

THE NATIONAL SYMPOSIUM ON STUDENT RETENTION

OCTOBER 9-11, 2006

ALBUQUERQUE, NEW MEXICO

EMBASSY SUITES HOTEL



Elevating Expectations for Student Success!

This symposium is sponsored by the Consortium for Student Retention Data Exchange (CSRDE) at the University of Oklahoma (<http://www.ou.edu/csrde>). The CSRDE is a consortium of over 550 colleges and universities dedicated to benchmarking their retention and graduation efforts through cooperative data-sharing. Membership in the consortium is open to 2-year and 4-year institutions. The CSRDE has been sponsored by the University of Oklahoma since 1994. Participants from non-CSRDE institutions are encouraged to attend and contribute to papers and presentations.



The Consortium for Student Retention Data Exchange

would like to thank

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The National Symposium on Student Retention.

Thank you!



The University of Oklahoma
CENTER FOR INSTITUTIONAL DATA EXCHANGE AND ANALYSIS (C-IDEA)

Dear Participants of the National Symposium on Student Retention,

I want to extend a warm welcome to all the participants, presenters, and exhibitors at our second national symposium. We gathered information from those who attended our symposium last year and have implemented some suggestions so that this meeting would be meaningful during the event and useful afterwards. I hope that you find this time in Albuquerque to be filled with opportunities for learning, sharing, reflecting and networking.

I want to thank those of you who submitted papers. We are very appreciative of the time and expertise contributed by the conference presenters. We cannot address student retention issues within a vacuum and your contributions help broaden horizons and perspectives. During our time together, participants will have the opportunity to learn about best practices and meritorious programs. Presentations will also be made on research related to retention theory, retention efforts with special populations, and looking beyond the first year retention. There are more interesting presentations than one person can attend. This is the type of problem that is good to have at a conference. To help you manage that problem we will be mailing each of the participants a CD that contains all of the conference papers.

In addition to "seat time learning" I want to encourage you to take advantage of this opportunity to network with colleagues. The most valuable resource at this conference is the knowledge and expertise of those attending it. We have planned "Birds of a Feather" coffee breaks on Tuesday to allow time to gather with others who share common issues of concern. The Balloon Glow on Sunday evening will provide a fun opportunity to socialize and network. We hope that you enjoy the less formal breaks, meals, and evening activities and use them to identify colleagues with common interests.

Thank you for your participation. See you in Milwaukee next year.

Rosemary Hayes, Ph.D.
Director



THE NATIONAL SYMPOSIUM ON STUDENT RETENTION

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

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Sunday, October 8, 2006

4:45 - 10:00 PM **Balloon Glow – Optional Evening Event**

Balloon Glow® is one of the most widely anticipated events of the whole week at the Albuquerque International Balloon Fiesta. Just before dusk, some 400 to 500 balloons are securely tethered and inflated. At the directive of the Balloonmeister, burners are ignited and the evening sky fills with a kaleidoscope of brilliant, luminous color that is truly magic.

We will be traveling to Balloon Fiesta Park to enjoy this magnificent event followed by AfterGlow Fireworks Show, New Mexico's most spectacular fireworks display. Transportation will be provided to and from the park. We have a big group attending so we ask that you meet us in the lobby of the Embassy Suites at 5:00 PM (if you are staying at the Hilton, we will pick you up at 4:45 PM) and we will return around 10:00 PM. You will be on your own for dinner and there are a number of food vendors at the event.

Monday, October 9, 2006

Pre-Conference Workshops (separate registration required)

8:30 AM - Noon



Room: Sierra II
Title: Retention For Rookies: Pre-Conference Workshop
Track: General Session
Audience: Pre-conference registrants

Beth Richter, Noel-Levitz
Tim Culver, Noel-Levitz

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

Pre-Conference Workshops (separate registration required)

9:00 AM - 4:00 PM **Room:** Sierra III



Title: Data and Decisions to Support Student Success

Track: General Session

Audience: Pre-conference registrants

Gerald McLaughlin, DePaul University
Richard Howard, University of Minnesota
Josetta McLaughlin, Roosevelt University

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

1:00 - 4:30 PM **Room:** Sierra II



Title: Analyzing Your Retention Funnel Data

Track: General Session

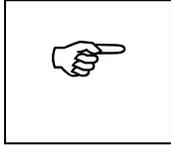
Audience: Pre-conference registrants

Tim Culver, Noel-Levitz

Abstract: For many years enrollment professionals and institutional research analysts have studied the enrollment flow of students from prospect to enrollee in order to focus resources effectively. Many colleges have not yet perfected a process to analyze data from the enrollment stage until completion. This session will provide participants with a framework from which retention resources can be focused in order to improve enrollment during each stage of the retention funnel.

Opening Sessions

5:00 - 5:30 PM

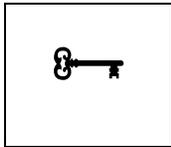


Room: Sandia IV and V
Title: Welcome Address
Track: General Session
Audience: All Participants

Rosemary Hayes, The University of Oklahoma, CSRDE

Abstract: Join us for the opening of the 2nd Annual National Symposium on Student Retention

5:30 - 6:30 PM



Room: Sandia IV and V
Title: Recruiting Numbers, Retaining People: A Human Relations Perspective
Track: General Session
Audience: All Participants

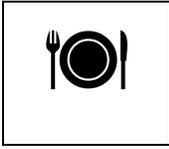
George Henderson, The University of Oklahoma

Abstract: Since he joined the University of Oklahoma faculty in 1967, George Henderson's name has become synonymous with efforts to promote ethnic diversity and interracial understanding on the University of Oklahoma campus and throughout the country.

Dr. Henderson recently retired as Dean of the College of Liberal Studies to return to the Department of Human Relations as director of the advanced studies program. He founded OU's Human Relations program and designed its curriculum in 1969 the same year he received the Sylvan N. Goldman Professorship. He holds three additional distinguished professorships at OU: the David Ross Boyd Professorship, the Regents' Professorship of Human Relations, Education and Sociology, and the Kerr-McGee Presidential Professorship.

A trailblazer among African-American university educators, Dr. Henderson has been honored throughout the country for his research and writings. The most recent of his 28 books, "Our Souls to Keep", is an introduction to African-American culture written primarily for white readers. The author donated the royalties from this book to scholarships for low-income students.

6:30 - 8:30 PM



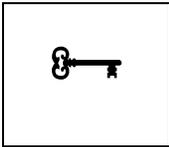
Room: La Ventana
Title: Best Practices Reception
Track: General Session
Audience: All Participants

Abstract: You are invited to enjoy friendship and refreshments with us in La Ventana. We want to take this time to also acknowledge all of the Best Practice nominees and the members of the Review Panel.

Tuesday, October 10, 2006

Welcome and Plenary

8:15 - 9:30 AM



Room: Sandia IV and V
Title: Improving Student Success in College: A Matter of Culture and Leadership
Track: General Session
Audience: All Participants

Peter Ewell, National Center for Higher Education Management Systems

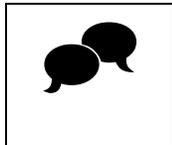
Abstract: Since 1981 Dr. Ewell has been a staff member of the NCHEMS, a research and development center founded to improve the management effectiveness of colleges and universities. His work focuses on assessing institutional effectiveness and the outcomes of a college. Dr. Ewell has consulted with over 375 institutions regarding enrollment management and student retention.

Dr. Ewell has authored six books including "The Self-Regarding Institution: Information for Excellence" and numerous articles on using the outcomes of student assessment. In 1998 he led the design team for the National Survey of Student Engagement (NSSE) and currently chairs its Technical Advisory Panel.

He is a graduate of Haverford College, received his Ph.D. in Political Science from Yale University in 1976 and was part of the University of Chicago faculty.

Concurrent Sessions

9:40 - 10:30 AM



Room: Sandia IV and V
Title: Continuing the conversation with Dr. Ewell
Track: Meet an Expert
Audience: Intermediate

Peter Ewell, National Center for Higher Education Management Systems

Anyone wishing to participate in an informal discussion with Dr. Ewell is invited to attend.

9:40 - 10:30 AM



Room: Sandia I
Title: CSRDE Community College Initiative
Track: Theory, Research Methods, Data Tools, and Technology
Audience: Novice

Rosemary Hayes, The University of Oklahoma, CSRDE

Abstract: The Consortium for Student Retention Data Exchange in cooperation with over 70 community colleges has begun to collect retention and graduation data on community college students. This data exchange makes available to community colleges the same type of high quality information the CSRDE coordinates for 4-year institutions. In this presentation participants will get an overview of the project as well as a summary of key findings from this past year's survey.

9:40 - 10:30 AM



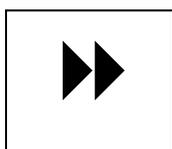
Room: Sandia II
Title: College 101: A Program to Increase Student Retention Among Academically At-Risk College Freshmen
Track: Best Practices Award Track
Collaborative Institution-wide Approaches to Retention Issues
Audience: Novice

Katherine Ortega Courtney, Texas Christian University
Cathy Coghlan, Texas Christian University
Cheryl Cantu-Mireles, Texas Christian University
Marsha Ramsey, Texas Christian University
Carrie Zimmerman, Texas Christian University

Abstract: Retention data indicate that poor academic performance in the first semester of college (i.e. less than a 2.0 GPA) is a strong indicator of failure for retention and graduation. In previous years at a private, mid-sized, suburban doctoral/research university, students earning less than a 2.0 GPA in their first semester received an "academic warning" letter informing them of their poor

performance, and advising them to use university resources to improve. Over the past six years, first year retention for these students ranged between 58-67%, substantially below the range of 81 -84% for all first year students. In the Fall 2005 semester, an “intrusive action” approach was employed for freshmen who earned less than a 2.0 GPA in their first semester. Students were required to complete a set of activities (e.g. be re-advised, participate in workshops and mentoring) designed to assist in academic and social adjustment and improve retention and graduation rates. Mid-semester reports from faculty, Spring 2006 semester GPA, and retention rates will be compared with academic warning students from previous years. Additionally, students will complete surveys evaluating aspects of the program. This paper will discuss the successes and challenges of the program and its impact on first year retention.

9:40 - 10:30 AM



Room: Sandia III

Title: Why College Students Stay: Using Academic Performance, Motivation, and Social Engagement Constructs to Predict Third-year College Retention

Track: Looking Beyond the First Year Retention

Audience: Intermediate

Steve Robbins, ACT, Inc.

Alex Casillas, ACT, Inc.

Jeff Allen, ACT, Inc.

In-Sue Oh, University of Iowa

Abstract: Integrating motivational and educational persistence theories, we propose that academic preparation, motivation, and social engagement constructs are predictive of both 1st year college GPA and 3rd year retention behavior. We tested our model using 6,872 students representing 25 selective, traditional, and open admission, 4-year postsecondary institutions. When looking at the overall model, standardized achievement measures, high school GPA, academic discipline, and commitment to college accurately predicted 1st year GPA, while 3rd year retention behavior was accurately predicted by 1st year GPA, commitment to college, and social connection (R-squared = .39). Examination of institution type highlighted differences in the relative salience of academic, motivational, and social factors. Commitment to college and social connection were predictive of retention in selective (R-squared = .48) and traditional (R-squared = .37) institutions, while commitment to college was predictive in open institutions (R-squared = .31). These research findings elaborate a larger program of research unraveling the differential effects of motivational, skills, social, and self-management measures from traditional predictors of college outcomes, as well as use of a new student inventory by postsecondary institutions for identification of and intervention with at-risk students. The results of this study will be discussed in the context of the larger research program, including the practical and theoretical implications of these findings.

9:40 - 10:30 AM



Room: Sierra I

Title: The Impact of Honors Programs on Undergraduate Retention and Graduation

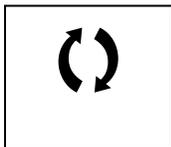
Track: Retention and Special Populations

Audience: Intermediate

John Cosgrove, Clarion University of Pennsylvania

Abstract: Proponents of honors programs claim these programs yield many benefits, yet previous research on honors programs suffers from numerous weaknesses. These weaknesses include a lack of empirical research; a lack of scholarship on honors programs at four-year institutions; an emphasis on student experiences rather than on outcomes; and a lack of control comparison groups. Benefit claims also suffer from the universal failure to properly consider the effects of high honors program attrition rates. Failing to distinguish between students who fulfill all the requirements from those who dropout before completion may result in ascribing benefits to these programs that do not exist. This multi-site study overcame these weaknesses and compares the academic performance and graduation behaviors of two groups of honors students, those who completed all their honors program requirements and those who did not (partial honors students), were compared to a group of students who had pre-college academic qualifications to join honors programs, but chose not to enter these programs. Study results revealed that partial exposure to the honors program experience does not significantly enhance retention or graduation rates or academic performance beyond what is achieved by other high-ability students who were never enrolled in these programs.

9:40 - 10:30 AM



Room: Sierra II

Title: Effective Programming for Transfer Success

Track: Transfers and Retention

Audience: Intermediate

Charlene A. Stinard, University of Central Florida

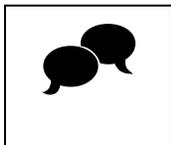
Mark Allen Poisel, University of Central Florida

Abstract: The University of Central Florida, a metropolitan university with approximately 45,000 students, is the seventh largest university in the U.S. Nearly 80% of the 6,000 transfer students who enroll each year transfer from six regional community colleges. The Transfer and Transition Services office has built strong networks for transfer student success, involving collaboration across academic departments and across institutions. This article explores the university's successful efforts to establish successful partnerships to ensure that transfer students are academically prepared, have a smooth transition, and make progress toward graduation. This study will review factors that impact the retention and graduation rates of UCF students who transfer from the regional community colleges. The study will show that the extensive programming and outreach at the preparation stage positively affect retention and graduation rates of transfer students. Programs like GradTrack at Valencia CC, Co-Advisement at Seminole CC, and presentations to student success classes at all six community colleges promote academic preparation, the foundation for successful transfer,

retention, and progress to graduation. A key factor for TTS in creating effective programming and improving retention rates lies in the strong network of collaborative relationships with the community colleges and within the university.

Birds of a Feather Coffee Break

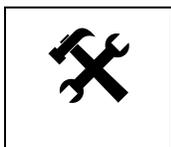
10:30 - 10:50 AM Grab a cup of coffee and a little snack in the hallway outside of the session room. Then join colleagues from similar institutions for informal networking.



Community and 2-year colleges	Meet in Sierra I
Private and Religious	Meet in Sierra II
Small Public 4-year	Meet in Sierra III
Large to medium Public 4-year	Meet in Sandia I

Concurrent Sessions (continued)

10:50 - 11:40 AM **Room:** Sandia I



Title: CSRDE - ACT College Outcomes Research Partnership
Track: Theory, Research Methods, Data Tools, and Technology
Audience: Intermediate

Julie Noble, ACT, Inc.
 Rosemary Hayes, The University of Oklahoma, CSRDE

Abstract: During the past year CSRDE member institutions in cooperation with ACT have begun a joint study which links pre-collegiate information on students with collegiate performance data. It is hoped that this study will help identify precollegiate factors which are correlated to student success. This presentation will provide an overview of this project as well as a status report. Information on how institutions can participate and benefit from this study will also be provided.

10:50 - 11:40 AM **Room:** Sandia II



Title: Creating a Culture of Success: A University-wide Effort to Improve Retention
Track: Meritorious Programs and Initiatives
Audience: Intermediate

Laura Wankel, Seton Hall University
 Agnes Gottlieb, Seton Hall University

Abstract: Five years ago, Seton Hall University's president made retention a presidential initiative. A university-wide committee was formed to approach retention holistically. The committee worked with consultants to articulate a retention plan, "Creating a Culture of Success." This in turn created a

measurable change in retention. Retention of entering freshmen climbed from 78 percent in 2001 to 84 percent in 2005 through the deliberate efforts in Academic Affairs, Enrollment Services and Student Affairs. The University made an institutional commitment of time and resources to approach persistence through the multiple lenses of academic integration, social integration, financial support, non-financial support of family and friends, student goal clarification and institutional commitment. The committee identified vulnerable student populations (including commuters, undeclared and undecided majors and transfer students). Specific initiatives addressed the needs of each group. Among the successful strategies was an electronic early warning system, a summer bridge program, learning communities and the establishment of an academic resource center. Perhaps the most successful aspect of the retention plan was the commitment to create a living document that has been fine tuned and adjusted. The process involved the creation of a continuous cycle of research-driven planning, program implementation, assessment and redesign.

10:50 - 11:40 AM



Room: Sandia III

Title: First Time Freshmen Retention and Success:
A Cross-Functional Project

Track: Best Practices Award Track
Collaborative Institution-wide Approaches to Retention Issues

Audience: Novice

Cathy Alexander, California Lutheran University

Maria Kohnke, California Lutheran University

Damien Pena, California Lutheran University

Abstract: California Lutheran University initiated a longitudinal study of first time freshmen retention in 2005. The purpose of the study was to extend retention information beyond first year retention to successive years and through six year graduation rates. A collaborative methodology was used and invited the participation of the Registrar, Institutional Research Officer, Director of Academic Support and TRIO Programs, the Director of Planning and Budget, and the Director of Assessment. The collaborative methodology provided a framework to enable us to study retention and its impact across the university, student success strategies, staffing of support offices, and impact of attrition on tuition revenue. As a small institution, use of this methodology provided a way to support small departments with limited resources. The synergy of the group led to an in-depth analysis that incorporated multiple view points across campus and subsequently benefited each division. Ultimately, data driven decisions resulted in action items that included the self-funding of new programs, additional staffing and the expansion of existing programs. Impact of changes resulted in a 10.4% retention increase in at-risk freshmen and a 6% overall improvement in all freshmen.

10:50 - 11:40 AM



Room: Sierra I

Title: Five Factors for Improving Nontraditional Student Retention: Findings from a 2004 Comparative Analysis Study Using National BPS Data.

Track: Theory, Research Methods, Data Tools, and Technology

Audience: Intermediate

Angela Long, Northwest Christian College

Abstract: While working as a part-time employee at a rural Oregon community college during the 2001-02 academic year, I was assigned the job of collating data that pertained to the number of students who had been administered the General Educational Development Tests from the preceding 5-year period. As the numbers taken from the students' files were being tallied, I was surprised to discover that the overwhelming bulk of this particular GED population became "dropouts" after having been enrolled for two terms or less. As a consequence, I wondered: Was this figure of 44 percent an anomaly, being entirely atypical of what was happening at other community colleges? Thereafter, I traveled to Washington D.C. to meet with strategic employees of the National Center for Education Statistics (NCES) and the American Council on Education (ACE)—trained researchers who could offer me advice and guidance regarding the most practical methodologies for collecting GED persistence data on a nationwide basis. One year later, I was able to garner and publish significant data relating to the attrition and retention of nontraditional GED students at community colleges nationwide. This first of its kind national study has shown several significant findings relating to the attrition patterns of a cohort of GED students as compared to a similar cohort of High School Diploma Holders. Specifically, (1) GED students who persist after one year of postsecondary studies are as academically capable and successful as their counterpart equivalent, high school diploma holders, and (2) unless community college officials take proactive approaches to retaining GED students at the outset of their first term of college, it is likely that half will drop out shortly after being matriculated, thus resulting in the loss of hundreds of millions of dollars in tuition revenues. The critical underlying factor shown is early intervention to allow for success within the first year. My lecture will conclude with a discussion on my chapter 5 findings entitled: "Five Factors for Improving Student Retention," specifically with reference to non-traditional students at community colleges.

10:50 - 11:40 AM



Room: Sierra II

Title: Up, Up and Away! Increasing Retention through Summer Bridge Programs

Track: Retention and Special Populations

Audience: Intermediate

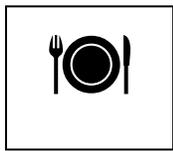
DeLaine Priest, University of Central Florida
Terry Exum, University of Central Florida

Abstract: Join the UCF team as they take you on their summer bridge program flight. Discussion will include development of the UCF Seizing Opportunities for Achievement and Retention (SOAR) and the Pegasus Success Program (PSP) models, program implementation, and institution wide commitment requirements. SOAR, a six-week summer residential program serves a selected group of first-

time-in-college (FTIC) academically, economically, and culturally disadvantaged students. The six week PSP supports students whose standardized test scores or high school GPA falls below regular admission criteria. Learn how over 3,000 marginally prepared high-risk students have taken a flight to success that upon program completion resulted in an average 97% retention rate. Take flight as we journey through the program goals of supporting successful transition from high school to college, developing academic and intellectual competence, establishing supportive relationships through development of a learning community, and connecting students with university resources. Exploration will include the impact of summer bridge programs on student retention, comparison data on unconditionally admitted students, and information on strategies for continuous improvement. Discover how you can take students to new heights of academic success and persistence through utilization of these Summer Bridge Program Models.

Lunch

11:50 - 1:15 PM Lunch in Sandia IV and V

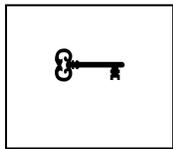


Join us for seated lunch followed by an interactive networking session. Phil Garcia, California State University System and CSRDE Advisor, will serve as Master of Ceremony.

A short break will follow before we start up our next general session.

Afternoon Plenary

1:30 - 2:30 PM **Room:** Sandia IV and V



Title: Factors Influencing the Matriculation and Course Completion of First-Time-In-College Students: A Guide to Student Enrollment Persistency and Degree Completion Success

Track: Expert
Audience: All Participants

Margaret Ford, Houston Community College-Northeast

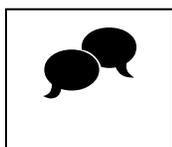
Abstract: Dr. Ford, President of Houston Community College-Northeast since 1997, currently serves as the President-elect for the American Association for Women in Community Colleges. She has over thirty years of experience in higher education, working with both the 4-year and 2-year college communities.

She has written numerous articles that have appeared in the Community College Journal about the role community colleges play in students' success. Dr. Ford focuses on high-risk students and providing to them the opportunity to succeed.

In addition to numerous community awards for her tireless efforts, Dr. Ford has earned a Ph.D. in Education from the University of Houston as well as certificates in International Relations and Urban and Regional Planning from Oxford University and Kansas State University respectively.

Afternoon Concurrent Sessions

2:40 - 3:30 PM



Room: Sandia IV and V
Title: Continuing the conversation with Dr. Ford
Track: Meet the Expert
Audience: Intermediate

Margaret Ford, Houston Community College-Northeast

Abstract: Dr. Ford invites any participant interested in participating in an informal discussion to join her during this session.

2:40 - 3:30 PM

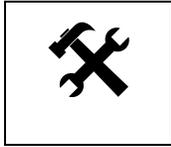


Room: Sandia I
Title: Does Anybody Have a Match? An In-Depth Look at the Fit Between Expectations and Experiences
Track: Theory, Research Methods, Data Tools, and Technology
Audience: Novice

Katherine Ortega Courtney, Texas Christian University
Cathy Coghlan, Texas Christian University
Catherine Wehlburg, Texas Christian University
Patrick Miller, Texas Christian University

Abstract: Previous research has shown that the match between expectations and experiences in both social and academic aspects of college is a crucial factor in determining student persistence, and ultimately retention. The goal of the current study was to gain a better understanding of discrepancies between expectations and experiences, with special attention to minority groups. The current study utilized focus groups to gather information about mismatches between experiences and expectations in their freshman year of college. The sample consisted of six gender and ethnic homogeneous groups of students recruited from randomly selected entering freshmen in the following categories: white males, white females, African-American males, African-American females, Hispanic males, and Hispanic females. The focus groups met during the first half of the 2005 fall semester, and the same students were recruited to meet again during the first half of the spring 2006 semester. The same questions were asked each time. Participants were asked to describe differences between their expectations and experiences both overall, as well as relating to specific areas including academic difficulty and social opportunities. Analyses will include examining differences and similarities between the gender and ethnic groups, as well as changes within groups over time.

2:40 - 3:30 PM



Room: Sandia II

Title: Using Longitudinal Data to Understand the College Transition Process for Diverse Student Populations in the Early College Years

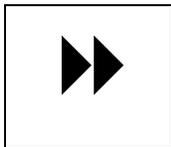
Track: Theory, Research Methods, Data Tools, and Technology

Audience: Novice

Victor Saenz, University of California, Los Angeles
 Leticia Oseguera, University of California, Irvine

Abstract: This paper will highlight findings from the 2005 Your First College Year (YFCY) survey, which is designed to assess student development over the first college year. The first college year is critical to a variety of student outcomes such as college adjustment and satisfaction, which can facilitate retention and academic success. However, existing research tends to aggregate students of all racial and ethnic backgrounds together and has not adequately disaggregated racial/ethnic groups to examine their specific first-year experiences. Current frameworks on college transition and retention do not address the varying integrating experiences for minority college students, nor do they adequately take into account the impact of pre-college characteristics on first year experiences. Accordingly, we organized our analyses primarily around understanding differences across racial/ethnic groups. This paper focuses on understanding between-group differences across race and ethnicity that can inform institutional efforts aimed at facilitating the transition and adjustment process for all students, which are key precursors to retention. Using longitudinal data from the 2004 CIRP freshman survey and the 2005 YFCY, this paper spotlights key trends within the national aggregate sample on the outcomes of transition and adjustment, and it will also highlight strategies for institutional assessment using HERI longitudinal data.

2:40 - 3:30 PM



Room: Sandia III

Title: Virtual Student Centers: A Virtual Community Fostering Real-time Mutual Support Among Students, Faculty and Staff

Track: Looking Beyond the First Year Retention

Audience: Intermediate

Kandell Malocsay, Florida International University
 Khokiat Kengskool, Florida International University

Abstract: Virtual Student Centers (VSC) are a network of major-specific websites designed as a lead strategy in FIU's initiative to increase student engagement, satisfaction and retention through to timely graduation. A VSC site for undecided students is also part of the network. VSCs were developed collaboratively by FIU Title V and BEAMS Project teams to reach its vast population of urban, commuting students with services beyond freshman year survival. The network offers an array of information and services including:

1. A web editing program designed to enable anyone with Word skills and administrative access to instantly update the websites, giving real time relevance to the ever-changing and growing content.
2. Posting systems which allow students to find study partners, peer mentors, car pools, roommates, and project team members.
3. eMentoring from faculty, advisors, peers and alumni.
4. Online academic support tools featuring live real-time tutoring in math, writing and

statistics until midnight, mini movies on course subject matter, live recitation sessions and tutorials in the sciences and other disciplines. 5. Vital information for better academic and financial planning and to discover jobs, scholarships, and research opportunities available in their majors.

2:40 - 3:30 PM

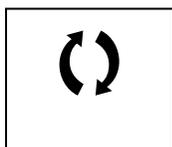


Room: Sierra I
Title: Monitoring Attendance Produces Results: Columbia College's First-Year Student Success Team's Collaborative Venture
Track: Best Practices Award Track
Collaborative Institution-wide Approaches to Retention Issues
Audience: Intermediate

Vivia Fowler, Columbia College

Abstract: The success of Columbia College's First-Year Student Success Team (FYSST) hinges on the cooperation of faculty and staff from Student Affairs and Academic Affairs: staff of the Center for Engaged Learning; the Provost; Directors of the Academic Skills Center and Math Lab; the Dean of Students; and Directors of Residence Life, Health Services, Counseling Services, and Admissions. To ensure that every first-year student can be as successful as she wants to be, FYSST meets every other week to monitor the progress of first-year students, focusing particularly on attendance in first-year courses. The team depends on input and intervention from peer mentors such as Orientation Leaders, Resident Academic Advisors, and Student Engagement Mentors; Faculty Advisors; and selected faculty who teach typical first-year classes. Envisioned to address the needs of first-time, first-year students, the program simultaneously benefits transfer students who enroll in entry-level courses and first-year seminars. The program has been credited with increasing fall-to-spring persistence of students--especially those who struggled academically during their first semester--and increasing the fall-to-fall persistence of first-year students. The purpose of this paper is to outline the procedures and interventions of the team's attendance monitoring initiative and describe the results of our efforts.

2:40 - 3:30 PM



Room: Sierra II
Title: Transfer Student Retention: Leveraging Data Mining to Inform Targeted Outreach
Track: Transfers and Retention
Audience: Advanced

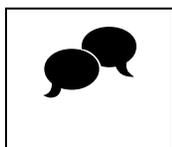
Colin DeLong, University of Minnesota
Peter M. Radcliffe, University of Minnesota

Abstract: Over the past 6 years, the College of Liberal Arts at the University of Minnesota has pursued a number of initiatives aimed at improving the retention, graduation, and quality of experience for transfer students. The college is the largest undergraduate unit of the University of Minnesota, with approximately 45% of the undergraduate enrollment, and the home college to approximately 75% of the incoming transfer students each year. Enhancements to academic advising, outreach, and course equivalence processes have all been key components of our work to improve transfer student outcomes measures. Part of

that effort has included gathering additional information from students during orientation. In this paper, we demonstrate how such information can be used to identify at-risk students for additional, targeted interventions. The paper also illustrates the application of data mining techniques to the question of student retention. We use support vector machines (SVM), a well-known classification technique having superior performance in classifying high-dimensional and possibly skewed data by employing a global minimization approach (a formulation of a convex optimization problem). Although the University of Minnesota is a large Midwestern doctoral research extensive public university, our findings should be broadly applicable to transfer students at other institutions.

Birds of a Feather Coffee Break

3:30 – 3:50 PM Grab a cup of coffee and a little snack in the hallway outside of the session room. Then join colleagues interested in the following issues for informal networking.



First Year Experience	Meet in Sierra I
STEM Retention *	Meet in Sierra II
Data Tool and Methods	Meet in Sierra III
At Risk and Early Alert	Meet in Sandia I

*Science, Technology, Engineering, and Mathematics

Concurrent Sessions (continued)

3:50 - 4:40 PM



Room: Sandia I

Title: A Decade in Review: 1995-2005 Building Institutional Collaboration for Successful Student Retention

Track: Best Practices Award Track
Collaborative Institution-wide Approaches to Retention Issues

Audience: Novice

Patricia E. Pates, University of Central Florida
DeLaine Priest, University of Central Florida
Maribeth Ehasz, University of Central Florida

Abstract: During the years 1995 – 2005, first year student retention rates increased steadily from 69% to 84% at the University of Central Florida, in Orlando. This increase is all the more significant since at the same time overall enrollment at this large research metropolitan university increased from less than 20,000 in 1995 to over 40,000 by 2005. This paper describes a collaborative institution-wide approach to improving student retention by engaging key players in building an effective process. Integrating the leadership of faculty, administrators and staff, initiatives such as academic advising and mentoring, transition services, personal and career development programs, learning in communities in the classroom and in learning residence halls, supplemental instruction and learning support programs, led to the development of a substantive co-curricula retention program. The challenges of developing a

diverse array of student success and faculty/staff development programs, as well as the impact of these initiatives, will be described and finally, lessons learned will be shared.

3:50 - 4:40 PM



Room: Sandia III
Title: Building the Linguistic Competence of Diverse Students
Track: Retention and Special Populations
Audience: Advanced

Maureen Snow Andrade, Brigham Young University Hawaii

Abstract: The academic language needed for success in university courses can be challenging for non-native English speakers (NNES) despite meeting English language admission requirements. This group potentially includes immigrants, nationals who speak another home language, and international students. Linguistic difficulties for this population are well-documented (Holmes, 2004; Lewthwaite, 1996; Ramburuth, 2001; Trice, 2003). The literature reflects a small number of programs designed to strengthen the English skills of NNES such as study partnerships, supplementary instruction, content-based language courses, and technology-based support. This presentation will describe a program in which international NNES are enrolled in an English language course and a linked general education (GE) course. The English language instructor attends the GE course with the students and focuses on reading, vocabulary, listening, speaking, and writing skills using the GE course materials. Although the objective is building English proficiency, study skills, cultural information, and GE course content are also addressed. In the 12 years since the program began, participants' GE course grades have been comparable to or better than those of native English-speakers enrolled in only the GE class. These results are consistent across a wide variety of courses. The presenter will provide information about program administration, course activities, and assessment data.

3:50 - 4:40 PM



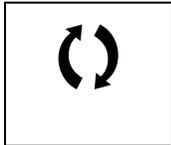
Room: Sierra I
Title: Attitude Toward Persistence in Business Majors: Phase One of A Longitudinal Study
Track: Theory, Research Methods, Data Tools, and Technology
Audience: Advanced

Brad Kleindl, Missouri Southern State University
E. Scott Cragin, Missouri Southern State University

Abstract: Considerable research has found that student retention is related to both psychosocial and study skills factors (PSFs) and traditional predictors (TPs) (HS GPA/rank, ACT/SAT scores). Since TP scores are pre-admissions, schools face a problem in identifying factors that can be impacted at the college level to improve retention. The study collected baseline data (n: 350) on student PSF and TP scores. Results indicate that goal orientation measures are correlated with the programs' perceived academic reputation, affect to the university, satisfaction with the school of business, having clear career goals, viewing obtaining a BA as part of a career goal, and college GPA. Students' goal orientations were

negatively related to the likelihood of switching to another university, belief that students will drop before graduating, and the belief that life would be better if students dropped college to get a job. Future research will begin starting with the fall 2006 semester. Incoming freshman business majors will be required to attend a business career seminar designed to have an impact on student goals. Data will be collected on these students and their progress will be tracked to measure actual retention. In addition, the study will be given to majors across campus to identify individual differences by major.

3:50 - 4:40 PM



Room: Sierra II

Title: Mapping, Modeling, and Monitoring: Investigating One-Year Retention Patterns of Community College Transfer Students Using Geographical Information Systems

Track: Transfers and Retention

Audience: Intermediate

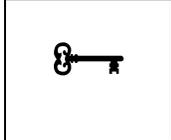
Jaclyn A. Cameron, DePaul University
Gerald W. McLaughlin, DePaul University

Abstract: Is a student's geographical location related to retention? This research uses a geographical information system (GIS) to produce a visual geographical representation for examining retention patterns of at-risk students. This study will look at first-year retention rates for transfer students. Maps will plot students' outcomes based on geographic originations and include identification of community colleges and baccalaureate institutions. By understanding issues for various "neighborhoods" we can better advise and support students and potential students. Four analyses will be conducted. The first analysis will use counts to plot where non-returning students' geographically originate. The second analysis will plot proportions not returning. The third analysis will benchmark CSRDE Transfer Data to adjust for ethnic and gender proportions and will plot over and under at-risk localities. The fourth analysis will use transfer hours and other traditional characteristics to predict retention and then look at the residuals. In the third and fourth method residuals will be converted to counts by adding the most negative average locality residual to all the residuals to produce a positive count. The positive count will then be the denominator to give a proportion and the plots will be done as in the second analysis.

Wednesday, October 11, 2006

Morning Plenary

8:15 - 9:30 AM



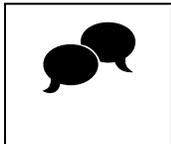
Room: Sandia IV and V
Title: 2005 National Freshman Attitudes Report
Track: General Session
Audience: Intermediate

Tim Culver, Noel-Levitz
Beth Richter, Noel-Levitz

Abstract: A 2005 national study reveals that 100,573 survey respondents were overwhelmingly positive about continuing and completing their education. This presentation will begin by describing the findings from this national data set. In particular, over 90% of the respondents showed a very strong desire to continue their education and are strongly dedicated to finishing college. Yet, national retention rates clearly indicate that there are counterbalancing variables that interfere with persistence. In this study, lack of financial preparedness and lack of academic preparedness emerge as two such barriers. These obstacles are consistent with studies that have shown an increasing number of students arriving on campuses who are less prepared to succeed academically and less equipped financially to deal with college costs. Especially noteworthy is that almost half to two-thirds of respondents would like to receive help within their first few weeks of college in areas such as improving math skills and career guidance. Implications for policy and practice will be discussed in relation to the findings. Many campuses have found that they can connect incoming students with services they need early in the term, thereby elevating student success and retention.

Concurrent Sessions

9:40 - 10:30 AM



Room: Sandia IV and V
Title: Continuing the conversation with Tim Culver and Beth Richter
Track: Meet the Experts
Audience: Intermediate

Tim Culver, Noel-Levitz; Beth Richter, Noel-Levitz

Abstract: Anyone wishing to participate in an informal discussion with Tim Culver and Beth Richter is invited to attend.

9:40 - 10:30 AM



Room: Sandia I
Title: GradXPress: A Tracking and Communication Program Making a Difference at Florida International University
Track: Best Practices Award Track
Collaborative Institution-wide Approaches to Retention Issues
Audience: Advanced

Kandell Malocsay, Florida International University

Abstract: Florida International University's GradXPress Program is a proactive tracking system designed to promote higher graduation rates in shorter periods of time. Transfer students as well as first-time in college students are included in the program. Using database spreadsheets generated following drop and add of each term, student progress is analyzed along five parameters to identify those who are On Track, Fast Track, or Off Track. Off track students are subdivided based on key indicators, and emails or telecounseling calls are used to communicate with each group. The emails give them specific information on where and how to get the help they need to get back on track. Many students respond to the messages, giving the Enrollment Services team at FIU an opportunity to demonstrate their commitment to student success. GradXPress moves beyond simple monitoring of first-year retention rates to a level of student-institutional communication that is already producing results. Initiated in Fall term of 2005, the program is too new to measure related increases in retention and graduation rates; however, student feedback has been highly appreciative and results are clear as enrollment and academic problems are solved before they result in dropping out.

9:40 - 10:30 AM



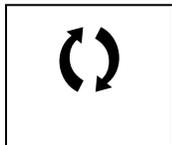
Room: Sandia II
Title: Empirical Identification of Institution-Specific Retention Factors
Track: Theory, Research Methods, Data Tools, and Technology
Audience: Intermediate

Linda S. Buyer, Governors State University
Charles H. Connolly, Governors State University
Lisa J. Hendrickson, Governors State University

Abstract: Governors State University's student retention committee has devised a model for identifying the factors that differentiate high retention programs from low retention programs. The model involves three components: (a) identifying the high/low retention programs at an institution, (b) interviewing those programs to identify their practices with regard to numerous factors known to affect retention, and (c) analyzing the programs' responses to identify the factors that differentiate the high from the low retention programs. Step A involves a review of an institution's historic retention data both to identify the retention rates for each program and to establish institution-contextualized high and low retention rates (that are used to identify the programs that the rest of the analysis will focus on). The interview instrument used in Step B contains a compilation of factors that have been empirically demonstrated to affect retention. Also in Step B, programs are asked to describe their practices with regard to each factor. In Step C, Chi-square (c2) analysis is used to identify response patterns that

distinguish the high and low retention programs. Application of this model allows institutions to target their retention efforts toward making changes that are the most likely to be effective.

9:40 - 10:30 AM



Room: Sandia III
Title: Remember the Transfers: First Semester Persistence and Adjustment of Transfer Students
Track: Transfers and Retention
Audience: Intermediate

Eric Gumm, Abilene Christian University
Al Smith, Baylor University

Abstract: This study examined the variables that predicted transfer students' successful transition and persistence during their first semester at three private universities. This study applied Tinto's (1993) model of student departure to transfer students. It also considered variables which impacted student academic and social adjustment (Laanan, 1998). Three private universities in Texas (with a total new transfer student population of 603) were selected for this study. A 70-item survey was used to examine the students' backgrounds and their transfer experiences. Multiple rounds of reminders resulted in an overall response rate of 58% (n=348). Logistic regression was used to consider whether academic, social and spiritual integration, as well as goal and institutional commitments significantly predicted persistence. Only the Social Integration and Goal and Institutional Commitment constructs were predictive of transfer student persistence at these three universities. Linear regression was utilized to examine the academic and social adjustment of these transfer students. Three significant variables accounted for 45% of the variation in the academic adjustment and three significant variables accounted for 41% of the variation in social adjustment. Recommendations for practice and future research were made based on the results of the analysis in 3 areas: Campus Foundations, Transition Experiences, and Continuing Support.

9:40 - 10:30 AM



Room: Sierra I
Title: Match as Predictor? A Follow-up Analysis of the Match Between Expectations and Early College Experiences and its Relationship to Student Retention
Track: Theory, Research Methods, Data Tools, and Technology
Audience: Intermediate

Catherine L. Coghlan, Texas Christian University
Katherine Ortega Courtney, Texas Christian University
Ashley Robinson, Texas Christian University

Abstract: The degree of match between early college experiences and expectations is a well established factor in student retention. Previous research has found that students whose experiences were better or the same as they expected were more likely to express an intent to return than students whose experiences were worse than expected. This study of first-time, full-time students at a mid-sized, private, suburban university assessed how well students' early

experiences matched their expectations and explored whether an early assessment of this match could help identify students at risk of withdrawal from the university. A preliminary analysis using spring semester retention data found significant differences between retained and non-retained students on all indicators of social match between expectations and experiences (e.g. campus social opportunities). Students who rated the match as worse than expected were significantly less likely to be retained in the spring semester than those who rated the match as about what was expected or better. Factor analysis produced a social composite and an academic interaction composite that were both significantly predictive of retention when used individually as predictors in logistic regression. The second phase of analysis will examine whether these preliminary findings hold when analyzed using official fall retention data.

9:40 - 10:30 AM



Room: Sierra II

Title: Intrusive Mentoring: Assistance for Developmental and At-Risk Students

Track: Meritorious Programs and Initiatives

Audience: Intermediate

Kevin Pollock, West Shore Community College

Abstract: Utilizing a team approach, faculty and staff at West Shore Community College have created an intrusive mentoring program and increased the success of at-risk students in developmental classes. The basis for the intrusive mentoring model, based on detailed research, combined elements of supplemental instruction and intrusive advising with the needs of students and can be a model utilized by small institutions and community colleges. Tied to the College's accreditation and strategic plan, a project was created to increase the success of at-risk students. Instead of identifying individual at-risk students, the team utilized a supplemental instruction model "D,F,W" report that identified at-risk courses. Data showed that students in the college's developmental math and English classes had very low success rates, with nearly forty percent of the students not receiving a grade of "C" or higher. Based on research, mentors attempted to assist students learn the norms of the campus culture, find a niche, connect to the college, and most importantly, learn how and where to seek help. Data collection from such areas as student and mentor surveys, success in subsequent courses, and mentored and non-mentored student comparisons have allowed for upgrades and expansion of the program and increases in student success.

Coffee Break

10:30 – 10:45 AM Grab a cup of coffee and a little snack in the hallway outside of the session rooms.

10:45 - 11:30 AM



Room: Sandia I

Title: A Winning Duo for Retention: Data Mining and Academic Advising

Track: Meritorious Programs and Initiatives

Audience: Intermediate

Steven K. Johnson, University of Central Florida
DeLaine Priest, University of Central Florida
Ronald H. Atwell, University of Central Florida
Morgan Wang, University of Central Florida
Weiqun Ding, University of Central Florida
Maribeth Ehasz, University of Central Florida

Abstract: The First-Time-in College (FTIC) retention rate at the University of Central Florida rose from 70% in 1994 to 84% in 2004, and has remained at the same level for several years. Current interventions by first-year advisors target approximately 3950 students. This paper will discuss the use of the pioneering statistical technique, 'data mining', to identify the 1000 FTIC students most likely not to be retained to their sophomore year. We will also discuss the intensive outreach methods and interventions advisors used in focusing on this group of students. Finally, we will present preliminary results from the 2004-2005 academic year. In a departure from traditional methods of selecting at-risk groups of students to work with, data mining gives an individual probability value of not being retained to each student. Once the students in greatest need of intervention are identified, advisors can provide academic guidance and innovative outreach programming specifically designed for these students. Data mining is the most robust tool available to determine correlations in datasets with many diverse variables, and subsequently allows for more precise targeting of interventions. Because of data mining's precision, this method is more productive and cost efficient than traditional approaches.

10:45 - 11:30 AM



Room: Sandia II

Title: Identifying Students at Risk: Utilizing Survival Analysis to Study Student Athlete Attrition

Track: Retention and Special Populations

Audience: Advanced

Peter M. Radcliffe, University of Minnesota
Ronald L. Huesman, Jr., University of Minnesota
John P. Kellogg, University of Minnesota

Abstract: The main purpose of this project is to identify factors that impact a student athlete's ability to persist and graduate. Recent changes in NCAA legislation aimed at student athlete outcomes and recent University strategic positioning recommendations regarding undergraduate retention and graduation rates have brought this to forefront. A unique data set developed in conjunction with the institutional research office and the athletic department was used to examine student athlete academic progress and success from admissions to graduation. Survival analyses (a statistical technique for modeling longitudinal event data) will be used to identify these important factors and to demonstrate how an early warning system could be developed and applied throughout a

student athlete's academic career, at a NCAA Division IA school. Split-population survival models based on all student athletes (scholarship and non-scholarship) will be used to simultaneously estimate the factors that impact student persistence and the likelihood of graduation. Graduation and persistence will be modeled at both four and six years after matriculation. These models will be used to construct a system for predicting the success of incoming students and to help target additional services.

10:45 - 11:30 AM



Room: Sandia III

Title: Early Alert and First Year Experience Initiatives at New Mexico Highlands University

Track: Meritorious Programs and Initiatives

Audience: Novice

Leah Wolff, New Mexico Highlands University
Jill Baskerville, New Mexico Highlands University

Abstract: New Mexico Highlands University is located in Las Vegas, New Mexico. Highlands is a comprehensive regional institution that serves a largely Hispanic rural population of Northern New Mexico. The students at Highlands are primarily first generation college students living in an area with high unemployment rates and one of the lowest per capita incomes in the United States. New Mexico Highlands University currently uses SCT Banner Software and has recently integrated an electronic means of tracking students' academic progress. The Early Alert Program is designed to provide intervention to students who are not achieving academic progress. Faculty are able to log on to Banner Web to identify these students. An Academic Advisor receives the alert and meets with the student to develop an action plan that in turn is sent back electronically to the reporting faculty member. NMHU implemented a pilot First Year Experience Course to help improve the 48%-54% retention rate that has crippled the institutions' efforts to increase graduation rates. This course was delivered in a unique way that engaged students and created a sense of community that resulted in an 84% persistence rate.

10:45 - 11:30 AM



Room: Sierra II

Title: The Summer Academy "Bridge" Program: A Successful Intervention Model for Beginning Freshmen at IUPUI

Track: Meritorious Programs and Initiatives

Audience: Intermediate

Michele Hansen, Indiana University Purdue University Indianapolis
Barbara Jackson, Indiana University Purdue University Indianapolis
Gayle Williams, Indiana University Purdue University Indianapolis

Abstract: Indiana University Purdue University Indianapolis (IUPUI) has established a national reputation for its commitment to entering students. Nevertheless, retaining an entering student population that is predominantly commuter (97%), largely first-generation (61% in 2005), and significantly under-prepared (34% in 2005) remains a daunting challenge. To enhance support for entering students, in 2001 IUPUI established the Summer Academy, a two week

program immediately preceding the fall semester. The initiative has proved to be remarkably successful and has grown from a pilot serving 18 students to an intervention that will serve 275 students in summer 2006. The paper will briefly outline the theoretical framework and the implementation processes that guided the establishment of a successful bridge program. The authors will explain how IUPUI's nationally-recognized learning community model served as the base of the initiative. They will also describe how assessment was integral to the formation of the program and how assessment results have been utilized to adjust the original model to ensure ongoing success. Finally, the authors will address future challenges: when is an intervention program too large to be effective and how can a campus attract the students most in need of support. During the presentation, the authors will invite the audience to join them in that discussion.

Closing Session and Best Practices Award

11:40 - Noon



Room: Sandia IV and V

Title: Conference Dismissal and Best Practices Award

Rosemary Hayes, Director, CSRDE

We'll wrap up this year's session and look forward to next year in Milwaukee. The CSRDE Best Practices in Retention Award will also be awarded.

Exhibitors at the National Symposium on Student Retention

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

Higher Education Research Institute (HERI)

Victor Saenz
3005 Moore Hall/Box 951521
Los Angeles, CA 90095-1521
Phone: (310) 825-1925
Fax: (310) 206-2228
Email: heri@ucla.edu

National Survey of Student Engagement (NSSE)

Kathy Anderson
Center for Postsecondary Research
Indiana University Bloomington
1900 East Tenth Street
Eigenmann Hall Suite 419
Bloomington, IN 47406-7512
Phone: (812) 856-5824
Fax: (812) 856-5150
Email: nsse@indiana.edu

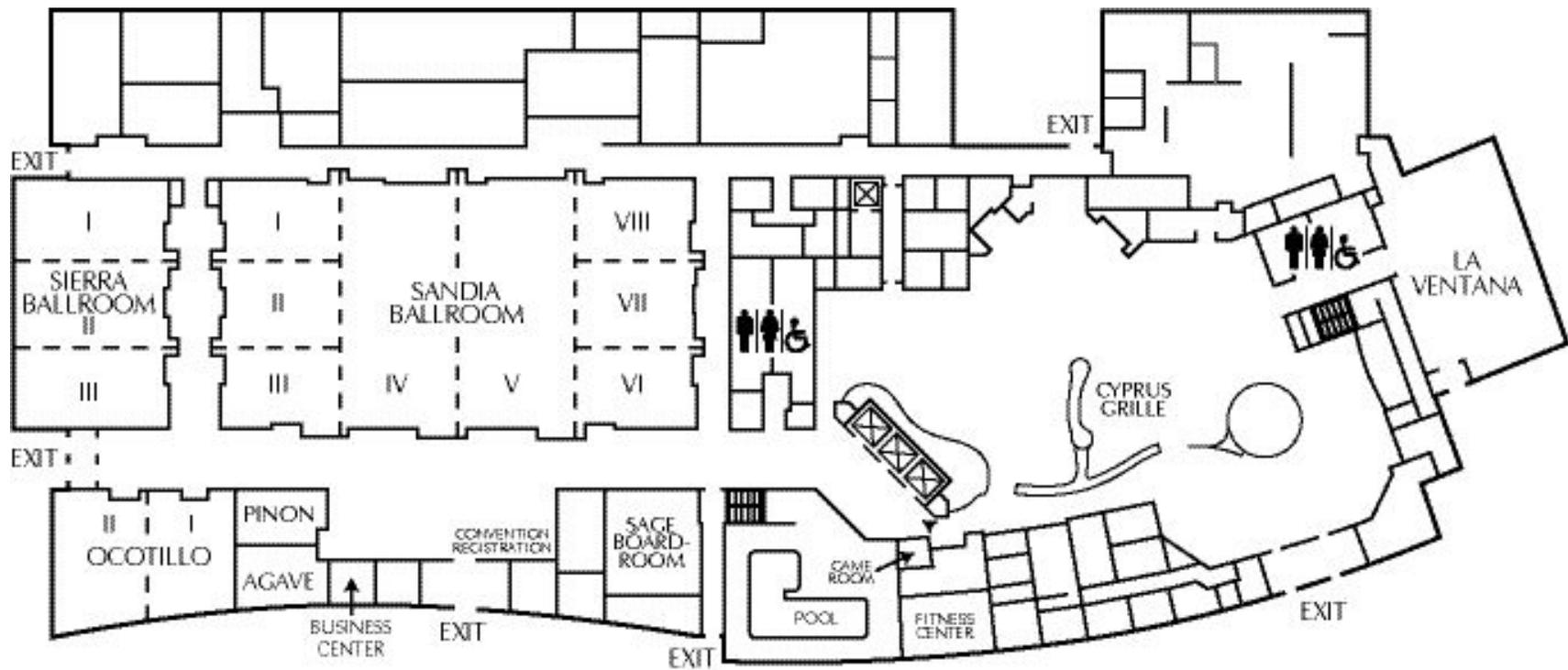
Noel-Levitz, Inc.

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FLOOR PLAN FOR NATIONAL SYMPOSIUM ON STUDENT RETENTION

Pre-Conference Workshops –Sierra Ballroom II and III

Monday Evening Welcome and Keynote—Sandia Ballrooms IV and V

Monday Evening Reception—La Ventana

Tuesday and Wednesday Plenary—Sandia Ballrooms IV and V

Concurrent Sessions Tuesday and Wednesday- Sierra Ballrooms I through III and Sandia I through III



The University of Oklahoma
CENTER FOR INSTITUTIONAL DATA EXCHANGE AND ANALYSIS (C-IDEA)

ABOUT CSRDE

The Consortium for Student Retention Data Exchange (CSRDE) is coordinated by the Center for Institutional Data Exchange and Analysis at the University of Oklahoma Outreach. It is composed of over 570 two-year and four-year institutions committed to sharing retention data. This cooperative data sharing activity enables members to have access to comprehensive, timely benchmarking data, not easily available through public sources. Data is treated confidentially and is shared only among member institutions.

BENEFITS OF CSRDE MEMBERSHIP

- *Comprehensive Benchmarks* - Receive retention and graduation benchmarks so you can evaluate how changes in institutional policies affect retention of cohorts.
- *Annual National Symposium on Student Retention* - CSRDE members receive a discount on their registration fee.
- *Sharing of Best Practices* - We encourage sharing of evidence-based best practices by soliciting scholarly papers and presenting them at our symposium each year, where the annual \$1000 Best Practices Award is presented.
- *Efficient Reporting* - Data is collected in the spring and the annual report is ready in three months. The complimentary peer reports are available shortly thereafter.
- *Networking and Communicating* - We maintain regular communication with our members through monthly e-news and quarterly newsletters. We also have opportunities for members to discuss retention issues online.
- *Context for retention and graduation rates* - Receive data from institutions that are similar to yours so that you can make more meaningful comparisons.
- *Maximize your resources* - Many schools don't have research staff to pull together comparative retention and graduation data, but all institutions have administrators who need this information. That's where we can help.

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Proudly assisting with the National Symposium on Student Retention

NCLC

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The University of Oklahoma OUTREACH**

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