



THE NATIONAL SYMPOSIUM ON STUDENT RETENTION

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

September 24-26, 2007 Milwaukee, Wisconsin

Hilton Milwaukee City Center



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The Consortium for Student Retention Data Exchange

would like to thank



for its generous support of
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, exhibitors, and sponsors at our third national symposium. We gathered information from those who attended our previous symposiums 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 Milwaukee 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 dilemma, each participant will receive a CD in their welcome bag 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. In response to requests for more time for peer discussion, we have devoted an entire session block to “Birds of a Feather”. This will allow time to gather with others who share common issues of concern including topics such as: Advising; First Year Experience; STEM; Data Tools; At-Risk populations; Use of CSRDE data. The Brewers Baseball game on Tuesday evening will provide another 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 Little Rock next year.

Rosemary Hayes, Ph.D.
Director



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

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Key to Symbols



Pre and Post Conference Workshops



Informational Workshop



Welcome Address



Keynote/Plenary Session



Opportunities to discuss and continue conversations



Best Practices Award Track



Meritorious Programs and Initiatives



Beyond the First Year



Data, Technology, and Methods



Retention and Specific Populations



Retention Theory and Models



Reception or Luncheon



Coffee Break

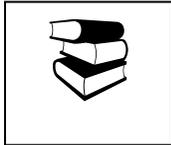


Evening Event

Monday, September 24, 2007

Pre-Conference Workshops (separate registration required)

8:30 - 12:00 PM



Room: Wright Ballroom A

Title: Retention for Rookies

Track: Workshop

Audience Level: Pre-conference registrants

Tim Culver, Noel-Levitz, Inc.

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.

9:00 - 4:00 PM



Room: Wright Ballroom B

Title: Data and Decisions to Support Student Success

Track: Workshop

Audience Level: Pre-conference registrants

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

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

Monday, September 24, 2007

1:00 - 4:30 PM

Room: Wright Ballroom A



Title: Group Process to Foster Faculty Engagement in Retention Efforts

Track: Workshop

Audience Level: Pre-conference registrants

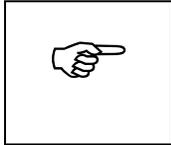
Delma Hall, East Central University

Abstract: Looking for a positive way to engage faculty student retention strategies? In this workshop participants will learn and experience the steps in facilitating a faculty summit on retention. Using examples of successful sessions at East Central, Dr. Hall will also discuss tips that will encourage open discussion, limit monopolization, and help build consensus.

Opening Sessions

5:00 - 5:30 PM

Room: Crystal Ballroom



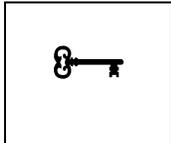
Title: Welcome Address

Rosemary Hayes, The University of Oklahoma, CSRDE

Abstract: Welcome to all participants in the 3rd Annual National Symposium on Student Retention.

5:30 - 6:30 PM

Room: Crystal Ballroom



Title: Taking Retention to the Next Level: Strengthening Our Sophomores

Track: Keynote

Laurie Schreiner, Azusa Pacific University



The "sophomore slump" takes its toll on students emotionally and academically, leading many institutions to wonder if their best retention efforts in the first year have simply postponed student attrition to the sophomore year. Based on research just completed this spring with over 4,000 sophomores from across the US, this presentation will focus on what is happening to students in their sophomore year. The emphasis will be on the needs of sophomores and how institutions can take action to strengthen the sophomore experience so that more students are able to succeed and graduate.

Monday, September 24, 2007

6:30 - 8:30 PM

Room: Monarch Room



Title: Best Practices Reception

Audience Level: All Participants

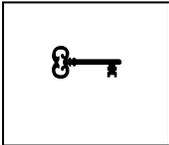
Abstract: You are invited to enjoy friendship and refreshments with us in the Monarch Room. We want to take this time to also acknowledge all of the Best Practice nominees and the members of the Review Panel.

Tuesday, September 25, 2007

Welcome and Plenary

8:15 - 9:30 AM

Room: Crystal Ballroom



Title: Getting Graduation Rates Right: It's an International Imperative Now

Track: Plenary Sessions

Clifford Adelman, The Institute for Higher Education Policy

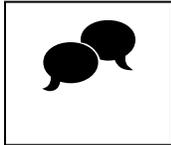


The U.S. system of higher education offers a variety of flexible paths into and through undergraduate studies that has only recently entered the policy realm in other advanced post-industrial countries. At the same time, our official graduation rate formulas do not match the paths we offer, and wind up providing minimal benchmark information to institutions, who don't know what they are doing for whom. We are going to rehearse some familiar territory to CSRDE people about who is being counted/not counted under the current "Congressional methodology," advance alternative formulas, and review the objections and qualifications to these alternative formulas when they were put forth for open comment and revision. Along the way, we will assess the various ways in which the new European degree structures and sequences attempt to provide similar flexibility, where they are/are not working, and speculate on the way these other systems will have to compute student progress so that we are all singing from roughly the same hymnal.

Tuesday, September 25, 2007

Concurrent Sessions

9:40 - 10:30 AM



Room: Crystal Ballroom

Title: Continuing the Conversation with Dr. Clifford Adelman

Track: Conversation with experts

Audience Level: All Participants

Abstract: Any participant wishing to participate in an informal discussion with Dr. Cliff Adelman is invited to attend

9:40 - 10:30 AM



Room: Mitchell Room

Title: Strategies for Integrating Developmental Education and General Education in a First Year Program

Track: Retention and Specific Populations

Audience Level: Intermediate

Gerald Greenfield, University of Wisconsin, Parkside
Lori Allen, University of Wisconsin, Parkside

Abstract: Reform of the general education program and the development of a first year experience program at UW-Parkside, initiated in 2003, responded to a pervasive dissatisfaction with both student skills and student success. This presentation highlights these two movements and provides an overview of pilot projects designed to strengthen **links between developmental students and college-level general education** classes as a means to align student expectations with the realities of college-level work and to enhance their performance.

9:40 - 10:30 AM



Room: Wright Ballroom A

Title: Measuring Outcome Attainment of Community College Students to Assess Institutional Performance

Track: Data, Technology, and Methods

Audience Level: Intermediate

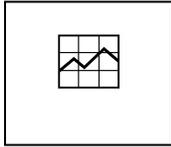
Roger Mourad, Washtenaw Community College

Abstract: This paper describes a research model that is being used by a community college to measure student outcome attainment over time. A discussion of data definition considerations is followed by presentation and analysis of outcome attainment for a given cohort of students who entered the college in Fall 2000.

Tuesday, September 25, 2007

9:40 - 10:30 AM

Room: Walker Room



Title: Modeling Student Academic Success: Does Usage of Campus Recreation Facilities Make a Difference?

Track: Retention Theory and Models

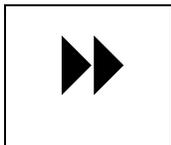
Audience Level: Advanced

Ronald Huesman, University of Minnesota
Anthony Brown, University of Minnesota
Giljae Lee, University of Minnesota
John Kellogg, University of Minnesota
Peter Radcliffe, University of Minnesota

Abstract: The main goal of the study was to examine the relationship of student use of campus recreation facilities (CRF) on GPA, persistence, and graduation rates at a Research I public university. It used Tinto's theory of student departure as a conceptual framework. Although anecdotal evidence and studies of student perceptions support the contention that use of recreation facilities promotes social integration, thereby increasing the likelihood of persistence, few studies have employed actual CRF visit counts to quantify use. An extensive review of the literature on the relationship between academic performance and recreation facility use identified a set of critical explanatory variables. A unique data set to examine these relationships was developed by the office of institutional research and the campus recreation department. Since fall 2001, visit count data have been systematically collected each time a student visited a CRF. The linking of visitation data tied to unit record level student data is a unique component of this study. Maximum likelihood estimated models for limited dependent variables were used to identify which factors were related to first-term GPA, persistence, and graduation for fall 2001 entering freshmen.

9:40 - 10:30 AM

Room: Wright Ballroom B



Title: Diverse Students: Second-Year Impact of a First-Year Seminar

Track: Beyond the First Year

Audience Level: Intermediate

Maureen Andrade, Brigham Young University Hawaii

Abstract: First-year seminars are a common means of assisting students with the transition to college across higher education institutions in the U.S. An important element of first-year programming is monitoring and collecting data to assess outcomes and inform program improvements. Gathering information about student experiences after the first year and the long-term impacts of first-year programs is also critical. This paper describes a first-year seminar for international students and examines its influence on students beyond the first year.

Tuesday, September 25, 2007

9:40 - 10:30 AM

Room: Wright Ballroom C



Title: Meeting of the Minds and Collective Action: How Indiana's Higher Education Institutions Are Thinking Differently and Working Together to Enhance Student Success

Track: Best Practices

Audience Level: Intermediate

Gayle Williams, Indiana University - Purdue University Indianapolis
Scott Evenbeck, Indiana University - Purdue University Indianapolis
Andrew Koch, Purdue University
Jerry Pattengale, Indiana Wesleyan University

Abstract: For many years, the sons and daughters of Indiana citizens could easily acquire high-paying, blue-collar jobs with a high school diploma. Although the economic base has shifted in recent years, Indiana citizens have been slow to recognize the importance of higher education. Only 12.2% of Indiana citizens 25 years of age or older, for example, hold a bachelors degree, and Indiana ranks 44th in the nation, with only six other states reporting a lower college graduation rate. Indiana colleges and universities, not unlike other institutions of higher education in America, operated as isolated and competitive educational silos for most of the state's history. In the early 1990s, however, the poor educational attainment rate helped nudge college administrators, faculty, and funding agencies to take a fresh approach. They began to coordinate and cooperate in holding open dialogues and in developing retention programs that would improve the educational profile for all Indiana citizens. This paper will describe the four state-wide coordinated projects that have developed and expanded over the intervening years to include most of the private and public colleges in the state. Jointly-sponsored research on low-income students, state-wide retention conferences, and transfer-data-sharing plans are among the successes that will be highlighted.

Coffee Break

10:30 - 10:45 AM

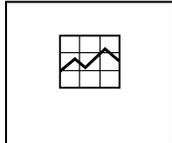
Take a break from the action and grab a cup of coffee. The break areas will be located in the Wright Foyer and the 4th Floor Foyer.



Tuesday, September 25, 2007

Concurrent Sessions (continued)

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



Title: Empirical Insights into STEM Retention of Targeted Students: A Social Cognitive Approach

Track: Retention Theory and Models

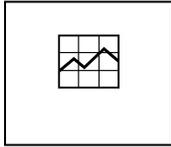
Audience Level: Intermediate

Angela Byars-Winston, University of Wisconsin
Yannine Estrada, University of Wisconsin
Christina Howard, University of Wisconsin
Juan Zalapa, University of Wisconsin
Dalelia Davis, University of Wisconsin

Abstract: This paper will present data from a theoretically-driven longitudinal study of African American, Latino/a, and underrepresented Asian American (e.g., southeast Asian) undergraduate STEM students at a major research university. The three-year study, funded by the Alfred P. Sloan Foundation, used Social Cognitive Career Theory (Lent, Brown, & Hackett, 1994; 2000) variables to examine the academic and career development experiences of targeted minority STEM students along with the influence of ethnic identity factors and perceptions of campus climate on their academic persistence. The aim was to identify what matters in facilitating STEM retention for targeted students in order to ultimately redirect retention efforts to focus on those factors that have the greatest impact. Survey data from more than 120 students pursuing engineering and biological/life science majors were collected over two years. Unique findings emerged in the data analyses regarding predictors of their STEM interest formation, intentions to remain in STEM majors, and academic persistence. We will discuss these findings in terms of theoretical implications for understanding STEM retention, for targeted students and students in general, and practical implications for interventions at the department, institutional and professional development levels.

Tuesday, September 25, 2007

10:50 - 11:40 PM **Room:** Mitchell Room



Title: The Relationship Between Part-Time Faculty Utilization and Student Learning Outcomes and Retention: Implications for Practice

Track: Retention Theory and Models

Audience Level: Novice

Charles Harrington, University of North Carolina at Pembroke
Beverly King, University of North Carolina at Pembroke

Abstract: One important factor gaining attention in the retention literature involves consideration of the impact of increased utilization of part-time faculty and the degree to which this utilization impacts student retention. Are part-time faculty having an adverse impact on student retention, namely during the first year? Are colleges and universities recognizing and studying potential issues that may arise when incoming freshmen students are exposed to part-time instruction? This paper examines the results of current literature on the topic and provides suggestions on how institutions should approach this pervasive issue.

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



Title: Life after a Foundations of Excellence Study: How one institution implemented initiatives as a result of the FYE study that show promise in improving student success

Track: Meritorious Programs and Initiatives

Audience Level: Intermediate

Delores Honey, Missouri Southern State University
Richard Miller, Missouri Southern State University
Scott Wells, Missouri Southern State University
Kelly Wilson, Missouri Southern State University
Juan Vazquez, Missouri Southern State University

Abstract: In an effort to improve our culture of student success, Missouri Southern State University became a member of the Foundations of Excellence National Select Cohort in fall 2005. The study included an in-depth examination of nine dimensions developed by the Policy Center for the First Year of College by teams of faculty, administrators and students. A year-long study resulted in recommendations from each dimension team. Those were combined and prioritized to determine top recommendations that were examined for implementation starting in fall 2006. Six action project teams are working toward making each of these recommendations a reality. They are focused on developing: A new college orientation class; Improvements in high enrollment/low success rate courses; A first-year philosophy statement, goals and objectives and an FYE assessment plan; A faculty evaluation and reward system and a plan for improved academic advising; A plan for improved student engagement and diversity; A plan for the administration and coordination of the FYE program and to more closely coordinate with the K-12 programs in our service area. Our paper will describe the study, but emphasize the individual and collective outcomes of these projects and their impact on student success and retention to date.

Tuesday, September 25, 2007

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



Title: Predicting Success of Academically Dismissed Undergraduate Students Using Quality Point Status

Track: Retention and Specific Populations

Audience Level: Intermediate

Michael Cogan, University of St. Thomas

Abstract: This study explored the outcomes of **academically dismissed students** reinstated the semester following academic dismissal at a medium-size research university. The study sample included 973 cases in which undergraduate students were immediately reinstated following academic dismissal from the university during a four-year period between 1999 and 2003. Logistic regression was employed to identify predictors that may be utilized to assist academic administrators in making decisions regarding future reinstatement activities. The overall model correctly classified nearly 76 percent of the subjects in the sample. In addition, a combination of seven factors accounted for nearly 38 percent of the total variance in academic status; however, 19.4 percent of the variance was accounted for by a single factor (quality point status during the term of dismissal). Further, students with a quality point status of -13 or greater (N=143) failed nearly 95 percent of the time. Quality point status, unlike grade point average, provides the decision maker with the magnitude (or level) of academic distress being experienced by the student. The results of this study warrant further consideration regarding the concept of quality point status as it pertains to identifying the success patterns of at-risk students.

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



Title: Early Intervention at Illinois College: The Politics, Potentials, and Perils of Using ACT's College-Readiness Benchmarks

Track: Best Practices

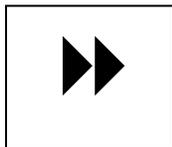
Audience Level: Intermediate

Nick Capo, Illinois College
Elizabeth Tobin, Illinois College

Abstract: Illinois College's Early Intervention Group includes representation from all college units that can contribute useful data and form individualized relationships with students. Two distinctive features of our approach are our use of ACT's College-Readiness Benchmarks in a scheduling-to-strengths initiative and our comprehensive tracking of student-performance data. This paper will share data from each stage of our process. We will discuss the politics and perils of working with faculty while emphasizing the importance of retention and standardized test results.

Tuesday, September 25, 2007

10:50 - 11:40 AM Room: Wright Ballroom C



Title: Why College Students Stay

Track: Beyond the First Year

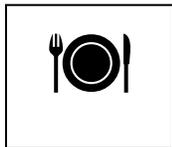
Audience Level: Intermediate

Alex Casillas, ACT, Inc.
Steve Robbins, ACT, Inc.
Jeff Allen, ACT, Inc.

Abstract: We address critical reasons students stay in college via research with four- and two-year schools. Our models incorporate academic performance, motivation, social constructs, and background characteristics to predict third-year enrollment status. Findings from the four-year sample suggest that (1) academic performance has large effects on likelihood of retention and transfer, (2) motivation and pre-collegiate academic preparation have indirect effects on retention and transfer, (3) motivation and social connection have direct effects on retention, and (4) SES is predictive of transfer. Findings from the two-year sample suggest that (1) pre-collegiate academic preparation is the strongest predictor of all outcomes, (2) motivation distinguishes retained and graduating students from other outcomes, (3) social connection has effects only for those students transferring to 4-year institutions, and (4) SES has effects on all outcomes. The central role of academic preparation and success is discussed, as well as practical implications. We use a case study of a four-year university that is systematically identifying and intervening with at-risk, first-year students to highlight our recommendations.

Lunch and Afternoon Plenary

12:00 - 1:30 PM Lunch in Crystal Ballroom



Join us in a seated lunch followed by an interactive plenary session.

Title: Engaging Faculty in Retention Issues
Presidential Summit on Retention : The Need and Scope



Richard Rafes, President, East Central University

Dr. Rafes discusses about a Presidential Summit of all faculty members that was called to address retention rates and generate ideas for immediate and long-term positive impact on student retention. His presentation will describe how this activity has been utilized in addressing enrollment management and how it can be adopted by other institutions.

Tuesday, September 25, 2007

Birds of a Feather: Conversations with Colleagues

1:40 - 2:30 PM



Collaboration is a key value of the Consortium for Student Retention Data Exchange. Rather than sitting and listening to a session (and maybe getting sleepy) right after lunch we'd like to get you active. This session will provide participants with an opportunity to discuss various topics related to student retention and success. Each session will be facilitated by one or more of your colleagues. Participants will be invited to share questions and observations they have about dealing with the topic as well as strategies that they are aware of that can be useful to others. Please choose a session of interest and join colleagues who have similar interests.

Advising	Wright Ballroom A
First Year Experience	Wright Ballroom B
STEM*	Wright Ballroom C
Data Tools	Mitchell Room
Using CSRDE Data	Walker Room
At-Risk Populations	MacArthur Room

*Science, Technology, Engineering, and Mathematics

Coffee Break

2:30 - 2:45 PM



Take a break from the action and grab a cup of coffee. The break areas will be located in the Wright Foyer and the 4th Floor Foyer.

Tuesday, September 25, 2007

Afternoon Concurrent Sessions

2:50 - 3:40 PM



Room: Mitchell Room

Title: CSRDE Informational Session

Audience Level: All Participants

Sandra Whalen and Blake Cannon, The University of Oklahoma, CSRDE

Abstract: The National Symposium on Student Retention is sponsored by the Consortium for Student Retention Data Exchange at the University of Oklahoma. This session will provide participants who are unfamiliar with our work an opportunity to learn more about the CSRDE. We'll cover the history of the consortium; what it means for institutions to be members of a data sharing consortium; the Three C's of the CSRDE: cooperation, credibility, and confidentiality; the models used for data collection for both two-year and four-year institutions, and the benefits of membership.

2:50 - 3:40 PM



Room: Walker Room

Title: Using Collaborative Approaches and Data-informed Decision-making Models to Enhance Student Success

Track: Retention and Specific Populations

Audience Level: Novice

Shuang Liu, College of Notre Dame of Maryland
Leona Sevick, College of Notre Dame of Maryland
Irene Ferguson, College of Notre Dame of Maryland

Abstract: The notions of building a thriving and diverse student community and helping each student succeed have been embedded in the College's mission. This paper describes College of Notre Dame's intentional use of data in making strategic decisions to enhance student retention. While the College serves a large number of first-generation and low-income students, a trend data review indicates that our **first-generation and low-income students** persist to graduation at a rate comparable to or greater than other students. Our overall data analysis informs collaborative and seamless practices of staff and faculty representing student development, academic affairs, institutional research, and enrollment management in promoting student success, particularly in our special population of students.

Tuesday, September 25, 2007

2:50 - 3:40 PM



Room: Wright Ballroom A

Title: Collaborate and Celebrate - Student Success

Track: Best Practices

Audience Level: Intermediate

Steve Fishman, Seneca College

Abstract: As students become more integrated into the academic and social fabric of the campus community, their levels of commitment, academic self-confidence and motivation increase. This in turn influences their levels of persistence and, consequently, opportunities for academic success.

The SUCCESS@Seneca program addresses numerous success and retention related activities with the college community through a pro-active and collaborative approach.

2:50 - 3:40 PM



Room: Wright Ballroom B

Title: No Student Falls Through the Cracks: A 'Catholic' Approach to Retention

Track: Meritorious Programs and Initiatives

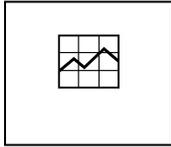
Audience Level: Novice

David Rehm, Mount St. Mary's University

Abstract: Mount St. Mary's University (Emmitsburg, Maryland) has developed a comprehensive approach to address issues of student persistence. A significant part of this approach involves an "at-risk" group which meets regularly and tracks student performance within and across semesters. This group provides a number of levels of intervention available to every student and depends significantly on the strength of our Freshman Seminar program and our Learning Services Office. Our approach to retention is 'catholic' because it involves every area of the community and it demonstrates concern for every aspect of our students. In short, this support is 'catholic' because it demonstrates awareness of and concern for the whole person in the context of community.

Tuesday, September 25, 2007

2:50 - 3:40 PM



Room: Wright Ballroom C

Title: 2007 Noel-Levitz National Research Report: Looking at Freshman Attitudes with Focus

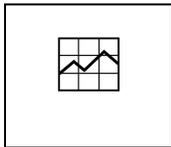
Track: Retention Theory and Models

Audience Level: Intermediate

Elizabeth Herr, Noel-Levitz
Beth Richter, Noel-Levitz

Abstract: In 2006 over 97,000 students responded to the College Student Inventory™. This report reveals the attitudes and motivations of first-year students nationally at the beginning of their undergraduate experience. Over 95 percent of first-year students bring with them a strong desire to complete their education when they first arrive at college, yet only half of them are likely to accomplish their goal. Additionally, students differ strongly in their attitudes and motivations by age, race, and gender. This paper will focus on the general results revealed in the survey and highlight differences between men and women, different ethnic groups, and non-traditional students.

3:50 - 4:40 PM



Room: MacArthur Room

Title: Taking a Strategic Approach to Student Retention and Success

Track: Retention Theory and Models

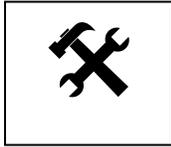
Audience Level: All Participants

Rosemary Hayes, The University of Oklahoma, CSRDE

Abstract: Since 1994 the Consortium for Student Retention Data Exchange (CSRDE) has coordinated an annual review of effective practices in the arena of student retention and success. In this process member institutions are invited to submit papers that describe efforts being made on their campuses to improve the retention and success of their students. These papers are then subjected to peer review to determine if the paper is an example of an effective practice, with one paper in the group being identified as "a best practice paper". During this time there has been a gradual shift in focus of retention efforts from a programmatic approach to a strategic approach. This presentation will provide the audience with the rationale for approaching student success strategically and a set of characteristics that will help them identify strategic versus programmatic efforts on their campuses.

Tuesday, September 25, 2007

3:50 - 4:40 PM



Room: Mitchell Room

Title: Financial Blocks, Demographics, and Student Success

Track: Data, Technology, and Methods

Audience Level: Intermediate

Jaclyn Cameron, DePaul University
Gerald McLaughlin, DePaul University

Abstract: Obtaining an affordable education is challenging for students because of increasing tuition and cost of living. Recently, the Advisory Committee on Student Financial Assistance (2006) estimated that up to 2.4 million by low-to middle-income students would not obtain degrees due to financial barriers. The aim of the current project was to provide support for possible discussions about interventions, techniques, and programs to reduce instances of student drop-out due to financial burdens. The investigation started with students who had received a financial block from the university. Comparative analyses show large differences between financially blocked and non-blocked student demographics and retention. Blocked students in both samples tended to be urban, minority, part-time, and/or transfer students and had a lower rate of retention. The analysis then looked at Seniors and focused on those in good academic standing who had failed to re-enroll after receiving a financial block from the University. A sub-sample of the senior students also was further investigated to discover if students were exhausting their financial aid limits. The discussion focuses on potential effects of financial aid on persistence and degree completion.

3:50 - 4:40 PM



Room: Walker Room

Title: Access to Success at University of Wisconsin-Milwaukee

Track: Meritorious Programs and Initiatives

Audience Level: Intermediate

Ruth Williams, University of Wisconsin-Milwaukee
Gesele Durham, University of Wisconsin -Milwaukee

Abstract: UW-Milwaukee, a large public, research university, has implemented Access to Success, a comprehensive first-year program that incorporates a Summer Bridge; Freshman Mentoring; First-Year Transition Courses; Academic Advising; Honors programming; redesigned freshman courses; a Multicultural Student Center; Tutoring; Supplemental Instruction; Teaching Teams, an Early Warning System, a First-Year Center, and Learning Communities. The assessment results for Fall 2005 and Fall 2006 freshmen participating in Access to Success program strategies are promising in their implications for improved retention and achievement for participants in retention strategies, especially for freshmen of color and freshmen requiring developmental work. The presentation will focus on results-to-date for the assessment component of Access to Success, including: Tracking student participation and analyzing retention and achievement for all target groups by intervention; Utilizing warehoused data;
(Continued next page)

Tuesday, September 25, 2007

Access to Success continued...

Collecting and analyzing student input from national (CIRP; YFCY; NSSE) and in-house surveys and Integrating the Equity Scorecard with Access to Success assessment.

3:50 - 4:40 PM



Room: Wright Ballroom A

Title: Engagement of the Online Learner

Track: Retention and Specific Populations

Audience Level: Intermediate

Lorraine Angelino, Clemson University
Deborah Natvig, Lander University

Abstract: Engagement of the **online learner** is one approach to reducing attrition rates. Currently, attrition rates for classes taught through distance education are estimated to be 10 – 20% higher than classes taught in a face-to-face setting. This paper introduces a Model for Engagement and provides different strategies to engage the online learner. The Model represents different times where engagement occurs. The Model is divided into four strategic areas: 1) recruitment; 2) coursework; 3) pre-registration, feedback, and graduation; and 4) alumni. The Model was designed based on the Health Care Management Certificate online program at Lander University, Greenwood, South Carolina. The online program was initiated in fall 2003. Out of 66 students that have enrolled, only five students (8% attrition) have dropped a course before the end of the semester.

3:50 - 4:40 PM



Room: Wright Ballroom B

Title: Serving Undergraduate Transfer Students and Improving their Retention: The Transfer Center at the University of Utah

Track: Retention and Specific Populations

Audience Level: Intermediate

Gary Levy, University of Utah
Sharon Aiken-Wisniewski, University of Utah

Abstract: The University of Utah (the “U of Utah”) is a large, urban research extensive university with a headcount enrollment of over 29,000 students, with almost 23,000 undergraduates. However, the majority of enrolled U of Utah undergraduates enters the U of Utah as **transfer students**, and the number is growing. In 2002-2003 the Senior Vice President for Academic Affairs organized the first-ever Undergraduate Transfer Student Task Force and charged it with examining “issues relating to transfer student success, and to advise the Senior Vice President on ‘best practice’ pertaining [specifically] to the retention of new undergraduate transfer students.” The current paper details the establishment and activities of the U of Utah Transfer Center and the subsequent increases in new undergraduate transfer student retention that have taken place since the Center’s inception.

Tuesday, September 25, 2007

3:50 - 4:40 PM

Room: Wright Ballroom C



Title: Facilitating Cross-Departmental Collaboration for Retention: Using Technology as the Common Thread

Track: Best Practices

Audience Level: Intermediate

John Brooks, Fayetteville State University

Abstract: Recent efforts to create an institution-wide approach to retention at Fayetteville State University coincided with the acquisition of e-communications management software. Deploying this software both required and facilitated the development of a comprehensive snapshot of retention-related data. Major stakeholders from across the institution contributed to the snapshot and benefited from the e-communication campaigns made possible by the dataset and software. The collaborative approach to retention coupled with timely e-communications has resulted in measurable improvements in retention outcomes: better attendance at early orientation programs, lower rates of failure and withdrawal, higher fall-to-spring persistence of first-time freshmen, and greater student satisfaction with advisement.

Evening Event-Milwaukee Baseball Game

6:00 – 10:30pm

Title: Evening Activity - Milwaukee Brewers Baseball Game



Gathering Place: In the hotel registration area. The passenger coach will be located on the 6th street entrance. A sign will be posted in the lobby.

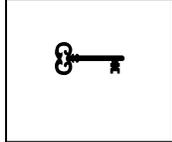
Audience Level: Participants who have purchased the evening event ticket

Wednesday, September 26, 2007

Morning Plenary

8:15 - 9:30 AM

Room: Crystal Ballroom



Title: What Works in Promoting Student Success

Track: Plenary Sessions

Audience Level: All Participants

Steve Robbins, ACT, Inc.



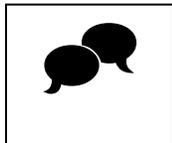
Abstract: There is enough research evidence to begin assembling the pieces of why college students stay and what works to facilitate academic success and persistence. We begin by highlighting how academic preparation, socioeconomic status, and motivation are critical to both 4 and 2-year postsecondary success. We then present the findings of an integrated meta-analytic path analysis that examines the direct and indirect effects of college intervention types on GPA and Retention outcomes. Academic interventions and a hybrid of academic and self management interventions are most efficacious in promoting student success. Student motivation and self regulation help to mediate the effects of these intervention types.

The goals and focus of the Freshman Year Experience and other orientation programs need to be rethought. Finally, using a case approach, we report on how one post secondary institution systematically assessed entering student risk, developed an early alert assessment and monitoring system, and provided support services. By capturing student resource and service utilization, we were able to examine the degree to which service category, use level, and risk were associated with retention and GPA outcomes. This case example reinforces the critical need to be strategic in resource use, clear on goals, and willing to employ intrusive advising with at risk students.

Concurrent Sessions

9:40 - 10:30 AM

Room: Crystal Ballroom



Title: Continuing the Conversation with Dr. Steve Robbins

Track: Plenary Sessions

Audience Level: All Participants

Abstract: Any participant wishing to participate in an informal discussion with Dr. Steve Robbins is invited to attend.

Wednesday, September 26, 2007

9:40 - 10:30 AM

Room: MacArthur Room



Title: Science, Technology, Engineering and Mathematics (STEM): The latest findings of the CSRDE

Track: Retention and Specific Populations

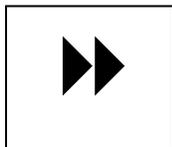
Audience Level: All Participants

Rosemary Hayes, The University of Oklahoma, CSRDE

Abstract: Over eight years ago the CSRDE was awarded funding by the National Science Foundation to develop a survey that tracks the retention and graduation of **First-time Full-time STEM majors** at four-year institutions. As a result the consortium manages the only national databases that track the year to year retention and graduation rates of these students. This session will discuss the latest findings of the STEM survey conducted in May 2007, why tracking STEM majors is important for institutions, and point the audience to a model program which has dramatically increased the number of minority STEM graduates.

9:40 - 10:30 AM

Room: Mitchell Room



Title: College Readiness = College Success Beyond the First Year

Track: Beyond the First Year

Audience Level: Advanced

Julie Noble, ACT, Inc.
Justine Radunzel, ACT, Inc.

Abstract: The National Governor's Association and the Commission on the Future of Higher Education advocate increased curricular alignment between postsecondary institutions and secondary schools to increase student readiness for college-level work. With increased alignment, students are more likely to be ready for college. If students are ready for college, dropout rates and the costs of remediation are reduced and more students persist and graduate from college.

Using data for 200,000 students from over 100 institutions, including several CSRDE institutions, we examine four college outcomes over time (up to five years): annual retention, annual cumulative GPA, progress to degree (earned credit hours), and degree completion within five years. Five sets of college readiness indicators are used as predictors, alone and in combination: high school mathematics and science coursework taken, high school GPA, taking/not taking the ACT-recommended core curriculum (four years of English and three years each of math, social studies, and science), and meeting the ACT College Readiness Benchmarks. College outcomes are also examined by race/ethnicity, gender, and family income. Multiple statistical methods are used, including hierarchical modeling, discrete-time survival analysis, and descriptive analyses. Results are disaggregated for two-year and four-year institutions. This presentation will conclude with a discussion of the importance of college readiness, its implications for college success, and the use of readiness indicators and alternative statistical methods to identify students at risk for dropping out.

Wednesday, September 26, 2007

9:40 - 10:30 AM

Room: Walker Room



Title: Mentoring as a Retention Tool

Track: Retention and Specific Populations

Audience Level: Intermediate

Susan Liebau, Michigan Technological University
Amy Monte, Michigan Technological University

Abstract: Having a mentor is recognized as a retention tool for first-year students, but how do upper level students benefit from being a mentor? This paper will explore the positive impact of mentoring from a mentor's perspective.

Two programs from Michigan Technological University that utilize mentoring relationships will be discussed. The first, GUIDE (Graduate and Undergraduate Initiative for Development and Enhancement) is a National Science Foundation funded scholarship program targeted at **women and underrepresented populations** in engineering. The program provides professional development and mentoring. The second, ExSEL (founded as Excelling in Science and Engineering Learning) targets **academically and/or economically disadvantaged students**, providing a number of components designed to encourage success including coursework, grade monitoring and peer mentoring. ExSEL is partially funded by the State of Michigan's King-Chávez-Parks Initiative.

Five years of data was documented from both programs. This data illustrates the potential benefits of being a peer mentor, and how this role aids retention. Surveys were distributed to current and former mentors from both groups, to gauge opinions related to their mentoring experiences, as well as other relevant information about their overall experience as students. Data related to participants' campus involvement, academic success, and work experience were also evaluated.

9:40 - 10:30 AM

Room: Wright Ballroom A



Title: Recruiting for Retention: Using Data Mining and Machine Learning to Leverage the Admissions Process for Improved Freshman Retention

Track: Data, Technology, and Methods

Audience Level: Advanced

Colin DeLong, University of Minnesota
Peter Radcliffe, University of Minnesota
Laura Gorny, University of Minnesota

Abstract: Student retention begins with recruiting the right class. Effective recruitment for retention goes beyond simple measures of academic preparation to include additional applicant information such as collegiate fit. We draw from a class of data mining and machine learning techniques known as margin maximization methods to develop a model for the admissions process that not only estimates the likelihood a student will choose to attend, but that they will be retained. (*Continue next page*)

Wednesday, September 26, 2007

Recruiting for Retention continued...

Margin-based methods such as AdaBoost and Support Vector Machines (SVM), for instance, are known to be among the best performing classification approaches on a multitude of benchmark data sets. These models allow for dynamically adjusting the composition of the incoming class, a necessity for institutions with rolling admissions processes. We apply the model to freshman recruitment and retention at a large, public, Midwestern, research extensive university. As part of its strategic planning process, this institution has set ambitious targets for freshman retention and graduation rates. Data mining and machine learning approaches are particularly valuable in this application because they are robust to missing and noisy data, a perennial challenge with admissions data, and because they can be used to uncover and estimate multiple, distinct models within the data.

9:40 - 10:30 AM



Room: Wright Ballroom B

Title: Achieving Retention and Graduation Success through a Ten-Step Campus Wide Collaborative Approach

Track: Best Practices

Audience Level: Intermediate

Dolan Evanovich, University of Connecticut

Gary Lewicki, University of Connecticut

Abstract: Retention and graduation rates at the University of Connecticut have grown steadily over the past seven years. Freshman retention has increased from 86% to 93%, the 6-year graduation rate has grown from 69% to 74%, and the 4-year graduation rate has climbed from 45% to 56%. UConn currently ranks near the top of public research universities in “average time to earn a degree” at 4.3 years. Strategic planning, capital improvements, and a comprehensive first-year experience program have been instrumental in realizing this growth. But the catalyst for this success has been a Retention and Graduation Task Force that has parlayed broad representation into positive action. Its recommendations have produced initiatives that translated into higher retention and graduation rates. Ten steps taken to achieve this success can serve as a guide for others.

Wednesday, September 26, 2007

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



Title: The Bridge Group: How High School Counselors And University of Arizona Academic Advisors Are Exploring Each Other's Worlds

Track: Meritorious Programs and Initiatives

Audience Level: Novice

Glenda Wilkes, University of Arizona
Chris Stewart, Rincon High School

Abstract: One of the most important lessons we learned through our data gathering in the early years of our planning that led to our Strategic Master Plan for Retention at the University of Arizona, was that the expectations of students coming to us directly from high school were very different than their experience once they began attending classes here. As we worked toward bringing expectations and experience into alignment, we realized that two key constituencies were operating in critical silos, separated by institution and distance: the counselor in the high school and the academic advisor on the university campus. We brought together representatives from these two groups to form a Bridge Group, which has met monthly for over two years. Out of the incredible synergy created by this group have come four major projects: A Day of Dialogue, attended by over 100 counselors and advisors; a summer course for high school students between their freshman and sophomore year, to be held on the UA campus, summer 2007; a link on the Admissions website specifically for high school counselors; and an invitation for high school counselors to attend Freshman Orientation, see firsthand the information given to students and parents, give us feedback on their experience, and then take the information back to their schools. This paper will discuss the formation of the Bridge Group, its make up, and the four initiatives it has sponsored.

Coffee Break

10:30 - 10:45 AM Take a break from the action and grab a cup of coffee. The break areas will be located in the Wright Foyer and the 4th Floor Foyer.



Wednesday, September 26, 2007

10:40 - 11:30 AM **Room:** MacArthur Room



Title: Strategic Retention Management – The Next Wave Beyond Student Enrollment

Track: Meritorious Programs and Initiatives

Audience Level: Intermediate

Joseph McFadden, InsideTrack
Chris Tilghman, InsideTrack

Abstract: After 20 years, the Strategic Enrollment Management (SEM) wave has washed over us and changed the recruiting and admissions landscape fundamentally. What will the next wave be? This session poses the question: how do the lessons that we learned about recruiting from SEM translate into strategic management of *retention*? Evidence suggests that when SEM's lessons are applied to retention management through intensive new-student coaching programs, universities can achieve substantial gains in retention, student engagement, and revenue. This "high-touch" approach to student/college transitions may also be what parents and students come to expect from universities of the future. As examples, the presenters will highlight a recent trend called Student Success Coaching with successful implementations at a range of colleges and universities including Arizona State University, Northeastern University, and Chapman University, among others. The programs are producing reductions in attrition of 15% or more while providing a point of differentiation for schools that offer coaching to their students.

10:40 - 11:30 AM **Room:** Mitchell Room



Title: Creating an Enrollment Management Infrastructure to Enhance Recruitment and Retention Effort of Undecided Students

Track: Meritorious Programs and Initiatives

Audience Level: Intermediate

Matt Melvin, University of Central Missouri

Abstract: Recruitment and retention are synergistic and inexorably linked, one informing the other and setting the stage for improvement and refinement (Dolence, 1993). It is essential from the enrollment management perspective that recruitment and retention efforts be synchronized. This paper will examine how one institution has worked cross-departmentally and cross-divisionally to develop an enrollment management infrastructure that aligns and integrates various offices providing services to this at-risk population. The use of data-driven and advanced marketing and communications techniques coupled with the development and implementation of a comprehensive array of retention strategies (early identification through assessment, new student orientation, first-year seminar, learning communities, academic advising) specifically targeted and focused on the Open Option student will be examined.

Wednesday, September 26, 2007

10:40 - 11:30 AM **Room:** Walker Room



Title: Results of the Latest 2007 CSRDE Retention Report of Community College Transfers into Four-Year Institutions

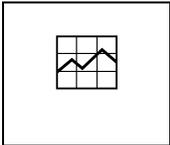
Track: Retention and Specific Populations

Audience Level: Intermediate

Blake Cannon, The University of Oklahoma, CSRDE

Abstract: About one fourth of students who enroll at a community college intend to transfer to a 4-year baccalaureate degree seeking institution according to the U.S. Department of Education. These students who transfer have a unique situation as compared to the students who start at a 4-year institution. They have to deal with credits transferring, converting to a larger campus with more people and larger classrooms, and increased costs for classes and supplies. Because of all of these adjustments, it is very important to gain information on how these students progress once they enter a 4-year institution. The CSRDE **Community College Transfer** Retention Survey tracks their progress from continuing to the second year through continuing to the seventh year. We also track other characteristics that are useful in determining how a transfer student is progressing. This session will take an in-depth look at the 2006-07 results. There will be discussion on how the report is compiled, results broken down by selectivity, gender, and ethnic groups, and a basic idea of how comparisons can be done on these freshman-community college transfers.

10:40 - 11:30 AM **Room:** Wright Ballroom A



Title: An Analysis of the Relationship between Student Social and Emotional Factors and College Persistence Behavior

Track: Retention Theory and Models

Audience Level: Intermediate

Shuang Liu, College of Notre Dame of Maryland

Abstract: This study is intended to examine college student persistence from the perspectives of emotion, sociability, and ease of transition. Specifically, variables measuring family emotional support, receptivity to social enrichment, and desire for social engagement are analyzed in conjunction with student demographic, academic performance, and persistence variables. Gardner's (1983) multiple intelligence and Goldman's (1995) emotional intelligence theories provide the fundamental framework for this study.

Wednesday, September 26, 2007

10:40 - 11:30 AM **Room:** Wright Ballroom B



Title: Factors Contributing to Student-Athlete Retention

Track: Retention and Specific Populations

Audience Level: Advanced

Carrie Webster, Virginia Commonwealth University
Beverly Warren, Virginia Commonwealth University
Henry Clark, Virginia Commonwealth University
Joseph Marolla, Virginia Commonwealth University
Paul Gerber, Virginia Commonwealth University

Abstract: This paper presents the findings of an investigation conducted to determine the effect of scholarship support, gender and sport-type (individual or team sport) on student-athlete retention. **Student-athlete retention** was defined by utilizing the Academic Progress Rate (APR) recently developed by the NCAA. Eight Division I institutions in a single mid-major Conference provided data on all student-athletes participating from 2001-2005, resulting in approximately 13,000 total observations. Data were analyzed utilizing analysis of variance, discriminant function analysis, and binary logistic regression to determine the extent to which scholarship support, gender and sport type influenced retention. Results indicated that scholarship support alone was not significantly related to retention; however, gender and sport type were significant predictors of retention with women and individual sport athletes retained at a higher rate than their male and team sport counterparts. Additionally, the combination of scholarship support, gender and sport type emerged as a significant predictor of retention. These findings indicate that certain populations of student-athletes leave institutions at a higher rate than others and may suggest a need to target retention efforts at particular sub-sets of student-athletes.

10:40 - 11:30 PM **Room:** Wright Ballroom C



Title: Flagging Graduation: Transcript Predictors of Retention and Student Success

Track: Data, Technology, and Methods

Audience Level: Advanced

Nicole Judice Campbell, The University of Oklahoma
Rebecca Heeney, The University of Oklahoma
Roger Harrison, Jr., The University of Oklahoma

Abstract: Our institution, like many, is interested in elucidating the path to graduation specifically, factors that predict student retention and success. The current research sought to add an empirical study to the information considered by our Graduation and Retention Task Force. Three hundred randomly selected transcripts from the 1999 freshmen cohort (150 transcripts from students who graduated OU and 150 who did not) were coded for relevant variables (e.g., HS GPA, first-semester college GPA, changing majors, and semester of final major declaration). Means for the two groups were consistently, significantly different for 37 of the 38 variables considered. (*Continued next page*)

Wednesday, September 26, 2007

Flaggin Graduation continued...

Logistic regression analyses were conducted to evaluate the relative importance of key variables as predictors of graduation, with particular attention paid to early indicators of at-risk status. Consistent with Adelman's Toolbox Revisited findings, results suggest that indicators of academic intensity and individual achievement in high school (specifically HS Rank and number of advanced standing credits earned) are the strongest predictors of college graduation. The resulting regression equation was used to generate tables of predicted probabilities of graduating for males and females (as gender is also a significant predictor of graduation). Other relevant results and potential applications of these findings will be discussed.

11:40 - 12:00 PM **Room:** Crystal Ballroom



Title: Closing Remarks and CSRDE Best Practices Award Presentation

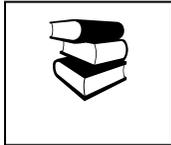
Rosemary Hayes, The University of Oklahoma, CSRDE

We'll wrap up this year's session and look forward to next year in Little Rock. The CSRDE Best Practices in Retention Award, The Institutional Research Leadership in Retention Award, and the Director's Award will also be presented.

Wednesday, September 26, 2007

Post-Conference Workshops (separate registration required)

1:30 - 3:30 PM



Room: MacArthur Room

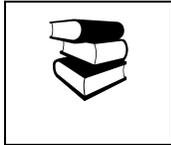
Title: Introduction to Peer Analysis System (PAS)

Audience Level: Post-conference registrants

Mari McCarty, Wisc. Assoc. of Ind. Colleges & Universities

Abstract: The CSRDE is an affiliate of the Association for Institutional Research. These post-conference workshops are made available through our colleagues at AIR. This workshop deals with the Peer Analysis System, an IPEDS tool. It includes a hands-on demonstration of the use of PAS: level of access of data, methods for constructing comparison groups and calculated variables as well as a summary of the various report types.

3:30 - 5:00 PM



Room: MacArthur Room

Title: Advanced Peer Analysis System (PAS)

Audience Level: Post-conference registrants

Mari McCarty, Wisc. Assoc. of Ind. Colleges & Universities

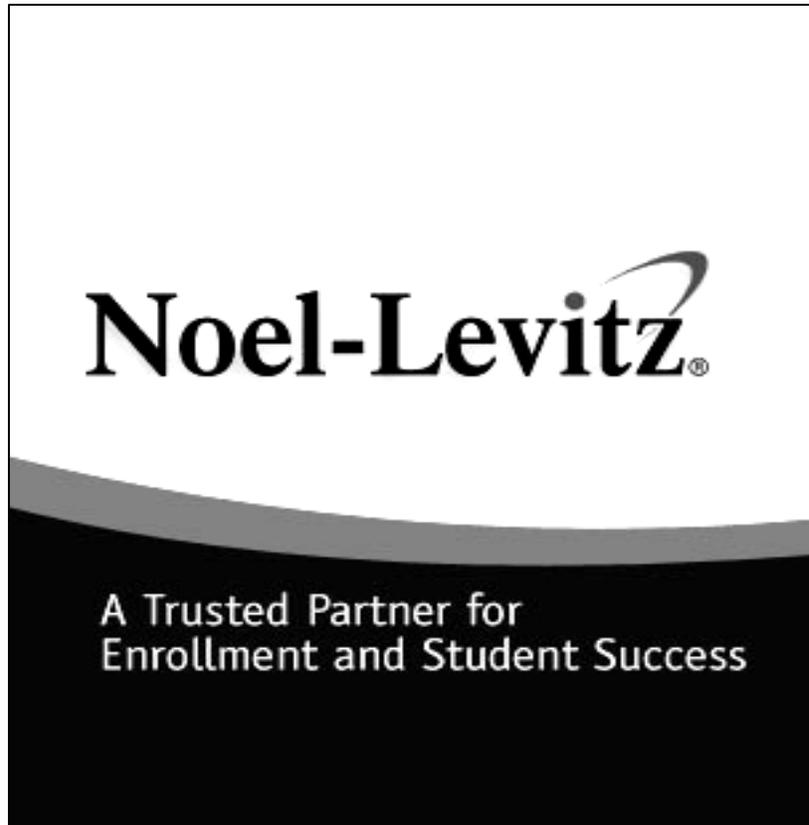
Abstract: Builds on the information presented in "Introduction to Peer Analysis System" (PAS)". It is designed to provide the target audience with knowledge of the complexity of IPEDS data and the skills needed to design analyses and produce customized reports using the advanced capabilities of PAS.



CSRDE

The Consortium for Student Retention Data Exchange

would like to thank



for its generous support of
The National Symposium on Student Retention.

Thank you!



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Thank you!

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.



ACT, Inc.
500 ACT Drive
P.O. Box 168
Iowa City, IA 52243-0168
Phone 319/337-1051
Fax 319/337-1790

Sandra Stewart, CAAP/Survey Services Consultant
Email: sandra.stewart@act.org



Hobsons
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Cincinnati, OH 45241
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Theresa Pacella, National Sales Director
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InsideTrack
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San Francisco, CA 94103
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Joseph McFadden, VP of Marketing
Email: jmcfadden@insidetrack.com

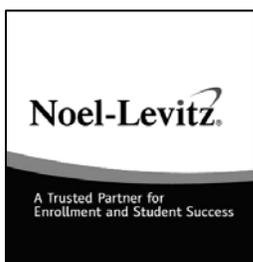
Chris Tilghman, Director, Higher Education Market Development
Email: ctilghman@insidetrack.com



National Resource Center for the First-Year Experience and Students in Transition

University of South Carolina
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Beth Richter, Senior Director of Retention Solutions
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Puyallup, WA 98373
Phone: 253-845-7738
Fax: 253-845-1909

Jean Knight, Conference Coordinator
Email: jean@qwizdom.com

Conference Room Layout

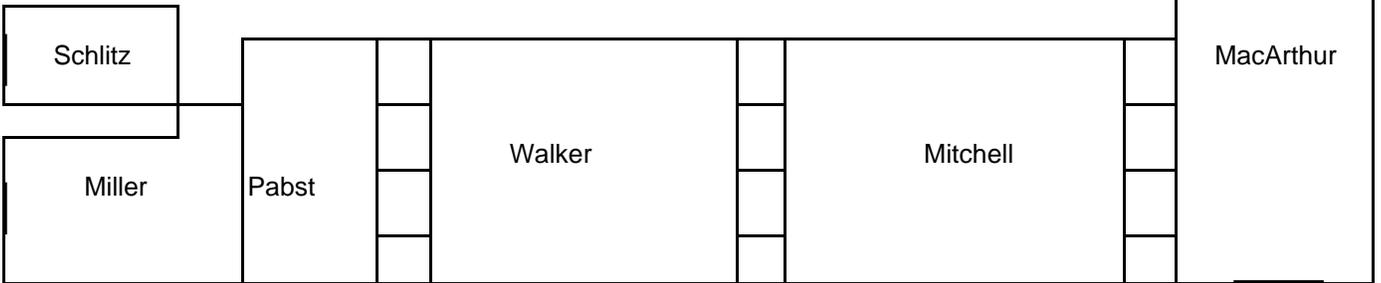
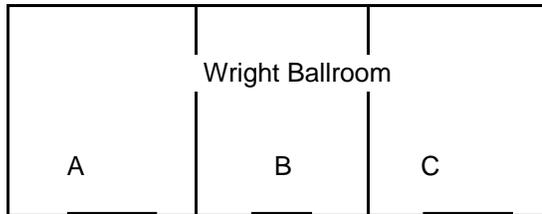


Upper Lobby

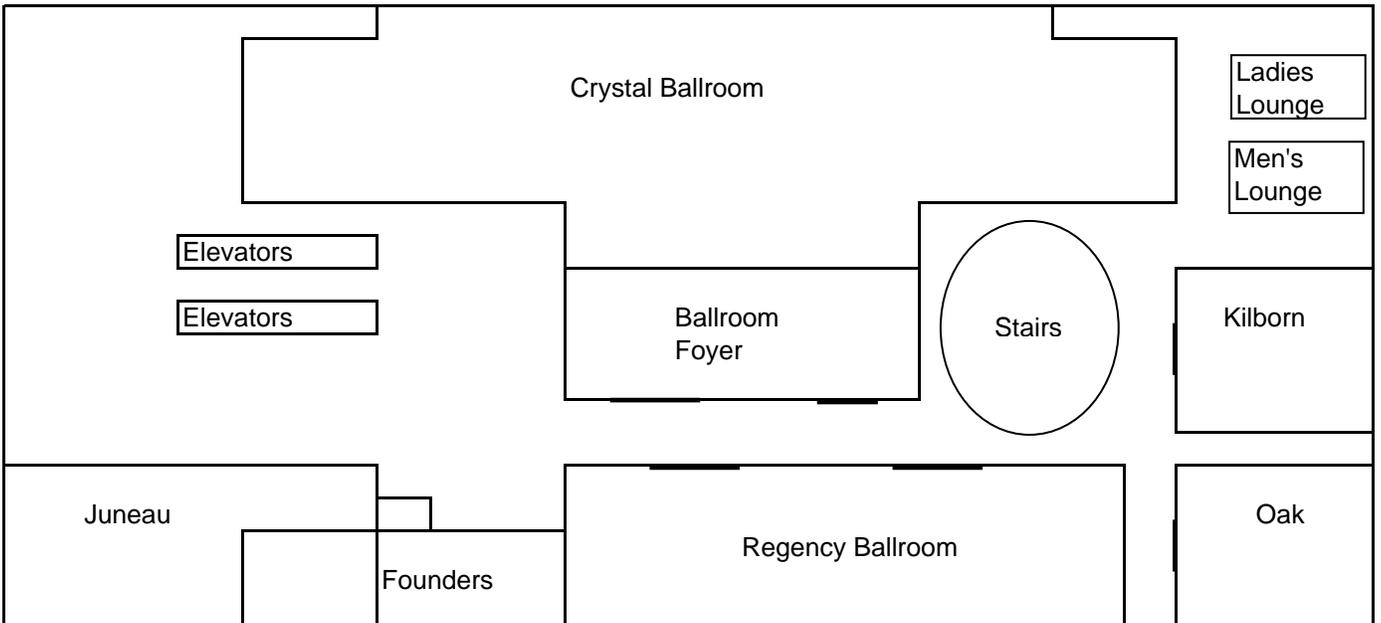


4th Floor

Registration is on this floor



5th Floor



BENEFITS OF CSRDE MEMBERSHIP

Maximize your resources

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

Access benchmarks that make sense

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

Respond with confidence to internal and external requests for accountability measures

- By tracking multiple cohorts of freshmen over time, we overcome the limitations of using IPEDS data for ongoing assessment and evaluation. This year IPEDS collects the graduation rates for the cohort of 2000. Since the time that cohort was first admitted, six other freshman cohorts have entered the pipeline. As a CSRDE member you will be able to assess how all of your first-time students are progressing as compared to national trends and to your peers.
- With many external entities expressing interest in accountability in higher education, your participation in the Consortium demonstrates your institution's proactive efforts to self-monitor and review progress.

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

- You'll receive the results of your participation in one of our retention surveys within three months. Participants can also get peer reports at any time after the report is issued. We are also in the process of implementing an ad-hoc reporting system that will make accessing custom reports even easier.
- Our National Symposium on Student Retention explores the latest evidenced based research on issues impacting student success. Faculty and staff from CSRDE member institutions receive a discount on their registration fee. This year we will be meeting in Milwaukee during September 24-26, 2007. Join us, you'll leave informed and recharged!

Interact with other professionals in higher education that share your interests

- We maintain regular communication with our members. This includes quarterly newsletters with information on the latest issues in retention, as well as monthly e-news. We also have opportunities for members to discuss retention issues in multiple forums.
- You will have access to the CSRDE Effective Practices Knowledgebase and the colleagues who are implementing them. Since 1994 the CSRDE has conducted peer reviews of innovative programs and strategies that have been useful at their campuses. Each year we highlight the best of these practices with our CSRDE Best Practices Award.

Explore opportunities to develop your professional and leadership skills

- Beginning in October the Consortium will host a monthly Webinar series. A cost effective way to stay on top of current research, each webinar registration makes it possible for one person or a whole auditorium of faculty and staff to become more informed on topics of interest.
- The University of Oklahoma is now offering the "Leadership in Student Retention and Success Certificate" which has been developed by the CSRDE to provide campus leaders and members of retention committees with the tools and skills needed to lead strategic retention initiatives.

The CSRDE Webinar Series for Continuing Professional Education

The CSRDE Webinar Series provides professionals with a cost-effective way to stay on top of the field of student retention and success.

What is a Webinar? A webinar is a type of synchronous distance learning opportunity. Participants are provided with a telephone number to call into for the audio portion of the conference and a web address to login into to see the PowerPoint or other visuals used in the session.

What is an Access Point? Each registration provides the institution with an access point from a specific location on campus to the webinar. One or more persons at the campus may view the presentation from that location. So, you might choose to participate from your office, or using a speaker phone and a big screen monitor to have your team participate from a conference room. One access point allows multiple people to participate without the need for per person registrations. So webinars are a cost-effective way to provide continuing education.

Go to <http://csrde.ou.edu> for session descriptions and information on how to register for the sessions below.

DATE	TITLE
Oct. 10	Best Practices for Student Success: A Comprehensive, Collaborative Effort
Nov. 14	Using the Transition to College Inventory to Identify and Treat Freshmen At-Risk for Academic Difficulty and Attrition
Dec. 12	Five Factors for Improving Non-Traditional Student Retention at Community Colleges
Jan. 16 (tentative)	Strategic Retention Master Plan: How Are We Doing? All You'll Know of Heaven and All You'll Know of Hell
Feb. 13	Effective Programming for Transfer Success
Mar. 12	Summer Bridge Panel
Apr. 16	Why College Students Stay: Using Academic Performance, Motivation & Social Engagement Constructs to Predict Third-year College Retention
May 14	Intrusive Mentoring: Assistance for Developmental and At-Risk Students
June 11 (tentative)	Monitoring Attendance Produces Results: First-Year Student Success Team's Collaborative Venture
July 9 (tentative)	PAWS Preview: A Collaborative Experience to Develop Successful Students and University Citizens
Aug. 13	The Frozen Files System as a Data Source for Retention Studies
Sept. 10	Peer Advising: The Link Between Admission and Retention

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The logo for the National Conference Logistics Center (NCLC) features the letters 'NCLC' in a bold, sans-serif font. The letters are white and set against a dark, rectangular background that has a subtle gradient from left to right.

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