The 15th Annual National Symposium on Student Retention

October 28-31, 2019
New Orleans

Hosted by the Consortium for Student Retention Data Exchange at the University of Oklahoma
START PLANNING NOW to present at next year’s Symposium. The eight-month process begins with an abstract proposal submission. Authors of accepted paper and panel abstracts are invited to submit a paper for peer review. Papers that score sufficiently high in this process are accepted for presentation at the Symposium and publication in the Proceedings.

The Call For Proposals Opens In January

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

The Westin Convention Center • Pittsburgh, PA
November 2-5, 2020
The 15th Annual National Symposium on Student Retention 2019

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

Welcome to the 15th annual National Symposium on Student Retention (NSSR 2019)! On behalf of the Consortium for Student Retention Data Exchange (CSRDE) at the University of Oklahoma, thank you for joining us in New Orleans.

In 2005, we hosted our first NSSR in Dallas to provide a space for higher education colleagues to gather and share research and strategies for helping students succeed. The work you do is critical to your institutions and the students you serve, and we are grateful to have the opportunity to host this symposium each year.

There will be many opportunities throughout the week 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 food and sites in New Orleans.

All papers presented at the symposium have been through an extensive peer-review process. Thank you to each of our presenters and reviewers for your contribution this year. Each NSSR participant has access to the Proceedings of the 15th Annual National Symposium on Student Retention on our website. Login information is provided on the back of your name badge. This resource contains all the peer-reviewed papers, as well as abstracts for tutorials, posters, facilitated discussions, workshops, and special presentations. We hope you will enjoy reading the papers and will share this resource with colleagues 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 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 on Tuesday and Wednesday and see how they can help with your student success efforts. While there, have them “sticker” the Exhibitor Activity form found in your conference bag for a chance to win amazing prizes, donated by the vendors. The drawings will be held at the Best Practices Awards breakfast on Thursday.

Enjoy your time in New Orleans!

All the best,

Sandra Whalen
Director, CSRDE
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Please see the Blue Section Dividers for the daily SCHEDULE AT A GLANCE

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

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<tr>
<th>Tim Bennett</th>
<th>Britnee Madden</th>
<th>Sandra Whalen</th>
<th>Position Open</th>
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<tbody>
<tr>
<td>Media Specialist &amp; Membership Coordinator</td>
<td>Office Manager &amp; Conference Coordinator</td>
<td>Director</td>
<td>Data Manager</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>Julie P. Noble</th>
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<tr>
<td>Director of Institutional Research Phillips Community College of the University of Arkansas</td>
<td>Research Consultant</td>
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<tr>
<th>Charles W. Donaldson</th>
<th>DeLaine Priest</th>
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<tr>
<td>Vice Chancellor Emeritus of Educational and Student Services University of Arkansas at Little Rock</td>
<td>Associate Vice President of Student Success University of Central Florida</td>
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<tr>
<th>Ronald Huesman, Jr.</th>
<th>Jessica Shedd</th>
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<tr>
<td>Interim Director of the Office of Institutional Research University of Minnesota</td>
<td>Assistant Provost for Assessment &amp; Institutional Research Tulane University</td>
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<th>Glenn James</th>
<th>Jane Zeff</th>
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<tr>
<td>Higher Education Consultant</td>
<td>Director of Institutional Research and Assessment, Retired William Paterson University</td>
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ABOUT THE CONSORTIUM...

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, 10:00 – 11:00 am  Astor II

CSRDE: Data to Support Student Success

Sandra Whalen, University of Oklahoma  Brandon Stokes, Meredith College
DeLaine Priest, University of Central Florida  Sarah Stark, PA State System of Higher Education

Abstract: The Consortium for Student Retention Data Exchange (CSRDE) hosts the National Symposium on Student Retention (NSSR). We began in 1994 as a collaboration among a small group of institutional researchers interested in benchmarking student retention and graduation data. Since then we have grown to include more than 325 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.

THE CONSORTIUM FOR STUDENT RETENTION DATA EXCHANGE

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!

REACHING FOR HIGHER LEVELS OF STUDENT SUCCESS
JOIN US FOR WEBINAR WEDNESDAYS

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

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

WEBINAR SCHEDULE

Dec. 11, 2019  Giving First-Year Students a Second Chance
Michelle Bombaugh, Leslie Tod, & Kim Williams of University of South Florida

Jan. 15, 2020  The Effects of Institutional Behaviors on Undergraduate Degree Completion
Patricia Bice of Purchase College, SUNY

Feb. 5, 2020  Predicting Academic Success in Initial Mathematics Course Taken by First-Time Freshmen
Robert Terry, George Bogaski, Nicole Campbell, Ellen Fitzsimmons, & Mark Van Dyk of University of Oklahoma

Reginald Simmons & Alexandra Castillo of Central Connecticut State University

Mar. 11, 2020  A One-Week Freshman Boot Camp that Increases Second Year Retention Rates by 5% and 4-Year Graduation Rates by 10%
Sheri Wischusen & E. William Wischusen of Louisiana State University

Apr. 8, 2020  Building Collaboration on a (Small College) Budget
Joanne Goldwater of St. Mary’s College of Maryland & Ross Conover of Hood College

Apr. 22, 2020  Fleets, Captains, and Crews: Creating Programs to Help New Students Navigate the Stormy Seas of the First Year
Andrea J. Keith & Lauren C. Bell of Randolph-Macon College

May 13, 2020  Academic Work Ethic as an Enrollment Management Measure
Phil Moore & Marla Mamrick of University of South Carolina

June 10, 2020  Transaction or Transformation? Exploring How Parents Perceive the Purpose of College
Wendy Robinson of Inver Hills Community College

July 15, 2020  Technology-Mediated Advising Reform at the University Of South Florida: A Case Study
Melissa Irvin & Lisa Landis of University of South Florida

Aug. 12, 2020  Student Engagement and Success: Action, Assessment, and Dialogue
Peggy Whaley, Cindy Clemson, & Jeff Henry of Murray State University

Sept. 9, 2020  The Completion Agenda: Evaluating and Improving Later-Stage Retention and Progress
Rory McElwee, Sean Hendricks, & Penny McPherson-Myers of Rowan 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. The chapters cover a broad range of topics in academic and cocurricular learning while maintaining a core focus on academic and student affairs.

DYNAMIC CONTENT

The Sourcebook was created by the Consortium for Student Retention Data Exchange in 2013 as a dynamic document that will change over time. 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 assessment tools and techniques, 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.

GET INVOLVED

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

Stop by our table in the back of the Grand Ballroom Wednesday morning from 7:30-8:00 to meet the editor and ask your questions.
REGISTRATION & EXHIBITOR HOURS

CONFERENCE CHECK-IN & REGISTRATION
Come by our table in the Grand Foyer on the second floor of the Astor Crowne Plaza to register and/or check in and pick up your conference materials. We will be there to assist with your Lost & Found, Audio-visual and General Help Desk needs during the following hours:

| Check-in & Registration Hours:       | Sunday   | 2:00 pm - 6:00 pm |
|                                    | Monday   | 7:00 am - 6:00 pm |
|                                    | Tuesday  | 7:00 am - 4:30 pm |
|                                    | Wednesday| 7:00 am - 4:45 pm |
|                                    | Thursday | 9:30 am - 4:15 pm |

CSRDE Staff will be on site beginning Saturday, October 26. To contact us before registration and check-in opens, please email csrde@ou.edu.

EXHIBITOR INFORMATION
The exhibitors’ booths will be in the Grand Gallery on the second floor of the Astor Crowne Plaza. 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.

Also, be sure to have participating exhibitors “sticker” your Exhibitor Activity form for a chance to win prizes. See details on page 18 in the Tuesday section of this program under the 11:00-11:45 Exhibitor Visits information.

| Exhibit Booth Hours:                  | Tuesday | 9:30 am - 4:00 pm |
|                                      | Wednesday| 9:30 am - 5:00 pm |

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
### PERSONAL AGENDA

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<tr>
<td>7:00-8:00</td>
<td>Morning Refreshments</td>
<td>Grand Gallery</td>
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<tr>
<td>8:00-11:30</td>
<td>Morning Pre-Conference Workshops</td>
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<tr>
<td>9:30-9:50</td>
<td>Networking Beverage Break</td>
<td>Grand Gallery</td>
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<tr>
<td>11:30-1:00</td>
<td>Lunch on Your Own</td>
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<tr>
<td>1:00-4:30</td>
<td>Afternoon Pre-Conference Workshops</td>
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<tr>
<td>2:30-2:50</td>
<td>Networking Beverage Break</td>
<td>Grand Gallery</td>
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<tr>
<td>5:00-6:30</td>
<td>Welcome Reception</td>
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#### TUESDAY, OCTOBER 29

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<td>Morning Refreshments</td>
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<tr>
<td>8:15-9:45</td>
<td>Plenary Session &amp; Keynote</td>
<td>Grand Ballroom</td>
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<td>10:00-11:00</td>
<td>Concurrent Sessions</td>
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<tr>
<td>11:00-11:45</td>
<td>Exhibitor Visits</td>
<td>Grand Gallery</td>
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<tr>
<td>11:45-1:15</td>
<td>Lunch on Your Own</td>
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<tr>
<td>1:15-2:45</td>
<td>Facilitated Discussions</td>
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<td>2:45-3:15</td>
<td>King Cake Networking Break, sponsored by Advantage Design Group</td>
<td>Grand Gallery</td>
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<td>3:15-4:15</td>
<td>Concurrent Sessions</td>
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<td>4:15-5:15</td>
<td>Poster Judging</td>
<td>Grand Ballroom</td>
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<tr>
<td>6:00-8:00</td>
<td>Group Outing</td>
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<td>Morning Refreshments</td>
<td>Grand Gallery</td>
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<td>7:30-8:00</td>
<td>Publishing in the CSRDE Sourcebook</td>
<td>Grand Ballroom</td>
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<tr>
<td>8:15-9:45</td>
<td>Plenary Session &amp; Keynote</td>
<td>Grand Ballroom</td>
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<td>10:00-11:00</td>
<td>Concurrent Sessions</td>
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<tr>
<td>11:00-11:30</td>
<td>Beignet Networking Break, sponsored by MacMillan Learning Institutional Solutions</td>
<td>Grand Gallery</td>
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<tr>
<td>11:30-12:30</td>
<td>Concurrent Sessions</td>
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<tr>
<td>12:30-2:00</td>
<td>Lunch on Your Own</td>
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<td>2:00-3:30</td>
<td>Facilitated Discussions</td>
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<td>Poster Session, sponsored by Starfish by Hobsons</td>
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## PERSONAL AGENDA

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<tr>
<td>8:15-9:30</td>
<td>CSRDE Best Practices Awards Breakfast</td>
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<td>9:45-10:45</td>
<td>Concurrent Sessions</td>
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<tr>
<td>10:45-11:00</td>
<td>Networking Beverage Break, <em>sponsored by Campus Labs</em></td>
<td>Grand Gallery</td>
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<td>12:00-1:30</td>
<td>Lunch on Your Own</td>
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<td>1:30-3:00</td>
<td>Facilitated Discussions</td>
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<td>3:15-4:15</td>
<td>Concurrent Sessions</td>
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Our products **FOCUS** on students, parents and families, and institutional units.

Our clients **ACT** to achieve improved outcomes in recruitment, retention, completion, and philanthropy.

[http://www.torchstared.com](http://www.torchstared.com)
MONDAY

7:00 - 8:00  MORNING REFRESHMENTS  Grand Gallery

8:00 - 11:30  MORNING WORKSHOPS

  Astor II  Confronting Bias Utilizing Data Analytics in the Creation of a Student-Ready College
  St. Charles A  Designing and Implementing a Measurable and Assessable Persistence and Completion Initiative
  Astor I  Helping Students Thrive: Bold Ways to Improve Your Efforts
  St. Charles B  Leveraging Intelligent Apps to Stratify Risk and Identify Students in Need of High Touch Care

9:30 - 9:50  NETWORKING BEVERAGE BREAK  Grand Gallery

11:30 - 1:00  LUNCH ON YOUR OWN

1:00 - 4:30  AFTERNOON WORKSHOPS

  St. Charles B  BIOS Freshman Boot Camp: How to Increase Second Year Retention Rates and 4-Year Graduation Rates With a One-Week Program
  Astor II  Designing and Implementing a Home-Grown Math Assessment Solution for First-Time Freshmen
  St. Charles A  How One Google Sheet Can Change the (Retention Director’s) World
  Astor I  The Student Life Cycle: Designing for Student Success

2:30 - 2:50  NETWORKING BEVERAGE BREAK  Grand Gallery

WELCOME RECEPTION

5:00 - 6:30  We invite you to join us for the Welcome Reception in Astor III and Gallery. Enjoy hors d’oeuvres and cocktails (cash bar) while getting to know your NSSR colleagues. PLEASE NOTE: The reception is included with your registration. Badges are required. Guests may join you for $50 per person. See one of the conference staff for details or questions.
Join your colleagues in the Grand Gallery for morning refreshments before the pre-conference workshops.

**PRE-CONFERENCE WORKSHOPS**

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 the NSSR 2019 Guidebook app.

### 8:00 - 11:30 MORNING WORKSHOPS

**Astor II**

- **Confronting Bias Utilizing Data Analytics in the Creation of a Student-Ready College**
  
  *Gray Dot*
  
  Fai R. Howard, University of South Florida*
  Melissa Irvin, University of South Florida*

  What does it mean to be a “student-ready college”? Student-ready colleges approach student success by examining the intentional institutional efforts designed to support all students. Too often student success conversations focus on how students need to prepare for higher education or perceptions on students’ academic and attitudinal deficiencies. This viewpoint of “the ideal college student” is often ripe with assumptions and biases. These commonly held biases will negatively influence perspective on a student’s ability to be successful in college resulting in system policies, processes, and resources at odds with the students they intend to serve. For that reason, this workshop will address ways to identify and improve upon institutional bias through the use of theory and analytics by shifting the focus from determining if our students are ready for college to building student-ready institutions. Participants will examine personal and institutional biases that impede the creation of a student-ready environment through self-reflection exercises and facilitated discussion. Small-group activities will follow to engage participants with data analytics designed to help institutions establish improved awareness of their students’ needs and the scope of the services provided by the institution to serve those students.

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

  **Keywords:** student success; implicit bias; policy; analytics; change management

**St. Charles A**

- **Designing and Implementing a Measurable and Assessable Persistence and Completion Initiative**
  
  *Purple Dot*
  
  April Fugett, Marshall University*
  Michael Smith, Portland State University*
  Sherri Stepp, Marshall University*

  Great ideas for small- and large-scale persistence and completion initiatives are easy to find, but implementing these programs with scalability, measurability, and financial viability is much more of a challenge. Five years ago, Marshall University embarked upon an experiment to increase retention for a “middle-ability” group of students, and the successful results of this program have inspired the formation of a cross-disciplinary persistence and completion team which is working on a variety of initiatives focused on advising methodologies, an attendance program, peer mentorship programs, and the addition of a risk analysis program. This workshop will focus on how teams can employ experimental design methodologies to their own persistence, completion, and retention programs, and through this lens participants will explore how initiatives can be designed with
clear, shared, and analytical criteria for success. We’ll also tackle how to plan for successful programs to grow and sustain – and, just as importantly, how to structure these initiatives to deliver institutional value even if they fail to meet their goals.

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

**Keywords:** persistence; completion; retention; experiment; methodology; data analysis

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### Astor I

#### Session ID 119

**Helping Students Thrive: Bold Ways to Improve Your Efforts**

*Blue Dot*

Linda Moran, University of Hartford*

Jeffrey Anderson, Florida Polytechnic University*

Too often students arrive at college under-prepared. Regardless of the starting point, students need to master content, develop skills, and graduate. Yet, working to improve students’ success can feel as daunting as the first semester feels to first-year students. As the Chronicle of Higher Education noted, “The uncomfortable truth is that helping more students thrive is hard.” When efforts fail to help, students quickly shun the efforts and label the ineffective help as coming from “pushers, snoozers, and blankets.” This workshop equips you with a toolbox of resources that can help you draw students to your services and improve outcomes. You will: use the “I know, I care, I can” framework to create your checklist of critical success factors; practice interpersonal communication skills that can help you gain active support for your student success initiatives; map the “cycle of service” to design student-focused experiences that increase participation and student success; learn about innovative ways to collect and use actionable feedback. Regardless of your role, you can use the strategies and tools from this workshop to improve your success with at-risk students. Additionally, participants will share practices that have helped them transform at-risk students into graduates.

**Audience:** Introductory; Practitioners

**Keywords:** innovative strategies; student-centered design; fostering collaboration

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### St. Charles B

#### Session ID 59

**Leveraging Intelligent Apps to Stratify Risk and Identify Students in Need of High Touch Care**

*Yellow Dot*

Leslie Tod, University of South Florida*

Kim Williams, University of South Florida*

Michelle Bombaugh, University of South Florida*

Steve Johnson, University of South Florida*

This session will demonstrate the University of South Florida’s proven method of identifying students in need of higher level care using operational data & intelligent apps to support institutional student success efforts. From the perspective of an office on the front lines of student success, we will discuss the challenges of working with student data across multiple platforms that ultimately led to the development of a centralized reporting platform in Power BI that successfully integrates predictive analytics, early warning signals, and risk measurement tools for discovering at-risk students early and monitoring their progress towards important academic milestones often. This example of a practice-first development approach, where the technology is designed in direct and on-going collaboration with student success professionals, provides USF student success leadership and staff a solution that fits uniquely within their existing workflow and a scalable approach to testing and enhancing its risk stratification model. Presenters will engage the audience with specific risk stratification examples that could be applied to any institution. Further, workshop participants will have the opportunity to collaborate on the design elements of their own intelligent apps suite, informed by USF’s approach, and brainstorm together specific examples of other possible early warning indicators.

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

**Keywords:** student success; dashboards; data analytics; risk stratification
MONDAY

9:30 - 9:50  NETWORKING BEVERAGE BREAK  Grand Gallery

Take a break from the pre-conference workshop activities and have a beverage as you network with your colleagues.

11:30 - 1:00  LUNCH ON YOUR OWN

Enjoy visiting with your colleagues over lunch as you take a break from the pre-conference workshop activities. There are many restaurant options within walking distance from the hotel.

1:00 - 4:30  AFTERNOON WORKSHOPS

St. Charles B  BIOS Freshman Boot Camp: How to Increase Second Year Retention Rates and 4-Year Graduation Rates With a One-Week Program

Pink Dot

Sheri Wischusen, Louisiana State University*
William Wischusen, Louisiana State University*

Retention of college students beyond the first year is strongly linked to their experiences and success in introductory courses. The BIOS boot camp program gives incoming college students tools and strategies to succeed. BIOS combines content lectures and examinations for a particular course or curriculum, as well as exposing students to the expectations of college. Begun in 2005 as the Biology Intensive Orientation for Students to target incoming biology majors at Louisiana State University (LSU), the BIOS Model has been expanded and adapted for many curricula and student populations. Currently, 3,664 LSU students have participated, and over 25 institutions have modeled a pre-freshman academic orientation after this program. LSU’s BIOS program has consistently increased the success of students in introductory courses, their retention to the second year of college, and four-year graduation rates. In addition to overall gains, this program has led to specific gains for underrepresented groups – ethnic, socio-economic and first-generation college. Participants in this workshop will review the BIOS model and the five elements of success that underpin this program, followed by a step-by-step guide to building a successful Boot Camp for their campuses. Discussions will include important campus stakeholders, support groups, and available campus resources.

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

Keywords: summer bridge; retention; graduation rate; student success; freshman; orientation

Astor II  Designing and Implementing a Home-Grown Math Assessment Solution for First-Time Freshmen

Red Dot

George Bogaski, University of Oklahoma*
Robert Terry, University of Oklahoma*
Nicole Campbell, University of Oklahoma*

Placement in first-year math courses is a perennial concern for colleges and universities. Aside from issues of accuracy, there are the costs and challenges of utilizing various assessment procedures that may involve many campus offices: admissions, recruitment, advising, and math departments. A noble desire to reduce D/F/W rates in first-year math classes at the University of Oklahoma led us to address lessons learned from unsuccessful past efforts and rethink math assessment. Namely, we used in-house competencies to create our own math placement tool that not only more accurately predicts D/F/W rates, but also significantly decreases costs and makes the onboarding process easier. Over two years, our team created the Math Offers Model (M.O.M.), secured buy-in from academic leaders, and completed the process of shifting to the model. This workshop will help you identify steps and resources needed to implement a similar tool at your institution. Focus will be on data analysis (assessing current classes and placement tools; learning processes for creating...
a predictive model; identifying colleagues with statistical competency) and implementation (identifying needs and hurdles faced in developing administrative buy-in; determining IT considerations). We will share our experiences and help guide you in your own journey.

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

**Keywords:** math; assessment; Predictive Model

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**St. Charles A**

**How One Google Sheet Can Change the (Retention Director’s) World**

*Orange Dot*

Brandon Stokes, Meredith College*

Are you a new director of retention who could use some guidance on how to organize (and maximize) your cohort data? Or, maybe you are an experienced retention director who feels like you are drowning in dashboards, spreadsheets, surveys, emails, early alerts, and everything else that comes with directing a retention program. After years of experimenting with retention software programs, Meredith College has finally found a simple system of retention data organization that works for us – and it all fits on one spreadsheet. Participants will first learn how to organize their data within a single Google Sheet in a way that is conducive both for day-to-day operations and long-term projects. Then, you will learn the many benefits of such organization, including better case management, building interactive reports, utilizing predictive analytics, responding to data requests, projecting graduation rates, and – best of all – organizing your CSRDE survey data. Participants will walk away with a framework for staying organized using Google Sheets, experience with creating interactive dashboards with Google Data Studio, and exposure to predictive analytics using SAS Enterprise Miner. Come learn how to maximize your ROI and make your data work for YOU!

**Audience:** Intermediate; Small Colleges & Universities; Retention Directors

**Keywords:** data; organization; retention; analytics; dashboards

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**Astor I**

**The Student Life Cycle: Designing for Student Success**

*Green Dot*

Betsy Newman, Berklee College of Music*
Lori Johnson, Berklee College of Music*

As college costs rise and student debt increases, the pressure to improve student success outcomes is ever present. The data is clear, a growing number of college-going students do not have the financial means, right support structures, or sustainable plans to complete their college degree. Institutional leaders are responding with innovative approaches to managing their organizations across the entire student life cycle—from recruitment to graduation to careers—and are experimenting with new ways to intentionally design for student success with methodologies like design thinking. In this workshop, executive leaders from Berklee College of Music will engage senior leaders in an interactive workshop that will advance their knowledge of how experience design can be used in practice to drive student-centered innovation, organizational change, and student success outcomes. A new Student Enrollment and Engagement (SEE) Framework used to drive student success at the organizational level will be introduced. Concepts apply to any institutional type. Case studies on student onboarding, an advising system redesign, continuing student aid scholarship program, and initiative to support African American student success will be used to explore with participants how the SEE Framework principles can be applied in practice to drive student engagement and retention.

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

**Keywords:** student life cycle; design; organizational change; student success; leadership; student engagement
MONDAY

2:30 - 2:50  NETWORKING BEVERAGE BREAK  Grand Gallery

Take a break from the pre-conference workshop activities and have a beverage as you network with your colleagues.

5:00 - 6:30  WELCOME RECEPTION  Astor III & Gallery

We invite you to join us for the Welcome Reception. Enjoy hors d’oeuvres and cocktails (cash bar) while getting to know your NSSR colleagues.

PLEASE NOTE: The reception is included with your registration. Badges are required. Guests may join you for $50 per person. See one of the conference staff for details or questions.

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STRENGTHENING STUDENT ENGAGEMENT

- Career Exploration
- Early Intervention
- Mobile Appointment Setting
- Case Management
- Degree Planning & Course Registration

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Don’t miss our featured NSSR session:

A Review of 15 to Finish: What does the evidence mean for your institution?

WEDNESDAY, OCT. 30TH
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1:15 - 2:45  FACILITATED DISCUSSIONS
Astor II  Service Interactions Matter!
Astor I  Why Do We Have Band-Aids? Because Band-Aids Work

2:45 - 3:15  KING CAKE NETWORKING BREAK  Grand Gallery
Sponsored by Advantage Design Group

3:15 - 4:15  CONCURRENT SESSIONS
Astor II  Completion Rates and Time to Degree of Doctoral Students
Bienville  Creating a Student Success Predictor Using Statistical Learning
Toulouse B  Integrate Early Alert and Case Managed Advising for Maximum Results
Astor I  No Fancy Software Needed: Using Existing Institutional Data to Find At-Risk Students and Interventional Strategies to Help Them
Toulouse A  Online Orientation: Analytics of Onboarding on Persistence
St. Charles B  Outcomes of the Second-Year Student Success Program: Student Perceptions and Persistence
Iberville  Professional Growth in a Knowledge Economy
St. Charles A  Retention and Transfer Behaviors of First-Generation Students
Astor III  Success Central: Using Peer Coaching to Support the Persistence of First-Year College Students

4:15 - 5:15  POSTER JUDGING  Grand Ballroom

GROUP OUTING

6:00 - 8:00  French Quarter Haunted History Walking Tour
Meet in Hotel Lobby at 5:45

CSRDE at the University of Oklahoma
Hosts of the National Symposium on Student Retention
TUESDAY

7:15 - 8:15 MORNING REFRESHMENTS

Join your colleagues in the Grand Gallery for morning refreshments before the plenary session.

8:15 - 9:45 PLENARY SESSION

Keynote Address: Scaling Analytics and Institutional Change to Eliminate Equity Gaps

Timothy Renick, Georgia State University*

By scaling a series of student-centered and analytics-informed reforms over the past decade, Georgia State University has raised graduation rates by 23 percentage points and closed all achievement gaps based on the students’ race, ethnicity, and income level. It now awards more bachelor's degrees to African Americans than any other college or university in the nation. Through a discussion of innovations ranging from AI-enhanced chatbots and predictive analytics to meta-majors and completion grants, the presentation will cover lessons learned from Georgia State’s transformation and outline several practical and low-cost steps that campuses can take to improve outcomes for underserved students.

10:00 - 11:00 CONCURRENT SESSIONS

Grand Ballroom Continued Conversation With Dr. Renick

Timothy Renick, Georgia State University*

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

Astor III Identification and Intervention: Using Predictive Data and Peer Coaching to Support First-Year Student Persistence

Michelle Bombaugh, University of South Florida*
Michelle McNulty, University of South Florida*

In order to impact first-year persistence rates, the University of South Florida (USF) uses a retention model, entering student survey data, and predictive analytics software to identify first-year students who may need additional support. Grounded in population health management concepts and pursuant to USF’s philosophy of providing “the right support to the right student at the right time” (University of South Florida – Tampa, 2018, p. 3), these data points allow us to stratify risk levels and provide differentiated care pathways to support individual students. One area of support that has proven effective in retaining first-year students is peer coaching. This paper discusses the utilization of predictive data points to identify first-year students who might benefit from peer-to-peer coaching. It outlines the development of the peer-to-peer model and how it impacts students who are identified at the lower risk levels. Additionally, this paper expands on how the institution coordinates student care through a university-wide referral system and how USF’s collaborative and data-driven efforts across academic and student affairs serves as a personalized intervention strategy for students.

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

Keywords: case management; first-year student; peer coaching; persistence; predictive analytics

Toulouse B Identifying Underperforming Courses to Enhance Student Success

Karen Swan, University of Illinois at Springfield*
William Bloemer, University of Illinois at Springfield
Laurel Newman, University of Illinois at Springfield

Improvement of undergraduate retention and progression is a priority in higher education in the US. It is well
known that certain “gateway” courses, due to the nature of their content and the preparation level of the students enrolled, will result in a greater than average number of students receiving a D, F or W. One popular approach for addressing retention concerns is to identify and introduce interventions to these gateway courses. In this paper, we argue that there may be a better approach, one that optimizes the use of an institution’s limited resources. Using a binary logistic regression with student type, academic stage, cumulative GPA and prior withdrawals as predictor variables, we predict individual student success in undergraduate courses at our institution. We can then use these predictions to calculate the expected DFW rate for such courses. Comparing these predictions to the observed DFW rates enables us to highlight courses that fail to meet expectations as well as those that exceed them. This comparison provides a more nuanced understanding of where interventions might be most needed. Our paper describes our “gap analysis” procedure and illustrates the utility of such an approach with examples from our institution.

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

**Keywords:** undergraduate success; gateway courses; gap analysis

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**Astor I**  
**Session ID:** 29  
**Presentation Title:** It Takes a Village to Raise a Seahawk: A Whole Campus Approach to Supporting Student Success

**Paper**

Paul Townend, University of North Carolina-Wilmington*  
Melinda Anderson, Elizabeth City State University*

The integration of academic and student affairs helps to provide a seamless transition and support for all students, first-year and transfer, to their new academic home. UNCW has worked collectively to integrate the lessons learned into best practices and policy in order to empower academic and student affairs professionals in supporting students on their respective campuses. Recommendations for institutional approaches, practices, and programs are provided to help administrators develop a toolkit to assist students on their respective campuses.

**Audience:** Introductory; Administrators; Faculty

**Keywords:** retention; living learning communities; mentor programs; faculty engagement

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**Iberville**  
**Session ID:** 78  
**Presentation Title:** Learning Communities and Early Student Success

**Paper**

Beth Gersten, University of Nevada-Las Vegas*  
Vicki J. Rosser, University of Nevada-Las Vegas*

The first year of college is a time of significant transition and provides an important foundation for subsequent years. Learning communities (LCs) consist of a group of students taking two or more classes together. The classes have some level of curricular integration and social interactions that support the learning environment. LCs allow students to participate in rich educational environments and create connections to peers and faculty. This presentation will present research that examined the influence of LCs on undergraduate students’ early success. Using Astin’s Input-Environment-Outcome (Astin & Antonio, 2012) conceptual model as a framework, this quantitative study used secondary data representing approximately 11,000 students to investigate the relationship between environmental characteristics, including learning communities, and outcome characteristics that are indicators of early student success, while controlling for demographic and entering characteristics. The major findings of this research may indicate that LCs allowed students who were from historically underperforming backgrounds to persist to the second year of college at the same rate as the rest of the population. This research found that high school GPA was most predictive of academic success in the first semester of college while first semester GPA was most predictive of academic success in the second semester of college.

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

**Keywords:** learning communities; retention; persistence
St. Charles A

Performance Management and Advisor Growth: Leading Advisors to be Their Greatest

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

As the focus on student success continues to expand, the expectations for many academic advisors is to know more, do more, and serve more. The importance of well-trained advisors is evident in the volume of materials available, but the focus on advising leadership and performance management is less prominent. In our paper, we will pose the following questions: How can advising leaders support their advisors to meet these ever-growing demands? What does a comprehensive performance management process look like? How can we encourage advisor growth and development? We will provide a brief overview of related leadership theories, the development of an advisor performance management process, the implementation of advisor performance rubrics, and the on-going need for professional development opportunities.

Audience: Intermediate; Administrators;
Keywords: academic advising; administration; performance management

Bienville

Predicting Minority Student Dropout Using Data Mining Techniques

J.D Jayaraman, New Jersey City University*
Sue Gerber, New Jersey City University
Julian Garcia, New Jersey City University

Student retention is a major challenge at American universities with the average six-year graduation rate hovering around 59%. Among minority students the graduation rate drops to 46% for Blacks and 55% for Hispanics. Thus, improving student retention, in particular, minority student retention, is of paramount importance. This paper describes a data mining approach to predicting minority native and transfer student dropout using a dataset from a four-year minority and Hispanic serving institution in the northeastern United States. The results show that standard data mining models can predict minority transfer student dropout with a high degree of accuracy of 97% and minority native student dropout with an accuracy of 81%. The features that were most important in predicting minority transfer student dropout were SAT scores and college cumulative GPA, while high school GPA and college cumulative GPA were the top predictors for minority native student dropout. This study demonstrates that educational institutions can use cost effective off-the-shelf standard data mining/machine learning models to achieve a high degree of accuracy in predicting minority student dropout. The high prediction accuracy helps in reliably identifying at-risk minority students and providing them with necessary interventions to support their academic success.

Audience: Advanced; Administrators; Two-Year Institutions; Large Colleges & Universities; Small Colleges & Universities; Researchers
Keywords: dropout prediction; minority student retention; machine learning models; at-risk students

Astor II

Recruit, Retain, Complete: A Collaborative Model to Bring Back Students

Marcy Glassford, Utah Valley University*
Noemy Medina, Utah Valley University*

Utah Valley University has created a program, titled Returning Wolverine, designed to reach out to students who have stopped attending the university for more than a year, and have completed 90 or more credits. Through a collaborative effort with Institutional Research, Student Recruitment, University Marketing, and Student Retention offices, we have developed a model that proactively reaches out to these “stopped-out” students through a timely marketing effort using print, social media, and phone calls. We invite students to return to UVU by offering a completion grant, provide personal support while navigating the admissions
process, connect them with their applicable academic advisor, and other individualized student support referrals. The objectives for this session are to help participants explore if a program like this would be applicable and beneficial for their institution, understand who key stakeholders are in this effort, how to create a marketing campaign, and develop a process for a seamless transition back to the institution. Participants will discuss in small learning communities how they can map out and implement each session objective.

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

**Keywords:** collaboration; retention; recruitment; completion

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**St. Charles B**

**Successful Practices for Early Alert Systems: From Inception to Improvement**

*Paper*

Joanne Goldwater, St. Mary’s College of Maryland*

Ross Conover, Hood College*

As attention continues to grow on reaching at-risk students, institutions are looking at a variety of interventions. Some of these interventions involve the use of an early alert system, whether homegrown or from third-party vendors. The authors will share research on impact of early alert systems on retention and persistence, examine the pros and cons of different types of systems, and implementation considerations, as well as focus on building buy-in and collaboration from campus constituencies and providing training to users.

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

**Keywords:** early alert; new programs; operational efficiency

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**Toulouse A**

**Understanding Why Students STAY: Using Students’ Insights to Improve Retention and Graduation**

*Vendor Presentation*

Regan Swan, West Virginia University*

Serena Matsunaga, TorchStar Education*

Sally McMillan TorchStar Education*

Improving retention and graduation is an institutional priority for many universities, but progress is often difficult despite investments in analytics and programs. West Virginia University has been collecting data on why students leave through the withdrawal and transfer process, but had limited student insights on why they succeed. WVU partnered with TorchStar Education on a “STAY” assessment to understand why students stay, why they contemplate leaving, what programs impact their success, and what works for students with high financial need. The STAY engaged over 1,000 WVU students and offered the student perspective on their unique issues and roadblocks. For example, 40% reported that high school did not adequately prepare them for college. Students provided feedback on major challenges and impact of programs and services. This identified areas for both investment and improvement. The STAY also identified programs that were most effective for Pell-eligible students. This presentation will share insights from the STAY, illustrate how it has informed a retention roadmap, and share how other institutions can apply a similar approach. This interactive presentation will provide opportunities for audience members to engage in small-group discussions about their own successes and challenges in using student insight to design effective retention strategies.

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**11:00 - 11:45 EXHIBITOR VISITS**

Grand Gallery

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. Exhibitors participating in our activity will “sticker” your exhibitor activity form for a chance to win prizes. Bring your completed form to the registration desk by 4:45 p.m. on Wednesday so we can add your name for the drawing which will take place during the CSRDE
Best Practices Awards Breakfast on Thursday. You must be present to win. Prizes and donors include: Apple Airpods (CampusESP); Ember Temperature Control Smart Mug (Starfish by Hobsons), two $100 Amazon gift cards (SpotterEDU and Engineerica Systems); Café du Monde gift set (TorchStar Education); $50 donation to charity of winner’s choice (SmarterServices); and two $25 Starbucks gift cards (Advantage Design Group).

11:45 - 1:15  LUNCH ON YOUR OWN

Take a break from the activities and enjoy visiting with your colleagues over lunch. There are many restaurant options within walking distance from the hotel.

1:15 - 2:45  FACILITATED DISCUSSIONS

These 90-minute sessions are led by moderators who will introduce the topic and briefly share insights from their experience. The majority of the session will be dedicated to small group discussions, with time at the end to summarize the groups’ conversations.

St. Charles A  “The Only Strategy That is Guaranteed to Fail is Not Taking Any Risks”: Identifying and Assisting At-Risk Students

Brent Drake, University of Nevada-Las Vegas*
Laurel Pritchard, University of Nevada-Las Vegas*

This presentation will focus on a student success program at the University of Nevada, Las Vegas targeted at the most at-risk new entry students. The program is a collaboration between the institutional research and student success departments to identify the most at-risk students prior to enrollment and direct high-touch programmatic efforts to them through the use of student outreach specialists. Participants will engage in discussions on current methodologies they employ on their campus for identifying at-risk students, the complexity of those methods, and how they might simplify them for easier deployment. Additional discussion will focus on practices that institutions use to foster collaboration between various administrative units around student success initiatives, as well as strategies that different institutions utilize to engage high-risk students of various subpopulations and the success or challenges of those techniques.

Audience: Intermediate; Administrators; Large Colleges & Universities; Small Colleges & Universities; Practitioners
Keywords: at-risk students; student success; prediction

St. Charles B  Effective Ways to Build a Comprehensive Student Support Center

Abe Villarreal, Western New Mexico University*

Universities grapple with delivering effective services that positively impact the most vulnerable student, the first-year freshman. At Western New Mexico University, a model was created during the summer of 2018 that brought together offices and created a learning space students could call home. The new Center for Student Success is a hub of engagement for students needing tutoring, access to support for those with learning disabilities, and a connection to find off-campus jobs. From the extended hours to the interactive tables that serve as large whiteboards, the new approach, coupled with easy-to-use data mechanisms, can be replicated at any university. Attendees will discover how to garner support from campus-wide partners to join forces in delivering student services that help increase retention during the first year and beyond. Interactive discussion will introduce methods in which higher ed professionals can connect with peers at other institutions, building programs through bridge building and sharing ideas while implementing initiatives that work specifically to
their institutions. Participants will learn how to: engage with students to discover how they want to learn; build programs where the experience is just as important as the student learning outcome; and use data to modify, eliminate, or create new programming.

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

**Keywords:** retention; first-year; student engagement; hispanic serving institution; innovative; student success

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**Astor III**

**Session ID 8**

**Moving the Needle From Reactive to Proactive in Retention Initiatives**

Neva Lozada, Kean University*

This collaborative session will engage participants in a conversation regarding how to shift the focus from reactive to proactive in identifying strategies to retain students. The discussion will begin with an introduction of the facilitator’s experience of redefining “early” in terms of strategic retention initiatives and developing more proactive measures to engage students even before they arrive on campus. Measures discussed will include: the adoption and integration of a non-cognitive assessment solution; the introduction of a campus-wide early-alert system; the development of a Supplemental Instruction (SI) program to support gateway courses; and implications for guided pathways for student success. A focus will be placed on how these initiatives can be strategically implemented to work collectively through collaborative campus partnerships to more easily identify who our students are and what we need to do as an institution to help them succeed. In small groups, participants will take part in an interactive discussion of proactive retention initiatives, drawing from both their own experiences as well as responding to situational case studies provided by the facilitator, and asked to report back to inform the overarching discussion.

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

**Keywords:** retention; non-cognitive assessment; supplemental instruction; early alert; at-risk

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**Toulouse B**

**Session ID 75**

**Navigating the Intersectionality of Advising and Technology**

Melissa Irvin, University of South Florida*

There has been an explosion of technology tools designed to change the landscape of student services in higher education. A recent survey of diverse institution types showed that over 90% of participating institutions utilize some type of academic planning tool, 84% use early alert and 70% have caseload management resources. How have academic advising practices evolved during the introduction of these products? Join this discussion to explore topics including the intersectionality of advising and technology, challenges for advising administrators, and aligning practice with functionality during vendor selection and implementation. Participants will engage in break-out sessions dedicated to different technologies (e.g., analytics, early alert, degree audit, etc.) as well as levels of engagement (e.g., pre-implementation, newly implemented and ongoing usage). The discussion will culminate into a conversation on the elements of organizational change that must accompany successful technology use. The audience will hear both challenges and solutions during this comprehensive facilitated discussion.

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

**Keywords:** academic advising; student success; technology; change management

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*Presenter*
Iberville Promises and Realities: Academic Advisors’ Perspectives of Dual Enrollment Credit

Patty Witkowski, University of Colorado Colorado Springs*
Grant Clayton, University of Colorado Colorado Springs
Martin Garnar, University of Colorado Colorado Springs*
Kathryn Starkey, University of Colorado Colorado Springs

Academic advisors in higher education are often incoming students’ first exposure to the realities of college curriculum and academic expectations. For students with experience in college-level coursework through dual enrollment offerings, the promises of academic preparedness, shortened degree timelines, and saved money are often broken upon their matriculation as full-time college students. This session presents the perspectives of college academic advisors with experience working with high dual enrollment credit-bearing incoming college students and their concerns related to the messaging of the benefits of dual enrollment that oftentimes contradicts the realities of curriculum, academic rigor, and time-to-degree. Following the presentation of the research findings, session attendees will have the opportunity to discuss if the findings resonate with their professional experiences in cross-state groups. Additionally, in small groups, they will discuss approaches to addressing the issues presented by academic advisors in order to mitigate the misperceptions about curriculum, academic rigor, and time-to-degree for new full-time college students with prior dual enrollment credit. Attendees will share their perspectives with the large group to develop a national perspective of issues and approaches to addressing the challenges of dual enrollment credit.

Audience: Intermediate; Two-Year Institutions; Large Colleges & Universities; Small Colleges & Universities; Practitioners; Researchers; Academic Advisors; High School Counselors

Keywords: dual enrollment; college academic advisors; qualitative; Colorado

Astor II Service Interactions Matter!

Tracy Hart, University of New Mexico*

How do your students feel after interacting with your institutions’ services? The services your institution offers plays a key role in student engagement and the student retention puzzle. Many factors contribute to retention and are beyond the control of the institution. However, the services and the types of interactions staff and faculty have with students are factors in which your institution has complete control. These service interactions occur multiple times over multiple semesters and have the potential to make students feel a range of feelings from “no one cares” to “I matter at this school”. Let’s discuss these and other ways that interactions impact students and what you can do about it about your institution.

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

Keywords: support services; enrollment services; enrollment management; retention; integrated services; interactions

Astor I Why Do We Have Band-Aids? Because Band-Aids Work

Stephen Herr, Alice Lloyd College*

The purpose of this session will be to focus on the use of existing institutional resources to facilitate institutional change. The informing question will be: What can be done on an institutional level to increase student retention when little or no institutional resources are available? It is my belief that there are core attributes which each institution needs to revisit and specific institutional practices which can be engaged which will facilitate student retention. When each of these practices is revisited and engaged, student retention will be improved and it is the responsibility of those concerned to identify each of these areas and choose which of those are worthy of attention. This discussion will focus on a range of specific interventions which may be applied either together, in some configuration or separately to shift student perceptions and
therefore improve each student's overall institutional affinity. The cumulative effect of these discreet student interventions is an overall improvement in student retention.

**Audience:** Introductory; Administrators; Small Colleges & Universities  
**Keywords:** using existing institutional resources

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**2:45 - 3:15  KING CAKE NETWORKING BREAK  Grand Gallery**

Take a break from the conference activities and enjoy some New Orleans King Cake as you network with your colleagues.

*Sponsored by Advantage Design Group*

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**3:15 - 4:15  CONCURRENT SESSIONS**

**Astor II**  
Session ID 47

**Completion Rates and Time to Degree of Doctoral Students**  
*Paper*

Iryna Johnson, Auburn University*

This study addresses some of the challenges associated with studying doctoral student completions and time to degree. Because of the decentralized nature of doctoral education with each department having its own unique culture, climate, and availability of support, it is important to account for academic discipline or for department. To control for departmental characteristics, I use a multilevel approach with students “nested” within departments at matriculation for the completion model and with students nested within departments at graduation for the time to degree model. The completion model also accounts for competing risks of graduating with a doctorate, graduating with a master's and discontinuing enrollment, continuing enrollment in a doctoral program, or dropping out. The independent variables include demographics, pre-entry academic characteristics, having a master's degree prior to entering a doctoral program, and financial aid, such as graduate assistantships, loans, and grants. These variables are also included in Qlik visualizations, which will be shared during the presentation.

**Audience:** Intermediate; Practitioners; Researchers; Faculty; Administrators; Large Colleges & Universities  
**Keywords:** doctoral completion; time to degree; multilevel model; competing risk model

**Bienville**  
Session ID 49

**Creating a Student Success Predictor Using Statistical Learning**  
*Paper*

Rex Gandy, Austin Peay State University*  
Daniel Kasper, Austin Peay State University*  
Andrew Luna, Austin Peay State University*

Using decision tree models, this study utilizes the strength of statistical learning to predict student success during the first two years of college. The model pulls from data easily acquired from the student information systems of most colleges and universities and establishes probabilities of success based upon key student components. As a student progresses beyond the first year, new data is used to update success probabilities based on the student's academic performance. Results from the models in this study indicate that both the assignment and ranking of student success probabilities were strong.

**Audience:** Advanced; Administrators; Large Colleges & Universities; Small Colleges & Universities; Researchers  
**Keywords:** statistical learning; predictive analytics; student success
Integrate Early Alert and Case Managed Advising for Maximum Results

Paper

Noël Bezette-Flores, Houston Community College-Central*
Patricia Ugwu, Houston Community College-Coleman*
Kumuda Fernando, Houston Community College-Coleman*
Tamara Baker, Houston Community College-Central
Stacy Welcome, Houston Community College-Central*
Phillip Nicotera, Houston Community College-Central*

Houston Community College (HCC) is an open-admission, public institution of higher education offering a high quality, affordable education for academic advancement, workforce training, career development, and lifelong learning to prepare individuals in our diverse communities for life and work in a global and technological society. As one of the largest community colleges in the nation, HCC has served the Greater Houston area for over four decades. To provide every student an opportunity to succeed, HCC offers several intervention programs including Early Alert, Case Managed Advising, and Guided Pathways. This presentation will share information about how the integration of Early Alert and Case Managed Advising resulted in significant alert closures and student engagement with advisors following the implementation of new informal but appreciative and intentional proactive communication with assigned students. Participants receive a sample communication email and Early Alert bookmark that they can adapt as necessary. For the 2016 and 2017 year, implementation data show an increase in Early Alert closure rate from 720 in 2015 to 1121 in 2018, an alert closure rate of 64%. These same data show academic issues as the reason for most alerts and revealed fourteen courses that generated most alerts.

Audience: Introductory; Two-Year Institutions; Administrators
Keywords: early alert; faculty engagement; pathways advising; case management; sample communication script
Toulouse A  Online Orientation: Analytics of Onboarding on Persistence

Vendor Presentation

Amanda Hagman, Utah State University*
Erik Dickamore, Utah State University
Sam Swingle, Advantage Design Group*

Transitioning to higher education is a maze for students. Not only does this transition represent a move to more autonomy and choices, it is complicated by the rigors of academia and the ability to navigate a challenging environment in order to be successful. Yes, adulting is hard, but complex higher education systems don’t have to make it harder. Orientation programs are designed to facilitate this transition, providing students with information and guidance on how to operate within their new environment. However, traditional, single-day orientations often leave students with cognitive overload; an inability to absorb all the available and necessary information. Phased-orientation provides a solution, easing students into the transition with just-in-time information. Learning theories and research support a phased process for retaining and using information; however, it is not clear if students who engage in phased-orientations are more likely to persist towards graduation. In other words, do all orientation efforts result in more students continuing toward graduation? This session will discuss the theoretical and practical application of phased-orientation and describe a quasi-experimental evaluation of phased-orientation on persistence. Participants in the session will leave with a complete example of a phased-orientation, a toolkit for implementing phased-orientation, and an example evaluation plan.

St. Charles B  Outcomes of the Second-Year Student Success Program: Student Perceptions and Persistence

Paper

Darin R. Haerle, California State University-Chico
Levi Watts, Northeastern University*
Ryan Patten, California State University-Chico*
Matthew Thomas, California State University-Chico

Data suggests that GPAs of lower socioeconomic status, underrepresented minority, and/or first-generation college students often decrease as they transition from their first years of college into their second and third years. Given the lack of programs that target students who are transitioning into their second year of college, the Second-Year Student Success program aims to provide a cohort model program for 30 second-year students who take one course together in the fall semester and another course together in the spring semester, both taught by the same professor. The present study examines the efficacy of the Second-Year Student Success program, the goals of which are to increase students’ sense of belonging and “fit” to the program and institution, increase their grade point average, and increase their rates of retention and persistence.

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

Keywords: persistence; retention; second-year students; cohort; program

Iberville  Professional Growth in a Knowledge Economy

Panel

Gerald McLaughlin, DePaul University (Emeritus)*
Richard Howard, University of Minnesota (Retired)*
Josetta McLaughlin, Roosevelt University (Emerita)*
Julie Noble, Consultant*

What challenges will those of us who work to build and strengthen student success in our colleges and universities face in the next five years? The changes in technology, the social media, and the use of analytics are obvious. The challenges in the context of these changes is less obvious. According to the UN World Bank we have entered a world operating in a Knowledge Economy. Ability to sustain our professional role and to be professionally relevant in a Knowledge Economy will depend on our ability to build and grow our Body
of Knowledge and strengthen our Communities of Practice. This panel will describe how these challenges can be met through professional growth. These discussions will consider formal education, mentors and coaches, professional associations, and networking with colleagues. This discussion will include aspects such as building and sharing the body of knowledge through research, presentations, and publishing. This will include the role of professional organizations like CSRDE and the role of publications. There will be a discussion of the stages of professional development using personal experiences and a discussion of Terenzini’s three levels of intelligence. Discussion with the audience will be encouraged.

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

**Keywords:** professional growth; body of knowledge

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**St. Charles A**  
**Retention and Transfer Behaviors of First-Generation Students**

*Paper*

Justine Radunzel, ACT, Inc.*

First-generation (FG) students are generally less likely than their continuing-generation (CG) peers to persist and complete a degree. Using student data available at initial enrollment from two state higher education systems, this study examines retention and transfer at year two in relation to academic readiness, demographic characteristics, college intentions and preferences, and college distance from home to determine whether the relevant predictors differ between FG and CG students. Students’ college intentions about living on campus, enrolling full-time, and working while in college; the number of college preferences met; and distance from home were included as possible barriers to social integration at the initial institution. For both two- and four-year institutions, differences are found by parental education in the effects of some of the study predictors on student attrition, as well as in where transfer students are going in year two. This session will illustrate how institutions and state systems might use student information available at the time of initial enrollment to conduct local studies of this nature to learn more about their incoming FG students and how to tailor their institutional supports and services to help FG students achieve their educational goals. Implications for policy and practice will be discussed.

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

**Keywords:** professional growth; body of knowledge

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**Astor III**  
**Success Central: Using Peer Coaching to Support the Persistence of First-Year College Students**

*Paper*

Reginald Simmons, Central Connecticut State University*
Alexandra Castillo, Central Connecticut State University*
Victoria Wallington, Central Connecticut State University*
Victoria Pasion, Central Connecticut State University*
Deliysha Phillips, Central Connecticut State University*

First-year college students face a number of challenges in the transition to college that can affect academic success. Success Central, a peer-mentoring initiative, was developed at a mid-size, comprehensive regional university to address these challenges. By using college success coaching techniques, Success Central is able to intervene and help first-year students successfully transition to college and persist to their second year. This paper will begin with an introduction of issues related to first-year college student persistence, and then describe the development and implementation of this intervention. The authors will present data from the initial year serving first-year students that summarizes the results of a pre-post survey of college experience and academic skills as well as the persistence of the mentees. The paper will end with a case example that illustrates the model.

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

**Keywords:** college persistence; retention; peer-mentoring; first-year students
**TUESDAY**

**POSTER JUDGING**

4:15 - 5:15

If you signed up to be a poster judge, please meet in the Grand Ballroom. Poster submissions will be judged for the Best Poster Award, which includes a $500 cash award and a plaque presented to the winning institution. The winner will be announced during the CSRDE Best Practices Awards Breakfast on Thursday.

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**GROUP OUTING**

6:00 - 8:00

This event requires pre-registration and pre-payment. Meet in the Astor Crowne Plaza lobby at 5:45 for the French Quarter Haunted History Walking Tour. The tour will begin at 6:00 pm and end at 8:00 pm in Jackson Square.

Afterwards, enjoy dinner at one of the many restaurant options in the French Quarter.

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**NEW @ NSSR 2019**

**Online Orientation:** Analytics of Onboarding on Persistence

Tuesday, Oct. 29 | 3:15 PM | Toulouse A

PRESENTED BY:
Amanda Hagman, M.S.
Data Wrangler
Center for Student Analytics

Utah State University
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<td>ACT Test Prep Express–Weekend Programs to Improve Performance of Underserved High School Students and ACT Online Prep to Preserve Gains</td>
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**CONCURRENT SESSIONS**  
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- St. Charles B  
  Tools for the Metacognitive Educator
- St. Charles A  
  Using Academic Analytics to Guide Higher Education Retention Initiatives: Panacea or Placebo?

12:30 - 2:00  
**LUNCH ON YOUR OWN**

2:00 - 3:30  
**FACILITATED DISCUSSIONS**
- Astor III  
  Beyond the Document: Navigating the Realities of a Retention Strategic Plan
- St. Charles A  
  Case-by-Case: Towards a 360-Degree Approach to Student Success
- Iberville  
  Generational Differences and Graduate Retention
- St. Charles B  
  Impact and Role of High School Counselors in Dual Enrollment
- Toulouse B  
  Retention Challenges After the First Year
- Astor I  
  University Engagement: Service-Learning Effects on Underrepresented Populations

3:30 - 4:45  
**POSTER SESSION**

**Grand Ballroom**
**Sponsored by Starfish by Hobsons**
- Approaches to Advising Incoming College Students With Dual Enrollment Credit
- Developing a “First-Gen Focused” Campus Initiative
- Effective Use of Data Analytics and Information to Increase Student Success at PA State System Universities
- First-Year Seminar and Student Success: Preparing Students for Academic Engagement Across Difference
- First-Year Students After Hurricane María: Stronger Than Hurricane Winds
- Fresh Insights on First-Generation Students
- Help! There are Children in my Course: Special Initiatives for Special Populations
- Helping Students Navigate the High Seas of Education
- Integrated Advising: A Collaborative Approach to Student Success
- Keeping the Promise: The Key to Graduating Successful Low-Income, First-Generation, and Underrepresented Students
- More Than Merit: Removing Barriers to Encourage Academic Success
- Planting the Expectation Seed: How Students Thrive With Career Education, Experiential Learning, and Study Abroad
- Promoting Nursing Student Success Through a Faculty and Student-Led Orientation Program
- Qualitative Data Mining to Increase Graduation Rates
- Streamlining the Major Change Process Through a Lean Six Sigma Process Improvement Project
- The Impact of 15 to Finish Initiative on Progression and Completion of Low-Income, First-Generation Students in Indiana
- Using Social Presence to Enhance Student Connections in an Online Graduate Program
- Utilize the Summer to Reset and Revitalize Your College Experience
WEDNESDAY

7:15 - 8:15 MORNING REFRESHMENTS Grand Gallery
Join your colleagues in the Grand Gallery for morning refreshments before the plenary session.

7:30 - 8:00 PUBLISHING IN THE CSRDE SOURCEBOOK Grand Ballroom
Julie Noble, Consultant*
Come meet Julie Noble, Editor of CSRDE’s Building Bridges for Student Success: A Sourcebook for Colleges and Universities. Get all of your questions answered about submitting a manuscript for this publication. Look for the sign at a table in the back of the Grand Ballroom.

8:15 - 9:45 PLENARY SESSION Grand Ballroom
Keynote Address: Nudges, the Learning Economy and a New 3Rs: Redesigning for Student Relationships, Resilience and Reflection
José Antonio Bowen, Association of American Colleges and Universities*
Technology has created a new learning economy. If we want this new economy to be more inclusive, we will need to prepare students for learning new information on their own. This means more focus on process and less on content and more attention to the student experience everywhere on campus. A convergence of behavioral economics, neuro-science, and cognitive psychology suggest both a new focus (a new educational 3Rs of “Relationships, Resilience and Reflection” as the “what”) and new ways for this to be designed and delivered (the “how”). Our shift from teaching to learning is incomplete unless we recognize that our best way to help students is to design environments and systems everywhere that “nudge” them into better learning behaviors.

10:00 - 11:00 CONCURRENT SESSIONS
Toulouse A
A Review of 15 to Finish: What Does the Evidence Mean for Your Institution?
Vendor Presentation
Scott James, Starfish by Hobsons*
Many researchers have identified a link between attempting 15 credits a term and higher likelihood of both retention and completion. However, because many factors that are often ‘unknowable’ (i.e. whether or not the student is working a job in addition to taking courses) likely influence the number of credits a student signs up for, it remains a challenge to determine whether this link represents a causal relationship or that students with less time available for course work are less likely to retain and complete. In this session we’ll summarize key findings from previous research and explore the relationship between higher credit attempts and retention/completion across the many institutions in the Starfish Analytics database, paying special attention to adult learners and Pell grant recipients. Through this review, we will demonstrate that the success of any initiatives to increase credit attempts may depend on the unique demographics of the students on your campus and the factors that influence your students’ capacity to take on larger course loads. We’ll close with a discussion on what resources might be needed to enable students to attempt more credits at your institution and what other supports could benefit your students who attempt fewer than 15 credits.
St. Charles B  ACT Test Prep Express—Weekend Programs to Improve Performance of Underserved High School Students and ACT Online Prep to Preserve Gains

Paper

T. Gregory Barrett, University of Arkansas at Little Rock*
John A. Kuykendall, University of Indianapolis
Amber R. Smith, University of Arkansas at Little Rock*
Brad Patterson, Henderson State University
Jonathan Bobo, University of Arkansas at Little Rock*
Richard E. Harper, II, University of Arkansas at Little Rock*

The Charles W. Donaldson Scholars (CWDSA) is a series of programs for underserved high school students with a special emphasis on African American students and graduates of the Pulaski County Special School District (Arkansas). The CWDSA initiatives are composed of Summer Bridge programs, Saturday Academies for grades 9-12, and ACT Test Prep Express programs designed to assist students in preparing for the ACT. The ACT Prep Express program has been implemented in 4 of the 5 planned schools in the Pulaski County Special and Jacksonville-North Pulaski school districts. Test Prep Express Weekend allowed 243 students to engage with ACT material in a high energy, music-driven environment. Four goals are accomplished through the interactive, engaging experience: 1) Educate families regarding the college process and help parents understand how to best help their child succeed; 2) Increase confidence in one’s ability to attend college through engagement with college students in an experiential learning atmosphere; 3) Empower students through small wins; 4) Minimize ACT test anxiety through utilization of music, hands-on activities, and games. To maintain the gains made through the ACT Prep Express, 214 students were introduced to ACT Online Prep (ACT OP) and trained to navigate the ongoing program.

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

Keywords: ACT test prep; ACT online test prep; underserved high school students

Grand Ballroom  Continued Conversation With Dr. Bowen

José Antonio Bowen, Association of American Colleges and Universities*

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

Astor II  CSRDE: Data to Support Student Success

Presentation

Sandra Whalen, University of Oklahoma*
Brandon Stokes, Meredith College*
DeLaine Priest, University of Central Florida*
Sarah Stark, Pennsylvania's State System of Higher Education*

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 interested in benchmarking student retention and graduation data. Since then we have grown to include more than 325 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

Keywords: data exchange; consortium; benchmarks; accreditation data
A significant number of students struggle to persist in the transition from high school to college each year. According to Tinto’s (1993) Theory of Institutional Departure, academic integration and social integration are critical to student persistence toward degree completion, and the first year of college is most vulnerable to attrition. Existing research has demonstrated that academic success courses positively influence the retention and academic self-efficacy of students on academic probation (Mellor, Brooks, Gray & Jordan, 2015). By piloting student success practices such as peer mentoring (Crisp & Cruz, 2009) in the academic success course, we have aimed to improve students’ academic integration and retention at the University of Mississippi, and we hope to provide new insight about the practical implications of academic success courses on retention through the use of this program. The purpose of the current study is to examine the effectiveness of our EDHE 101 Academic Skills for College peer mentorship program, which was established to increase the retention rates of at-risk freshmen at the University of Mississippi. Our results indicate that this intervention is effective for helping specific populations of probation students persist into their sophomore year.

Audience: Introductory; Administrators

Keywords: peer mentor; student success; academic probation; retention

Retention efforts continue to evolve across the country. One of the new approaches being employed is life coaching. Academic Life Coaching by licensed Academic Life Coaches is a new addition to some university systems. Best practices have yet to be established within the life coaching community under the context of the university system. By using predictive modeling approaches using data from intake surveys that target key psychosocial factors, life coaches can build their coaching practices on empirically validated foundations. This means interventionists can target stakeholders with statistics-driven student-centric support which aligns with the principles of life coaching. Having students self-assess on former empirically-validated psychosocial factors that predict GPA outcomes, retention-by-semester, or graduation rates allows life coaches to confidently gain insight into a stakeholder’s current situation and thus help them improve their likelihood of graduating. Thus, coaches are equipped to better meet needs and offer targeted services that address the stakeholder’s self-expressed (or even unrecognized or subconscious) concerns. Within our preliminary findings, students self-reported increased levels of confidence in the areas that interventionists targeted with their coaching.

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

Keywords: retention; coaching; life coaching; academic; intervention; interventionists

As undergraduates near the completion of their bachelor’s degree, they are thinking about their next steps. For students in STEM disciplines, they may be considering applying to PhD programs. The application
process for students can be a daunting activity, and they may turn to faculty for advice on the application process. This event will present admissions data from a top tier research-intensive institution and provide tips for faculty who want to give their students the best shot at continuing their training in science at the next level. To illustrate current trends in admissions, data from the admissions committees of a highly competitive research-intensive institution will be shared, particularly regarding the increased importance of letters of recommendation and personal statements, and the reduced role of standardized test scores. Participants will have the opportunity to practice analyzing and providing feedback on Personal Statements and learn to evaluate Letters of Recommendation through an interactive activity comparing sample letters. These exercises will provide participants with a better understanding of how admissions committees are interpreting these documents in their evaluation of applicants for graduate admissions. While most relevant to STEM graduate programs, lessons learned can be applied more broadly across disciplines.

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

**Keywords:** STEM; graduate admissions; biomedical; Personal Statements; Letters of Recommendation

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Iberville

**Session ID** 104

**Perkins Peer Advisement: Promoting Retention and Recruitment of Females in Civil Engineering Technology**

*Paper*

Melanie Villatoro, CUNY New York City College of Technology*

The proportion of bachelor’s degree holders in engineering and computer science that are women is at about 20 percent, which is the lowest when compared to other STEM fields (National Science Board, 2018). Moreover, studies show that over 32% of women switch out of STEM degree programs in college (Chen, 2013). There is a need to recruit and retain female students in engineering. Perkins Peer Advisement is a grant funded program at New York City College of Technology (City Tech) committed to increasing enrollment and retention of female students in engineering technology programs. Program activities include professional development, mentoring, faculty development, and community outreach. This study will highlight the success of the program in the Department of Construction Management and Civil Engineering Technology. Since 2013, the one-year retention of female students has increased from 40% to 79%. Additionally, female representation in the department has increased from 12.4% in fall 2014 to 15.9% in Fall 2018.

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

**Keywords:** retention, females in engineering, nontraditional students

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St. Charles A

**Session ID** 103

**Revolutionizing Our Commitment to Asset-Based Institutional Change: Data Driven Outcomes That Matter**

*Paper*

Tracy Pascua Dea, Saint Mary’s College of California*
Gloria Aquino Sosa, Saint Mary’s College of California

Student support infrastructure for first-generation and/or low-income students (FGLI) at Saint Mary’s College was enhanced through the High Potential Sphere of Success initiative (HPSS), targeting 160 undergraduate students to achieve, at minimum, 63% persistence, 94% good academic standing, and 58% graduation compared to rates in 2014—57%, 89%, and 42%, respectively. HPSS vectors—resilience and sustainability, psychosocial development and engagement, academic resources and technology, leadership development, research and scholarship, and career and graduate school exploration—parallel student development theories, highlighting strengths and teaching students to draw on personal assets and capitalize on them. Significant institutional resources supplemented a 2015 TRIO SSS grant, allocating $300,000 annually to address unmet need for highest financial need students. Full-time personnel, graduate student interns, and peer mentors were added as staff to work with FGLI. Quantitative and qualitative methods were employed to evaluate the initiative; formative and summative reports are analyzed assessing positive impacts on participants and ensuring that program objectives are met. Outcome data indicate institution-wide impact—exceeding
objectives—with 95% persistence and 89% good academic standing with 160 participants served. Far-reaching institutional outcomes that evolved from the initiative are also presented.

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

**Keywords:** first generation; student success; high impact practices; decolonization; disability service

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**Toulouse B**

**University College at Montclair State University: A Catalyst for Change to Improve Student Retention**

**Paper**

David S. Hood, Montclair State University*
Danielle Insalaco-Egan, Montclair State University*

Montclair State University has identified a retention trend downward for undergraduates over the last three years, with undecided students leaving the institution at higher rates than other populations. Further, Ruffalo Noel-Levitz data has demonstrated students’ dissatisfaction with advising services across the campus. In late 2017 Montclair State determined that a dramatic shift would be required to address these issues, and so launched University College, an academic home for undecided students, and created a decentralized advising model, Advising 2025, for the University. Montclair State developed large-scale advising reforms that are expected to improve retention outcomes, including redesigning all advising services as well as the first-year seminar to ensure that all students have a consistent, high-quality learning experience. In particular, an intentional approach to the transient nature of undecided students was developed as a retention strategy; University College gives them a pathway to success via a network of caring professionals and high-touch programming and supports. The investment in University College places undecided students at the center of Montclair State’s retention efforts, and early data demonstrates that a focus on dedicated, proactive advising and other supports is leading to greater engagement and satisfaction.

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

**Keywords:** undecided; advising reform; high-touch advising; university college model

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**11:00 - 11:30**

**BEIGNET NETWORKING BREAK**

Grand Gallery

Take a break from the conference activities and enjoy a New Orleans beignet as you network with your colleagues.

*Sponsored by Macmillan Learning Institutional Solution

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**11:30 - 12:30**

**CONCURRENT SESSIONS**

**Astor II**

**CSRDE Data Submissions: You Can Do (Most) of That in SQL**

**Tutorial 1**

Mark Leany, Utah Valley University*

Many of our institutions submit data to CSRDE. This involves collecting the data and entering it into the form properly. After a couple of different attempts, I have created a process that gives me my results quickly, and does not involve much manual entry or manipulation. The main power of it is a single SQL command that was complex to create, but very simple to update. SPOILER ALERT: The method involves: (1) Using the Alternative worksheet in the CSRDE spreadsheet; and (2) Specific use of unions and global temporary tables in SQL. I will show you my SQL, how easily it is updated for next year, the data it produces, and the few modifications I have to do in Excel after the SQL is done (to fill in gaps due to some missing older data). More importantly, I will explain the process I went through to create this to match our particular database format. In addition to receiving my SQL code, attendees will learn how to use my process to create their own SQL, personalized to their database setup.

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

**Keywords:** sql; automation; programming; CSRDE data

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NSSR 2019

*Presenter*
Elevate Your Student Success Efforts With Non-Cognitive Assessments

Joyce L. Hampton, Elms College*
Joanne Goldwater, St. Mary’s College of Maryland*

There has been a great deal of research in recent years on the link between non-cognitive skills and positive student outcomes in higher education. But what exactly are non-cognitive skills, and what role do they play in supporting student success? In this paper, we will explore the latest research on non-cognitive skills and explore those most linked with positive student outcomes. St. Mary’s College of Maryland and Elms College will define how they are using non-cognitive assessments to better understand student strengths at each institution, and how they are using this information to impact individual student success on their campuses.

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

Keywords: non-cognitives; first-generation; first-year students

Harmonized: Peer Tutoring Models Designed to Promote Student Engagement in Learning

Christy Mathew, Berklee College of Music*

Peer tutoring is built on the concept that if competent peers support emerging learners, within their Zone of Proximal Development the primary goal of improving understanding and cognitive development is achieved (Haider and Yasmin). As the new generation of student bodies become increasingly diverse in terms of cultural backgrounds, educational objectives, and learning styles, tutoring programs must adapt to meet this fluid demography. Refinement and re-imagination of the current advanced practice models are essential in scaffolding effective and relevant academic supports, which are designed to promote student learning and engagement. At Berklee College of Music, Peer Tutoring has made use of this construct to initiate smooth transitioning for students into academic life, improve student participation and develop the mindset essential for learning. This session will highlight the significance of designing relevant programming, scaffolding tutoring for learner independence, and adapting best practice models to meet student needs. Attendees will also review tutoring outcome data assessing the efficacy of Berklee’s Peer Tutoring Program.

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

Keywords: peer tutoring; student engagement; learning assistance; student success

Orchestrating Diversity in Retention Initiatives

Cynthia Roberts, Bowling Green State University*
Kim Brooks, Bowling Green State University*

Bowling Green State University has been engaged in targeted retention efforts since at least 2011. At times, we have relied solely upon people in our efforts to identify and support at-risk students. At other times, the pendulum has swung toward technology as the touchstone. In all, what we have found is that the answer, the “sweet spot”, lies somewhere in between; a scheme in which technology assists and informs professionals, but does not supplant or determine interpersonal outreach. Session participants will receive a brief history of BGSU’s evolution, from initial information gathering and analysis through predictive modeling and the identification of at-risk sub-populations and our attempts to strategize responses and marshal people to act on the data. Last, session participants will work together in strategy development, based upon prepared scenarios and case studies.

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

Keywords: retention; first-year student success; subpopulations
Bienville

Part 2 of 2: Helping Your Students Be Competitive for STEM PhD Programs – A Guide for Faculty Mentors

Tutorial II

Jessica Harrell, University of North Carolina-Chapel Hill*

As undergraduates near the completion of their bachelor's degree, they are thinking about their next steps. For students in STEM disciplines, they may be considering applying to PhD programs. The application process for students can be a daunting activity, and they may turn to faculty for advice on the application process. This event will present admissions data from a top tier research-intensive institution and provide tips for faculty who want to give their students the best shot at continuing their training in science at the next level. To illustrate current trends in admissions, data from the admissions committees of a highly competitive research-intensive institution will be shared, particularly regarding the increased importance of letters of recommendation and personal statements, and the reduced role of standardized test scores. Participants will have the opportunity to practice analyzing and providing feedback on Personal Statements and learn to evaluate Letters of Recommendation through an interactive activity comparing sample letters. These exercises will provide participants with a better understanding of how admissions committees are interpreting these documents in their evaluation of applicants for graduate admissions. While most relevant to STEM graduate programs, lessons learned can be applied more broadly across disciplines.

Audience: Intermediate; Large Colleges & Universities; Faculty

Keywords: STEM; graduate admissions; biomedical; Personal Statements; Letters of Recommendation

Iberville

The Changing Family Dynamic and Student Success: A Theoretical Framework

Laurie Hazard, Bryant University*
Stephanie Carter, Bryant University*

In student success literature, attention has been given to individual student characteristics and how behavioral and affective variables mediate college adjustment. Perhaps not as much attention has been given to environmental factors influencing the college transition, such as understanding the student in the context of their family structure. How do students and families manage the dynamic as individuals and as a unit when a student transitions to higher education? Traditional developmental psychology theoretical frameworks, coupled with student development literature and an innovative way of looking at this issue, can inform approaches to understanding and leveraging the impact of families on student success and retention. To do so, institutions must recognize that family support is a critical factor in first-year student success and must develop strategies to help parents understand how to appropriately support their students. Families need to know about the broad areas of first-year adjustment that experts in higher education have identified: intellectual, social, emotional, cultural, academic, and financial adjustment. This paper provides a framework for institutions to constructively educate families about transition issues during the first year, so parents can support their students from a healthy distance.

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

Keywords: parents; families; college adjustment; college transitions

Toulouse A

The Power of Engagement: Improving Drop-Fail-Withdraw Rates and Other Student Retention Metrics

Amanda Shaffer, Macmillan Learning Institutional Solutions*
Phoenix Harvey, Macmillan Learning Institutional Solutions*

Students showing up to class and campus events is often more than half the battle. Engaging students in meaningful ways is key to delivering better learning outcomes and improved retention. In this session attendees will get to experience a variety of ways in which student engagement and feedback could be captured.
tracking attendance in class and during high impact activities, to gauging students’ conceptual understanding, student engagement opportunities are endless, yet within reach with the ubiquity of mobile devices. The session will explore the ways in which administrators and student advocates can utilize engagement tools and best practices across campus for real-time insight and analytics that can help improve key retention indicators.

### St. Charles B

**Tools for the Metacognitive Educator**

**Paper**

Christian Torres, Moraine Valley Community College*
Carmela Ochoa, Moraine Valley Community College*
Patrick Lohan, Moraine Valley Community College*
Lauren Zajac, Moraine Valley Community College*

Initially developed by the military, Failure Mode Effects Analysis (FMEA) methodology is practiced by professional industries to identify potential errors and analyze their effects. This paper will explore the origins of FMEA and how to integrate it as a learning tool in the classroom, as well as how implementing FMEAs can improve student retention. Through identifying potential student shortcomings, educators can develop techniques to mold the learner’s thinking process and improve the efficacy of their individual lessons. Similarly, this process is also valuable for teachers who wish to include tutors and learning assistants into their curricula, as FMEAs can serve as communication tools between both parties. Finally, FMEAs can make students become more metacognitive and analyze their own learning processes and practices, thus helping them to become more independent learners.

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

**Keywords:** FMEA; process; metacognition; learning outcomes; retention; intuition

### St. Charles A

**Using Academic Analytics to Guide Higher Education Retention Initiatives: Panacea or Placebo?**

**Paper**

Phil Moore, University of South Carolina*
Marla Mamrick, University of South Carolina*
Megan Schramm-Possinger, Winthrop University*

Several vendors and Institutional Research (IR) professionals tout the use of academic analytics as an antidote to the stagnating retention rates in higher education. However, due to the number of predictors included in...
these models, theoretical and empirical evidence indicate that the accuracy of the conclusions derived from them can be questionable. In addition, the practical utility of these models—for student affairs experts and those who are committed to improving student retention—is limited. This is problematic, as IR and Student Affairs practitioners are allocating their finite amounts of time and money to initiatives informed by possibly spurious interpretations of the models’ results. This also attenuates the benefits they will derive from policies and procedures implemented to help students succeed. Presented in this session will be an explanation of why some findings from analytic forecasting are truly valid and some are not. Also presented will be solutions --specifically, a more parsimonious alternative method to the data analytic methods that may be beyond the technical comfort level of many higher education professionals. This paper will be of use to both a technical and a non-technical audience and should allow student affairs professionals to become informed consumers of academic analytics.

**Audience:** Advanced; Administrators; Two-Year Institutions; Large Colleges & Universities; Small Colleges & Universities; Practitioners; Researchers; Faculty; Student Affairs Professionals

**Keywords:** academic analytics; retention; overfitting; model utility

### LUNCH ON YOUR OWN

Take a break from the activities and enjoy visiting with your colleagues over lunch. There are many restaurant options within walking distance from the hotel.

### FACILITATED DISCUSSIONS

These 90-minute sessions are led by moderators who will introduce the topic and briefly share insights from their experience. The majority of the session will be dedicated to small group discussions, with time at the end to summarize the groups’ conversations.

**Astor III**

**Beyond the Document: Navigating the Realities of a Retention Strategic Plan**

Emily E. Virtue, Western Carolina University*
Travis Bulluck, Western Carolina University
Glenda Hensley, Western Carolina University

Coordinated strategic plans for retention are becoming increasingly crucial to higher education administrators (Braxton et al., 2014; Seidman, 2012). Such documents provide a vision and specific guidance on university goals and initiatives to retain students. However, these documents do not always provide a guide for the implementation and management of the plan. This session will highlight one University’s challenge of moving from the development to implementation stage of a retention strategic plan focused on first-year and at-risk populations. Participants will actively engage to consider the complexities of developing a retention-focused strategic plan, identify potential roadblocks to implementation, and conceptualize position descriptions and campus-specific outcomes for their own institutions. Participants are encouraged to attend with their colleagues as this facilitated discussion can serve as an exploratory session to develop a retention plan for their institution and begin the arduous process of implementation, tracking, outcomes assessment, and reporting.

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

**Keywords:** retention; strategic plan
Case-by-Case: Towards a 360-Degree Approach to Student Success

Kelly Westeen, University of Arkansas*
Rafael Gutierrez, University of Arkansas*

This facilitated discussion seeks to share programmatic highlights of the University of Arkansas’ U of A 360 program, including program implementation guidelines and data, in order to facilitate discussions surrounding the feasibility, importance, and value of implementing more holistic case management style strategies to better serve students. The U of A 360 program was piloted during the 2018-19 academic year and will continue in its second iteration for 2019-20. The program provides first-year students with socio-academic needs (identified through admissions application information), proactive, full-circle academic, financial, social, and wellness support. These students are placed within specific sections of a first-year experience seminar with an added component of regular, one-on-one meetings with a program advisor. Surrounding this population with 360-degrees of support facilitated by a caring campus staff member is more critical than ever for both the students’ and institution’s success as well as being an institutional moral obligation. And with academic advisors having immense student caseloads and lacking ample time to invest in student concerns outside of course registration, more holistic programming, delivered with a case-management approach in mind, is needed to help fill in these gaps and get students the help they need, when they need it.

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

Keywords: case management; student success; retention; special populations; at-risk populations

Generational Differences and Graduate Retention

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

Generational differences are becoming an increased area of interest because education institutions are comprised of and serve members of multiple generations. Given this, an analysis of the needs and advantages each generation brings to the institution is a necessity. Therefore, to create an impactful learning experience for students while creating a collaborative atmosphere within the culture of the institution can be challenging. Beginning with a review of the literature, this discussion focuses on highlighting factors unique to each generation and providing planning tools to educators to foster a collaborative environment to support and encourage graduate retention.

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

Keywords: graduate student retention; generational differences

Impact and Role of High School Counselors in Dual Enrollment

Patty Witkowsky, University of Colorado Colorado Springs*
Grant Clayton, University of Colorado Colorado Springs

As dual enrollment (DE) has expanded in Colorado, the demands on the time and commitment of high school counselors to support students’ dual enrollment pursuits are key to the success of dual enrollment.
This session will discuss findings from a state-wide study related to the experiences and roles of high school counselors in the success outcomes related to dual enrollment. Implications of best practices for high school counselors related to supporting dual enrollment programs will be discussed. Following the presentation of the research findings, session attendees will have the opportunity to discuss if the findings resonate with their professional experiences in cross-state groups. Additionally, in small groups, they will discuss the role of high school counselors in the dual enrollment process in their specific contexts and the approaches used to identify students to participate in DE, expectations of DE students, and how they work with DE students. Attendees will share their perspectives with the large group to develop a national perspective of issues and approaches to addressing and acknowledging the key role of high school counselors in dual enrollment functioning and student outcomes.

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

**Keywords:** dual enrollment; qualitative research; high school counselors; Colorado

### Retention Challenges After the First Year

Sarah Wray, University of South Florida*
Anna Vest, University of South Florida
Kim Williams, University of South Florida*
Ginny Shepherd, University of South Florida*

The University of South Florida’s (USF) first-year retention as well as four- and six-year graduation rates are tied to state performance-based funding metrics. The current student retention model would need to extend beyond the first year to sustain a rise in graduation rates. While there is a significant body of research on first-year retention, current literature does not address the specific challenges that could prevent persistence to graduation. This facilitated discussion will include an introduction to retention beyond the first year with insights from USF’s Office of Academic Advocacy. Participants will work in small groups with a moderator to discuss retention barriers their students encounter during class-specific years and explore potential solutions via initiatives, assessment, and best practices. Participants will leave with ideas on how to identify retention challenges beyond the first year and how to enact change to support students facing these challenges through student services, policies, and processes.

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

**Keywords:** retention; second-year; sophomore; persistence; progression

### University Engagement: Service-Learning Effects on Underrepresented Populations

Niara Campbell, West Virginia University*

In this facilitated discussion, we will review a retention model used currently at West Virginia University. As the program focuses on the student experience, it has changed the University’s ability to engage underrepresented students who are struggling academically including students transitioning to their majors. Participants will have the opportunity to share their programs or models that have shown to positively impact institutional retention. We will discuss how we must change our thinking to “meet students where they are” and encourage academic persistence and success.

**Audience:** Intermediate; Administrators; Faculty

**Keywords:** underrepresented students; first-generation students; service-learning; retention; persistence
The Poster Session provides a freeform way to interact with colleagues about their work. Posters submitted before 2:00 on Tuesday were judged, and the winner of the Best Poster Award will be announced at the Awards Breakfast on Thursday.

Sponsored by Starfish by Hobsons

Approaches to Advising Incoming College Students With Dual Enrollment Credit

Patty Witkowsky, University of Colorado Colorado Springs*
Grant Clayton, University of Colorado Colorado Springs
Martin Garnar, University of Colorado Colorado Springs*
Kathryn Starkey, University of Colorado Colorado Springs*

Academic advisors in higher education are often incoming students’ first exposure to college curriculum and academic expectations. Additionally, an academic advisor serves as an on-going support to students throughout their college careers. As such, as the number of students beginning college full-time with a significant amount of dual enrollment credits increases, academic advisors must develop approaches to advising this population of students based on academic and developmental needs. This session presents the approaches college academic advisors take when advising high dual enrollment credit-bearing incoming college students. The majority of DE research focuses on outcomes and impacts of student participation. However, this study is unique in its use of a constructivist methodology and qualitative methods to explore the perspectives of college academic advisors with experience working with high dual enrollment credit-bearing incoming college students and their approaches to advising students given their philosophies about the holistic college experience, young adult development, and career preparation.

Audience: Intermediate; Two-Year Institutions; Large Colleges & Universities; Practitioners; Researchers
Keywords: dual enrollment; college academic advisors; qualitative; Colorado

Developing a “First-Gen Focused” Campus Initiative

Elizabeth Burbatt, Ferris State University*
Jody Maloney, Ferris State University*

After attending the National Institute on First-Generation College Students, Ferris State University faculty and staff set out to create a first-generation (“first gen”) focused campus. Drawing on data from first-generation college students’ success at Ferris, the poster presentation focuses on predictors of student success, student testimonies, and mentoring data. This poster presentation will provide data on first-generation outreach, focus groups, faculty engagement, and student satisfaction surveys. The poster presentation will also include visuals from our outreach and marketing campaign, titled “First Gen Focused” and “First Gen Friendly” for faculty and students respectively. Participants will learn more about first-generation college student testimonies, specific marketing campaigns, and ideas for implementing these strategies on their campus.

Audience: Intermediate; Two-Year Institutions; Large Colleges & Universities; Small Colleges & Universities; Practitioners; Faculty
Keywords: first-generation; communication; faculty; mentoring

Effective Use of Data Analytics and Information to Increase Student Success at PA State System Universities

Sarah Stark, Pennsylvania’s State System of Higher Education*
Alan Shay, Pennsylvania’s State System of Higher Education*

The Research and Analytics team at Pennsylvania’s State System of Higher Education, consisting of the 14 Pennsylvania public universities, created an interactive dashboard to promote transparency and availability of data previously only shared at an aggregated level. This tool allows data at a more granular level to be useful.
First-Year Seminar and Student Success: Preparing Students for Academic Engagement Across Difference

Amber Douglas, Mount Holyoke College*
Elizabeth Markovits, Mount Holyoke College*

First-year seminar programs are widely adopted by institutions across the United States and are associated with positive student success outcomes. As the demographics of college students continue to change, first-year seminar programs must respond to meet the needs of students and ensure that students are prepared to engage in diverse contexts. Mount Holyoke is prime example of an increasingly demographically and socially diverse institution. This poster presents a model of a first-year seminar program built with active engagement of faculty at a four-year liberal arts college. The program attempts to address the needs of an increasingly diverse student body. Our seminars emphasize writing, critical thinking, and use an intentional enrollment system to create representationally diverse classes that provide an academic “homeroom” for students during their first semester. We examine students’ preparedness to engage in activities across difference prior to arrival at the College and following their engagement in our curriculum. We feel that the first-year seminar program is vital in this process. The result is a program with one clear learning goal, with student success indicators that include preparation for work with faculty and an ability to engage with others across difference. Preliminary data will be presented.

Audience: Introductory; Administrators; Small Colleges & Universities; Faculty
Keywords: student success; first-year seminar; faculty engagement; diversity
Fresh Insights on First-Generation Students

Emily Siegel, Campus Labs*

First-generation college students are an increasingly significant, yet under-studied, population in higher education. Any research that does exist generally focuses on their deficits rather than positive attributes. Using data from the Campus Labs Student Strengths Inventory™ (SSI), which measures students in six noncognitive skills, we were able to compare first-generation college students and their non-first-generation peers for a more critical look at some common assumptions around their levels of academic engagement, educational commitment, and campus engagement. In this poster session, we’ll present the findings as well as implications for campus leaders.

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

Help! There are Children in my Course: Special Initiatives for Special Populations

Amanda Bond, Georgia Military College-Columbus*

Recent Georgia Legislation allows academically prepared high school students to enroll in college level courses. Successful completion of these courses contributes not only to the student’s completion of high school requirements, but also count toward a college degree. From unique challenges like maturity level and campus culture to targeted initiatives including Early Intervention, colleges must ensure the tools for success are accessible and relevant. This poster examines four specific student interventions and the effectiveness of each. These interventions include Academic Advising, Tutoring Referrals, Kudos, and Early Alerts. Grade Point Averages, Completion Rates, and Satisfaction Survey data are analyzed to provide suggestions for implementation.

Audience: Introductory; Two-Year Institutions; Faculty
Keywords: special populations; dual enrollment; initiatives; student success

Helping Students Navigate the High Seas of Education

Addalena Virtus, Shippensburg University*
Sarah Howell, Shippensburg University*
Denise Yarwood, Shippensburg University

This is a poster presentation about our academic dismissal program at Shippensburg University. Charting Your Success (CYS) is a pilot program that was created to help increase retention rates at Shippensburg University (SHIP). The program serves students who have fewer than 32 earned institutional credits and who would have been dismissed from the university without the program due to poor academic performance. The goal of the CYS program is to support students who are underperforming by identifying their unique challenges. In the first year of the pilot, students were paired with a CYS Student Success Coach whom they met with regularly to build a mentor-mentee relationship. In the academic year of Fall 2017-Spring 2018 there were a total of 96 students, and of those 96 students 36 persisted until Fall 2018 (one year later). In the academic year of Fall 2018-Spring 2019 there were a total of 127 students, and of those 127 students, 56 are enrolled for Fall 2019. The total number of CYS students is 223, and those still enrolled as of Fall 2019 is 82 with one student graduating in Spring 2019.

Audience: Introductory; Small Colleges & Universities; Large Colleges & Universities; Practitioners
Keywords: retention; coaching; intervention
Integrated Advising: A Collaborative Approach to Student Success

Amber Douglas, Mount Holyoke College*

Academic advising should not happen in a vacuum—when done well, it takes into account the entire student experience, including background, learning style, interests, strengths, and weaknesses. When this occurs, advising is the process by which students develop their individualized pathways through college while fostering their intellectual, personal, and professional curiosity and development. Too often, students experience disparate advising conversations and struggle to synthesize relevant information for their development and progress to degree. Integrated Advising is a theoretical model of advising strengthened through software technology. Integrated Advising as an advising model allows students to leverage their advising network and receive a holistic advising experience. The model places students at the center of their individualized advising team comprised of a faculty advisor, faculty instructors, academic class deans, career advisors, residential life advisors, staff, and peer mentors. This poster will provide the theoretical foundation as well as practical process examples of shifting and aligning practices with College goals. It will also highlight the benefits to students, advisors, and faculty instructors. The poster will summarize the process of moving from isolated advising initiatives across campus to a collaborative model aimed at improving student success, retention, campus engagement, and overall persistence.

Audience: Introductory; Administrators; Small Colleges & Universities; Faculty
Keywords: student success; academic advising

Keeping the Promise: The Key to Graduating Successful Low-Income, First-Generation, and Underrepresented Students

Holly Roose, University of California-Santa Barbara*
Joe O'Brien, University of California-Santa Barbara*

The objective of the Promise Scholars Program is to attract high achieving low-income, first-generation, and underrepresented students to UC Santa Barbara with the intention of graduating them in four years. The long-term goal of this initiative is to diversify the professoriate and the workforce on the whole. These goals are pursued by 1) Providing undergraduate low-income students with full four years (two years for transfer students) of predictable financial aid funding, 2) Providing Promise Scholars the academic support and additional training needed to succeed academically, 3) Providing training for students to succeed in graduate school/workforce, and 4) Helping students maintain social and mental health. Student needs are met through tailored programming, including student accountability, required courses, and workshops created to teach students study habits, research proficiency, job preparation, and other necessary skills. Results were conclusive and the program is successful. The first graduating class in 2019 consisted of 122 (out of originally 124) students. Retention for the cohort was 97%. All but six students graduated above a 2.75 GPA and none below a 2.5. Approximately 70-80% of the graduating class went directly into the job force or graduate programs.

Audience: Intermediate; Administrators; Large Colleges & Universities; Small Colleges & Universities
Keywords: retention; time to degree; first generation; low income; underrepresented; wrap around services; financial aid

More Than Merit: Removing Barriers to Encourage Academic Success

Christina Garrett, North Carolina Central University*
William Moultrie, North Carolina Central University
T. Leon Lassiter, North Carolina Central University*

North Carolina Central University (NCCU) has improved academic performance of first-year students. Improvements were achieved by implementation of the Cheatham-White Scholarship (CWS), which champions access and affordability to higher education. Building upon high-performing students’ qualities of leadership and service, CWS blends academic preparation and intentional cocurricular action to develop intro/extrospective purveyors of change in an evolving, global community. Study hours, professor contact, and academic coaching encourage scholarly thriving. Additionally, scholars participate in a living
learning community, cohort seminars, faculty mentorship, community service, research opportunities, and international experiences. The inaugural scholars already increased the academic profile: the GPA of CWS students (3.86) surpasses averages of learners participating in other campus scholarships and high-touch programs (3.46). CWS shows student success increases with removal of impeding circumstances characteristic of undergraduate populations (e.g. financial obligation, academic support). Current practices support the need to serve a special population of high-achieving students by creating a cocurricular experience to support an honors-focused course of study. The experience of developing this program may be of interest to minority-serving institutions, small/medium sized universities, and resource-lean campuses. Universities, irrespective of demographic profile, can benefit from fundamental support practices to attract, engage, and retain the undergraduate scholar, particularly minority scholars.

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

**Keywords:** merit scholarship; minority serving institution; living learning community; best academic self

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**Planting the Expectation Seed: How Students Thrive With Career Education, Experiential Learning, and Study Abroad**

Myron Shaffer, Tulane University*

This poster will highlight how building a culture of doing more than the minimum requirements helps students make the most out of their undergraduate experience and retains them. Academic advisors at Tulane University integrate topics of career development, service learning, study abroad, and more into 1:1 appointments and communications starting as early as pre-matriculation. This strategy has contributed to our first- to second-year retention rate climbing more than 2% in two years. Additionally, Tulane has been recognized as a top producer of Fulbright U.S. Students and Peace Corps volunteers. As academic advisors, we build rapport with students quickly to engage them with considering possibilities to enhance their undergraduate experiences and beyond.

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

**Keywords:** culture building; academic advising; retention; undergraduate

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**Promoting Nursing Student Success Through a Faculty and Student-Led Orientation Program**

Laurie Harris, Auburn University*  
Margot Fox, Auburn University  
Kendall Henderson, Auburn University  
Amy Curtis, Auburn University  
Lynn Brown, Auburn University

A baccalaureate School of Nursing recognized the need for a comprehensive orientation program to start first-semester students on a pathway of success. Faculty identified areas that previous nursing students generally struggled with that could also significantly impact transition into the undergraduate program and student success. Objectives of the orientation program focus on creating a culture for academic and clinical success for new students through sessions on professionalism, time management skills, study tips, exam preparation, clinical and simulation introductions, and overview of diverse educational resources available for student support. The two-day program is facilitated by faculty and older nursing students, who share insight and reinforce critical points in the sessions through short talks, breakout groups, videos, and a school tour. Student introductions and cohort cohesiveness are promoted through team building activities. To further facilitate a sense of belonging in the School of Nursing, a “Gallery Walk” session offers a time for mingling with faculty, and showcases opportunities for involvement in various programs and organizations throughout the school, such as study abroad trips and faculty outreach projects. The new student orientation provides a foundation for student success in the journey to professional nursing careers.

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

**Keywords:** nursing; orientation; student success
Qualitative Data Mining to Increase Graduation Rates

Andrew Montgomery, California State University-San Bernardino*

Although it is common practice to collect qualitative data via open-ended survey questions, emphasis is typically placed on quantitative responses. This ignores the rich contextual information that qualitative data can provide. This poster presentation outlines methods for collecting, analyzing, and interpreting qualitative data in support of institutional effectiveness. Examples are drawn from a study on mean unit load (MUL) to highlight the ways in which qualitative data can be used to better understand and influence key metrics such as graduation rates.

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

Keywords: qualitative data; mean unit load; graduation rates; time to degree

Streamlining the Major Change Process Through a Lean Six Sigma Process Improvement Project

Jane Bouknight, University of South Carolina*
Rachel Bradley, University of South Carolina
Alexis Cunliffe, University of South Carolina*
Chelsea Church, University of South Carolina*

As part of the efforts to improve academic advising practices at the University of South Carolina, a Lean process improvement project was completed to streamline the process for undergraduate students who change majors. With one-third of students changing their major at least one time and ten-percent changing twice while in college (NCES, 2017), it is imperative to have efficient major change processes that support timely degree completion. Lean Six Sigma efforts improve processes by examining current workflow, eliminating process inefficiencies, and implementing plans for improvement. Prior to the Lean project, there were five different potential processes students had to complete in order to successfully change majors and each of the 11 undergraduate colleges had unique nuances. This Lean project brought together representatives from units across campus including both academic and student affairs. The committee’s goals were to 1) Implement a consistent process for undergraduate major changes across the University, 2) Establish universal dates/deadlines for students to change majors each semester, and 3) Assign Exploratory Advisors as secondary advisors for undergraduate students transitioning between majors. This poster presentation illustrates how the Lean project streamlined the steps of the major change process by 50%, improving advising practices and the student experience.

Audience: Intermediate; Large Colleges & Universities; Practitioners

Keywords: advising; major change; streamline; advisor

The Impact of 15 to Finish Initiative on Progression and Completion of Low-Income, First-Generation Students in Indiana

Roy Y. Chan, Indiana University-Bloomington*

This study explores what effect a statewide financial aid policy has on the academic outcomes of promise program recipients at two four-year public research universities, Indiana University Bloomington (IUB) and Indiana University-Purdue University, Indianapolis (IUPUI). The study examines the implementation of and subsequent policy change to the early-commitment college promise program, Indiana Twenty-First Century Scholarship (TFCS) Program. Using administrative data of 129,327 observations representing 64,031 low-income students who enrolled between 2010 and 2017 from the Indiana Management Performance Hub (MPH), this longitudinal study employs a quasi-experimental, difference-in-differences (DiD) approach to examine the heterogenous treatment effects of a policy that was supported by the Complete College America (CCA) 15 to Finish initiative on the academic performance of Indiana TFCS recipients, compared to non-
TFCS Pell recipients from the Fall 2011 cohorts through the Fall 2015 cohorts. Results suggest that the 30-credit hour completion policy consistently benefits underrepresented college students (e.g., low-income, first-generation) at IUPUI (regional comprehensive university, primarily nonresidential, moderately selective) more than at IUB (public research-intensive university, primarily residential, more selective). The study concludes that IUB TFCS students of color appear to be most adversely affected by the 30-credit hour completion policy than their peers at IUPUI.

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

**Keywords:** retention and completion; low-income; first-generation; underrepresented college students; higher education; college promise program

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Using Social Presence to Enhance Student Connections in an Online Graduate Program

Gina Delgado, Arizona State University*

More than 30 years of research literature has proven that higher social presence levels in online/distance education programs can positively impact student retention and satisfaction. This poster focuses on student retention strategies and techniques through action research for online/distance education practitioners. This mixed-methods action research study explores social presence within an online graduate program. Based on the theoretical frameworks, literature, and multiple requests from students, an intervention was designed to enhance student connections outside of the virtual classroom. This intervention is designed through the lens of social presence theory and will measure three subconstructs: social context, online communication, and professional connection. It will be implemented from Spring 2019 to Fall 2019. The intervention is an online talent community showcasing student professional achievement, talent, and goals. The target population are students of an online graduate leadership and management program. The study will use a pre-and-post-test survey, semi-structured interviews, and a focus group to collect data on students’ reactions and usage of the online talent community.

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

**Keywords:** graduate; online; research; education; retention; socialization

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Utilize the Summer to Reset and Revitalize Your College Experience

Amy Yearwood, Carnegie Mellon University*

Even our rock star students who come to college powered up and ready to go may find themselves falling flat after their first or second year. Somewhere along the way, they lose confidence, feel the stress from microaggressions, begin to struggle with undiagnosed mental health issues, experience family pressures, etc. When these forces hit, they might start to think “this school just isn’t for me”. Carnegie Mellon University is utilizing the summer session to provide additional personal and academic support to help students (re)CHARGE the remainder of their college career. Learn about our program development, components and outcomes, and share your feedback based on your own experiences and lessons learned.

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

**Keywords:** persistence; retention; summer; program; efficacy
THURSDAY

8:15 - 9:30
CSRDE BEST PRACTICES AWARDS BREAKFAST
Grand Ballroom

9:45 - 10:45
CONCURRENT SESSIONS

Toulouse B  A Second Chance at Success: Retention Through Provisional Admissions Programs
St. Charles A  Cultivating Identity Development Among Underprepared College Students in a First-Year Learning Community
Iberville  Data Dissemination Through On-Demand Self-Service Analytics
Toulouse A  Examining the Role of Pre-College Characteristics, Student Engagement, and Teaching Effectiveness in Freshmen Retention and Academic Performance
Astor I  Improving Black and African American Student Success: Designing Mission-Driven Programming Rooted in the African Diaspora
St. Charles B  Part 1 of 2: Managing Success Outcomes Throughout the Student Life Cycle: A Data-Driven Approach
Astor III  Predicting First-Semester Freshman Year GPA Using College Embeddedness
Astor II  Software for Informed Advising of Enrolled Students in a University System
Bienville  Understanding Discretion and Divergence in Academic Advising Utilizing a Public Policy Theoretical Lens

10:45 - 11:00
NETWORKING BEVERAGE BREAK
Grand Gallery
Sponsored by Campus Labs

11:00 - 12:00
CONCURRENT SESSIONS

Toulouse A  A Closer Look at Online Course Taking and Student Success
Astor II  Accelerating Equity: Building a Healthcare Continuum
Toulouse B  Applying ACT Research on Student Persistence to Practice: It's Easy...Really
Astor III  Integration of an Academic Advising Curriculum With University Initiatives to Foster Student Success
St. Charles B  Part 2 of 2: Managing Success Outcomes Throughout the Student Life Cycle: A Data-Driven Approach
Astor I  Strategies of Implementing a Pipeline Program Rooted in Culturally- Relevant Pedagogy
St. Charles A  The Front Lines: Engaging Faculty in Retention
Iberville  The Use of Predictive Modeling to Drive Specific Student Interventions That Improve Retention

CONTINUED OTHER SIDE >
12:00 - 1:30  
LUNCH ON YOUR OWN

1:30 - 3:00  
FACILITATED DISCUSSIONS

  St. Charles A  “I Don’t Deserve This!”: Defeating Imposter Syndrome in High-Achieving Students
  Astor I  Academic Coaching Insights: Life Coaching for the College Student
  Astor III  Embedded Academic Advising: Bridging the Gap Between the Community College and University
  Iberville  University Policy, University Systems, and Student-Driven Intervention Development
  St. Charles B  Utilizing Peer Support Groups to Increase Retention and Degree Completion for Graduate Students
  Toulouse B  Veteran Retention Interventions

3:15 - 4:15  
CONCURRENT SESSIONS

  Toulouse B  An Analysis of a Math Assessment and Learning System on the Academic Performance of Students at a Large Historically Black University
  St. Charles B  Breaking Down Barriers to Support Student Success, Equity, and Completion
  St. Charles A  Data Cartography at Tulane University: Mapping Your Data Through a Theoretical Lens
  Astor III  Supporting and Retaining Conditionally-Enrolled Students in the Classroom: A Conceptual Model and Preliminary Outcomes
  Bienville  The Role of Services in the Retention of Online Students
  Astor II  Weaving Together Scientific Reasoning Assessment Results and Student Retention

4:15  
CONFERENCE ADJOURNS
THURSDAY

8:15 - 9:30  CSRDE BEST PRACTICES AWARDS BREAKFAST

The Awards Breakfast is included in your conference registration. 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. We will also draw for prizes from our Exhibitor Visits Activity, for which you must be present to win.

9:45 - 10:45  CONCURRENT SESSIONS

Toulouse B  A Second Chance at Success: Retention Through Provisional Admissions Programs

Paper

Jordan Ryan, Texas Tech University*
Catherine Nutter, Texas Tech University*
Patrick Hughes, Texas Tech University

While most retention efforts focus on retaining students who have been successfully admitted, this paper presents a proactive retention strategy for students who have been denied admission to a 4-year university. The Tech Transfer Acceleration Program (TTAP) is a one-semester provisional admissions program for students who were denied admission to Texas Tech University (TTU). The purpose of this program is to improve at-risk student retention and persistence. TTAP students live on the TTU campus while taking community college courses through a local community college partnership. These courses are taught on the TTU campus by community college instructors. TTAP students are automatically eligible to enroll and begin coursework at TTU as a transfer student if they earn a 2.5 GPA during their provisional semester. Throughout the semester, TTAP students receive structured advising support centered on guided autonomy, self-regulatory learning, and major exploration. This study provides a review of TTAP, including student data related to transfer eligibility rates and first-year retention. Since provisional programs offer the unique opportunity for universities to increase transfer student enrollment and improve student retention, the goal of this paper is to provide a proactive retention and enrollment strategy for universities automatically when students are denied admission.

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

Keywords: provisional admission; at-risk students; retention; enrollment

St. Charles A  Cultivating Identity Development Among Underprepared College Students in a First-Year Learning Community

Paper

Kate Loughlin, Merrimack College*
Michael F. Mascolo, Merrimack College*

First-year students often face a multitude of personal and academic challenges that affect their overall success in college. To promote the development of academic resilience among first-year students, it is necessary to focus on cultivating both cognitive and non-cognitive skills, including those related to a student’s developing sense of self. Because identity develops within a sociocultural context, understanding the conditions that contribute to such self-development cannot occur by merely focusing on isolated individuals. Instead, it is essential to examine how student identities evolve within the various collegiate milieus. Grounded in a first-year, cohort-based learning community for academically underprepared students, the study presented focuses on creating conditions that matter (Kuh, Kinzie, Schuh & Whitt, 2010; Tinto, 2017) in order to promote a student’s sense of self and belonging. Participant observation and focus groups were utilized to investigate the experience of the selected undergraduate students. Informed by the shared experiences of current and former.
students of the program, findings suggest that participation in a first-year learning community built on high expectations and emotional sensitivity; intensive academic support and incremental success lead to genuine transformations that sustain long after the formal interventions and support have ceased.

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

**Keywords:** mindset theory; learning communities; academic resilience

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**Iberville**

**Data Dissemination Through On-Demand Self-Service Analytics**

*Ryan Weitzman, California State University-Long Beach*

University Institutional Research (IR) offices are tasked with disseminating data in a variety of ways that meet differing University demands. This iterative process is time and resource consuming for both the requestor of the data, getting data in a timely manner to make informed decisions, and IR to meet the many ad-hoc demands. California State University, Long Beach (CSULB) took a different approach by curating a comprehensive dataset that includes over 500+ student characteristics including demographics, financial aid, advising, admissions, and academic performance that is ready for analytical and/or visual evaluation. Using clean-sheet design, a method from engineering, CSULB faculty, administrators, and staff, including advisors, are educated on the variables and utilization of this unique dashboard and are empowered to become data analysts with the ability to quickly extract knowledge and insight regarding the primary drivers of student success. This tutorial will: provide the background that led CSULB to the curation of the current comprehensive dataset; show how data silos can be combined to produce meaningful results; and share a live demonstration. Finally, we will discuss future plans and the goals of the next iteration to continue to help disseminate data and attain student success while minimizing achievement gaps.

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

**Keywords:** student success; data metrics; tableau; institutional research

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**Toulouse A**

**Examining the Role of Pre-College Characteristics, Student Engagement, and Teaching Effectiveness in Freshmen Retention and Academic Performance**

*Ying Dong, University of Central Oklahoma*

William Scheideler, University of Central Oklahoma

Gary Steward, University of Central Oklahoma

Quinton Thorp, University of Central Oklahoma

Interest in first-year retention (fall-to-spring) has grown in recent years. The attrition rate among freshmen in U.S. higher education has been estimated to range from 16%-37%. High attrition among freshmen is an impediment to student development and future earnings, and represents a financial cost to the institution. Research has shown that pre-college characteristics, student engagement, and teaching effectiveness play a significant role in freshmen academic achievement and retention. This study examined 8,227 first-time freshmen across three cohorts (2014, 2015, and 2016) from a medium-sized, metropolitan university located in the middle of the U.S. Four types of measurements were used: (1) NSSE Theme Survey data measured student self-reported engagement; (2) pre-college characteristics were measured by ACT scores and high school GPAs; (3) teaching effectiveness was measured by Student Perception of Instructional Effectiveness; (4) first-term GPAs and course grades measured academic performance. A linear regression model found that freshmen pre-college characteristics, engagement indicators, and teaching effectiveness significantly predicted first-term GPAs and course grades, which further predicted second-term retention. The study also
found significant differences in teaching effectiveness and student academic performance between full-time and part-time faculty. The implications for pre-college characteristics, student engagement, and teaching effectiveness in freshmen academic performance and retention as well as comparisons between full/part-time faculty performances are discussed.

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

**Keywords:** freshmen; academic success & retention; pre-college characteristics; student engagement; teaching effectiveness

**Astor I**

**Improving Black and African American Student Success: Designing Mission-Driven Programming Rooted in the African Diaspora**

**Paper**

Scott R. Trach, Berklee College of Music*
Ahmmad Brown, Harvard University
Ty-Juana Flores, Berklee College of Music*

Berklee College of Music is the preeminent institute of contemporary music and the performing arts. Founded on jazz and popular music rooted in the African cultural diaspora, its comprehensive curriculum is distinctly contemporary in its content and approach, and embraces the principal musical movements of our time. However, a 2016 historical enrollment analysis indicated domestic Black and African American students persisted and graduated at far lower rates than their peers. This paper outlines Berklee’s journey to create mission-centric programming designed to foster a strong sense of African American community, support, belonging, and cultural understanding on campus. It also includes samples of pre and post program success data along with the foundational program design tenets. Discussion participants will be prompted to evaluate and abstract concepts presented to the unique mission and culture of their institutions.

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

**Keywords:** retention; success; black; African American; mission; music

**St. Charles B**

**Part 1 of 2: Managing Success Outcomes Throughout the Student Life Cycle: A Data-Driven Approach**

**Tutorial II**

Edward Hummingbird, Southwestern Indian Polytechnic Institute*

Succeeding in college requires students learn to navigate a set of educational transitions from point A (“I’m here for the first time”) to point B (“I’ve successfully accomplished what I came here for”). This presentation focuses on mapping those educational transitions in a student life cycle model, and operationalizing the model with tracking and feedback data to prioritize and place student success interventions. Additionally, the student life cycle may be used to map the transformative impact of college/student touch-points on student self-efficacy, indicating priorities for strengthening those touch-points. When integrated, this framework allows colleges to prioritize, place, and refine student success interventions and support systems throughout the student life cycle, using both institutional and student-centered measures. The results of this framework at the Southwestern Indian Polytechnic Institute will be shared, where the model has helped the college increase success rates systematically, and increase graduation rates by 200% over a five-year time period.

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

**Keywords:** retention; persistence; student success; data; student tracking; student feedback
Predicting First-Semester Freshman Year GPA Using College Embeddedness

Cassidy Krantz, University of Oklahoma*
Robert Terry, University of Oklahoma*
Nicole Campbell, University of Oklahoma*
George Bogaski, University of Oklahoma*
Jordan Sweis, University of Oklahoma

First-semester GPA of first-time, full-time freshmen (FTFT) has been shown to be a reliable indicator of retention from freshman to sophomore year. A sample of n = 545 FTFT students was assessed during the first semester on how embedded they were in the University, and subsequently, their first semester GPA was obtained. The results show that college embeddedness is a reliable predictor of first semester GPA ($r = .10, p < 0.015$), and that a student scoring high in embeddedness is expected to see a .10 GPA gain compared to an average embeddedness scoring student. Implications for overall student retention are discussed.

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

Keywords: college embeddedness; data analytics; academic performance

Software for Informed Advising of Enrolled Students in a University System

Mérida Mercado-Escobar, Interamerican University of Puerto Rico-Arecibo*
Nicolás Ramos, Interamerican University of Puerto Rico-Arecibo

Universities use institutional data to research and discern patterns in the trajectory of former students to recognize risk factors associated with values in academic and financial variables pertinent to the performance of current students. The ERDU project at Inter-American University of Puerto Rico (IAUPR) analyzed student records to describe the trajectory of semester cohorts for the past 23 years. The research identified a relationship between second semester enrollment given a first-semester GPA of 2.0 or more and the probability of graduation at IAUPR. A software, ERDU Advising Counseling, generates a profile of undergraduates with indicators of risk in academic and financial variables. It also provides “what if” scenarios for GPA and Pace and graphs with the student’s trajectory. Advisors have information about academic performance issues to help students understand their status in Satisfactory Academic Progress (SAP) and their eligibility for financial aid. The informed advising process promotes deliberation and decision-making in evidence-based interventions. Advisors, who have used the software, report positive experiences. Assessment of its effectiveness in the system will begin this year since the Counseling Centers of all the campuses have access to the updated software since Spring 2019.

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

Keywords: advising; retention; financial aid eligibility; risk; Satisfactory Academic Progress

Understanding Discretion and Divergence in Academic Advising Utilizing a Public Policy Theoretical Lens

Fai R. Howard, University of South Florida*

In complex organizations and bureaucratic structures, such as higher education, ensuring alignment and the execution of goals set by leadership and put into action by those on the front-line can be a challenging undertaking. New initiatives, policies, and practices established by senior administrators are often executed by employees who actually implement and do the work. At times, perhaps more often than not, the implementation phase may differ or even be in contrast to leadership’s intention. Michael Lipsky’s (2010, 1980) theoretical framework regarding bureaucracies and the work of those on the front-line, lends itself to
understanding this phenomenon, specifically within the context of the academic advising process. This paper will detail Institutional Review Board approved qualitative research regarding the discretionary and divergent behavior of academic advisors in the middle-southern and western regions of the United States of America.

Audience: Intermediate; Administrators; Practitioners

Keywords: public policy theory; divergence; discretion; student outcomes; academic advising; front-line workers

10:45 - 11:00  NETWORKING BEVERAGE BREAK  Grand Gallery

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

11:00 - 12:00  CONCURRENT SESSIONS

Toulouse A  A Closer Look at Online Course Taking and Student Success

Paper

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

In previous papers, we have shown that the relationship between online course taking and student retention differs for students who are taking some courses online and some onground versus those who are taking exclusively online courses and that this effect is modified by course load. In research reported here, we build on earlier work to examine relationships between online course taking and a variety of academic outcomes—GPA, course withdrawals, retention, and degree completion—in a new sample of colleges and universities. We examined students in certificate, associate, and bachelor degree programs and explored whether or not the relationship between online course taking and student success differs for minority students and/or Pell recipients. Results indicate that taking courses online has a minimal effect on the outcome variables for bachelor's students after adjusting for credit attempts and demographics. Taking courses online does, however, have a small, negative effect on the outcomes for associate's students, and a small to medium negative effect on the outcomes for certificates students. Outcomes gaps between students enrolled in online courses and students taking only onground courses were amplified at all levels for minority students.

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

Keywords: undergraduate success; retention; GPA; degree completion

Astor II  Accelerating Equity: Building a Healthcare Continuum

Paper

Michael Morsches, Moraine Valley Community College*
Nina Shoman-Dajani, Moraine Valley Community College
Grant J. Matthews, Lane Community College*

Moraine Valley Community College has long offered disparate opportunities for students in the healthcare professions. Until recently, those opportunities were often unconnected and seemingly out of reach for our ESL and Adult Education students studying on campus. Over the past six years, the Learning Enrichment and College Readiness staff and faculty worked hand-in-hand with the Nursing and Healthcare programs to build a viable and visible healthcare continuum that provides academic support throughout, as well as authentic exit and re-entry points for students who continue their education after they begin to work in the healthcare professions. We have increased the numbers of underrepresented students who are seeking new Nursing and Healthcare programs, we have raised the retention rates of all the students who are in enriched coursework, and we have identified new pockets in the sequence where students have not traditionally received additional
academic support. The results have been dramatic, and we continue to enrich new areas of the continuum as more faculty have become interested in the project. This paper will outline the collaboration and design of the continuum, as well as the challenges and the subsequent results of the initiative.

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

**Keywords:** health care; I-BEST; nursing; supplemental instruction

### Toulouse B

**Applying ACT Research on Student Persistence to Practice: It's Easy…Really**

*Don Pitchford, ACT, Inc.*

This interactive session will share insight on ACT’s research that focuses on factors that can help predict student persistence. In addition, insight will be provided about cognitive and non-cognitive (SEL) barriers to success, the importance of diagnosing these barriers and then developing local intervention strategies on your campus to help remediate and maximize retention/completion rates. Come prepared to share student success practices on your campus that have helped “move the needle” on retention and completion rates.

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

**Keywords:** student success; retention

### Astor III

**Integration of an Academic Advising Curriculum With University Initiatives to Foster Student Success**

*Stephanie Frazitta, Northeastern University*

In order to help students successfully navigate life at a university, it is important for departments to communicate and align their goals and initiatives with a unified mission. Through cross-departmental collaboration, academic advisors can develop a deeper understanding of goals across the university and better assist students in connecting their learning experiences in and outside of the classroom. This paper will provide an example of the successful development of a first-year academic advising curriculum for international students and how to integrate advising practices with broader university initiatives. The academic advising curriculum drew from developmental, competency-based and advising as teaching philosophies and culminated in a learning outcomes-based advising model. In collaboration with faculty, the academic advising curriculum was also integrated with a new first-year seminar course. This approach and structure to academic advising can be utilized and adapted to the mission and goals of any university, for international and domestic students alike.

**Audience:** Intermediate; Practitioners

**Keywords:** academic advising; first-year students; international students; collaboration

### St. Charles B

**Part 2 of 2: Managing Success Outcomes Throughout the Student Life Cycle: A Data-Driven Approach**

*Edward Hummingbird, Southwestern Indian Polytechnic Institute*

Succeeding in college requires students learn to navigate a set of educational transitions from point A (“I’m here for the first time”) to point B (“I’ve successfully accomplished what I came here for”). This presentation focuses on mapping those educational transitions in a student life cycle model, and operationalizing the model with tracking and feedback data to prioritize and place student success interventions. Additionally, the student life cycle may be used to map the transformative impact of college/student touch-points on student self-efficacy, indicating priorities for strengthening those touch-points. When integrated, this framework allows colleges to prioritize, place, and refine student success interventions and support systems throughout the student life cycle, using both institutional and student-centered measures. The results of this framework at
the Southwestern Indian Polytechnic Institute will be shared, where the model has helped the college increase success rates systematically, and increase graduation rates by 200% over a five-year time period.

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

**Keywords:** retention; persistence; student success; data; student tracking; student feedback

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**Astor I**

**Strategies of Implementing a Pipeline Program Rooted in Culturally-Relevant Pedagogy**

**Paper**

Amber R. Smith, University of Arkansas at Little Rock*
Jonathan Bobo, University of Arkansas at Little Rock*
Charles Donaldson, University of Arkansas at Little Rock*
Mia D. M. Phillips, University of Arkansas at Little Rock*
Joy Springer, John W. Walker Law Firm*
Janice Warren, Pulaski County Special School District*

A 10 million-dollar collaborative effort between three colleges/universities and two school districts was spawned by a desegregation lawsuit and has resulted in the positive impact of more than 2,000 students in the last four years in an urban city in the South. Through culturally-relevant pedagogy and artistically enriching opportunities specifically designed for African American students, students have seen great success. The goals of the program include improvement in academic achievement and in test scores used in college admission; an increase in high school graduation rates; entry in post-secondary programs without the need for remedial courses; and completion of a baccalaureate degree in four years. Through summer bridge programs that have resulted in 99 percent of participating students bypassing at least one remedial course, and highly engaging ACT preparation programming, the program is seeing phenomenal success to date.

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

**Keywords:** retention; remediation; minority students; student success

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**St. Charles A**

**The Front Lines: Engaging Faculty in Retention**

**Paper**

Philip A. Allred, Brigham Young University-Idaho*
Rex M. Butterfield, Brigham Young University-Idaho*

Despite evidence that interaction with faculty is pivotal in a student’s decision on persisting in post-secondary education, Berger and Braxton (1998) noted that “there has been no systematic inquiry into the different roles that student peers and faculty play in the process of social integration…” (p. 107). Because faculty and students interact frequently, faculty are on the front lines of retention. Enlisting faculty in helping students persist can yield great dividends in retention. One way that faculty can increase relationship-building with students is through interviews. Though it has only received scant attention in the literature, the initial impact on retention has been promising (Ferguson, 1990). Brigham Young University-Idaho has recently increased the focus on retention by implementing a college success course and enlisting the Department of Religious Education in a concerted effort to retain students. In 2017-2018, BYUI experienced a two percent increase in retention. The Department of Religious Education has implemented a blended pedagogy to a core curriculum by shifting a content-heavy portion of classroom instruction to online, thereby creating coordinated time for faculty-student interviews. The data are encouraging as to the impact on retention. Both qualitative and quantitative data will be presented.

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

**Keywords:** interviews; retention; integration; blended learning
Iberville

The Use of Predictive Modeling to Drive Specific Student Interventions That Improve Retention

Steven A. Mauro, Gannon University*

With many academic institutions facing a diminishing applicant pool, efforts focused on retaining existing students have intensified. Using greater than fifty variables in the areas of engagement, academics, and financial status, we have developed a predictive model that drives student intervention efforts. Implementation of the model combined with specific actions derived from the data has greatly improved our ability to develop rapid and specific interventions tailored to each student. These efforts have contributed to an improvement of first-year retention of students at the institution by five percentage points, equivalent to millions of dollars of added revenue.

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

Keywords: improved retention; predictive modeling; geo-spatial visualization; persistence; revenue driver

12:00 - 1:30 LUNCH ON YOUR OWN

Take a break from the activities and enjoy visiting with your colleagues over lunch. There are many restaurant options within walking distance from the hotel.

1:30 - 3:00 FACILITATED DISCUSSIONS

These 90-minute sessions are led by moderators who will introduce the topic and briefly share insights from their experience. The majority of the session will be dedicated to small group discussions, with time at the end to summarize the groups’ conversations.

St. Charles A

“I Don’t Deserve This!”: Defeating Impostor Syndrome in High-Achieving Students

Kera Murphy, Berklee College of Music*

Has a student ever told you they do not feel worthy of studying at your institution? Perhaps they feel less talented or bright when comparing themselves to their classmates. At competitive and creative institutions such as Berklee (including Berklee College of Music and the Boston Conservatory at Berklee), where students come from all across the world to study and showcase their talent, one may begin to internalize feelings of unworthiness or uncertainty about having a place on campus. In this session, we will review the signs of Impostor Syndrome, discuss the ways this phenomenon presents itself on our campuses, and engage in information and idea sharing on how to facilitate dialogues about Impostor Syndromes with students, staff, and faculty.

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

Keywords: impostor syndrome; student success; academic advising; high-achieving students

*Presenter
Academic Coaching Insights: Life Coaching for the College Student

Joshua P. Sills, Texas Tech University*
Maggie Gilchrest, Texas Tech University
Jeff Rammage, Texas Tech University
Elvia Cazares, Texas Tech University

Life coaching is a new practice to many university systems. At Texas Tech, Student Success and Retention has hired and trained life coaches to work in an academic context with students. Through these interactions, students learn about their own strengths, develop and enhance their own growth mindsets, and work to reach their highest levels of potential. Life coaching offers high accountability, frequent contact, and guided growth through the form of well-designed action plans created in partnership with the coach and student. Universities can use this unique relationship to boost retention rates through targeted campaigns and outreach designed to impact target populations in a meaningful way. This facilitated discussion seeks to draw attention to the purposes and applications of life coaching in a university setting. Through exploration of its goals, its impact on the TTU campus and its retention rates, and how it partners with other members of the coordinated care network within the university system, attendees will gain insight into how universities can benefit from life coaching services and be invited to engage in meaningful discussions with colleagues from around the country pertaining to the creation of coaching programs that suit their universities' needs.

Audience: Intermediate; Administrators; Two-Year Institutions; Large Colleges & Universities; Small Colleges & Universities; Practitioners
Keywords: coaching; academics; life; coordinated; care; network

Embedded Academic Advising: Bridging the Gap Between the Community College and University

Justine Nandkishorelal, University of South Florida*
Quishaundra Harris, University of South Florida*

The purpose of this session is to learn how academic advising collaboration between community colleges and universities ensures a seamless transition for transfer students from enrollment through graduation. Specifically, best practices on how university advisors can provide academic advising at the community college level to build a foundation for transfer success to the university level. Embedded advising techniques can combat two of the common barriers for transfer students—accumulating more credits than required at the community college and losing credit hours in the matriculation process. Strategies, outcomes, and resources to support the transfer student population will be discussed as well as an interactive Think-Pair-Share activity. Strongly referencing the Transfer Student Playbook, the activity will allow peer to peer collaboration and group discussion to assist in developing similar transfer services that best fit each attendee's institution. Administrators and advisors at both the community college and university level are encouraged to attend.

Audience: Intermediate; Administrators; Two-Year Institutions; Large Colleges & Universities; Small Colleges & Universities; Practitioners; Researchers; Faculty; Advisors
Keywords: advising models; transfer students; partnerships; student success
Brooke Moreland, Indiana Commission for Student Advocacy*

This session discusses how student affairs professionals working in higher education must educate themselves on university policy and university systems in order to better design relevant and effective student-driven interventions for high-risk student populations. High-risk college students are conceptualized as individuals whose level of academic preparation or personal characteristic could hinder their successful progression in higher education (Pizzolato, 2003, p. 799). First-generation students and low-income student populations are examples of such groups (Pizzolato, 2003, p. 799). This session highlights challenges that professionals may face in advocating for these students in systems with exclusive historical origins. The model hopes to assist professionals in evaluating their institution’s and their personal willingness to support students beyond financial aid. Personal implementation of the model through the highlighting of best practices are discussed, demonstrating that through the knowledge of university policy and university systems, relevant and effective interventions can be developed, ones that can even be immediately impactful to the student’s undergraduate experience. Professionals attending the session are invited to then share their advocacy practice, expressing how they evaluate their institution’s and their personal willingness to support students beyond financial aid. [Pizzolato, J. E. (2003). Developing self authorship: Exploring the experiences of high-risk college students. *Journal of College Student Development*, 44(6), 797-812.]

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

**Keywords:** student retention; high-risk student populations; comprehensive student support

Airies Davis, Dominican University*
Marcedes Butler, University of Nevada-Las Vegas

The facilitators will conduct a discussion on how they created a support group for University of Southern California (USC) graduate students. Peer support groups provide an opportunity to reduce isolation and encourage students to express their thoughts, feelings, and personal concerns in a safe learning environment. Equally, unintentional circumstances of support groups include opportunities for mentorship, access to resources and the promotion of student accountability. As a result of participating in this session, attendees will understand, apply, and create strategies towards implementation of support groups and inclusive strategies that foster degree completion.

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

**Keywords:** graduate students; peer support groups; degree completion; student retention; mentoring; ABD

Sara Sullivan, University of Iowa*
David Johnson, University of Iowa*

Facilitated discussion will begin with a 30 minute overview on the University of Iowa’s efforts and initiatives to engage the Veteran population and increase persistence toward degree. Iowa utilizes tools including homegrown Excelling@Iowa and Tableau to collect data, perform analysis, and share information via dashboards. We will spotlight how our methods support retention rates and Veteran student success. The remaining 60 minutes will focus on audience participation and will emphasize how institutions are
meeting their challenges involving the student Veteran population. Please bring your business cards/contact information to share for communication post-conference.

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

**Keywords:** veteran; retention

### 3:15 - 4:15 CONCURRENT SESSIONS

#### Toulouse B

**Session ID 84**

**An Analysis of a Math Assessment and Learning System on the Academic Performance of Students at a Large Historically Black University**

*Paper*

Lewis Johnson, Florida A&M University*

Charmane Caldwell, Florida A&M University-Florida State University College of Engineering*

Sonya Stephens, Florida A&M University

Pierre Ngnepieba, Florida A&M University*

Ivey Williams, Florida A&M University

Codjo Akpovo, Florida A&M University*

Nearly 2,000 students enter Florida A&M University (FAMU) each year. Prior to 2015, the University used SAT and ACT test scores to determine students' first math course, which led to lower success rates. Currently, all incoming FAMU students must complete the Assessment and LEarning in Knowledge Spaces (ALEKS) Math Assessment and Learning System which has led to an increase in their first math course performance. This paper will present findings from an analysis of student academic performance in College Algebra, Pre-Calculus, Trigonometry, and Calculus I. Additionally, the number of hours in the ALEKS Preparatory and Learning Modules (PLM) are considered to determine a student’s change in assessment score.

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

**Keywords:** ALEKS; math assessment; math placement; learning gains; math success rates

#### St. Charles B

**Session ID 24**

**Breaking Down Barriers to Support Student Success, Equity, and Completion**

*Paper*

Daniel Martinez, College of the Desert*

Kate Chartier, College of the Desert*

College of the Desert instituted a college readiness program that consisted of a review of math and English to help incoming students reduce or eliminate the number of basic skills courses they needed to complete. As the program grew, the college added wrap-around student support services to increase student completion and persistence. Results show that first-time college students in the program performed better or as well as other first time college students who were not in the program on several metrics, including the completion of college-level English in the first year, the number of units completed in both the first-term and the first year, and persistence from the first semester to the second semester through the second year of college. A description of how the program grew and plans are discussed.

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

**Keywords:** student success; summer bridge program; student persistence
Data Cartography at Tulane University: Mapping Your Data Through a Theoretical Lens

Melissa Lang, Tulane University*
Bert Ellison, Tulane University*
Kelly Grant, Tulane University*
John M. Braxton, Peabody College, Vanderbilt University*

Those of us who work in higher education know this to be true: student information lives in silos. Various databases and systems exist all over campus, and campus partners are often unable or skeptical about sharing up-to-date information. What if, instead of linking disparate datasets and pieces together, those datasets were strategically linked to established and empirically supported theoretical concepts? What if a roadmap existed that would help university personnel link theoretical constructs to data that can therefore drive an informed decision-making process? At Tulane University, the Office of Retention and Student Success has taken on the process of “auditing” and organizing its data in an attempt to understand and use it more strategically. Rather than collecting data points and lumping them into large datasets, we are methodically collecting all available data points, organizing data by type, topic, source, and timing, and anchoring each data point to theoretically based empirically supported concepts related to student retention.

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

Keywords: data silos; data audit; retention theory; concept map; data mapping

Supporting and Retaining Conditionally-Enrolled Students in the Classroom: A Conceptual Model and Preliminary Outcomes

Emily E. Virtue, Western Carolina University*

Persistence rates for conditionally-enrolled students are lower than their traditionally enrolled peers (Noel-Levitz, 2013). One of the reasons for this might be that students have a negative academic identity—they do not feel as though they are capable of being an academic. Because of the students’ enrollment status, they can be seen (or see themselves) as “less than” their peers (Nemelka, Askeroth, & Harbor, 2017). As such, administrators have called for conditionally-enrolled students to receive more support from institutions as they transition to college (DeVilbiss, 2014; Hrabowski, 2005). This paper discusses a conceptual framework built on Kahu’s (2013) perspectives of engagement that addresses how faculty think about, engage with, and prepare students for collegiate academics. Use of this framework in a literature course for conditionally-enrolled students will be discussed. Suggestions for faculty and potential implications on retention will be presented.

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

Keywords: conditionally-enrolled; pedagogy; academic identity

The Role of Services in the Retention of Online Students

Tracy Hart, University of New Mexico*

The purpose of this single case study was to examine the relationship between online college students’ use of services and their feelings of mattering using a convergent parallel research design to collect and analyze quantitative and qualitative data. Students enrolled exclusively in online classes during the academic year 2015-2016 at a public urban four-year university were invited to participate. The survey was based on the theoretical and conceptual frameworks for comprehensive services and mattering theory. Responses provided descriptive statistics and correlation analysis with stories that added to the description of students’ service experiences. Services-to-mattering correlations showed nine services moderately or strongly positively correlated with...
students’ feelings of mattering. Qualitative responses indicated that students view their interactions without distinguishing between service- or instruction-based interactions. The findings offer insight into how institutions can relate to their online students through their service offerings and interactions. Four themes emerged: students view their online experiences holistically, suggesting an integrated approach to service- and instruction-based interactions. By interacting in caring, helpful ways, and providing a personal touch through service interactions, institutions can provide an avenue for students to build community and connect with the institution and each other, supported and accessed through technology.

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

**Keywords:** mattering; services; convergent parallel; case study; online students; correlation analysis

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**Astor II**

**Weaving Together Scientific Reasoning Assessment Results and Student Retention**

*Paper*

David Lehr, Longwood University*

University administrations, state legislatures, and private sector enterprises have increasingly emphasized STEM-related disciplines. However, coursework in these areas have often proved to be stumbling blocks for student success, often leading to generally poor performance in required, general education scientific reasoning coursework. In this paper, I evaluate and tie together student performance on the Madison Assessment Scientific Reasoning Test for over 1800 students with those students’ subsequent retention and overall student success. After controlling for a wide array of socio-economic factors, important causal connections are found between performance in scientific reasoning coursework and retention. Policy-makers aimed at improving student success and retention may therefore develop strategies to improve academic performance in the required scientific reasoning components of their educational programs.

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

**Keywords:** STEM; scientific reasoning; retention; Econometrics

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**CONFERENCE ADJOURNS**

The conference adjourns at 4:15 pm. Thank you for joining us in New Orleans, and we hope to see you in Pittsburgh in 2020!
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<th>Common Acronyms</th>
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<td>AACC – American Association of Community Colleges</td>
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The Consortium for Student Retention Data Exchange would like to thank the following organizations for participating in this year’s symposium. Participants interested in learning more about the services and products of these exhibitors are encouraged to follow up after the conference using the contact information provided below.

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Wednesday: 7:00 am - 4:45 pm
Thursday: 9:30 am - 4:15 pm

Exhibitor Hours:
Tuesday: 9:30 am - 4:00 pm
Wednesday: 9:30 am - 5:00 pm: