The 8th Annual National Symposium on Student Retention

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

New Orleans • October 29 - 31, 2012
Sunday 10/28/2012

Conference Registration 10:00 AM – 12:00 PM

Group Event: Swamp Tour 12:45 PM – 5:00 PM

This event requires pre-registration and ticket purchases. Attendees with reservations will join us for a fun tour of the Barataria-Terrebonne Estuary. We’ll be right in the middle of swamp country, so expect to see alligators. Restrooms, snacks and drinks will be available on the swamp boat. Transportation to and from the hotel are included. We will meet in the Hotel Lobby at 12:45 and depart promptly at 1:00.

Conference Registration 6:00 PM – 8:00 PM

Monday 10/29

Conference Registration 7:00 AM – 4:30 PM

Pre-Conference Workshop 8:00 AM – 11:30 AM

Change and Student Success: Creating Real Change on Your Campus

Room: Bienville

Authors: Loralyn Taylor, Paul Smith's College
Phil Taylor, Paul Smith's College
Jaye Hilton, Weber Shandwick

Abstract: A great idea does not guarantee great results. We have all been there – a great idea, a daring initiative that flops because people do not make the changes necessary for success. Change is difficult and changing your campus culture is even more difficult. This hands-on workshop will show you how to plan for change using change management theory – the study of how people react, resist or embrace change – to plan a successful implementation. Using Kotter’s Eight Stages for Creating Change as a framework, you will develop strategies to promote successful change while learning to anticipate and overcome common obstacles. Your implementation plan will include:

- Generating a sense of urgency
- Understanding of the need to change
- Forming a powerful change leadership team
- Developing a clear vision and strategy
- Using the power of stories to convey your vision
- Empowering people to action
- Motivating them with short-term wins

Appropriate for individuals or teams, this hands-on interactive workshop will give you the tools and motivation needed to tackle the student success challenges faced on your campus!
Pre-Conference Workshop  

**Retention for Rookies**

Room: Iberville

Authors: *Tim Culver, Noel Levitz*

**Abstract:** You’ve just been named coordinator of student retention at your institution – now what? Retention for Rookies is intended to give you a solid orientation about the retention field. Learn basic retention concepts. Identify resources that can help you evaluate the current state of affairs at your institution. Discover retention strategies that get results at the groundwork for success and gaining faculty support. A good starter course for those of you who have recently been told that “retention and student success” have been added to your responsibilities.

Pre-Conference Workshop  

**Benchmarking Retention Data**

Room: St. Ann

Authors: *Gerald McLaughlin, DePaul University  
Josetta McLaughlin, Roosevelt University  
Richard Howard, Consultant*

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

Pre-Conference Workshop  

**First-Time Freshmen and Transfer Students: Enhancing Their First-Year Experience at Your Institution**

Room: St. Louis

Authors: *Bernadette Jungblut, West Virginia University  
Charlene Stinard, University of Central Florida*

**Abstract:** This workshop focuses on the transition to college or university of first-time freshmen (FTF) and students transferring from other institutions. The facilitators emphasize the importance and value of working with students both prior to enrollment and during the first year with their new college or university community. Workshop participants will have opportunities to:

- Examine strategies for working with all FTF and transfer students prior to enrollment and during their first year
• Design, implement, and assess pre-enrollment and first-year programs to promote all new students’ learning, engagement, and persistence
• Identify at-risk students both prior to enrollment and during their first year
• Create targeted interventions to promote academic integration and social engagement of at-risk students
• Assess the impact of those interventions – both quantitatively and qualitatively
• Maximize the impact of student support initiatives

We will focus on the following questions:

• What do your retention, progression, and graduation data tell you?
• How well are your admissions and enrollment processes connected to your student success initiatives?
• What is the current role of your campus community in promoting student success initiatives?
• What do (and don’t) you know about your existing student success initiatives?
• What can you do to enhance existing and/or implement new student success initiatives?

Pre-Conference Workshop 1:00 PM – 4:30 PM

Organizing an Integrative First-Year Experience

Room: Bienville

Authors: Michele Cuomo, Queensborough Community College
         Susan Curtis, Queensborough Community College
         Victor Fichera, Queensborough Community College

Abstract: The presenters were instrumental in launching The Freshman Academies, a full scale initiative at Queensborough Community College. The Academies’ design and implementation represented a strengthening of the College’s commitment to student success with a focus on: providing a more coordinated student services and academic undergraduate experience; improving retention and graduation rates; and, building students’ commitment to their future education and lifelong careers.

Pre-Conference Workshop 1:00 PM – 4:30 PM

Understanding Students' Path to Graduation and Developing Action Plans to Address Persistence

Room: Iberville

Authors: Catherine Andersen, Gallaudet University
         JerriLyn Dorminy, Gallaudet University

Abstract: Regardless of the size, type or geographic location of an institution of higher education, or whether a student is a first-time freshman or transfer student, one measure of effectiveness is the percentage of students who begin and subsequently graduate. When one understands the unique input variables students bring to an institution and understands and tracks
their specific paths, intervention plans based on sound assessment data that lead to real improvements can be developed. This session will review the most current student retention data, and address the multitude of variables that become barriers for student success and identify and design interventions along students’ unique paths to graduation. In addition, participants will do a SWOT (Strengths, Weaknesses, Opportunities and Threats) for their own institutions and develop a preliminary action plan to address their institutions’ retention issues.

Astins I-E-O Model will be used as the basis for the concept of a Path to Graduation. Participants will learn about retention theory and how to translate this into practice. They will understand the importance of using data to make targeted interventions for students knowing that the underlying concept of the different paths students take is defined by both their entering characteristics and the experiences along the path to graduation.

Welcome Reception/Poster Preview 5:00 PM – 6:00 PM

Room: Astor Ballroom III

We will have a casual reception on Monday that will be a come and go affair with light refreshments to welcome all attendees and presenters. This year, the poster presentations will be set up to preview during the reception; however, they will not be staffed at this time. This will be a time to look and see what is to come. The poster authors will be available during the Poster Session which will be held on Tuesday afternoon at 3:35.

Tuesday 10/30

Conference Registration 7:00 AM – 5:00 PM

Morning Coffee 7:15 AM – 8:15 AM

Before the Plenary session, please join us for a hot cup of coffee or tea and pastries.

Morning Plenary Session 8:15 AM – 9:30 AM

Room: Astor Ballroom

We welcome you to the 8th annual National Symposium on Student Retention, a continuing and professional education activity coordinated by the Consortium for Student Retention Data Exchange (CSRDE) at The University of Oklahoma. This session will begin with a brief welcome from Sandra Whalen, Interim Director of the CSRDE and the convener of this symposium. The CSRDE Advisory Board members will then provide an overview of the many opportunities available at this year’s conference.
Beyond Data: How to Turn Data into Information that Helps Students Succeed

Room: Bienville
Introductory Level

Author: Rosemary Hayes, Starfish Retention Solutions

Abstract: Data is everywhere. But how do you turn that data into valuable, relevant, and timely information about how your students are performing and how your institution can better support their success? Tackling the underlying issues of student success and retention requires that your institution coordinate the efforts of academic and student affairs. Such coordination includes the ability to make sense of the mountains of data points generated daily about your students, connect the various resources that are available to help students, and keep track of your process every step of the way. As an enterprise student success and retention platform, the Starfish system integrates the data from your academic and administrative systems to enable your campus to work together towards the success of your students. From there, the Starfish system automates student tracking, early alert, online appointment scheduling, and assessment. We are helping more than 125 institutions transform their college completion ideals into actionable, measurable programs. Join us to learn more about our solutions and hear valuable best practice information that you’ll be able to use today.

Complete College Columbus State University

Room: Bourbon
Introductory Level

Authors: Sri Sitharaman, Columbus State University
Tina Butcher, Columbus State University
Darryl B. Holloman, Columbus State University
Tom Hackett, Columbus State University
Gina Sheeks, Columbus State University

Abstract: It is estimated that by 2020, over 60 percent of jobs in the state of Georgia will require some form of college education. Currently, only 42 percent of the state’s young adults hold a certificate, associate’s degree, or bachelor’s degree. To reach this new goal, the state of Georgia has committed to the Complete College America’s vision of 60 percent of young adults attaining a college certificate or degree by the year 2020. This translates to about 250,000 additional college graduates (Complete College Georgia, 2011). Columbus State University is a four-year public institution, which currently enrolls more than eight thousand students, including an undergraduate student population of nearly seven thousand. The average first-time, full-time freshman retention rate is 68 percent, and the six year graduation rate is 31 percent. CSU awards approximately one thousand certificates, associate or baccalaureate degrees every year. To meet the Complete College Georgia goal, about two hundred more students need to earn a certificate, associate or baccalaureate degree every year until 2020. The presentation will explain the CCG
plan we are developing with broad-based participation among all campus constituencies. The plan focuses on college and career readiness in P-12, effective use of analytics, transformation of remediation, reduction in time-to-degree, and restructuring delivery.

Tutorial 9:40 AM – 10:30 AM

From Student Access to Student Retention: A Model for Launching a College-Wide Student Retention Initiative

Room: Iberville
Introductory Level

Author: Cynthia B. Calhoun, Southwest Tennessee Community College

Abstract: The 2010 Complete College Act of Tennessee (Tennessee Higher Education Commission [THEC], 2010) rocked the funding world of every higher education institution in the state. No longer were college access and large enrollments the primary measurements of success and basis for funding an institution’s budget. Instead, student persistence toward a certificate, degree, and other outcome measures became the funding formula for institutions. Southwest Tennessee Community College (Southwest), the largest community college in the state, enrolled more than 11,000 students for fall 2009. However, data revealed that it also had high attrition rates and low graduation rates when compared to the other community colleges in the state. Furthermore, the college’s performance funding points, which awarded additional monies to institutions for meeting or exceeding five standards, were in jeopardy, especially in the area of student persistence. This tutorial will present how the response to historical data revealing low retention and graduation rates and mandated state accountability prompted the hiring of an Executive Director of Student Retention and Graduation to lead the college in transforming its culture and programs into a student success driven community. This 50 minute tutorial will provide the following: (1) Professional development resources for retention officers and college personnel, (2) Review of mission and vision statement in support of college strategic plan, (3) Recommendation of organizations from which to draw retention consultants and workshop leaders, (4) How to build a collaborative Retention Committee, and (5) Use of data for gaining credibility and sustainability for the office’s initiatives.

Paper 9:40 AM – 10:30 AM

Going Through Withdrawal: Analyzing the Relationship between First-Year and Continuing Student Attrition

Room: St. Charles A
Intermediate Level

Authors: Kimberly Allen-Stuck, Saint Joseph’s University
W.O. Dale Amburgey, Saint Joseph’s University

Abstract: In this study, data were collected from withdrawing students at a private, urban, faith-based institution over three academic years to determine if there were statistically significant
differences in the factors influencing the decision to withdraw between first-year and continuing students. Each withdrawing student was assigned a specific score to 12 reasons influencing his or her decision to withdraw from the institution by utilizing a test instrument designed by the institution. The compiled data were used in statistical analysis to review the mean scores assigned to each withdrawal reason by demographic groupings between the first-year and current student withdrawing populations.

**PACT: A Revolutionary Retention Program**

Room: St. Charles B  
Introductory Level  
Author: Andy Person, Mercy College

**Abstract:** Mercy College, a federally-designated Hispanic Serving Institution, created the revolutionary PACT (Personalized Achievement Contract) model as a solution to the urgent national need for improved student success in higher education, particularly among low income, minority, and first generation students. Through a “single point of contact” approach, Mercy College uses cross-trained professional mentors in a highly personal method to student success that is customized to each student’s goals, integrated from pre-enrollment through college, and focused on persistence to degree and a career. First year retention rates show that PACT students persist towards a college degree at much higher rates than Non-PACT students. On average, PACT students persist at nearly 20% higher rates since the inception of the PACT model. External validation includes PACT recognition as a “Best Practice” for retention and career services by the National Association of Colleges and Employers; a “feature innovation” by the Association of American Colleges and Universities (AAC&U); and a shared example of innovation in higher education by the American Council on Education (ACE) to the White House in 2010.

**Retention and the Nontraditional Student: The Student Perspective**

Room: St. Ann  
Introductory Level  
Authors: Susan Adragna, Keiser University  
Murielle Pamphile, Keiser University  
Gerry Bedore, Keiser University  
Andrea Thompson, Keiser University

**Abstract:** Online education is experiencing increased numbers of students who are dropping out. Early identification of online nontraditional students who may be at-risk of failure is not enough, as identification frequently is too late. Variables related to the retention of nontraditional online students are gaining attention; however, few studies explore student perceptions of what support
systems are needed to persist. The implementation of resources is ineffective if efforts are not
precisely coordinated in a way that students perceive as valuable to their success. The retention
and program completion of nontraditional online students is dependent upon the ability to provide
the personalized, “small school” feel with the integrated support systems found in large colleges
and universities. A transparent, measurable commitment to student success must be the shared
goal of all administrators, faculty, and staff, as the retention and program completion of online
nontraditional students is critical to job placement after graduation, institutional profitability, and
the stability of the national economy. The purpose of this qualitative research is to explore
students’ perceptions of the support systems needed for students who are at-risk of dropping out.

Paper 9:40 AM – 10:30 AM

The Attrition is in the Details: Students, Faculty, and Textbooks

Room: St. Louis
Introductory Level

Author: Nick Capo, Illinois College

Abstract: The economic downturn has intensified the political focus on college tuition costs, but
from a student-retention standpoint, we should not overlook textbook costs. In recent years, Illinois College has achieved record first-to-third-semester retention and persistence-to-graduation rates by focusing relentlessly on improving student academic performance. Each semester, however, a sizable cohort still fails courses, so the college has been seeking ways to improve these students’ performance. Internal analysis of causes primarily has focused on preparation and personal variables, but this paper will advance an argument about the role of textbook possession and access. A preliminary investigation reveals that many students either cannot afford or are choosing not to purchase their textbooks and often are experiencing academic failure. This problem appears to be worsening as the effects of the financial crisis linger, and the college has been simultaneously gathering data about the problem’s scope and testing various responses.

Morning Break 10:30 AM – 10:45 AM

Take a break from the activities and have a refreshment as you network with your colleagues.
An Ever Improving Formula for Success in General Chemistry: Increasing Student Performance in a Barrier Course

Room: Bourbon
Advanced Level

Authors: Jesse Edwards, Florida A&M University
Christy Chatmon, Florida A&M University
Mark Howse, Florida A&M University
Serena Roberts, Florida A&M University

Abstract: Since summer 2004, the chemistry faculty at a large Historically Black Colleges and Universities (HBCU) has been working to improve student pass rates in General Chemistry (CHM 1045). In an early work during fall 2005 and fall 2006, the pass rates for CHM 1045 were 32% and 30% respectively. In this previous work, several interventions were initiated and the results analyzed. The intervention that had the most dramatic result was the use of SAT/ACT mathematics scores in combination with an American Chemical Society Placement Test. Students who were appropriately placed had an 80% passing rate for CHM 1045. Also, student study habits, extracurricular activities, preparation, and apprehension toward science were correlated to student performance. The correlation showed that science fears and motivational factors, as well as lack of math preparation, were strong deterrents to good performance in General Chemistry. Students in CHM 1045 in 2012 showed that the correlations in the first study remain relevant. Also, curriculum changes in the CHM 1020 course aimed to increase learning gains of students by focusing on less material showed significant correlation to improved exam performance in the subsequent CHM 1045 course. Also, exam averages for exam 1 in CHM 1045 increased by over 30% compared to previous recent administrations.

An Innovative Academic Retention Model for Hispanic Baccalaureate Nursing Students - A Multifaceted Collaboration Approach in the South Texas Region

Room: Iberville
Intermediate Level

Authors: Maria I. Diaz, University of Texas-Pan American
Debra Otto, University of Texas-Pan American
Pamela Sullivan, University of Texas-Pan American

Abstract: Baccalaureate nursing programs are under increased pressure to increase the number of students to meet the demands of the nurse work-force of today and the future. One method of increasing the graduation rate is through the retention of students. The goal of this model is to identify those students at risk for academic and/or social risk on admission to the nursing program, intensively remediate students at risk to aid retention in the program, thus, increase the graduation rate. Methods: The methods for carrying out this project included the identification of students at risk through the use of a variety of assessment tools early post admission.
Remediation strategies included the utilization of online programs, student mentors, the development of a 3 week intensive academic course and a 6 week preceptor program. Of the students identified as risk, 95% of the students passed and were able to continue in the program. Conclusion: This academic model for retention proved that students who were identified at risk of academic or/social risk on admission to the nursing program could be assisted through the use of a multifaceted collaborative approach.

Panel

10:45 AM – 11:35 AM

Freshmen Retention: A Retention Steering Committee Approach

Room: St. Charles A
Introductory Level

Authors: Kyle Ellis, University of Mississippi
Ann Canty, University of Mississippi
Stephen Monroe, University of Mississippi
Susan Mossing, University of Mississippi
Dewey Knight, University of Mississippi

Abstract: Representatives from The University of Mississippi have attended the CSRDE Retention Symposium for several years. At each symposium university representatives were asked numerous questions about our Retention Steering Committee (RSC). Therefore, The University of Mississippi RSC has decided to discuss various retention initiatives with our colleagues. The RSC uses a variety of methods for collecting and using assessment data to improve and create programs for first-year students. Specific roles and initiatives will be addressed by various members of the RSC. Contributing members include: Financial Aid, Academic Advising, Provost Office, College of Liberal Arts, Student Affairs, Faculty, Center for Excellence in Teaching and Learning, and Institutional Research and Assessment. Recent retention initiatives include: a first-year seminar course, the use of professional advisors for freshmen, a specialized cohort for at-risk students, supplemental instruction, and others. Cross-campus collaboration has allowed this committee to increase the university’s freshmen retention rate since formalizing specific goals and measuring outcomes four years ago. Through first-hand insight, committee members reflect back and look ahead on the ever-changing aspects in student retention.

Vendor Presentation

10:45 AM – 11:35 AM

GradesFirst: Using Student Support Technology to Boost Retention Rates

Room: Bienville
Introductory Level

Author: Mario Moore, GradesFirst

Abstract: This session will provide information on effective and efficient uses of technology for student support and retention management. The presentation will include a live demonstration of
the GradesFirst Student Support System featuring Conversations, the most advanced communications tool available for higher ed. Learn how one unified system of Early Alert, Advising Management, Tutor Management, and CRM facilitates inter-departmental collaboration, student support efficiency, increased student retention, and overall student engagement. This presentation will be fun, interactive, and thought-provoking.

Paper 10:45 AM – 11:35 AM

SAS 200: An Intervention of Academic Advocacy
Room: St. Ann
Introductory Level

Author: Jennie E. Gouker, University of North Carolina at Greensboro

Abstract: Undergraduates may face academic probation at any point during their collegiate careers. The Student Academic Success (SAS) Program provides a three-tiered intervention of academic advocacy. The second tier, SAS 200: Academic Success for Continuing Students, is a required course for all undergraduates who fall on academic probation after a semester of academic good standing. For eight weeks, these students engage in a strengths-based curriculum focusing on self-advocacy and career development. In addition to the lecture format and individual meetings with their instructor, they have the unique opportunity to participate in free counseling. Students must adhere to strict attendance policies and pass the course; otherwise, they are academically suspended. Introduced in Spring 2009, SAS 200 continues to successfully support students in their academic journeys. In 2010-2011, 62% of students enrolled in SAS 200 were eligible to continue next semester at The University of North Carolina at Greensboro (UNCG).

Presentation 10:45 AM – 11:35 AM

Tracking 2003 High School Graduates: College Readiness and Long-Term College Success
Room: St. Charles B
Intermediate Level

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

Abstract: A majority of high school graduates aspire to earning a college degree, but many of them fail to do so. In this presentation we describe relationships between multiple measures of college readiness and college success to identify pre-college factors that provide students with early momentum towards degree completion. A random sample of 24,850 ACT-tested 2003 high school graduates who enrolled in college immediately after high school are tracked for seven years using National Student Clearinghouse data. College outcomes include retention over time and degree completion at any institution. Readiness indicators include ACT scores and Benchmark attainment, high school coursework taken, and grade point average. Early readiness indicators from grades 8 and 10 are also examined to evaluate their role in increasing momentum
towards college success. College success rates are estimated from weighted hierarchical logistic models. Results are reported by institutional type (two- vs. four-year), and by race/ethnicity, gender, and annual family income. Findings from this study highlight the importance of students being on track early and graduating from high school ready for college, and demonstrate the positive effects of college readiness on persistence to timely degree completion for students attending either two- or four-year institutions.

Paper

10:45 AM – 11:35 AM

Transfer Student Success – Integrating Data-Driven Decisions with Mission, Vision and Values

Room: St. Louis
Intermediate Level

Authors: Deborah Kepple-Mamros, Graceland University
Kathleen Clauson Bash, Graceland University

Abstract: Graceland University is a small liberal arts college in southern Iowa. Like many private liberal arts institutions, Graceland was founded in the 19th century by a Christian church. It is unique in that it began as a 2-year institution focused mainly on preparing students to transfer. In 1960, Graceland made the transition from a 2-year to a 4-year institution. Gradually, Graceland has made another significant transition – instead of being a school that prepares students to successfully transfer to another institution to complete a degree, the majority of students earning bachelors’ degrees from Graceland are transfer students. Several things occurred in the recent past that have helped to promote transfer student success. The first are data-driven policy changes like a transfer policy that eliminates a cap on transfer credit. A second is Graceland’s fully-functioning articulation agreements and degree completion programs. A third is Graceland’s unique and highly acclaimed Residence Life House System that helps to integrate all students, not just first-time freshmen, into the social life on campus by granting everyone membership in a “house”. Each house functions much like a social fraternity/sorority without the exclusivity or pledging. This paper will explore how these three elements help ensure transfer student success.

CSRDE Best Practices Awards Luncheon

11:45 AM – 1:10 PM

Room: Astor Ballroom

Included in conference registration is the annual CSRDE Best Practices Luncheon. Join us for a delicious meal and opportunities for networking with other colleagues who are also addressing issues related to student success at their campuses. Each table is labeled with a session track name. Please feel free to sit at a table that best represents your interest. During dessert we'll begin the recognition of the conference papers receiving the Best Practices in Student Retention, Institutional Research Leadership in Student Retention, Best Poster, and the Director's Awards. The luncheon is sponsored by Starfish Retention Solutions.
“Find Your Friends on Facebook”: The Estimated Impact of Online Social Networks on Student Success

Room: St. Charles B
Intermediate Level

Authors: Daniel Jones-White, University of Minnesota
Holley Locher, Augsburg College
Andrea Galliger, University of Minnesota

Abstract: Utilizing a random sample of 836 first-time, full-time freshmen at the University of Minnesota we track the inclusion of students in the University's Facebook network at the end of the fall 2007 term and explore its potential relationship with a student's first-year retention decision. While simply joining the University of Minnesota's Facebook network does not appear to impact a student's retention decision, we find that the number of friends a student identifies within the University's social network is positively related to student retention. Additionally, we find that in addition to size, the structure of a student's social network is also related to a student's retention decision.

How Do We Know? Using Data to Increase Retention

Room: St. Louis
Intermediate Level

Authors: Melissa Ghera, St. John Fisher College
Michelle Erklenz-Watts, St. John Fisher College
Eileen Lynd-Balta, St. John Fisher College
Ronald Ambrosetti, Our Lady of Holy Cross

Abstract: This paper will identify ways to collect information about the factors that influence student retention and attrition. Retrospective analyses of student data can provide some information about patterns and trends regarding factors that contribute to a student’s decision to leave (e.g., financial, academic, personal) whereas early warning systems collect information that allow for intervention in a timely manner to affect the retention of first-year students. We will compare and contrast these methodologies, highlighting the advantages and disadvantages of each. Discussion will also focus on programmatic elements that optimize student success and retention.
Longitudinal Analysis of Variables Influencing Student Retention in Online Environments

Room: Iberville
Intermediate Level

Authors: Wallace Boston, American Public University System
Phil Ice, American Public University System
Melissa Burgess, American Public University System

Abstract: In their initial study, authors Boston, Ice, and Gibson (2011) explored the relationship between student demographics and interactions, and retention at a large online university. Participants in the preliminary study (n=20,569) included degree-seeking undergraduate students who completed at least one course at the American Public University System (APUS) in 2007. Two notable findings from the study were (1) the importance of transfer credit, and (2) the consistency of activity in predicting continued enrollment. Interestingly, the latter finding was confirmed upon the analysis of longitudinal data from the current study. Further related to the latter finding, yet unexpected, was the existence of new literature that, although subtle, affirms the importance for online institutions to conduct ongoing research on these topics. Readers of the current study are encouraged to refer to the preliminary study toward a comprehensive understanding of these nuances. Though informative, the researchers wished to validate the original study findings through longitudinal evaluation of retention.

Retention Intervention Strategies Based on Non-Cognitive Factors

Room: Bienville
Introductory Level

Author: John White, Campus Labs

Abstract: Institutions often use data to help identify groups of students who may be at-risk for not being retained or who may not succeed academically. While campuses are effective at identifying these risk groups, administrators often struggle to use data as a tool to help support individual students. The use of data for supporting student success requires not just the collection and analysis of data, but turning that data into actionable information. Campuses are turning data into action by creating intervention models built on information such as institutional risk factors and non-cognitive data. This session will explore the current landscape of student intervention models, strategies that campuses are using to promote persistence and academic performance, and how non-cognitive and engagement data is being used with the help of innovative products like Campus Labs Beacon to enhance student retention and success efforts.
Social Media in College Recruitment and Retention: Columbia College Chicago

Room: St. Ann
Intermediate Level

Authors: Elizabeth Herr, Columbia College Chicago
         Uchita Dave, Columbia College Chicago
         Kari Sommers, Columbia College Chicago

Abstract: Beginning with the Fall 2010 class, Columbia College Chicago invited all admitted freshmen and new transfer students to participate in a special admissions-sponsored Columbia College Chicago Facebook Application. Beginning in March, students could interact and make friends with other admitted students connecting around their interests or major before the semester start. This presentation focuses on the Columbia Facebook experience, the enrollment and retention outcomes and their determinants. We also discovered some unexpected, but welcome, side effects.

A Three-Prong Approach to Increasing Student Success and Retention

Room: Bourbon
Introductory Level

Authors: Jennifer Cannon, University of Arkansas Community College at Batesville
         Blake Cannon, University of Arkansas Community College at Batesville

Abstract: Retention is a hot topic at colleges today, especially on the community college level. Retention rates on average are very low across the country, and the government is considering ways to combat this issue. In some places state funding will be based partly on the graduation and success of students, and accrediting bodies are looking more closely at this performance measure as well. Community colleges in rural areas, like the University of Arkansas Community College at Batesville (UACCB), have the extra challenge of a high percentage of students coming to school academically underprepared, with a low socioeconomic status, and first generation; a triad for student attrition. To address retention concerns, UACCB’s campus leaders created a three-prong approach that was supported by the institution’s Higher Learning Commission Pathways Project and Title III grant. This paper will detail the development and implementation of mandatory orientation, intrusive advising, and an early alert system as tools to increase student engagement and support of all students at the institution.
The National Second-Year Student Attitude Report: Exploring the Results and Implications for Students in Transition

Room: St. Charles A
Introductory Level

Author: Jo Hillman, Noel-Levitz

Abstract: The second year of college is frequently described as a critical period of transition, adjustment, and potential confusion for students who often leave the safety and security of a very structured and directed first-year program. As students begin their second year, they search for purpose and meaning in the selection of a major, a career of interest, new friendships, and financial solutions for their educational and living expenses and debt. As a result, many feel disconnected and overwhelmed with their new reality. To address these dynamics, second-year student success initiatives typically feature opportunities that focus on academic concerns, leadership, majors, careers, community service, finances, and social relationships. This paper offers insight into four areas of challenge for second-year students, both native and transfer, as they transition from the first to second year of college: academics, advising, careers, and finances.

Beyond Retention: Early Identification and Intervention with First-Year Students

Room: Iberville
Intermediate Level

Authors: Loralyne Taylor, Paul Smith’s College
Virginia McAleese, Paul Smith’s College

Abstract: Recognizing that Early Alerts during the semester may be too late, Paul Smith’s College focused on even earlier identification and intervention with first-year students, utilizing predictive modeling and the College Student Inventory (CSI) to identify students who may be at risk. Use of the CSI risk factors was very predictive. Students identified as having five or six risk factors out of six had a 267% increase in withdraw rate, a 179% increase in probation rate, a 49% decrease in good standing and a 42% decrease in average first semester GPA. First time student results are compared to the 3 year average prior to start of the support program and include: an increase in average term GPA of 12%, 15% increase in the percent in good standing, 24% decrease in D and 33% decrease in F final grades, 25% decrease in the percentage of students with at least one D or F grade. After two years, we have demonstrated a 23% increase in associate degree completion in 100% of time. Our student success program has returned over $2 million in increased net student revenue in two years on an investment of less than $250,000.
Celebrating Our Silver Anniversary: Lessons Learned from 25 Years of Freshman Studies at Seton Hall University

Room: St. Charles B
Intermediate Level

Author: Agnes Hooper Gottlieb, Seton Hall University

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

Creating Collaborative Conditions for Student Success

Room: Bourbon
Advanced Level

Authors: Lisa B. Rhine, Northern Kentucky University
Miguel A. Martinez-Saenz, St. Cloud State University
Zebulun R. Davenport, University at Indianapolis

Abstract: For 50 years, governments and universities have supported and created numerous policies and practices to promote student success. Despite substantial investment and years of effort, gaps in student success persist. Efforts to identify the most effective practices for ensuring success for all students are limited by many factors. Student success practices generally focus on discrete aspects of student success with no attention to other influential forces. And, efforts to improve educational attainment are hampered by the absence of a clear and consistent definition of student success. Even if institutional entities can agree on a common definition, collaboration barriers present in organizations impede progress toward the desired goal. Institutions organize themselves and individuals at institutions exhibit counterproductive behaviors and actions that complicate our ability to address student success comprehensively. The authors will discuss the limiting factors that confound our ability to understand and address student success and present key actions that institutions can take that ultimately may impact a student’s ability to succeed in college.
Vendor Presentation  2:25 PM – 3:15 PM

EBI and MAP-Works: A Focus on Student Success and Retention

Room: Bienville
Introductory Level

Author: Todd Pica, Educational Benchmarking Inc.

Abstract: Understanding student success and retention is the foundation for fulfilling your mission and having a positive influence on the lives of students. During this presentation, we’ll focus on MAP-Works, EBI’s web-based application for student retention and success, to show how it has a measurable impact on retention and student success. MAP-Works, Making Achievement Possible, is a campus-wide retention solution utilizing institutional information, student perceptions via surveys, and faculty/staff input to identify students at risk for attrition or poor academic performance. Individual student information is provided to front-line faculty/staff like residence hall professionals, academic advisors, and instructors. MAP-Works, utilized on more than 90 campuses nationwide, has a proven track-record. In this presentation we will share how the program is implemented and give examples of reporting functions. We will also share campus stories of improved retention, tighter collaborations between departments, and improved campus culture.

Paper  2:25 PM – 3:15 PM

Estimating the Effect of Academic Intervention in a Mandatory Study Skills Class

Room: St. Charles A
Advanced Level

Authors: Jacob D. Pleitz, University of Oklahoma
Dustin A. Fife, University of Oklahoma
Erin Pearse, University of Oklahoma
Robert Terry, University of Oklahoma
Nicole J. Campbell, University of Oklahoma

Abstract: Like many institutions in higher education, the University of Oklahoma currently employs numerous programs to assist students who are at high risk of attrition. As these programs are mandatory for certain students, the resulting lack of randomization makes it challenging to evaluate their effectiveness. This paper demonstrates the application of two statistical techniques that are well suited to evaluating program efficacy in situations where participants are not randomly assigned to treatment: regression discontinuity designs and propensity score matching. For n = 3073 students, the probability of retention beyond freshman year was estimated via logistic regression on variables including standardized test scores, high school GPA, financial concerns, and academic engagement scores. The impact of the treatment was estimated using both models. Similar results from each study indicate a positive treatment effect for students in the treatment program.
Retention Among Student Athletes: What We Know and What We Need to Know to Keep Them at Our College

Room: St. Ann
Intermediate Level

Authors: Jeffrey S. Van Lone, Hobart and William Smith Colleges
Brian J. Mistler, Ringling College of Art and Design
David J. Mapstone, Hobart and William Smith Colleges

Abstract: Although participation in college athletics is an enriching experience for many college students, we know that some athletes become disengaged from their sport and subsequently are at risk of leaving their institution. This paper will explore the phenomena of athlete disengagement, the current research in the field of athletic identity as it relates to retention of college athletes, and the future directions for studying retention among this important group. Research that helps to illuminate the phenomena of athletic disengagement will be reviewed. Preliminary data validating the Multidimensional Athletic Identity and Engagement Scale (MAIES) will also be shared, and we will review specific variables related to disengagement and attrition which include self-concept, primacy of athletics, athletic achievement history, on-field engagement, off-field engagement, social and societal related athletic privilege, and family related athletic privilege. Finally, directions for future research will be offered. Readers of this paper will: 1) Increase their understanding of the phenomena of athletic disengagement, 2) learn about the most significant variables that are associated with college student athletic disengagement, and 3) be able to identify ways to study athletic engagement and improve retention of student athletes on their campuses.

Summer Bridge: A Model for Impacting Student Retention

Room: St. Louis
Introductory Level

Authors: Leroy Hamilton, Jr., Norfolk State University
Kyshawn Smith, Norfolk State University

Abstract: The purpose of this study was to explore the effectiveness of a summer bridge program in fostering academic success and retention at a mid-sized, urban, historically black college/university (HBCU). Using quantitative data from samples of first year students participating in the program and qualitative data from administrators coordinating the program’s structure and activities, findings from this study revealed the summer bridge program displays some success in enhancing academic success via grade point average. Student retention is also higher among program participants when compared to the university’s general population of first year students. Strategies for how program administrators attempt to stimulate these trends through interactions with students are also revealed.
Afternoon Break  3:15 PM – 3:35 PM

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

Poster Session  3:35 PM – 4:20 PM

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

A Pilot Study on the Use of the ACT Student Readiness Inventory as an Early Warning System to Improve Student Retention Among African American Males

Authors: Oney D. Fitzpatrick, Lamar University
         Ashraf El-Houbi, Lamar University
         Carl B. Montano, Lamar University

Abstract: The retention and graduation of African American males from colleges and universities in the United States is of major concern for those in higher education. Identifying those factors that put these students at greater risk for not completing their degrees is vitally important. From 2005 through 2010, the endemic failure of African American males to complete their college degrees at a public university in the American southwest was studied by a group of faculty and administrators. The Student Readiness Inventory (SRI) created by ACT was administered to 79 African American male freshmen volunteers in 2007 and their subsequent college careers were studied. The research concludes that, properly used, the SRI can provide valuable insight for advisors and students in adjusting to the academic expectations of university work. Moreover, the SRI revealed that self-attitudes among African American males with regard to their own academic discipline constitute a significant variable affecting their success in college. The judicious use of the SRI as an early warning of academic failure is reliable for groups, less reliable for individual predictions, and should be used by informed academic advisors to identify and assist at-risk students.

A Small Rural College Initiative for Improving Student Athletes' Academic Success

Authors: Jane Crawford, St. Johns River State College
         Ross Jones, St. Johns River State College

Abstract: It is common knowledge that transitioning from high school to college can be stressful for many students, but athletes experience even greater demands because of the expectation to do well both academically and on the playing field. When St. Johns River State College Athletic Director and head baseball coach Ross Jones came on board in June of 2008, the baseball team’s GPA was 2.32, and the overall GPA for all teams (baseball, softball, volleyball, and basketball) was 2.51. During the 2009-2010 academic year, the baseball team was in the play-offs for the first time in 21 years. Also in that year, the college had the lowest number of all-state academic players in the state of Florida. Coach Jones knew that something had to be done to increase the academic climate for athletes. That “something” came in the form of new college president, Joe Pickens, who was hired in November of 2008. President Pickens told the Athletic Director that
he had his full support, both administratively and monetarily. This session will give insight into what was done through a collaborative effort of the college President, the Vice-President of Student Affairs, the Athletic Director, and the Director of Academic Success to provide superior academic support programs for the athletes, and therefore increase their GPAs and academic standing within the state.

**Bridging the K-12 and Higher Education Gap for Underrepresented Students of Color in Science, Technology, Engineering and Mathematics (STEM)**

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

**Abstract:** In consultation with relevant literature and analysis of education non-profit organizations, best practices, our organization has developed a research-based framework which guides our coordinated academic, social, and experiential programmatic interventions to improve STEM outcomes among underrepresented students. The content of these interventions include increasing academic preparation and college readiness for STEM coursework, providing diverse mentorship opportunities, supporting the college application process, and providing coaching and tracking to ensure higher education persistence and completion. These interventions are grounded within the context of higher education by exposing students to classroom instruction and residential living for five weeks on college campuses, experiences that have implications for increasing enrollment and retention rates for underrepresented and first-generation students. Through both the content of these interventions and the context in which they take place, this collective effort has shown promise in bridging the gap between K-12 and higher education and helping to improve outcomes for underrepresented students of color in STEM. This poster will highlight our theoretical framework, discuss our practices, and share preliminary findings and outcomes from these programmatic interventions. The poster will also allow for larger discussions on developing relationships between higher education and K-12 to support STEM success for students of color.

**DIY: Building Longitudinal Datasets with Census Files and SPSS Syntax**

Author: Jeffrey Anderson, Saint Leo University

**Abstract:** Creating a longitudinal dataset is a first step in analyzing and reporting on predictors of student persistence and success. This poster session will present steps used to prepare beginning of term census files for use in creating a longitudinal dataset. The SPSS Syntax that transforms the merged census files into a longitudinal dataset of one record per student along with suggestions for tailoring the programming will be included.
**Enhancing STEM Student Success by Promoting Engagement in Academic and Co-Curricular Opportunities**

**Authors:** Eileen Lynd-Balta, St. John Fisher College  
Kathy Savage, St. John Fisher College  
Virginia Maier, St. John Fisher College  
Kristin Picardo, St. John Fisher College  
Edward Freeman, St. John Fisher College

**Abstract:** Student progression and retention rates are two important metrics used to gauge student success and institutional effectiveness. Faculty need to consider how best to provide students with opportunities for intellectual challenge, career exploration, and personal growth. We have developed direct and indirect assessment tools to monitor students’ progress, evaluate our undergraduate biology program, and make informed decisions. We will present examples of assessment data collected that sparked innovative changes. In the STEM-related disciplines, where attrition rates are high, it is critical to give personalized attention through faculty-to-student and peer-to-peer interactions. We will identify easily implemented and low cost initiatives that establish structured activities promoting engagement in and out of the classroom. For example, we have established a competitive process for identifying recitation tutors who lead small-group work and peer mentors who more informally advise first-year students on the transition to college in light of the rigors of a STEM discipline. Importantly, both the first-year student and the upperclassmen benefit from these planned exchanges providing a built-in mechanism for the program to become self-sustaining. We will also review different pedagogical techniques for the classroom. Such efforts create a sense of community and strengthen a STEM student’s academic commitment at every level.

**Graduate Retention: The Effect of Academic Advising and Administrative Support on Graduate Students Dropping Out of College**

**Author:** Qiana Kenney, Texas Women's University

**Abstract:** Making the decision to attend graduate school represents a major milestone in life for any individual. Based on the selection process and the steps that must be taken in order to apply for graduate school, one would never imagine an individual failing to complete their program of study. Research states, “the number of doctoral students who leave their programs is alarming, with estimated projections regarding doctoral attrition ranging from 40 to 70%” (Gardner 2008). Based on the future outlook of the shortage in the number of subject matter experts and the direct impact on financial revenue of most universities, it would seem logical to assume that attrition rates of this magnitude would not exist. This presentation describes the impact of academic advising and support from the academic dean, on graduate retention rates. The presentation begins with a literature review, identifying the key variables impacting retention rates among graduate programs. The methodology used in the study consisted of a comprehensive approach called meta-synthesis analysis. After all data is collected, the results are analyzed using a four-step approach. The presentation will end with the summary of results and the limitations of the study.
Intentionality and the “So What” Factor in Curriculum Design and Student Engagement

Author: John Hickey, Regis College

Abstract: While the focus of this paper is retention, it is not the narrowly defined term that is measured in intervals of one, two, or three years. The retention at the heart of this paper is the retention of an education that contributes to our students living meaningful lives. This paper examines how a newly implemented core curriculum contributes to students’ engagement and success by incorporating intentionality and the “so what” factor into curricular design. The role that assessment results have had in revealing the importance of these factors in the development of the new core curriculum will be examined. The paper will further detail how assessments have contributed to course re-design resulting in more engaged, satisfied students. Building on the research on student engagement, practical techniques for curricular design and classroom teaching will be offered. Assessments include surveys of students and faculty, direct classroom observation, focus groups, and document analysis of student work. Consistency, intentionality, and impact are words best chosen to describe both the process and results.

Kudos and Warnings: Managing 55,000+ Flag Notifications to Support Student Success

Authors: Jayne Geissler, East Carolina University
          John Trifilo, East Carolina University
          Elizabeth Coghill, East Carolina University
          Steven Asby, East Carolina University

Abstract: During the 2011-2012 school year, students at East Carolina University (ECU) received notifications from instructors regarding academic performance in a course. Through Starfish Retention Solutions® EARLY ALERT and CONNECT systems, faculty sent 55,000+ notifications to students who were performing well in class, in academic difficulty, and/or had excessive absences. These notifications were sent to students via university email with a copy to student support network offices including academic advising and tutoring. Overseeing the substantial number of notifications and coordinating support offices for appropriate follow-up to students was a challenge that ECU faculty and staff undertook with conviction. At the end of fall 2011, faculty, students, advisors, and network offices were surveyed to assess satisfaction with the early warning and connect initiative. Results of the survey included: 80% of faculty indicated that the initiative was effective, 93% of students receiving kudos felt it was motivational, and 85% of students receiving academic difficulty flags “took action”. This paper: (1) maps the logistics of faculty use of Starfish® and network support response, and (2) assesses faculty, student, and network use of and satisfaction with the early warning and support system.

Moving from Potential to Action: Early Experiences Using Learning Analytics to Identify Students at Risk at a Small University

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

Abstract: The potential of learning analytics to identify critical indicators of student success rightfully justifies recent proclamations that this is “the next big thing” in online education. Unfortunately, the cost of outsourcing these operations are often far too prohibitive and
unrealistic for smaller universities. Improved access to student performance, activity, and outcome data from learning management systems provides universities with a lower-cost solution by allowing them to implement smaller scale analytics operations. However, there are scant resources on how to go about this work. This poster session will highlight the steps taken by instructional analysts at Saint Leo University, and these steps provide a framework for implementing similar analytic projects in other small universities. Included will be information on the data required for initiating this project and the knowledge and skills analysts must possess. The processes employed and steps in working with the users of the results will also be presented along with initial findings.

**Relationship of Academic Behaviors and Demographics to Transfer Student Persistence and Degree Completion**

*Author: Erin Rickman, State University of New York, College of Brockport*

**Abstract:** This master's selective institution, which enrolls more full-time transfer students than freshmen every year, examined the transcripts of the 840 students in its 2007 fall transfer cohort to better understand the different pathways to degree completion as well as obstacles to timely graduation. The study identified the roles that transfer student behaviors in changing majors, taking time off, accumulating credits and other factors contributed to their persistence and degree completion. The roles of transfer-sensitive demographics including age, incoming credits, feeder institutions, on- versus off-campus, acquisition of an associate's degree, etc., were also examined. In addition to the transcript study, evidence from the student input side of a new early warning system quantitatively compared the perceptions of these two populations as they integrated into campus life during their first few weeks at the institution. The institution also recently completed the Foundations of Excellence in the First College Year Transfer Focus self-study which produced a series of recommendations resulting in and reinforcing decisions to hire a transfer experience coordinator, significantly change transfer orientation, create a transfer seminar course, and open a Transfer Center. Presenters will also share, wherever possible, the effect of recent initiatives on transfer student success.

**Staying Connected When They are Thinking about Leaving: Providing Support to University Withdrawals**

*Author: Holly Hebard, University of North Carolina at Greensboro*

**Abstract:** At a time when the words “persistence” and “retention” continually work their way into higher education conversations, being able to identify students who are considering university withdrawal and connect with those who have already withdrawn is crucial. UNCG has a systemized and effective way of reaching out to and providing support to students who have withdrawn or are considering withdrawal from the University. The Total Withdrawal Survey was created at UNCG and operates within Oracle Banner to ensure maximum contact with this population of students. The information collected on the withdrawal survey is valuable as it provides key information and opportunities. It informs us of areas for improvement at UNCG so that we can assist students with similar situations and allows us to reach out to each student on a personal level to recommend specific resources. Using the information shared, the Students First Office (SFO) staff in turn connects students with appropriate offices and resources to assist them.
SFO also assists students in re-applying to the University and collaborates with campus partners to ensure maximum support and ease of transition back into the University community.

**Strategically Planning Mentoring within a Comprehensive First Year Experience Model**

Authors: Dann Brown, Texas State University – San Marcos  
Michael Nava, Texas State University – San Marcos  
Victoria Black, Texas State University – San Marcos  
April Barnes, Texas State University – San Marcos

**Abstract:** Within the last three years, Texas State University - San Marcos has grown to become the fifth largest institution in the state of Texas. Recent changes such as becoming an Emerging Research Institution and reaching HSI (Hispanic Serving Institute) status have prompted the need for a re-evaluation of services provided to first year students. Previous research indicated less than 0.5% of all students and less than 5% of freshmen participated in formal campus mentoring services. This paper presents recent strategic planning for an innovative more personalized first-year experience. In 2011, the University began implementing its Quality Enhancement Plan (QEP) - Personalized Academic and Career Exploration (PACE). One central aspect of PACE is a newly created mentoring and academic coaching component to socially and academically integrate freshman students into Texas State University. Three main initiatives include 1) Enhance the first year university seminar course with high quality peer mentors; 2) Provide intrusive and proactive intervention to further support at-risk students through academic coaching; 3) Incorporate a financial literacy curriculum. As a result of these strategies, we anticipate an enhanced first year experience and an increase in GPA averages and first-year retention rates. Strategies for future program design and assessment will be provided.

**Students’ Perceptions and Expectations on Higher Education as a Key Determinant on Student Retention**

Authors: Brenda Laboy-González, University of Puerto Rico - Central Administration  
Soriel V. Santiago-Gerena, University of Puerto Rico at Arecibo  
Raquel Laboy-González, Interamerican University of Puerto Rico

**Abstract:** Institutions of higher education have the challenge to recruit and retain the better students to pursue its mission and serve the community where it’s located. The institution must provide all the support on behalf of the students’ success. At this point the institutions have to ask itself: Why do the students choose the University of Puerto Rico at Arecibo (UPRA) to obtain a college degree? What are the students’ expectations? How the academic and student affairs achieve their needs? Why do the students choose UPRA to seek their expectations and dreams? This descriptive study explored the reasons for the students to continue a higher education. The methodology used was a focus group integrated with students enrolled in the course: University Life Adjustment. The technique to collect information was a semi-structured interview. Data analysis was based in emergent categories. The emerged categories are the following: gain knowledge, prestige, way to socialize, become a good person, earns a good salary, among others. Each category was classified into academics, social and personnel matters based on the professional literature revised. Findings suggest that every higher education must have clear policies on student retention and invest efforts on student satisfaction. In March 2012, UPRA’s Academic Senate approved The Student Retention Policy.
The Effect of Maturity on the Initial Academic Progress of College Students

Authors: Catherine Andersen, Gallaudet University
         Thomas Kluwin, Gallaudet University
         JerriLyn Dorminy, Gallaudet University

Abstract: Academic ability as measured either by standardized test scores or high school GPAs has long been an admissions criterion for higher education and is unlikely to disappear in the near future because it makes intuitive sense and every published study - including this one - supports the contention that some indication of the ability to do college level work is an important criterion for admission to college. In addition, attrition studies in higher education have a research tradition of over 35 years with numerous opportunities to validate competing theories. Essentially, all attrition theories are built on a review by Tinto (1975) of the research on persistence with a major contribution in 1985 by Bean (Bean & Mentzer, 1985) describing how the attrition of nontraditional students fits current theories. This session will report the outcomes of a study of an entering class at Gallaudet University and first year academic success that used the Emotional Intelligence Inventory (EQ-I) to assess the emotional maturity of entering students and to predict academic achievement in the first year of college. Results indicate that this measure of maturity is predictive of early academic success. Intervention for such students will be discussed.

The Student Retention Strategies at Undergraduate Level: The Case of Two Ontario Universities

Author: Vafa Neghabian, OISE, University of Toronto

Abstract: This paper analyzes key factors that can impact persistence and retention in institutions. It also introduces key theoretical perspectives and related retention strategies. The case study of two Ontario universities provides a more thorough analysis of the strategies and programs these institutions are using to improve the student retention and success. The purpose is to understand what is the impact of strategies on the retention of students.

Transfers: Evolving Beyond FTIC Examination

Authors: Pamela Johnson, LeTourneau University
         Brooke Kincade, LeTourneau University
         Chela Miller, LeTourneau University

Abstract: A private four-year institution’s first steps in the journey to better understanding and supporting transfer student success will be examined. A simple model for measuring transfer student persistence, progression, and graduation rates will be provided, as well as a more complicated model for measuring the movement of transfers into the institution, between departments, and out of the institution. Efforts include improved data collection and reporting efforts to support data-informed administrative decisions, as well as adding a Transfer Year Experience component to the university’s campus-wide retention plan.
Understanding Minority Male Persistence and Encouraging Student Success: One Year Later

Authors: Candice Powell, University of North Carolina at Chapel Hill
         Josmell Perez, University of North Carolina at Chapel Hill

Abstract: In 2011, staff in the Office of Undergraduate Education at the University of North Carolina at Chapel Hill completed an internal study on the experiences of successful minority male students. The preliminary results of the study were shared at the 2011 National Symposium on College Student Retention. Since that time, the University has significantly increased efforts to explore and support the retention and persistence of underrepresented male students. This poster will share valuable information about those efforts, proceedings, and learning outcomes with a focus on the development of a Forum on Minority Male Student Success hosted by the University in January, 2012. The poster will share our process of assessment, development of key questions, and collaboration with campus partners around the Forum. Best practices gleaned from the Forum’s keynote address and activities will be shared including appreciating the unique needs of this student population, strategies for collaboration with campus partners, and application to practice. Preliminary strategic plans for next steps at UNC Chapel Hill will also be shared.

Understanding Student Affairs Case Management as Retention Work

Author: Gina Senarighi, Portland State University

Abstract: In the wake of campus tragedies, the field of Higher Education Case Management has grown exponentially. Though it originated in response and emergency management, the field has shifted focus toward retention of students experiencing a variety of stressors. This program will provide an overview of three universities’ CARE Team and Behavior Intervention Team model and end with a discussion of the implications for and intersections with campus retention work.

Using Transcript Analysis to Identify Academic Behaviors Impacting Persistence and Degree Completion

Authors: Marcy Exler, State University of New York, College of Brockport
         Jimmy Jung, University of Maine

Abstract: This master's selective institution conducted a detailed analysis of the transcripts of the 1052 students in its 2004 full-time freshman cohort to better understand their different pathways to degree completion as well as obstacles to timely graduation. This process of data collection went beyond traditional analytical methods, allowing researchers to identify the roles that student behaviors in changing majors, taking time off, performance in freshman seminars, accumulating credits, as well as other factors, contributed to their ultimate success. Being able to identify at risk behaviors as well as at risk populations not only broadens the scope of intervention initiatives but allows targeted response to these behaviors as, and sometimes before, they occur during students’ academic careers. Presenters will offer details on how, when combined with comprehensive statistical analysis, these findings provided impetus for policy revision and procedural changes at their institution.
You Want Us to do What? Maximizing and Mobilizing Resources for Retention

Authors: Pat Hulsebosch, Gallaudet University
         Jerri Lyn Dorminy, Gallaudet University
         Norma Moran, Gallaudet University

Abstract: Retention belongs to everyone. We know that’s true for faculty and staff. It’s also true of Retention, Assessment, and Strategic Planning units on campus. Yet, these days university staff, faculty, and administrators have competing demands on their attention, time, resources, and priority-setting. This presentation will describe a strategy for integrating various campus initiatives in a way that focuses on retention and, by doing so, maintaining momentum in retention initiatives. A key aspect of this strategy is helping faculty and staff recognize that practices are already in place to address retention. Rather than creating new practices, the need is to utilize and assess existing practices through a retention lens. This improves understanding, motivation, and ownership of addressing retention initiatives campus-wide in proactive ways. The presentation will also describe and discuss a tool for evaluating retention success at the unit or program level. Gallaudet’s recent strategic plan targets retention as one of five key Goals and within that “Increase[ing] and broaden[ing] accountability for retention and graduation.” This presentation describes the development and use of a Unit Effectiveness Planning tool and process to accomplish this strategy. The poster presentation, within the Data, Technology, and Methods strand, will highlight initial results from the first year of implementing this tool.

A Study on the Impact of Student Success Initiatives with Academically At-Risk First-Time-In-College (FTIC) Students

Room: Iberville
Intermediate Level

Authors: Katie Gittleman, Nova Southeastern University
         Carmel Joseph, Nova Southeastern University
         Yi Zhang, Nova Southeastern University

Abstract: The purpose of this research is to demonstrate how predicting at-risk students impacts academic standing, retention and completion among academically at-risk First-Time-In-College (FTIC) students. The Office of Undergraduate Student Success (OUSS) at Nova Southeastern University (NSU) has been working specifically with this population to provide much needed guidance and support. The At-Risk Intervention Coaching Application is used to modify behavior to improve academic performance and return students to good standing. The intervention is grounded in a social-psychological framework. It facilitates a student’s realization that academic success is attainable despite challenges in the transition to college. In conjunction with the At-Risk Intervention Coaching Application we have developed a decision tree model that validates the characteristics of academically at-risk students. In addition, we have created a predictive model which calculates the probability of FTIC students going into poor academic standing at the
end of their first term. The aforementioned indicators combined with targeted outreach provide students with a clear path to success.

Paper  4:20 PM – 5:10 PM

Creating Pathways to Student Success: Accelerating Developmental Education in the Community College
Room: St. Louis
Intermediate Level
Authors:  Holly M. Ayers, Ozarka College
          Brandy Gore, Ozarka College
          Anthony Burkhammer, Ozarka College

Abstract:  Ozarka College is a rural community college, enrolling a large percentage of low-income and underprepared students. Our reality as an open enrollment, public institution of higher education involves navigating through shrinking resources, enrollment growth, and an ever-increasing emphasis on student retention and completion. The Arkansas Developmental Education Initiative and a statewide consortium grant from the Department of Labor have provided a strong foundation and impetus for Arkansas community colleges to embark on a drastic redesign of developmental education. With a goal of improving retention and achievement rates and reducing time and cost to completion, Ozarka College is utilizing best practice principles to integrate and modularize our developmental reading, writing, and mathematics sequence. This paper will explore how Ozarka College is creating an environment that supports acceleration of developmental education through best practice, continued research, and policy development. Highlighted topics will include seminal research used to support the redesign efforts as well as curricular redesign components, preliminary data, and next steps in the redesign process.

Vendor Presentation  4:20 PM – 5:10 PM

P-20 Approaches to Postsecondary Student Retention
Room: Bienville
Introductory Level
Author:  Todd Bloom, Hobsons

Abstract:  Over 40 states have created P-16/P-20 councils in order to lead their states towards student learning continuity and success pre-K through postsecondary education. One promising development that has emerged from these councils is the focus on individualizing student learning and student support. Learn how all 50 states are leveraging individualized learning policies to improve student planning and outcomes. Discussion will focus on how individualizing learning can make a significant difference for students, education institutions, and future employers. Receive Hobsons survey of 50 states' practices relative to individualized learning.
**Linking Admission Strategies to Student Retention**

Room: St. Ann  
Intermediate Level  

Authors: Carla M. Cortes, DePaul University  
David H. Kalsbeek, DePaul University  

**Abstract:** Many campuses either bracket off admission from their retention efforts, focusing on “playing the hand you are dealt,” or they focus simplistically on becoming more selective in admission via higher test scores. An enrollment management perspective embraces the admission process as a lever in improving retention and completion outcomes while also improving diversity and access. Three approaches will be presented: (1) The use of non-cognitive variables in college admission challenges prevailing assumptions and recognizes student strengths that predict retention better than traditional admission criteria. (2) A rigorous high school curriculum is the best preparation for success in college; for example, Chicago’s experiment with the International Baccalaureate Programme in non-selective urban schools has improved college access and attainment. (3) Test-optional policies minimize the importance of standardized tests while elevating the importance of prior academic success in the admission review. Each of these three approaches can influence retention and degree completion without relying on traditional measures of admission selectivity.

**Linking Students with Campus Resources: Improving Retention through Intrusive Interventions**

Room: Bourbon  
Introductory Level  

Author: Eileen N. Merberg, Buffalo State College  

**Abstract:** In order to obtain Obama’s “2020 Goal” of raising completion rates by 2020, we must become more involved in helping students overcome barriers to persistence. Most students lack the self-efficacy to ask for help when obstacles occur and are quick to admit defeat and drop out. Our institution actively, and intrusively, works to help students overcome these obstacles. We use an assessment to better understand issues our students face then intrusively intervene with struggling students to link them to campus resources. In this presentation, we focus our attention on three areas: for students self-reporting financial issues, we send a series of emails inviting them to the financial aid office, offer a variety of workshops on money management, and provide tips on balancing work with academics; for students indicating they have not chosen a career, we send targeted emails inviting them to our Career Resource Center to receive guidance from a counselor; and for residence hall students self-reporting academic difficulties, we host late-night workshops specifically targeted at the exact issue of concern (e.g., study skills, time...
management). We also provide evidence of improvement in retention rates since the advent of these targeted intervention strategies, lessons learned, and plans for improvement.

**Paper**

4:20 PM – 5:10 PM

**Student Mobility and Retention: Toward an Understanding of Who Leaves, When They Leave, and Where They Go**

Room: St. Charles A
Intermediate Level

Author: Adriana Ruiz, Higher Education Research Institute, University of California, Los Angeles

**Abstract:** Using nationally representative data from the 2004 CIRP Freshman Survey and enrollment and completion data from the National Student Clearinghouse, this research follows the educational trajectories of students who began college at four-year non-profit institutions for a six year period. Mobility and retention statistics will be presented for each of the six years for students who began as first-time full-time freshman in 2004. This research is intended to assist institutions in understanding attrition and which students are likely to leave, when they are likely to leave, and where they are likely to go if they do leave their initial institution.

**Paper**

4:20 PM – 5:10 PM

**Using Self-Regulated Learning Methods to Increase Native American College Retention**

Room: St. Charles B
Intermediate Level

Authors: David A. Patterson, Silver Wolf, Washington University in St. Louis
K. H. Ahuna, Medaille College
C. G. Tinnesz, University at Buffalo
C. VanZile-Tamsen, University at Buffalo

**Abstract:** A big challenge facing colleges and university programs across the U.S. is retaining students to graduation. This is especially the case for Native American students, who have had one of the highest dropout rates over the past several decades. Using data from a large university that implemented a self-regulated learning course for undergraduates, academic success was measured for students who participated with a specific focus of Native American student outcomes. The analyses in this study are based on data for cohorts entering freshmen from fall 2000 through fall 2010 with a sample of 29,319 students, 4,681 (16.0%) of whom successfully completed the SRL course. Results show that the completers are more likely to be retained with specific retention benefits and overall academic success of Native American completers.
Dinner on Your Own  5:10 PM

You will find a restaurant listing and a map in the back of your conference program with local cuisine close to the conference hotel. Also, information will be available at the Conference Registration tables during check-in.

Wednesday 10/31

Conference Registration  7:00 AM – 12:00 PM

Morning Coffee  7:15 AM - 8:15 AM

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

Morning Keynote Address  8:15 AM – 9:30 AM

Room: Astor Ballroom

Abstract: George D. Kuh is Adjunct Professor of Education Policy at the University of Illinois and Chancellor’s Professor Higher Education Emeritus at Indiana University Bloomington. He currently directs the National Institute of Learning Outcomes Assessment co-located at Indiana University and the University of Illinois and the Strategic National Arts Alumni Project (SNAAP). Founding director of the widely-used National Survey of Student Engagement (NSSE), Kuh has written extensively about student engagement, assessment, institutional improvement, and college and university cultures, and consulted with more than 350 colleges and universities in the U.S. and abroad. In addition to High-Impact Practices (2008) produced as part of the Association of American Colleges and Universities’ LEAP initiative, his two most recent books are Student Success in College: Creating Conditions That Matter (2005, 2010) and Piecing Together the Student Success Puzzle: Research, Propositions, and Recommendations (2007). In 2001, he received Indiana University’s prestigious Tracy Sonneborn Award for distinguished career of teaching and research. George earned the B.A. at Luther College, M.S. at the St. Cloud State University, and Ph.D. at the University of Iowa.

Discussion  9:40 AM – 10:30 AM

Continuing Conversation with Dr. George Kuh

Room: Astor Ballroom

Abstract: This concurrent session has been made available for those of you who would like to continue the conversation with Dr. Kuh. This is a great opportunity to speak directly with one of the premiere experts in the field of student retention and success.
Comprehensive Student Persistence Model: Providing Academic and Social Support

Room: Iberville
Intermediate Level

Authors: Andrea Thompson, Keiser University
Larry Pace, Keiser University
Jackie Booth, Keiser University
Susan Adragna, Keiser University
Lydia Creasy, Keiser University
Michael Record, Keiser University

Abstract: A Comprehensive Student Persistence Model provides a balanced and holistic approach to addressing both academic and social barriers to non-traditional students’ ability to persist in higher education. Institutions that take this eclectic approach to increasing student-persistence will consider programs to enhance students’ academic goal achievement, peer mentoring whereby students can capitalize on colleagues’ social integration and shared perspectives, faculty-advisors whose function extends their role as faculty mentor-advisors, and writing studios to support non-traditional students’ acclimation to college level and scholarly writing. As institutions implement student-persistence programs, formative assessments of all components of the program are necessary; both qualitatively and quantitatively. The results, or lack thereof, need to be explored and shared. While quantitative assessments of the comprehensive model yields data as to program efficacy, students’ perspective answers why and how these components influenced their persistence rate. Such rich data from the receivers’ viewpoint is welcoming; however, data from both paradigms provides a wholesome view. This presentation will share data concerning the effectiveness, or lack thereof, of some components of the Comprehensive Student Persistence Model; specifically the writing studio and peer mentoring. Data collection for APA workshops and other aspects of the program are ongoing. Qualitative data reflecting students' perspectives on the model's components, and quantitative data reflecting the effect of this model on students' social connectedness, self-efficacy, and goal attainment is shared.

Improving Student Retention and Graduation via Comprehensive Supports: Two- and Three-Year Outcomes from CUNY’s Accelerated Study in Associate Programs (ASAP)

Room: St. Ann
Intermediate Level

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

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

Paper 9:40 AM – 10:30 AM

Relationship between First-Generation Student Retention, Noncognitive Risk Factors, and Student Advising

Room: St. Louis
Intermediate Level

Authors: R. David Roos, Dixie State College
Ann M. Berghout Austin, Utah State University
Paul A. Gore, Utah State University

Abstract: This paper presents the results of a retention study using a regression discontinuity design and a quasi-experimental treatment-control group evaluation. Over one thousand freshmen students enrolled in first year experience courses at a four-year college were administered a survey to measure their noncognitive risk factors. Two groups were randomly selected for treatment. One group received general advisement, and a second group received more targeted advisement which included discussing the survey results and formulating an action plan. First-generation students within the targeted advisement group responded positively to the treatment and were retained at a 36% higher retention rate one year later than first-generation students in the general advising group. Their retention rate also exceeded the overall freshmen cohort by 12%. Statistically, this difference could be attributed to the usage of the survey information by advisors.
Retaining in Spite of Your Restrictions

Room: St. Charles A
Introductory Level
Author: Michael Thomas Shenkle, Liberty University

Abstract: Successfully developing and implementing an effective, comprehensive retention program can be a daunting task regardless of one’s level of institutional support. The unfortunate reality is that most university retention programs are met with common institutional hindrances such as budgetary constraints, rigid departmental “silos” and a lack of Faculty buy-in before they are ever given a chance to promote student retention. At the host institution, the retention staff has chosen to accept these common restrictions, and has intentionally shifted its focus from attempting to drive university change to working to retain students within the confines of typical collegiate bureaucracy. With initiatives directly targeted at circumventing hindrances to successful intervention, the host institution has realized a steady increase in student retention over the past four years without increased budgetary consideration or significant retention-friendly policy changes.

Stretch for Success Early Entrance Program for Underskilled First-Time Freshmen

Room: St. Charles B
Intermediate Level
Authors: Vaughn S. Millner, University of South Alabama
          Jack Shelley-Tremblay, University of South Alabama
          Ellen Broach, University of South Alabama
          Phil Norrell, University of South Alabama
          Nancy Williams, University of South Alabama
          John E. Kovaleski, University of South Alabama

Abstract: The presenters developed, implemented and studied a summer early entrance program for first-time freshmen titled Stretch for Success at the University of South Alabama. This early entrance learning community designed for students with lower than average math skills stretched the fall semester into summer. The three-week program consisted of math instruction using the math emporium model; a freshman orientation class; and physical exercise. The program is the first undergraduate early entry program studied to compare the impact of two exercise interventions on academic performance. Multiple measures were used including physical activity assessment; the WRAT-R Math sub-test; and experience questionnaires. Data support the link between exercise and academic achievement. Results suggested that both the aerobic and resistance/flexibility exercise intervention strengthened the learning response compared to a control group. At least some of the relationship may be related to increased enjoyment experienced by the exercise groups compared to controls. Emerging research supports a relationship between physical activity and academic performance for school-aged children and
adults. Exercise may prove to be one way to enhance overall academic performance in college students. Results, though, should be treated with caution. We cannot say exercise caused an increase in academic performance. Other factors may have influenced the outcome.

Tutorial 9:40 AM – 10:30 AM

The One Question Exit Interview

Room: Bourbon
Intermediate Level

Authors: Kimberly M. Allen-Stuck, Saint Joseph’s University
W.O. Dale Amburgey, Saint Joseph’s University

Abstract: To better understand why students voluntarily withdraw, the University centralized the exit process and implemented the “One Question Exit Interview.” This strategy involves students weighing the reasons they are leaving by placing poker chips on a colorful game board with 12 reasons for attrition. The responses from the game board are tabulated and trends are tracked. As a result we know that the most frequent reasons why students withdraw are: Financial Considerations (18 – 25%), Dissatisfaction with the Social Environment (13 – 18%), and Major not Offered (12 – 15%). The least frequently reported reasons for withdrawing are Full-time Work Opportunity, Academics are not Challenging, and Safety Concerns (all less than 5%). By engaging in a light-hearted and consistent way, students get closure, and the University receives valuable feedback. The tools for implementing this strategy and three years worth of data and outcomes will be shared.

Morning Break 10:30 AM – 10:45 AM

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

Paper 10:45 AM – 11:35 AM

Adapting International Migration Theories to Transfer and Attrition among College Students

Room: St. Louis
Intermediate Level

Author: Jinny L. Case, University of Texas at San Antonio

Abstract: Increasing concern is being expressed at local, state, and national levels regarding college completion rates among young people, particularly young people of color since those students are less likely to complete a college degree and are making up a larger proportion of the general population than in previous years. The risk is that the United States will be unable to replenish its highly skilled workforce and will lose its competitive edge over other nations. This
paper examines how theories of population movement between nations can be applied to problems of college student attrition out of and transfer and swirl between institutions of higher education. Data from a southwestern Hispanic-Serving Institution are used to conclude that families play a significant role in the decision process of students during their first year of transition to a college or university.

**Paper**  
10:45 AM – 11:35 AM

**Approaches to Serving Under-Resourced, Undergraduate Adult Student Populations**

Room: St. Charles B  
Intermediate Level

Author: *Shirley Warkentin, Fresno Pacific University*

**Abstract:** This research set out to answer the question, what are university approaches to serving under-resourced, undergraduate adult student populations? The research conducted was a qualitative, inductive study, using thematic analysis of the data. Examining successful universities and the current literature, this research investigated university approaches to supporting students who are under-resourced and who are adult students. Through statistical review and professional recommendations, four exemplary universities were chosen for the study. Three key aspects of the research question were examined: higher education organizational leadership approaches; challenges of under-resourced adult students; and best practices in leadership support of under-resourced adult students. Nine participants, all upper level administrators, responded to ten interview questions grouped around those three themes. Participants were given an opportunity to share about exemplary students, staff, faculty, and administrators. Their stories were heartwarming. Participants shared best practices in serving adult students. Five best-practice theses were drawn from this inductive investigation. All sectors of the university were found to be involved in supporting adult students, including administration, staff, and faculty.

**Paper**  
10:45 AM – 11:35 AM

**Improving Retention and Intervention Strategies through Data Analytics**

Room: St. Ann  
Intermediate Level

Authors: *Lisa Helmin Foss, St. Cloud State University*  
*David Robinson, St. Cloud State University*  
*Miguel Martinez-Saenz, St. Cloud State University*

**Abstract:** Data analytics can be a powerful resource for higher education institutions to develop more accurate models of the students it serves and identify more specific and precise interventions. The following paper will present one university’s conceptual approach to data analytics, the methodology it used to build its predictive model for retention and success, its application of these findings to inform admissions and intervention strategies, and the business intelligence tools that have been developed to track student retention and graduation over time.
Persistence Rates at Ivy Tech Community College: Faculty and Student Perceptions in Congruence with Achieve the Dream Data

Room: Bourbon
Intermediate Level

Authors: Malinda Mansfield, Ivy Tech Community College
Michelle Ann Bakerson, Indiana University South Bend

Abstract: Evidence-based dropout prevention programs could increase graduation rates and help individual academic success. As change begins to take place, it is imperative to analyze persistence in such programs. The main objectives of this study were to examine perceptions of factors which contribute to drop-out rates at IVY Tech Community College in South Bend, Indiana and to examine the drop-out prevention program established (Achieve the Dream) there. During the first semester of the implementation of ATD, surveys were sent to all adjuncts, most full-time faculty (n=200) and New Student Seminar (IVY 120) students (n=150). Results from the t-test indicated a disparity in the level to which students and faculty feel that the New Student Orientation (NSO) is impacting student success as well as a lapse in the quality of academic advisory. Based on these results in congruence with the data retrieved from the ATD database, IVY Tech changed their academic advisory plans, mandated that NSO is a mandatory part of a student’s academic plan before registering as a new student, and mandatory instructional professional development for IVY 120 courses were implemented. The data provides insight into the impact of ATD from fall of 2010 to fall of 2011.

The Consortium. What is the CSRDE (the Sponsor of this Conference) About?

Room: Iberville
Introductory Level

Author: Sandra Whalen, University of Oklahoma

Abstract: The Consortium for Student Retention Data Exchange began in 1994 as a collaboration among Institutional Researchers who were interested in benchmarking student retention. Since then it has grown into a research consortium of almost 650 two-year and four-year institutions. The consortium members benchmark the retention and graduation rates of community college students, community college transfers into the four-year institution, baccalaureate degree seekers, and STEM majors. We've gone beyond swapping data to sharing knowledge by sponsoring the annual National Symposium on Student Retention and our monthly webinar series on the most current research. Come learn more about the CSRDE and about how the CSRDE can support your efforts to improve student success. This session will also showcase the technology tools available to CSRDE institutional representatives.
Where are 2003 High School Graduates Seven Years Later?

Room: St. Charles A
Intermediate Level

Author: Justine M. Radunzel, ACT, Inc.

Abstract: As pushes for increased accountability in higher education and higher graduation rates continue, several recent studies on college graduation rates emphasize the need to consider students still on track to graduate beyond 150% of normal time, especially given the complexity of students’ attendance patterns. As a first look, we describe re-enrollment and degree completion over time through year 7 for a random sample of 24,850 ACT-tested 2003 high school graduates who immediately enrolled in college. Students are tracked using National Student Clearinghouse data. This study also evaluates the implications of persisting or of transferring to another institution for timely degree completion, and compares the pre-college academic achievement of students who persist and complete a degree with that of students who do not. Weighted descriptive statistics are used to summarize the results. Results are reported by institutional type (two- vs. four-year), and by race/ethnicity, gender, annual family income, ACT Composite score, and high school average. Findings from this study show that students who persist to the second year are more likely than those who do not to complete a degree, irrespective of initial institution type, emphasizing the importance of understanding what works in student persistence for improving degree completion rates.

Implementing Retention Programs - Lessons Learned

Room: Bienville
Introductory Level

Author: Burt Rubenstein, Jenzabar, Inc.

Abstract: Almost everyone agrees that every institution needs to have a proactive retention program in place. Hear best practices for successful student retention programs. How hard is it to implement? What are the pitfalls? What are the best practices that help? This session looks at forty implementations of Jenzabar Retention to find common factors for both challenges and success. It will look at the issues of institutional change, roles, practices and metrics.

Lunch on Your Own 11:35 AM - 1:00 PM

You will find a restaurant listing and a map in the back of your conference program with local cuisine close to the conference hotel. Also, information will be available at the Conference Registration tables during check-in.
A Cost-Effective New Approach To Help Improve Student Retention and Success

Room: St. Charles B
Introductory Level

Authors:  Don Pitchford, ACT, Inc.
          Dale R. Tampke, University of North Texas

Abstract: Come learn more about how colleges are benefiting from ACT’s recently developed web based strategy for quickly improving first-year retention rates. ACT research recognizes that students’ personal challenges many times go unreported in standardized academic tests. Hence, ACT developed ENGAGE to measure students’ behaviors and psychosocial attributes, which are critical but often overlooked components of their success as they enter college. Backed by our enduring expertise in research, ENGAGE can predict—with a remarkable degree of accuracy—how likely each of your incoming freshmen is to return for a second year, and whether they will earn at least a 2.0 GPA. Retention intervention strategy will also be discussed.

But I Got an “A” in the Course!: Identifying Gaps in Knowledge, Skills, and Dispositions

Room: Iberville
Introductory Level

Authors:  Michelle Erklenz-Watts, St. John Fisher College
          Jennifer Duffy, St. John Fisher College

Abstract: While grades give students and their advisors some indication of success in coursework, they are not enough to indicate gaps in the student’s knowledge, skills or dispositions. Consistent knowledge gaps or dispositional patterns can go undetected if grades are the only signal. We often do not see this gap until the students are in their internships in which they have to perform the skills. We created a systematic process called the Candidate Support System so that we could positively address this issue. This paper will utilize data to describe the system, analyze student performance and provide program feedback. The challenges and opportunities of the system will also be discussed.
Closing the Achievement Gap: The University Transition Opportunities Program and 25 Years of Collaborative Support for Underrepresented Student Populations

Room: St. Ann
Intermediate Level

Authors: Samuel T. Lopez, University of North Carolina at Charlotte
Cynthia Wolf Johnson, University of North Carolina at Charlotte

Abstract: In August of 2010, The Education Trust published a two-part report in their online publication entitled Big Gaps, Small Gaps. In this report, UNC Charlotte was identified as one of eleven institutions to have eliminated the graduation gap between both the Hispanic and Black student populations and their Caucasian peers. The collaborative efforts that led to this outcome have been embraced and endorsed at the highest levels of the University for over two decades and have proven to benefit the student body as a whole. Most notable is the University’s goal of improving retention and time-to-degree rates for underrepresented students by easing the transition to higher education (summer bridge program of 25 years) and providing academic support and enrichment to meet the unique needs of underrepresented students (a peer mentoring program for first year students, and a program designed to support students in the STEM disciplines). Institutional data indicate students participating in the University’s summer bridge program over the last 10 years have been retained at the one- and two-year levels at a rate of 8-12% higher than non-participating students. Additionally, their six year graduation rate is consistently higher than non-participating student populations. This presentation will include an overview of program development, highlight retention and graduation data for the various programs, and demonstrate how increased funding resulted from data driven outcomes.

Data and Effective Communication: Providing Information for Data Driven Policy Decisions

Room: St. Louis
Intermediate Level

Authors: Brad Patterson, University of Arkansas at Little Rock
LoNell Turner, University of Arkansas at Little Rock
Sylvester Cartwright, University of Arkansas at Little Rock

Abstract: After years of providing data and reports on students, the UALR Office of Testing Services and Student Life Research realized that the majority of this work was not being utilized by upper administration. The office staff realized that this must be changed, as the student life research area had been created to provide relevant, timely data so that data driven policy decisions could be made. To integrate this data into policy discussion, the staff began to compile longitudinal reports related to retention, attrition, admission, and financial aid. This longitudinal data was then used to make executive summaries with colorful charts, tables, and university branding. The office, based on these executive summaries, received immediate, positive
feedback. In fact, the office was soon given additional responsibilities that included the creation of executive summaries from data in other departments. In addition, the executive summaries were incorporated into cabinet level discussions regarding policy decisions. This tutorial will explore the process that was used to develop the reporting structure, with instruction on how to gather, interpret, and communicate large amounts of data in an easily understandable form. The tutorial will focus specifically on the communication aspect and how it can be incorporated at other institutions.

Paper 1:00 PM – 1:50 PM

Politics, Logistics, and Support: The Creation and Growth of a Centralized Peer-Volunteer Tutoring Center

Room: Bourbon
Intermediate Level

Authors: Elizabeth Coghill, East Carolina University
Jayne Geissler, East Carolina University

Abstract: Beginning Fall 2008, an innovative centralized tutoring center at East Carolina University (ECU) began serving students. With the establishment of the Pirate Tutoring Center (PTC), the campus shifted from a decentralized tutoring model where tutoring was maintained within departments to a centralized tutoring center. Soliciting faculty support and administrative funding for the PTC required a focused, proactive campaign. Securing a central location, recruiting and training student tutors, identifying course needs and hiring adequate staff were critical in developing an effective center. In the four years since its opening, the PTC has grown from serving 1,282 students/year to serving over 5,000 students/year. Numbers of volunteer tutors have grown from 90/year to 368/year. Assessment of course pass rates of PTC tutees has indicated that students are receiving quality tutoring, and the university community has endorsed and supported the PTC. This paper chronicles the emerging tutoring center, its four-year growth and the unique volunteer-based model. Tutor and tutee perceptions of the tutoring center services are addressed.

Paper 1:00 PM – 1:50 PM

The SDSU Playbook: Five Formations for Student Success

Room: St. Charles A
Intermediate Level

Authors: Aaron Aure, South Dakota State University
Jody Owen, South Dakota State University
Linde Murray, South Dakota State University

Abstract: In fall 2009, South Dakota State University (SDSU) initiated the development and subsequent implementation of a Student Success Model. A task force was appointed to develop a comprehensive and collaborative student success model with the goal of increasing the FFT
student retention to 80% and six-year graduation rates to 60%. The Student Success steering committee was co-chaired by the Provost and the Vice President for Student Affairs with five members from academic affairs, three from student affairs and two student leaders. There were 13 design and implementation teams including Common Read, Early Alert, First-Year Advising, First-Year Seminar, Individual Learning Plan/Peer Mentoring, Learning Communities, Living Learning Communities, Meet State (extended orientation), New Student Orientation, Re-Admit Success, Summer Bridge, Supplemental Instruction, and Assessment. The initiatives of focus for this presentation include Early Alert, First-Year Advising Center, Learning Communities, Summer Bridge, and Supplemental Instruction. The development, implementation, and assessment specific to each initiative will be presented on these five campus-wide programs within the SDSU Student Success Model.

Vendor Presentation 1:00 PM – 1:50 PM

Using Technology to Drive Effective Student Retention Strategies

Room: Bienville
Introductory Level

Authors: Larry Piegza, GAP Technologies, Inc.
Rilla Jones, Northeast Mississippi Community College
Gina Lachacz, GAP Technologies, Inc.

Abstract: The current economic climate poses distinct challenges to institutions of higher education, placing heightened emphasis on highly efficient enrollment management strategies to improve student engagement and persistence. This paper will demonstrate data-driven technology as an innovative means of accelerating and improving the effectiveness of enrollment management strategies through a case study at Northeast Mississippi Community College (NEMCC). Like many schools, NEMCC previously relied upon inefficient manual processes in fulfilling retention efforts and state-mandated attendance reporting. The data-driven DropGuard system was implemented as part of a new student retention and attendance tracking strategy at NEMCC in August 2011. Since DropGuard implementation, NEMCC succeeded in creating a centralized hub for student data, a systematic change which has yielded measurable increases in institutional effectiveness and student persistence.

Afternoon Break 1:50 PM – 2:05 PM

Take a break from the activities and have a refreshment as you network with your colleagues.
Advising First-Year Students: Success with Four Touches

Room: St. Ann
Intermediate Level

Authors: Fran Bender, University of Tennessee at Chattanooga
Blake Pierce, University of Tennessee at Chattanooga

**Abstract:** Helping college students have a successful first year is an institutional priority at our university. Freshmen data over ten years revealed a sharp decline in freshman retention rates and GPAs. The declines were accompanied by an increase in students on probation after their first semester. These data led to the implementation of several initiatives designed to improve freshman retention as well as freshmen GPAs. Our advising model for first year students was implemented three years ago. With yearly adjustments the project is resulting in increased retention and higher freshmen grades. Entering freshmen now have a professional advisor with whom they meet at least twice in each semester of the first college year. The advisor monitors student progress and works with the students to identify problem areas; together the student and advisor attempt to develop strategies that address the problems. After the freshman year, students are advised within their selected majors. Our retention, GPA, and probation data indicate the four-touch advising model is achieving the desired outcome—higher student retention and greater student success.

Vendor Presentation 2:05 PM – 2:55 PM

Increase Student Persistence and Achievement with Online Tutoring

Room: Bienville
Introductory Level

Author: Sandi White, Tutor.com

**Abstract:** Join Tutor.com GM & VP of Institutional Solutions, Sandi White, to learn why colleges and universities are partnering with Tutor.com to provide custom personalized learning solutions that increase persistence and achievement.
Integration of a Theoretical Framework to Enhance Student Retention and Completion: Nova Southeastern University’s Success Coaching Model

Room: Iberville
Introductory Level

Authors: Sheila Fabius, Nova Southeastern University
Adam Gorelick, Nova Southeastern University
Gabrielle Grant, Nova Southeastern University

Abstract: Over the last few decades, the issue of student retention in institutions of higher learning has received a significant amount of attention resulting in a vast quantity of research, assessment, and initiatives. However, many institutions have faced some challenges in transitioning retention initiatives into successful programs. The purpose of this research is to present a holistic model of success coaching that is grounded in an appreciative inquiry theoretical framework (Cooperrider & Whitney, 2005) and integrated with institutional retention initiatives that support an active Student Success Program. Nova Southeastern University’s Success Coaching Model focuses primarily on positive student self-assessment and supplementary resource awareness with the ultimate goal of degree completion. Also, a brief program description will explain the model in action and incorporate retention data from a population of First Time in College Students.

Methodology for and Progression of Developing an Assessment Tool

Room: St. Louis
Intermediate Level

Author: Sam Petoskey, Wingate University

Abstract: Oftentimes in-depth research reports seem static in nature. The reader is limited to original data sets resulting in findings that feel dated and yield a “so what?” response. Assessment tools can be much more nimble, and they do not need to sacrifice contextual information required for decision-making. This tutorial will display one institution’s attempt to merge meaningful research with a flexible decision tool. The tutorial will demonstrate how to create an assessment tool that uses historic information and data mining techniques to create formulas for predicting a student’s academic outcome (i.e., persistence, grade point average, and credit hours earned) based on her or his enrollment profile (i.e., high school transcripts and standardized test scores). The formulas can be incorporated into an Argos Data Block – an Evisions reporting tool similar to a pivot table or an excel workbook. These tools enable a user to create subgroups on the fly by any combination of characteristics – use of academic support programs, courses taken, demographic information, standardized test scores, etc. – and determine if the academic outcome for the subgroup(s) is significantly different than what would have been predicted based on the subgroup’s profile.
Reevaluating Success: Supplemental Instruction Beyond Performance and Retention

Room: Bourbon
Intermediate Level

Authors: Vic Higgins, Cleveland State University
Christine Vodicka, Cleveland State University

Abstract: This paper attempts to address our broadening understanding of the Supplemental Instruction (SI) program by reevaluating our definitions of success including how we define for whom SI works and in which classes it works best. The purpose of this presentation is to examine long-term student outcomes, including the change in semester Grade Point Averages over time.

Research-Based Strategies and Rural Advantages: Enhanced Retention of Displaced Workers and Adult Students

Room: St. Charles A
Intermediate Level

Authors: Caitlin Howley, ICF International
Barbara Chavis, Richmond Community College
John Kester, Richmond Community College

Abstract: With support from the federal Fund for the Improvement of Postsecondary Education (FIPSE), staff of the rural North Carolina Richmond Community College (RCC) implemented a comprehensive approach to retaining displaced workers and adult students. Evaluation findings indicate that program participants are more likely to persist and complete their studies than RCC students overall. Data also suggest that program staff leveraged the particular—but often overlooked—advantages of rural community colleges that lend themselves to improved retention of non-traditional students.

Strategically Bridging the Gap for Low-Income Students Between College Access and Success: Academic and Retention Outcomes

Room: St. Charles B
Intermediate Level

Authors: Sarah R. Collins, University of North Texas
Dale R. Tampke, University of North Texas

Abstract: As a result of the increasing cost of college attendance, access and success programs for students from low income families are emerging in postsecondary institutions across the
country. These programs strategically leverage academic support services and financial aid to increase rates of academic attainment achieved by low-income students. This paper summarizes the efficacy of such a program to facilitate academic success and retention in the first year at a large emerging research university in Texas.

Paper

3:05 PM – 3:55 PM

Admissions & Retention: Using Cues to Assess Success and Predict Retention in Undergraduate and Graduate Students at Michigan Tech

Room: St. Ann
Intermediate Level

Authors: Kristi Isaacson, Michigan Technological University
Susan Liebau, Michigan Technological University

Abstract: Universities use a variety of cues to assess whether students qualify for admission. Requirements are based on the type of college or university and vary widely between institutions. These assessment measures are used to predict the levels of success and retention of incoming students with the intention of maintaining respectable graduation rates. The educational consulting firm, Noel-Levitz, conducted an analysis of 700 factors potentially impacting first-year retention of undergraduate students at Michigan Tech. This project will discuss the legitimacy of these factors by reviewing the top six factors. These cues will be compared to the factors that have been identified as accurate predictors in research. Similar factors will be reviewed to create predictors for success for students pursuing graduate degrees at the university. Additionally, available research related to judgment and decision making in undergraduate and graduate admissions will be reviewed and tied to this project.

Paper

3:05 PM – 3:55 PM

Have a Little Faith: Retention and the Awakening Retreat at a Small Catholic Institution

Room: Iberville
Intermediate Level

Authors: Curtis Washburn, Chaminade University of Honolulu
Kay Stone, Chaminade University of Honolulu

Abstract: Chaminade University, a small private Catholic institution, offers an “awakening retreat” through our Campus Ministry program. While the retreats serve the religious mission of the institution, they were never specifically intended as a retention initiative. Anecdotal feedback from students and staff seemed to indicate that students who attended the retreat were more connected to the institution and seemed to stay longer. Having received data from campus ministry on retreat participants, we decided to investigate how the retreat seemed to impact retention rates for retreat students as compared with those who chose not to attend. We considered retreat attendees pre-entry factors from a quantitative viewpoint and interviewed students and campus ministry staff to find out more about what the retreat means to students in
terms of their connection to the institution. This paper will include both quantitative and qualitative methods.

**Paper**

3:05 PM – 3:55 PM

**Toward a Retention-Focused Composition Pedagogy: The Composition Classroom as a Space to Promote Retention**

Room: St. Charles A
Introductory Level

Author: Mark Isbell, University of Arkansas at Little Rock

**Abstract**: Retention scholarship and theory is discussed, synthesized, and brought into juxtaposition with concepts and practices of composition pedagogy in order to elicit an understanding of the role that composition pedagogy might play in retention initiatives. Empirical data is described that suggests a correlation between participation in composition classes and increased student retention. A readily accessible theoretical model is offered for use by composition instructors who wish to incorporate more retention-friendly practices into their current pedagogies. A move toward implementing a department-wide retention initiative is suggested, with a general structure of this plan outlined and discussed.

**Conference Adjourns**

3:55 PM

Our last session ends at 3:55. We hope to see you in San Diego in 2013!