Using Engagement Data to Improve First to Second Year Persistence

Monday, March 11, 2019 | 8:00 AM – 8:50 AM
308 AB - LA Convention Center

Dr. Anthony Altieri, Vice President of Student Affairs, Lynn University
Dr. Theresa Gallo, Associate Dean of Students, Lynn University

#NASPA19
Introductions

Dr. Anthony Altieri  
Vice President of Student Affairs  
Lynn University

@DoctorAltieri

Dr. Theresa Gallo  
Associate Dean of Students  
Lynn University

@DrTheresaGallo

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Lynn University

• Private
• 3,010 students
  • 2,204 undergraduate
  • 746 graduate
  • 60 doctoral
• Student Population groupings
• Fall 2017 – 3.03 GPA from High School
Learning Outcomes

• Participants will apply the current research on the connection between student engagement and first-year persistence to Lynn University’s case study.
• Participants will evaluate the efficacy of their programmatic approach on first-year persistence.
• Participants will evaluate how similar methods of improvement could be used on their campus.
Findings
Research supports that over 50% of students who leave college will do so within the first six weeks of their college experience (Levitz & Noel, 1989).
What I was looking to do:

• Effectively track Student Involvement Data
• Understand the long-term impact of programs
• Better allocate funds/resources to effective programs
Campus-wide buy-in is critical, because “As we get more offices on-board, we’ll be able to understand the holistic student experience more thoroughly.”
100% of students who transferred out of the institution in fall 2016 didn’t attend a single event.
“At-Risk”
At-Risk at Lynn

• GPA data
• Classroom attendance
• Tutoring Center Visits
• Number of Events attended
Collecting & Assessing Data
• Immediately began to track involvement
• Partnerships beyond our office
• Connected with our IR office
• Connected with our Retention Team
What we did to improve
Retention Office

- Shared our data with others!
  - Engagement data is also shared with Institutional Research
- Student Success Management System (Platform integration)
New Student Transitional Program

• Multi-tier Competency Based Model
  • Lynn Launch
  • Welcome Weekend
  • “First 40” Programming
# Implementing the Competencies

## The First 40

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First 40

• Covers the first 6 weeks of class

• 4 foundational areas:
  • Academic and Social Success:
    • development of skills, habits, and abilities to engage in critical thought to foster one’s own way of knowing,
  • University Navigation:
    • adhering to the standards of University policies and procedures and understanding resources and campus culture,
  • Campus Connections:
    • Forging strong and meaningful relationships with faculty, staff, and peers, and lastly,
  • Global Citizenship:
    • Promoting exploration, understanding, and growth through intercultural dialogue, personal challenge, and self-reflection
First 40

• Mix of recommended and mandatory
• Marketing (Lynn Events App, Print Materials)
• Strategic Partnerships
  • Library
  • Information Technology
  • Retention
  • Student Financial Services
• Student Affairs
• Title IX
• Study Abroad
• Parents/Families
Collaborations with Academic Affairs

• Fall 2017: Canvas Welcome Weekend Course
• Fall 2018: Lynn 101 (FYE)
Results
<table>
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<th>Original cohort year</th>
<th>Original cohort count</th>
<th>First-year retention rate</th>
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<tr>
<td>2015 Cohort</td>
<td>514</td>
<td>68.10%</td>
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<td>2016 Cohort</td>
<td>559</td>
<td>69.50%</td>
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<td>2017 Cohort</td>
<td>625</td>
<td>71.50%</td>
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Effective Partnerships

• Cross campus collaboration
• Retention is all of our jobs became the norm
• Culture Shift
What’s Next
Continuing our shift in culture

• Retention is everyone’s job.
• Assessment of Learning Outcomes.
• Developing a co-curricular model tied to competencies
What can you do on your campus?
Now, it’s your turn!

1. Identifying your baseline
2. Where are the gaps, and what tools do you need to bridge those?
3. Working with stakeholders to develop and implement plans
Questions?

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Thank you!

See you next year in Austin, Texas!

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