The 10th Annual National Symposium on Student Retention

November 3 - 5, 2014
Louisville, KY

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

Building Bridges for Student Success
**GROUND FLOOR PLAN**

- **Sway Restaurant & Bar**
- **Front Desk**
- **Hotel Entrance**
- **Escalators**
- **Lobby**
- **Sales & Catering Office**
- **Motor Lobby Entrance**
- **Einstein Bros. Bagels**
- **Aqueduct**
- **Pimlico**
- **Women**
- **Men**

**CONFERENCE REGISTRATION (2ND FLOOR)**

- **Sunday, November 2**  
  5:00 pm - 7:00 pm
- **Monday, November 3**  
  7:00 am - 4:30 pm
- **Tuesday, November 4**  
  7:00 am - 4:30 pm
- **Wednesday, November 5**  
  7:00 am - 12:30 pm

**SKYWALK** connects
6 blocks of Downtown Louisville: from Fourth Street Live! to the south, Marriott to the east, and north to the Louisville International Convention Center and the Ohio River.
Exhibitor and Registration Hours

Exhibitor Showcase Hours
- Monday: 4:30 pm - 6:00 pm
- Tuesday: 7:30 am - 4:30 pm
- Wednesday: 7:30 am - 12:00 pm

Conference Registration
- Sunday: 5:00 pm - 7:00 pm
- Monday: 7:00 am - 4:30 pm
- Tuesday: 7:00 am - 4:30 pm
- Wednesday: 7:00 am - 12:30 pm

Icon Key

- Beyond the First Year Retention
- Data, Technology, & Methods
- Faculty: Teaching Excellence, Learning Engagement & Retention
- Graduate Student Retention
- Programs & Initiatives
- Retention & Special Populations
- Theoretical Models of Student Retention & Success
- Transfers & Retention
- Break
- Continental Breakfast
- Luncheon
- Plenary Session
- Reception
- Vendor Presentation
- Workshop
**Sunday, 11/2/2014**

**Group Event: Churchill Downs & Kentucky Derby Museum**

7:45 am - 12:30 pm

This event requires pre-registration and ticket purchases. Have breakfast on the Churchill Downs track, followed by a walking tour and visit to the Kentucky Derby Museum. Transportation to and from the hotel are included. We will meet in the Hyatt Hotel Lobby at 7:45 am and depart promptly at 8:00 am.

**Monday 11/3**

**Continental Breakfast** 7:15 am - 8:30 am  Regency Ballroom Foyer

**Session ID: 119**

**Pre-Conference Workshop** 8:00 am - 11:30 am

**Retention for Rookies**

Room: Gulfstream/Hialeah

Authors: Tim Culver, Noel Levitz, LLC

**Abstract** - You have just been named coordinator of student retention at your institution–now what? This session on learning the keys to retention success is back by popular demand. Discover retention strategies that get results at two-year and four-year institutions and learn the best ways to plan for programs by laying the groundwork for success and gaining faculty support.

**Learning Objectives**

- Participants will develop a relevant definition for retention
- Participants will develop an understanding of a Student Success Relationship Management Model™ and begin to establish an application to their home campuses
- Participants will develop an understanding of the principles for retention planning
- Participants’ interests will drive the special topics discussion

**Session ID: 120**

**Pre-Conference Workshop** 8:00 am - 11:30 am

**Understanding Students’ Path to Graduation and Developing Action Plans to Address Persistence**

Room: Kentucky Suite

Authors: Catherine Andersen, University of Baltimore
Marguerite Weber, University of Baltimore
Jerri Lyn Dorminy, Gallaudet University
Patricia Hulsebosch, Gallaudet University
Abstract - Regardless of the institution or the students served, the measure of effectiveness is the percentage of entering students who graduate. However, tracking pathways to completion, and determining intervention strategies, requires attention to a range of complex variables: diverse pre-college characteristics; students’ intentions to persist; and academic, social and economic barriers. We present two case studies (one small residential liberal arts college and another mid-sized urban commuter public) and address how data and mixed methods research can uncover barriers for student success. In addition, we identify specific interventions along students’ unique completion paths. Participants analyze their own institutions and develop an action plan for retention.

Learning Objectives

- Through a SWOT analysis, identify specific milestones that promote students’ paths to persistence
- Develop a plan to address targeted barriers to student persistence that may include
  - Define your range of student cohorts and the at-risk students in each group
  - Develop a process for early alert to student risks and ways to communicate the risk issues across campus constituents
  - Identify institutional barriers (high DFWI and prerequisite courses, policies and practices that limit access, etc.)
  - Identify support and risk-mitigation strategies
  - Recommend institutional realignments and changes centered on student success

Session ID: 121
Pre-Conference Workshop 8:30 am - 4:30 pm

Benchmarking Retention Data

Room: Churchill Downs

Authors: Gerry McLaughlin, DePaul University
Rich Howard, Consultant
Josetta McLaughlin, Roosevelt University
Blake Cannon, Phillips Community College of the University of Arkansas

Abstract - Being accountable for student success in retention and graduation can be evaluated using benchmarking using a group of similar institutions. In this workshop six steps for the development and use of successful benchmarking studies for retention and graduation will be identified. Participants will then apply those steps to data sets containing IPEDS and CSRDE retention data. Participants will need to bring their laptops and will be provided an Excel based peer selection tool to conduct a proximity analysis called the Nearest Neighbor for their institution. We will also look at student outcomes data for similar institutions using CSRDE web-based tools.

Learning Objectives

- Understand the six steps for conducting a benchmark study
- Apply the six steps to IPEDS Data using an Excel based peer selection tool
- Learn what data are available from CSRDE
- Use the CSRDE web site to obtain appropriate data
- Draft a benchmark study for the participant’s institution using IPEDS and CSRDE data
Creating a Comprehensive Early Alert Program: Design, Implementation, Intervention and Assessment

Room: Park Suite

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

Abstract - Promoting student success is a top priority for colleges and universities, but where to begin? Designing a successful, comprehensive Early Alert Program (EAP) requires a leadership team that understands the information needs of diverse offices and can gain the buy-in and support of numerous campus stakeholders. You will learn principles for designing, implementing and assessing the success of your EAP, including how to:

- Identify the right student for the right intervention at the right time using a blend of both proactive and reactive strategies
- Utilize best practices in change management theory to generate buy-in, reduce resistance to change, increase motivation and anchor the new program in your institutional culture
- Measure what matters, when it matters both for program assessment and for generating short term wins to reduce resistance and increase stakeholder motivation
- Focus on the intervention strategies that are most efficient and effective

During this workshop, you will begin to develop a plan for designing, implementing and assessing your EAP and student intervention strategies. We will focus on bridging the gap between best practice theory and boots-on-the-ground action and is suitable for institutional teams.

Learning Objectives

- Define the parts of an early alert program and explain how the parts are interconnected
- Consider common reasons for program failure
- Describe critical components of a student success information and communications plan
- Select and evaluate appropriate pro-active and reactive early alert strategies including the identification of existing and new sources of data
- Describe how to set appropriate thresholds to effectively and efficiently prioritize outreach and intervention efforts
- Discuss intervention strategies that effectively promote student success
- Establish Key Performance Indicators to measure success of an Early Alert Program, the return on investment and the implementation itself
- Analyze the challenges campuses face when implementing change and describe theories that can help to address these obstacles
Examining Your Student Success Data and Programs

Room: Pimlico

Authors: Sally Dingman, West Virginia University
         Bernadette Jungblut, West Virginia University
         Donielle Maust, West Virginia University
         Charlene Stinard, University of Central Florida
         Jane Cardi, West Virginia University

Abstract - This workshop focuses on the transition to college of first-time freshmen and transfer students. Facilitators describe strategies designed to promote students’ learning, development, engagement, and persistence. Throughout the workshop, participants use a series of worksheets to conduct self-audits of student success programming at their institutions. During the self-audit process, facilitators serve as ‘consultants’ by:

- Describing real-world example programs (both successful and not-so-successful) at their own and other institutions
- Suggesting strategies to enhance student success programs, services, courses, and policies at participants’ institutions
- Discussing multiple methods for assessing the impact of existing programs and new initiatives

Participants will leave this workshop well on their way to completing a thorough self-audit of their institutions' student success data and programs – and with specific actions they can take upon their return to campus.

Learning Objectives

Participants have the opportunity to meet the following objectives:

- Complete a pre-conference survey about their primary needs and goals for the workshop
- Examine their retention, progression, and degree completion data
- Identify gaps in their data and strategies for filling in those gaps
- Determine the resource usage and impact of at least three (3) existing student success programs
- Specify action items to improve or enhance those programs – or to create new programs

Peer Mentoring: Building a Bridge to Student Success

Room: Kentucky Suite

Author: Karen Amrhein, California University of Pennsylvania

Abstract - The purpose of this session is to explain the components of a centralized campus-wide, departmentally-based peer mentoring program and its positive impact towards student
success. This peer mentor model is designed to provide early and continual communication between upper-division students and incoming students, especially during the critical transition period. This half-day workshop will provide a theoretical perspective on the foundations of peer mentoring in higher education and describe the overall impact of peer mentoring for the freshmen, mentors and university. Throughout the session, participants will engage in various interactive activities that will enhance awareness of the many components of a peer mentoring program in higher education and assessment techniques.

Learning Objectives

- Understand the overall planning process of a peer mentoring program in higher education, including:
  - Recruiting participants (mentors and protégés)
  - Training mentors
  - Matching mentors and protégés
  - Facilitating mentoring relationships
  - Assessment
  - Benefits to both mentors and protégés
- Understand techniques to inspire a mentoring culture on campus and to build effective collaborations with numerous campus departments
- Apply various mentor training methods
- Understand the challenges faced by mentoring programs and possible approaches to resolve these challenges

Session ID: 117
Pre-Conference Workshop  1:00 pm - 4:30 pm

Teach Students Metacognition to Transform Learning and Success

Room: Keeneland

Authors: Melissa Brocato, Louisiana State University
          Pam Ball, Louisiana State University

Abstract - The national award-winning Center for Academic Success (CAS) at Louisiana State University has documented tremendous success in student retention by providing students with transformational information, metacognitive tools and encouragement. Engaging methods will detail the cognitive science principles behind the learning strategies empowering higher education professionals to facilitate a transformative experience for students. The CAS has translated cognitive science principles into practical and achievable strategies that have proven highly effective. These principles help students get organized, understand their unique learning preferences, better prepare for tests and reduce their stress. Anyone armed with this knowledge can have a profound impact on student lives and academic careers. Participants will engage in a variety of activities designed to teach the learning process developed by the CAS, as well as strategies to engage students. They will learn how to help students begin the transformation from passive to active purposeful learners, problem-solvers, and critical thinkers. Reflection questions and small group discussion will be used to help participants identify key barriers to student learning and academic success on their respective campuses. Additionally, participants will
engage in learning activities such as think-pair-share and role playing that demonstrate the relevance of the cognitive science principles that are presented.

**Learning Objectives**

After participating in this workshop the participants will:

- Discover why many bright and capable students are not academically successful
- Learn powerful, proven, and practical metacognitive strategies that can transform student learning and increase student academic performance
- Experience how exposure to these strategies can transform a student’s perspective about their own learning
- Know why teaching students metacognitive strategies to enable them to learn is key to student academic success, and how these strategies increase student retention
- Understand several ways they can incorporate strategies into their classrooms, programs or interactions with students, and how to tailor strategies to unique disciplines and students engage in learning activities such as think-pair-share and role playing that demonstrate the relevance of the cognitive science principles that are presented.

**Welcome Reception/Poster Preview  5:00 pm - 6:00 pm  Regency Ballroom**

Join us for a casual reception on Monday, a come and go affair with hor d'oeuvres and a cash bar. Louisville Mayor Greg Fischer will greet us, and the poster presentations will be set up to preview during the reception and all day Tuesday; however, they will not be staffed at this time. The poster authors will be available during the Poster Session which will be held on Wednesday morning at 7:45-9:00.

**Tuesday, 11/4**

**Continental Breakfast  7:15 am - 8:15 am  Regency Ballroom Foyer**

The continental breakfast and keynote address are sponsored by **EBI MAP-Works**.

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**What’s Missing from Your Student Success Initiatives?**

Does your strategy for improving student retention revolve around a series of alert and warning systems that do not incorporate student survey information? If so, you may be missing out on an important component of a holistic, research-based student retention strategy.

Visit us on the show floor to learn how EBI MAP-Works can help your institution achieve its student success goals.
Keynote Address 8:15 am - 9:30 am

Creating a Campus Culture for Student Success

Room: Regency Ballroom
Speaker: Tim Hall, Mercy College

Tim Hall became president of Mercy College in Dobbs Ferry, New York in May 2014. Prior to moving to New York, he served as president of Austin Peay State University in Clarksville, Tennessee. There, he gained national attention as a higher education leader devoted to innovation and student success. In Hall’s last two years at Austin Peay, the university was recognized on the honor roll of the Chronicle of Higher Education’s Great Colleges to Work for Survey. Moreover, in 2013 the nonprofit organization, Public Agenda, released a report titled “Seven Practices of Enlightened Leadership in Higher Education: A Case Study of Austin Peay State University,” which highlighted the collaborative environment at the institution. In addition, President Obama recognized Austin Peay State University in August 2013 for its innovation in promoting student success. Prior to becoming president of Austin Peay, Hall served many years on the law faculty at the University of Mississippi and then as associate provost there. He is graduated from the University of Houston with a B.A. in philosophy, and received his J.D. from the University of Texas in 1983.

Session ID: 46

Paper 9:45 am - 10:35 am

A Multilateral Approach to Retaining International Students

Room: Conference Theater
Introductory Level
Author: Amber Bennett Hill, Virginia Commonwealth University

Abstract - Every year the Institute for International Education’s Open Doors Report records an increase in the number and percentage of international students attending U.S. colleges and universities. As a result, universities are shifting their attention and resources from recruitment to retention of this valued higher ed demographic. International students value academic content and campus safety above other concerns and have relatively little interest in campus life programming. Effective services for international students offer a wide and deep range of advisors and programs respectful of their needs and goals, and those institutions that offer significant academic and engagement support earn higher international retention than those institutions which largely limit support to immigration concerns. Universities that invest in English language support and those that host a variety of internationals – students, scholars, faculty, and visitors – create environments more attractive to their international students. This paper will review historical and contemporary trends in international student retention, consider several examples of retention programming at U.S. universities, and suggest a set of best practices and outcomes.
Tuesday, 11/4/2014

Session ID: 145
Discussion 9:45 am - 10:35 am

**Continued Conversation With Tim Hall**
Room: Regency Ballroom

**Abstract** - This concurrent session has been made available for those of you who would like to continue the conversation with President Hall.

Session ID: 73
Paper 9:45 am - 10:35 am

**Data Driven Student Portal for Improved Student Success**
Room: Park Suite
Intermediate Level

*Authors: Andy T. Clark, Valdosta State University*  
*Brian A. Haugabrook, Valdosta State University*  
*Barrie D. Fitzgerald, Valdosta State University*

**Abstract** - Retention and graduation rates have long been student success indicators, which occur at the end of a term or academic year. These indicators have become non-effective, in today’s times, in providing necessary resources to help students achieve academic success. By changing the culture on one campus to focus on providing faculty with indicators early in the semester or even before students step foot in class dramatically helped to increase the students’ success. Predictive analytics can assist faculty and academic support staff in helping students achieve academic success. Utilizing technology and predictive analytics to communicate and facilitate strategies not only increase retention, progression, and graduation, they provide opportunities for students’ success.

Session ID: 135
Vendor Presentation 9:45 am - 10:35 am

**Help Students Finish What They Start**
Room: Churchill Downs

*Authors: Rosemary Hayes, Starfish Retention Solutions*

**Abstract** - At your institution, can you continually review all the data points about each student and assess which ones are having difficulty, before it’s too late to intervene? Can you immediately connect them to the appropriate resources on campus and automatically track their progress? At Starfish we know that life happens every day. Few students, if any, start a course with the hopes of not completing. However, in addition to dealing with being unprepared academically, students may also be dealing with family, roommate, and financial issues or a
general lack of knowing where to get help. Seemingly small bumps in the road can add up to major detours in their college career. This is why it is critical to know as early as possible when they have gotten off track. Although student performance data is everywhere, the right people on campus need timely access to this information with enough context to make it relevant and actionable. The Starfish® Enterprise Success Platform™ enables institutions to view all of their data and activities through the lens of student success – each and every day – so they can help students finish what they start. Join us to learn more about how our strategies and technologies have been proven to support students throughout their college careers.

Session ID: 25
Paper 9:45 am - 10:35 am

Northern State University Retention-to-Graduation Initiative
Room: Keeneland
Introductory Level

Authors: Sharon Paranto, Northern State University
Thomas Hawley, Northern State University

Abstract - NSU implemented a Retention-to-Graduation initiative as a campus-wide effort to improve the quality of programs and services offered to students, with a long-term goal of increasing the University’s persistence and graduation rates. An Instructional Skills Workshop Program was established to provide faculty with the knowledge and skills necessary to implement new teaching strategies. An early-alert system was implemented to better identify students who need help and to provide the type of help needed as early as possible. Freshman orientation has been expanded and the schools have held a number of events designed to help students become more familiar with programs and services. NSU has experienced improved retention rates, as well as improved graduation rates, leading one to believe that the initiative has been effective. Professional advisors were recently hired for each school/college; this “professional advisor” model is designed to provide students with more assistance by giving them access to someone whose position is solely focused on academic advising for students. This model does not remove faculty from the advising process, but rather provides more time for career discussions between students and faculty. It is anticipated that NSU will see even greater retention rates under this paradigm.

Session ID: 26
Paper 9:45 am - 10:35 am

Positive Youth Development as a Framework for Research and Practice in Undergraduate Student Retention
Room: Gulfstream/Hialeah
Intermediate Level

Authors: Cynthia Demetriou, University of North Carolina at Chapel Hill
Candice Powell, University of North Carolina at Chapel Hill
Abstract - The primary theoretical tradition in the study of college retention has been sociological. An appreciation of development among traditional-age college students suggests that a developmental perspective on the retention of youth in college may have more to offer than the dominant sociological paradigm. This article argues that a key question in examining undergraduate retention should be: are colleges and universities meeting the developmental needs of the youth enrolled in their institutions? The Positive Youth Development (PYD) perspective is proposed as a more beneficial paradigm than the current models used to examine college student retention. Opportunities and resources to support features of positive developmental settings in the college context are explored and examples of the PYD approach in practice are offered. Potential limitations and directions for future research are also discussed. The conclusion discusses the overall benefits of using a developmental and strengths-based approach to supporting undergraduate student success.

Session ID: 81
Paper 9:45 am - 10:35 am

The First-Year Gateway Experience: A Groundbreaking Model

Room: Kentucky Suite
Intermediate Level

Authors: Laurie Hazard, Bryant University
Bob Shea, Bryant University

Abstract - Based on calls for a paradigm shift in higher education, which have appeared in the literature for years (Barr & Tagg, 1995; Tagg, 2003, Bryant University transformed its first-year experience into an innovative model, The First-Year Gateway). Informed by research from The Carnegie Foundation for the Advancement of Teaching’s Rethinking Undergraduate Business Education, the Association of American Colleges & Universities’ Liberal Education for America’s Promise, and the Wabash National Study, a group identified five learning outcomes: effective communication, critical thinking, ethical reasoning, diversity awareness, and information literacy. Key to this undertaking was faculty development, and utilizing assessment data to improve curricular design and learning outcomes. The result is an interdisciplinary 13 credit first-year program developed to foster a successful transition into Bryant University. Launched in fall 2012, assessment data was gathered to determine whether common learning outcomes were achieved. Faculty embedded student success goals into their courses, which are designed to foster purposeful adjustment to higher education. Preliminary assessment indicates institutional gains in retention, academic standing, and student and faculty engagement during the implementation year. The new model, based on Wenger’s community of practice (COP), created opportunities to discuss pedagogy. Most importantly, the model fostered faculty’s deeper understanding of first-year transitions.
Using Survival Analysis to Model Retention in a Master’s Program

Room: Pimlico
Intermediate Level

Author: Tracy Mohr, DePaul University

Abstract - Retention and graduation from graduate programs is increasingly important to institutions for financial as well as social reasons. There is considerable literature using survival analysis and other event analysis methods to study undergraduate retention (e.g., Murtaugh, Burns, & Schuster, 1999). However, little has been published for graduate retention. A rare example is Haughton et al. (2011). Survival analysis is particularly well-suited to modeling student flow. In survival analysis, the variable of interest is the time until an event occurs (here, departure or graduation), while also accounting for those who continue. Those who leave but could return are also accounted for as well (censoring). This study applies survival analysis to a master’s program, using it to identify factors that may significantly influence student retention for master’s students. Suggestions will be made for further research.

Networking Break - 10:35 am - 11:00 am
Regency Ballroom Foyer

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

Being There: Rethinking the Relationship between Class Attendance and Student Outcomes

Room: Churchill Downs

Authors: Joe Montgomery, Core Principle, Inc.
John F. Whorley, Jr., Core Principle, Inc.

Abstract - This presentation sets out to answer that question and several others related to the relationship between class attendance and student success in college. The lead presenter, Jeff Whorley, is the founder and CEO of Core Principle, Inc., the company which provides the Class120 suite of class attendance technology to students, parents and institutions. Core Principle is conducting extensive ongoing survey research on college students’ behavior and attitudes regarding going to class. The presentation will cover survey results from over 1,000 current and recent college students. Preliminary results assure that the presentation will provide both surprising and actionable information for anyone interested in improving retention at their respective institutions. For example, student feedback indicates that the average college student who graduates may be skipping 25% of his or her classes, or approximately 240 classes over four years. This number is the equivalent of one year’s worth of paid for classes. The presentation will
provide dozens of similar insights, including what practices college students say can improve class attendance, and offer the following conclusion: improving class attendance may offer the most direct and positive impact on retention rates at most institutions.

Session ID: 56
Presentation 11:00 am - 11:50 am

**College Readiness, Interests, and Long-Term College Success for STEM Majors**

Room: Kentucky Suite
Intermediate Level

Authors: Justine Radunzel, ACT, Inc.
Paul Westrick, ACT, Inc.

**Abstract** - Policymakers continue to express concern about the U.S. having sufficient numbers of college graduates to fill STEM (Science, Technology, Engineering, Mathematics)-related occupations over the next decade. In this study, using data for more than 45,000 first-time students majoring in STEM fields from over 80 two- and four-year institutions, we describe the relationships between students’ college readiness, their expressed and measured interests in STEM, and their chances of long-term college success. Outcomes include annual cumulative GPA, persistence in a STEM-related field, and degree completion within six years. Students’ interests in specific-STEM fields are measured using the ACT Interest Inventory and their expressed major preference. Readiness indicators include ACT scores and Benchmark attainment, high school coursework, and grade point average. College success rates are estimated using hierarchical logistic models that control for institution attended and student demographic characteristics. Results are disaggregated by type of institution and STEM major category. Study findings suggest that being better prepared academically in mathematics and science and having STEM-related interests are positively associated with students’ chances of persisting in STEM and completing a degree. The implications of the findings for retaining more students in STEM fields are discussed.

Session ID: 93
Paper 11:00 am - 11:50 am

**Competency-Based Intervention: A Transformative Approach to Gateway Course Success**

Room: Conference Theater
Intermediate Level

Authors: Masele Kibassa, Mercy College
Jo Ann Skousen, Mercy College
Lorraine Whitman, Mercy College
Andy Person, Mercy College

**Abstract** - Mercy College, a Hispanic Serving Institution, conducted a comprehensive self-study on the first-year student experience and created an innovative “Aim to Graduate (AIM2G)”
Tuesday, 11/4/2014

A competency-based intervention designed to improve student success in gateway courses, with high rates of unsuccessful outcomes (D, F, and Withdrawals). Such early negative outcomes, often affecting low income, minority and first generation students, can ruin a student’s GPA, academic progress, scholarship eligibility and motivation to remain in college. Mercy’s AIM2G program offers poor performers in gateway courses an immersive tutorial experience between semesters that provides a second chance to master the material and improve grades. This integrated approach using a comprehensive self-study and concentrated intersession intervention is scalable as a model for similar institutions of higher education. In a time when college completion continues to be one of the top concerns in higher education today, it is worth nothing that successful AIM2G students persist at a rate of 80-90%.

Session ID: 45
Paper 11:00 am - 11:50 am

Leadership Strategies in High Performing Community Colleges

Room: Pimlico
Introductory Level

Author: Carrie Brimhall, Minnesota State Community and Technical College

Abstract - Increasing student retention requires a culture of engagement. Effective leaders build the culture of engagement. As a result, the institution experiences increased performance. The research study sought to discover leadership strategies that lead to the achievement of high performance outcomes in community colleges. The criteria and study defined effective leadership strategies as the organizational strategy, resource management, communication, collaboration, community college advocacy, and professionalism (American Association of Community Colleges, 2013) present in the lived experiences of leaders in high performing community colleges. The exploratory phenomenological study involved interviewing 17 community college presidents who led the highest performing community colleges in the nation (as identified by the Aspen Institute in 2013). The results reinforce the impact of leadership strategies on community college performance, standards, reputation, purpose, strategic direction, and focus and emphasize the need for community college leaders seeking to increase performance to employ the strategies discussed in the study findings. High performing leaders harness the energy of the people who are ready to achieve greatness, remain focused on the success of students, take time to develop thoughtful communications, maintain an unwavering focus on the community college, and remain humbly aware of their impact.
Making an IMPACT: Designing Successful Academic Interventions for First-Year Students

Room: Gulfstream/Hialeah
Introductory Level

Author: Melissa Brocato, Louisiana State University

Abstract - The Center for Academic Success (CAS) at Louisiana State University has partnered with campus units to create an award-winning metacognitive learning strategies program for first-year students on warning or probation (earning < 2.0 GPA). The program is designed to help first-year students acquire the skills required to successfully complete college-level coursework and increase their retention from first to second year. Research shows that learning strategies education is directly correlated to improving student performance, persistence, and timely graduation at the university level (Cook, Kennedy, & McGuire, 2013; Hodges, Simpson, & Stahl, 2012; Kitsantas, et. al., 2008; Ley & Young, 1998; Peirce, 2003; Wischusen & Wischusen, 2007; Zhao, Wardeska, McGuire, & Cook, 2014). CAS metacognitive learning strategies foster both intellectual and personal development by promoting self-awareness in students in order for them to utilize appropriate cognitive-science, research-based strategies for achievement (Kim, 2010; Lovett, 2008). This paper will discuss the five-year journey of this program in order to assist others who are developing interventions for at-risk-students. Data analysis and detailed information on program design will be presented, in addition to ways in which the data and program evaluations are shaping the program for future years. Information on logistics, such as locations, budget, and developing campus partnerships will also be highlighted.

Rethinking and Accelerating Developmental Courses: A New Approach to Retention

Room: Park Suite
Intermediate Level

Author: Linda Refsland, William Paterson University

Abstract - The Academic Development Department of William Paterson University was charged with rethinking how incoming students were assessed and how developmental material was delivered with an understanding that improving developmental education would improve overall retention. This developmental model included comprehensive assessment, small group and supplemental instruction, tutoring support, and online programming that prepared students to test out of any initial developmental placements; all at no cost to students. Summer refreshers and workshops were designed to include mastery and individualized instruction using skills diagnostics, high levels of feedback and support, small workshop sizes, and tutoring prior to students matriculating in the fall. Program evaluation was built into the model and included measures of short term gains: completion rates and pass rates, and long term outcomes: success in college level coursework, longitudinal tracking of retention and timely degree completion.
Entering its fourth year, outcomes have been extremely positive: the program has served over 1100 students, increased the percent of students entering with no developmental courses to 75% (33% improvement), the majority of participants are on track to graduate in four years (79% of year 1 cohort), and the cohort shows a mean improvement on retention rates of 6-10%.

Session ID: 74
Paper 11:00 am - 11:50 am

Second-Year Success: The Impact of Risk Factors on Continuing and Transfer Sophomore Retention
Room: Keeneland
Advanced Level

Authors: Mirela Blekic, Portland State University
Rowanna Carpenter, Portland State University
Yi Cao, Portland State University

Abstract - A great deal of effort has been made by many universities to enhance first-year students’ experience and success. However, students of other class levels also need attention to ensure they receive adequate institutional support beyond their first year in college. A focus on the second year or beyond requires research investigators to identify contributors to success not only for those who began as freshmen but also for transfer students. This paper provides the findings of a study into the effects of demographic, academic and financial aid variables on second-year retention. The study attempts to address: To what extent do selected student level variables account for second-year fall-to-fall retention? Results indicate that financial aid variables (e.g., grant, financial aid need, and loans) are the most important variables in students’ second-year retention. Other academic demographic and behavioral variables, including transfer status, display statistical significance in the retention model. Recommendations for practice are presented, including a discussion of how freshmen retention efforts could be extended to benefit sophomores, particularly in areas where sophomores appear to have unique needs.

Lunch on Your Own 11:50 am - 1:30 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.
Panels and Tutorials

Session ID: 76
Tutorial I  1:30 pm - 3:00 pm

A New View of Student Retention and Graduation

Room: Kentucky Suite
Intermediate Level

Authors: Mike Sauer, Indiana University-Bloomington
Linda Shepard, Indiana University-Bloomington

Abstract - In this session, new data visualizations will be presented that show the pathways students take through their academic career, from the first year, second year and each year up until graduation. Aside from the standard campus retention and graduation rate reports, detailed questions surface from internal and external campus constituents about student progression, such as, what is the retention of students in STEM disciplines, or what happens when students don't get into their school of choice, how do major changes impact progression, or how are international students progressing? Data visualizations (using interactive Tableau dashboards) that represent these student pathways, allowing flexibility to manipulate key metrics, have increased our capacity to provide more comprehensive information. In this session we will describe the challenges faced in responding to data needs, the solutions that we found in presenting visualizations of student progression, describe some of the features of Tableau dashboards for interactive analysis and describe how this changes business as usual.

Session ID: 127
Tutorial I  1:30 pm - 3:00 pm

Creating a Sharable Paperless Advising System From Prospective Students to Graduates

Room: Pimlico
Introductory Level

Authors: Veronica Viesca, The University of Texas at Tyler
Jennifer Adams, The University of Texas at Tyler

Abstract - At the University of Texas at Tyler, a non-centralized advising institution, there has historically been a lack of information available that details what has been discussed between advisors and students. While advisors are finding ways to incorporate electronic forms in the advising process, we have also found a way to link all forms into a shared database. This database allows any campus advisor to track forms from student’s prospective visit through their entire undergraduate career. This tutorial will explain the technology and programs used in our paperless advising model, the processes we have developed to make advising seamless with technology, as well as provide electronic sample forms and how to create forms capturing electronic signatures. Participants will leave the tutorial with the knowledge required to begin the conversion to paperless advising at their institution. In addition to demonstrating our paperless
solution, we will discuss alternative technology and the factors that influenced our decisions. In conclusion, we will share our regrets, our recommendations, and what we have planned next.

Session ID: 129
Tutorial II 1:30 pm - 3:00 pm

Design Thinking for Academic Innovation
Room: Gulfstream/Hialeah
Intermediate Level
Author: Marguerite Weber, University of Baltimore

Abstract - Design thinking for academic innovation centers on managing three elements of the learning environment: human effort (what the students, faculty and related staff can, will, and should do), technology (what kinds of teaching, learning, and data compilation tasks can be best done electronically), and investments (including the costs to students and the institution). Good design determines the best balance of these elements to solve a local problem that poses a barrier to student success (classroom shortages, high DFW rates, faculty availability), to increase learning and satisfaction, and to save (university and/or students) resources. Participants will learn specific strategies to (1) improve students’ sense of learning efficacy, doing more and more independently; (2) embed persistence outcomes in content courses; and (3) shift instructional activities using technology and experiential learning. Finally, attention will be paid to assessing design changes for continuous improvement.

Session ID: 1
Panel 1:30 pm - 3:00 pm

HIGH STAKES: Stakeholder Involvement and Empowerment for Successful Student Retention
Room: Regency Ballroom
Intermediate Level
Authors: Emily Coleman, University of the Cumberlands
Barbara Keener, Capella University
Cathy Cady, Eastern Florida State College
Preston Todd, Friends University

Abstract - With ever-growing external pressures to increase higher education retention and graduation rates, building bridges within an institution is key. This article summarizes comprehensive research studies and literature reviews focused on how to obtain stakeholder buy-in when addressing student persistence. Specifically, community, institutional and financial stakeholder involvement in student persistence is reviewed and analyzed with the underlying foundation that the student is the largest stakeholder in the persistence puzzle.
Lessons in Transformational Change

Room: Park Suite
Introductory Level

Abstract - The implementation of an early alert program is an increasingly significant component of student success and retention efforts at many colleges and universities. These programs allow the institution to rely upon multiple data points to effectively intervene with students at risk for attrition. The implementation process often bring with them, intentionally or unintentionally, larger transformational changes that touch a wide range of campus stakeholders and processes. Understanding the nature and scope of these changes can inform reflection and course correction among campuses that have already implemented an early alert program, as well as those that seek to do so in the future. This session will look at organizational changes that have occurred from implementing an early alert program across multiple sectors within higher education. Panelists include experienced project leaders from several two-year and four-year institutions, both public and private, whose campuses are at different phases with their efforts. The panel will explore the institutional change that occurs during the initial implementation of a new program, the challenge of sustaining change initiatives over time, and strategies for consideration by both campus practitioners and student success researchers.

Lessons in Transformational Change: An Exploration of Implementing an Early Alert System at a Historically Black Community and Technical College
Authors: Nicole C. Barnett, J. F. Drake State Community and Technical College
Tiffany Green, J. F. Drake State Community and Technical College
Blane Washington, J. F. Drake State Community and Technical College
Russell Winn, J. F. Drake State Community and Technical College
Presenter: Rosemary Hayes, Starfish Retention Solutions

Lessons in Transformational Change: An Exploration of Implementing Early Alert Systems Across Institutional Types
Author: Becky Varian, Youngstown State University

Lessons in Transformational Change: Implementing an Early Alert System as a Catalyst for Building a Culture of Student Success
Author: Andy Morris, Nazareth College

“Rallying the Valley”: Generating Support and Implementing an Early Alert System at Valley City State University
Author: Nadja Johnson, Valley City State University
Tuesday, 11/4/2014

Panels and Tutorials Continued

Session ID: 125
Tutorial I 1:30 pm - 3:00 pm

No More Playing Tetris With Class Schedules

Room: Churchill Downs
Intermediate Level

Author: Sam Petoskey, Wingate University

Abstract - Like many institutions Wingate University treated class scheduling like a game of Tetris. Schedules were created one by one as students came to orientation and students/pieces were randomly placed in the best open spots available. Inevitably room would start to run out and the uniquely shaped students/pieces wouldn't fit in the oddly shaped spaces that remained. Then the whole game would break down and students/pieces would be shoved into classes/spaces that weren’t ideal or last minute sections would be thrown together. This year Wingate decided to change the game by creating all the incoming student schedules at once. The Excel tool created to do this worked in two stages. The first stage used academic performance research to determine the appropriate classes for each student. Stage two then used an algorithm to place students into the specific section that would let all the pieces/ schedules fit together and fill all the open spaces/seats. We were able to reduce empty seats, evenly distribute the most desired classes/times/professors, and increase GPAs and credit hours earned all in one day before orientation, despite the largest student body and incoming class in school history. This tutorial will give a step by step demonstration of how this process can be replicated. The example will be based in Excel but the methodology could be replicated in other programs or in a hand by hand course assignment process.

Session ID: 126
Tutorial I 1:30 pm - 3:00 pm

Organizing a Faculty and Staff Thank-You Recognition Program

Room: Conference Theater
Introductory Level

Authors: Shahar Gur, University of North Carolina-Charlotte
Cynthia Wolf Johnson, University of North Carolina-Charlotte
Jayne Geissler, East Carolina University

Abstract - This tutorial will show how to organize a faculty and staff thank-you recognition program using survey responses from graduating seniors. This initiative was adopted in two higher-education institutions where students were asked in a graduating senior survey to nominate the one person who has made the most significant, positive contribution to their education. Nominated individuals received a thank-you card with the names of the students who nominated them whenever student consent was given. Sending the cards can provide additional motivation for faculty and staff members to actively care for their students and thus aid in student success.
Panels and Tutorials Continued

The tutorial will describe step-by-step how to incorporate the question in a senior survey, create a process of sending the thank-you cards, share success stories about individuals who received the recognition, and evaluate the program. Data in support of the initiative from a qualitative study are presented. Audience members will receive handouts that will assist in organizing a thank-you recognition program in their institutions.

Session ID: 6
Panel 1:30 pm - 3:00 pm

The New Metrics: Tracking Today’s Post-Traditional Students

Room: Keeneland
Intermediate Level

Author: Cherron Hoppes, Helix Education

Panelists: Nancy Svenson, University of Redlands
Wendy McEwen, University of Redlands
Cherron Hoppes, Helix Education
Dave Jarrat, InsideTrack

Abstract - The University of Redlands (Redlands, CA) and Golden Gate University (San Francisco, CA) have been instrumental in guiding requirements for how the Western Association of Schools and Colleges (WASC) regional accrediting association implements processes for tracking and reporting post-traditional student success metrics in the region. The panelists will share their experiences in defining today’s post-traditional undergraduate, and will provide approaches for tracking and reporting on the retention and graduation rates for this group. Defining the post-traditional student has been the source of much discussion and research in recent years as this population expands annually. Dr. Hoppes will share her experiences in shaping a new approach to measuring student success and institutional effectiveness, including changes in the National Center for Education Statistics IPEDS reporting. Mr. Jarrat will share the research results from recent studies conducted in partnership with UPCEA and other leading higher education associations on how diverse institutions define, track, report, and address measures of post-traditional student success.

Ice Cream Social and Exhibitor Visits 3:00 pm - 3:40 pm 2nd Floor

Join us for an ice cream social and an extra opportunity to visit with our exhibitors. Be sure to have the exhibitors “sticker” your form and return it to the Registration desk by noon on Wednesday for an opportunity to win a FitBit and other great prizes!
Creating Classroom Communities: Faculty & Peer Mentor Collaboration in First-Year Only Classes

Room: Gulfstream/Hialeah
Intermediate Level

Authors: April Chatham-Carpenter, University of Northern Iowa
         Deirdre Heistad, University of Northern Iowa
         Michael Licari, University of Northern Iowa
         Kristin Moser, University of Northern Iowa
         Kristin Woods, University of Northern Iowa

Abstract - Freshmen who enrolled in a first-year only section of a general education course their first semester at the University of Northern Iowa in 2012 were retained at a rate of 85.6% into their second year of college, in comparison to 79.6% of those who did not take a first-year only section. One key aspect of these freshmen-only sections is the mentoring relationship between host instructors, course-embedded peer mentors, and first-year students. The peer mentors in these classes are 2nd, 3rd, or 4th year students who work with the host instructors to effectively address students’ first-year transition issues. A faculty/staff leadership team and host instructors guide peer mentors in the use of best practices for engaging students, while the peer mentors then model this similar behavior with first-year students. Our data show the presence of these mentoring relationships creates a learning community for all involved, making a difference in the classroom and students’ lives. This paper will present the research we have done illustrating why this classroom-based faculty-peer mentoring program works, using survey and retention data. This model has worked well across disciplines and existing general education courses at the university, and therefore can serve as a model for other campuses.

Datafication of Student Engagement Lifecycle: Applying the Five Vs of Big Data to Better Engage Higher Education Students

Room: Churchill Downs

Author: Tina Rooks, Turning Technologies

Abstract - In recent years, “Big Data” has become a buzz word in Higher Education with a primary goal for institutions to improve student performance and raise professor effectiveness. The traditional three V’s of big data include volume, velocity and variety. Many data scientists are now adding value and veracity in an effort to better focus the lens of big data on the trustworthiness of the data as well as how to leverage the insights to create a process of value. This presentation explores the application of the five Vs throughout the student engagement lifecycle, from initial profiling all the way through Alumni giving. Student attrition is a costly problem for all institutions and research has proven that engaged students persist. Traditionally,
student performance data has been the primary data applied to the student engagement lifecycle. This presentation will explore the need to identify and aggregate various data sources, ranging from large, open source data to smaller, in-class data, for which processes are critical to enhance student engagement, enable longitudinal study and drive educational advocacy.

Session ID: 10
Paper 3:40 pm - 4:30 pm

Integration of Programs and Services to Increase Retention, Progression, and Graduation

Room: Regency Ballroom
Introductory Level

Author: Michael F. Butcher, College of Coastal Georgia

Abstract - At the College of Coastal Georgia, the Committee on the Amalgamation of Programs and Services (CAPS) provides support and motivation to students through the integration and coordination of programs and services. This committee reviews student retention, progression, and graduation trends to determine areas to break down barriers that hinder the student experience. For each retention topic, CAPS is convened to discuss and resolve issues. The members of this committee collaborate with all departments on campus to facilitate the increase of student success, retention, progression, and graduation rates. The committee is convened with employees from all levels in the departments to hear various perspectives in order to effectively address student issues. One of the goals of the committee is to allow open communication among a network of faculty and staff (advisors, employer, residence hall director, and faculty, for example) to quickly help and motivate students. One example of an academic component that has been reviewed is the effectiveness and efficiency of course registration and advising. The coordination of student registration with CAPS increased fall to spring registration. The purpose is to break down silos among divisions to increase student success at the institution.

Session ID: 52
Paper 3:40 pm - 4:30 pm

Predicting Graduation Success for Students at the University of Tennessee at Martin

Room: Park Suite
Advanced Level

Authors: Desireé A. Butler-McCullough, University of Tennessee at Martin
Johanna van Zyl, University of Tennessee at Martin

Abstract - Probability models were developed to determine the probability of graduation for University of Tennessee at Martin (UTM) students through the use of their ACT Composite, ACT Sub Scores and High School Grade Point Average (HSGPA). Graduation status for each student was coded in binary form and binary logistic regression was used to develop models for the university and for each college, department and major. This paper will discuss selected models from the results. This study not only benefits the University of Tennessee at Martin for
recruitment purposes but also current students at the university. Current students can use this to determine whether their scholastic strengths have led to success in graduating with a certain major from previous students with similar scholastic strengths. On a secondary basis, the study can serve as a guideline for other educational institutions who would like to conduct a similar investigation themselves.

Session ID: 43
Paper 3:40 pm - 4:30 pm

Successful Implementation of a Five Year Retention Plan at Anna Maria College

Room: Kentucky Suite
Introductory Level

Author: Andrew O. Klein, Anna Maria College

Abstract - In 2008, Anna Maria College, a Catholic liberal arts college with liberal admissions standards, enrolling over 40% first generation students and over 60% low income students embarked on a five year plan to improve first year retention rates. The College has implemented a Summer Bridge Program, a First Year Experience Class, created an Academic Advising Center and has combined services to create a Student Success Center. First Year Student Retention has increased from a low of 54% (Fall 2009 cohort) to 68% (Fall 2012 cohort). Significant increases were achieved in the retention of first generation students, low income students, and students with high school GPAs between 2.0 and 2.5. Concurrently the average first year GPA and credit attainment by first year students have increased significantly. This progress has been achieved during a period of economic challenges facing the college and its students.

Session ID: 20
Paper 3:40 pm - 4:30 pm

The Role of Academic Advisors in Retention

Room: Pimlico
Introductory Level

Authors: Kyle Ellis, University of Mississippi
Travis Hitchcock, University of Mississippi
Jennifer Phillips, University of Mississippi

Abstract - Academic advisors are often the front line professionals in institutions' freshmen retention efforts. Academic advisors have the ability to support freshmen through a variety of transition issues related to student success, satisfaction, and persistence. At The University of Mississippi, the Center for Student Success and First-Year Experience (CSSFYE) utilizes professional advisors to provide guidance and support to the freshman cohort. The University's retention for first-time, full-time freshmen in 2009 was 81%. Based on a recommendation by the University's Retention Steering Committee, professional advisors began working with more freshmen. The 2012 freshman cohort had a fall-to-fall retention rate of 85.6%, thus demonstrating
the significant role that academic advising can play in student persistence. Each year the number of advisees in the CSSFYE has grown to approximately 80% of the freshman cohort. The CSSFYE's administrators and advisors are excited to offer key insights on the roles and responsibilities advisors play in freshman retention initiatives. Join us as we discuss our journey, successful cross-campus collaborations, and current initiatives that have helped us promote academic advisors' roles in retention to the campus community.

Session ID: 54
Paper 3:40 pm - 4:30 pm

Why Do First-Year STEM Students Switch to Non-STEM Majors?
Room: Keeneland
Advanced Level
Author: Sarah Hurley, University of Minnesota

Abstract - Interest in science, technology, engineering and math (STEM) fields is increasing both among students and policy-makers. However, students entering undergraduate STEM programs as new freshmen at the University of Minnesota-Twin Cities (UMN-TC) are more likely to earn degrees from different programs than freshmen in non-STEM programs due to the relatively high rate at which entering STEM students switch majors and earn degrees in non-STEM fields. This study examines what demographic, academic and institutional factors are associated with switching from a STEM to a non-STEM major during a student’s undergraduate career. A multinomial logistic regression model is used to identify factors related to the odds of either earning a STEM degree or non-STEM degree compared to no degree among students who entered a STEM program as first-time, full-time freshmen. This analysis will help identify not only characteristics of STEM-to-Non-STEM switchers relative to those who remain in STEM fields, but what differentiates both switchers and non-switchers who ultimately complete a baccalaureate degree from those who do not. Results of this analysis can be used by STEM programs to tailor support services to the unique needs of both students at risk of not earning a degree and those likely to switch majors.
Your Retention Program's Biggest Hurdle: Winning the Hearts and Minds of Your Campus Stakeholders

Room: Conference Theater

Authors: Rebecca Murray, EBI-MAP-Works
Jamie Mantooth, Murray State University
Jennifer Skinner, Eastern Kentucky University

Abstract - Creating a measurable impact on student retention is a challenge that institutions face daily. Success depends on creating change in the behaviors and attitudes of many campus stakeholders. This is not a process that benefits from a one-size-fits-all approach. For best results, each institution will need to tailor its approach to implementing or expanding a student retention program to fit the specific characteristics of the institution – and view it as an ongoing process of continuous improvement. This panel will examine the campus stakeholder perspectives and principles necessary when setting up a data and retention program. Juxtaposed with experience from campuses with varied administration and faculty beliefs, resource allocation priorities, and past experiences, the panel will discuss how to get institutional buy-in with limited resources, how to develop champions on campus, and other strategies for shifting institutional culture to support retention programs and use of the data in strategic planning. Our panelists will share the strategies and practice they've developed in order to win over the necessary stakeholders and make an impact on student success.
After the Academic Advising Appointment

Author:  Lynn Hazlett-Sherry, Western Kentucky University

Abstract - In the College of Health and Human Services at Western Kentucky University we have a centralized academic advising center for students who are exploratory within the College, those who are are in programs with prerequisites that need to be met in order to be moved to full admission and students seeking entry into selective admission programs. At the start of the new year, there was a thorough review of each student file from the previous semester. That review included checking final grades from the Fall semester and checking registration for the Spring semester. At the end of the review, students with deficiencies or course concerns were contacted. Contacts have been made to address enrollment in a course that is not a general education requirement or prerequisite, GPA minimum requirements for desired major, repeating a course if the minimum satisfactory grade was not earned, and ensuring that students could locate applications, were aware of the deadlines and any additional materials required. During the winter term of 2014, there were a total of 1,558 student files reviewed. Of those, 241 students were contacted with issues related to courses and/or GPA requirements. 100 of the students, 41%, resolved their issues.

Critical Paths: Defining Academic Milestones and Tracking Students’ Progress Through Their Degree

Author:  Mariya Yanovski, Temple University

Abstract - Critical Paths is one of Temple University’s initiatives designed to improve time to degree completion. The term 'critical paths' describes a review process that requires each school/college to examine how students move through their majors. The main outcome of the review is a creation of an action plan which specifies milestones students must take in order to obtain a baccalaureate degree in eight semesters. Two unique features of the Critical Paths initiative are one page curriculum flowcharts and specialized reports developed for each School/College. Curriculum flowcharts visualize how students move through course sequences and identify possible challenges with pre-requisites structures, timing for critical courses, issues with course availability, and scheduling. By leveraging Banner data through PL/SQL code Office of Undergraduate Studies, collaboratively with College of Science and Technology, is able to generate Critical Paths reports that identify students who are falling behind in their major. Advising staff use these reports to outreach and intervene with students, before they stray too far off course. As the result of the Critical Paths implementation, advisors have the information they need to help students make informed decisions about taking right courses, at the right time, and in the right sequence.

Early Alert Intervention

Authors:  Michelle Speedy, Aultman College
Christine Court, Aultman College
Abstract - Aultman College is a health-system affiliated institution of higher learning with a goal of educating exceptional healthcare professionals who positively impact society. Aultman College is dedicated to supporting students through academic or personal difficulties. During the fall 2010 semester the college experienced a 50% increase in students withdrawing for personal and academic reasons. Due to this significant increase in withdrawals an early alert intervention system was implemented in spring 2011. The early alert system is designed to help students who are not attending class regularly, struggling with test and quiz performance, or having behavioral problems. Faculty designation of these students in the fourth week of the semester connects the students with learning support services that can help them succeed. Tracking these students and their progress has enabled us to assess college programs and services, and properly allocate resources to those services that support student success and retention. Since spring 2012, we have issued over 600 Early Alerts with 68% of these students experiencing a successful outcome in their course. With a current enrollment of approximately 350 students, of which 89% are transfer students from local community colleges, we continuously work to improve our early alert process to increase student retention.

Enhancing Career Development and Retention Through an Intentional Student Employment Program

Authors: Michael Butcher, College of Coastal Georgia
Brian Weese, College of Coastal Georgia

Abstract - At the College of Coastal Georgia, a comprehensive student employment program has been developed that encompasses both on-campus and off-campus employment options and increases retention rates and career development opportunities for all students. A network of faculty and staff (advisors, employer, residence hall director, and faculty, for example) will monitor the student to provide encouragement and feedback. Additional student positions will be created by realigning the number of hours needed for current positions. In order to increase effectiveness and efficiency, the student employment office serves as the "one-stop-shop" for employment on campus. Campus employers and employees are trained by the Student Employment office along with handling the Human Resources hiring paperwork. Students are guided to apply for positions that align with their skills and abilities. Feedback sessions occur with faculty and staff to provide input and recommendations. The project assesses the student employees to determine the students' fall and spring semester GPAs and their overall retention and progression.

Faculty and Staff Thank-You Recognition Aiding in Student Success and Retention

Authors: Shahar Gur, University of North Carolina-Charlotte
Cynthia Wolf Johnson, University of North Carolina-Charlotte
Jayne Geissler, East Carolina University

Abstract - An integration of two theoretical models, Tinto’s model of student retention (1975) and Geller’s actively caring model (1991), is proposed in the development of a new actively caring model for student success and retention. As part of a retention initiative, graduating seniors were asked to nominate the one person at their institution who has made the most significant,
positive contribution to their education. Faculty and staff members received thank-you cards with the names of the students who nominated them. Using a grounded theory approach, the authors analyzed interviews conducted with faculty and staff members who received thank-you recognition in order to assess whether, why, and how receiving the cards has given them motivation to persist as caring faculty members and continue their efforts in promoting their future students’ success. The results aid in the construction of a new theoretical model: the actively caring model for student success and retention. Theoretical and practical implications of this study are discussed.

Faculty-Led Retention Efforts and Preliminary Assessment of Intervention Strategies
Authors: Lynne Nelson Manion, Northern Maine Community College
Jennifer Graham, Northern Maine Community College

Abstract - Beginning in 2011, Northern Maine Community College (NMCC), a rural, two-year community college serving approximately 1000 students, implemented a grant-funded learning community for Liberal Studies TRIO students. In Fall 2013, a one-credit College Success course was adopted as a requirement for all Liberal Studies students. This paper examines these two configurations of first-year learning communities as retention strategies and describes an effective assessment protocol that quantitatively and qualitatively measures their impact on retention. Preliminary data suggests that NMCC’s learning community efforts are increasing retention numbers and enhancing the college experience for first-year Liberal Studies students.

Hindsight is 20/20… Insight on Developing a Tutoring Center
Author: Kiley Wilson, University of Texas at Tyler

Abstract - The department of Academic Success at The University of Texas at Tyler opened their first peer tutoring center in the fall of 2013. After having an established Supplemental Instruction program, the department wanted to extend support opportunities through another outlet. The PASS (Patriot Academic Success Services) Tutoring Center is a free walk-in tutoring center, with an individual appointment option, for current UT Tyler students. Support for 22 courses has been provided over the first two semesters. The subject areas and courses were chosen from a report showing the courses with historically high failure and withdrawal rates at UT Tyler. The department of Academic Success started the PASS Tutoring Center with CRLA certification in mind. Policies and peer tutor training were aligned with the CRLA requirements. The purpose of this presentation is to provide valuable insight that was gained through this experience to streamline decisions in these areas: 1.) being aware of certification guidelines, 2.) obtaining a reliable student check-in system, 3.) scheduling tutors who cover multiple courses, 4.) scheduling subject hours for a walk-in tutoring center, 5.) ensuring your client survey measures the data you intend to collect.
**Poster Session Continued**

**Improve Math Course Pass Rates Through Math Placement**

Authors: Andy Clark, Valdosta State University  
Brian Haugabrook, Valdosta State University  
Barrie Fitzgerald, Valdosta State University

**Abstract** - Students admitted to colleges and universities have specific attributes that may hinder or help them succeed in their academic career. On one campus, Valdosta State University, new students typically enroll in a math course in their first or second semester. When a student meets with his or her advisor, the advisor may not know whether the student is capable of succeeding in a math course required for the major. In order to assist advisors for Fall 2013 new students, VSU developed a math placement index. By using the students’ high school grade point average and test scores, the math index is used to inform the advisor about their students’ chances of succeeding in a given math course. Join us as we review the development and success of the math placement index for VSU.

**Improving Retention of First-Year African-American Males**

Authors: Brenda Dédé, Clarion University of Pennsylvania  
Rogers Laugand, III, Clarion University of Pennsylvania  
E. Alan Zellner, Mansfield University of Pennsylvania

**Abstract** - A state university located in rural Pennsylvania faced the challenge of increasing its retention of African-American male students, many of whom were recruited from urban areas. The university initiated a program for a group of 20 African-American male freshmen. Some of the components of the program included: peer mentoring; intrusive advising; personal development workshops; access to one-on-one tutoring; motivational speakers; cultural field trips; and life skills seminars. Nineteen of the 20 students returned for the spring semester. This was significantly greater than the traditional return rate of 60 percent (found in previous years as well as in first-year African-American males this year that did not participate in this program). An added benefit was the reported learning experience of the mentors resulting from their interactions with the freshmen. The session will include the results of focus groups with the students in the program as well as a comparable group of African-American males that did not participate. The results will be discussed in terms of successful components and the human and financial investment to make the program successful.

**Investigating the Influence of Four Interventions on College Algebra Achievement**

Authors: Danya Corkin, University of Houston-Downtown  
William Waller, University of Houston-Downtown  
Isidro Grau, University of Houston-Downtown

**Abstract** - This paper examined the effects of four interventions designed to accelerate successful completion of College Algebra at the University of Houston-Downtown (UHD) through three separate studies. One of these interventions is offered pre-semester, two are offered intra-semester, and one is offered post-semester. Successful completion is defined as passing with a C or better. College Algebra is a critical course to examine for several reasons. First, it is the
second-highest enrollment course at UHD. Second, in a typical Fall semester, about 8% of all undergraduates will be enrolled in College Algebra. Third, previous analysis conducted within our institution suggests that students who pass College Algebra within their first year are nearly twice as likely to graduate within six-years compared to their peers who do not pass. Therefore, we conducted binary logistic regression analyses to examine the effects of several interventions on College Algebra success. Of the interventions examined, tutoring emerged as having a statistically significant positive effect on College Algebra success. After controlling for demographic characteristics and math prior achievement, findings indicated that students who attended tutoring at least once were 1.76 times more likely to pass College Algebra compared to their counterparts who did not attend tutoring.

**Investigating the Relationships Between Institutional Incentives and Student Persistence in Technical Education: Historical Foundations, Student Development's Theoretical Applications, and Practical Implications for Technical Education Students, Employees, and Stakeholders**

Author: Emily W. Cosgrove, Wallace Community College

**Abstract** - This study examined connections between student engagement in institutional incentives and student persistence until graduation or program completion. Students ranked their ascribed levels of importance regarding institutional incentives and their satisfaction with the current implementation of those efforts at a technical college in Georgia. Overall, the results from this study showed that student persisters were significantly less satisfied with safety and security, registration effectiveness, admissions and financial aid, and service excellence at their institution than the group of national adult students surveyed through Noel-Levitz Higher Education Consultants. These survey findings correspond with higher education scholarship related to student engagement, persistence, and retention, and provide avenues from which to consider current institutional structures in similar higher education settings.

**It Takes a Czar... And Everyone Else**

Author: Eleanor Hoy, Norfolk State University

**Abstract** - Retention is a particularly serious issue at Historically Black Colleges and Universities (HBCU), even more so at a time when there is increasing dialogue about the need for their very existence. At Norfolk State University (NSU), an institution where more than 90% of the student body qualifies for some form of financial aid, challenges like Satisfactory Academic Progress, merit based funding, and an increasing number of African American students being sought out by majority institutions necessitates fresh ideas and faces. A dismal retention rate requires introduction of a new leader, with adequate authority and respect, implementing creative initiatives. In the spring of 2013, NSU appointed a Retention Czar who has the support, authority, and most importantly, the buy-in of faculty, staff, students, and administrators. In one year, the Czar has been the architect of significant policy changes and unique retention initiatives. Before the completion of her first year, there has been a notable increase in the Fall to Spring retention. This marker indicates that the Czar is making a difference. Her outside-of-the-box innovations include a “one student at a time” and “go where they are” approach.
Poster Session Continued

Logistic Regression to Determine Factors Affecting Retention of Mature, Non-Traditional Undergraduate Completion Students

Author: Kevin Chang, John F. Kennedy University

Abstract - John F. Kennedy University (JFKU) serves a predominantly cohort of mature, non-traditional working students in its undergraduate completion programs. While there is a vast amount of literature on retention issues affecting first-time traditional undergraduate students, few have examined the effects on mature, non-traditional working adult students. These non-traditional students who are returning to classrooms many years later are faced with different life responsibilities that may hinder their success at post-secondary institutions. For these mature, non-traditional students preliminary findings suggest that second quarter enrollment is a strong predictor of first year retention. This implies that stronger student support is needed immediately upon or prior to the first day of class. The poster hopes to garner discussion on non-traditional retention challenges and feedback on its statistical methods.

Mandatory Supplemental Instruction in Fundamentals of Algebra: A Program to Promote Student Success in Developmental Mathematics

Author: James Yard, Delaware Valley College

Abstract - In an effort to promote student success and persistence in the sciences, Delaware Valley College initiated a program of mandatory Supplemental Instruction (SI) in Calculus in the fall of 2012. This program significantly improved student outcomes and confirmed our belief that requiring participation in SI could broaden its impact and serve as an effective tool for improving student outcomes institutionally. Building on our initial success in Calculus, we sought to replicate these outcomes by expanding the program to include Fundamentals of Algebra, a non-credit, developmental mathematics course. If, as we initially believed, introductory mathematics courses like Calculus posed a barrier to student success and persistence in math and science-related majors, developmental mathematics courses posed a barrier to student success and persistence more broadly. Students in developmental mathematics courses had higher rates of failure and attrition than their peers, and despite being underprepared, they were less likely to seek additional help. In response to these concerns, Delaware Valley College established a program of mandatory SI in Fundamentals of Algebra in 2013. This paper describes the implementation of this program and evaluates its effectiveness, indicating that mandatory SI shows considerable promise as an effective tool for improving outcomes in developmental mathematics.

Mixing an Old Classic With a New Favorite: Twitter Photo Scavenger Hunt for Freshman Experience

Author: Sara Pitts, Western Kentucky University

Abstract - It has always been a challenge to help our new students find their way around our campus of 20,000 undergraduate students. I wondered if meeting students where they were - on Twitter- would help them find information that would encourage retention and graduation. There are several offices on Western Kentucky University’s campus that use Twitter as a means of
communication for delivering helpful information to our students. During the scavenger hunt students were connected to these Twitter accounts so that they could “follow” these pages and get information as well. The clues lead them from fun facts to useful offices. Some groups found the original WKU mascot costume then proceeded across campus to the Office for Career and Professional Development. It was fun to watch the pictures of the students come up from all over campus. This presentation is designed to show others how I created a photo scavenger hunt on Twitter for my first year experience class. It will describe why I choose to use Twitter, how I started the project, how it was implemented, and the completed result. I will share what I found that worked, and what didn't, in my three semesters of completing this activity.

Movin-On Week: Registering the “Missing” Freshmen

Authors: Alan Zellner, Mansfield University of Pennsylvania
         Erin Schuetz, Clarion University of Pennsylvania
         Brenda Dédé, Clarion University of Pennsylvania

Abstract - Many universities and colleges face the challenge of a declining number of high school students to draw upon. Therefore, retention of these students is paramount to the success of the institution. This session focuses on a new program designed to retain students, many first-generation college students, from their first to second semester in college. The program focused on re-registering first semester students that did not register during normal registration. Focus included involving family and solving financial concerns as well as academic. The university contacted families through postcards over the Thanksgiving break and followed it up with a week-long series of events held across campus, called “Movin-On”. The events, at different locations, were designed to solve student problems, including scheduling, housing, advising, and financial concerns. The program increased the first-semester return from 88 to 91 percent. The program is being repeated in the spring semester and expanded to include sophomores. The session will include information on how the intervention team was formed, what was successful, and a report on the types of concerns students faced.

Partnership for Academic Recovery (PAR)

Authors: David Roos, Dixie State University
         Blake Nemelka, Dixie State University
         Whitney Pallas, Dixie State University

Abstract - As an open enrollment institution with an 8,000+ student body, Dixie State University (DSU) is faced with many retention challenges. On average, we find around 800 students each semester on academic warning (one semester with < 2.0 GPA) and 200 students on academic probation (more than one semester with < 2.0 GPA). The Partnership for Academic Recovery (PAR) Program utilizes academic advisors and peer mentors to structure an intrusive advising plan around helping academic warning/probation students succeed. Using aptitude surveys, such as ACT Engage, advisors and mentors council with students one-on-one and in workshop settings. Retention rates from Fall to Spring rose 5 percent among those with intervention and Fall to Fall projections are following a similar trend. Furthermore, the amount of students who
were at a C- or worse at midterms declined from 3,499 students in the Fall to 1,034 students in the Spring.

**Reaching our Military Students**

*Author: Michael Lewis, The University of Texas at El Paso*

*Abstract* - College is a place where students go in hopes of excelling in their academics to attain a better life for themselves for various reasons. Much like the college classroom our Armed forces are made up of a wide variety of students each unique in their own way. According to a study a conducted by the U.S. Senate committee on Health, Education, Labor and Pensions in 2012 there were approximately 800,000 service members enrolled in colleges and universities across the United States. Out of that 800,000 an estimated 68-88 percent dropped out in 2012. Quite frankly our services members active and veterans have been prepared for battle but not prepared for college. To complicate things more most of the soldiers attending a university have seen combat and have been forced to mature at much faster rates than the average student fresh out of high school. As a result professors, assistant professors, lecturers and adjuncts find themselves in an awkward and sometimes intimidating classroom environment. The purpose of this presentation is to provide information to professors, assistant professors, lecturers and adjuncts that will help close the gap in reaching our service members turned college students.

**Reigniting, Reorganizing and Repositioning Retention Technology Within a Campus Community**

*Authors: Joelle Carter, Western Kentucky University*  
*Lindsey Gilmore, Western Kentucky University*

*Abstract* - Each year a number of colleges and universities across the nation invest financial and human resources into retention software and early alert systems. Western Kentucky University, a leading regional university in the commonwealth of Kentucky has experienced successes and challenges in the administration of such technology over the past three years. This poster showcases the strategies and techniques employed to reposition and empower campus stakeholders to utilize technology aimed at increasing retention and persistence.

**Relationship = Retention: A Revolutionary Summer Bridge Program Designed to Eliminate Remedial Coursework**

*Authors: Amber Smith, University of Arkansas at Little Rock*  
*Brad Patterson, University of Arkansas at Little Rock*  
*Sherry Robertson, University of Arkansas at Little Rock*

*Abstract* - More than 50% of all incoming students at the University of Arkansas at Little Rock require remediation. In summer 2013, forty-four students were provided the opportunity to bypass their remedial coursework through the Dr. Charles W. Donaldson Summer Bridge Academy (SBA), a three-week residential program based on academic rigor and relationship building between students, peer mentors, faculty, and staff. Students were assessed through
COMPASS, which proved highly useful in identifying academic weaknesses. Faculty used this data to tailor the assistance for each student. Students engaged in an intense academic curriculum that consisted of five hours of math and three hours of reading/writing each day. Students were then allowed to retest and bypass their remediation requirements. The collaboration between academic faculty and student affairs professionals produced astonishing results. In only three weeks, 88% of the students had bypassed remedial math. Program staff continued to work with students after the end of the three-week program, which resulted in 95% bypassing remedial math and 100% passing at least one remedial course. Overall, 62 course advancements were achieved before the first day of classes. This paper details the primary elements of the program, the collaboration, data, obstacles and future expansion.

Retention of Non-Traditional Adult Undergraduate Students

Author: Gail Dutcher, John F. Kennedy University

Abstract - John F. Kennedy (JFK) University serves non-traditional adult learners. The undergraduate programs in the College of Undergraduate Studies are bachelor completion programs. Students in these programs have completed units at other educational institutions and are now coming to JFK University to complete their degree program. As a member of the University Enrollment Management and Retention committee, I am leading the retention initiative in the College of Undergraduate Studies. We are implementing the following efforts: having an early alert system to monitor possible attendance and engagement issues, providing students with regular feedback and a mid-term check in process, monitoring of engagement in the online portion of our courses, and instituting a structured class visit process for both program chairs and adjunct faculty. It is important that students have access to higher education and that they have the opportunity to complete a degree program. To ensure that they are retained all the way to graduation, the institution must provide them with the support they need to be successful.

Retention: A Focused Study of Factors Affecting Student Retention at a Private University in Southeastern Kentucky

Author: B.J. Temple, University of the Cumberlands

Abstract - A causal-comparative research design was used to find out if there is a relationship between a student’s gender and the reasons for his or her leaving a private university in southeastern Kentucky. The study used a “modified Deterrents” to Participation Scale-Generic (DPS-G) instrument, which is a 24 question survey. The DPS-G employs a five point Likert scale with choices ranging from “not important” to “very important.” Data were analyzed in two ANOVA tests; the tests showed that “cost” played the most important role in students’ decisions not to return to the University: female dropouts (F [6, 189] = 4.22, p < .001) and male dropouts (F [6,203] = 6.30, P < .001). A series of t-tests were then conducted as post hoc tests to make pairwise comparisons of the deterrent factors. Gender did not affect the manner in which dropouts’ perceived deterrent factors.
Staff Mentoring First Generation Students

Authors: David Roos, Dixie State University  
Blake Nemelka, Dixie State University  
Whitney Pallas, Dixie State University

Abstract - Dixie State University (DSU) has recently piloted its first-ever Staff Mentoring Program, which assigns volunteer staff mentors to first generation freshmen students who make up, on average, 60% of their 2,000+ entering class. Each mentor works through a communication plan with five to ten students throughout the course of a semester, making the student’s transition to a higher education setting more seamless and successful. First-year retention programs at DSU have increased the Fall to Spring retention rates by 10 percent in just one year and preliminary results are showing similar projections for Fall to Fall retention rates. Qualitative data, especially in the Staff Mentoring Program, is overwhelmingly positive. One student stated, “I feel like I have an insurance agent at Dixie – someone I can call anytime I run into a problem because they know how the campus works and who I need to talk to.”

Student Success Initiatives: The First Year Experience - An Integrated Approach

Authors: Ariel Robbins, Michigan State University  
Tylisha Brown, Michigan State University

Abstract - The Charles Drew Science Scholars Program at Michigan State University is a comprehensive, academic support program for students declaring majors in the College of Natural Science, with an emphasis on populations underrepresented in the sciences. The goal of the program is to support student retention through the implementation of a student-centered approach to student success. Academic advising and supplemental instruction play an integral part in fostering student success. The Academic Advising Program uses developmental and intrusive advising approaches to facilitate freshman students’ transition and acclimation to college. The program assists students with a strategic approach to the first year, which includes developing learning and study skills, and crafting a holistic approach to curriculum planning. In partnership with academic advising, the Academic Coaching Program provides supplemental instruction to improve scholastic performance in science, mathematics, and writing. Academic coaching is designed to enhance knowledge and understanding of course concepts by assisting students in developing cognitive and study skills. Gateway courses are heavily emphasized, which primarily focuses on first-year students. The impact of academic advising on first-year students’ transition to college and the impact of academic coaching on the scholastic performance of freshmen enrolled in general chemistry are discussed in this paper.

The Assessment of Advising and “Final Push” Scholarships

Authors: Nathan Dickmeyer, LaGuardia Community College  
Jenny Zhu, LaGuardia Community College

Abstract - Beyond academic failure, which tends to happen early in a student’s career, LaGuardia loses about 15% of all enrolled students each semester because of “life.” Even students within 15 credits of graduation are lost at this rate. LaGuardia Community College is
seeking to halt losses by asking faculty in each major to be responsible for keeping students in school and supporting these “advising teams” with Student Affairs staff. To empower faculty in this role, LaGuardia raised $250,000 in foundation money to allow faculty to nominate advisees with a 2.5 GPA and within 15 credits of graduation for $500 semester scholarships. This paper will present the results of the assessment of this scholarship program on the success of the advising teams and the retention of students. We are interviewing students on the impact of the funds and on their views of advising, which has historically received very low marks from students. We are also interviewing faculty on their views of the development of the advising teams and their changing perceptions of their role in retention. As with previous scholarship award programs, we will use proximity score matching to assess the impact of the awards against a control group.

The Effectiveness of an Academic Support Program for a Diverse Student Population: Do all Students Need to Receive High Impact Services to Succeed?

Authors: Rosalind Johnson, University of Delaware
Tara Falcone, University of Delaware

Abstract - The NUCLEUS Program in the College of Arts and Sciences at the University of Delaware is an undergraduate academic support services program that helps the university retain and graduate students. NUCLEUS provides a supportive environment that encourages academic success and professional development. The program services are proactive, comprehensive, and oriented toward furthering the long-term positive outcomes for students. NUCLEUS encourages and promotes academic achievement and professional development by providing students with supplemental academic advisement; weekly emails and social media postings about opportunities on campus and important academic deadlines; direct connections to enriching campus resources such as career services; opportunities to conduct undergraduate research and present at regional and national conferences; a student study space; free drop-in tutoring services and work study positions. The NUCLEUS program serves about 500 students. Majority (80%) of the student population is female; 59% are Delaware residents; 55% are from historically underrepresented groups; 42% are first generation and/or low income; and 9% are transfers. Preliminary findings suggesting that NUCLEUS contributes to positive academic outcomes will be examined.

The Role of Bridge Programs in Closing the Academic Preparedness Gap

Author: Laura Dimino, Harrisburg University of Science and Technology

Abstract - This paper reviews the structure and empirical results of a Bridge Program piloted in Summer 2013 at a four-year, private non-profit institution. Unlike other Bridge programs, this one is intentionally designed and offered to at-risk undergraduates whose subsequent admission is conditional on passing the Bridge Program. The program does not provide remedial education in subjects such as math or writing. Rather, the goal is to prepare students for the rigors of college work by assessing individual strengths and abilities, and modeling the behaviors that are essential to success at a STEM university. This is done in a residential immersion sequence immediately preceding matriculation. Initial results indicate that conditional admission, in combination with program structure, is an effective external motivator that leads to high levels of success in the
Bridge Program. Subsequent academic success (as measured by university GPA and first year retention) is not associated with high school GPA. Preliminary findings suggest that family support, willingness to invest time and modest financial resources in a program, and high levels of student academic and social engagement, are more important. Results suggest that universities exercise caution when using high school GPA as a primary criterion for denying a student an admissions opportunity.

Year One of an Early Alert and Intervention Program: Successes and Challenges

Author: Alan Jackson, Hiwassee College

Abstract - Shortly after my arrival as Vice President for Academic and Student Affairs at Hiwassee College, we established an Early Alert and Intervention Program to address low retention rates, notably from Fall to Fall. In this presentation, I will discuss our action plan that meant changes to our developmental Math and English courses, added bolstered our tutoring center for all students, and involved faculty in the identification of students with attendance, performance, or behavior problems. Next, I will explain the levels of our intervention: the first involves faculty advisors and coaches; the next a student meeting with the Dean of Students and me; and the final one a follow-up meeting if improvements had not been made. In addition, I will review the preliminary results, which show that most students understood the urgency of the intervention, made improvements in their academic performance, and continue to perform better. Finally, I will discuss the problems we had in the first semester, as well as on-going challenges we face, then explain changes we must make in the future to ensure that our retention rates increase term-to-term and year-to-year.

Concurrent Sessions

Session ID: 31
Paper Building a Student Success Plan 9:15 am - 10:05 am

Room: Pimlico
Introductory Level

Authors: Jayme Uden, Park University
Andrew Davis, Park University

Abstract - Park University has implemented a Student Success Plan which is designed to find what interventions and programmatic elements are positively correlated with specific student populations at the University. This model and data analysis is allowing us to make data-driven decisions when allocating funding and more importantly when developing expectations and requirements for students that will improve the probability of them persisting and graduating from Park University.
Fostering University-Wide Collaborations in the Use of Data to Improve Retention Practices

Room: Kentucky Suite
Intermediate Level

Authors: Allyson Straker-Banks, Montclair State University
Michele Campagna, Montclair State University
James Davison, Montclair State University
Daniel Jean, Montclair State University
Tara Morlando Zurlo, Montclair State University

Abstract - College persistence studies continue to underscore the importance of implementing excellent retention practices to successfully engage and guide college students through their undergraduate experience. When a university seeks to improve the overall effectiveness of its retention services on several student success measures, a strategic plan is put in place to sharply increase the systematic use of data findings in order to achieve this goal. The significant benefits of working collectively through cross-divisional campus partnerships in the analysis and utilization of retention data will be shared. Specific examples of how the data helped to improve the delivery of services to students will be given. Future implications for the refinement of data management processes and the maintenance of a system of ongoing assessment and data review will also be discussed.

From Sophomore Slump to Sophomore Success: Developing a Comprehensive Sophomore Student Seminar Focused on Academic Planning & Career Exploration

Room: Gulfstream/Hialeah
Introductory Level

Author: Alexandra Yanovski, Temple University

Abstract - Sophomore year is a critical time for many students. As the excitement of first year of college subsides and students begin to delve deeper into their major coursework, some may experience a sense of uncertainty even if they have already declared a major. This period of “sophomore slump” is marked by second-guessing curricular choices, reviewing of ambitions and sometimes accessing major personal life decisions. During this time students should begin to think about internships, employment and housing, and to visualize how their potential career paths may unfold. Ideally students should be developing new skills and professional competencies, building meaningful interpersonal relationships, developing emotional intelligence skills and establishing a firm sense of identity. Although most universities support first year and sometimes transfer students through transition courses, few offer sophomore seminars to their student population. Temple University's University Seminar 2001, Sophomore Seminar: Planning
for Success is a 1-credit academic course introduced in the fall of 2008 that provides sophomores opportunities to work on professional planning and development. Course topics include individual strengths exploration, academic majors, potential career paths, internship preparation, research opportunities, campus involvement, graduate school preparation, and career transition preparation. An essential component of the course is a close relationship with the career center.

Session ID: 51
Paper 9:15 am - 10:05 am

Helicopter Parents and Freshman Retention
Room: Keeneland
 Intermediate Level

Authors: Desireé A. Butler-McCullough, University of Tennessee at Martin
Brandy Mallory Cartmell, University of Tennessee at Martin

Abstract - Today’s parents are known on many campuses as helicopter parents, hovering about the campus, ready to swoop down and rescue their children at the first sign of distress. What if those desires to assist students were directed in an intentional way to help increase retention? Will it make a difference when intentionally inviting students’ parents to act as a safety net for their freshmen by purposefully providing them a place to hover? Adult Attachment Theory has been used as the foundation for an innovative retention initiative at The University of Tennessee at Martin. Research has been conducted to determine whether a relationship exists between first-time full-time (FT/FT) freshman retention rates and parental engagement. Engagement via an online parent portal, during the critical first year of a student’s college transition was studied. A sample of 300 FT/FT freshmen from the fall 2012 entering freshman class was considered. Data were analyzed looking for student retention differences, as well as differences in the end of first-year grade point averages.

Session ID: 83
Paper 9:15 am - 10:05 am

Reverse Transfer and Degree Awarding Agreements to Help Transfers earn their Associates at a Four Year School
Room: Conference Theater
 Intermediate Level

Authors: Rachel Boren, The University of Texas at El Paso
Donna Ekal, The University of Texas at El Paso
Amanda Vasquez, The University of Texas at El Paso
Craig Westman, The University of Texas at El Paso
Daryle Hendry, El Paso Community College

Abstract - The University of Texas at El Paso (UTEP) and El Paso Community College (EPCC), the only community college in the district, have a strong partnership. One of many shared
programs between the two institutions that is designed to help students who transfer from EPCC to UTEP is an agreement where students who complete the necessary credits toward their associate’s degree while at UTEP are awarded their associate’s degree by EPCC. To date, nearly 4,000 students have earned their associate’s degree through this agreement. This proposal will discuss the components involved in this effort, the ingredients of a successful partnership between the two schools, and the outcomes of cohorts of students who have been awarded their associate’s degree through this agreement. Particular attention will be paid to the influence of Reverse Transfer on baccalaureate completion, persistence, and time to degree. Results bear on current practices in maintaining partnerships in higher education that help students persist and graduate with both a two and four year degree.

Session ID: 29
Paper 9:15 am - 10:05 am

The First-Year Seminar as a Retention Tool for Incoming At-Risk Students

Room: Park Suite
Intermediate Level

Authors: Oney D. Fitzpatrick, Lamar University
Edythe E. Kirk, Lamar University

Abstract - Low student retention is a problem for many colleges and universities and is an important concern at both the national and local levels. Retention rates are becoming a larger part of university accountability systems, specifically as retention relates to state funding. Furthermore, high attrition rates are not cost-effective as billions of dollars have been invested in students who never complete their degrees. This results in a huge financial burden for federal and state governments as well as for students and their families. Retaining first year students offers the greatest challenge to institutions. It is critical that these students transition from high school to the university, have a positive experience and persist through graduation. First Year Seminars (FYS) have been shown to improve retention rates by helping students in this transition. Lamar University instituted a first year seminar (University Success Seminar) in the Fall of 2012. The course was mandatory for individually approved incoming students. Students who have successfully completed the USS course are being retained at rates similar to those students who are fully admitted and are not required to take the class. The continued development of the course is discussed.

Networking Break 10:05 am - 10:30 am Regency Ballroom Foyer

Take a break from the activities and have a refreshment as you network with your colleagues.
**Academic Performance, Engagement and Extrinsic Rewards**

Room: Pimlico  
Intermediate Level

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

**Abstract** - Montana State University Bozeman (MSU) has developed a campus engagement incentive program, ChampChange, for all degree seeking undergraduate students. This program is intended to leverage extrinsic motivators (rewards) to seed student engagement on campus. Students can earn points by participating in campus events, which they can use to bid on prizes throughout the semester. Previous research has indicated an association between student engagement and persistence for freshman and sophomore students at MSU. The purpose of this paper will extend the research by examining the following research questions: 1) is there a particular profile of campus engagers?; 2) is academic performance, semester GPA, related to student engagement? This paper will also discuss the latest program innovations designed to better track student behavior and develop predictive models.

**CSRDE – Data, Knowledge, and Innovation**

Room: Gulfstream/Hialeah  
Introductory Level

Authors: **Sandra Whalen, University of Oklahoma**  
**Miaomiao Rimmer, 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 and graduation. Since then it has grown into a research consortium of over 400 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, hosting our monthly webinar series on the most current research, and publishing our electronic book, “Building Bridges for Student Success: A Sourcebook for Colleges and Universities”. Come learn more about the CSRDE and how we can support your efforts to improve student success. This session will also showcase the technology tools available to CSRDE institutional representatives.
**Prediction Factors and Metrics to an Effective Student Success Program**

Room: Churchill Downs

Authors: Jim Wiseman, Carroll Univeristy  
Meghan Turjanica, Jenzabar

Abstract - There are so many different factors that could influence the success of a student at your institution. These include a mix of the many cognitive factors, non-cognitive factors, and institutional factors. To further add complexity, some of these factors are dynamic and can be constantly changing over time. The factors that determine student success at your institution could be drastically different from your peer institutions. So, how do you best get a handle on what really matters for your unique institution? Carroll University has successfully implemented a student success program and they are willing to share their keys to success and lessons learned along the way. A method to identify which students to interact with will be discussed along with how to engage with those students at the right time and provide them with the right attention. Generating the right yield for your institution is also an important metric that will be considered during the session. Join us for an interactive discussion on these important aspects of building and maintaining a successful student retention program.

**The Other Finish Line: Tracking Graduate and Credential Students Toward Success**

Room: Conference Theater  
Intermediate Level

Authors: Wendy McEwen, University of Redlands  
Nancy Svenson, University of Redlands  
Kristin Grammer, University of Redlands

Abstract - The University of Redlands has been tracking and reporting on student success metrics for business and education graduate programs for several years. Recently the University successfully reaffirmed its regional accreditation, participating in the WSCUC’s process as a Pilot 1 institution. This process involved a substantial emphasis on the tracking and reporting of retention and graduation rates at all program levels. This paper details the definitions and methodology used for the tracking and reporting of these metrics. It also provides lessons learned as the University’s Retention and Graduation Rate Working Groups progress in their knowledge and understanding of characteristics contributing to graduate student success.
The Relationship Between Institutional Characteristics and First-Year Retention Rates

Room: Kentucky Suite
Advanced Level

Author: Marcos Velazquez, Barry University

Abstract - This study examines how certain institutional characteristics predict retention rates for students in the 2010 Student Right-to-Know (SRK) cohort. Searching for, inter alia, Title IV-participating, four-year public or private not-for-profit universities, data from the IPEDS Data Center has been accessed for over 1,600 institutions. The variables used include 15 downloaded and two calculated variables that describe entering class characteristics, composition of the student body, resource allocation profile, institutional setting, etc. The variables in this study have been normalized and missing values imputed using the NORM software. The initial model has a large effect size, few significant predictors, and several covariates with high VIF values. To resolve the multicollinearity issue, factor analysis has been undertaken and the resulting combinations have been used along with unloadable variables in a forward stepwise regression. The resulting model, with R2adj=.53, uses two combinations of variables and degree of urbanization. The preeminent predictor is a combination of the median SAT score for first-time freshmen, the estimated amount of undergraduate instructional expenditures per capita, the share of Pell grant recipients among first-time freshmen, and the share of adult learners among undergraduates. The results of the study allow administrators to establish baseline retention rates upon which the efficacy of policy can be assessed.

Using Discriminant Analysis to Identify Students for a Corequisite College Algebra Course

Room: Keeneland
Advanced Level

Authors: David G. Underwood, Arkansas Tech University
Susan J. Underwood, Arkansas Tech University

Abstract - At a Complete College America (CCA) meeting the representatives discussed the benefits of a corequisite model for enrolling students into a credit bearing course in mathematics the first semester of enrollment. The premise was that students are assigned to remediation who could be successful in college algebra if provided with supplemental instruction. It was also suggested that some students who place directly into college algebra are unlikely to be successful without additional support. Attendees were challenged to identify students in both categories and to develop a corequisite that would help students succeed. In Arkansas, a student with an ACT Math score less than 19 must be assigned to remediation; students scoring 19 or above may be placed directly into college algebra. The task was to develop a model that could be used by public institutions in Arkansas. Therefore, the variables to be used in the model had to be readily
accessible to all public institutions, and the analysis had to be relatively simple to run and interpret. Discriminant analysis was chosen and used to identify two models: One model is used to identify students assigned to remediation who are most likely to be successful, and the other model is used to identify students placing directly into college algebra who are unlikely to be successful.

Session ID: 5
Paper 10:30 am - 11:20 am

Working With Probationary Students: Successful Pedagogical Strategies and Techniques

Room: Park Suite
Intermediate Level

Authors: Gina Beyer, Arizona State University
James Lewis, Arizona State University
Ken Miller, Arizona State University
Ginny Saiki, Arizona State University

Abstract - Probationary students nationally have extremely low retentions rates. These students are often resistant, lacking focus, and facing emotional challenges that make retention efforts particularly difficult. At Arizona State University, all probationary students are required to pass a 1-credit course designed to improve their academic trajectory and improve retention rates. This paper discusses the extremely positive data that Arizona State has collected – both quantitative and qualitative – and it discusses the proven techniques for overcoming the challenges of working with probationary students. Firmly grounded in psychological research and application in higher education, these techniques are facilitated by devoted faculty committed to working closely with probationary students both in and out of the classroom. The pedagogical strategies and techniques discussed are also relevant and beneficial for academic advisors and other university professionals working with probationary students and will provide helpful techniques for dealing with resistant students.

Session ID: 17
Paper 11:40 am - 12:30 pm

Advising as Teaching: A Developmental Advising Model for Exploratory Students

Room: Park Suite
Intermediate Level

Authors: Dana Saunders, University of North Carolina at Greensboro
Gabriel Bermea, University of North Carolina at Greensboro

Abstract - In fall 2012, the Students First Office (SFO) became the central advising center for all Exploratory (Undecided) majors. A new Exploratory advising model was designed with three goals: 1. Drastically expand contact time students have with their assigned academic advisors, 2. Intentionally guide and support students to find academic majors that are the best fit based on
students’ personal, academic, and career goals. 3. Actively promote an “advising as teaching” approach to academic advising through both developmental and appreciative advising practices. While Exploratory majors have historically been one of the groups at highest risk of attrition from the University, data from the first year shows tremendous promise for advisees who engaged with SFO advisors. First-time, full-time freshmen Exploratory students participating in Exploratory advising with SFO had an overall retention rate of 77.42%, more than 22 percentage points higher than those who did not participate in Exploratory advising with SFO (55.06%). Exploratory students also earned higher marks in other metrics of success, including cumulative GPA and the ratio of earned versus attempted semester hours. A final indicator of impact is that 42% of all Exploratory students who actively participated in the SFO advising model declared a major by the conclusion of their freshman year.

Session ID: 131
Vendor Presentation  11:40 am - 12:30 pm

Data Driven Retention Programming
Room: Churchill Downs
Author:  Terianne Sousa, Blackboard, Inc.

Abstract - Retaining college students has become a critical success factor for colleges and universities. Currently, according to IPEDs, 25% of first-year college students are not returning their sophomore year. Reasons cited include finances, loneliness, and struggles with academics, under-preparedness for college level work, and more. Student success programming helps students overcome obstacles and achieve their goals, but knowing which programs to implement on campus can be difficult for a variety of reasons. Data is the best way to pinpoint the best viable student success programming for your institution. Three takeaways for attendees: 1. What data points to choose for retention purposes?, 2. Use the data to pinpoint at-risk student issues pro-actively, 3. Learn to use your data to form effective student success programs.

Session ID: 61
Paper  11:40 am - 12:30 pm

Improving Student Retention: Evaluating Effects of a U100 First-Year Seminar Course With Conditionally Admitted Students
Room: Kentucky Suite
Introductory Level
Authors:  Michelle Ann Bakerson, Indiana University South Bend
Andrea Welch, Indiana University South Bend
Biniam Tesfamariam, Indiana University South Bend

Abstract - Retention is an ongoing focus on most campuses across the nation including the Indiana University South Bend campus, particularly impacting the budget. Literature supports that early academic intervention for struggling students increases retention of this student
population, accordingly the EDUC-U100 First-year Seminar course was developed and has contributed to higher retention rates of conditionally admitted students. Despite the improvement of first-year students with conditional admission, a large population of students not retained span across the academic level because of high withdrawal and fail rates in their courses. The main objectives of this study were to: compare students who took EDUC-U100 with those who did not, determine when students took EDUC-U100, and to examine institutional differences; such as GPA, SAT scores, family income, financial aid and credits taken, between these students. The data provides insight into the impact of EDUC-U100 on retention of conditionally admitted students.

**Session ID: 55**

**Paper**

**Logistic Regression Analysis of Non-Traditional Undergraduate New Student Retention: A Case for Undergraduate Completion Universities**

Room: Conference Theater
Intermediate Level

Authors: Kai I. Chang, John F. Kennedy University
Stephen P. Sticka, John F. Kennedy University
Michael Graney-Mulholland, John F. Kennedy University

**Abstract** - This paper uses Logistic Regression Analysis to determine what academic and demographic factors play a statistically significant role in determining non-traditional undergraduate new student retention at John F. Kennedy (JFK) University. Empirically, the paper finds that if an undergraduate new student returns after their first quarter, typically Winter, the odds of their first year retention is 9 times higher. First quarter GPA and first quarter course load are also significant determinants of undergraduate new student retention. Uncommon to past research, the paper also finds that for each year a non-traditional student is out of school, the odds of their first year retention is 1.1 times higher. In general, demographic characteristics are insignificant determinants of undergraduate new student retention. Results from the regression were then used to facilitate coordinated efforts at JFK University to create policies aimed at improving student retention in the College of Undergraduate Studies.

**Session ID: 30**

**Paper**

**The Livingstone College Bridge Program (LCBP): Lessons Learned and Success Translated Across the Campus**

Room: Pimlico
Intermediate Level

Authors: Gary L. Callahan, Livingstone College
Sylvester Kyles, Livingstone College
Abstract - Across the country there are numerous programs at colleges and universities that have taken a variety of paths to address the transition from high school to college. Some of these programs are designed for remediation; some are designed for the advancement of males or other specific groups; and others are designed to provide a jump start for freshmen matriculation. In an effort to expand access to college, Livingstone College recognized that there was a population of high school graduates whose circumstances may obscure their true intellectual abilities and opportunity for college admissions. Such circumstances as societal environments and pressures that do not support academic success, bad decision-making in the courses taken in high school, self-sabotaging behaviors, fear of failure, families with no prior college experience, poor performance on the SAT or ACT, and poor high school grade point averages prohibit these students from meeting admissions standards required for entrance to colleges and universities. Livingstone College addressed these challenges by developing its Bridge Program with a focus to change student attitudes and behaviors related to academic success and social understanding. This is accomplished through instruction to increase basic skills in math, reading, and writing; to improve time management and study strategies; and to increase student cultural awareness about their place in a global society.

Session ID: 27
Paper 11:40 am - 12:30 pm

The Positive Impact of Course Material-Rich Study Skill Workshop in the Success Rates of Anatomy & Physiology I

Room: Keeneland
Intermediate Level

Authors: Yenya Hu, Nashville State Community College
Eli Nettles, Nashville State Community College
Jennifer Knapp, Nashville State Community College

Abstract - Anatomy & Physiology I (A&P) is one of the first science courses that students take as a prerequisite for healthcare programs. Without any prior exposure to college-level science courses or directions on navigating the course in a new language, freshmen and English as Secondary Language (ESL) students often become discouraged, ultimately withdrawing or failing the course. Between fall 2012-fall 2013 workshops were conducted to provide A&P I students with the necessary study skills and tools. At the conclusion of the workshops, students were encouraged to take a comprehensive quiz. Quiz success and student’s course final grades were compared determine the impact of the workshops. During the three semesters, 72%, 75% and 70% of freshmen who passed the workshop quiz were successful in the course, while only 31%, 39% and 39%, respectively, of the same demographic group who failed the quiz or never accessed the quiz passed the course. Similar results (80%, 92% and 100% vs. 46%, 20% and 35%) were shown in the ESL student group. These data suggests that the study and testing skills workshops play a vital role in the success of healthcare students.
Using CSRDE Data to Support Student Success

Room: Gulfstream/Hialeah
Introductory Level

Authors: Sandra Whalen, University of Oklahoma
Jane Zeff, William Paterson University

Abstract - The Consortium for Student Retention Data Exchange began in 1994 as a collaboration among Institutional Researchers who were interested in benchmarking student retention and graduation. Since then we've expanded our mission to include sharing knowledge by sponsoring the National Symposium on Student Retention, hosting a monthly webinar series, and most recently publishing our electronic book, "Building Bridges for Student Success: A Sourcebook for Colleges and Universities". Join us as we demonstrate ways that your institution can use the CSRDE data to set benchmarks, inform decisions, and support student success.

CSRDE Best Practices Awards Luncheon 12:40 pm - 2:00 pm Regency Ballroom

This year's CSRDE Best Practices Luncheon is sponsored by Starfish Retention Solutions and is included in your conference registration. Join us for a delicious meal and opportunities for networking with other colleagues who are also addressing issues related to student success at their campuses. During dessert we'll begin the recognition of the conference papers receiving the Best Practices in Student Retention, Institutional Research Leadership in Student Retention, and the Director's Awards. In addition, posters were judged on Monday afternoon and the Best Poster Award winner will be announced.
Deconstructing Student Development Theory and College Impact Models to Construct a Retention-Focused Curriculum With Spontaneity

Room: Conference Theater
Intermediate Level

Authors: Jebediah Gorham, Southern Vermont College
      Victor Velazquez, Southern Vermont College
      Aaron Rock, Southern Vermont College

Abstract - Colleges that serve vulnerable students are familiar with issues surrounding student attrition. Astin (1985), Pascarella (1985) and Tinto (1993) theorize on the student change and withdraw process. These theories and others linked to impact models show commonality in factors perceived as affecting persistence and achievement. The student experience is ultimately the construct of cognitive, social and institutional factors. Hoffman, et al (2005) defined peak experiences linked to certain engagement-themed conditions. Uhl (2010) described practices that enliven the classroom and create real learning versus just “covering the material”. Slingerland (2014) suggests that spontaneity, specifically “trying not to try” can support effectiveness without forcing outcomes. This is similar to the psychological concept of “flow”. The current study seeks to understand student perceptions of a retention-focused curriculum. The Business Administration curriculum offers opportunities for student-centered learning, self-directed teamwork, community partnerships and risk-taking. Quantitative and qualitative evidence from this study indicated that the curriculum supported the ‘peak student experience’ and therefore retention through faculty involvement strategies, high level engagement, social development and community collaboration.

PACE Yourself: Implementing a Mentoring Program Within a FYE Model

Room: Kentucky Suite
Intermediate Level

Authors: Michael E. Nava, Texas State University
      Victoria Black, Texas State University
      April Barnes, Texas State University

Abstract - Texas State University is the fifth largest institution in the State of Texas. Changes such as reaching Hispanic Serving Institution status in 2010 and becoming an Emerging Research University in 2012, have prompted the need to re-evaluate services provided to first-year students. Previous institutional research indicated less than 0.5% of students and less than 5% of freshmen participated in mentoring services. In 2011, the University began implementing its Quality Enhancement Plan (QEP) - Personalized Academic and Career Exploration (PACE) - a Focus on Freshmen. One central aspect of PACE is a newly created Mentoring and Academic Coaching (MAC) component designed to socially and academically integrate first-year students.
PACE MAC provides a supportive and inclusive learning environment to strengthen achievement. Supported by a five-year Title V grant, three initiatives for PACE MAC include: 1) Enhance the first-year University Seminar course by including certified peer mentors. 2) Provide intrusive and proactive intervention to further support at-risk students through academic coaching. 3) Incorporate a financial education curriculum. PACE MAC has helped with scalability in providing services to an increasing first-year population. This paper will highlight strategic planning for an innovative and more personalized first-year experience, facility additions, and results of the PACE initiative.

Session ID: 72
Paper

2:20 pm - 3:10 pm

Turning It Around: From Academic Failure to Academic Success

Room: Park Suite
Introductory Level

Authors: Beverly A. Wallace, Shippensburg University of Pennsylvania
Sabrina Marschall, Shippensburg University of Pennsylvania
Stephen O. Wallace, Shippensburg University of Pennsylvania
Addalena Virtus, Shippensburg University of Pennsylvania
Mitchell Dandignac, Shippensburg University of Pennsylvania

Abstract - The Academic Improvement Plan (AIM) at Shippensburg University of Pennsylvania assists students on academic probation to develop strategies and skills that will help them to regain satisfactory academic progress. Unsuccessful students frequently struggle because they continue to use unsuccessful strategies. Dembo and Seli (2004) emphasize that this cycle of failure can be broken only when students change unsuccessful strategies and behaviors into successful ones, but this population of students is resistant to change. This paper presents a strategy that those with varying levels of expertise working with this population can use to assist students in turning academic failure into academic success. The Learning and Study Strategies Inventory (LASSI) is used to assess a student’s skills in areas considered necessary for college academic success. Once the deficiencies are identified, a protocol based upon Dembo and Seli’s framework for assisting students to change unsuccessful strategies into successful ones is followed. Two years of data demonstrate not only the significant increase in student mastery of LASSI-identified study skills, but also an improvement in grade point averages that move these students into “good academic standing” at the university.

Session ID: 50
Paper

2:20 pm - 3:10 pm

Understanding the Student Perspective of Teacher-Student Engagement in First-Year Studies Courses

Room: Churchill Downs
Introductory Level

Author: Anton Reece, University of Tennessee
Abstract - Higher education institutions continue to seek high impact retention methods to address student attrition, particularly during the first year of college. The first-year studies course and particularly teacher-student engagement is also considered to be an essential part of student retention efforts. However, most of the research on teacher-student engagement has focused on pedagogy and the teacher’s perspective of engagement. What is lacking in the literature are studies of the student’s perspective of engagement inside of the classroom. This study was guided by the following research question: What do students find most meaningful during teacher-student engagement in the first-year studies course? This descriptive exploratory study was conducted with one-on-one interviews as the primary source of data with 8 first-year students in the top 10% instructor overall rated AYG 100 sections. The data were analyzed and based on the findings of three overarching themes – teacher-student rapport, course facilitation, and student-student interaction inside and outside of the classroom – which students found to be most meaningful in the AYG 100 course. Student-to-student interaction inside and outside of the classroom was most important to the students during teacher-student engagement in the AYG 100 first-year studies course.

Session ID: 65
Paper 2:20 pm - 3:10 pm

Using Data Mining Techniques to Improve Retention: A Comprehensive, Multi-Stage Approach

Room: Keeneland
Advanced Level

Authors: David L. Lehr, Longwood University
David J. Lehr, University of Pennsylvania
Jennifer Green, Longwood University

Abstract - Universities have begun employing “big data” techniques to increase their graduation and retention rates. Improving these metrics promotes the mission of the institution and also addresses public scrutiny regarding student success and can generate significant revenues within a completely internal process. Intervention strategies designed to improve graduation and retention depend critically on the ability of policy-makers to accurately identify at-risk students throughout their academic careers. In addition to having great predictive power, statistical analyses should also allow for estimation of nuanced functional relationships which provide better guidance to policy-makers when designing interventions. With these goals in mind, this paper applies the statistical learning algorithm random forests to data from student cohorts at Longwood University from the 2007 - 2008 academic year to the 2011 – 2012 academic year. Unlike all previous applications we track students at all stages of their education, from before they arrive on campus as a freshman through to their senior year. This comprehensive, holistic empirical approach provides policy-makers with predictions and insights with which to design multiple intervention strategies. This paper reports on the predictive power of the models, the key functional relationships that emerged, and preliminary evidence regarding the success of the targeted interventions underway.
Using Data to Motivate: An Inexpensive and Student-Focused Approach to Retention Problems and Solutions

Author: Debbie Kepple-Mamros, Graceland University

Abstract - Higher Education has come to accept that retention is a formidable challenge that only big data can help meet. In response a niche market has been developed by software providers who offer ‘retention solutions.’ While these programs may favorably impact retention, they tend to place most of the responsibility for ensuring success on the university. The expense of purchasing a ‘retention solution’ in addition to the personnel costs associated with installing the software, coordinating the program, possibly duplicating longstanding retention programs and coordinating student interventions can be cost-prohibitive. Graceland University has accepted that retention is a complex problem and that the solution to it must be data-driven but has rejected that this needs to be done by an outside provider. Utilizing a reporting system already in place, the institution harnessed data and put it in the hands of the individuals who can make actionable changes: the students. All students are sent information like personal class attendance records and midterm GPAs, which encourages improved personal responsibility. By recognizing that the solution could be internal Graceland has been able to improve retention and save money by developing the power of its existing tools and staff.

Who is Really at Risk? Using Paraprofessional Staff to Predict Student Attrition at a Small Liberal Arts College

Authors: Kelly Carter Merrill, Randolph-Macon College
Lauren Bell, Randolph-Macon College
Grant Azdell, Randolph-Macon College

Abstract - One challenge of fostering success for students in transition is first, to be able to identify the students who are most at risk to leave. At a small liberal arts college, early reports from paraprofessional staff, specifically, resident assistants (RAs) and orientation leaders (OLs), have helped to predict the students who are the most at risk of leaving college before their second year. RAs and OLs are asked during new student orientation and the first week of Fall term to report any students who are demonstrating adjustment issues. Their descriptions were coded in one of twelve ways: health, family, not engaged, poor attitude, homesick, roommate/room problem, shy/not connecting, boy/girlfriend issues, too wild, academic concern, finances, and other. After tracking the persistence of these students (277) for five cohorts (2008, 2009, 2010,
2012, 2013), we discovered that not all perceived adjustment issues were equally likely to result in attrition, thus providing focus to our transition initiatives. And the students who are most at risk of leaving are not the ones that the literature on student success and retention most commonly predict. This article reports the results of our study, identifying the perceived student issues that most likely result in attrition. We also describe in detail the resulting initiatives that shape the way a small liberal arts college addresses successful student transitions.

Session ID: 86
Paper 3:25 pm - 4:15 pm

A Cross-Divisional, Collaborative Model for Student Success and Retention

Room: Keeneland
Introductory Level

Authors: Erin Mulligan-Nguyen, Northern Kentucky University
Ryan Padgett, Northern Kentucky University
Sandi Gillilan, Northern Kentucky University

Abstract - Retention and graduation rates continue to remain stagnant across American higher education, with decades of empirical evidence on student persistence yielding modest results (Habley, Bloom, & Robbins, 2012). Northern Kentucky University (NKU) has not been immune to these trends, with retention and graduation rates remaining relatively flat over the last decade. Under the guidance of the senior leadership, NKU recently developed a forward-thinking, five-year strategic plan. The development of the strategic plan was influenced by an innovative, bottom-up collaborative approach that supported the involvement of administrators, faculty, staff, students, community members, and campus partners throughout the process. As the strategic plan transitions from development into implementation phase, the cross-divisional collaboration model continues. Representatives from Institutional Research, Student Affairs, and Academic Affairs will discuss innovative, proactive approach to cross-divisional collaborations associated with the delivery, promotion, and assessment of student success.

Session ID: 60
Paper 3:25 pm - 4:15 pm

Building a Proactive Culture of Retention at American Liberal Arts Colleges

Room: Churchill Downs
Introductory Level

Authors: Todd Clark, Emory & Henry College
Jolie Lewis, Emory & Henry College
Michael Puglisi, Emory & Henry College
Talmage Stanley, Emory & Henry College

Abstract - This paper demonstrates how a small liberal arts college can build a culture of student retention. Emory & Henry College provides access to college education to a population of students who are at high risk in terms of academic success. To better serve these students and
empower them for success, the college has implemented three separate initiatives: 1) The Bonner Scholars Program, which offers full financial aid to 80 students with high financial need who in turn perform 140 hours of community service each semester; 2) The Summer Bridge Program, which exposes students who are at-risk academically and financially to college-level experiences and expectations in advance of the start of their first year; and 3) “The Hub,” a web-based early-alert system, which has facilitated timely intervention with students who are struggling through open referrals and through faculty surveys administered three times each semester. The authors will summarize the theoretical principles and practical applications behind these initiatives, and emphasize how the integration of these efforts improve student persistence and create a positive culture of retention.

Session ID: 53

Paper

3:25 pm - 4:15 pm

Design for Student Success: Lessons Learned, Continuous Improvements Needed

Room: Kentucky Suite
Intermediate Level

Author: Marguerite Weber, University of Baltimore

Abstract - The University of Baltimore (UB) created a first and second year experience initiative based on proven best practices. Although UB has experienced success in first to second year retention, college completion rates for our new population of native students are disappointing, given the investments in doing the right things for students’ early college experiences. This article provides a brief history of the program, the characteristics of the students, and the program outcomes, and then this work identifies “next step” approaches. The purpose of the work is to provide a case study for implementation of high impact practices and to encourage reflections on what counts and what matters in the college completion agenda. It is likely that universities with access missions need new measures of student success.

Session ID: 96

Paper

3:25 pm - 4:15 pm

Evaluating the Effectiveness of a First-Year Experience Course

Room: Pimlico
Introductory Level

Authors: Natalie Grant, Wichita State University School of Social Work
William Vanderburgh, Wichita State University
Sarah Sell, Wichita State University

Abstract - The first year of college can be a substantial challenge and first-year experience courses can have a significant impact on student engagement and retention. First-year courses help students form connections with each other, faculty, campus services, and the institution as a whole. This research utilized best practices of evaluation for a first-year experience course to gather multiple sources of student data over one semester. Through purposive sampling, the
researchers assessed change processes and outcomes on differing topics. The study utilized survey instrumentation, student reflection, and well as pre-post testing that offers program contributions to desired university outcomes.

Session ID: 105
Paper  3:25 pm - 4:15 pm

Evaluation of a Model of Student Retention at a Public Urban Commuter University
Room: Park Suite
Intermediate Level
Author:  Hoa Khuong, Northeastern Illinois University

Abstract - A new conceptual model of student retention was developed and evaluated for first-year students at an urban, mid-western commuter university. The model captured the joint effects of academic engagement and environmental factors on academic performance and persistence of commuter students in their first year of college attendance. The academic engagement and environmental factors incorporated into the model included: pre-college academic achievement, Deep Learning, Study Time per Week, College Math Readiness, Hours of Employment, receiving (or not receiving) a Pell Grant Award and Financial Concerns. Structural equation modeling techniques were utilized to simultaneously assess the quality of the theoretical construct known as Deep Learning and to test the hypothesized causal paths linking the engagement and environmental factors to college grades and student retention. Results indicated that when controlling for precollege academic achievement, Deep Learning, Study Time per Week, and College Math Readiness had positive effects on First-year Grades. Working outside campus 21 or more hours per week negatively impacted First-year Grades. First-year Grades and Pell Grant Award positively influenced First-year Retention, but Financial Concerns were found to have a negative effect on retention.

Session ID: 100
Paper  3:25 pm - 4:15 pm

The Impact of a Math-Focused Summer Bridge Program on the Retention of STEM Students
Room: Conference Theater
Introductory Level
Authors:  Sandra J. DeLoatch, Norfolk State University
          Michael O. Keeve, Norfolk State University

Abstract - The College of Science, Engineering, and Technology (CSET) at Norfolk State University (NSU) provides a series of services to students and faculty in an effort to enhance academic success, specifically the retention of students in STEM degree programs. The retention rate we are addressing is the freshmen to sophomore retention rate (the number of first-time full-time freshmen students who enroll at NSU during the fall semester and return to NSU the following fall semester). A math-focused Summer Bridge Program is one of the services provided
to incoming freshmen students to aid in increasing this retention rate. This paper will present findings for the cohorts of students participating in the Summer Bridge Program from 2007–2012. Information provided will include the summer schedules and activities of the program, mathematics placement tests results, student performance in their fall math classes, the retention rates for the cohort of students, and the overall retention rate for the College of Science, Engineering, and Technology from 2007-2012.

Session ID: 71
Paper 3:25 pm - 4:15 pm

Using NSSE to Understand Student Success: A Multi-Year Analysis

Room: Gulfstream/Hialeah
Advanced Level

Authors: Stefano Fiorini, Indiana University-Bloomington
Tao Liu, Indiana University-Bloomington
Linda Shepard, Indiana University-Bloomington
Judy Ouimet, Indiana University-Bloomington

Abstract - This research focuses on using NSSE (National Survey of Student Engagement) responses to predict student academic success. The analysis is based on 16,630 Indiana University - Bloomington first-year beginner students and seniors who completed the NSSE survey administered from 2006-2012. Logistic regression and linear regression on student background and pre-college information, financial aid, previous college academic performance, NSSE Benchmarks and individual NSSE items were conducted to predict academic success defined as: 1) first-year students’ fall-to-fall retention and end-of-first-year cumulative GPA, 2) seniors number of terms taken to degree completion and 4-year graduation. Results show that certain student characteristics and earlier achievement are indicative of college success with higher levels of student engagement marginally contributing to the models. Analyses also highlighted elements of engagement that go counter to their expected effect on retention and performance.

Conference Adjourns 4:15 pm

Our last session ends at 4:15. We hope to see you in Orlando, Florida on November 2-4, 2015!
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This map is intended to enrich the experience of the participants in the National Symposium on Student Retention and to help them find their way around the area in the vicinity of the conference. It is not an endorsement of any of the businesses or organizations listed here and is as accurate as is possible. Please consider that there may have been changes in the status of these businesses after the list was compiled and published.

Restaurants & businesses are listed in order of approximate distance from the conference hotel, the Hyatt Regency Louisville.