THE 13TH ANNUAL
NATIONAL SYMPOSIUM ON
STUDENT RETENTION

November 6-9, 2017
Destin, FL

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, panel, and tutorial 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 Late 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/

**The Little America Hotel • Salt Lake City, UT • November 5-8, 2018**

LITTLE AMERICA HOTEL is conveniently located in the heart of downtown Salt Lake City, within walking distance of restaurants, parks and shopping. The Trax light rail station is across the street and can take you throughout downtown free or to the airport for a fee. Nearby attractions include Utah Jazz basketball, the Utah Symphony Opera, Ballet West, and historic Temple Square, home to the world-renowned Mormon Tabernacle Choir.
The 13th Annual
National Symposium on
Student Retention
2017

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

Cover photo courtesy of Sandestin Resort
The University of Oklahoma is an equal opportunity institution. www.ou.edu/eoo.
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With great teaching, students succeed.

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Visit us at our booth in the Magnolia Foyer or online at acue.org to make great teaching central to your success agenda.

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“ACE is proud to be working in a joint endeavor with ACUE, a landmark collaboration which advances ACE’s historic mission to expand access to postsecondary education and enhance student outcomes. ACUE provides critical tools and resources to instructors and institutions. Together, we are helping colleges and universities build the instructional capacity to ensure that their students can succeed.”

Ted Mitchell
President, American Council on Education
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Hosted by the Consortium for Student Retention Data Exchange at The University of Oklahoma®
At the College of Professional and Continuing Studies, we are as committed to your future as you are. We know leading change takes commitment, compassion, and the skills and knowledge needed to inspire and motivate. The College of Professional and Continuing Studies offers graduate degrees, professional development programs, and services that channel your motivation to serve into a strong ability to lead within your organization and community. This is your chance to take your place alongside the Sooner family at the University of Oklahoma, a fully accredited institution with more than 100 years of history and tradition.

Advantages of the College of Professional and Continuing Studies:

- A strong reputation backed by a major public research university
- Master’s programs that rank among the best in the nation
- Superior instructional resources
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- Pragmatic and applied degrees
- Innovation
- Efficiency
- Flexibility
Dear NSSR Participant,

Welcome to the 13th annual National Symposium on Student Retention! On behalf of the Consortium for Student Retention Data Exchange (CSRDE) at The University of Oklahoma, thank you for joining us in Destin. The CSRDE organizes the Symposium, and getting to meet so many higher education colleagues is the highlight of our year. The work you do is critical to your institutions and the students you serve.

There will be many opportunities throughout the symposium to identify colleagues with common interests and develop professional contacts. Be sure to reach out to those around you throughout the day and take advantage of this time to get to know a diverse group of professionals. Continue your conversations in the evenings as you enjoy the Baytowne Village and the beauty of Sandestin.

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

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

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

Finally, many thanks to all of our sponsors and exhibitors who help support the conference. Their participation is crucial to the success of NSSR. Please be sure to stop by their booths and see how they can help with your student success efforts.

Enjoy your time in Destin!

All the best,

Sandra Whalen
Director, CSRDE
# PERSONAL AGENDA

## MONDAY, NOVEMBER 6

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<tr>
<th>TIME</th>
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<td>7:00-8:30</td>
<td>Morning Refreshments</td>
<td>Magnolia Foyer</td>
<td>11</td>
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<tr>
<td>8:30-Noon</td>
<td>Morning Workshops</td>
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<tr>
<td>8:30-4:30</td>
<td>All Day Workshops</td>
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<tr>
<td>10:00-10:20</td>
<td>Networking Break, sponsored by SmarterServices</td>
<td>Magnolia &amp; Azalea Foyers</td>
<td>14</td>
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<tr>
<td>Noon-1:00</td>
<td>Lunch on Your Own</td>
<td>(see map, page 63, for restaurants)</td>
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<tr>
<td>1:00-4:30</td>
<td>Afternoon Workshops</td>
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<td>2:30-2:50</td>
<td>Networking Break, sponsored by TargetX</td>
<td>Magnolia &amp; Azalea Foyers</td>
<td>15</td>
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<tr>
<td>5:00-6:30</td>
<td>Welcome Reception, sponsored by ACUE</td>
<td>Grand Lawn</td>
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## TUESDAY, NOVEMBER 7

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<td>Magnolia Foyer</td>
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</tr>
<tr>
<td>8:15-9:45</td>
<td>Plenary Session &amp; Keynote, sponsored by Blackboard</td>
<td>Magnolia D-F</td>
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<td>10:00-11:00</td>
<td>Concurrent Sessions</td>
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<td>Networking Break, sponsored by AspirEDU</td>
<td>Magnolia &amp; Azalea Foyers</td>
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<tr>
<td>11:20-12:50</td>
<td>Roundtable Discussions</td>
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<td>12:50-2:15</td>
<td>Lunch on Your Own</td>
<td>(see map, page 63, for restaurants)</td>
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<td>2:15-3:15</td>
<td>Concurrent Sessions</td>
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<td>3:15-3:45</td>
<td>Exhibitor Visits &amp; Networking Break</td>
<td>Magnolia &amp; Azalea Foyers</td>
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<tr>
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<td>Networking Break, sponsored by Nuro Retention</td>
<td>Magnolia &amp; Azalea Foyers</td>
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<tr>
<td>12:20-1:50</td>
<td>Lunch on Your Own</td>
<td>(see map, page 63, for restaurants)</td>
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<tr>
<td>1:50-3:10</td>
<td>Poster Session, sponsored by Skyfactor</td>
<td>Azalea 3</td>
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<td>3:20-4:20</td>
<td>Concurrent Sessions</td>
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**THURSDAY, NOVEMBER 9**

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<td>8:15-9:30</td>
<td>Best Practices Awards Breakfast</td>
<td>Magnolia D-F</td>
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<tr>
<td>9:45-10:45</td>
<td>Concurrent Sessions</td>
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<tr>
<td>11:00-Noon</td>
<td>Concurrent Sessions</td>
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**INTERACTIVE M-LEARNING**

**PATENTED TECHNOLOGY**

**MILLIONS OF STUDENTS SERVED**

See how we can help.
Visit our booth on the 1st floor.
Session: Tues 3:30-4:50, Jasmine
CSRDE Staff

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

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

<table>
<thead>
<tr>
<th>Sandra Whalen</th>
<th>Britttnee Morton</th>
<th>Miaomiao Rimmer</th>
<th>Jennifer Robertson</th>
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<tbody>
<tr>
<td>Director</td>
<td>Office Manager &amp; Conference Coordinator</td>
<td>Data Manager</td>
<td>Media Specialist &amp; Membership Coordinator</td>
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Other University of Oklahoma staff who assist with NSSR and whom you may see helping at the Symposium: Michelle Bassham, Registration Specialist; Richard Feinberg, Media Specialist; Laurie Smith, Conference Specialist; and Dee Anne Holcomb, CSRDE Assistant.

CSRDE Board of Advisors

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

<table>
<thead>
<tr>
<th>Blake Cannon</th>
<th>Josetta McLaughlin</th>
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<tr>
<td>Director of Institutional Research Phillips Community College of the University of Arkansas</td>
<td>Associate Professor Emerita of Management Roosevelt University</td>
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<tr>
<th>Charles W. Donaldson</th>
<th>Julie P. Noble</th>
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<tr>
<td>Vice Chancellor Emeritus of Educational and Student Services University of Arkansas at Little Rock</td>
<td>Research Consultant</td>
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<tr>
<th>Richard Howard</th>
<th>Ed Sullivan</th>
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<tr>
<td>Professor and Director of Institutional Research, Retired University of Minnesota</td>
<td>Assistant Vice Chancellor for Academic Research and Resource California State University, Office of the Chancellor</td>
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<th>Gerry McLaughlin</th>
<th>Jane Zeff</th>
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<tr>
<td>Associate Vice President Emeritus for Enrollment Management and Marketing DePaul University</td>
<td>Director of Institutional Research and Assessment William Paterson 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 two- and four-year institutions respond to internal and external requests for accountability measures. Our reports are made available exclusively to participating institutions together with access to online peer data. Members also receive access to our Knowledgebase and most of the benefits of membership extend to the entire institution.

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

FIND OUT MORE ABOUT US by attending our presentation

Wednesday, 11:20 am – 12:20 pm Camellia 2
CSRDE: Data to Support Student Success
Sandra Whalen, University of Oklahoma Edward Sullivan, California State University
Jane Zeff, William Paterson University Loralyn Taylor, Ohio University

Abstract: The Consortium for Student Retention Data Exchange (CSRDE) hosts the annual National Symposium on Student Retention (NSSR). We began in 1994 as a collaboration among a small group of institutional researchers who were interested in benchmarking student retention and graduation. Since then we have grown to include about 400 two- and four-year institutions. We report on first-time, full-time baccalaureate degree-seeking students, community college transfers into four-year institutions, STEM majors, and community college students. We have gone beyond data sharing and now host the NSSR and our monthly webinar series, as well as continue to add new material to our electronic book, Building Bridges for Student Success: A Sourcebook for Colleges and Universities. Join us as we discuss the data-sharing consortium and demonstrate ways that your institution can use the CSRDE data to set benchmarks, inform decisions, and support student success.

REACHING FOR HIGHER LEVELS OF STUDENT SUCCESS

The CSRDE knows you are always looking for ways to improve the success of your students and it is our mission to help you. We are a diverse consortium of two-year and four-year institutions with a common goal: achieving the highest possible level of student success through sharing data, knowledge and innovation.

For more information, find us on the web
https://csrde.ou.edu/

Email
csrde@ou.edu

Call
405.325.2158

Join us—You’ll be informed and recharged!
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 30 days of access to the recorded podcast.

WEBINAR SCHEDULE

Dec. 6, 2017  Critical Race Theory as a Framework for Understanding and Promoting Minoritized Student Retention at Predominantly White Institutions
  Candice Powell, Cynthia Demetriou, Terrell Morton & A.T. Panter of The University of North Carolina at Chapel Hill

Jan. 17, 2018  The Importance of Psychosocial Factors in Predictive Models of College Retention
  Christy Strauss, Mélie Lewis & Robert Terry of The University of Oklahoma

Feb. 7, 2018  It Takes a Village: Beyond the Bridge Program
  Sophia Hiort Wright & Daphne Rankin of Virginia Commonwealth University

Feb. 21, 2018  Students Transitioning Through Education Programs Successfully (S.T.E.P.S.): A Research-Based, Evidence-Driven Model for Effectively Serving Underserved Students
  Sandra Walker & Laura Clark of Paul D. Camp Community College

March 7, 2018  Need-Based Financial Aid Strategies to Promote Student Success
  Todd Brann & Craig Rudick of The University of Kentucky

April 4, 2018  Thriving at the Liberal Arts College: Best Practices in Operations and Research
  Michael Latham, Randall Stiles & Kaitlin Wilcox of Grinnell College

April 18, 2018  Increasing Faculty Participation in an Early Alert System: An Exploratory Case Study
  Tracey Childs of Spring Hill College

May 9, 2018  Transitioning from At-Risk to Stars: Using Counseling-Based Interventions with Students on Academic Probation
  Courtney Walters, Ki Byung Chae & Timothy Hunt of The University of North Carolina at Pembroke

June 13, 2018  Deploying the Power of Cross-Functional Teams in an Efficient Response to Enhancing Retention Efforts at a Large Research Metropolitan University
  Valeria Garcia, Charlene Herreid & Michelle Bombaugh of The University of South Florida

July 11, 2018  Effective Initiatives for First-Year Students that Increase the Rates of Retention and College Completion
  Sri Sitharaman, Tina Butcher & Kimberly McElveen of Columbus State University

Aug. 8, 2018  Launch: The Design, Implementation and Retention Results of a Pre-Orientation Retreat
  Kelly Carter Merrill of Randolph-Macon College

Sept. 12, 2018  Reframing Student Retention: Developing a Holistic Model to Improve the Likelihood of New Student Success
  Sami Nassim, Barbara LoMonaco, Jim Fowler & Frederick Promades of Salve Regina University

ABSTRACTS for each presentation may be found on our website at csrde.ou.edu.
The Sourcebook is an electronic book designed to provide higher education practitioners and researchers with resources for practices and factors which influence student success.

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

DYNAMIC CONTENT

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

The Sourcebook may be purchased in its entirety, in individual chapters or in parts, by visiting our webpage at csrde.ou.edu/sourcebook. CSRDE members receive a 25% discount on their purchase.
Providing Students Access to a Mobile, Accessible, & Personalized Platform can Increase Retention and Student Success

With a changing academic landscape and a growing number of novel programs, it becomes crucial for university and college administrations to publish accurate data in a central location, reduce noise and choice overload, and frontload registration validation. Come learn how CourseLeaf Section Scheduler (CLSS) and FocusSearch creates student access to needed classes, personalizes the students search experience, and eliminates roadblocks students encounter with registration pre-flight.

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Coralville, IA 52241
888-533-7376

REQUEST A DEMO!
info@leepfrog.com
courseleaf.com

PROFESSIONAL CONTACTS WORKSHEET*

<table>
<thead>
<tr>
<th>NAME</th>
<th>DETAILS</th>
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*Use this format for quick notes on networking with new colleagues. Check the lists included in your conference bag for contact information.
#NSSR17 NEED TO KNOW

CONFERENCE CHECK-IN & REGISTRATION

Come by our table in the Magnolia Foyer on the first floor of the Baytowne Conference Center to register and/or check in and pick up your conference materials. We will be there to assist with your Lost & Found, Resort Liaison, Audio-visual and General Help Desk needs during the following hours:

<table>
<thead>
<tr>
<th>Registration Hours:</th>
<th>Monday</th>
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<tr>
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<td>Tuesday</td>
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<td>Wednesday</td>
<td>7:00 am - 4:30 pm</td>
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<td></td>
<td>Thursday</td>
<td>9:30 am - Noon</td>
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CSRDE Staff will be on site beginning Saturday, November 4th and organizing a few casual get togethers on Sunday. To contact us before registration and check-in opens, please email csrde@ou.edu or download and check the Guidebook app.

EXHIBITOR SHOWCASE

The exhibitors’ booths will be on the 1st floor Magnolia Foyer and on the 2nd floor in the Azealea Foyer. We hope you will make time to chat with them during your breaks and learn about the new student retention solutions on the horizon. More information, including contact information may be found in the last section of the program.

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<thead>
<tr>
<th>Showcase Hours:</th>
<th>Tuesday</th>
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<tr>
<td></td>
<td>Wednesday</td>
<td>9:30 am - 5:00 pm</td>
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NETWORKING BREAKS

All networking breaks will be held in the Magnolia Foyer on the 1st floor and the Azalea Foyer on the 2nd floor. They will include light refreshments. The same refreshments will be served in each location in order to maximize convenience.

THE PROCEEDINGS

This year, you will find the Proceedings of the Thirteenth Annual National Symposium on Student Retention online, on a private page of the CSRDE website. This publication includes copies of all peer-reviewed papers, panels and tutorials approved for presentation. It also includes the abstracts for all workshops, posters, roundtables and special presentations.

The log-in information will be provided in the back of your name badge.

#NSSR17 on SOCIAL MEDIA

Tag us in your pictures and watch for #NSSR17 trending to see if you show up as well. Look for us on Facebook @csrdeou, and on Twitter @csrde. Links to all our social media are available on our website at csrde.ou.edu and in the Guidebook app.

WI-FI ACCESS

Wi-Fi is complimentary in the meeting spaces and sleeping rooms. To connect in the meeting space, open your wireless icon and connect to “Guest” WLAN. Once connected, open your internet browser.

#NSSR17 on Guidebook

NSSR is using the Guidebook mobile app again this year. Guidebook is a free app available for download from the App Store, Play Store or the appropriate resource for your mobile device. After downloading the app, search for NSSR 2017. Use the app to:

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

2017 National Symposium on Student Retention
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
- Graduate Student Retention
- Online and Distance Students
- Programs & Initiatives
- Retention & Special Populations
- Theoretical Models of Student Retention & Success
- Transfers & Retention
- Vendor Presentation

EVALUATIONS

In order to provide our participants with top quality presentations we continually evaluate and re-evaluate our conference. We ask that you help in this process by taking a few minutes, either at the end of the day or throughout the day, to evaluate each session you attend.

All session evaluations will be completed electronically through two options.

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

The CSRDE will send all participants an email immediately after the conference with a link to complete the overall conference evaluation. All input is appreciated and will be considered for implementation in the future.

All participants who complete the overall evaluation and provide their contact information will be entered for a drawing. The winner will receive a free registration to attend the National Symposium for Student Retention in 2018. (Accommodations and pre-conference workshops not included.)

Piedmont College is in its second year since implementation of Mapworks. The software, in combination with other retention efforts, helped us achieve an 8% increase in one-year freshman retention over the previous year. I would most definitely recommend Mapworks to any institution who is serious about addressing student success and retention. It has been an invaluable tool.”

—Anthony Cox, Registrar, Piedmont College

Visit us at our booth to learn more or Skyfactor.com to request a demo.
### Monday Pre-Conference Workshops

<table>
<thead>
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<th>Time</th>
<th>Session</th>
<th>Location</th>
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<td>7:00 - 8:30</td>
<td><strong>MORNING REFRESHMENTS</strong></td>
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<td>8:30 - Noon</td>
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<td>Data Mining for Student Retention</td>
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<td>Implementing Student Success Programs for At-Risk Populations</td>
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<td>Students Engaging Students to Improve a Campus: Cultivating Students to Gather Insights</td>
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<td>Using Assessment and Key Performance Indicators (KPIs) to Cultivate Co-Curricular Engagement</td>
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<td>Completion: Retention Initiatives at Later Stages of the Student Lifecycle</td>
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<td>If You (Work Together To) Build It, They Will Come: Collaborating to Create a System for the Retention and Success of Online Students</td>
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<td>Measuring What Matters: Improving Student Success Through Analytics, Assessment &amp; Key Performance Indicators</td>
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### Welcome Reception

**Sponsored by ACUE**

5:00 - 6:30 Please join us for cocktails and hors d’oeuvres on the elegant lawn in front of the Grand Sandestin. In case of rain, we will move indoors to Magnolia Foyer.
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*Use this worksheet to take notes for reference when you create your post-conference trip report*
Pre-conference workshops are optional and require additional registration. Each workshop is designated by a different colored dot on the name badge. The specific colors are noted after each title. For complete information, including objectives and presenter bios, see our Program Details page online or the NSSR17 Guidebook app.

7:00 - 8:30  MORNING REFRESHMENTS

Join your colleagues in the Magnolia Foyer for morning refreshments before the pre-conference workshops.

8:30 - Noon  MORNING WORKSHOPS

Magnolia A  Data Mining for Student Retention

*Green Dot*

Bryan Fendley, University of Arkansas at Monticello*

This workshop will provide a thorough introduction to educational data mining and hands-on practice using tools necessary for performing data mining with emphasis on retention. This workshop makes the process and skills approachable for beginners and offers a solid foundation for those with prior experience. Through the use of RapidMiner Studio (a free and easy to use data mining software) and the Cross Industry Standard Process for Data Mining, participants will experience the following learning outcomes through discussion, examples, and hands-on activities: 1) gain an understanding of data mining and its implications for student retention; 2) discover how to move from a hypothesis to discovering sources of quality data; 3) learn how to prepare a data set for analysis; 4) learn how to identify and use the proper data mining models; 5) understand the process for evaluating the results of a data mining model; and 6) determine how to put a data mining model into action.

**Audience:** Introductory; Practitioners

**Keywords:** data mining; retention; technology; methods

Azalea 1  Implementing Student Success Programs for At-Risk Populations

*Pink Dot*

Bernadette Jungblut, Central Washington University*
Donielle Maust, West Virginia University*
Regan Swan, West Virginia University*

Professionals from all areas of higher education institutions have goals of increasing student retention and graduation rates. This workshop focuses on student success programming for at-risk populations such as provisionally admitted students, students on academic probation, students undecided on a major, veteran students, and first-generation college students. Facilitators will discuss programs through the academic year as well as intervention strategies designed to promote students’ learning, development, engagement, persistence, and degree completion. Strategies will be shared on identifying at-risk populations and methods for evaluating success. This presentation will give examples from two universities outlining partnerships between academic/student affairs and institutional research. Participants will complete a self-audit on existing programs at your institution that support at-risk students as well as identify programming gaps, and create an action plan to enhance existing programs, and/or create an action plan to implement new programming (based upon gaps).

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

**Keywords:** student success programs; at-risk populations; collaboration

* Presenter
Azalea 2  

**Retention for Rookies**

*Red Dot*

Tim Culver, Ruffalo Noel Levitz*

You have just been named coordinator of student retention at your institution—now what? This session on learning the keys to retention success is back by popular demand. Discover retention strategies that get results at two-year and four-year institutions and learn the best ways to plan for programs by laying the groundwork for success and gaining faculty support. Participants will develop a relevant definition for retention. They will also develop an understanding of a Student Success Relationship Management Model™ and begin to establish an application to their home campuses. In addition, participants will develop an understanding of the principles for retention planning. Finally, participants’ interests will drive discussion for special topics.

**Audience:** Introductory

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Camellia 1  

**Students Engaging Students to Improve a Campus: Cultivating Students to Gather Insights**

*Yellow Dot*

Will Miller, Campus Labs*

When higher education researchers try and make sense of student-related issues on campus, they often overlook a critical source of information—students. During my experience as Executive Director of Institutional Analytics, Effectiveness, and Planning at a regional liberal arts college in the Southeast, I experienced firsthand the value of including student voices as we worked to identify potential barriers and find solutions. Conversations with students in focus groups allow us to dig into the mechanisms behind the patterns we see in quantitative assessment data. They can also help us gather new evidence and answer questions with more detail and nuance than we might get from a survey. Complementing survey research with more in-depth focus groups can help to triangulate student-based data on campus. Engaging our students to lead survey design, focus group conversations, and presentations of findings can make the conversations even more useful. Through group discussion and planning packets, workshop participants will learn the benefits of this approach, how to create such a program, and the types of projects students can assist with—all without needing outside vendors or resources. Attendees will need minimal experience given the hands-on, experiential design of the workshop.

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

**Keywords:** student engagement; retention; focus groups; effectiveness

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Camellia 2  

**Using Assessment and Key Performance Indicators (KPIs) to Cultivate Co-Curricular Engagement**

*Purple Dot*

Angela Williams, University of Maryland Eastern Shore*

Are you responsible for developing co-curricular engagement on your campus? Or do you view assessment of key performance indicators as exceedingly burdensome? This highly interactive, hands-on session provides research-based guidelines and practical strategies for examining co-curricular engagement, KPIs, assessment, and research. Working in tandem, the University of Maryland Eastern Shore’s, Center for Access and Academic Success and the Division of Student Affairs supports the mission of the university by constructing cross-divisional collaborations on co-curricular engagement that utilizes key performance indicators to measure the impact of co-curricular participation by first- and second-year students and special populations. The presenter will illustrate various types of co-curricular programs and services, discuss limitations, and recommendations for enhancements.

**Audience:** Introductory; Small Colleges & Universities

**Keywords:** assessment; key performance indicators (KPIs); co-curricular engagement; first- and second-year students; special populations

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* Presenter
Magnolia B  
**Developing Students’ Sense of Belonging, Security, and Hope: An Integrated Retention-Centered Approach to the Student Experience From Pre-College to Satisfied Graduate**

*Silver Dot*

Marguerite Weber, Baltimore City Community College*

The student experience is full of internal and external obstacles where it is easier to leave than stay. A retention-centered student experience anticipates these “pinch points” and provides just-in-time guidance, support and affirmation. What is needed is an integrated student experience that strengthens a students’ sense of belonging, security and hope. Students need intentional, timed, and engaging experiences to help students manage pressures of their urgent second-thoughts on their decision to attend and to strengthen their sense of belonging as they connect with other students having similar pressures and making the decision to stay the course. Regardless of prior experiences, a student’s sense of security is tied to the belief in the sufficiency of personal resources to attain their goals and to overcome barriers to success. Finally, almost by definition, a student who chooses to start college is driven by an abiding sense of hope. Without hope that the learning opportunity is worth the personal investment of their time, energy and good will, students will not apply effort to overcoming inevitable obstacles. Workshop participants will apply student-centered design to experiences across the student life cycle and learn to implement those designs for coherent curricular and co-curricular approaches to student success.

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

**Keywords:** retention; student experience; leadership development; management strategies

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Magnolia C  
**From Theory to Practice: Setting a New Standard for Leading Student Success Initiatives**

*Black Dot*

Linda Moran, University of Hartford*

Jeffrey Anderson, Saint Leo University*

Escalating expectations for improved student success means schools are counting on professionals in student success more than ever before. Too often, however, bold and creative ideas championed by student success professionals stall and fail to deliver results. Meeting increasing expectations depends on innovative approaches to developing, launching, implementing, and sustaining initiatives. Lasting improvement requires rethinking ways to use university resources and involve colleagues. Participants will learn to apply Bolman and Deal’s four frames as a strategy for fostering collaboration and overcoming obstacles to student success initiatives. This interactives session uses large and small group conversation, individual reflection, and practical exercises to help participants apply the four frames (structural, human resource, political, and symbolic) to creating student success initiatives. This change-leadership workshop is a hands-on, personalized session meant to equip you with leadership skills you can use upon returning to your school. In the afternoon, participants will build a change guide that applies the four frames to the lifecycle of an initiative. Participants will examine their roles in leading student success initiatives, address “stall points,” and practice ways of engaging colleagues. Through applying the four frames to practical examples, participants will build a change plan that achieves results.

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

**Keywords:** leading change; collaboration; sustained results

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Don’t miss our session to learn more about using non-cognitive data to improve retention & student success!  
“Measuring Readiness to Improve Student Success - A Proactive Strategy”

*Presenter*
**NETWORKING BREAK**  
Magnolia & Azalea Foyers

**10:00 - 10:20**

Take a break from the activities for some refreshments as you network with your colleagues.

*Sponsored by SmarterServices*

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**Noon - 1:00**  
**LUNCH ON YOUR OWN**

Enjoy visiting with your colleagues over lunch. See the map on page 63 or the NSSR17 Guidebook app for listings and locations of restaurants next door in Baytowne Village.

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**1:00 - 4:30**  
**AFTERNOON WORKSHOPS**

### Azalea 2

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

Rory McElwee, Rowan University*

Sean Hendricks, Rowan University*

Penny McPherson-Myers, Rowan University*

Participants in this workshop will explore support programs at later stages of the student lifecycle to facilitate retention, progression, and graduation. In the context of the national completion agenda, this workshop addresses special populations and distinct challenges for students closer to degree completion (in the second half of the degree program). A “Completion Toolbox” containing a data-driven suite of programs, policies, and practices to support later-stage retention and completion will be presented. Programs to support students from underrepresented backgrounds; transfer students, veterans or active military; those who return after a stop-out; and those who need to transition to a degree-completion program instead of a traditional major will be highlighted. Participants will engage with one another by sharing their own successful campus initiatives, planning for a future one, and exploring scenarios illustrating this topic. Strategies for campus culture change to support later-stage initiatives for diverse student populations will also be discussed.

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

**Keywords:** retention; completion; adult learners; transfer; campus change; diversity

### Camellia 1

**If You (Work Together To) Build It, They Will Come: Collaborating to Create a System for the Retention and Success of Online Students**  
*Blue Dot*

Pam Cavanaugh, University of Central Florida*

Jennifer Sumner, University of Central Florida*

While growth in online learning has become a major strategic objective for colleges and universities around the nation, many institutions may struggle with how best to create an infrastructure to support and service their online students. This workshop shares the development of “UCF Online” at the University of Central Florida, and the collaborative approaches taken to create an environment focused on online student access, connection, persistence, and success. Using evidence-based examples, participants will be guided through a process of discovery, with discussions and activities focused around the key areas of: recognizing emerging best practices and methodologies from industry and higher education experts; identifying internal and external partners critical at all stages of development; determining essential business processes and technological systems needed to facilitate operations; and investigating significant points in the undergraduate and graduate student life-cycle in order to develop techniques to meet online students where they are, and to promote their retention and success. At the conclusion of this workshop, participants will have an action plan with various strategies relevant to online student success that they can employ on their own campuses.

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

**Keywords:** online; success; engagement; innovation; technology; enrollment

* Presenter
Measuring What Matters: Improving Student Success Through Analytics, Assessment & Key Performance Indicators

_Gold Dot_

Loralyn Taylor, Ohio University*

Everyone is talking Big Data and Data Analytics, but with limited resources, how can you improve your use of small data to shape your student success efforts throughout the student lifecycle? With tighter or diminishing budgets, how can you utilize data to prioritize the work of your student success teams to have the largest impact? Can you demonstrate success to show a return on the institution’s investment or to show a need for more resources? Learn how to measure what matters, when it matters—what data to collect, request, and analyze and for what purposes, including: using existing data sets to determine which students may be at-risk before classes even start; using analytics to track students on their pathway to graduation, identify barriers to progress and to identify students who are off-track; collecting the data you need to assess AND improve your efforts; using early, middle and late stage key performance indicators of student success to ensure your efforts are on-track and to let you course correct when necessary; using data to demonstrate short term wins to reduce resistance to change efforts and increase stakeholder buy-in with your programs; and focusing on the intervention strategies that are most efficient and effective.

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

**Keywords:** analytics; key performance indicators; early alert programs; change management; implementation; faculty buy-in
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*Use this worksheet to take notes for reference when you create your post-conference trip report*
TUESDAY

7:00 - 8:30  MORNING REFRESHMENTS  Magnolia Foyer

8:15 - 9:45  PLENARY SESSION  Magnolia D-F
Sponsored by Blackboard

Dr. Saundra Yancy McGuire, *Metacognition: The Key to Increasing Retention and Graduation Rates for All Students!*

10:00 - 11:00  CONCURRENT SESSIONS

- Magnolia D-F  Continued Conversation With Dr. McGuire
- Camellia 2  First to Second Year of College Persistence: A Review and Recommendations
- Azalea 1  Mandatory Supplemental Instruction in Mathematics: Evaluating the First Five Years of a Program to Promote Student Success in Calculus and Developmental Mathematics
- Camellia 1  Mentoring Through Texting at Oregon Tech: Facilitating Student Connections Through a Convenient and Engaging Platform
- Magnolia B  Minority Male Mentoring: A Multi-Tiered Model for College Success
- Jasmine  Providing Students Access to a Mobile, Accessible, & Personalized Platform can Increase Retention and Student Success
- Azalea 2  Retention and Student Success: A Study of First-Time, Full-Time, First-Generation Students at UNC Pembroke
- Magnolia A  The Effect of Grades in STEM Courses on Retention

11:00 - 11:20  NETWORKING BREAK  Magnolia & Azalea Foyers
Sponsored by AspirEDU

11:20 - 12:50  ROUNDTABLE DISCUSSIONS

- Camellia 1  A Family Affair: Translating the Student Experience Across Student and Academic Affairs
- Magnolia A  Collaboration as the Primary Resource: Retention Initiatives on a Shoe String
- Magnolia B  Defying the Deficit
- Magnolia C  Encouraging Faculty to Invest in Retention
- Camellia 2  How do Students Define Success?
- Magnolia D-F  Integrating Advising to Improve Retention, Persistence, and Graduation
- Azalea 3  Student Retention in Career and Technical Education: A Holistic Approach
- Azalea 2  Supporting the Minority Male Student
- Azalea 1  Tracking Graduate Student Degree Completion

CONTINUED OTHER SIDE >
12:50 - 2:15  LUNCH ON YOUR OWN  (See the App or page 63 for restaurants)

2:15 - 3:15  CONCURRENT SESSIONS

Magnolia A  A New Perspective of Studying Underrepresented Minority College Students’ Second-Year Retention: The Possibility of Data Visualization of Predictive Analysis
Camellia 2  Impacting Student Success for Latino Students
Camellia 1  Increasing Retention for Undeclared Students at a Private Mid-Sized Research University
Jasmine  Leveraging the Four Frames of Student Success
Magnolia C  Seasonality and Student Success: Integrating “Just in Time” Outreach Into Operations on Your Campus
Azalea 1  The Affordability Task Force: Making Campus Change Happen Through Data and Advocacy
Azalea 2  What’s in a Nudge? Utilizing Behavioral Science Based Interventions to Promote Student Success

3:15 - 3:45  EXHIBITOR VISITS & NETWORKING BREAK
Magnolia & Azalea Foyers

3:50 - 4:50  CONCURRENT SESSIONS

Magnolia A  Enrollment Management Utilities
Azalea 2  Growth of Innovation: Saturday Academies
Jasmine  Implementation Strategies for Student Success Initiatives
Magnolia B  Leavers, Stayers and Contemplators: Understanding the Drivers of Success for Low-Income Students
Azalea 1  Nurtured, but Nudged: Meaningful Mentoring to Retain Graduate Students
Camellia 2  Positive Group Work Experiences are Predictive of College Student Persistence: A Prospective Study
Magnolia C  Retention Is Up 10-Percentage Points: The Secrets to Success . . . Without Money
TUESDAY

7:00 - 8:30 MORNING REFRESHMENTS Magnolia Foyer
Join your colleagues in the Magnolia Foyer for morning refreshments before the plenary session.

8:15 - 9:45 PLENARY SESSION Magnolia D-F
Sponsored by Blackboard

Keynote Address- Metacognition: The Key to Increasing Retention and Graduation Rates for All Students!

Saundra Yancy McGuire, Louisiana State University

21st Century students come to college with widely varying academic skills and motivation levels. Although all students who are admitted have the ability to succeed, many students do not have effective learning strategies and resort to memorizing information just before tests. They then lose confidence in their ability after they fail their first round of exams. This is especially true of many underprepared students who were less likely to have been enrolled in a challenging academic environment before they get to college. This interactive talk will present findings from cognitive science and wellness research that can be used to engage all areas of an institution in improving student success. The session will present specific strategies that have resulted in significant increases in student learning in undergraduate, graduate, and professional school environments. We will focus on ways to teach students simple, yet powerful learning strategies to ensure success in their courses, their careers and in life.

Don't wait years for analytics results that you can have in days.

For more information or a demo, contact:
Chris Munzo
813-994-8440
chris@aspiredu.com
www.aspiredu.com

See how we can help. Visit our booth on the 1st floor. Come to our VIP Session Wednesday, 11:20-12:20, Oak Boardroom.

* Presenter
Magnolia D-F  Continued Conversation With Dr. McGuire

**Presentation**

Saundra Yancy McGuire, Louisiana State University*

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

**Audience:** Introductory

Camellia 2  First to Second Year of College Persistence: A Review and Recommendations

**Paper**

Nadya A. Fouad, University of Wisconsin-Milwaukee
Shin ye Kim, Texas Tech University
Arpita Ghosh, William S. Middleton Memorial Veterans Hospital
Gary Young, University of Wisconsin-Milwaukee*
Mercedes C. Santana, University of Wisconsin-Milwaukee
Brett Opelt, Rogers Memorial Hospital

Research has shown that students who leave institutions of higher education do so between their first and second year of college, impacting retention rates. Decisions about persistence are relevant to understanding the why and how components of transitioning from the first to second year. As a result, researchers and university staff can learn more about how to promote students’ academic success and increase degree completion rates by implementing best practices. Therefore, the purpose of this investigation is trifold: (1) review literature published between 2000-2016 on persistence from the first to second year of college, (2) identify themes in previous research, and (3) provide recommendations for best practices. Databases used to search for articles included PsycINFO and EBSCO. Article keywords included college students’ persistence, first- to second-year of college, and first year college success. The first author’s research team coded articles based on the following inclusion criteria: demographic information, study description and findings, and reliability and validity of assessments used. Findings suggested four themes of research to promote first to second year persistence: (1) institutional records, (2) student and institutional characteristics, (3) university initiated interventions, and (4) racial/ethnic minority populations. Based on these findings, recommendations for best practices are discussed.

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

**Keywords:** student persistence; academic success; best practices; research

Azalea 1  Mandatory Supplemental Instruction in Mathematics: Evaluating the First Five Years of a Program to Promote Student Success in Calculus and Developmental Mathematics

**Paper**

James Yard, Delaware Valley University*

Introductory mathematics courses can pose significant challenges for freshmen and often become barriers to student success and persistence in science and science-related majors. Supplemental Instruction (SI), a model of peer-facilitated, collaborative learning introduced at the University of Missouri-Kansas City, has a well-documented history of improving academic success in courses like these, but it also has an important limitation: participation is voluntary. By leaving the decision to participate to the discretion of students who may not always be the best judges of their own academic needs, SI fails to reach many students who could benefit from it, and as a result, limits its impact on student retention. In an effort to overcome this limitation and promote student success in mathematics, Delaware Valley University initiated a program of Mandatory SI in Calculus in the fall of 2012. Building on the initial success of this program, mandatory SI was expanded in 2013 to include a developmental mathematics course, Fundamentals of Algebra. This paper describes the process of implementing Mandatory SI in Calculus and Developmental Mathematics and evaluates the program’s effectiveness in the first five years of its implementation.

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

* Presenter
Mentoring Through Texting at Oregon Tech: Facilitating Student Connections Through a Convenient and Engaging Platform

Barb Conner, Oregon Institute of Technology*
Paul Zaiger, Oregon Institute of Technology

The Owl2Owl Mentoring through Texting initiative was designed to provide personalized support to first-time students by fostering student-to-student connections while increasing persistence, retention, and ultimately graduations rates. Owl2Owl utilizes experienced students as mentors for incoming new students (participants) to increase campus resource awareness, facilitate interpersonal connections, and promote student investment in the university. Registration records of students invited to join Owl2Owl indicate that 75% of participants continue to the following fall term, compared to 66% of our non-participant control group. Retention rates rise the longer participants persist in Owl2Owl; for three terms 90% of participants retain from one academic year to the next. Throughout the evolution of the Owl2Owl program, improvements were necessary and included, but were not limited to, imposing student-to-peer ratio limits, modifying technology used for texting, removing single-term opt-out options, and increasing marketing strategies. After the first year and half, Owl2Owl partnered with the Oregon Tech Psychology Department creating a peer mentorship class to teach mentor success strategies; this improved the quality of mentor-to-participant interactions and reduced operational costs. Since its inception, Owl2Owl has increased participant persistence and retention as well as yielded a positive return on investment. The success of Owl2Owl indicates that technology based mentorship programs are a low cost, scalable, and effective solution to low persistence and retention rates.

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

Keywords: persistence; retention; first-year freshman; transfer students; peer-mentor; mentoring; texting

Minority Male Mentoring: A Multi-Tiered Model for College Success

Alejandra Acuña, California State University, Northridge*
Jonathan Martinez, California State University, Northridge
Boris Ricks, California State University, Northridge
Jolene Swain, California State University, Northridge

Minority male college students continue to face overwhelming obstacles to pursuing their academic aspirations due to a mix of psychosocial, environmental, and systemic factors. In 2016-17, the California State University, Northridge (CSUN) Male Minority Mentoring (M3) program launched a multi-tiered intervention model to address barriers and facilitators to college success. In the first year, we conducted intensive outreach and recruitment activities to involve this hard-to-engage population. Activities included one-on-one peer and faculty mentoring, focus groups, basketball clinics, online PTSD screening, and time-limited weekly resilience and coping groups. Preliminary results and lessons learned will be discussed.

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

Keywords: minority male college students; college student success; resilience and coping; social marketing campaign

Providing Students Access to a Mobile, Accessible, & Personalized Platform can Increase Retention and Student Success

Joanie Shafer, CourseLeaf from Leepfrog Technologies*

With a changing academic landscape and a growing number of novel programs, it becomes crucial for university and college administrations to publish accurate data in a central location, reduce noise and choice overload, and frontload registration validation. Come learn how CourseLeaf Section, Scheduler (CLSS) and FocusSearch creates student access to needed classes, personalizes the students search experience, and eliminates roadblocks students encounter with registration pre-flight.
Azalea 2  
Retention and Student Success: A Study of First-Time, Full-Time, First-Generation Students at UNC Pembroke  

Paper  
Chunmei Yao, University of North Carolina-Pembroke*  
Zhixin Kang, University of North Carolina-Pembroke*  

According to 2015 U.S. News & World Report, the University of North Carolina at Pembroke ranked as the most diverse institution in the South. At UNC Pembroke, many first-generation students have faced unique challenges in retention and graduation. The purpose of this study was to find out what factors were significantly associated with first-generation students regarding their first-year retention and six-year graduation. A total of 3,151 first-time, full-time freshmen from cohort Fall 2008 to Fall 2010 were selected as the population; among them 1,393 (44.2%) were identified as first-generation students. The results indicated that academic performance related factors including high school GPA, fall term GPA, and difference between attempted and earned credit hours in first term had a significantly positive impact on both first-year retention and six-year graduation. In addition, non-performance related factors, such as students coming from rural areas in North Carolina were also positively associated with both first-year retention and six-year graduation. The factor of low family income had a negative impact on first-year retention and six-year graduation.  

Audience: Intermediate; Administrators; Large Colleges & Universities; Small Colleges & Universities; Practitioners; Researchers; Faculty  
Keywords: first generation; retention; logistic regression modeling  

Magnolia A  
The Effect of Grades in STEM Courses on Retention  

Paper  
Yanan Feng, Indiana University Bloomington*  
Stefano Fiorini, Indiana University Bloomington  
Linda Shepard, Indiana University Bloomington  
Dennis Groth, Indiana University Bloomington  

This study aims to examine the impact of performance in STEM courses on student retention and how the effect changes over time. By applying discrete-time event history analysis, this study models the six-year college outcomes for 5,583 students in the fall cohorts from 2006 to 2009. Results for a series of models, for both students in STEM and non-STEM, are used to evaluate the effects of enrolled terms, socio-demographic characteristics of the students, their academic preparation and course performance, on the odds of dropping out. Overall, students are more likely to drop out by the 3rd term. As expected, for students in STEM majors, earning a low grade in STEM courses has a negative impact on retention. However, students in non-STEM disciplines are also affected by performance in STEM courses. A new metric (Koester, Grom, & McKay, under review; Matz et al., under review) called the Grade Anomaly provides a measure of a student’s performance in a STEM course compared to their performance in other courses. Based on this metric it appears that female students and non-STEM major students are less affected by lower STEM grade.  

Audience: Advanced; Administrators; Large Colleges & Universities; Practitioners; Researchers  
Keywords: grades; STEM; event history analysis; grade anomaly  

11:00 - 11:20  NETWORKING BREAK  
Magnolia & Azalea Foyers  
Take a break from the activities for some refreshments as you network with your colleagues and the exhibitors.  
Sponsored by AspirEDU
A Family Affair: Translating the Student Experience Across Student and Academic Affairs

Marguerite Weber, Baltimore City Community College*

One unfortunate casualty of campus “silo wars” is the missed opportunity to share values across academic and student affairs and in so doing to create a unified student experience at each “touch point” and learning opportunity. Currently the Vice President of Student Affairs, I have spent 30+ years in academic affairs, as a faculty member and administrator. In this round table, we will engage deeply in questions about learning in and out of the classroom so that we can discover our shared intentions for student learning across the curriculum and co-curriculum. For example, how do student development and faculty identify and seize on a teachable moment? What do front-line admissions and financial aid staff need to know about student learning? What discrete success skills, like literacy, numeracy, critical thinking, and information management, matter in both the curriculum and co-curriculum? How can both kinds of learning activities be mutually reinforcing? How do we explain attrition at the level of the course, of the degree program, and of the institutional effectiveness analysts? What are different perspectives of the ethics of retention? In the end, the goal is shaping campus-wide planning and collaboration to expand our understanding of student learning and development.

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

Keywords: college governance; collaboration; student experience; retention; institutional effectiveness

Collaboration as the Primary Resource: Retention Initiatives on a Shoe String

Deborah Korth, University of Arkansas*
Lisa Summerford, University of Arkansas*

A primary concern among those of us interested in student success and retention is the limited amount of resources at our disposal, especially in light of the growing number of students we are to serve. One underutilized resource lies in the power of collaboration. Working together across units can often overcome resource limitations. Within the Fulbright College of Arts and Sciences at the University of Arkansas we have initiated a variety of strategic collaborative student success efforts involving faculty, advisors, administrators, and students. We have further collaborated with other units on campus such as our graduation and retention office, student affairs division, enrollment services, other academic colleges, information technology staff, and data analytics personnel. During this discussion we hope to collaborate with the participants to share examples and generate new ideas that could be used at our campuses to facilitate cooperation and overcome dwindling resources. We hope for a diverse group of people representing a myriad of institutional types because we believe that we can learn a great deal from each other.

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

Keywords: collaboration; limited resources
Defying the Deficit

Ryan Orcutt, Northeastern Oklahoma A&M College*
Keeley Adams, Northeastern Oklahoma A&M College*

The demand for community college education continues to increase, though state appropriation to these institutions is dwindling. As a result, funding for academic programs, resource development, and workforce is diminishing. Given the current economic climate in education, it is essential that community colleges seek innovative ways to meet student needs. To continue serving students in every capacity, two-year institutions have to leverage resources to sustain and enhance the student experience. In essence, we are charged with developing and providing high-quality services while defying the resource and funding deficit. How do we work toward overcoming these obstacles to assure that student needs are fulfilled? This roundtable will serve as an opportunity for community college representatives to address variables that contribute to the adversity community colleges face. In addition, participants in the roundtable will be encouraged to brainstorm new ideas for consideration and share their strategies for supporting student success within limited means—
for example, overcoming constraints posed by limited staffing and funding. Northeastern Oklahoma A&M College will share the ideas they have developed to address these issues and facilitate discussion to assist other institutions struggling with similar challenges.

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

Keywords: student; success; resource; development; funding; deficit

Encouraging Faculty to Invest in Retention

Will Miller, Campus Labs*

No matter how sophisticated retention efforts might be on a campus or how technologically advanced early alert systems and triggers may be, without the buy-in of faculty members—who see students on a daily basis and track performance more directly than any other member of a campus community—they are all for naught. The level of buy-in likely differs as much amongst members of any one campus as it does across institutions. In this roundtable, we will discuss 1) challenges campuses face with assuring faculty buy-in; 2) strategies for involving faculty in retention efforts—including those that go beyond classroom walls and academics; 3) techniques for working with faculty to understand how they can contribute to retention efforts and the importance of retention to a campus; 4) examples of successful faculty buy-in; 5) ways administrators can encourage faculty involvement in retention efforts, including beyond the academic setting; and 6) understanding faculty members’ perspective and overcoming resistance.

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

Keywords: faculty; engagement; retention
Camellia 2  How do Students Define Success?

George R. Covino, Student Connections*

Student Connections worked with our research partner to determine how students define success in their lives, understand the obstacles students must overcome to lead a successful life, and determine the skills students feel best prepares them for the future. The dataset includes a total of 1,237 complete responses. To qualify for the survey, respondents had to be former college students that took a college course within the past five years. Respondents also had to consider themselves generally successful in meeting their goals. The results showed that students associate success with two things: making a stable income and doing what makes them happy. Unsurprisingly, more than half of the former students surveyed said that their financial situation was the biggest obstacle to finishing school and becoming successful, making it a significant stress factor in their lives. Half of all students worked either a part- or full-time job to mitigate the financial stress. Significant findings from the research will be briefly presented. Attendees will then participate in a guided discussion on what schools are or could be doing to address the issues raised in the research.

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

Keywords: student success; retention; research

Magnolia D-F  Integrating Advising to Improve Retention, Persistence, and Graduation

Adam Smith, University of Alabama*
Khadeidra Billingsley, University of Alabama*
Jonie Threatt, University of Alabama*

Following a period of 12-15 years of exponential student enrollment growth, the importance of increasing retention, persistence, and graduation rates became a top priority for The University of Alabama. This led to the creation of the Capstone Center for Student Success (CCSS), a centralized advising unit, in an effort to integrate campus-wide advising. During this roundtable discussion, attendees will first learn about different strategies utilized by the CCSS team including, but not limited to pre-campus outreach, intentional team-building, and social media curriculum in advising various student populations and the growing pains of building a centralized advising 'one-stop shop'. Then, participants will share and exchange ideas about their own institutional advising practices, challenges, and wins as they progress along in their own personal 'process'.

Audience: Introductory; Large Colleges & Universities

Keywords: retention; persistence; advising; first-year; student success

Azalea 3  Student Retention in Career and Technical Education: A Holistic Approach

Diana Johnson, St. Louis Community College*
Valerie Turner, St. Louis Community College*

At St. Louis Community College, the Career and Technical Education (CTE) Retention Specialists utilize a holistic approach to student retention by providing students a host of academic and non-academic support, as well as access to internal and community resources. Our research related to retention, student development and student success led us to develop a Predictive Model Retention Plan that was implemented in fall 2015 with the aim of increasing retention among specific but substantial segment of the student body: CTE students beyond their first year in college. This roundtable discussion will focus on a meaningful discussion of student retention and explore ways to strengthen retention at our institutions. The participants will share their experiences, challenges, and ongoing contributions to student success and retention. This session is intended to increase participants’ ability to develop an effective retention plan by combining group discussion and promising practices. Participants will leave with ideas to implement a retention plan using a holistic approach.

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

* Presenter
Supporting the Minority Male Student

Daniel “JJ” McEachern, Central Piedmont Community College*

Minority male retention and graduation is quickly becoming a topic of discussion at colleges around the country. Like many others, Central Piedmont Community College (CPCC) recognizes the importance of providing enhanced academic and social support to this high-risk population. Moderated by the Dean of Enrollment Management, this roundtable discussion will briefly share the importance of focusing on this group of students and the creative approach that Central Piedmont Community College is using to support African-American and other minority males. We will then facilitate discussion of activities designed to support minority male students at two- and four-year institutions as well as highlight low to no-cost innovative methods of increasing retention and completion. Attendees will learn creative new ways of reaching and supporting this group and have an opportunity to share the existing innovative activities and best practices of their own institutions. During discussion, they will also contribute to developing a suite of successful interventions, many of which have been scaled and sustained at their colleges and universities. Attendees will leave with new, low to no-cost ideas and student success methods that may be adapted and implemented in support of their existing minority male student success activities.

Audience: Introductory, Administrators; Two-Year Institutions; Small Colleges & Universities; Practitioners
Keywords: retention; graduation; two-year; minority; male; African-American

Tracking Graduate Student Degree Completion

Anne Edmunds, St. Mary’s University*

The increasing importance of graduate degrees and need for graduate tuition revenue are compelling university leaders to pay increased attention to graduate enrollment issues. This roundtable will explore how to measure graduate degree retention and completion. With a lack of external requirements to report graduate degree completion rates, institutions often don’t track them. Those that do must decide how to handle students matriculating at different times of the year, part-time v. full-time enrollment, combined degree students, and other scenarios inherent in graduate education. The moderator will share her institution’s efforts to track graduate degree completion by developing a rubric for cohorting students then open the conversation to discuss how others are tracking graduate students on their campuses. Additionally, institutions may wish to consider the influence of student inputs (grades and test scores) on degree completion.

Audience: Intermediate; Administrators; Large Colleges & Universities; Small Colleges & Universities; Practitioners; Researchers
Keywords: graduate; retention; degree completion; tracking; cohort

12:50 - 2:15  LUNCH ON YOUR OWN

Take a break from the activities and enjoy visiting with your colleagues over lunch. See the map on page 63 or the NSSR17 Guidebook app for listings and locations of restaurants next door in Baytowne Village.
**Magnolia A**

**A New Perspective of Studying Underrepresented Minority College Students’ Second-Year Retention: The Possibility of Data Visualization of Predictive Analysis**

_Paper_

Ping H. Harman, Portland State University*
Gabrielle Orfield, Portland State University

Previous studies have explored considerable indicators that are significantly associated with the outcome variable of underrepresented minority (African-American, Hispanic, Native American and Pacific Islander) students' second-year retention. However, the challenge of applying predictive analytics in higher education is that it requires at least some amount of statistics background to build up, interpret and understand the predictive models. Hence, the current study focuses on the amplification of predictive analysis at Portland State University by applying SPSS and IBM WATSON analytics to examine underrepresented minority students’ freshman to sophomore retention at the University. The findings of logistic regression analysis have been imported into IBM WATSON and visualized data analysis has been performed in order to provide meaningful data evidence for decision making in the university.

_Audience: Intermediate; Administrators; Large Colleges & Universities; Researchers; Faculty_

**Camellia 2**

**Impacting Student Success for Latino Students**

_Paper_

Jimmy Jung, New Jersey City University*
Demond T. Hargrove, Union County College
Guillermo De Veyga, New Jersey City University
Jessica Accurso-Salgueiro, New Jersey City University

As the growth of Latino students enrolled in U.S. higher education institutions outpaces all ethnic groups (Bransberger & Michelau, 2016), postsecondary institutions struggle to address the unique challenges facing the population. Nationally, it is found that Latino students are academically underprepared for college, lack financial support, and take on more familial responsibilities than their peers from other ethnicities. Therefore, it is not surprising that Latino college students lag behind their White and Asian counterparts in retention and completion rates. Recognizing these challenges and exploring methods to positively impact student success for Latino students, New Jersey City University (NJCU) developed and implemented an office of Student Outreach and Retention (SOAR) in the fall of 2015. Using best-practices suggested by the literature, SOAR focuses on providing students with a peer-mentor, college transition workshops, outreach campaigns targeting at-risk student groups, and emergency financial assistance. As a result of these efforts, the first-year retention rate of Latino freshmen at NJCU improved from 70% to 80% within one year. This paper will examine the distinct programmatic components of SOAR using qualitative and quantitative methods to determine which elements were the most impactful, and describe next steps on expanding Latino student success beyond the first year.

_Audience: Intermediate; Administrators; Large Colleges & Universities; Small Colleges & Universities; Practitioners; Researchers_

_**Keywords:** Latino students; retention; student success; peer-mentoring; college transition; at-risk students_
Camellia 1

**Increasing Retention for Undeclared Students at a Private Mid-Sized Research University**

*Paper*

Aaron Witherspoon, University of Dayton*
Danielle Poe, University of Dayton
Susan Sexton, University of Dayton*

Since 2012, The University of Dayton has implemented a revised support and academic advising structure for students without a declared major. The College of Arts and Sciences has successfully increased first to second year retention and first to third year persistence among a population of students with the lowest retention rates at the institution. The Discover Arts program revisions include the creation of an introduction to the university seminar; intentional recruitment and selection of faculty academic advisors, instructors and undergraduate student teaching assistants; ongoing training, support and resources for advisors and teaching assistants; incentives for faculty participants. Utilizing institutional data, a longstanding faculty advising model and leveraging institutional mission, Discover Arts students’ retention rates increased from 79.0% (2007-2011) to 86.7% (2012-2015) and first to third year retention rates rose from 72.7% (2007-2011) to 81.0% (2012 – 2014).

**Audience:** Introductory, Administrators; Small Colleges & Universities; Practitioners; Faculty

**Keywords:** retention; advising; data; undeclared; faculty advising

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Jasmine

**Leveraging the Four Frames of Student Success**

*Vendor Presentation*

Will Miller  Campus Labs*
Allison Laske, Campus Labs*

Although student success is a campus-wide effort, campuses often subscribe to a compartmentalized approach when measuring student success. On most college campuses, student success efforts fall into one of four frames: data and analytics, support and services, policies and procedures, or programs and engagement. Yet, data and analytics is actually an overarching frame that can—and should—inform other measures of success. By focusing on only one area, institutions can miss an opportunity—or piece of information—essential to determining whether a student is ultimately successful in higher education. To maximize a student’s potential for success, it’s crucial to take everything into consideration. In this presentation, Campus Labs will explore the value of maintaining a data-driven, holistic view of student success through leveraging the connections between student success on both an individual and campus-wide level.

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Magnolia C

**Seasonality and Student Success: Integrating “Just in Time” Outreach Into Operations on Your Campus**

*Paper*

Nicole T. Carr, University of South Alabama*

Since 2011, the University of South Alabama has very intentionally focused on improving student success and access. Our efforts yielded an 8% increase in retention from year one to year two and a 5% increase in four-year graduation rates. Most recently, over 92% of our fall 2016 cohort returned for spring 2017. Our efforts focus on four areas: structure, policies, initiatives, and practices. This paper focuses on two areas of our retention and completion efforts: initiatives and practices. As the culture of student success and access slowly permeates campus, we are being more deliberate about what we do, when we do it, and who we ask to do it. We are currently digging deep to target students at meaningful time points. In this session, attendees will learn about outreach campaigns conducted during the 2016-17 academic year. These include learning community enrollment, freshman attendance, course registration, course progress, high hours outreach, and probation advising. In each case, we focus on time-sensitive activities and specific student groups. We also work to incorporate these activities into our operations so that we balance our workload and address student need when it is most immediate.

**Audience:** Intermediate; Administrators; Practitioners

**Keywords:** student success; campaigns; outreach

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* Presenter
Azalea 1

**The Affordability Task Force: Making Campus Change Happen Through Data and Advocacy**

*Paper*

Rory McElwee, Rowan University*
Sean Hendricks, Rowan University*
Penny McPherson-Myers, Rowan University*
Alison Novak, Rowan University

Retention and completion are significantly impacted by affordability; institutions can bolster affordability through their practices. In light of national data and best practices research, the presenters will describe the work of Rowan University’s Affordability Task Force, comprised of faculty, staff, and students, who have engaged in campus study and the development and promotion of affordability-related programs and services. Now in its second year, the Task Force has engaged in multiple studies of affordability-related programs, services, and student experiences on campus; launched a campus food pantry and resource center; implemented programming for National Financial Literacy Month and other financial literacy educational programs; surveyed faculty regarding the role of affordability in selection of course materials and developed informational guides based on campus best practices; held professional development sessions for faculty and staff and open forums for students; and used numerous strategies to raise awareness among students and employees regarding available resources. This session will describe the Task Force’s collection and use of data to create specific deliverables and effective advocacy to impact campus affordability. Discussion will address strategies at participants’ institutions to improve their campus mindset and programs that boost affordability.

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

**Keywords:** retention; completion; affordability; underserved populations; campus change

Azalea 2

**What’s in a Nudge? Utilizing Behavioral Science Based Interventions to Promote Student Success**

*Panel*

Loralyn Taylor, Ohio University*
Sara Kelly, SUNY College at Brockport*
Adrienne Maslin, Middlesex Community College
Bob Mong, University of North Texas-Dallas

Behavioral intervention strategies can address both the logistical and psychological barriers students face during college, improving student success and completion. These strategies fall on a continuum from simple reminders and alerts to the use of more sophisticated interventions targeting students’ decision-making processes. These types of behavioral interventions are often called nudges. A nudge utilizes behavioral insights to encourage people to act without removing their ability to choose whether or not to act (Thaler & Sunstein, 2009). Nudges use a variety of psychological concepts underlying human behavior to promote and support positive decision-making. These concepts include: social norming, the development of a growth mindset and sense of belonging, and utilization of implementation intention prompts. In addition, seemingly small, short-term behavioral interventions can have lasting effects on students’ behaviors by altering the students’ framework for making behavioral decisions, thus reducing achievement gaps between underrepresented populations and majority student groups. These “wise interventions” promote continued change by targeting recursive or self-reinforcing processes instead of merely prompting the student to change their behavior at one point in time (Walton, 2014). Practical operational strategies including targeting different student populations, implementation challenges, and lessons learned are also discussed.

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

**Keywords:** behavioral science; nudges; achievement gaps; growth mindset; college transition; social norming

* Presenter
EXHIBITOR VISITS & NETWORKING  Magnolia & Azalea Foyers

Our exhibitors and sponsors are important to the success of NSSR. We encourage you to stop by their booths and learn about their student retention solutions. Enjoy a beverage while you’re there.

CONCURRENT SESSIONS

3:50 - 4:50

Enrollment Management Utilities

Tutorial I

Philip Moore, University of South Carolina*
Marla Mamrick, University of South Carolina*

Many institutional researchers feel unprepared to perform data analyses required to meet the growing demand for higher education data analytics to support and evaluate retention and graduation initiatives. In addition, software packages used by institutional researchers are overly complex, due to the fact that they try to serve the statistical needs of all disciplines. Enrollment Management Utilities (EMU) was designed to address these two issues. Typical data manipulation and statistical analyses for institutional research can be easily performed in a point and click environment. In addition, a manual and online help system are available to explain how to perform each function and how to interpret the results. The system is free of charge to any institution of higher education that has a single user SAS license for SAS Base, SAS Stat, and SAS Graph. This session will consist of a discussion of the role of EMU in enrollment management and will present actual examples of using the software to address enrollment management issues, from importing data and building retention models to presenting findings graphically. A laptop is not required to attend this demonstration.

Audience: Intermediate; Practitioners; Researchers

Keywords: enrollment management; software

Growth of Innovation: Saturday Academies

Paper

T. Gregory Barrett, University of Arkansas at Little Rock*
John A. Kuykendall, University of Arkansas at Little Rock

In Spring 2014, educational outcomes of African American students in the Pulaski County Special School District lagged behind those of white pupils despite efforts since 1982 in the Federal Courts to correct the effects of segregation. A partnership, including the University of Arkansas at Little Rock, Philander Smith College and plaintiffs, submitted a plan to the Federal Court's Eastern District of Arkansas for an intervention to improve educational achievement of all students, with special attention paid to African American and other at-risk students. The Charles W. Donaldson Scholars Academy includes a Saturday Academy in which students in grades 9-12 participate in eight all-day sessions during the academic year focused on relationship building, academic rigor, fun, and college graduation, plus a four-day residential Summer program. Graduated Seniors experience a ten-day residential Summer Bridge program with the goal of testing out of developmental courses. A $10,000 scholarship awaits students who complete the full program and agree to attend one of the two partner colleges. The paper provides a case study of the growth of innovation and development of the program.

Audience: Introductory; Large Colleges & Universities

Keywords: at-risk; desegregation; summer bridge; Saturday academy; ACT test prep; innovation
Implementation Strategies for Student Success Initiatives

Vendor Presentation

George R. Covino, Student Connections*

After a brief demonstration of Student Connections’ Success Center, participants will participate in a guided brainstorming session around developing implementation strategies for student success initiatives. Participants will be asked to reflect on what’s worked, what hasn’t, and what are key strategies used to engage students. Small group work will be shared with all participants and all feedback will be summarized in a best practices document.

Leavers, Stayers and Contemplators: Understanding the Drivers of Success for Low-Income Students

Paper

Sally J. McMillan, University of Tennessee*
Serena Matsunaga, University of Tennessee*

At the University of Tennessee at Knoxville (UT), nearly 30% of undergraduate students qualify for Pell grants. In 2010, UT adopted a strategic plan that committed to improving graduation outcomes. While UT raised six-year rates by nearly 10 points over five years, Pell-eligible students trailed university averages. These students were often invisible because they spanned race, ethnicity, and gender categories. Students were also reluctant to voice challenges. To better understand this population, UT conducted a “stayers study” to supplement a previous “leavers study” which surveyed students who were not retained to understand drivers for attrition. The stayers study focused on what keeps students at UT—particularly those who considered leaving but decided to stay—to identify success drivers and student perceptions of programs. Research engaged 700+ seniors in a survey that allowed comparison of Pell and non-Pell students. The research helped UT to understand the story of students with financial need, including challenges and success attributes. This paper reviews stayer study results related to Pell students. It also addresses how the stayers study, paired with existing data, allowed UT to target coordinated action among advising, enrollment management, and student life.

Audience: Intermediate; Large Colleges & Universities

Keywords: retention and graduation; low-income students; data

Nurtured, but Nudged: Meaningful Mentoring to Retain Graduate Students

Paper

Christine Nevada Michael, American International College*
Virginia M. Wilkins, Windham Northeast Supervisory Union*

For many years, there has been an unspoken assumption that once a student reaches graduate school, he or she is mature and accomplished enough to “go it alone” in academia. Little research or consideration has been given to the topic of the needs of graduate learners as they pursue master's or doctoral studies. This assumption prompts graduate faculty members to see their roles less as advisors, mentors and coaches, and more as scholars and researchers. But graduate students, like all human beings, need a balance of challenge and nurturing if they are to take on the difficult business of change that transformative education requires. The advisor/mentor can be the pivotal point in whether academic challenge turns into growth and satisfaction within his or her students, or whether the challenge overwhelms them.

Audience: Introductory; Practitioners

Keywords: advising; graduate students
Positive Group Work Experiences are Predictive of College Student Persistence: A Prospective Study

Changiz Mohiyeddini, Northeastern University*
Naamah Azoulay Jarnot, University of Southern Maine
Haley Carson, Northeastern University
Robyn Johnson, Boston University
Alice Murphy Szczepaniak, Boston University
Sohila Mohiyeddini, California University of Management and Sciences

Student persistence rates are a key gauge of the success of an educational institution. College student persistence is determined by the social and academic competence markers students face. Over the last decade, collaborative small group work has been increasingly implemented within higher education as a high-quality pedagogical tool and used extensively across academic disciplines. In line with this research, the authors investigated whether students’ positive group work experiences have an impact on their intention to persist in their academic program. A sample of 232 students (mean age = 22.79, SD = 2.12) was recruited. These students worked in small mixed-genders groups with three to four other students over the course of a semester. The intention to persistence was measured at the beginning of the semester, and again at the end of the semester, approximately five months later. Student group work experiences were measured using the Positive Group Work Experiences Inventory. After controlling for gender, age, and baseline intention to persist, both perceived inclusion and perceived respect predicted a higher intention to persist. Implications: fostering positive group work experiences could be an effective tool to improve the student intention to persist.

Audience: Intermediate; Large Colleges & Universities
Keywords: retention; positive group work

Retention Is Up 10-Percentage Points: The Secrets to Success . . . Without Money

Alan Bearman, Washburn University*
Sean Bird, Washburn University*
Elaine Lewis, Washburn University*

Washburn University, a publically funded open admissions university in Topeka, Kansas, exhibits how a commitment to good data analytics and evidence-based student success practices can improve retention without a significant financial investment. With less than a $100,000 investment, first-time, full-time retention increased 10-percentage points in just five years. The authors discuss calculated risks, grounded in research and data analytics, taken to re-allocate portions of a university’s undergraduate libraries budget to create a student success unit and develop new initiatives to improve retention and on-time graduation. This essay highlights three initiatives that aided in this retention success story: the creation of the Center for Student Success and Retention (CSSR), linking first-year student success initiatives to the University Student LearningOutcome (USLO) of Information Literacy and Technology, and a strong partnership with Institutional Research. These three elements formed the backbone of a replicable model that allowed Washburn University to focus its resources in ways that maximized their impact on student success.

Audience: Intermediate; Administrators; Small Colleges & Universities; Practitioners
Keywords: first-year experience; increased retention; academic advising; tutoring

* Presenter
**WEDNESDAY**

7:15 - 8:45  
**MORNING REFRESHMENTS**  
Magnolia Foyer

8:30 - 9:45  
**PLENARY SESSION**  
Magnolia D-F  
Highlights of Roundtable Discussions

10:00 - 11:00  
**CONCURRENT SESSIONS**

- **Camellia 1**  
  At-Risk Students: Redefined and Better Served

- **Jasmine**  
  From Reactive to Proactive: How Data and Collaboration can Inform Your Student Success Strategy

- **Magnolia A**  
  Retention and Recruitment: Using a Predictive Analytic Model to Build and Implement a Strategic Graduation and Retention Action Plan

- **Azalea 2**  
  Shifting the Campus Culture: Moving From Transactional Academic Advising to Transformational Holistic Student Success Coaching

- **Magnolia C**  
  Transfer Preregistration: Building a Path for a Successful Transition

- **Azalea 1**  
  Understanding Student Motivations to Inform Practice: Adopting a Multi-Methods Approach to Complex Questions

- **Magnolia B**  
  Wrangling Data, Technology, and Managing the Unexpected in Support of Student Success: The Ongoing Process at Bowling Green State University 2011-2017

11:00 - 11:20  
**NETWORKING BREAK**  
Magnolia & Azalea Foyers  
Sponsored by Nuro Retention

11:20 - 12:20  
**CONCURRENT SESSIONS**

- **Magnolia A**  
  Academic Probation Support: Engaging Large Numbers Online

- **Azalea 2**  
  An Administrator’s Woes: Transformational Leadership in an Innovative, Minority-Serving Organization Aimed at Remediation Elimination

- **Magnolia C**  
  Are Course Withdrawals a Useful Student Success Strategy?

- **Camellia 2**  
  CSRDE: Data to Support Student Success

- **Jasmine**  
  Measuring Readiness to Improve Student Success - A Proactive Strategy

- **Magnolia B**  
  On-Time and Debt-Free: A Data-Driven Holistic Coaching Model for Low-Income Student Success at Purdue

- **Azalea 1**  
  Transforming Academic Advising: Building the Case for Change

12:20 - 1:50  
**LUNCH ON YOUR OWN**  
(See the App or page 63 for restaurants)

CONTINUED OTHER SIDE >
POSTER SESSION

Azalea 3
Sponsored by Skyfactor

1:50 - 3:10

A Comprehensive Approach to Enhance Transfer Student Retention and Success
Beyond Retention: Engaging STEM Students for Student Success Outcomes
College Retention Examined Through a Case Study of Student Reflections About Student First-Year College Programs and Campus Resources
Course Innovation and Student Success in College Algebra at University of Houston-Downtown
Engagement, Retention and First-Generation Students
Evaluation of a Pilot Program to Restrict Online Withdrawal in Gateway Courses
Every Six Students: Generating a Plan, Gathering Buy-In, and Creating a Campus Culture Around Student Success
Gear up for Success: Using Incentives to Increase Engagement and Retention in Online Students
Knowing Your Students Before They Arrive: An Empirical Approach to Understanding Academic Success Among Minority Students
Psychological Retention Factors of African American Engineering Students at a HBU
Reverse the Path: Start With the End in Mind
SOS: Second Opportunity @ Success
Split Advising: Promoting Pre-Nursing Success
Stepping up to Retention: The Impact of an Academic Advisor Career Ladder
The Purdue Veterinary Medicine USDA Multicultural Scholars Program: Driving Successful Retention of Underrepresented Minority Professional Students
The Stars in the Constellation: Results From the 2017 National Survey of the First-Year Experience
Top 10 in the Last 10
Using Data to Build a Proactive and Systematic Academic Success Program
WTF: Is the FYS Course a Waste of Money?

3:20 - 4:20

CONCURRENT SESSIONS

3:20 - 4:20

Jasmine Delight Your Students by Accelerating Engagement and Community From the Moment They are Admitted
Magnolia C Educational Opportunity Program (EOP) at a Public Comprehensive College: Initial Findings From a Longitudinal Evaluation Study
Camellia 1 IRS: Issues in Retention Strategies-Doctoral Students
Camellia 2 Leveraging Analytics to Enhance the Online Student Experience
Azalea 2 Recipe for Retention: Relationships and Resiliency
Azalea 1 Reimagining Student Affairs: Connecting Leadership to Institutional Effectiveness Measures
Magnolia B Serving the Underserved: The Impact of a Learning Community on Historically Underrepresented Populations in Higher Education
Magnolia A Student Retention: Strategies for Keeping the Doors OPEN
WEDNESDAY

7:15 - 8:45  MORNING REFRESHMENTS  Magnolia Foyer

Join your colleagues in the Magnolia Foyer for morning refreshments before the plenary session.

8:30 - 9:45  PLENARY SESSION  Magnolia D-F

Highlights of Roundtable Discussions

Join us for the morning plenary session to hear highlights of Tuesday’s roundtable discussions. Since there were so many interesting topics and it was not possible to attend each of the sessions, a moderator from each group will briefly share the take-aways from their discussions.

10:00 - 11:00  CONCURRENT SESSIONS

Camellia 1  At-Risk Students: Redefined and Better Served

Karen Ferguson, Colorado State University-Global Campus
Sondra D’Aquisto, Colorado State University-Global Campus*

Increased access to and the growth of online education has resulted in an increase of non-traditional students entering higher education. Simultaneously, higher education institutions are being held more accountable for the both student and institutional outcomes such as academic performance and degree completion. These forces have placed added pressure on educational leaders to (a) better understand the risk factors associated with non-traditional students in the online environment and (b) incorporate strategies to improve retention and student success. Although research on non-traditional students and student attrition has been well documented over the past few decades, there is little research available to help educational leaders develop successful strategies to improve the retention of this student population. In this study, the authors present a model definition for at-risk non-traditional students along with the implications of class size on student performance and retention.

Audience: Intermediate; Researchers
Keywords: at-risk students; retention; distance education

Jasmine  From Reactive to Proactive: How Data and Collaboration can Inform Your Student Success Strategy

Stephanie Bragg, Mount Ida College*
Nate Cole, Skyfactor*
Valerie McEvoy, Skyfactor*

Creating a collaborative, proactive, data-driven approach to student success and retention efforts is an important goal but can be a daunting task. In reality, collaboration across campus is challenging to facilitate, actionable predictive data difficult to harness, and many retention initiatives rely exclusively on reactive intervention methods. In this session, we will showcase how a variety of campuses, including Mount Ida College, utilize Mapworks, a data-driven technology solution, to better understand student needs, provide proactive outreach to at-risk students, and create a campus-wide culture of collaboration. Presenters will focus on the use of various data types to identify individual student issues, discover trends for cohort outreach, increase engagement and buy-in within the campus community, and continuously refine intervention strategies.

* Presenter
Retention and Recruitment: Using a Predictive Analytic Model to Build and Implement a Strategic Graduation and Retention Action Plan

Sherry Cox, University of Oklahoma*
Jeremiah McKinley, University of Oklahoma*
Glenn Hanson, University of Oklahoma

Increasing student retention and graduation rates is a top priority in higher education. Early identification of at risk students for intervention programs or redirection into other degree paths improves retention and graduation rates. Likewise, given the increasing teacher shortage, identifying strong candidates for Teacher Certification programs and graduating prepared future teachers is crucial. The use of predictive analytics provides a promising method in the quest to increase student success at universities and colleges. Our current predictive analytic model utilizes a machine learning algorithm, extreme gradient boosted machine, to identify strong candidates for Teacher Certification programs as well as predicting graduation and program completion. The prediction model, built on historical data, is being applied as a retention and recruitment tool. A strategic graduation and retention action plan, based on the model, is in use by academic advisors and college administrators with current students identified by the model as at-risk for not graduating. This paper covers the current model and features, application and analysis with active students, the strategic graduation and retention action plan and its implementation and use by academic advisors and college administrators to assist at-risk students, and future directions.

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

**Keywords:** predictive analytics; predictive model; retention and graduation; retention action plan; recruitment tool
Azalea 2

Shifting the Campus Culture: Moving From Transactional Academic Advising to Transformational Holistic Student Success Coaching

Paper

Jared Tippets, Southern Utah University*
Eric Kirby, Southern Utah University*

In recent years there has been a movement in higher education to shift the role and responsibilities of academic advisors (McClellan and Moser, 2011). Gone are the days of a singular focus of serving as course schedulers. Advisors are now being asked to serve as academic experts, life coaches, career counselors, and so much more. But how does a campus go about shifting the culture of advising on their campus? Attempting to shift the organizational culture can feel like an insurmountable task. This paper, grounded in the theory of organizational change, as written about by Kotter (1996), highlights how one public, regional campus successfully shifted their campus culture from a transactional academic advising approach to a transformational holistic student success coaching model. As a result of this change, the number of advising appointments grew 100%, student satisfaction improved significantly, and the number of students who visited other campus support services doubled. All these efforts were made with the overarching goal of reversing a five-year slide in first-to-second year retention rates. The result? The campus successfully stopped the slide in student persistence, reversed the trend, and ended up with a 5% bump in retention rates.

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

Keywords: retention; academic advising; culture change; holistic

Magnolia C

Transfer Preregistration: Building a Path for a Successful Transition

Paper

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

Transfer students create a unique challenge for institutions during the orientation and enrollment process. Although transfer students make up approximately 30% of our incoming class enrollment at the University of Tennessee at Chattanooga (UTC), they were experiencing a more difficult transition than our first-time college students. Transfer students were not able to get into the courses they needed to become full-time students or make timely progression to graduation. Students were frustrated with the multitude of closed classes, course waitlists, and course registration errors during orientation registration. This critical issue peaked during the summer of 2015 when over 100 students completed an orientation session without registering for any credit hours. UTC resolved to take a proactive step in solving this roadblock for future transfers. Having successfully preregistered first-time freshmen for five years, the decision was made to expand the process to transfer students. Revisions had to be made to accommodate the unique needs of transfer students, and a significant amount of time was devoted to encourage faculty and staff buy-in to the process. This presentation will explain the development of the transfer preregistration process, the results from our pilot year, and provide an update on our current process.

Audience: Introductory; Administrators; Practitioners

Keywords: transfer; advising; enrollment
Understanding Student Motivations to Inform Practice: Adopting a Multi-Methods Approach to Complex Questions

Georgeanna Robinson, Grinnell College*
Kaitlin Wilcox, Grinnell College
Randall Stiles, Grinnell College*

Institutional decision making is typically informed by quantitative data. However, the factors that promote student success are many and varied, and have complex relationships that may not be understood quantitatively or be meaningfully quantifiable. While student behaviors may be measurable, the motivations underlying their actions are often inaccessible via quantitative data. This paper describes one approach taken by Grinnell College to understand student success holistically. Researchers noticed students dramatically improving their recent term GPA compared to their cumulative GPA, but were unable to determine the causes of this improvement from the quantitative data. In-depth qualitative interviews, lasting approximately an hour, uncovered the complex factors contributing to students’ improved academic performance, as well as the barriers they had previously experienced. Barriers that became facilitators of academic success included class choices, faculty, study behaviors and attitudes, and help seeking. Other barriers included adjustment to the Grinnell environment and suboptimal mental health. Use of resources, self-care, organization, extra-curricular activities, and friendships acted as facilitators. The paper closes with a brief review of how the greater understanding of student motivations underlying their behaviors are being used by faculty and staff in various roles at Grinnell College to inform practice, program development, and decision making.

Audience: Intermediate; Two-Year Institutions; Large Colleges & Universities; Small Colleges & Universities; Practitioners; Researchers
Keywords: qualitative methods; student motivations; multi-method research; student success

Wrangling Data, Technology, and Managing the Unexpected in Support of Student Success: The Ongoing Process at Bowling Green State University 2011-2017

Cynthia L Roberts, Bowling Green State University*

This tutorial paper outlines Bowling Green State University’s (BGSU) ongoing efforts to create and maintain a creative and iterative reconsideration how we use student data in light of emerging technology, new uses of existing technology, and changing organizational structures and priorities; all in support of student success. BGSU began this process in 2011-12 by creating our first Access database, a cross departmental effort to capture from various key offices and people across campus what we know about our incoming students and creating a central repository for this information. As our organizational structure and strategic goals evolved, we placed this document on SharePoint to open new avenues of information sharing and collaboration. As we became more sophisticated, made mistakes, and stumbled, our questions changed and our approach evolved. Session participants will consider BGSU’s efforts from 2011-17, and then be offered the structured opportunity to consider their own institutions’ parallel efforts. Participants will take away from this session ideas and examples of how they may leverage technology, people, and data in support of student success.

Audience: Introductory; Administrators; Two-Year Institutions; Large Colleges & Universities; Small Colleges & Universities; Practitioners
Keywords: academic advising; retention

11:00 - 11:20 NETWORKING BREAK

Take a break from the activities for some refreshments as you network with your colleagues and the exhibitors.

Sponsored by Nuro Retention
**Academic Probation Support: Engaging Large Numbers Online**

**Paper**

Amanda Phillips, University of North Carolina at Greensboro*
Dana Saunders, University of North Carolina at Greensboro

In 2014, the University of North Carolina at Greensboro was required by the UNC Board of Governors to update the institution’s Academic Standing Policy. These changes expanded the requirements for Academic Good Standing to include both a GPA and academic progress component. The new criteria significantly increased the number of undergraduate students who fell on Academic Probation. Between 2013-2014 school year and the 2014-2015 school year students on academic probation rose 67% in Fall and 43% in Spring. The increase necessitated a transition from the current lecture-style course required for students on probation to an online, self-guided format. After two years of continued curriculum development, the course enrolls 600-900 students each semester. Students, on average, complete the course at 80-90% pass rate and are retained at a higher rate than the previous in-class format. This paper will outline the changes in course enrollment and completion, and students’ retention at the University. It will also examine the pedagogical strategies most effective in the large online probation course to support students’ academic success and emotional resiliency. These include personalizing course content, providing immediate feedback, and structuring support outreach.

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

**Keywords:** probation; retention; online; engagement

**An Administrator’s Woes: Transformational Leadership in an Innovative, Minority-Serving Organization Aimed at Remediation Elimination**

**Paper**

Amber R. Smith, University of Arkansas at Little Rock*

Effective leadership is a blend of theory and practice, and the shared experiences of leaders help current and future leaders refine their approaches. Transformational leadership has resulted in subordinates feeling that their work is more meaningful and a lower level of stress. Additionally, team members are challenged to find new ways to solve a problem that may exceed their job descriptions, allowing space for individuals to bring themselves fully to the role, increasing employee engagement (Kahn & Fellows, 2013; Macey & Schneider, 2008). However, the transformational leader’s role requires not only a transformation of the organization and its members, but also as importantly a transformation of themselves—as a leader. The ever-changing landscape of higher education, politics, multiple constituents, and competing values creates a need for constant self-examination and emotional intelligence in order to achieve programmatic goals. This paper weaves theories of transformational leadership, emotional intelligence, and employee engagement together with practical application through the lens of a leader’s personal experiences establishing a 10 million dollar organization aimed at improving outcomes of African American students in a distressed high school district. An exploration of the struggles, successes, and required skill sets, concluding with recommendations for practitioners, will be discussed.

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

**Keywords:** minorities; retention; administrator; leadership; engagement

**Are Course Withdrawals a Useful Student Success Strategy?**

**Paper**

Patrick Akos, University of North Carolina at Chapel Hill*
Scott James, Hobsons*

Course withdrawals have significant cost and curricular implications for both students and institutions. Yet within the student retention literature, little is known about the context or impact of course withdrawals. We examined course withdrawals for first-year students from a sample of nine universities. Data reveal that a) demographic and contextual factors differentially influence the use of course withdrawals. Further, these data suggest that course withdrawals have negative consequences to second-year retention, even when compared to making grades of D or F. We discuss implications for academic advisors, retention specialists, and faculty leaders, as well as policy and future research considerations.

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

**Keywords:** retention; withdrawals; courses; universities; research; analytics
Camellia 2

CSRDE: Data to Support Student Success

Presentation

Sandra Whalen, University of Oklahoma*
Jane Zeff, William Paterson University*
Edward Sullivan, California State University
Loralyn Taylor, Ohio University*

The Consortium for Student Retention Data Exchange (CSRDE) hosts the annual National Symposium on Student Retention (NSSR). We began in 1994 as a collaboration among a small group of institutional researchers who were interested in benchmarking student retention and graduation. Since then we have grown to include about 400 two- and four-year institutions. We report on first-time, full-time baccalaureate degree-seeking students, community college transfers into four-year institutions, STEM majors, and community college students. We have gone beyond data sharing and now host the NSSR and our monthly webinar series, as well as continue to add new material to our electronic book, Building Bridges for Student Success: A Sourcebook for Colleges and Universities. Join us as we discuss the data-sharing consortium and demonstrate ways that your institution can use the CSRDE data to set benchmarks, inform decisions, and support student success.

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

Jasmine

Measuring Readiness to Improve Student Success - A Proactive Strategy

Vendor Presentation

Julie Owen, SmarterServices*

Are you interested in learning about a more proactive approach to overall student success? Research shows the best way to help improve retention is by having a proactive strategy that includes non-cognitive assessment, follow-up, and reinforcement. Join us as we learn firsthand how four different colleges have implemented the SmarterMeasure Learning Readiness Indicator in their orientation courses or entry point with students. We will be sharing follow-up strategies and creative ways advisors/coaches can support the students in developing their non-cognitive attributes or “soft skills”. In addition, we will evaluate the student data and predictive findings at each institution. Don't miss this chance to take a more proactive approach to your student success strategy! Participants will come away with an understanding of why measuring readiness and non-cognitive attributes are important; understanding how student readiness connects to student success; an action plan to implement at their institution to improve retention; concrete concepts to use in orientation courses; and preview of the Learning Readiness Indicator assessment.

Audience: Introductory

Magnolia B

On-Time and Debt-Free: A Data-Driven Holistic Coaching Model for Low-Income Student Success at Purdue

Paper

Michelle Ashcraft, Purdue University*
Jessica Ramsey, Purdue University*
Taylor Brodner, Purdue University*
Hao Zhu, Purdue University*

Purdue University has narrowed the graduation gap for low-income Indiana 21st Century Scholars eligible to enroll in an access and support program called Purdue Promise. The program combines full financial need assistance with four years of student success coaching. Purdue Promise is designed to graduate students on-time and debt-free, and assist students in strengthening self-efficacy, self-advocacy, help-seeking skills, and grit. Cohort-based programming designed on best practices did not lead to increased retention and graduation rates from 2009 to 2012. However, the implementation of an individualized coaching program in 2013 has contributed to increasing the program’s four-year graduation rate from 37.4% for the 2009 cohort to 53.7% for the 2012 cohort. The fall 2013 cohort is the first in program history to receive coaching all four years and is projected to exceed the University’s four-year graduation rate (currently 55.9%) at Census in September 2017.
The Purdue Promise four-year coaching model—including individual meetings, online modules, freshman and senior seminar classes, and at-risk data mining—has contributed to the increased retention and graduation of low-income Purdue Promise students, with more than half the population being first-generation and up to 40% identifying as underrepresented minorities (URM).

**Audience:** Introductory; Administrators; Large Colleges & Universities; Practitioners

**Keywords:** on-time graduation; student success coaching; debt-free; low-income; first-generation

Azalea 1

**Transforming Academic Advising: Building the Case for Change**

Panel

Ruth Darling, University of Tennessee*
Tara Warden, University of Cincinnati*
Serena Matsunaga, University of Tennessee*
Travis Thompson, University of South Florida

Academic advisors’ roles and responsibilities have become increasingly complex as completion agendas, performance funding models, and access programs are put in place at both public and private institutions. Leaders are realizing how central quality academic advising programs are to student success, and the pressure is on for advisors to show how their work can impact persistence. Determining the roles of academic advisors, organizational structures, necessary partnerships, and advising outcomes can be difficult, not to mention the complexities encountered in designing information systems that deliver meaningful and actionable data to advisors. Given these challenges, the importance of the call for institutions to fundamentally transform academic advising is urgent. The presenters represent three universities that have recently adopted new approaches to academic advising. Utilizing strategic planning, data analytics and assessment, organizational change, and a transformation of their advising programs, each university designed a system to address the issues surrounding student persistence and success.

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

**Keywords:** retention and graduation; academic advising; organizational change

12:20 - 1:50

**LUNCH ON YOUR OWN**

Take a break from the activities and enjoy visiting with your colleagues over lunch. See the map on page 63 or the NSSR17 Guidebook app for listings and locations of restaurants next door in Baytowne Village.

Impact retention with a holistic view of success.

Predictive analytics and early alerts. Customized strategies for individual and cohort success. Tools for measuring your programmatic retention efforts. With the data-driven innovation of Campus Labs, you have the power to do it all. Learn more at CampusLabs.com or visit our booth.

See how we can help. Visit our booth on the 1st floor.
Session: Tues, 2:15-3:15, Jasmine

* Presenter
The Poster Session provides a freeform way to interact with colleagues about their work. Posters submitted before 5:00 on Tuesday will be judged, and the winner of the Best Poster Award will be announced at the Awards Breakfast on Thursday.

Sponsored by Skyfactor

A Comprehensive Approach to Enhance Transfer Student Retention and Success

Chun-Fang Kuo, Central Michigan University*

Transfer students face numerous transitional challenges, such as transfer shock, adjustment issues, academic performance, and financial stress. These stressors can affect transfer students' success. In order to enhance transfer students’ adjustment and academic/career readiness, it is critical for universities to implement innovative programs that support their individual needs. This poster presentation addresses Central Michigan University’s (CMU) partnership and cooperation among their Student Transfer Enrichment Program (STEP), Student Transfer Organization (STO), and Counselor Center. This collaboration facilitates transfer students’ access to university services and enhances their persistence to degree completion. Participants will learn how to develop a support system that considers the unique needs of transfer students. Specifically, the author will present a comprehensive transfer student program that developed as a result of the CMU collaboration, including an overview of the transfer students support group offered by the CMU Counseling Center.

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

Keywords: transfers; retention; success

Beyond Retention: Engaging STEM Students for Student Success Outcomes

Rebekah McCloud, University of Central Florida*

First-generation college students are not only the first in their families to attend college, but they are often the first to hold professional positions. This is also true for low-income students who share a discrepancy in their career-related social capital including job-seeking skills and professional connections for mentoring and career networking (Brown and Hesketh, 2004). The PRIME STEM program at the University of Central Florida (SSS-STEM TRIO Grant), having achieved significant gains in academic progress and retention, has turned towards increasing STEM engagement opportunities to hone participants’ career readiness and engagement with their major and peers. These opportunities continue to support retention efforts, but also target the employment achievement gap prominent in first-generation and low-income graduates, particularly in STEM fields. There is a cited gap in the literature with regards to career-related interventions and their impact on STEM retention and engagement (Belser, Prescod, Daire, Dagley, & Young, 2016). Specific examples of the PRIME STEM engagement opportunities including learning communities, career academies, partnerships with workforce development boards, and more will be shared, as will preliminary data on the interventions.

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

Keywords: STEM engagement; first-generation/low-income students; student success outcomes

College Retention Examined Through a Case Study of Student Reflections About Student First-Year College Programs and Campus Resources

Carrie Brenner, University of Colorado Colorado Springs*
Freddie Rodriguez, University of Colorado Colorado Springs*

This poster presents a qualitative study focused on exploring students’ reflections on their first-year experiences at a public university campus. The application of the case study methodology examines influence on student retention into their sophomore year of college and provides insight into the components, such as the students’ personal qualities and resources along with their perceptions of the effectiveness of the university’s orientation.

* Presenter
programs and other retention efforts. Interviews were conducted with traditional sophomores defined as those students who attend college directly from high school and return the fall after their first year of full-time university studies. The sociological framework of resiliency was applied to identify personal attributes, expose various campus systems’ capacities to impact student resiliency, and to investigate gaps in student resources. The emerging themes of connectedness to other students, professors, and to the university as well as certain campus programs are mostly valued. Results showed that parents and key mentors involved in their lives before attending college had a lasting influence. Also, from the data analysis, an interesting additional subtheme emerged regarding commuter students and their struggles with connectedness.

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

**Keywords:** first-year; retention; resiliency; commuter; professor; campus resources

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**Course Innovation and Student Success in College Algebra at University of Houston-Downtown**

Mikayel Yegiyan, University of Houston-Downtown*

Many students qualify for university admission but may not necessarily be ready for every specific challenge that university life presents. College Algebra is one course that is a pre-requisite for various majors and degrees, and is also found to be challenging for many students, potentially becoming a barrier or gateway. Utilizing academic data from standardized test scores and high school performance, the University of Houston-Downtown found that student performance in college Algebra could be predicted prior to enrollment. Historically, those students identified in the new range for assistance performed, on average, one letter grade lower than their peers. In the 2015 and 2016 terms, students considered for assistance were offered extended Algebra courses to help them succeed in their academic careers. Students who enrolled in the extended courses over the past two years demonstrated equal-to-peer performance not only in their Algebra course, but in subsequent math courses as well.

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

**Keywords:** student success; college algebra; course innovation

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**Engagement, Retention and First-Generation Students**

Sofia Hiort Wright, Virginia Commonwealth University*

Virginia Commonwealth University (VCU) has a very diverse student population. Currently, one-third of the students in VCU’s first year class are first-generation college students. In light of what we have learned from our first two cohorts of the Summer Scholars program and from current research in the field, the Summer Scholars Advisory Board has recommended several initiatives and programs that will engage second-year students. In addition to targeting the students who participated in the Summer Scholars Program, we will broaden our engagement efforts to support all first-generation students and student-athletes. First-generation students bring an enormous amount of capital with them when they arrive on campus. It is our goal to empower these students and work with them to build community. Programs and initiatives that highlight our first-generation students will be designed to not only promote engagement but also help retention. This poster will highlight programs such as educational programming, community outreach, and learning support.

**Audience:** Intermediate, Large Colleges & Universities

**Keywords:** first generation; retention; engagement; summer scholars
Evaluation of a Pilot Program to Restrict Online Withdrawal in Gateway Courses

Ryen Nagle, Moraine Valley Community College*
Sadya Khan, Moraine Valley Community College*
Dewitt Scott, Moraine Valley Community College

Online student service systems grant the capability for students to withdraw from courses with relative ease and with little interaction between the student and the institution. The provision of this technological convenience for students enables students to make potentially uninformed decisions about their course performance or about available resources for success. It can also lead to a host of negative consequences—financial aid issues, delayed program completion, or complete withdraw from the college. A pilot project to restrict online withdrawal from high withdrawal rate gateway courses has demonstrated promising early results at Moraine Valley Community College (MVCC). For example, Fall 2016 withdrawal rates in Introduction to Computer Science (n=115) decreased 8.7 percentage points to 11.3% from Fall 2015; of note, the rate of students earning A, B, and C grades increased 10.4 percentage points to 68.7% in Fall 2016. This poster presentation will provide additional findings of an expanded online withdrawal restriction intervention at MVCC during Spring 2017 (n=616), offer preliminary conclusions regarding scaling up restricted online withdrawal programs, and outline considerations for implementing restricted online withdrawal interventions college-wide or limited to specific gateway courses.

Audience: Introductory, Administrators, Two-Year Institutions, Practitioners, Faculty
Keywords: gateway courses; success rates; withdrawal rates; program evaluation

Every Six Students: Generating a Plan, Gathering Buy-In, and Creating a Campus Culture Around Student Success

Carrie Cokely, Curry College*
Allison O’Connor, Curry College

As part of the 2012-2017 Strategic Plan, Curry College identified student success as a top priority and set goals of 80% retention and 55% graduation rate by the end of the plan in 2017. At the beginning of this process, the retention rate was 69% and the six-year graduation rate was 43%. The College launched a cross-area Retention Committee tasked with the development and execution of a plan to increase the retention and graduation rates at the College. The work of the committee began with the idea that every six students equaled a 1% gain in retention. They developed initiatives that were designed to improve processes at the College, raise the success rates for all students, as well as improve the experiences of students in targeted populations that were not retaining and graduating at the College. This poster highlights the tools used by the committee to analyze data, develop and assess projects, and to gather campus buy-in through interdepartmental work teams and regular reporting on the plan. Additionally, the presentation will highlight initiatives to date that allowed for increases in the retention rate to 71% and in five-year graduation rate to 51%.

Audience: Introductory, Administrators, Small Colleges & Universities, Faculty
Keywords: student success; retention; graduation; project management

Gear up for Success: Using Incentives to Increase Engagement and Retention in Online Students

Rebecca L. Jobe, Walden University
Jim Lenio, Walden University*
Carlos Avent, Walden University
Katie Rossow, Walden University

Universities provide many resources to support student success; however, actual utilization of those resources is often low. As such, strategies to increase engagement in tasks that increase retention are of key interest. The present study illustrates one strategy that Walden University tested with the goal of increasing participation in tasks that have resulted in positive student outcomes thereby, improving overall first term retention. Gear Up for Success was launched with online undergraduate (N = 891) and doctoral (N=740) students, offering them an opportunity to earn rewards for completing specific tasks prior to and during their first
Results indicated that both groups participated at higher rates than prior cohorts who were merely encouraged to engage. As expected, undergraduate participants retained significantly better Term 1 (35% vs. 25%) as compared to those who did not engage in these tasks. Secondary analyses addressed the potential risk of selection bias and revealed a significant difference between high-risk participants vs. non-participants. Similarly, doctoral participants retained significantly better in Term 1 (70%) than their non-participating counterparts (49%). Again, secondary analyses showed this effect was driven by highest-risk students. Further analyses revealed the impact of the number and types of tasks, as well as the rewards chosen.

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

**Keywords:** engagement; first year retention; incentives; graduate retention; undergraduate retention; online education

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**Knowing Your Students Before They Arrive: An Empirical Approach to Understanding Academic Success Among Minority Students**

Nazly Dyer, University of Houston-Downtown*

Declining student persistence in higher education is a growing issue facing colleges across the U.S. However, due to the gap in college completion rates between minority students and their peers, identifying factors related to persistence among underserved students is of particular importance. Given the relative lack of studies that include minority students, generalizing research findings based on studies of predominately white, middle-income students to other populations can be detrimental to our understanding of persistence among culturally diverse students. To avoid prior biases, this study utilized a person-oriented analytic approach, known as Latent Profile Analysis (LPA), to examine whether qualitatively distinct student profiles could be determined from pre-college academic indicators, such as SAT scores and high school GPA. Findings based on a sample of full-time, First Time in College (FTIC) students (n = 3,540) indicated that a three-group model best fit the student data across four cohorts. The three empirically derived student profiles were differentially related to academic factors (such as first semester probation status and whether students dropped to part-time status) and behavioral factors (such as math and verbal confidence as captured by the College Student Inventory). Findings also indicated that women were over-represented in the most at-risk group.

**Audience:** Intermediate; Small Colleges & Universities; Researchers

**Keywords:** minority students; latent profile analysis; student persistence; FTIC students

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**Psychological Retention Factors of African American Engineering Students at a HBU**

Tonya McKoy, Tennessee State University*
Bethany Wilkes, Tennessee State University
Carlos Beane, Tennessee State University
Samuel Hargrove, Tennessee State University
Marie Hammond, Tennessee State University

Fewer than 50% of freshmen who enter into Science, Technology, Engineering, and Mathematics (STEM) undergraduate programs will actually graduate with a STEM degree (Graduation Gaps for Science Majors, 2010; Hayes et al., 2009; Wilson et al., 2011). African Americans are underrepresented in engineering, receiving the smallest number of Bachelor's degrees (Asian American 12%, Hispanic American 8%, Foreign Nationals 7%, African Americans 4%) of which 1% represent African American females. There has been a decline in the number of engineering degrees awarded to African American undergraduate students. In 2005, 3756 undergraduate degrees were awarded in comparison to 3587 degrees granted in 2012 (NSF, 2016). Research shows African American students depart from academic programs prior to their second year due to a lack of a sense of belonging. Due to the relational culture of African Americans, a sense of belonging is salient in African American students persisting in engineering related careers. While gender, ethnicity, and institutional environment (social & academic) are factors that impact sense of belonging (Marinis, 2014), this poster identifies and examines the effects of social, ethnic and professional identity to the retention of African American students in engineering at a Historically Black University (HBU).

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

**Keywords:** African American; engineering; retention; persistence; sense of belonging

* Presenter
Reverse the Path: Start With the End in Mind

Blake Cannon, Phillips Community College of the University of Arkansas*

Phillips Community College of the University of Arkansas (PCCUA) has implemented multiple interventions and strategies to assist students in completing college and preparing them for the workforce. In looking at the end in mind, PCCUA has emphasized identifying a clear pathway to the workforce for students. This pathway includes a newly developed virtual career center where students can take a career interest survey, developing an individual career plan; mandatory orientation, career exploration and financial literacy with career and financial coaches through student success courses; faculty identifying early assessments within the first three weeks of a course to help provide interventions sooner; student support services; and more intrusive advising. New software (Zogotech) is utilized to track data and contact information to evaluate these support services and interventions. With the end in mind, students can identify a clear pathway to success at PCCUA and enter the workforce with the skills needed to be successful in their chosen career.

Audience: Introductory; Two-Year Institutions

SOS: Second Opportunity @ Success

Derwin Bennett, State University of New York at Cobleskill
Christina Ilowiecki, State University of New York at Cobleskill
Jennifer Golden, State University of New York at Cobleskill*

The SUNY Cobleskill Second Opportunity @ Success (SOS) Program is an academic-centered student engagement initiative that provides an assortment of formal and informal, instructional and advisory experiences intended to provide added support and guidance to students as they transition from various degrees of academic failure to measurable academic recovery and success. The poster presentation will visually display the eight main elements of the SOS Program:(1) SOS Winter Boot Camp experience for second semester freshmen intensive workshop series that occurs four days prior to the start of the academic semester; (2) peer mentoring program for second semester freshmen; (3) upperclassmen Lunch N Learn three part series of seminars including a Saturday; (4) campus coach upperclassmen embedded support initiative; (5) student lingo online workshops; (6) Minute Clinic advisement outreach initiative conducted for two weeks per semester; (7) Task Force Committee meets once a month to design, implement, and reflect; and (8) student accountability with realistic goals and consequences including: bi-weekly meetings, documented study hours, signed contracts, and support from the Judicial Affairs Office. The SOS Program has positively impacted the retention of SOS participants over the past eighteen months.

Audience: Introductory; Small Colleges & Universities

Keywords: embedded support; intrusive advising; retention; comprehensive tracks; engagement; pilot initiative

Split Advising: Promoting Pre-Nursing Success

Alan Bearman, Washburn University*
Elaine Lewis, Washburn University*
Sean Bird, Washburn University*

This poster demonstrates how a commitment to collaboration among academic units results in improved student outcomes. Recognizing a need to diversify bachelors of nursing candidates, Washburn University’s School of Nursing and Center for Student Success and Retention embarked on a partnership to strengthen the academic skills and experiences for many of its underrepresented minority students interested in the health science professions. This initiative focuses heavily on intentional academic advising as the catalyst of momentum toward academic achievement. This poster will show the research and methodologies behind a decision to split academic advising of incoming pre-nursing students away from their academic department and to professional advisors in the Center for Student Success and Retention. It will include a description of the new advising approach which focuses on development of strong reading, critical thinking, and quantitative
reasoning skills prior to a transition into the traditional science courses necessary for a nursing degree. These changes in advising grow student confidence and assist in the future success of students as they persist on the pathway to graduation.

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

**Keywords:** academic advising; special population advising; retention; nursing students

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**Stepping up to Retention: The Impact of an Academic Advisor Career Ladder**

Alexandra Yanovski, Temple University*
Michele O’Connor, Temple University*

Temple University has combined the development of empirical risk models and significant investment in academic advising to develop an institutional retention strategy. The primary goal was to shift the culture of student support from the traditional passive/reactive model to a proactive/strategic/interventionist model that seeks to ensure the highest risk students are effectively engaged with the appropriate interventions. Development of an academic advising corps committed to the principles of intrusive advising and willing to be at the forefront of the intervention strategy was one of the essential strategy components in improving retention. This required significant university investment in academic advising and the development of a professional ladder that would address issues of equity, professional standing and advisor retention. The Academic Advising ladder was one of Temple University’s initiatives designed to improve advisor retention, create opportunity for professional development and advancement within the advisor ranks. This re-designed and expanded multi-tier career ladder encouraged advisor opportunity and market competitive pay and resulted in improved advising and a positive student Impact. The early results are encouraging. Both student and academic advisor retention rates are increasing. Other related outcomes include improved graduation rates, reduction in student debt, and reduced financial losses for the university.

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

**Keywords:** advising ladder; advisor retention; intrusive advising; retention; advising as a profession

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**The Purdue Veterinary Medicine USDA Multicultural Scholars Program: Driving Successful Retention of Underrepresented Minority Professional Students**

Kauline Cipriani, Purdue University College of Veterinary Medicine*
Henry Green, III, Purdue University College of Veterinary Medicine*

The Purdue University College of Veterinary Medicine (PVM) recently graduated its first cohort of USDA NIFA Scholars from the Doctor of Veterinary Medicine (DVM) program, and the second DVM student cohort is currently enrolled. This poster will describe the programmatic components essential to ensuring successful recruitment, matriculation and retention to graduation of underrepresented minority students (URM) in academically rigorous professional programs such as the DVM program. These components include individualized career coaching and mentoring, use of intrusive (proactive) advising techniques, and facilitated peer mentoring. The program was built around both evidence-based and anecdotal knowledge of how to successfully recruit and retain URM students on predominantly white campuses, and adjusted to account for the unique aspects of the West Lafayette, IN campus culture. Results of efforts to create a diverse and inclusive environment, such as increasing the URM diversity in incoming DVM classes from 9% to 22% in 6 years, will be presented. We will also describe how the presence of the PVM Multicultural Scholars Program, together with other similar PVM programs, are collectively driving curricular and institutional changes which will improve the academic and work environment for all PVM faculty, staff and students.

**Audience:** Intermediate; Administrators; Faculty

**Keywords:** USDA NIFA; underrepresented minority students; URM; DVM; veterinary medicine; professional programs
The Stars in the Constellation: Results From the 2017 National Survey of the First-Year Experience

Dallin Young, University of South Carolina*
Jennifer Keup, University of South Carolina

The first year of undergraduate study has received attention because it is the period with the largest leaks in the educational pipeline both in the United States and around the world. In the US, nearly a quarter of full-time and more than half of part-time students drop out after their first year (NCES, 2016). To respond to this crisis, stakeholders in higher education have developed numerous initiatives and educational experiences under the heading of ‘the first-year experience.’ As Koch and Gardner (2006) explained, “The first-year experience is not a single program or initiative, but rather an intentional combination of academic and cocurricular efforts within and across postsecondary institutions” (p. 2). This presentation aims to provide an up-to-date overview of institutional attention to the first year of college nationwide, based on responses to the 2017 National Survey of The First-Year Experience conducted by the National Resource Center for The First-Year Experience and Students in Transition. The poster will focus on presenting recent evidence that describes an overall picture of the most common programs and initiatives institutions are using in the first year as well as findings about assessment, characteristics and features, and the students being reached by selected first-year programs.

Audience: Intermediate, Administrators; Two-Year Institutions; Large Colleges & Universities; Small Colleges & Universities; Practitioners; Researchers; Faculty
Keywords: first-year; student success; survey; benchmarking; programs

Top 10 in the Last 10

Tobias Phebus, University of Arkansas*
Deborah Korth, University of Arkansas*
Trevor Francis, University of Arkansas
Shane Barker, University of Arkansas
Lisa Summerford, University of Arkansas*

The University of Arkansas at Fayetteville has grown tremendously (46%) from 18,648 students in Fall 2007 compared to 27,194 students in Fall 2016. During this same time period, the first-year retention rate remained fairly constant around 82% but the six-year graduation rates have risen from 58.0% in 2007 compared to 64.5% in 2016. These improvements in graduation rates can be attributed to many things; however, we feel that the Top Ten Reasons stem from the following: 1.) campus leadership; 2.) creating a culture of collaboration focused on student success; 3.) faculty initiatives; 4.) data driven decision making; 5.) academic support; 6.) professional advising center; 7.) student affairs; 8.) honors college; 9.) enrollment services; and 10.) new buildings. Our poster highlights some of the key elements of these ten areas. Although we are happy that our six-year graduation rates have risen the past years, we are committed to continuing the upward trend as well as hope to assist even more students to graduate within four or five years.

Audience: Introductory; Administrators; Large Colleges & Universities; Faculty
Keywords: growth; retention; graduation; collaboration

Using Data to Build a Proactive and Systematic Academic Success Program

Karen Morgan, New Jersey City University
Jimmy Jung, New Jersey City University*

New Jersey City University is designing a proactive and systematic academic success program. Throughout the implementation phases of its design and various other student success initiatives, the question remains: How do we put our students in the best position to succeed? The expectation is that successful implementation will help decrease the amount of time to earned degree, as well as increase the number of students in good standing with federal and state financial aid requirements. This poster presents data-driven methodologies...
and evaluation of targeted intervention strategies that can be used to improve retention and graduation rates of students. It focuses more specifically on the types and frequency of intervention that academic advisors have with students and whether those interactions are predictive of student outcomes.

**Audience:** Introductory; Administrators; Small Colleges & Universities; Practitioners; Researchers; Faculty  
**Keywords:** intervention; retention; proactive advising; assessment

**WTF: Is the FYS Course a Waste of Money?**

Danielle Mitchell, Penn State, Fayette--The Eberly Campus*  
Mary Budinsky, Penn State, Fayette--The Eberly Campus*  
Devon White, Penn State, Fayette--The Eberly Campus

Scholars such as Vincent Tinto remind us that even with 50-plus years of work amassed on student persistence, “substantial gains have been hard to come by” (2006, p. 2). While we know much about how institutional settings and psychological, social, and economic factors impact students, many campuses still struggle with issues of retention. Our small, rural, largely two-year campus, for example, has experienced a roughly 40 percent decline in enrollment. While first-year retention has remained in the mid 70-percent range for the past six years, the campus implemented a first-year seminar to improve retention. Faculty worked together to develop the curriculum, keeping in mind studies suggesting first-year engagement is critical to persistence (Tinto, 2001; Upcraft, Gardner, & Barefoot, 2005; Terenzini, Reason, 2005; Tessema, Ready, & Yu, 2012). Yet results suggest the FYS course (and its significant financial and human investment) has had no statistical impact on persistence. Preliminary results will be drawn from 2015-17. Assessments of course content, cohort scheduling, and course delivery methods will be used to articulate what types of engagement appear most useful for rural, commuter campuses split between two- and four-year students.

**Audience:** Introductory; Two-Year Institutions  
**Keywords:** first-year student success; FYS

**3:20 - 4:20 CONCURRENT SESSIONS**

**Jasmine**

**Delight Your Students by Accelerating Engagement and Community From the Moment They are Admitted**

*Vendor Presentation*

Michelle Solano, TargetX*

Social media is no longer new. Neither is mobile. And yet, it still seems extremely difficult to stay current and up-to-date with what incoming and current students want and need. With constant changes in student preference and behavior, we know one thing—Mobile continues to be the most effective way to reach and communicate with students according to the 2017 Social Admissions Report. Come learn more about how TargetX has reimagined the student experience with Schools App, a private and customizable social media platform. It has become so important for students to find friends before they even step foot on campus. Schools App is for students to not only ask their questions, but to build those friendships that accelerate engagement and community. Discover how your institution can target and nurture specific cohorts of students with communications in highly relevant and personal ways that build emotional connections.

**Audience:** Introductory
Educational Opportunity Program (EOP) at a Public Comprehensive College: Initial Findings From a Longitudinal Evaluation Study

Greta Winograd, SUNY New Paltz*
Alison Weingarten, The Graduate Center, CUNY
Jay Verkuilen, The Graduate Center, CUNY
Lucy Walker, SUNY New Paltz

Young people from low income backgrounds in the U.S. are less likely to attend 4-year institutions and to earn a bachelor’s degree than their higher income counterparts. Programs such as the Educational Opportunity Program (EOP) at public colleges and universities in New York State are designed to address this disparity. In this study, we compared academic outcomes of participants in an opportunity program to other students at a public comprehensive college. We found that opportunity program students (African-American or Latino/a, low-income, first generation) earned equivalent first semester GPAs to more socially advantaged students with 1-2 standard deviation (SD) higher admission scores. Opportunity program students and non-opportunity program students also had comparable first year retention and continuous enrollment rates. Opportunity program students, however, entered college with fewer college credits and earned a smaller proportion of credits attempted during their first semester. Furthermore, opportunity program students who transferred by the fall of what would have been their senior year were less likely to enroll in another bachelor-degree granting institution. These results demonstrate risks to academic momentum associated with disadvantage while providing evidence of the effectiveness of provisional admission and support during students’ early college years.

Audience: Intermediate; Administrators; Small Colleges & Universities; Researchers
Keywords: opportunity programs; academic achievement; retention; momentum; underrepresented college students

IRS: Issues in Retention Strategies-Doctoral Students

Sue Adragna, Keiser University*
Kelly Gatewood, Keiser University
Ashlee Robertson, Keiser University

As universities develop initiatives to retain doctoral students, consideration must be given to the factors that influence the ability for students to persist. Doctoral student retention is dependent on recruitment efforts, institutional retention policies, existing support systems, and student motivation. Traditional efforts to retain doctoral students are typically isolated among departments with fragmented collaboration and limited knowledge of contributing factors. The purpose of this qualitative multiple case study was to explore perceptions of employees on factors that contribute to the retention of doctoral students in the first online course in Education Leadership and Instructional Design and Technology programs at a Level 6 university in south Florida. The triangulation of interviews will be analyzed for themes and subthemes. The results of this study can guide the collaboration among departments and the development of retention strategies for doctoral students who are at risk of academic failure and who might ultimately drop from online doctoral programs.

Audience: Introductory; Large Colleges & Universities; Small Colleges & Universities; Practitioners; Faculty
Keywords: retention; doctoral students; level 6 university; retention strategies

Leveraging Analytics to Enhance the Online Student Experience

Kendall St. Hilaire, Indian River State College*
Timothy Harfield, Blackboard*

With the launch of Indian River State College’s Virtual Campus, enrollment of online students increased by 55% in three years. The growth of the program led to a heightened focus of the online student experience, which included the use of analytics to support faculty and instructional administrators. Indian River State College implemented their analytics initiative in the spring semester of 2015, and immediately experienced an institutional shift in the intervention measures for online courses. For the first time, instructors and advisors...
had real-time data at their fingertips, which allowed them to make appropriate interventions before students fell behind in their courses. The analytics reports fostered meaningful conversations among instructional deans, advisors and faculty, resulting in heightened collaboration around student success. Efforts led to an increase in success rates and a decrease in student withdrawals within online courses. The session will cover the College’s pilot of Blackboard Predict, a predictive model which gauges the likelihood of students successfully passing a course. The algorithm uses data elements from the student information system (SIS) and the learning management system (LMS). Results from the implementation of this resource will be shared, followed by a discussion about the lessons learned from the Blackboard Predict initiative.

Recipe for Retention: Relationships and Resiliency

Christine Nevada Michael, American International College*
Virginia M. Wilkins, Windham Northeast Supervisory Union*

While access for low-income, first-generation students has increased, successful completion of a college degree has not (Engle & Tinto, 2008). The First Generation Foundation (2013) reports that low-income, first-generation students are four times more likely to leave college after their first year than those without these risk factors and six years later, 89% had left without degree attainment. These statistics are particularly alarming, given that first-generation college students comprise 50% of the current college population. However, the key to successful retention to graduation may lie in factors beyond academic preparation or programs. In interviews, students from this demographic cited what the researchers later termed “relational resilience” as the critical element of their success (Michael & Wilkins, 2010). Relational resilience is the buffering effect that positive relationships have on individuals as they navigate change and transitions. This presentation reviews original research, argues for institution-wide commitment to “relational retention,” and provides administration, the professoriate, and student affairs personnel with pragmatic strategies for building fragile students’ resilience. “Relational retention” is “the intentional use of positive personal relationships to increase persistence to graduation” (Michael & Wilkins, 2010); it encompasses expanded roles for all campus personnel, including developing and nurturing relationships that lie at the heart of transformative learning.

Reimagining Student Affairs: Connecting Leadership to Institutional Effectiveness Measures

Marguerite Weber, Baltimore City Community College*

Recently I became the VP of Student Affairs at an urban community college with plummeting measures of effectiveness – student satisfaction, enrollment, retention, and completion rates were at an all-time low, and both accreditation and legislative oversight bodies expressed concern. We needed to reimagine the student experience and align activities with what could yield demonstrable improvement. First efforts built director-level capacities in resource management and collaboration. We integrated strategic planning with leadership development, challenging each unit to analyze alignment of processes with retention-focused goals. Next, we identified unproductive activities and made decisions to redesign or eliminate them. After that, we made shared decisions on how to reinvest resources freed by this evaluation. Finally, we developed clear and mutually accountable reporting systems to measure the impact. As we built a student experience that nurtures a sense of belonging, security and hope, attributes related to persistence, we discovered staff who lacked those very attributes. The years of diminished institutional success had eroded the efficacy and good will of long-standing employees, and that downward spiral was similarly compromising our student services. Having a collaborative, mission-centered, leadership-focused approach to improvement helped us to improve productivity, morale, and success for students and staff alike.

* Presenter
Serving the Underserved: The Impact of a Learning Community on Historically Underrepresented Populations in Higher Education

Kate E. Meudt, Cardinal Stritch University*

In 2013, the Leadership, Development, Reflection, and Service (LDRS) Initiative learning community was created to increase retention of low-income students, students of color, and first-generation students at a small liberal arts college in the Midwest. Initial results were promising. While retention of students from these historically underrepresented populations at the University was 64% in 2012, retention at the beginning of the fall semester of 2015 for students who participated in the program was 73%. Given the dramatic increase in retention, a phenomenological study was completed in fall of 2015 to determine participants’ perceived impact of the components of the program on retention. The study found that the essential component of the program was relationships students were able to build with peers, staff, and faculty, and that each element of the program was impactful in providing opportunity to develop these relationships. Since this study, the program has supported two more classes of incoming freshmen and witnessed its first graduates. Four-year graduation rates for the students in the program are 8% higher than previous rates of students from these populations, and 25% higher than previous five-year graduation rates for the same population.

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

Keywords: first year retention; graduation rates; first generation; students of color; low income students; learning communities

Student Retention: Strategies for Keeping the Doors OPEN

Tera Kirkman, University of North Alabama*
Rachel Winston, University of North Alabama*
Kyrel Buchanan, University of North Alabama

A scholarship program designed to enhance opportunities for retaining undergraduate nursing students from disadvantaged backgrounds and to diversify the professional nursing workforce was implemented in a college of nursing. The program, entitled Project OPEN (Opportunities for Entry into Nursing), was funded by a $2.1 million grant from the U.S. Department of Health and Human Services/Health Resources and Services Administration during 2012-2016. Project OPEN aimed to increase the recruitment, retention, and graduation rates of disadvantaged students, including underrepresented minorities. The overall goal of the program was to retain and graduate 68 nursing students; however, 78 students graduated. This goal was exceeded through implementing a multifaceted strategy, focused on evaluating and eliminating intrapersonal, interpersonal, and system-level barriers, while strengthening supports across these three areas. The Project OPEN scholarship program holds students accountable for their learning, while offering the resources needed for academic and personal success. Through this enrichment program, students were provided with academic, social, and financial support, thus facilitating retention. Students emerged from the program with decreased student loan debt, passage of the National Council Licensure Exam (NCLEX), and employment as a professional nurse.

Audience: Introductory; Small Colleges & Universities

Keywords: retention; project OPEN; student engagement; mentorship; student success
THURSDAY

8:15 - 9:30 CSRDE BEST PRACTICES AWARDS BREAKFAST
Magnolia D-F

9:45 - 10:45 CONCURRENT SESSIONS
Magnolia B Elicitation Model: Digging Into the Notion of Student Engagement
Azalea 2 Opening the Math Gate: Creating a Math Learning Center to Teach Service Mathematics and Statistics Classes
Camellia 2 Optimizing Institutional Resources: Opportunities for Identifying At-Risk Students and Increasing Persistence Rates
Magnolia A The Graduate School Exposure Tour: A Proactive Approach Empowering Students to Discover Meaningful Potential Through Graduate School
Magnolia C Thriving at the Liberal Arts College: Key Issues, Service Models, and Research for Mental Wellness
Azalea 1 Tracking Student Engagement in Co-Curricular Events and Using the Data to Make Meaningful Campus Decisions

9:45 - Noon TWO-PART TUTORIAL
Camellia 1 Improving Retention by Fostering Positive Identities Among Minority Students Through Situational Cues

11:00 - Noon CONCURRENT SESSIONS
Camellia 2 A Mixed Methods Approach to Understanding the Five Dimensions of Personality and Academic Persistence
Magnolia B Data Surfing for Retention Success: From Trendlines to Breaklines
Magnolia C Online Learning Gets a Passing Grade: How Online Course Taking Impacts Retention for University Students
Azalea 1 The Essence of a College Summer Bridge Program: Voices of Program Participants who Completed College
Magnolia A The Level of Decision Making, Perceived Influence and Perceived Satisfaction of Faculty and Their Impact on Student Retention in Community Colleges

Noon CONFERENCE ADJOURNS

CSRDE at The University of Oklahoma
Hosts of the National Symposium on Student Retention
# PROFESSIONAL CONTACTS WORKSHEET*

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*Use this format for quick notes on networking with new colleagues. Check the lists included in your conference bag for contact information.
Join us for a delicious meal and opportunities for networking with other colleagues. At the end of the meal we'll begin recognition of the conference papers receiving the Best Practices in Student Retention, Institutional Research Leadership in Student Retention, and the Director's Awards, as well as the Best Poster Award. The Awards Breakfast is included in your conference registration.

9:45 - 10:45  CONCURRENT SESSIONS

Magnolia B  Elicitation Model: Digging Into the Notion of Student Engagement

Paper

Michael Morsches, Moraine Valley Community College*
Grant J. Matthews, Lane Community College*

Student engagement can encompass many different levels of interaction. Whether it be between student and instructor, among students themselves, with the actual subject matter, or with the various resources and departments on campus—getting and keeping students engaged is a challenging proposition. Frequently, students say they fear speaking in public, being called upon in class, going to the whiteboard, and being singled out by an instructor. Collectively, these fears could be conceptualized as a wish or need for anonymity. Faculty have cited student actions such as participation, question asking, volunteering, office hour visits, and favorable body language as preferred behaviors. These preferences could be conceptualized as a wish or need for engagement. “East is East and West is West, and never the twain…” (Kipling, 1929, p. 75). This paper will outline the authors’ Elicitation Model and theoretical Student Engagement Constructs to explore psychological factors that prohibit engagement. The paper also presents many practical, proven examples of classroom techniques, gestures, and considerations for using the Elicitation Model that can help produce healthy student engagement in all academic spheres of interaction.

Audience: Intermediate; Faculty
Keywords: student engagement

Azalea 2  Opening the Math Gate: Creating a Math Learning Center to Teach Service Mathematics and Statistics Classes

Paper

Brian Rickard, University of Arkansas
Deborah Korth, University of Arkansas*

Mathematics courses are gateway classes for many students. One of the most effective ways to open that gateway is to teach mathematics in a collaborative, unified Mathematics Learning Center Model. Within this model, students actively engage with mathematical and statistical concepts via conversation and problem-solving activities within a community of students and teachers. The elements of an effective mathematics learning center include team teaching, vertical curriculum alignment, collaborative learning, varied assessments, computerized feedback, written assignments, active learning, targeted support, professional development, and careful organization. At the University of Arkansas, the mission of the Math Resource and Teaching Center (MRTC) is to emphasize relevance, cultivate understanding, and promote utilization of mathematics and statistics by providing an engaging and collaborative educational environment for our diverse community of learners. In 2010, the enrollment in MRTC-supported courses was 3,651 students with a 66% success rate. Contrasting to fall 2015 when student enrollment grew by 57% to 5,744 students, the success rates for those students rose to 73%. This paper describes the essential elements of the Mathematics Learning Center Model.

Audience: Intermediate; Administrators; Two-Year Institutions; Large Colleges & Universities; Small Colleges & Universities; Faculty
Keywords: mathematics; center; collaboration; gateway classes; learning center model
**Camellia 2**

**Optimizing Institutional Resources: Opportunities for Identifying At-Risk Students and Increasing Persistence Rates**

*Paper*

Tomas Itaas, Stockton University*
Dennis J. Furgione, Stockton University

Optimizing the use of existing institutional resources is crucial in this day and age due to fluctuating sources of revenue and shrinking financial support from state, federal, and external agencies. In order to meet these challenges, the Division of Student Affairs of Stockton University launched a retention program by using existing university resources including 129 volunteer faculty, staff, and student mentors to identify at-risk students and promote student persistence. This paper highlights the collaborative efforts between the Division of Student Affairs and Academic Affairs, the development of policies and strategies in promoting a student retention program, and its successes and lessons learned in implementing this program.

**Audience:** Introductory; Small Colleges & Universities

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**Magnolia A**

**The Graduate School Exposure Tour: A Proactive Approach Empowering Students to Discover Meaningful Potential Through Graduate School**

*Paper*

William R. Moultrie, North Carolina Central University*
T. Leon Lassiter, North Carolina Central University*
Kweneshia S. Price, North Carolina Central University*
David S. Hood, North Carolina Central University

Matriculation through and graduating from baccalaureate granting institutions, specifically Historically Black Colleges and Universities (HBCUs), is a uniquely celebratory experience. Within the halls of North Carolina Central University (NCCU), many learners wish to fulfill the mission of “preparing students academically and professionally to become leaders prepared to advance the consciousness of social responsibility in a diverse, global society”, by extending their studies beyond their bachelor’s degree. From this need, the Graduate School Exposure Tour (GSET) developed. GSET is an evolving, in-person, envisioning experience that connects undergraduate scholars to Graduate and Professional Programs. This paper will detail the successes and challenges of the implementation of this holistic exposure experience that has resulted in internships, application fee waivers, admissions, and graduation from prominent Research / Tier One institutions across the nation. Furthermore, this paper will outline the mutually beneficial relationships between the HBCU scholars that attend GSET and the educational, cultural, and experiential capital realized by the Predominately White Institutions (PWI) visited.

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

**Keywords:** graduate school; initiatives; student success; multi-faceted; preparation

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**Magnolia C**

**Thriving at the Liberal Arts College: Key Issues, Service Models, and Research for Mental Wellness**

*Paper*

Kaitlin Wilcox, Grinnell College
Randall Stiles, Grinnell College*

In the past decade the number of students entering college with mental health concerns has climbed dramatically. Current research suggests a 10 to 15 percent increase in students reporting ever being diagnosed with depression during the past 15 years. This increase in prevalence has been accompanied by an increase in demand for services of all types including direct mental health support, group therapy, and supportive campus communities. To date, however, there is a paucity of empirical information for college administrators and other interested stakeholders about the nature and magnitude of the impact of mental health related impairment on academic success, and to what extent it may vary by student characteristics. Now in its third year, the 2017 Grinnell College ‘Thriving Conference’ focused on these critical issues surrounding mental wellness. This session will provide summary findings from opening and closing keynote presentations as well as three key areas related to mental wellness: 1) Prevention in mental health, the role of the college; 2)
Models for mental health services; 3) Research collaboration on mental wellness and health. Conference participants included faculty and staff from both large and small colleges and universities, the Associated Colleges of the Midwest, and the RAND Corporation.

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

**Keywords:** research; mental health; collaboration; thriving; data sharing

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**Azalea 1**

**Tracking Student Engagement in Co-Curricular Events and Using the Data to Make Meaningful Campus Decisions**

*Paper*

Sri Sitharaman, Columbus State University*
Tina Butcher, Columbus State University*
Gina Sheeks, Columbus State University*
Kimberly McElveen, Columbus State University*

Institutions encourage student involvement in co-curricular activities because research shows that campus engagement has a positive correlation with retention and academics (Kuh, Kinzie, Schuh, Whitt, and Associates, 2005). A campus collaboration between Columbus State University’s Academic Affairs and Student Affairs led to an initiative to systematically track student participation at events and evaluate results to make data-driven decisions. The authors used the Theory of Student Involvement (Astin, 1985) and the core elements of this theory—inputs, environment, and outputs—as the framework to analyze student engagement data. Student “input” data encompasses demographics and include gender, race, age, high school GPA, major, first generation, and low income. Student “environment” data accounts for co-curricular events including number of participants at each event and type of event: career, leadership, diversity, social, first-year experience, etc. Student “outcome” data reflects a correlation between student engagement, student achievement, and retention. The culmination of this research provides best practices for collecting data and using the results to improve co-curricular events, which develop skills and abilities that employers value in college graduates. Results reflect a two-year comprehensive analysis of student engagement data.

**Audience:** Introductory; Administrators; Practitioners; Researchers

**Keywords:** student engagement; co-curricular; tracking student engagement

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**CAMELLIA 1**

**9:45 - Noon**

**Improving Retention by Fostering Positive Identities Among Minority Students Through Situational Cues**

*Tutorial*

Eric Kirby, Southern Utah University*
Jared Tippets, Southern Utah University*

What ‘occurs’ at an institution of higher education (i.e. situational cues) is often more important than what students ‘bring’ into the institution (i.e. ethnicity, age, etc.) (Tinto, 1993). These situational cues (i.e. ‘what occurs’) inside a learning environment are important as they cue which identities come to the mind of a student and the meaning these identities carry, which consequently influence which procedures, behaviors, choices and motivations are primed in a student (Oyserman, 2009). Students struggle academically when these identities do not ‘fit in’ with a particular environment (Landau, Oyserman, Keefer, & Smith, 2014), and when they are stereotyped as being unable to succeed in school (Entwisle, Alexander, & Olson, 2005; Jackson, 2010). This paper, grounded in self-identity development theories, highlights how situational cues (i.e. images, words, objects, etc.) influence minority students’ self-identity, in particular their racial-ethnic and future identities, and how this in turn can influence student persistence.

**Audience:** Intermediate
CONCURRENT SESSIONS

Camellia 2

A Mixed Methods Approach to Understanding the Five Dimensions of Personality and Academic Persistence

Paper

Anique Falconer, Keiser University*
Sue Adragna, Keiser University*

More than 50% of doctoral students drop out of their doctoral programs (Gardner & Gopaul, 2012). The purposes of the current mixed-methods sequential explanatory study were to examine the relationship between doctoral student personality types and persistence and to explore doctoral students’ perceptions of the impact of personality types on their persistence. The theoretical framework of educational psychology and retention guided the study. The overarching research questions were used to determine whether a significant correlation existed between doctoral students’ personality types and their persistence, and to determine how doctoral students’ perceptions of personality types influenced their academic persistence. A mixed methods sequential explanatory study was conducted using the correlational and multiple case study designs. In the first stage, 47 participants completed the college persistence questionnaire and the 5-factor model. In the second stage, 11 participants completed semi-structured interviews. The statistical tests included the cross-tabulation with associated chi-square, independent samples t test, and analysis of variance. The thematic analysis was used to uncover themes from the interviews. Results indicated a statistically significant relationship between neuroticism and academic persistence. Within-case analysis showed themes in the personality traits extroversion and conscientiousness. Cross-case analysis themes included cognitive load, finances, dissertation chairs, committee, professors, and institutional and peer support.

Audience: Advanced; Large Colleges & Universities
Keywords: personality types; doctoral student persistence; mixed methods study

Magnolia B

Data Surfing for Retention Success: From Trendlines to Breaklines

Panel

Ann McCalley, Nuro Retention*
Barbara Keener, Institute of Higher Education*
Kathleen Clark, Florida SouthWestern State College*
Preston Todd, Friends University*
Tami Selby, Community College of Denver
Heidi Loshbaugh, Community College of Denver

Today’s higher education culture and environment recognize the raising “tide” and ground swell for attention to effective student retention interventions. This panel will feature three case studies focusing on effective institutional strategies utilizing innovative data and program coordination across and within colleges and universities. The case studies represent a variety of institutions—public and private—with an emphasis on undergraduate programs. The panel will discuss and evaluate each case study spotlighting the innovative outcomes and institutional collaborations utilized to reach these outcomes. The case studies include teaching and learning assessments, accreditation criteria, financial capabilities, and cultural and motivational factors. The panelists will analyze projects such as early alert systems, university dashboards, and curriculum and course outcome models. The presentation will provide a synthesis of these key factors and challenges for improved comprehensive infrastructures’ initiatives and innovations. Valued trendlines will be discussed and participant dialogues will be encouraged by each panelist, with open Q and A.

Audience: Intermediate; Practitioners
Keywords: data analytics; student success; data coordination; institutional collaboration; undergraduate; data infrastructure
**Magnolia C**

**Online Learning Gets a Passing Grade: How Online Course Taking Impacts Retention for University Students**

Paper

Karen Swan, University of Illinois at Springfield*
Scott James, Hobsons*

Online learning can be a vehicle that enables remote students who otherwise could not participate in university courses to progress toward a college degree. Skeptics of online learning argue that low success rates in online courses indicate students would be better off pursuing coursework in a more traditional setting. The research discussed in this paper addresses this critique by determining whether the online setting itself or extraneous factors primarily contribute to online student retention rates. Results from seven universities reveal variables that often predict online course taking, and the effect of online course taking on student retention with special attention given to the interaction of part-time status and online course taking.

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

**Keywords:** online; retention; universities; research

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**Azalea 1**

**The Essence of a College Summer Bridge Program: Voices of Program Participants who Completed College**

Paper

Makeda K. Turner, University of Michigan*

In efforts to address college attrition and retention concerns, particularly as they relate to underprepared, underrepresented, and first-generation students, a few colleges and universities have created and implemented transition programs for first-year students such as summer Bridge programs (SBPs). SBPs are designed to assist students with transition challenges, enhance academic preparation, and help them achieve equal footing with other students. The purpose of this study was to explore the experiences of participants in a summer Bridge program developed and implemented by a public Research I Institution in the Midwest. Seven participants who had participated in the SBP during the summers of 2008, 2009, and 2010 were interviewed. A multiple case study approach was used to reveal experiences that may have contributed to the participants’ academic and professional success beyond college graduation. A cross-case analysis revealed thematic constructs of the SBP that are indicators of individual student success. The themes that emerged and are discussed in the study were transition to college, confidence, community, relationships, diversity, and support. Recommendations drawn from study findings are offered to higher education staff and administrators interested in starting or improving summer Bridge or similar programs.

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

**Keywords:** summer bridge program; learning communities; underrepresented students; first-year experiences

* Presenter
The Level of Decision Making, Perceived Influence and Perceived Satisfaction of Faculty and Their Impact on Student Retention in Community Colleges

Lisa Miller, Resource and Governance Consulting*

This study expanded on previous models that looked primarily at student and support factors related to retention, and examined other stakeholder group functions not previously reviewed in relation to retention. Greater faculty participation in campus decision making and faculty satisfaction were assumed to be associated with a higher campus retention rate. The non-experimental retrospective design examined the unanalyzed 2007 community college (CC) Changing Academic Profession (CAP) survey in relation to campus retention rates. The CAP captured faculty perceptions of whether faculty or non-faculty entities were the primary influence on decisions regarding academic matters, as well as a rating of faculty satisfaction. Analysis indicated that CC faculty rated their participation in campus decision making versus non-faculty entities similarly to the ratings of faculty who had completed the CAP at four-year institutions. When compared with the 2007 retention rate per campus, only faculty job satisfaction was statistically significantly positively association with retention. Faculty as primary influence in academic decision making was not found to be associated with campus retention rate. Recommendations for future research include continuing to look at retention as an outcome of a multi-factorial model involving all campus stakeholders, and more research with retention as the outcome.

Audience: Intermediate; Administrators; Two-Year Institutions; Practitioners; Researchers; Faculty

Keywords: faculty; decision making; governance; satisfaction; community college; retention rate

The conference adjourns at noon. Thank you for joining us in Destin, and we hope to see you in Salt Lake City in 2018!
### COMMON ACRONYMS

| AACC – American Association of Community Colleges | CEDS – Common Education Data Standards |
| AACRAO – American Association of Collegiate Registrars and Admissions Officers | CHEA – Council for Higher Education Accreditation |
| AAR – Academic Achievement Record | CIP – Classification of Instructional Programs |
| AASCU – American Association of State Colleges and Universities | CIRP – Cooperative Institutional Research Program |
| AAU – Association of American Universities | CLA – Collegiate Learning Assessment |
| AAUP – American Association of University Professors | CLEP – College Level Examination Program |
| ACCET – Accrediting Council for Continuing Education and Training | CSRDE – Consortium for Student Retention Data Exchange |
| ACCJC – Accrediting Commission for Community and Junior Colleges | DEAC – Distance Education Accrediting Commission |
| ACCSC – Accrediting Commission of Career Schools and Colleges | EAB – Education Advisory Board |
| ACE – American Council on Education | EEOA – Equal Educational Opportunities Act |
| ACHE – Association for Continuing Higher Education | FAFSA - Free Application for Federal Student Aid |
| ACICS – Accrediting Council for Independent Colleges and Schools | FERPA – Family Educational Rights and Privacy Act |
| AERA – American Educational Research Association | FSSE – Faculty Survey of Student Engagement |
| AIR – Association for Institutional Research | FTE – Full-time Equivalent |
| AP – Advanced Placement | FTFT – First-time, Full-time |
| APLU – Association of Public Land-grant Institutions | FY – Fiscal Year |
| APR – Annual Performance Report | FYE – First Year Experience |
| ASHE – Association for the Study of Higher Education | HBCU – Historically Black Colleges and Universities |
| ASPA – Association of Specialized and Professional Accreditors | HERI – Higher Education Research Institute |
| BCSSE – Beginning College Survey of Student Engagement | HIPs – High Impact Practices |
| CAS – Council for Advancement of Standards in Higher Education | HLC – Higher Learning Commission |
| CASE – Council for Advancement and Support of Education | HSI – Hispanic Serving Institution |
| CDS – Common Data Set | IDEA – Individuals with Disabilities Education Act |
| | IHE – Institutions of Higher Education |
| | IPEDS – Integrated Postsecondary Education Data System |
| | LMS – Learning Management System |
| | MHEC – Midwestern Higher Education Compact |
| | MSCHE – Middle States Commission on Higher Education |
| | NACAC – National Association for College Admission Counseling |

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<tr>
<th>Organization</th>
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<td>NACUBO – National Association of College and University Business Officers</td>
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<td>NAICU – National Association of Independent Colleges and Universities</td>
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<td>NASPA – Student Affairs Professionals in Higher Education</td>
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<td>NCCBP – National Community College Benchmark Project</td>
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<td>NCES – National Center for Education Statistics</td>
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<td>NCHEMS – National Center for Higher Education Management Systems</td>
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<td>NEASC – New England Association of Schools and Colleges</td>
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<td>NILOA – National Institute for Learning Outcomes Assessment</td>
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<td>NMSC – National Merit Scholarship Corporation</td>
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<td>NPEC – National Postsecondary Education Cooperative</td>
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<td>NSC – National Student Clearinghouse</td>
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<td>NSF – National Science Foundation</td>
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<td>NSSE – National Survey of Student Engagement</td>
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<td>NSSR – National Symposium on Student Retention</td>
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<td>NWAC – Northwest Accreditation Commission</td>
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<td>OCR – Office for Civil Rights</td>
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<td>PPBS – Planning, Programming, and Budgeting System</td>
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<td>SACS – Southern Association of Colleges and Universities</td>
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<td>SCUP – Society for College and University Planning</td>
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<td>SHEEO – State Higher Education Executive Officers Association</td>
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<td>SI – Supplemental Instruction</td>
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<td>SUG – Southern University Group</td>
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<td>URM – Underrepresented Minority</td>
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<td>USDOE – United States Department of Education</td>
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<td>WASC – Western Association of Schools and Colleges</td>
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<td>WICHE – Western Interstate Commission on Higher Education</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
- 📖 Graduate Student Retention
- 🌐 Online and Distance Students
- 🔄 Programs & Initiatives
- 🔎 Retention & Special Populations
- 🔍 Theoretical Models of Student Retention & Success
- 🚀 Transfers & Retention
- 🗂️ Vendor Presentation
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(See map on inside back cover)

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- The Village Door
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  - Resort Beach Side
  * See back cover map for location
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   (850) 622-0802
   Grand Boulevard Town Center
   chanswineworld.com

OFFICE SUPPLIES & SERVICES

D. Business Center
   Self-service, access with room key
   Grand Sandestin Lobby

E. The UPS Store
   (850) 267-6050
   Grand Boulevard Town Center
   theupsstorelocal.com

NEARBY ATTRACTIONS

★ Boulevard 10 Theater & Ovation Dining Club
   (850) 502-8819
   Grand Boulevard Town Center
grandboulevard.com

Coffee Nature Preserve
   (850) 622-3700
   Open by reservation only

Topsail Hill Preserve State Park
   (850) 267-8330
   7525 W. Scenic Highway 30A
   floridastateparks.org/park/Topsail-Hill
   Small entry fee. $2 fee - pedestrians & bikes, $6 per vehicle

Check-In, All Accommodations
GRAND SANDESTIN
Saturday-Tuesday, 7 am - 9 pm
Wednesday, 7 am - 7 pm

WELCOME CENTER (resort entrance)
All other times, check in here and have your taxi wait and drive you to your building after you check in

Impact retention with a holistic view of success.
Predictive analytics and early alerts. Customized strategies for individual and cohort success. Tools for measuring your programmatic retention efforts. With the data-driven innovation of Campus Labs, you have the power to do it all. Learn more at CampusLabs.com or visit our booth.
You don’t rely on a rooster to wake you up in the morning, so why rely on manual attendance entry?

Absenteeism and tardiness are your earliest intervention triggers. You need to know as soon as possible which students to focus your student retention efforts on.

The aPlus+ Attendance automated attendance tracking scanners and software platform can raise and assign early alerts from day one. Run stand alone or integrated with your existing student information and early alerting systems.

It’s never been easier to take a task off your instructors plate and improve your student retention capabilities at the same time.

Find out more at aplusattendance.com

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