



AGENDA

Sunday, March 19, 2006

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- 12:00pm – 1:00pm **Registration**
- 1:00pm – 2:30pm **Introduction to Student Retention**
The introductory session will look at the impact of student dropout on campuses, the cost of dropout to the individual, institution, and society, and how addressing this issue is an important part of institutional change and continuous improvement.
- 2:30pm – 3:00pm **Refreshment Break**
- 3:00pm – 4:30pm **A Framework for Student Success**
How do we envision the retention process? What is it that matters most to students and institutions? This session will introduce an evidence-based framework for understanding the dynamics of student retention and persistence. Based on a decade worth of research, Swail's geometric model of student retention outlines a process for institutions to perceive and conceptualize the planning process.
- The framework focuses on student cognitive and social outcomes, as they related to five areas of campus services:
- Financial Aid
 - Student Services
 - Academic Services
 - Teaching and Learning
 - Recruitment & Admissions
- 6:00pm – 8:00pm **Reception**
The evening reception will provide an opportunity for participants to get to know one another and share their experiences.

Monday, March 20, 2006



- 7:30am – 8:30am **Registration & Breakfast (included in registration fee)**
- 8:30am – 10:30am **The Campus Audit**
This session will focus on the importance of understanding your campus and collecting detailed information about practices, strategies, and programs on campus. Institutions must audit their efforts in order to find value in what has been done, while also setting benchmarks for future efforts. In this session, participants will learn:
- What should we look for on campus?
 - How do we measure success?
 - What data are important to collect?
 - What do we do with all this information?
 - How do we work toward a meaningful campus-wide plan for retention?
- 10:30am – 11:00am **Break**
- 11:00am – 12:15pm **Effective Practices in Student Retention (Part I)**
The remainder of the day will focus on discussion revolving the various institutional inputs for student retention, including Recruitment and Admissions, Financial Aid, Student Services, Academic Services, and Curriculum & Instruction. Our conference faculty will present information on proven strategies currently used in institutions around the US and Canada, and invite participants to share their experiences and hindsight.
- Using the retention framework as a guide, the information presented on Day Two will begin to layout a menu of strategies that can be considered for your retention plan.
- 12:15pm – 1:45pm **Lunch (included in registration fee)**
- 1:45pm – 3:15pm **Effective Practices (Part II)**
- 3:15pm – 3:30pm **Break**
- 3:30pm – 5:00pm **Preparing a Plan**
Participants will begin to think through an orchestrated plan of student retention. Facilitators will cover key areas of creating a plan, and participants will respond to questions to help guide them through the thinking necessary to develop an institutional retention plan. Participants will be given time to work on the associated worksheets, which will then be handed in to facilitators for review and comment by the next morning.
- 5:00pm – 6:30pm **Wine and Tapas (included in registration fee)**

- 8:30am – 9:15am** **Discussion of Goals and Objectives**
Teams and individuals will present their goals and objectives with discussion for all.
- 9:15am – 10:00am** **Campus Change, Institutional Leadership, and other Important Factors**
Without the buy in of campus leadership, reform is difficult if not unlikely at any postsecondary institution. This session will discuss the importance of campus leadership and how to gain their interest and total support in developing a campus-based retention initiative. As well, leadership only counts if there are those to be led. The involvement and buy-in of faculty and departments will also be discussed.
- 10:00am – 10:15am** **Break**
- 10:15am – 11:00am** **Monitoring Student and Program Outcomes Progress**
The capstone session to our conference will discuss the importance of monitoring student success and institutional progress. The ability of institutions to benchmark and continuously collect and review data is paramount to the success of any large-scale initiative. Issues include:
- determining what data to collect
 - how and when to collect information
 - using data in a progressive manner
 - understanding how data can change your plan
 - incorporating a continuous-improvement cycle as a model for institutional change
- 11:00am – 11:40am** **Pulling It All Together**
This last session will pull all the information together from the past two and a half days. Participants will be given instructions on how to proceed in the planning and implementation process.
- 11:40pm – 11:45am** **Final Thoughts & Adjournment**

CONFERENCE FACULTY



Watson Scott Swail, *President, Educational Policy Institute*

Dr. Swail serves as president of the Educational Policy Institute, an international organization dedicated to the study of educational opportunity. Dr. Swail is known for his work and development of a research-based framework for student retention, which will be presented at this conference. Dr. Swail's work has been published in a number of publications and books, including *Change* magazine, *The Chronicle of Higher Education*, and *Phi Delta Kappan*. His book, *Retaining Minority Students in Higher Education*, was published by Jossey-Bass in 2003. Dr. Swail was the founding director of the Pell Institute and also served as a senior researcher with SRI International and as associate director of policy analysis for the College Board. He earned a doctorate in educational policy from The George Washington University, a master's in science (technology) from Old Dominion University, and a bachelor's in education (mathematics, technology) from the University of Manitoba.

Peter Dietsche, *Senior Scholar, Educational Policy Institute*

Dr. Dietsche is a Senior Scholar with the Educational Policy Institute, providing expertise in community college research and in student retention in postsecondary education. Dr. Dietsche has committed much of his career towards the development of a student retention program, including student and faculty surveys, student monitoring systems, and institutional change models. Dr. Dietsche currently serves as Vice President, Research and Institutional Quality at Mohawk College in Hamilton, Ontario. In addition to his research, he teaches at the University of Toronto, Department of Theory and Policy Studies, and the Community College Leadership Program at Central Michigan University. Dr. Dietsche earned his Ph.D. from the University of Toronto, a Masters of Arts from the University of Western Ontario, and a Bachelor's in Science (Psychology) from McGill University.