mi</td>
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<tr>
<td>(251) 432-3535</td>
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<tr>
<td>Royal Street Cafe</td>
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<tr>
<td>104 N Royal St - 0.22 mi</td>
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<tr>
<td>(251) 434-0011</td>
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<tr>
<td>Busaba's Thai Cuisine</td>
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<tr>
<td>203 Dauphin St - 0.23 mi</td>
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<tr>
<td>(251) 405-0044</td>
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<tr>
<td>219 Restaurant</td>
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<tr>
<td>219 Coni St- 0.25 mi</td>
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<tr>
<td>(251) 438-5234</td>
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<tr>
<td>Mama's On Dauphin</td>
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<tr>
<td>220 Dauphin St - 0.25 mi</td>
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<tr>
<td>(251) 432-6262</td>
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<tr>
<td>Gordon Dunn Restaurant</td>
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<tr>
<td>109 Saint Joseph St - 0.25 mi</td>
</tr>
<tr>
<td>(251) 438-9091</td>
</tr>
<tr>
<td>Hurricane Brewing Co.</td>
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<tr>
<td>225 Dauphin St - 0.26 mi</td>
</tr>
<tr>
<td>(251) 445-2544</td>
</tr>
<tr>
<td>Hopjack's Pizza Kitchen</td>
</tr>
<tr>
<td>251 Dauphin St - 0.29 mi</td>
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<tr>
<td>(251) 445-6000</td>
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<tr>
<td>Martinis Fine Food &amp; Spirits</td>
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<tr>
<td>250 Dauphin St - 0.28 mi</td>
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<tr>
<td>(251) 433-99201</td>
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<tr>
<td>Pat's Downtown Grill</td>
</tr>
<tr>
<td>271 Dauphin St - 0.31 mi</td>
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<tr>
<td>(251) 438-9585</td>
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<tr>
<td>Heroe's Sports Bar &amp; Grille</td>
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<tr>
<td>273 Dauphin S - 0.31 mi</td>
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<tr>
<td>(251) 433-4376</td>
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<tr>
<td>Handy's Hickory House</td>
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<tr>
<td>70 N Joachim St - 0.32 mi</td>
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<tr>
<td>(251) 432-0213</td>
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<td>No Ja</td>
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<tr>
<td>6 1/2 N Jackson St - 0.34 mi</td>
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<tr>
<td>(251) 433-0377</td>
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<tr>
<td>Spot of Tea</td>
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<tr>
<td>310 Dauphin St - 0.35 mi</td>
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<tr>
<td>(251) 433-9009</td>
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<tr>
<td>Buck's Pizza</td>
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<tr>
<td>350 Dauphin St - 0.39 mi</td>
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<tr>
<td>(251) 431-9444</td>
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<tr>
<td>Blind Mule</td>
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<tr>
<td>57 N Claiborne St - 0.41 mi</td>
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<tr>
<td>(251) 694-6853</td>
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<tr>
<td>Express Cafe</td>
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<tr>
<td>355 St Emanuel St - 0.59 mi</td>
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<tr>
<td>(251) 432-4252</td>
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<tr>
<td>The Bull</td>
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<tr>
<td>609 Dauphin Street - 0.6 mi</td>
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<tr>
<td>(251) 378-5091</td>
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<tr>
<td>Cafe 615</td>
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<tr>
<td>615 Dauphin Street - 0.6 mi</td>
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<tr>
<td>(251) 432-8434</td>
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<tr>
<td>Mattie's Restaurant</td>
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<tr>
<td>558 Saint Francis St - 0.61 mi</td>
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<tr>
<td>(251) 433-0448</td>
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<tr>
<td>Wintzell's Oyster House</td>
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<tr>
<td>605 Dauphin St - 0.64 mi</td>
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<tr>
<td>(251) 432-4605</td>
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<tr>
<td>Le Rose European Cafe &amp; Deli</td>
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<tr>
<td>110 Beaugregard St - 0.7 mi</td>
</tr>
<tr>
<td>(251) 431-7550</td>
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<tr>
<td>Felix's Fish Camp</td>
</tr>
<tr>
<td>1530 Battleship Pkwy - 2.34 mi</td>
</tr>
<tr>
<td>(251) 626-6710</td>
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<tr>
<td>Dew Drop Inn Restaurant</td>
</tr>
<tr>
<td>1808 Old Shell Road - 2.9 mi</td>
</tr>
<tr>
<td>(251) 473-7872</td>
</tr>
<tr>
<td>The Dew Drop Inn is Mobile's oldest restaurant -</td>
</tr>
<tr>
<td>Est. 1924 - serves Hamburgers, Hot Dogs &amp; Po Bo</td>
</tr>
<tr>
<td>The information given here is as accurate as po</td>
</tr>
<tr>
<td>“Worth driving from anyplace”</td>
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<table>
<thead>
<tr>
<th>FAST FOOD</th>
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<tbody>
<tr>
<td>Quiznos</td>
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<tr>
<td>62 S Royal St - 0.08 mi</td>
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<tr>
<td>Subway</td>
</tr>
<tr>
<td>121 Dauphin St - 0.14 mi</td>
</tr>
<tr>
<td>Burger King</td>
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<tr>
<td>565 Government St - 0.59 mi</td>
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<tr>
<td>Hardee's</td>
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<tr>
<td>565 Government St - 0.6 mi</td>
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<tr>
<td>Mc Donald's</td>
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<tr>
<td>658 Government St - 0.69 mi</td>
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<tr>
<td>Arbys</td>
</tr>
<tr>
<td>659 Government St - 0.69 mi</td>
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<tr>
<td>Taco Bell</td>
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<tr>
<td>1115 Government St - 1.38 mi</td>
</tr>
<tr>
<td>Church's Chicken</td>
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<tr>
<td>1261 Spring Hill Ave - 1.5 mi</td>
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<tr>
<td>Sonic Drive-In</td>
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<tr>
<td>1461 Spring Hill Ave - 1.89 mi</td>
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<tr>
<td>Popeye's Chicken &amp; Biscuits</td>
</tr>
<tr>
<td>1966 Government St - 2.97 mi</td>
</tr>
<tr>
<td>(251) 479-0076</td>
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<tr>
<th>TRANSPORTATION</th>
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</thead>
<tbody>
<tr>
<td>K &amp; K Taxi &amp; Shuttle</td>
</tr>
<tr>
<td>(251) 450-0670</td>
</tr>
<tr>
<td>$35 each way for one person</td>
</tr>
<tr>
<td>4 people in one taxi</td>
</tr>
<tr>
<td>Michael's Taxi &amp; Shuttle</td>
</tr>
<tr>
<td>(251) 441-1965</td>
</tr>
<tr>
<td>(251) 605-2356</td>
</tr>
<tr>
<td>If reservation is made ahead of time, the cost is $40 total for 1-4 passengers</td>
</tr>
<tr>
<td>Shuttle Mobile Bay Transportation</td>
</tr>
<tr>
<td>(251) 633-5693</td>
</tr>
<tr>
<td>$20 each way for one, $10 for 2 or more people going to the same destination, 24 hr prior arrangements necessary</td>
</tr>
<tr>
<td>Yellow Cab</td>
</tr>
<tr>
<td>(251) 476-7711</td>
</tr>
<tr>
<td>$38 - $40 each way for one person</td>
</tr>
<tr>
<td>(Prices given are airport to hotel)</td>
</tr>
</tbody>
</table>

MODA!  Free electric Trolleys run every 10 minutes on a three-mile route downtown. Detailed maps available at the Fort Condé Welcome Center. For more information, call (251) 344-6600 Mon.-Fri. 7 a.m. - 6 p.m. Sat. 9 a.m. - 5 p.m.

FREE moda! Trolley route (see map)
moda! Stop (Look for the green umbrellas)

This map is intended to enrich the experience of the participants in the National Symposium on Student Retention and to help them find their way around downtown Mobile by listing restaurants and other useful businesses in the close vicinity of the hotel. It is not an endorsement of any of the businesses listed here.

The information given here is as accurate as possible but please consider that there may have been changes in the status of these businesses after publishing.
EXHIBITORS AT THE NATIONAL SYMPOSIUM ON STUDENT RETENTION

The Consortium for Student Retention Data Exchange would like to thank the following organizations for participating in this year’s symposium. Participants interested in learning more about the services and products of these exhibitors are encouraged to follow up after the conference using the contact information provided below.

Copley Retention Systems
16301 Malibu Dr.
Weston, FL  33326
Phone: 954-241-1617
Web: http://copleysystems.com

Edward Clougherty, Chief Retention Officer
Email: ed@copleysystems.com
Mark Bernstein
   Vice President, Business Development
Email: mark@copleysystems.com

The Consortium for Student Retention Data Exchange
The University of Oklahoma
1700 Asp Avenue
Norman, OK   73072
Phone: (405) 325-2158
Web:     http://csrde.ou.edu

Rosemary Hayes, Ph.D, Executive Director
Sandra Whalen, Assistant Director
Jennifer Robertson, Managerial Associate
Brittnee Morton, Project Management Specialist
Email: csrde@ou.edu

Educational Benchmarking, Inc.
1630 West Elfindale
Springfield, MO   65807
Phone: (417) 429-0081
Fax: (417) 831-2227
Web: http://webebi.com

Todd Pica, Director of Business Development
Email: todd@webebi.com

Grades First
300 East Riverchase Pkwy
Birmingham, AL  35242
Phone: 205-259-1016
Fax: 205-278-4503
Web: www.gradesfirst.com

Shane Hudman, Senior Sales Associate
Email: shane@gradesfirst.com
**Hotel Dining**

**The Harbor Room**
- Dress Code ~ Shirt/Slacks Required
- Fine Dining ~ Seafood & Steak
- 6 - 11 am for breakfast
- 11 am - 2 pm for lunch
- 5:30 - 10 pm for dinner

**Fathoms**
- Casual Dress Code
- Cocktails, Tapas, Wraps & Sandwiches
- Open 2-11 pm

**Conference Registration**
- will be held each day in the pre-function area immediately in front of Bon Secour Bay I
- Sunday, 4:00 - 7:00 pm
- Monday, 7:00 am - 5:00 pm
- Tuesday, 7:00 am - 5:00 pm
- Wednesday, 7:00 am - Noon

**Cyber Café**
- Open 24/7, offering business services including computer use, wireless high speed internet access, copy, fax and network/internet printing services (including airline boarding passes).
Notes
Notes
Notes
Notes
Notes
Notes