COMPLETING COLLEGE:

What it Takes, What's at Stake?

March 14 – 15, 2013

Hosted by **Oakland University**, Rochester, Michigan

COLLEGE SCHEDULER LLC

Find out why Michigan institutions choose College Scheduler!

WHAT WE DO

Web based schedule planner for use by students when creating class schedules each semester. Some of our clients include...

Delta College · Schoolcraft College | schedule planner · SVSU · Washtenaw Community College · St. Clair County Community College · KalamazooVALLEY community college

BENEFITS

✓ Increased enrollment credit hours

✓ Real time course demand reports for Registrar's Office

✓ Plugs into Banner, PeopleSoft, Datatel, Jenzabar & Homegrown Systems

"We've been monitoring how long students spend making their schedules and have seen a reduction in the time they are spending on this. We see our public use computers opening up faster than before as more students use the software. We are also seeing less frustration on the part of the students. They used to spend hours making the perfect schedule, only to find out some of their classes were closed. With the ability to search for and return only open courses, our students are much more satisfied and getting that perfect schedule. Thank you again for a fabulous product!"

Holly Diamond
Director of Registration/Records

PRESENTER

Craig Aimar
Asst. VP Enrollment Management, Director of Retention Saginaw Valley State University

CO-PRESENTER

Haley Zitnitsky
College Scheduler LLC

Learn how SVSU has improved their student's success on campus in multiple areas.

Friday, March 15th | 8:45am – 9:45am

www.collegescheduler.com

Office of Undergraduate Education
160 North Foundation Hall
2200 North Squirrel Road
Rochester, MI 48309-4401

Dear conference participants:

On behalf of Oakland University and the Office of Undergraduate Education, let me formally welcome each of you to the first statewide conference on student retention sponsored and hosted by Oakland University.

Through the keynote presentations, workshops and informal conversations, this conference will inspire and engage you in conversations about student success and the importance of retaining students in post-secondary institutions.

As noted in this program, I want to personally thank all those who have been involved in working so hard to make this program shine. In particular, I would like to thank the conference planning team: Julie Borkin, Chris Jensen, Yoel Joa, Karen Markel, Brenda Paine, Roberta Rea, Jean Szura and Tricia Westergaard.

Enjoy the conference, enjoy meeting new colleagues, enjoy learning and enjoy Oakland. Welcome to all.

Respectfully,

Scott L. Crabill, Ph.D.
Interim Vice Provost for Undergraduate Education
Oakland University

Acknowledgments

Special thanks to:

Organizing Administrative Committee
Conference Chair — Scott L. Crabill

Program Committee
Julie Borkin, Chris Jensen, Yoel Joa, Karen Markel, Brenda Paine, Roberta Rea, Jean Szura and Tricia Westergaard

University Delegates
Steven Johnson (CMU), Rhonda Longworth (EMU), William Potter (FSU), Nancy Giardina (GVSU), William Eilola (LSSU), Doug Estry (MSU), Susan Liebau (MTU), Paul Duby (NMU), Paul Lang (NMU), Craig Aimar (SVSU), Bryan Crainer (SVSU), Dilip Das (U of M-Ann Arbor), Monica Porter (U of M-Dearborn), Jan Worth-Nelson (U of M-Flint), Monica Brockmeyer (WSU) and David Reinhold (WMU)

Featured Guests
Monica Emerson — Oakland University Board of Trustee
Thomas Major — Lumina Foundation
Charlie Nutt — Kansas State University
Vincent Tinto — Syracuse University

Marriott Hotel
Jeremy Leifel and Jessica Herbert

Schedule at a Glance

Thursday, March 14

Time	Event	Venue
8 a.m. to 5 p.m.	Registration	Registration Desk
9:30 a.m. to 10:30 a.m.	Concurrent Sessions T1	Breakout rooms
10:30 a.m. to 10:45 a.m.	Transition Time	Pre-function Area
10:45 a.m. to 11:45 a.m.	Concurrent Sessions T2	Breakout rooms
11:45 a.m. to noon	Transition Time	Pre-function Area
Noon to 2 p.m.	Lunch & Keynote/Vincent Tinto	Oakland Ballroom
2:15 p.m. to 3:15 p.m.	Concurrent Sessions T3	Breakout rooms
3:15 p.m. to 3:30 p.m.	Transition Time	Pre-function Area
3:30 p.m. to 4:30 p.m.	Concurrent Sessions T4	Breakout rooms
4:30 p.m. to 6 p.m.	Showcase/Reception	Oakland Ballroom

Friday, March 15

Time	Event	Venue
8 a.m. to noon	Registration	Registration Desk
8 a.m. to 8:45 a.m.	Breakfast	Oakland Ballroom
8:45 a.m. to 9:45 a.m.	Concurrent Sessions F1	Breakout rooms
9:45 a.m. to 10 a.m.	Break/Transition Time	Pre-function Area
10 a.m. to 10:45 a.m.	Concurrent Sessions F2	Breakout Rooms
10:45 a.m. to 11 a.m.	Break/Transition Time	Pre-function Area
11 a.m. to noon	Concurrent Sessions F3	Breakout rooms
Noon to 1:30 p.m.	Lunch & Keynote/Lumina	Oakland Ballroom
1:30 p.m. to 1:45 p.m.	Closing Remarks	Oakland Ballroom

Keynote Speakers

Vincent Tinto
Thursday, March 14, noon to 2 p.m., Oakland Ballroom

Professor Tinto is a Distinguished University Professor at Syracuse University and, until recently, chair of the Higher Education Program. He has carried out research and has written extensively on higher education, particularly on student success and the impact of learning communities on student growth and attainment. His most recent book, *Leaving College*, published by the University of Chicago Press, lays out a theory and policy perspective on student success that is considered the benchmark by which work on these issues are judged. He has consulted widely with federal and state agencies, independent research firms, foundations, and two- and four-year institutions of higher education on a broad range of higher educational issues. Professor Tinto's areas of consultation include examining the success of students in higher education, in particular those of low-income and underserved backgrounds. He serves on the editorial boards of several journals and with various organizations and professional associations concerned with higher education. He chaired the national panel responsible for awarding $5 million to establish the first national center for research on teaching and learning in higher education and served as associate director of the $6 million National Center on Postsecondary Teaching, Learning, and Assessment funded by the U.S. Office of Education.

Thomas Major
Friday, March 15, noon to 1:30 p.m., Oakland Ballroom

Thomas Major, Jr. serves as a strategy officer at Lumina Foundation, the nation's largest private foundation committed solely to enrolling and graduating more students from college. Thomas develops and implements strategies to advance Goal 2025 — increasing the percentage of Americans who hold high-quality degrees and credentials to 60 percent by the year 2025. Much of Thomas' work focuses on supporting efforts that engage higher education systems and institutions to increase completion rates and close attainment gaps of underrepresented students. He also focuses on developing transparent, learning-based pathways for students by supporting new frameworks for defining learning outcomes of post-secondary certificates. Before joining Lumina in April 2011, Thomas spent more than six years in corporate law practice at Baker & Daniels (now Faegre Baker Daniels); five years as an education and workforce program consultant for clients including The City of Indianapolis, USA Funds and the Indianapolis Private Industry Council (IPIC); and more than three years as IPIC's associate director for youth and young adult initiatives, where he supported and oversaw a number of federal and privately funded education and workforce training initiatives that supported secondary and post-secondary education completion and employment for low-income and otherwise underrepresented 18-29 year-olds.

Thomas earned his Bachelor of Arts degree in psychology from the University of Michigan-Ann Arbor, and his Juris Doctorate from the Indiana University School of Law-Indianapolis.

Special Guest

Charlie Nutt
Friday, March 15, 8:45 a.m. to noon, Oakland Ballroom

Dr. Nutt has more than 30 years of experience in education at the secondary and post-secondary levels. He has served as an English faculty member and administrator at the community college level for 15 years, working primarily in the areas of student support and student success with particular focus on academic advising and student retention programs. Since 2002, Dr. Nutt has been the associate director of the National Academic Advising Association (NACADA) and has served on the graduate faculty in the College of Education at Kansas State University. Dr. Nutt has written extensively in the area of academic advising and has presented at various state, regional and national conferences. In addition, he serves as a consultant for NACADA to institutions in the areas of developing effective advising programs, adviser development and student retention. He is a member of the NACADA, the American College Personnel Association, the National Council for Student Development, and the American Association of Community Colleges.

Thank You to Our Sponsors

Thursday, March 14

8 a.m. to 5 p.m. Registration

9:30 to 10:30 a.m. Concurrent Sessions T1

T1 — Session Number and Title	Room	Presenter
52 — Mapping the Path to Graduation: The Grand Valley State University Four-year Blueprint for Student Success	Salon D	Diana Pace & Nancy Giardina
68 — Summer Bridge Program: Holistic, High Impact Student Development Program	Salon E	Dwight Fontenot, Margaret Noori and Makeda Turner
56 — Evaluation of Ph.D. Time-to-Completion	Perry	Claire Rammel, NingNing Fu and Darlene Schott-Baer
59 — Pathways to Success: A Multicultural Model	Baldwin	Anne Samuel-Crain and Darrell King
62 — Holistic Academic Advising and Its Impact on Student Retention	Wisner	Namrata Murthy & Cheryl White
110 — First-year Analytics and Initiatives that Support Student Persistence	Featherstone	Steven Johnson, Michelle Howard and Jason Bentley

52 – Mapping the Path to Graduation: The Grand Valley State University Four-year Blueprint for Student Success

Diana Pace, Grand Valley State University
Nancy Giardina, Grand Valley State University
Salon D | Thursday, March 14, 9:30 to 10:30 a.m.

Plotting a course from freshman year through senior year and on to graduate school or into a career is a daunting task for many undergraduate students. A question often posed by students who are struggling to understand the culture and expectations of their faculty, the university and their campus community is, "Am I on the right track?" To ensure students are on the right track, a blueprint was developed integrating critical landmarks for student academic achievement, engagement in curricular and co-curricular experiences, and use of support services. These landmarks are intended to help students persist and progress successfully to degree completion in a timely manner. The landmarks are presented on a continuum, first through fourth year, that empowers the student to make key transitions and ultimately achieve their academic and career goals. The critical landmarks were identified by adopting elements from the work the Association of American Colleges and Universities has done related to the LEAP goals and High-Impact Experiences, retention and persistence literature, as well as student development theory.

68 – Summer Bridge Program: Holistic, High-Impact Student Development Program

Dwight Fontenot, University of Michigan – Ann Arbor
Margaret Noori, University of Michigan – Ann Arbor
Makeda Turner, University of Michigan – Ann Arbor
Salon E | Thursday, March 14, 9:30 to 10:30 a.m.

High-impact educational practices (Kuh, 2008) have been shown to increase student engagement and student success. Very rarely are more than two of these practices used at once. The Summer Bridge program will be discussed in light of these practices. Summer Bridge seeks to use high-impact practices in a holistic manner with underrepresented students. These practices include the development of an effective learning community, first-year seminars, common intellectual experiences, writing-intensive course, collaborative projects, diversity and global learning, and community-based learning. Summer Bridge students are more likely to continue these practices throughout their undergraduate education. Data from the 2006 cohort is presented as evidence of the program's success. These students currently have graduation rates greater than 70 percent. Current developments are highlighted as the program continues to improve its approach to student engagement and success.

56 – Evaluation of Ph.D. Time-to-Completion

Claire Rammel, Oakland University
NingNing Fu, Oakland University
Darlene Schott-Baer, Oakland University
Perry | Thursday, March 14, 9:30 to 10:30 a.m.

This session will discuss how Oakland University evaluated its Ph.D. programs' time-to-completion through the application of the recommendations outlined in the Council of Graduate Schools' report, "Ph.D. Completion and Attrition: Policies and Practices to Promote Student Success." The necessary processes to support ongoing collection and analysis of data for program improvement are described, including the development and implementation of an electronic tracking system in an effort to improve student completion and reduce attrition.

59 – Pathways to Success: A Multicultural Model

Anne Samuel-Crain, Michigan State University
Darrell King, Michigan State University
Baldwin | Thursday, March 14, 9:30 to 10:30 a.m.

This presentation will focus on Michigan State University's experience in building a successful multicultural program within the Eli Broad College of Business. MSU's Multicultural Business Program has been successful in recruiting and retaining multicultural students for more than 25 years. We will cover the critical components of our pathway to success. Our pathway includes outreach to middle school and high school, summer programs, leadership development, tutorial support, professional development and opportunities to invest in the local community. MBP has built strong relationships with Fortune 500 companies, whose representatives serve as role models and mentors for our students. This allows students to get professional internships early in their college career, helping them define their career goals and providing motivation to persist in a competitive academic program. These corporate relationships also provide financial assistance through scholarships for students and the program.

62 – Holistic Academic Advising and Its Impact on Student Retention

Namrata Murthy, Wayne State University
Cheryl White, Wayne State University
Wisner | Thursday, March 14, 9:30 to 10:30 a.m.

Retention of undergraduate students in colleges and universities has been a major concern in higher education for a number of years. Developing retention programs at a major urban, research, primarily commuter institution presents additional challenges. This presentation will discuss concerns and challenges in emerging educational practices for programs that educate and entertain for increased student retention and success. Specifically, the trends in attracting and retaining students to science, technology, engineering and math (STEM) fields through holistic advising will be discussed. Proposed new practices for making these subjects more accessible and digestible for students and academic success will be discussed by addressing the following: What obstacles do students face on their path to a college degree? What separates those who make it from those who get lost along the way? What strategies can be employed to aid students to persist to graduation?

110 – First-year Analytics and Initiatives that Support Student Persistence

Steven Johnson, Central Michigan University
Michelle Howard, Central Michigan University
Jason Bentley, Central Michigan University
Featherstone | Thursday, March 14, 9:30 to 10:30 a.m.

Use of predictive analytics during the first college year offers a proven way to identify at-risk students early, allowing for timely intervention. We discuss the efficacy of predictive modeling in retention, the application of that predictive model at our institution, and initiatives including pre-term leadership programming, first-year living-learning communities, success coaching, and academic support courses (AAD, FYE, LIB, CED).

10:30 to 10:45 a.m. Break/transition time – pre-function area

10:45 to 11:45 a.m. Concurrent Sessions T2

T2 — Session Number and Title	Room	Presenter
77 — Enhancing New Freshman Success and Retention at Northern Michigan University: A Return on Investment (ROI)-based Initiative	Salon D	Paul Lang and Paul Duby
55 — Using Institutional Data to Improve Retention Rates	Salon E	Reuben Ternes and Cassandra Barragan
63 — First-year STEM Transfer Students From Community College to Four-year University to Graduate School: Transfer Scholars Research Program	Perry	Madeline Mercado Voelker
69 — Be a Part of Something Great! Learning Communities at Wayne State!	Baldwin	Amy Cooper
97 — Show Me the Money: Financial Literacy Programming as a Retention Strategy	Wisner	Jim O'Neill and Connie Tingson-Gatuz
108 — Michigan Center for Student Success: A Model for Aligning Efforts to Improve Community College Student Outcomes	Featherstone	Jenny Schanker

77 – Enhancing New Freshman Success and Retention at Northern Michigan University: A Return on Investment (ROI) Based Initiative

Paul Lang, Northern Michigan University
Paul Duby, Northern Michigan University
Salon D | Thursday, March 14, 10:45 to 11:45 a.m.

Based on three years of intensive internal research and the yearlong work of a faculty-led retention committee, a four-pronged retention enhancement initiative has been undertaken at Northern Michigan University in academic year 2012-13. The efforts specifically focus on the interaction of the students and faculty within the learning environment with a specific short-term goal of reducing the high level of D, F, and W grades in three, entry-level curricular areas. The overall goal of the initiative is to enable a greater percentage of new freshmen, particularly those at academic risk, to successfully complete their first two semesters of college and return for their second year at NMU. The plan is ROI-based, in that increased numbers of retained students to the second and third semesters will generate increased tuition revenue, which will at least offset the university's significant investment of financial resources in this initiative.

55 – Using Institutional Data to Improve Retention Rates

Reuben Ternes, Oakland University
Cassandra Barragan, Oakland University
Salon E | Thursday, March 14, 10:45 to 11:45 a.m.

Universities have access to a vault of useful information about students that can be used to improve retention rates. National surveys such as NSSE and CIRP collect information about students and their educational experiences. Institutional data such as course-taking behavior, financial aid data and demographic data can further enhance an institution's understanding about barriers to retention. By examining this institutional data, institutional research offices can advise their communities on how best to move forward with university policies and initiatives designed to enhance student retention and engagement. Participants will be introduced to basic concepts in institutional research on retention analysis, including brief overviews of NSSE data, policy analysis and predictive modeling.

63 – First-year STEM Transfer Students; From Community College to Four-year University to Graduate School: Transfer Scholars Research Program

Madeline Mercado Voelker, Michigan Technological University
Perry | Thursday, March 14, 10:45 to 11:45 a.m.

Piloted in 2012, this is a retention-based program designed to provide first-generation, low-income and/or underrepresented transfer students moving from community college to a four-year university with a solid foundation to help them become excellent research assistants in the science, technology, engineering or mathematics (STEM) fields.

69 – Be a Part of Something Great! Learning Communities at Wayne State!

Amy Cooper, Wayne State University
Baldwin | Thursday, March 14, 10:45 to 11:45 a.m.

Like many universities in Michigan, WSU has been working to improve retention and graduation rates. To address these critical issues, WSU started the Learning Community (LC) program in 2006. The LC program is designed to provide support interventions for new students and to help students connect to faculty, programs and services at WSU. In learning communities, small groups of students with similar interests work closely together in a "community of learners." Students, along with advanced student mentors and a faculty adviser, study, socialize and problem-solve together. Our LC retention data show that these interventions increase retention rates and also show increases in GPA for participants. We are experiencing growth in our program and hope to take it to new levels of success. Our presentation will discuss LC pedagogy, how we implemented the program at WSU, and how we continue to grow across campus. We will review our successes with retention and persistence.

97 — Show Me the Money: Financial Literacy Programming as a Retention Strategy

Jim O'Neill, Madonna University
Connie Tingson-Gatuz, Madonna University
Wisner | Thursday, March 14, 10:45 to 11:45 a.m.

Most students need a loan to earn a college degree, yet many don't know the "ins and outs" of affording college or are confused by the many financing options available. Ultimately, these students stop out or don't return because they didn't budget properly, they exhausted their financial resources, and/or their life circumstances changed — such as a job loss — and they don't know how to pay for the rest of their education. This session will highlight efforts of a private, four-year college across several service areas (e.g., financial aid, student life, advising) to coordinate, promote and provide targeted financial literacy programming to various student populations, including first-year students, military veterans, adult learners and graduating seniors. Session participants will examine the various student populations in need of FL programming at their own respective institutions and the key service areas that could provide and/or promote such programming.

108 — Michigan Center for Student Success: A Model for Aligning Efforts to Improve Community College Student Outcomes

Jenny Schanker, Michigan Community College Association
Featherstone | Thursday, March 14, 10:45 to 11:45 a.m.

The Michigan Community College Association recently established the Michigan Center for Student Success to serve as a platform for the 28 community colleges to collaborate with a single focus of increasing student readiness, progression and attainment of credentials. This session will provide an overview of the center and the context of student success efforts at Michigan community colleges.

11:45 a.m. to noon Break/transition time — pre-function area

noon to 1 p.m. Lunch and welcome — Oakland Ballroom
Monica Emerson, trustee — Oakland University
Susan Awbrey, interim senior vice president for Academic Affairs and provost — Oakland University

1 to 2 p.m. Keynote address – Oakland Ballroom
Vincent Tinto — Syracuse University

2 to 2:15 p.m. Break/transition time — pre-function area

2:15 to 3:15 p.m. Concurrent Sessions T3

T3 — Session Number and Title	Room	Presenter
107 — Moving Retention Efforts from Talk to Action	Salon D	John Matlock and Katrina Wade-Golden
73 — Creating a Culture of Success: Retention Strategies for Disadvantaged Students	Salon E	Michelle Snitgen and Kelly Simmons
78 — Two Worlds Collide: The Underprepared Student and You	Perry	Angela Zanardelli
72 — Retaining Student Veterans	Baldwin	Tracey Quada
64 — First-year Writing and the First-year Experience	Wisner	Marshall Kitchens
99 — Structured Learning Assistance … It Works!	Featherstone	Arlene Krellwitz

107 – Moving Retention Efforts from Talk to Action

John Matlock, University of Michigan-Ann Arbor
Katrina Wade-Golden, University of Michigan-Ann Arbor
Salon D | Thursday, March 14, 2:15 to 3:15 p.m.

The purpose of this session is to discuss work being done at the University of Michigan involving a high-level task force on graduation and achievement gaps. A unique aspect of this effort includes a two-year mixed method research project designed to examine the role of institutional culture and barriers that impact students' graduation and achievement rates. More than 300 surveys, individual interviews and focus groups were conducted with faculty, advising staff and coordinators, high- and low-achieving students, and students who don't return to the campus. In addition to utilizing the data to inform the campus community, recommendations are offered to implement new strategies and programs as well as reinforce, expand and enhance best practices designed to address the graduation and achievement gaps. Incoming students also will receive a booklet based on difference perspectives on how to maximize their academic success. Program participants at the student retention conference will receive copies of the instruments, the task force's findings and recommendations, and will have the opportunity to discuss how to replicate similar efforts at their respective institutions.

73 — Creating a Culture of Success: Retention Strategies for Disadvantaged Students

Michelle Snitgen, State of Michigan King-Chavez-Parks Initiative
Kelly Simmons, State of Michigan King-Chavez-Parks Initiative
Salon E | Thursday, March 14, 2:15 to 3:15 p.m.

Nearly 1.3 million working-age Michiganders have attended college but do not have degrees (U.S. Census, 2011 ACS). What are Michigan four-year institutions currently doing to combat this issue? In this session, campus representatives from Michigan four-year institutions will share their retention program strategies for academically and economically disadvantaged students. Hear practical tactics that can be replicated to create a campus culture of success. Participate in a networking discussion of ideas related to institutional and community partnerships, mentoring and tutoring, and advising and training. This session will be facilitated by the State of Michigan's King-Chavez-Parks Initiative, a program devoted to increasing opportunities for Michigan's most educationally disadvantaged citizens to complete college degrees and experience career success.

78 — Two Worlds Collide: The Underprepared Student and You

Angela Zanardelli, Wayne State University
Perry | Thursday, March 14, 2:15 to 3:15 p.m.

This multi-faceted session focuses on various causes and types of under-preparedness commonly found in the undergraduate population. In addition, both institutional and individual efforts and commitments will be examined. Considering the great volume of underprepared students enrolled in post-secondary institutions across the nation, the following academic staff members will greatly benefit from this session: retention specialists, academic advisers, first-year experience instructors and study skills specialists, as well as anyone interested in better understanding the needs of their students. Participants should expect to leave the session armed with a clear awareness of individual student difficulties. After experiencing mock-academic scenarios, large group discussions and small breakaway reflections, participants will return to their respective institutions with the tools necessary to better accommodate the needs of their student populations.

72 — Retaining Student Veterans

Tracey Quada, Western Michigan University
Baldwin | Thursday, March 14, 2:15 to 3:15 p.m.

Western Michigan University's Office of Military and Veterans Affairs, in collaboration with a variety of on- and off-campus constituents, provides services and programs to student veterans. The transition from "soldier to student" can be challenging, so this office strives to make that transition smoother and, in doing so, impacts the retention of this unique population. Learn about the history of the office and its continuing efforts that have earned WMU national ranking as a top military friendly institution. Attendees will take away strategies for influencing retention of this increasing, and important, student group.

64 – First-year Writing and the First-year Experience

Marshall Kitchens, Oakland University
Wisner | Thursday, March 14, 2:15 to 3:15 p.m.

This presentation will describe a number of initiatives to engage students in first-year writing more fully, to prepare them for the intellectual demands of college writing, and to bond them more deeply with the university community:

- A Composition I Connections curriculum that integrates activities to connect students with academic support and career explorations; an additional Special Lecturer (SL) Initiative for SLs to perform additional service in terms of extra advising hours, campus activities, professional development, service learning activities and other high impact practices

- A revised Composition II curriculum and assessment process that emphasizes academic inquiry in the local context and adapting to disciplinary conventions

- A technology initiative that uses Moodle to allow students to preview course syllabi and materials before classes begin, engages students beyond the classroom during the semester, and for faculty to explore uses of mobile technology in the writing classroom for engaged learning

99 – Structured Learning Assistance … It Works!

Arlene Krellwitz, Ferris State University
Featherstone | Thursday, March 14, 2:15 to 3:15 p.m.

Structured Learning Assistance (SLA) is a program that was created at Ferris State University in 1993 to assist students with their academic success. This highly successful academic assistance program grew out of a need to reach large numbers of students who would not normally seek assistance voluntarily. SLA workshops are attached to gateway courses and courses that have increased rates of failure and withdrawal. SLA provides students with a directed study and practice workshop for 2½ – three hours per week. All students are encouraged to participate, but attendance is mandatory whenever a student's class grade point average falls below a percentage set by the instructor. Workshops are designed to help students gain a working knowledge of course material and develop successful learning strategies that will provide transferable skills throughout their academic careers. Trained peers and paraprofessionals act as facilitators of the SLA workshops.

3:15-3:30 p.m. Break/transition time — pre-function area

3:30 to 4:30 p.m. Concurrent Sessions T4

T4 — Session Number and Title	Room	Presenter
109 — Conversations with Keynote – Vincent Tinto	Salon D	Vincent Tinto
79 — Working as a Consortium to Assist Our Veterans	Salon E	Patricia Farrell-Cole, Michael Brennan and Chris Engle
81 — Turning Theory into Task: Academic Advising Theory and Assessment, Based on Tinto's Retention Model	Perry	Julie Borkin, April Thomas-Powell and Nichole Moninger
98 — Stairway 2 Success: A Practical Example of Supporting Transition	Baldwin	Nick Wagner, Craig Aimar and Bryan Crainer
54 — Developing an Engaging Leadership Course	Wisner	Josh Bench
84 — The Elephant in the Room: The Academic/Student Affairs Divide in Retention	Featherstone	Beth Talbert

109 – Conversations with Keynote – Vincent Tinto

Vincent Tinto, Syracuse University
Salon D | Thursday, March 14, 3:30 to 4:30 p.m.

Join conference keynote speaker Vincent Tinto for an informal and engaging conversation about his keynote address and his recent book.

79 – Working as a Consortium to Assist our Veterans

Patricia Farrell-Cole, Presidents Council, State Universities of Michigan
Michael Brennan, Oakland University
Chris Engle, Mott Community College
Salon E | Thursday, March 14, 3:30 to 4:30 p.m.

The Consortium of Michigan Veteran Educators is a new, statewide committee of community college and university individuals who work with veteran populations on campus. Come to this session to learn more about the CMVE, how to ensure success of student veterans, share best practices and to get your institution involved.

81 – Turning Theory into Task: Academic Advising Theory and Assessment, Based on Tinto's Retention Model

Julie Borkin, Oakland University
April Thomas-Powell, Oakland University
Nichole Moninger, Oakland University
Perry | Thursday, March 14, 3:30 to 4:30 p.m.

As Oakland University develops its first university-wide assessment initiative for academic advising, we consider a range of academic advising theories and the challenges involved in implementing sound assessment practices. To help get at the complex nature of academic advising, we analyze themes across seven prevailing advising models to consider academic advising's role in communicating student learning outcomes. We explore how Oakland University's goals for retention and persistence are shaping academic advising's efforts to follow Tinto's (2012) retention model, and address organizational challenges including decentralized advising and caseload size.

98 – Stairway 2 Success: A Practical Example of Supporting Transition

Nick Wagner, Saginaw Valley State University
Craig Aimar, Saginaw Valley State University
Bryan Crainer, Saginaw Valley State University
Baldwin | Thursday, March 14, 3:30 to 4:30 p.m.

Institutional and public pressure related to student retention has made a number of post-secondary institutions evaluate their programmatic philosophies and reallocate resources. Saginaw Valley State University has piloted a unique approach catered to first-year, conditionally admitted students. Due to low high school grades and test scores that qualify them as "conditional," there are a number of other ancillary factors that could hinder their success. The Stairway 2 Success program is a three-step, freshman program designed to help such students succeed. These freshmen are paired with faculty and staff mentors who share model habits of academic success and guide students to important campus resources. Within this proposed session we will give an overview of the Stairway 2 Success model, outline the collaborative approach institutionalizing mentor participation, share real experiences from the perspective of a full-time staff mentor, and articulate our evaluation and assessment strategies for this program throughout the academic year.

54 – Developing an Engaging Leadership Course

Josh Bench, Western Michigan University
Wisner | Thursday, March 14, 3:30 to 4:30 p.m.

Attendees will learn about key processes and questions to ask when developing a leadership course for at-risk first-year students. Three versions of "leadership development" — as delivered to three different cohorts — will be discussed, as will the perceived results of each. The presentation will highlight the process behind revamping the course each year and the questions our program staff considered: What content or delivery method hindered the intended outcomes of the course? What components seemed to spark the most interest and engagement? Each year, our revisions to course content center on promoting engagement in and out of the classroom, and, in our presentation, we directly relate this to the larger goal of retaining at-risk first-year students. We will also address more overarching questions for program developers who may be looking to start a leadership course. This session will take the format of an interactive presentation.

84 – The Elephant in the Room: The Academic/Student Affairs Divide in Retention

Beth Talbert, Oakland University

Featherstone | Thursday, March 14, 3:30 to 4:30 pm

On most campuses, academic affairs has traditionally focused on "in-class" learning, and student affairs has focused on "out of class" learning. Students, however, do not experience education in two parallel but separate worlds. The research evidence on student retention is consistent and clear, and yet gains have been minimal. Perhaps the problem is not with students, but with our inability to foster an understanding of our shared role in retention efforts. In the text *Educating by Design* (Strange & Banning, 2001), explore student success and retention from the perspective of educational environments. They suggest four conditions are necessary in creating a learning-supportive environment: inclusion, safety, involvement and community. These conditions exist both within and outside of the classroom. This session will provide an overview of the research on educational environments and examine ways in which the combined efforts of academic and student affairs might result in improved student retention results.

4:30 to 6 p.m. Reception and interactive showcase
Showcase presenters can begin set up at 3:30 p.m.

Conference participants are invited to take part in this resource sharing session and reception. Enjoy networking and conversations with colleagues while you peruse various initiatives and programs. Please join us for heavy hors d'oeuvres and drinks.

Session Number and Title	Presenters
I57 — Helping Students "ACHIEVE" Their Competitive Advantage	**Oakland University** Carrie Odrobina and Judy Martin
I58 — Implementing Full-year Registration: Impact on Student Services	**Oakland University** Donna Malaski and Paul Battle
I60 — A Pipeline for Educational Success: The King-Chavez-Parks Initiative	**State of Michigan King-Chavez-Parks Initiative** Michelle Snitgen and Kelly Simmons
I61 — Engaging First-Year Students Through Career Assessment	**Western Michigan University** Marcus Johnson and Peter Thompson
I70 — Don't be Late to Graduate! Oakland University Pilots a Graduation Outreach Program	**Oakland University** Amy Lindsay and Patricia Westergaard
I71 — Thinking Up: Upperclassman Retention	**Oakland University** Krista Malley, Roberta Rea and Wayne Thibodeau
I74 — Student First	**Lake Superior State University** Carolyn Rajewski, Geralyn Narkiewicz and Karen Johnston
I87 — Delivering Innovative Academic Support Services Using Interactive Technology	**Wayne State University** Shantalea Johns
I89 — College Graduation: Lessons Learned From African-American Women SME Graduates	**Wayne State University** Ezella McPherson
I92 — Student Parents: A Piece of the Retention Puzzle	**Grand Valley State University** Sharalle Arnold and Lisa Hickman
I111 — Organized for Impact: Creating a Comprehensive Office of Student Success and Retention	**Central Michigan University** Steven Johnson, Michelle Howard and Jason Bentley

I57 – Helping Students "ACHIEVE" Their Competitive Advantage

ACHIEVE is a required career and professional development program for Oakland University undergraduate business students. The ACHIEVE program utilizes a unique mix of experiences and resources (alumni, business professionals, university staff, faculty and student peers) to inspire and guide students toward their ideal career in business. The School of Business Administration believes so strongly in the program that it offers the courses, programs and events at no charge to students.

I58 – Implementing Full-year Registration: Impact on Student Services

Full-year registration is a collaborative initiative between Oakland University's Student Services offices. Combining the enrollment of all semesters into one for upper level students has helped make the graduation goal a seamless reality for students. Within this initiative, students have found success in preparing for the future in terms of what is needed to complete their degree and graduate. This full-year registration program can help student services to rethink their approach to help students stay on track with their degree. The main objective of this poster sesssion is to share and explain how the full-year registration initiative was created and how the initiative sparked change within student services offices for the betterment of student success.

I60 – A Pipeline for Educational Success: The King-Chavez-Parks Initiative

The goal of the state of Michigan's Martin Luther King, Jr.-César Chávez-Rosa Parks (KCP) Initiative is to increase the number of Michigan's most educationally disadvantaged citizens who have the opportunity to complete college degrees and experience career success as active participants in a knowledge-based global society. By providing seed money to Michigan's public and independent four-year, post-secondary institutions, multi-pronged retention strategies are developed and implemented to address barriers impacting equality of opportunity and achievement. Presenters will share information on the six unique KCP programs designed to assist students along the academic pipeline from 7th grade through graduate work.

I61 – Engaging First-year Students Through Career Assessment

This showcase focuses on the functional area of career services as a point of contact with first-year students. It will address the role of career development in engaging students with the institution and the potential value that such engagement has for student retention.

I70 – Don't Be Late to Graduate! OU Pilots a Graduation Outreach Program

In February 2012, Oakland University implemented a pilot graduation outreach program as a retention measure. In the initial pilot group, 106 undergraduate students were identified as graduation stop-outs. By August 2012, approximately 25 percent of the pilot group had successfully graduated. Collaborative interventions among a variety of university constituents are in place to assist the remaining students with degree completion. This showcase presentation will highlight the development and implementation of this pilot graduation outreach program. We will describe the characteristics of the target population, along with the interventions and strategies we used to collaborate with key departments on campus, and we will share with you our plans for the expansion of this initiative. You will take away key information in order to begin creating an effective graduation outreach program on your campus.

I71 – Thinking Up: Upperclassman Retention

Retention efforts begin with good conversations between people who want to make an impact on the lives of students. This session will discuss how a simple conversation between two people concerned about upper class retention exploded into a committee focused on doing something distinctive for upper class students: Student to Professional (S2P) Conference. This showcase will discuss the vital involvement of career services, alumni engagement, academic affairs professionals, employer sponsors and connections, and other campus collaborations that have made S2P successful. We will also share how the S2P student organization has grown from the first conference to present day with the leadership of the co-advisers, who also chair the S2P conference.

I74 – Student First

Student First is Lake Superior State University's signature program for helping academically disadvantaged students succeed. It is based on lessons learned from our prior academic support initiatives, specifically the advantage of early intervention (even before school starts in the student's freshman year), the power of peer mentoring, and the need for helping students build a sense of belonging. Student First draws on our strong tutoring, supplemental instruction, success seminars, and other Learning Center services. We work with Student First students intensively to help them become active learners who make intentional choices about how to study and get the help they need. In this interactive showcase presentation, we will describe our specific strategies, present data about how well it works, and encourage participants to share their experiences for us to learn from. Student First began in 2007 with funding from KCP-4S and is an institutionalized model of retention programming at LSSU.

I87 – Delivering Innovative Academic Support Services Using Interactive Technology

This showcase will cover the cyber programs and services offered by the Wayne State University School of Social Work. The poster session will give a brief summary of the cyber mentorship program offered to our online social work students as well as how we use Skype, YouTube, Weebly and Yahoo! Messenger to offer tutoring services and academic advisement. Lastly, participants viewing this showcase will also have the option of receiving a brief tutorial on how to use any of the interactive technology mentioned on the poster.

I89 – College Graduation: Lessons Learned From African-American Women SME Graduates

Few researchers and practitioners understand how African-American women persist and graduate in science, math, and engineering (SME) at predominantly white institutions. The objective of this presentation is to examine the experiences of African-American women who graduated with an undergraduate degree in a SME field. The presentation begins by discussing the strengths-based approach employed in the study. It then describes the case study methodology and data collection methods. Following are the findings from the study, which includes barriers that they faced and strategies used in different contexts to persist and graduate from college. Participants will leave this presentation with a better understanding of African-American female's lived experiences in SME fields and strategies to facilitate retention and graduation in SME fields.

I92 – Student Parents: A Piece of the Retention Puzzle

In the U.S., a significant transformation is underway as parents account for an increasing share of college students, with nearly 3 million enrolled as undergraduates (Miller, 2010). While student parents are a growing population, attention to strategies to ensure their success and completion remain school specific and individualized. Our showcase focuses on this student population and meets several goals and objectives. First, we will inform attendees about this population: What do we know about student parents? What are the challenges they face and opportunities for success? Second, we will provide examples of best practices and strategies that allow attendees to learn, as well as challenge them to consider what practices exist on their own campuses. We will share ideas for expectations, support, assessment, feedback and involvement, so that those in higher education can consider how conditions to promote success (Tinto, 2012: 114) are applicable to our student-parent population.

I111 – Organized for Impact: Creating a Comprehensive Office of Student Success and Retention

If we admit a student, there is an obligation to ensure the student receives the necessary support to be successful. To be effective, institutions must have an integrated, aligned, purposeful plan to support students. In this showcase, we discuss the development of our student success and retention office as well as the associated initiatives and intradepartmental collaborations key to improvement in both persistence and time-to-degree metrics.

Friday, March 15

8 a.m. to noon Registration – registration desk

8 to 8:45 a.m. Breakfast – Oakland Ballroom

8:45 a.m. to noon Advising Workshop
Charlie Nutt, executive director, NACADA

8:45 to 9:45 a.m. Concurrent Sessions F1

F1 — Session Number and Title	Room	Presenter
95 — Learn How SVSU Has Improved Its Student Success on Campus in Multiple Areas	Salon E	Haley Zitnitsky and Craig Aimar
51 — Academic and Student Affairs Collaborations for Student Persistence	Perry	Andy Beachnau and Mike Messner
75 — First-year Advising: A Holistic Approach to Student Retention	Baldwin	Nancy Schmitz and Sara Webb
80 — Mental Health and College Student Success	Wisner	Sarah Lipson
86 — A Proactive and Intrusive Approach to Academic Recovery for First-year Students	Featherstone	Casey Berkshire and Anne Jackson
Advising Workshop 8:45 – noon	**Room**	**Presenter**
112 — Creating a Culture of Success Through Academic Advising	Salon D	Charlie Nutt

95 – Learn How SVSU Has Improved Its Student Success on Campus in Multiple Areas

Haley Zitnitsky, College Scheduler LLC
Craig Aimar, Saginaw Valley State University
Salon E | Friday, March 15, 8:45 – 9:45 a.m.

College Scheduler provides a Web-based schedule planner for use by students and advisers to help plan their upcoming semesters. Students are able to search for all their classes, enter breaks they'd like to schedule around, and the schedule planner returns all possible schedules with up-to-the minute data. It is heavily used in academic advising as well as SVSU's Registrar's Office, providing real-time course demand reports. In 2011-12, SVSU was able to add additional sections of courses, which increased credit hours by 4 percent with the help of College Scheduler. This hosted solution integrates with Banner, Datatel, PeopleSoft and homegrown SIS.

51 – Academic and Student Affairs Collaborations for Student Persistence

Andy Beachnau, Grand Valley State University
Mike Messner, Grand Valley State University
Perry | Friday, March 15, 8:45 – 9:45 a.m.

Grand Valley State University has several collaborations across its Division of Academic and Student Affairs, as well as the university, that are targeted at increasing student engagement within and outside of the classroom. Initiatives include collaborations among Housing, Student Life, academic units, the Student Academic Success Center, University Development and other units within the university. Several of these initiatives are tied closely to the academic mission of the university and are founded in the AAC&U LEAP goals and high-impact experiences.

75 – First-year Advising: A Holistic Approach to Student Retention

Nancy Schmitz, Oakland University
Sara Webb, Oakland University
Baldwin | Friday, March 15, 8:45 – 9:45 a.m.

Oakland University, in working to improve retention rates and student satisfaction, created the First Year Advising Center in the fall of 2012. Historically, advising at OU has been decentralized with no requirements for advising past freshman orientation. The First Year Advising Center's approach is holistic, intrusive and proactive. Utilizing a "case-load" model, all first-year students have an assigned adviser that assists with their college transition and engagement, helps develop a best-fit choice major and supports their academic progress during the first year. This session will explore the evolution of the First Year Advising Center and address key components including staffing levels, creation of departmental policies and techniques used in working with students. This session will also discuss the successes and challenges in the startup of a new university department.

80 – Mental Health and College Student Success

Sarah Lipson, University of Michigan — Ann Arbor
Wisner | Friday, March 15, 8:45 – 9:45 a.m.

Mental health represents an important but relatively unexplored factor in explaining college student success and retention. In our recent research, we have found that mental health problems, particularly depression and anxiety disorders, are significant predictors of lower GPA and higher probabilities of departure from the institution, even when controlling for prior academic achievement. In the proposed workshop we will address how mental health problems affect college student success along two margins: (1) persistence, and (2) performance while enrolled. We will use data from the "Healthy Minds Study," including two analyses conducted at Midwestern universities, to high-light what is currently known about the relationship between mental illness and college student academic success. The workshop will involve interactive discussion with participants about next steps for improving policy and research linking mental health with academic outcomes in higher education. Key reference: Eisenberg, D.; Golberstein, E.; Hunt, J. (2009). "Mental Health and Academic Success in College." *B.E. Journal of Economic Analysis & Policy* 9(1) (Contributions): Article 40.

86 – A Proactive and Intrusive Approach to Academic Recovery for First-year Students

Casey Berkshire, Oakland University
Anne Jackson, Oakland University
Featherstone | Friday, March 15, 8:45 to 9:45 a.m.

The value of intentional and proactive outreach for first-year students in academic difficulty from early alert and mid-semester evaluations through second-semester probationary status will be discussed. Additionally, this session addresses the role academic advisers play in supporting students in academic difficulty, and how their work with this population is essential to the overall retention initiatives at their college or university. Ideally, this will be a candid and straightforward discussion about what works, what doesn't, and what's worth trying again! Attendees will leave this session with a framework for developing or enhancing academic recovery methods for first-year students on their campuses.

Advising Workshop

112 – Creating a Culture of Success Through Academic Advising

Charlie Nutt, Kansas State University
Salon D | Friday, March 15, 8:45 a.m. to noon

Research in the area of retention, in nearly all instances, concludes that the single most important contributor to student persistence is the development of strong relationships between students and members of the faculty and staff. Because academic advising is the only structured service on the campus in which all students have the opportunity to develop an ongoing, one-to-one relationship with a concerned member of the college community, quality academic advising should be a major strategy in every college's retention planning. This morning-long workshop will introduce the concepts of quality academic advising in relation to retention, and then we will work in groups to develop the ideas and put them into action through small group activities and discussion.

9:45 to 10 a.m. Break/transition time — pre-function area

10 to 10:45 a.m. Concurrent Sessions F2

F2 — Session Number and Title	Room	Presenter
90 — First-year Academic Support Programs through the Lens of High School Grade Point Averages (Eastern Michigan University)	Salon E	Ellen Forsman
93 — Student Success and Retention Efforts at the College of Engineering at Western Michigan University	Perry	Andrew Kline
76 — The Community College Completion Corp (C4) agenda at Delta College	Baldwin	Brigit Dyer and Joshua Trader
50 — Experiences of LGBT Students: Effects on Retention in Higher Education	Wisner	Rose A. Wedemeyer and Tim Larrabee
91 — Addressing Student Retention and Graduation Through Higher Education Performance Funding	Featherstone	Roger Larocca and Douglas Carr

90 – First-year Academic Support Programs Through the Lens of High School Grade Point Averages (Eastern Michigan University)

Ellen Forsman, Eastern Michigan University
Salon E | Friday, March 15, 10 to 10:45 a.m.

This study was framed in the first-year experience and specifically looked at retention. The research compared, analyzed and drew conclusions from data for three different student cohorts at Eastern Michigan University: students receiving no formally required intervention services; students receiving bridge program services; and students receiving intrusive academic advising services. Special attention was focused on the differentiating variable of high school GPAs greater than and lower than 2.99. Due to changes in federal financial aid, students are only allowed one semester on academic probation before potentially losing funding. This has implications for persistence and graduation rates. The stakes for effective academic support interventions are high. The intent of this research was to gather and analyze data to create a rich source of information for institutional reflection. Reframing information can help drive change.

93 – Student Success and Retention Efforts at the College of Engineering at Western Michigan University

Andrew Kline, Western Michigan University
Perry | Friday, March 15, 10 to 10:45 am

This paper describes the strategies and results of creating cohorts in the College of Engineering and Applied Sciences (CEAS) at Western Michigan University from 2005 to 2010 to enhance student success, promote connection and to improve retention. First-time, first-year CEAS students are placed into cohorts during summer orientation, where they take the same three to five classes in fall and two to four classes in spring semesters of their first year. A CEAS faculty member mentors each cohort. Student success in first-year STEM courses is tracked using the students' Western Identify Number, and they are compared to other students enrolled in the same courses. Retention to and graduation in CEAS are compared to historic baseline rates as well as to the data of the Consortium of Student Retention Data Exchange (CSRDA). Students' opinions on connection to fellow students and the college, as well as ease of transition from high school are measured by a survey.

76 – The Community College Completion Corps (C4) Agenda at Delta College

Brigit Dyer, Delta College
Joshua Trader, Delta College
Baldwin | Friday, March 15, 10 to 10:45 a.m.

The Community College Completion Corps (C4) is a national initiative aimed at encouraging community college students to complete their certificates and degrees. The first C4 programming at Delta College that took place November 26-29, 2012, exceeded all expectations with close to 1,500 students, faculty and staff participating in completion week events. The C4 completion week program was a partnership between Phi Theta Kappa honor society students and faculty advisers and the Achieving the Dream leadership team at Delta College. C4 co-leaders Brigit Dyer (Achieving the Dream co-chair) and Joshua Trader (Phi Theta Kappa student president) will share Delta's template with the audience for planning a successful completion week at their institutions.

50 – Experiences of LGBT Students: Effects on Retention in Higher Education

Rose A. Wedemeyer, Oakland University
Tim Larrabee, Oakland University
Wisner | Friday, March 15, 10 to 10:45 a.m.

Sexual minority youth face challenges of sexual identity development in unsupportive college environments and may experience feelings of isolation and difficulties with adjustment. Despite such challenges, few institutions provide support services and programs geared toward sexual minority youth. This presentation will be an informal dialogue of the varied experiences of LGBT students on campus and examples of university policies that support sexual minority youth. We also include a description of programs and services that positively affect retention for sexual minority youth.

91 – Addressing Student Retention and Graduation through Higher Education Performance Funding

Roger Larocca, Oakland University
Douglas Carr, Oakland University
Featherstone | Friday, March 15, 10 to 10:45 a.m.

Since 1979, more than 20 states have adopted performance funding for public institutions of higher education. Under performance funding, a portion of the state appropriations for these institutions is determined by the institution's achievement of performance goals on such metrics as retention and graduation. We developed the first national database that distinguishes the states that have adopted specific graduation and retention metrics from other states that have adopted only metrics unrelated to retention and graduation. Then we identified exactly which institutions in the state these graduation and metrics apply to. We combine this detailed performance-funding data with institution-level data from the Integrated Postsecondary Education Data System from 1997 through 2009. Our empirical model reveals no measurable impact of graduation or retention metrics on the graduation or retention rates at four-year institutions, but we find that retention measures have a significant positive influence on two-year institutions.

10:45 to 11 a.m. Break/transition time – pre-function area

11 a.m. to noon Concurrent Sessions F3

F3 — Session Number and Title	Room	Presenter
48 — The First-year Student on Academic Probation: Lessons Learned from the WayneREACH Intervention Program	Salon E	Helen Wilson, Pynthia Caffee and Ruthie Flowers
49 — Instructional Support Initiatives: Collaborations for Student Success	Perry	Joyce Van Baak and Jackie Rautio
67 — Organic Retention: Student Success Collaboration in "Write Spaces"	Baldwin	Sherry Wynn Perdue and Kim Ballard
94 — Sophomore Slump to Sophomore Jump — SVSU's Second-year Connection Plan	Wisner	Kim McDonald and Craig Aimar
66 — Peer Assisted Study Sessions: A Match for Student Success	Featherstone	Christine Huang and Michelle Bruner
116 — A Student's Perspective on Undergraduate Retention	Centerpoint	Charlie Rinehart and Patrick McKinnon

48 – The First-year Student on Academic Probation: Lessons Learned from the WayneREACH Intervention Program

Helen Wilson, Wayne State University
Pynthia Caffee, Wayne State University
Ruthie Flowers, Wayne State University
Salon E | Friday, March 15, 11a.m. to noon

Academic probation can be a daunting experience for all students, especially first-year students who are grappling with transition issues. Programs aimed at supporting academic probation students do not always consider the unique needs and concerns of the first-year students. WayneREACH (Reaching for ACademic Heights) is an intervention program aimed at first-year students on probation. This interactive session will focus on describing the specifics of the intervention program, challenges and successes associated with this program and lessons learned. Participant discussion will center on the program's impact on student persistence and retention and applying the lessons learned at your own institution.

49 – Instructional Support Initiatives: Collaborations for Student Success

Joyce Van Baak, Grand Valley State University
Jackie Rautio, Grand Valley State University
Perry | Friday, March 15, 11:00 a.m. to noon

Student support services are critical to student persistence and success on the path to degree completion and graduation in a timely manner. Designing and implementing creative ways to meet student needs, demand for services, and ways to deliver services can be done through strong collaborations across the university. GVSU has been expanding existing instructional support services and developing new ways to support student academic success, social integration into the university and the motivation to persist.

67 – Organic Retention: Student Success Collaboration in "Write Spaces"

Sherry Wynn Perdue, Oakland University
Kim Ballard, Western Michigan University
Baldwin | Friday, March 15, 11 a.m. to noon

Tinto (2012) and others advise that student success is correlated with clear and consistent institutional expectations; personal, social and academic support; and collaboration among faculty, staff and students. These criteria also describe many campus writing interventions that connect first-year, first-generation, international, veteran, returning and other students with academic success. Prime sites for organic retention, these units operationalize local values while facilitating students' critical reading and writing skills and their confidence for each new writing task. This presentation highlights the retention power inherent in the "write spaces" of our campuses. Presenters will discuss how such programs enact the retention strategies Tinto and others laud and will share results of a multi-campus survey, which documents widespread retention efforts. Audience members will gain ideas for collaborating with campus-based "write spaces" to grow cost-effective, organic retention efforts that also advance student learning and faculty development.

94 – Sophomore Slump to Sophomore Jump – SVSU's Second-year Connection Plan

Kim McDonald, Saginaw Valley State University
Craig Aimar, Saginaw Valley State University
Wisner | Friday, March 15, 11 a.m. to noon

University emphasis is placed on first-year retention initiatives; however, in order to increase six-year graduation rates, sophomores (second-year students) need a program to enhance their success. We will detail the new "Sophomore Slump to Sophomore Jump" plan being implemented at SVSU. This presentation will detail the use of MAPS (early intervention sophomore software program), prescriptive scheduling, financial aid, satisfactory academic progress (SAP) and communications with this group of students to impact persistence toward graduation rates.

66 – Peer Assisted Study Sessions: A Match for Student Success

Christine Huang, Wayne State University
Michelle Bruner, Wayne State University
Featherstone | Friday, March 15, 11 a.m. to noon

Supplemental Instruction, a peer assisted study session model, addresses an array of academic and social needs to support students' academic persistence and graduation. With the support of faculty and staff in academic departments, peer assisted study sessions build a strong sense of community, which fosters a positive learning environment where students motivate each other to succeed. It builds on students' social competence, especially for students who entered college academically underprepared. Through peer assisted study sessions, students know where and how to seek needed support on campus and become more resourceful for themselves and others. The sessions help students build positive relationships, develop collaborative spirit, and master academic skills and content, ultimately contributing to the increased confidence needed to persist and excel academically.

116 – A Student's Perspective on Undergraduate Retention

Charlie Rinehart, Oakland University
Patrick Mckinnon, Oakland University
Centerpoint | Friday, March 15, 11 a.m. to noon

The panel will give perspectives from four undergraduate students from Oakland University on why they chose to attend and finish their undergraduate education at Oakland University. The perspectives given will be from students of different majors, circumstances and backgrounds to give a well-rounded view of student retention. The purpose is to offer faculty and administrators a student's perspective to better understand what makes the student feel engaged in his/her own education.

Noon to 12:15 p.m. Transition time – pre-function area

12:15 to 1:45 p.m. Lunch and keynote address – Oakland Ballroom
Thomas Major, Lumina Foundation

1:45 to 2 p.m. Conference wrap-up – Oakland Ballroom
Mary Beth Snyder, vice president for Student Affairs, Oakland University
Scott L. Crabill, interim vice provost for Undergraduate Education, Oakland University

COMPLETING COLLEGE: What it Takes, What's at Stake?

Oakland University, Rochester MI

Presenters

Craig Aimar	Steven Johnson	Jackie Rautio
Sharalle Arnold	Karen Johnston	Roberta Rea
Kim Ballard	Darrell King	Charlie Rinehart
Cassandra Barragan	Marshall Kitchens	Anne Samuel-Crain
Paul Battle	Andrew Kline	Jenny Schanker
Andy Beachnau	Arlene Krellwitz	Nancy Schmitz
Josh Bench	Paul Lang	Darlene Schott-Baer
Jason Bentley	Roger Larocca	Kelly Simmons
Casey Berkshire	Tim Larrabee	Michelle Snitgen
Julie Borkin	Amy Lindsay	Beth Talbert
Michael Brennan	Sarah Lipson	Reuben Ternes
Michelle Bruner	Donna Malaski	Wayne Thibodeau
Pynthia Caffee	Krista Malley	April Thomas-Powell
Douglas Carr	Judy Martin	Peter Thompson
Amy Cooper	John Matlock	Connie Tingson-Gatuz
Bryan Crainer	Kim McDonald	Vincent Tinto
Paul Duby	Patrick McKinnon	Joshua Trader
Brigit Dyer	Ezella McPherson	Makeda Turner
Chris Engle	Mike Messner	Joyce Van Baak
Patricia Farrell-Cole	Nichole Moninger	Madeline Mercado Voelker
Ruthie Flowers	Namrata Murthy	Katrina Wade-Golden
Dwight Fontenot	Geralyn Narkiewicz	Nick Wagner
Ellen Forsman	Margaret Noori	Sara Webb
NingNing Fu	Charlie Nutt	Rose A. Wedemeyer
Nancy Giardina	Carrie Odrobina	Tricia Westergaard
Lisa Hickman	Jim O'Neill	Cheryl White
Michelle Howard	Diana Pace	Helen Wilson
Christine Huang	Sherry Wynn Perdue	Angela Zanardelli
Anne Jackson	Tracey Quada	Haley Zitnitsky
Shantalea Johns	Carolyn Rajewski	
Marcus Johnson	Claire Rammel	

Notes

Notes

Notes

Notes

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Marriott Hotel Floor Plan

AUBURN

TEL

CENTERPOINT

SALON A

SALON B

PANTRY

SERVICE CORRIDOR

OAKLAND BALLROOM

BALDWIN

WISNER

SALON C

PRE-FUNCTION

OTTAWA BALLROOM

FOUNTAIN TERRACE

PRE-FUNCTION

PERRY

FEATHERSTONE

SALON D

SALON E

MEN

COATS

WOMEN

WOMEN

PRE-FUNCTION

MEN

TEL

BOARDROOM