

HIGH-IMPACT PRACTICES:

CREATING A CULTURE OF COMPLETION

February 5 – 6, 2014



February 5-6, 2014
Hosted by Oakland University, Rochester, Michigan



On behalf of Oakland University, welcome to the 2014 Student Success Conference – High Impact Practices: Creating a Culture of Completion.

We're both pleased and honored to take the lead in providing a venue in which our distinguished expert guests and institutional representatives will share current findings and provocative insights on fostering student success.

This year, the Oakland University community was pleased to see its first- to second-year student retention rate rise to 78 percent – an increase of eight percentage points over last year's mark. We're also proud to have launched our First Year Advising Center in 2012, and are confident that its targeted and strategic efforts to support student achievement account for a large part of our student retention rate increase.

At the same time, we know, much like you do, that the work before us is far from done. In fact, the challenge of ensuring student success remains high on our list of priorities. We are anxious to learn from your successes and to share what we have learned.

Keeping students actively engaged in the learning process, kindling and nurturing their passion for discovery, creating meaningful support relationships and rewarding student success are critical to the future of our students and our institution. At the same time, we'll need to continue seeking ways to overcome financial barriers, student readiness issues and more.

The diverse gathering of faculty, academic administrators and student affairs representatives that this conference welcomes will provide the state with a tremendous array of strategic, intellectual and collaborative engagement resources. Pooling these resources and harnessing our most sound and innovative approaches to raising student retention will unquestionably broaden individual opportunity, but it will also enhance economic vitality and quality of life across Michigan.

Thank you for taking part in this year's event and for your continued efforts to help students realize their dreams of obtaining a college degree. We look forward to working collectively to ensure that any student making a commitment to this dream will find in us the support and encouragement necessary to realize it.

James Lentini, D.M.A.
Senior Vice President for Academic Affairs and Provost, Oakland University

Acknowledgments

The organizing committee would like to thank Oakland University's Senior Associate Provost Dr. Susan Awbrey for her inspirational idea for creating this conference and her continued conceptual support. We would also like to gratefully acknowledge the financial support of the Kresge Foundation and the numerous sponsors present at this year's conference. This conference would not have been possible without their generous contributions and insights.

Special Thanks To:

Conference Founder

Dr. Susan Awbrey

Organizing Committee

Paul Battle, Scott Crabill, Alcia Freeman, Brian Merriweather, Kristy Mitchell, Yoel Joa, Roberta Rea, Jean Szura, and Amelia Tompkins

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Featured Guests

Monica Emerson – Oakland University Board of Trustee

John Gardner – John N. Gardner Institute for Excellence in Undergraduate Education

Paul Hernandez – United Way Southeastern Michigan

George Kuh – Indiana University

James Lentini – Oakland University Provost

Glenn McIntosh – Oakland University Interim Vice President for Student Affairs

Chera Reid – Kresge Foundation

Betty Youngblood – Oakland University Interim President

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Sessions:

Wednesday
2:15-3:15pm in Niles 1 & 2

Thursday
10 - 11am in Salon B

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THE KRESGE FOUNDATION

Schedule at a Glance

Wednesday, February 5		
Time	Event	Venue
7:00am – 5:00pm	Registration	Registration Desk
7:30am – 8:30am	Breakfast	Peninsula Grand Ballroom
8:30am – 8:45am	Welcome – Betty Youngblood	Peninsula Grand Ballroom
8:45am – 9:45am	Keynote – John Gardner	Peninsula Grand Ballroom
9:45am – 10:00am	Transition Time	Pre-Function Area
10:00am – 11:00am	Concurrent Sessions 1	Breakout Rooms
11:00am – 11:15am	Transition Time	Pre-Function Area
11:15am – 12:15pm	Concurrent Sessions 2	Breakout Rooms
12:15pm – 2:00pm	Lunch & Keynote/George Kuh	Peninsula Grand Ballroom
2:15pm – 3:15pm	Concurrent Sessions 3	Breakout Rooms
3:15pm – 3:30pm	Transition Time	Pre-Function Area
3:30pm – 4:30pm	Concurrent Sessions 4	Breakout Rooms
4:30pm – 6:30pm	Showcase/Reception	Peninsula Grand Ballroom
4:45pm – 5:00pm	Remarks – James Lentini	Peninsula Grand Ballroom
Thursday, February 6		
Time	Event	Venue
8:00am – 12:00pm	Registration	Registration Desk
8:00am – 8:45am	Breakfast	Peninsula Grand Ballroom
8:45am – 9:45am	Concurrent Sessions 5	Breakout Rooms
9:45am – 10:00am	Break/Transition Time	Pre-Function Area
10:00am – 11:00am	Concurrent Sessions 6	Breakout Rooms
11:00am – 11:15am	Break/Transition Time	Pre-Function Area
11:15am – 12:15pm	Concurrent Sessions 7	Breakout Rooms
12:30pm – 1:15pm	Lunch & Remarks/ Monica Emerson	Peninsula Grand Ballroom
1:15pm – 2:15pm	Keynote – Paul Hernandez	Peninsula Grand Ballroom
2:15pm – 2:30pm	Closing Remarks – Glenn McIntosh	Peninsula Grand Ballroom

Keynote Speakers



John Gardner

Wednesday, February 5, 8:30 – 9:45am, Peninsula Grand Ballroom

John Gardner is an educator, university professor and administrator, non-profit organization chief executive officer author, editor, public speaker, consultant, change agent, student retention specialist, first-year and transfer students' advocate, and initiator and scholar of the American first-year and senior-year reform movements. He serves as the President of the John N. Gardner Institute for Excellence in Undergraduate Education. The Institute, based in Brevard, N.C., was founded by John and his wife, Dr. Betsy O. Barefoot, in October 1999 as the Policy Center on the First Year of College. The Policy Center was launched by an initial grant from The Pew Charitable Trusts, and has been subsequently funded by additional grants from Pew, The Atlantic Philanthropies, Lumina Foundation for Education, the Winthrop Rockefeller Foundation, and USA Funds. In 2007 the Policy Center underwent a legal and name change to the John N. Gardner Institute for Excellence in Undergraduate Education and an expansion of its mission to focus more broadly on excellence in undergraduate education, as a fully autonomous 501c3 non-profit entity. Since its inception in 1999, the Institute has received approximately \$7,500,000 in support from its philanthropic partners.



George D. Kuh

Wednesday, February 5, 12:30 – 2:00pm, Peninsula Grand Ballroom

George D. Kuh is Chancellor's Professor of Higher Education Emeritus at Indiana University Bloomington and Adjunct Professor of Education Policy at the University of Illinois at Urbana-Champaign. Dr. Kuh was the founding director of the Indiana University Center for Postsecondary Research, the National Survey of Student Engagement (NSSE) and related instruments for law students, beginning college students, and faculty, as well as the founding director of the Strategic National Arts Alumni Project, the first-ever in-depth look at the factors that help or hinder the careers of graduates of arts-intensive training high schools and postsecondary institutions. He currently directs and is co-principal investigator with Stan

Ikenberry of the National Institute for Learning Outcomes Assessment (NILOA), which is co-located at the University of Illinois and Indiana University. At Indiana University, he served as chairperson of the Department of Educational Leadership and Policy Studies (1982-84), Associate Dean for Academic Affairs in the School of Education (1985-88), and Associate Dean of the Faculties for the Bloomington campus (1997-2000). Dr. Kuh has more than 350 publications and made several hundred presentations on topics related to institutional improvement, college student engagement, assessment strategies, and campus cultures. In addition, he has been a consultant to more than 375 institutions of higher education and educational agencies in the United States and abroad.



Paul Hernandez

Thursday, February 6, 12:30 – 2:00 pm, Peninsula Grand Ballroom

Paul Hernandez is a former Associate Professor at Central Michigan University and now is the Senior Director of the High School Turn Initiative for the United Way whose research focuses on sociology of education and social inequality. Dr. Hernandez works with schools to implement a unique pedagogical approach of his own design, which helps teachers and administrators improve passing rates and build meaningful relationships with students at risk of dropping out. Hernandez's innovative teaching methods used to help at-risk students in Michigan schools near Detroit, Grand Rapids and Lansing have been nationally recognized. Through his work with K-12 teachers at lower-performing schools in Michigan, Hernandez has helped enable at-risk students to achieve academically, personally and eventually go to college, disproving the myths about at-risk students that many educators in priority schools deal with every day. His unusual pedagogy, called Real Talk, calls on teachers to make personal connections with students. At the same time, Hernandez also has created specialized college visit programs for students who wouldn't normally see themselves as college material.

His teaching methods have inspired a course for at-risk students to discover the value of education, which has been featured by the National Education Association. The College 101 program, created and run by Hernandez with the help of College Positive Volunteers, teaches high school and middle school students who are at risk of dropping out of school "to connect their passion with education in a manner they didn't know existed."

Wednesday February 5

7:00 am – 5:00 pm Registration – Pre-function Area

7:30 am – 8:30 am Breakfast – Peninsula Grand Ballroom

8:30 am – 9:45 am Opening Session/Welcome/Speaker

Betty Youngblood, Interim President Oakland University

John Gardner

John N. Gardner Institute for Excellence in Undergraduate Education

Creating and Sustaining a Foundation for Successful High Impact Practices

At the opening of this conference, which thankfully brings together higher educators from all sectors of Michigan post-secondary education, we all have high expectations for increasing our knowledge of what have become known as “high impact practices” to improve student success. To be successful though, these practices must be implemented within a larger institutional culture that provides the conditions for the success of these practices. This session will examine what the opening speaker believes are the most essential conditions for us all to derive maximum impact from these practices we are all here together to consider and then replicate and refine. Our speaker spent a quarter of a century focusing on the development of these practices and then shifted his professional focus to creating the larger conditions. If he could do his professional life over again, he would reverse this order!

9:45 – 10:00 am Break/Transition Time – Pre-Function Area

10:00 – 11:00 am Concurrent Sessions W1

W1 - Session Number and Title	Room	Presenter
08 - High Impact on Surviving and Thriving of African American Males from Detroit	Salon A	Connie Tingson-Gatuz & Bryant George
14 - Going From 70 to 80 is Legal: Improving Retention and Persistence with High Impact Practices	Salon B	DJ Trela, Aimi Moss & Christine Waters

47 - Group Models for Social Skills Training That Improves Student Retention	Salon C	Patricia Dixon, Sara Byczek & Jennifer Crystal
03 – Learning to Learn	Dennison 1 & 2	Barbara Oakley & Chris Kobus
60 - Implementing 8 Keys to Veterans' Success	Dennison 3 &4	Michael Brennan, Chris Engle & Philip Larson
77 – Conversations with Keynote Speaker John Gardner	Mediterranean Room	John Gardner
78 - Achieving the Dream: A Decade of Community College Efforts to Improve Student Outcomes	Niles 1 & 2	Chris Baldwin, Amy Fugate & Nancy Showers

08 - High Impact on Surviving and Thriving of African American Males from Detroit

*Connie Tingson-Gatuz, Madonna University
Bryant George, Madonna University*

*Salon A
Wednesday, February 5, 10:00 – 11:00 am*

According to a recent Scott Foundation report, 80% of African American males attending Detroit public high schools, do not earn high school diplomas, while only 20% do. Madonna University created the Bridging Lost Gaps (BLG) Program to help Detroit high school graduates persist as they pursue undergraduate degrees. Recognized with the national 2013 Noel/Levitz Retention Excellence Award, this session will highlight institution-wide efforts that have contributed to a 97% retention rate over the last three years. Participants will explore attitudinal and behavioral factors that impact African-American male student success at Predominantly White Institutions (PWIs). Tinto's (2012) model of Institutional Action towards College Completion and Sedlacek's (2004) Non-Cognitive Variables serve as the theoretical frameworks of the BLG program's foundational elements. Attendees will discuss approaches to enhance multi-level support throughout the university and beyond.

14 - Going from 70 to 80 is Legal: Improving Retention and Persistence with High Impact Practices

*DJ Trela, University of Michigan - Flint
Aimi Moss, University of Michigan – Flint
Christine Waters, University of Michigan - Flint*

*Salon B
Wednesday, February 5, 10:00 – 11:00 am*

All Universities engage in high-impact practices identified by George Kuh that are linked to student success. Often efforts are sporadic or lacking in institutional support. UM-Flint is placing student success at the forefront of our mission as we work to embed and institutionalize a series of high impact practices. The presentation will focus on: 1.) Programs designed to improve retention and persistence for all of our students 2.) Organizational reform that breaks down internal silos, centralizes services, and unifies our approach to students 3.) Data-driven approaches that identify at-risk students and provide intrusive support for them at earlier stages of their college career 4.) Technological tools that enhance our ability to advise students thoughtfully, responsibly and accurately. This presentation outlines a "work in progress" at UM-Flint as we strive to institutionalize a culture of student success among faculty, staff, administrators, and our students.

47 - Group Models for Social Skills Training That Improves Student Retention

Patricia Dixon, Wayne State University

Salon C

Sara Byczek, Wayne State University

Wednesday, February 5, 10:00 – 11:00 am

Jennifer Crystal, Wayne State University

This session will discuss two group model programs that have been used at Wayne State University's CAPS to assist students struggling with depressive symptoms. The groups have assisted students in learning new skills and improved retention rates at the university. The first group program utilizes the work of Elizabeth Laugeson and Fred Frankel on social skill development for teenagers with developmental and autism spectrum disorders. This program was adapted to meet the needs of college aged students who are struggling with social skills which tend to impact management of depressive symptoms. This group was not limited to individuals who met diagnostic criteria for autism spectrum disorders, but any student who may benefit from basic social skills training. The second group program utilized the work of Marsha Linehan along with the "Coping Skills for Life" program developed by Integrated Health Care Programs Hope and Cope Wellness Center. This group focused on development of mindfulness skills, emotional regulation, effective communication skills and distress tolerance for symptom management.

03 – Learning to Learn

Barbara Oakley, Oakland University

Dennison 1 & 2

Chris Kobus, Oakland University

Wednesday, February 5, 10:00 – 11:00 am

Many students are unaware of best practices in learning—instead, they suffer under illusions of competence, continuing with learning practices that research has shown to be ineffective. This workshop provides activities and insight into best practices in learning, as revealed by neuroscience and cognitive psychology. We'll cover common illusions of competence in learning, such as rereading and using highlighting, and learn how to avoid them by applying techniques such as recall and "chunking." We'll also learn how and when to access the brain's different learning modes to creatively tackle problem-solving while reducing frustration. Finally, we'll cover simple techniques to allow students (and professors!) to more easily tackle procrastination, which can be one of the most deeply harmful impediments to learning. This workshop is meant to provide practical, immediately useful tools to help improve students' ability to stay on top of tough course material.

60 - Implementing 8 Keys to Veterans' Success

Michael Brennan, Oakland University

Dennison 3 & 4

Chris Engle, Mott Community College

Wednesday, February 5, 10:00 – 11:00 am

Philip Larson, University of Michigan - Flint

In August 2013, President Obama called for all postsecondary institutions to adopt best practices supporting educational success for Veterans. The Consortium of Michigan Veteran Educators (CMVE) supports the Eight Keys to Veterans' Success and CMVE members are helping each other learn and share guiding practices which address the eight keys. The workshop goals are to (1) review the Eight Keys to Veterans' Success, (2) have participants evaluate their institutions and the Eight Keys to Veterans' Success, (3) share best practices across Michigan institutions for each key and (4) engage participants in how to effectively assess and implement the approaches. The participants will leave with a draft plan for pursuing 1-8 of the key practices and a list of key contacts at institutions that are performing the 1-8 key practices well.

77 – Conversations with Keynote Speaker John Gardner

*John N. Gardner,
John N. Gardner Institute for Excellence in
Undergraduate Education*

*Mediterranean Room
Wednesday, February 5, 10:00 – 11:00 am*

Join our keynote speaker for an informal conversation about their presentation.

78 – Achieving the Dream: A Decade of Community College Efforts to Improve Student Outcomes

*Chris Baldwin, MI Center for Student Success
Amy Fugate, Mott Community College
Nancy Showers, Oakland Community College*

*Niles 1 & 2
Wednesday, February 5, 10:00 – 11:00 am*

Achieving the Dream (ATD) is a prominent national initiative that has played a substantial role over the past decade promoting community college students success—particularly for minority and underrepresented students. Seventeen Michigan colleges have participated in this effort with the first colleges joining in 2007. This session will provide an overview of ATD nationally and in Michigan and will profile the experience of two Michigan colleges that continue as active participants. The session will also underscore specific interventions colleges have piloted and scaled. The session will also highlight examples of how colleges have embraced the ATD principle of building an institution-wide culture of evidence and inquiry geared toward improving student outcomes.

11:00 – 11:15 am Break/Transition Time – Pre-Function Area

11:15 – 12:15 pm Concurrent Sessions W2

W2 - Session Number and Title	Room	Presenter
12 - Supporting Students in Social Statistics: A Collaborative Project to Boost Retention in the Sociology, Social Work, and Criminal Justice Programs at Oakland University	Salon A	Heidi Lyons & Maria DeVoogd- Beam
18 - WSU Circle of Student Support	Salon B	Randie Kruaman et. al.
27 - WMU's Alpha Program: Supporting Conditionally Admitted Students	Salon C	Randy Ott, Walter Malone & Elizabeth Bartles
42 - INTRUSION! Retaining Online Students in First-Year Writing Classes	Dennison 1 & 2	Christina Moore, et al.

15 - Campus Climate for LGBT Students, Staff & Faculty: Potential Impacts on Recruitment and Retention	Dennison 3 &4	Tim Larrabee
28 - Michigan Transfer Agreement: Overview and Implementation	Mediterranean Room	Chris Baldwin et al.
<i>Vendor Presentation</i> 73 – Career Development as a Retention Tool	Niles 1 & 2	Brian Partie et al.

12 - Supporting Students in Social Statistics: A Collaborative Project to Boost Retention in the Sociology, Social Work, and Criminal Justice Programs at Oakland University

Heidi Lyons, Oakland University

Salon A

Maria DeVoogd-Beam, Oakland University

Wednesday, February 5, 11:15 – 12:15 pm

The Sociology, Social Work, and Criminal Justice programs at Oakland University require majors to take Sociology 203: Social Statistics with Computer Applications. Statistics, a high-anxiety course for many, particularly for nontraditional students, is a course students struggle the most in out of any other major courses. Our project has two main goals: (1) to develop diagnostic tools for assessing students' skills prior to their entry into SOC 203, and (2) to develop and provide to all students an ongoing support involving remedial and supplemental instruction and related resources. We hope that through our initiative we will reduce the number of students who withdraw from the course and decrease the number of repeats due to a failing grade. The audience will have an opportunity to see a demo of state-of-the art technology used for supplemental instruction, the diagnostic tools to assess students, and preliminary findings on the success of the project.

18 - WSU Circle of Student Support

Randie Kruman, Wayne State University

Salon B

Cheryl Kollin, Wayne State University

Wednesday, February 5, 11:15 – 12:15 pm

Michelle Bruner, Wayne State University

Monica Brockmeyer, Wayne State University

Silverenia Kanoyton, Wayne State University

Wayne State University's Academic Advising Center, Academic Success Center, and the Office of Student Disability Services are engaged in high impact practices that support retention. The directors of these units report to the Associate Provost for Student Success, and together they will discuss their individual program efforts and give examples of what they do to promote intentional practices that engage students and foster academic success. These high impact support programs result in greater outreach to students and improve students' chances for success. The panel discussion will include Cheryl Kollin, Director of the University Advising Center; Michelle Bruner, Director of the Academic Success Center; and Randie Kruman, Interim Director of Student Disability Services. They will be joined by Dr. Monica Brockmeyer, Associate Provost for Student Success. The panel will be moderated by WSU College of Education Professor Silverenia Kanoyton.

27 - WMU's Alpha Program: Supporting Conditionally Admitted Students

Randy Ott, Western Michigan University

Salon C

Walter Malone, Western Michigan University

Wednesday, February 5, 11:15 – 12:15 pm

Elizabeth Bartles, Western Michigan University

The Alpha Program serves a population of conditionally admitted first-year students at Western Michigan. These students bring and face a myriad of potential obstacles. WMU's Alpha program strives to help students meet those obstacles and teach them to manage their own college success. The Alpha program is made up two 2 full time staff and falls within the Center for Academic Success Programs. Highlights of the program include the following. • An early entry program titled Western Success Preparation Program • All Alpha students are enrolled in Alpha-only sections of First Year Experience. • All students take a Learning Skills Assessment • Each Alpha student is required to meet with advisers multiple times • Alpha students are required to take a spring special topics course. The course includes leadership, academic maintenance, and academic recovery. During this session we will give an overview of the program model, share materials used, staff insights, and assessment procedures.

42 - INTRUSION! Retaining Online Students in First-Year Writing Classes

Christina Moore, Oakland University

Dennison 1 & 2

Shaun Moore, Oakland University

Wednesday, February 5, 11:15 – 12:15 pm

Sheryl Ruszkiewicz, Oakland University

Laura Gabrion, Oakland University

Rebecca Rivard, Oakland University

Marshall Kitchens, Oakland University

Six first-year writing instructors report the results of an online retention study for first-year writing classes. Since the majority of this student demographic is college freshmen, we emphasized what Oakland University's First-Year Advising Center calls "intrusive advising," meaning students receive more support and guidance at any sign of absence from students. We will report our online retention rates pre- and post-study and the measures we implemented for "intrusive" instruction, class design, student expectations management, the persona of the instructors, and protocol for each week of the semester. At the conclusion of the study, we consider what measure of intrusive instruction should be practiced regularly in first-year fully-online classes.

15 - Campus Climate for LGBT Students, Staff & Faculty: Potential Impacts on Retention

Tim Larrabee, Oakland University

Dennison 3 & 4

Wednesday, February 5, 11:15 – 12:15 pm

Students identify overall campus climate as a primary determinant of their desire to continue their enrollment at a particular institution of higher education. Research shows that LGBT college students generally rate campus climate lower than their non-LGBT peers (Rankin, 2005). Together we will examine the responses of LGBT students, staff and faculty to a climate survey recently conducted at a regional state university. We will discuss how the responses from LGBT participants differ from their heterosexual counterparts, and the impact that may have on the institution's ability to recruit and retain these underrepresented populations.

28 - Michigan Transfer Agreement: Overview and Implementation

*Chris Baldwin, MI Center for Student Success
Patricia Farrell-Cole, Presidents Council
Amy Fugate, Mott Community College
Karen Hutsler, Central Michigan University
Steve Shablin, Oakland University*

*Mediterranean Room
Wednesday, February 5, 11:15 – 12:15 pm*

In the spring of 2012 the Michigan legislature called for the creation of the committee to focus on the transferability of core college courses. For the past year this committee, which consisted of representatives from community colleges and universities, drafted recommendations for the new Michigan Transfer Agreement (MTA). This session will feature a panel discussion about the components of the MTA including the principles that guided the committee and the distribution of the courses required to meet the new agreement. The panel will also discuss the status and timeline for the implementation of the MTA.

73 – Career Development as a Retention Tool

*Brian Partie Jr., Oakland University
Elissa Clemons, University of Detroit Mercy
Wayne Thibodeau, Oakland University
Martin Finney, Delta College
Yvonne Langley, Baker College
Cheryl Harvey-Pate, Inter. Aca. of Design and Tech*

*Niles 1 & 2
Wednesday, February 5, 11:15 – 12:15 pm*

Fostering the career development of students in post-secondary education increases student satisfaction and provides the added benefit of aiding the institution's retention efforts. Career development interventions present opportunities for students to connect college activities with a future career path; lack of a clear academic focus and career goals are noted as factors for students "stopping" or dropping out. Engaging with career services early and often can be a transformative process for students who may be at risk of stopping out, academic probation or dismissal due to the lack of career goals. This facilitated panel presentation will identify the various resources/services offered by Career Services across Michigan's two year, four year, public and private institutions.

12:15 – 12:30 pm Transition Time – Pre-Function Area

12:30 – 1:00pm Lunch and Welcome – Peninsula Grand Ballroom

**Susan Awbrey, Senior Associate Provost – Oakland University
Chera Reid, Kresge Foundation**

1:00 – 2:00pm Keynote Address – Peninsula Grand Ballroom

George Kuh

Indiana University

What Matters to Student Success: The Promise of High-Impact Practices

Creating the conditions that foster success in postsecondary education is more important than ever. Much progress has been made during the past two decades in using active, collaborative, and problem-based learning, learning communities, theme-based residences, service learning, intrusive advising, internships, and other educationally purposeful programs and practices to enrich student learning and promote educational attainment. Despite all this activity, too often these and other effective educational practices are underutilized. In this session I will review what matters to student success, examine some key indicators of quality such as student engagement, and illustrate the kinds of policies and “high impact” practices that channel student and institutional effort toward educationally purposeful activities and often boost the performance of historically underrepresented students and the less well-prepared.

2:00 – 2:15 pm Break/Transition Time – Pre-Function Area

2:15 – 3:15 pm Concurrent Sessions W3

W3 - Session Number and Title	Room	Presenter
02 - Communicating Messages for Student Success	Salon A	Chris Foreman & Chris Shell
24 - Career Development Is a University Responsibility	Salon B	Mike Messner et al.
31 - Developing Cross-Sector Leadership for College Access using Collective Impact: Michigan's Local College Access Networks	Salon C	Ryan Fewins-Bliss & Brandy Johnson
34 - The Waino Wahtera Center for Student Success: Retention and Outreach Efforts at Michigan Tech	Dennison 1 & 2	Susan Liebau, Heather Simpson & Sylvia Matthews
38 - Student Success through Effective Writing: Collaboration at GVSU	Dennison 3 &4	Nancy Giardina, Kay Losey & Patrick Johnson
40 - "If Only You Knew" An Analysis of the 2009 National Survey of Student Engagement (NSSE) for Understanding Activities that Promote Success for Black Students	Mediterranean Room	Brenda Harrison
<u>Vendor Presentation</u> 49 - Learn how Mid Michigan has Enhanced Academic Advising & the Registration Process	Niles 1 & 2	Haley Zitnitsky & Hillary Phillips

02 - Communicating Messages for Student Success

*Chris Foreman, Eastern Michigan University
Chris Shell, Eastern Michigan University*

*Salon A
Wednesday, February 5, 2:15 – 3:15 pm*

Entering a four-year university comes with many stakeholder expectations. Students expect to be told, with accuracy and consistency, what is required of them for graduation. Faculty/ Staff expect that everyone is following the same graduation requirements. Parents expect that students are receiving the assistance required to meet expectations. But is that really happening, or do we leave this to happenstance? Eastern Michigan University has developed a comprehensive communication plan to provide accurate and consistent messages to students at a number of important junctures. Each phase of the communication process revolves around outcomes specific to that particular juncture, identifying what messages need to be communicated and how best to communicate them. It takes perchance out of the equation and creates a coherent system of communication designed to assist students in navigating the complexities of entering – and graduating from – a four-year university.

24 - Career Development Is a University Responsibility

*Mike Messner, Grand Valley State University
Troy Farely, Grand Valley State University
Breeann Gorham, Grand Valley State University
Andy Beachnau, Grand Valley State University*

*Salon B
Wednesday, February 5, 2:15 – 3:15 pm*

This presentation will outline how Grand Valley State University is approaching Career Development by challenging the entire University Community to play a role in career development for students. The presentation will highlight GVSU's approaching to career development using targeted partnerships with: Faculty and Academic Colleges; Academic Advising; Housing and Residence Life; the University Counseling Center; and our Community Partners. The presentation will additionally address trends in career development that we expect to continue through 2025.

31 - Developing Cross-Sector Leadership for College Access using Collective Impact: Michigan's Local College Access Networks

*Ryan Fewins-Bliss, MI College Access Network
Brandy Johnson, MI College Access Network*

*Salon C
Wednesday, February 5, 2:15 – 3:15 pm*

Join us to dive into the Michigan College Access Network's newest tool for local partnerships - Charting the Course: a community's guide for increasing educational attainment through the lens of collective impact. During this session, you will learn about how Collective Impact can be applied to local college access partnerships. Each participant will leave with a high-impact framework for moving the needle on degree completion along with a copy of Charting the Course.

34 - The Waino Wahtera Center for Student Success: Retention and Outreach Efforts at Michigan Tech

*Susan Liebau, Michigan Technological University
Heather Simpson, Michigan Technological University
Sylvia Matthews, Michigan Technological University*

Dennison 1 & 2

Wednesday, February 5, 2:15 – 3:15 pm

The Waino Wahtera Center for Students Success houses a number of initiatives dedicated to encouraging student achievement by aiding in transition, encouraging the development of success skills, identifying challenges early, and intervening when academic pitfalls appear. This is accomplished by the use of existing programming initiatives and the addition of new opportunities.

The Center hosts a variety of efforts including first-year midterm outreach, the goal-oriented ExSEL program, success skills coursework, advising for students exploring majors through individual attention and coursework, peer Academic Success Coaches, multi-part academic success workshops, and extended outreach for reinstated students. All of these efforts are intended to encourage retention and provide opportunities to address student's academic goals individually, recognizing that different individuals respond to different approaches and opportunities. We will provide an overview of our programming efforts, including logistical components. We will also provide data and feedback from a variety of assessment tools.

38 - Student Success through Effective Writing: Collaboration at GVSU

Nancy Giardina, Grand Valley State University

Dennison 3 & 4

Kay Losey, Grand Valley State University

Wednesday, February 5, 2:15 – 3:15 pm

Patrick Johnson, Grand Valley State University

Nancy Giardina will share information related to the scope of student success strategies being implemented at GVSU. Patrick Johnson and Kay Losey will specifically describe a successful collaboration between the Meijer Center for Writing at GVSU and the GVSU Writing Department's first-year composition sequence. In both the developmental and mainstream composition courses, writing center peer consultants are integrated into the course designs. They visit these classes weekly throughout the semester to facilitate peer writing groups and/or provide one-to-one support for student writing, as directed by the teacher. A variety of assessment methods suggest that the use of peer writing consultants in these classes leads students to a greater awareness of their writing processes, a higher degree of self-efficacy, and a better understanding of the writing support available on campus.

40 - "If Only You Knew" An Analysis of the 2009 National Survey of Student Engagement (NSSE) for Understanding Activities that Promote Success for Black Students

Brenda Harrison, University of Michigan - Flint

Mediterranean Room

Wednesday, February 5, 2:15 – 3:15 pm

Dr. George Kuh and others suggest that active involvement in educationally purposeful activities promotes student engagement. Furthermore, positive student engagement promotes persistence. While many studies support this position, disaggregated data at one Midwestern institution suggests that not all students benefit to the same degree. Moreover in some areas for Black students, increased interaction in some educationally purposeful activities produced lower grades. In this presentation, I will reveal the surprising findings resulting from a quantitative analysis of the 2009 NSSE data for one particular institution. Qualitative follow-up research revealed specific behaviors that encouraged or discouraged interaction with faculty. Participants attending this presentation will consider the importance of disaggregating data by ethnicity to see if all students are benefitting from the engagement activities on their campuses. Furthermore, participants will learn how simple, but mindful considerations in the classroom can promote successful experiences for Black students.

49 - Learn how Mid Michigan has Enhanced Academic Advising & the Registration Process

Haley Zitnitsky, College Scheduler LLC

Niles 1 & 2

Hillary Phillips, Mid Michigan Community College

Wednesday, February 5, 2:15 – 3:15 pm

Learn how Mid Michigan utilizes College Scheduler in the areas of Academic Advising, Registration and Enrollment Services. Hillary Phillips, Academic Advisor will share about her experience while sitting down with students, using the schedule planner, and the customizations that made the process more streamlined. College Scheduler provides a web-based schedule planner for use by students and advisors to help plan their upcoming semesters. Students are able to search for all their classes, enter breaks they'd like to schedule around and find all possible schedules with up-to-the-minute course data. This hosted solution integrates with Banner, Colleague, PeopleSoft, & Home Grown SIS. Used by 70+ institutions around the country including 9 Michigan institutions!

3:15 – 3:30 pm Break/Transition Time – Pre-Function Area

3:30 – 4:30 pm Concurrent Sessions W4

W4 - Session Number and Title	Room	Presenter
05 - Learning Communities: Taking LCs to the Next Level of High Impact Practice	Salon A	Amy Cooper
45 - Shelter from the Rain: Evidence Based Strategies for Promoting LGBT Students' Well-Being and Connection with their College	Salon B	Ellen Fedon-Keyt, Melissa Grey & Judith Kovach
22 - Retention Strategies for Female STEM Majors	Salon C	Ruth Greenfield
50 - Reeling Them In: The Impetus for a Course Redesign in First-Year Composition	Dennison 1 & 2	Laura Gabrion, Colleen Doyle & Lori Ostergaard
52 - High-Impact Practices that Retain Underrepresented STEM Students	Dennison 3 & 4	Ezella McPherson
68 - Conversations with Keynote Speaker George Kuh	Mediterranean Room	George Kuh
<i>Vendor Presentation</i> 69 – Implementing High Impact Practices to Ensure Student Success	Niles 1 & 2	Nate Cole

05 - Learning Communities: Taking LCs to the Next Level of High Impact Practice

Amy Cooper, Wayne State University

Salon A

Wednesday, February 5, 3:30 – 4:30 pm

As the Learning Community program continues to grow at WSU, we have increased focus on incorporating the key characteristics of High Impact Practices into our program, to strengthen the impact of LCs for our students. We are solidifying the infrastructure of our growing program, and building additional support interventions. To that end, we are enhancing the scope of the LC program, to include professional development workshops for our LC coordinators and our peer mentors, and to increase interaction among all of the LC program stakeholders. Our presentation will discuss the process we worked through to determine the Strategic Plan for the LC program, and the steps we have determined that will take our LC program to the next level of success.

45 - Shelter from the Rain: Evidence Based Strategies for Promoting LGBT Students' Well-Being and Connection with their College

Ellen Fedon-Keyt, Oakland University

Salon B

Melissa Grey, MI Project for Informed Public Policy

Wednesday, February 5, 3:30 – 4:30 pm

Judith Kovach, MI Project for Informed Public Policy

Research demonstrates that young lesbian, gay, bisexual, and transgender (LGBT) students encounter bias and discrimination in higher education institutions that can jeopardize their retention, success, and well-being. However, there is also evidence to help guide individuals and higher education institutions on how to promote success and connection to college for these students. By focusing on practical applications of empirically supported theory, this session will offer staff and faculty opportunities to better understand how we can improve LGBT students' success and well-being. This presentation will: Provide empirical foundations for understanding the barriers LGBT students face in higher education and opportunities for growth and resilience. Discuss actionable principles higher education institutions can utilize to create climates welcoming to LGBT students. Analyze individual experiences of LGBT students' connection and disconnection from a higher education institution. Facilitate the application of evidence-based steps participants can take in their higher education institution.

22 - Retention Strategies for Female STEM Majors

Ruth Greenfield, University of Michigan – Ann Arbor

Salon C

Wednesday, February 5, 3:30 – 4:30 pm

The STEM fields (science, technology, engineering, and mathematics) remain dominated by men. According to the White House Council on Women and Girls, women make up only 25 percent of the STEM workforce (2012). Many students enter college with an intended major in mind, only to change later in their college careers. For students entering college as a STEM major, this is especially the case (Griffith, 2010). Female students are even less likely to persist in a STEM major than male students (National Science Board, 2007). This presentation will emphasize the importance of retaining females in the STEM fields. To increase the female students' completion rates, their needs will be clearly distinguished from that of male students. The retention strategies for higher education institutions, faculty and academic advisors will be discussed. These concrete strategies will include campus resources, learning communities, teaching styles and advising philosophies.

50 - Reeling Them In: The Impetus for a Course Redesign in First-Year Composition

Laura Gabrion, Oakland University

Dennison 1 & 2

Colleen Doyle, Oakland University

Wednesday, February 5, 3:30 – 4:30 pm

Lori Ostergaard, Oakland University

This panel will present the preliminary findings of a pilot program of our new WRT 150 (Composition I) curriculum. While the primary goal of the pilot program is retention, the committee also focused on developing a curriculum that would incorporate student success and persistence strategies, and writing and rhetorical strategies. Our retention strategies included both the integration of academic advising and career planning and the promotion of help-seeking behaviors into the course design. We have worked to promote students' academic success and persistence by designing activities that support students' research skills, e-learning and information literacy, and collaborative experiences. Finally, our redesigned curriculum addressed the writing and rhetorical strategies endorsed in the national (2011) Frameworks for Success in Postsecondary Writing through an introduction to rhetorical knowledge, critical thinking, writing processes, knowledge of conventions, and composition in multiple environments.

52 - High-Impact Practices that Retain Underrepresented STEM Students

Ezella McPherson, Wayne State University

Dennison 3 & 4

Wednesday, February 5, 3:30 – 4:30 pm

The purpose of this session is to discuss the use of the high-impact practices to retain underrepresented science, technology, engineering, and mathematics (STEM) students transitioning from high school or a community college to a four-year research university. Audience members will be encouraged to share high-impact practices used at their institutions to retain students who previously attended community colleges who are now in STEM majors at four-year institutions. Attendees of this presentation will learn strategies to facilitate the retention of underrepresented students in STEM fields as well.

68 - Conversations with Keynote Speaker George Kuh

George Kuh, Indiana University

Mediterranean Room

Wednesday, February 5, 3:30 – 4:30 pm

Join our keynote speaker for an informal conversation about their presentation.

69 – Implementing High Impact Practices to Ensure Student Success

Nate Cole, EBI MAP-Works

Niles 1 & 2

Wednesday, February 5, 10:00 – 11:00 am

Creating measurable impact on student retention is a challenge that institutions face daily. Contrary to popular belief, the procedure is not cut and dry. There are no definitive approaches or key factors that promise results across the board. Rather, it is an ongoing process that each individual campus (and their stakeholders) need to engage in to determine what works most effectively for them. On this panel we will highlight best practices and approaches to achieving student success, leading to the concrete results institutions seek. Our panelists will illustrate ways to engage in strategic planning that help set up institutions, and their students, for success. We will discuss effective ways to measure and evaluate the success of these programs ongoing, so that administrators can make necessary adjustments along the way. Finally, we will point to specific case studies that illustrate the success of these practices at an institutional level.

4:30 – 6:30pm Reception and Interactive Showcase

Peninsula Grand Ballroom

***Showcase presenters can begin set up at 3:30pm**

Welcome Remarks

James Lentini, Provost – Oakland University

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. Heavy hors devours and non-alcoholic beverages will be served.

Session Number and Title	Presenter(s)
1 - Ferris State University's Center for College Readiness: Preparing Underrepresented Students for Post-Secondary Success	DeeDee Stakely, Ferris State Leah Goode, Ferris State
4 - Upping the Ante for Intercultural, Academic, and Citizenship Awareness and Understanding: Creating Meaningful Partnerships to Promote Student Development and Learning through Residential Education	Brandie Tenney, Grand Valley Colleen Lindsay-Bailey, Grand Valley Beth Thimmesch-Harpold, Grand Valley
11 - Oakland University Modern Languages Student-Faculty Lunch Program	Dikka Berven, Oakland University Seth Howes, Oakland University
13 - Evaluate: The Final Step in Completion	Donna Malaski, Oakland University Paul Battle, Oakland University
17 - High-Impact Practices for Higher Education English Language Learners (ELLs)	Kathy Cornman, University of Michigan Flint Syreeda Nix, University of Michigan Flint Laura Martinez, University of Michigan Flint
37 - The Phoenix Project - an Intrusive Retention Initiative for At-Risk FTIAC and Dismissed/ Readmitted Students	Chris Robinson, Western Michigan Betsy Drummer, Western Michigan Geralyn Heystek, Western Michigan
41 - iPause: A Peer Led Campaign to Help Students Soar Above Stress	Julie Proctor, Oakland University David Schwartz, Oakland University
43 - Be Present Where Students Are	Adam McChesney, Oakland University
44 - In the Lab	Shantalea Johns, Wayne State University Sarah Barlow, Wayne State University

54 - Deciding on Success	Roberta Rea, Oakland University Derek Moreno, Oakland University Scott Kokotovich, Oakland University
56 - SYE (Second Year Experience)	Krista Malley, Oakland University Michelle Southward, Oakland University Jennifer Bellini, Oakland University Deb Lengyel, Oakland University
57 - Sink or Swim: It's Your Choice	Bill Potter, Ferris State University Shelly VandePanne, Ferris State University
61 - The Effects of Online Social Networking on Student Integration in to the College Peer System	Jean Szura, Oakland University
66 - A Pipeline for Educational Success: The King-Chavez-Parks Initiative	James Whittaker, State of Michigan Workforce Development

1 - Ferris State University's Center for College Readiness: Preparing Underrepresented Students for Post-Secondary Success

Ferris State University's Center for College Readiness offers several programs that provide pre-college preparatory programming to secondary schools, career and technical education centers and intermediate school district partners as well as to the University's incoming first year students. By providing these high school and entering college freshmen with developmental, career planning, and general education courses, these students have the opportunity to reduce their college student debt and reduce their time to a post-secondary degree. The Center for College Readiness programs include concurrent and dual enrollment courses, online, mixed delivery, and in-person instruction. The Center for College Readiness programs are offered on FSU's campus and throughout the State of Michigan. This presentation will discuss the Center's various programs, admissions requirements, and how partnerships were developed with intermediate school districts and secondary schools to increase retention.

4 - Upping the Ante for Intercultural, Academic, and Citizenship Awareness and Understanding: Creating meaningful partnerships to promote student development and learning through Residential Education

In a time of being committed to educating students to learn how to successfully navigate our increasingly global society, we looked critically at our Residential Assistant program to be enhanced and expanded. To more intentionally align with the institution's focus on High Impact Practices, our department shifted focus to make intercultural, citizenship, and academic competency standard areas of training. This session will address our research, national best practices, challenges, successes, and collaborative partnerships in making a curricular shift to a more positively impactful experience for our student staff.

11 - Oakland University Modern Languages Student-Faculty Lunch Program

Bringing faculty and students together in an informal setting in order to foster a sense of community and mutual engagement, the Student Faculty Lunch Program in the Oakland University Department of Modern Languages and Literatures allows students at the first- and second-year levels of the language curriculum to discuss options for further language study and learn about student life and opportunities within the campus community. This showcase highlights student response and the mechanics of engaging both full- and part-time faculty in a

collaborative effort to encourage student success and foster long-term commitment to language learning. Drawing upon student surveys and personal testimony, this showcase explores the unique benefits of bringing faculty of all kinds and students together over lunch.

13 - Evaluate: The Final Step in Completion

University officials implement creative programming, plans, and student activities for a wide range of student needs. However, the final step of a successful program, evaluation, is often overlooked and not completed. Evaluation is a key tool in program planning. It helps prove the efforts are a valuable investment of resources. This showcase will provide a rationale for evaluating programs, examples of types of evaluation, and suggestions on documenting and presenting the results. A successful evaluation program can lead to additional support for future programs and retention of students. In this session, we will present ways that evaluation methods can create a complete picture on how well an institutional initiative has worked to increase success at a college or university. The main objective of this presentation is to share and explain how evaluation is a key component to any institutional initiative that can provide a rationale for future initiatives.

17 - High-Impact Practices for Higher Education English Language Learners

As educators in a higher-education English Language Program (ELP), implementing High Impact Practices (HIP) is integral to student success. Students from all over the globe enter our classrooms bringing with them a plethora of experiences; these include various educational backgrounds, individual learning styles, personal interests, and cultural constructs. Our interactive showcase presentation will highlight many place-based instructional techniques with an emphasis on the importance of students' learning styles. The session will specifically relate to both on and off-campus experiences that support the curriculum. Participants will be challenged to identify their learning style and engage in a poster scavenger hunt. Utilizing a deductive method, partakers will explore the components of place-based learning and incorporate them into the four skills of reading, writing, listening, and speaking. The presenters will encourage others to incorporate community outreach and experiential learning into their classrooms.

37 - The Phoenix Project - an Intrusive Retention Initiative for At-Risk Students

Targeting at-risk populations within the WMU College of Business, the purpose of the Phoenix Project is to test the effectiveness of a mandatory Academic Recovery course with the goal of increased retention. Using an interdepartmental approach in cooperation with the College of Business Career Center, Advising Office and the WMU Center for Academic Success Programs, two populations were targeted. In the fall 2013 semester, students readmitted to the University after academic dismissal participated. This spring 2014 semester, FTIAC students on probation after their first semester are participating. The course requires mandatory study table hours, tutoring, instruction on success topics including time management and study skills, and intrusive one-on-one coaching and advising. We will show fall semester results, spring semester mid-term results and demonstrate what is working, what is not working, and how our results will drive future retention initiatives within the College of Business.

41 - iPause: A Peer Led Campaign to Help Students Soar Above Stress

The poster describes the creation of the iPause workshop and website, the rationale behind the program and connection to retention. The iPause workshop teaches students various stress

relief techniques using a foundation of mindfulness and emotional intelligence. The students take home practical knowledge in handling stress. This knowledge will help them be less reactive to the stressors in their life. The workshop is a gateway to a larger on-line presence with recorded guided mediations, relaxation videos, and practical information on managing stress that OU students can access 24-7. The website will provide tools, techniques and activities for stress management. One of the critical goals of this program is to take a preventative and proactive approach. Therefore, by attempting to intervene and teach basic coping skills to students who are at the beginning of their college career, they will continue to benefit from them throughout their time at OU and beyond.

43 - Be Present Where Students Are

During the Fall 2013 semester the School of Business partnered with the First Year Advising center to do "cafeteria advising". Two advisers weekly were present in the resident hall dining center to answer student questions and have conversations with students. The poster will detail the advising activities, topics of conversations with students, and information on how this idea was implemented.

44 - In the Lab

This showcase presentation will cover how Wayne State University School of Social Work began offering registration meetings within computer labs for over 800 incoming masters and bachelors level social work Students. These computer based registration meetings successfully demonstrated how technology based academic advising can streamline the registration process, foster informed decision making, handle scheduling conflicts, track enrollment projections and address computer literacy issues with non-traditional students. In closing, during this showcase, the strategies used to develop registration meetings in computer labs will be summarized as well as videos will be shared to highlight student impressions of these registration meetings. Also, Presenters will give brief tutorials on how to use online appointment scheduling software to manage attendance of participants and ultimately track enrollment.

54 - Deciding on Success

Undecided student retention at Oakland University is up 12% from the 2011 to the 2012 FTIAC cohort. A multifaceted approach to career and major exploration helped make this possible. This poster presentation will cover strategies at the university, department, and personal level that support student success. At the university level, campus partners hosted career and major workshops and common learning experiences. Department-wide we set clear expectations about the importance of finding the best fit major in a timely manner. At the personal level, Academic Advisers start with an intentional conversation, connect students to career resources, and encourage goal setting. Advisers assist students in assessing their own personality, interests, and skills as well as help them to generate career options. By empowering undecided students to make informed decisions by the end of their first year in college we support student retention and timely graduation.

56 - SYE (Second Year Experience)

Undergraduate Academic Advisers are directly engaged in the undergraduate student experience. Oakland University's eight professional advising areas teamed up to devise a plan of action to assist in the retention efforts of FTIAC students who are returning for a second year. As a result of these efforts, the Second Year Experience (SYE) group was assembled. The goal of SYE is to continue retention efforts by maintaining contact and support to second year students transitioning from the First Year Advising Center to the academic advising offices of their intended major. We aim to accomplish this goal through further connecting students to the

institution, encouraging engagement activities within the students major. Our focus on this population is from the point of transition through registration for third year courses. Success of these retention efforts will be measured by tracking registration percentage for students in this group from their second to their third year.

57 - Sink or Swim: It's Your Choice

After many years of experience working with at-risk first-year students, faculty and staff at Ferris State University have compiled a handbook for use by Freshman Seminar instructors to help students make sense of their new academic environment. The Sink or Swim handbook is available both in hard copy and on-line at no charge to departments and students. Several of the handbook topics have been developed as posters for distribution and display in the residence halls and the several undergraduate colleges. More recently, several secondary schools have shown interest in using the Sink or Swim materials with their junior and senior students to help them understand the transition issues they will encounter as they begin post-secondary studies.

61 - The Effects of Online Social Networking on Student Integration in to the College Peer System

Nationally, four-year graduation rates are under 40%, with six-year graduation rates hovering under 60% (US Department of Education, 2011). At the same time, "A college degree has replaced the high school diploma as a mainstay for economic self-sufficiency and responsible citizenship" (Kuh et al., 2008, p.540). Given the emphasis on obtaining a degree, it is the responsibility of those involved in educational administration to gain an understanding of what contributes to or detracts from student success in college. Pike and Kuh (2005b) assert the "powerful relationship between engagement [integration] and positive educational outcomes" (p.188). Membership in the social systems of the institution is one way in which student engagement contributes to positive educational outcomes. The research presented at this interactive showcase will shed light on the role of online social networking on college student peer integration during the first year of college.

66 - 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 postsecondary 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 to achieve KCP's goal.

Thursday, February 6

8:00 – 12:00 pm Registration – Pre-Function Area

8:00 – 8:45 am Breakfast – Peninsula Grand Ballroom

8:45 – 9:45 am Concurrent Sessions T5

T5 - Session Number and Title	Room	Presenter
16 - Bridge Living Learning Community: Best Practices Utilized by Program Staff to Successfully Transition Students from High School to the University	Salon A	Marie-Michelle Rosemond & Dwight Fontenot
20 - Sophomore Slump to Sophomore Jump - A look at Year #2 of SVSU's Second-Year Program	Salon B	Kimberly McDonald,
21 - Improving First Year Student Success through a First Year Transition Course	Salon C	Christine Deacons
63 - Utilizing Institutional-specific Research to Study Retention at Your Institution	Dennison 1 & 2	Scott Mertes
51 - Creating a Culture of Success in a Complex University Setting	Dennison 3 &4	Bill Potter, Julie Coon, David Darrow, Julie Rowan, Shelly VandePanne & Arlene Krellwitz
53 - Creating Meaningful Interactions with Students	Niles 1 & 2	Roberta Rae & Sarah Mullin

16 - Bridge Living Learning Community: Best Practices Utilized by Program Staff to Successfully Transition Students from High School to the University

Marie-Michelle Rosemond, U of M – Ann Arbor

Salon A

Dwight Fontenot, U of M – Ann Arbor

Thursday, February 6, 8:45 – 9:45 am

The academic and social integration for Bridge students as they transition from high school to the University of Michigan is a complex process that requires collaboration between Academic and Student Affairs. Since the desired end is for these first generation and underrepresented students to transition successfully and ultimately earn a degree, the Bridge Staff uses the Summer Term to

orient the students to the academic demands of Michigan and familiarize them to the resources and social experiences offered outside of the classroom. The hallmark of the Bridge Living Learning Community is the staff. Equipping the Bridge Staff with the best practices to serve this population is critical. This presentation explores the theories, factors and technologies used at University of Michigan to empower the staff as they create and sustain a culture of completion that promotes both student success and retention.

20 - Sophomore Slump to Sophomore Jump - A look at Year #2 of SVSU's Second-Year Program

Kimberly McDonald, Saginaw Valley State University

Salon B

Thursday, February 6, 8:45 – 9:45 am

University emphasis is placed on first year retention initiatives, however in order to increase 6 year graduation rates, Second-Year students need a program to enhance their success. This is the second year for such a program at SVSU. We will examine successful practices from this past year and new initiatives in place to enhance retention of this group. The presentation will detail the use of MAPS (Early Intervention Software Program), prescriptive scheduling, Financial Aid SAP, Facebook, and other communications with this group of students to impact persistence towards graduation rates. This is a continuation of the session presented last year with updated results and new techniques.

21 - Improving First Year Student Success through a First Year Transition Course

Christine Deacons, Eastern Michigan University

Salon C

Thursday, February 6, 8:45 – 9:45 am

College student retention begins day one of each first year student's college career. Transitioning from the structure of their secondary education experiences to being responsible for their own learning can be challenging for students. Interventions that successfully help first year students through this transition will lead to increased academic performance and retention. This presentation illustrates how Eastern Michigan University transformed its first year transition course, UNIV 101L, doubling enrollment in two years. Measures of assessment, teaching model, and course content will be discussed.

63 - Utilizing Institutional-specific Research to Study Retention at Your Institution

Scott Mertes, Mid Michigan Community College

Dennison 1 & 2

Thursday, February 6, 8:45 – 9:45 am

Retention is a complex issue of great importance to community colleges. Several retention models have been developed to help explain this phenomenon. However, these models typically have used four-year college and university environments to build their foundations. Several researchers have attempted to identify predictor variables using statistical analysis. Complicating this approach is the fact that community colleges by their very nature are very heterogeneous and unique institutions. Variables that appear to impact retention at one particular community college may not impact retention at another. This speaks to the necessity of solid institutional-specific data gathering and analysis. Utilizing several variables identified in the literature, this study attempted to ascertain which variables, if any, impacted student retention. Additionally, cross-sectional techniques were employed to study the potential of shifting trends.

51 - Creating a Culture of Success in a Complex University Setting

Bill Potter, Ferris State University

Dennison 3 & 4

Julie Coon, Ferris State University

Thursday, February 6, 8:45 – 9:45 am

David Darrow, Ferris State University

Julie Rowan, Ferris State University

Shelly VandePanne, Ferris State University

Arlene Krellwitz, Ferris State University

Six staff members from the Academic Affairs division at Ferris State University will share the University-wide initiative to enhance student success at multiple levels and in varied ways. The panel will discuss the steps taken between 2011 and the present time to build broad-based support for student success programming in all undergraduate programs. Each panelist will share current action steps that followed, including attention to courses with high rates of D-F-W grades; support for students enrolled in on-line degree programs; addressing the needs of high-risk students; and initiating action steps as a new staff member in a college. Following the brief individual presentations, presenters will be available for small-group question and answer sessions about their respective programs.

53 - Creating Meaningful Interactions with Students

Roberta Rea, Oakland University

Niles 1 & 2

Sarah Mullin, Oakland University

Thursday, February 6, 8:45 – 9:45 am

Faculty and staff have the privilege of interacting with hundreds of students on college and university campuses each day. This session will provide tools for enhancing these interactions using the Appreciative approach. The Appreciative Advising model, developed by Jennifer Bloom and Nancy Martin in 2002, provides a framework for creating intentional, supportive, and meaningful interactions with students. Originated from Positive Psychology and Appreciative Inquiry, Appreciative Advising has been evidenced to improve student retention and performance on multiple college campuses. In this interactive session, we will share tenets of this model and will focus on ways individuals have implemented aspects of Appreciative Advising at Oakland University. Our goal is that participants will leave with several strategies which can be used to partner with students in their success.

9:45 – 10:00 am Break/Transition Time – Pre-Function Area

10:00 – 11:00 am Concurrent Sessions T6

T6 - Session Number and Title	Room	Presenter
75 - Don't be Late to Graduate	Salon A	Tricia Westergaard, Amy Lindsay & Matt Prentice
35 - Learn how SVSU has Enhanced the Registration Process and Improved Academic Advising	Salon B	Craig Aimar & Haley Zitnitsky

48 - Boosting Retention: How a Change in Advising Led to Retention Gains (and How We Know it was Advising)	Salon C	Sara Webb & Reuben Ternes
55 - Early Academic Assessment, an Effective Retention Tool	Dennison 1 & 2	Nadia Simon
23 - Leveraging Your Academic Library: High-Impact Strategies for Improving Student Success	Dennison 3 &4	Katie Greer et al.
76 – Reverse Transfer in Michigan: Providing Students Credit When It's Due	Niles 1 & 2	Chris Baldwin, Patty Farrell-Cole & Steve Shablin

75 - Don't be Late to Graduate

Tricia Westgaard, Oakland University

Salon A

Amy Lindsay, Oakland University

Thursday, February 6, 10:00 – 11:00 am

Matt Prentice, Oakland University

In February 2012, Oakland University implemented a pilot graduation outreach program as a retention measure. In the pilot group, 106 undergraduate students were identified as graduation stop-outs. By March 2013, approximately 30% 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 presentation will highlight the development and implementation of this pilot graduation outreach program. We will describe the characteristics of the target population, 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.

35 - Learn how SVSU has Enhanced the Registration Process and Improved Academic Advising

Craig Aimar, Saginaw Valley State University

Salon B

Haley Zitnitsky, College Scheduler LLC

Thursday, February 6, 10:00 – 11:00 am

In 2011-13 SVSU was able to increase enrollment credits by analyzing real time course demand reports from College Scheduler. Craig Aimar, Asst. VP Enrollment Mngmt & Director of Retention will share how SVSU utilizes the student schedule planner in various areas on campus. College Scheduler provides a web-based schedule planner for use by students and advisors to help plan their upcoming semesters. Students are able to search for all their classes, enter breaks they'd like to schedule around and generate all possible schedules with up-to-the-minute data. Used by 70+ institutions around the country & 9 Michigan institutions! This hosted solution integrates with Banner, Colleague, PeopleSoft, and Home Grown SIS.

48 - Boosting Retention: How a Change in Advising Led to Retention Gains (and How We Know it was Advising)

Sara Webb, Oakland University

Salon C

Reuben Ternes, Oakland University

Thursday, February 6, 10:00 – 11:00 am

The First Year Advising Center (FYAC) at Oakland University opened its doors in September 2012 as a centralized advising office for all first-year students in an effort to improve retention rates and student satisfaction. Through intrusive practices rooted in developing connections between students and the institution, the FYAC has helped dramatically change the success of first year students, including an 8% increase in first-year retention in just one year. This session will provide highlights of the FYAC's best practices and overview the numerous gains we have made in overall student academic performance and the retention of minority, residence hall and undecided students. Join us in a discussion of best practices in retention and advising, and how university data was used to demonstrate the impact of the FYAC.

55 - Early Academic Assessment, an Effective Retention Tool

Nadia Simon, Wayne State University

Dennison 1 & 2

Thursday, February 6, 10:00 – 11:00 am

Early Academic Assessment (EAA) has proven to be an effective retention tool at Wayne State University. Faculty teaching courses at the remedial, 1000 and 2000 levels are required to give an academic assessment during a four week period from weeks three through six for all students enrolled in their classes who are not performing at a satisfactory level (deemed to be at least a C). The 2008 University Retention Committee Report stated in its Recommendation 7 that the EAA policy should be enforced and “the follow-up data ... indicate that EAA makes significant differences in student success (e.g., 82% of students given EAA grades report that they sought help, and those students who sought help earned higher grades than those who did not.” Improvements in technology have made the process easier and seamless. This presentation will describe the evolution of the program since its inception as a university-wide retention program.

23 - Leveraging Your Academic Library: High-Impact Strategies for Improving Student Success

Katie Greer, Oakland University

Dennison 3 & 4

Amanda Hess, Oakland University

Thursday, February 6, 10:00 – 11:00 am

Adriene Lim, Oakland University

Shawn Lombardo, Oakland University

This presentation will provide an overview of recent research on academic libraries' impact on student retention and success in higher education. To demonstrate how the scholarship has been, and can be, put into practice, presenters will share concrete examples of one academic library's high-impact practices at the individual, course and programmatic levels. Using interactive technology tools, participants will brainstorm ideas for library/faculty partnerships; discuss additional opportunities to engage with their campus libraries in student retention efforts; and share - and perhaps counter - their own notions of what an academic library is. Participants will leave this presentation with a greater awareness and understanding of the critical role academic libraries play in student persistence, and they will be equipped to visit their own academic library to seek services that influence and affect student success.

76 – Reverse Transfer in Michigan: Providing Students Credit When It's Due

Chris Baldwin, MI Community College Association

Niles 1 & 2

Patty Farrell-Cole, President's Council

Thursday, February 6, 10:00 – 11:00 am

Steve Shablin, Oakland University

In 2012 the legislature called on Michigan public colleges and universities to establish processes to allow for the reverse transfer of credit. The focus is on providing university students who have transferred from a community college (without an associate's degree) the opportunity to "reverse transfer" credits back to the community college to be awarded the two-year credential retroactively. That same year, the Michigan Community College Association and the Presidents Council State Universities of Michigan were awarded a Credit When It's Due grant from Kresge Foundation as part of national effort to promote reverse transfer as a strategy to increase degree completion. This session will outline the activities of the statewide partnership, the status of reverse transfer agreements locally, and what the impact has been to date.

11:00 – 11:15 am Break/Transition Time – Pre-Function Area

11:15 – 12:15 pm Concurrent Sessions T7

T7 - Session Number and Title	Room	Presenter
09 - Defining Moment: "To Be OU or Not to Be OU" that is the Question	Salon A	David Lau et al.
32 - High Impact Practices at GVSU: Strategies to Connect More Students	Salon B	Nancy Giardina & Joyce Van Baak
46 - Effective, Innovative and Culturally Aware Programming and Practices to Retain Teacher Preparation Candidates from Traditionally Underserved Populations	Salon C	Marcy Peake, M'Myia Hughes & Audreanna Shannon
64 - Utilizing Technology to Support Campus Initiatives to Improve Graduation and Completion Rates	Dennison 1 & 2	Jonelle Beatrice
62 - Stairway 2 Success (Squared): Intentional Retention Reform for Conditionally Admitted Students	Dennison 3 &4	Nick Wagner, Kim Lacey & Bryan Crainer
36 - The Student Explorer: Using Analytics to Inform use of High Impact Practices	Niles 1 & 2	Dwight Fontenot & Makeda Turner

09 - Defining Moment: “To Be OU or Not to Be OU” that is the Question

David Lau, Oakland University

Salon A

Jamar Lockhart, Wayne State University

Thursday, February 6, 11:15 – 12:15 pm

Brent Pasquantonio, OU Alumni

Kaniqua Daniels-Welch, Oakland University

Jonathan Parks, Wayne State University

Stefen Welch, Oakland University

Punctuating each student's experience of college are defining moments. These moments have much to do with whether a student finds a way to become productively engaged and stay or become disengaged and leave or is asked to leave. Since no one knows these experiences better than the person who went through it, selected OU Alums are stepping forward with their stories. They develop what made the difference for them as students and consider what happened to those they knew who weren't so fortunate (with respect for confidentiality.) Lastly, they offer their best insight on what might help. Panelists include Jamar Lockhart, Brent Pasquantonio, Kaniqua Daniel-Welch, Jonathan Parks, and Stefan Welch. David Lau will introduce and moderate the panel discussion.

32 - High Impact Practices at GVSU: Strategies to Connect More Students

Nancy Giardina, Grand Valley State University

Salon B

Joyce Van Baak, Grand Valley State University

Thursday, February 6, 11:15 – 12:15 pm

Student engagement in high impact practices is well linked to student success and attainment of the skills and knowledge employers say students need to navigate work and life in the 21st century. This session will highlight several high impact practices at GVSU that have been the focus for the past 2 years, including undergraduate research experiences, living learning communities, leadership development experiences and service learning experiences. Strategies to expand these experiences to engage more students in multiple experiences will be discussed.

46 - Effective, Innovative and Culturally Aware Programming and Practices to Retain Teacher Preparation Candidates from Traditionally Underserved Populations

Marcy Peake, Western Michigan University

Salon C

M'Myia Hughes, Western Michigan University

Thursday, February 6, 11:15 – 12:15 pm

Audreanna Shannon, Western Michigan University

Participants will gain insight, awareness and understanding into the specific needs of learners who identify as being first generation, low-income, of color and/or who have a disability and are pursuing a career in K-12 Public Education. Practical, simple and cost effective strategies and programming that enhance the experiences of and engage learners at various checkpoints including orientation sessions, first year seminars, second and third year retention cohort groups, professional course level preparedness and final year requirements will be shared. LEAP High-Impact Educational Practices will be infused and discussed throughout the session and participants will have the opportunity to participate in experiential learning during the session.

64 - Utilizing Technology to Support Campus Initiatives to Improve Graduation and Completion Rates

Jonelle Beatrice, Youngstown State University

Dennison 1 & 2

Thursday, February 6, 11:15 – 12:15 pm

Youngstown State University is seeing quantifiable improvements after implementing an early alert system. This early alert process has resulted in fewer course withdrawals and less non-attendance F's, as well as an increase in cumulative GPAs, end-of-term GPAs, and credit hours earned. Faculty participation in the process has more than tripled. The use of this early alert system comes at a time when many public universities and colleges face increased funding pressure to improve graduation and course completion rates. By implementing this system, Youngstown State has begun to change a campus culture from one where students were used to withdrawing or stopping out to one where students are informed of the impact of their actions early enough so they can make better decisions. This presentation will describe an early alert process, its implementation, and the resulting interventions with students, giving participants the knowledge to incorporate a similar program at their institution.

62 - Stairway 2 Success (Squared): Intentional Retention Reform for Conditionally Admitted Students

Nick Wagner, Saginaw Valley State University

Dennison 3 & 4

Kim Lacey, Saginaw Valley State University

Thursday, February 6, 11:15 – 12:15 pm

Bryan Crainer, Saginaw Valley State University

Saginaw Valley State University has amped-up its unique approach catered to conditionally admitted freshmen. Stairway 2 Success (S2S) is a three-step program designed to help this cohort of students succeed. Based on suggestions from last year's students, one of the greatest changes has been the mentoring component—the number of mentors has increased from 20 to 150. Each S2S student has two mentors: a faculty or staff mentor and a peer mentor. Such a move is aimed at creating a culture of success through transformative experiences with several members of the campus community. Other reformed components of S2S include linked courses and a shared common read that has embedded, co-curricular learning experiences. Within this proposed session we will give an overview of the planning process and reformed retention model along with outlining the steps to achieve universal institutional support.

36 - The Student Explorer: Using Analytics to Inform use of High Impact Practices

Dwight Fontenot, U of M – Ann Arbor

Niles 1 & 2

Makeda Turner, U of M – Ann Arbor

Thursday, February 6, 11:15 – 12:15 pm

Analytics is the new “buzz word” in higher education. There is a move to collect as much data on our students as possible with hopes of finding insight to student behaviors. This presentation will discuss the design of an analytic tool used in the University of Michigan Summer Bridge Program. Through a weekly analysis of the data from this tool, faculty and staff were able to adjust the nature of their seminars, courses, workshops, etc. to address behavior and performance needs of the students. Staff and Faculty report richer connections with students based on these data and students report higher engagement with the program. We hope to use this presentation as an opportunity to discuss the appropriate use of analytics across all schools.

12:15 – 12:30 pm Transition Time – Pre-Function Area

12:30 – 2:15pm Lunch and Keynote – Peninsula Grand Ballroom

Monica Emerson, Trustee – Oakland University

Paul Hernandez

United Way Southeastern Michigan

College 101: Introducing At-Risk Students to Higher Education

College 101 was created to help struggling middle and high school students. Hernandez, along with his team of college positive volunteers, help those students discover their passion for learning, and direct it into avenues for success. He works from a basis of what he calls “authentic connections.” He encourages students to see who they are and realize the potential they have for success. The experience is life-changing for these students, who go from potential high school dropouts to college students. In addition to reaching students, it is also important to coach teachers in applying humanistic themes in developing relationships with their students. It’s not just about academics – it’s about understanding and impact, helping educators identify both their students’ joys and frustrations.

2:15 – 2:30pm Conference Wrap up – Oakland Ballroom

Glenn McIntosh, Interim Vice President for Student Affairs, Oakland University

Presenters

Craig Aimar
Chris Baldwin
Sarah Barlow
Elizabeth Bartles
Paul Battle
Andy Beachnau
Jonelle Beatrice
Jennifer Bellini
Dikka Berven
Michael Brennan
Monica Brockmeyer
Michelle Bruner
Sara Byczek
Elissa Clemons
Julie Coon
Amy Cooper
Kathy Cornman
Bryan Crainer
Jennifer Crystal
Kaniqua Daniel-Welch
David Darrow
Christine Deacons
Maria DeVogd-Beam
Patricia Dixon
Colleen Doyle
Betsy Drummer
Chris Engle
Troy Farely
Patricia Farrell-Cole
Ellen Fedon-Keyt
Ryan Fewins-Bliss
Martin Finney
Dwight Fontenot
Chris Foreman
Amy Fugate
Laura Gabrion
John Gardner
Bryant George
Nancy Giardina
Leah Goode
Breeann Gorham
Ruth Greenfield
Katie Greer
Melissa Grey
Brenda Harrison
Cheryl Harvey-Pate

Paul Hernandez
Amanda Hess
Geralyn Heystek
Seth Howes
M'Myia Hughes
Karen Hutslar
Shantalea Johns
Patrick Johnson
Brandy Johnson
Silverenia Kanoyton
Marshall Kitchens
Chris Kobus
Scott Kokotovich
Cheryl Kollin
Judith Kovach
Arlene Krellwitz
Randie Kruman
George Kuh
Kim Lacey
Yvonne Langely
Tim Larabee
Philip Larson
David Lau
Deb Lengyel
Susan Liebau
Adriene Lim
Amy Lindsay
Colleen Lindsay-Bailey
Jamar Lockhart
Shawn Lombardo
Kay Losey
Heidi Lyons
Donna Malaski
Krista Malley
Walter Malone
Laura Martinez
Sylvia Matthews
Adam McChesney
Kimberly McDonald
Ezella McPherson
Scott Mertes
Mike Messner
Shaun Moore
Christina Moore
Derek Moreno
Aimi Moss

Sarah Mullin
Syreeda Nix
Barbara Oakley
Lori Ostergaard
Randy Ott
Jonathan Parks
Brian Partie Jr.
Brent Pasquantonio
Marcy Peake
Donna Petras
Hillary Phillips
Bill Potter
Matt Prentice
Roberta Rea
Rebecca Rivard
Chris Robinson
Marie-Michelle Rosemond
Julie Rowan
Sheryl Ruszkiewicz
Steve Shablin
Audreanna Shannon
Chris Shell
Nancy Showers
Naida Simon
Heather Simpson
Michelle Southward
DeeDee Stakely
Jean Szura
Brandie Tenney
Reuben Ternes
Wayne Thibodeau
Beth Thimmesch-Harpold
Connie Tingson-Gatuz
DJ Trela
Makeda Turner
Joyce Van Baak
Shelly VandePanne
Nick Wagner
Christine Waters
Sara Webb
Stefen Welch
Tricia Westergaard
James Whittaker
Haley Zitnitsky

Marriott Hotel Floor Plan



Notes

