## Exhibitor and Registration Hours

### Exhibitor Showcase Hours

**Monday** | 4:30 PM - 6:00 PM  
**Tuesday** | 7:30 AM - 4:30 PM  
**Wednesday** | 7:30 AM - 12:00 PM

### Conference Registration

**Sunday** | 8:30 AM - 10:30 AM  
**Sunday** | 6:00 PM - 8:00 PM  
**Monday** | 7:00 AM - 4:30 PM  
**Tuesday** | 7:00 AM - 5:30 PM  
**Wednesday** | 7:00 AM - 2:00 PM

## Icon Key

- **Beyond the First Year Retention**
- **Break**
- **Data, Technology, & Methods**
- **Continental Breakfast**
- **Faculty: Teaching Excellence, Learning Engagement & Retention**
- **Luncheon**
- **Online & Distance Students**
- **Plenary Session**
- **Programs & Initiatives**
- **Reception**
- **Retention & Special Populations**
- **Tutorial**
- **Theoretical Models of Student Retention & Success**
- **Vendor Presentation**
- **Transfers & Retention**
- **Workshop**
Group Event: San Diego Zoo 11:00 AM - 5:30 PM

This event requires pre-registration and ticket purchases. Attendees will spend the afternoon socializing with colleagues in a tropical oasis as they visit amazing habitats for more than 4,000 animals representing over 800 species from around the world. A leader in animal care and conservation, the San Diego Zoo is at the heart of the San Diego experience. Transportation to and from the hotel are included. We will meet in the Hotel Lobby at 10:45 and depart promptly at 11:00. We will return to the hotel by 5:30.

Monday 11/4

Session ID: 135
Pre-conference Workshop 8:00 AM - 11:30 AM

Retention for Rookies
Room: Toucan
Author: 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 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.

Session ID: 27
Pre-Conference Workshop 8:00 AM - 11:30 AM

Understanding and Identifying Metacognitive Skills to Facilitate Student Retention and Academic Success
Room: Macaw
Author: Katherine Pang, University of Liverpool/Laureate Online

Abstract - The purpose of this workshop is two-fold. The first half will familiarize participants with a proven model of metacognitive expertise that equips students with the tools necessary to foster and monitor their learning effectiveness. The second half provides participants with an opportunity to engage in an active and applied learning exercise that is founded on constructs of engagement, motivation, and affect that drive deeper processing and higher levels of metacognitive development in students. Since McKeachie (1974) discussion continues on the relationships between specific teaching strategies, learners, and the learning experience. Researchers have shown that learners' knowledge about their own thinking and metacognition
impacts not only learning outcomes, but also tends to increase the level of effort they devote
toward their learning (Flavell 1992; Hartman, 2001; Brown & Ford, 2002). The construction-
deconstruction-connectionist process (CDC) model is built upon the premise that learning is not
only a cognitive event; it is also a psychodynamic, social process (Illeris, 2004). In such, the CDC
model considers instruction as involving four metacognitive domains: the domains of self,
professor, classmates, and learning environment (Pang, 2008). Research conducted by Pang
suggests that a pedagogy founded upon active learning instructional strategies facilitates the
development of metacognitive ability, improves learner performance, and enhances the learner's
overall learning experience.

Session ID: 42
Pre-conference Workshop  8:30 AM - 4:30 PM

Benchmarking Retention Data

Room: Cockatoo

Authors:  Gerry McLaughlin, DePaul University  
          Josetta McLaughlin, Roosevelt University  
          Richard Howard, Consultant

Abstract - Being accountable for student success can be evaluated using benchmarking, but first
one needs to develop a peer group. In this workshop seven steps for the development of
successful benchmarking studies will be identified. Those steps will then be applied to a data set
containing IPEDS and CSRDE retention data. Participants will follow the steps and will be
provided an Excel based peer selection tool to conduct a proximity analysis called the Nearest Neighbor.

Session ID: 115
Pre-conference Workshop  8:30 AM - 4:30 PM

Creating a Comprehensive Early Alert Program: Design, Implementation, Intervention and
Assessment

Room: Rousseau East & West

Authors:  Loralyn Taylor, Paul Smith's College  
          Virginia McAleese, Paul Smith's College

Abstract - Promoting student success is a top priority at many college and universities, but where
do you begin? Designing a successful, comprehensive Early Alert Program (EAP) requires a
leadership team that understands the information needs of many diverse offices and is capable of
gaining the buy-in and support of numerous campus stakeholders. In this workshop, you will
learn the principles of designing, implementing and assessing the success of your EAP, including:

- How to identify the right student for the right intervention at the right time using a blend
  of both proactive and reactive strategies
• How to utilize best practices in change management theory to generate buy-in, reduce resistance to change, increase motivation and anchor the new program in your institutional culture
• How to measure what matters, when it matters both for program assessment and for generating short term wins to reduce resistance and increase stakeholder motivation.

During this workshop, you will begin developing a plan for designing, implementing and assessing your EAP and student intervention strategies. We will focus on bridging the gap between best practice theory and boots-on-the-ground action and is suitable for institutional teams. The workshop will be most helpful for practitioners with more than entry level experience.

Session ID: 139
Pre-Conference Workshop  8:30 AM - 4:30 PM

First-Time Freshmen and Transfer Students: Examining Your Student Success Data and Programming to Maximize Impact

Room: Rousseau Center

Authors: Charlene Stinard, University of Central Florida
          Bernadette Jungblut, West Virginia University
          Elizabeth Dooley, West Virginia University
          Kristi Wood-Turner, West Virginia University

Abstract - This workshop first focuses on the transition to college of first-time freshmen (FTF) and transfer students. Facilitators describe strategies designed to promote first-year student learning, development, engagement, and persistence. The facilitators and participants then examine multiple examples of ‘beyond the first year’ student success programming designed to promote degree completion.

Throughout the workshop, participants use a series of worksheets to conduct a self-audit of their student success programming. The audit examines:

• What retention, progression, and graduation data do you have?
• Which student success data might you be missing?
• Which student success programs do you already have in place and how well are they working?
• What additional programs, services, and/or courses might you need?
• How can service learning and civic engagement be used to promote student persistence and degree completion?
• What policies and organizational structures can best promote student success at your institution?

Throughout the audit, facilitators describe real-world examples (both successful and not-so-successful); suggest additional data, programs, services, courses, policies, and organizational structures to enhance student success; and discuss multiple methods for assessing the impact of these initiatives. Participants will leave this workshop well on their way to completing a thorough self-audit of their institutions' student success data and programs.

Session ID: 64
Pre-conference Workshop  1:00 PM - 4:30 PM
Helping University Decision Makers: Developing Effective Consulting Skills in the IR Office

Room: Macaw

Author: Jeffrey Anderson, Saint Leo University

Abstract - Too often when university leaders want data to inform decisions, what they want and what they need are not the same. The effectiveness of an institutional research office in supporting decision makers and getting data used can be increased through an internal consulting approach. Through this interactive workshop, participants will:

1. Catalogue frequently encountered challenges institutional research and assessment professionals face when working with university leaders
2. Explore an internal consulting process, phases of effective consulting, and consulting skills needed to improve the impact of institutional research and assessment offices
3. Identify and practice key consulting skills in mini-practice sessions
4. Examine critical success factors for implementing an internal consulting approach

Session ID: 84
Pre-conference Workshop 1:00 PM - 4:30 PM

Retention Pedagogy: Teaching Strategies With Purpose

Room: Boardroom West

Authors: Jacqueline Carroll, Truckee Meadows Community College
Evan Carroll, University of Washington

Abstract - College faculty are increasingly facing more diverse and challenging student populations encountering differing learning styles, physical, mental, social, and basic skill challenges, as well as distance and ESL learners. Many instructors who are subject matter experts may not be experts on educational pedagogy and learning theories, and this could negatively impact the educational experience for all members of a learning community. Outcome measures may indicate lower gains in learning, course completion rates, and reduced student satisfaction, impacting the student, the institution, and the instructor. Retention pedagogy provides faculty the practical application of student-centered teaching and learning theories in the classroom without necessarily changing their content. Incorporating retention pedagogy into the classroom helps foster content retention and promotes student success. Participants will receive a copy of "Retention Pedagogy: Teaching Strategies with Purpose" handbook which includes lesson plans and authentic materials used in classrooms. Attendees will participate in a dynamic, hands-on workshop demonstrating how to integrate retention pedagogy into their classrooms and their existing curriculum. Faculty will leave session with tools and strategies they can implement in their classrooms immediately. Although geared to intermediate level, introductory and advanced level educators can also benefit from this workshop.

Welcome Reception/Poster Preview 5:00 PM - 6:00 PM
Monday, 11/4/2013

Room: Kon Tiki Ballroom

We will have a casual reception on Monday that will be a come and go affair with light refreshments to welcome all attendees and presenters. The poster presentations will be set up to preview during the reception; however, they will not be staffed at this time. This will be a time to look and see what is to come. The poster authors will be available during the Poster Session which will be held on Wednesday morning at 8:00.

Tuesday, 11/5/2013

Continental Breakfast 7:15 AM - 8:15 AM

Before the Keynote address, please join us for a hot cup of coffee or tea and light breakfast.

Keynote Address 8:15 AM - 9:30 AM

Having it Both Ways: Maintaining Graduate Quality While Maximizing Graduation

Room: Kon Tiki Ballroom

Abstract - Peter T. Ewell is Vice President of the National Center for Higher Education Management Systems (NCHEMS). A member of the staff since 1981, Dr. Ewell’s work focuses on assessing institutional and higher education system effectiveness and the outcomes of college, and involves both research and direct consulting with institutions and state systems on collecting and using assessment information in planning, evaluation, and budgeting. He has directed many projects on this topic, including initiatives funded by the W. K. Kellogg Foundation, the National Institute for Education, the Consortium for the Advancement of Private Higher Education, the Lumina Foundation, and the Pew Charitable Trusts. In addition, he has consulted with over 375 colleges and universities and twenty-four state systems of higher education on topics related to performance indicators and the assessment of student learning. Dr. Ewell has authored seven books and numerous articles on the topic of improving undergraduate instruction through the assessment of student outcomes. In addition, he has prepared commissioned papers for many state agencies and national organizations. A graduate of Haverford College, he received his Ph.D. in Political Science from Yale University in 1976 and was on the faculty of the University of Chicago.
A Model Ensuring Student Success and Retention: Kent State University's Supplemental Instruction Program

Room: Rousseau Center
Introductory Level

Authors: Jessica Ramsey, Kent State University
Jesmin Akter, Kent State University

Abstract - In today’s economy, student retention is an overarching priority for universities. One particularly effective program implemented by Kent State University (KSU) has been Supplemental Instruction (SI). KSU enrolls approximately 22,000 undergraduates per year and has benefitted from an SI program with 12 years of assessment data. Between the 2008-2012 academic years, enrollment in SI-supported courses totaled 45,838. Among these students, 31.6% attended SI sessions and 80,880 contact (visit) hours were accumulated. Students who never attended SI sessions averaged a 32.3% DFW (D, F, or Withdraw) rate, whereas SI participants were significantly more successful as demonstrated by an 11.7% DFW rate. Further, the data shows that students who attended SI at least once per week achieved a letter grade higher in the course than students who did not attend. SI Leaders model excellent student behavior and are trained to incorporate concepts from areas such as metacognition, Bloom’s Taxonomy, basic counseling procedures, assertiveness, and study strategies into their sessions. To develop new SI Leaders, KSU uses a unique mentoring and peer observation system. The thriving SI program is the result of continuous 360 degree evaluations that play a vital role in improving the quality of SI for students at KSU each year.

A Multi-Dimensional Framework for Retention – Service-Learning and Community-Focused Laboratory Learning Enhanced Through Student-Centered, Self-Directed Teamwork

Room: Toucan
Intermediate Level

Authors: Jehediah Gorham, Southern Vermont College
Albert DeCiccio, Southern Vermont College
Jennifer Ufnar, Southern Vermont College
Anne Hopkins Gross, Southern Vermont College
Eric Parsons, Southern Vermont College

Abstract - Retention is a challenge for small colleges that serve first-generation students. As small colleges are inherently symbiotic in their relationships with their local communities, our premise is that student-centered collaboration with community partners is a valuable retention tool. This paper provides a multi-dimensional framework for retention by which institutions can
best serve students and faculty through fostering partnerships with the local community. Southern Vermont College engages students in service and laboratory learning throughout the 4x4 curriculum, starting with a required first-year course sponsored by each of the College’s divisions. Faculty across disciplines have experimented with and adapted various team development methodologies, finding that self-directed teamwork utilizing multiple team formation strategies is highly effective pedagogically and as a retention tool. Several courses that connect students to community organizations have been piloted and adopted in our Business Division. Self-directed teams identify community partners and then collaborate on projects. This proposed framework integrates service-learning and community-focused laboratory learning into the curriculum, and utilizes self-directed teamwork to develop buy-in from students. Such a multi-dimensional approach has supported academic systems, developed educational and community collaboration for career exploration, and engaged students and faculty in intellectual and social sharing between institution and community.

**Session ID: 141**
**Discussion**
9:45 AM - 10:35 AM

**Continued Conversation With Dr. Peter Ewell**

Room: Kon Tiki Ballroom

**Abstract** - This concurrent session has been made available for those of you who would like to continue the conversation with Dr. Ewell. This is a great opportunity to speak directly with one of the premiere experts in the field of assessment of student learning.

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**Session ID: 128**
**Presentation**
9:45 AM - 10:35 AM

**Does Taking Developmental Courses Improve Student Success in College?**

Room: Rousseau East & West
Intermediate Level

Authors: Julie P. Noble, ACT, Inc.
Justine M. Radunzel, ACT, Inc.

**Abstract** - Postsecondary policy makers are questioning whether subsidizing developmental education is a wise use of public money. Prior research has compared the overall success of developmental students with that of non-developmental students. In this study, we address the question, “Does taking developmental courses benefit students at all, in the sense that they are more successful than they would have been if they had not taken developmental courses?” Study data consists of ACT and college outcomes for over 118,000 first-time students from 75 two-year and four-year institutions. Outcomes range from success in the higher-level course of each of six course pairs to six-year degree completion. Estimated probabilities of success are conditioned on ACT score, full- or part-time enrollment, institution type, and grade in the lower-level (developmental) course. The results show that simply completing a developmental course does not usually improve students’ chances of success. However, some students, as characterized by
their ACT scores, the grade they receive in the developmental course, and their enrollment status, do benefit from first taking a developmental course. We discuss the practical implications of these findings and possible contributing factors to academic success, including the quality of developmental instruction and the noncognitive characteristics of developmental students.

Session ID: 144
Vendor Presentation 9:45 AM - 10:35 AM

First-Hand Insights Into Planning Your Retention Program
Room: Boardroom East
Author: Meghan Turjanica, Jenzabar

Abstract - A successful student retention program can increase student persistence while also minimizing an institution’s lost revenue from student attrition. There are five important considerations in planning your retention strategy: 1) setting retention goals; 2) developing key metrics for measuring the effectiveness of the retention program; 3) identifying risk factors; 4) preparing an intervention strategy; and 5) generating institutional buy-in. During this session Meghan Turjanica, Jenzabar’s Retention Specialist, provides an insider’s perspective on student retention. Prior to joining Jenzabar, Meghan helped develop a successful retention program at Grove City College. Benefit from her insights and experience – and gain useful tips you can apply today on your campus.

Session ID: 117
Paper 9:45 AM - 10:35 AM

Naturalizing Analytics: Beginning to Engage the Entire Institution in Enrollment and Retention Analytics
Room: Cockatoo
Intermediate Level

Authors: Lisa Helmin Foss, St. Cloud State University
        David Robinson, St. Cloud State University
        Sharon Cogdill, St. Cloud State University

Abstract - Data analytics has been demonstrated to offer advantages to organizations in the corporate sector that use data for operations and decision making, but in higher education, an initiative to implement data analytics is unlikely to succeed unless deliberate plans are made to “naturalize” data into the organizational culture and professional practices. Naturalization has occurred when change is deep, wide spread and systemic, which requires that as many sectors be engaged of the institution as possible, including students, faculty, senior leadership, middle management, and student-services personnel. Engaging faculty in analytics can contribute to the development of projects that constitute experimental research, generating knowledge within the organization that can contribute to successful change. Engaging students can increase the capacity of the number and kinds of projects that can be attempted, while at the same time offering
students authentic educational experiences with real-world data and analytical problems. Beyond the usual indicators for successful implementation of data analytics in an organization, engaging the internal stakeholders of a university as well as deliberately developing an internal communications plan holds the potential to increase the likelihood of the successful implementation of data analytics.

Session ID: 39
Paper
9:45 AM - 10:35 AM
Rethinking Online Education: The Impact of Synchronous Telecommunication Interactions on Student Success
Room: Boardroom West
Intermediate Level
Author: Joshua Hibbard, Azusa Pacific University

Abstract - As postsecondary institutions seek to increase student enrollments and degree completion rates, it is important to understand factors that lead to student success. With the exponential growth of online education, it is vital that these efforts address factors indicative of success, not only for traditional on-campus students, but also in the online learning environment. This paper provides the results of a study on the effects of student support interactions on student success within online learning environments. The research question addressed in this study is as follows: To what extent does weekly synchronous telecommunication interactions between student support specialists and new students within an online learning environment affect student success, as measured by intent to reenroll, persistence from term to term, course grade from term to term, and student thriving? The findings of this study indicate that a student support model delivering telecommunication interactions to the student positively affects term-to-term persistence, academic achievement, and one element of college student thriving. Recommendations for practice are presented, including a model of online student support that has demonstrated effectiveness in student persistence and academic achievement.

Session ID: 58
Paper
9:45 AM - 10:35 AM
SURF the Wave to Higher Retention: A Model for Creative Student Success Programming for Minority Students
Room: Macaw
Intermediate Level
Authors: Amber R. Smith, University of Arkansas-Little Rock
Mia D. M. Phillips, University of Arkansas-Little Rock

Abstract - Practitioners at a metropolitan, four-year university have created student success programming that resulted in a 90 percent semester-to-semester retention rate of African American female students enrolled in the program. The primary goal of the program is to retain
and graduate minority students. The program subscribes to the Strategy, Unique Approach, Relationship, and Fun (SURF) model, an original programming approach found effective for retaining and graduating minority students, which fuses academic success strategies, relationship building, and fun using creative and inexpensive ways to improve student success programming with tools that are already at a university’s disposal. Even with limited resources, a dynamic student success programming initiative can be developed to yield optimal retention and graduation results.

Morning Break  
10:35 AM - 10:55 AM
Take a break from the activities and have a refreshment as you network with your colleagues.

Session ID: 37  
Paper  
10:55 AM - 11:45 AM

High-Impact Educational Practices as Promoting Student Retention and Success

Room: Rousseau Center  
Intermediate Level

Authors:  
Sunny Moon, California State University-Fullerton  
Edward Sullivan, California State University-Fullerton  
James Hershey, California State University-Fullerton  
Sean Walker, California State University-Fullerton  
Martin Bosangue, California State University-Fullerton  
Mark Filowitz, California State University-Fullerton  
Cathy Fernandez, California State University-Fullerton  
Raman Unnikrishnan, California State University-Fullerton  
Victor Delgado, California State University-Fullerton

Abstract - Student retention and timely graduation are important topics under discussion on a campus-, system-, and nation-wide basis. California State University, Fullerton, focused on enhancing student success to improve student persistence and graduation rates and to narrow achievement gaps for underrepresented students as an institutional priority. The present study investigated the effectiveness of high-impact educational practices on student learning outcomes at the program and course levels. Supplemental Instruction is a peer-facilitated review session that takes place in a comfortable collaborative learning setting in which students can openly discuss lecture materials with an instructional leader and with their peers. The instruction has been implemented in bottleneck science courses and has raised course success and course grades, thereby narrowing the achievement gap. The Freshman Program provides a community of students, faculty, and professional staff to assist first-year students to make a smooth transition from high school into college and to make the most of the college experience. They create their own small academic and social community environment, within the larger university setting. Analysis of longitudinal data indicated the positive effects of the Freshman Program on achievement of underrepresented students.
**Session ID: 145**
**Vendor Presentation**
10:55 AM - 11:45 AM

**Improving Student Retention Through Better Analysis of Student Success Data**

Room: Boardroom West

Author: *Rosemary Hayes, Starfish Retention Solutions, Inc.*

**Abstract** - Student success data is everywhere. But how do you turn that data into valuable, relevant, and timely information about how your students are performing in order to positively impact student retention? Tackling the underlying issues of student success and retention requires that your institution coordinate the efforts of academic and student affairs. Such coordination includes the ability to make sense of the mountains of data points generated daily about your students, connect the various resources that are available to help students, and keep track of your process every step of the way. As an enterprise student success and retention platform, the Starfish® system integrates the data from your academic and administrative systems to enable your campus to work together towards the success of your students. From there, the Starfish system automates student tracking, early alert, online appointment scheduling, and assessment. We are helping more than 200 institutions transform their college completion ideals into actionable, measurable programs. Join us for an interactive session where attendees will work with prototypical data sets that are generated by the Starfish® system in order to develop specific actions that an institution could take at the student, department, and campus levels to improve student retention.

**Session ID: 52**
**Paper**
10:55 AM - 11:45 AM

**Predictors of First to Second Year Retention at a Private Historically Black College and University**

Room: Cockatoo
Intermediate Level

Author: *Willie Kirkland, Dillard University*

**Abstract** - This study examines the effects of nine independent variables in predicting retention for an entering freshmen cohort group (N=341) at a private Historically Black College and University (HBCU) as well as determines whether the effects of these variables are time sensitive. We predicted student academic preparation would positively influence retention. Despite expectations of such, little evidence is found that standardized test score (ACT) and/or high school grade point average (HSGPA) have a positive influence on retention. The opposite is true for ACT composite score; it is negatively related to retention. HSGPA has no influence. The most potent predictor of retention is the amount of unmet financial aid need. It is also negatively related to retention but in a positive way. As the amount declines retention increases. The second best predictor is academic performance, or first semester grade point average. Thus, the evidence shows that unmet financial need plays an equal or greater role as academic performance in predicting retention over the course of two semesters. However, the effects of
these two predictors are time sensitive and vary during the matriculation cycle. Attrition is strongly driven by unmet need during the first semester and by academic performance during the second semester.

Retaining our Students Through True Collaboration

Session ID: 122
Paper: 10:55 AM - 11:45 AM

Room: Rousseau East & West
Intermediate Level

Authors: Willie L. McKether, University of Toledo
Rubin Patterson, University of Toledo
Kaye Patten-Wallace, University of Toledo
Anthony Quinn, University of Toledo

Abstract - Institutional data at The University of Toledo revealed that African American male students had the lowest first-to-second year return rates among all groups on campus from 2005 through 2010, and that this student population had an 11.8 percent five-year graduation rate. Subsequent interviews with 30 African American male students showed that this population of students was experiencing personal and institutional obstacles that made it difficult for them to transition from high school to college, as well as return after their first year. In a unique triadic collaboration between university administration, a collection of Black faculty, staff and students called Brothers on The Rise, and a community partner comprised of local Black business professionals known as Alpha Phi Boule, a multi-faceted approach, including a series of male-centered programs, a multicultural living learning community, and a mentoring program for Black male students was developed with the aim of increasing retention and graduation rates for this vulnerable population. Preliminary results from this two year pilot effort reveal that the strategically placed “real talk” programming with male students, supported by this critical university-community partnership is having a positive impact on retention rates and self-efficacy of Black males that participate in the program.

Thrive: A Program to Help Students Maintain State Merit Scholarship Support (HOPE)

Session ID: 36
Paper: 10:55 AM - 11:45 AM

Room: Boardroom East
Intermediate Level

Authors: Ralph J. Rascati, Kennesaw State University
Catherine L. Bradford, Kennesaw State University
Keisha L. Hoerrner, Kennesaw State University
Diane F. Grindell, Kennesaw State University
Abstract - Georgia provides lottery-funded support to all high school graduates with a GPA ≥ 3.0. The HOPE Scholarship pays approximately 90% of tuition for 127 attempted hours provided students maintain a GPA ≥ 3.0 throughout their college experience. Institutional data indicate students who enter with HOPE support and maintain it (less than 55% of any given cohort) graduate at a significantly higher rate (51.1%) than students who lose HOPE support after their first year (32.5%). A pilot program (Thrive) with curricular and co-curricular components was implemented fall 2011 to help students maintain HOPE support. The program helps students connect with one another, with faculty and staff, and with the institution through a first-year seminar focused on leadership development, academic success workshops, a summer retreat, community service projects, social events, a dedicated study space, and the services of a Graduation Coach to encourage them and help resolve issues they may encounter as they navigate the challenging transitions into and through college. Initial results show Thrive participants are retained at a higher rate, have a higher average GPA, and maintain HOPE support at a higher rate than students in an academically and demographically matched control group.

Transfer Students: Examining Attitudes and Motivations to Help Sustain Their Success

Room: Macaw
Introductory Level

Author: Jo Hillman, Noel-Levitz

Abstract - For students transferring in, the institution may not have been their first choice, but it represents their path to completion now. There is an opportunity to quickly get to know transfer students and impact their success. This paper reviews the self-reported attitudes and motivations of transfer students from a sizable sample of colleges and universities nationally. Based on a 68-item motivational assessment administered to students between 2010 and 2012, the paper highlights the educational experiences of students as they transition from one institution to another. Data from the Second-Year Student Assessment™ reveal a high commitment to college and high academic determination, coupled with growing receptivity to institutional support in academic plan development and identifying work experiences and internships. Yet, these students acknowledge challenges in academic confidence, leadership abilities, and comfort with the changes required of being a college transfer student. This paper offers insight into strategies for helping students sustain their efforts toward completion.
UMass Boston, College of Science and Mathematics: Improving Retention Rates in STEM

Room: Toucan
Intermediate Level

Authors: Andrew J. Grosovsky, University of Massachusetts-Boston
Marietta Schwartz, University of Massachusetts-Boston
Michelle Foster, University of Massachusetts-Boston
Ebru Korbek-Erdogmus, University of Massachusetts-Boston
Alexander Gritsinin, University of Massachusetts-Boston

Abstract - Retention and graduation rates are of national concern particularly in STEM disciplines, since current data show them to be below those in other fields. College of Science and Mathematics (CSM) is a minority-majority college with large numbers of first generation and low-income students, and we have experienced a 400% increase in freshman enrollments during the past six years. In light of our commitment to our public research university mission, we developed a strategic priority to increase the diversity as well as the number of STEM graduates. We revamped advising, academic support, and orientation strategies, and incorporated a major-centered, co-enrollment cohort approach (Freshman Success Communities) as the centerpiece of our strategy. The FSC’s launched in Fall 2009, with 46 students in two cohorts, and have grown to 12 communities this year, serving 51% of incoming freshmen. FSC retention is 89%, more than 10 points higher than UMass Boston overall. Students complete, on average, a full year of STEM courses with mean GPAs over 2.9. These results are persistent; approximately 70% of upper division FSC students remain enrolled, predominantly in STEM majors, and on-track for timely graduation. Based on our projections from these data we anticipate a dramatic transformation of our historic graduation rates.

Background or Experience? Using Logistic Regression to Predict College Retention

Room: Toucan
Intermediate Level

Author: Tracee Synco, University of Alabama-Birmingham
Abstract - Tinto, Astin and countless others have researched the retention and attrition of students from college for more than thirty years. However, the six year graduation rate for all first-time full-time freshmen for the 2002 cohort was 57%. This study sought to determine the retention variables that predicted continued enrollment of entering freshmen at a large urban, four-year, public institution. Logistic regression was utilized to analyze data collected over a four-year period for 1,346 first-time full-time freshmen enrolling fall of 2007. The variables chosen for analysis were ACT composite, cumulative GPA and high school GPA, ethnicity, gender, Pell eligibility, unmet financial need, advising, early alert notices, engagement and freshman year experience courses, honors participation, change of major, campus housing, and supplemental instruction. Data were analyzed by year of enrollment through spring 2011. Correlation studies eliminated the threat of multicollinearity. The logistic regression models passed goodness-of-fit tests for Hosmer Lemeshow, Omnibus Test of Coefficients, and Cox and Snell and Nagelkerke. This paper will discuss the results of the four logistic regression models constructed for each academic year of enrollment, implications and recommendations for future research.

Session ID: 146
Vendor Presentation 1:15 PM - 2:05 PM

Comprehensive Student Support: Using Analytics to Enhance Retention Efforts
Room: Boardroom East

Author: Lane Savage, GradesFirst

Abstract - This session will outline how using a comprehensive student retention CRM can improve the effectiveness of student support. Emphasis will be on the development of new student engagement strategies to improve and enhance retention efforts. The presenter will demonstrate the importance of generating enhanced analytical data for administrative review of student support efforts. The presentation will also highlight methods for support staff workflow, student communication, and real-time assessments to guide retention strategies.

Session ID: 137
Paper 1:15 PM - 2:05 PM

Improving Student Retention and Graduation via Comprehensive Supports: Two- and Three-Year Outcomes From CUNY’s Accelerated Study in Associate Programs (ASAP)
Room: Boardroom West
Intermediate Level

Authors: Zineta Kolenovic, City University of New York
Donna Linderman, City University of New York
Melinda Mechar Karp, Education Research and Policy Consultants

Abstract - Community colleges are grappling with low rates of degree completion and transfer. In 2007 the City University of New York (CUNY) received three years of funding in the amount
of $19.5 million from the Office of the Mayor’s Center for Economic Opportunity (CEO) to establish the Accelerated Study in Associate Programs (ASAP) program at CUNY’s six community colleges. ASAP is designed to retain and help students earn their degree as quickly as possible, with a target of 50% of students graduating within three years. ASAP students attend college full-time, receive comprehensive advisement, job development and tutoring support, and are scheduled into convenient block classes to allow them to balance work and school and to form community with their fellow classmates. They receive financial incentives that include tuition waivers for financial aid eligible students, free use of textbooks, and monthly Metrocards. Using student-unit record data we use propensity score matching to evaluate short- and three-year outcomes from ASAP’s first cohort. We find that ASAP participation is significantly positively related to retention, credit accrual, transfer, and degree attainment. This study provides evidence that encouraging academic momentum via structured and comprehensive support can significantly improve community college retention and ultimately graduation rates.

**Session ID:** 47  
**Paper**  
**1:15 PM - 2:05 PM**

**Mandatory Supplemental Instruction in Calculus: A Campus-Wide Initiative to Improve Student Success in Barrier Courses in Mathematics**

Room: Rousseau East & West  
Introductory Level  

**Author:** James Yard, Delaware Valley College

**Abstract** - Introductory courses in mathematics pose significant challenges to many college freshmen and often become critical barriers to student success and persistence in math and science-related majors. Supplemental Instruction (SI) has an impressive record of improving student outcomes in academically challenging courses such as these, but for those concerned with retention, it also has an important limitation: participation is voluntary. By leaving participation to the discretion of students, SI reaches only a portion of them and self-selects a population that is generally more motivated than average. This is particularly true in freshman-level classes. Many freshmen enter college with unrealistic expectations of success, and many simply do not anticipate the level of rigor involved in their courses. In short, most freshmen simply don’t know what they don’t know. In order to address these concerns, Delaware Valley College initiated a program of mandatory Supplemental Instruction in Calculus beginning in the fall semester of 2012. This paper describes the process of implementing mandatory SI, and evaluates its effectiveness, showing that mandatory SI dramatically improved student retention and performance in Calculus.
Registering Freshmen Before Orientation: A Success Story

Room: Cockatoo
Introductory Level

Authors: Fran Bender, University of Tennessee-Chattanooga
Blake Pierce, University of Tennessee-Chattanooga
Laura Bass, University of Tennessee-Chattanooga

Abstract - Over a four-year period, our university has worked to increase freshman success with the establishment of professional advisors for freshmen, attendance tracking for freshmen, and a four-touch advising program for freshmen. All these initiatives have been successful in improving freshman academic performance and retention, but we still have had challenges exacerbated by increased first-year enrollment and limited appropriate course offerings for students coming to late summer orientation sessions. To solve these challenges, two years ago we began to register all freshmen prior to their arrival at orientation. These student registrations were based on student responses to Academic Interest Questionnaires (AIQs) that students completed before any summer orientation sessions began. This latest initiative is showing promise on many fronts: freshman probation rates are down, more students are in good standing, GPAs are up at the end of the first semester, and students are getting the courses they need to start college.

Strategies for Retaining African American Males at Predominately White Institutions

Room: Macaw
Intermediate Level

Author: Jerry L. Haywood, Jr., Fort Valley State University

Abstract - The goal of this study was to examine the experience of African American males (AAM) who did not achieve academic success in their first year of college at a predominately White institution (PWI) in Southwestern Georgia. This study used a qualitative case study design to investigate the experience held by this target group. The qualitative case study approach was selected because it provided the researcher with the ideal means to focus on discovery and insight from the perspective of participants with the data produced being in the voice and experience of the participants. The outcome of this study points to three themes related to the first-year experience of this target group: (a) Engaging with Others, (b) Lack of Support and (c) Unprepared for Transition. The results of the study suggest that AAM have a strong desire to feel culturally connected and included within the campus environment. Additionally, the study points to the need of an established support system with the institution as well as with family and friends. This study advances the literature on AAM at PWIs and provides some insight on the experience of the academically unsuccessful AAM during the first year.
The UNCG Guarantee Initiative: Supporting Top-Quality Education for Low SES Students

Authors: Kristen Christman, University of North Carolina-Greensboro
         Donna Duffy, University of North Carolina-Greensboro
         Rachel Rodney, University of North Carolina-Greensboro

Abstract - The University of North Carolina at Greensboro Guarantee provides more than financial assistance; it is also a support program that offers opportunities and services to enhance scholars' academic achievement, leadership skills, and personal success. This is UNCG's response to a belief that access to higher education must be accompanied by high-impact practices which ensure student success. Here we discuss the comprehensive support provided by UNCG Guarantee which has resulted in a 90% retention rate of scholars.

A Strategic Approach to Student Success Through Academic Analytics and Emerging Technologies

Authors: Sri Sitharaman, Columbus State University
         Gina Sheeks, Columbus State University
         Tina Butcher, Columbus State University

Abstract - Growing demands and expectations among Net Generation learners for improved accessibility, convenience, and adaptive technologies is at an all-time high. Nowhere is the generational digital divide more apparent than in colleges and universities (Junco & Mastrodicasa, 2007). This rapidly changing environment, coupled with the challenges related to student persistence, is driving traditional universities to re-evaluate basic assumptions and existing institutional models of student support. While transforming institutional culture to collectively embrace a student-success mindset is not an easy undertaking, the combined utilization of academic analytics, emerging technologies, and strategic planning processes can assist in facilitating such change. The transformative process must also ensure a broad understanding that a focus on student success does not indicate the compromise of academic rigor. Tinto (2012) states, “High expectations are a condition for student success, low expectations a harbinger of failure. Simply put, no one rises to low expectations.” Columbus State University (CSU) is utilizing technology to advance student success and college completion. Strategies include the use of a data warehouse and dashboards; academic analytics; early alert systems; an alternative model of degree completion; technologically-supported intervention strategies; and alternative modes of student support services and social engagement opportunities.
An Integrated Model: Increasing the Retention of At-Risk Students

Room: Rousseau Center
Intermediate Level

Authors: Anthony Tillman, Southern Methodist University
Pavielle Chriss, Southern Methodist University

Abstract - Successful student retention and academic success are goals every college and university supports and endeavors to achieve. Students with backgrounds that make them potentially at-risk for academic success have greater challenges in navigating a path of success through our institutions and, are, consequently, at greater risk for low academic performance or attrition. Students can be considered at-risk for achieving academic success in higher education for a variety of reasons. Martha Maxwell (1997, p. 2) states that this group of students' "skills, knowledge, motivation, and/or academic ability are significantly below those of the 'typical' student in the college or curriculum in which they are enrolled." In the fall of 2010, the SMU Mustang Academic Bridge Program was launched to address the retention and academic success of its incoming at-risk student population. Over the past three years, the Bridge Program has achieved a retention rate in the 90th percentile and an average GPA of 3.00 for at-risk students participating in the program.

Creating an Interactive Excel Tool for Estimating Student Retention and Graduation: Putting Logistic Regression Models Into Action

Room: Kon Tiki Ballroom
Intermediate Level

Author: Kelly Wahl, University of California-Los Angeles

Abstract - Sophisticated statistical analyses – such as logistic regression modeling – can produce important findings regarding your institution’s graduation or retention rates; however, efforts to transform that information into practical knowledge for administrators can prove hit or miss. This tutorial uses output from a logistic regression model (e.g., created in SPSS) and steps through the process of calculating statistics to create an Excel spreadsheet application that estimates student success rates. Anyone comfortable with Excel will be able to mark a list of characteristics with X’s to designate a group of students, and an estimate of that group’s graduation rate from your model is produced and presented both as a percentage and as a dynamic bar graph. This tool can be used to report your model’s findings about each group as well as to explain the manner in which student characteristics interact to create probabilities in logistic regression modeling. By encouraging administrators to explore your model’s projected rates on their own, this tool can enhance institutional awareness and allow your analyses to land on a
better-informed audience. Please bring your laptop equipped with Excel to this session; statistical output will be provided.

Session ID: 28  
Paper  

2:20 PM - 3:10 PM  

Exhaustion to Exhilaration: Retaining Undergraduates at our Private Women’s College  
Room: Cockatoo  
Introductory Level  
Authors: Margaret Campbell, Stephens College  
Sady Mayer, Stephens College  

Abstract - Stephens College, located in Columbia, Missouri, has been educating women for the past 180 years. Today, increasing numbers of the College’s residential students are at-risk. In an effort to create even more “Stephens’ Success Stories,” the President’s Task Force on Retention recommended the creation of a coordinated system of services and support to guide at-risk students from enrollment to commencement. The President initiated and received a grant from the Jessie Ball duPont Foundation endorsing the program with its new position, Student Success Advocate, within the Student Success Center (SSC). Now in its second year of interventions, the SSC has developed a safety net for new students admitted with conditional status, continuing students with probationary status, students receiving Early Alerts from professors early in the semester, and students receiving sub-standard midterm grades. By aligning with faculty, academic advisors, support professionals in Student Services, and professional tutors in our SSC, the College is proactively engaged in keeping students on a successful academic track. With at-risk students as the focus of the Student Success Advocate, campus retention for first-year conditional students was 72% compared to the institutional rate of 74.1% for all first-year students.

Session ID: 67  
Paper  

2:20 PM - 3:10 PM  

Following Up: Assessing the Efficacy of Early Intervention Methods Using an Early Alert System  
Room: Toucan  
Intermediate Level  
Authors: Dale R. Tampke, University of North Texas  
Laura Flanders, University of North Texas  

Abstract - Early alert systems offer institutions systematic approaches to identifying and intervening with students exhibiting at-risk behaviors. Follow up can take many forms – e-mail, phone call, and in-person. This paper describes a web-based, fully integrated early alert referral system at a large, public university in the Southwest and examines differences in student success outcomes as they vary by intervention method. First, the paper summarizes the early intervention
The second section describes the development of the system and includes details of the planning, implementation, and the recruitment and training of responders. It concludes with a brief description of the intervention approach aimed at improving the academic performance of students referred through the system. The paper concludes with an analysis of the system’s use since its inception and an assessment of two semesters of intervention – the system’s initial semester (Fall 2008) and its most recent completed semester (Fall 2012). This section includes aggregated descriptive data for the students referred and the follow-up to the referrals. The assessment focuses on differences in student outcomes based on varying intervention methods.

Session ID: 113
Paper 2:20 PM - 3:10 PM

Improving Student Outcomes: Using Theory to Guide Practice
Room: Boardroom West
Intermediate Level

Authors: Janice Zummo, Medgar Evers College-City University of New York
          Vincent Banrey, Medgar Evers College-City University of New York

Abstract - This paper integrates the findings from two research studies focused on improving student retention. The rationale for integrating the findings from the two studies is to provide a theoretical model of student success and retention that includes a programmatic and institutional focus. One case study conducted at a public community college examined student success within a programmatic structure that included counseling, academic support, mentoring and financial assistance. This study focused on how students transition and are integrated into the institution via support structures. The other case study conducted at a small, private, liberal arts college examined collaborations between academic and student affairs with a focus on institutional structures. The findings of both studies are summarized and integrated to highlight the importance of student support services and organizational structures in improving student success and retention. The findings of both studies indicate that support services delivered in a collaborative, holistic and team approach support students in their educational experience to achieve their goals. The paper includes a discussion of how when used to guide practice, theoretical concepts and principles could have positive effects on student retention.

Session ID: 5
Paper 2:20 PM - 3:10 PM

The Beginning of a Retention Program
Room: Rousseau East & West
Introductory Level

Author: Kevin P. Thomas, Southern Illinois University-Edwardsville

Abstract - Retention initiatives throughout the country have begun to take on an added importance in recent years. After decades of focus primarily on enrollment, retention and
graduation rates are now in the spotlight. In November of 2009, the Chancellor of Southern Illinois University Edwardsville (SIUE) charged a group of faculty and staff at the university to determine best practices in retention and student success. This session will focus on the early efforts of the Student Success Advisory Council and through completion of its tasks as a committee.

Session ID: 8
Paper 2:20 PM - 3:10 PM

Win the Race With Accelerate Math! An Approach to Developmental Math and Student Success

Room: Boardroom East
Introductory Level

Authors: Patty Amick, Greenville Technical College
Robin Baumgarner, Greenville Technical College
Lori Trumbo, Greenville Technical College

Abstract - At Greenville Technical College, our data show that sixty-percent of our students place into developmental classes. Our students fail to graduate or finish programs because they cannot pass their math classes. Students can spend two years taking developmental math classes depending on placement. If twenty-five students enter our lowest level developmental class, only 2.5 of those students will make it to the first gatekeeper course. Inside Higher Education’s article “Letting go of Lecture” published on Dec. 23, 2011, reinforces this fact: “Remedial math is perhaps the biggest stumbling block in higher education.” Accelerate Math is designed to be a refresher for students placing into developmental math. The goal is for students to place out of Introductory Algebra (Math 101) and into either Intermediate Algebra (Math 102) or curriculum math courses. Our first group of Accelerate Math students had a 90% persistence rate (semester to semester retention) with an 80% retention rate (year to year retention). Seventy-percent of those students successfully completed their math course. The results led us to scale up for all developmental math students. This program showed early promise and continues to do so for improving pathways to college-level math courses.

Ice Cream Social and Exhibitor Visits 3:10 PM - 3:35 PM

Join us for an ice cream social and an opportunity to visit with our exhibitors. Be sure to get your exhibitor form stamped from each exhibitor and return it to the Registration desk for an opportunity to win a Kindle donated by Campus Labs.
A United Brotherhood of Mentoring and Support: Retention of At-Risk African American Males at Lamar University

Room: Rousseau East & West
Introductory Level

Authors: Oney D. Fitzpatrick, Lamar University
Freddie Titus, Lamar University

Abstract - The retention and graduation of African American male college students is a problem many colleges and universities nationwide are contending with. A lack of college completion has both social and economic impacts on the students as well as the universities. The positive impact of student to student assistance programs is well documented in the higher education research literature. The purpose of the National Pan-Hellenic Council Peer Mentor Program (NPHCPMP) at Lamar University is to provide a student-to-student connection and resource for African American freshman and sophomore male students. The primary objective of the program is to contribute to the improvement of retention and graduation rates of African American male students by aiding in their academic, emotion and social adjustment to college via a mentoring process. Results indicate that the program has been successful in providing the needed academic, emotional and social support for the program participants. Implications of the research are discussed.

Closing the Back Door to Attrition: Model Methodology for Reclaiming Adult Non-Completers who Got Away

Room: Boardroom West
Introductory Level

Author: Cynthia B. Calhoun, Southwest Tennesseee Community College

Abstract - Why do students leave college with more than enough credit hours but don’t complete a certificate or degree? During summer 2012, Southwest Tennessee Community College (Southwest) implemented a pilot program in an effort to answer this question and to reclaim non-graduates who left the college over the last three years. From the Banner Information System, over 2000 students with 45 or more credit hours were identified as leaving without completing their programs of study. Credit hours earned ranged from 45 to 122. Yet, only 60 credit hours were required to complete an associate’s degree and a minimum of 18 credit hours for selected certificate programs. Results of the pilot documented students’ reasons for not completing a program of study and served as a catalyst for broadening the pilot in fall 2012. This tutorial will provide steps in organizing an institution-wide initiative for reclaiming non-graduates through collaborative efforts. The tutorial will include student contact scripts, electronic advising system documentation, financial aid assistance, and admissions and records intervention strategies
implemented through the initiative appropriately named Project Finish Line (PFL). Results showing the number of students reclaimed, reasons for not returning, and lessons learned will be discussed.

Session ID: 25
Paper

Got Major? Identifying Interests and Exploring with Intrusive Purpose Through the Exploration Plan

Room: Macaw
Intermediate Level

Authors: Jon Steven Antalvari, Kent State University
         Jude Rule, Kent State University

Abstract - In 2010, Kent State University implemented a policy that requires all undecided students to be in a degree granting major by the time they reach 45 credit hours. The impetus for the policy was institutional data showing students in degree granting majors were being retained at a higher rate. Kent State University welcomes 600+ incoming freshmen each year as “Exploratory,” a program for undeclared students that has been successfully expanding since 1994. The Exploration Plan was designed to enrich the freshman experience for undecided students and to expedite a shift into a degree-granting program within the first three semesters. The Exploration Plan has six components. Students become engaged in the Plan at the point of admission as Exploratory, when they are required to select one of thirteen university-wide concentration areas to explore first. Linked courses based on that concentration, in addition to a career exploration focus in the First Year Experience Course, the use of the Career Maturity Inventory and a newly-developed career navigation course series are all components of the Plan. Multiple required advising sessions add to the intrusive, high touch nature of the Plan. Although limited institutional data is available at the writing of this paper, literature on the topic of intrusive academic advising/career interventions support the goals of the Exploration Plan at Kent State University. The purpose of this paper is to elaborate on the success of the implementation of the Exploration Plan at Kent State University.

Session ID: 51
Tutorial

Spend Money to Make Money

Room: Boardroom East
Intermediate Level

Author: Sam Petoskey, Wingate University

Abstract - Using Wingate University (NC) as an example, this tutorial will demonstrate how institutions can build a predictive enrollment model that defines the relationships between financial aid, recruitment goals, academic profile, student retention, and revenue. Once the
relationships are defined and the model is built, an institution can visualize how these factors influence each other and demonstrate how adjusting one factor influences the others. The model allows the institution to develop the best possible financial strategy for achieving institutional goals. For example, an institution may want to increase retention rates – raising the merit award for a group of high-academic-profile applicants will likely increase the yield of these students and result in an entering class with strengthened academic preparation, which in turn, should result in better retention. The increased scholarship will result in increased financial aid and less revenue in the first year; however, due to improved persistence rates and expected tuition increases, the group may generate more revenue over the course of four years (thus making it a viable strategy for increasing retention). The model projects the impact of varying factors on financial aid budgets, one-year to four-year revenues, and retention rates – allowing the institution to pursue an “ideal” financial aid strategy.

Session ID: 40
Paper 3:35 PM - 4:25 PM

Transfer United: Partnerships to Foster Transfer Student Success

Room: Cockatoo
Intermediate Level

Authors: Annice Fisher, University of North Carolina-Chapel Hill
        Cynthia Demetriou, University of North Carolina-Chapel Hill
        Danny Hall, University of North Carolina-Chapel Hill

Abstract - The success of community college transfer students is critical to meeting national goals and future workforce demands. This presents an important challenge to four-year colleges and universities. Students who start their degree at a two-year institution and transfer to a four-year institution are less likely to reach their educational goals when compared to similar students directly entering a four-year institution (Pascarella & Terenzini, 2005). Innovative, educational programming is needed to support transfer student persistence. In particular, students need programming to adjust academically and socially to their new institution. Such programming requires strategic partnerships across campus units to foster student success. The University of North Carolina at Chapel Hill (UNC-CH) has developed one such program, Transfer United, to encourage junior transfer student persistence and baccalaureate degree attainment. Preliminary assessment of this program demonstrates a positive influence on student retention. The article offers Transfer United as a promising practice recommended for replication at other four-year institutions.
Using Machine Learning and Predictive Modeling to Assess Admission Policies and Standards

Room: Toucan
Advanced Level

Authors: William Eberle, Tennessee Tech University
Douglas Talbert, Tennessee Tech University
Erik Simpson, Tennessee Tech University
Larry Roberts, Tennessee Tech University
Alexis Pope, Tennessee Tech University

Abstract - Tennessee has recently updated its interpretation of higher education access to encompass not only college participation but college completion. Following suit, Tennessee has moved away from a university and college funding formula primarily based on headcount to one based on retention, progression, and graduation. This change has further incentivized administrators at public universities and colleges to better understand and discover ways to improve student retention. Fortunately, there is a swath of data available to administrators that may be helpful in predicting a student’s success – particularly as it relates to retention. In many instances, factors affecting retention rates can be traced back to the institution’s admission standards and policies. Determining admissions success considers the relationship between these standards and policies and the institution’s retention rates. In this paper, we present predictive models we have built on data that is available at the time a student applies for college. In our experiments, we demonstrate results on five years of student data from a mid-sized university with a yearly enrollment over 11,000 students. The ultimate goal of this research is to build models on data available at the time of application to predict whether or not a student will be an admission success.

When Early is too Late: Even Earlier Intervention to Enhance Student Success and Retention

Room: Rousseau Center
Intermediate Level

Authors: Lauren C. Bell, Randolph-Macon College
David Lesesne, Randolph-Macon College
Grant Azdell, Randolph-Macon College
Tim Merrill, Randolph-Macon College

Abstract - Supporting academically at-risk students is of paramount importance to improving student success and retention in college (cf. Tinto 1993; Kuh 2007; Pascarella and Terenzini 2005; DeBerard, Spielmans, and Julka 2004, Heisserer and Parette 2002). Nevertheless, institutions often wait to intervene until a first-year student has demonstrated poor academic
performance, typically after a few weeks or at the midpoint of the student’s first term. For some students, however, even midterm intervention is too late. Moreover, many academic support programs neglect students’ emotional and social health. Beginning in the 2010-11 academic year, Randolph-Macon College (Ashland, Virginia) implemented a holistic, peer-based academic support for at-risk first-year students at the time of their matriculation, rather than after Fall midterm grades were reported. This earlier intervention has led to substantially improved student performance and significantly higher retention rates. In this paper, we discuss Randolph-Macon College’s successful program, including the data and analysis that led to the implementation of this earlier intervention program, as well as the results of careful monitoring of the students who have participated in the program since its inception. Our results suggest that other institutions may be able to improve student success and retention by adopting similar approaches.

Session ID: 43
Paper 4:40 PM - 5:30 PM

An Investigation of the First- to Second-Year Retention of Participants in the Academic Foundations Seminar at the University of West Florida

Room: Toucan
Intermediate Level

Authors: Kathy Wilson-Parker, University of West Florida
Anna E. Shiplee, University of West Florida

Abstract - Performance or persistence? The question was raised as to what contributes to students’ persistence at the University of West Florida. Research abounds regarding the effectiveness of the freshman seminar in improving the grade point averages of students who take the course. At the University of West Florida, the data was found to be consistent with the existing national data. However, because of the structure of the course, there are additional factors which contribute to student persistence. The Academic Foundations Seminar was developed as the “Gateway to General Studies” course. The course incorporates student learning outcomes and assessments which are very deliberate and strategic. The focus is on factors which contribute to the persistence and retention of students into the second year.

Session ID: 147
Vendor Presentation 4:40 PM - 5:30 PM

Creating Connected Strategies: Maximizing Efforts to Advance Institutional Conditions That Support Student Success

Room: Boardroom West

Author: John White, CampusLabs

Abstract - Institutions of higher education continue to develop and refine strategies for supporting student success. Often these strategies are focused on the student and may not
examine the environmental factors within the institution that can enhance or detract from success efforts. Tinto (2012) identified conditions that institutions must examine for supporting student success: expectations, support, assessment, and involvement. These conditions help institutions create foundations for assisting students in and through their experiences on campus; however, institutions are often challenged to create connected approaches to advance these conditions. This session examines how institutions are utilizing technology and data to enhance student success efforts.

Session ID: 114
Paper
4:40 PM - 5:30 PM

Making Retention the Linchpin Around Which the University Organizes its Work: Bringing Tinto’s Vision to Reality

Room: Macaw
Introductory Level

Authors: Ernest I. Nolan, Madonna University
Jim O’Neill, Madonna University
Connie Tingson-Gatuz, Madonna University
Christine Benson, Madonna University

Abstract - Madonna University has evolved a coordinated institution-wide effort to improve student retention rates and persistence to graduation by creating synergies among diverse initiatives: a five-year Title III project that coalesced and refined a number of retention efforts that had been initiated in the prior ten years; the initiation of a new planning cycle, “Leading the Way with 20/20 Vision,” that identifies pathways for continued institutional growth; and the development of a Comprehensive Student Retention Plan (CSRP), which will provide a framework for the Quality Initiative required by reaffirmation of accreditation through the Higher Learning Commission of the North Central Association.

Session ID: 133
Paper
4:40 PM - 5:30 PM

Promoting Student Success: Applying Student-Centered Teaching and Learning Strategies in Online Composition Courses

Room: Boardroom East
Intermediate Level

Author: Jacqueline A. F. I. Carroll, Truckee Meadows Community College

Abstract - This research paper examines the extent to which student-centered learning and teaching strategies impact the learning environment for an online composition course as it relates to promoting student success via satisfaction, learning, and course completion. Two community college composition course sections were evaluated; one course received enhanced instructional activities that were determined to be student and learner centered, including various opportunities
for the use of multimedia resources. The course enhancements were found generally to be
meeting their primary objective, which was to create a more satisfactory, online learning
experience, increased learning, and increased course completion rates. This paper includes a close
examination of ways to utilize Kirkpatrick’s Four Levels of Training Evaluation in order to go
beyond student satisfaction surveys and to begin a focus on learning assessment and desired
course outcomes including course completion.

Session ID: 49
Paper 4:40 PM - 5:30 PM

Relationship Between Risk Prediction, Risk Identification, and Student Success

Room: Rousseau Center
Intermediate Level

Authors: Biniam K. Tesfamariam, Indiana University-South Bend
Hossein Hakimzadeh, Indiana University-South Bend

Abstract - The national statistics in the United States show an alarming six-year graduation rate
of approximately 50%. In the past few years, many colleges and universities have been urgently
seeking solutions to identify their academically at-risk students and to develop intervention
programs to help those students succeed. This paper describes a study conducted at Indiana
University South Bend which sought to determine the potential relationship between risk-
prediction modeling based on early-warning risk identification factors and student success. The
study provides empirical evidence that early academic risk indicators identified by faculty during
the semester strongly correlate with end-of-semester GPA and fall-to-spring and fall-to-fall
student retention. In the following sections, we will discuss the methodology used for assessment
of risk predictions, collection of early risk information, and multivariate analysis of collected
data.

Session ID: 108
Paper 4:40 PM - 5:30 PM

The Effect of Peer Tutoring on the Academic Success and Retention of First Year Students

Room: Cockatoo
Advanced Level

Author: Holly Andress-Martin, Culver-Stockton College

Abstract - The purpose of this study was to determine whether tutoring predicts or relates to the
academic success and retention of first-year college students when controlling for other risk
factors. Using hierarchical multiple regression analysis and hierarchical logistics regressions, the
researcher explored two primary research questions: 1) Is academic success, as measured by first
year college GPA, predicted by or related to the number of freshman tutoring sessions when
controlling for high school GPA, ACT scores, socio-economic status, academic major, sex, and
status as a first generation college student? 2) Is first year student persistence to the second year
of college predicted by or related to the number of freshman tutoring sessions when controlling for high school GPA, ACT scores, socio-economic status, academic major, sex, and status as a first generation college student? Previous research had indicated that tutoring does predict first year GPA and retention, however, this study found that peer to peer tutoring was not effective in predicting first year college GPA or persistence to the sophomore year with the format in which program was implemented.

**Wednesday, 11/6/2013**

**Continental Breakfast**

7:30 AM - 8:30 AM

Please join us for a hot cup of coffee or tea and light breakfast.

**Poster Session**

8:00 AM - 9:00 AM

Room: Kon Tiki Ballroom

The Poster Session will be presented in the Kon Tiki Ballroom. Poster Sessions provide a freeform way to interact with colleagues that are launching new research projects. Please feel free to move around and learn what they are up to. They would really appreciate your feedback.

**A Brazilian Experience After Attending the 8th Annual National Symposium on Student Retention in New Orleans**

Authors: Fabio Lopes, Mackenzie Presbyterian University
Argemiro Severiano, Mackenzie Presbyterian University

Abstract - Successful student retention in Higher Education is directly related to the result of progressive and hard work in monitoring the student's academic performance, the quality of academic programs and student services carefully rendered, and specially, in the development of effective relationship with students and their lineage. As to these points, Mackenzie Presbyterian University, located in São Paulo, Brazil, implemented a retention committee whose efforts where concentrated on getting to know the problems related to evasion in order that the university develop remedial action plans for each situation diagnosed. The proposal of this study is to present the committee results and discuss new strategies that will be applied. An institutional planning was started in 2012. The retention office was opened in January 2013 in order to assist them to help solving students’ problems. The office assisted 32,000 university students. In the first quarter of 2013, the office attended around 1500 cases of cancellation and reversed 10%. The system of monitoring attendance was developed to help course coordinators as well and is
working smoothly. These efforts have been well received by students and professors. It is expected to expand further efforts in 2013 to increase the positive impacts already achieved.

**A Model Transfer Student Success Program at a Large Public University**

**Authors:** Chanda Torres, University of Central Florida  
Charlene Stinard, University of Central Florida  
Andrea Scott, University of Central Florida

**Abstract** - The University of Central Florida enrolls more than 10,000 new transfer students each academic year. The transfer staff have developed a model program focused on three stages critical to transfer success: preparation, transition, and progression. 1) Preparation: An embedded TTS academic advisor on site at our largest partner community college provides pre-admission academic advising and programming. 2) Transition: TTS collaborates with student development and academic partners to contribute to a smooth transfer transition through mandatory orientation and focused first semester programming. 3) Progression: TTS promotes retention and progress to graduation with a successful Peer Mentor Program offering a student organization and intentional transfer success programming, with special initiatives to foster engagement in the campus community. Assessment is a critical component for improving services at all three stages. Early advising contacts are tracked, and the information is shared with the UCF academic colleges. At orientation, all new transfers complete an Entering Student Survey, focused on student expectations, and an Orientation Evaluation, assessing specific student learning outcomes. Retention and graduation rates of transfer students compare favorably against native student rates, as well as compared to national transfer retention and graduation rates.

**A Self-Reported Needs Assessment: Building Capacity From the Ground Up to Enhance the College Experience for First Generation Students and Improve Retention Rates**

**Authors:** Pamela Richardson-Nowak, University of North Carolina-Charlotte  
Sarah Minslow, University of North Carolina-Charlotte  
Catherine Blat, University of North Carolina-Charlotte  
Cynthia Wolf Johnson, University of North Carolina-Charlotte

**Abstract** - Research indicates that First Generation College Students (FGS) are less likely to complete a four year degree than their Continuing Generation (CGS) counterparts and that academic ability is not the main reason FGS drop out. The main reasons FGS leave are personal, including family, work, and feelings of alienation in the university setting, commonly referred to as the Imposter Complex. With 31-38% of entering freshmen self-reporting as FGS, UNC Charlotte is interested in understanding the challenges faced by FGS and how to support this special population. As Wilson's Model of Student Success demonstrates, understanding the unique circumstances and needs of FGS should inform institutional intervention. Considerations of how we could adapt Wilson's model has led to research at UNC Charlotte, funded by a Chancellor's Diversity Challenge grant in 2012. Faculty and students were surveyed and focus groups were conducted to gauge students' perceptions and external variables influencing student's retention. Early findings indicate several important differences between FGS and their CGS
counterparts. This presentation will share research results and explain how students' own voices were used to adapt Wilson's model and make recommendations to enhance FGS' retention. In addition, current FGS' academic achievement and existing support programs will be discussed.

**Academic Behaviors and Other Non-Cognitive Characteristics of ACT-Tested Seniors From At-Risk Populations: Implications for Retention Strategies**

*Authors: Justine Radunzel, ACT, Inc.*  
*Julie Noble, ACT, Inc.*

**Abstract** - Economically disadvantaged, underrepresented racial/ethnic minority and first-generation students are generally less academically prepared for college and at greater risk of not persisting in college. Yet, a majority of these students aspire to complete a college degree. In this presentation, we examine the pre-college academic performance, behaviors, and other noncognitive characteristics of students from these at-risk groups. The study sample consists of nearly 6,500 fall 2013 ACT-tested seniors who completed an online questionnaire (representing 11% of the total sample surveyed) asking about their academic engagement; parental involvement; and college intentions, planning activities, expectations, commitment, and financial concerns. Responses from the at-risk groups are compared to those from other student demographic groups using weighted descriptive statistics. Responses are also examined by ACT score and grade level at initial ACT testing. Examining the academic behaviors, college planning activities, and other noncognitive characteristics of incoming students from at-risk groups reveals useful information that can help institutions enhance their high school outreach and freshman orientation efforts, and their retention strategies. Future plans include tracking college enrollment and persistence for these students using National Student Clearinghouse data to understand how these characteristics relate to a student's likelihood of persisting in college.

**Academic Support: If We Build It, Will They Stay? Focusing on Academic Outcomes of Developmental Students as a Precursor to Retention**

*Authors: Vic Higgins, Cleveland State University  
Rosemary Sutton, Cleveland State University*

**Abstract** - Entering freshmen at Cleveland State University have traditionally struggled academically with at least 50% placed into developmental coursework and over 25% on academic probation at the end of their first semester. Not surprisingly retention rates have been low (2011-12 cohort: Fall-Spring 87%, Fall-Fall 65%). In fall 2012 we adopted intrusive advising for new freshmen placed into developmental coursework, hired new instructors for first year writing and developmental mathematics courses, and monitored class attendance in targeted freshmen classes with the assistance of Starfish Software. Academic outcomes improved dramatically over the 2011 year cohort (e.g., # of credits earned for progress increased from 10.91 to 12.60; pass rate in developmental math increased 16%) and the Fall-Spring retention rate increased 3%. Improvements were particularly notable for developmental students - the focus of the interventions. For example, the increase in credits earned for the 2012 cohort over the 2011 cohort was 2.6 for developmental students compared to 0.6 for the college-ready students. In this
**Poster Session Continued**

presentation we will describe the programs that were implemented, discuss the variety of academic outcomes used, and analyze the relationship between academic outcomes and retention for developmental students.

**Addressing DFW Rates Through Placement Assessment**

*Author: Eboni Pringle, Kent State University*

*Abstract* - A large part of ensuring academic success for college students is the ability to assess academic proficiency and utilize this assessment information to advise students into appropriate courses. In 2010, Kent State University conducted an eight-campus, comprehensive review of placement procedures to determine if the current tools were providing the information needed to properly place students in courses. During the review process, we found that the tools we utilized were not providing enough information to place students accurately. After a one-year review process, Kent State implemented a new placement process and tools. The implementation process was successful and preliminary results indicate the tools selected and the new process is having a positive impact on DFW rates in critical gateway courses in Mathematics and Chemistry. In Mathematics, the use of ALEKS as the new placement assessment tool provides more precise and accurate information regarding student's Mathematical knowledge. The implementation of ALEKS for placement and for the course has resulted in increases as high as ten percent in students receiving an A, B, or C in the developmental math sequence courses. The new tools and process are helping Kent State University to remove common barriers to graduation.

**Black Male College Success: A Case Study at a Predominantly Black Institution**

*Authors: Latrice Eggleston, Chicago State University*
*Resche Hines, Chicago State University*
*Aaron Patawaran, Chicago State University*

*Abstract* - Black males make up only four percent of the total enrollment at US colleges and universities (Harper, 2006; Palmer and Maramba, 2011). What can the institution do to help ensure these men persist and graduate and what role does social capital play in their degree attainment? This study explores factors that affect the academic success of Black males at a predominately Black-serving institution (PBI) where over 85 percent of its student population is Black and one-third male. There are three distinct types of social capital—bonding, bridging, and linking, articulated by Woolcock and Narayan (2000)—that provide a conceptual lens to understand this phenomenon of Black male success. Such forms of social capital can be gained from institutions like Historically Black Colleges and Universities (HBCUs) and PBIs. Utilizing a qualitative method of inquiry in studying black male success, a series of focus group interviews will be conducted to gain new insight into the phenomenon. Preliminary results indicate that there is a greater impact on identity and success from negative stereotypes that greatly contribute to educational disenchantment of Black males. Gaining social capital appears to play a vital role in aiding Black males in achieving academic success.
Comprehensive Program Design to Support Minority STEM Students’ University Retention and Retention in STEM Majors

Authors:  Jerry Caldwell, Michigan State University  
Dedra Eatmon, Michigan State University  
Ariel Robbins, Michigan State University  
Steven Thomas, Michigan State University  
Tylisha Brown, Michigan State University  
Kabria Allen, Michigan State University  
Sharon Griffin, Michigan State University

Abstract - The Charles Drew Science Scholars Program at Michigan State University (MSU) is a comprehensive academic support program for students declaring majors in the College of Natural Science (CNS), with an emphasis on students from populations generally underrepresented in the sciences. The primary goals of the program are to support student retention at the university and in the sciences. These are accomplished through the implementation of a comprehensive student-centered approach consisting of six areas of programmatic emphasis: academic advising, academic coaching (emphasis on conceptual understanding and study strategies), career advising/resources, 1st- and 2nd-year seminar courses, mathematics/biology/chemistry enrichment, and a first-year (freshmen) residential living and learning program. Through implementation of this comprehensive approach to student general and academic success and retention, the program has been able to demonstrate significant progress to realizing its primary goals of overall retention and retention in science/mathematics-based majors and curricula. Essential to the program's success is the re-enforcement and emphasis in each programmatic component of a common core set of cognitive, attitudinal (affective), and behavioral principles and objective outcomes. This paper will share the evolution of the Drew Science Scholars Program, best practices, and measures of success.

Connecting Retention to Institutional Strategic Planning

Authors:  Jerri Lyn Dorminy, Gallaudet University  
Patricia Hulsebosch, Gallaudet University  
Daryl Frelich, Gallaudet University  
Rosanne Bangura, Gallaudet University

Abstract - In the current climate of increased accountability for the learning and development of increasingly diverse student populations, retention is on everyone's minds. While retention is critical, it is important to remember that retention is an indirect outcome of good institutional practices. Gallaudet University's strategic plan targets retention and graduation as one of five key goals. This poster, within the Program and Initiatives strand, presents a collaborative model of accountability in which the concern for the education of students, from both the academic and student support divisions, guides planning for retention. Through this session we highlight how a strategic planning review process led to the development of a Retention Council consisting of both academic and student support campus leaders. Working together, these leaders revised the strategic plan, which became the Institutional Retention Plan. Each of the leaders adopted leadership accountability for specific strategies within the plan. Meeting regularly, these leaders are continuously informed by assessment data analyzed and shared through a Retention Data
Poster Session Continued

Team. From this, the leaders are able to use the data for informed decision making and planning as they implement their various strategies.

Faculty Centered Actionable Intelligence System

Authors: Karla Hull, Valdosta State University
          Andy Clark, Valdosta State University
          Brian Haugabrook, Valdosta State University

Abstract - This poster session will discuss a faculty centered actionable intelligence system that was built in-house and piloted for two semesters. University Business selected VSU as a Spring 2013 Models of Efficiency honoree for our use of this system to facilitate student success, and streamline IT responsibilities. The poster discuss the design of the system, faculty usage, and the results of student success in courses where the system was used. We created a formula to identify math and reading based risk factors for all freshman. Our VSU Faculty Portal enables faculty to view an interactive class roster with photos, reports and easy referral methods. If a student is marked as at-risk due to attendance, an email is sent to that student's advisor, housing, and the academic support office. If a student is flagged as having problems with course content, a notification is sent to a professional advisor or tutor who will then reach out to the student. During this first semester we had a 10-15% increase in midterm and final grades in Math gateway courses where faculty frequently used the portal and flagged students who needed additional support.

Forecasting Successful Teachers Using Student Models Created via Data Mining

Authors: Gregory Jonason, University of Houston
          Melissa Pierson, University of Houston

Abstract - With the rise of “Big Data,” data mining has proven to be a boon to those who generate and analyze these data. As a result, business, web, information technology, etc. have all experienced significant growth in the creation of sophisticated analytics and forecasting models for their respective industries. Additionally, data mining (DM) is an area of research that is beginning to flourish in the K-12 and Higher Education space(s). What better way to lay claim to the data reduction and inductive capabilities of DM than to put these methods to work on the age-old struggle of forecasting the success and retention of undergraduate students? The purpose of this presentation is to describe how to employ DM to better determine how an undergraduate student's entry requirements, academic performance, and student persistence can be used to predict success, as measured by degree completion, and passing scores on the state teacher-licensure exams.
Gaining Momentum in Peer Mentoring Programs

Author: Kim Sandlin, Wichita State University

Abstract - Wichita State University is a mid-sized, largely commuter, public 4-year institution located in the largest and most diverse city in Kansas. This session will provide an overview of the infrastructure of our Peer Connections program, a program created to fill the need of providing peer mentoring on campus for new students who were not part of an existing mentoring program. We will share our training process, the challenges we faced during and after our first semester, and the ideas we used to enhance the program. Additionally, we will share how we are currently using data from the Office of Planning and Analysis to reach at-risk students prior to beginning their college career, and what we are doing to redesign, execute and build momentum for our program.

Mercy College PACT: An Innovator in Student Success and Retention

Author: Andy Person, Mercy College

Abstract - Mercy College, a federally-designated Hispanic Serving Institution, created the revolutionary PACT (Personalized Achievement Contract) model as a solution to the urgent national need for improved student success in higher education, particularly among low income, minority, and first generation students. Through a "single point of contact" approach, Mercy College uses cross-trained professional mentors in a highly personal method to student success that is customized to each student's goals, integrated from pre-enrollment through college, and focused on persistence to degree and a career. First year retention rates show that PACT students persist towards a college degree at much higher rates than Non-PACT students. On average, PACT students persist at 15% higher rates on average since the inception of the PACT model. External validation includes PACT's recognition as 1 of 10 national recipients of the 2012 Outstanding First-Year Student Advocate Award by the National Resource Center for the First-Year Experience. PACT is a "Best Practice" for retention and career services by the National Association of Colleges and Employers; a "feature innovation" by the Association of American Colleges and Universities (AAC&U); and a shared example of innovation in higher education by the American Council on Education (ACE) to the White House in 2010.

Qualitative Study Investigating the Perception of Critical Success Factors Among Successful Students

Authors: Jeffrey Anderson, Saint Leo University
          Anella Garness, Saint Leo University
          William Hamilton, Saint Leo University
          Robert Lucio, Saint Leo University

Abstract - The aim of the present study is to determine the specific factors graduating students perceive as integral for success and retention at Saint Leo University; a private, catholic, four year institution. An easily reproducible algorithm, which will be discussed in greater detail in the paper, was used to categorize graduating students into three groups: Overachievers, Perform-as-
Expected, or Underachievers. Placement into these groups was based on students’ college preparedness and academic performance in college. Academic preparedness was determined by high school GPA and SAT/ACT scores while academic performance was determined by graduating GPA. Thirty students from each group were randomly selected and invited to participate in focus groups where they were asked to discuss the resources and or services they perceived as being important and necessary to their success and retention. The strategic placement of students into groups allowed us to identify the unique coping strategies and resources used by students with different levels of academic preparedness. The results of this study will aid in the development of strategic retention interventions based on entering academic preparedness.

Retention and Recovery of Fully Online Students at Drexel University

Author: Valerie Delleville, Drexel University Online

Abstract - As Drexel University (Philadelphia) continues to experience new student growth in their fully online programs, the need to support online students as they transition into their programs has grown substantially. Drexel Online has launched several initiatives through the 2012-2013 academic year to support the persistence of new online students into their third term of enrollment. First, a team of Student Success Coaches were hired to work with targeted graduate new online student populations (based on college, program, and prior retention rates), for the first two consecutive terms. This fully remote, part-time team of Student Success Coaches was launched to serve primarily as a referral resource, integrating with academic advising to ensure minimal duplication of efforts. Separately, new undergraduate students were assigned coaches to work with them in their first two consecutive terms. However, this population was split into an A-B test environment, with coached and control groups balanced based on factors contributing to retention, to determine if any differences exist between persistence rates. For the undergraduate population, Drexel Online partnered with Inside Track, a recruiting and retention partner based out of Portland, Oregon. Finally, attempts to recover inactive students will be reviewed. Drexel Online outreached to fully online students who had not pursued any coursework at Drexel for a minimum of one year. Planning, operations, budgeting, and initial results will be presented, with discussion targeted on the growing population of online students, and how traditional retention practices must be revised to address fundamental differences in campus vs. online populations.

Retention to the Second Year (and Beyond) at a Four-Year University: The Effects of Entering Characteristics, the First-Year Experience, and Financial Aid

Authors: Theodore Coladarci, University of Maine
        Jimmy Jung, University of Maine

Abstract - We will present the results of our study (in progress) of the effects on student retention of a student’s entering academic profile, academic success in the first year, and merit- and need-based financial aid at a New England land-grant university. To date, our analyses rely on logistic regression, where retention to the second year serves as the dependent variable and the independent variables are an academic index (a weighted composite of SAT scores and high
school GPA), first-year GPA, and the percentage of first-year cost of attendance met through either merit- and need-based aid. Based on first-time full-time students in the fall 2011 cohort, our results show that the academic index has no statistically independent effect on retention whereas both first-year GPA and financial aid do. Of the latter two variables, first-year GPA has the larger impact: As it declines, retention drops precipitously—although the downward slope for financial-aid recipients sits consistently above that for nonrecipients. In subsequent analyses, we will explore further the first-year academic experience by considering grades in specific courses (e.g., gateway courses). We also will employ data-mining, using SPSS Decision Tree, to identify meaningful factors (and their combinations) with respect to student retention in subsequent years.

Service Learning and Retention in Engineering

Authors: Corinne Townsend, University of California-Merced
Thomas Harmon, University of California-Merced
Christopher Butler, University of California-Merced

Abstract - Since opening in 2005, the University of California at Merced (UCM) has grown to just over 5,000 undergraduates, about 900 of which are engineering students. To date, the School of Engineering has a strong record for attracting undergraduates, but early indications are that retention is a major problem. While math readiness is the clearest academic cause of retention problems, its root cause may be largely socioeconomic. UCM is unique compared to most of the 10 UC campuses in terms of its large number of first-generation students (neither parent has a bachelor's degree), and these students are among the most at-risk of transferring out of engineering or dropping out. Our early retention analysis suggests that enrollment in service learning at UCM is associated with higher retention, and propose that this is due to the course's unique capacity to address many psycho-social barriers frequently associated with first-generation students, including non-welcoming classroom experiences, lack of career mentoring, and experience of prejudice and discrimination on campus. Additionally, service learning may lead to higher levels of engagement with the major and increased motivation. These factors may help students stick with engineering majors, by increasing their motivation to persist, and to overcome academic challenges.

Stairway 2 Success: A Practical Example of Supporting Transition & Retention

Author: Nick Wagner, Saginaw Valley State University

Abstract - Institutional and public pressure related to student retention has made a number of postsecondary institutions evaluate their programmatic philosophies and reallocate resources. Saginaw Valley State University has piloted a unique approach catered to the first-year conditionally admitted students. Due to low high school grades and test scores that qualify them as “conditional” and at-risk, there are a number of other ancillary factors that could hinder their success. The Stairway 2 Success program is a three-step freshman program designed to help such students succeed. These freshmen are paired with faculty and staff mentors who share model habits of academic success, and guide students to important campus resources. Within this poster I will give an overview of the Stairway 2 Success model, outline the collaborative approach
institutionalizing mentor participation, share real experiences from the perspective of a full-time staff mentor, and articulate the evaluation and assessment strategies for this program that took place throughout the academic year. Outcomes will be highlighted along with program reform and institutional implications for the coming years.

Student Engagement, Financial Stress, and Retention of Pell Grant Recipients

Authors: Kathleen Carlson, Saint Xavier University  
Maureen Wogan, Saint Xavier University  
Alberta Gatti, Saint Xavier University

Abstract - Saint Xavier University is conducting a study of five cohorts of first-time freshmen (non-athletes) with a special focus on students with high financial need (recipients of Pell grants). The University launched a series of new retention initiatives beginning in 2008 under the auspices of a Title III Grant. We expected retention to increase through improvements in student achievement, student support services, and student engagement as measured by the National Survey of Student Engagement (NSSE). Although these new initiatives did produce improvements in several indicators of academic success and student engagement, overall retention failed to improve. Our analyses revealed that financial factors appear to be playing a more important role in freshmen retention. First-to-second year retention rates of Pell students declined 11 points since 2008. In contrast, retention rates of students with higher ability to pay showed increases over the same time period. The declines among Pell students were evident across all academic profile groups. We hypothesize that financial pressures on Pell students have increased significantly since 2008, and that these pressures are creating barriers to full engagement. This session will share the findings of longitudinal analyses of NSSE and other measures of engagement.

The Impact of College Success Courses for Low-Income, First-Generation, Students of Color to Promote the Pursuit of Science, Technology, Engineering and Mathematics (STEM) in Higher Education

Authors: Allison Scott, Level Playing Field Institute  
Alexis Martin, Level Playing Field Institute

Abstract - To eliminate barriers to entrance, retention, and success in Science, Technology, Engineering, and Mathematics (STEM) fields in higher education, the Level Playing Field Institute has developed a programmatic intervention for underrepresented students of color. In the context of a broader out-of-school STEM summer residential program (SMASH Academy) taking place on four university campuses, the College Success Course was developed to prepare African-American and Latino high school students for the rigors of college. The College Success Course specifically focuses on eliminating barriers facing first generation college-going students from low-income backgrounds. Initial evaluation findings have implications for increasing postsecondary enrollment and retention rates for this demographic, particularly in STEM contexts, thereby bridging the gap between K-12 and higher education and helping to improve outcomes for underrepresented students of color in STEM. This poster will highlight our
program, discuss the course design, and share data and findings from this intervention, focusing on current student outcomes as well as program alumni enrolled in postsecondary education. The poster will also allow for larger discussions on developing relationships between higher education and K-12 in order to support STEM success for students of color.

Visually Translating Data for Non-Data People

Authors: Robert Lucio, Saint Leo University
William Hamilton, Saint Leo University
Jeffrey Anderson, Saint Leo University
Joseph Paquette, Saint Leo University

Abstract - Too much data can be overwhelming for "non-data" people, especially in the Data Rich, Information Poor (DRIP) environment of higher education. The use of the term statistically significant can be hard to translate into real world practice for people who don't speak the data language. In order to ensure findings get translated into actions which engage higher education in retaining students, it is important that the results are clearly understood. This poster presents different visual methods of displaying data to engage "non-data" peers in understanding and interpreting findings. Various forms of data can be used when reporting, including charts, graphs, and the use of Geographic Information Systems (GIS). GIS is a spatial tool that captures, stores, analyzes, and displays geographic data to help visualize it at a neighborhood, street, census and zip code level. When compared to tables, a visual depiction of data can be a helpful tool for presenting findings to staff, faculty, and administration. Data presented visually can be a useful tool to help faculty, staff, administrators and other decision makers better visualize educational concerns and interpret trends. Education can use these methods to assist in interpreting research results and implementing strategies to improve educational outcomes.
A Discipline-Specific Approach to the Freshmen Orientation Course: Arthur Miller & Social Drama

Room: Boardroom East
Introductory Level

Author: Ivan Fuller, Rider University

Abstract - Freshmen often come to college without knowing how to engage deeply with material. The majority of first-year, survey courses do little to change this, giving students a surface knowledge of the content area with the expectation that they will dig deeper as upper-classmen. During Fall 2012, a pilot course was run with the broad goal of better preparing theatre freshmen to appreciate the content of something like theatre history by first understanding how to study deeply, think critically, and write clearly about a narrow subject. Within the class were embedded college orientation topics such as: stress management, time management and academic advising. This was not treated as a course that gently worked a student up to more challenging material. Rather, it took the approach that students are now in college and this course helped them learn exactly what was needed to get the most out of their education. Through working with a small cohort of 18 freshmen theatre majors, the course was able to deliver on these objectives through an exciting subject, attentive nurturing of under-developed skills and (most importantly) by motivating the students to reach for a bar set high, but not so high they couldn't reach it.

An Examination of a Retention Program Designed for Under-Prepared Students who Have Declared a STEM Major

Room: Cockatoo
Intermediate Level

Authors: Charles S. Todd, Montana Tech
Melissa Harrington, Montana Tech
Keri Petritz Jaynes, Montana Tech

Abstract - The Foundations of Engineering and Science Program (FESP) is a program designed to serve under-prepared students who have declared a STEM major. The under-prepared STEM major is identified by either a math ACT or SAT score in the 18-23 or 440-550 range, respectively. The program was created in response to a number of entering freshmen STEM majors whose math placement scores, based on their ACT or SAT math results, were not sufficient for placement in the pre-calculus math course, which is a prerequisite for all STEM majors. FESP consists of remedial or lower level classes in math, writing, science and problem
solving. In addition, two courses designed specifically for FESP students, FESP 095 and FESP 121, are offered. This paper will provide a detailed description of FESP, as well as an examination of the assessment strategy employed by the program. The assessment includes identifying the goals of the program, metrics used in measuring the extent of goal realization, and subsequent action based on information provided by the metrics. In general, the assessment consists of defining cohorts within FESP, then tracking and comparing success over one or two semesters.

Session ID: 120
Paper 9:15 AM - 10:05 AM

Applying Multi-Level Modeling to Estimate the Incremental Impact of High School Characteristics on Students’ Academic Risk Profiles

Room: Toucan
Advanced Level

Authors: Jacob D. Pleitz, University of Oklahoma
Robert Terry, University of Oklahoma
Nicole J. Campbell, University of Oklahoma

Abstract - Our institution, like many, is focused on better elucidating the student admissions process, with an eye for better predicting student retention and success. One approach includes employing methods of statistical modeling to better estimate the risk profiles of incoming students. This paper presents the use of multi-level modeling to estimate the unique effects of student application data for predicting a student’s probability of retention to the second year. For n = 10733 students, the probability of retention was estimated using two separate models. In the first model, student-level characteristics of high school GPA and standardized test scores were used to estimate retention. In the second model, high school-level characteristics were then added to create a multi-level model. The influence of these variables, as well as the accuracy of prediction of both models was then compared. Results demonstrated that the inclusion of the additional high school-level variables provided for greater accuracy in estimating retention. While a student’s high school GPA and standardized test scores continue to serve as the strongest predictors, school sector (public, private) and class size were significant additions to the model.
Community and College Collaboration: Anti-Poverty Tools + Higher Education = Student Success

Room: Macaw
Intermediate Level

Authors: Reine T. Sarmiento, LaGuardia Community College
Cheryl Williams, City University of New York
Nathan Dickmeyer, LaGuardia Community College
Christopher Sharon, Single Stop USA
Heidi Lopez, Kingsborough Community College

Abstract - The path to educational attainment and economic success for America’s most vulnerable students runs through community colleges. Almost half of all college students attend community colleges (Mellow, G & Heelan, C., 2008). Many are from poor families. Graduation rates suffer. Only 26% graduate within five years (Community College Student Outcomes: 1994-2009, National Center for Education Statistics). The major reason they give for dropping out is financial (Braunstein, McGrath & Pescatrice, 2000-2011). Ironically, more than $65 billion in federal and state government resources designated for low income people go unused (U.S. Census Bureau). Single Stop provides interventions strengthening support services to increase community college retention and graduation rates. The impact of Single Stop has been phenomenal at the City University of New York (CUNY). Between 2009 and 2012, they generated government benefits, services, and tax refunds valued at $73,027,063 for 33,185 students. Preliminary research indicates that retention has improved; more research will measure graduation rates. CUNY central administration plans to institutionalize the program. While Single Stop has provided the framework, colleges can implement programs similar to Single Stop and are encouraged to look at their existing student services then partner with community-based organizations to help students apply for public benefits.

Engaging Students With a College Success Mobile App - Best Practices to Coach Students via Their Phone/Tablet

Room: Boardroom West

Author: John Joseph, Global Grad, LLC

Abstract - A recent study of Ball State's Institute for Mobile Media Research found, "For many college students, their lives revolve around their smartphones." So why not translate trusted retention research into an interactive web/mobile app for coaching students? We will present data on student adoption and engagement with a college success web/mobile application at Auburn University (AL) and LaGrange College (GA). Best practices using smartphone/tablet applications for student success will be covered. Application design will also be considered. Survey
responses from student users will also be presented. The audience will take away an understanding of current best technologies to engage and persuade students to the right behaviors through interactive mobile apps on their smartphones, tablets, and computers. Those colleges wishing to adopt or design mobile apps themselves will have an understanding of the key technology and program design elements necessary for success.

Session ID: 130
Paper 9:15 AM - 10:05 AM

Helping Hispanic/Latino Students Successfully Navigate Their University Experience: An Integrated Service Delivery Model

Room: Rousseau East & West
Intermediate Level

Authors: Jennifer A. Wade-Berg, Kennesaw State University
Ralph J. Rascati, Kennesaw State University
Allyson Bianchi, Kennesaw State University
July Carrillo, Kennesaw State University
Sam Box, Kennesaw State University

Abstract - Hispanics/Latinos are the fastest growing ethnic population in Georgia. However, their college degree completion rates lag behind the majority white population. In response to this situation, Kennesaw State University (KSU) has made it a priority to reduce the rate of dropouts (and stop outs) and strengthen the value of a degree. In 2010, a study conducted at KSU showed that Hispanic/Latino students face a myriad of “pain/stress points” when trying to access and graduate from higher education institutions, including but not limited to: financial concerns, cultural barriers, lack of knowledge/understanding on how to access college and navigate academic and social expectations, and lack of academic preparedness. Subsequently KSU developed and implemented an innovative program designed to increase retention and graduation rates among Hispanic/Latino students. The primary facets of the Hispanic/Latino Recruitment, Retention, and Progression to Graduation (H/L-RRPG) Program include: developing an integrated service delivery model that streamlines enrollment services and advising making the process easier and friendlier for the student to navigate; increasing financial aid available to participating students; increasing the quality of the academic and co-curricular experience; and fostering a welcoming climate for Hispanic/Latino students. Data from the first two years of the program are offered.

Session ID: 100
Paper 9:15 AM - 10:05 AM

Using the Student Success Lens to Drive Institutional Change

Room: Rousseau Center
Introductory Level

Authors: Christopher Romano, Ramapo College of New Jersey
Joseph Connell, Ramapo College of New Jersey
Abstract - With increased competition and calls for outcomes to drive state funding, a strong focus on student success has emerged within the field of Enrollment Management (EM). Integrating research with data-driven decision-making, Ramapo restructured its EM division to break down silos and reframe institutional issues around students’ best interests. In doing so, the offices of First-Year Experience, Academic Advisement and Testing were merged into one unit – Student Success – and a campus-wide academic advisement plan was developed through a faculty and staff led Advisement Council. Using Ramapo as a case-study, this session will explore altering institutional culture through the lens of student success to guide changes in the areas of advisement, first year experience and retention. Comparing pre- and post-data of retention rates, advisement visits, student engagement (from the National Survey of Student Engagement) and first semester student survey impressions over a four-year period, Ramapo will reflect on its successes, missteps, next steps and bigger picture takeaways about culture and organization change that can help inform or guide other institutions in their practices.

Morning Break 10:05 AM - 10:25 AM

Take a break from the activities and have a refreshment as you network with your colleagues.

Session ID: 136
Paper 10:25 AM - 11:15 AM

Celebrating our Silver Anniversary: Lessons Learned From 25 Years of Freshman Studies at Seton Hall University

Room: Toucan
Intermediate Level

Author: Agnes Hooper Gottlieb, Seton Hall University

Abstract - Established in 1987, Freshman Studies at Seton Hall University has three major components: peer counseling, academic advising and a mandatory college study skills course. The program has evolved over the decades in response to changes in technology, student preparedness and pedagogy to include many forward-thinking features that enhance student engagement and retention. This paper explores some of the lessons learned along the way in creating a robust advising program that benefits all incoming students.
College Remediation and Baccalaureate Attainment

Room: Rousseau Center
Advanced Level

Authors: Philip Garcia, California State University-Office of the Chancellor
Michal Kurlaender, University of California-Davis

Abstract - This paper utilized unique administrative data to evaluate the effects of remedial placement on college completion at the nation’s largest public four-year higher education system—California State University. We take advantage of the standardized remediation assessment and placement policies at the system’s 23 campuses to evaluate how students requiring remediation in English, math (or both) fare in their degree completion once they’ve been remediated. Applying a series of logistic regression models that control for a variety of key academic characteristics, we find that remediated students, who completed their required remediation courses by their second year, had very similar graduation outcomes as their non-remediated counterparts.

Data-Driven Factors That Increase Student Course Completion: A Two-Year Study

Room: Rousseau East & West
Intermediate Level

Authors: Donald S. Wood, Odessa College
Gregory Williams, Odessa College

Abstract - In a retrospective study at Odessa College, we analyzed student drop-out patterns from on-line and face-to-face classes over a three-year period. We found a statistically significant pattern to student withdrawals from classes in all departments that tracked to individual instructors and did not correlate with the class standing, age, gender, ethnicity or other demographic profile of students. In a follow-up study, possible practices of instruction and/or qualities of student-instructor interactions that might account for an individual instructor’s drop rate pattern were analyzed. From that analysis, data-driven suggestions for instructors were established to help them reduce student drop outs from their classes and the “Drop Rate Improvement Program” was developed. The Drop Rate Improvement Program was initiated in the Arts and Sciences division in fall, 2011 and in the Career, Technical, Workforce Education division in spring, 2012. Since then, class drop-outs in both divisions have fallen to historic lows and the course completion rate throughout the college is now over 90%.
Wednesday, 11/6/2013

Session ID: 6
Paper 10:25 AM - 11:15 AM

Listening to Students’ Voices: A Strategy for Enhancing Faculty Advisor Development to Increase Student Retention and Success

Room: Boardroom West
Intermediate Level

Author: Mercy O. Azeke, Monmouth University

Abstract - In today’s difficult and competitive market of recruiting and retaining students, it has become very important for upper-level administrators in higher education to have input from students as major institutional strategic initiatives are being planned. This interactive paper presentation describes the relationship between students’ perception and evaluation of academic advising processes, practices, resources, and effectiveness of faculty advisors at Monmouth University and the resulting major university advising initiatives including faculty advisor development. Academic advising provides institutions with the opportunity to personalize education and to engage students in their own learning. Through advising, faculty and professional advisors help students to become integrated into the academic and social fabric of the institution; this integration has proven to contribute to student persistence and success (Tinto, 1993).

Session ID: 143
Vendor Presentation 10:25 AM - 11:15 AM

MAP-Works: A Focus on Student Success and Retention

Room: Boardroom East

Author: Shelli Zimmerman, EBI Map-Works

Abstract - Understanding student success and retention is the foundation for fulfilling your mission and having a positive influence on the lives of students. During this presentation, we’ll focus on MAP-Works, a web-based, campus-wide, retention solution which utilizes institutional information, student perceptions via surveys, and faculty/staff input to identify students at risk for attrition or poor academic performance. Individual student information is provided to front-line faculty/staff such as residence hall professionals, academic advisors, and instructors. MAP-Works, utilized on more than 125 campuses nationwide, has a proven performance record providing a measurable impact on student retention. We will also share how the program is implemented and give examples of in-depth reporting functions. Campus stories of improved retention, tighter collaborations between departments, and improved campus culture will be discussed.
**The First Year and Beyond: Student Success Initiatives for Marginalized Populations**

Room: Cockatoo  
Intermediate Level

Authors: Darryl K. McGee, University of Arkansas-Little Rock  
Harvell L. Howard, University of Arkansas-Little Rock

**Abstract** - The African American Male Initiative (AAMI) at The University of Arkansas at Little Rock assists the university in better understanding and handling the educational, social, political, and economic issues that impact – and, in many instances, determine – the life outcomes of young African American men. Moreover, the program established the foundation to create a new history in regards to the overall achievement of African American male students. Current research has begun to focus on best practices for retaining African American males and those African American males who do succeed, and the lessons that their experience can provide for how a campus environment can cultivate success. This tutorial will outline the steps taken to create and operate an AAMI at a doctoral research university in the American South. Attendees will learn how to develop a strategy for implementing an AAMI; gain information on interventions; understanding of the theoretical framework; and address the challenges of the process.

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**Who Are Your At-Risk Students? How to Use Data Mining to Target Intervention Efforts**

Room: Macaw  
Advanced Level

Authors: Lalitha Agnihotri, New York Institute of Technology  
Alexander Ott, New York Institute of Technology

**Abstract** - Early intervention with students most at risk of attrition can be effective in improving student retention. However, two problems often prevent effective intervention: (1) how to identify and intervene with these at-risk students before it is too late, and (2) how to identify the key factors putting these students at higher risk of attrition so as to inform the counseling intervention and improve its effectiveness. The New York Institute of Technology (NYIT) attempted to solve these problems by building a student risk model housed in our Data Warehouse and based on data mining tools. The resulting model output provides timely, convenient, and powerful retention risk data to NYIT staff who focus on student retention and student success by providing targeted intervention.
A Tale of Two Centers: A Collaborative Approach to Retaining Under-Prepared Minority Students

Room: Rousseau East & West
Intermediate Level

Authors: Luz D. Randolph, Florida A&M University
Serena Roberts, Florida A&M University
Patricia Green-Powell, Florida A&M University
Mark Howse, Florida A&M University

Abstract - Florida Agricultural and Mechanical University, a minority serving institution, through a Title III grant targeting teacher education certification, is addressing a student population that faces multiple challenges. Many students entering the university are under-prepared; they have to pass four portions of a state certification exam and obtain a 2.5 grade point average in General Education courses to be admitted to the College of Education. Through a collaborative partnership between the College of Education’s Candidate Empowerment Center and the Center for Academic Success, a systematic approach to attacking individual student needs is being refined. The key element in the Centers' success has been identifying students with the appropriate skills and dispositions to tutor and mentor this special population. Another salient feature is the customized blend of resources, which include diagnostic testing, print and on-line materials, and one-on-one tutoring to devise a study plan tailored to individual student needs. A third contributing component is academic advising and tracking student compliance. Obtaining actionable data from the university, motivating students to fully avail themselves of the range of resources offered, and the struggle many students encounter balancing the multiple academic requirements with which they’re faced are ongoing impediments to their success.

A&PI Stretch: Transforming a Gatekeeper Course Into a Gateway Course to Improve Retention of First-Year, First-Time Students

Room: Boardroom East
Intermediate Level

Authors: Albert DeCiccio, Southern Vermont College
Jennifer Ufnar, Southern Vermont College

Abstract - Faced with students not succeeding in Anatomy and Physiology I (A&PI) and leaving the College, Southern Vermont College (SVC) launched an A&PI course designed as a gateway, not a gatekeeper, for first-year students. The College identifies students deemed academically at risk, and they are offered an opportunity to enroll in a re-envisioned A&PI course. Based on a model deployed in legal education and in certain first-year writing courses, SVC’s course is “stretched” over two semesters; the additional time enables students to meet the threshold for the
The College makes it clear to students that, if they do meet that goal, it will pay for the A&PII course and the on-campus accommodations they will need in the summer in order to stay on track with their peers. Southern Vermont College has seen positive trends on all the major items being measured (including that the “stretch” students passed A&PII in the summer and returned in the next fall semester) and, importantly, some unintended benefits. This paper explains why SVC is so encouraged by the “stretch” model, enthusiastic about the collaborative learning taking place, and delighted by the increased retention of students who would normally not continue if unsuccessful in A&PI.

Achieving Student Success Using Enhanced FLIP Learning & Proactive Tutoring via a Cloud Based Student Engagement Platform: Two Case Studies

Room: Boardroom West
Authors: Julie Fletcher, Louisiana Technical College
Edward Clougherty, Copley Retention Systems

Abstract - Attendees will take away two Case Studies where formerly underperforming, first generation students from low economic and educational backgrounds are now comprising the top students in their classes. Attendees will be introduced to new learning modalities (“Enhanced FLIP Learning with Proactive Tutoring”) facilitated by a cloud based Student Engagement Platform (with Web Apps) that totally immerses students in the media they use today in a supportive learning environment anytime/anywhere they are ready to learn. Enhanced FLIP Learning includes protocols and procedures on how/what to study, task management, and study group formation and participation. Attendees will also learn how Proactive Tutoring dramatically reverses the role of tutor from meeting a student after learning issues have occurred to proactively presenting and testing class/course material before class has begun. Finally, attendees will take away strategies for weaning students off of proactive tutoring and making them independent of tutors to continue through course completion.

Improving Outcomes Through the 4 Ps of Student Retention Framework

Room: Rousseau Center
Intermediate Level
Authors: David H. Kalsbeek, DePaul University
Carla M. Cortes, DePaul University

Abstract - The 4 Ps for student retention is a construct for reframing the retention discussion in a way that enables institutional improvement by challenging some conventional wisdom and prevailing perspectives that have characterized retention strategy for years. This framework
proposes that a strategic approach to retention starts with attention to the profile of the students who are admitted, focuses on ways the university can facilitate their progress toward degree completion, improves the process of navigating a complex institution and ensures that all students’ experiences in and out of the classroom fulfill the promise of the university. Examples from DePaul University will be shared to demonstrate how student retention outcomes were improved when framed by the 4 Ps of student retention. Key measures will be proposed for institutions to consider in evaluating their own retention outcomes based on a 4 P framework.

Linking Engagement and Student Retention

Room: Macaw
Introductory Level

Authors: Carina Beck, Montana State University
Erin McCormick, Montana State University
Tonya Lauriski-Karriker, Montana State University
Samantha Kujala, Montana State University
Jacob Jenks, Montana State University

Abstract - ChampChange is an engagement incentive program at Montana State University Bozeman (MSU) for freshman and sophomore students. Students qualify for the program if they are working on their first degree, have less than sixty MSU credits, and have attended MSU less than two years. Eligible students earn ChampChange points by attending workshops, tutoring sessions, learning centers, success appointments, fitness center, football games, and many other activities on campus. Students may use earned ChampChange points to purchase prizes at several auctions held throughout the semester. In this paper, we will describe the incentive program in detail including goals and challenges and examine if there is a relationship between student engagement measured by ChampChange and retention at MSU.

Predictors of Retention: Identification of Students At-Risk and Implementation of Continued Intervention Strategies

Room: Cockatoo
Intermediate Level

Authors: Muriel C. Lopez-Wagner, California State University-San Bernardino
Tanner Carollo, California State University-San Bernardino
Emily Shindledgecker, California State University-San Bernardino

Abstract - In recent years, retention rate into the sophomore year for California State University, San Bernardino (CSUSB) has improved and surpassed the CSU system-wide average. However,
it is clear that the first two years of college are difficult for some students and these difficulties influence their decision to return. We examined data from (3,790) First Time Freshmen who entered CSUSB in fall 2009 and fall 2010 quarters, and conducted a binary logistic regression on these data. Ethnicity, high school GPA, University Studies 100 enrollment, first term GPA, percent of courses completed during the first year, and number of general education courses enrolled during the first year contributed to the overall significance of the model. Probability scores for sophomore retention rates were calculated for each student, which ranged from high to low risk. The purpose of the study was to identify predictors of retention into the sophomore year, to identify students at-risk for withdrawal, and to provide continued intervention for these students.

CSRDE Best Practices Awards Luncheon

12:30 PM - 1:55 PM

Room: Outside by the Beach (weather permitting)
Back-up location: Kon Tiki Ballroom

Included in conference registration is the annual CSRDE Best Practices Luncheon. Join us for a delicious meal and opportunities for networking with other colleagues who are also addressing issues related to student success at their campuses. During dessert we'll begin the recognition of the conference papers receiving the Best Practices in Student Retention, Institutional Research Leadership in Student Retention, Best Poster, and the Director's Awards.

Session ID: 1
Paper 2:10 PM - 3:00 PM

Evaluating the Effects of Counseling Services on Retention

Room: Macaw
Intermediate Level

Author: Kerri P. Bond, Sweet Briar College

Abstract - Mental health of college students is becoming an increasingly important issue, but it is a topic rarely studied in conjunction with retention. An increasing number of students are turning to professional help offered at college counseling centers to deal with issues they are not able to deal with on their own. Students with emotional and social problems are at higher risk for dropping out of college than students without mental health problems. Despite increasing mental health issues and awareness on college campuses, few studies have been conducted that discuss the relationship between counseling, retention, and academic achievement in students. This study examines the effects of counseling on retention and achievement with the Millennial generation of college students. In addition, this study bridges a gap in the literature by examining the effects of counseling services on retention and academic achievement of students in a large, private, research university. ANCOVAs were used to examine significant differences between retention status and cumulative grade point average of counseled and non-counseled students. A logistic regression was utilized to examine if retention can be predicted by knowing the number of counseling sessions attended.
Improving Student Performance in College Algebra Through Course Redesign and Andragogy

Room: Cockatoo
Intermediate Level

Authors: Richard D. Townsend, North Carolina Central University
Saundra F. DeLauder, North Carolina Central University
Kimberly Phifer McGhee, North Carolina Central University

Abstract - The retention of students in higher education is an ongoing problem. Half of all students entering higher education will dropout before earning a degree (Swail Redd, and Perna, 2003). One obstacle to graduation rates in college is poor student performance in college algebra (Thompson and McCann, 2010). The development of innovative instructional approaches and techniques is necessary in order for students to become successful learners (Saritas and Akdemir, 2009). In an effort to improve teaching and learning in entry level college algebra courses, a STEM Faculty Summer Institute in Course Redesign and Andragogy was conducted. The institute’s focus was both theoretical and practical. As a result, there is empirical evidence of improved student learning in the college algebra courses. The DFW (grades of Ds, Fs, and Ws-withdrawal) rate dropped from 55% to 30% for the introductory college algebra course and the percentage of students scoring 70% or higher on the posttest for the college algebra course increased from 43% to 60% after one semester.

Paths for First-Generation Student Success

Room: Rousseau Center
Intermediate Level

Author: Christine Zielinski, University of St. Francis

Abstract - The paths for first-generation college students often are less effective for a timely completion of degrees with their aspirations often lower than fellow students. With over 50% first-generation students comprising each freshmen class, a commitment to alleviate barriers to their achievement through dynamic programming initiatives was required. To address the many challenges, the University Success Scholars (USS) was implemented for students to understand college expectations, meet academic demands, participate in engaging experiences, and prepare for leadership. The USS offers a network of support to provide a clear path to success for first-generation students and the vital links necessary for academic achievement, moral support, sense of belonging, and guidance. Components commence with a five-day Summer Academy providing a dynamic preview of real academic expectations of college including a multidisciplinary team taught course. Support and guidance continue through the university years with mentoring, informational meetings, cultural field trips, events to engage with faculty,
leadership training, and financial assistance. Completing its third year, the USS retention results for first to second year persistence are an average of 92% compared to 73% for non-participating first-generation students. Additionally, the lessons learned offer direction for next steps.

Session ID: 38
Paper 2:10 PM - 3:00 PM

Predicting For-Profit Student Persistence Using the Student Satisfaction Inventory

Room: Boardroom West
Intermediate Level

Author: David Edens, California State Polytechnic University-Pomona

Abstract - For-profit colleges are under scrutiny with questions about quality and the value of the degrees offered at these schools. The high debt-load and low levels of persistence among students who enter for-profit institutions raise the level of concern. Additionally, many of these students are older and are from under-represented minorities. There is little in the literature about the characteristics of student success and persistence in the for-profit sector. The purpose of this study was to examine this relationship between student satisfaction and persistence using the Student Satisfaction Inventory (SSI; Schreiner & Juillerat, 1993). Data were collected on 5,718 students who completed the Two-year Career and Private School SSI Form B online at 21 for-profit schools. Persistence data were collected one term and one year after the administration of the SSI. A final model using intent to choose the institution again as the outcome, which exhibited a strong relationship between satisfaction and intent to persist (R2 = .36). Satisfaction does play a significant role in students’ perceptions of institutional effectiveness and word-of-mouth reputation. Thus, the regular assessment of student satisfaction provides relevant information administrators can use to manage school reputation, admissions, and alumni relations.

Session ID: 19
Paper 2:10 PM - 3:00 PM

The Development and Implementation of a First-Year Seminar Course: Cardinal Quest for Lamar University Success

Room: Rousseau East & West
Introductory Level

Authors: Oney D. Fitzpatrick, Lamar University
Ashley D. Spicer-Runnels, Lamar University

Abstract - In Fall 2012 Lamar University implemented a first-year seminar course (LAMAR 1101 – University Success Seminar) in an effort to increase retention and graduation rates, which currently fall below the national and state averages. Indications suggested an improvement in the Fall to Spring persistence rate for those who participated in the course. Some prior studies suggest that students who participate in First Year Seminar programs experience more satisfaction with
their college experience, have more frequent and meaningful interactions with faculty members, are more involved in co-curricular activities and feel better about themselves as learners. Perhaps most importantly, these contribute to an increase in persistence and retention rates (Porter & Swing, 2006; Starke & Sirianni, 2001), academic success (Keup & Barefoot, 2005; Reed, 2011; Starke & Sirianni, 2001), and ultimately to improved graduation rates (Schnell, Louis & Doetkott, 2003; Starke & Sirianni, 2001). The implementation of the course and the implications of the recent successes associated with it are presented. Furthermore, a framework for other institutions seeking to implement or revise an existing first-year seminar course are discussed.

Session ID: 31
Tutorial 2:10 PM - 4:00 PM

Utilizing Traditional Process Engineering Reliability Measures to Evaluate and Improve Lesson Plans Aimed at At-Risk Students

Room: Boardroom East
Intermediate Level

Author: Michael Morsch, Moraine Valley Community College

Abstract - 2-Session Tutorial: Having worked with at-risk developmental college students at the university level for several years, I was asked to consult with several local industries that needed to implement training programs that required intermediate math, reading, and reasoning skills. I took the andragogical skills I learned into the workplace and found a great deal of success. This journey was an exchange of sorts, as I brought back best practices that I have applied to the classroom with equal efficacy. One such process was Failure Mode and Effect Analysis (FMEA), where a process, or in this case a lesson, is examined throughout its steps for potential errors. As in manufacturing, lessons have steps with similar pitfalls; whether one is factoring a trinomial, balancing an equation, or composing a coherent paragraph. I combined this powerful industry tool with an educational tool, Protocol Analysis, to create a new methodology with which to evaluate my lessons and other processes I employed. The use of this methodology has been shown to increase retention and passing rates of students by more than 125%.

Session ID: 26
Paper 3:10 PM - 4:00 PM

Optimizing Student Success Services to Reach Your Retention and Graduation Goals

Room: Boardroom West
Intermediate Level

Authors: Nichole Knutson, University of South Carolina
Claire Robinson, University of South Carolina

Abstract - Since 2004, the University of South Carolina has experienced an 88% growth in first-year applications, a 36% increase in the first-year cohort and has more than doubled the number of out-of-state, first-year students. Despite significant changes in the student profile, the
University has raised four-year graduation rates by over 15% and retention rates by 4%. This session will highlight specific data-informed, retention initiatives used by the University of South Carolina to advance student success. The presenters will describe how institutional planning informed student services delivery through a comprehensive Student Success Center model and supported campus partnerships. Participants will leave the session with program materials on implementing and improving targeted retention services for first-year students, special populations, academically deficient students, and returning students. Presenters will provide detailed assessment and evaluation resources on high-impact programs that have demonstrated positive outcomes in student success and retention at the University of South Carolina, including: academic coaching, supplemental instruction, tutoring, class absence referral, and academic recovery programs.

Session ID: 20
Paper 3:10 PM - 4:00 PM

**Student Persistence in a 4-year Institution: Transfer Students vs. Traditional Freshmen**

Room: Cockatoo
Intermediate Level

Authors: Andrea Thompson, Keiser University
Lisa Mabe-Eads, Keiser University
Theodore Regis, Keiser University
Larry Pace, Keiser University

**Abstract** - This sequential-explanatory mixed methods study focuses on the difference in retention rate for transfer students compared to first-time freshmen, at a 4-year institution; in addition, it explores transfer students' and first-time freshmen' perception of the factors that impact their willingness to persist. Findings reveal that both freshmen and transfer students are faced with a unique set of needs relevant to adjustment, integration, and social adjustments. Students reveal their views of the institution's level of support which influence their ability to adjust and integrate both as first-time freshmen and as transfer students. The study's findings are significant to deans of student affairs, academic advisors, and retention specialists as they seek to respond to the needs of first-time freshmen who are usually students coming from high school, compared to needs of transfer students who already experienced the first taste of college at a previous institution and are seeking to assimilate in a new institution, mid-program.

Session ID: 4
Paper 3:10 PM - 4:00 PM

**Student Success Dashboard at California State University, Fullerton**

Room: Rousseau Center
Intermediate Level

Authors: Afshin Karimi, California State University-Fullerton
Edward Sullivan, California State University-Fullerton
Abstract - Improving student persistence, increasing graduation rates and lowering achievement gaps between underrepresented and non-underrepresented students are parts of a strategic goal at CSUF. The 'Student Success Dashboard', a business intelligence tool developed collaboratively by Institutional Research and Information Technology departments is a dynamic dashboard that helps faculty and administrators with these tasks. The key indicators displayed for given first-time full-time freshman as well as new transfer cohorts are numbers of ‘Graduated’, ‘Currently-enrolled’, and ‘Dropped-out’ students. These are live and up-to-date data and are shown both in a summary format, as well as a detailed student-level format and can further be sliced and viewed in different ways (by Ethnicity, Gender, Parent Education, Underrepresented Status, Prior Institution Type, Major at Entry, College at Entry, Latest Major, Latest College). The paper will focus on the collaborations between IR and IT in establishing the dashboard. Efforts to ensure data quality will be discussed. Immediate benefits of the dashboard (including identification of students for review that had completed their degree requirements but had not been cleared for graduation) will be described as will future enhancements to the dashboard.

Session ID: 53
Paper 3:10 PM - 4:00 PM

The Buckeye Generation Learning Community: Helping First Generation Students Succeed
Room: Macaw
Intermediate Level

Authors: Melissa K. Jungers, Ohio State University-Newark
Cathleen M. Engle, Ohio State University-Newark

Abstract - First generation students are less likely than peers to complete their degree. A learning community (LC) was created at the Newark regional campus of The Ohio State University (OSU), where roughly 1/3 of the students are first generation, to address the academic and social needs of this population. A common criticism of LC outcome measures is students’ self-selection and often better academic background. However, those who participated in the OSU Newark LC were academically diverse first generation students, with equal portions of high, medium, low, and no ACT scores. Results show strong program success. LC students had significantly better grades and they were more likely to be in good academic standing than their first generation peers after both the first semester and the end of the academic year. Impressively, the LC students’ retention, grades, and academic standing were comparable to their non-first generation peers. Qualitatively, LC students reported positive social connections and greater understanding of college life.
The Consortium. What is the CSRDE (the Sponsor of This Conference) About?

Room: Rousseau East & West
Introductory Level

Authors: Sandra Whalen, 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 approximately 450 two-year and four-year institutions. The consortium members benchmark the retention and graduation rates of community college students, community college transfers into the four-year institution, baccalaureate degree seekers, and STEM majors. We've gone beyond swapping data to sharing knowledge by sponsoring the annual National Symposium on Student Retention and our 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.

Conference Adjourns 4:00 PM

Our last session ends at 4:00. We hope to see you in Louisville in 2014!