Managing a Multiple Living Learning Program Environment to Achieve Student Success  
Justin Blevins, Trisha Clement Montgomery and Marcia Shrout, University of Kentucky  
With increased attention on retention and growth of our undergraduate student body, the Living-Learning Program (LLP) within the Office of Residence Life (ORL) emerged as a promising initiative for student success. Despite shortfalls in state appropriations and a need to minimize student fee increases, interests in creating new communities continue to grow, especially as ongoing capital projects seek to nearly double our undergraduate housing infrastructure. Working in this dynamic and fiscally challenging environment, academic and student affairs faculty and staff are collaborating to maintain the quality and student benefits of the LLP while substantially expanding student participation. New partnerships and strategies for student success have emerged with more promising changes on the horizon.

Engage, Involve, Integrate and Intervene: A Learning Community Pilot  
Erin Barnett and Jill Parrott, Eastern Kentucky University  
Learning communities emerged in the 1990s as a way to improve student learning and increase student success—both keys to retention and graduation rates—and these communities take on a variety of different forms across the country. During the Fall 2012 semester, EKU launched a pilot learning community project which linked 12 sections of freshman composition and the first year seminar. The same cohort of students were in both courses, and faculty worked closely with personnel from housing, advising, libraries, and career services to develop and deliver the curriculum and facilitate student success. Faculty and staff-partners met weekly to identify integration points within the curriculum and to plan interventions for at-risk students. The poster will focus on the 4 areas of emphasis (engagement, involvement, integration and intervention), which have promoted increased persistence among student participants.

Collaboration Key to UK First Generation Living Learning Community Success  
Kelli Hutchens, Sarah Kercsmar and Jami Warren, University of Kentucky  
Beginning in Fall 2011, The University of Kentucky (UK) offered its first generation students the opportunity to live in a newly created and specially designed living learning community, the First Generation Living Learning Community (1G LLC). With specific programming efforts centered on first generation student needs, connected courses, and increased opportunity for staff and faculty interaction, the 1G LLC has had great success in increasing the retention of first generation students at UK, with over 95% of the first two cohorts retained. The initiative has been so successful that campus is investigating a new building to house the 1G LLC to accommodate more students. One of the greatest reasons for the community’s success has been the connected courses and the high level of communication between the coordinator and the faculty. Finally, peer mentors and involved Resident Assistants help to further engage these students academically and socially.
Flight Plan: Tracking Students’ Progress Toward Degree Completion
Janet Spence and Neil Gibbs, University of Louisville
Flight Plan at the University of Louisville enables students to stay on course to graduate in four years or in the timeframe of their choice. Students select a Flight Plan that meets their interests and their level of skills by the end of their first year. Students are tracked against milestones and in instances where students do not meet their milestones for their Flight Plan, they are required to meet with an academic advisor. The academic advisor helps the student develop a plan to get back on course or when that is not possible, the student selects a different Flight Plan. Codes identifying the reason(s) the student did not meet the milestones are collected so that the university can develop or revise intervention programs. Flight Plan is a proactive tracking and student support program that the university anticipants will lead to higher student retention and graduation rates.

Latino Institute for Excellence, LIFE: A Collaborative Initiative of Student Affairs & Academic Affairs
Miriam Steinitz-Kannan, Leo Calderón and Irene F. Encarnación, Northern Kentucky University
As Latinos in higher education, we found no one better and more qualified to assess the educational needs of Latinos than us. The creation of the Latino Student Affairs Office provided a fertile ground for a crossover from the academic affairs side of the border to join and support the mission of the Office of Latino Student Affairs. This permanent “Student Affairs” and “Academic Affairs” partnership became “LIFE”: a commitment to the educational excellence, progress and success of our Latino community. We are an interdisciplinary team from multiple programs and organizations within our university and the community. Our commitment to accelerating Latino student achievement has been evidenced by a steady and increasing retention rate, a phenomenal 8-year graduation rate, and a significant increase in Business, Law and Science degrees conferred to Latino students. Through our partnership we continue creating and maintaining enriching educational programs within our institution and the community.

Retention & Graduation Plan: Closing the Gaps, Reaching the Summit
Emma Perkins, Michelle Barber and Lesia Lennex, Morehead State University
The vision for Kentucky education is that all Kentuckians will be prepared to succeed in a global economy through education. Creating an expanded vision requires a climate of persistence that must include various strategies designed to lessen the gaps that affect specific populations of students. The Peer Coach model refocuses current successful student support systems as well as identifies new strategies to increase student persistence and close achievement gaps. These target areas include, but are not limited to, developmental education, first-year seminar experiences, probation processes, learning communities, early and ongoing alert processes and academic advising.
Retention and Reflection: Issues in Agriculture and Natural Resources
Alissa Rossi and Jamie Dunn, University of Kentucky
GEN100 - Issues in Agriculture and Natural Resources is a required course for nearly all students in the College of Agriculture, designed with the goal of increasing students’ information-gathering and communication skills, introducing a diverse student body to basic knowledge about agricultural and natural resources issues, and improving retention. We use a peer mentor program, small class size, restricted sections for true first-year students only, field trips, an Expert Speaker seminar series, and most relevantly active-learning class activities and interactive assignments in our efforts to accomplish these goals. We examine the change over time in student retention in the College of Agriculture and compare it to shifts in the GEN100 program. Ultimately we find it impossible to determine the exact impact of the GEN100 program, but do find that retention rates have increased since 2006. Some of this growth may be attributed to a coalescing GEN program, but more detailed data is needed to accurately address this question.

Exploring Factors that Impact Adult Student Persistence
Mathew Bergman and Sherry Duffy, University of Louisville
For more than 100 years, nearly half of all undergraduate students have failed to persist to degree completion (ACT, 2010; Tinto, 1993; U.S. Department of Education, 2008). Adult students have consistently been victims of higher levels of attrition than their traditional student counterparts (Justice & Dornan, 2001; National Adult Attitudes Report, 2008). It is important that adults with some college and no degree reach higher levels of degree attainment without sacrificing quality learning outcomes. This poster session presents current and new theoretical frameworks to understand how universities can leverage resources to recruit, retain, and graduate more adult students. Understanding the factors that significantly impact adult students (25 years and older) can arm faculty, staff, and administrators with effective policy and procedure that will remove barriers from adult student degree completion while maintaining high quality learning outcomes. The presenters will share recent findings from a study related to entry, academic, and external variables that impact adult student degree attainment.

Shared Learning Equals Student Success
Carrie Coaplen, Kim Nettleton and Janet Rice McCoy, Morehead State University
Professional Learning Communities have been a standard professional development tool for classroom teachers, but their use with post-secondary faculty has rarely been systemically encouraged. Morehead State University began their Professional Learning Community (PLC) initiative three years ago to address four issues impacting student success including critical thinking, service learning, diversity and internationalized learning. The four original communities continue and have expanded to seventeen active groups. In the current academic year, 100 unduplicated faculty and professional staff members are involved in at least one learning community with a few people involved in multiple groups. PLC members evaluate their experience each spring and the overwhelming response for three years has been—PLCs are beneficial to individual group members. PLCs also benefit the university with groups producing concrete products such as gaining recognition of service-learning courses in the catalog and writing a policy manual for university-sponsored study abroad trips.
Exploring the Differences Between Students Who Persist and Students Who Do Not Persist at a Midsized Institution  
Nickole Hale, Eastern Kentucky University

Project PASS (Program for Achieving Student Success)  
Cindy Clemson, Murray State University  
Project PASS, an initiative of the MuSU, Student Disability Services Office offers enhanced support to incoming freshmen who have self-identified that they have a disability and would like to receive additional assistance. Project PASS was initiated as a way to increase retention of students with disabilities. Current retention rates for students who use Project PASS is around 80% from their freshman to sophomore year and the graduation rate is approximately 70%. In addition to necessary accommodations that students need due to their disability, the program includes the following support services: scheduling assistance during summer orientation, a transition program allowing the freshmen to move in three days early, 3 semesters of study skills courses, training on assistive technology, career guidance, and individualized academic support from trained mentors (this has a fee of 15.00 per hour but if the student is eligible for Kentucky Vocational Rehabilitation, they will pay that fee).

The Retention Equation: The Impact of Part-Time Faculty  
Joshua Hager, Erin Barnett and Rose Perrine, Eastern Kentucky University  
The issue of student success has been a major focus of higher education research for several decades, and retention is a key indicator of academic success. In the current study we examined records for 7,652 first-time freshmen students across three cohorts at a public, regional-comprehensive university. Results show significant correlations between retention and type of faculty to which students were exposed during their first year. After controlling for known predictors, more exposure to part-time faculty was associated with lower retention, and more exposure to full-time faculty was associated with higher retention. As retention rates are now being linked to some state appropriations for higher education, these findings have implications for administrators to rethink their current strategies for employing part-time faculty as a money-saving strategy.

The Impact of Writing Studio on Basic Writers: Improving Student Motivation, Confidence, and Competence by Creating a Community of Writers  
Deanna Mascle, Morehead State University  
While there is much debate about how to best prepare developmental students for mainstream college classes and ensure that they succeed in college and beyond, the Writing Studio has been successfully used at other institutions to provide individualized instruction for developmental writers in a small group setting. A pilot Writing Studio at Morehead State University run by the Morehead Writing Project during the 2012-2013 academic year found that students reported improvements in motivation, confidence, and confidence. In addition, instructors reported that students delivered more fully developed writing with fewer errors and became more mature writers able to knowledgeably discuss not only their own writing but that of their peers. This poster will reflect the key findings and lessons of this pilot project.
Student Success at The University of Kentucky: A Model of Institutional Reorganization
Tim Tracy, Dan O’Hair, Vaughan Fielder and Jessica Powers, University of Kentucky
In continuing efforts to improve both the effectiveness and efficiency of university administration and operations, an assessment of the activities of the Office of the Provost at the University of Kentucky was conducted in 2011 and 2012. The Office for Student Success assumed responsibility for retention activities as well as serving as an organizational umbrella for Student Affairs, the International Center, Division of Undergraduate Education, Enrollment Management and the Center for Enhancement of Learning and Teaching. Based on the new collaborative efforts, administrative reorganization, and implementation of the systemic approach model generated by the Office for Student Success, we project that the retention rate will increase by 2%. The University’s administrative reorganization is leading to new partnerships and collaborations, new web presences, new initiatives, and a projected increase in undergraduate retention rates. The driving force for the Office for Student Success is the Systemic Approach to Success.

A Unique Initiative to Increase Undergraduate Student Satisfaction at Our University
Rita Basuray, University of Kentucky
Three courses were developed for freshmen, bridging the humanities and the sciences with popular books not traditionally used as text books. Students researched a wide range of topics not typically covered in traditional courses. Question/answer sessions, role-play, film review, letter writing, peer review and traditional quiz/exams were used to assess learning. Students took my course either as electives or to maintain full-time student status. Students appeared to enjoy these classes because, 1. I spent < 40% time on direct instruction, 2. They enjoyed voicing their opinions through team activities and faculty-student interaction, 3. Peer instruction was more effective, 4. They enjoyed getting out of their comfort zones to speak up or act out characters. This unique method of bridging humanities with science is unconventional, appears to be attractive to undergraduate students and can easily be adopted by instructors with a broad range of interests at other institutions.