NSSR 2020 LIVE

Nov. 10-13, 2020

The National Symposium on Student Retention

HOSTED BY THE CONSORTIUM FOR STUDENT RETENTION DATA EXCHANGE AT THE UNIVERSITY OF OKLAHOMA®
START PLANNING NOW to present at next year’s Symposium. The eight-month process begins with an abstract proposal submission. Authors of accepted paper and panel abstracts are invited to submit a paper for peer review. Papers that score sufficiently high in this process are accepted for presentation at the Symposium and publication in the Proceedings.

The Call For Proposals Opens In January

For more information, contact us by calling (405) 325-2158 or email csrde@ou.edu. Full details on the papers, speakers, and topics of the symposium will be posted as they are confirmed on our website: https://csrde.ou.edu/

Virtual
Fall 2021
NSSR 2020 LIVE

The 16th Annual
National Symposium on
Student Retention
2020

Hosted by the
Consortium for Student Retention Data Exchange at
the University of Oklahoma
Dear NSSR 2020 LIVE Participant,

On behalf of the Consortium for Student Retention Data Exchange (CSRDE) at The University of Oklahoma, thank you for joining us for our first-ever virtual conference, NSSR 2020 LIVE! This is our 16th year to host the Symposium, and we’re glad you are participating with us.

NSSR 2020 LIVE offers participants opportunities to hear the latest evidence-based research on post-secondary retention and graduation and network with a diverse group of colleagues about strategies that help their students succeed.

To benefit fully in the conference, we recommend that you set your calendar to Out of Office, turn off your email, participate in group or individual chats, and turn on your video camera during sessions. We have scheduled 45 minutes between sessions to give you many opportunities to engage with a diverse group of professionals using the networking/chat feature.

Papers presented at the symposium have been through an extensive peer-review process. Thank you to each of our presenters and reviewers for your contribution this year. Each NSSR 2020 LIVE participant has access to the *Proceedings of the 16th Annual National Symposium on Student Retention* on the conference platform. This resource contains all the peer-reviewed papers, as well as abstracts for tutorials, posters, facilitated discussions, coffee talks, and the keynote address. We hope you enjoy reading the papers and will share this resource with colleagues on your campus.

All sessions, except posters, will be presented live and will be recorded. You will have access to all materials on the conference platform through July 2021, including recordings, posters, exhibitor/sponsor information, Proceedings, and more.

The NSSR 2020 LIVE would not be possible without the support of Dr. Belinda Biscoe, Interim Senior Associate Vice President for Outreach. In addition, I appreciate the hard work of the CSRDE staff and other University of Oklahoma staff members, including Dr. Kerri White, who has been instrumental in helping to prepare our virtual event. Please see the information in the front of the program to read more about our dedicated group and Board of Advisors.

Finally, many thanks to our sponsors and exhibitors who help support the conference. Their participation is crucial to the success of the Symposium each year. Please be sure to visit the Exhibitor/Sponsor Gallery to see how they can help with your student success efforts.

Enjoy your week!

All the best,

Sandra Whalen
Director, CSRDE
# NSSR 2020 LIVE

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All NSSR 2020 LIVE sessions will be presented live and recorded.

Poster and exhibitor/sponsor gallery videos were pre-recorded.

All videos will be available on-demand through July 2021 on the conference website.

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Hosted by the Consortium for Student Retention Data Exchange at the University of Oklahoma®
Measure student outcomes. Grow student success.

The Postsecondary Data Partnership (PDP) transforms the way your institution measures, analyzes, and reports student progress so that every student can thrive.

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• Tell your institution’s story
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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 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 csrde.ou.edu.

CSRDE Board of Advisors
Many thanks to our advisors, who offer support and guidance throughout the year and are serving as moderators during NSSR 2020 LIVE.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Institution</th>
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<tbody>
<tr>
<td>Blake Cannon</td>
<td>Director of Institutional Research, Phillips Community College of the University of Arkansas</td>
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<tr>
<td>Julie P. Noble</td>
<td>Research Consultant</td>
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<td>Mardy T. Eimers</td>
<td>Vice Provost for Institutional Research &amp; Quality Improvement, University of Missouri</td>
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<td>DeLaine Priest</td>
<td>Associate Vice Provost for Student Success and Advising, University of Central Florida</td>
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<td>Ronald Huesman, Jr.</td>
<td>Director of Institutional Research, Assessment, and Policy Analysis, University of Minnesota</td>
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<td>Reginald Ross</td>
<td>Vice President for Enrollment Management, William Paterson University</td>
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<tr>
<td>Glenn James</td>
<td>Higher Education Consultant</td>
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<tr>
<td>Jessica Shedd</td>
<td>Assistant Provost for Assessment &amp; Institutional Research, Tulane University</td>
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CSRDE is a Data Sharing Consortium

The Consortium for Student Retention Data Exchange (CSRDE) provides actionable retention and graduation data to help 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.

JOIN US FOR WEBINAR WEDNESDAYS

CSRDE members and non-members are all invited to participate in this easy, cost-effective way to stay current. All webinars take place on Wednesdays from 1:00 – 2:00 pm Central Time.

Twelve presentations are selected from the top rated sessions at our National Symposium on Student Retention each year for live presentation. Each webinar registration includes five weeks of access to the recorded podcast.

**ABSTRACTS for each presentation may be found on our website at csrde.ou.edu.**

WEBINAR SCHEDULE

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<th>Presenter(s)</th>
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<td>Dec. 20, 2020</td>
<td>University College at Montclair State University: A Catalyst for Change to Improve Student Retention</td>
<td>David S. Hood &amp; Danielle Insalaco-Egan of Monclair State University</td>
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<td>Feb. 3, 2021</td>
<td>Breaking Down Barriers to Support Student Success, Equity, and Completion</td>
<td>Daniel Martinez &amp; Katie Chartier of College of the Desert</td>
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<td>Feb. 17, 2021</td>
<td>Integrate Early Alert and Case Managed Advising for Maximum Results</td>
<td>Noël Bezette-Flores, Patricia Ugwu, Kumuda Fernando, Tamara Baker, Stacy Welcome &amp; Phillip Nicotera of Houston Community College</td>
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<td>Mar. 10, 2021</td>
<td>Enhancing Persistence for Students on Academic Probation Utilizing Peer Mentors</td>
<td>Rebekah Reysen &amp; Kyle Ellis of University of Mississippi</td>
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<td>Apr. 14, 2021</td>
<td>A Second Chance at Success: Retention Through Provisional Admissions Programs</td>
<td>Jordan Ryan, Catherine Nutter, &amp; Patrick Hughes of Texas Tech University</td>
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<td>Apr. 28, 2021</td>
<td>The Use of Predictive Modeling to Drive Specific Student Interventions that Improve Retention</td>
<td>Steven A. Mauro of Gannon University</td>
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<td>July 14, 2021</td>
<td>Data Cartography at Tulane University: Mapping Your Data Through a Theoretical Lens</td>
<td>Melissa Lang, Bert Ellison, Kelly Grant, &amp; John M. Braxton of Tulane University</td>
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<td>Aug. 11, 2021</td>
<td>Cultivating Identity Development Among Underprepared College Students in a First-Year Learning Community</td>
<td>Kate Loughlin &amp; Michael F. Mascolo of Merrimack College</td>
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<td>Sept. 15, 2021</td>
<td>Predicting Minority Student Dropout Using Data Mining Techniques</td>
<td>J.D Jayaraman, Sue Gerber, &amp; Julian Garcia of New Jersey City University</td>
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csrde@ou.edu  (405) 325-2158 csrde.ou.edu/
## PERSONAL AGENDA

**ALL TIMES ARE CENTRAL STANDARD**

### TUESDAY, NOVEMBER 10

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### WEDNESDAY, NOVEMBER 11

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<td>11:45-2:30</td>
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<td>3:15-4:15</td>
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### SESSION TRACK ICON KEY

As you read the schedule, you will notice that each session title will be followed by one or more symbols representing the tracks covered in that session.

- 🔍 Academic Advising
- 🔊 Beyond the First Year Retention
- 💻 Data, Technology, & Methods
- ⌚️ Faculty Engagement
- 🔫 First-Year Student Success
- 🔍 Online and Distance Students
- 🔍 Programs & Initiatives
- target Retention & Special Populations
- 🔍 Theoretical Models of Student Retention & Success
- 🔉 Transfers & Retention
- ✔️ Vendor Presentation

NSSL 2020 LIVE
Keynote Address: Data is the Key: Using Analytics to Retain Students in Unprecedented Times

Amelia Parnell, NASPA

Higher education is experiencing, at all levels, unexpected challenges and unique opportunities to deliver new types of learning and engagement experiences. As professionals across campuses strive to both sustain current resources and forecast future needs, data has never been more integral to strategic planning and execution. This session will address the current landscape of higher education in America with a focus on how the effective use of data and analytics is influencing student success. Attendees will receive practical examples of how institutions are providing critical support services in virtual settings and recommendations for how such efforts can prioritize students’ needs. The session will also explain how every campus professional, regardless of their role or primary responsibilities, can make valuable contributions to their institution’s work toward helping students succeed.

In Their Own Words: Student Engagement as Defined by Online Learners

Jennifer F. Humber, University of Alabama

The concept of student engagement has adopted many definitions and descriptions over time. Student engagement is often linked to various measures of academic achievement, including retention, student satisfaction, and institutional success. Further research to determine student engagement as it relates to online students is now more necessary as online enrollments continue to increase. To understand how student engagement applies in online education, it is important to gain additional insight as to how online students define student engagement on an individual level.

In this qualitative case study, online learners were interviewed to gain their perceptions of engagement in an online course required for certain majors at a large public institution. Using a constructivist grounded theory approach, their perceptions were used to determine how this specific group of online students define student engagement in an online learning environment. The study also revealed various types of activities that were perceived to be most engaging to students enrolled in the course. The results of this study provide administrators and faculty the ability to better understand student perceptions so that they can be considered when developing resources to enhance instructional design and communication with online learners.

Audience: Introductory; Administrators; Two-Year Institutions; Large Colleges & Universities; Small Colleges & Universities; Practitioners; Researchers; Faculty

Keywords: student engagement; online learning; retention; technology

Master’s Student Degree Completion: A Statistical Analysis of Master’s Student Retention, Graduation Rates, and Time to Degree

James R. Stefanelli, Rutgers University-New Brunswick

Wedged between undergraduate and doctoral students exists the oft-understudied population of master’s students. The dearth in master’s-specific research is astounding considering master’s degrees represent the fastest growing degree credential. Why is there such a lack of information about master’s students from a national perspective in comparison to other degree-seeking students? Perhaps it is because assessment, like IPEDS, and prestige, like US News rankings, are not tied to it. In simple terms, there is no carrot to incentivize it and no stick to mandate it. Nevertheless, the absence of research has far-reaching implications and manifests predominantly in three ways; little is known about the rates in which master’s students graduate, time to degree, and the attributes associated with
Thus, administrators are unable to assess any retention-effort efficacy and analogous graduation rates. This paper provides university administrators with a comparative benchmark and the attribute-based context to improve master’s student completion rates thus effectuating positive gains in retention and returns on investment for all those involved; individual students, specific student subpopulations, institutions, and society. This is the first-ever, multi-university study employing a predictive model to analyze master’s degree completion, and the most comprehensive in terms of program breadth.

**Audience:** Intermediate; Administrators; Large Colleges & Universities; Small Colleges & Universities; Practitioners; Researchers

**Keywords:** master’s students; retention; graduation rates; logistic regression

**Q&A With Dr. Parnell**

*Presentation*

Amelia Parnell, NASPA

This session is available for participants who would like to continue the conversation from the keynote address with Dr. Amelia Parnell.
Redefining Campus Partnerships to Support Student Success

Paper

Sara Kelly, SUNY Brockport
Devon Smith, SUNY Brockport

This paper will discuss effective strategies to shift engagement and the culture around student success interventions. Through a case study of one medium sized, public institution’s efforts to improve first-year retention and overall persistence rates, this paper will outline organizational structure and development strategies, as well as sustainable partnership efforts in the Academic Success Center, Residential Life, Career Services, and student services areas like Financial Aid and Student Accounts. Included will be examples of successful programs, shifts in organizational culture, and data sets to help illustrate the campus’s efforts to break down departmental and divisional barriers.

Audience: Intermediate; Administrators; Large Colleges & Universities; Small Colleges & Universities; Practitioners

Keywords: student success; retention; collaboration; organizational structure; academic interventions; persistence

Designing and Implementing a Transformative New Student Orientation: Grit and the Power of Words

Tutorial

Scott Cook, Madisonville Community College
Cathy Vaughan, Madisonville Community College

Madisonville Community College redesigned its New Student Orientation experience to emphasize grit, determination, motivation, and student success. The most significant element of this new model is implementation of the OneWord project. Following a session that encourages students to consider what motivates them to succeed and how they might be prepared to overcome obstacles, students select one motivational word to focus their thoughts during their first academic year, one word that they can use to navigate their first-year challenges. This session will describe the MCC new student orientation process, provide a mock overview of MCC’s orientation, and allow participants to select and make their OneWord, experiencing the process as a student would.

Audience: Introductory; Two-Year Institutions

Keywords: first-year; retention; student success; new student orientation

IPEDS Outcome Measure: Using Past Results to Predict the Future ... and Change it!

Paper

Mark Leany, Utah Valley University
Michelle Kearns, Utah Valley University
Jason Terry, Utah Valley University

The IPEDS Outcome Measure has changed the completion playing field. As a result, Utah Valley University (UVU) is now more accountable for the completion rates of transfer students, part-time students, and students seeking any degree. This has required the university to redesign completion calculations and predictions to more accurately reflect its student body. This model will be dissected to create a colorful and explanatory visualization with yearly steps of available data that look seven years in advance. This paper will showcase data visualizations and prediction models used to calculate and predict the institution’s Outcome Measure Goal, as well as a detailed explanation for how they were created. In addition, this paper will also discuss programs, initiatives, and strategies that have been implemented to help the institution reach its targeted Outcome Measure goal. The ultimate goal of predictive
analytics is to change the future. Through these efforts inspired by the Outcome Measure changes, UVU will have the data, strategies, and initiatives to do so.

**Audience:** Intermediate; Practitioners; Researchers; Administrators; Large Colleges & Universities; Small Colleges & Universities

**Keywords:** outcome measure; predictions; student success; initiatives

### Technology Use and the Role of Advising in Retention/Persistence: Faculty and Professional Advisor Perspectives

**Paper**

Allison Hoffmann, University of the Incarnate Word
Diana Garza, University of the Incarnate Word

Academic advisement has long been linked to student retention. Today’s advisors must navigate various technology platforms to effectively advise students. This study examines the similarities and differences in how professional advisors and faculty advisors use communication tools and rely on student information platforms for advising activities at two Midwestern, regional, public institutions. The role of advising communication in student retention/persistence and the extent to which technology is essential in academic advising were also studied. Findings show no statistical difference in the number of communication tools used by faculty advisors and professional advisors or in reliance of student information platforms to complete advising activities. Both professional advisors and faculty advisors feel technology is essential to academic advising and that advising communication is a key component to retention and persistence efforts. Recommendations include future research on technology-enabled advising trends. Finally, researchers should investigate how COVID-19 impacted the use of technology in academic advising.

**Audience:** Intermediate; Administrators; Small Colleges & Universities; Large Colleges & Universities; Practitioners; Researchers; Faculty

**Keywords:** academic advising; technology; communication; student retention; persistence

### The Impact of Institutional Policies on Student Persistence

**Paper**

Jennifer L. Rowsam, Southern Arkansas University

Institutional policies can have an impact on student persistence. Southern Arkansas University examined its registration procedures and discovered that 64% of students in Fall 2015 whose schedules were removed for non-payment re-registered for the term. A presidential task force made recommendations to registration procedures. In Spring 2016, the university piloted an extended deadline to make payment before the schedule was removed, included a reinstatement policy if the schedule was removed to guarantee that the student would receive the same schedule, and initiated multiple contacts with students about making payment. Under the old policy, more than 415 students were deregistered in Fall 2015. Under the new policy, the number of students deregistered fell to 62 in Spring 2016 and has ranged from 62-149 students each term. When compared to the old policy (Fall 2015: 64.10%), more students who would have been removed for non-payment also enrolled for the term under the new policy (ranging from 87.50%-94.37%). The university also saw a freshman one-year retention rate increase of over four percentage points between the Fall 2014 cohort and Fall 2018 cohort. These data point to the new policies impacting retention and persistence rates.

**Audience:** Introductory; Administrators; Two-Year Institutions; Large Colleges & Universities; Small Colleges & Universities; Practitioners

**Keywords:** policies; registration; intervention
The 70/70 Quiz is a Classroom Assessment Technique (CAT) designed not to focus on the preparedness of students, but rather on the intuitive capabilities of the instructor. CATs are widely practiced formative assessment techniques (Cross & Angelo, 1988) that are designed to measure prior knowledge, problem solving, sources of confusion for students, relative progress, and many other useful constructs. The 70/70 Quiz is different in that it measures the instructors’ ability to “read” their students. It is designed to be implemented after a short review period in the beginning of the term. Quite simply, the instructors develop a review quiz that they are confident that at least 70% of their students could pass at a 70% proficiency level, given the instructors’ intuitive sense of the first few weeks of instruction. When the instructors process the results, they can better plan the rest of the academic journey. Unlike other CATs, the 70/70 Quiz is not centered on where the students are, or where they should be; instead, the 70/70 Quiz helps instructors understand the way they process formative and ongoing feedback early in the term. This paper will highlight the experiences of several community college instructors who have piloted the 70/70 Quiz technique.

Audience: Introductory; All Instructors

Keywords: classroom assessment technique; intuition; student assessment; quiz; quizzes
Proactive Strategies to Engage and Retain Students and Drive Success

Vendor Presentation

Jason Smith, Student Services by Blackboard

Due to the current global crisis and the major shifts in higher education operations that followed, students have had their educational experiences turned upside down. In times of disruption, students look to their institutions for support and guidance. How institutions respond and engage can ultimately push a student to persist or stop out. In this session, we’ll discuss the retention issue impacting institutions, current trends—and counter-trends—in the higher education response, and how schools can respond in key areas to help mitigate the impact of crisis and plan for the long-term success of their students. Learn about student support and retention strategies including strategies for virtual support, continuity planning, retention outreach, inbound engagement, community building, and more to support and retain students. Three key takeaways from this session include: 1) Evaluate top student services trends in response to crisis including increased support volumes, student communications, new retention factors, and continuity planning; 2) Identify key takeaways for institutions to prepare for and mitigate the impact crises can have on student engagement and retention; and 3) Learn ways to identify and respond to at-risk students with actionable takeaways through example outreach campaigns.

Providing Opportunities for Retention, Progression, and Graduation of Special Populations

Paper

Sri Sitharaman, Columbus State University  
Melody Shumaker, Columbus State University  
Hassan Hassani, Columbus State University

Columbus State University’s (CSU) first-time full-time freshman six-year graduation rate has improved from 32.4% for cohort 2011 to 39.5% for cohort 2013. However, the one-year freshman retention rate has declined from 74% for cohort 2016 to 72% for cohort 2018. Many students are unable to progress to graduation because they end up on academic probation, academic exclusion, or unsatisfactory academic progress status for receiving any financial aid. CSU will explain strategies used to improve academic success for these under-prepared students.

Audience: Intermediate; Administrators; Practitioners; Researchers; Faculty  
Keywords: retention; graduation; probation; learning support

Success in a Competitive-Admissions Major

Paper

Catherine Nutter, Texas Tech University  
Brian Nutter, Texas Tech University

How well do students admitted directly into a competitive major succeed in that major compared with students who must meet internal transfer criteria for that major? Using institutional data, we can determine the extent to which direct admission students are retained in engineering fields and compare that to the retention of internal transfer students within engineering fields. We will discuss these data and corollary statistics such as performance in key STEM and non-STEM courses as leading predictors of academic success in a competitive-entry major.

Audience: Intermediate; Two-Year Institutions; Large Colleges & Universities; Small Colleges & Universities; Practitioners  
Keywords: competitive majors; pre-majors; engineering majors
Achieving a 10% Reduction in Failure Rates in Online Courses Using Non-Cognitive Data

Poster

Yi Guan-Raczkowski, Middlesex Community College
Mac Adkins, SmarterServices

Middlesex Community College in Middletown, CT was experiencing up to a 33.5% failure rate in their online courses. To reduce the failure rate, they created a “culture of success.” One of the elements of that culture was informing students about their levels of readiness for learning online. The SmarterMeasure Learning Readiness Indicator was used to quantify readiness variables such as motivation, control over procrastination, willingness to ask for help, and locus of control. Over a two-year period, the failure rate was reduced by about 10%. This poster presentation will graphically illustrate the strategies MCC used to achieve this improvement. The poster will also illustrate the results of the 2020 National Means Report which utilizes data from over a half-million learners from hundreds of institutions to quantify the standard level of readiness of students. Institutions may use this data as a benchmark against which the readiness levels of their students can be compared.

Audience: Introductory; Administrators; Two-Year Institutions; Large Colleges & Universities; Small Colleges & Universities

Keywords: retention; online; non-cognitive; readiness

An Investigation of Undergraduate Supplemental Instruction Leaders’ Instructional Decision-Making

Poster

Marquetta Strait, Purdue University

Incoming first-year students experience several academic challenges transitioning into collegiate settings, such as adjusting to their new environment and having competing academic demands (Misra, McKeen, & West, 2000). Considering that most undergraduates have a deficiency in their studying skills, McGuire (2006) champions for more learning environments that encourage transferable study skills for college students. Consequently, many post-secondary institutions have found peer-learning models, such as the Supplemental Instruction (SI) model, to be beneficial supplementary resources. Nevertheless, a gap remains in understanding the SI leaders’ instructional design process since they are provided freedom in their design choices. While using a multiple case study approach and a social constructivist lens, this study intends to investigate peer leaders’ decisions in making effective interactive study sessions. Data includes SI leaders’ surveys (n=12), sample SI session plans and resources, and interviews (n=2). The data analysis will involve using the following case study techniques recommended by Yin (2014): inclusion of relevant propositions in alignment with prior research, pattern-matching, and conducting within and cross-case analyses. We intend that the findings from this study will provide more empirical data and implications to improve training for peer-led environments.

Audience: Intermediate; Administrators; Two-Year Institutions; Large Colleges & Universities; Small Colleges & Universities; Practitioners; Researchers; Faculty

Keywords: peer-learning; instructional design; instructional strategies; academic student success

Exploring Differences in Major Changes

Poster

Brandy Smith, University of Nevada, Las Vegas
Dan Gianoutsos, University of Nevada, Las Vegas
Anne White, University of Nevada, Las Vegas

The National Center for Education Statistics (2017) estimates that approximately one-third of students change majors once, while ten percent change two or more times (as cited by Moore and Cruce, 2019). Literature suggests that changes in college majors extend time to graduation as well as cost of completion (Cuseo et al., 2016). With
the ultimate goal of timely completion, identifying variables that impact successful major selection, resulting in less major change overall, is worthy of exploration. For this study, the research question asks whether there are differences in the number of major changes for students at a large, diverse research institution whose initial major falls into three distinct categories: 1) declaring a major (n=3092), 2) declaring as Exploring (commonly known as Undecided) (n=323), or 3) defaulting to a Major Pathway (selecting a major in a complex degree such as Science, Engineering, or Business, and being institutionally defaulted to a similar path as Exploring students due to minimum required math scores) (n=337). By examining student profile characteristics, test scores, risk factors, initial choice of major, and first-year seminar, we hope to better understand if there are variables that may contribute to reduced changes in majors.

**Audience:** Introductory; Administrators; Large Colleges & Universities; Small Colleges & Universities; Researchers

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**Exploring Retention Initiatives Through Student Knowledge Transfer and Centers for Student Success**

*Poster*

Judy Van Doorn, Troy University  
Dwayne McClenton, Troy University

Keeping students engaged in the goal-directed process of academic learning towards graduation success is at the forefront of retention initiatives. Van Doorn and Van Doorn (2014) review traditional and non-traditional student learning styles for successful knowledge transfer whether in blended, in-class, and/or online courses with faculty advising paramount to guided student success. Retention committees composed of administrators, faculty, and admission/registrar staff are approaching the compromised enrollment declines with strategic initiatives, some with mixed results for specific student populations. Foremost, committees explore what student needs are being met or not in their academic experience through designing surveys to reveal significant data on resource needs, complaints, and student experiences (Olson, 2019). This review presents strategic retention approaches at a Global Southern University for positive student learning outcomes through Centers for Student Success, piloting and launching innovative programs. Program initiatives include Math and English tutoring/workshops, academic counseling for at-risk and readmitted students, faculty advising availability, and course schedule planning across consecutive terms/semesters with synchronized registration (McClenton, Zavala, & Carroll, 2019). The 21st Century Academy is more prepared with resourced retention committees that design strategies and launch programs to match student learning needs – adapting to the ever-changing dynamic of student enrollment and graduation success.

**Audience:** Intermediate; Large Colleges & Universities; Faculty; Administrators  
**Keywords:** retention; knowledge transfer; centers for student success; tutoring; blended, in-class, and online courses; traditional and nontraditional students

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**Fail Early Fail Often: Persistence in STEM Courses and its Relation to Student Outcomes**

*Poster*

Dana Bagwell, Gannon University  
Zachary Hopkins, Gannon University

Failure in initial STEM courses often discourages students from continuing in science majors. Advisors, as well, often suggest less rigorous courses to such students. Analyses from 25,631 students across 84 semesters reveals the expected drop in retention to major and the university after failing one to two STEM courses. However, retention to major and the university increases, in some cases back to baseline, for students who persist through three or more failed STEM courses. This retention-rebound phenomena is considered with other factors such as student demographics (e.g., sex, race, etc.), socio-economic status, first-generation status,
Identification and Intervention for At-Risk Students

Marty Warren, East Texas Baptist University
Emily Prevost, East Texas Baptist University

Using theoretical constructs commonly believed to influence student retention, a logistic regression model was created to predict which first-time full-time freshmen students would retain to the following spring semester. Working with data available for the first-time full-time freshmen students, at least one variable within each theoretical construct was included in the model as a predictor variable. Any students predicted by the model not to retain to the following spring semester were considered at-risk. For this group of at-risk students, early intervention efforts initially included academic coaching. Further interventions in succeeding years of the study included intentional holistic mentoring by faculty and staff for this group of at-risk students. Results for the fall 2018 cohort show the initial interventions were effective in improving the student retention rate to the following spring semester. Analysis for the fall 2019 first-time full-time freshmen cohort will also be completed and provided to ascertain the effectiveness of the additional interventions.

Audience: Intermediate; Administrators; Small Colleges & Universities; Practitioners; Researchers
Keywords: identifying at-risk students; academic coaching; mentoring

It Takes a Village to Retain a Student: Community-Based Retention

Brian Barlow, Northeastern State University
Shelly Dreadfulwater, Northeastern State University
Sky Wildcat, Northeastern State University

The Native American Support Center (NASC) at Northeastern State University (NSU) is the product of a U.S. Department of Education (ED), Title III, Part F, Native American Serving Nontribal Institutions (NASNTI) Grant. The primary focus of NASC’s work is the retention and graduation of Native American students at NSU. The NASC team carries out this work through acting as a one-stop-shop for students. We make this model attainable through centering the idea that we are most effective in assisting students when we act as an extension of all university departments, rather than functioning in a silo as a standalone program. The model is actualized through three distinct program operations: 1) Quarterly one-on-one face-to-face academic coaching; 2) Peer-to-peer tutoring and mentoring; 3) Consistent, considerate, and culturally informed partnership with community members both inside and outside of the institution.

Audience: Introductory; Two-Year Institutions; Small Colleges & Universities; Practitioners; Large Colleges & Universities
Keywords: Native American student; retention; new model
Leveraging Data Visualizations to Expand Awareness Around Student Success

Poster

Elizabeth Seidle, Pennsylvania State University

The Outreach Analytics and Reporting office within Penn State Outreach and Online Education created an interactive dashboard to report on the success of World Campus students. A comprehensive approach to analyzing student success increases precision in reporting by identifying and addressing issues beyond graduation and retention rates. Our dashboard embraces a comprehensive approach to student success by analyzing retention, persistence, graduation, self-reported satisfaction, progression, and outcome measures. This provides users with a one-stop-shop for aggregated reporting on all relevant information to student success. The dashboard automates the dissemination of information to administration, leadership, marketing, advising, faculty, etc. in an intuitive and user-friendly manner. In addition to high-level summary pages, the dashboard provides customizable reports that can be filtered based on demographics, degree-type, academic load, transfer credits, etc. We will provide information about the data included in the dashboard (including some of the calculated metrics) and strategies we use to effectively communicate the data to users. We will also highlight some of the challenges and obstacles to be cognizant of when reporting on these metrics.

Audience: Introductory; Administrators; Practitioners; Faculty
Keywords: dashboard; student success; analytics

Motivational Resources of Persistence Among Engineering Students on Academic Probation

Poster

Temitope Adeoye, Purdue University
Toni Rogat, Purdue University

As the United States aims to strengthen its science and engineering workforce, students underrepresented in these fields are leaving at higher rates than their majority counterparts (National Science Board, 2016). Research suggests a variety of reasons for attrition with the most common being underperformance (Lee & Blankenship, 2019). Most higher education institutions place students who perform below a prespecified level on academic probation. Previous research has primarily examined students’ reasons for withdrawal from the university. Little is known about the motivational resources students draw on to regain satisfactory academic standing and how students’ motivation may vary for students from groups under- relative to over-represented in engineering. A probationary status evokes motivational challenges given salient failure feedback, which may provoke doubts about competence and raise questions about one’s academic and disciplinary identities and belonging. This study examines what motivates engineering students to persist despite probationary status. Undergraduate engineering students formerly or currently on probation participated in interviews exploring their motivational reasons for their persistence. Analyses focused on identifying motivational sources and examining whether different sources were articulated given gender, racial/ethnic, or first-generation status. Future research directions and practical implications for engineering advisors to support student persistence will be discussed.

Audience: Introductory; Large Colleges & Universities; Researchers; Faculty
Keywords: persistence; motivation; academic probation; engineering

Niner On-The-Go: The Journey to Engage Students and Expand Tutorial Services

Poster

Dalya Beckett, University of North Carolina at Charlotte

Student success is determined by a multitude of factors including the extent to which students feel supported at their institution. The University of North Carolina at Charlotte’s University Center for Academic Excellence (UCAE) homes in on the needs of students from academic, personal, and a host of other areas.
Tutorial Services offers effective course support with over 100 courses for undergraduate students no matter their current academic state (GPA, etc.) In Fall 2020, the drive to increase resource accessibility led to the expansion of services beyond restraints of one location. Satellite sites for historically difficult courses as well as major-specific, were created to better assist students on their collegiate journey. Student-led efforts fostered by faculty relationships resulted in more opportunities for engagement beyond the classroom. An all-inclusive experience provided by CRLA (College Reading & Learning Association) certified Peer Tutors offer a connection to other resources provided by the UCAE such as personal academic consultations, collaborative group settings, etc. The benefits far outweigh the challenges of this expansion as students have greater access to productive learning. The obstacles faced during this endeavor will be highlighted including the struggle for adequate advertisement to students and discovery of proper avenues to reach students.

**Audience:** Introductory; Large Colleges & Universities  
**Keywords:** tutoring; student success; campus partnership

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**Pathways to Degree Completion: The Evaluation of Four-Year Undergraduate Program Degree Maps**

*Poster*  
Shanna Jaggars, Ohio State University  
Marcos Rivera, Ohio State University  
Yuhong Zhu, Ohio State University

An unclear degree pathway can impair a student’s academic planning and degree completion. In addition, research has shed light to the challenges of excess crediting for students who change their major or transfer to an institution (Zeidenberg, 2015; Hodara, 2016; Fink et al., 2018). Therefore, the creation of well-designed curricular maps is needed to support student success and degree attainment for all students and all majors within higher education institutions. This poster presentation will highlight complexities of degree maps, discuss their potential impact on undergraduate student success, and highlight the importance of well-designed academic program maps. The presenter will share preliminary findings of a qualitative review of over 200 undergraduate maps to assess the current landscape of degree maps at The Ohio State University. Lastly, the presenter will recommend characteristics for clear and concise program maps to improve the practice of effective degree planning and enhance academic success and degree attainment.

**Audience:** Introductory; Administrators; Two-Year Institutions; Large Colleges & Universities; Small Colleges & Universities; Practitioners; Researchers; Faculty

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**Racers Empower: Healthy Minds, Healthy Campus**

*Poster*  
Peggy Whaley, Murray State University  
Jennifer Smith, Murray State University  
Trey Book, Murray State University

Racers Empower: Healthy Minds, Healthy Campus is a collaborative effort by students, staff, and faculty members of Murray State University to promote mental health and wellness on campus. Mental health, especially anxiety and depression, is a major concern on college campuses. Racers Empower aims to share resources, encourage students to share and talk about their experiences to reduce the stigma surrounding mental illness, connect students with support services and activities, and promote a healthy mind and body for success. Through monthly thematic programming, the campus community will engage students in educational and fun activities and encourage them to share their thoughts on the Empowerment Wall. All of these activities are encircled by the important focus of mental health and awareness.

**Audience:** Intermediate; Administrators; Two-Year Institutions; Large Colleges & Universities; Small Colleges & Universities; Practitioners

**Keywords:** mental health; wellness; retention; success
Smartphone Appetite: Analyzing Freshmen’s Smartphone App Usage at a Large, Diverse, Research University

Poster

Dan Gianoutsos, University of Nevada, Las Vegas
Kendall Hartley, University of Nevada, Las Vegas
Emily Shreve, University of Nevada, Las Vegas

While the diversity of college students continue to increase, more students share the homogenous commonality of possessing smartphones. Pew Core Trends Dataset (2019) suggests that 94% of U.S. 18-29 years old own a smartphone. In a recent study of 227 college freshmen, 100% of participants reported that they own a smartphone (Authors, 2019). Accordingly, smartphones have become a permanent fixture in the learning environment for students (Anderson & Jiang, 2018). While educators scramble to understand how smartphones are influencing college students and their learning, the researchers posit that it is valuable to first analyze what students are doing on their phone - or more specifically - what apps they are using. For this descriptive analysis study, the researchers surveyed freshmen enrolled in a first-year seminar at a large, urban, diverse, research-university in the southwest. Participants were asked, “What are the most frequently used apps on your phone?” The survey was administered during the Spring 2019 semester with 227 participants (124 female/103 males; average age 18.7) and Fall 2019 semester with 514 participants (241 female/273 male; average age 18.4). This study analyzes the most frequently used apps (individually/categorically) reported and cross-examines any differences reported between the two samples.

Audience: Introductory; Administrators; Large Colleges & Universities; Small Colleges & Universities; Practitioners; Researchers; Faculty
Keywords: smartphones; apps; social media; first-year students; freshmen

Targeted Events Assist Idle Students in Registration of Classes

Poster

Amanda Rbaibi, California University of Pennsylvania
Julie Osekowski, California University of Pennsylvania

California University of Pennsylvania created two events to assist idle students with course registration. The purpose of these events is to create awareness of the registration timetable, break down barriers preventing registration of classes, solve problems preventing registration, and teach students of all levels how to self-register and troubleshoot problems. The Cal U Ready event is planned prior to early registration to assist students with resolving issues preventing registration before the early timeframe begins. The event is open to all students and located in the student center. Games, food, and prizes are provided to encourage students to attend. Representatives from multiple campus offices attend and are available to assist students with their registration needs and solve problems. The Registration Blitz is planned for after the early registration timeframe has begun. This event is targeted to specific students who have not registered for the next semester. They are invited by letter, email, and other targeted forms of communication to attend the Registration Blitz to clear holds, inquire about billing and financial aid and resolve problems thereof, and register next semester classes. Representatives from several different offices are present to assist students with their registration needs.

Audience: Introductory; Practitioners
The Opportunity Scholarship Program at Central Piedmont Community College: Engaging Minority Student Populations and Ensuring Personal and Academic Success

Poster

India Dunn, Central Piedmont Community College
Christina Gullo, Central Piedmont Community College

The Opportunity Scholarship is an educational and career-training scholarship offered to minority high school graduates from Title I high schools in Charlotte, North Carolina. As an Opportunity Scholar, students receive academic and career guidance from program staff to ensure they are successful. Students are required to participate in the Summer Bridge Program (a program that provides recent high school graduates the opportunity to take summer courses, while also being supported in their transition to college) service learning projects, bi-weekly seminars, donor events, and personal enrichment activities. The Opportunity Scholarship Program aims to remove local barriers to economic mobility and provide minority students in Charlotte, North Carolina the opportunity to receive higher education and career training.

Audience: Introductory; Two-Year Institutions; Practitioners

Understanding Transfer Experiences of Students Transitioning From Open-Access Campuses

Poster

Shanna Jaggars, Ohio State University
Marcos Rivera, Ohio State University
Melissa Buelow, Ohio State University
Rebecca Cepeda, Ohio State University

When open-access transfer students transition into a four-year institution, they may face a myriad of systemic challenges that can affect their educational attainment (Ortagus & Hu, 2019; Deane, Jenkins, & Fink; 2016; Xu, Jaggars, Fletcher, & Fink, 2018). Students entering a new campus need support from programs, mentors, or initiatives to help them acclimate into a new environment (Walker & Okpala, 2017). At The Ohio State University, thousands of community college transfer and regional campus change students enroll into the Columbus campus each Autumn semester. In addition, these students contribute to the Columbus campus diversity in terms of first-generation, low-income, and/or racially minoritized students. Therefore, it is critical to understand the transitional experiences of open-access transfer students to develop ways to best support their academic success. This poster presentation will go over the Ohio State University's Office of Student Academic Success Research and Program Assessment's research study in which we seek to understand open-access transfer students' experiences with the preparation, process, and transition into the institution. The presenter will identify emerging themes from over 50 student interviews and suggest practical implications for institutional administrators, faculty members, and student affairs professionals to better support these students within their respective campuses.

Audience: Introductory; Administrators; Two-Year Institutions; Large Colleges & Universities; Small Colleges & Universities; Practitioners; Researchers; Faculty

Using Narratives to Understand Why Students Choose to Stay

Poster

Monica Grau, SUNY Oneonta

Student success, persistence, and retention are critical to the reputation and stability of institutions across the United States. Institutions review and publish retention rates, but do we really understand why students stay at the institution? Gaining insight into why students persist at our institutions is a key piece of the student success puzzle. Practitioners must have the opportunity to listen and learn from the stories of our students. The presenter will share the results from a mixed-method research study focusing on the stories of
students who stayed at a four-year public college. The presenter will discuss the findings and the implications for practice, sharing the stories of students and encouraging participants to hear the voices of their own students via these stories. The presenter will describe how the findings have impacted her own practice and developing scholarship within the field of student affairs, specifically orientation, retention, and transition and the tools developed out of this research for practitioners.

**Audience:** Introductory; Practitioners  
**Keywords:** persistence; narrative; practitioner/scholar; retention

### 10:00 - 11:00 COFFEE TALKS

#### Equity and Access in the Time of COVID  
*Coffee Talk*  
Loralyn Taylor, Ohio University

The impacts of COVID-19 are being felt disproportionately by our most at-risk populations. Hear from colleagues and share your experiences with trying to surface and mitigate the impact of COVID-19 on our least privileged students.

#### How COVID-19 is Changing Student Success Efforts and How We Measure “Success”  
*Coffee Talk*  
April Fugett, Marshall University  
Christopher Atkins, Marshall University  
Kateryna Schray, Marshall University

This session will address the challenges of measuring and modifying approaches to student success in response to COVID-19. Marshall University has spent the last several years building a student success program. Just as we started gathering strong evidence and began scaling-up several of our data-based interventions, the entire student success dialogue changed. COVID-19 caused a real-time shift in the operational definition of “success” and in how to approach a rapidly changing higher education environment. After many conversations with stakeholders, we modified our risk analytics survey and reformatted our Orientation process around its administration. Ultimately, we were able to use our experimentally established models to create a program that allowed us to analyze risk and begin offering students interventions before their Orientation session. Our efforts seem to be “successful” by most of our metrics, but it is impossible to know if the shifts we are making are long-term or short-term and what impact they will have in the long-term. The goal of this session is to discuss approaches and changes to student success across participants, programs, and institutions in terms of measuring and assessing individual students for specific intervention(s) and in defining “success”.

#### Providing Virtual Academic Support During COVID-19  
*Coffee Talk*  
Janelle Sokolowich, Chamberlain University  
Tennille Curtis, Chamberlain University  
Rebecca Burhenne, Chamberlain University

Online education programs continually expand to meet the needs of today’s students. In 2018, 16.3% of students were enrolled in exclusively online programs (National Center for Education Statistics [NCES], 2019). As the proportion of online students increases, colleges and universities must consider how to deliver academic support to students in a virtual environment. This has become especially important as institutions of higher education pivot to meet the demands created by a global pandemic. In the spring of 2020, many
students enrolled in campus-based programs were suddenly shifted to online learning. Last year, a large online university piloted a virtual academic support program. The pilot provided 1:1 academic and writing support and live content review to 1,861 online students enrolled in the first course of a graduate nursing program. The organization has been able to use lessons learned during the pilot to support the development of academic writing support tools and innovative instructional technologies, which have enabled the organization to support both its online students and campus-based students whose classes have moved online. The coffee talk will address the challenges and successes associated with providing virtual student support and a culture of care during the COVID-19 health crisis.

Supporting Parents of Stay-at-Home College Students

Coffee Talk

Carrie Schubert, California University of Pennsylvania

Much like our college students, parents and family members are navigating the difficult decisions that institutions of higher education have had to make in response to COVID-19. They, too, are disappointed by the loss of face-to-face programs and challenged by how to support their student in a remote learning environment. Hear how other schools have transitioned parent/family orientation to an online setting, as well as how universities continue to engage this stakeholder in a virtual environment. We will also discuss some lessons learned during the abrupt transition from on-campus to online education and strategies to support college parents and family members in the new normal.

Adapting Supplemental Instruction and Metacognition to the College of Engineering Results in Culture Shift

Paper

Pamela Lockwood-Cooke, West Texas A&M University
Audrey Meador, West Texas A&M University
Julie Mann, West Texas A&M University

The literature well documents the impact of supplemental instruction (SI) in individual courses in Mathematics, Computer Science, and Engineering. One College of Engineering housing these disciplines has broadly applied supplemental instruction to affect a cultural shift, engaging all students to seek help and actively improve their own learning. An SI leadership team identified key courses across the college based on the following: high D/F/W rates, “gateway courses” for entering freshmen, courses with critical roles in course sequencing, and barrier 3000 level courses for native and transfer students. In 2017, the college housed two courses with ineffective supplemental instruction. In fall 2019, SI was active in four Computer Science, eight Engineering, and seven Mathematics courses, comparable in the literature to institutions twice the size of the study program. This paper will detail the steps used to build a substantive SI program, training SIs using metacognitive learning strategies, and building a community through 24/7 availability of SIs to their student peers. Quantitative data illustrating the success and challenges of this program will be presented in the form of student attendance of SI sessions and mean course GPA comparisons for participants versus non-participants. Qualitative data will illustrate program needs moving forward.

Audience: Introductory; Large Colleges & Universities; Small Colleges & Universities; Practitioners; Faculty

Keywords: supplemental instruction; metacognition; math, engineering, computer science; culture
Assumptions, Expectations, & Surprises: What We Learned From a Decade of Non-Cognitive Assessment Results

*Vendor Presentation*

Emily Siegel, Anthology
Annemieke Rice, Anthology

For many years, campuses have been assessing the non-cognitive attributes of students. By tracking levels of resiliency, academic self-efficacy, and social comfort, we’ve been able to gain a more holistic picture of students’ strengths and growth opportunities. But, how have these attributes changed in the last decade? What do these changes (or lack thereof) mean for our current and future work in supporting students? We’ll share nearly a decade of the longitudinal findings and discuss their implications.

From the Faculty Advisor Lens: Assessment, Training, and the Advising Landscape

*Paper*

Rachel Dolechek, University of the Incarnate Word
Diana Garza, University of the Incarnate Word

The role of the faculty advisor has changed significantly since the inception of academic advising and has prevailed as a strong link to increasing student retention. This study examines key elements of academic advising from the faculty advisor perspective. Survey data was collected from faculty and professional advisors at two Midwestern universities who implement a split advising model. Findings indicate no significant difference between faculty advisor and professional advisor response to advising assessment or advising job responsibilities. There was a significant difference in professional development opportunities between faculty advisors and professional advisors. Results of the study further extend faculty academic advising literature for advising assessment, advising training, and faculty advising responsibilities.

**Audience:** Intermediate; Administrators; Large Colleges & Universities; Small Colleges & Universities; Practitioners; Researchers; Faculty

**Keywords:** academic advising; assessment; training, faculty advising; advising responsibilities

The Impact of 30 Credit Hour Completion Policies on Retention of Low-Income, First-Generation Students: Evidence From a College Promise Program

*Paper*

Roy Chan, Lee University

This study explores what effect a statewide financial aid policy has on the academic outcomes of college promise program recipients at two 4-year public research universities, Indiana University Bloomington (IUB) and Indiana University-Purdue University, Indianapolis (IUPUI). Using secondary administrative data from the Indiana University’s University Institutional Research and Reporting (UIRR) office, representing 7,842 low-income students who enrolled shortly before the policy was implemented, this study employs a quasi-experimental, difference-in-differences (DiD) framework to examine the heterogeneous treatment effects of a credit momentum policy that was supported by the Complete College America (CCA) 15 to Finish initiative on the academic progression and completion of Indiana Twenty-First Century Scholarship (TFCS) recipients at IUB and IUPUI, compared to non-TFCS Pell recipients from the Fall 2011 cohorts through the Fall 2014 cohorts. Results showed a modest significant effect on cumulative credits and grades but had no effect on degree completion status (Year 4 Graduation Status, Year 6 Graduation Status) at IUB. The policy had no significant interaction effect on the TFCS recipients enrolled at IUPUI. The findings of this research suggest...
that credit momentum policies did not produce its intended effect, nor did it have any adverse consequences for low-income, first-generation students.

**Audience:** Advanced; Large Colleges & Universities; Practitioners; Researchers; Faculty  
**Keywords:** higher education policy; academic progression; college completion; financial aid; college promise program; quasi-experimental design

### 1:30 - 2:30  
**CONCURRENT SESSIONS**

#### Beyond the Learning Management System: Helping Students Survive and Thrive Online  
*Paper*

Jennifer Graham, Northern Maine Community College  
Lynne Nelson Manion, Eastern Maine Community College

This paper identifies the barriers community college students perceive as preventing them from successfully completing online courses. The research, gathered and analyzed over a three-year period between 2017-2020, includes survey data from a sample of over 300 community college students taking online courses and information from subsequent one-on-one interviews. In addition, the paper presents the results of a pilot study which tested the intervention designed for online students in response to what was learned during the first two years of the study. The data reveal that the protocols required for students to be successful in online classes are not intuitive, nor are they learned effectively through a one-time orientation. Online learning skills need to be reinforced often, ideally within the context of an online class, to become embedded in the mindset of online learners.

**Audience:** Introductory; Two-Year Institutions; Large Colleges & Universities; Small Colleges & Universities; Faculty  
**Keywords:** community college; asynchronous learning environments; online learning skills; student success; persistence; students' perceptions

#### BRIDGE: Building Connections Among First-Year Men of Color at a Predominately White Institution (PWI)  
*Paper*

Kiara Summerville, University of Alabama  
Timothy Salazar, University of Alabama  
Amelia Bickel, University of Alabama

A gap in first to second year persistence between men of color at predominately white institutions (PWI) and their racial majority peers is well established. However, this study advances the literature surrounding the experiences of men of color at PWIs and specifically focuses on an anti-deficit approach to investigation and interpretation of their experiences (Harper, 2012; McGowan & Pérez, 2020; Strayhorn, 2011). In Summer 2019, The University of Alabama held the inaugural BRIDGE program for first-year men of color. BRIDGE, an extended orientation and year-long mentoring program, focused on building a sense of community among first-time, full-time men of color as a mechanism to improve student success outcomes. To understand participant experiences and outcomes, focus groups were conducted. Qualitative analysis highlighted the familial structure and language among participants, the significance of the community for establishing a sense of belonging on campus as well as a sense of ownership for the community, importance of peer mentors, and the role academic accountability played among participants. Future directions include parsing out the Hispanic male experience and unpacking the positive academic competition that developed within the community and what implications that may have for future programming.

**Audience:** Intermediate; Administrators; Large Colleges & Universities; Small Colleges & Universities; Practitioners  
**Keywords:** summer bridge program; qualitative research; Black and Latino males; first-year students
From Student Data to Student Retention: A Model for Building Campus-Wide Freshman Student Retention Initiatives

Robert Raab, Oklahoma State University

Data is everywhere. But how do you turn student data into valuable and relevant information about student success? How can institutions better support freshman students and put them on a path of success towards graduation? Tackling the vast array of underlying issues that impact student success and retention requires strategic investments, effective campus-wide initiatives, and efficient cross-campus collaboration. At Oklahoma State University, The Office of First Year Success coordinates the institutional information from academic affairs, student affairs, and enrollment management (Scholarships and Financial Aid) to make data-based decisions from the data points about students and to connect them to the necessary campus resources to help students succeed. Through our Campus Connection Coaches, Financial Planning Coaches, and collaborative campus partnerships, The Office of First Year Success helps students succeed through intervention tactics, programming, personalized success plans, and retention scholarships. Join us to learn more about our strategies, solutions, and success in increasing freshman student retention as much as 98%. Hear about valuable best practice information that you may be able to use today at your institution.

**Audience:** Intermediate; Administrators; Two-Year Institutions; Large Colleges & Universities; Small Colleges & Universities; Practitioners; Staff

**Keywords:** data; retention; campus-wide; freshmen; intervention

Student Success: Roadmap for Re-Enrollment

Vendor Presentation

Laura Carnes, University of South Carolina-Palmetto College
Karlee Christian, University of South Carolina-Palmetto College
Ashley Crocker, TargetX

USC Palmetto College encompasses four campuses with four differing reporting structures, which makes it difficult to address issues across campuses. Leveraging new technology, the team at USC Palmetto set out to build an organized and data driven student engagement, success, and re-enrollment process. Throughout the implementation of their retention CRM they realized that the product not only enhanced communication and tracking of students, but also drove cultural change and initiatives across the university. In this session you’ll learn how the team at USC Palmetto used the implementation of their new CRM to bridge gaps across campuses and rectify barriers to re-enrollment that they were previously overlooking. They’ll also share tips for addressing re-enrollment issues and keeping students informed especially in light of concerns around COVID-19.

3:15 - 4:15 FACILITATED DISCUSSIONS

Breaking Silos on a Campus Resistant to Change

Facilitated Discussion

Holly Allen, Gateway Community & Technical College
Brandi Mulligan, Gateway Community & Technical College

At Gateway Community & Technical College, we set out to create a program to support students that were performing poorly academically. We were given the impossible task of creating a new program with already overloaded staff, no additional resources, and no physical space. A year and a half later, our coaching program is beginning to thrive. We take a holistic approach to student success, which means working across...
departments on a daily basis. In a work culture resistant to change, we have learned some creative ways to introduce new initiatives and work closely with staff and faculty, capitalizing on their skills, to ensure student success across all college offices. We will present some of the roadblocks we have faced along the way and how we have approached some of them so far. Participants will hear about our initiatives and approaches our office took, but then discuss how they have worked to overcome some of the hurdles that they have been presented with on their own campuses.

**Audience:** Intermediate; Two-Year Institutions; Small Colleges & Universities; Practitioners  
**Keywords:** coaching; silos; cross-departmental; retention

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**Implementing Predictive Analytics-The Good, the Bad, and the Ugly**  
*Facilitated Discussion*

Jason Terry, Utah Valley University  
David Connelly, Utah Valley University  
Michelle Kearns, Utah Valley University

Change can be hard. Change that dramatically shifts the way a university approaches analytics, assessment, and advising can be even harder. Yet despite growing pains, change is necessary if higher education is to meet a higher standard of student success. At Utah Valley University this change has come in the form of predictive analytics, a new paradigm for recognizing, understanding, and meeting student needs. As the state’s largest university, UVU is faced with challenges typical of an open access, regional, and commuter campus. With an increasingly diverse student body in both culture and preparation, a large number of part-time (51%), non-traditional (32%), and working students (80%), the prospect of finding a common solution for all was unlikely. Through the use of predictive analytics, however, UVU has gained the insight necessary to understand and plan for such a complex student body. The process of adoption has not been simple, nor has it come without its bumps in the road. Yet the results have been beneficial. Please join us as we discuss the good, the bad, and the ugly of implementing predictive analytics.

**Audience:** Intermediate; Large Colleges & Universities  
**Keywords:** predictive analytics; student success; analytics; completion; retention

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**Relegated to the “Academic Graveyard”: Discussing the Complexity and Nuances of Excess Crediting**  
*Facilitated Discussion*

Shanna Jaggars, Ohio State University  
Marcos Rivera, Ohio State University  
Elizabeth Hance, Ohio State University

Students accumulate excess credits, or course credits that do not fulfill degree requirements, for a myriad of reasons. Articulated transfer courses not fulfilling academic programs, credit-bearing study skills courses, fitness-related classes, or duplicated courses may all contribute to the “academic graveyard” of inapplicable credit hours collected throughout a student’s college career (Kadlec & Gupta, 2014). However, students may be advised to (re)take courses for potential personal and academic benefits such as medical school preparation, GPA boosts, stress relief, or to further develop study skills. Leading us to ask, “Are all instances of excess crediting a problem? Do all excess credits contribute to the ‘academic graveyard’ in a similar fashion, or are the situational nuances understated and require further discussion? How might we address the excess crediting ‘issue’?” Join us to discuss these questions, learn about preliminary findings from our research study on excess crediting, and consider ways to investigate and continue the conversation at your institution.

**Audience:** Intermediate; Administrators; Two-Year Institutions; Large Colleges & Universities; Small Colleges & Universities; Practitioners; Researchers; Faculty  
**Keywords:** excess credit; articulation; transfer; dual-enrollment; degree requirements
Student Support Courses: Choosing Your Way

Facilitated Discussion

LeAnn Starlin Nilsson, Kent State University
Ed Butch, Kent State University

To retain students from first to second year, we must first keep them from first to second semester. This discussion will present two academic probation courses at Kent State - one that has been taught for five years and a new pilot course in Spring 2020. The Success in the Arts course focuses students in Music, Theatre, Dance, Fashion, and Art who are on academic probation, reinstated, or in need of supplemental academic support. Success in a Flash is a pilot probation course that focuses on first-year students who are on probation after their fall semester and students whose dismissal appeal was approved. Together, the presenters will reveal tips and tricks that have worked while putting together a course for targeted populations and learn what has been successful at other institutions. We welcome you for a lively discussion and sharing of best practices!

Audience: Intermediate; Administrators; Two-Year Institutions; Large Colleges & Universities; Small Colleges & Universities; Practitioners; Faculty

Keywords: retention; course; special populations; reinstated; academic probation; required

5 Concerns of College Students During COVID-19

Colleges and universities moved quickly to respond to the COVID-19 pandemic. Collecting data about what students need during uncertain times helps campuses prioritize these efforts. To learn more, visit iclicker.com/insights.

<table>
<thead>
<tr>
<th>Concerns of College Students During COVID-19</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>money concerns</td>
<td>55%</td>
</tr>
<tr>
<td>technology concerns</td>
<td>28%</td>
</tr>
<tr>
<td>health and food concerns</td>
<td>14%</td>
</tr>
<tr>
<td>campus services</td>
<td>74%</td>
</tr>
</tbody>
</table>

- 55% had income-related concerns.
- 28% had concerns about internet access.
- 14% had concerns staying healthy. 13% had concerns about food security.
- 74% expected to use at least one campus service.

for more information visit iclicker.com/insights

Data Source: Skyfactor Student Impact Survey, Spring 2020, n=13,797 from 33 U.S. institutions
Image Credit: Paranyu/Shutterstock
Accessibility, Equity, and the Student Journey in the Age of Covid-19

Coffee Talk

Ashley Crocker, TargetX

As colleges and universities shifted to virtual classes this past Spring, it became clear that not all students had the resources needed for successful online learning off campus. As things continue to change and evolve we want to use this coffee chat to discuss ways institutions are addressing equity and accessibility concerns for students while they’re at home. Additionally we want to use this time to help uncover other ways students may be impacted, outside of their classes, so we can brainstorm solutions to address accessibility and equity throughout the entire student journey.

Assessment and Accreditation in a COVID-19 World

Coffee Talk

Bernadette Jungblut, Central Washington University

What has been the impact of COVID-19 on learning assessment in higher education? How has the pandemic—and the changes colleges and universities have made to address it—affected regional and specialized accreditation? What does the guidance from the US Department of Education mean for learning assessment and accreditation? During this discussion, participants have the opportunity to ask and answer a wide range of questions about best practices for assessment and accreditation under current and future conditions. Potential topics include, but are not limited to: 1) Assessment and accreditation cycles – information collection, analysis, and reporting, 2) “Reasonable assessment asks” of faculty teaching online for the first time and staff colleagues focused on student health and wellbeing, 3) Planning for and carrying out virtual accreditation site visits, and 4) US Department of Education guidance regarding assessment and accreditation. The primary goals of the session are for participants to share their own experiences, learn from one another’s experiences, and implement at least one new, innovative idea or practice at their institutions.

First-Year Programs: Balancing Change and Flexibility With Quality in 2020

Coffee Talk

Elaine Lewis, Utah Valley University

The year 2020 will certainly be known as one of change and flexibility. One thing that has not changed—new first-year students still showed up at our campuses this fall, and one thing that cannot be flexible—the quality of the first-year experience. Join us for this coffee talk to discuss best practices and lessons learned from Fall 2020 as we adapted delivery of first-year programs and services, while preserving the student experience.

Pandemic 2020: Reimagining Student Support Services

Coffee Talk

DeLaine Priest, University of Central Florida

With a quick pivot to a virtual and remote environment due to COVID-19 in Spring 2020, it was imperative that institutions reimage and implement various approaches to effectively meet the needs of students in the face of the current pandemic. The old paradigm of traditional face-to-face student interactions shifted. The utilization of innovative technology assisted in the delivery of support services such as academic advising, academic support (tutoring and Supplemental Instruction), orientation, and financial aid so that institutions of higher education could continue to have promising impacts on students’ academic success despite their location. Fostering an online user-friendly and engaging environment equips students with the best educational experience possible during these difficult times. This engaging coffee talk will provide a framework for practitioners to discuss emerging student support strategies. We will consider how these strategies were implemented to support students
in a virtual environment while sustaining and improving upon the momentum established pre-pandemic. Which strategies produced positive outcomes, what were the challenges, and what practices will continue beyond the pandemic?

11:45 - 12:45 CONCURRENT SESSIONS

Involving the Campus in Collecting Actionable Data: An Argument for Long Term Research Planning

Paper

Georgeanna Robinson, Grinnell College
Kaitlin Wilcox, Grinnell College

In the frequently siloed work of higher education professionals, cross-campus collaboration between multiple departments can feel like a Sisyphean task. However, although our work is typically organized into a departmental structure, students do not necessarily experience college as siloed and departmentalized. To them, staff and faculty from around the institution all represent the college, to a greater or lesser extent. Given this lived experience, therefore, it makes sense to enlist faculty and staff from around the institution in the vital work of assessment for the purposes of student retention and success. Unfortunately, such collaboration is rare and can be challenging even to contemplate. This session presents a new model developed and tested at Grinnell College to involve colleagues from around the institution in the vital work of assessment for understanding barriers to student success. It will focus on a recent effort from the Office of Analytics and Institutional Research, where staff rallied together representatives from 13 offices on campus in preparation for implementing Schreiner’s Thriving Quotient. The 61% response rate from students that are clearly representative of the overall student body, as well as excitement about the initiative and ongoing discussion of the findings demonstrate the success of this new model.

Audience: Intermediate; Administrators; Large Colleges & Universities; Small Colleges & Universities; Practitioners; Researchers

Keywords: research planning, cross-campus collaboration; student thriving; data

Navigating the High Seas of Education

Paper

Addalena Virtus, Shippensburg University
Sarah Howell, Shippensburg University

This study examines the impact of a pilot academic probation program at a public university located in the mid-Atlantic region of the United States. The Charting Your Success program (CYS) serves students who would have been academically dismissed from the university and have 32 or fewer earned institutional credits. The CYS program allows students another opportunity to attend the university. The CYS program has three main requirements: students must earn a semester GPA of a 2.0, meet with their CYS coach 12 times during the semester, and complete 5 extra help activities. Since the start of the program during the fall 2017 semester, 312 students have participated. As of the fall 2019 semester, 107 students from the CYS program are still enrolled at the university, 27 students were eligible to return but left, 26 students withdrew from the university, 150 students were dismissed and 2 have graduated. The success of the program has sparked institutional change with the dismissal policy being edited and the pilot program becoming permanent.

Audience: Introductory; Large Colleges & Universities; Small Colleges & Universities; Practitioners

Keywords: retention; academic probation; readmitted students
Tools, Research, and Practice to Improve Student Success in the Age of COVID-19

Vendor Presentation

Sherry Woosley, Macmillan Learning
Rachel Phillips-Buck, Pharos Resources
Mandy Shaffer, Macmillan Learning

Improving student success is possible, even during COVID-19. In this interactive session, participants will be introduced to easy-to-implement tools useful for checking on and hearing from students, including a look at how short, research-based retention surveys and attendance/engagement tracking can be used to improve student success both in-person and in virtual environments. The session will also feature concrete implementation tips from a student success professional. Participants will be able to explain the impact of attendance and engagement and non-cognitive factors on student performance and retention; understand best practices for implementation of student success tools for successful outcomes; and communicate the benefits of scalable research-based tools that support student success.

Transfer Center Initiative: HCC Case Management Model for Seamless Transition

Paper

Noël Bezette-Flores, San Diego State University
Stacy Welcome, Houston Community College-Central
Muddassir Siddiqi, Houston Community College-Central

Houston Community College System (HCCS) is an open-admissions, public two-year college in Houston, Texas. HCCS-Central utilizes several intervention programs including Transfer Center, Case Managed Advising, and Pathways. The Transfer Center, open and accessible to all students, focuses on graduating Liberal Arts and Humanities (LAHUM) students who are within fifteen hours of program completion, individually advising them through a multi-step transfer process. The Transfer Center offers students opportunities to participate in Transfer Fairs, Transfer Preview Days (TPDs), “Transfer 101” Workshops, and Transfer Tuesdays. TPDs have successfully drawn large numbers of students interested in transferring to a four-year institution. Several institutions from throughout the Greater Houston Area and Louisiana have helped HCC-Central students transfer to four-year universities through HCCS’s comprehensive “one stop shop” experiences. From the fall of 2018 to the fall of 2019, four-year partner institutions have reported high same-day conversion rates for Transfer Preview Days. Approximately 1,000 Houston Community College students participated. Transfer 101 Workshop programming topics include successful transfer practices, financial literacy, and career coaching. This presentation will share information about how the Transfer Center and integrated Case Managed Advising resulted in increased student engagement with advisors following the implementation of informal, but strategic communication with students.

Audience: Introductory; Two-Year Institutions
Keywords: transfer center; student engagement; pathways advising; case management; transfer programming; four-year partnerships
Look Before You Leap Into Retention: The Journey Through Successful Retention Roadmap Planning

Paper

Lynne Johnson, Pennsylvania State University
Dawn Coder, Pennsylvania State University
Jodi Harris, Pennsylvania State University
Jennifer Krempa, Pennsylvania State University

Penn State World Campus is The Pennsylvania State University’s (Penn State) online campus. Three years ago, World Campus leadership realized the importance of intentionally focusing on student retention and success. Data showed a significant number of students were not retained from year one to year two, with less than half of incoming students earning a degree at Penn State. Through its three-year strategic planning process, leadership identified goals and objectives for improving retention. This project management-based approach to strategic planning has gone through two phases. The first phase was based on a structure that allowed staff to submit ideas through a charter to be considered for implementation. The second phase was initiated to build upon lessons learned in Phase 1 and create a forward-looking roadmap to guide the implementation of retention projects. This paper will tell the story of how we have been deliberate in our journey to improve retention. Data, early projects, methods, and processes for developing a roadmap will be presented.

Audience: Intermediate; Administrators; Two-Year Institutions; Large Colleges & Universities; Small Colleges & Universities; Practitioners

Keywords: roadmap; strategic planning; project management

Modeling and Visualizing Graduate Student Retention/Graduation Rates

Tutorial

Jun Xiang, California State University, Dominguez Hills

As a dynamic group of a university, graduate students often come in the university with diverse age ranges and full-time part-time status. Graduate and professional programs set different rules for time to degree, such as program length, practicum training, etc. This makes tracking graduate student retention and graduation rates inherently complicated compared with undergraduate students, for which an IPEDS standard and model has already been established. This project will demonstrate how to model graduate students retention and graduation rates in SQL, and then how to visualize such modeling in Tableau. It will also demonstrate how to track graduate cohort by gender, race/ethnicity, age ranges, full-time part time status, and academic programs/units. Examples will also be given on how to use the Graduate Student Retention/Graduation Dashboards to support program reviews, accreditation, student success, enrollment management, etc.

Audience: Intermediate; Large Colleges & Universities

Path to Success: Examining a Multifaceted Retention Model for Major Pathways Students at a Large, Diverse Research University

Paper

Dan Gianoutsos, University of Nevada, Las Vegas
Anne White, University of Nevada, Las Vegas
Brandy Smith, University of Nevada, Las Vegas
Nicole Stella, University of Nevada, Las Vegas

While higher education literature has frequently addressed undeclared students and math remediation students, research examining a subpopulation—Major Pathways students—is scarce. Major Pathways students are undergraduate students who initially selected their major when applying to the institution and while they were accepted to the institution, they were not admitted into the academic college (e.g., Sciences, Engineering, and Business) of their desired major primarily due to their math test scores. Considered “at-risk” students (Educational
Advisory Board, 2020), administrators at a large, diverse, southwestern research university implemented a multifaceted programmatic approach to improve the retention rates of the Major Pathways students. These efforts include a strategic new student orientation process, marketing/outreach, proactive academic advising, and a specific first-year seminar. Since implementing the program, the university has seen the fall-to-spring retention rates increase from its baseline 84.5% (2016-2017) to 88.5% (2017-2018) to 89.6% (2018-2019) to 89.7% (2019-2020). In addition, the fall-to-fall retention rate for Major Pathways students has also increased 12.9 percentage points from 64.5% (2016-2017) to 77.4% (2018-2019). The purpose of this paper is to examine the retention plan and how these programs improved the success measures of the institution's Major Pathways students.

Audience: Intermediate; Administrators; Large Colleges & Universities; Practitioners
Keywords: advising; major pathways; at-risk students; retention; first-year seminars; outreach

Understanding Racialized Resource Inequities Among Co-Curricular Student Success Programs From the Perspectives of Professional Staff

Devon L. Thomas, University of Arizona

The purpose of this study is to understand how professional staff who work in retention and success programming make meaning of the resources that are allocated for their co-curricular programmatic efforts and the implications this has on their work to support student success. Interviews with professionals from various student success programs at one large, public, Historically White Institution reveal the relationship between student participant demographics and the resources their programs are allocated, as well as how this relationship reinforces institutionalized forms of Whiteness through the ways in which institutional logics perpetuate inequities in programmatic support across centralized university efforts. The perceptions of inequitable resources across student success programming are revealed and the meaning making staff generate from funding, space, and staffing for programs which explicitly support Students of Color compared to programs which are designed for all students are uncovered. Implications regarding the efforts of staff to disrupt narratives which reinforce systemic racialized inequities using the resources that they must work with are discussed.

Audience: Intermediate; Large Colleges & Universities; Practitioners; Researchers
Keywords: whiteness; student success; resources; student affairs

Minding the Gaps: A Cross-Campus, Multi-Programmatic Approach to Supporting the Summer Transition

Kelly Westeen, University of Arkansas

This facilitated discussion shares programmatic highlights of the University of Arkansas’ multi-pronged approach to tackling issues surrounding the first-year transition, starting in the summer following orientation and continuing through the first semester. Highlighted programs include Destination Arkansas Blackboard Activities (DABA), A-Week, and the University Perspectives course. In response to campus administration’s call for more support during the summer transition, a cross-campus team developed DABA in Summer 2018. This set of Blackboard activities presents critical campus information to first-year students as they prepare for their transition to campus. In 2019, A-Week was launched in the week before classes begin to complement DABA and to connect first-year students to each other and to undergraduate mentors. The week features social, academic, and community activities to help students feel more at ease on campus and to enhance social belonging. University Perspectives, a required first-year experience course, is the culminating experience of the university’s three-pronged approach to the first-year transition. Students continue exploring topics presented in DABA and A-Week.
and fostering relationships formed during A-Week. Implementation guidelines and data will be highlighted in order to facilitate discussions surrounding the feasibility, importance, and value of implementing cross-campus strategies to better serve students in transition.

**Audience:** Intermediate; Administrators; Two-Year Institutions; Large Colleges & Universities; Small Colleges & Universities; Practitioners

**Keywords:** Blackboard; summer transition; social belonging; expectations; first-year experience

### Opportunities and Pitfalls: Designing and Managing an Early Alert System

**Facilitated Discussion**

Joanne Goldwater, St. Mary's College of Maryland
Judith Redling, Drew University

Early alert systems are a popular initiative to support student success. Yet, there is relatively limited research and guidance on best practices for launching, managing, and connecting such systems with other retention practices. In this session, Drew University and St. Mary’s College of Maryland will share their experience implementing and managing their campus-wide early alert system to support student success and retention. Using lessons learned along the way, they’ll facilitate a discussion around different approaches to early alert system designs, gaining campus buy-in, managing information on a day-to-day basis to ensure action is taken to best support students, closing the communication loop, and reflecting on aggregate data to inform and improve outcomes.

**Audience:** Intermediate; Administrators; Two-Year Institutions; Large Colleges & Universities; Small Colleges & Universities; Practitioners; Faculty

**Keywords:** early-alert; campus buy-in; communication

### Underrepresented Student Success Through a High School to Graduation Pipeline

**Facilitated Discussion**

Jeff Hall, Metropolitan Community College
Adam Williams, Metropolitan Community College
Racquel Henderson, Metropolitan Community College

As the national conversation grows around affordability and congruence between higher education and the workforce, two-year institutions are drawing increased attention. This session highlights a public-private partnership at Metropolitan Community College (MCC) in Nebraska focused on building pipelines for low-income, first-generation, and students of color to high demand, high skill, and high wage jobs. MCC combines external career coaching and industry partnerships with intrusive retention services. Approach to retention will be discussed. Data on success at MCC will be presented. Recommendations will be shared for institutional approaches and practices to help staff and administrators develop or enhance programs at their institutions. Discussion will center on ways to make retention programs sustainable and embedded into the operations of institutions and will break out into two topics. The first topic will be implementation of retention programs at the institutional level. Discussion will focus on factors including collaborations, roles of departments, and assembling a diverse team of frontline staff. Our second topic is implementation at the practitioner level. This will focus on factors including intrusive support, guided pathways, first-year seminars, teaching college success skills, connecting to campus and external resources, and support for unique populations. Participants will gain insights on how to build or alter retention programming.

**Audience:** Introductory; Administrators; Two-Year Institutions; Practitioners

**Keywords:** retention; two-year institution; low-income students
Julie Noble, Consultant
Mardy Eimers, University of Missouri
Brad Patterson, Henderson State University

Are you interested in publishing in CSRDE’s Building Bridges for Student Success: A Sourcebook for Colleges and Universities? Come and meet Julie Noble, Editor, and Associate Editors Mardy Eimers and Brad Patterson to learn about this publication and get all of your questions answered about submitting a manuscript.

Please note this session will not be recorded. You may use the Networking and Chat menu to communicate with Julie Noble during the conference.

BUILDING BRIDGES FOR STUDENT SUCCESS: A Sourcebook for Colleges and Universities

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. The chapters cover a broad range of topics in academic and cocurricular learning while maintaining a core focus on academic and student affairs.

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. The newest version of the Sourcebook will be published in April 2021. Topics include building effective programs; unique groups and needs; assessment tools and technique, including learning assessment and noncognitive assessment; faculty engagement; and 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.

GET INVOLVED

We invite you to submit a manuscript as we expand the scope of the current contents. CSRDE accepts manuscripts throughout the year. Details are available at csrde.ou.edu/sourcebook.
Crafting a Culture for Student Success

Paper

Case Willoughby, Butler County Community College
Joshua Novak, Butler County Community College
Sharla Anke, Butler County Community College
Belinda Richardson, Butler County Community College
Amy Pignatore, Butler County Community College

Research, strategy, and multi-level leadership across an institution are necessary to make meaningful advances in student success. The adage “culture eats strategy for breakfast” underscores that brilliant plans fail without changing hearts, minds, and processes. Butler County Community College engaged faculty and staff in a process that increased graduation rates by 15 percentage points. This presentation will situate transformational student success initiatives in three bodies of research—organizational culture, organizational change, and improvement science—in a case study showing real results. Actions taken by academic and staff were key. Participants will leave with concrete strategies to bring to their home institutions.

Audience: Intermediate; Administrators; Two-Year Institutions; Practitioners; Large Colleges & Universities; Small Colleges & Universities

Keywords: graduation rates; organizational change; organizational culture; improvement science; higher education; student success

Game Changer: Data-Informed Techniques Proven to Close the Achievement Gap

Tutorial

Kimberly Edwards, University of Texas at Dallas
Dixiana Chavez, University of Texas at Dallas

The Office of Undergraduate Education at the University of Texas at Dallas (UT Dallas) established the Undergraduate Success Scholar (USS) program to address the achievement gap between African American students, Hispanic students, and their majority counterparts. This session will expound on how the USS program utilizes technology to capture students’ strategic goals and evaluate the program’s impact. The presentation will provide supportive data on participants versus non-participants’ graduation rates and analysis of the relationship between program participation and belonging. The data will demonstrate the program’s success in closing achievement gap at UT Dallas. Presented in this session will be a tutorial of an effective model, its usage of technology, and its overall campus impact with 10-15 minutes of guided discussion and questions and answers.

Audience: Intermediate; Large Colleges & Universities; Small Colleges & Universities; Practitioners

Keywords: achievement gap; belonging; technology; data-informed; practices; graduation rates

Open the Black Box: Interpretable Machine Learning for Student Retention

Paper

Andrew Siefert, Ithaca College

Machine learning has great potential as a tool to support student retention by providing accurate predictions of student outcomes, allowing early identification of at-risk students. But many machine learning models are perceived to be uninterpretable “black boxes” that fail to produce explainable predictions, limiting their usefulness for guiding effective interventions. Luckily, there is a rapidly expanding set of tools to make machine learning models more interpretable and their predictions more explainable. In this presentation, I will provide an overview of interpretable machine learning methods, including 1) algorithms that create relatively simple, interpretable models and 2) methods to explain predictions from more complex, black-box
models. I will also discuss the application of these methods to student retention. Specifically, I will show how Ithaca College is using open-source interpretable machine learning tools to identify at-risk students, disentangle the factors that drive institution-wide retention, and explain risk factors for individual students.

**Audience:** Advanced; Administrators; Large Colleges & Universities; Small Colleges & Universities; Practitioners; Researchers

**Keywords:** analytics; data science; machine learning; predictive modeling; retention

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Teaching More Than Just STEM: Applications of Metacognitive Learning Strategies in a College of Engineering

**Paper**

Audrey Meador, West Texas A&M University
Pamela Lockwood-Cooke, West Texas A&M University
Julie Mann, West Texas A&M University

In *Teach Students How to Learn*, Dr. Saundra McGuire (McGuire & McGuire, 2015) advocates for the need to provide students in higher education concrete, metacognitive learning strategies for material understanding. Utilization of these learning strategies allows students to reach the highest levels of learning and experience greater success. While Dr. McGuire conveys the benefits of teaching metacognitive learning strategies within individual courses, one regional university resolved to implement the teaching of learning strategies within an entire college of engineering’s programs of study. Through the assistance of an assigned Student Success Coordinator and peer-led-team learning, metacognitive learning strategies were provided in courses in computer science, mathematics, and engineering identified with high D/F/W rates or labeled as “gateway courses” at all levels of the undergraduate curriculum. This paper will detail the intervention and programmatic inclusion of metacognitive learning strategies within an entire college. Statistical analysis of the results of exam scores prior and subsequent to the provision of the learning strategies will be presented, in addition to results examining other performance measures, such as final exam grade for treatment and control groups. Data in the form of student testimonials for the successful application of the learning strategies will also be provided.

**Audience:** Intermediate; Large Colleges & Universities; Small Colleges & Universities; Practitioners; Faculty

**Keywords:** learning strategies; student success coordinator; metacognition; computer science; engineering; mathematics

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Growing Student Success Through Data-Informed Decision Making and the Postsecondary Data Partnership

**Vendor Presentation**

Lisa Stitch, National Student Clearinghouse

The Postsecondary Data Partnership (PDP) is a nationwide effort to help colleges and universities gain a fuller picture of student progress, meet various reporting requirements, and identify how best to support all students. The PDP is dedicated to the idea that easier access to better data helps institutions develop actionable insights and make informed decisions for improving student success and equitable outcomes. By visualizing KPI information in dashboards on student enrollment, early momentum metrics, and student outcomes, schools can use filters that reveal barriers to retention and credentialled results. Data can be easily disaggregated and even viewed by multiple variables at once, including race/ethnicity, gender, Pell grant recipients, first generation students, age groups, and students who are math/English prepared for college and more. Come learn how the ability to distinguish and understand trends from the data is providing institutions the ability to assess their student success initiatives, improve retention, and effectively tell their success stories.
Promoting Online-Learning Preparedness in the Community College Setting

**Paper**
Amanda Phillips, Guilford Technical Community College

In 2016, Guilford Technical Community College (GTCC) piloted a project titled “Online Success Seminar” that students could complete before registering for an online course. The Seminar introduced students to the online classroom setting and prepared them for the rigors of online learning. The results of the Seminar showed that students who participated were more likely to be successful in their classes. GTCC now requires this 45-minute seminar to be taken by any student registering for an online class. This paper will provide an overview of the Seminar’s development and implementation and provide insight on the benefits and challenges of a pre-registration requirement.

**Audience:** Introductory; Two-Year Institutions; Practitioners

Underrepresented College Students’ Usage and Perception of Campus Retention and Student Services Efforts

**Paper**
Danielle J. Alsandor, University of Texas at Dallas  
Leslie N. Martinez, University of the Incarnate Word  
Inci Yilmazli Trout, University of the Incarnate Word  
Brittany D. Minor, University of the Incarnate Word

A mixed methods research study reveals the perceptions that not only student affairs educators have of the services available to and for underrepresented college students, but also the perceptions of underrepresented undergraduate students themselves on the student services available. This study identifies the role of student services at a private, religiously affiliated, Hispanic serving institution in South Texas and how those services are utilized. Students described their lived experiences with campus student services detailing events that help or hinder their enrollment. In addition, students completed a 20-minute survey providing detail on their usage of institutional student services. The findings reveal both strengths, areas of improvement, opportunities for advancement for accessibility, communication, mentoring and advising matters, and training and awareness. Insights gained from these students provide beneficial ways to positively influence retention practices in higher education for this specific demographic, and connect the sense of belonging to retention practices in institutional student services.

**Audience:** Introductory; Administrators; Small Colleges & Universities; Practitioners; Researchers; Faculty
**Keywords:** student retention; student success; underrepresented college students; student services; Hispanic Serving Institution (HSI); retention practices

Which Factors Impact Pell Grant Students’ Persistence and Graduation?

**Paper**
Faxian Yang, University of South Carolina  
Yangzi Mao, Stevens Institute of Technology

Pell Grants are awarded to students from low-income families. The federal government has spent significant resources to support this demographic of students with the goal of improving their socioeconomic status by increasing their likelihood of academic success. The outcome of these efforts has drawn nationwide attention. Key indicators of academic success are retention and graduation rates. This study looked beyond these indicators towards other factors that may have influenced Pell recipients’ persistence along with factors that also influence the path to graduation. This study focused on freshmen enrolled in the fall of 2012 at a research university who were awarded Pell Grants. Logistic regression was used in the selection of the significant influential factors separately. The factors, which included GPA by the end of the first academic year, the
number of STEM and English courses taken by the end of the second academic year, as well as whether the students successfully passed the courses, etc. were then individually used to predict students’ persistence and graduation status. The study results not only indicated that Pell recipients do face more challenges to graduate but also DO emphasize the critical importance of STEM and English courses for all students.

**Audience:** Intermediate; Administrators; Large Colleges & Universities; Researchers

**Keywords:** Pell grant; persistence/graduation rate; first-generation

1:30 - 2:30

**FACILITATED DISCUSSIONS**

**Freshman Success: A New Approach**

*Facilitated Discussion*

Andrea Pound, University of Alabama at Birmingham

There has been much research on engagement and student retention for over 40 years. Higher Education experts have dedicated their careers to putting this research and information into the hands of higher education administrators. If these administrators have the knowledge with backing of research, why have universities and colleges been slow to make changes? Student persistence and graduation rates still pose problems on college campuses nationally. The Collat School of Business at the University of Alabama at Birmingham decided that it was time to take action by making significant changes to academic advising for first-year students. The facilitator will describe the changes made, give known outcomes, and invite discussions about continuous improvement and delivery on attendees’ own campuses.

**Audience:** Intermediate; Large Colleges & Universities; Small Colleges & Universities; Faculty; Administrators; Academic Advisors, Retention Specialists

**Keywords:** first year success; retention; academic advising

**The Roadmap to Success: Paving the Way to Address Preparedness of Incoming Graduate Students**

*Facilitated Discussion*

Manuel Rosa, Keiser University
Sue Adragna, Keiser University
Jessica Fuda-Daddio, Keiser University

More than 50 percent of incoming undergraduate college students enroll in remediation courses in Math, English or both. By the time the same students enter an online Master’s or Doctoral program, one typical assumption is that they are equipped with the necessary skills because they have earned a bachelor’s degree. However, the need for remediation continues even at the graduate level. It can be even more exacerbated due to graduate students attempting to balance life while in school. As a result, faculty may observe that due to the rigorous expectations for graduate level work, the underpreparedness of online graduate students can deter student academic success. The reality is, as more students enter the graduate level underprepared, faculty and administrators need to not only have resources available to address these students but also apply the type of guidance and support for graduate students that are regularly available for undergraduate students. During this facilitated discussion, attendees will identify the challenges under prepared students face in online graduate classrooms. Strategies to overcome these challenges will be discussed along with resources that can be made available.

**Audience:** Intermediate; Administrators; Faculty

**Keywords:** graduate students; retention; online education; remediation
Transfer Student Success Model

Facilitated Discussion

Nicole Trevino, Saint Edward’s University
Kelsey Samsel, Saint Edward’s University

Transfer students are a valuable and important population. Ensuring college completion and success requires a system wide approach. Creating a seamless pathway and removing obstacles related to the transfer student experience are critical for student success. In this facilitated discussion, we will discover how the creation of an advising-coaching model with intentional coordination and collaboration across campus led to an increase in retention in just one year. Holistic in its approach to supporting students, this model focused on transition, individualized onboarding and advising, and career readiness, which created a clearly defined pathway for increased transfer student engagement. Beginning with the onboarding process which requires an appointment with an Advisor Coach, a Career Services Counselor and a Student Financial Aid Advisor, our goal is for every student to develop a personalized success plan. Presenters will facilitate discussions regarding: what is critical to the transfer process, individualized support for student success and what it means to attendees’ institutions, and share a multi-method approach to increase engagement, retention, and graduation rates. We will also discuss how this model served as a catalyst to enhancing our traditional student support model, which includes a success coach, faculty advisor/mentor, and other staff who work with students.

Audience: Intermediate; Administrators; Two-Year Institutions; Large Colleges & Universities; Small Colleges & Universities

Keywords: success; transfers; retention; coach
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