The 11th Annual
National Symposium on Student Retention

November 2 - 4, 2015
Orlando, FL

Hosted by the Consortium for Student Retention Data Exchange at the University of Oklahoma
Reaching for Higher Levels of Student Success
RESTAURANT HOURS

LAGUNA
6:30 am - 11:00 pm

CRAZY SQUIRREL
Noon-Midnight

THE MARKET
6:30 am - Midnight

BAREFOOT BAR
11:00 am - Midnight

SONOMA
4:00 pm - Late Night

THE PANTRY
24 hours

ROOM SERVICE
6:30 am - 11:00 pm

MEETING ROOM FLOOR PLANS

HOTEL TOWER

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

FLORIDA BAY LOBBY

EXHIBITOR SHOWCASE HOURS

Tuesday 7:30 am - 4:30 pm
Wednesday 7:30 am - Noon

FLORIDA BAY & TAMPA BAY
PRE-FUNCTION AREAS
### Exhibitor and Registration Hours

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**Sunday, 11/1/2015**

**Group Event: Kennedy Space Center  9:00 am - 4:00 pm**

This event requires pre-registration and pre-payment. Transportation to and from the hotel are included. We will meet in the hotel lobby at 8:45 am and depart promptly at 9:00 am. We will return no later than 4:00 pm.

**Monday, 11/2**

**Coffee**  Continental Breakfast  7:15 am - 8:30 am  Florida Bay Lobby

**Pre-Conference Workshops (Additional Registration Required)**

Pre-conference workshops are optional and require additional registration. Each workshop is designated by a different colored dot on the name badge. The specific colors are noted beside each workshop.

**Morning Workshops  8:00 am - 11:30 am**

**Session ID: 121**

**Completion: Retention Initiatives at Later Stages of the Student Lifecycle**

Room: Tampa Bay 1&2

*Authors: Rory McElwee, Rowan University*

*Sean Hendricks, Rowan University*

**Abstract**  – This workshop explores support programs at later stages of the student lifecycle to facilitate retention, progression, and graduation. In the context of the national completion agenda, this workshop addresses special populations and distinct challenges for students closer to degree completion (in the second half of the degree program). Programs to support a successful transfer process, to welcome back students returning after a stop-out or who are veterans or active military, or to assist students to transition to a degree-completion program instead of a traditional major will be highlighted. Participants will engage with one another by sharing their own successful campus initiatives, planning for a future one, and exploring scenarios illustrating this topic.
Session ID: 1
From Prospects to Active Alumni: Improving the Retention of an “At-Risk” Population

Room: Tampa Bay 3

Authors: Daniel Jean, Montclair State University *
Allyson Straker-Banks, Montclair State University *
Bertha Diggs, Montclair State University *
Jim Davison, Montclair State University *

Abstract – Since 2011, the Educational Opportunity Fund program at Montclair State University (four-year public), a program for low-income first-generation students in NJ, has experienced three years of improved first-year student persistence (fall 2011 88%, fall 2012 92%, fall 2013 90%) The improved retention is largely due to a strategic initiative entitled “The Road to Graduation…From Prospect to Active Alumni.” The strategy includes: enrollment events, recruitment strategies, summer academy, intentional contact with non-registered scholars, financial aid outreach, mandatory advising, and a weekly program entitled “Turning Point” for scholars under a 2.0 GPA. Additional topics include: orientation is a two-way street, other duties not assigned, data driven decisions, withdrawal testimonials, and the intentional road to graduation. Each participant leaves with an "Educator Swagger Score," a time-referenced goal, and a wealth of resources essential for professional development/student achievement. The session concludes with "Memoirs of a Child Almost Left Behind," as one of the presenters shares details of the retention encounters with educators that transformed him from a 1.9 GPA to earning his doctorate!

Session ID: 126
Retention for Rookies

Room: Florida Bay 1

Author: Tim Culver, Ruffalo Noel-Levitz *

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.
Session ID: 82
Collaborative Student Success Programming: Institutional Research, Student Life, and Academic Affairs Partnerships

Room: Caribbean AB

Authors: Bernadette Jungblut, West Virginia University *
Regan Bruni, West Virginia University *
Donielle Maust, West Virginia University *

Abstract – This workshop focuses on promoting collaboration among Institutional Research, Student Life, and Academic Affairs to enhance student success programming. Facilitators describe partnerships designed to promote students’ learning, development, engagement, persistence, and degree completion. Prior to the conference, facilitators will electronically distribute a self-audit survey; participants will complete their self-audit of current student success programs and their impact. Based upon their survey results, participants will select one or two programs to analyze and enhance during the workshop or choose to develop a new program. At the conference, participants will examine their survey results and identify gaps in their student success program data and devise strategies for obtaining the necessary information; discuss potential collaborations among Institutional Research, Student Life, and Academic Affairs; strategize for program enhancement or new program creation; and create an action plan for implementation and program evaluation. Facilitators will describe successful collaborations among Institutional Research, Student Life, and Academic Affairs; suggest strategies to enhance existing or create new student success programs; and identify data elements and types of analyses necessary to assess program(s) impact. Participants will leave this workshop with specific action items, including potential partnerships, to promote student persistence and degree completion at their institution.

Session ID: 31
Designing, Implementing, and Assessment of Comprehensive Student Success Programs

Room: Coral B

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

Abstract – Promoting student success is a top priority for college and universities, but where to begin? Designing a successful, comprehensive Student Success Program (SSP) 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 SSP, 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; and 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 SSP and student intervention strategies. We will focus on bridging the gap between best practice theory and boots-on-the-ground action. This workshop is suitable for institutional teams.

Session ID: 153
Researched-Based Training for Intergroup Skills That Support Retention
Room: Florida Bay 3
Author: Kathleen Wong(Lau), The University of Oklahoma *

Abstract – Institutions have come to understand that inclusive climates are key to retention and academic identities for underrepresented students. Recent research has found that inclusive climates are complex requiring careful practices that shape an organizational culture that values intercultural conflict and cross group empathy that is not necessarily based on similarities but on difference. Without this careful attention to the intercultural aspects of conflict, the very diversity one seeks in its underrepresented students is suppressed through politeness and normalized interactions. Institutions risk becoming not-so-diverse diverse organizations. This interactive workshop provides multi-disciplinary research based training on intercultural communication, intergroup collaboration and the social psychology of reducing the effects stereotype threat, aversive racism, microaggressions, and institutional discrimination across groups and organizational relationships (student to student, staff to students, faculty to students, etc.). Using research based modules, participants will have opportunities to practice and receive coaching and feedback on context based skills such as interracial mentoring, creation of healthy racial identity saliency, intergroup conflict management (which shapes productive conflict rather than suppresses conflict), intergroup empathy, intergroup critical feedback and intergroup leadership.

Session ID: 3
Understanding Students' Path to Graduation and Developing Action Plans to Address Persistence
Room: Coral A
Authors: Catherine Andersen, University of Baltimore *
       Marguerite Weber, Cabrini College *
       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 three case studies from different institutions 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 will analyze their own institutions and develop a data-based action plan for retention.
Monday, 11/2/2015

Networking Break  10:00 am - 10:20 am  Florida Bay Lobby

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

Lunch on Your Own  11:30 am - 1:00 pm

Take a break and enjoy visiting with your colleagues over lunch. There are several hotel restaurant options available, plus some nearby choices as well. A list of local restaurants is available at the conference registration desk.

Afternoon Workshops  1:00 pm - 4:30 pm

Session ID: 52
Driving Student Success at Your School: Developing a Collaborative Consulting Approach
Room: Tampa Bay 1&2
Authors: Jeffrey Anderson, Saint Leo University *
Linda Moran, Hartford University *

Abstract – Effecting greater student retention and success requires focused problem solving and organizational change. The work of fostering needed and sustainable organizational change is both exciting and daunting for the people working in student success, institutional research, or assessment offices. Developing a collaborative consulting approach is one way to increase the effectiveness of change efforts related to improving student success. Through this interactive workshop, participants will catalog frequently encountered challenges when leading or supporting student retention and success change efforts; develop a working knowledge of Block’s “Flawless Consulting” model and identify how applying that model would aid their work on student retention and success; practice consulting skills related to clarifying boundaries, negotiating roles, and building alliances; experience two change frameworks that are appropriate to higher education and that highlight different levers of organizational change; and apply the consulting process and one of the change frameworks to a student success initiative at their schools. Participants who register for the workshop by October 16 will receive a short pre-workshop questionnaire. Participants’ responses will be used to tailor the workshop.

Session ID: 12
Retention Pedagogy: Teaching Strategies With Purpose
Room: Florida Bay 1
Author: I *

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

Networking Break  2:30 pm - 2:50 pm  Florida Bay Lobby
Take a break from the activities and have a refreshment as you network with your colleagues.

Welcome Reception  5:00 pm - 6:30 pm  Serenity Pool
The Welcome Reception is sponsored by IBM. Join us for this casual reception, a come and go affair with hors d'oeuvres and a cash bar to welcome all attendees and presenters. In case of inclement weather, the reception will be moved to the Arctic Ballroom.

Tuesday, 11/3

Continental Breakfast  7:15 am - 8:15 am  Florida Bay Lobby
The continental breakfast is sponsored by Hobsons.

Session ID: 166  8:15 am - 9:30 am

Keynote Address: Becoming Cultural Navigators in Higher Education
Room: Oceans Ballroom
Speaker: Terrell L. Strayhorn, The Ohio State University *

Abstract – Student success is a critical goal in higher education and higher education, in many ways, is a cultural system. It has its own set of values, codes of behavior, codified language (chock-full of acronyms), traditions, rituals, and more. As college student educators, we all know something about this cultural site and can offer others advice, strategies, and tips for achieving success in college. Students, especially first-generation, low-income, and ethnic minorities look
for educators upon whom they can rely for such support. In this engaging keynote, Dr. Strayhorn challenges higher education professionals to reimagine their roles as “cultural navigators” who work collaboratively and intentionally to steer students on a path to belonging and success. He does this through a smooth blend of hard data, interview quotes, stories, and humor. Strayhorn will leave the audience informed and inspired, engaged and excited, convinced and committed to raising student success.

Session ID: 4
Paper 9:45 am - 10:35 am

9% Increase in One Year: The Multi-Year Journey
Room: Caribbean AB
Intermediate Level

Authors: Cathy Alexander, California Lutheran University *
Maria Kohnke, California Lutheran University *
Angela Naginey, California Lutheran University *

Abstract – How do you overcome the challenges/roadblocks of “fully” implementing a comprehensive set of initiatives to increase the retention and graduation rates of students? Beginning in fall 2007, California Lutheran University did just that with surprising results, a more connected freshman class, and higher retention and graduation rates for both freshmen and transfer populations. The end result is a nine percent increase in the graduation rate of first-time freshmen and a three percent increase in second year retention or graduation for transfer students. The University employed many strategies to address the needs of our students to increase student success; without a major increase in funding. Previously, the University had implemented many of the recommended strategies for retaining first-year students in the first year. This paper delineates the strategies involved, implementation processes, and the data used to inform decision-making and assessment outcomes.

Session ID: 154
Presentation 9:45 am - 10:35 am

Continued Conversation With Dr. Strayhorn
Room: Oceans Ballroom

Abstract – This concurrent session has been made available for those of you who would like to continue the conversation with Dr. Strayhorn.
Early and Often: Fostering Student Success With Technology

Room: Tampa Bay 3

Author: David Yaskins, Hobsons *

Abstract – Colleges and universities have made considerable investments in student support, but students can still fall through the cracks. This session will discuss how student success technologies can give advisors and other student success staff more information about all of their students – not just those traditionally seen as “at risk” - and deepen those connections that keep students engaged. Student progress and communication tools can help connect students and advisors before it’s too late. This conversation will incorporate research, real-world case studies featuring colleges across the country, as well as a call to action to colleges and universities to begin the process of thinking holistically about student services and interventions. Participants will be encouraged to consider the applicability of a variety of tools and methods (early alerts, communication/outreach, positive reinforcement, online self-service) to scale their own student success initiatives.

Early-Alert and Retention Prediction

Room: Tampa Bay 1&2

Advanced Level

Authors: Elisabeth Lackner, Queensborough Community College-CUNY *
Patrick Wynne, Queensborough Community College-CUNY *

Abstract – A large urban open-admission community college invested in a campus-wide, early-alert and student support system to enable timely and efficient communication among faculty, student support personnel, and students to address academic problems early in the semester and to provide resources such as tutoring. It was found that struggling students benefitted from the combination of early-alert and tutoring. Tutoring had a positive effect on course persistence for the most vulnerable student group – high-risk students who were also flagged through the system. Students who were “flagged” through early-alert and had no tutoring had the lowest outcomes. Unofficial withdrawal rates declined campus-wide since the start of the intervention. Course pass and completion rates on the whole however have not improved on a campus-wide scale. An association between course withdrawal and lower half-year persistence has been identified. Furthermore, early-alert flags for attendance and poor class performance were identified in regression models as negative factors and tutoring center visits and kudos praising students for good performance issued through the early-alert system were identified as positive factors in regression models explaining and predicting semester GPA, half-year and one-year persistence.
Session ID: 61
Paper 9:45 am - 10:35 am

Key Findings From a Conference on Student Success at the Liberal Arts College

Room: Coral A
Intermediate Level

Authors: Michael Latham, Grinnell College
Randall Stiles, Grinnell College *
Kaitlin Wilcox, Grinnell College

Abstract – Undergraduate retention and completion rates are the subject of national interest and questions of cost, value, and quality remain the focus of public debate. In April, 2015 Grinnell College hosted a conference regarding best practices in student success operations and research. Conference participants included faculty and staff from eight highly-selective liberal arts colleges, two state universities, the EDUCAUSE Learning Initiative, and the RAND Corporation. Topics discussed included findings from a five-year longitudinal study of student use of academic support services at Carleton College, those from the Survey of Undergraduate Research Experiences (SUREIII) at Grinnell College, the use of analytics tools in institutional research work at Grinnell College, and ongoing work with the theme of “Beyond the Classroom Matters” at the University of South Carolina, a program on their campus intended to create a comprehensive unit record for students. Presentations and discussions identified several key points, including the need for multifaceted data collection regarding student experiences, the value of data sharing across offices and divisions, the promise of intervention science, and the imperatives of leadership and coordination.

Session ID: 150
Vendor Presentation 9:45 am - 10:35 am

No Longer Just a Nagging Problem – Textbook Issues Threaten Student Success

Room: Florida Bay 2

Authors: Nathan Gamble, Rafter, Inc.*
Brian Bates, Rafter, Inc.*

Abstract – As the cost of textbooks continues to skyrocket, students are choosing to risk their success by not purchasing required materials. Research from campuses around the country shows that students are coming into class unprepared and many students, afraid they'll fail, are withdrawing from courses and extending their time to completion. It doesn’t have to be this way. Imagine all of your students arriving at class on day one with all of their required materials – ready to learn. That is what the path to success could look like for every student. Many innovative campuses are making this a reality while at the same time, lowering the total cost of attendance and preserving the academic freedom that faculty deserve. Learn how campuses are leveling the playing field and putting success within reach of all students with Rafter360, a comprehensive course materials management solution. Unlike anything the market has seen, this solution makes textbooks affordable for students and lets faculty choose any material – print or digital.
Participants will experience textbook affordability issues first-hand; receive information about the latest textbook trends; and learn how campuses have transformed the educational experience for all students by embracing innovation.

Session ID: 66  
Paper  9:45 am - 10:35 am

The Finish Line Project: A U.S. Department of Education First in the World Grant  
Room: Florida Bay 3  
Intermediate Level  
Authors: Cynthia Demetriou, University of North Carolina at Chapel Hill *  
Candice Powell, University of North Carolina at Chapel Hill *  
Abigail Panter, University of North Carolina at Chapel Hill

Abstract – The Finish Line Project at the University of North Carolina at Chapel Hill (UNC-CH) is funded by a 3 million dollar federal grant from the U.S. Department of Education’s First in the World (FITW) Program. The goal of this program is to increase access and completion for underrepresented, underprepared, or low-income students. The Finish Line Project just began in late 2014 and will run for at least 4 years. Since receiving the award, peers and colleagues have asked, “How did you get that grant and what are you going to do with it?” This paper answers both questions. It provides insight, tips, and recommendations from the team at UNC-CH who pursued the grant and from the literature on grant-writing. It also provides an overview of The Finish Line Project. Through sharing our experience and approaches we hope to provide guidance helpful to other institutions interested in applying for a competitive, federal grant to bolster undergraduate retention.

Session ID: 80  
Paper  9:45 am - 10:35 am

Using the High School GPA – Standardized Test Score Correlation Paradox to Identify Students At-Risk for Leaving  
Room: Florida Bay 1  
Advanced Level  
Authors: Mélie Lewis, The University of Oklahoma *  
Robert Terry, The University of Oklahoma *  
Nicole Judice Campbell, The University of Oklahoma

Abstract – Two of the strongest predictive criteria in college persistence are high school grade point average (HSPGA) and standardized test scores (ACT). Across seven cohorts (N = 21,248) retained students display a correlation between these two predictors consistent with values expected based on concurrent validity studies. However, a selected sample of first-time, full-time freshmen who leave after their first year consistently show a correlation coefficient near zero. Three analytic methods seeking to predict these two groups (retained versus not retained) based
on this HSGPA-ACT anomaly prior to enrollment in college were attempted. The first method was to create a discrepancy score, taking the absolute value of the difference between the z-scores for HSGPA’s and ACT’s. The second method was to predict expected group membership by estimating separate linear regression equations predicting ACT’s from HSGPA’s for both the retained and not retained samples. Finally, the third method estimated separate Tobit regression equations predicting HSGPA from ACT’s for each retention group. Results suggest some slight improvement in identifying students at risk for attrition. Those with knowledge and interest in advanced statistical methodology will benefit most from this presentation.

Session ID: 107
Paper

When Remediation Isn’t Enough: Cross-Divisional Collaboration to Eliminate Institutional Barriers to Student Success at a Hispanic-Serving Institution

Room: Coral B
Introductory Level

Authors: William L. Vanderburgh, California State University, San Bernardino *
Qiana Wallace, California State University, San Bernardino *
Tanner Carollo, California State University, San Bernardino *
Joanna M. Oxendine, California State University, San Bernardino
Allan Taing, California State University, San Bernardino
Lauren Albrecht, California State University, San Bernardino *

Abstract – More than half of the freshmen at California State University, San Bernardino are required to complete developmental coursework in mathematics. Evidence suggests that students at CSUSB who need developmental coursework have lower retention and graduation rates. As a result, CSUSB instituted a five-week summer Intensive Mathematics Program (IMP) to prepare students for general education mathematics prior to their first term. An examination of the data suggested that IMP was highly effective: over 90% of students who completed the program were ready for general education mathematics by the fall term. Based on this evidence, the campus expanded the program to further increase student success. Through a collaborative partnership between the Office of Undergraduate Studies the Office of Institutional Research, this study sought to replicate previous findings demonstrating the effectiveness of IMP, examine the longitudinal effects of the program, and determine whether or not an absence of changes in key institutional practices serve as barriers to student success.

Networking Break

This networking break is sponsored by Rafter, Inc. Take a break from the activities and have a refreshment as you network with your colleagues.
Campus-Wide Connections: Building an Advising Community

Room: Coral B
Introductory Level

Authors: Stacie Grisham, The University of Tennessee at Chattanooga *
Elizabeth Johnson, The University of Tennessee at Chattanooga *
Yancy Freeman, The University of Tennessee at Chattanooga *

Abstract – One of the struggles many advising practitioners and administrators face is the lack of consistency, communication, and unity across various university advising programs. In our efforts to improve academic advising at the institutional level, an Advisors’ Council was created to address these issues. Since its inception, the UTC Advisors’ Council has established uniform expectations for all advisors, developed an advisor training program, and advocated for important policy changes across campus. The Advisors’ Council also launched our first campus-wide advising assessment process, and initial results have shown both strengths and areas for improvement. This presentation will explain the development of our Advisors’ Council, the process and results from our advising assessment efforts, and provide an in-depth overview of current initiatives. Attendees will walk away learning about the opportunities and challenges experienced by our institution. Additionally, participants will leave with the knowledge of how to create an effective campus-wide advising community, how to address anticipated challenges, and ideas of improvements that could be implemented or modified on a variety of campuses.

Comparing Two Methods for Predicting Student Retention: Implications for Best Practices

Room: Caribbean AB
Intermediate Level

Authors: Edward Shihadeh, Louisiana State University *
Anthony Reed, Louisiana State University *

Abstract – We test two approaches to identifying at-risk college students. One is an off-the-shelf early alert system where students complete a self-report survey. These questions are grouped into theoretically substantive factors to identify at-risk students. This is an externally-validated approach based on questions/instruments from samples of students across many institutions. It is, essentially, a one-size-fits-all strategy, based on externally validated questions. The other method, based on machine learning and predictive analytics, is adapted from recent advances in crime analysis and from commercial sector customer/ market analysis. It is an internally-validated approach using large swaths of institutional data on static factors (e.g., age, race) and dynamic factors (e.g., GPA, major) from one campus. These are used to generate an algorithm that it optimized to predict student retention – at that campus only. Using a sample of over 40,000 Louisiana State University students covering an 8-year period, results reveal that the internally
validated method (algorithm) accurately predicts at-risk students with data from nine months in advance. In contrast, the first method (externally-validated) does not significantly or accurately predict individual student retention. We discuss the implications of our findings for best practices.

Session ID: 44
Paper 11:00 am - 11:50 am

Connecting Students to Success: A Comprehensive Approach to Retention and Persistence
Room: Florida Bay 3
Intermediate Level
Authors: Eric Moschella, The University of South Carolina *
        Jane Bouknight, The University of South Carolina *
        Michael Dial, The University of South Carolina *
        James Winfield, The University of South Carolina *

Abstract – Student interactions with their academic environment including faculty, peers, and student support professionals has repeatedly been linked to a variety of educational outcomes including retention and persistence (Astin, 1977; Tinto, 1987, 2006, 2012; Pascarella & Terenzini, 2005). The Student Success Center at the University of South Carolina has developed and piloted a comprehensive retention initiative designed to personally connect students at a large research institution with resources as they navigate the rigor of the University. Success Connect is a multi-tiered program consisting of 1) outreach to engage faculty and the assignment of a Success Consultant to all first-year students, 2) an early alert component that includes students referred by faculty and those in target populations, 3) behavior and skill-based interventions via one-on-one consultations with a Success Consultant and referrals to center and campus resources, and 4) follow-up with students and faculty. Throughout this process, Success Consultants utilize a combination of the “action-oriented” model of intrusive advising (Earl, n.d.) with the theory-to-practice framework of Appreciative Advising (Bloom, Hutson, & He, 2008) to aid students in designing a plan for academic success. This paper describes an approach that can be adapted and implemented by student support professionals at any institution.

Session ID: 87
Paper 11:00 am - 11:50 am

Developing Non-Cognitive Skills With Students on Academic Probation: A Strengths-Based Approach
Room: Pensacola
Intermediate Level
Authors: Amanda Phillips, The University of North Carolina at Greensboro *
        Kala Taylor, The University of North Carolina at Greensboro *

Abstract – StrengthsQuest is a curriculum that is based on fifty years of research in positive psychology, the study of what is right with people. Research provides evidence that successful
people focused on their strengths rather than perceived weaknesses. Research illustrates a positive connection between one’s knowledge of their strengths, hope and confidence. The Academic Connections in Education (ACE) program at The University of North Carolina at Greensboro (UNCG) has implemented Strengths Based Learning (SBL) into their curriculum for three semesters. This year UNCG received a grant from the UNC General Administration funded by the Bill and Melinda Gates Foundation to continue the work and hold a formal study of the effects of strengths-based education on a set of students measuring the students’ hope, confidence, and GPA/retention. Hope and Confidence scales provided to the intervention group will be compared with those of the control group while retention rates will be monitored throughout the program and beyond. This paper will focus on the outcomes of SBL over three semesters and specifically the data from the study. The paper will evaluate using SBL as a way to build non-cognitive skills with students on academic probation.

Session ID: 145
Vendor Presentation 11:00 am - 11:50 am

Effective Student Success Strategies and Tactics: A Case Study With Florida Southern College

Room: Tampa Bay 3

Authors: Shari Szabo, Florida Southern College *
Meghan Turjanica, Jenzabar, Inc.*

Abstract – Florida Southern College started small, has made an impact, and is growing their student success program. There are many different factors that could influence the success of a student at your institution. Florida Southern, like so many other institutions, has a goal of increasing the number of students who persist to graduation. And, in the process, increase the success of more students in achieving their personal educational goals. Shari Szabo, Associate Dean of Student Success, at Florida Southern College will share what has been successful in their pursuit of increasing student retention on campus. She will share the keys to their success in getting to know students better, identifying at-risk students, and centralizing concern management and intervention processes. 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. In addition, Shari will discuss the next steps in their roadmap to growing their student success program. Join us for an interactive discussion on many important aspects of building and maintaining a successful student retention program.
Mandatory Supplemental Instruction in Developmental Mathematics and Calculus: A Program to Promote Student Success in all Levels of Mathematics

Room: Florida Bay 1
Intermediate Level

Authors: James Yard, Delaware Valley University *
         Bashar W. Hanna, Delaware Valley University *

Abstract – Introductory courses in mathematics pose significant challenges to many freshmen and often become critical barriers to student success and persistence, particularly in science and science-related majors. Supplemental Instruction (SI), a model of peer-facilitated collaborative learning first developed at the University of Missouri-Kansas City, has a well-documented history of success in improving student performance in high-risk courses such as these, but it also has one significant drawback: it is voluntary. By leaving the decision to participate to the discretion of individual students, SI only reaches a fraction of those who could benefit from it, significantly limiting the program’s impact. In an effort to broaden the impact of SI by requiring participation, Delaware Valley University initiated a program of mandatory Supplemental Instruction in Calculus beginning in the fall semester of 2012. Building on its initial success, the program was expanded in 2013 to include a developmental mathematics course, Fundamentals of Algebra. This paper describes the process of implementing mandatory SI at different levels of the mathematics curriculum and evaluates its effectiveness over the first three years of its implementation.

Seamless Solutions for Student Success and Satisfaction

Room: Florida Bay 2

Author: Ed Clougherty, Copley Retention *

Abstract – Attendees will learn how an end-to-end solution has been deployed at Colleges and Universities to quickly identify student falter and provide automated intervention for timely remediation of real time risks, while simultaneously engaging students on a collaborative social network with proven proactive practices. Integrating data from formerly disparate information and management systems creates enhanced early alerts anchored with a case management tool that tracks the efficacy of support interventions and allows staff and faculty to work together to achieve positive student outcomes. After the presentation advisors, administrators and faculty will better understand how to proactively assess and guide potentially at-risk students with a flexible predictive modelling engine, non-cognitive pulse/surveys and enhanced social media capabilities which are accessible from any computer or mobile device.
Session ID: 62
Tutorial I 11:00 am - 11:50 am

Student Success: Making Cents of the Investment
Room: Tampa Bay 1&2
Intermediate Level

Authors: Jon Tysse, Lewis and Clark Community College *
Dennis Krieb, Lewis and Clark Community College *

Abstract – These are interesting times for community colleges in Illinois. The confluence of proposed state-level funding reductions and dwindling enrollments has generated a sense of urgency upon retention efforts. Among these efforts at Lewis & Clark Community College has been to quantifiably measure the impact of retention within the context of student integration theory – specifically, academic integration offered through tutoring. Since 2013 Lewis & Clark has systematically collected data at its tutoring centers relating to frequency of visits for individual students. Tutoring data is sent to the institution’s Student Information System (SIS), Ellucian’s Colleague, on a daily basis and stored in a data warehouse provided by Blackboard Analytics. Through the Pyramid Analytics reporting tool, institutional researchers at Lewis & Clark are able to retrieve data related to retention and tutoring collected in the data warehouse – providing the capability to quantifiably measure the impact of tutoring upon retention. This session will explain the impacts for both students and the institution regarding academic tutoring. Additionally, the Information Services support needed to capture the impact of tutoring upon retention and the methodology used by Lewis & Clark to determine tutoring has generated over $500,000 in saved tuition revenue in two years.

Session ID: 128
Paper 11:00 am - 11:50 am

Twenty Years of First-Year Student Success: An Inventory of Strategies and Programs That Work
Room: Coral A
Intermediate Level

Authors: DeLaine Priest, University of Central Florida
Stefanie Gisler, University of Central Florida
Mariehth Ehasz, University of Central Florida *

Abstract – Over the past 20 years, first-year student retention rates at the University of Central Florida have increased steadily from 70% in 1994 to 87.5% in 2014. During the same time period, overall enrollment has more than doubled from 25,000 to almost 61,000. This paper describes strategies and programs that have been crucial drivers for the increase in retention as well as contributors to overall academic achievement in first-year students. Tutoring, academic advising, coaching, career readiness, and student engagement are among the strategies and programs that will be examined in this paper. Additionally, specific programs offered through offices such as the Office of Student Involvement, the Recreation and Wellness Center, and
Housing and Residence Life will be described. Both established as well as newly implemented programs, such as the Knight Watch initiative (“Murky Middle”), will be the foci of this paper.

**Lunch on Your Own** 11:50 am - 1:30 pm

Take a break and enjoy visiting with your colleagues over lunch. There are several hotel restaurant options available, plus some nearby choices as well. A list of local restaurants is available at the conference registration desk.

**Session ID: 151**
**Vendor Presentation** 1:30 pm - 2:20 pm

- **Achieving Impact Amid Complexity**
  
  Room: Pensacola
  
  Authors: Michelle Cohenour, Baylor University *
  Valerie McEvoy, Skyfactor *

  **Abstract** – The call to improve student completion resounds from every angle and promising practices abound from home-grown strategies to fully provided technology solutions. Changing demographics, greater market competition, growth among low-income families, emerging technologies, and finite resources - all add complexity to the thorny work of helping more students succeed. Though the factors associated with student success and completion are complex, impactful practices are largely simple. Regardless of organizational type, improving outcome requires focus beyond the "what" and "how"; it necessitates a clear and compelling "why" and "who". This session explores the complexities of student success and provides clear, galvanizing strategies for growing the rate of student completion.

**Session ID: 130**
**Paper** 1:30 pm - 2:20 pm

- **Big Universities Can't Obtain Quick Student Success Results ... Or Can They?**
  
  Room: Caribbean AB
  Intermediate Level
  
  Authors: Richard D. Sluder, Middle Tennessee State University *
  Vincent Windrow, Middle Tennessee State University *

  **Abstract** – A common myth is that large universities lack the ability to move quickly to obtain student success results. The authors present a case study at Middle Tennessee State University (MTSU) where a well-defined set of strategic initiatives produced substantial increases in student persistence in their first semester of implementation and tracking. The strategic initiatives included: advising enhancements, employing more staff and applying predictive analytics, investing in tutoring, applying a data-informed course redesign initiative, and implementing of a
communication system with performance metrics. Following the first semester of full implementation, MTSU’s fall-to-spring persistence rates increased 2.5 percentage points for freshmen, 4.1 points for transfers, and 2 points for sophomores. This amounted to 413 additional undergraduate students persisting. The authors discuss implementation of these strategic initiatives that involved fully engaged leadership and a campus-wide collaborative effort.

Session ID: 140  
Presentation 1:30 pm - 2:20 pm  

CSRDE – Data to Support Student Success  
Room: Tampa Bay 1&2  
Introductory Level  

Authors: Sandra Whalen, The University of Oklahoma, CSRDE *  
Lisa Moore, The University of Oklahoma  
Jane Zeff, William Paterson University *  
Philip Garcia, California State 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 annual National Symposium on Student Retention, hosting our monthly webinar series, and 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.

Session ID: 35  
Paper 1:30 pm - 2:20 pm  

Get Out of the Clouds: Using Data to Make Practical Decisions About Resources and Initiatives  
Room: Coral B  
Intermediate Level  

Author: Agnes Hooper Gottlieb, Seton Hall University *  

Abstract – This paper describes how Seton Hall University’s Division of Student Services has created a practical decision-making system that is fueled by analysis of the university’s data with special attention focused on outcomes. In the past three years we have shifted emphasis from first-year retention to college completion and created a series of special initiatives in response to what our data were telling us. In addition to traditional retention data, we have analyzed individual gateway courses, year-to-year success and student satisfaction. As a result, we increased the offerings of our tutoring center, launched a Supplemental Instruction project, created a Sophomore Center and a Transfer Student Center, increased communication to upperclassmen, and initiated a customer-service policy. Seton Hall University draws data from an
early-warning system, our administrative system, student surveys, course evaluations, historical
course outcomes and national survey instruments such as the National Survey of Student
Engagement. When we shifted our attention from retention to Completion, we also formed an
executive committee that meets informally every week to discuss data and brainstorm action
items to effect change.

Session ID: 49
Paper 1:30 pm - 2:20 pm
Promoting Male College Students’ Short- and Long-Term Academic Achievement
Room: Tampa Bay 3
Introductory Level
Authors: Angela L. Vaughan, University of Northern Colorado *
Nicole M. Swanson, University of Northern Colorado
Brett D. Wilkinson, University of Northern Colorado

Abstract – Research has revealed a gender gap where male students have higher rates of
academic difficulties and lower college enrollment and graduation rates as compared to females.
This study measured the relationship of male student (including first-generation and minority
students) participation in a first-year seminar (FYS) and their first-term GPA and first-year
persistence for two cohorts (N = 828 and 683) and third-year persistence for one cohort. There
were significant differences in first-term GPA for all male student participants in both cohorts as
well as differences for each subgroup as compared to non-participants. These differences were as
high as 0.7 grade points (on 4-point scale). Additionally, there were significant differences in
first- and third-year persistence for each of the cohorts and subgroups analyzed. There were
strong statistical findings where the range of differences in persistence between all male
participants and non-participants were as large as almost 25% (third-year persistence). For male
minority students, this difference increased to 34%. The study presents strong evidence for a
three-credit, academic-based FYS to promote higher male student achievement over both the
short- and long-term.

Session ID: 152
Vendor Presentation 1:30 pm - 2:20 pm
Retention Begins in Recruitment and Ends With Successful Alumni
Room: Florida Bay 2
Author: Patrick Kelly, TargetX *

Abstract – With over half of students at public institutions not completing their degrees in six
years, let alone four, higher ed has a true crisis on its hands. We believe that student success starts
with prospective students and ends with successful alumni -- and this takes a campuswide effort.
Join Patrick Kelly, TargetX’s VP of Implementation Services for this exciting session and learn
how you can leverage technology to find students that are right for your college -- and how to
work together as a campus to retain these students. He'll share best practices for streamlining your application process and effectively communicating with prospective students as well as how you can leverage technology to track student data, set university-wide goals for student retention and connect the people who interact with students on a daily basis – resulting in a streamlined effort for student retention.

Session ID: 59  
1:30 pm - 2:20 pm

**Sound the Alarm: Designing an Early Alert System for First-Year Students at a Small, Private, Four-Year, Residential, Liberal Arts College**

Room: Florida Bay 3  
Intermediate Level  

Author: Tracey Childs, *The University of South Alabama* *

**Abstract** – When institutions fail to retain students, the financial impact is negative—budget shortfalls ensue, and small institutions become vulnerable to closing. In addition to financial implications for institutions, there are also consequences for students who do not persist. Federal Reserve researchers Jaison Abel and Richard Deitz found the gap between college graduates and those who did not earn a college degree is wider now than in years past because, while wages for college graduates have not increased, the earnings for those without a degree continue to fall (2014). Research has shown that early warnings and interventions help students (Beck & Davidson, 2001; Chandler & Potter, 2012; Faulconer et al., 2013; Kolencvic et al., 2013; Lorenzetti, 2009; Ramsburg, 2007). Positive results, including increased retention rates (Lorenzetti, 2009), are associated with early alert systems. The author explains the process by which a small, four-year, residential, liberal arts college adopted and implemented an holistic early alert system aimed to increase first to second year retention. The process included adopting a theoretical framework, engaging stakeholders, designing an early alert system, restructuring staff responsibilities, and piloting and implementing a system. Conference attendees will gain tips on how to implement similar systems at their own institutions.

Session ID: 13  
1:30 pm - 2:20 pm

**Utilizing Institutional Data to Design a College-Wide Retention Program**

Room: Coral A  
Intermediate Level  

Authors: Scott Mertes, *Mid Michigan Community College* *  
Mike Jankoviak, *Mid Michigan Community College* *

**Abstract** – Retention is a complex issue of great importance. Several retention models have been developed to help explain this phenomenon. The most studied of these models is Tinto’s (1987)
interactionalist model. However, this model has produced inconsistent results when applied to community colleges. Research attempting to validate this model at the institution under review have also produced inconsistent results. Because of the varying results, several national researchers have attempted to identify predictor variables using statistical analysis. However, because community colleges by their very nature are so heterogeneous, variables that appear to impact retention at one particular community college may not impact retention at another. Attempts to identify predictor variables at the institution under review failed to identify variables that explained a significant amount of variance. As a result, the college took a different direction to study the issue. Utilizing Academic Quality Improvement Program (AQIP) tools, a group of college stakeholders identified potential barriers to student retention. From this, quantitative (survey) and qualitative (open-ended questions) methods were utilized to gather information from the students themselves to gain a more in-depth understanding of retention from the students’ point of view. A campus-wide retention plan was then developed to address the variables identified. At present, the model hasn’t been fully implemented. As such, there are no available data on the impact of the interventions discussed above. The focus of this paper and presentation is on the data gathering process.

Session ID: 37
Two-Part Tutorial  1:30 pm - 3:25 pm

Promoting Adult Learner Success With Adapted High Impact Practices

Room: Florida Bay 1
Intermediate Level

Author: Marguerite Weber, Cabrini College *

Abstract – “High Impact Practices” contribute strongly to student success, especially for historically underserved students. Outcomes associated with HIPs include deep learning and self-reported gains in general, personal, and practical knowledge and with increasing students’ perceptions of level of academic challenge, active and collaborative learning, student-faculty interaction, and supportive campus environment (Kuh, 2008). But adult learners, especially part-time students, may not have access to these experiences or may feel alienated from learning environments designed to promote cognitive development in traditionally-aged students. Participants will compare outcomes associated with HIPs for traditional students and those of adapted HIPs and will learn how to adapt adult learning programs, services, and pedagogies to capture these outcomes and assess their impact on adult retention and success. Then, they will learn about faculty development, course redesign, and aligning co-curricular activities to sustain the change.
A Predictive Model of Canadian College Student Retention

Room: Florida Bay 3
Intermediate Level

Authors: Morgan Blair, Medicine Hat College *
Peggy Patterson, The University of Calgary

Abstract – A gap exists in the research literature on the predictors of retention at Canadian community colleges. To examine retention among Canadian college students, data was sourced from two colleges in Western Canada. Astin’s input-environment-output model was used to frame the research. Multivariable logistic regression was used to develop predictive models of college student retention. Retention was examined among the sample as a whole, among each college separately, and among each credential type. Despite vast demographic differences between the samples of students attending the two colleges, the retention rate did not differ by institution. However, significant differences were observed by credential type. The predictors of retention were similar for students attending each college. The overall results indicate that retention was most strongly predicted by full-time credit load and having a GPA above the 50th percentile. The results suggest that the dynamics of retention may be unique to each credential type. The results show that environmental variables were the main predictors of retention. The results can be used to inform policy and practice at Canadian colleges, thereby helping to guide allocation of resources towards strategies that may produce the greatest return on investment in terms of improved retention.

Academic Connections in Education: Supporting Students Recovering From Academic Suspension

Room: Coral B
Intermediate Level

Authors: Amanda Phillips, The University of North Carolina at Greensboro *
Dana F. Saunders, The University of North Carolina at Greensboro
Ashley Bowman-Green, The University of North Carolina at Greensboro
Gabriel O. Bermea, The University of Texas Rio Grande Valley *

Abstract – Academic Connections in Education (ACE) is a Noel-Levitz award winning program that supports students returning to The University of North Carolina at Greensboro (UNCG) after academic suspension or with an approved academic suspension appeal. The program focuses on guiding students in creating positive and lasting connections with faculty, staff, and resources at UNCG. The program provides students a safe and collaborative environment to explore the emotions of being suspended, define their personal success, and create goals for a successful future. Retention data from 2010 to present shows retention rates (after one year) increased 10%
(and continues to rise) for students when they participated in the program their first semester after returning from suspension. This paper will provide information about student demographics, retention rates, and programmatic practices that have helped make ACE a successful program for retaining students after academic suspension.

Session ID: 50
Paper

Assessing First Year Seminar Participation, Academic Engagement and Self-Efficacy, and College Student Achievement

Room: Caribbean AB
Intermediate Level

Authors: Angela L. Vaughan, University of Northern Colorado *
Brett D. Wilkinson, University of Northern Colorado
Nicole M. Swanson, University of Northern Colorado

Abstract – This study measured the relationship of college engagement, academic self-efficacy, and student achievement with students’ performance in their first-year seminar (FYS). Participants were enrolled in a three-credit, academic-based FYS (n = 208). Entering high school engagement and index score (i.e., entering composite score of high school GPA and college entrance exams) were used as controls in the analyses. Further analyses examined whether differences existed within these variables for different student at-risk subgroups (i.e., male, first-generation, and minority students) as well as potential changes between entering high school engagement score and college engagement score after one semester. The results showed that students’ performance in their FYS was significantly related to college engagement (model accounting for almost 20% of the variance), academic self-efficacy (as a single variable, accounting for 16% of the variance), and spring credit loads for all students. Additionally, there was a significant positive change in engagement from high school to college for all students.

Session ID: 144
Vendor Presentation

Empowering Professionals With Data Driven Identification of Student Care Opportunities

Room: Tampa Bay 3

Authors: Matthew Boisvert, Pharos Resources *
Michael Lewis, Pharos Resources *

Abstract – If human resources were unlimited we would not need to identify and focus on only those students with heightened risk factors. Obviously, this is not the situation in higher education. Actionable data uncovers students that are likely to need support. Here are three levels of actionable data that will help identify and prioritize the students who will benefit from a timely and targeted intervention. These three levels build upon one another and will ultimately lead to a student care team that is able to predict and employ effective interventions that can ensure a
student’s success. First level: Walk before you can run. Start by knowing which groups persist and which do not at your institution. While this information is seldom surprising to anyone on campus it is important to verify what is usually suspected. Second level: Go for a jog. Now that you know how to describe those students who persist at or below average rates for your institution you can combine those three to five attributes to make some basic predictions. Third level: Run! At this point you may build highly accurate predictive models to stratify the population and assign specific risk values.

Session ID: 139
Paper 2:35 pm - 3:25 pm

Looking at the Success of Community College Transfer Cohorts With CSRDE Data: An Exploratory Analysis

Room: Tampa Bay 1&2
Intermediate Level

Authors: Gerald McLaughlin, DePaul University *
Richard Howard, University of Minnesota *
Josetta McLaughlin, Roosevelt University *
Blake Cannon, Phillips Community College of the University of Arkansas *

Abstract – Graduation and retention rates for institutions have been viewed as proxies for institutional performance measures, both in the consumers’ decision process of where to attend and in the governmental agencies’ discussion of what to fund. Institutions view their performance on these measures as levers for rankings and as material for their branding statements. Almost all graduation and retention rates are based on the Integrated Postsecondary Education Data System (IPEDS) Cohort of First-time Full-time degree seeking students. This cohort is fine for some purposes but is totally flawed for other purposes. The Consortium for Student Retention Data Exchange (CSRDE) at the University of Oklahoma responded to this problem by starting a data exchange based on transfers who enrolled in a 4 year institution from a community college. This exchange has multiple years of data for 117 senior institutions who have reported 8 years of outcomes for their transfer cohorts. This research looks at the potential for using these data in ways similar to the use of the IPEDS cohort. The analyses include a set of about 40 additional IPEDS data. Results indicate that the data have extremely good properties with respect to trends, correlations, and regression analyses. Next steps are discussed. Specifics of the cohort and the data sharing are provided in the Appendices.
Session ID: 176
Presentation 2:35 pm - 3:25 pm

The Freshman Diversity Experience: Implementing New Diversity Curriculum Into Existing Programs

Room: Pensacola
Introductory Level

Author: Kathleen Wong(Lau), The University of Oklahoma *

Abstract – This summer, the University of Oklahoma implemented a new diversity experience for new students. The extended orientation camp and the first year seminar course were chosen as two primary delivery mechanisms for this curriculum. Find out how the university implemented this curriculum, used theoretically based assessment measures for attitudinal change, cognitive framing and social action. Learn about the obstacles they overcame, and lessons they learned.

Session ID: 75
Paper 2:35 pm - 3:25 pm

Third-Semester Retention Success: Lehman College’s Freshman Year Initiative Program

Room: Coral A
Intermediate Level

Authors: Steven Wyckoff, Lehman College – CUNY *
Zena Jamaa Bough, Lehman College – CUNY *

Abstract – One of the major retention initiatives at Lehman College, for over two decades, is its Freshman Year Initiative program (FYI). Lehman’s third-semester persistence rates reached 81.8% for the 2011 freshman cohort, 82.1% for 2012, and 83.4% for 2013. With the national retention average of 64.2% for four-year public institutions (ACT, 2014), Lehman’s FYI program, which has won national recognition, would be happy to share its best practices. FYI is built on a learning community cohort structure aimed at comprehensive intervention in the academic experience of freshmen. Strategies focus on all aspects of the student’s experience, embracing academic, social, and humanistic concerns. The learning communities are based on curricular integration of linked courses, resulting in an interdisciplinary approach to first-year studies. The program initiates faculty dialogue and development, and builds awareness of the critical importance of integrating first-year students into the college community. The learning communities that emerge help to foster greater intellectual connections between students and their faculty, and between disciplines. Collaborative instructional strategies require students to take an active role in their own learning. The discernible connectedness in the academic experience links them as connected learners. Simultaneous engagement with learning for students and faculty underlies learning community rationale.
Tuesday, 11/3/2015

Session ID: 137
Vendor Presentation 2:35 pm - 3:25 pm

Why Students Stay: Leveraging Institutional Strengths to Support Students
Room: Florida Bay 2
Author: Joretta Nelson, Credo *

Abstract – While postsecondary institutions invest significant effort and resources in understanding why students leave, a more important question but often ignored question is why students choose to stay. The Why Students Stay® (WSS) initiative studied seven higher education institutions to uncover the institutional strengths and practices that led students to stay at their institution. Students described six areas that made a difference: academic integration, social integration, support for identity development, physical and residential spaces that promoted community, individual support from faculty and staff, and the belief that their education was a good value. However, how students experienced these six areas varied significantly across schools, suggesting that institutions—like students—have specific strengths that should be explored. In this presentation, we will introduce WSS, engage participants in using the WSS instrument, and discuss implementing the WSS study on their own campus. After attending the session, the participants will be able to 1) understand factors that impact students' decisions to remain in their academic institution; 2) practice and use of assessment items to explore student, faculty, staff, and institutional strengths; and 3) explore ways to use the Why Students Stay instrument on their campuses.

Ice Cream Social and Exhibitor Visits 3:25 pm - 4:00 pm Florida Bay Lobby

Join us for the ice cream social and an opportunity to visit with our exhibitors. If you haven't already done so, be sure to take your Exhibitor Activity form to each table, visit with the representatives, and have them stamp your form. After the form is complete, turn it in at the conference registration desk and you will be entered to win one of the excellent prizes donated by several of the vendors. The drawing will take place during the Wednesday luncheon, and you must be present to win. Prizes and donors include: $200 Amazon gift card (Copley Retention); $100 Amazon gift card (AspirEDU, Inc.); FitBit (Skyfactor); and $50 Starbucks gift card (Pink Leopard Software).

Session ID: 149
Vendor Presentation 4:00 pm - 4:50 pm

Beyond Early Alerts: Using Personalized Data to Facilitate Student Success
Room: Florida Bay 2
Author: Ryan O'Connell, CampusLabs *
Abstract – To create effective strategies for improving student retention rates and overall success, leaders in higher education need information that anticipates the potential barriers. Yet all too often, this knowledge seems elusive. Even when administrators have information about individual students, the challenge becomes knowing which programmatic interventions will be the most effective. Imagine harnessing the power of variable student data to create anticipatory tools for a more efficient intervention approach. These tools would utilize predictive data to enable students and advisors to forge highly targeted strategies for success. This presentation will help institutions understand how to connect all of the academic and demographic information within the data-rich ecosystem of their campuses. The presenter will discuss the use of automated, personalized signals tied to a student’s intellectual and emotional behavior. The goal is a “smart” system that not only diagnoses and predicts the factors affecting individual success, but also prescribes constructive solutions long before an early alert is needed. After this session, attendees should be able to understand the non-cognitive factors that influence success; appreciate student data from a holistic perspective; apply the concept behind “the Internet of things”—the ability of everyday, connected technologies to anticipate human needs—to new approaches to student retention.

Session ID: 2
Paper 4:00 pm - 4:50 pm

Changing the Culture: Using Risk/Need Principles to Move Student Retention Practice From Passive-Reactive to Strategic Intervention

Room: Caribbean AB
Intermediate Level

Author: Peter R. Jones, Temple University *

Abstract – Retention based risk-need-responsivity principles enhance the strategic focus of institutional policies and practices. They help identify who receives attention (highest risk), what interventions to employ (matched to need) and when the interventions should be implemented. Temple University is moving from a mostly passive-reactive model of student support to more proactive interventions utilizing risk-needs-responsivity principles to improve student retention. Risk models are empirically derived using institution specific data. Models are developed for different stages of an undergraduate career and are revised annually. The specific predictors vary by type of student and stage of academic career. The variety of risk factors support the belief that risk-needs based interventions should not be generic, one size fits all approaches. They should respond to the specific risk profile of students and the different demands of their school/college. Appropriate and adequate institutional resources are essential to successful intervention – particularly academic advising, student support programs and financial aid. This paper describes the theoretical, quantitative and practical development of Temple’s risk based retention program and discusses current plans for continued enhancement. Though retention data lag interventions by a few years the early evidence at Temple is positive – with improvements in both retention and graduation rates.
Establishing Administrative Functions That Support Student Persistence and Completion Initiatives Throughout the Student Lifecycle

Room: Florida Bay 1
Intermediate Level

Author: Nathan Miller, Columbia College of Missouri *

Abstract – Student retention is an important systemic, institutional, and student concern, and dialogue on the topic has gained prominence in the postsecondary education discourse (Miller, 2014). In response, colleges and universities are working to improve student success through programs housed in multiple organizational divisions such as Academic Affairs, Student Affairs, and Enrollment Management. In order to develop a campus-wide and longitudinal student success plan, administrative functions must be in place to accommodate the design, implementation, and evaluation of programs across institutional silos. Cross-institutional coordination of these activities will aid in the creation of persistence and completion initiatives that provide support throughout the student lifecycle. This report outlines administrative functions that will serve as catalysts for these types of student persistence and completion programs. Four administrative areas are discussed: analytics and data management, administrative procedures and policies, academic policies and environment, and access to and expansion of student services. Examples of cross-institutional activities in these areas are included, and results on program design, implementation, and evaluation are addressed.

Moving From STEM Readiness to STEM Success: The Role of Student and Institutional Effects

Room: Tampa Bay 1&2
Intermediate Level

Authors: Justine Radunzel, ACT, Inc. *
Krista Mattern, ACT, Inc.
Paul Westrick, ACT, Inc.
Aaron Witherspoon, University of Dayton *
Rebekah Lawhorn, University of Dayton *
Susan Sexton, University of Dayton *

Abstract – Research clearly suggests that students who are better prepared academically in mathematics and science (as measured by standardized test scores) generally have greater chances of persisting and completing a degree in STEM (Science, Technology, Engineering, Mathematics)-related fields. Yet, a number of high-scoring students do not complete a degree in STEM, while some low-scoring students are able to do so. What can we learn about STEM readiness from these students? This session addresses this question using data for approximately
30,000 STEM majors from nearly 50 postsecondary institutions by comparing degree profiles between low- and high-scoring students in relation to other student characteristics. Study findings illustrate the multidimensional nature of STEM readiness that includes academic preparedness, vocational interests, and other non-cognitive characteristics. Moreover, we find substantial variation in STEM success rates across institutions even among similar ability students. These latter results allude to the contributions that institutional effects have on STEM success beyond student readiness. The University of Dayton, one of the partnering institutions with higher success rates, will share what they are doing to promote student success in STEM through their various academic and advising supports, Discover Science programs, and STEM Summer Bridge programs.

Session ID: 63
Paper 4:00 pm - 4:50 pm

Re-Framing Business Education: Spontaneity, Functional Teaching and Divergent Thinking in the Creative Agency Classroom

Room: Tampa Bay 3
Intermediate Level

Authors: Jebediah Gorham, Southern Vermont College *
Stacey Hills, Southern Vermont College

Abstract – According to the Association to Advance Collegiate Schools of Business (AACSB), an undergraduate business education is the conduit by which students learn concepts and build skills for future academic work or careers. However, AACSB structure can be cognitively limiting for some institutions, resulting in greater focus on achievement outcomes than development of abstract behavioral results, such as divergent thinking. We describe divergent thinking as thought processing targeted at generating creative ideas through the exploration of a multitude of potential solutions. Our uniquely integrated cross-course experiences offer student-centered learning, self-directed teamwork, community partnerships and risk-taking that best develop students and create the optimum experience. The current longitudinal study focuses on the collection of both quantitative and qualitative evidence related to our pedagogy and the student experience. The purpose of this work is to share our results and gather feedback so we can continue to refine and test our evolving business education model. Results from our first two years of study indicate that students perceive our classroom strategies as effective and a contributing factor to their retention at the college and in their degree program. We hope to support the re-framing of business education and share best practices as we learn more about the impact of our work.
Session ID: 92
Paper 4:00 pm - 4:50 pm

Retention Radar: Utilizing Institutional Effectiveness and Assessment Loops to Promote Student Success

Room: Coral B
Intermediate Level

Authors: Ashlee Spannagel, Frontier Community College *
Cynthia Howell, Capella University *
Barbara Keener, Capella University *

Abstract – Measuring student learning outcomes and utilizing the resulting data to plan and improve student performance continues to be a major challenge to institutions focused on student retention. Current national enrollment trends point to the increasing number of first-time-in-college students enrolling at community and technical colleges who have an unrealistic confidence regarding their true academic abilities (Lowery, 2004). Ongoing retention and persistence research emphasizes the importance of the assessment of student learning outcomes for first-time-in-college students. This presentation/publication will review and analyze the first phase of a community college-based study that addresses the needs of first-time-in-college students through aligned interventions and outcomes measurement. The presenters examine the study's first phase in order to determine effective assessment processes. The study's central goal is to determine key indicators of student achievement of the intended learning outcomes. The study's first phase offers a primary platform on which to build viable assessments and dependable outcomes measurements. The presenters will engage participants in a discussion on strategies for assessment, corresponding intervention enhancements, and subsequent student success.

Session ID: 77
Paper 4:00 pm - 4:50 pm

Streamlining Retention and Increased Successes: A Case Study of Adrian College

Room: Florida Bay 3
Intermediate Level

Authors: Agnes I. Caldwell, Adrian College *
Bridgette Winslow, Adrian College *

Abstract – Two years of declining retention rates at Adrian College resulted in a comprehensive study of attrition. The analysis showed five areas of concern: late depositors, at-risk incoming students, male athletes in basketball and football, out-of-state students, and African American males. An intentional re-structuring of programs and initiatives resulted in significantly higher retention rates in many of these areas of concern including: the at-risk program (56-96%), football retention (33% to 78%), basketball retention (36% to 95%) during fall 2014. This session will share program improvements based on organization and culture theory applied to academic and non-academic programming with a checklist to guide future cross-division planning.
The “Exploration Plan” Version 2.0 Based on Four Years of Progress

Room: Coral A
Intermediate Level

Authors: Jeffrey L. Pellegrino, Kent State University
Jon Steven Antalvari, Jr., Kent State University *
Kristin Bechter, Kent State University *

Abstract – In 2010, Kent State University implemented a policy that required students to declare a major by the time they earned 45 credit hours. Then in 2011 Kent State University implemented the “Exploratory Plan” to enrich the experience of their undecided students to support their major declaration decision. This study assessed the original six components through multiple inputs from students, institutional research, and professional practices. This assessment combined with the current culture of career readiness, increasing student debt, and best practices for student success suggests a need for stronger connection between purposeful actions by staff, learning outcomes by the student, expanded sources of support and through a behavioral model. The Transtheoretical Model is used in v.2 to aid in framing the Exploratory Plan and to assess it in the future. From having quality data on the outcomes of the first version and an understanding of the current and future context in which it exists today and tomorrow, we recommend components and their organization for v.2 of the Plan.

To end your day, join one of our Birds of a Feather sessions for informal dialogue and networking. Choose a specific topic area and meet with colleagues who have similar interests. Afterwards, you may wish to continue the conversation with your colleagues at dinner.

Session ID: 180
Academic Advising and Retention
Room: Coral B
Moderator: Kathleen Shea Smith, The University of Oklahoma *

Session ID: 178
Best Practices in Two-Year Institutions
Room: Tampa Bay 1&2
Moderators: Carly Walters, Pasco-Hernando State College *
Bob Bade, Pasco-Hernando State College *
Tuesday, 11/3/2015

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Wednesday, 11/4/2015

Continental Breakfast  7:15 am - 8:30 am  Florida Bay Lobby

Poster Session  7:45 am - 9:00 am  Arctic Ballroom

The Poster Session will be presented in the Arctic Ballroom. This session provides a freeform way to interact with colleagues about student success efforts on their campuses. Posters submitted before 9:00 am on Tuesday will be judged throughout the day on Tuesday, and the winner of the Best Poster Award will be announced at the luncheon today.

Academic Advising at the University of Central Florida: A Shared Model for Student Success

Authors: DeLaine Priest, University of Central Florida
         Stephen O'Connell, University of Central Florida *

Abstract – Over 6,400 First Time in College (FTIC) and 8,000 transfer students transition to the University of Central Florida (UCF) each year. The university employs a centralized academic advising structure for the first year, offering FTIC students a central hub for their advising needs. Centralized advising has been found to positively impact GPA and student persistence. As FTIC students progress to their second year of enrollment, they transition into a shared academic advising structure receiving advising from both academic advising offices within each college and faculty advisors. Students who have selected a major are provided advising that is aligned with the requirements of their major, and they will continue to receive departmental advising until they graduate. Advisors employ appreciative, intrusive, developmental, and integrated advising strategies to address students’ concerns. Undeclared and students changing their major receive advising through the Sophomore and Second Year Center. Transfer and Transition Services offer pre-advising services for transfer students. The 2013-14 FTIC retention rate was 87.5%, which marks a 0.4% increase compared to the previous year, and the current most recent six-year FTIC graduation rate (69.7%) showed an increase of over 2% compared to the previous year.

Becoming SAGE: Learning From the Past and Retaining Student Athletes at a Rural, Primarily Two-Year Campus

Authors: Danielle Mitchell, Penn State Fayette Campus *
         Mary Budinsky, Penn State Fayette Campus *

Abstract – One of the many things that academic research has shown is that even exciting, progressive, and promising opportunities to help students can be sucked up into a vortex of futility created by campus politics, faculty resistance, and administrative micromanagement. Over time, the impact on employee morale and student retention can be devastating. Our small, rural,
primarily two-year campus lost over 30 percent of its athletes within several years, for instance, and the rate of academically ineligible players jumped from just over 5 percent to an average of 25 percent. Efforts to address the issue became increasingly hopeless as campus employees lost faith in their ability to effect purposeful change and student athletes became an even more at-risk population with virtually no coherent methods of support to address cognitive or non-cognitive variables impacting persistence. This poster will show how campus leaders tried to learn from past mistakes to develop a systemic program (SAGE—Student Athletes Graduate and Excel) to support the integration, cognitive development, satisfaction, and success of student athletes. Preliminary results will be drawn from the 2014-15 academic year, during which 36 percent of athletes were enrolled in the program, and will include references to Tinto, Bean, Pascarella and Terenzini.

Breaking Boundaries: A Comprehensive Model for Students in Academic Recovery

Authors: Gabriel Bermea, The University of Texas Rio Grande Valley *
Fat Combs, University of North Carolina at Greensboro
Ashley Green, University of North Carolina at Greensboro
Amanda Phillips, University of North Carolina at Greensboro *
Dana Saunders, University of North Carolina at Greensboro

Abstract – In fall 2014, the Students First Office (SFO) established and implemented a new comprehensive model for students in academic recovery. The new model addresses four distinct institutional levels of academic recovery – academic warning, academic probation, academic suspension, and academic dismissal – with five primary learning goals: 1. learners will understand the fundamental academic policies, procedures, and resources necessary for restoration of academic good standing, 2. learners will develop realistic goals and determine strategies for achieving goals, 3. learners will connect university policies and resources with individual circumstances to restore academic good standing, 4. learners will identify and engage with members of the university community who can support them in achieving their short and long term goals, and 5. learners will construct a plan for strategically utilizing resources and services to support their academic success. While traditional interventions for students in academic recovery reflects a deficit-driven approach, new interventions built on the significant learning philosophy and model have tremendous potential for students in academic recovery. Preliminary programmatic data at all levels of academic recovery indicates impact resulting in an elevation in cumulative GPA, increased academic recovery program completion, gains in continued enrollment, and greater connections to campus resources.

Does Faculty Classroom Technique Have a Significant Impact on Retention?

Authors: Nathan Dickmeyer, LaGuardia Community College-CUNY
Chunjuan Zhu, LaGuardia Community College-CUNY *
Abstract – A sister community college ranked faculty by their retention of students and had the top retainers teach their techniques to all faculty. Retention was improved. At LaGuardia Community College, we did not wish to proceed with this endeavor until we could prove that the contribution of individual faculty members toward retention was statistically significant. Too often faculty believe that the courses they teach or the students they attract, not their own techniques, lead to student disassociation with college. To gain faculty support thus required that we hold all other known retention-affecting variables constant, including student progress (e.g. GPA and credits earned) and behaviors (e.g., registering early, withdrawing from courses), and course characteristics (like level to which the course exceeded expectations of student retention). We found that the contribution toward student retention by faculty who retained students more than expected, using student and course variables as predictors of our expectation, was significant. At the poster session we will make our techniques available in a handout. We are now ready to proceed to the next stage of learning and teaching the techniques of high retention faculty to all faculty.

Empowering Female Students in Engineering Technology Majors

Author: Melanie Villatoro, New York City College of Technology *

Abstract – In spring 2015, the Department of Construction Management and Civil Engineering Technology (CMCE) at City Tech piloted a peer advisement program to increase retention and enrollment of female students in associate degree programs in engineering technology. The program offered peer advisement, internship preparation, and career seminars. Participation in the program provided a support network for females in the major and helped them develop personal and professional skills necessary to graduate with their AAS degree within two years and advance their career through full time employment in the industry or pursuing a bachelor’s degree in a related major. In order to implement the program activities, experienced students were hired as peer advisors and one student was hired as the program coordinator. The program was led by students, peers empowering peers, both first year students and experienced students benefit from participation in the program.

Every Student Success Story has a Beginning, Middle, and End: How to Motivate and Inspire Success Through a Case Management Approach to Advisement of Traditional and Non-Traditional At-Risk Students

Authors: Angela Taibi, Niagara County Community College *
Winifred Storms, Niagara County Community College *

Abstract – Are you looking for a new advisement model or to increase the retention of a specific population? Our case management approach has a proven record of student success and retention which will be supported by data, documentation, and student testimonials. Our caseload consists of developmental career and technical education majors whose academic placement test scores
fell below the school’s minimum requirements in writing, reading, and math. Those students are assigned to a program advisor by which their progress is coordinated, monitored and tracked throughout their time at NCCC. Because of this case management program, these students have an average persistence rate of 75% and an average retention rate of 55% - a 10% increase from NCCC’s average developmental student retention overall. Niagara County Community College is a state two-year institution offering more than 70 degree and certificate programs and is located in Sanborn, New York. Stop by our display and start writing your students’ success stories today! Benefits of visiting our display for attendees: first-hand accounts from the program’s advisors examples of students this advisement model has helped to achieve success; statistics of success rates for the program; and strategies for working with developmental and non-traditional students.

Implementation of Peer-Led Team Learning (PLTL) to Address Low Student Performance in General and Organic Chemistry and Psychology Statistics

Authors: Jahangir Emrani, North Carolina A&T State University *
Alvin Keyes, North Carolina A&T State University
Marion Franks, North Carolina A&T State University
Divi Venka Teswarlu, North Carolina A&T State University
Julius Harp, North Carolina A&T State University
Sayo Fakayode, North Carolina A&T State University
Tanya Pinder, North Carolina A&T State University

Abstract – A recent study at North Carolina A&T State University showed low conceptual and algorithmic general chemistry skills among STEM candidates. Poor performance in general chemistry related to the overall low student performance, low retention, and high DFW rates must be addressed. One nationally recognized best practice model to address such shortcomings is Peer-Led Team Learning (PLTL) or Workshop Chemistry originally offered by Project Kaleidoscope. PLTL as an active social learning vehicle provides a comfortable environment in which students are encouraged to express their ideas about a given problem. In PLTL sessions, groups of 6-8 students question, analyze, discuss, and debate problems and provide solutions in an informal atmosphere while mastering the underlying concepts. We have implemented the PLTL model in two general chemistry courses, one organic chemistry, and one psychology statistics course in spring of 2015. Results of our implementation of the PLTL model in these courses will be presented. In the poster presentation, each PLTL class will be compared with a traditionally taught control class. Standard tests will be used where possible as pre- and post-tests to measure the effect of the PLTL intervention. In the coming years, effect of the intervention on retention of students will also be explored.
Improving Student Success by Coordinating Support Services via an Early Alert System

Authors: Margot Edlin, Queensborough Community College-CUNY
        Elisabeth Lackner, Queensborough Community College-CUNY *
        Paul Marchese, Queensborough Community College-CUNY

Abstract – Since 2011, Queensborough Community College has worked to develop and grow the Student Support Network (SSN), initially developed to target a small group of students in STEM majors. Inherently an early alert system, it enabled timely and efficient communication between faculty, student support personnel, and students to address academic problems before it was too late. The project quickly grew in size and was implemented campus-wide in the academic year 2012-2013. This network was expanded again in fall 2013 using Starfish Retention Solutions software. Faculty participation and student outreach increased. Evidence suggests that combining Early Alert with tutoring most benefits students. Developmental course sections that participated in the Student Support Network had higher pass rates and lower withdrawal rates than those that did not. Institutional effectiveness found that the exit from remediation rates increased in recent terms for which the Student Support Network was in place, as did pass rates in gateway mathematics and freshmen composition courses.

Increasing Retention of STEM Majors Through SI and SLA

Authors: Steven DeRosa, Mercy College
        Anthony Canger, Mercy College *

Abstract – This paper describes the aggressive approach taken by Mercy College to address the high DFWI rate of students in gatekeeper STEM courses through the implementation of Supplemental Instruction (SI) and Structured Learning Assistance (SLA). A comparison of the persistence rate of SI and Non-SI participants during a spring 2014 pilot (84% as compared to 75%) demonstrated the positive impact of SI support in gatekeeper courses. As a result, the School of Natural Health and Sciences added mandatory weekly one hour recitations to the curriculum of both General Chemistry I and General Biology I. As the SI model had proven effective, it was posited that recitations could be conducted by peer leaders in a manner more akin to an SLA model in which students register for a course which includes additional group study hours as a requirement. This paper further discusses the rationale for the switch from a voluntary form of support to a mandatory intervention via the dramatic increase in student contact hours. SI and SLA proved to be cost effective and impactful as the DFWI rates prove.

Key Elements for Improving Graduate Student Retention

Author: Alexandra Kurepa, North Carolina A&T State University *
Abstract – A successful redesign of the graduate program in Applied Mathematics instituted in 2009-2010 at North Carolina A&T has significantly increased the country’s pool of minority Ph.D. candidates in Mathematics and the number of minority graduates entering STEM-field employment in government agencies, biostatistics and analytics teams, and in community colleges. This program focuses on three key areas that improve the chances of successful outcomes for graduate students: 1) theoretical and computational foundations, 2) research skills, and 3) the relevance of a student’s program of study to their career goals. We discuss initiatives and strategies designed to improve graduate student retention and graduation rates. We argue that the extra time and effort used to help build student theoretical and computation competence, and understand the true nature of research early on in their graduate study improves graduation, employment, and doctoral outcomes. In addition, we argue that reinforcing the relevance of various courses to individual student career goals improves retention. We find that extra effort and overlapping systems of advising and research mentoring in the transition period between undergraduate learning and the mastery of research skills are crucial to retention.

Mandatory Academic Success Workshop Improves Persistence in Probation Students

Authors: Elisabeth Scheiner, Queensborough Community College-CUNY *
Elisabeth Lackner, Queensborough Community College-CUNY *
Wenmey Ting, Queensborough Community College-CUNY *

Abstract – As part of its college-wide retention efforts, Queensborough Community College developed a mandatory Academic Success Workshop for students on academic probation, first implemented in spring 2014. Preliminary data show promising trends in persistence rates for this vulnerable student population. In spring 2013, the College restructured its academic advisement model for at-risk students and bridged the gaps between Academy Advisement, Admissions (Student Affairs Division), and Registrar (Academic Affairs). Working together in a Retention Management Team, staff developed an intervention to assist students on academic probation. The first cohort attended workshops in spring 2014. Their subsequent persistence and performance rates were monitored and compared to those of a control group for which the workshops were unavailable. Data has shown that workshop participation increased the persistence rate of lower performing students. The poster presentation will cover the development, implementation, and management of the workshop. Data collection, assessment methods, statistical analytics, and results of the comparative study will be shared. Related topics will include: 1) why a registrar-based workshop?; 2) student survey summary and program expansion; 3) evaluation of the effects of the workshop on the college persistence rates of attendees; and 4) possible expansions by linking to other interventions on campus such as early alert and intentional advising methods.
Peer Network Effects and Persistence in Pursuit of STEM Higher Education for Underrepresented Groups

Authors: Frieda McAlear, Level Playing Field Institute *
Alexis Martin, Level Playing Field Institute

Abstract – The Level Playing Field Institute offers a 3-year, 5-week summer residential Science, Technology, Engineering and Math (STEM) intervention program, SMASH Academy, which serves predominantly low-income underrepresented high school students of color across three university sites in California. Over the course of their participation, students live in a college dormitory for 15 weeks prior to high school graduation while attending academically rigorous STEM courses as well as college success and elective courses. To reduce social/psychological barriers to STEM persistence, students are exposed to culturally relevant pedagogies, diverse STEM role models, and activities examining issues of race, class, gender, inequity, and social justice within STEM. Longitudinal program evaluation demonstrates the impact of peer relationships developed within the program on persistence in pursuing STEM academic goals among program alumni at the post-secondary level. These findings will inform efforts to recruit, retain and support students from underrepresented backgrounds in STEM higher education programs as well as provide evidence for deepening cohort interactivity to foster STEM retention. This poster presentation aims to (1) highlight the program’s replicable components, (2) present higher education outcome data, and (3) examine the connection between persistence/retention in STEM and networks of peer cohorts among underrepresented students of color.

Predictive Analytics: Building a Graduation and Retention Predictive Model and Action Plan

Authors: Sherry Cox, University of Oklahoma *
Glenn Hansen, University of Oklahoma

Abstract – Increasing student retention and graduation rates is a top priority in higher education. Likewise, given the increasing teacher shortage, identifying strong candidates for Teacher Certification programs and graduating prepared future teachers is crucial. Early identification of at risk students for intervention programs or redirection into other degree paths can improve retention and graduation rates. Using predictive analytics provides a promising method in the quest to increase student success at the university and college level. Our predictive analytic model utilizes a machine learning algorithm, gradient boosted machine, to identify strong candidates for Teacher Certification programs as well as predicting graduation and program completion. The prediction model, built on historical data, is now being applied to current student populations as a retention and recruitment tool. Future directions include identification of proper content focus areas, awarding scholarships and other college resources and identification disposition and affective processes indicative of successful teacher.
Revising College Policies: Using Your RPG Committee to Influence Change
Author: Michael Butcher, College of Coastal Georgia *

Abstract – The retention, progression, and graduation committee at the College of Coastal Georgia was charged by the President to review all College policies to determine roadblocks that were hindering student success. This presentation will focus on Bolman and Deal's four frames (political, human resource, symbolic, and structural) as a foundation to this poster session to explain how the plan was developed, the successes, and the lessons learned. I will explain the strategic process that was implemented including feedback from the RPG committee, faculty, deans, faculty senate, registrar, the Vice President for Academic Affairs, and the President. The RPG committee presented recommendations for the following policies: withdrawals, incompletes, repeat courses, academic renewal, and early alert. This poster session will discuss updates on the progress of these recommendations and discuss future next steps and assessment.

SOS-Student Orientation Success: Do Orientation Courses for Doctoral Students Really Work?
Authors: Susan Adragna, Keiser University *
         Kelly Gatewood, Keiser University

Abstract – Students enroll in online doctoral programs for a variety of reasons; however, many do not persist in the first course of study. Numerous studies have addressed student readiness and persistence online at the undergrad online but few studies address retention in online doctoral level programs. The purpose of this quantitative study is to determine if there is a correlation between students who participate in online orientation courses and student persistence in Education Leadership and Instructional Technology and Design programs at a Level 6 University in South Florida. The independent variable is the asynchronous online orientation course and the dependent variable is doctoral student persistence in the first course of study. Additional independent variables for students include gender and minutes spent in the orientation course. Archived data for the Education Leadership and Instructional Technology and Design courses will include data from July 2014 through February 2015. The results of this study can guide the development of retention strategies for students who are at risk of academic failure and who might ultimately drop from online doctoral programs.

Student Attrition in the Arts and Sciences: An Examination of Department Websites
Authors: Casey Fagan, Saint Leo University *
         Daniel Duerr, Saint Leo University *
         William Hamilton, Saint Leo University
Abstract – What influences students’ decisions about selecting a major? Increasingly, applicants and students are asking the question, “What can I do with this major?” Department websites are often students’ first—and sometimes only—source of information about postgraduate pathways. Importantly, how a website demonstrates the value of the degree can influence student choices. To examine how academic fields communicate their value and utility to students, we conducted a content analysis of 150 department websites across three academic fields. At the descriptive level, our research identifies discernable patterns of the textual elements in department websites, by academic field. We found both inter- and intra-disciplinary differences in the quantity and quality of postgraduate-relevant information. In light of the declining number of majors in the arts and sciences, a comparative examination and analysis of the messages that department websites provide offers a useful approach to analyzing enrollment patterns. This poster session summarizes our preliminary findings and outlines our next phase of studying students’ perceptions of various postgraduate messages and their revealed preferences for academic majors.

Supporting Academically At-Risk Students With Mandatory Academic Coaching

Author: Becky Varian, Youngstown State University *

Abstract – Youngstown State University offers broad access to education through open admission for all Ohio high school graduates. Because of the open admission policy the student body of the University includes students with a wide variety of backgrounds and academic preparation. A substantial portion of the students belong to groups who, according to national statistics, have a lower probability of successfully completing a degree in a timely manner. To support the at-risk population, the University created a conditional admission policy in 2007 with a criterion of ACT below 17 and a high school GPA below 2.0. All students admitted conditionally were provided an academic coach for weekly academic support meetings. However, because these meetings were not mandatory, many students did not attend and retention was poor. In 2012, the policy was changed making the academic support meetings mandatory and retention was greatly improved. This poster presentation will demonstrate the importance of mandatory academic coaching on the retention rate of the academically at-risk population.

The Application of a Family Tree Model in Student Success and Retention

Author: Chun-Fang Kuo, Central Michigan University *

Abstract – A Family Tree provides continuous care and support for incoming students until they graduate. A Family Tree consists of students from each academic year (i.e. freshman, sophomore, junior, and senior) and a faculty member, who serves as the “parent.” Incoming freshmen join a Family Tree from their academic departments. New students are contacted before classes start. The Family Tree helps students immediately get support from their departments and helps incoming students quickly adjust to the new environment. “The Family” meets twice a semester to discuss the concerns and problems the students have. Prompt assistance, advising, mentoring,
and referrals are provided. "The Family" can also communicate with one another through e-mails or social media for support. Using this model helps students declare or change their majors sooner, enhance student retention, lower dropout rate, and increase graduation on time. The Family Tree model can be utilized by other academic and student services programs such as those for student teaching, student disability services, undecided students, international students, graduate students, first generation students, transfer students, English Language Institute, student-athletes, etc.

The Impact of Midterm Progress Reports on First- and Second-Year Student Success

Author: Debbie Pearson, Georgia Institute of Technology *

Abstract – Most students begin the semester with every intention to succeed. Even with these intentions, many students discover they are meeting neither course expectations nor their own goals for success—a discovery best made prior to midterm, when there is still time to recover or to withdraw from a class. At the Georgia Institute of Technology, an unsatisfactory midterm grade (U) provides an early alert for students in 1000- and 2000-level classes. We have implemented a multi-faceted intervention model for students earning midterm unsatisfactory grades, which includes required advising for first-year students with two or more U’s, discussions with first-year seminar instructors and housing staff, and a menu of optional student success services for all students with unsatisfactory midterm grades. We are observing a variety of outcomes: end-of-course grades for students with U’s, course withdrawal trends, courses with a disproportionate number of U’s, the extent to which students with U’s seek out optional success resources, and retention and graduation rates for students with midterm U’s. You are invited to view our model and outcomes at the poster session.

Using Latent Profile Analysis in Academic Retention Research: Potential Benefits and Application

Authors: Ryon McDermott, University of South Alabama *
      Nicole Carr, University of South Alabama *

Abstract – Researchers have made considerable advances in understanding college persistence using a variety of sophisticated statistical approaches. Structural equation modeling procedures, in particular, are becoming more common; however, the majority of investigations are variable-focused (i.e., examining the relationships between variables) rather than student-focused (i.e., examining the characteristics of specific groups of students). One student-focused analysis technique, Latent Profile Analysis (LPA), may have important implications for academic retention research. LPA is the structural equation equivalent to cluster analysis and can be used to identify homogenous subgroups within a large, heterogeneous sample. The present poster discusses the potential benefits of using LPA to identify discrete subgroups of students who may be differentially at risk for academic persistence problems. As an example, the present poster
presents the results of a LPA of key subscales of The College Persistence Questionnaire with a large sample of students attending a first-year experience class at a midsized Southeastern University (N = 877). Results suggested that three distinct subgroups with unique characteristics and levels of college persistence were the best fit to the data. Implications of the findings and the use of LPA for student success research and application will be discussed in the full poster.

**Using Simple Assessment as a Retention Tool**

*Authors: Carole Douglas, Lyon College *
*Andrew English, Lyon College *

**Abstract** – Listening to students can be a powerful retention tool for any institution. Seeing change based on those voices can be even more powerful. Lyon Listens is a short weekly electronic survey sent to all students at Lyon College, a small, private, liberal arts institution in Arkansas. The Lyon Listens program uses the American Association for Higher Education (AAHE) Principles of Good Practice for Assessing Student Learning as a guidepost for implementation. We will highlight the assessment cycle, from question development to “closing the loop” and reporting back to students, and discuss tips for navigating institutional politics. Finally, we will share qualitative and quantitative assessment data regarding the Lyon Listens program.

**Concurrent Sessions**

**Session ID: 19**

**Paper**  
9:15 am - 10:05 am

**Bridging Dual Endeavors: Student Success Strategies for Dual Credit Programs**

*Room: Coral B*  
*Introductory Level*

*Author: Kallan Williams, North Georgia Technical College *

**Abstract** – Dual credit students are often overlooked in student success initiatives. Postsecondary institutions frequently cluster these students’ academic and social needs with the general student body. Nonetheless, many institutions maintain distinct policies and procedures for this student type. Therefore, unique student success strategies are warranted. Notably, research often explores the benefits of participating in dual credit programs; few, however, address success strategies for current students. This paper accentuates the singularity of dual credit students, elaborates on integrating interventions with established processes, and offers examples of dynamic interventions. Dual credit programs, while rewarding, are high-risk endeavors. Students who fail or withdraw from courses may encounter delayed high school graduation, loss of financial aid, or a demoralizing college experience; all scenarios negatively impact future postsecondary pursuits. North Georgia Technical College (NGTC) assessed various aspects of dual credit students’
college experience. Although data initially portrayed excellent results, exhaustive assessment uncovered an underperforming group of students from one high school. These students exemplify the issues unearthed when appraising the entire dual credit population. Importantly, the paper is predicated on the understanding that interventions are circumfluous – continuous enhancement is required. Uncovering and prioritizing institutional deficiency propagated new strategies, which will be highlighted.

Session ID: 146
Vendor Presentation  9:15 am - 10:05 am

How Learning Analytics Informs Student Intervention for Student Success

Room: Tampa Bay 3
Author: Dan Barber, Unicon, Inc.*

Abstract – Impacting student success requires timely information and effective student engagement. This session will provide insight into the learning analytics environment to expose student needs and inform critical student intervention. Participants will also discover a free case management solution for student engagement, Student Success Plan, supported by an IPAS grant.

Session ID: 91
Paper  9:15 am - 10:05 am

Integrating Grit Into Composition: Consonance in the Curriculum

Room: Florida Bay 3
Intermediate Level

Authors: Lynn Briggs, Eastern Washington University *
Justin Young, Eastern Washington University
Jon Hammermeister, Eastern Washington University
Tracey McHenry, Eastern Washington University *
Courtney Flynn, Eastern Washington University
Emily Messina, Eastern Washington University

Abstract – This presentation emerges from a long-term mixed-methods study of the effects of a mental skills training curriculum on English composition students. Our focus here is on how two aspects of the qualitative data—analysis of students’ reflective essays and interview data—demonstrate the potential for the use of mental skills training as a curricular model for introductory writing courses. Our data indicates that the mental skills curriculum made students aware of how they adjust their mindset to find success, how they could enact specific strategies to facilitate this adjustment, how they view the benefits of such an adjustment as effective beyond the composition classroom, and how they could use a growth mindset to view failure as a learning tool. Finally, the results of this study will be contextualized within the fields of student success and Rhetoric and Composition, and a new model for a general, university-wide orientation for student success and retention will be offered.
Wednesday, 11/4/2015

Session ID: 148
Vendor Presentation 9:15 am - 10:05 am

Logging Off: Attrition and Retention in Online Courses

Room: Florida Bay 2

Authors: Kimberley Munzo, AspirEDU *
Christopher Munzo, AspirEDU *

Abstract – What if you could increase your retention rate by 5%? Strong retention rates help schools increase graduation rates, maintain tuition dollars, and support accreditation. And it all starts with the success of your students. Most schools have no way to identify struggling students until they fail or withdraw. By then, it’s too late. You need to be ahead of the game. Detective gives school personnel a crystal ball to predict the success of students; today, most schools are managing retention by looking into the rear view mirror. In this session, we will discuss best practices in utilizing AspirEDU’s Dropout Detective solution to identify and support at-risk students and how to coordinate the support efforts of instructors, advisors, and school personnel. In addition, we’ll share results of a case study recently completed by East Central Community College. ECCC realized pass rate increases for 15-week and 8-week online courses ranging from 5.2 to 32 percent and withdrawal rate decreases ranging from 6.5 to 54 percent by pairing the identification of at-risk students with referrals to academic tutoring services.

Session ID: 119
Paper 9:15 am - 10:05 am

Personal Financial Education as a Means to Increase the Likelihood of Persistence, Student Success, and Confidence

Room: Caribbean AB
Advanced Level

Authors: Jacqueline A.F.I. Carroll, American Student Assistance *
Lyssa L. Thaden, American Student Assistance

Abstract – A recent report by Higher One and EverFi, which documented results of a survey of almost 44,000 students nationwide (over 90% freshmen), found students feel particularly underprepared when it comes to managing their finances. In fact, only 58% of the respondents felt prepared to manage their money – versus 73% of them who felt prepared to keep up with coursework (Higher One & EverFi, 2015). With finances remaining one of the top reasons students provide for dropping out of school, and student loan debt continuing to mount, financial preparedness needs to become – or remain – an institutional student success objective. Students themselves believe this to be the case with 65% of survey respondents indicating it would be somewhat or very appealing to have their alma mater provide financial literacy (Melior Group & American Student Assistance, 2011). This paper reviews the importance of financial literacy and overall student success, and documents changes in knowledge, confidence and behavior with the utilization of one online program. A discussion of how schools can approach this issue – in both integrative and substantive ways – provides suggestions for direction and success.
Wednesday, 11/4/2015

Session ID: 81
Paper 9:15 am - 10:05 am

Proactively Meeting Their Needs: Appreciative and Intrusive Advising in the Aspiring Eagles Academy
Room: Florida Bay 1
Introductory Level

Authors: William R. Moultrie, North Carolina Central University *
Stephen H. Garlington, North Carolina Central University *

Abstract – The purpose of this paper is to provide an in depth assessment on the effectiveness of employing an “Appreciative and Intrusive Advising Model” to the Aspiring Eagles Academy at North Carolina Central University (NCCU). The Academy is an academically based enhancement program designed to promote the success of underprepared students who have been admitted to NCCU. To gain an understanding of the link between appreciative and intrusive advising and retention, an analysis of existing literature will be performed. Retention, persistence, and graduation rates are a consistent topic of conversation at institutions of higher learning nationwide. Inside the walls of Historically Black Colleges and Universities (HBCUs), this conversation is a critical one with public 4 year HBCUs retaining on average 64% of first-time, full-time freshmen. Essential to the improvement of this issue, NCCU has implemented a comprehensive program called The Academy, which begins with a summer-bridge component. Using The Academy, this paper aims to share strategies rooted in appreciative and intrusive advising which includes academic counseling and advising, peer mentoring, and parental engagement that has been used to increase retention rates of students involved in the cohorts by nearly 17% in four years.

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

Student Support Interventions and Predictive Analytics
Room: Coral A
Advanced Level

Authors: Diane L. Beaudoin, Purdue University
Maggie C. Konich, Purdue University *
Monal U. Patel, Purdue University
Xi (Cecilia) Zhang, Purdue University *

Abstract – The purpose of this inquiry was two-fold: the first was to identify a model to predict new students' first semester cumulative GPA and the second was to determine the fit of that model if the student experienced one or more student support intervention(s). Data from 12,507 new beginners from Fall 2012 and Fall 2013 were used to create a regression model for predicted cumulative GPA. This model included factors such as high school GPA, standardized test scores, low-income status, first-generation status, minority status, gender, and residency. Based on the predicted GPAs, potentially at-risk students were identified and some intervention services were
targeted specifically to them. The latest data shows that students who experienced an intervention or had a combination of interventions had statistically significant higher GPAs and those who do not have any intervention. For deeper analysis, other factors such as registration in a high enrollment, high DFW courses and international status are also being examined.

Session ID: 108
Paper 9:15 am - 10:05 am

Transfer Pathway Program: Building a Bridge From the Community College to the University
Room: Tampa Bay 1&2
Introductory Level

Authors: Jennifer Brown, University of Hawai‘i Mānoa *
Nicole Iwasaki, University of Hawai‘i Mānoa
Melissa Jones, University of Hawai‘i Mānoa

Abstract – A report from the National Student Clearinghouse Research Center found that 46 percent of all students who completed a 4-year degree had previously been enrolled at a 2-year institution (Smith, 2015). As this transfer student population grows, transfer programs are of increasing importance to establish a smooth transfer process on college campuses. This paper discusses an existing transfer partnership between community colleges and a four-year institution in the University of Hawai‘i system including: dual admission and dual enrollment opportunities, mandatory advising and planning with a designated transfer advisor, connecting students to their major departments at the university early, and identifying the best time to transfer for a timely graduation. Program assessment data on enrollment and success rate of the program is included. The Western Association of Schools and Colleges (WASC) report in Spring 2011 revealed that compared to other students who transferred via the regular method, students in this transfer program had a higher grade point average (3.08 versus 2.81) and a lower attrition rate (5.7% versus 10%) (Ka’ie’ie, 2011).

Networking Break 10:05 am - 10:30 am Florida Bay Lobby

Take a break from the activities and have a refreshment as you network with your colleagues.
Session ID: 88
Tutorial I 10:30 am - 11:20 am

Academic Support Program for Graduate Students

Room: Tampa Bay 3
Introductory Level

Author: Erashel Vaiz, California Lutheran University *

Abstract – This presentation will showcase how a small private institution has enhanced student services to extend support for the graduate student population. California Lutheran University delivers the Academic Support Program in an effort to retain graduate students who have been placed on academic probation. This program is a tangible expression of the University’s commitment to provide comprehensive services for all students. One of the main goals is to help students achieve academic success. This tutorial will provide the details involved with pioneering this initiative and will include an open forum for participants to explore ways to strengthen graduate student retention.

Session ID: 22
Paper 10:30 am - 11:20 am

An Examination of the Impact of Loyalty to Ethnic Origins and Engagement in Hispanic-Related Activities on Hispanic Students’ College Graduation

Room: Caribbean AB
Intermediate Level

Authors: Renelinda Arana, Our Lady of the Lake University *
Steve Blanchard, Our Lady of the Lake University

Abstract – This study examines the impact of ethnic loyalty and engagement in Hispanic-related activities on Hispanic undergraduates’ degree completion at a private Hispanic Serving Institution. This analysis explores students’ ethnic origins loyalty and engagement in two novel items: “It is important to be loyal to my original country of descent.” “Are you involved in one or more Hispanic-related activities on or off campus?” Responses are examined in relationship to graduation. Multivariate analyses find that “loyal” students are less likely to complete their studies than peers. Yet, students who are engaged in ethnic activities are more likely to graduate than other students.
Wednesday, 11/4/2015

Session ID: 84
Paper 10:30 am - 11:20 am

Changes and Challenges of Retention Initiatives at a Small Private College
Room: Florida Bay 3
Introductory Level
Authors: Andrew English, Lyon College *
Carole Douglas, Lyon College *

Abstract – Lyon College was awarded a Title III, Part F Strengthening Institutions grant by the US Department of Education in fall 2013 in response to declining first-time full-time retention rates, low levels of student engagement, and high rates of first generation and low-income students. Defying categorization, Lyon is a private not-for-profit, baccalaureate, liberal arts college with approximately one in two students Pell eligible and one in three students the first to attend college in their family. The Title III grant supports the following initiatives focused on retention; expansion of a pilot Supplemental Instruction program, increased student engagement opportunities, the Gardner Institute’s Foundations of Excellence First Year Program, faculty and staff professional development, and increased staffing to design and develop activities to increase retention, student engagement, and data-based decision-making. This presentation will discuss the challenges, issues, and successes related to grant-based retention initiatives.

Session ID: 40
Tutorial I 10:30 am - 11:20 am

FYE in Overdrive: Challenges and Successes in a Fast-Track First-Year Experience Program
Room: Coral A
Intermediate Level
Authors: Kim Wingate, The University of Tennessee at Chattanooga *
Laura Bass, The University of Tennessee at Chattanooga

Abstract – This tutorial will highlight the accelerated process of developing and implementing a First-Year Experience program intended to impact up to 2100 freshmen annually at a four-year public university. This grant-funded project included a complete redesign and significant expansion of the First-Year Studies course in practice at the institution for more than two decades, as well as the introduction of a Peer Mentor component. Assessment results from the first year of the program have been analyzed, and appropriate enhancements are projected for the upcoming second year. Additionally, institutional support for the program has been increasingly supportive and efforts to integrate the First-Year Experience across Student Development and Academic Affairs have been successful. This session will provide attendees with recommendations in fast-tracking their own institutional First-Year Experience program, while also promoting dialogue in best practices across existing and proposed programs.
The Impact of On-Campus Employment on Military Affiliated Undergraduates: Sense of Belonging and Engagement

Room: Tampa Bay 1&2
Intermediate Level

Authors: Elizabeth Coghill, East Carolina University *
          Jayne Geissler, East Carolina University *
          David Siegel, East Carolina University

Abstract – This study examines the impact of on-campus employment as a retention tool by supporting the integration and academic success of military affiliated undergraduates. The researchers interviewed military undergraduates employed as tutors at a large public four-year research institution in the southeast and identified common themes regarding the student veteran transition experience. Building on a theoretical framework of Astin, Tinto, and Schlossberg, particular focus was given to the effects of on-campus academic employment on the participant’s sense of belonging and levels of faculty, peer, and campus engagement.

The Majors to Labor Market Initiative: Beginning to Bridge the Gap Between Academic Programs and Student Expectations

Room: Coral B
Introductory Level

Authors: William A. Hamilton, Saint Leo University
          Daniel E. Duerr, Saint Leo University *
          Jeffrey M. Anderson, Saint Leo University *

Abstract – The Office of Institutional Effectiveness (IE) is expanding its support of student success by integrating labor market information about pathways available to baccalaureate degree holders. This aligns with recent scholarship on student persistence, as well as with proposed changes at the Federal reporting level, and allows institutions to apply a market research lens to the study of student success. To understand the most promising avenues for this new area of work, we conducted two separate research studies. The first study explores how students use labor market information related to their academic majors—what we term as career relevant information (or CRI). Additionally, we identify how CRI is communicated to students. Our second study uses a content analysis of department websites from 100 institutions to identify common strategies used to communicate CRI and to find effective communication practices. Based on the findings from these two studies, we developed two tools to present this information to students: infographics for each degree that we offer and a dashboard (still in development) that provides students with a mechanism to make direct comparisons of degree programs. We discuss
the development and application of these tools, describe how other institutions could replicate the project, and identify how we will evaluate this initiative.

Session ID: 147
Vendor Presentation  10:30 am - 11:20 am

Using Behavioral Analysis to Improve Retention
Room: Florida Bay 2
Author: Robert Roth, Pink Leopard Software *

Abstract – Once you have identified at risk students on campus there are many tools at your disposal to correct the problems your students are experiencing. Tutoring, mentoring, counseling and financial aid can solve most problems that put your students at risk. But who are these students? Many current methodologies that attempt to answer this question are riddled with errors and are producing at best mediocre results. Methodologies that rely on personal observations lose effectiveness over time. Analyzing grades or using surveys rarely produce timely results. Students also tend to internalize failure making it difficult to identify those most in need. Hard science solutions are hard to come by. We ask the question; is it possible to identify students in trouble by analyzing their behavior? This presentation takes a close look at the behavioral factors likely to produce good results and the latest methodologies to gather this information.

Session ID: 9
Two-Part Tutorial  10:30 am - 12:25 pm

Insular/Integration: Preparing At-Risk Students for College Today, Not Tomorrow!
Room: Florida Bay 1
Introductory Level

Authors: Grant J. Matthews, Moraine Valley Community College *
Michael Morsch, Moraine Valley Community College *

Abstract – Who is responsible for student success? Academic affairs? Student services? Obviously no one department or person is responsible for student success, it is a shared responsibility. Why, then, do colleges approach academic and personal student success in fragmented, isolated initiatives? Insular/Integration provides a framework for building a comprehensive academic support philosophy and practice to engage and support students of all backgrounds. For many years, higher education has looked to tightly controlled group interventions to help support struggling student groups navigate and succeed in college. Insulation of students for “academic benefit” is prevalent in adult and developmental education. Pre-college programs often isolate students until they completely fulfill the defined curriculum. Evidence for invasive, targeted, and culturally relevant interventions for student learning certainly exists. However, programs and colleges need a balanced approach to student academic progress. Insular/Integration outlines the strength in identifying and implementing strategies that support student needs, insulating at-risk students from the shocks and strains of entering college
underprepared, while at the same time deliberately integrating the student into college resources for continued success and engagement. The session will focus on developing network maps, success contracts, policy additions/revisions, and purposeful retention configuration to strategically support students and improve interdependence.

Session ID: 39
Tutorial I 11:35 am - 12:25 pm
A Personalized Approach to Student Retention
Room: Pensacola
Introductory Level
Authors: Marcy Glassford, Utah Valley University *
Michelle Kearns, Utah Valley University *
Tara Ivie, Utah Valley University *

Abstract – In 2005, Utah Valley University made the transition from state college to university and had a particularly vested interest in improving retention rates to showcase the viability of our university. Yet even after implementing an Early Alert system, the university continued to struggle with linking to those who needed assistance most. We made strong efforts to develop faculty buy-in to our Early Alert efforts; however, student participation was low because many did not open their email in a timely manner, if at all. Our office then started calling students who received an alert and we expanded this support to include not only freshmen, but all at-risk students. Seeking to foster a more personal connection with these students, we launched the Retention Mentor program in 2008 where part-time employees are placed in key areas around campus. Additionally, a system was developed to track contacts in order to minimize duplication and record support offered. Since implementation, UVU has increased freshmen retention from 52 percent in 2008 to 61 percent in 2012. The goal of our session will be to provide a step-by-step process for implementing a Retention Mentor model that is customized for individual campuses. We will begin by understanding the basic needs of your student population, then discuss the cross-collaboration that might take place for implementation, explore possible funding needs and sources, and explain hiring and training processes. Come prepared to discuss models that might work for your students.

Session ID: 48
Paper 11:35 am - 12:25 pm
Assessing the Difference Between 1-, 2-, and 3-Credit First-Year Seminars on College Student Achievement
Room: Caribbean AB
Intermediate Level
Author: Angela L. Vaughan, University of Northern Colorado *
**Abstract** – Research examining the differences between first-year seminars (FYS) of varying credit loads has been lacking. The purpose of this study was to investigate the effect of 1-, 2-, and 3-credit FYS on student achievement (N = 8598) at one four-year public research university. The results indicated that all students significantly benefited from participating in any of the three types of FYS equally as compared to nonparticipants; however, at-risk sub-groups (i.e., first-generation, minority, and male students) benefited more from participating in FYS with greater credit loads. For first-term GPA, the achievement gap between first-generation and non-first-generation students was eliminated (GPAs are equal) when participating in the 3-credit FYS as compared to other FYS credit loads or nonparticipation. For male students, this gap was closed within 0.1 grade points (on 4-point scale). For 2nd year fall credit load (variable reflecting persistence, progress towards degree completion), each of the at-risk student groups (i.e., first-generation, minority, and male students) starts below their peer counterparts (e.g., non-first-generation students) when not participating in any FYS, then begins to close the gap at higher credits, and then exceeds them when participating in the 3-credit FYS. Overall, results support students participating in first-year seminars with higher credit loads.

Session ID: 24  
Tutorial I 11:35 am - 12:25 pm

**Instructional Strategies for Retaining Students During Independent Program Work**

Room: Tampa Bay 3  
Intermediate Level

*Authors: Ashlee Brignano, Keiser University*  
*Kelly Gatewood, Keiser University*  
*Sue Adragna, Keiser University*

**Abstract** – This tutorial offers participants instructional and course design strategies, web 2.0 applications, and techniques in using technology to support the retention and continuous motivation of students undertaking independent tracks of education such as independent studies, dissertations, and thesis processes. The presentation will offer how-to ideas for developing relationships between faculty and students, designing course spaces that are motivational, and in using technology and the learning management system to retain students so they can be incrementally successful. Participants will observe a brief demonstration of technology applications including My Study Life, Zotero, and Drop Box, and interact through an organized discussion where their suggestions and experiences for supporting retention, engagement, and active learning during independent course work will be highlighted and shared.
MyPath@Bryant: An Inclusive Approach for Guiding Exploratory Students

Room: Tampa Bay 1&2  
Intermediate Level

Authors: Stephanie Frazitta, Bryant University *  
Krystal Ristaino, Bryant University  
Jennifer Edwards, Bryant University

Abstract – In recent years, colleges and universities have begun to focus more attention on exploratory students. Still, there is a dearth of literature on this topic. Challenging misconceptions and providing a more positive and realistic view of exploratory students is key to fostering student success and achievement. According to Gordon (2007), approximately 75% of students change their major at least once. Further, the average college student will change their major multiple times during their college career. Research shows that providing students with a program to assist with major and career decision-making results in higher retention and graduation rates (Gordon, 2007). Given this, we should not solely focus on first-year students who identify as exploratory, but expand our efforts to view all students as exploratory. The MyPath@Bryant program offers exploratory students guidance on making informed decisions about major and career choices. The program’s success is rooted in the integration with the first-year curriculum and collaboration across academic and student affairs. This paper outlines the key components of the MyPath program, including classroom presentations, residence life programs, a unique peer mentoring program and a signature event connecting faculty, staff and students.

Students as Consumers: Recruiting and Retaining Millennials

Room: Florida Bay 3  
Advanced Level

Authors: Will Miller, Flagler College *  
Deborah Thompson, Flagler College *  
Jill Miller, Flagler College *

Abstract – Colleges across the United States have come to realize Millennial students are more difficult to enroll. They tend to be fickle consumers and fail to recognize brand loyalty. Statistics suggest they will have multiple jobs by the age of thirty and will bring together credits from multiple institutions to earn their degree. At Flagler College, we have faced unique problems as a smaller, comprehensive college. Beyond convincing students of the relevance of liberal arts, our market peers annually are larger, state institutions. As a result, we have begun to re-strategize our approach to recruiting students to better admit those likely to stay and graduate. More
Wednesday, 11/4/2015

importantly, we are working to keep those we admit through a new first year experience program. In this paper, we discuss the transitional model utilized by Flagler College to respond to the new student market. From looking at the impact of added applications and name buys in admissions to creating competitive student services offerings, the paper shows how a multifaceted approach comes with clear costs and benefits. It also examines the utilization of comprehensive academic mapping for determining what courses, grades, and programs are likely to lead to successful retention for varying student groups.

Session ID: 69
Paper 11:35 am - 12:25 pm

They Just Named Me Head of Retention: Now What Do I Do?

Room: Coral A
Intermediate Level

Authors: Anne Marie Casey, Embry-Riddle Aeronautical University *
Richard Nicols, Embry-Riddle Aeronautical University *

Abstract – Retention specialists come from many areas of higher education. Some, such as a First Year Programs Director, seem like a very natural fit. Others come from departments not traditionally associated with retention. At Embry-Riddle Aeronautical University, which offers degree programs primarily in STEM fields, the Director of First Year Programs (FYP) had been considered the informal retention specialist of record until late 2013 when the Library Director was recruited to take on the newly created position of Dean of Retention and Student Success. This paper chronicles the ways in which the two colleagues learned about the state of retention at ERAU and worked with colleagues across campus to evaluate and improve programs designed to help students succeed, particularly in the gateway Math and Physics courses vital to the persistence of first-year students.

Session ID: 101
Paper 11:35 am - 12:25 pm

Using Socioeconomic Status, Pre-Collegiate Performance, and Early Academic Performance to Predict African American Male and Female Persistence to Graduation at a Private HBCU

Room: Coral B
Intermediate Level

Author: Willie Kirkland, Dillard University *

Abstract – It is well established that black men attend college and graduate at a lower rate than black females. However, little research has been done on identifying factors in the first semester of entry that predict black male persistence to graduation. Additionally, little research has been done to identify factors that may explain the “gender gap” in graduation rates between African American men and women. This research examines the relationship between persistence to
graduation and pre-collegiate achievement as well as socioeconomic status of students at an HBCU. Socioeconomic status and the research on pre-collegiate performance predict that well prepared and affluent black males will have a higher rate of persistence to graduation than males from lower socioeconomic households. The same is expected for females. This study finds no evidence that affluence is a predictor of persistence to graduation, as household income and parental education level are excluded as predictors. Standardized test score is also excluded as a predictor. High school grade point average is a weak predictor for men only. One factor is found to strongly predict persistence to graduation, namely first semester grade point average. Thus it appears that males who enjoy early academic success are more likely to persist to graduation.

**CSRDE Best Practices Awards Luncheon** 12:35 pm - 1:55 pm  Oceans Ballroom

This year's CSRDE Best Practices Luncheon is sponsored by Copley Retention 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, as well as the Best Poster Award. We will end the luncheon with drawings for prizes from our Exhibitor Activity. You must be present to win.

**Session ID: 33**
**Paper** 2:10 pm - 3:00 pm

**College Completion: Fostering Collaboration to Achieve Student Success**

Room: Coral B
Intermediate Level

Authors: John Cade, Tennessee State University *
Sessi S. F. Aboh, Tennessee State University
Julie Roberts, Tennessee State University *
Tiffany Bellafant Steward, Tennessee State University *

**Abstract** – This paper outlines strategies that the offices of First Year Students and Academic Success developed to support student retention and success at Tennessee State University (TSU). TSU is a public, Historically Black College/University (HBCU) that enrolls a large percentage of underrepresented minorities, including Pell-eligible students who are often under-prepared for college. The Complete College Tennessee Act (CCTA) of 2010 transformed Tennessee’s funding formula from an enrollment-based model to an outcomes-based model focused on student retention, credit completion and graduation. TSU has consequently re-aligned resources and encouraged intra-office collaborations to improve these outcomes. The collaboration discussed herein is the seamless transition of freshmen into the university environment through the establishment of academic expectations, academic support, and academic interventions.
Engaging Faculty in Retention Strategies Through the Practitioner-as-Researcher Model

Room: Caribbean AB
Intermediate Level

Authors: Jennifer Graham, Northern Maine Community College *
Lynne Nelson Manion, Northern Maine Community College *

Abstract – Much research has been done on the valuable role faculty play in implementing retention initiatives. However, there is limited research – especially at the community college level where research endeavors are not a part of the job description – about what inspires faculty members to become interested in retention efforts and engaged in retention research. Utilizing a case study approach, one Arts and Sciences Department at a community college in northern Maine was examined to better understand faculty perceptions of and participation in retention initiatives. Using the framework of the practitioner-as-researcher model, this paper addresses two questions: How and why faculty were invested in implementing and assessing retention efforts at the college? What can institutions do to encourage faculty to participate in retention strategies and support them once they are invested? This paper is divided into three sections: (1) an overview and examination of the results obtained when instructors engaged in retention efforts centered around three configurations of learning communities; (2) a discussion of the benefits reported by faculty members who participated in these communities; and (3) recommendations for institutions to increase faculty engagement and commitment to retention initiatives.

First-Year Residential Coaching Program

Room: Florida Bay 2
Introductory Level

Authors: Romeo Romulus, Bloomfield College *
Nicole Faison, Bloomfield College *

Abstract – The First-Year Residential Coaching Program (FYRCP) at Bloomfield College is a component of the Total Residential Undergraduate Education (TRUE) designed to support first-year resident students in their search and discovery of educational, personal, professional and social growth/advancement on and beyond the college campus. The focal point of the program encourages and assists students in making healthier life choices and to seek greater levels of responsibility for life progression and success. Within the first two weeks of the semester, it is imperative that the coach and student meet in order to foster the program’s objectives. Personal coaching is an ongoing partnership between a coach (Resident Area Director) and a student for the purpose of developing success skills on/off the college campus. By the third meeting, the student and coach discuss, and devise realistic action plans for establishing and accomplishing
goals, not only in their first year, but throughout their entire tenure at the college. The process is designed so that the student is supported and encouraged throughout the coaching process. The agenda can be initiated by the student, but is driven by the coach. The attendees in this session will conduct mock coaching interviews, followed by feedback and a group discussion about how to effectively maximize the resources that our institutions provide to better serve students.

Session ID: 109
Tutorial I 2:10 pm - 3:00 pm

How to Begin a Parent Engagement Initiative
Room: Florida Bay 3
Introductory Level

Authors: Jean Riordan, Saint Xavier University
Carrie Schade, Saint Xavier University *

Abstract – Saint Xavier University is a midsized, Catholic, four-year institution in Chicago. Approximately two thirds of our undergraduate students are first generation. Many are low-income, local students from working class families who choose SXU because of our commitment to historically underserved populations. Parent programming in the past was limited to Athletics (boosters) and Alumni and Parent Relations (“friend” raising). In response, the Division of Student Affairs began a parent engagement initiative, focused initially on families of first-year students, eventually focusing on information critical for students transitioning from year to year. Student Affairs has tapped the niche for parents who want to be involved in their student’s pursuit of higher education. This how-to paper will provide an overview of parent initiatives. Our emphasis on parents as partners has helped to improve communications about support for students and we believe this relationship has a positive impact on retention. Information in the paper includes a timeline, administration and faculty involvement, bilingual offerings, program timing, communications, and retention data to date. Our presentation will focus on the anecdotal and practical, provide program information, handouts (sample timeline, budget, and program planning worksheet), time to discuss best practices at participants’ institutions, and Q&A.

Session ID: 47
Paper 2:10 pm - 3:00 pm

Moving From Insight to Impact: A Methodological Proposal for Improving Student Retention by Aligning Human Capital and Predictive Data Analytics
Room: Tampa Bay 1&2
Intermediate Level

Author: Eric Tack, The University of Georgia *

Abstract – Student retention and persistence remains a timely and challenging topic for administrators at all levels of colleges and universities. A solution remains elusive despite the emphasis of increasing retention and graduation rates from internal and external stakeholders and
decades of statistically validated research. This paper identifies the gap in the literature around how colleges and universities use predictive data analytics to improve student retention and the associated ethical challenges while largely ignoring the human capital aspect of this emerging trend. It advances the discussion by proposing the theoretical framework of strategic talent development as a methodological approach to assist higher education practitioners in leveraging existing human capital and institutional resources to align retention and persistence practices with predictive data analytics.

Session ID: 73
Paper 2:10 pm - 3:00 pm

The Path to 50%: Improving Student Success at a Regional Public University

Room: Florida Bay 1
Introductory Level

Author: Nicole T. Carr, University of South Alabama *

Abstract – Since the 2010 academic year, we have focused on improving student success and persistence. Our goal is a year one retention rate of 80% and a six year graduation rate of 50%. Over three cohorts (2011-2013) we improved institutional retention by six percent (from 65% to 71%). With little attention to completion, our graduation rate was generally in the mid-upper 30s. However, beginning with the 2011 cohort, we have seen small annual increases in persistence for four years, and anticipate upward trending six-year graduation rates. Initiative development, implementation, and assessment, coupled with policy adjustments, resulted in normative changes at our institution and appear to be shifting culture. Our multipronged approach makes it difficult to tease out the specific contribution of any one change; however it also enables us to quickly make improvements in many areas related to student academic success. In this presentation, I will describe our course of action and present data related to specific elements, discuss items that appear to be “game changers,” and share what appear to be key elements in the change process and how to capitalize on those for quick wins in the student success arena.

Session ID: 45
Two-Part Tutorial 2:10 pm - 4:05 pm

Supporting Decentralized Academic Advising Model Through Centralized Data Driven Intervention Programs

Room: Tampa Bay 3
Intermediate Level

Author: Alexandra Yanovski, Temple University *

Abstract – Over the past six years, Temple University launched a series of initiatives to improve undergraduate advising in preparation for a university-wide goal focused on increasing student persistence, raising retention and graduation rates. The subsequent programming required collaboration among the Office of the Senior Vice Provost for Undergraduate Studies (SVPUS),
Office of Institutional Research, and individual school/college Advising Centers and resulted in two major university initiatives: Risk List and Critical Paths Project. Session participants will learn more about Risk List and Critical Paths projects, discuss stages of designing successful interventions and the technical skills necessary to carry out and implement those initiatives, share best practices designed to increase retention and graduation rates. As a result of this presentation, participants will be able to: a) begin identifying specific data sources necessary to expand or begin retention programing on their campus; b) understand the basics of data collection, analysis and interpretation as these steps relate to intervention design; c) use Project Management Life Cycle Model in order to create advising interventions; d) learn about student outreach initiatives and interventions implemented at Temple University; e) learn about the challenges, questions and concerns that were raised as a result of “At-Risk” & “Critical Paths” initiatives.

Session ID: 10
3:15 pm - 4:05 pm

A Series of One Percent Solutions: Re-Organizing Academic Services at UT Permian Basin

Room: Coral B
Introductory Level

Author: William Forrest Harlow, The University of Texas of the Permian Basin *

Abstract – In Fall 2011, UT Permian Basin (UTPB) re-organized its freshman seminar program. In Fall 2012, the office of Dean of Undergraduate Success was created and most academic support services were re-organized to report to that office. Freshman to sophomore retention rates have increased by slightly over 10% during that time, and there has also been a substantial increase in retention to the third and fourth year. Leading indicators suggest higher four year graduation rates with numbers to be available in Fall 2015. This paper will explore the systematic changes made to student retention efforts at UTPB and will explore which strategies may be responsible for them.

Session ID: 32
Tutorial I 3:15 pm - 4:05 pm

Championing Hispanic Higher Education Success: Empowering Students, Enhancing Collaboration

Room: Florida Bay 1
Introductory Level

Authors: Codie Ryan, NorthWest Arkansas Community College *
Juanita Franklin, NorthWest Arkansas Community College *

Abstract – The Learning, Improvement, Fun and Empowerment (LIFE) program is changing young Hispanic lives in northwest Arkansas and increasing Hispanic enrollment in higher education. The LIFE program is a near-peer mentor program that develops college students to become leaders both on the college campus and in the community. Mentors inspire high school
students while breaking the barriers that often limit Hispanic youth to pursue higher education. Learning objectives include: identify strategies for developing student leaders who will influence Hispanic youth to want to pursue higher education goals; identify steps to develop a near-peer mentor program that empowers the mentors to become effective leaders; and understand how to increase enrollment, retention and successful transition through collaboration. Participants will be encouraged to review a video of real life stories of students in the LIFE program and engage in open dialogue.

Session ID: 131  
Paper  
3:15 pm - 4:05 pm  

Rebuilding From the Ground Up: Creating a New Culture of Retention From the Ashes of the Old One  

Room: Tampa Bay 1&2  
Intermediate Level  

Authors: C. Matthew Little, University of North Alabama *  
Amy Crews, University of North Alabama *  

Abstract – As a medium, rural-serving university, the University of North Alabama serves a population that often has difficulty in transitioning and retaining within the university setting. After seeing years of retention rates below the majority of their peers, the institution made the decision to revamp the programs and processes that research has recognized as high-impact practices. This decision lead to a complete change in university advising and first-year experience programming. The creation of the University Success Center, anchored by these two new programs, was undertaken to replace advising and first-year experience activities that were not being effective. This paper examines the actions and processes undertaken to recreate existing programs into actions more consistent with best practices. The lessons learned through the first two years of the initiative in relation to retention rates, persistence, student perspectives, and GPA are provided. This case will provide institutions with lessons that will be valuable for administrators looking to evaluate and improve services provided, as well as how to re-engage the campus community when institutional imperatives do not provide the promised results during their first iteration.

Session ID: 20  
Paper  
3:15 pm - 4:05 pm  

Self-Efficacy, Metacognition, and the Adult Learner: A Multi-Level Approach to First-Semester Student Retention  

Room: Coral A  
Advanced Level  

Authors: Rebecca McDonnell, Keiser University *  
Karen Steverson, Keiser University *  
Merrie Beth Lake, Keiser University *
Abstract – This paper examines the issue of retention with a focus on first-semester, adult learners in the postsecondary environment. Higher education institutions face many challenges in retaining students, particularly the adult learner demographic. A successful retention initiative should encompass the entire learning community: faculty, staff, and support departments. One crucial opportunity in setting the tone for students is conducting an orientation seminar prior to the start of a student’s first term. The quality of information shared at the orientation session, and the format chosen to deliver this information, may impact early student success. An effective orientation session should address student self-efficacy beliefs and introduce students to metacognitive strategies designed to acclimate adult learners to the expectations of the learning environment as well as to enhance opportunities for early academic success. The orientation session may also serve as a means of facilitating a culture of support and open communication for students. Use of the orientation session to create student awareness of institutional resources and support systems can be a vital means of engaging adult learners who may be at a higher risk of first-semester attrition due to the myriad of factors correlated with postsecondary student attrition.

Session ID: 134
Tutorial I 3:15 pm - 4:05 pm

The SMARTS Initiative: Using Mentoring to Boost Student Persistence Rates

Room: Florida Bay 2
Intermediate Level

Author: Cynthia B. Calhoun, Southwest Tennessee Community College *

Abstract – How can an urban, public community college connect busy working commuter students to faculty and staff advocates to increase campus involvement and persistence rates? Following the loss of funding for a peer mentoring program targeting developmental studies students at Southwest Tennessee Community College (Southwest), the Office of Student Retention and Graduation brainstormed to develop a mentoring initiative focused on second year students in that these students demonstrated a level of commitment to their academic programs of study. Armed with dismal retention and graduation data from the most recent three-year student cohort, the Office hosted a campus-wide presentation of the proposed initiative to recruit faculty and staff mentors. Southwest Mentors Advancing Retention, Teamwork, and Success (SMARTS) was launched in spring 2011 with 14 mentors and 14 mentees, a mentoring engagement plan, and mentor toolkit. The SMARTS initiative gained momentum resulting in a 73% to 88% semester-to-semester persistence rate for mentees through fall 2014. What factors influenced such success in increasing student persistence rates with minimal budget support and no stipends? This tutorial will provide the initiative's methods of recruitment, orientation schemes, tool kits, mentor check list, shadowing experiences and reflection papers as testimonials. Successes, challenges, and lessons learned will be discussed.
Understanding Transfer Students: A Strategy for Effective Advising

Room: Florida Bay 3
Introductory Level

Author: Mercy O. Azeke, Monmouth University *

Abstract – For many decades, there have been myths associated with transfer students entering four-year colleges and universities. There have also been concerns by transfer students regarding a lack of sensitivity to their unique needs by the receiving institutions, thus raising questions about whether academic advisors at such institutions, whom transfers rely upon for guidance in fulfilling their academic and career goals, sufficiently know them. Best practices suggest that advisors who care to know their students do a better job of providing academic advising that culminates in meaningful learning experiences. Additionally, academic advising is going to continue to be a major core factor to successful institutional efforts in student retention. Academic advising should be holistic, intrusive, developmental, proactive and collaborative. Therefore, understanding transfer advisees’ backgrounds, concerns, anticipated educational and career aspirations, interests, abilities, and needs are critical to their success in college and beyond. In response to this need, Monmouth University has put in place proven advising strategies that have resulted in best transfer practices, taking into consideration the perceptions, concerns, needs, and expectations of this target student population in an effort to foster engagement, persistence, retention, and success.

Conference Adjourns 4:05 pm

Our last session ends at 4:05. Thank you for joining us in Orlando. We hope to see you next year!
Our hotel includes many dining options and access to convenient transportation around the area.

The bus stops shown on the map are for LYNX buses and I-Ride trolleys. Route maps and information on local dining are available at the NSSR registration desk. The restaurant information is also available as a pdf with links on our website.

The I-Ride Trolley provides transportation around the International Drive resort area and includes numerous attractions, shopping and dining options. Trolleys arrive every 20 minutes and run from 8 a.m. to 10:30 p.m. seven days a week. Stop #24 is just outside our hotel’s main entrance.

Arrival times and live maps are available through mobile devices at iDrive2Go.mobi or by texting the code found at each stop to 41411 and at IRideTrolley.com. The mobile app includes options for dining, shopping and attractions as well as maps and listings of what is near each trolley stop. The QR code will take you to the route map.

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If a transit vehicle is full, it will pass without stopping and a second one should be dispatched.

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We have been made aware that some construction on Westwood may impact the stop directly outside the main gate. If this is the case, please use the next stop over (#25), a 5 minute walk to the west.