



NSSR 2021 LIVE

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

NSSR 2021 LIVE

November 2-5, 2021

Program Information

The full interactive conference program will be available in October

NSSR 2021 LIVE

NSSR offers a complete educational experience exploring the latest evidence-based research on post-secondary retention and graduation. The new, virtual format continues to provide the potential for networking and encourages collaboration among colleagues from diverse fields and institutions.

NSSR 2021 LIVE Overview

All times are Central Time

Tuesday, November 2, 2021

10:00 – 11:30 am Plenary Session and Keynote Address
12:15 – 4:45 pm Concurrent Sessions

Wednesday, November 3, 2021

10:00 – 11:00 am Coffee Talks
11:45 am – 4:15 pm Concurrent Sessions and Facilitated Discussions

Thursday, November 4, 2021

10:00 am – 4:15 pm Poster Presenters Available
10:00 – 11:00 am Coffee Talks
11:45 am – 5:15 pm Concurrent Sessions and Facilitated Discussions

Friday, November 5, 2021

10:00 am – 2:30 pm Concurrent Sessions and Facilitated Discussions

Coffee Talks

Moderators of these one-hour informal sessions will guide conversations on pressing issues in higher education.

Facilitated Discussions

These sessions are led by facilitators who will introduce the topic and briefly share insights from their experience. The majority of the session will be dedicated to discussions, with time at the end to summarize the conversations.

Papers

All paper proposals went through a multi-step review process, including peer-review. Those who received the highest scores were invited to present at NSSR 2021 LIVE. The papers will be presented live during the Concurrent Sessions. We will announce three award-winning papers during the plenary session on

Tuesday morning. Each award comes with a monetary prize for the institution and a plaque or trophy. The awards are: Best Practices in Student Retention, Institutional Research Leadership in Student Retention, and Director's Award.

Posters

Visit the Poster Gallery any time during the conference, where you may view a pdf of each poster, watch a short video from each poster presentation, and view handouts, if provided. Poster presenters will be available throughout the day on Thursday for one-on-one chats about their material. Posters will be judged before the conference for the CSRDE Best Poster Award, which includes a plaque and a monetary prize to their institution. The winner will be announced during the plenary session on Tuesday.

Tutorials

A two-part tutorial will be presented live during the Concurrent Sessions. These sessions will present effective models and offer strategies and solutions.

Vendor Presentations

Several NSSR 2021 LIVE sponsors will be presenting their research and discussing tools and strategies to help colleagues in their student success efforts. These sessions will be live during the Concurrent Sessions.

Tuesday, 11/2/2021

10:00 - 11:30 am (Central Time)

Keynote Address

Keynote Address: Dr. Michael Sorrell

Michael Sorrell, Paul Quinn College

Abstract: Dr. Michael J. Sorrell is the longest-serving President in the 148-year history of Paul Quinn College. During his nearly 14 years of leadership, Paul Quinn has become a nationally regarded institution for its efforts to remake higher education in order to serve the needs of under-resourced students and their communities. Michael received his J.D. and M.A. in Public Policy from Duke University and his Ed.D. from the University of Pennsylvania (where his dissertation defense was awarded "with Distinction"). While in law school, he was one of the founding members of the Journal of Gender Law & Policy and served as the Vice President of the Duke Bar Association. Recently, former President George W. Bush and the George W. Bush Presidential Center awarded Dr. Sorrell the Bush Institute Trailblazer Citation. He has been named one of the World's 50 Greatest Leaders by Fortune Magazine; is the only three-time recipient of the HBCU Male President of the Year Award (2018, 2016 and 2012); won Higher Education's President of the Year award as named by Education Dive; and Time Magazine listed him as one of the "31 People Changing the South." Washington Monthly Magazine identified him as one of America's 10 Most Innovative College Presidents and Rev. Jesse Jackson, Sr. and PUSH/Excel honored him with its Education Leadership Award. Michael is the recipient of both the Dallas Bar Association's Dr. Martin Luther King, Jr. Justice Award and the City of Dallas' Father of the Year Award.

Tuesday, 11/2/2021

12:15 - 1:15 pm (Central Time)

Paper

Confronting Our Grades: A Reading Program Takes a Hard Look at Its Grades

Grant J. Matthews, Lane Community College

Rita Ferriter, Moraine Valley Community College

Susan Godwin, Moraine Valley Community College

Jennifer Lee-Good, Moraine Valley Community College

Michael Morsches, Moraine Valley Community College

Abstract: Like most developmental reading programs, the Developmental Education reading faculty members at Moraine Valley Community College have worked long and hard to develop transitional skills for students who place into reading/study skills courses. Seven years ago, the reading faculty members decided to review the grade patterns and distributions of their students to improve instruction. That initial analysis was eye-opening when faculty members discovered that there was a severe compression of passing grades—most of the successful students received grades of C, with only 4% receiving grades of A. The program decided to work on decompressing these successful grades without challenging the threshold between C and D students. The subsequent results were dramatic as faculty members shifted the distribution of passing grades and raised the overall course success rates by more than 45%. The developmental reading program has now changed focus to individual grade patterns and the actual meaning of the grades faculty members give. What happens to the students who earn A's, B's, and C's when they move on and are at the next level? This paper will outline the faculty members' general grade analysis as well as their individual explorations of the grades they give and the future success those grades can predict.

Keywords: *grades; assessment; evaluation; success metrics; predictive modeling*

Audience Level: *Intermediate*

Targeted Audience: *Two-Year Institutions; Practitioners; Faculty*

Track(s): *Data, Technology, and Methods; Faculty Engagement; Retention and Special Populations*

Tuesday, 11/2/2021

12:15 - 1:15 pm (Central Time)

Facilitated Discussion

Creating a Culture of Accountability and Ownership for Student Success and Completion

Jason Terry, Utah Valley University

David Connelly, Utah Valley University

Michelle Kearns, Utah Valley University

Abstract: As the saying goes, “not a single snowflake thought itself responsible after the avalanche”. This adage rings especially true within higher education where groups, often working in silos, are unable or unwilling to see how their individual efforts (or lack thereof) contribute to a larger campus phenomenon. Without a clear vision of accountability, progress inevitably slows, opportunities are missed, and student needs are left unmet. At Utah Valley University, creating a campus-wide culture of ownership for student success and completion has not come easily. Yet significant progress has been made. Over the space of just a few years, UVU has seen an incredible 12-percentage point increase in student retention as well as a nine-percentage point increase in its Outcome Measure rates. This progress has come through successful efforts to disseminate

information via completion dashboards, innovative collaborations from unlikely groups, strategic planning from senior leadership, and a fair share of setbacks. Please join us as we discuss Utah Valley University's efforts and frustrations in creating a culture of ownership for student success and completion. Utah Valley University is a public (40,000+), open-admission, dual-mission university.

Keywords: *accountability; assessment; student success; completion; retention; collaboration*

Audience Level: *Intermediate*

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

Track(s): *Beyond the First Year Retention; Programs and Initiatives; Retention and Special Populations*

Tuesday, 11/2/2021

12:15 - 1:15 pm (Central Time)

Paper

First-Generation Students' Academic Success: What Factors Contribute to Their Graduation Rate?

Yangzi Mao, Stevens Institute of Technology

Faxian Yang, University of South Carolina

Minghui Wang, Stevens Institute of Technology

Abstract: Over half of the student population in the United States can be defined as first generation. Their six-year graduation rates are significantly lower at 56% compared to 74% for non-first-generation students. This is especially significant considering the increasing degree qualifications required across all levels in the vastly competitive workforce today, as well as the time and financial commitments the entire college experience can consume, no matter whether it results in a degree or not. There are a variety of contributing explanations for the lower graduation rates for first-generation students, whether they be socioeconomic, demographic, or academic in nature. This study sought to explore and identify the variables that impacted the graduation rate of first-generation students, specifically at a research university using the Fall 2014 entering cohort. Significant factors were identified using logistic regression and other statistical methods to confirm and examine the results. Among the factors identified, students' academic performance played the most important role. Since this study was related to indicators of student success, study results could assist senior administration with finding ways to support students who are at higher risk to not graduate as early as the beginning of their junior year.

Keywords: *graduation rate; first-generation; persistence; retention rate*

Audience Level: *Intermediate*

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

Track(s): *Data, Technology, and Methods; Beyond the First Year Retention; Retention and Special Populations*

Tuesday, 11/2/2021
12:15 - 1:15 pm (Central Time)

Presentation

Q&A With Dr. Sorrell

Michael Sorrell, Paul Quinn College

Abstract: This session is available for participants who would like to continue the conversation from the keynote address with Dr. Michael Sorrell.

Tuesday, 11/2/2021
2:00 - 3:00 pm (Central Time)

Paper

Infusing Technology Into a High Touch Success Model

*Will Miller, Jacksonville University
Rob Berwick, Jacksonville University*

Abstract: A campus with an undergraduate experience rich in the traditional liberal arts, over the past eighteen months, Jacksonville University has worked to supplement a high touch model of advising and student success with new technologies and partners to help ensure maximum potential for students to succeed. While ownership of student success had been disbursed historically, efforts began by creating a student success taskforce, which brought together two dozen institutional leaders that represent key areas considered in holistic student success and charging it with helping to ensure that “only students who we could envision retaining, graduating, and thriving were offered admittance to our campus.” The taskforce continued to maintain the importance of high touch interactions but also quickly saw the need for supplemental tools. As a result, just as COVID caused new challenges for student success, the campus rolled out a defined case management system to enhance communication, a proactive and reactive artificial intelligence-based textbot for regular check-ins and conversations, and a partnership to help our stop out students return and thrive. This was coupled with making student success data more accessible to the campus community. Technology has been integrated to augment the essential interpersonal relationships already on campus.

Keywords: *retention; student success; early alert; case management; predictive analytics; data visualization*

Audience Level: *Intermediate*

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

Track(s): *Data, Technology, and Methods; First-Year Student Success; Programs and Initiatives; Theoretical Models of Retention and Success*

Tuesday, 11/2/2021
2:00 - 3:00 pm (Central Time)

Vendor Presentation

Innovative Applications of Retention Intelligence to Impact Student Success

*Matt Boisvert, Pharos Resources
Viva Gore, Pharos Resources*

Abstract: Join us as we discuss the institutional value of improving student success and increasing retention! This session will equip you to use novel data points to clearly identify your most at-risk students and then create pathways to lead those students to graduation. We will discuss both leading and lagging indicators of student success, methods to gather and analyze information on student experiences, and how to use data to uncover student perspectives in process decisions.

Tuesday, 11/2/2021

2:00 - 3:00 pm (Central Time)

Facilitated Discussion

The Doctoral Candidate Journey During COVID-19

Manuel Rosa, Keiser University

Sue Adragna, Keiser University

Jessica Fuda-Daddio, Keiser University

Abstract: The retention rate for students seeking advanced degrees has been a concern for many institutions since graduate degrees were offered. Therefore, it is not surprising that COVID-19 has presented many challenges to higher education institutions across the country on how best to support graduate students and more specifically, doctoral degree-seeking students. For even the most disciplined students, the disruption caused by the pandemic has presented insurmountable financial, social, and mental health barriers that have negatively impacted progress and time to degree. During this facilitated discussion, attendees will identify the challenges PhD students are facing during this unprecedented time in our history. Strategies to overcome these challenges will be discussed along with resources that can be made available.

Keywords: *graduate students; retention; online education*

Audience Level: *Intermediate*

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

Track(s): *Graduate Student Retention*

Tuesday, 11/2/2021

3:45 - 4:45 pm (Central Time)

Vendor Presentation

A Digital Transformation to Improve Retention and Lower Course Withdrawal Rates

Mark Visco, Jr., Suitable

Duane Williams, Montclair State University

Gen Hinson, Montclair State University

Abstract: After a short two and a half years of partnership with Montclair State University, the outcomes speak for themselves. Even through the pandemic, not only has student engagement grown each year, but Montclair State has leveraged Suitable and our data to improve student retention while also decreasing the rate of course withdrawal. What started as a pilot with first-year students, has rapidly transformed into an enterprise mission for student success; from the Provost's office to the Dean's of individual academic colleges. All with the help of the experts at Suitable and our groundbreaking web and mobile app.

Tuesday, 11/2/2021

3:45 - 4:45 pm (Central Time)

Paper

Academic Advising at a Distance: Proactive Programming to Assist With Student Success

Dawn Coder, Pennsylvania State University

John Carter, Pennsylvania State University

Richard Akers, Pennsylvania State University

Abstract: Online learning in higher education continues to grow due to the flexibility it offers learners. Adult learners choose online learning at a rate much higher than residential learning. Adult learners in the online environment tend to be retained at a lower rate. To counteract lower retention rates, understanding student needs through targeted student satisfaction surveys is necessary. The academic advising department at The Pennsylvania State University, World Campus examined student data from a recent student satisfaction survey to understand adult learners' needs. Several proactive projects were implemented to address the identified needs with a result of increasing student satisfaction and retention. A discussion of the results and a summary view of the projects implemented are discussed.

Keywords: *student success; student satisfaction; academic advising; adult learners; online learning*

Audience Level: *Introductory*

Targeted Audience: *Large Colleges & Universities*

Track(s): *Academic Advising; Online and Distance Students; Retention and Special Populations*

Tuesday, 11/2/2021

3:45 - 4:45 pm (Central Time)

Facilitated Discussion

Creating Real-Time Assessment Performance Indicators in Retention Workflows

Neva Lozada, Kean University

Paul Croft, Kean University

Abstract: This collaborative session will engage participants in identifying and constructing new metrics of student success as related to student support workflows and intervention through the ongoing assessment of retention efforts at their own institutions. The session will begin with an introduction of the facilitators' experience implementing proactive, non-traditional retention strategies at a four-year public university and how, through the assessment of such strategies and associated workflows, new indicators of student persistence are revealed through real-time predictive modeling. A focus will be placed on how these initiatives can be strategically implemented through collaborative campus partnerships and regularly assessed for continuous improvement to more easily identify who our students are and what we need to do as an institution to help them succeed. Thus, the performance of support structures, such as these, in a holistic sense, in addition to traditional student performance indicators, must be considered when defining key metrics and Key Performance Indicators of institutional processes. Participants will take part in an interactive discussion of assessment of retention initiatives and student support structures, drawing from their own experiences, and these will help in constructing the Key Performance Indicators.

Keywords: *retention; workflows; assessment; metrics; ROI*

Audience Level: *Intermediate*

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

Track(s): *Data, Technology, and Methods*

Tuesday, 11/2/2021

3:45 - 4:45 pm (Central Time)

Paper

University Support Status: Holistic Student Success Support In Lieu of Punitive Exclusionary Practices

Melissa Young, Columbus State University

Kelly Koch, Columbus State University

Patrick McHenry, Columbus State University

Abstract: Prior to Fall 2020, Columbus State University's probation and exclusion policy, while a common practice in higher education, was punitive in nature. Students whose institutional GPA fell under a 2.0 were placed on academic probation, which escalated to a one-term exclusion for students whose GPAs remained below 2.0. However, only about 50% of students returned to the university after dismissal. Furthermore, data revealed that only 2% of students placed on exclusion graduated within six years. Therefore, we redesigned our policies and developed a new approach, University Support Status (USS), eliminating exclusion and probation. Instead, we are focused on retaining students by supporting them as they work toward good academic standing and graduation. USS students complete an intake assessment, which identifies their individual needs. After the assessment has been completed, students meet with dedicated advisors, peer coaches/mentors, access recommended workshops (time management, study skills, etc.), and are connected to other campus support services. Instead of dismissing students and leaving them to face a meaningless semester away from campus, we now support them in their time of need, arming them with the tools for success.

Keywords: *student success; retention; graduation; probation; exclusion; advising*

Audience Level: *Intermediate*

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

Track(s): *Academic Advising; Beyond the First Year Retention; Programs and Initiatives; Retention and Special Populations*

Wednesday, 11/3/2021

10:00 - 11:00 am (Central Time)

Coffee Talk

The Student Experience: Embedding Advising, Experiential Learning, and Career Engagement

Jennifer Murphy, Ohio University

Abstract: Ohio University re-conceptualized the student experience by offering individualized curricular and co-curricular graduation plans for every student, with a clear timeline for completion. This new initiative offers individualized support structures for every student with graduation plans

designed to be customized by academic program and personalized to the student so their pathway is clear. From the start of their first semester, students meet with a professional advisor, while also immersed in deep, meaningful experiences that will help them explore, reflect, and engage in the career exploration process. These three distinct areas of advising, career, and experiential learning are embedded throughout their undergraduate journey, and redefining the student experience at Ohio University. The conversation will focus on innovative approaches and best practices, as many institutions are re-imagining the student experience.

Wednesday, 11/3/2021

10:00 - 11:00 am (Central Time)

Coffee Talk

Wellness and Wellbeing: Who Nurtures the Nurturers?

April Fugett, Marshall University

Abstract: Over the last 18 months, universities and colleges have seen an ever-growing population of struggling students. Anxiety and depression rates are on the rise, and phrases like “zoom fatigue” seem to capture a general exhaustion with virtual environments and technology. These shifts have meant long days and the need to craft new approaches during an ever-changing pandemic landscape for those on the forefront of student success. Faculty, counselors, advisors, and administrators are attempting to navigate this shifting environment while remembering that our students are humans who need care, protection, advice, and help, even while experiencing the same stressors as our students. It seems inevitable that those most responsible for the care of our students are now feeling exhausted and burnt-out, especially while navigating a world of vaccines and mask mandates. While decision-fatigue alone might be enough of a roadblock to derail years of student success work and progress, how can we protect and support each other while also remaining present for our students? This coffee talk discussion will focus on the wellness and wellbeing of our students, our colleagues, and ourselves.

Wednesday, 11/3/2021

10:00 - 11:00 am (Central Time)

Coffee Talk

What Good Has Come Out of the Pandemic?

Joanne Goldwater, St. Mary's College of Maryland

Abstract: Many institutions were creative and eliminated barriers for students (late fees for bill payments, more flexible student services, hybrid teaching/learning, review of policies leading to subsequent changes, etc.). These were barriers that people realized weren't serving any use and don't need to be reimplemented. On the personal side, many people were forced to work from home and made other changes in their lives that ended up working well for them. They are now realizing what is important to them and intend to try to make on-going changes to continue this level of self-care. What positive changes have you and/or your institution made? What changes would you like to make? Let's find the silver lining together. Join us to listen to and share success stories and stories of creativity and resilience.

Wednesday, 11/3/2021

11:45 am - 12:45 pm (Central Time) **Facilitated Discussion**

Hear our Call: First-Generation Student-Centered Success Initiatives

Marsha Besong, Rutgers University

Abstract: First-generation students who enter college don't always possess the cultural capital necessary to negotiate and achieve success in higher education settings. To assist students in their transition to college and throughout their collegiate career, the first-generation programs cultivate safe spaces, academic support, peer engagement, and inclusive communities so that students feel as if they belong and develop social and cultural capital. During the facilitated discussion, the presenter will discuss how she created student-centered first-generation initiatives considering their multi-faceted identities based in the peer-reviewed literature, including Kuh's high-impact practices, and provide tools to replicate the programs. The presentation will focus on 1) data drawn from a survey of first-generation students to learn about their lived academic experiences during admission and throughout their collegiate experience and corresponding literature; 2) the first-generation initiative at Rutgers-Camden, including the student ambassador program, student organization, peer mentoring, Honor Society, interest groups, and advisory board, and recruitment strategies; and 3) how to replicate and implement similar programs at your institution. The session will include opportunities to discuss first-generation student identities and lived experiences; first-generation programs on your campus; and best practices for communication and collaboration with academic affairs and executive leadership to develop buy-in.

Keywords: *student success; 1st-gen programs; student-centered*

Audience Level: *Introductory*

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

Track(s): *First-Year Student Success; Online and Distance Students; Programs and Initiatives; Retention and Special Populations*

Wednesday, 11/3/2021

11:45 am - 12:45 pm (Central Time) **Vendor Presentation**

How Family Engagement Increases Student Success: Study Results From UAB

Dave Becker, CampusESP

Meredith Kahl, University of Alabama-Birmingham

Abstract: In August 2019, the University of Alabama at Birmingham implemented CampusESP, a family engagement platform that enhances family communication and access to student records. The platform provides automated newsletters, personalized campus updates, and alerts about student academic and financial records. After one year, UAB did an exploratory study on the relationship between family engagement and student success for first-year students entering in the Fall of 2019. The study compared family engagement indicators with demographic data and retention outcomes, using descriptive statistics, correlational analyses, sample tests, and logistic regression. Results showed that family engagement was a statistically significant indicator of student success. As family engagement levels increased, so did cumulative GPA and retention. In fact, for every one-point increase in Total Family Engagement (a variable score based on engagement), the student was 1.3x more likely to be retained. This session covers this study's

outcomes and insights in more detail. It also highlights how institutions can leverage data such as family email open rate and click rate as predictors of student likelihood to persist. Most importantly, this session shares tips on how to develop a comprehensive family engagement strategy that supports student success, based on demonstrated results at UAB.

Wednesday, 11/3/2021

11:45 am - 12:45 pm (Central Time) **Paper**

Identification of At-Risk Students Using Preenrollment Data

Laura M. Little, Johnson College

Abstract: Graduation rates at a two-year, private, nonprofit career and technical college decreased from 73% to 61% between 2016 and 2018. To reverse this trend, a proactive approach to student support was needed to help at-risk students before they sit in their first class. The purpose of this ex post facto data study was to identify student characteristics associated with low graduation rates through cost-effective methods of statistical analysis. Student data (n=1,246) was used to detect significant relationships between 16 independent variables and graduation. Regression analysis identified six of these variables as being predictive of graduation. Of particular interest are the variables that were not found to be predictive of graduation despite previous research findings to the contrary: socioeconomic status, gender, and first-generation status. The study also revealed several gaps in data collection at the college under study which reduced the number of variables available for incorporation into the model. Recommendations for future research include investigating the generalizability of AppDays and the viability of using SAT/ACT participation as an indicator of ambition.

Keywords: *predictive model; student success; pre-enrollment data; at-risk students*

Audience Level: *Intermediate*

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

Track(s): *Data, Technology, and Methods; Retention and Special Populations; Theoretical Models of Retention and Success*

Wednesday, 11/3/2021

1:30 - 2:30 pm (Central Time) **Paper**

A Noncognitive Assessment Roadmap to College Student Success

Becky Bobek, ACT

Jason Way, ACT

Sweet San Pedro, ACT

Abstract: There is a growing focus on the use of noncognitive assessments to measure student progress and success in higher education. Research shows that noncognitive factors predict important postsecondary outcomes related to enrollment, retention, persistence, satisfaction, course grades, and graduation. In this paper, we describe these factors and their relationship with student success. The characteristics of noncognitive measures are also discussed, including common methods for measuring noncognitive factors, the importance of context when selecting or developing measures, and relevant data quality and interpretation considerations when using

noncognitive assessments. These measures can be used to support key functions in colleges and universities such as identifying at-risk students, supporting student learning, academic and career advising, and evaluating program effectiveness. As next-generation assessment in higher education advances, technology-enhanced learning and big data support the use of noncognitive information through the implementation of data mining, learning analytics, and predictive analytics methods and tools. These advancements also bring with them challenges related to the accurate interpretation of results, data quality, and data privacy.

Keywords: *noncognitive; assessment; student success; measures; outcomes*

Audience Level: *Introductory*

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

Track(s): *Beyond the First Year Retention; Data, Technology, and Methods; First-Year Student Success*

Wednesday, 11/3/2021

1:30 - 2:30 pm (Central Time)

Facilitated Discussion

Creating the Student Performance Metrics Dashboard (Advisor Assessment)

Jason Terry, Utah Valley University

Mark Leany, Utah Valley University

Wade Oliver, Utah Valley University

Abstract: Assessment can be challenging. Assessing an area that is highly qualitative, such as academic advising, can be even more challenging. Yet without accurate assessments progress is slowed, accountability is limited, and ultimately student needs are left unmet. At Utah Valley quantitative assessment of academic advising has come in the form of the Student Performance Metrics dashboard. This dashboard is a “homegrown” resource that highlights key advising performance metrics such as the percentage of students who persist to the next semester, have met their math and English requirement, enrollment by course benchmarks (<9, 12, and 15 credits), and other criteria all organized by academic advisor. In addition, this dashboard also highlights the amount, type, and average duration of contact the advisor is having with their caseload. This presentation will discuss the need for and the process of creating an advisor dashboard, the political considerations that took place, and the impact it has had on academic advising. Implementing a dashboard of this nature has not been easy, yet the results have been encouraging. Please join with us as we discuss the Student Performance Metrics Dashboard. Utah Valley University is a large (40,000+) open-enrollment public university.

Keywords: *advising; dashboard; assessment; retention; completion*

Audience Level: *Intermediate*

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

Track(s): *Academic Advising; Data, Technology, and Methods*

Wednesday, 11/3/2021
1:30 - 2:30 pm (Central Time)

Paper

Data-Driven and Student-Centered: Strong Gains in First-Year Retention With the Introduction of a Warning Semester

Sarah Kyte, University of Arizona
Laura Andrews, University of Arizona
Jen Ludwig, University of Arizona
Christine Salvesen, University of Arizona

Abstract: Seemingly neutral academic policies can have major consequences for student success. When institutional research revealed that the existing academic eligibility policy was having an outsized and negative impact on the persistence of first-generation and minoritized first-time students, The University of Arizona decided to introduce a warning semester. Rather than placing students directly onto academic probation, we sought to offer a clearer, more intentional policy and to use the warning semester as an opportunity to connect students with supports and resources to help them thrive in college. Also, by adopting principles of regression discontinuity designs—which are ideally suited to observing the impact of policies featuring a cutoff—we estimated that introducing a warning semester could lift retention among first-time students by as much as two percentage points. Indeed, we observed a one percentage point gain in retention among the first cohort of students under the new policy. In this paper, we review the institutional and scholarly research motivating a revised academic eligibility policy as well as the multifaceted assessment that drew on institutional, programmatic, and qualitative data to identify how it improved the student experience.

Keywords: *institutional research; policy; successful initiatives; academic eligibility; probation; student retention*

Audience Level: *Intermediate*

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

Track(s): *Programs and Initiatives; Data, Technology, and Methods*

Wednesday, 11/3/2021
3:15 - 4:15 pm (Central Time)

Paper

Creating a Dashboard to Identify and Track At-Risk Students for Weekly Intervention and Continued Student Success

Hajara Mahmood, Embry-Riddle Aeronautical University
Donna Ferrell, Embry-Riddle Aeronautical University
Alex Hall, Embry-Riddle Aeronautical University

Abstract: In collaboration with the University's Information Technology department, a team within the College of Arts and Sciences developed a dashboard to help identify at-risk student populations using real-time data. The dashboard presented performance indicators such as current course score, course inactivity, and student details in a spreadsheet. This data was used by the college Educational Support Specialist Advisor and college faculty to perform weekly intervention in entry-level STEM courses in the Spring 2021 semester. Intervention included specific communication sent out to at-risk students to get back on track by connecting them to tutoring, evening supplemental instruction sessions, supplemental resources, and faculty office hours. To

assess if weekly monitoring and academic advising had a meaningful positive impact on student performance, a quasi-experiment with non-equivalent comparison groups was performed to compare the average final exam score and failure rates for an entry-level physics course for the Fall 2020 and Spring 2021 semesters. The experiment revealed that average final exam scores significantly improved (15.82, $p < 0.05$) in the Spring 2021 term (63.15 ± 27.81 , $n=425$) when compared to the Fall 2020 term (47.33 ± 30.57 , $n=132$) and the proportion of students receiving failing grades was reduced from 0.46 to 0.16.

Keywords: *dashboard; weekly intervention; student success*

Audience Level: *Introductory*

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

Track(s): *Data, Technology, and Methods*

Wednesday, 11/3/2021

3:15 - 4:15 pm (Central Time)

Facilitated Discussion

Exploring Empathy and Student Retention: A Review of the Literature

Laura McCormick, Walden University

Abstract: A review of the literature on empathy and higher education indicates that empathy in the instructor-student relationship influences student retention. With many brick-and-mortar universities moving to online courses in response to the COVID-19 pandemic, it became necessary for faculty to quickly learn how to navigate the online classroom and effectively respond to student stress and anxiety. According to the literature, when students feel heard and understood by their instructors, they experience lower levels of stress and anxiety and increased resilience as it relates to persistence in online education. Cognitive empathy, or the ability to view a problem from the student's perspective, appears to be particularly important for addressing student concerns while maintaining academic standards and professionalism. The purpose of this discussion will be to provide an opportunity for faculty from both online and brick-and-mortar universities to explore the influence of empathy in the instructor-student relationship on student retention and to generate ideas for how to use empathy with the intent of creating positive learning experiences that lead to student success.

Keywords: *empathy; instructor-student relationship; resiliency; retention*

Audience Level: *Introductory*

Targeted Audience: *Faculty*

Track(s): *Online and Distance Students; Faculty: Teaching Excellence, Learning Engagement and Retention*

Wednesday, 11/3/2021

3:15 - 4:15 pm (Central Time)

Paper

Fostering Institutional Change in Advising in Support of Student Retention

Kristen Nakamura Wallitsch, Bellarmine University

James D. Breslin, Bellarmine University

Lory L. King, Bellarmine University

Abstract: Our institutional data was clear: academic advising was poorly understood, its reputation was lacking, and there was no clear impact on student retention. This paper presents the evolution of an advising model at a four-year, private, liberal arts institution from inception to maturity. In the new advising structure, all first-year students and many second-year students were assigned to a professional academic advisor. Students experience a proactive, holistic, and learner-centered approach aligned with the university mission and the strategic goal to create a transformative experience for all students. Once the model was established and ties to retention and persistence were evident in the data and assessment, we continued to advance the model through continual improvement and expanding opportunities. We provided a mandatory training and development program for all professional advisors and extended training opportunities to faculty advisors. Our goal was to create a culture of academic advising that empowers students to take ownership of their educational experiences and persist to graduation. In this paper, we will share our experiences, discuss how we overcame challenges, and share the evidence we used to demonstrate success, which goes beyond satisfaction to illustrating the impact and value of academic advising.

Keywords: *student success; academic advising; retention; assessment*

Audience Level: *Intermediate*

Targeted Audience: *Small Colleges & Universities*

Track(s): *Academic Advising*

Wednesday, 11/3/2021

3:15 - 4:15 pm (Central Time)

Vendor Presentation

Remove Barriers & Improve Student Outcomes with Engaging Student Support at Scale

Jason Smith, Blackboard

Lisa Hansen, Blackboard

Abstract: A recent study of a diverse student population revealed students' mixed perspectives regarding support provided by their institutions throughout the pandemic and how that might impact their ability to persist. Student support has become increasingly important for students, with 65% indicating that support services are more important to them now than before the pandemic. But what happens when students can't access the resources they need to overcome obstacles on their learning journey? With nearly 80% of at-risk students believing their institution might be able to offer the support they need to get back on track and persist, retention leaders should examine strategies for virtual support, retention outreach, and inbound engagement. This session will review complementary strategies in managing student support at scale to positively impact student retention and investigate how institutions have successfully implemented these strategies. Session takeaways include uncover student perceptions of support services provided by their institutions and identify the gaps in support services that have emerged during the pandemic; learn ways to identify and respond to at-risk students with actionable takeaways through example outreach strategies and campaigns; and identify key opportunities for institutions to positively impact student engagement and retention through a personalized, proactive student support strategy.

Thursday, 11/4/2021

10:00 am - 4:15 pm (Central Time) **Poster**

A Learning Strategy Seminar's Impact on Academic Performance and Persistence

Christie Soltys, Quinnipiac University

Quinton Swan, Quinnipiac University

Abstract: The learning objectives of this one-credit Learning Strategy Seminar course aim to help students become self-regulated learners by discussing evidence-based learning strategies that aid in metacognitive awareness and self-efficacy. To measure these outcomes, a pre- and post-survey was distributed to students in the course, students participated in weekly intentional reflections designed to show growth, and students' GPAs were collected. The quantitative and qualitative data collected over the course of multiple semesters was analyzed in an effort to explore the impact of the course on student academic performance (GPA) and overall success at the university (persistence). The analysis will also explore if students who self-selected into the course achieved the same outcomes as those who were placed into the course by advisors as a remedial fix.

Keywords: *Learning Strategy Seminar; persistence; academic performance; self-efficacy; metacognition*

Audience Level: *Intermediate*

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

Track(s): *Beyond the First Year Retention; Data, Technology, and Methods*

Thursday, 11/4/2021

10:00 am - 4:15 pm (Central Time) **Poster**

Did Our Efforts Matter?: A Quantitative Analysis Measuring the Impact of Academic Support Initiatives on Success in Introductory Biology

John Goepfrich, Quinnipiac University

Katie Landrey, Quinnipiac University

Keith Jacobsen, Quinnipiac University

Abstract: Quinnipiac University is committed to achieving and maintaining a first-year retention rate of at least 90% while continuing to offer competitive undergraduate STEM programs. The Learning Commons, in its role of providing academic support services and retention-aimed interventions, has identified introductory biology as a crucial factor in student success (measuring success?). Data suggests that performance in introductory biology coursework (a 2-part sequence) directly correlates to academic performance in future coursework, which is vital to student success. Data also suggests that performance and achievement (specifically, final grades) correlate to first-year student retention. The Learning Commons staff will be utilizing quantitative data to identify the potential impact of pre-enrollment data, curricular changes, and academic support initiatives on student performance in introductory biology. The results of this quantitative study are expected to lead to further instances of retention-focused research and the impact of academic support initiatives. This research will help The Learning Commons move from measuring inputs to measuring the outcomes of their efforts.

Keywords: *STEM; academic support; retention*

Audience Level: *Introductory*

Targeted Audience: *Administrators; Practitioners*

Track(s): *First-Year Student Success; Retention and Special Populations*

Thursday, 11/4/2021

10:00 am - 4:15 pm (Central Time) **Poster**

Engineering Majors: Predicting First-Year Retention Utilizing Supervised Machine Learning Models

Roseline Telfort, Louisiana State University

Abstract: Low student enrollment and degree attainment and high attrition rates are major challenges in STEM education. The persistence and completion of science, technology, engineering, and math (STEM) students is of pressing concern in higher education. More than 50% of freshmen entering college as a STEM major either switched to a non-STEM major or dropped out of college (Chen, 2013). Colleges and universities have a constant pressure on improving student retention. One of the biggest challenges that higher education faces today is predicting the paths of students. Machine learning techniques in recent years have been applied to analyze student data to improve information processing through data mining. Data mining is a tool that universities can use to predict with high accuracy which students will return yearly and graduate. This study will present the application of several predictive analytic tools: logistic regression, classification & regression tree (C&RT), and random forest to predict and classify with high accuracy first-year retention of students who major in Engineering fields. Determining factors that influence first-year retention of students who major in Engineering provide important opportunities for better planning and development of retention strategies.

Keywords: *retention; engineering; STEM; predictive analytics; machine learning*

Audience Level: *Introductory*

Targeted Audience: *Administrators; Large Colleges & Universities; Practitioners; Researchers*

Track(s): *First-Year Student Success; Retention and Special Populations*

Thursday, 11/4/2021

10:00 am - 4:15 pm (Central Time) **Poster**

How are Student's Doing? Let's Ask Them: A Model for Self Assessment of Student Success and Support Needs

Tabetha Adkins, West Chester University of Pennsylvania

Cheryl Neale-McFall, West Chester University of Pennsylvania

Abstract: Institutions committed to student success often monitor students' academic progress through programs like Early Alert, midterm grades, and observing network access and software utilization data. During the pandemic, student success professionals at our institution wondered how students themselves felt about their academic performance and overall experience: How were there classes going? What resources or information did they need? The result of these questions was a pilot survey deployed to undergraduates in Fall 2020 designed to prompt reflection on their academic performance, provide just-in-time information about resources that can support overall

student success, and offer students the ability to request a personalized outreach based on their individual needs. Based on what was learned from that pilot, we changed the deployment strategy, revised the questions based on student feedback to include general well-being questions, and deployed the survey again in Spring 2021 when 79.2% of our undergraduate students responded. This poster will share best practices for obtaining responses from students—a challenge, as any higher education professional knows—and will demonstrate what we learned from students, what the data showed about student experience, and how we plan to utilize this practice in future semesters.

Keywords: *student success; survey instrument; early alert*

Audience Level: *Introductory*

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

Track(s): *Data, Technology, and Methods*

Thursday, 11/4/2021

10:00 am - 4:15 pm (Central Time) **Poster**

Implementation and Assessment of Two Strategic Outreach Campaigns on a Diverse Campus: Implications for Retention and Student Success

Brandy Smith, University of Nevada, Las Vegas
Rebecca Smith, University of Nevada, Las Vegas

Abstract: In fall of 2020, in the midst of the COVID-19 pandemic where a majority of courses were delivered virtually and campus-wide cost efficiencies were well underway, two cost effective strategic outreach campaigns were initiated. The purpose of the first program, a direct call campaign, was to ensure students were aware of online Learning Support resources (e.g., Tutoring, Supplemental Instruction, and Coaching) and increase retention by increasing resource utilization. The second initiative, using a customer service perspective, aimed to increase direct communication with students from peers, ensuring questions were being answered and students felt engaged with the “remote” campus. The first initiative was supported by existing research in that outreach or “nudging,” particularly from peers, typically results in generating effective student engagement (Castleman & Page, 2015) and increased usage of resources. The second initiative added elements of peer support, which has been effective in prior research (Collier, 2017; Lindsay, 2017). This poster will discuss elements of the successful implementation of both programs, descriptive data from Fall 2020 and Spring 2021, and assessments, including usage statistics, retention rates, and resulting GPAs. Strengths as well as opportunities for improvement will be identified for both initiatives, particularly utilizing a customer service lens.

Keywords: *retention; outreach; coronavirus impacts; nudging; peer mentors*

Audience Level: *Introductory*

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

Track(s): *Beyond the First Year Retention; Programs and Initiatives; Retention and Special Populations*

Thursday, 11/4/2021

10:00 am - 4:15 pm (Central Time) **Poster**

Improving the Transfer Student Experience During COVID-19

Kate Doubler, University of Tampa

Alexandra Yanovski-Bowers, University of Tampa

Vanessa Sanchez Marquez, University of Tampa

Abstract: Recent polls offer data on how the COVID-19 pandemic is affecting college students, with many focusing on how the data both represents and elides issues faced by first-generation and/or low-income students. However, students who made the decision to transfer to a different institution during the pandemic have faced a unique confluence of circumstances in their postsecondary education. The purpose of this study is to gain a better understanding of the reasons why students at a private four-year institution transferred during the COVID-19 pandemic and how they believe the pandemic has affected their adjustment to a new campus. We conducted hour-long focus group sessions with transfer students and asked them questions about their decision to transfer, their adjustment to the academic and social dynamics of campus, and their opinions about how colleges can support transfer students during the pandemic. We used a thematic content analysis in order to identify recurring topics in the conversations. Our poster will highlight our findings from these focus groups and offer solutions to issues that can help other institutions better support and retain students who transferred during the pandemic.

Keywords: *transfer students; focus group study; COVID-19*

Audience Level: *Intermediate*

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

Track(s): *Academic Advising; Transfers and Retention*

Thursday, 11/4/2021

10:00 am - 4:15 pm (Central Time) **Poster**

We All Worry About Cheating in Remote Courses: What Can be Done About it?

Jesse Edwards, Florida A&M University

Abstract: My chemistry courses, all of which are remote—ranging from graduate chemistry courses through General Chemistry lectures for majors to Chemistry for Non-Science majors and their accompanying labs—are all targets for cheaters; academic honesty is a concern. How do I address it in such a wide variety of courses with different class sizes, materials being addressed, and modes of assessment being used? This work provides a preliminary review of different tactics used to insure student honesty during assessment in various chemistry courses at these various levels. The poster will present practices that help to insure academic honesty during assessment in remote large lectures and labs, and smaller graduate lecture courses. These methods include the use of Respondus Lockdown Browser and Monitoring systems, direct submission of written work and/or calculations, the use of algorithmic problem banks, and variations of problems covering the same concepts, along with varying data sets for each student in labs, handwritten exams for graduate work, presenting problems one at a time in a scrambled fashion, scrambling the answer choices, providing distractors in answer choices when possible, setting time limits on exams, and addressing the policy for cheating upfront with emphasis and in a repetitive fashion.

Keywords: *cheating; remote course; Chemistry*
Audience Level: *Introductory*
Targeted Audience: *Faculty, Administrators*
Track(s): *Online and Distance Students*

Thursday, 11/4/2021

10:00 am - 4:15 pm (Central Time) **Poster**

Serving Underrepresented and Special Student Populations with New Strategies, Outreach Activities, and Service Models

Chun-Fang Kuo, University of Hawaii at Hilo

Abstract: Universities changed to online teaching due to COVID-19, which impacted students who access services on campus. Counseling services moved from in-person to distance counseling. Our outreach programming also encountered changes due to social distancing. The changes to the service delivery were necessary to help the students who need support, especially those indigenous, underrepresented, and marginalized student populations most impacted by COVID-19. This poster will show innovative ways we utilized different approaches and models such as phone check-in, online COVID-19 support group, relaxation packages distribution, virtual relaxation station, care packages for faculty/staff, classroom Zoom outreach, Zen Gardening, and more to serve our students before and during the pandemic. The poster will also demonstrate how the different approaches, models, programming, and activities are conducted. It will include retention and graduation statistics of the students utilizing the different services, including the increase of those indigenous, underrepresented, and marginalized students utilizing our services. Future improvements and suggestions of different strategies will be provided. Lastly, we will also explore what we have learned from the changes to services due to COVID-19 that can benefit future post-pandemic services to our students.

Keywords: *student success; retention; service delivery; outreach programs; special populations*
Audience Level: *Intermediate*
Targeted Audience: *Large Colleges & Universities; Small Colleges & Universities; Practitioners*
Track(s): *Online and Distance Students; Programs and Initiatives; Retention and Special Populations*

Thursday, 11/4/2021

10:00 - 11:00 am (Central Time) **Coffee Talk**

How a Changing World has Impacted Faculty Views of Student Issues

Coryn Gonzales, Ohio State University, Newark

Abstract: In a challenging time, when the world faced a pandemic, school continued on while students faced a plethora of issues in their personal lives that impacted their ability to do well in the classroom. Students were disconnected from campus but relied on the only people they saw consistently for help, their professors. In this coffee talk, we will discuss ways faculty have been

involved in retention initiatives during the COVID-19 pandemic. We will also discuss strategies that will remain or be implemented after the pandemic that faculty and/or staff will be involved in.

Thursday, 11/4/2021

10:00 - 11:00 am (Central Time)

Coffee Talk

Student Success Workshops and the Virtual Format...What's Been Working?

Kristen Porter, Mercy College of Ohio

Abstract: This session will offer conversation about how Student Success workshops and presentations were moved to the virtual format due to the pandemic and how it will continue. At a small, private healthcare-focused college, a program was created to focus on a student's Journey to Success throughout the entire semester. Student engagement has always been a challenge and shifting to a virtual setting allowed for more participants to easily attend. Conversation will be around what new programs colleagues have established since the pandemic began, and how and where they are going. Has there been a shift in programming back to in person? What does the future look like for engagement in Student Success programming?

Thursday, 11/4/2021

10:00 - 11:00 am (Central Time)

Coffee Talk

Two and a Half First Years; (Re)Introducing Campus Life

Joanne Goldwater, St. Mary's College of Maryland

Abstract: You've heard of the TV Show, "Two and a Half Men"? Well, most institutions are dealing with Two and a Half Years of students who are getting introduced/reintroduced to important parts of community building in college. Our current First-Year students spent their last year and a half of high school learning virtually. Most of our current Second-Year students spent their entire first year of college learning virtually or in hybrid modes, and our current Third-Year students only spent one semester of their first year of learning in-person. What have been the ramifications for these students? What will be the long-term implications for these students? What are you doing to provide support to (re)introduce them to campus life and campus traditions, empower their sense of community, and build their resilience and success in and out of the classroom? Join this session and share what you've tried and let's discuss steps we can all take for the spring semester to create a strong foundation for our students and help them feel like they belong on our campuses.

Thursday, 11/4/2021

11:45 am - 12:45 pm (Central Time)

Paper

A Case Study for the Successful Development and Assessment of a University-Wide Academic Recovery Program for First-Year Students

Daphne Holland, Coastal Carolina University

Deborah Conner, Coastal Carolina University

Mary Fischer, Western Carolina University

Abstract: Coastal Carolina University was experiencing increasingly low retention rates for students after their first year. University leadership issued a call to action to address these alarming trends and increase first-year student retention. The Student Success Team, composed of student support practitioners, data analysts, faculty partners, and academic affairs leadership, undertook a data-driven, collaborative approach to identify and address underlying retention barriers. The multifaceted approach ultimately yielded successful results. An academic recovery program was implemented in Fall 2018 for students on academic probation with increasingly positive results over six semesters. Eligible students successfully completing the program in Spring 2020 were retained at 66.0% versus those who did not at 39.7%. This paper provides a roadmap to develop, implement and assess a successful university-wide academic recovery program for first-year students, including updating an outdated probation policy, creating course curriculum, developing a comprehensive academic recovery program, and creating an academic coaching department to support students reactively and proactively through meaningful intervention. This has also led to investing in predictive analysis tools to further our success.

Keywords: *probation; academic recovery; academic support; academic coaching; retention*

Audience Level: *Intermediate*

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

Track(s): *Programs and Initiatives; Retention and Special Populations*

Thursday, 11/4/2021

11:45 am - 12:45 pm (Central Time) **Facilitated Discussion**

A Little Advice: Making Data Matter

Catherine Nutter, Texas Tech University

Joshua Barron, Texas Tech University

Abstract: Enrollment numbers, retention rates, demographic breakdowns, enrolled student credit hours, GPA trends, academic standing reports...the university generates so...much...data. For academic advising, the central question is not, "Do we have those numbers?" It is, "How do these numbers help me help my students?" Our goal with this discussion is to help the data community better understand academic advisors and advising administrators en route to better collaborations, more meaningful insights, and improved student and institutional outcomes. This session provides the opportunity to discuss useful questions to ask, key processes to know (or develop), and impactful results to be found in data sets key to the advising community. By the end of the discussion, participants will be able to 1) Identify data sources and measures meaningful in academic advising; 2) Position research questions to appreciate and engage the advising process; 3) Facilitate understanding among advising personnel about how data can enhance advising practice, individual and programmatic; and 4) Find the means to share this understanding with advisors and those who lead advising.

Keywords: *advising; collaboration; campus community*

Audience Level: *Intermediate*

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

Track(s): *Academic Advising; Data, Technology, and Methods; Programs and Initiatives; Retention and Special Populations*

Thursday, 11/4/2021

11:45 am - 12:45 pm (Central Time) **Vendor Presentation**

Equity, Engagement, and Early Intervention: Equipping Student Success Advocates to Support All Learners

*Vance Gray, City Colleges of Chicago
Phoenix Harvey, Macmillan learning*

Abstract: Because every student matters, every moment and engagement counts. When implemented with intentionality, instructional technology and short retention surveys can be used to support student engagement, retention, and help support your institution's equity and inclusion initiatives, in meaningful ways. Decades of research confirm that non-academic factors like students' sense of belonging, financial concerns, and engagement are critical to student retention and success. This session will demonstrate how institutional outcomes can be improved by pairing brief retention surveys that offer early alerts for better, more targeted interventions, with student response systems to engage all students in meaningful ways inside and outside of the classroom, including creating safe spaces and encouraging participation and event attendance, which can create community and foster a sense of belonging.

Thursday, 11/4/2021

1:30 - 2:30 pm (Central Time) **Paper**

Trellis Progress: Providing Timely Academic Interventions During Unprecedented Times

*Christine Salvesen, University of Arizona
Jennifer Ludwig, University of Arizona
Stefanie Basij, University of Arizona*

Abstract: Postsecondary institutions are always looking for ways to improve student retention and success with timely academic interventions. Trellis Progress, an academic progress reporting tool, was launched in Fall 2019 at The University of Arizona, with the goal of using data to identify and positively guide individual students, providing reinforcing feedback through timely outreach. Trellis Progress allows instructors to provide feedback to one or many students enrolled in a course. Feedback that aims to create an affirming environment that fosters resilience and nurtures a growth mindset. This session will provide an overview of faculty adoption and usage of growth mindset messaging within the Trellis Progress system during COVID-19 at a public, four-year Research 1 university. Through group discussion this session will review challenges and opportunities related to faculty adoption and usage of early alert messaging and provide tangible tools for collaborative adoption of timely student feedback systems.

Keywords: *early alert; academic intervention; course feedback; growth mindset; retention; persistence*

Audience Level: *Intermediate*

Targeted Audience: *Large Colleges & Universities*

Track(s): *Programs and Initiatives*

Thursday, 11/4/2021

1:30 - 2:30 pm (Central Time)

Paper

Using Risk Analytics to Develop and Support Student Success Initiatives and Interventions

April Fugett, Marshall University

Sherri Smith, Marshall University

Chris Atkins, Marshall University

Kateryna Schray, Marshall University

Karen McComas, Marshall University

Abstract: In 2015, we began an experiment to increase retention for a group of students identified by high school GPA as “middle-ability.” This experiment resulted in a 14% retention gain for that population by Fall 2019 and in the creation and adoption of a risk analytics survey (Marshall University Student Success Forecasting Model [SSFM]) many times more predictive than high school GPA. Just as we started gathering strong evidence around our data-based interventions, COVID-19 changed the student success dialogue. After many conversations, we were able to modify the SSFM risk analytics survey and intervention strategy to create a program that allowed us to analyze risk and begin offering students customized interventions before Orientation. This paper will focus on the student success factors (cognitive, noncognitive, and behavioral) that we assess in our evaluation of incoming students in order to personalize the student experience and develop timely and appropriate success initiatives. In addition, we will focus on a variety of initiatives that utilize the SSFM including orientation (pre-matriculation), first-year seminar, peer mentors, and technology-enhanced centralized advising. Participants will learn about these initiatives and how the crucial, initial focus on experimental design of the SSFM has led to actionable, scalable, measurable, and real-time results.

Keywords: *retention; progression; intervention; success; risk analytics; initiatives*

Audience Level: *Intermediate*

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

Track(s): *Data, Technology, and Methods; Programs and Initiatives; Theoretical Models of Retention and Success*

Thursday, 11/4/2021

1:30 - 2:30 pm (Central Time)

Facilitated Discussion

Y'all Come! Supporting First-Year Success at Open Enrollment Institutions

Elaine Lewis, Utah Valley University

Noemy Medina, Utah Valley University

Abstract: "Education changes lives." We hear this saying frequently, but the higher education institutions who make the largest impact are those who do not turn their back on any students, regardless of academic preparation or past experiences. This facilitated discussion will explore the ways in which open enrollment institutions support first-year student success, with a specific focus on the unique challenges and benefits that this institutional mission brings.

Keywords: *open-enrollment; first-year; math success; growth mindset*

Audience Level: *Introductory*

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

Track(s): *Academic Advising; Faculty Engagement; First-Year Student Success; Retention and Special Populations*

Thursday, 11/4/2021

3:15 - 4:15 pm (Central Time)

Paper

Preparing STEM Scholars for Success (PS3) Program at Florida A&M University

Desmond Stephens, Florida A&M University

Maurice Edington, Florida A&M University

Lewis Johnson, Florida A&M University

Carl Moore, Florida A&M University

Serena Roberts, Florida A&M University

Codjo Akpovo, Florida A&M University

Abstract: Two issues that impact the retention and progression of first-year students entering STEM programs are math placement and their ability to cope with the increased rigor and workload of the college curriculum. To address these issues, Florida A&M University instituted the Preparing STEM Scholars for Success (PS3) summer program. The PS3 program is comprised of a four-week online and one-week residential component designed to improve mathematics placement of incoming CST freshmen and provide strategies to help them adjust to college-level STEM courses. For the online component, incoming STEM majors use the Assessment of Learning in Knowledge Spaces (ALEKS) platform and work with peer mentors to strengthen their mathematics background and refine their study skills before attending a one-week residential boot camp. During the boot camp, students attend STEM lectures and participate in workshops on time management, study skills, and resilience. Of the 70 freshmen who participated in PS3 in the Summer of 2019 or 2020, more than 25% tested into a mathematics course one level higher than their original placement at the start of the program. Additionally, the average Fall 2020 GPA data indicates students who participated in the Summer 2019 boot camp had GPAs 0.39 points higher than those who did not with a 92% retention rate.

Keywords: *Summer enrichment; mathematics placement; STEM skills development; peer mentors; bootcamp*

Audience Level: *Intermediate*

Targeted Audience: *Administrators; Large Colleges & Universities; Small Colleges & Universities; Faculty*

Track(s): *First-Year Student Success; Programs and Initiatives*

Thursday, 11/4/2021

3:15 - 4:15 pm (Central Time)

Paper

Understanding Institutional Culture in the Creation of Sustainable Support Systems for First-Year Students

Tabetha Adkins, West Chester University of Pennsylvania

Scott Heinerichs, West Chester University of Pennsylvania

Lisa Yannick, West Chester University of Pennsylvania

Abstract: Institutions have an obligation to develop effective support systems that positively contribute to the educational experience and foster student success. The research is clear: institutions must focus retention efforts on not only high-risk students (GPA <2.0) but also students within the “Murky Middle” (GPA <2.0-3.0). This paper focuses on a comprehensive and affordable intervention at one institution that included entities from different divisions on campus, a day of programming we called RAMp Up. Using institutional data to inform the planning process, this day of programming between students’ first fall and spring semesters targets retention of first-year students who are at risk of not returning the following year or graduating within six years. Using a multi-pronged approach, institutional partners contributed to the program on a variety of topics including career readiness, goal setting, studying and learning strategies, and funding their education. In this paper we will share the specific approach taken by the institution and three years of outcomes data.

Keywords: *first-year students; student success; risk assessment; affordable programming; retention*

Audience Level: *Intermediate*

Targeted Audience: *Administrators; Large Colleges & Universities; Small Colleges & Universities; Practitioners; Researchers; Faculty; Student Success Professionals*

Track(s): *Programs and Initiatives*

Thursday, 11/4/2021

3:15 - 4:15 pm (Central Time)

Facilitated Discussion

What Beats Headphones and Starbucks Teach Us About Supporting Post-Millennial College Student Success

Michael Levinstein, Shippensburg University

Abstract: Starbucks built an empire through hyper-customization while Beats leveraged marketing and technology to dominate its field. What can academic advising learn from these business case studies? As technology continues to permeate and influence everyday activities and experiences, today's college students need assistance in minimizing distractions, connecting to peers and campus professionals in meaningful ways, finding purpose and joy in what they do, and practicing patience by delaying gratification. This facilitated discussion addresses how engaging advising assists students in cancelling out the noise in students' lives that negatively impacts academic success, as well as methods to provide personalized advising utilizing student engagement as a means to support students' success.

Keywords: *advising; student engagement; personalized advising; post-millennials; gen-z*

Audience Level: *Intermediate*

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

Track(s): *Academic Advising; Beyond the First Year Retention; First-Year Student Success*

Thursday, 11/4/2021

4:30 - 5:15 pm (Central Time)

Presentation

Publishing in the CSRDE Sourcebook

Julie Noble, Consultant

Mardy Eimers, University of Missouri

Brad Patterson, Henderson State University

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

Friday, 11/5/2021

10:00 - 11:00 am (Central Time)

Tutorial

Part 1: Enhancing Learning and Persistence Using Academic Coaching

David Leasure, University of Maryland Global Campus

Abstract: Faculty empower a mix of students to thrive in an evolving and challenging personal and professional environment and need new skills and mindsets to excel. The three most important competency sets are facilitation, evaluation, and coaching, the last of which is not common but essential for helping students develop to their fullest capabilities. In addition to enhancing academic knowledge and skills, coaching develops key personal attributes including confidence, efficacy, growth mindset, self-improvement, and problem-solving. The University of Maryland Global Campus implemented coaching in its first-term courses and supports adjunct faculty to skillfully coach its diverse adult undergraduate and graduate students. Faculty learn the ROCK-SOLID Coaching Method through a short online course. A condensed version of this course addresses participants' discovery of where coaching fits in teaching, why it helps learning, retention, and persistence of all students, and how participants can use it to prepare welcome and impactful feedback. Participants will use the ROCK-SOLID mnemonic to remember the stages of academic coaching, apply concepts, and take-away materials so they may continue to practice at their institutions. Three contexts span most situations: developing relationships that foster coaching, coaching student assignments, and coaching personal problem-solving.

Keywords: *retention; coaching; academic performance; personal success competencies; implementation at-scale*

Audience Level: *Introductory*

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

Track(s): *Academic Advising; Beyond the First Year Retention; Faculty Engagement; First-Year Student Success; Graduate Student Retention; Online and Distance Students; Programs and Initiatives*

Friday, 11/5/2021

10:00 - 11:00 am (Central Time)

Paper

Undecided: A Good Decision for Retention

Catherine Nutter, Texas Tech University

Abstract: How does being undeclared or exploratory relate to persistence and time-to-graduation? The answer is, it seems to help. In a data review at a large research university in the southwest, two-year retention analysis suggests that students who begin college as undeclared in an exploration program before declaring a major are retained at a rate equal to or higher than the general declared student population.

Keywords: *academic advising; exploratory; changing majors*

Audience Level: *Intermediate*

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

Track(s): *Academic Advising; Programs and Initiatives; Retention and Special Populations*

Friday, 11/5/2021

10:00 - 11:00 am (Central Time)

Facilitated Discussion

Zoom On!: A Virtual Show & Share of Peer Student Stories for Connection & Support

HelenMarie Harmon, Indiana University Northwest

Abstract: Every student—from entering, first-generation freshman to graduating, accomplished senior—has an intriguing, individual story. While each student has a unique background, there is still an undeniable connectivity among the student population that unites them with one another. It's from this bond that students experience a stronger sense of belonging—to their peers, campus, and academic pursuits. When students share their stories, there's an abundance of peer support for success—especially needed during this current, uncharted pandemic. Online platforms allowed the use of virtual technologies, further encouraging adaptability and creativity for the show and share. During this session, participants will view samples of student stories and discuss the relationships and purposes presented among the submissions. Additionally, we will create a welcoming environment to create a live, open dialogue and display of personal storytelling among session attendees to find our connections and offer collegial support. The session plans to be interactive, with ideas that attendees can use with their students in a similar manner.

Keywords: *student success; first-year; retention; mentoring; interactive; belonging*

Audience Level: *Introductory*

Targeted Audience: *Two-Year Institutions; Small Colleges & Universities; Faculty*

Track(s): *Beyond the First Year Retention; First-Year Student Success; Online and Distance Students; Retention and Special Populations*

Friday, 11/5/2021

11:45 am - 12:45 pm (Central Time) **Facilitated Discussion**

Collaborations for Success: Employing a Case Management, Occupational Therapy Perspective to Student Success

Kelly Westeen, University of Arkansas

Ashley Jordan, University of Arkansas

Abstract: This facilitated discussion shares programmatic highlights, case studies, and lessons learned from the University of Arkansas' case management approach to working with academically underprepared students during their first semester on campus, with a focus on the benefits of leveraging the perspectives of occupational therapists to facilitate student success. During Fall 2019 and Fall 2020, the Student Success Center at the U of A piloted a targeted case management approach in working with students entering the university with academic markers historically situating them as at risk. The center's professional staff and graduate students led small independent study sections of the university's FYE course for these students, giving this cohort access to one-to-one, tailored instruction and mentorship. Fall 2020's cohort benefitted from the addition of a graduate student enrolled in the university's new Doctor of Occupational Therapy program. The partnership between student success and OT professionals on campus has enjoyed early success and is a critical and innovative approach that can foster success in more holistic ways through employing the OT perspective. Discussion will center around how these approaches may already be employed on attendees' campuses, how they may be implemented, and the perceived and real benefits of an OT perspective in student success.

Keywords: *student success; case management; retention; occupational therapy; campus partnerships*

Audience Level: *Introductory*

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

Track(s): *First-Year Student Success; Programs and Initiatives; Retention and Special Populations*

Friday, 11/5/2021

11:45 am - 12:45 pm (Central Time) **Tutorial**

Part 2: Enhancing Learning and Persistence Using Academic Coaching

David Leasure, University of Maryland Global Campus

Abstract: Faculty empower a mix of students to thrive in an evolving and challenging personal and professional environment and need new skills and mindsets to excel. The three most important competency sets are facilitation, evaluation, and coaching, the last of which is not common but essential for helping students develop to their fullest capabilities. In addition to enhancing academic knowledge and skills, coaching develops key personal attributes including confidence, efficacy, growth mindset, self-improvement, and problem-solving. The University of Maryland Global Campus implemented coaching in its first-term courses and supports adjunct faculty to skillfully coach its diverse adult undergraduate and graduate students. Faculty learn the ROCK-SOLID Coaching Method through a short online course. A condensed version of this course addresses participants' discovery of where coaching fits in teaching, why it helps learning, retention, and

persistence of all students, and how participants can use it to prepare welcome and impactful feedback. Participants will use the ROCK-SOLID mnemonic to remember the stages of academic coaching, apply concepts, and take-away materials so they may continue to practice at their institutions. Three contexts span most situations: developing relationships that foster coaching, coaching student assignments, and coaching personal problem-solving.

Keywords: *retention; coaching; academic performance; personal success competencies; implementation at-scale*

Audience Level: *Introductory*

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

Track(s): *Academic Advising; Beyond the First Year Retention; Faculty Engagement; First-Year Student Success; Graduate Student Retention; Online and Distance Students; Programs and Initiatives*

Friday, 11/5/2021

11:45 am - 12:45 pm (Central Time) **Paper**

Examining the Effects of Peer-Led Team Learning as a Support for Community College Transfer Students STEM Achievement

Audrey Meador, West Texas A&M University

Vinitha Subburaj, West Texas A&M University

Pamela Lockwood-Cooke, West Texas A&M University

Anitha Subburaj, West Texas A&M University

Abstract: Peer-led Team Learning (PLTL) is a model of instruction and learning that has been in use for many years to combat low success rates in various science, technology, engineering, and mathematics (STEM) courses and other fields in higher education. While research conveying the efficacy of this model of instruction remains mixed, this project sought to add to the body of knowledge communicating the benefits of PLTL for STEM achievement. To this end, this study examined the experiences of STEM community college-transfer students' engagement in PLTL within their major course of study when a suite of supports was provided. Specifically, study participants were enrolled in degree programs at a four-year rural, regional university in the engineering, computer science, and mathematics (ECSM) fields and were provided social, financial, and academic assistance. Qualitative analysis of the data revealed that with a PLTL component, ECSM community college-transfer students were more likely to participate, engage, and perform better in coursework given the additional supports. Study participants indicated the community of learners created through PLTL was a primary motivator for continued engagement and progress towards ECSM degree attainment. Implications for practice extend to engagement and retention efforts of STEM students from the community college population.

Keywords: *community college transfer students; STEM; peer-led team learning*

Audience Level: *Intermediate*

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

Track(s): *Programs and Initiatives; Transfers and Retention; Retention and Special Populations*

Friday, 11/5/2021

1:30 - 2:30 pm (Central Time)

Paper

Advising, First-Year Courses, and Strategic Goals: The Roles of Data, Technology, and Leadership in Student Retention

Coral Hanson, Utah Valley University

Kari Gary, Utah Valley University

Abstract: Universities across the nation are faced with the challenge of retaining students to graduation. Administrators also face challenges adopting technology to support student retention and effectively using data to evaluate programs to drive change aimed at increasing retention. Data and technology alone are not sufficient to manage organizational change. Rather, data are meant to inform student retention strategies and technology to support the execution of said strategies. Informed leadership and clearly defined strategies remain essential to propel and implement programs to meet student needs, particularly underprivileged populations who are at risk for attrition. This study evaluated two programs, common to universities across the country, for their effect on student retention or persistence. The programs studied were academic advising and high impact courses targeted to students in their first year at the University. The results from academic advising showed significant positive movement in retention across many sub-groups of students, particularly populations most at-risk for attrition. Results from high impact courses were mixed showing statistically significant lifts in persistence for a few groups, but the majority of groups returned non-significant findings. This paper also documents the challenges and successes Utah Valley University experienced while sharing data and fostering adoption of new technologies in support of student success.

Keywords: *student retention; technology; high impact practices; leadership; data*

Audience Level: *Intermediate*

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

Track(s): *Retention and Special Populations; Data, Technology, and Methods; Academic Advising*

Friday, 11/5/2021

1:30 - 2:30 pm (Central Time)

Paper

Creating and Developing a Culture of Growth Mindset on a University Campus

Kimberly McElveen, Columbus State University

Sri Sitharaman, Columbus State University

Gina Sheeks, Columbus State University

Abstract: A growth mindset, as conceived by psychologist Carol Dweck and colleagues (1999), is the belief that a person's capacities and talents can improve over time. Columbus State University (CSU) engages all incoming first-year students into the theories and practices of having growth versus fixed mindsets. Students take a survey that gauges their perception and values on different growth versus fixed concepts. The results from these surveys has been used to inform pedagogy and develop programs that support academic success. CSU has created a culture and belief system that talents are attainable through hard work, sound strategies, and input from others.

Keywords: *growth mindset; student retention; student engagement; first-year student success*

Audience Level: *Intermediate*

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

Track(s): *First-Year Student Success*

Friday, 11/5/2021

1:30 - 2:30 pm (Central Time)

Paper

Program Effectiveness and Growth: A New Model for First-Year Success Through Coaching

Samantha Raynor, University of North Carolina-Greensboro

Tiffany L. Smith, University of North Carolina-Greensboro

Kathy J. Baker, University of North Carolina-Greensboro

Abstract: The University of North Carolina-Greensboro's Academic Success Coaching Program is a unique approach to executive coaching for first-year undergraduates that incorporates rigorous training standards with theoretical constructs found to promote student success such as self-efficacy, growth mindset, resilience, sense of belonging, and help-seeking. As the program was created, an extensive mixed methods evaluation and assessment plan was developed and implemented in order to: (1) articulate the theory and logic of the program, (2) understand program implementation and operations, (3) understand the efficacy and outcomes of the program for its stakeholders, and (4) provide areas of reflection to inform further program development. This session will share our distinctive model for an executive coaching program in a higher education context as well as the evaluation plan and results from the first year's pilot. This session will highlight both the quantitative outcomes achieved by the program as well as the rich experiential information gained through interviews and focus groups with both coaches and first-year program participants.

Keywords: *executive coaching; first-year student success; program model evaluation*

Audience Level: *Intermediate*

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

Track(s): *First-Year Student Success; Programs and Initiatives; Theoretical Models of Retention and Success*