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- Personal Agenda
- Schedule at a Glance
- Helpful Information
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- **Sunday**
  7:30-4:00 — Group Event: Colonial Williamsburg

- **Monday**
  7:00-8:30 — Continental Breakfast
  8:00-4:30 — Pre-Conference Workshops
  4:30-6:30 — Welcome Reception

**Tuesday** ................................................................. 19-37

- 7:00-8:30 — Continental Breakfast
- 8:15-9:45 — Plenary Session
- 10:00-11:00 — Concurrent Sessions
- 11:00-11:25 — Networking Break
- 11:25-12:25 — Concurrent Sessions
- 12:25-1:45 — Lunch on Your Own
- 1:45-4:00 — Concurrent Sessions
- 4:00-4:45 — Ice Cream Social & Exhibitor Visits

**Wednesday** ............................................................. 39-68

- 7:00-8:30 — Continental Breakfast
- 8:15-9:45 — Plenary Session
- 10:00-11:00 — Concurrent Sessions
- 11:00-11:25 — Networking Break
- 11:25-12:25 — Concurrent Sessions
- 12:25-1:45 — Lunch on Your Own
- 1:45-4:00 — Concurrent Sessions
- 4:15-5:45 — Poster Session With Refreshments
- 5:00 — Prize Drawings (Must be Present to Win)

**Thursday** ............................................................... 69-78

- 7:00-8:30 — Continental Breakfast
- 8:30-9:30 — Concurrent Sessions
- 9:45-10:45 — Concurrent Sessions
- 10:45-11:10 — Networking Break
- 11:10-12:10 — Concurrent Sessions
- 12:25-1:55 — CSRDE Best Practices Awards Luncheon

**Map & Exhibitor Information** .......................... 79-87

- Hotel Floor Map (on divider)
- List of Exhibitors
- Meet & Greet Activity Form
EQUIPPED to TRANSFORM

OU Outreach programs are flexible for working individuals with families and other commitments. My degree opened up many doors for me—and made a huge impact on my daughters who saw me walk across the stage and get my diploma.

—Beki Miller • MA in International Relations

UNIVERSITY OUTREACH
The UNIVERSITY of OKLAHOMA

The University of Oklahoma Outreach is a lifelong learning organization dedicated to helping individuals, businesses, groups and communities transform themselves through knowledge. Nationally recognized, Outreach extends OU’s educational resources through more than 30 different program formats—credit, noncredit, and degrees. Our more than 3,000 courses and activities reach more than 250,000 nontraditional students in Oklahoma and all over the world each year.

Outreach provides nontraditional learners with many advantages:
• A strong reputation backed by a major public research university
• Diverse program offerings
• Superior instructional resources
• Pragmatic and applied programs
• Innovation
• Efficiency
• Convenience

outreach.ou.edu
Dear NSSR Participant,

Welcome to the 12th annual National Symposium on Student Retention! On behalf of the Consortium for Student Retention Data Exchange (CSRDE) at The University of Oklahoma, thank you for joining us in Norfolk. The CSRDE organizes and looks forward to the Symposium all year. We enjoy meeting so many colleagues in higher education who have a passion for helping students succeed. The work you do is critical to your institutions, and we appreciate your taking a few days to be here with us.

There will be many opportunities throughout the symposium to identify colleagues with common interests and develop professional contacts. Be sure to reach out to those around you throughout the day and take advantage of this time to get to know a diverse group of professionals.

All of the papers presented at the symposium have been through an extensive peer-review process. I believe the efforts and expertise of each of the presenters, as well as feedback from the peer reviewers, have led to high quality presentations which have been a significant factor in the increased national recognition of this symposium. Thank you to each of our presenters and reviewers for your contribution this year.

Each NSSR participant has been given a copy of the *Proceedings of the Twelfth Annual National Symposium on Student Retention*. This resource contains all of the peer-reviewed papers as well as abstracts for posters, workshops, and special presentations. We hope you will enjoy reading the papers and will find helpful information that can be taken back and shared on your campus.

I am pleased to announce that NSSR will be using Guidebook® for the first time this year. Review the NSSR Helpful Information page in this section of the program for more details about how the app can help enhance your symposium experience.

The NSSR would not be possible without the hard work of the CSRDE staff and several other University of Oklahoma staff members. Please see the Sunday/Monday tab to read more about our dedicated group and Board of Advisors. We’re here to make your Symposium experience the best ever, so be sure to introduce yourself and get to know us.

Finally, many thanks to all of our sponsors and exhibitors who help support the conference. Please be sure to stop by their booths and see how they can help with your student success efforts. While there, have them “sticker” the Meet and Greet activity form found in the back of your program for a chance to win amazing prizes, donated by several of the vendors.

Enjoy your time in Norfolk!

Sandra Whalen
Director, CSRDE
# Personal Agenda

## Sunday, October 31
- 7:30 – 4:00: Colonial Williamsburg

## Monday, November 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00– 8:30</td>
<td>Continental Breakfast</td>
<td></td>
<td></td>
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<tr>
<td>8:00 – 11:30</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>10:00 – 10:20</td>
<td>Networking Break</td>
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<tr>
<td>8:30 – 4:30</td>
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<tr>
<td>11:30 – 1:00</td>
<td>Lunch on Your Own</td>
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<tr>
<td>1:00 – 4:30</td>
<td></td>
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<tr>
<td>2:30 – 2:50</td>
<td>Networking Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:30 – 6:30</td>
<td>Welcome Reception Spirit of Norfolk Cruise</td>
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## Tuesday, November 2

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<tr>
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<tr>
<td>8:15 – 9:45</td>
<td>Plenary Session</td>
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<td>10:00 – 11:00</td>
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<td>11:00 – 11:25</td>
<td>Networking Break</td>
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<td>11:25 – 12:25</td>
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<td>12:25 – 1:45</td>
<td>Lunch on Your Own</td>
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<tr>
<td>1:45 – 2:45</td>
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<tr>
<td>3:00 – 4:00</td>
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<td></td>
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</tr>
<tr>
<td>4:00 – 4:45</td>
<td>Ice Cream Social and Exhibitor Visits</td>
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## Wednesday, November 3

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<td>Plenary Session</td>
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<td>10:00 – 11:00</td>
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<td></td>
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</tr>
<tr>
<td>11:00 – 11:25</td>
<td>Networking Break</td>
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<td>11:25 – 12:25</td>
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<tr>
<td>12:25 – 1:45</td>
<td>Lunch on Your Own</td>
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<tr>
<td>1:45 – 2:45</td>
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<td></td>
<td></td>
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<tr>
<td>3:00 – 4:00</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4:15 – 5:45</td>
<td>Poster Session With Refreshments</td>
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<tr>
<td>5:00</td>
<td>Prize Drawings</td>
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### Personal Agenda

#### Thursday, November 4

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<td>7:00 – 8:30</td>
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<tr>
<td>8:30 – 9:30</td>
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</tr>
<tr>
<td>9:45 – 10:45</td>
<td></td>
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<tr>
<td>10:45 – 11:10</td>
<td>Networking Break</td>
</tr>
<tr>
<td>11:10 – 12:10</td>
<td></td>
</tr>
<tr>
<td>12:25 – 1:55</td>
<td>CSRDE Best Practices Awards Luncheon</td>
</tr>
<tr>
<td>1:55</td>
<td>Conference Adjourns</td>
</tr>
</tbody>
</table>

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### Notes

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Helpful Information

Conference Mobile App
Based on feedback from participants at the 2015 Symposium, NSSR is using a mobile application for the first time this year. Guidebook® is a free app available for download from the App Store, Play Store, or the appropriate resource for your mobile device. After downloading the app, search for NSSR 2016. Use the app to:

- Review the conference schedule, organized by date and time
- Search by conference tracks and key words
- Create your own personal schedule
- Receive instant updates and special announcements
- Evaluate conference sessions

NSSR on Social Media
http://facebook.com/csrdeou
http://twitter.com/csrde; Use #NSSR16 to stay informed of conference activities
https://www.youtube.com/channel/UC6YnQfDzi5e1NkYD-fgz0Pg

Session Evaluations
This year, all session evaluations will be completed electronically through two options.

- Participants using Guidebook may evaluate the individual sessions using the app. Tap on the link at the bottom of each session to complete the evaluation for that presentation.
- We will send an email to all participants on Monday, October 31 that will contain links to Qualtrics for evaluating the sessions. The email will include a different link for each day. For those participants not using Guidebook, please look for the email and complete your evaluations using this method.

The CSRDE will send all participants an email immediately after the conference with information about completing the overall conference evaluation. Your input is appreciated and suggestions are often implemented to continually improve the NSSR.

Conference Proceedings
Each participant will find a flash drive attached to your conference bag that contains the Proceedings of the Twelfth Annual National Symposium on Student Retention. This publication includes copies of the peer-reviewed papers and tutorials that were approved for presentation, as well as abstracts on all workshops, posters, and special presentations.

Wi-Fi Access
Wi-Fi is complimentary in the meeting spaces and sleeping rooms. Participants will receive their room access information when checking in. The meeting space password is “NSSR”.

Food and Beverage
All breakfasts and networking breaks will be held in the Hampton Roads Ballroom on the 3rd Floor.
# 2016 NSSR Schedule at a Glance

## Exhibitor Showcase Hours

<table>
<thead>
<tr>
<th>Date</th>
<th>Hours</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 11/1</td>
<td>9:30 am – 4:30 pm</td>
<td>Exhibitor booths will be located in the Hampton Roads Ballroom</td>
</tr>
<tr>
<td>Wednesday 11/2</td>
<td>9:30 am – 5:00 pm</td>
<td></td>
</tr>
<tr>
<td>Thursday 11/3</td>
<td>9:00 am – 12:00 pm</td>
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</table>

## Conference Registration

<table>
<thead>
<tr>
<th>Date</th>
<th>Hours</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday 10/30</td>
<td>6:30 pm – 8:00 pm</td>
<td>Presidential Foyer, 3rd Floor</td>
</tr>
<tr>
<td>Monday 10/31</td>
<td>7:00 am – 4:00 pm</td>
<td>Presidential Foyer, 3rd Floor</td>
</tr>
<tr>
<td>Tuesday 11/1</td>
<td>7:00 am – 4:00 pm</td>
<td>Presidential Foyer, 3rd Floor</td>
</tr>
<tr>
<td>Wednesday 11/2</td>
<td>7:00 am – 4:00 pm</td>
<td>Presidential Foyer, 3rd Floor</td>
</tr>
<tr>
<td>Thursday 11/3</td>
<td>7:30 am – 11:30 am</td>
<td>Hampton Side Foyer, 3rd Floor</td>
</tr>
</tbody>
</table>

## Sunday, 10/30

- **7:30 am – 4:00 pm** Group Event: Colonial Williamsburg (Pre-Registrants Only)

## Monday, 10/31

- **7:00 am – 8:30 am** Hampton Roads Ballroom Continental Breakfast
- **8:00 am – 11:30 am** Morning Workshops
  - Pages 13-14
  - James 1, 2, & 3 Redesigning Developmental Education to Promote Retention and Long Term Success
  - Marriott I, II, & III Retention for Rookies
  - Marriott V, VI, & VII Strategies for a Continuum of Retention and Student Success Programs Beyond the First Year Experience
- **8:30 am – 4:30 pm** All Day Workshops
  - Page 15
  - Norfolk VI Completion: Retention Initiatives at Later Stages of the Student Lifecycle
- **10:00 am – 10:20 am** Hampton Roads Ballroom Networking Break – Sponsored by Aviso Retention
- **11:30 am – 1:00 pm** Lunch on Your Own
- **1:00 pm – 4:30 pm** Afternoon Workshops
  - Pages 16-17
  - James 1, 2, & 3 Retention Conversation is “Tailor-Made” Conversation
  - Marriott V, VI, & VII Student Success: Gotta Break Through the Walls
- **2:30 pm – 2:50 pm** Hampton Roads Ballroom Networking Break – Sponsored by Maguire Associates
- **4:30 pm – 6:30 pm** Spirit of Norfolk Cruise Welcome Reception – Sponsored by Starfish by Hobsons
### 2016 NSSR Schedule at a Glance

#### Tuesday, 11/1

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 am – 8:30 am</td>
<td>Hampton Roads Ballroom</td>
<td>Continental Breakfast – Sponsored by Ellucian</td>
</tr>
<tr>
<td>8:15 am – 9:45 am</td>
<td>Norfolk Ballroom I-IV</td>
<td>Plenary Session and Keynote Address: Beyond Grades and Graduation: Thriving as a Retention Strategy – Sponsored by CourseLeaf from Leepfrog Technologies</td>
</tr>
<tr>
<td>10:00 am – 11:00 am</td>
<td>Concurrent Sessions</td>
<td>Pages 20-23</td>
</tr>
<tr>
<td>Marriott I, II, &amp; III</td>
<td>Charting a Course for Degree Completion: Changing Institutional Practices and Giving Away Classes!</td>
<td></td>
</tr>
<tr>
<td>Norfolk Ballroom I-IV</td>
<td>Continued Conversation With Dr. Schreiner</td>
<td></td>
</tr>
<tr>
<td>James 1, 2, &amp; 3</td>
<td>How Your Scheduling Decisions Impact Student Retention!</td>
<td></td>
</tr>
<tr>
<td>Chesapeake 1 &amp; 2</td>
<td>Leveraging Behavioral Science and Advertising Technology to Inspire Increased Engagement and Retention</td>
<td></td>
</tr>
<tr>
<td>Norfolk V</td>
<td>The Effectiveness of Program Evaluation as a Measure of the Retention of First-Year Students in Community Colleges</td>
<td></td>
</tr>
<tr>
<td>Marriott V, VI, &amp; VII</td>
<td>The TRIO Effect at Fort Valley State University</td>
<td></td>
</tr>
<tr>
<td>Norfolk VI</td>
<td>Thriving at the Liberal Arts College: Best Practices in Operations and Research</td>
<td></td>
</tr>
<tr>
<td>11:00 am – 11:25 am</td>
<td>Hampton Roads Ballroom</td>
<td>Networking Break – Sponsored by Jenzabar</td>
</tr>
<tr>
<td>11:25 am – 12:25 pm</td>
<td>Concurrent Sessions</td>
<td>Pages 24-28</td>
</tr>
<tr>
<td>Marriott I, II, &amp; III</td>
<td>Building Academic Strength Through Resilience</td>
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<tr>
<td>Marriott V, VI, &amp; VII</td>
<td>CSRDE – Data to Support Student Success</td>
<td></td>
</tr>
<tr>
<td>James 1, 2, &amp; 3</td>
<td>Helping Students Succeed: Evolving From Early Alert to Early Engagement</td>
<td></td>
</tr>
<tr>
<td>Norfolk V</td>
<td>Increasing Retention and Persistence at an Adult-Serving Online University via Student Non-Cognitive Interventions</td>
<td></td>
</tr>
<tr>
<td>Marriott IV</td>
<td>It Takes a Village: Beyond the Bridge Program</td>
<td></td>
</tr>
<tr>
<td>Chesapeake 1 &amp; 2</td>
<td>Making Predictive Models Actionable: A Case of One Institution</td>
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</tr>
<tr>
<td>12:25 pm – 1:45 pm</td>
<td>Lunch on Your Own</td>
<td></td>
</tr>
<tr>
<td>1:45 pm – 2:45 pm</td>
<td>Concurrent Sessions</td>
<td>Pages 28-33</td>
</tr>
<tr>
<td>Norfolk VI</td>
<td>Building a Proactive Retention Program for At-Risk Students: Siena’s Early Warning and Retention Team (SEWART)</td>
<td></td>
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<tr>
<td>Marriott V, VI, &amp; VII</td>
<td>Does College Student Time Allocation Affect Academic Engagement? Evidence From a Public Institution</td>
<td></td>
</tr>
<tr>
<td>Chesapeake 1 &amp; 2</td>
<td>Increasing Retention and Efficiency With Centralized Support Resources</td>
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<tr>
<td>James 1, 2, &amp; 3</td>
<td>Recruit to Retain, Retain to Recruit: Using Data to Complete the Other Half of Your Enrollment Growth Story</td>
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<tr>
<td>Marriott IV</td>
<td>Supporting Community College Transfer Student Success From Recruitment Through Graduation at a Four-Year University</td>
<td></td>
</tr>
<tr>
<td>Marriott I, II, &amp; III</td>
<td>The Importance of Psychosocial Factors in Predictive Models of College Retention</td>
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<tr>
<td>Norfolk V</td>
<td>Transformative Pedagogy: Serving Underserved and Underprepared Students in Transition</td>
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### 2016 NSSR Schedule at a Glance

#### Tuesday, 11/1 (Continued)

<table>
<thead>
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<th>Time</th>
<th>Location</th>
<th>Concurrent Sessions</th>
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<tbody>
<tr>
<td>3:00 pm – 4:00 pm</td>
<td>Marriot V, VI, &amp; VII</td>
<td>Closing the Loop: Evaluation and Assessment of Effectiveness and Efficiency of Academic Advising for Faculty Advisors</td>
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<tr>
<td></td>
<td>Norfolk V</td>
<td>From Data to Action: Transforming Quantitative and Qualitative Research to Community-Wide Action for Improvement in Equity Outcomes</td>
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<tr>
<td></td>
<td>Marriott IV</td>
<td>Launch: The Design, Implementation, and Retention Results of a Pre-Orientation Retreat</td>
</tr>
<tr>
<td></td>
<td>James 1, 2, &amp; 3</td>
<td>Looking Beyond First-Year Student Success</td>
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<tr>
<td></td>
<td>Marriot I, II, &amp; III</td>
<td>Non-Traditional Student Engagement at a Traditional University</td>
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<tr>
<td></td>
<td>Norfolk VI</td>
<td>Touching Through Technology: An Examination of Student Perceptions of Early Alert System Usage</td>
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<tr>
<td></td>
<td>Chesapeake 1 &amp; 2</td>
<td>Using Predictive and Prescriptive Analytics to Enhance Retention Efforts with IBM SPSS Solutions</td>
</tr>
<tr>
<td>4:00 pm – 4:45 pm</td>
<td>Hampton Roads Ballroom</td>
<td>Ice Cream Social and Exhibitor Visits – Sponsored by Helix Education</td>
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</table>

#### Wednesday, 11/2

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Concurrent Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 am – 8:30 am</td>
<td>Hampton Roads Ballroom</td>
<td>Continental Breakfast – Sponsored by IBM</td>
</tr>
<tr>
<td>8:15 am – 9:45 am</td>
<td>Norfolk Ballroom I-IV</td>
<td>Plenary Session &amp; Keynote Address: Student Success in Colleges and Universities: Advancing Know-What and Know-How – Sponsored by Blackboard</td>
</tr>
<tr>
<td>10:00 am – 11:00 am</td>
<td>James 1, 2, &amp; 3</td>
<td>Are Your Analytics Retentive? Putting Educational Data in its Rightful Place</td>
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<tr>
<td></td>
<td>Marriott IV</td>
<td>Beyond Tutoring: Intrusive Academic Assistance to Increase Student Success and Retention</td>
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<tr>
<td></td>
<td>Norfolk Ballroom I-IV</td>
<td>Continued Conversation With Dr. Kinzie</td>
</tr>
<tr>
<td></td>
<td>Norfolk V</td>
<td>How Alternative College Preparatory Academic Experiences Impact University Learning and Success: A Comprehensive Empirical Analysis</td>
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<tr>
<td></td>
<td>Chesapeake 1 &amp; 2</td>
<td>Online Learning, Student Success, and Data Analytics</td>
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<tr>
<td></td>
<td>Marriot V, VI, &amp; VII</td>
<td>Reframing Student Retention: Developing a Holistic Model to Improve the Likelihood of New Student Success</td>
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<tr>
<td></td>
<td>Norfolk VI</td>
<td>Students Transitioning Through Education Programs Successfully (S.T.E.P.S.): A Research-Based, Evidence-Driven Model for Effectively Serving Underserved Students</td>
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<tr>
<td>11:00 am – 11:25 am</td>
<td>Hampton Roads Ballroom</td>
<td>Networking Break – Sponsored by SmartEvals</td>
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<tr>
<td>11:25 am – 12:25 pm</td>
<td>Marriot IV</td>
<td>Affordability: Assessing, Promoting, and Creating Resources &quot;Beyond Financial Aid&quot;</td>
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<tr>
<td></td>
<td>Norfolk V</td>
<td>Alternate Course Delivery as a Pathway to Excellence for Adult Learners</td>
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<tr>
<td></td>
<td>Marriott I, II, &amp; III</td>
<td>An Academic Coaching Model for First-Year Student Success</td>
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<tr>
<td></td>
<td>Norfolk VI</td>
<td>Critical Race Theory as a Framework for Understanding and Promoting Minoritized Student Retention at Predominantly White Institutions</td>
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<tr>
<td></td>
<td>Chesapeake 1 &amp; 2</td>
<td>Driving Student Success With Predictive Analytics</td>
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<tr>
<td></td>
<td>Marriot V, VI, &amp; VII</td>
<td>Predicting Transfer Student Success: Early Identification of At-Risk Students to Improve Time-to-Degree and Graduation Rates</td>
</tr>
<tr>
<td></td>
<td>James 1, 2, &amp; 3</td>
<td>The Untapped Data Ecosystem: Using Analytics and Insight to Improve Student Success</td>
</tr>
<tr>
<td>12:25 pm – 1:45 pm</td>
<td>午餐时间</td>
<td>Lunch on Your Own</td>
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<td>CUNY Accelerated Study in Associate Programs (ASAP): Evidence From Six Cohorts and Lessons for Expansion</td>
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<td>Learning From the Past: A Content Analysis of the Proceedings of the National Symposium on Student Retention</td>
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<td>Managing Institutional Research Data for Student Success</td>
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<td>Marriott I, II, &amp; III</td>
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<td>Not So Soft Skills: The Importance of Grit to College Student Success</td>
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<td>Registering Risk: Understanding the Impact of Course-Taking Decisions on Retention</td>
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<td>James 1, 2, &amp; 3</td>
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<td>Retention as an Enrollment Goal: Using Predicted Retention as a Factor in Financial Aid Leveraging</td>
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<td>Using Incoming Student Information to Identify Students At-Risk of Dropping Out</td>
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<td>3:00 pm – 4:00 pm</td>
<td>Marriott V, VI, &amp; VII</td>
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<td>Building Bridges for Student Success: A Valuable Tool</td>
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<td>Need-Based Financial Aid Strategies to Promote Student Success</td>
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<td>Retention From Day 0: Using AccuCampus to Engage all Students</td>
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<td>Student Lifecycle Beyond Your Institution: Optimizing Usage of National Student Clearinghouse StudentTracker Tool</td>
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<td>Marriott I, II, &amp; III</td>
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<td>UNLOCKING THE GRID: Keys to Higher Education Student Progress and Success</td>
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<td>Were We Really SAGE? Assessing an Intervention Program for the Retention of Student Athletes</td>
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<td>4:15 pm – 5:45 pm</td>
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<td>Poster Session – Sponsored by Engineerica Systems, Inc.</td>
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<td>A Bridge Program and Living Community That Works</td>
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<td>A Socio-Ecological Model Approach for Student Success in a Graduate Nursing Program</td>
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<td>An Academic Coaching Model for First-Year Student Success</td>
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<td>Assessing What Matters: Shifting Learning Center Assessment Focus From Program to Student</td>
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<td>Career and Technical Education Student Retention: A Holistic Approach</td>
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<td>Developing Support Groups to Enhance Graduate Student Retention and Success</td>
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<td>Examining Initiatives for Student Success and Retention: An Initial Review of the Academic Early Alert System in Community Colleges</td>
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<td>FLASHperks Rewards Program</td>
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<td>Increasing Retention in the College of Arts &amp; Sciences at Texas Tech University</td>
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<td>Is Student Success Work Gendered Work? A Study of Gender Representation in Applied Student Success Research</td>
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<td>Predicting Six-Year Graduation Probability of First-Time Freshmen Students</td>
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<td>Supporting the Transition: High-Impact Practices Making a Difference for At-Risk Exploratory Students</td>
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<td>The Finish Line Project: Men of Color Peer Coaching Program</td>
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<td>The TRIO Effect: How Student Services Shape Reasoned Action</td>
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<td>Unearthing Networks of Influence in Student Success Research: A Citation Analysis of Research Published in the Journal of College Student Retention: Research, Theory &amp; Practice</td>
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<td>Using Student Data Within the Rhythm of the Academic Year</td>
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<td>5:00 pm</td>
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<td>Prize Drawings (Must be Present to Win)</td>
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### 2016 NSSR Schedule at a Glance

#### Thursday, 11/3

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<tr>
<th>Time</th>
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<th>Activities</th>
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<td>7:00 am – 8:30 am</td>
<td>Hampton Roads Ballroom</td>
<td>Continental Breakfast</td>
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| 8:30 am – 9:30 am | Concurrent Sessions | Pages 69-71  
Marriott V, VI, & VII: “English 101 May Have Saved My Life”: Stories of a Grit Curriculum  
Marriott IV: Are Academically At-Risk College Students More Entitled Than Their Non-at-Risk Peers?  
Norfolk V: Increasing Faculty Participation in an Early Alert System: An Exploratory Case Study  
Marriott I, II, & III: NextGenFirstGen©- Implementing a Cultural Shift and Institutional Change Resulting in Outcomes That Matter |
| 8:30 am – 10:45 am | Two-Part Tutorial | Page 71  
Norfolk VI: Using Split Modeling and Visualizations to Show Contributing Factors and Predictions for Student Success – A Tutorial |
| 9:45 am – 10:45 am | Concurrent Sessions | Pages 72-73  
Marriott IV: Building Hyper-Bonded Communities in a Virtual Environment and its Relation to Student Persistence: A Course Description and Study  
Marriott V, VI, & VII: Socialization and Retention of Part-Time Doctoral Students: A Review of Ten Years of Literature  
Norfolk V: Transitioning From At-Risk to STARs: Using Counseling-Based Interventions With Students on Academic Probation |
| 10:45 am – 11:10 am | Hampton Roads Ballroom | Networking Break – Sponsored by Rapid Insight |
| 11:10 am – 12:10 pm | Concurrent Sessions | Pages 74-77  
Marriott I, II, & III: Deploying the Power of Cross-Functional Teams in an Efficient Response to Enhancing Retention Efforts at a Large Research Metropolitan University  
Norfolk V: Effective Initiatives for First-Year Students That Increase the Rates of Retention and College Completion  
Marriott IV: First-Generation Cohort Program: Success Over Time  
Norfolk VI: Understanding the Role of Satisfaction in the Academic Engagement of College Students: An Interpretive Study Utilizing a Structural Equation Panel Data Analysis  
Marriott V, VI, & VII: Using Machine Learning Predictive Models to Inform Intervention and Communication Strategy During Key Socialization Phases to Improve Student Retention Outcomes |
| 12:25 pm – 1:55 pm | Norfolk Ballroom I-IV | CSRDE Best Practices Awards Luncheon – Sponsored by Copley Systems |
| 1:55 pm | Conference Adjourns |
Exhibitor and Registration Hours

**Exhibitor Showcase Hours**
- **Tuesday** 9:30 am - 4:30 pm  
  Hampton Roads Ballroom
- **Wednesday** 9:30 am - 5:00 pm
- **Thursday** 9:00 am - 12:00 pm

**Conference Registration**
- **Sunday** 6:30 pm - 8:00 pm  
  Presidential Foyer, 3rd Floor
- **Monday - Thursday** 7:00 am - 4:00 pm
  Presidential Foyer, 3rd Floor
- **Thursday** 7:30 am - 11:30 am  
  Hampton Side Foyer, 3rd Floor

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<td>Networking Break</td>
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<td>Beyond the First Year Retention</td>
<td>Continental Breakfast</td>
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<td>Data, Technology, &amp; Methods</td>
<td>Ice Cream Social</td>
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<td>First-Year Student Success</td>
<td>Luncheon</td>
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<td>Graduate Student Retention</td>
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<td>Online and Distance Students</td>
<td>Reception</td>
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<td>Programs &amp; Initiatives</td>
<td>Vendor Presentation</td>
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<td>Retention &amp; Special Populations</td>
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<td>Theoretical Models of Student Retention &amp; Success</td>
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<td>Transfers &amp; Retention</td>
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2016 National Symposium on Student Retention
CSRDE Staff

The Consortium for Student Retention Data Exchange (CSRDE) at The University of Oklahoma hosts the National Symposium on Student Retention. Our staff is small but we all multi-task in order to provide top-notch service.

We look forward to meeting you and helping with any questions you might have during the Symposium. For assistance and information after the conference, please email us at csrde@ou.edu, call us at (405)325-2158 or check out our website at https://csrde.ou.edu.

Brittnee Morton
Program Specialist

Miaomiao Rimmer
Data Manager

Jennifer Robertson
Managerial Associate

Sandra Whalen
Director

Other University of Oklahoma staff who assist with NSSR and whom you may see helping at the Symposium: Patrice Greer, Registration Specialist; Richard Feinberg, Media Specialist; and Laurie Smith, Conference Specialist.

CSRDE Board of Advisors

Many thanks to our advisors, who offer support and guidance throughout the year. Please say “hi” when you see them at the Symposium.

Blake Cannon
Director of Institutional Research
Phillips Community College of the University of Arkansas

Josetta McLaughlin
Associate Professor Emerita of Management
Roosevelt University

Charles W. Donaldson
Vice Chancellor Emeritus of Educational and Student Services
University of Arkansas at Little Rock

Julie P. Noble
Research Consultant
ACT, Inc.

Richard Howard
Professor and Director of Institutional Research, Retired
University of Minnesota

Ed Sullivan
Assistant Vice Chancellor for Academic Research and Resource
California State University Office of the Chancellor

Gerry McLaughlin
Associate Vice President Emeritus for Enrollment Management and Marketing
DePaul University

Jane Zeff
Director of Institutional Research and Assessment
William Paterson University
Sunday, 10/30/2016

Group Event: Colonial Williamsburg 7:30 am - 4:00 pm

This event requires pre-registration and pre-payment. We will meet in the Marriott lobby at 7:15 am and depart promptly at 7:30 am for the one-hour ride. We plan to return no later than 4:00 pm. Breakfast and lunch will be on your own.

Monday, 10/31/2016

Continental Breakfast 7:00 am - 8:30 am Hampton Roads Ballroom

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: 75 Yellow Dot

Redesigning Developmental Education to Promote Retention and Long Term Success

Room: James 1, 2, & 3

Author: Linda Refsland, William Paterson University *

Abstract: Longstanding research demonstrates the negative impact of high remediation rates on collegiate retention and success and its differential impact on first generation and other high need populations. In addition, many of the standbys of developmental education—single placement exams, semester-based courses and limited integration of strategy instruction—are no longer considered acceptable to state legislatures, students, or university boards. Early and accelerated programming has become a new goal for developmental programs and redesign is the word of the day. This workshop is designed to guide participants through a process of self-evaluation and to provide both structure and research base to consider a re-design for their campus. Best practice and outcomes research will be used to highlight effective options and methodologies. Areas of focus will be: shifting from placement to effective assessment of skills; using outcomes research to identify the best program structure for a given campus, key pedagogy best practices, using data management and longitudinal study to improve developmental programs and integrating transition to college strategies into developmental education. Through this workshop participants will think through the best fit for their campus and then create an action plan with specific steps and information that will lead to implementation.

Keywords: developmental; redesign; success; pedagogy; assessment; intervention
Monday, 10/31/2016

Morning Workshops (Continued) 8:00 am - 11:30 am

Session ID: 89 Red Dot

Retention for Rookies
Room: Marriott I, II, & III

Author: Stephanie Miller, Ruffalo Noel Levitz *

Abstract: You have just been named the retention leader on your campus, now what? This very engaging session is back by popular demand and will enable participants to return to their institutions and mobilize their teams to coordinate an effective student success planning effort. Focus will be given to collection of the right data and development of realistic goals strategies, and action plans to improve retention and completion outcomes.

Keywords: retention; rookies; planning; data; mobilizing; campus

Session ID: 34 Gold Dot

Strategies for a Continuum of Retention and Student Success Programs Beyond the First Year Experience
Room: Marriott V, VI, & VII

Author: Johnna Coleman-Yates, Tidewater Community College *

Abstract: Although community college retention and student success strategies offer components of empirically documented retention-related strategies, there is a need to connect, adapt, develop, and advance programming to address the academic and student support needs from the first year to transfer and/or certification/degree completion. The workshop explores the Tidewater Community College Chesapeake Campus Office for Retention and Student Success and the implementation of targeted intervention programs and activities to improve student persistence, student engagement, academic, and personal success beyond the first year. While the Office for Retention and Student Success offers new intervention programs and activities, the programs and activities follow the specific guiding principles. Additionally, the intervention programs and activities are aligned with the core institutional areas for retention, empirically documented retention-related strategies, and best practices from community colleges and universities who have seen dramatic changes in retention, student success, and graduation rates.

Keywords: strategies; continuum; retention; student success; programs
Monday, 10/31/2016

All Day Workshop 8:30 am - 4:30 pm

Session ID: 96 Green Dot

Completion: Retention Initiatives at Later Stages of the Student Lifecycle

Room: Norfolk VI

Authors: Rory McElwee, Rowan University *
        Sean Hendricks, Rowan University *

Abstract: Participants in this workshop will explore 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). A “Completion Toolbox” containing a data-driven suite of programs, policies, and practices to support later-stage retention and completion will be presented. 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. Strategies for campus culture change to support later-stage initiatives will also be discussed.

Keywords: retention; completion; adult learners; transfer; returning students; campus change

Networking Break  10:00 am - 10:20 am  Hampton Roads Ballroom

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Monday, 10/31/2016

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

Take a break and enjoy visiting with your colleagues over lunch. A list of local restaurants is available at the conference registration desk.

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<th>Afternoon Workshops</th>
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Session ID: 78 Pink Dot

**Promoting Student Success Through Comprehensive Centralized Intervention Strategies: Academic Coaching, Early Alert, and Academic Probation Practices**

Room: Marriott I, II, & III

Author: *Angela Williams, University of Maryland Eastern Shore*

**Abstract:** Is your institution overwhelmed with a myriad of intervention programs and services that all aim toward addressing student success? Finding what works is always challenging without compromising the use of research-based practices, data analytics, and quality of service to the implementation of intervention strategies. At the University of Maryland Eastern Shore, the Center for Access and Academic Success, with limited resources and manpower, is tailoring current initiatives that identify the core root of student concerns particularly for first- and second-year students and special populations. This workshop presents data-driven methodologies, assessment, and evaluation of targeted intervention strategies that can be used to improve retention, persistence, and graduation of at-risk students. Although these approaches have broad application to academic student support services, this presentation focuses on the use and practicality of such strategies pertinent to academic coaching, early alert, and academic probation programs.

**Keywords:** intervention strategies; assessment; retention; at-risk students

Session ID: 45 Purple Dot

**Retention Conversation is “Tailor-Made” Conversation**

Room: James 1, 2, & 3

Authors: *Joseph Umidi, Regent University*  
*Kyle Graham, Regent University*

**Abstract:** The Retention Conversation Seminar (RCS) is an experience that will change the way staff, administrators, faculty, and student leaders relate to online and on campus students. You will learn foundational connection skills that will empower you to deepen your relationships through conversations. The end result is that student retention is increased because students sense they are “known”, “needed”, “belong”, and “contribute”. In essence they matter to their peers and their school. In this workshop you will be introduced to powerful skills life coaches use to create breakthrough conversations. This workshop provides interactive training that will move your relationships forward. You will learn how to understand the deeper meaning behind words, listen more effectively and ask powerful questions.

**Keywords:** retention; breakthrough; listening; powerful; conversation; relationships
Monday, 10/31/2016

Afternoon Workshops (Continued) 1:00 pm - 4:30 pm

Session ID: 29  Orange Dot

Student Success: Gotta Break Through the Walls

Room: Marriott V, VI, & VII

Authors: Linda Moran, University of Hartford *
Jeffrey M. Anderson, Saint Leo University *

Abstract: Regulators, administrators, parents, and students have increasing expectations about student learning, persistence, and graduation. Schools face increasing scrutiny about employment of recent graduates. Despite increasing expectations, resources are not expanding at comparable rates. Many student success professionals meet the challenge with bold, creative ideas, but implementation often stalls amid the daily press to provide assistance and to answer demands. Meeting increasing expectations depends on innovative approaches. In this interactive workshop, professionals will draw upon their experiences as they discuss the multiple demands imposed on them and explore coping strategies using Bolman and Deal’s four frames (structural, human resource, political, and symbolic); explore ways to set boundaries with stakeholders and create shared expectations about what can and cannot be accomplished (e.g., additional tutoring won’t fix a course with 45% DFWs); unlock the power of teams and initiatives, two key levers for change (ways to increase collaboration among busy professionals); analyze three roles, pair of hands, expert, and collaborator, and how assuming these roles can extend participants’ influence; lasting improvement requires rethinking ways to use university resources and the productive involvement of many. Through this workshop, participants will be better equipped to respond to these escalating demands in a tight economy.

Keywords: leading; collaboration; initiatives; boundaries; increasing demands

Networking Break 2:30 pm - 2:50 pm Hampton Roads Ballroom

Take a break from the activities and have a refreshment as you network with your colleagues and the exhibitors. Sponsored by Maguire Associates.

Do you have a system to identify at-risk students early enough to make an impact?

Maguire Associates can help you remove the guesswork.

Build a retention program to help your students, improve net tuition revenue, and enhance institutional market appeal and reputation.

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Welcome Reception 4:30 pm - 6:30 pm Spirit of Norfolk Cruise

We invite you to cruise with us during our Welcome Reception aboard the Spirit of Norfolk. The newly renovated yacht is a great venue for enjoying time with your colleagues as you see the sites from the Elizabeth River. Enjoy cocktails (cash bar) and hors d'oeuvres while relaxing in one of the climate-controlled decks or on the open-air top deck lounge. The ship is docked at Otter Berth at Town Point Park, just a four minute walk from the Marriott. Turn left onto Main Street from the hotel entrance, left on Martins Lane, then right on Waterside Drive where you will see the ship. You may start boarding at 4:30 and begin enjoying the festivities before the ship departs promptly at 5:30. PLEASE NOTE: The reception is included with your registration. Badges are required; however, we will have a list of registrants with us, so if you didn't have time to check in before the cruise, you won't be left out. Guests may join you for $35 per person. See one of the conference staff for details or questions. Sponsored by Starfish by Hobsons.
CSRDE is a Data Sharing Consortium

The Consortium for Student Retention Data Exchange (CSRDE) provides actionable retention and graduation data to help two- and four-year institutions respond to internal and external requests for accountability measures. Our reports are made available exclusively to participating institutions together with access to online peer data. Members also receive access to our Knowledgebase and most of the benefits of membership extend to the entire institution.

In addition, all members receive discounts on our electronic publication, “Building Bridges for Student Success: A Sourcebook for Colleges and Universities,” on registration for the National Symposium on Student Retention and for webinars.

FIND OUT MORE ABOUT US by attending our presentations

**Tuesday, 11:25 am – 12:25 pm  Marriot Ballroom V, VI & VII**

**CSRDE – Data to Support Student Success**

Sandra Whalen, University of Oklahoma  
Miaomiao Rimmer, University of Oklahoma  
Jane Zeff, William Paterson University  
Edward Sullivan, 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 it has grown into a research consortium of about 400 two- and four-year institutions. The consortium members benchmark the retention and graduation rates of community college students, community college transfers into the four-year institution, baccalaureate degree-seekers, and STEM majors. We’ve gone beyond swapping data to also sharing knowledge by hosting the annual National Symposium on Student Retention, our monthly webinar series on the most current research, and as well as 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.

**Wednesday, 3:00 – 4:00 pm  Marriot Ballroom V, VI & VII**

**Building Bridges for Student Success: A Valuable Tool**

Gerry McLaughlin, DePaul University  
Rich Howard, University of Minnesota  
Josetta McLaughlin, Roosevelt University  
Charles Donaldson, University of Arkansas-Little Rock  
Jane Zeff, William Paterson University  
Sandra Whalen, University of Oklahoma

**Abstract:** At the 2013 National Symposium on Student Retention, CSRDE unveiled Building Bridges for Student Success: A Sourcebook for Colleges and Universities. While the initial launch of the Sourcebook was printed, it is currently a web-based resource where it can be obtained as chapters, parts, or in its entirety for a nominal cost. The Sourcebook is designed to focus on activities and programs that build student success and do so by connecting the key groups and functions that span the college. It does this through groups of chapters on institutional level programs, unique groups, learning assessment, faculty classroom activities, and case studies. This panel will look at a brief history of the Sourcebook with its purpose and organization. Presenters will discuss the dynamic nature of the Sourcebook which will continue to add chapters that support student success and that connect the functions and groups across campuses. They will discuss how individuals can have their programs and activities considered for inclusion. The panelists will also provide suggestions on how to write a chapter for the Sourcebook and the audience will be asked for their comments and suggestions for future developments and opportunities for the Sourcebook.
Tuesday, 11/1/2016

Continental Breakfast
7:00 am - 8:30 am
Hampton Roads Ballroom

The continental breakfast is sponsored by Ellucian.

Plenary Session
8:15 am - 9:45 am
Norfolk Ballroom I-IV

Sponsored by CourseLeaf from Leepfrog Technologies.

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Keynote Address: Beyond Grades and Graduation: Thriving as a Retention Strategy

Room: Norfolk Ballroom I-IV

Author: Laurie Schreiner, Azusa Pacific University *

Abstract: After decades of attention, research, programming, and financial investment in retention strategies, graduation rates have remained relatively static, with no noticeable change in the achievement gap that separates privileged students from those who have been historically underserved by higher education. A narrow focus on retention and graduation rates is a missed opportunity to enable all students to make the most of their college experience and to be equipped not only for a good job, but a good life. This presentation will provide evidence from national studies of the college experiences and environments that promote student thriving: a vital intellectual, interpersonal, and psychological engagement in the college experience.

Charting a Course for Degree Completion: Changing Institutional Practices and Giving Away Classes!

Room: Marriott I, II, & III

Introductory Level

Author: Kathleen Boody, Georgian Court University *

Abstract: The discussion of freshmen course load and meeting timely degree attainment has led schools to develop programs encouraging students to plan successfully to completion by tracking the credit load. Underprepared, first generation, low socioeconomic students are victims of not fully understanding the implications of course load and its effects on financial aid and total debt. After a review of our own institution student profile and course load, Georgian Court University developed a targeted strategy of helping freshmen earn the 30 credits per year needed to stay on track for graduation. Re-working the placement procedures for remedial classes, implementing a new structure in remedial course delivery, and providing a free college level class to those that are behind worked in tandem to improve the university first year retention rate by 8%. This paper will highlight how this promising new initiative was developed based on research and implemented to lead to this successful outcome, as well as the implications for further development.

Keywords: free course; degree completion; fifteen; credit load
Tuesday, 11/1/2016

Session ID: 117
Presentation 10:00 am - 11:00 am

Continued Conversation With Dr. Schreiner

Room: Norfolk Ballroom I-IV

Abstract: This concurrent session is available for participants who would like to continue the conversation with Dr. Schreiner.

Session ID: 110
Vendor Presentation 10:00 am - 11:00 am

☐

How Your Scheduling Decisions Impact Student Retention!

Room: James 1, 2, & 3

Authors: Jacob Jones, University of Alabama *
Patrick Boateng, CourseLeaf from Leepfrog Technologies *

Abstract: With a changing academic landscape and a growing number of novel programs with many different choices for students, it becomes crucial for scheduling offices and academics to clear the path of any roadblocks to successful student registration, and ensure students are made aware of the entire field of options that exist for them to get to the right degree. Come see how the University of Alabama and Northwestern University utilized CourseLeaf Section Scheduler, or CLSS, to ensure that scheduling helped eliminate many of the registration problems students’ encounter, creating greater levels of student access to needed classes and more awareness of the diverse range of options available to them.

Keywords: class scheduling; student satisfaction; registration; access

Session ID: 104
Vendor Presentation 10:00 am - 11:00 am

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Leveraging Behavioral Science and Advertising Technology to Inspire Increased Engagement and Retention

Room: Chesapeake 1 & 2

Authors: Alan Tripp, Motimatic *
Chris Tilghman, Motimatic *

Abstract: Behavioral scientists have long understood the power of principles like scarcity, reciprocity, and social proof to drive human behavior. Universities have used these principles to powerful effect, driving enrollment through advertising. Why haven’t the same behavioral principles and advertising techniques been applied retention and graduation? And, what happens
when they are? Motimatic is providing automatic daily motivation through digital advertising networks like Google, Facebook, and Twitter. The result is significantly higher retention, as demonstrated in controlled studies, at very low cost. In this session, presenters will share the structure of Motimatic’s behavioral messaging system, its growing library of messages, and an overview of results.

Session ID: 102
Paper 10:00 am - 11:00 am

The Effectiveness of Program Evaluation as a Measure of the Retention of First-Year Students in Community Colleges

Room: Norfolk V
Intermediate Level

Author: Joseph D. Gar, West Kentucky Community and Technical College *

Abstract: The study examined the degree to which program evaluation impacted the retention of first-year students in community colleges. The data were analyzed using the independent samples two-tailed t-test. Analysis of the individual items that went into the standardized scores and students’ use of services identified through program evaluation revealed that first-year students who were actively engaged in their education were significantly more likely to be retained than those who were not. There was a significantly higher student-faculty interaction score for full time students (M = 55.4) than for students who were less than full time (M = 46.5), (t [703] = 3.96, p < .01). Students who were retained (M = 59.58) had significantly higher standardized academic challenge scores than those who were not retained (M = 51.60), (t [691] = 2.49, p < .05). Program evaluation can be the tool by which schools identify students who leave after the first year and implement actions that positively influence student retention.

Keywords: program evaluation; student retention; first-year students; community colleges

Session ID: 33
Paper 10:00 am - 11:00 am

The TRIO Effect at Fort Valley State University

Room: Marriott V, VI, & VII
Introductory Level

Author: Davida Curtis, Fort Valley State University *

Abstract: The Trio Student Support Services program has been in existence on the campus of Fort Valley State University since the 2010-2011 academic year. The program seeks to assist those students who are identified as first-generation, low-income, or have a documented disability and serves 140 students annually. In order to be a participant in the program, support staff must identify an academic need and provide services tailored to that need based on the individual student.
Participation in the program is voluntary and students make continual efforts to participate in order to reap services and benefits provided by the program. Although these students come from disadvantaged backgrounds in comparison to their continuing-education counterparts, they tend to perform academically and persist at higher rates than the general enrollment population of the institution. This paper seeks to substantiate the programs’ successes as well as identify ways to further increase student participation in similar academic support programming.

Session ID: 12
Paper 10:00 am - 11:00 am

Thriving at the Liberal Arts College: Best Practices in Operations and Research

Room: Norfolk VI
Introductory Level

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

Abstract: Grinnell College is working to promote a holistic approach to student retention and thriving. This session will highlight findings from a 2016 conference on “Thriving at the Liberal Arts College” held at Grinnell and centered on the following themes: 1) “An Appreciative Inquiry Perspective: Why Most Students Thrive at Small, Private, Residential Campuses,” 2) “The Mental Health Support Challenge for Colleges and Universities,” 3) “Emerging Predictive Modeling in Higher Education,” and 4) “Student Success is Everybody’s Business: Bridging the Work of Academic Affairs and Student Affairs.” Conference participants included faculty and staff from a dozen highly-selective liberal arts colleges, the Associated Colleges of the Midwest (ACM), the University of Iowa, Civitas Learning, and the RAND Corporation. Thriving students are engaged in the learning process, invest effort to reach important educational goals, manage their time and commitments effectively, connect in healthy ways to other people, are optimistic about their future and positive about their present choices, and are committed to making a meaningful difference in the world around them. This session will focus on reasons why many students at liberal arts colleges thrive, the strategies used to identify and support them, and several key challenges we encounter in providing support.

Keywords: thriving; liberal arts; mental health; predictive modeling; appreciative inquiry
Networking Break 11:00 am - 11:25 am Hampton Roads Ballroom

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

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Session ID: 13
Tutorial I 11:25 am - 12:25 pm

Building Academic Strength Through Resilience
Room: Marriott I, II, & III
Introductory Level

Authors: Cindy Murray, Shippensburg University *
Sabrina Marschall, Shippensburg University *

Abstract: At the core of resilience theory modeling is the question: What is resilience? We postulate that his question must be followed by two equally compelling considerations: Who is resilient? and How do we become resilient? Fortunately, research into those questions continues to grow. The current pilot study was performed in an attempt to add to that pool of growing research. Participants of this tutorial session will be introduced to the numerous factors that contribute to a resilient mindset; learn how resilience can be measured by existing scales; and consider techniques that can help build resilience among their students. The presenters will introduce a recent pilot study and show how the results are being used to change the way Shippensburg University can support resilience-building for their most academically vulnerable students. Attendees will be given a comprehensive resource list so that they can consider adopting some of the many strategies that best fit their students’ needs.

Keywords: resilience; mindset; student success
Session ID: 112
Presentation 11:25 am - 12:25 pm

CSRDE – Data to Support Student Success
Room: Marriott V, VI, & VII
Introductory Level

Authors: Sandra Whalen, University of Oklahoma *
Miaomiao Rimmer, University of Oklahoma *
Jane Zeff, William Paterson University *
Edward Sullivan, 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 it has grown into a research consortium of about 400 two- and four-year institutions. The consortium members benchmark the retention and graduation rates of community college students, community college transfers into the four-year institution, baccalaureate degree-seekers, and STEM majors. We've gone beyond swapping data to also sharing knowledge by hosting the annual National Symposium on Student Retention, our monthly webinar series on the most current research, and as well as 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.

Keywords: data sharing; benchmark; transfer; retention; graduation; STEM

Session ID: 142
Vendor Presentation 11:25 am - 12:25 pm

Helping Students Succeed: Evolving From Early Alert to Early Engagement
Room: James 1, 2, & 3

Author: William Kartsimas, Ellucian *

Abstract: The phrase “student success” has many meanings, but each one depends on both student and institutional effort to be effective. No matter how an institution defines and pursues student success, early engagement in educationally purposeful activities is the cornerstone of an effective practice. Progressive institutions are now implementing a more comprehensive early engagement program building upon the foundational elements of early alert and intervention. This approach, which still includes traditional early alert and intervention strategies, aligns student-development theory and best practices to connect individual students with educationally purposeful activities that help them get—and stay—on track for success before showing signs of risk. Given the value of shifting from an early alert to early engagement mindset to support student success, this session will explore key research and best practices, as well as examine three institutions’ transition to implement an effective early engagement strategy. Participants will learn a) the foundational
strategies for early alert; b) effective steps for building early engagement; and c) the role of technology in supporting these student success efforts.

Session ID: 77  
**Increasing Retention and Persistence at an Adult-Serving Online University via Student Non-Cognitive Interventions**

Room: Norfolk VI  
Introductory Level  
Authors: Jill Fellow, Western Governors University *  
Chelsea Barnett, Western Governors University *  
Jason Levin, Western Governors University *  
Kurt Gunnell, Western Governors University *

**Abstract:** Millions of Americans have some college credit but do not have a degree (NSC, 2014). Western Governors University’s mission is to expand access to higher education for this growing population of adult learners who have tried and not completed college, but this requires interventions to support the specific risks of this special group. Adult learners juggle competing life responsibilities, enroll with varying educational backgrounds, and can possess fixed mindsets that may lack academic resilience. In order to help support this population’s abilities to weather the challenges of independent, online learning, we offer a course uniquely designed to influence growth within their Affective Domain. The course has yielded significant gains in university measures of course completion and retention by addressing students’ Affective Domains and by initiating a journey of healing and academic commitment. As a deliberate structure of the course, it uses blended-learning methods to facilitate an online classroom where students meet face-to-face on webcam and build a self-supportive peer network. The course design combines experiential learning, social support, and self-reflective awareness to empower adult learners for success. A description of the student experience is also outlined along with details of the preliminary results, measurement tools, and plans for expanding access.

**Keywords:** adult-learner; adult-serving institutions; online education; special populations

Session ID: 84  
**It Takes a Village: Beyond the Bridge Program**

Room: Norfolk V  
Introductory Level  
Authors: Sofia Hiort Wright, Virginia Commonwealth University *  
Daphne Rankin, Virginia Commonwealth University *

**Abstract:** In an effort to provide an engaging academic experience for incoming first-year students, Virginia Commonwealth University (VCU) developed a 5-week program called Summer Scholars...
in 2015. In light of the fact that one-third of VCU’s first year class consists of first-generation students, the initial program invitation was targeted towards high achieving first-generation students, student-athletes, and out-of-state students. The goal of the program is to extend an additional opportunity for high-achievers to get a head start on their path to graduation, develop relationships with faculty and peers, and engage in rigorous academic and social immersion. The students take one small class and one large class in order to become familiar with the academic experience. The program also provides opportunities to interact in the community and explore through an academic lens the cultural and natural aspects of Richmond. Summer Scholars was developed by a task force with representatives from student affairs, academic affairs, and strategic enrollment management.

**Keywords:** summer; first-generation; first-year; student success

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**Session ID:** 65  
**Paper**  
**11:25 am - 12:25 pm**

**Making Predictive Models Actionable: A Case of One Institution**

Room: Marriott IV  
Intermediate Level  

**Author:** *Iryna Johnson, Auburn University*

**Abstract:** Auburn University has been using the Beginning College Survey of Student Engagement (BCSSE) data to identify students at risk early on and to work with these students individually to increase their odds of success. Identified risk factors include first generation status; living off campus; working while in high school and plans to work while in college; past behaviors in high school, such as coming to class without completing assignments; confidence in the ability to stay positive after poor performance on a test; and lack of confidence in the ability to study when there are other interesting things to do or to finish something one has started. High school performance and number of hours spent preparing for class are associated with greater success in college. Predictive models are presented to advisers using an interactive tool. The tool can be used to review individual student responses and predicted outcomes and to manipulate student responses to better understand their effects on student outcomes.

**Keywords:** student success; retention; GPA; predictive modeling
Power of Data-Informed Success Coaching

Room: Chesapeake 1 & 2

Authors: Heather Taynor, Aviso Retention *
Sarah Hoffarth, Central Carolina Community College *

Abstract: Proactive success coaching has been proven to remove academic barriers leading to increases in persistence and completion rates (Bettinger & Baker, 2011). Learn how Central Carolina Community College along with nine other North Carolina Community Colleges are partnering with Aviso, a holistic retention solution, to deploy best practices in proactive coaching techniques, implementing retention software and deploying predictive analytics to validate the effectiveness of interventions through success coaching. Central Carolina has implemented best practices, software and analytics to ensure their coaches are able to prioritize their communication and intervene at the right times, regardless of student caseloads, having positive impact on increased retention rates. The success of Central Carolina’s efforts were the catalyst for the Carolina Works initiative. The Carolina Works initiative presents the opportunity to validate the effectiveness of a student intervention strategy across all ten colleges participating and funded through the Department of Education’s First in the World grant. Carolina Works seeks to address retention and completion outcomes while validating Success Coaching as a data driven strategy, contributing to the field’s knowledge through high quality evaluation, documentation of efforts, and knowledge dissemination.

Lunch on Your Own

Take a break and enjoy visiting with your colleagues over lunch. A list of local restaurants is available at the conference registration desk.

Building a Proactive Retention Program for At-Risk Students: Siena’s Early Warning and Retention Team (SEWART)

Room: Norfolk VI
Introductory Level

Author: Peter Ellard, Merrimack College *

Abstract: Siena College has a history of best practices regarding first-year retention with a long-term average retention rate of 87.7%. However, after the Fall 2010 freshman retention rate at dropped to a twelve year low of 84.9%--a 2.2% drop from the previous year and 3% drop from the
long term average—Siena’s Early Warning and Retention Team (SEWART) responded with a plan to stem the tide by targeting the most at-risk freshmen. By all accounts, this endeavor was a significant success. The classes that entered in the fall of 2014 had a retention rate of 90%. This paper will tell the story of one aspect of how Siena succeeded. Instead of focusing on any individual subgroup—first-generation, ethnically diverse, low economic status, commuters, etc.—Siena focused on the aggregate of all of the demographic indicators pointing to retention risk. It then targeted the most at-risk with purposeful registration, careful selection of First-Year Seminar faculty and faculty advisors, and appointment of an administrative mentor, as well as proactive outreach regarding integration into campus life. Together with a wide array of high impact practices, Siena laid the groundwork for building a culture of retention and a 90% first-year retention rate.

**Keywords:** at-risk students; targeted population programs

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**Session ID:** 50  
**Paper**  
**1:45 pm - 2:45 pm**

**Does College Student Time Allocation Affect Academic Engagement? Evidence From a Public Institution**

Room: Marriott V, VI, & VII  
Advanced Level

Authors: Osundwa F. Wanjera, University of Connecticut *  
Alton Rucker, North Carolina A&T State University

**Abstract:** This paper investigates the effect of time allocation on academic achievement and engagement at a Historically Black institution in the South. The empirical approach allows for the estimation of the weekly allocation of time among different activities simultaneously. The results show that students spending more time on academic related activities have better outcomes. We find that unconditionally students spending longer hours on sleep and academic related activities had higher engagement scores. We also find that spending more time on sleep, co-curricular activities and less time on employment induced students to devote more time to academic related activities and increases student scores on the engagement measure. Finally, there is also evidence suggesting that students contact with faculty and advisors is important for the college student experience.

**Keywords:** student success; time allocation
Increasing Retention and Efficiency With Centralized Support Resources

Room: Chesapeake 1 & 2

Authors: Damon Blythe, H. Councill Trenholm State Community College *
Ronald Jennings, SmartEvals *

Abstract: While open-access institutions serve an important role in providing broad access to higher education, students at such institutions are often less likely to persist through to graduation. In 2014, Trenholm State Technical College implemented a centralized student success strategy that allowed the open-access school to improve retention by better supporting the needs of its academically under-prepared students. The school's two-part initiative involved the implementation of a centralized Student Success Center (SSC) and adoption of early alert technology. The SSC functioned to streamline student access to support resources by establishing a one-stop shop for skills development resources, tutoring, academic enrichment, student success workshops, supplemental instruction, computer work stations, and group and individual study spaces. Along with establishing the SSC, Trenholm State implemented DropGuard tm, a hosted early warning system by SmartEvals.com. By centralizing communications and intervention efforts, DropGuard drove traffic to the SSC, ensuring that more students received the academic support services they needed. Evidencing its success with data points indicating a first-year baseline retention rate increase from 55% to 68%, and a credit hour production increase of 70% to 80%, Trenholm State's experiences help to demonstrate how a centralized support plan can improve student success at open-access institutions.

Keywords: retention; student success; early alert

Recruit to Retain, Retain to Recruit: Using Data to Complete the Other Half of Your Enrollment Growth Story

Room: James 1, 2, & 3

Author: Sarah Horn, Helix Education *

Abstract: Increasing enrollment numbers, while impressive, really lose some of their luster if the students enrolling are not graduating. According to the National Center for Education Statistics, more than 40% of students who start their college education don’t finish in a timely manner, if at all (https://nces.gov/fastfacts/display.asp?id=40). As an industry, we need to reprioritize retention as an enrollment growth issue – it’s the other half of an institution’s enrollment growth story. This session will focus on the data and processes that can align admissions requirements with retention analytics, helping institutions create a higher propensity for matching students and programs, as
well as retain more of the students with whom they worked so hard and spent so much recruiting. Session attendees will explore the following: the importance of both "big" and "small" data as a means to shape and identify future classes and cohorts of students who are likely to be retained; data modeling to pinpoint success factors and discover at-risk correlations; the importance of data visibility across all of the teams who are responsible for finding, enrolling and retaining students; the value of retention technology (data analytics) combined with success coaching to personalize outreach and increase both recruitment and retention results.

Session ID: 70
Paper 1:45 pm - 2:45 pm

Supporting Community College Transfer Student Success From Recruitment Through Graduation at a Four-Year University

Room: Marriott IV
Introductory Level

Authors: Sybil Halloran, Virginia Commonwealth University *
Seth Sykes, Virginia Commonwealth University *

Abstract: The national completion agenda has focused increasing attention on the effectiveness of two- to four-year transfer programs to support student success. With increasing college costs and declining financial aid, many students start their college careers at community college with the intention of eventually transferring to a four-year institution to complete a degree. Over the past six years, Virginia Commonwealth University has developed strategic partnerships with regional community colleges to improve the recruitment and advising of transfer students. VCU’s comprehensive approach to the support of transfer students includes: establishing metrics for evaluating the effectiveness of VCU’s transfer program; creating a Transfer Center to coordinate advising and support services for prospective and enrolled transfer students; establishing a VCU presence on community college campuses; developing inter-institutional articulation agreements that clearly outline curricular pathways to earning a bachelor’s degree; and encouraging faculty collaboration across institutions in order to improve curricular alignment. As a result of these efforts, the two-year graduation rate for all transfer students from Virginia community colleges has increased from 17% for the fall 2008 cohort to 22% for the fall 2014 cohort. Similarly, the two-year graduation rate for students with associate degrees increased from 24% to 29%.

Keywords: transfer; retention; community college
The Importance of Psychosocial Factors in Predictive Models of College Retention

Room: Marriott I, II, & III
Advanced Level

Authors: Christy Strauss, The University of Oklahoma *
Mélie Lewis, The University of Oklahoma *
Robert Terry, The University of Oklahoma *

Abstract: While academic factors such as high school GPA and ACT and SAT scores significantly contribute to higher education success, there are often significant gaps in their ability to predict college retention. Research suggests a number of social and psychological factors can be used to improve the predictive ability of purely academic model. The present study will examine the contribution of five psychosocial factors in predicting first-to-second year college retention: financial concerns, academic engagement, institutional commitment, grit, and growth mindset. This study examined data from the 2014 New Student Survey, a survey distributed to all incoming freshmen at the University of Oklahoma. Factor analytic techniques were used to organize survey questions into valid measures of the factors of interest. Finally, these constructs were explored in a regression model to study the extent to which they are predictive of retention, both singularly and among other well-known academic predictors. Results of a logistic regression suggest that students with higher academic engagement and lower financial concerns had a significantly higher probability of retention when taking into account academic factors.

Transformative Pedagogy: Serving Underserved and Underprepared Students in Transition

Room: Norfolk V
Introductory Level

Authors: Gina English Tillis, Huston-Tillotson University *
Xia Serena Yan, Huston-Tillotson University

Abstract: While scholars have acknowledged the effectiveness of social-psychological interventions in education, there is very little research on transformative pedagogical practices that specifically target the psyche and subjective experiences of underserved and underprepared students. In 2014/15 a group of first-time freshman students participated in the Education as the Practice of Freedom Project. The project pedagogy and curriculum was inspired by Critical Pedagogy, Critical Race Theory of Education, and Anti-Colonial Schooling and incorporated a series of social-psychological reflective assignments and activities (stereotype threat, growth mindset, and relevance interventions) developed to transform the way students perceive and experience their education. A quasi-experimental design was used to assess the effectiveness of
this transformative pedagogy. Participants were randomly assigned to a control and treatment group and had no significant difference in high school GPA or SAT scores. Results indicated project participants had a 17% higher freshman to sophomore retention rate than non-participants. Project participants that persisted to their sophomore year had a significantly higher GPA (0.28) than non-participants. Qualitative and quantitative data was gathered throughout the school year to capture how the participants engaged in the social-psychological reflective assignments and activities, and its effect on how students perceive and experience their education.

**Keywords:** social-psychological interventions; critical pedagogy; anti-colonial schooling; critical race theory in education; utility value; mindset

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**Session ID: 58**  
**Paper**  
3:00 pm - 4:00 pm

**Closing the Loop: Evaluation and Assessment of Effectiveness and Efficiency of Academic Advising for Faculty Advisors**

Room: Marriott V, VI, & VII  
Introductory Level

Authors: Regina W. Davis, North Carolina Agricultural & Technical State University *  
Deana L. McQuitty, North Carolina Agricultural & Technical State University

**Abstract:** Individuals who earned their scholarly credentials to become faculty in higher education may be experts in their areas of discipline, but less proficient in the nuances of academic advising. Knowing curricula, prerequisites, graduation requirements, and providing ‘pep’ talks are insufficient. Perspectives of assessment that emphasize quality advising must account for the minimally prepared current faculty, the underprepared new faculty members and the turnover of adjunct faculty who are assigned undergraduate academic advising responsibilities. The advising activity is a core necessary function of the University and requires an intentional culture of investing in the orientation and development of faculty advisors. Appropriate training will be necessary to promote continuous improvement in this area of concern. In this paper, the authors propose seven key components for fair evaluation and assessment of the faculty advisors’ effectiveness and efficiency to serve students. They are: 1) purpose, 2) education, 3) expectations, 4) evidence, 5) indicators of eminence, 6) indicators of quality, and 7) indicators of impact. This paper provides an approach toward infusing, evaluating and assessing the activity of advising into the culture of faculty work with the support of professional advisors and a supportive University infrastructure.

**Keywords:** academic advising; faculty advisors; evaluation; assessment strategies
Session ID: 31
Paper 3:00 pm - 4:00 pm

From Data to Action: Transforming Quantitative and Qualitative Research to Community-Wide Action for Improvement in Equity Outcomes

Room: Norfolk V
Introductory Level

Authors: Patricia Hulsebosch, Gallaudet University *
Lindsay Buchko, Gallaudet University *
Jerri Lyn Dorminy, Gallaudet University *

Abstract: Using data from the National Survey of Student Engagement (NSSE, Spring 2014), the Student Satisfaction Inventory (SSI, Spring 2015) and the HEDS Teaching Quality Survey (HEDS, Fall 2015), researchers in the Office of Institutional Research at Gallaudet University disaggregated the responses of our students of color in order to better understand the specific experiences of these students. Using this data, further qualitative exploration took place through focus groups as researchers searched for common themes within the student narratives. Both quantitative and qualitative data, along with quotes from the students’ stories, were shared in the Spring of 2016 at two separate Academic Affairs Forums on Inclusivity and Equity hosted by the Provost Office, with a charge to the participants to consider ways that the student stories inform the work we need to do. This paper will document this process of transforming data to action: collection of the data, analysis of the findings, tying it to the literature, sharing it with the community, and moving towards action.

Session ID: 25
Paper 3:00 pm - 4:00 pm

Launch: The Design, Implementation, and Retention Results of a Pre-Orientation Retreat

Room: Marriott IV
Introductory Level

Author: Kelly Carter Merrill, Randolph-Macon College *

Abstract: This paper shares the design, curriculum, and evaluation results of an academic transition success initiative at a small private liberal arts college. Launch was a pre-Welcome Week adventure retreat, in August of 2015, aimed at student populations who have traditionally experienced lower retention rates at our college. Through Launch, we sought to provide social and academic strategies for these students, with the hope of improving their retention to their second year. This paper describes the theory-based design of the retreat, implementation logistics, and the retention and evaluation results.

Keywords: pre-orientation; retreat; perseverance; social transition
Looking Beyond First-Year Student Success

Room: James 1, 2, & 3

Authors: Jon MacMillan, Rapid Insight *

Abstract: Often, the focus with student success is around retaining first year students. The University of North Carolina-Greensboro wanted to take a broader approach to student success by expanding their retention efforts to include upperclassmen. In this presentation, Jon MacMillan, Senior Data Analyst at Rapid Insight talks about the collaborative effort that UNCG and Rapid Insight used in developing a full retention predictive model with Rapid Insight Analytics. The model that has been developed provides the probability of retention for Freshmen, Sophomores and Juniors as well as incoming freshmen. Learning points of the presentation include: intro to predictive modeling, best practices for data preparation, and how to apply the modeling results to positively affect retention efforts.

Non-Traditional Student Engagement at a Traditional University

Room: Marriott I, II, & III

Introductory Level

Author: Kimberly Rodgers, University of North Carolina at Charlotte *

Abstract: This study evaluated best practices in retention, institutional course availability, and existing services for non-traditional students at a large, urban four-year university to determine how to strengthen resources and fill in gaps perceived by non-traditional students. Through an online survey and focus groups, students described their preferred course formats and engagement strategies and identified retention issues within university programs. Here we review the literature on non-traditional student engagement and retention, survey data from students and faculty, and institutional data in order to provide recommendations to institutions interested in enhancing the non-traditional student market in their college and larger community.

Keywords: adult students; retention; engagement; student services
Tuesday, 11/1/2016

Session ID: 41
Paper 3:00 pm - 4:00 pm

Touching Through Technology: An Examination of Student Perceptions of Early Alert System Usage

Room: Norfolk VI
Introductory Level

Authors: Steven B. Ashby, East Carolina University *
John Trifilo, East Carolina University
Cheryl McFadden, East Carolina University

Abstract: In recent years, higher education has seen an explosion in technology-based early alert and intervention strategies to encourage student connections to institutional support. East Carolina University (ECU) followed suit by introducing a new early alert system and intervention to its arsenal of retention initiatives in 2011. Since bringing the new system to campus, over 300,000 notifications have been raised and an average of 19,585 unique students are being reached every academic year. While technology-based early alert systems can be a useful and cost-effective tactic to provide students with connections to campus resources, their development and implementation provides challenges. Do students feel the electronic communication is impersonal? Do they feel like someone cares? Do they just want to be left alone? In fall 2014, 21,437 undergraduate students at ECU were invited to complete a survey to solicit opinions of the early intervention system usage on campus. A total of 4,658 students responded to the invitation, providing insight into how students actually feel about the early alert system. Results from this study offer implications and recommendations for administrators, faculty, and other key institutional decision-makers focused on utilizing early alert systems as a retention tool.

Keywords: intervention; retention; students; technology; development; advising

Session ID: 114
Vendor Presentation 3:00 pm - 4:00 pm

Using Predictive and Prescriptive Analytics to Enhance Retention Efforts with IBM SPSS Solutions

Room: Chesapeake 1 & 2

Author: Nicole Alioto, IBM *

Abstract: With predictive analytics, institutions can derive insights about students and determine contributors to key outcomes, but it is the process of putting these insights into action that may present a challenge. Aligning interventions more efficiently and cost-effectively is critical to increases in achievement when resources are scarce. What if we could not only predict who is at risk but determine the most appropriate action that should be taken? In addition, determining the costs and benefits of those actions BEFORE they are taken will make institutions more efficient and effective. Utilizing IBM SPSS Solutions, institutions have the ability to leverage multiple data...
sources and determine how to allocate resources to maximize interventions and resource allocation. In this session, attendees will learn about the possibilities for transforming rich, analytical insight into targeted, effective actions.

Ice Cream Social & Exhibitor Visits 4:00 pm - 4:45 pm Hampton Roads Ballroom

Abstract: Relax with your colleagues during our ice cream social, sponsored by Helix Education. Also, be sure to visit the exhibitor booths during this time if you haven't already done so. They will "sticker" your exhibitor activity form in the back of your program for a chance to win prizes. Bring your completed form to the registration desk by 4:00 on Wednesday so we can add your name for the drawing which will take place at 5:00 during the Poster Session tomorrow afternoon. You must be present to win.
The Sourcebook is an electronic book designed to provide higher education practitioners and researchers with resources for practices and factors which influence student success.

The purpose of the book is to enhance the bridges institutions can build between activities, functions, and programs which optimize student success. While the chapters cover a broad range of topics in academic and cocurricular learning, they also maintain a core focus on academic and student affairs management to include institutional research, learning outcomes assessment, and institutional effectiveness—all functions closely related to student success and its measurement.

**DYNAMIC CONTENT**

The Sourcebook was created by the Consortium for Student Retention Data Exchange in 2013 as a dynamic document that will change over time. Our first addition to the original book highlights the role of faculty in engaging students in active learning. Other topics include building effective programs, unique groups and needs, and learning assessment as well as several case studies.

The Sourcebook may be purchased in its entirety, in individual chapters or in parts, by visiting our webpage at csrde.ou.edu/sourcebook. CSRDE members receive a 25% discount on their purchase.

**LEARN MORE**

The Sourcebook editors will be leading a panel on Wednesday from 3 to 4 p.m. in Marriott V, VI & VII. Please join us and find out more about the book and how you can have your program and activities considered for inclusion.

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**CSRDE at The University of Oklahoma**

Hosts of the National Symposium on Student Retention
Wednesday, 11/2/2016

Coffee Continental Breakfast 7:00 am - 8:30 am Hampton Roads Ballroom

Start your morning in the Exhibit Hall as you enjoy a continental breakfast with your colleagues. **Sponsored by IBM.**

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Bell Plenary Session 8:15 am - 9:45 am Norfolk Ballroom I-IV

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Session ID: 116

Keynote Address: Student Success in Colleges and Universities: Advancing Know-What and Know-How

Room: Norfolk Ballroom I-IV

Author: Jillian Kinzie, Indiana University *

**Abstract:** Increasing the number of students who succeed in higher education is a critical 21st century goal. Although nearly all colleges and universities have been faithfully working on this outcome, more remains to be done to achieve all that is envisioned in terms of quality, equity, and student learning and success. We know a lot from research about what facilitates student success, and can rely on a range of empirically-tested approaches and time-honored practices about what to do. Tested “game changers” that promise to close achievement gaps, structured pathways to completion, and improvements to developmental education guarantee to keep students on track to graduation. Yet, the implementation of what works is at best uneven across institutions and among students. An absence of integration, and the expansion of a smorgasbord of discrete, disconnected programs, or worse, the leap to implement solutions before developing a clear sense of the problem or the unique situations in the context, calls for greater consideration about what to do and how this must occur. This session will explore the current state and highlight a framework for advancing student success goals.
Are Your Analytics Retentive? Putting Educational Data in its Rightful Place

Room: James 1, 2, & 3

Authors: Timothy Harfield, Blackboard *
Terianne Sousa, Blackboard *

Abstract: Proactive advising works. Ongoing research into the impact of data-informed intensive advisement provides strong evidence in support of its strong positive impact on retention and graduation rates. Currently, however, only 34% of American schools require students to meet with an advisor, and only 2% advise in response to automated alerts. Too often, the success of data-informed proactive advising is attributed to the power of big data. While it is true that analytics are an important part of intensive advising, and have allowed colleges and universities to make significant gains in recent years, the importance of data pales in importance compared to the cultural, organizational, and procedural changes that it supports. Analytics is easy. Change is hard.
In this session, industry experts will share the true stories of universities who have achieved remarkable gains in student retention as a result of vision, strategic thinking, analytics, and a commitment to innovation through cultural change.

Session ID: 26
Paper

**Beyond Tutoring: Intrusive Academic Assistance to Increase Student Success and Retention**

Room: Marriott IV
Introductory Level

Authors: *Adam Nogaj, Gannon University*
Elizabeth Kons, Gannon University *

**Abstract:** The Gannon University Writing & Research Center and STEM Center, traditionally offering one-on-one consultation and tutoring to support coursework across campus, each began an initiative in Fall 2015 aimed at supporting students in certain historically difficult courses. The Gannon University CHESSMate program was initiated to increase retention of conditionally accepted students. Through embedded peer mentorship and supplemental sessions, CHESSMate aims to foster academic engagement and reinforce learning outcomes in the humanities core related to critical thinking, reading, abstract reasoning, and writing and research skills. Two sections of history were pre-filled with a blind mix of conditional and non-conditional students, who were mandated to attend seven sessions. Grades increased for both conditional and regular-admit students in CHESSMate. The Gannon University STEM-PASS (Peer Assisted Study Scheme) initiative, derived from Supplemental Instruction, is centered around peer tutors facilitating extra-help recitations in traditionally difficult courses. After its first semester, professors' Drop/Fail/Withdraw (D/F/X) rates decreased by an average of 5% running STEM-PASS or SI for a given course, but 9.1% for professors strictly requiring STEM-PASS attendance. Specific highlights include reducing the D/F/X rate by 16.4% in a Calculus 1 course, and reducing the D/F/X rate to zero in a Physics 1 course.

**Keywords:** STEM; humanities; conditional students; supplemental instruction; tutoring

Session ID: 118
Presentation

**Continued Conversation With Dr. Kinzie**

Room: Norfolk Ballroom I-IV

**Abstract:** This concurrent session is available for participants who would like to continue the conversation with Dr. Kinzie.
How Alternative College Preparatory Academic Experiences Impact University Learning and Success: A Comprehensive Empirical Analysis

Room: Norfolk V
Intermediate Level

Author: David Lehr, Longwood University *

Abstract: With state initiatives aimed at increasing affordability and access to higher education, coupled with household pressures, students are strongly encouraged to enter college already equipped with experiences aimed at fast-tracking a successful academic transition from high school to college. To date, research has been limited, either focusing on single programs—such as Advanced Placement (AP) or Dual Enrollment (DE)—or single measures of college success. As such, universities are increasingly enrolling students with academic backgrounds whose potential impact on student learning and retention are not well understood. This paper presents a comprehensive empirical analysis of the patterns of alternative pre-collegiate preparatory experiences and compares their relative impacts on a variety of student learning and success measures. Specifically, we segment the incoming 2010 student cohort of Longwood University students into students with AP, and DE credit, and students with none of these experiences. After comparing subsamples, differences in retention and collegiate GPA throughout the college experience are estimated, interpreted, and compared. Results suggest that pre-collegiate college preparatory experiences vary substantially in their impact on collegiate success, and tailoring student success strategies and admission policies based on these experiences may improve student outcomes.

Keywords: student success; prediction; AP; dual enrollment; retention

Online Learning, Student Success, and Data Analytics

Room: Chesapeake 1 & 2

Authors: Karen Swan, University of Illinois-Springfield *
Scott James, Hobsons *
Cassandra Daston, Hobsons
Ellen D. Wagner, Hobsons

Abstract: The research reported in this paper summarizes and extends discussion on recent research (Swan, James and Daston, in press) describing the success of undergraduate students who take online classes. It highlights findings from research using 656,258 student records collected through the Predictive Analytics Reporting (PAR) Framework. Contrary to what has been widely reported, we found that taking online courses does not necessarily negatively impact student
success. Instead, results suggest that students taking some courses online and some on-ground progress more quickly and are retained at a slightly higher rate than students taking solely on-ground or solely online courses.

**Keywords:** online; progression; retention; completion; success

Session ID: 66
Paper 10:00 am - 11:00 am

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Reframing Student Retention: Developing a Holistic Model to Improve the Likelihood of New Student Success

Room: Marriott V, VI, & VII
Introductory Level

*Authors:* Sami Nassim, Salve Regina University
Barbara LoMonaco, Salve Regina University
Jim Fowler, Salve Regina University
Frederick Promades, Salve Regina University

**Abstract:** By the end of 2012-2013, a liberal arts university faced the challenge of declining retention in first-year students, especially students of color. In comparison to the previous year, the overall first-year retention declined by nearly 3% and the first- to second-year retention of students of color declined by more than 15%. In response to this troubling data, a new and innovative model for retention and student success was created and implemented for the next two cohorts. The model identified seven major demographic factors that would likely contribute to student attrition. The model examined the combined effect of these factors on retention rather than focusing on each factor in isolation as suggested by previous researchers. Based on the insights provided by the new model, students at risk of dropping out were identified early in the year and appropriate interventions and support mechanisms were put into place. Utilization of this model has produced dramatic results with first- to second-year retention increasing by 7% and retention of students of color increasing by 23% in two years. The model is currently being implemented for the third year.

**Keywords:** retention; success; first-year students; special population
Students Transitioning Through Education Programs Successfully (S.T.E.P.S.): A Research-Based, Evidence-Driven Model for Effectively Serving Underserved Students

Room: Norfolk VI
Introductory Level

Authors: Sandra L. Walker, Paul D. Camp Community College *
Laura J. Clark, Paul D. Camp Community College *

Abstract: Students Transitioning through Education Programs Successfully (S.T.E.P.S.) was developed by Paul D. Camp Community College (PDCCC) in September 2012, in response to the Virginia Community College System’s (VCCS), Chancellor’s College Success Coach Initiative (CCSCI). The purpose of this initiative is to increase the number of students that graduate, transfer, or earn non-credit credentials. Students are selected based upon meeting one or more of the following three criteria: First–generation, ethnic minority, Pell grant eligible and earned 14 or fewer college credits. The VCCS defines the aforementioned students as underserved. Low retention rates among underserved students are typically attributed to lack of academic preparedness, limited financial resources, family obligations, and/or social incongruence. Coaches assist students with college survival skills, goal setting, life skills development, and on/off campus resource linkages. To date, the program has served 513 students. Data reveal significant outcomes as follows: (a) 70% of students maintained a 2.0 or above GPA; (b) 134 degrees, diplomas, certificates, or other credentials have been earned; (c) over $235,000 in scholarships awarded; and (d) 3-year average retentions rates: fall to spring (77.86%) and fall to fall (49.46%), which consistently exceed the VCCS and PDCCC by 7% to 18%.

Keywords: ethnic/minority; first-generation; Pell grant eligible; resources; retention; underserved students

Networking Break 11:00 am - 11:25 am Hampton Roads Ballroom

Take a break from the activities and have a refreshment as you network with your colleagues and the exhibitors. Sponsored by SmartEvals.
Affordability: Assessing, Promoting, and Creating Resources "Beyond Financial Aid"

Room: Marriott IV
Introductory Level

Authors: Rory McElwee, Rowan University *
Sean Hendricks, Rowan University *

Abstract: Affordability is a major impediment to college enrollment, retention, and completion. Although traditional financial aid is a vital piece of the affordability puzzle, institutions can and do offer other types of resources that boost affordability (such as providing financial literacy education and a roadmap to navigating financial services; addressing food, housing, and transportation insecurity; and much more). This paper reviews national data regarding the impact of affordability on retention and best practices for supporting low- and middle-income students beyond traditional financial aid, as well as preliminary work to study and boost affordability at one institution. The presenters will describe Rowan University's Affordability Task Force, a cross-functional team of faculty, staff, administrators, and students, who conducted the "Beyond Financial Aid" institutional self-assessment from the Lumina Foundation (Chaplot, Cooper, Johnstone, & Karandjef, 2015). In addition to inventorying the institution's existing data and services for low- and middle-income students, the Affordability Task Force surveyed students to learn more and then created a communication plan—including a website and open forums—to promote student knowledge and usage of available services. The Task Force also made recommendations to senior leadership regarding additional resources to support all students, including "microgrants" to support completion and improved financial literacy education. Discussion will address strategies to study and boost affordability beyond financial aid at participants' campuses.

Keywords: retention; completion; financial aid; affordability; campus change
Alternate Course Delivery as a Pathway to Excellence for Adult Learners

Room: Norfolk V
Introductory Level

Authors: Stuart M. Benkert, The University of Tennessee at Chattanooga *
Madison M. Dell, The University of Tennessee at Chattanooga *
Dawn M. Ford, The University of Tennessee at Chattanooga
Gretchen E. Potts, The University of Tennessee at Chattanooga

Abstract: Tennessee Reconnect is a program that focuses on increasing adult learner access to and success in higher education. The Governor of the State of Tennessee is committed to supporting this population to meet workforce demands and stimulate economic development. To accommodate the unique needs of adult learners, The University of Tennessee at Chattanooga (UTC) is simplifying its admission process and providing schedule flexibility through alternate course delivery. With a grant from the Tennessee Higher Education Commission, UTC implemented two new strategies for supporting adult learners. First, UTC introduced an event called Instant Decision Day. Applicants bringing all required materials received an admission decision the same day and accessed campus resources during a concurrent Student Services Fair. Second, UTC repurposed general education courses to be offered in an online format. These courses increase adult learner access to classes that are better suited for their schedules. Based on the preliminary assessment, these strategies have proven effective in recruiting and enrolling a higher number of adult learners. University-level administration is encouraged with the results and has increased funding for the initiative.

Keywords: adult learners; course redesign; online education

An Academic Coaching Model for First-Year Student Success

Room: Marriott I, II, & III
Introductory Level

Author: Andrew P. Miller, Concordia University Wisconsin *

Abstract: This case study in student support examines one private, Christian university and their efforts to remedy risk factors of student attrition by developing a weekly academic coaching model in conjunction with a first-year seminar course. The evaluation reflects the University’s intent to develop students holistically by measuring both cognitive and non-cognitive factors of student success. In the inaugural semester of implementation, one generally characterized as a ‘trial run’ and wrought with missteps and learning opportunities, the preliminary results demonstrate a stark contrast in academic engagement and academic performance between those engaged in the program
and those who were not engaged. Furthermore, the development of confidence, self-efficacy, and other non-cognitive factors supports the findings of prior research on the effects of academic coaching on non-cognitive development. Although early in the implementation, lessons from this program can be extrapolated for integration at institutions reflecting similar university and student characteristics.

**Keywords:** intrusive advising; academic coaching; at-risk support

Session ID: 71
Paper 11:25 am - 12:25 pm

**Critical Race Theory as a Framework for Understanding and Promoting Minoritized Student Retention at Predominantly White Institutions**

Room: Norfolk VI
Advanced Level

Authors: Candice Powell, The University of North Carolina at Chapel Hill *
         Cynthia Demetriou, The University of North Carolina at Chapel Hill *
         Terrell R. Morton, The University of North Carolina at Chapel Hill *
         A. T. Panter, The University of North Carolina at Chapel Hill

**Abstract:** Racial disparities in retention and graduation rates are a top concern across institutions of higher education, yet scholars and practitioners rarely look to racism to explain these disparities (Harper, 2012). Critical Race Theory (CRT) is an epistemological and methodological framework designed to reveal and challenge power and oppression dynamics between racialized groups (Harper, 2009; Lynn & Dixson, 2013). CRT can provide insight about how racism serves to maintain and reinforce educational policies, practices, and access to resources and opportunities. Increasing awareness of systemic racial inequities creates opportunity for people in power positions to engage in socially conscious action and decision-making within higher education (Ladson-Billings, 1998; Patton, 2015; Robbins & Quaye, 2014). This paper provides a conceptual introduction to CRT for retention practitioners and considers how the CRT framework can elucidate minoritized student retention at predominantly white institutions. Strategies for using CRT to guide institutional decision-making are also offered.

**Keywords:** critical race theory; racism; higher education; strategies
Driving Student Success With Predictive Analytics

Room: Chesapeake 1 & 2

Authors: Patty Pitts, Crown College *
Meghan Turjanica, Jenzabar *

Abstract: Why do students persist? Although there are some commonalities, the answer is different at every institution. Predictive modeling seeks to discover hidden relationships in data. Leveraging a clear picture of past and present behavior, predictive modeling uses statistical analysis to generate a confident simulation of future behavior. Higher education institutions can use that insight to positively impact student trajectories and influence outcomes. Presenters will share the predictive model they have developed to identify at-risk students. In addition, they will describe the communication flow and intervention process that utilizes the information discovered from the model. Learn how to drive student success with predictive analytics to amplify your program. Presenters will discuss real-world examples and best practices developed over many years of analyzing data. Some of the most popular risk factors and programs that have been developed to help these students succeed will also be highlighted.

Predicting Transfer Student Success: Early Identification of At-Risk Students to Improve Time-to-Degree and Graduation Rates

Room: Marriott V, VI, & VII
Intermediate Level

Authors: Eric J. Cazares, California State University San Bernardino
Claudia Alvarado, California State University San Bernardino
Tanner Carollo, California State University San Bernardino *
Allan Taing, California State University San Bernardino
Brandon Aragon, California State University San Bernardino *
Qiana Wallace, California State University San Bernardino

Abstract: In recent years, transfer enrollments for California State University, San Bernardino (CSUSB) have nearly doubled with 2,443 transfer students arriving in Fall 2015. While 90% of transfer students return their second year, only 28% of transfer students graduate within two years, and only 73% graduate within four years. Similar to other four-year institutions, the predominant share of resources is allocated to first-time freshmen. It is clear that despite their prior collegiate experience, transfer students face challenges that may extend their time to graduation or influence their decision to continue pursuing a degree. The purpose of this study was to identify first-year predictors of transfer graduation in order to identify at-risk students for proactive supports. Binary logistic regression analyses were conducted on 8,284 transfer students who entered CSUSB from
Fall 2008 to Fall 2013. Pell status, pre-transfer academic characteristics, and first-year academic measures contributed to the overall significance of the model and accounted for 32% of the variance in four-year graduation rates. Probability scores were calculated for each student to allow for targeted intervention strategies.

**Keywords:** transfer students; academic success; intrusive advising; prediction; at-risk

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**Session ID: 107**

**Vendor Presentation**  
11:25 am - 12:25 pm

The Untapped Data Ecosystem: Using Analytics and Insight to Improve Student Success

Room: James 1, 2, & 3

Author: Emily-Rose Barry, CampusLabs *

**Abstract:** Student success is a campus-wide, multifaceted effort. Programs and interventions are put in place across campuses each year to support students on their path toward graduation. But how do you know if your efforts are working? With success initiatives spread across departments and divisions, the student data associated with these efforts is often scattered and trapped in silos. As a result, it’s challenging to gauge the true impact of your approach—and even more importantly, how you might improve upon it. In this presentation, we will help you think creatively about existing and untapped campus data sets that provide valuable insight into the impact of your efforts. You can then harness that data to leverage the power of your data ecosystem to better inform and improve your practices. We will also show you how these insights can be shared with your campus community to better support efforts both inside and outside the classroom to positively impact student retention and success.

**Keywords:** analytics; student success; retention

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**Lunch on Your Own**  
12:25 pm - 1:45 pm

Take a break and enjoy visiting with your colleagues over lunch. A list of local restaurants is available at the conference registration desk.
CUNY Accelerated Study in Associate Programs (ASAP): Evidence From Six Cohorts and Lessons for Expansion

Room: Norfolk V
Intermediate Level

Authors: Diana Strumbos, City University of New York
Zineta Kolenovic, City University of New York
Alex L. Tavares, City University of New York *

Abstract: The Accelerated Study in Associate Programs (ASAP) program at CUNY was designed to support associate degree-seeking students through a combination of comprehensive advisement, financial assistance and structured pathways. ASAP has been found to be remarkably successful at increasing three-year associate degree attainment rates in studies using both quasi-experimental and experimental designs and has achieved a three-year graduation rate of over 50 percent, more than double the rate of comparison group students. Based on these results, ASAP has received funding to enroll 25,000 students by 2019 and to target more STEM majors. ASAP expansion will take place across nine colleges, including a campus-wide expansion to serve all eligible incoming first-time, full-time freshmen at Bronx Community College by 2019. This paper presents results from ASAP’s internal evaluation of its first six cohorts using quasi-experimental analysis of administrative data, supplemented by original data collection and student surveys. It presents key findings and describes the way that research and evaluation have been used on a continuous basis to inform program management. In addition, it explores lessons learned from its evaluation used to inform expansion planning and discusses how expansion efforts will be assessed as ASAP grows to a larger scale than ever before.

Keywords: community college; retention; graduation
Learning From the Past: A Content Analysis of the Proceedings of the National Symposium on Student Retention

Room: Marriott IV
Introductory Level

Authors: Daniel E. Duerr, Saint Leo University *
Amelia Evans, Saint Leo University
William Hamilton, Saint Leo University
Cheryl Hemphill, Saint Leo University *
Johanna Lane, Saint Leo University

Abstract: Building student success initiatives requires innovation, yet a key first step is understanding what others have implemented and the effectiveness of those initiatives. To develop an empirically-informed perspective on student success, the Office of Institutional Effectiveness at Saint Leo University conducted a content analysis of applied research articles published in the Proceedings of the National Symposium on Student Retention. We took a stratified random sample of 100 articles from the proceedings and then coded the articles using a coding sheet that we have adapted from a national standard. This allowed us to answer four research questions. (1) What student success initiatives have colleges and universities proposed over the past decade? (2) What do student success interventions hope to accomplish, via interventions? (3) What methods and data sources have researchers interested in student success employed? (4) Which researchers are publishing empirical research on student success? We found that there were significant developments in how student success initiatives were conducted, and that there were a common set of factors that are consistently considered. Our research provides an overarching review of former student success initiatives, helps lay the groundwork for more focused attention on areas that affect student success and offers a look at best practices.

Keywords: student success; retention; content analysis; National Symposium on Student Retention; historical analysis

Managing Institutional Research Data for Student Success

Room: Chesapeake 1 & 2

Author: Phyllis Brooks Collins, Delaware State University *

Abstract: Institutions collect a vast amount of data from various sources to support decision-making and improve student success outcomes. Student surveys, SIS data, and other institutional data have been historically siloed and disaggregated and thus, valuable insight cannot always be delivered to individuals who require this information to the assist students and inform short term
support strategies. Learn how data can be aggregated and converted into actionable insights and reports that provide multiple tiers of decision-makers with the information to affect institutional change.

Session ID: 79  
Paper 1:45 pm - 2:45 pm  

Not So Soft Skills: The Importance of Grit to College Student Success  

Room: Marriott I, II, & III  
Introductory Level  

Authors: Rebekah Reysen, The University of Mississippi *  
           Matthew Reysen, The University of Mississippi *  
           Patrick Perry, The University of Mississippi *  
           Dewey Knight, The University of Mississippi *  

Abstract: According to the American College Testing organization (2012), a little more than a third of public institution attendees graduate in five years from college, while just over half of private attendees do so. The concept of a “four-year degree” has become outdated. These statistics make it clear that there are many who struggle to graduate, and that there are a significant number who may never graduate at all. The concept of “grit,” coined by Dr. Angela Duckworth and defined as passion and perseverance for very long-term goals, has become a popular topic in the education literature. Duckworth, Peterson, Matthews, and Kelly (2007) found that grit is positively associated with academic success. Using Duckworth et al.’s 12-item Grit inventory, the authors of this study aimed to explore key factors that are related to student success at a major, public, southern university. The purpose of this study was to explore the relationships between grit, academic performance, and educational attainment, measured by number of attempted credit hours. We also aimed to ascertain whether academically at-risk students (those with less than a 2.0 GPA) scored lower than their non-at-risk peers on Grit. Our findings, along with future directions for interventions and research, will be discussed.

Keywords: grit; retention; academic success; personality
Registering Risk: Understanding the Impact of Course-Taking Decisions on Retention

Room: Norfolk VI
Advanced Level

Authors: Mélie Lewis, The University of Oklahoma *
Robert Terry, The University of Oklahoma *

Abstract: Registration in the fall semester of freshman year is often the first opportunity for students to make independent decisions about which courses to take. The role of the academic advisor is to aid in the decision-making process by informing the choice based on the graduation requirements of the student’s preferred degree. Although courses are restricted to those for which the student has the necessary prerequisites, the risk remains that a student will be unable to succeed in a chosen course. The current study analyzes existing data on course-taking patterns, grades and retention outcomes from previous cohorts using multilevel modeling. The study will provide estimates of the effects of specific classes and associated grades on the probability of retention in order for all stakeholders (students, parents, advisors, etc.) to weigh the decision not only based on its impact on the long-term goal of obtaining a degree, but also based on the immediate risks of enrolling in a class where the necessary or preferred grade is unlikely given the student profile.

Retention as an Enrollment Goal: Using Predicted Retention as a Factor in Financial Aid Leveraging

Room: James 1, 2, & 3

Authors: Emily Coleman, Maguire Associates *
Jen Cox, Maguire Associates *

Abstract: Enrollment Management officers are under pressure to achieve multiple enrollment goals when admitting their freshman class. In shaping the class, they may strive for a particular headcount, net revenue, gender breakdown, test score and GPA average, and/or certain diversity indicators. Financial aid is used strategically to meet these goals: with institutions offering more aid to the most desirable / most difficult to enroll admits. At the same time, there are often separate offices on campus that are charged with improving student retention. This paper explores the idea of combining these two efforts by including first-to-second year retention in the enrollment goals, and using financial aid strategically in order to maximize retention. The findings will reveal how a statistical model built to maximize the effectiveness of financial aid on enrolling the class can be combined with a statistical model built to predict first-to-second year retention in order to test the impact certain financial aid policies will have on retention. In some cases, the financial aid model
that produces the most revenue in year one is not the one that produces the most revenue over two years, due to low retention.

**Keywords:** predictive modeling; financial aid; leveraging

Session ID: 38  
Presentation 1:45 pm - 2:45 pm

Using Incoming Student Information to Identify Students At-Risk of Dropping Out

Room: Marriott V, VI, & VII  
Introductory Level

Authors: Justine Radunzel, ACT, Inc. *  
Krista Mattern, ACT, Inc.  
Don Pitchford, ACT, Inc. *

**Abstract:** Research suggests that many factors contribute to students’ likelihood of returning for their second year of college. In this study we take a holistic approach to better understand students’ chances of being retained by modeling second-year retention rates in relation to multiple student characteristics simultaneously. Student-level predictors include academic achievement measures, college intentions and preferences, distance from home, and demographic characteristics. Study results are based on nearly 635,000 ACT-tested 2014 high school graduates who enrolled in college in fall 2014 and were tracked using National Student Clearinghouse data. Study findings point to the importance of various cognitive and noncognitive factors in predicting student attrition at both two- and four-year institutions. The variation in retention rates across institutions and college majors is also discussed. Study findings illustrate how institutions can use incoming student information (such as that obtained from the ACT record) to help identify students who are most at-risk of dropping out, allowing for the opportunity to intervene early with these students. This session will end with a discussion about how these research findings can be used to develop tools that help institutions identify students on their campuses that are likely to drop out, and the implications for retention strategies.

**Keywords:** retention; academic preparation; noncognitive characteristics; incoming student information
Session ID: 63
Presentation 3:00 pm - 4:00 pm

Building Bridges for Student Success: A Valuable Tool

Room: Marriott V, VI, & VII
Introductory Level

Authors: Gerry McLaughlin, DePaul University *
Rich Howard, University of Minnesota *
Josetta McLaughlin, Roosevelt University *
Charles Donaldson, University of Arkansas-Little Rock *
Jane Zeff, William Paterson University *
Sandra Whalen, University of Oklahoma *

Abstract: At the 2013 National Symposium on Student Retention, CSRDE unveiled Building Bridges for Student Success: A Sourcebook for Colleges and Universities. While the initial launch of the Sourcebook was printed, it is currently a web-based resource where it can be obtained as chapters, parts, or in its entirety for a nominal cost. The Sourcebook is designed to focus on activities and programs that build student success and do so by connecting the key groups and functions that span the college. It does this through groups of chapters on institutional level programs, unique groups, learning assessment, faculty classroom activities, and case studies. This panel will look at a brief history of the Sourcebook with its purpose and organization. Presenters will discuss the dynamic nature of the Sourcebook which will continue to add chapters that support student success and that connect the functions and groups across campuses. They will discuss how individuals can have their programs and activities considered for inclusion. The panelists will also provide suggestions on how to write a chapter for the Sourcebook and the audience will be asked for their comments and suggestions for future developments and opportunities for the Sourcebook.

Keywords: graduation; retention; professional development; partnerships; advantages

Session ID: 17
Paper 3:00 pm - 4:00 pm

Need-Based Financial Aid Strategies to Promote Student Success

Room: Norfolk V
Intermediate Level

Authors: Todd Brann, University of Kentucky
Bethany L. Miller, University of Kentucky
Craig Rudick, University of Kentucky *

Abstract: Using predictive modeling techniques, we have found that unmet financial need is among the best pre-matriculation variables in our data for predicting 2nd fall retention of first-time undergraduates. Once students are enrolled, their earned GPA dominates in predicting 2nd fall retention, although unmet need retains a strong and significant effect at all levels of academic achievement. A substantial increase in enrolled students with high unmet need is holding down our
institutional retention rate by as much as 1.6%. In order to address this issue, we have implemented the Provost Persistence Grant program to provide financial assistance to students in acute financial stress. Although historically our financial aid programs have been almost exclusively merit-based, we are currently exploring options for a comprehensive need-based aid program to improve student persistence. The goal is to combine dedicated funds for students self-identifying with financial difficulties and leveraging strategies to optimize institutional spending and maximize retention impact.

**Keywords:** financial aid; retention; FAFSA; predictive modeling

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**Session ID:** 143

**Vendor Presentation** 3:00 pm - 4:00 pm

**Retention From Day 0: Using AccuCampus to Engage all Students**

Room: James 1, 2, & 3

Authors: Rachel Cook, Engineerica Systems, Inc. *
         Chadd Blodgett, Engineerica Systems, Inc. *

**Abstract:** From the moment students consider applying to your institution, and even before they attend their first course, you have the opportunity to help them persist. Engineerica can help you engage your students in their college experience at a level that will nearly ensure their success. Our engagement tool, AccuCampus, combines our experience developing academic tracking software with expert knowledge of effective retention strategies. This service easily tracks all students as they move through the many services your institution offers, including tutoring, advising, career services, and just about any area involved with student interaction. This experience can begin as soon as students become prospective, follow them from semester to semester, and can continue until well after they’ve graduated. It captures their attention and encourages them to use the services most relevant to them as individuals, thus creating a unique, personalized experience for every student. Our Implementation Specialist, Rachel Cook, who has over six years of experience managing academic support services, will demonstrate how AccuCampus can work holistically with the services you already have, enhancing the student experience and generating reports which can conclusively show the important impact your institution has on student success and retention.
Student Lifecycle Beyond Your Institution: Optimizing Usage of National Student Clearinghouse StudentTracker Tool

Room: Marriott IV
Introductory Level

Authors: Glendalis Gonzalez, University of South Florida *
Shabnam Mehra, University of South Florida *

Abstract: This tutorial session will guide attendees through methodologies that optimize National Student Clearinghouse (NSC) StudentTracking data usage in conjunction with internal institutional data. Attendees will learn how to effectively compile and prepare student data to be sent, know student attributes provided by NSC, manage the data received, check data discrepancies, and relate decision-making opportunities to relevant student data. During this session presenters will also share expansive exploration of student lifecycles beyond the scope of internal data analysis and reporting, such as Applied and Denied, Admitted Not Enrolled, Drop out/Stop out, and Graduate Re-Enrolled. Note: Attendees are not required to bring a laptop to this tutorial. However, attendees may find a laptop useful that has Microsoft Excel, SAS, and Internet Access.

Keywords: enrollment; attrition; decisions; graduation; StudentTracker; NSC

UNLOCKING THE GRID: Keys to Higher Education Student Progress and Success

Room: Marriott I, II, & III
Introductory Level

Authors: Ann McCalley, Colorado State University-Global Campus *
Barbara Keener, Capella University *
Emily Coleman, University of the Cumberlands
Thomas D. Iwankow, Maria College *

Abstract: This meta-analysis features three studies related to student progress and degree completion. The researchers identified similar factors impacting student academic progress in community college transfer, doctoral dissertations, and first- to second-year undergraduate liberal arts courses. While student and institutional types can vary, effective "retention to degree completion" strategies can be adapted and adopted across degree and college and university programs. The studies' similar results focused on strategies strengthening student centric programs and activities, building cross-institutional relationships and communication, and enhancing support for student individual motivation and self-reliance. These strategies were linked to overcoming gridlock practices seen as thwarting student success. One qualitative research study addressed student self-reported transfer planning and preparation while enrolled at a two year/community
college. Eighteen of 23 highly academically successful participants reported the transfer process to be challenging and offered several suggestions for making the transition easier. Qualitative research was also conducted to explore factors influencing dissertation completion at a research institution, and key success factors were identified through a detailed analysis. Finally, quantitative research analyzed the application of a redesigned first-year experience program at a four year residential institution. Results identified this innovative program improved institutional retention rates by 12.81%.

**Keywords:** success; transfer; first-year; doctoral; retention; advising

**Session ID:** 22
**Paper** 3:00 pm - 4:00 pm

**Were We Really SAGE? Assessing an Intervention Program for the Retention of Student Athletes**

Room: Norfolk VI
Introductory Level

Authors: Danielle Mitchell, Penn State, Fayette—The Eberly Campus *
Nicole Hill, Penn State, Fayette—The Eberly Campus *
Mary Budinsky, Penn State, Fayette—The Eberly Campus *

**Abstract:** The 2015 National Symposium on Student Retention included a poster presentation on SAGE (Student Athletes Graduate and Excel), a retention program implemented at a small, rural, primarily two-year campus. At that time, there was historical data within which to contextualize the intervention model, but little data about the program itself, as it had been piloted for only one semester. We knew, for instance, that the average rate of ineligibility, according to university data, was roughly 25% over a five-year period; students were leaving the campus due to academic issues; faculty were losing faith in the value of athletics; and the campus community as a whole showed little support for an athletic program that seemed to hamper rather than help students to persist. The presenters will update the results of their initial study, which reported a 15% improvement in eligibility rates after the pilot semester and provided the content for the poster that earned the 2015 CSRDE Best Poster Award. Results will include three semesters of data (broken down by semester cohorts), eligibility rates, academic support strategies, and GPAs for athletes, and will generate discussion about the collection of data, intervention model, and outcomes.

**Keywords:** retention; student athletes; pilot initiative
A Bridge Program and Living Learning Community That Works

Authors: Willie McKether, The University of Toledo *
        Anthony Quinn, The University of Toledo
        Kaye Patten, The University of Toledo
        Amanda Bryant-Friedrich, The University of Toledo
        Barbara Schneider, The University of Toledo

Abstract: African American and Latino students had the lowest semester-to-semester retention rate of all student populations over a ten-year period at The University of Toledo. In 2015, Associate Deans from two colleges collaborated with the Division of Student Affairs to create a summer bridge program for students already admitted into the university, but from a demographic historically considered at risk in terms of retention, academic achievement, and graduation rates. Twenty-five students voluntarily agreed to participate in the program where they received a
scholarship, enrolled in eight credit hours of coursework taken in an intense six week summer session coupled with programming and tutoring. The students also agreed to participate in a Living Learning Community for fall 2015. All 25 students who began the summer bridge program completed it with a summer average gpa of 3.2. Additionally, 24 of the 25 students enrolled completed the fall semester with an overall 2.8 gpa. These students are now leaders on campus and many receive additional support through Brothers on the Rise and Talented Aspiring Women Leaders mentoring programs. Institutional Research show a significant positive relationship between students' participation in the summer bridge program and retention status compared to students in the general population.

Keywords: summer bridge program; living learning community

A Socio-Ecological Model Approach for Student Success in a Graduate Nursing Program

Authors: Kimberly Hayman, University of Arkansas for Medical Sciences *
Alexa Bessette, University of Arkansas for Medical Sciences *
Larronda Rainey, University of Arkansas for Medical Sciences
Keneshia Bryant-Moore, University of Arkansas for Medical Sciences

Abstract: Arkansas has an urgent need to increase the number of advanced practice registered nurses (APRN) to care for the underserved. Arkansans carry a disproportionate burden of suffering and disease, ranking 48th in national state health rankings. Rates are significantly higher in rural, underserved counties in the Arkansas Delta, where large numbers of racial/ethnic minorities live below the poverty level. Care of the state’s disadvantage populations is made more difficult by a shortage of APRN’s, particularly those who represent these same populations. Though there has been an increase in the number of underrepresented groups pursuing advanced degrees in nursing, retention has been problematic. Arkansas’ colleges and universities strive to retain these students to graduation. The Growing Our Own in the Delta (GOOD) Scholars Program uses the socio-ecological model (SEM) to decrease attrition and increase the graduation rates of underrepresented nursing students. This theory-based framework addresses factors that impact diversity and the challenges associated with sociocultural and environmental influences in meeting educational needs. Program goals are addressed at the individual, interpersonal, organizational, community, and public policy levels and include tutoring, standardized test preparation, a support network, mentoring, professional development, leadership development, and non-academic stress support.

An Academic Coaching Model for First-Year Student Success

Author: Andrew P. Miller, Concordia University Wisconsin *

Abstract: This case study in student support examines one private, Christian university and their efforts to remedy risk factors of student attrition by developing a weekly academic coaching model.
in conjunction with a first-year seminar course. The evaluation reflects the University’s intent to develop students holistically by measuring both cognitive and non-cognitive factors of student success. In the inaugural semester of implementation, one generally characterized as a ‘trial run’ and wrought with missteps and learning opportunities, the preliminary results demonstrate a stark contrast in academic engagement and academic performance between those engaged in the program and those who were not engaged. Furthermore, the development of confidence, self-efficacy, and other non-cognitive factors supports the findings of prior research on the effects of academic coaching on non-cognitive development. Although early in the implementation, lessons from this program can be extrapolated for integration at institutions reflecting similar university and student characteristics.

*Keywords: academic coaching; intrusive advising; at-risk support*

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Assessing What Matters: Shifting Learning Center Assessment Focus From Program to Student

Authors: Bryanna Nelson, University of South Carolina *
           Eric Moschella, University of South Carolina
           Steve Barth, University of South Carolina *

Abstract: In creating retention and persistence based initiatives, it is common practice to use transactional data as measures of program success. Current financial realities require justification of cost effectiveness to the extent that student learning outcomes can become secondary considerations. Transactional elements are relatively easy to measure and use as evidence of progress and success, yet provide little evidence of student learning. The commonly used correlation between transaction and retention is strengthened by the use of measurements of student learning. Utilization of standards of practice assist in the development of student focused learning outcomes and measurements that can clarify the relationship between interaction, student learning, and persistence outcomes. The University of South Carolina Student Success Center (SSC) utilized a modified CAS Self-Study process to create a new strategic plan centered around student learning and development outcomes. This presentation offers details of the reflective process employed by the SSC, the resulting assessment model, and the student focused learning outcomes developed. Specifics of the reflective self-study process are outlined and the transition from program focused to student focused assessment is illustrated by comparison of past and present annual reports.

*Keywords: transactional data; retention; persistence; self-study; student focused assessment; student focused learning outcomes*
Career and Technical Education Student Retention: A Holistic Approach

Authors: Diana Johnson, St. Louis Community College *
Carla Jordan, St. Louis Community College *
Valerie Turner, St. Louis Community College
Ryan Klotz, St. Louis Community College
Trish Meyer, St. Louis Community College

Abstract: Increasing student retention is a universal goal across all levels of postsecondary education. Student retention at community colleges can be particularly problematic, given the broad array of educational goals and characteristics of enrolling populations. At St. Louis Community College, The Career and Technical Education (CTE) Retention Specialists utilize a holistic approach to student retention by providing to students a host of academic and non-academic supports, including positive learner and campus expectations, institutional guidelines, as well as access to internal and community resources. Most recently, this support has taken form of a collaboration between the CTE Retention Specialists and the college's Department of Institutional Research and Planning. This project, known as the Predictive Model Retention Plan, was implemented during the fall 2015 term with the aim of increasing retention among a specific but substantial segment of the student body: CTE students beyond their first year in college. This project has provided positive results to date. Specifically, the implementation of the program's predictive model, dashboard, and early intervention strategy has made significant positive impacts for the term-to-term retention of CTE students contacted through the program and contributed to the highest fall-to-spring retention rate in STLCC CTE populations since 2009.

Keywords: retention; support; model; collaboration; implement; results

Developing Support Groups to Enhance Graduate Student Retention and Success

Author: Chun-Fang Kuo, Central Michigan University *

Abstract: A support group for graduate students provides continuous care and support for incoming graduate students to help them quickly adjust to the new academic environment. The support group will help students immediately get support from their peers and the universities. Using the support group will help students meet the academic demands sooner, and complete their degrees on time. This presentation addresses the adjustment and mental health concerns of graduate students, what impedes their completion, the process of forming a support group, the rationale and the format of the support group. Participants will learn the special needs of the graduate students and how to develop a support group for these students. The presenter will highlight three types of graduate student support groups-dissertation support group, graduate student support group, and international student support group. Other learning community focused support groups held by the programs, departments, and schools and colleges, as well as strategies to keep these students enrolled, will also be discussed.

Keywords: graduate student; support group; retention; success
Examining Initiatives for Student Success and Retention: An Initial Review of the Academic Early Alert System in Community Colleges

Authors: Christine M. Collins, SOWELA Technical Community College *
        Dianne F. Olivier, University of Louisiana at Lafayette *

Abstract: Researchers (Rath, Rock, & Laferriere, 2013) have identified major factors for student non-completion of post-secondary degrees. These factors are more significant in community and technical colleges due to open enrollment admission guidelines and lack of academic preparation in high school. Over the last ten years, colleges and universities have worked to incorporate student success initiatives to aid in retaining this at-risk student population. Yet, results indicate that many students enrolling in post-secondary degree programs are at-risk of not completing in the timeframe outlined by the institution (A Matter of Degrees-Promising Practices for Community College Student Success, 2012). To address these findings, many 2- and 4-year higher education institutions are incorporating student success initiatives to assist in their efforts to retain students. Academic early alert has emerged as a student success initiative to address success and retention through early identification of students in academic difficulty. While this initiative has gained popularity, thus far, there is little research regarding the success of this program within the community college structure. This presentation explores student success and retention initiatives with emphasis on academic early alert as a viable option.

Keywords: academic early alert; student success/retention initiatives

FLASHperks Rewards Program

Authors: Kristan Dolan, Kent State University
        Katie Goldring, Kent State University *

Abstract: FLASHperks is a rewards program for students, which offers prizes for getting involved and attending on-campus activities. The program was originally developed to encourage attendance at athletic events, but quickly evolved into a university-wide initiative to enhance overall involvement and increase retention. Research supports the idea that the more active a student is with on-campus activities, the more likely they are to stay, graduate and be successful. There was a need to enhance involvement and FLASHperks provided another touch point with the students and way to evaluate the positive impact involvement has on a student’s college experience. Whether it is a workshop, First-Year Experience course or supplemental instruction (tutoring), Kent State University is committed to making the events in the FLASHperks program support the well-rounded college life experience. Just over 40% of the events which have FLASHperks are academic in nature and approximately 20% are informative and create awareness. The remaining 40% of the events are social.

Keywords: retention; innovative; rewards
Increasing Retention in the College of Arts & Sciences at Texas Tech University

Authors: Stefanie Borst, Texas Tech University
Kumudu Witanapatirana, Texas Tech University *
Audra Day, Texas Tech University

Abstract: In fall 2015, the College of Arts & Sciences (CAS) at Texas Tech University implemented a student success initiative in the Dean’s Office, as well as in the department of Mathematics. The goal of this initiative was to increase retention and six-year graduation rates within CAS. Beginning in fall 2015 the initiative focused on two groups of students: students coming back from suspension and students in high-enrollment, high-DFW core courses (Math courses with high percentage of grades of D, F or withdrawal). The initial analyses are positive: we have seen a 7.1% increase over 2014 in students persisting for an additional semester after their return from first suspension. For spring 2016, the CAS student success advisors have added a second cohort of first year probation students, for which data will be available in May 2016.

Keywords: retention; academic; success; advising; at-risk

Is Student Success Work Gendered Work? A Study of Gender Representation in Applied Student Success Research

Authors: Daniel Duerr, Saint Leo University *
William Hamilton, Saint Leo University
Johanna Lane, Saint Leo University
Amelia Evans, Saint Leo University

Abstract: Despite the fact that colleges enroll more women than men, women are still underrepresented as college presidents and senior-level administrators. Historically, women have been expected to provide more emotional labor in organizations, and have been disproportionately represented in positions associated with care work and relational service (Hochschild, 1979; Acker, 1990). The Office of Institutional Effectiveness conducted an exploratory study that examines how gender expectations might be reflected in applied student success efforts in higher education. Two research questions are addressed: What is the gender and administrative position of authors that have articles published in the Proceedings of the National Symposium on Student Retention; and Are men and women publishing research using the same research methods? That is, are men and women equally likely to publish quantitative and qualitative articles? Initial findings show that women are equally represented in the proceedings, but that men are more likely to be the lead author of quantitative articles. Women were more likely to publish articles that dealt with the retention of special populations. There is some evidence that women are overrepresented in the areas that involve care work, while men are overrepresented in the more quantitative areas.

Keywords: gender; care work; emotional labor; student retention; gender representation
Predicting Six-Year Graduation Probability of First-Time Freshmen Students

Author: Khoi To, Virginia Commonwealth University *

Abstract: Although six-year graduation rates at Virginia Commonwealth University (VCU) have been on an upward trend in recent years, there is still much room for improvement. This study uses traditional statistical method (logistic regression) and data mining techniques (decision trees and neural networks) to investigate which predictor variables are positively or negatively associated with six-year graduation rates of first-time freshmen, and how their graduation probability can be predicted. Predictors are grouped into two broad categories: pre-college (race/ethnicity, gender, residency, IB/AP credits, college choice, parents’ education, SAT/ACT scores, and high school GPA) and college (STEM/non-STEM majors, attempted credit hours, earned credit hours, cumulative GPA, current academic standing, numbers of D/F/W grades received, family income and financial need met, full-time/part-time status, and meetings with academic advisors). The target variable is a student’s six-year graduation (Yes/No). Findings of the study have significant meaning to various stakeholders, especially VCU administrators and academic advisors, in identifying at-risk students and designing an action plan to provide them with needed assistance. The study can also be expanded and updated on a regular basis at different academic unit levels (university, college, and department) to track students’ progress more closely so that assistance can be provided in a timely manner.

Keywords: statistical analysis; predictive modeling; six-year graduation; student success

Supporting the Transition: High-Impact Practices Making a Difference for At-Risk Exploratory Students

Authors: Denise Yarwood, Shippensburg University of Pennsylvania *
         Chad Bennett, Shippensburg University of Pennsylvania *
         Sabrina Marschall, Shippensburg University of Pennsylvania *

Abstract: In fall 2015, the unanticipated regular admission of First-Time in College exploratory students, with SATV scores in the 300-400 range, presented the opportunity for a spontaneous pilot to study the impact of a First-Year Seminar and Learning Communities on participating regularly-admitted exploratory students. Prior to summer 2015 New Student Orientation, “Early Success” students, identified as having SATV < 425 were preregistered as cohorts in an Introduction to Higher Education First-Year Experience course and four General Education courses, thus forming Learning Communities. Results from the pilot, which utilized no additional institutional resources, strongly indicated that this high-impact practices initiative increased the likelihood of the success and retention of identified at-risk exploratory students. At the end of the fall semester, none of the students (N=61) was academically dismissed and data comparison between the Early Success cohort and other new student populations across campus showed the at-risk students in the pilot outperformed other groups in both persistence and mean semester GPA. Following these
encouraging results, an expansion of the high-impact practices initiative in fall 2016 will provide support for 220 incoming at-risk exploratory students, which has the potential to significantly increase first-to second-year student success and persistence.

**Keywords:** HIPs; retention; at-risk students; exploratory

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**The Finish Line Project: Men of Color Peer Coaching Program**

Authors: Rhyan Green, The University of North Carolina at Chapel Hill *
        Candice Powell, The University of North Carolina at Chapel Hill *
        James M. Ellis, The University of North Carolina at Chapel Hill
        Cynthia Demetriou, The University of North Carolina at Chapel Hill *
        Abigail T. Panter, The University of North Carolina at Chapel Hill

**Abstract:** In 2014, The University of Carolina at Chapel Hill’s Office of Undergraduate Education in the College of Arts and Sciences received $3 million from the U.S. Department of Education to fund The Finish Line Project, a program for first-generation college students (FGCS)—as well as rural, transfer, and historically under-served students—that includes curricular innovations, outreach and support, and pathways for timely and affordable degree completion. Among the Project’s key strategies are supports designed to encourage the retention and timely graduation of minority male students at the University. At UNC-CH, FGCS who are also minority males are among the least likely to graduate. In spring 2016, a small group of underrepresented minority males convened for a six-week peer coaching series with funding from The Finish Line Project. The goals of the program were to increase students’ network of peers, to connect students with faculty and staff who can support their success, to engage students in academic peer coaching and goal setting practices, and to increase students’ knowledge of and use of resources available to support their success. This poster provides information on the rationale for the program, the program’s structure and activities, outcomes, and next steps for the program including an exploratory research study.

**Keywords:** men of color; peer-coaching

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**The TRIO Effect: How Student Services Shape Reasoned Action**

Authors: Davida Curtis, Fort Valley State University *
        LaToya Stackhouse-Marshall, Fort Valley State University *

**Abstract:** The Trio Student Support Services program has been in existence on the campus of Fort Valley State University since the 2010-2011 academic year. The program seeks to assist those students who are identified as first-generation, low-income, or have a documented disability, and serves 140 students annually. In order to be a participant in the program, support staff must identify an academic need and provide services tailored to that need based on the individual student.
Participation in the program is voluntary and students make continual efforts to participate in order to reap services and benefits provided by the program. Although these students come from disadvantaged backgrounds in comparison to their continuing-education counterparts, they tend to perform academically and persist at higher rates than the general enrollment population of the institution. The theory of reasoned action implies that individuals make decisions based on personal and social interests and attitudes. This poster seeks to examine this theory as it relates to the decisions made by students to participate in programming aimed to lend additional academic support. It seeks to further implicate ways to further increase student participation in similar academic support programming.

Unearthing Networks of Influence in Student Success Research: A Citation Analysis of Research Published in the Journal of College Student Retention: Research, Theory & Practice

Authors: Daniel Duerr, Saint Leo University *
         Cheryl Hemphill, Saint Leo University *
         Taylor Cox, Saint Leo University
         William Hamilton, Saint Leo University

Abstract: Student success as an area of applied research has undergone significant changes over the past decade. For higher education institutions, efforts have gravitated towards student retention and completion. Much of this work has, undoubtedly, been guided by extant studies, and some scholars have been more influential than others. However, very little research has been conducted to examine which scholars have been most influential. Moreover, we know even less about how this influence has changed over the past decade. To address this dearth of research, a citation analysis was conducted of more than 100 articles published in The Journal of College Student Retention: Research, Theory & Practice—a scholarly, refereed journal devoted exclusively to college student retention. The poster presentation will summarize the key findings of this bibliometric study.

Keywords: student success; networks; bibliometrics

Using Student Data Within the Rhythm of the Academic Year

Author: Phyllis Brooks Collins, Delaware State University *

Abstract: As the landscape of higher education evolves to include the use of technology and data systems, the need for institutions to be cognizant of the needs of the first-year students is critical. It is important to understand how student data and technology play a major role in first-year students’ academic and psychological development. As a guide for discussion and context, this session will use “The Rhythm of the Academic Year” (Austin and Sousa, 1991; Chickering and
Reisser, 1993) to highlight and demonstrate the use of a data-driven technology solution to proactively facilitate the identification and segmentation of students’ issues.

**Keywords:** retention; FYE; data; student success
WEBINARS - An Easy, Cost-Effective Way to Stay Current with Student Success

Twelve presentations are selected from the top rated sessions at our National Symposium on Student Retention each year for live presentation as webinars.

WEBINAR SCHEDULE

Dec. 7, 2016  Campus-Wide Connections: Building an Advising Community
Stacie Grisham, Elizabeth Johnson, & Yancy Freeman of The University of Tennessee at Chattanooga

Jan. 18, 2017  The Majors to Labor Market Initiative: Beginning to Bridge the Gap between Academic Programs and Student Expectations
William A. Hamilton, Daniel E. Duerr, & Jeffrey M. Anderson of Saint Leo University

Feb. 1, 2017  Transfer Pathway Program: Building a Bridge from the Community College to the University
Jennifer Brown, Nicole Iwasaki, & Melissa Jones of University of Hawai‘i Manoa

Feb. 15, 2017  Connecting Students to Success: A Comprehensive Approach to Retention and Persistence
Eric Moschella & Michael Dial of The University of South Carolina

March 8, 2017  Changing the Culture: Using Risk/Need Principles to Move Student Retention Practice From Passive-Reactive to Strategic Intervention
Peter R. Jones of Temple University

April 5, 2017  Integrating Grit Into Composition: Consonance in the Curriculum
Lynn Briggs, Justin Young, Jon Hammermeister, Tracey McHenry, Courtney Flynn, & Emily Messina of Eastern Washington University

April 19, 2017  Establishing Administrative Functions That Support Student Persistence and Completion Initiatives Throughout the Student Lifecycle
Nathan Miller of Columbia College of Missouri

May 10, 2017  Streamlining Retention and Increased Successes: A Case Study of Adrian College
Agnes I. Caldwell & Bridgette Winslow of Adrian College

June 14, 2017  Academic Connections in Education: Supporting Students Recovering from Academic Suspension
Amanda Phillips, Dana F. Saunders, & Whitney Scott of The University of North Carolina at Greensboro

July 12, 2017  Personal Financial Education as a Means to Increase the Likelihood of Persistence, Student Success, and Confidence
Lyssa L. Thaden of Eastern Washington University

Aug. 9, 2017  The Path to 50%: Improving Student Success at a Regional Public University
Nicole T. Carr of University of South Alabama

Sept. 13, 2017  9% Increase in One Year: The Multi-Year Journey
Cathy Alexander, Maria Kohnke, & Angela Naginey of California Lutheran University

JOIN US FOR WEBINAR WEDNESDAYS

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Continental Breakfast

Session ID: 87
Paper

“English 101 May Have Saved My Life”: Stories of a Grit Curriculum

Room: Marriott V, VI, & VII
Introductory Level

Authors: Lynn Briggs, Eastern Washington University *
Jon Hammermeister, Eastern Washington University
Courtney Flynn, Eastern Washington University
Justin Young, Eastern Washington University

Abstract: Building on our research establishing a moderate effect in the development of non-cognitive skills associated with academic success, we offer case studies of four high risk students in a Mental Skills Training (MST) curriculum embedded in a developmental and introductory English composition sequence. These case studies bring to life the impact of the curriculum and are designed to persuade readers that this curriculum is compatible with the national goals of the Writing Program Administrators and therefore appropriate for many institutions.

Keywords: grit; growth mindset; mental skills training; gateway courses

Are Academically At-Risk College Students More Entitled Than Their Non-at-Risk Peers?

Room: Marriott IV
Introductory Level

Authors: Rebekah Reysen, The University of Mississippi *
Suzanne Degges-White, Northern Illinois University
Matthew Reysen, The University of Mississippi *

Abstract: Academic Entitlement (AE) is a belief held by students that they deserve high grades in school despite a lack of effort put forth into their work (Chowning & Campbell, 2009). Although AE has become a major focus of conversation amongst higher education professionals, few studies have been published on this topic in relationship to student retention and success. The purpose of this study was to examine the relationship between academic performance and AE. Two college student groups were utilized in this research (n = 311): those who were considered to be academically at-risk and those who were considered to be academically non-at-risk. Results included academically at-risk students scoring significantly higher on AE than the non-at-risk group, with AE being negatively correlated with GPA.

Keywords: student success; retention; academic entitlement; at-risk students; millennials
Increasing Faculty Participation in an Early Alert System: An Exploratory Case Study

Room: Norfolk V
Introductory Level

Author: Tracey Childs, The University of South Alabama *

Abstract: Southeast College is a small, liberal arts, religious-based college committed to student success. In 2014, the college designed and implemented an early alert system to identify first-year students who struggle with the transition from high school to college. Students who are identified within the system are connected to campus resources in an effort to correct behaviors that will jeopardize their college careers. By the nature of their contact with students, faculty have an important role in the early alert process. They are often the initiators of alerts for first-year students. As part of a dissertation in practice, an exploratory case study was conducted to determine how faculty attitudes and perceptions affected their participation in the early alert process at Southeast College. The 2015 cohort of faculty (n=94) was surveyed to assess their attitudes and perceptions about the early alert process as well as give them an opportunity to volunteer to participate in in-depth interviews. Four faculty participated in in-depth interviews to provide a deeper understanding of the survey data. This presentation will share the results of the case study as well as strategies that may help to increase faculty participation in the early alert process.

Keywords: early alert; faculty participation; case study

NextGenFirstGen©- Implementing a Cultural Shift and Institutional Change Resulting in Outcomes That Matter

Room: Marriott I, II, & III
Introductory Level

Authors: Gloria Aquino Sosa, Saint Mary's College of California *
        Tracy Pascua Dea, Saint Mary's College of California *

Abstract: Providing common language for systemic cultural change, branded as Next Generation for First-Generation student success (nextgenfirstgen.com), occurred through adoption of the Organizational Developmental Model of Inclusion (ODMI) by Saint Mary's College of California. The ODMI, developed by Moises Baron and Reuben Mitchell, provides a framework for generating policies and practices to assess and instigate organizational change. ODMI implementation involves a continuously evolving, dynamic strategy ensuring all college divisions are devoted to inclusive excellence. The High Potential Sphere of Success (HPSS)—a strengths-based leadership, retention, and success initiative partially funded by TRiO—embodies institutional dedication to first-generation and/or low-income students to demonstrate a culture of commencement as dynamic
goal. Connecting student success to institutional mission through the ODMI has yielded outcomes positively impacting student retention and distinct pathways to graduation. Encouraging a balance of the ideals of collectivist cultures within an individualistic society constitutes a unique approach to cultivating student success. Strategies employed clearly identify how the College's mission/core principles formed the basis of interactions with stakeholders to influence buy-in of significant narrative change from deficit to strengths based perspective-taking. This paper outlines steps taken by HPSS leaders that can be generalized to any institution to activate positive change.

Keywords: first generation; collectivist culture; cultural change; retention; inclusivity; institutional change

Session ID: 51
Tutorial II 8:30 am - 10:45 am

Using Split Modeling and Visualizations to Show Contributing Factors and Predictions for Student Success – A Tutorial

Room: Norfolk VI
Introductory Level

Author: Christos Giannoulis, Florida Institute of Technology *

Abstract: Student success reflects and draws upon student retention, persistence and graduation. Each of these elements contain multiple interconnected factors, each with their own subcategories. The goal of this tutorial is to describe a hands-on process to explore the contributing factors to the actual duration of student persistence and then be able to predict student graduation at Florida Institute of Technology. This process was finally embedded in interactive dashboards that included a trained model ready for deployment and prescriptive analytics. This tutorial will help participants to see ways we can utilize R, Tableau, SPSS Modeler and corresponding collaboration with enterprise resource planning (ERP) environment (i.e. Banner) to pull together one complete package usable by executive decision makers at Universities. We will cover selected data analysis techniques ranging from data wrangling, split modeling and the visualization of the outputs of those analyses. Using the predictive modeling packaged in attractive visualizations has had a positive impact on creating a student retention plan at Florida Institute of Technology. Presentation materials and a list of follow-up tutorial references will be provided to the participants.

Keywords: R; Tableau; SPSS modeler; data prep; predictive modeling; visualization
Building Hyper-Bonded Communities in a Virtual Environment and its Relation to Student Persistence: A Course Description and Study

Room: Marriott IV
Introductory Level

Authors: Jill Fellow, Western Governors University *
Chelsea Barnett, Western Governors University *
Jason Levin, Western Governors University *
Kurt Gunnell, Western Governors University *

Abstract: Research indicates that learning communities improve college students’ feelings of connectedness and commitment to the college experience, which increases student academic measures. But how can online universities build actual communities and provide students with real-time support, engagement, and emotional connections? Western Governors University now offers an online-only course—Leadership and Communication—to influence students’ affective personal growth and help them build self-supported peer networks. The course aims to increase retention by addressing the known risk of student isolation as a precursor to university withdrawal. The fundamental premise of the course is that academic success begins with both student social support and self-reflective awareness. These two experiences prepare students to weather the challenges and demands of pursuing a college degree. In our methodology we discuss the design choices used to recreate the essential elements of a live classroom so we could facilitate deeper learning and connection among peers. Quasi-experimental study results showed that our experiential learning design helped students build their identity as a college student and increase perceptions of their leadership and teamwork efficacy. New WGU students in the study also made gains in university measures of retention.

Keywords: online education; student retention; student persistence

Socialization and Retention of Part-Time Doctoral Students: A Review of Ten Years of Literature

Room: Marriott V, VI, & VII
Introductory Level

Authors: Mildred L. Cunningham, University of Louisville
Christy L. Spurlock, Western Kentucky University *

Abstract: The growing population of part-time doctoral students has created a need for research into the determining factors for part-time doctoral student success, especially related to retention and program completion. In order to gain a better understanding of the current literature and its
importance, the researchers used purposive sampling and thematic analysis to compile emerging factors from over 20 recent articles. Three themes materialized: the growing part-time student population; the differing needs of part-time versus full-time students; and the need for specialized student support resources for part-timers. This article explains the analysis and present findings that indicate that the socialization process is particularly important for part-timers and is a key tool for student retention in doctoral programs.

Keywords: doctoral students; part-time; socialization; retention; program completion

Session ID: 11
Paper 9:45 am - 10:45 am

Transitioning From At-Risk to STARs: Using Counseling-Based Interventions With Students on Academic Probation

Room: Norfolk V
Introductory Level

Authors: Courtney B. Walters, University of North Carolina at Pembroke *
Ki Byung Chae, University of North Carolina at Pembroke *

Presenter Only: Timothy Hunt, University of North Carolina at Pembroke *

Abstract: The Striving Toward Academic Recovery (STAR) Program is a non-cognitive and counseling-based program for academic at-risk college students. Interventions are individualized and counseling-based with a focus on non-cognitive factors, measured by the Learning and Study Strategies Inventory (LASSI) and College Self-Efficacy Inventory (CSEI). This study, conducted during the Fall 2015 semester, investigated the effect of the STAR Program on academically at-risk college students’ grade point average (GPA), self-efficacy, and awareness of study habits and academic mindsets. The results indicate that the intervention group’s GPA increased significantly along with self-efficacy total and subscales scores and learning and study strategies scale scores. The results suggest that the STAR Program is an effective intervention on successful student retention and performance.

Keywords: academic probation; noncognitive factors; counseling
Thursday, 11/3/2016

Networking Break  10:45 am - 11:10 am  Hampton Roads Ballroom

Take a break from the activities and have a refreshment as you network with your colleagues and the exhibitors. Sponsored by Rapid Insight.

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Session ID: 57
Paper

Deploying the Power of Cross-Functional Teams in an Efficient Response to Enhancing Retention Efforts at a Large Research Metropolitan University

Room: Marriott I, II, & III
Introductory Level

Authors: Valeria Garcia, University of South Florida *
Charlene Herreid, University of South Florida *
Michelle Bombaugh, University of South Florida *

Abstract: The University of South Florida (USF) is a public metropolitan research institution enrolling 4,000+ first-year students each summer/fall. Historically, USF has maintained a rigorous focus on performance accountability and monitoring, with student success metrics being at the core. This level of monitoring has been enhanced with the emphasis on performance-based funding across Florida. To streamline the accountability work around student success metrics (e.g., retention, graduation rates), the university organized a Retention Committee to unify and incorporate a variety of strategies, including the use of predictive analytics (in-house, off-the shelf), a case-management approach to students, and cross-unit efforts to efficiently increase retention while maximizing resources. USF’s first-year retention rate has hovered at 89% and in order to improve the rate, the university has understood the need to focus heavily on coordinating the various retention and student success efforts already underway. The Retention Committee utilizes a pre-enrollment predictive model that identifies the top-tier of students identified as potentially not being retained and deploys an array of interventions. In tandem, a list of first-year students and persistence probability scores are securely provided to committee members for feedback on
individual student cases. Through these efforts, the university is able to provide targeted interventions for students.

**Keywords:** institutional strategies; cross-functional; targeted intervention; leveraging data; predictive analytics

**Session ID: 7**
**Paper 11:10 am - 12:10 pm**

**Effective Initiatives for First-Year Students That Increase the Rates of Retention and College Completion**

Room: Norfolk V
Introductory Level

Authors: Sri Sitharaman, Columbus State University *
Tina Butcher, Columbus State University *
Kimberly McElveen, Columbus State University *

**Abstract:** Columbus State University developed initiatives to improve student “access to” and “graduation from” our institution. These initiatives allow students to earn quality degrees in a timely manner. Institutional plans include: 15-to-Finish, consolidation of advising services, consolidation of tutorial services, and enriched services and programs for special populations. CSU embraces the value of inclusion and provides a pathway to success for diverse populations including: military and veterans, students with disabilities, African American males, Pell Grant recipients, and adult learners. Presenters will highlight these initiatives and results from data analysis based on first year students. Research includes these initiatives and the results from our data analysis based on first year first time students. The data will reflect information based on the following criteria: major, gender, ethnicity, Pell eligibility, HOPE eligibility, and special populations. Further incorporated is data for first time first year students who enrolled in 15-To-Finish and students who enrolled in less than 15 credits per term. Comparison data will reflect major, GPA, retention, qualitative data from students on why they didn’t take 15 credit hours. The culmination of the research provided will reflect best practices for first year first time students, and CSU’s dedicated resources for supporting student success.

**Keywords:** 15-to-finish; retention; progression; first-year student success; college completion
First-Generation Cohort Program: Success Over Time

Room: Marriott IV
Introductory Level

Authors: Jamie M. White, The Ohio State University at Newark *
Melissa K. Jungers, The Ohio State University at Newark *

Abstract: Over one-third of incoming students at the Newark campus of The Ohio State University are first-generation students. Historically, this population is less prepared than their peers and lacks the resources to be successful in college. A Learning Community (LC) was created to improve outcomes for first-generation students by providing academic and social supports. Important aspects of the program were peer and faculty mentoring, supplemental instruction, and social engagement. This longitudinal study includes four incoming student cohorts (64-76 students each) between Autumn 2012 and Autumn 2015. These students were more ethnically diverse and, on average, had lower ACT scores than the general campus population. The students’ academic performance, retention rates, and social engagement were examined. LC students showed a pattern of higher cumulative GPAs and higher retention rates across years than other first-generation students. LC students often performed as well as their non-first-generation peers. In addition to academic success, LC students reported strong social connections and a sense of belonging at college. This successful LC program can be modeled to address retention concerns at other institutions.

Keywords: first-generation; learning community; cohort success; longitudinal

Understanding the Role of Satisfaction in the Academic Engagement of College Students: An Interpretive Study Utilizing a Structural Equation Panel Data Analysis

Room: Norfolk VI
Introductory Level

Author: Osundwa F. Wanjera, University of Connecticut *

Abstract: This paper empirically demonstrates that academic engagement is positively linked to satisfaction. Although research shows that engagement improves students’ outcomes, little is known about the mechanisms through which engagement leads to satisfaction and vice versa. It is known that satisfaction plays an important role in engagement; however, this has not been adequately demonstrated in the current literature. Moreover, a majority of current research in this area typically gives the estimated contemporaneous relationship between engagement and overall satisfaction once academic and social related variables are controlled for. Unfortunately, since academic and social related variables are themselves a function of satisfaction, merely running...
single equation models in which both satisfaction and other student outcomes are entered as exogenous variables, gives us very little information about the importance of the different pathways through which satisfaction influences engagement and vice versa. Hence, the role of motivation and satisfaction in engagement remains imperfectly understood. The analysis finds that there is a positive and significant bidirectional relationship between satisfaction and engagement even when the model specifications are altered. The hypothesis of exogeneity for the two variables is also rejected even when the different samples are segmented by demographic groups and with different covariates.

**Keywords:** student experience in higher education; satisfaction; academic engagement

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**Session ID: 61**

**Paper 11:10 am - 12:10 pm**

**Title:** Using Machine Learning Predictive Models to Inform Intervention and Communication Strategy During Key Socialization Phases to Improve Student Retention Outcomes

**Room: Marriott V, VI, & VII**

**Introductory Level**

**Authors:** Jacob Jenks, Montana State University *
Chris Kearns, Montana State University *
David Singel, Montana State University *
Carina Beck, Montana State University

**Abstract:** As the state’s land grant institution, Montana State University is fully committed to improving student outcomes and advancing educational access and opportunity. With this focus, we have recently developed a predictive model to fuse high-tech and high-touch intervention strategies to drive improved student outcomes critical to the land grant mission. Effective deployment of intervention measures to improve the odds of continued student enrollment require at minimum: 1) a detailed understanding of which students are most at risk; and 2) consideration of factors that relate to improving the students’ likelihood for success through targeted intervention strategies. To that end we created several models of first-time full-time student retention for fall semester at MSU that make use of as many of the available academic, social, and environmental factors that relate to retention as possible. These models utilize machine learning classification techniques to learn the relationships between these factors and student retention. They are broken into categories that make use of pre and post-semester factors, and provide a valuable predictor of student retention. They are now employed to inform targeted communication and intervention strategies during key phases of MSU’s student socialization process (pre-entry, entry, incorporate, influence, disengagement).

**Keywords:** predictive modeling; machine learning; intervention; socialization
**Thursday, 11/3/2016**

**CSRDE Best Practices Awards Luncheon**  12:25 pm - 1:55 pm  Norfolk Ballroom I-IV

The awards luncheon is included in your conference registration. Wear your badge and join us for a delicious meal and opportunities for networking with other colleagues. 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. **Sponsored by Copley Systems.**

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**Conference Adjourns**  1:55 pm

The conference adjourns immediately after the Awards Luncheon. Thank you for joining us in Norfolk, and we hope to see you in Destin, Florida in 2017!
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phyllis@copleysystems.com

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ken@copleysystems.com

Kristine Glein, Vice President of Sales
kristine.glein@copleysystems.com

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amy.lahait@ellucian.com

William Kartsimas, Senior Management Consultant
william.kartsimas@ellucian.com

Feona Persaud Singh, Senior Solutions Consultant
feona.singh@ellucian.com

Ted Saludes, Vice President, North American CRM & Learning Management Systems Division
ted.saludes@ellucian.com

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Chadd Blodgett, National Sales Consultant
chaddb@engineerica.com

Rachel Cook, Implementation Specialist
rachelc@engineerica.com

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discovery@helixeducation.com

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Nicole Alioto, Predictive Analytics Solutions Architect
nicole.alioto@us.ibm.com

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ctilghman@motimatic.com
Alan Tripp, Founder and CEO
atripp@motimatic.com

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Jon MacMillan, Senior Analyst
jon.macmillan@rapidinsightinc.com

Ruffalo Noel Levitz
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Cedar Rapids, IA 52404
https://www.ruffalonl.com/
(800) 876-1117
Stephanie Miller, Executive Consultant
stephanie.miller@ruffalonl.com

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scott.james@hobsons.com

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