The National Symposium on Student Retention
October 24-27, 2022

Program Information
The full interactive conference program will be available in October

NSSR

NSSR offers a complete educational experience exploring the latest evidence-based research on post-secondary retention and graduation. All concurrent sessions will be presented live, providing many opportunities for networking and collaboration among colleagues from diverse fields and institutions.

NSSR Overview
All times are Central Time

Sunday, October 23, 2022
4:00 – 6:00 pm	On-site Registration & Check-in

Monday, October 24, 2022
9:00 am – 6:00 pm	On-site Registration & Check-in
1:00 – 4:30 pm	Pre-conference Workshops *(additional fees required)*
4:30 – 6:00 pm	Welcome Reception

Tuesday, October 25, 2022
7:00 am – 4:30 pm	On-site Registration & Check-in
7:00 – 8:30 am	Morning Refreshments
8:30 – 10:00 am	Plenary Session and Keynote Address
10:15 am – 12:30 pm	Concurrent Sessions
12:30 – 2:00 pm	Lunch on your own
2:00 – 4:15 pm	Concurrent Sessions
4:15 – 5:00 pm	Exhibitor Visits
5:00 – 6:00 pm	Social

Wednesday, October 26, 2022
7:00 am – 4:30 pm	On-site Registration & Check-in
7:00 – 8:30 am	Morning Refreshments
8:30 – 10:00 am	Plenary Session and Keynote Address
10:15 am – 12:30 pm	Concurrent Sessions
12:30 – 2:00 pm	Lunch on your own
2:00 – 3:00 pm	Concurrent Sessions
3:15 – 4:30 pm	Poster Session
4:30 – 5:30 pm	Social

Thursday, October 27, 2022
8:00 – 9:00 am	Best Practices Awards Breakfast
9:00 – 11:30 am	On-site Registration & Check-in
9:15 – 11:30 am	Concurrent Sessions
11:30 am	Conference Adjourns

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 the National Symposium on Student Retention. The papers will be presented during the Concurrent Sessions. We will announce three award-winning papers during the Best Practices Awards Breakfast on Thursday morning. Each award comes with a plaque or trophy. The awards are: Best Practices in Student Retention, Institutional Research Leadership in Student Retention, and Director's Award.

Posters
Join us on Wednesday to visit with poster presenters about their research and strategies for helping their students succeed. The exhibit hall format offers a great opportunity for networking with your colleagues. Posters will be judged Tuesday afternoon for the CSRDE Best Poster Award, which includes a plaque. The winner will be announced during the Best Practices Awards Breakfast session on Thursday.

Tutorials
The tutorials will be presented during the Concurrent Sessions. These sessions will present effective models and offer strategies and solutions.

Vendor Presentations
Several sponsors will be presenting their research and discussing tools and strategies to help colleagues in their student success efforts. These sessions will be presented during the Concurrent Sessions.

Monday, 10/24/2022
1:00 - 4:30 pm   **Pre-Conference Workshop**

Creating Targeted and Data-Based Interventions

April Fugett, Marshall University
Karen McComas, Marshall University

Abstract: Marshall University has gone from having no strategic plan for student success to successfully launching both a plan and over a dozen aligned initiatives. This work has included the adoption of a risk analysis survey 23 times more predictive than high school GPA (the Marshall University Student Success Forecasting Model [SSFM]). This model combines cognitive and non-cognitive measures that allow us to create targeted and scalable interventions and begin deployment of those interventions before students attend orientation. The newest of these interventions was a complete reconceptualization of our required First Year Seminar (FYS) course. This course was rebuilt in our Center for Teaching and Learning by faculty via a faculty learning community and is based on the results of our SSFM. Early results have been particularly promising for what has been commonly thought of as our most at risk populations. This workshop will focus on how we use the information derived from the SSFM in conjunction with an array of stakeholders to create or reconceptualize interventions. Participants will learn about our approach to FYS and several other successful initiatives and how the crucial focus on experimental design has led to actionable, scalable, and measurable results.

Monday, 10/24/2022
1:00 - 4:30 pm   **Pre-Conference Workshop**

It's Simple, but Complex: Operationalizing Predictive Analytics to Inform and Measure Programmatic Impact

Amy Salazar, University of Alabama
Timothy Salazar, University of Alabama

Abstract: Predictive analytics are often discussed as having the potential to impact institutional student success outcomes. However, access to these models is often cost prohibitive and/or requires significant investment to implement. Additionally, when a model is available, questions about how to use it's predictions to optimizes student outcomes still remain. This session will outline how using institutional data and in-house expertise provided a cost-effective institutional predictive analytic model to identify students who are at risk of not persisting to their sophomore year. How this tool has been used to create connections between identified enrollment risk students and targeted interventions will be detailed. Then, facilitators will lead attendees through a series of questions that will guide them to developing strategies to bring these approaches back to their campuses. Specific areas addressed during the discussion will be creation of a low investment institutional specific model, using the model for recruitment of enrollment-risk students for target intervention programs, and using the data for measuring impact of programs or services. The workshop will provide both tangible examples of how to develop and use predictive analytics as well as an opportunity for participants to share and discuss the feasibility of these approaches on their own campus.

Monday, 10/24/2022
1:00 - 4:30 pm   **Pre-Conference Workshop**

Justification for Centralizing an Early Alert System

Daphne Holland, Coastal Carolina University
Alexa Cecil, Coastal Carolina University
Jessica Fokken, Coastal Carolina University
Stephanie Jagannathan, Coastal Carolina University

Abstract: In fall 2019, Coastal Carolina University (CCU) took a multifaceted approach to launching their university-wide early alert system. During a pilot semester, they developed a formal alert process, which included an alert timeline, training for faculty/staff, and strategies for faculty support. Math faculty were selected to participate in the pilot. Three indicators were selected for them to submit alerts: 1) students recorded absent for 3 consecutive classes; 2) students earning less than 60% on Test 1, and 3) students earning less than 60% on Test 2. Three distinct groups intervened on alerts: academic coaches, professional advisors, and faculty. Results showed consistent interventions from academic coaches, and students who participated in academic coaching were significantly more likely to pass their math course. Based on outcomes from the pilot, CCU transitioned from midterm grades (Week 8) to interim grades (Week 5) during spring 2020. With automated interim grade alerts, a campus wide implementation, and additional faculty alert submissions outside core courses, CCU experienced a 25% increase in alerts from spring 2021 to spring 2022. Based on this increase in alerts and early alert system best practices, CCU determined that alerts needed to be centralized to one area and managed by one position.

Tuesday, 10/25/2022
8:30 - 10:00 am   **Keynote Presentation**

Institutional Transformation for Equitable Student Success

Archie P. Cubarrubia, Bill & Melinda Gates Foundation

Abstract: Institutional transformation is no longer a "nice to do"; it's a "must do." Amid a global pandemic and renewed calls for racial justice, colleges and universities have an unprecedented opportunity and responsibility to accelerate their transformation and better deliver on their promise—and especially for racially minoritized students and students from low-income backgrounds. In this session, Dr. Archie P. Cubarrubia will share findings from over a decade of investments by the Bill & Melinda Gates Foundation in learning about how colleges and universities transform themselves for more equitable student success. From Completion by Design (www.completionbydesign.org), Frontier Set (www.frontierset.org), and other initiatives, this session will highlight key insights about how institutions are realigning their structures, cultures, and business models to create student experiences that result in dramatic and equitable increases in outcomes and educational value.

Tuesday, 10/25/2022
10:15 - 11:15 am   **Coffee Talk**

Bolstering First-Year Student Success: Bridge, Mentoring, and Wrap-Around Services

Christy Heaton, University of Colorado Denver
Erika Larson, University of Colorado Denver

Abstract: Through data analysis, the University of Colorado Denver identified first-year academic success and persistence from fall to spring to be the leading indicator for continued retention and future timely completion. The areas of Student Success and Student Transitions & Family Engagement have created and implemented programs and initiatives specifically designed to support first-year student success. This Coffee Talk will examine and explore CU Denver's efforts, as well as engage participants to share and re-envision strategies that can be leveraged on campuses. The discussion will focus on Bridge, Mentoring, and personalized, wrap-around service programs that bolster first-year student transition and success.

Tuesday, 10/25/2022
10:15 - 11:15 am   **Coffee Talk**

Finding Gold In Your Data Mine (And What To Do With It)

Anne White, University of Nevada Las Vegas

Abstract: Data is all around us. Internet and social media companies track our likes and views to determine which advertising to display. Physicians use data such as heartrate, blood pressure, cholesterol level, etc. to determine our health status. Universities use data to determine who gets admitted, who stays in good academic standing, and who graduates. However, with the advent of institutions of higher education having to maneuver through cuts in funding, the COVID pandemic, and the public scrutiny of the value of obtaining a degree, the need to use data as a means of justifying one's existence and to make informed decisions has come to the forefront for many institutions. But, using data does not have to be a scary proposition. Data can provide valuable information about how well our programs are working, how well we are retaining students, or how well the new assignment was completed. In this session we will discuss the gold nuggets in the data

collection mine, looking at semester grades and visits, longitudinal information, who or what is missing from your data, and how one first-year seminar assignment is helping with retention.

Tuesday, 10/25/2022
10:15 - 11:15 am   **Coffee Talk**

First-Term Students and Building Meaningful Connections With Faculty

Stephanie Blaher, University of Maryland Global Campus

Abstract: The Program & Career Exploration (PACE) course at the University of Maryland Global Campus features an "easy" assignment that carries a lot of weight when it comes to helping first-term students to succeed. What does this assignment entail? A simple conversation between the student and professor. An "Instructor Connection" or IC happens twice during the eight-week term. The primary goal of the IC is to build connection between the student and their instructor, helping students to feel a part of the UMGC community. Students who complete both ICs not only earn higher grades in PACE, but they are also more likely to reenroll for the next term. Additionally, as personalized and intentional engagement increases, faculty report stronger feelings of motivation and fulfillment. ICs create a win-win situation for students and faculty. Conversations about how similar activities can be integrated into more courses (online, in-person, or hybrid) would be beneficial in any type of educational setting.

Tuesday, 10/25/2022
10:15 - 11:15 am   **Coffee Talk**

Fostering Wellness and Wellbeing

April Fugett, Marshall University

Abstract: The last two years have seemingly shifted the language of student success from things like growth mindset and grit to conversations about resiliency and trauma. Anxiety and depression rates are on the rise. We talk about the "new normal" or the "return to normal" without acknowledging that "the great resignation" has touched and altered many of our institutions. 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 retention and enrollment may have dipped in response to the pandemic. It seems inevitable that those most responsible for the care of our students are now feeling exhausted and burnt-out. This coffee talk discussion will focus on the wellness and wellbeing of our students, our colleagues, and ourselves while also trying to navigate stakeholder investment in the face of a shifting enrollment and retention environment.

Tuesday, 10/25/2022
10:15 - 11:15 am   **Coffee Talk**

Freshman Success: Building on a New Approach

Andrea Pound, University of Alabama at Birmingham
Elizabeth Cooper, University of Alabama at Birmingham

Abstract: Much research on engagement and student retention is out there. Why do colleges and universities still have a difficult time helping students persist to graduation? It has been shown that "after a student starts classes [in a higher education setting], early interventions that directly address the factors that predict success are critical, especially in the first weeks and months of study" (Kuh 2016). In May 2019, the Collat School of Business at the University of Alabama at Birmingham decided to make significant changes to the way freshmen were advised. After adding the Director of Freshman Success position, it was time to begin thinking about next steps. All first-time, full-time business freshmen are required to take BUS 101: Introduction to Business. The BUS 101 instructor began working closely with the Director of Freshman Success to create programming more focused on breaking down barriers that keep students from progressing. This team approach to advising both inside and outside of the classroom has created an atmosphere that invites students to be more engaged and less intimidated to reach out.

Tuesday, 10/25/2022
10:15 - 11:15 am   **Coffee Talk**

Understand, Intervene, Support: How a Holistic Withdrawal Process Fosters the Persistence and Retention of Current Students

Meredith Higgins, University of North Georgia
Michelle Eaton, University of North Georgia

Abstract: The decision to withdraw from a course has direct implications for student retention. Adams and Becker (1990) found that students who have withdrawn from a course are likely to withdraw again. Adelman's 2006 research found a negative association between students who withdrew in some form and degree completion. In addition to the student implications, course withdrawals are costly to the institution (Whetland et al., 2012). In the summer of 2020, the University of North Georgia (UNG) piloted an intentional Course Withdrawal process to provide proactive support and resources to students considering a withdrawal from one, some, or all of their courses. Previously, students could withdraw themselves without connecting with anyone from UNG and without fully understanding the impacts of their decisions. As a result, UNG had limited information on the reasons for student withdrawals, students were often not prepared for withdrawal-related consequences, and necessary interventions to support and retain students were missed altogether. UNG's holistic withdrawal process utilizes a case management approach and operates through the volunteer efforts of UNG faculty and staff spanning multiple divisions across the university. We look forward to sharing insights about this program and discussing proactive intervention strategies which foster students' persistence.

Tuesday, 10/25/2022
10:15 - 11:15 am

Continued Conversation With Dr. Cubarrubia

Archie P. Cubarrubia, Bill & Melinda Gates Foundation

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

Tuesday, 10/25/2022
11:30 am - 12:30 pm   **Paper**

A Heuristic Framework for Adapting Pedagogy: A Longitudinal, Cross-Institutional Evaluation of Successful Methods With Current Student Perspectives

Jebediah Gorham, Midway University
Stacey Hills, Columbia-Greene Community College
Cassidy Schrecongost, Midway University
Jacob Kocis, Midway University
Noah Ray, Southeastern Oklahoma State University

Abstract: We have spent our careers teaching at small institutions where nimble decision-making, creativity, and collaboration have allowed customizable education to meet employer demands. An individual's capability, ability, success, chance, adaptability, and competency to get hired and be successful in their job equates to Employability (Bhola and Dhanawade, 2012). Traditional college and university programs rely upon faculty to develop course structures and content that prepare students for a career based upon concepts, theories, and relevant skills. Hahn and Gangeness (2019) propose that direct industry input into the development and delivery of course content would more effectively provide students with career launching education. This insight has been the focus of our work for ten years. We have dedicated research to re-framing our design and delivery with an emphasis on pivoting pedagogy using creative agency models, spontaneity in teaching, and divergent thinking. Our research has led us to an adapted Miller clinical framework (1990) that provides a clear means of delivering a retention-focused curriculum. The four-stage pedagogical process involves KNOWING (Knowledge), KNOWING HOW (Comprehension), SHOWING HOW (Performance), and DOING (Action). We will share data across courses and institutions, provide student perspectives, and present a framework for adapting pedagogy by integrating community partners.

Tuesday, 10/25/2022
11:30 am - 12:30 pm   **Facilitated Discussion**

Academic Probation in the Time of COVID: Exploring the Impact of the Pandemic on Student Success and Developing Support Strategies

Katherine Robinson, Lehigh University

Abstract: Through an exploration of self report data from approximately 400 students on academic probation at Lehigh University between Fall 2018 to the current academic year, the presenter will examine what factors impacted student success pre-pandemic, during the remote learning period, and during the return to in-person learning to discuss what issues remained consistent and what new challenges have emerged. Attendees will be encouraged to discuss the landscape of student

success at their institutions with an emphasis on support strategies in both times of transition and those of relative normalcy.

Tuesday, 10/25/2022
11:30 am - 12:30 pm   **Facilitated Discussion**

Connect, Support, and Engage! Text Your First-Year Students With Purpose

Martha Wilson, Utah Valley University
Jason Terry, Utah Valley University

Abstract: The college onboarding process can be daunting for new students, particularly for the incoming generation known as "iGen" who are less likely to read detailed written instructions provided in booklets, websites, and emails. In this session, we will discuss how our first-year "success specialists" are effectively using texts to guide incoming first-year students through necessary steps, and connect them to crucial new student resources. More than a means to convey information, purposeful texting promotes a timely level of support and engagement that traditional communication methods cannot match. Strategies to build a successful texting communication plan will be provided.

Tuesday, 10/25/2022
11:30 am - 12:30 pm   **Vendor Presentation**

Stopping Student Stopouts

Emily Siegel, Anthology

Abstract: How do we demonstrate to our students, whom we have failed in the past, that we are invested in their success? What tools and best practices exist to identify students at risk for attrition – before they disappear? Join experts from Anthology for a deep dive discussion into the student stopout trends impacting institutions across the nation. Identify best practices to prevent student attrition and better support students throughout their educational journey through a combination of both technology and just-in-time outreach and support. In this session, we will explore key indicators to why students do not persist, best-practice strategies designed to increase stopout re-engagement, and proactive strategies to identify at-risk students and prevent attrition.

Tuesday, 10/25/2022
11:30 am - 12:30 pm   **Tutorial I**

The Student Experience: Achieving Success with Advising, Experiential Learning, and Career Engagement

Cimmeron O'Connor, Ohio University
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 provides 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 profound, 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 redefine the student experience at Ohio University. Participants attending this session will learn about OHIO's guided pathway model that integrates advising, career, and experiential learning to create an enhanced model of student success. Participants will also hear the vision of this project and how it was operationalized in a multifaceted approach that touches every part of campus.

Tuesday, 10/25/2022
11:30 am - 12:30 pm   **Paper**

Timing is Everything: Integrating Data Analytics and Continual Performance Cycles for Increasing First-Year College Retention

Robert Terry, University of Oklahoma
George Bogaski, University of Oklahoma
Nicole Campbell, University of Oklahoma
Adelle Sturgel, Lehigh University
Jordan Loeffelman, University of Oklahoma

Abstract: Planning and executing strategies for improving first-year college retention begins long before the actual retention outcome is observed. Using data to inform planning and decision-making requires integrating data collection and analysis plans into the yearly admission, enrollment, and course performance cycles. The purpose of this paper is to demonstrate how such a data-driven strategy has been implemented by focusing on six key windows in which getting timely data with accompanying analytics has resulted in an approximately 10% increase in first-year retention across the last six years. Moreover, we intend to show how embedding these key data gathering and analytic windows within a Continual Performance Cycle (CPC) across years has led to refinements in how we come to understand the factors that may play increasing roles in whether students achieve the degree of success required that makes retention more likely.

Tuesday, 10/25/2022
2:00 - 3:00 pm   **Paper**

Designing an Innovative Ecosystem for Student Success: Kennesaw State University Wellstar College of Health and Human Services' Conceptual Model

Jennifer A. Wade-Berg, Kennesaw State University
Deborah Baxter, Kennesaw State University
LaNita S. Wright, Kennesaw State University
Kandice Porter, Kennesaw State University
Susan Dyess, Kennesaw State University
Monica Swahn, Kennesaw State University

Abstract: The Wellstar College of Health and Human Services (WCHSS) at Kennesaw State University developed a new theoretical model to understand and impact student success by combining two existing frameworks: Whole School, Whole Community, Whole Child (WSCC) (Willgerodt and Maloy, 2021) and the Student Success Ecosystem (Millet et al, 2020). The WCHSS Student Success Model also appends novel constructs to produce an innovative holistic student success model with four key domains and two strategic initiatives. This model provides academics and practitioners with a framework to conceptualize student success, develop actionable interventions to drive improvement, and evaluate outcomes that continue the call to define student success more holistically.

Tuesday, 10/25/2022
2:00 - 3:00 pm   **Paper**

Improving Retention and Graduation Rates for Undergraduate STEM Students via PRIME

Diana Elrod, Texas Woman's University
Karen Dunlap, Texas Woman's University
Jörg Waltje, Texas Woman's University

Abstract: TWU-PRIME (Partnerships, Research, Innovation, Mentoring, & Engagement) is a project designed to improve retention and graduation rates for undergraduate STEM students at Texas Woman's University through capacity building for both students and faculty. It is funded by a grant from the National Science Foundation and addresses critical transitions for students in STEM foundation courses (General Biology 1 and 2, General Chemistry 1 and 2, College Algebra, and other courses) through immersive faculty training and course redesign. A specifically designed TWU-PRIME Academy helps TWU STEM faculty gain experience with innovative, evidence-based, and culturally relevant teaching approaches involving active learning techniques and thus addresses the needs of our 21st century students. TWU-PRIME participants engage in a Community of Practice that creates strong bonds and partnerships between students and faculty and emphasizes innovative cross-sector partnerships with external partners. These mutually beneficial partnerships result in meaningful STEM experiences and collaborations including mentored research internships for our student participants and the development of faculty relationships with industry and research partners. Our paper will provide a deeper insight into the initial set up of this galvanizing mentorship program, the development of the PRIME Academy that embeds faculty within a group of reflection practitioners, and reports on the first results we can see now that we are in the second year of the PRIME program.

Tuesday, 10/25/2022
2:00 - 3:00 pm   **Vendor Presentation**

Measuring Learner Readiness at the Program and Course Start to Impact Retention

Mac Adkins, SmarterServices
Liz McKay, Western Governors University

Abstract: Western Governors University recognizes the relationship between learner readiness and retention. To enable faculty and support services to best guide students, WGU measures learner readiness during the learner orientation process as well as at the beginning of each course utilizing the SmarterMeasure Learning Readiness Indicator and SmarterMeasure Plus assessment platform. This session will demonstrate each assessment and its aggregate results. WGU refers to their custom version of the SmarterMeasure Learning Readiness Indicator as the Personal Learning Guide (PLG). SmarterServices partnered with WGU to design and deploy a readiness assessment that quantifies readiness for learning in a competency-based education model based on non-cognitive and cognitive indicators. The Course Planning Learning Tool (CPLT) is administered to students at the beginning of each term to assist faculty in providing term-based recommendations for course sequence, planning, and pacing. In addition to administering the assessment to students, access is provided for faculty and administrators for reporting and viewing results. Each CPLT comprises one question assessing the student's level of confidence in the course material, one question aimed at assessing the student's experience in the course content area, and a mini- version of the high-stakes assessment with three items from each course competency.

Tuesday, 10/25/2022
2:00 - 3:00 pm   **Facilitated Discussion**

Moving Past the Catchphrase: Scaffolding Institutional Transformation for Equitable Retention

Monica Flippin Wynn, Gardner Institute
Victoria McGillin, Gardner Institute

Abstract: This session documents how several institutions, in the midst of the pandemic, chose to move past the ill-fated catchphrases of institutionally engaged equity, diversity, and social justice transformation, and instead decided to begin the 'real' work of intentionally transforming their pursuit of student success through an equity lens. Specifically, this session focuses on a five-week journey begun by cohorts of institutions on an exploration for purposeful change using publicly available data sources, institutional evidence and focused study and discourse to center equity, inclusivity, and social justice in their student retention strategic planning process.

Tuesday, 10/25/2022
2:00 - 3:00 pm   **Paper**

Optimizing a Data-Fueled Centralized Professional Advising Model: Key Strategies and Partners

Rory McElwee, Rowan University
Amy Ruymann, Rowan University
Erin Hannah, Rowan University

Abstract: Academic advising drives student success and completion. In today's landscape of data democratization and online retention platforms, advising has become more professionalized with protocols driven by data-fueled case management in addition to relationship-building. This session will describe strategies to optimize the reach and efficacy of Rowan University's centralized professional advising organization via leveraging online student success platforms, dashboards and reports, and institutional partners including Institutional Research, Registrar, academic leadership, faculty, and more. Advisors are assigned specific students, typically from one or more specific academic programs, in a case management approach, and typically are embedded in the academic departments of the students they serve. Data-informed protocols are used to identify and intervene with students on numerous dimensions, including those who impact the 4- and 6-year graduation rates, those with 120+ credits, those registered for a duplicate course, those in academic jeopardy, and more. Advising protocols evolved in response to emerging data sources to ensure best practices in proactive advising, particularly in reference to equity gaps in success outcomes for students from minoritized populations. This paper addresses the change management strategy for the institution and advising unit as well as suggests strategies for other institutions.

Tuesday, 10/25/2022
2:00 - 3:00 pm   **Tutorial II**

Part One: Student Success Built Upon Data Analytics at an Open Admissions Institution

Alan Bearman, Washburn University
James Barraclough, Washburn University
Christa Smith, Washburn University

Abstract: This session examines the three replicable steps that the Open Access Washburn University took to build their data analytics program, upon which its student success initiatives were built. These initiatives led to a sustained 10% increase in first-year student retention. The steps are Institutional Self Examination, Building Institutional Capacity, and the Creation of an Action Plan. The initiatives focused upon increasing access and student completion of all students, with particular focus upon those from underrepresented groups. Evaluate current student success initiatives, while identifying data analytic strategies to implement at your institution that lead to new cost effective student success initiatives. Assemble a strategy to cultivate a strong, mutually beneficial relationship with institutional research partners. Devise a comprehensive strategy for evaluation and continuous improvement of student success initiatives rooted in the appropriate use of data analytics.

Tuesday, 10/25/2022
3:15 - 4:15 pm   **Tutorial II**

Part Two: Student Success Built Upon Data Analytics at an Open Admissions Institution

Alan Bearman, Washburn University
James Barraclough, Washburn University
Christa Smith, Washburn University

Abstract: This session examines the three replicable steps that the Open Access Washburn University took to build their data analytics program, upon which its student success initiatives were built. These initiatives led to a sustained 10% increase in first-year student retention. The steps are Institutional Self Examination, Building Institutional Capacity, and the Creation of an Action Plan. The initiatives focused upon increasing access and student completion of all students, with particular focus upon those from underrepresented groups. Evaluate current student success initiatives, while identifying data analytic strategies to implement at your institution that lead to new cost effective student success initiatives. Assemble a strategy to cultivate a strong, mutually beneficial relationship with institutional research partners. Devise a comprehensive strategy for evaluation and continuous improvement of student success initiatives rooted in the appropriate use of data analytics.

Tuesday, 10/25/2022
3:15 - 4:15 pm   **Vendor Presentation**

Practical Tips for Improving First-Year Equity Outcomes

Debi Rutledge, Rochester University
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 first-year student engagement, retention, and help support your institution's equity and

inclusion initiatives in meaningful ways. This session will demonstrate how first-year experience programs can pair 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.

Tuesday, 10/25/2022
3:15 - 4:15 pm   **Paper**

Relational Retention: A Three-Pronged Approach to Retention at BYU-Idaho

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

Abstract: In 2004, ACT, Inc. noted that there were three elements that contributed most to retention: first-year programs, academic advising, and learning support. As more evidence of the effectiveness of a campus-wide, multi-pronged approach to retention and student success, Vincent Tinto recounted, "Though it is true, as we are often reminded, that student retention is everyone's business, it is now evident that it is the business of the faculty in particular. Their involvement in institutional retention efforts is often critical to the success of those efforts. Regrettably faculty involvement is still more limited than it should be" (2007, p. 5 emphasis added). Involving the whole campus in retention efforts can be challenging, but there are some economical ways to enlist more help. Between 2015 and 2020, despite some ups and downs, Brigham Young University Idaho has enjoyed an overall six percent increase in retention, from 68% to 74%. In that time, a college success course has begun to fill the role of a first-year experience, advising has increased focus on retention and student success, and to fill the learning support area, faculty are increasingly involved in retention efforts through mentoring and targeted interviewing. Statistically significant results in the internal assessments of the efforts have been somewhat rare, but the two efforts that have shown statistical significance could be especially high impact and helpful: the Student Success class has shown recent significance, and students who were interviewed by faculty members have a statistically higher GPA than those who were not interviewed. The paper explores the implications of these results.

Tuesday, 10/25/2022
3:15 - 4:15 pm   **Paper**

Success Central: Using Peer Coaching to Support the Success of Residential and Commuter Students

Victoria Wallington, Central Connecticut State University
Reginald Simmons, Central Connecticut State University
Emily Cardinale, Central Connecticut State University
Sarah Gianetti, Central Connecticut State University
Valentina Hernandez, Central Connecticut State University

Abstract: College students face many challenges in their first years of college. One intervention designed to assist in college success is Success Central, a peer-mentoring program developed at a mid-size regional university. Success Central peer mentors use college life coaching techniques to help mentees build the skills necessary for college success. This program was developed to increase student success, primarily measured through persistence to the following school year. Recent data analyses conducted by the university indicates that in recent years, commuter students are more successful than residential students, an unexpected outcome given prior research (Chickering,

1971; Pascarella, Terenini & Blimling, 1994). This paper will begin with an introduction to issues affecting persistence of residential versus commuter students. The differential impact that Success Central has on residential versus commuter student success will be examined. The paper will end with case examples illustrating the model and a discussion of the results.

Tuesday, 10/25/2022
3:15 - 4:15 pm   **Facilitated Discussion**

Utilizing Well-Being Initiatives for Retention and Recruitment

Christine Storch, Kutztown University
Donavan McCargo, Kutztown University

Abstract: Mindfulness-based well-being can reduce suffering and increase happiness by living moment-to-moment as well as ease anxiety about events not in your control. Mindfulness skills are specific behaviors that can be taught through activities and events designed for college and university communities and encouraged for healthy life practices to aid overall well-being. Initiating a well-being culture furthers engagement and serves as a retention and recruitment strategy. Retention efforts require a sense of belonging within an institution. Well-being initiatives can facilitate belonging, purpose, connection, and engagement which can support retention as well as recruitment. The facilitators will review practical strategies and next steps for building a mindfulness-based, well-being initiative for colleges, universities, and organizations.

Tuesday, 10/25/2022
3:15 - 4:15 pm   **Facilitated Discussion**

Why Do Students Leave?

Kyle Ellis, University of Mississippi
Patrick Perry, University of Mississippi
Jeremy Roberts, University of Mississippi

Abstract: Each year, thousands of new students enroll at institutions of higher learning. Unfortunately, not all of them successfully persist from year one to two. At the University of Mississippi, many professionals from across campus work hard to ensure student persistence by providing guidance and support to the freshman cohort. The University's retention for first-time, full-time freshmen in 2020 was over 88%. Despite this historic rate, the institution still lost almost 12% of the freshman class. Each year faculty, staff, and administrators strive to obtain primary reasons for departure from students who do not return for their second year. Although student faces change each year, the reasons given for a lack of persistence remain the same. Longitudinal data indicate the top reasons our students cite for a lack of persistence include: financial concerns, distance from home, academics, and sense of belonging. Join us for this facilitated discussion as we address our findings, share examples, and hear from attendees regarding their student persistence initiatives.

Wednesday, 10/26/2022
8:30 - 10:00 am   **Keynote Presentation**

Am I a Student-Ready Leader? Vision, Purpose, and Practice for Student Success

Tia Brown McNair, American Association of Colleges and Universities (AAC&U)

Abstract: What are promising strategies for designing and leading student success and retention efforts that are guided by the question "What does it mean to be a student-ready leader?" How do we promote a shared vision with defined purpose that translates into practices that are relevant, transparent, and effective for our students who represent a diversity of identities? Through a discussion of key principles from the second edition of Becoming a Student-Ready College, audience members will identify key steps for examining and for establishing equity-centered goals that support student engagement, retention, and success.

Wednesday, 10/26/2022
10:15 - 11:15 am   **Paper**

Academic Recovery Advising: Making Changes that Matter

Catherine Nutter, Texas Tech University
Wayne Perrin, Texas Tech University

Abstract: Roughly 40% of students who begin a college degree drop out before they finish (Causey et al., 2020). Some students decide the cost outweighs the benefits of a degree given their goals. Some value the degree, but have to work to fund it, and often that job takes priority. Others face struggles unrelated to finances, such as time management, social activities, and lack of study skills. Many eventually find themselves on academic suspension due to low grade point averages. The Academic Recovery Advising (ARA) program at Texas Tech University works exclusively with students who are returning from academic suspension or academic dismissal. This program facilitates student success through targeted, one-to-one advising that addresses academic, personal, and financial barriers and provides support to address those issues. The program begins working with students while those students are away from the university, creating a structure and relationship that forms the foundation of the advising partnership when the student re-enrolls.

Wednesday, 10/26/2022
10:15 - 11:15 am

Continued Conversation With Dr. Brown McNair

Tia Brown McNair, American Association of Colleges and Universities

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

10:15 - 11:15 am   **Vendor Presentation**

High Impact Interventions Proven to Increase Student Retention

Matt Boisvert, Pharos Resources
Rachel Phillips-Buck, Pharos Resources

Abstract: Over 15 years of data analysis and best practice research have identified the five most effective interventions that will have the highest impact on student outcomes and institutional

retention. Join us as we share data-informed, practical examples built on the foundation of connections with students.

Wednesday, 10/26/2022
10:15 - 11:15 am   **Paper**

Improving Retention and Graduation Rates of Academically At-Risk Students at a Research 1 University: A 10-Year Report on the Emerging Scholars Program at Case Western Reserve

Stephen E. Haynesworth, Case Western Reserve University
Arthur Evenchik, Case Western Reserve University
Brittany Rabb, Office of the State Superintendent of Education, Washington D.C.

Abstract: At most Research 1 universities, retention and graduation rates of underrepresented minority (URM) students and students considered academically "at-risk" have consistently lagged behind those of the overall student population. For example, at Case Western Reserve University (CWRU), a private, Research 1 university in Cleveland, Ohio, URM students have historically graduated at rates 10–15 percentage points below the university's overall graduation rates. In 2011, the Emerging Scholars Program (ESP) was developed to foster academic excellence among students who enter CWRU after graduating from underperforming Cleveland-area high schools. Borrowing proven methods from successful programs—including the Meyerhoff Scholars Program, the Treisman Math Workshop, and the Posse Foundation—ESP is designed to help students strengthen their academic foundation and develop the skills and strategies that are characteristic of students who excel in college. This study will describe the components of ESP and report on 10 years of data comparing ESP students' retention rates (at 1, 2, and 3 years) and graduation rates (at 4, 5, and 6 years) with those of CWRU undergraduates in general and those of other subpopulations of students, including URM students who did not participate in ESP.

Wednesday, 10/26/2022
10:15 - 11:15 am   **Tutorial II**

Part One: Using the 4P Retention Framework to Guide Analysis and Improve Institutional Outcomes

David Kalsbeek, DePaul University

Abstract: In 2008, David Kalsbeek gave the keynote address at CSRDE's National Symposium on Student Retention where he introduced a "4P Framework" for improving institutional retention rates, focusing on Profile, Progress, Process, and Promise. This was followed by a paper on the 4Ps at the 2013 Symposium that won the Best Practices award. Now, 15 years after its first introduction at NSSR, Dr. Kalsbeek will revisit that framework in this tutorial, showcasing proven examples of its application and effectiveness. Specifically, this tutorial will present examples of analytic approaches to retention research that are most effective in bringing focus and building traction in institutional retention efforts. Examples will include: how the analysis of institutional correlates of retention metrics facilitates goal-setting, how innovative analyses of student progress and performance provide more insight than cohort persistence studies, and how multivariate analytic methods are both methodologically appropriate and practically impactful. Participants will learn ways by which the 4P Framework not only helps structure an institution's retention research agenda but also brings focus and prioritization to retention initiatives while engaging faculty and staff across campus in retention efforts.

Wednesday, 10/26/2022
10:15 - 11:15 am   **Facilitated Discussion**

Partnering with Faculty and Staff to Design Equitable Student Outcomes Utilizing Academic, Student Engagement, and Student Success Data

Marsha Besong, Rutgers University-Camden
Jimmy Jung, Rutgers University-Camden

Abstract: Institutions often wish to achieve equitable outcomes for all students, but start without the awareness of the equity gaps at their institutions. This session will discuss how Rutgers University–Camden brought together faculty and staff to review and analyze academic and engagement data to determine disparities in student outcomes with a focus on race, gender, first-generation student status, and equity indicators. We will discuss the role that data plays in helping us to understand and address equity gaps, and review a set of dashboards that served as the preliminary data source.

Wednesday, 10/26/2022
10:15 - 11:15 am   **Vendor Presentation**

Trac.Cloud: Record, Connect, Report, Success

Kelly Dean Corder, Redrock Software Corporation

Abstract: Trac.Cloud (formerly TutorTrac/AdvisorTrac) is THE most comprehensive, powerful, cloud-based software solution providing on-demand access to essential tools such as appointment scheduling, visits, demographics, and activity reports. Contacts, appointments, and schedules are managed on multiple criteria. Integration with campus information systems links course enrollments and other critical data. Trac.Cloud allows users to track and monitor interactions with students as well as give students the ability to book and manage their own appointments. It is a cloud-based system that reduces campus IT overhead as well as an SQL back end for increased reliability, speed, and security. It offers a streamlined interface with more custom options as well as reporting functions. It supports online meetings (like Skype, Zoom, etc.) and much more. Redrock Software and Trac.Cloud have been helping justify learning centers and get their much-needed funding for over 25 years. We know that campus success is determined by student success and student successes determine success in life. We will present a power-point presentation outlining the features and significant upgrades from our latest version. We will also access the software in real-time utilizing test data, examples of reports, and case studies.

Wednesday, 10/26/2022
11:30 am - 12:30 pm   **Presentation**

CSRDE: Data to Support Student Success

Sandra Whalen, University of Oklahoma

Abstract: The Consortium for Student Retention Data Exchange (CSRDE) hosts the annual National Symposium on Student Retention (NSSR). We began in 1994 as a collaboration among a small group of institutional researchers interested in benchmarking student retention and graduation data. We report on first-time, full-time baccalaureate degree-seeking students, community college transfers into four-year institutions, and STEM majors. 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.

Wednesday, 10/26/2022
11:30 am - 12:30 pm   **Paper**

Enhancing Early Intervention Strategies at Bowling Green State University

Kim Brooks, Bowling Green State University
Sarah Jurden, Bowling Green State University
Glenn Davis, Bowling Green State University

Abstract: Students at Bowling Green State University who receive early alerts are less likely to successfully complete their courses and be retained. For this reason, we are working to improve the impact of our early alert initiative through careful differentiation of students by areas of need, enhanced timeliness, personalization of outreach, and ensuring that students get connected to critical resources. Our previous approach was mostly passive and relied heavily on automated or otherwise less personal emails. The revised model leverages existing relationships by connecting students with staff members they are already close with and therefore best positioned to offer meaningful support. To accomplish this, we introduced the role of Outreach Coordinator (OC), which is ascribed to existing staff members. OCs, who use phone calls and texts as primary communication strategies, are assigned to students based on their degree of connection: for example, student athletes are assigned to coaches or another staff member from Athletics, and students in high-touch scholarship programs are assigned to their scholarship coordinator. We are gathering data to measure the impact of this revised strategy, though early indicators suggest that more students are being directly connected to a broader range of campus resources than before.

Wednesday, 10/26/2022
11:30 am - 12:30 pm   **Paper**

Human-Centered Design Thinking Model: An Approach to Promote Student Success Initiative

Mary Dioise Ramos, Kennesaw State University
Monica Nandan, Kennesaw State University
Kandice Porter, Kennesaw State University
Susan Mac Leod Dyess, Kennesaw State University

Abstract: Higher education institutions often develop solutions using a siloed approach and design services without necessarily engaging the end-user in the development process. The Human-Centered Design Thinking (HCDT) research model was used to understand students' challenges and develop student success initiatives. By placing students at the center of understanding challenges and designing strategies, the researchers successfully identified plans of action for improving retention, progression, and graduation rates in a college. Approximately 90 students from each of the undergraduate degree programs participated in face-to-face and virtual HCDT sessions. Data were gathered related to barriers that students encountered, then students grouped their responses into categories and selected the top categories that were most obstructive or challenging in their progression. Subsequently, students designed strategies to address the top two challenges or barriers. As part of the HCDT process, students were invited to envision innovative solutions. Data related to challenges and solutions were reviewed and coded by three of the four authors; 12 categories were developed and grouped into four themes. The solution themes were

proper and timely advisement; courses, schedules, and majors responsive to meet student demand; reciprocal communication clarity within and about courses; and resource knowledge availability and access.

Wednesday, 10/26/2022
11:30 am - 12:30 pm   **Paper**

Improving Student Outcomes Through Data Driven Management of Difficult Courses

Marla Mamrick, University of South Carolina
Claire Robinson, University of South Carolina
Sara Reinhardt, University of South Carolina
Phil Moore, University of South Carolina

Abstract: The importance of student advisement has been a topic of discussion in higher education for decades. Student success and time to graduation can be profoundly impacted by course schedules. This has led to the advent of the use of professional advising in conjunction with faculty members. Without reliable feedback regarding course scheduling, however, these professionals are limited in their ability to optimize course schedules for students. To fill this void, vendors are offering apps and instruments that provide standard reports and predictive modeling. While informative, these products generally lack contextual information at the institutional level. This paper will describe a collaboration between an academic advisement center and enrollment management researchers to leverage information concerning course DFW rates, course sequencing, and an at-risk student indicator to optimize course schedules for students.

Wednesday, 10/26/2022
11:30 am - 12:30 pm   **Tutorial II**

Part Two: Using the 4P Retention Framework to Guide Analysis and Improve Institutional Outcomes

David Kalsbeek, DePaul University

Abstract: In 2008, David Kalsbeek gave the keynote address at CSRDE's National Symposium on Student Retention where he introduced a "4P Framework" for improving institutional retention rates, focusing on Profile, Progress, Process, and Promise. This was followed by a paper on the 4Ps at the 2013 Symposium that won the Best Practices award. Now, 15 years after its first introduction at NSSR, Dr. Kalsbeek will revisit that framework in this tutorial, showcasing proven examples of its application and effectiveness. Specifically, this tutorial will present examples of analytic approaches to retention research that are most effective in bringing focus and building traction in institutional retention efforts. Examples will include: how the analysis of institutional correlates of retention metrics facilitates goal-setting, how innovative analyses of student progress and performance provide more insight than cohort persistence studies, and how multivariate analytic methods are both methodologically appropriate and practically impactful. Participants will learn ways by which the 4P Framework not only helps structure an institution's retention research agenda but also brings focus and prioritization to retention initiatives while engaging faculty and staff across campus in retention efforts.

Wednesday, 10/26/2022
11:30 am - 12:30 pm   **Vendor Presentation**

Understanding the Cost of Institutional Transformation for Equitable Student Success

Elizabeth Atkins, Gray Associates
Matthew Crellin, Bill and Melinda Gates Foundation

Abstract: The Bill and Melinda Gates Foundation has been working with colleges and universities across all sectors of higher education to develop and implement initiatives that improve student success under the broader umbrella of Institutional Transformation. A common concern among institutions considering Transformation initiatives has been identifying, planning, and gaining approval for the substantial investments required in organizational capacities, technology, and personnel. The Gates Foundation and Gray Associates have worked to estimate the costs of the pathways that drive Transformation and equitable student success, so they can plan and budget for them. We will share key findings from this project and preview our model to demonstrate how Transformation could work at your own institution. We will also share dashboards you can use to track student progress at the program level, and identify high-performing programs and problem areas to target for improvement.

Wednesday, 10/26/2022
2:00 - 3:00 pm   **Paper**

A Case for Teaching Congruence

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

Abstract: This paper will review the fundamental process we utilize in our Scholarship of Teaching and Learning (SoTaL) workshops to help teachers begin to build continuity and consistency in their classrooms. With the proliferation of available resources (online and otherwise) and the gradual drift from the "text as curriculum"(Ross, 2015), it is imperative that teachers have a strong sense of their personal philosophies, appropriate subsequent methods of instruction, authentic assessment (in the context of their philosophy and instruction), and a comprehensive system of evaluation. Building this congruent system of philosophy, instruction, assessment, and evaluation is not only valuable to an individual instructor but is also an effective tool for faculty who are building, or rebuilding, cohesive programs. Too often, student performance is utilized to evaluate the efficacy of a course. Less attention is paid to the design and implementation of the coursework, particularly in light of the underlying assumptions (both latent and manifest) of the instructor. In this process, instructors delve into their philosophic beliefs (i.e., regarding human nature, axiology, epistemology), then explore instructional methods that reflect those beliefs. Next, they identify appropriate assessment techniques that complement their instruction. Finally, the whole process is evaluated in terms of congruence and student success.

Wednesday, 10/26/2022
2:00 - 3:00 pm   **Tutorial I**

Academic Advising & Information Technology Services: A Partnership Grounded in Hyper Care

Adam Smith, University of Kentucky
Smitha Chopra, University of Kentucky
Jesse Farley, University of Kentucky
Marc Bradley, University of Kentucky

Abstract: The University of Kentucky embarked on a unique partnership between University Academic Advising and Information and Technology Services to develop, launch, train, and continue to enhance innovative academic advising, registration, degree audit, and student interaction systems. This partnership has created products that are as unique to Kentucky as bourbon and thoroughbred horses, which allows impactful customization with the user (student) in mind and an eye on the future of how students and their advisors will utilize technology to interact with and navigate the higher education journey. This session will give attendees a look into UK's process leading up to go-live with an agile understanding of operational readiness utilizing a team of student-centered product developers who listen to not only the feedback of advisors, but guide development through the lens of user experience.

Wednesday, 10/26/2022
2:00 - 3:00 pm   **Vendor Presentation**

Becoming a Student-Ready Institution

Nate Cole, Nuro Retention
Mike Balwanz, Nuro Retention

Abstract: With mental health concerns of students on the rise, campuses find themselves in a reactionary position to manage the underlying student concerns. Understanding student concerns early allows a campus to provide an appropriate support system to the appropriate students proactively. Nuro Retention uses time tested validated surveys to capture the voice of your students as it pertains to mental health, basic needs, social belonging, and more. By providing this data in a simple and intuitive format, your administrators will be empowered to reach out to students with potential concerns before they interfere with their life and academic success. Using Nuro Retention's integrated tools, users are able to develop outreach and interventions for targeted populations and nurture student success. Nuro Retention partner campuses are using this approach to realize significant gains in student persistence and retention and foster a sense of community and belonging amongst their students. This session will use data and outline specific examples of how partner institutions are using surveys, analytics, and the Nuro Platform to improve student persistence and retention.

Wednesday, 10/26/2022
2:00 - 3:00 pm   **Facilitated Discussion**

How do we Keep our Students From Ghosting us When They Need us the Most?

Danielle Lindley, University of Oklahoma
Taylor Boyd, University of Oklahoma
Becky Heeney, University of Oklahoma

Abstract: Student success flourished for decades by creating programming tailored to fit the Millennial student. Our student population is now firmly in Generation Z. How can we adapt our programs of the past to better align with today's students? How can we best keep our students informed and engaged in campus resources? At the University of Oklahoma, we have successfully assisted students in removing potential roadblocks to continuous enrollment and clear pathways to degree completion as evidenced by raising retention and graduation rates. Communications and programming, which have proven successful in the past, need continuous evaluation and review to meet the needs and wants of our ever-changing student population. Research shows that Gen Z is seeking a self-service approach when it comes to resources and support. They have grown up with access to unlimited search engines allowing the ability to find information at their fingertips. When faced with challenges, students want the option to select a resource which best fits their needs on their terms. Join us as we share and discuss experiences with Gen Z, current pain-points for our students, ideas for how to best tailor support services, and outreach to this new generation of students.

Wednesday, 10/26/2022
2:00 - 3:00 pm   **Tutorial I**

Reimagining a Campus-Wide Retention Committee: Developing an Effective Working Retention Committee Based Upon our Retention Predictive Model

Mark Harrington, Canisius College
Kevin Smith, Canisius College

Abstract: This session will explore how an institution went from a campus-wide retention committee that would meet as a large group bi-weekly to share updates to a working committee based upon our retention predictive model. Participants will hear how reimagining how a retention committee works can have a tremendous impact on the campus community and move agendas forward with senior administration. Through our new model, we have seen success in the implementation of a first-experience program, a comprehensive student engagement guide, first-generation student programming including the establishment of the Delta Gamma chapter of the Tri-Alpha First-Generation Honor Society, centralization and expansion of the work-study program, and a revision of institutional policies related to academic probation and dismissal.

Wednesday, 10/26/2022
2:00 - 3:00 pm   **Presentation**

Using Hackcodes to Determine who has Your Institutional Data (and That of Your Peers) and how They're Using it

Joseph Mantione, CSRDE Advisory Board Member

Abstract: Institutional data you report to government sources and surveys are turning up in ever-increasing platforms meant for public consumption. Such sites can be used for good or evil. You

can access these platforms and mine back your data, and that of your peers, using Hack Codes. It's important to know who has your institutions' data and what are they using it for. The Association of American Universities Data Exchange (AAUDE) is comprised of the IR offices of the almost 70 AAU institutions. As the name implies, its members share data on a wide variety of Higher Education activities that include benchmarking and rankings. In the search for data beyond the traditional government and survey sources, patterns became apparent in how data was being stored across those sources. These patterns led to the development of Hack Codes that can easily access that data for multiple institutions. Hack Codes are stored as SQL Queries then used to generate Institutional Profile Resource web addresses. Currently the process generates a collection containing 90,000+ resource web addresses for 1,900+ institutions from 72 curated sources. Finally a simple Tableau viz was developed to navigate that curated collection that can be embedded in your web page using custom views.

Wednesday, 10/26/2022
3:15 - 4:30 pm   **Poster**

A Comparison of Pell and Unmet Need as Predictors of Student Retention and Graduation

Trevor Kvaran, University of Arizona
Angela Cruze, University of Arizona
Laura Surdeanu, University of Arizona

Abstract: One of the most critical indicators of student success in higher education is the amount of financial security each student has in paying for their education. Pell eligibility status is often used as a proxy indicator for student financial need. Here, we compare Pell Eligibility Status to Unmet Need, an easily calculated institutional metric, to show the strengths of each as an indicator of first-year retention and six-year graduation rates for students at a large, Southwestern land grant university. Our work will show why unmet need is often a superior metric compared with Pell status when trying to understand financial barriers to student success, and also highlight where assumptions about Pell status as an indicator of financial aid may lead to non-optimal insights, as well as perpetuate beliefs about the relative likelihood of success compared to their Non-Pell-Eligible peers. This work will use descriptive methods, as well as statistical and machine learning modeling to parse the relative impacts of Unmet Need and Pell-Eligibility Status on student success. In addition to looking at this comparison across the total student population, we will also highlight differential effects among different demographic segments, including Latinx, Indigenous-American, and First-Generation cohorts.

Wednesday, 10/26/2022
3:15 - 4:30 pm   **Poster**

A Pilot Program for First-Year Interest Group-Based Block Scheduling

Kelly Dormer, Wayne State University
Katie Rawlings, Wayne State University
Kurt Krusschinska, Wayne State University
R. Darin Ellis, Wayne State University

Abstract: For 2022, Wayne State University has developed and implemented a new program to offer first-year interest groups to incoming students. We believe that students will greatly benefit from the connections that can be made in the first semester from a smaller, cohort learning community model. Key elements of this program included collaborating with departmental advising staff to identify disciplinary interest areas; aligning sections of our first-year class, Wayne

Experience, with the interest area clusters; and using the block scheduling and registration features of Banner and working closely with student success professionals to align support services including peer mentoring and advising. The Office of the Registrar implemented the block registration and reserved seating capabilities in Banner to protect seats for our cohorts. As part of the investigation and testing process, we built a proof of concept for administration and advisors so they would have a full understanding of the student experience and felt comfortable guiding students. We also determined how the waitlisting feature would work for both reserved and unreserved seats in large sections as part of our assessment. Through the collaboration of stakeholders across campus, we are preparing for the launch of this pilot program, while assessing our activities for future terms.

Wednesday, 10/26/2022
3:15 - 4:30 pm   **Poster**

A Strategic Model of Student Retention and Success Through the Cooperation Among the University Stakeholders

Chun-Fang Kuo, University of Hawaii at Hilo

Abstract: A 3X3X3 factorial model is developed to increase the cooperation among the campus partners at different levels to serve our students for their needs. Factor 1 includes Faculty/Staff, Offices/Departments, and Divisions Cooperation. Factor 2 includes Direct Services, Prevention, and Consultation/Training. Factor 3 includes Professional Activities (program development, administration), Professional Development (development of knowledge/expertise, scholarly activities/evaluation/research), and Service (university service, professional service, community service). The strategic model will form an ongoing support network to enhance the student sense of belonging and wellbeing, and at the same time increase student retention and success.

Wednesday, 10/26/2022
3:15 - 4:30 pm   **Poster**

Do GRE Scores Correlate With Persistence of Students Enrolled in a Nutrition Sciences Master's Program?

Tracee Synco, University of Alabama- Birmingham

Abstract: In this study, the persistence of two-hundred and twenty-six students enrolled in a graduate program in Nutrition Sciences is examined for its strength of relationship with measures of the Graduate Record Examination (GRE): Quantitative, Verbal and Analytic scores, and percentiles. Correlations were computed for the whole cohort and for the two tracks of five having an adequate number of students for analyses. These were the Dietetic Internship/Clinical Track and Lifestyle Management and Disease Prevention. Of the 226 students, 108 had GRE scores in the student information system. Based on J. W. Cohen's recommendations for interpreting correlation coefficients, two variables had statistically significant, small correlations with persistence at the 0.05 level (1-tailed). These were the Quantitative score and percentile with correlation coefficients of 0.18 and 0.16, respectively. The Analytic score and percentile had medium, statistically significant correlation coefficients of 0.28 and 0.30, respectively, at the 0.01 level (1-tailed). The correlation coefficients for Verbal scores and percentiles were not statistically significant. This poster will provide a straight-forward, quantitative approach for analyzing the relationship between GRE scores and persistence when a small data set precludes utilizing predictive measures. It will

also suggest additional approaches be incorporated when exploring admission criteria informing admission decisions.

Wednesday, 10/26/2022
3:15 - 4:30 pm   **Poster**

Faculty Thriving: A Missing Piece to the Retention Puzzle

Kerri Bond, Baylor University

Abstract: A recent survey of college and university faculty conducted by The Chronicle of Higher Education found professors are experiencing high levels of stress, hopelessness, anger, and grief; a full one-third of faculty surveyed have considered leaving academe altogether (Tugend, 2020). Faculty satisfaction and well-being have a significant impact on student outcomes, particularly retention. Schreiner and Martinez (2019) posit that faculty thriving is comprised of five factors: workload, external commitments and stressors, trust in administrative leadership, and feeling valued and adequately supported by the institution. Bean and Eaton (2001) describe a psychological model of student retention consisting of entry characteristics, institutional environment, and direct effects to explain student retention. Using both of these models, and using data from a national, multi-institutional sample of faculty, this poster introduces a new model for understanding faculty thriving and its implications for student success.

Wednesday, 10/26/2022
3:15 - 4:30 pm   **Poster**

First-Year Program Retention in a Lockdown Campus: Reflections on Unexpected Success

Milagritos Gonzalez, University of Puerto Rico-Mayaguez Campus
Norma García, University of Puerto Rico-Mayagüez
Julio Cruz-Rodriguez, University of Puerto Rico-Mayagüez
Raul Macchiavelli, University of Puerto Rico-Mayaguez

Abstract: The University of Puerto Rico-Mayagüez's first-year program promotes engagement and involvement among cohorts of first-year students over six years, aiming to increase retention and academic success. The program, "PORTICO", targets its students and offers some activities to Non-PORTICO students. No significant difference in the retention between the two cohorts of first-year students were found between the cohorts until the year 2020-2021, when our campus was locked down due to the COVID-19 pandemic. PORTICO's intervention was transferred online with some presential components, and achieved 95% (n= 236) retention, while the retention for the Non-PORTICO cohort was 88% (n=1466). This poster presents a comparison of content, practices, retention, and academic achievement variables of PORTICO over five years, and lists possible causes for the retention in 2020-2021, such as (a) more frequent outreach, (b) higher level of involvement and engagement than in Non-PORTICO students, (c) identification and follow up of students at risk, and (d) it was the only year that we had to limit our services to PORTICO students, and Non-PORTICO students were not connected to the institution. It could have been the year that we achieved the noticeable difference in involvement and engagement.

Wednesday, 10/26/2022
3:15 - 4:30 pm   **Poster**

Improving the Student Experience – Innovations in Engaging At-Risk Students: High Tech, High Touch, High Quality

Shickre Sabbagha, Midlands Technical College

Abstract: In 2015, Midlands Technical College (MTC) was awarded a five-year, $2.25 million Department of Education Strengthening Institutions grant to improve a student's academic advising experience. An MTC CARES model of academic advising was developed that emphasized a high-tech, high-touch, and high-quality (expectations) approach to academic and career advising. Consistent Advising to Retain and Engage Students (CARES) successfully improved academic and career advising through technology and improved college processes. Seeking to further leverage the success of the Title II MTC CARES grant, Midlands Technical College adopted a comprehensive "MTC Guided Pathways" approach to streamlining the curriculum (reducing credit hours, creating sample plans) to further assist the advising of students and the completion of degrees. The college is now committed to reorganizing academics, revamping the student experience, and reinvesting in our campus environment as part of a more comprehensive "MTC Guided Pathways" approach. This poster session will examine the MTC CARES grant's initial impact on the college's restructuring of academic advising and how it added to a culture of change that led to additional substantive innovations and improvements dedicated to student success and degree completion at Midlands Technical College.

Wednesday, 10/26/2022
3:15 - 4:30 pm   **Poster**

Optimizing the Undergraduate Academic Journey Through Data Modelling and Analytics Toolbox

Feihong Nan, University of Toronto
Dann Sioson, University of Toronto

Abstract: The student-university experience is a valuable characteristic that attributes to the top universities in the world. The experience starts before the student physically steps foot in the institution given the admission process. Most times for students, their upbringing may influence their deciding academic identity before taking a course in the institution, or it may change during their time in post-secondary education. The analysis of this decision making is often underrepresented, but remains valuable to cater to an institution's student-university experience since institutional departments have to adapt to these incoming cohorts. In this poster, we analyze the student experience for decision making in two parts. Firstly, is the decision making of prospective students' entry program into the university outside of the domestic country that the university resides in; determining what quality of life factors may influence their decision into the entry program, and how those factors affect their decision. Secondly, is the influence of new intake students affecting the number of students in a specific program of study after students' first year.

Wednesday, 10/26/2022
3:15 - 4:30 pm   **Poster**

Probabilistic Graphical Models as a Complement to Regression-Based Approaches to Student Retention and Graduation Modeling

Trevor Kvaran, University of Arizona
Angela Cruze, University of Arizona
Laura Surdeanu, University of Arizona

Abstract: At many institutions engaged in student success predictive modeling, prediction of student retention and graduation relies on regression-style methods for model development. A series of predictors are identified, and a student success outcome is regressed on this set of predictors. These methods are well understood, easily interpretable, and address many of the primary questions involved in understanding student success. Here, we outline how modeling student data using Probabilistic Graphical Models (PGM) can be beneficial to higher education data workers and decision-makers, particularly regarding student success outcomes such as the likelihood of retention and graduation. PGMs use node-edge graph structures to represent conditional dependencies between variables of interest and are often useful when representing complex interconnected sets of random variables. They are widely used in a variety of disciplines, are implemented in many of the leading data science software packages but are still not widely used in higher education data science. In this poster we outline how we have used PGMs to model student retention and graduation at a large Southwestern university, highlighting areas where they overlap with more established regression methods, and where they provide additional insights that cannot be easily derived from regression models.

Wednesday, 10/26/2022
3:15 - 4:30 pm   **Poster**

Reimagining Retention: Maximizing the Data Impact Through Proactive Staff Intervention

Sarah Ballard, University of Kentucky
Anne Marie Bickel, University of Kentucky
Hannah Simms, University of Kentucky

Abstract: Utilizing enrollment information for the Fall 2020 entering class, the University of Kentucky identified students who were least likely to return for their second fall and executed targeted and intentional interventions to promote student persistence and meet institutional retention goals. Prioritizing students who were not yet enrolled, a team was created at the end of the spring term to intrusively support students and eliminate any barriers to enrolling. Overwhelmingly, students reported how much they appreciated having one person who could help them step-by-step through the registration process. Through this pilot project, we uncovered interesting and unexpected details about the help our students needed to persist. Innovative, high-touch outreach was used to manufacture connection points with our students in an effort to proactively remove barriers and support their matriculation. Through this presentation, we will share our lessons learned and our forward-looking plans to build on this successful pilot program.

Wednesday, 10/26/2022
3:15 - 4:30 pm   **Poster**

Understanding Course Demands and Outcomes by Modality in a Post-Pandemic Era

James Morrissey, Wayne State University
Kelly Dormer, Wayne State University
Kurt Kruschinska, Wayne State University
R. Darin Ellis, Wayne State University

Abstract: After a year of mostly remote learning due to the COVID-19 pandemic, Wayne State University began its return to a more traditional campus and course offerings. Data-informed decision making was at the heart of this process and close attention was given to data by course modality (e.g., traditional, online). This presentation focuses on two dashboards that were an integral part of this data-informed decision-making process. Our course registration dashboard was designed to monitor course capacity information with daily updates. Before registration opened, this dashboard provided a way to view that course offerings across the university were available in multiple modalities. The intention was to provide all students on campus with paths to make progress towards a degree while taking courses offered in their preferred modality. Once registration opened, this provided near real-time tracking, allowing administrators to identify specific courses that had capacity constraints in a specific modality. With so much focus on course modality during the registration cycle, we felt it necessary to also examine course outcomes by modality. This prompted the creation of a new view on our DFW dashboard. This view provides the capability to examine the distribution of course grades across course modalities.

Thursday, 10/27/2022
9:15 - 10:15 am   **Paper**

Effect of First Year Experience Course on Student Retention

Jake Morrison, Eastern Washington University
Almat Yeraly, Eastern Washington University
Roy Caligan, Spokane Community College

Abstract: This study examines the effectiveness of First Year Experience (FYE) courses offered to First Time in College (FTIC) students at one medium-sized regional university located in Washington State. The purpose of this analysis is to determine if FYE courses are fulfilling their purpose in fostering student success and retention. Data are gathered from five cohorts of FTIC students then compared/analyzed short term outcomes for individuals who took an FYE course against those who did not. Using multiple regression specifications paired with econometric techniques, the model demonstrated a small positive effect on one-term retention for students who took an FYE. In contrast, the model demonstrated a large negative effect on one-term retention for students who failed their FYE offering. While there is a statistically significant effect of FYE courses on students' persisting one quarter, the consequence of failing the course is far greater than the effect of taking the course. Additionally, there is no evidence to suggest that taking an FYE course is associated with higher rates of one-year retention.

Thursday, 10/27/2022
9:15 - 10:15 am   **Facilitated Discussion**

Kentucky Student Success Collaborative

Beth Pennington, Kentucky Council on Postsecondary Education

Abstract: The Kentucky Student Success Collaborative (KYSSC), an initiative of the Council on Postsecondary Education, is the first statewide student success center in the United States that serves both two- and four-year institutions while linking to the business community and state policy. Focused on building the capacity of higher education partners to accelerate progress for student success, the Collaborative guides best practices and continuous improvement for a high-quality, diverse, innovative, accessible, and affordable student experience in Kentucky. Session participants will engage in an interactive discussion on the concept model that created the Collaborative, hear lessons learned while helping accelerate student success throughout the state, gain insight into maximizing effort by following synergy on campus to drive change, deepen understanding of the importance of strategic partnerships, and how to build capacity through change management approaches and tools.

Thursday, 10/27/2022
9:15 - 10:15 am   **Paper**

Monitoring Key Performance Indicators for Early Intervention in Foundational STEM Courses Using a Student-Detailed Dashboard

Hajara Mahmood, Embry-Riddle Aeronautical University
Donna Ferrell, Embry-Riddle Aeronautical University
Miguel Moore, Embry-Riddle Areonautical University

Abstract: Through the development and implementation of a student-detailed dashboard, a team within the College of Arts and Sciences has improved methods in identifying students needing early intervention within foundational engineering STEM courses. In collaboration with university leaders, this team has been able to expand dashboard capabilities and help build a stronger connection with students to campus resources and support. The dashboard provides academic performance indicators such as GPA, real-time course grades and Canvas activity, early alert and midterm grades, and repeated courses. In addition, student demographics such as age, gender, race/ethnicity, as well as Honors, Athletics, Military, and ROTC participation have been added. This collective data helps identify student populations needing support, allows for specific communication and outreach to struggling students, and early and ongoing intervention techniques to increase student success.

Thursday, 10/27/2022
9:15 - 10:15 am   **Paper**

Predictors of Transfer Student Success at a Large Transfer-In University: Pre-Transfer or Post-Transfer?

Chen Zong, University of Wyoming
Suzann Koller, University of Wyoming

Abstract: The purpose of this study is to examine the predictors of transfer student success at a large transfer-in 4-year public university using the three-stage transfer success model, which includes student demographic background, pre-transfer academic experiences, and post-transfer

academic experience. In this study, the transfer student success was defined as one-year (fall-to-fall) retention or graduation of a transfer student. The research question is: What are the statistically significant predictors of transfer student success in the first year at a large transfer-in four-year public university, and at what stages are the significant predictors? The sample included 5,041 transfer students from Fall 2015 to Fall 2019 cohorts. Binary logistic regression analysis was conducted to assess whether the selected variables were statistically significant predictors of transfer student success. The findings indicate that the significant predictors of one-year transfer student success include variables for all three stages: tuition residency, current age, transferable associate degree, on-campus or distance education, cumulative GPA, student classification, attempted credits, and undeclared major. This study demonstratess how to use the conceptual model at a large transfer-in four-year public university, and discusses the possible implications and recommendations for similar institutions.

Thursday, 10/27/2022
9:15 - 10:15 am   **Tutorial I**

Stay Golden, Griffins: SOARing Into a Comprehensive and Inclusive Student Success and Retention Model

Mark Harrington, Canisius College

Abstract: In this session, attendees will learn how one institution used data, assessment, and conversations around student success and retention to better serve the Golden Griffin campus community. The presenter will review the organizational and reporting structure of the student success division, an initial SOAR Assessment (strengths, opportunities, aspirations, results), creation of student success and retention goals, share the new model including departments and committees, and share campus-wide initiatives to assist with student belonging and persistence. There will be an opportunity at the end of the presentation for questions and answers.

Thursday, 10/27/2022
10:30 - 11:30 am   **Tutorial I**

Bottom-up Engagement & Top-Down Support: Ball State's University-Wide Approach to Student Success & Retention

Jason Rivera, Ball State University
Susana Rivera-Mills, Ball State University

Abstract: Since the onset of Covid, retention and persistence rates across the nation have dropped. According to the National Student Clearinghouse Research Center (NSCRC), "of the 2.6 million students who started college in fall 2019, 26.1% or roughly 679,000 students, did not come back the next year" (Krupnick, 2022). By Fall 2020, both retention and persistence rates saw the largest unprecedented declines since 2009, when the NSCRC started tracking these important early indicators of student success (NSCRC, 2020). In this session, we describe the methodology Ball State University (BSU) has deployed to stave off the decline in retention. Through our comprehensive approach, we have also addressed barriers to student success and most recently stabilized fall to spring retention. The session will also highlight how we have aligned student success and retention initiatives under one cross-campus Student Success and Retention Taskforce (SSRT), which includes an executive team, a steering committee, and a core taskforce. The session will describe the structure of the taskforce and the comprehensive approach BSU is taking to advance student success and retention initiatives. Participants will have an opportunity to discuss

BSU's approach and explore how they might adapt and adopt the approach within their respective institutions.

Thursday, 10/27/2022
10:30 - 11:30 am   **Paper**

Creating a Culture of Success at a Small, Rural University

Matthew Little, University of Tennessee Southern

Abstract: In July 2021, Martin Methodist College became The University of Tennessee Southern, and with this change came the opportunity to reimagine student success. In its 151-year history the institution had learned to be flexible and resilient, but, like many small, struggling, faith-based institutions, emphasis was placed on recruiting students rather than student success. Its location in a rural, under-resourced region also created obstacles towards better student success metrics. To serve the needs of its service area, several changes were instituted for student success. The institution, for the first time, created a position with a singular focus on student success, and another to support online learning. An early alert system was put into place, and student success was reframed for faculty, parents, and students in a new manner. Initiatives were undertaken to increase retention and persistence rates, and data was collected, analyzed, and acted upon in new ways. Within one semester cohort retention rates had increased by 7.9%, persistence increased, and students in academic distress decreased. The rates of students with a high-risk of stopping out improved in every area. The actions taken to achieve this improvement will be discussed as well as how the culture of the institution has changed around student success.

Thursday, 10/27/2022
10:30 - 11:30 am   **Paper**

Dual Enrollment, First-Year Retention, and Graduation: Analyzing the Impact of Dual Enrollment on Student Success Outcomes at a Public Research University

Michael Tucker, University of South Carolina
Jonathan Poon, University of South Carolina
Sophie Greenwell, University of South Carolina

Abstract: As more higher education institutions participate in offering college-level courses to high school students (often referred to as dual enrollment) it becomes increasingly important to evaluate the impact of participation in these courses on subsequent higher education student success outcomes, such as first-year retention and graduation rates. In recent years, there has been an increase in the body of literature devoted to this topic, however, much of this literature is aimed at analyzing the impact of dual enrollment courses on performance in community colleges. This study will examine the relationship between high school students taking dual enrollment courses and their later performance at a public, R1 university. Additionally, this study will employ Classification and Regression Trees (CART), a type of supervised statistical learning for identifying the success factors for dually enrolled students based on academic, demographic, and socio-economic features. The intention of this study is to offer results that provide generalizable knowledge for institutional decision-making pertaining to dual enrollment and success in higher education.

Thursday, 10/27/2022
10:30 - 11:30 am   **Facilitated Discussion**

Early Lessons From the Implementation of Corequisite Instruction in English and Mathematics for First-Year Students.

Jeffrey Orgera, University of Nevada-Las Vegas
Brent Drake, Gardner Institute
Laurel Pritchard, University of Nevada-Las Vegas
Skip Crooker, University of Nevada-Las Vegas

Abstract: This discussion will present early lessons learned from the development and implementation of corequisite instruction in gateway math and English for first-year students at the University of Nevada-Las Vegas. Presenters will share a summary of the steps completed to prepare for implementation, the role of faculty learning communities in the development of corequisite courses, and the institutional changes required in business practices across academic and student affairs. Presenters will share early data on grade outcomes in the corequisite courses as well as fall to spring retention rates of the student population who enrolled in the corequisite courses. Data disaggregated on over 1300 first-year students enrolled in one of the three corequisite math courses and over 500 students in corequisite English will be compared to course outcomes prior to the implementation of the corequisite policy in Nevada. Attendees at this discussion will be asked to share and compare their state and campus policies on corequisite instruction and developmental education. We will also engage in discussion on the practices related to first-year English and math completion at their institutions and how they compare to the early outcomes of corequisite implementation at UNLV.

Thursday, 10/27/2022
10:30 - 11:30 am   **Paper**

Exploring the Impact of an Integrated Student Services ("One Stop") Model on Access, Affordability, and Student Retention

James R. Stefanelli, Rutgers University–New Brunswick
Deepa R. Bhalla, Rutgers University–New Brunswick

Abstract: To address a decades-old plateau in retention and graduation rates, institutions of higher education have embraced established research and their vital role in improving the non-academic student experience to facilitate student success. Simply, the more intentional institutions are in creating an environment that adapts and accommodates an ever-changing student population, the more successful that environment is in achieving the desired educational outcomes. One manner in which institutions seek to improve the non-academic experience is through an integrated student services or "One Stop" model. The One Stop model collapses frontline services across areas that have historically been delivered separately but are very much inter-connected. The student services areas may include admissions, academic advising, financial aid, student accounting/bursar, and registrar, and by doing so, institutions provide an efficient experience for students thus promoting the prioritization of their academic and social engagement. This scholarly paper situates the integrated student services, or One Stop model—its positive impact on access, affordability, and student retention—within the extant scholarly theory.