



PRESENTATION HANDOUT



Strategic Student Success Planning

Agenda

Utica University Overview

SLEM Division

History

Process

Conversation

Utica University

Located in the heart of Central New York, Utica University is a comprehensive, independent, private institution founded in 1946 as Utica College.

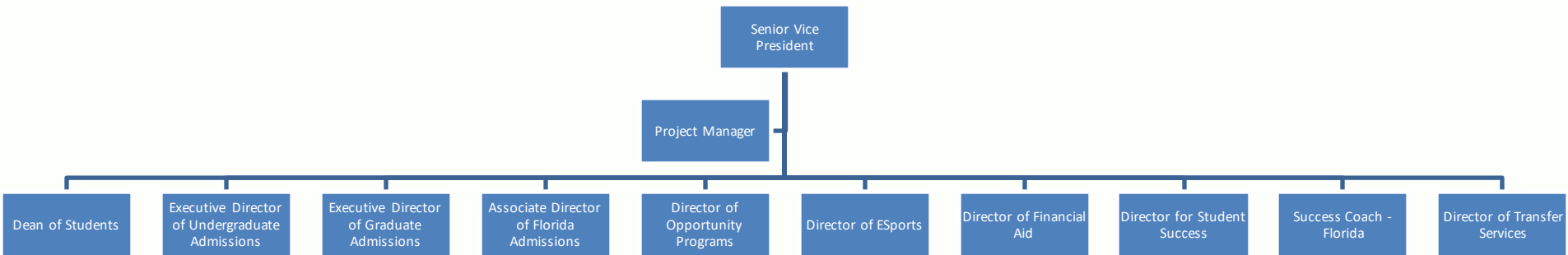
We offer many of the advantages of a large university, such as undergraduate and graduate degree options, excellent academic programs, and outstanding faculty, but with an intimacy and a high degree of personal attention more closely associated with smaller private colleges.

Half of Utica students are enrolled online or at one of our five extension sites in New York and Florida.

History

- 2013: Academic Coaching Experts
- 2015: SLEM Division Created
- 2016: 1st Professional Advisor
- 2017: Student Success & Completion Navigators, Retention Consulting begins
- 2018: Retention Consulting continues, Success Coach, Student Success Planning

SLEM Division



Process

- Faculty Conversations
 - Attendance
 - Mid Term Grades
- Reorganization
 - (Care Team)
- Student Success Plan
- CSI
- SRP



Care Team

- Center for Student Success
 - Success Coach
 - Financial Aid Counselor
 - Faculty Advisor
 - Career Coach

Student Information effective from Fall 2022 to The End of Time

Banner ID:	
Registered for Term:	Yes
First Term Attended:	Fall 2022
Status:	Active
Residence:	NY On Campus Student
Gender:	Male
Citizenship:	US Citizen
Student Type:	First Time First Year
Class:	First Year
Success Coach:	Christina E. Vomer
Academic Advisor:	Dimitar Todorov
Financial Aid Counselor:	Kristiann Wratten

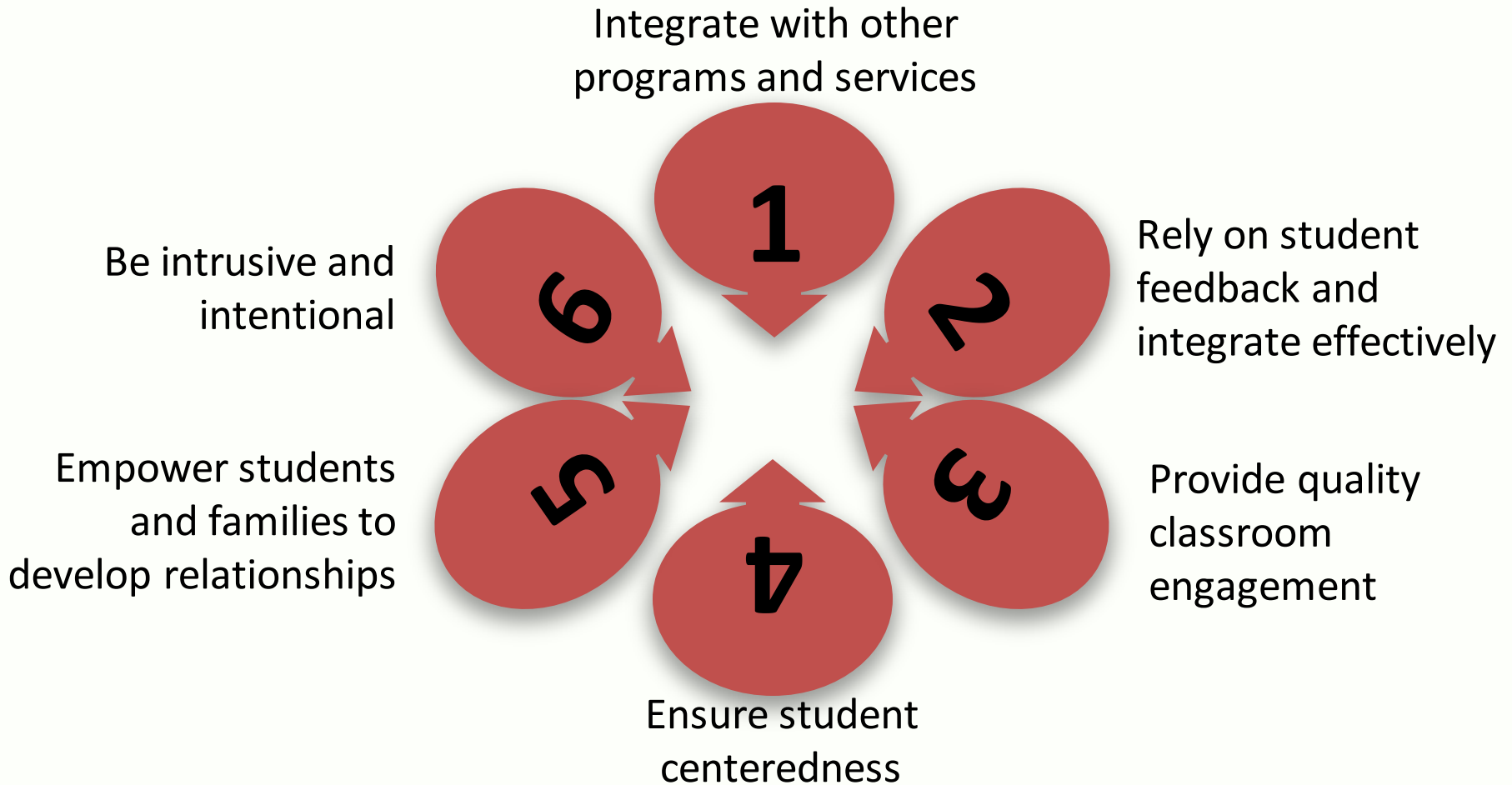
- Student Processing Team
- Student Experience Workgroup

Student Success Plan

A student success plan, by definition, is a set of clear and unambiguous goals with associated strategies (enabling objectives) and activities (action plans) that, when taken in totality, lead to the achievement of institutional goals. The plan establishes the direction for the student success activities during the time period set for the completion of the goals. Furthermore, it establishes, in advance, responsibility, resources required, timetables, and methods of evaluation, thus facilitating control of progress.

RNL, 2018

Six Guiding Principles for Effective Retention Efforts



RNL, 2018

Student Retention Predictor

Fall 2017 to Spring 2018 Outcomes

86% fall to spring retention.
90% would be 494 persist.

Model Score	Number of 2017 Students	Persistence to Spring 2018	Persistence Rate	First Term Attrition	Attrition Rate
0.00-0.25	48	33	69%	15	31%
0.26-0.35	102	74	73%	28	27%
0.36-0.50	118	103	87%	15	13%
0.51-0.65	128	117	91%	11	9%
0.66-0.75	82	77	94%	5	6%
0.76-1.00	71	70	99%	1	1%
	549	474		75	

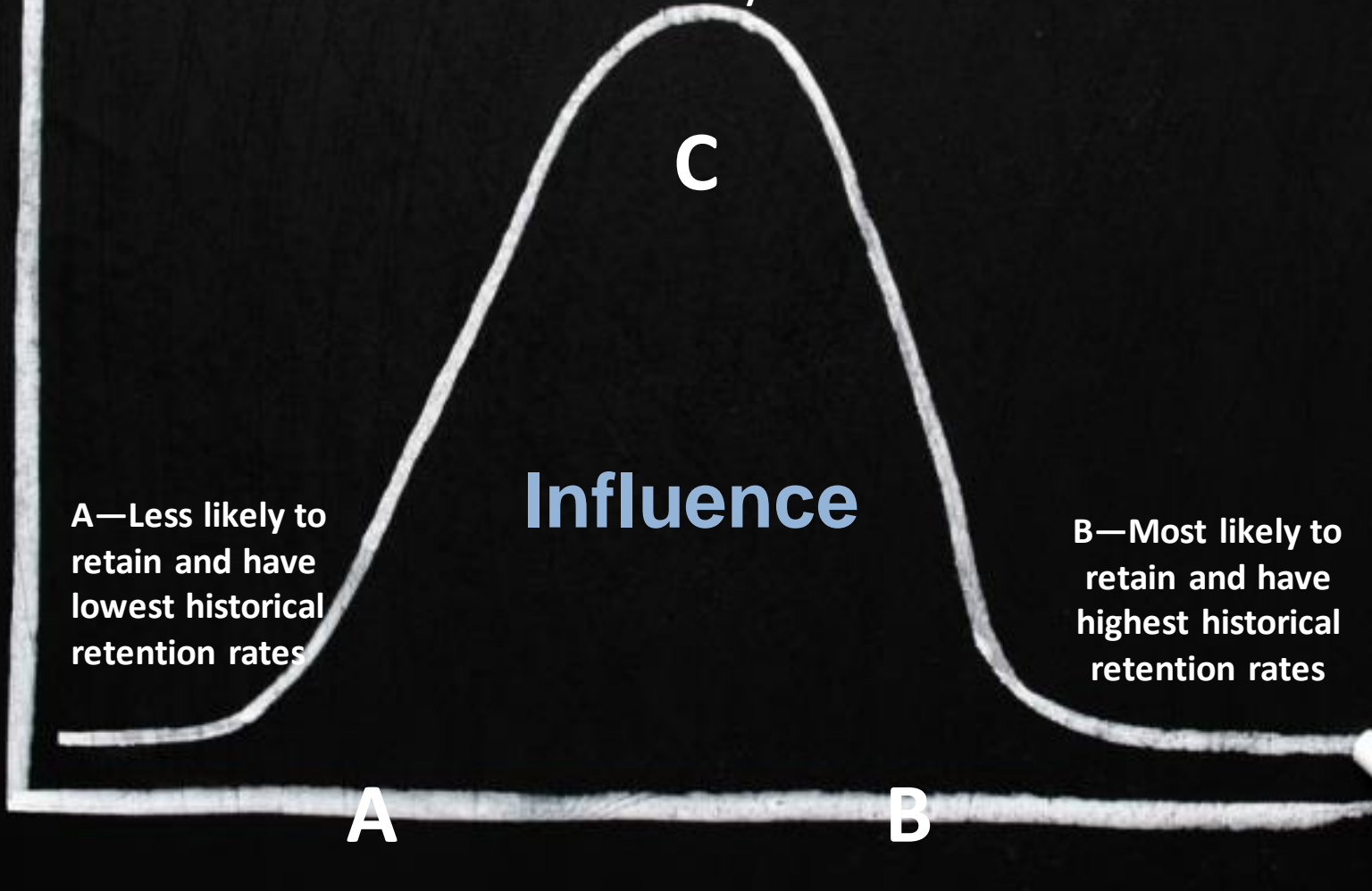
Customize

Goals

Model Score	Persistence Rate	Fall 2017 Count	Predicted Retention	Goal Increase %	Retention Goal	Fall 2018 Outcome
0.00-0.25	50.2%	48	24	0.0%	50.2%	24
0.26-0.35	58.5%	102	60	0.0%	58.5%	60
0.36-0.50	71.5%	119	85	6.0%	77.5%	92
0.51-0.65	80.4%	126	101	8.0%	88.4%	111
0.66-0.75	84.4%	82	69	3.0%	87.4%	72
0.76-1.00	94.0%	71	67	0.0%	94.0%	67
		548	406		77.7%	426
			74%			

The Attrition Curve

C—Influence of re-enrollment in either direction. What some have called the “Murky Middle.”



College Student Inventory (CSI)

By Mean Priority Score	Mean Priority Scores
Get help with study habits	6.32
Get help with exam skills	6.31
Get help in selecting an academic program	6.28
Discuss the qualifications for careers	6.17
Get help in meeting new friends	6.04
Discuss job market for college graduates	5.92
Get help in selecting a career	5.92
Discuss advantages/disadvantages of careers	5.78
Get help with writing skills	5.77
Get help with basic math skills	5.70

College Student Inventory (CSI)

Instructions

Ultimately, this is an interpretive report of your responses to the College Student Inventory. Its purpose is to help you identify your special interests and needs. The percentile ranks show how you compare to a larger sample of college students from across the country. Specifically, they indicate the percentage of students whose scores are equal to or less than yours. Since they are based on questionnaire information alone, they may give only a rough indication of your true attitudes. Your advisor or counselor will help you understand your scores and find the services you desire.

Your Motivational Assessment				About You	
Academic Motivation	Perc. Rank	Very Low	Very High	High School Academics	
Study Habits	32			Senior Year GPA	C+ Average
Reading Interests	56			Family Background	
Verbal and Writing Confidence	81			Racial/Ethnic Origin	Black/African-American
Math and Science Confidence	35			Parent 1's/Guardian's Education	Some High School
Commitment to College	43			Parent 2's/Guardian's Education	Elementary
Interactions with Previous Teachers	48			College Experience	
General Coping				Decision to Enroll	Few Weeks Before
Social Engagement	65			Degree Sought	a 4-year college degree (bachelor's)
Family Support	2			Plans to Work	0 Hours per Week
Capacity for Tolerance	27			Grouping Fields	
Career Plans	62			CSI Major	Health Sciences
Financial Security	58			CSI Advisor	
Receptivity to Support Services				CSI Residence	NORTH
Academic Assistance	82			CSI Success Coach	Amie Patterson
Personal Counseling	54			NCAA Athlete	* I am not an NCAA athlete.
Social Engagement	82				
Career Guidance	61				
Financial Guidance	91				
Internal Validity	Excellent				
Your Personal Success Plan					
The strength of your recommendations is indicated by its priority score(0 to 3.3 = low, 3.4 to 6.6 = medium, 6.7 to 10.0 = high):					
Get help in meeting new friends					9.0
Get information about clubs and social organizations					9.0
Get information about student activities					9.0
Discuss the qualifications for careers					8.3
Get help in selecting an academic program					8.3
Get help with basic math skills					8.2
Get tutoring in selected areas					8.2
Get help with study habits					8.1
Discuss attitude toward school with counselor					7.7
Get advice from an experienced student					7.6
Notice					
Students may request that their report be removed from your file at anytime.					

Data

- Internal Retention Data
- DFW Reports
- Financial Aid

Date	Cohort*	Start 2nd yr # Returning	Start 2nd yr % Returning
2021	456		
2020	503	372	74.0
2019	515	401	77.9
2018	587	414	70.5
2017	548	383	69.9
2016	685	519	75.8
2015	645	484	75.0
2014	471	330	70.1
2013	486	348	71.6
2012	506	361	71.3
2011	529	354	66.8
2010	564	363	64.4
2009	562	353	62.8
2008	569	366	64.3
2007	493	339	68.8

Financial Aid

- Do you know where money might help?
 - In terms of retention?

Model Variables with Corresponding Risk Factor Thresholds

Model Variable	Risk Threshold	Number of fall 2018 Students At-Risk for This Variable
High School GPA (Optimal Binning)	Categories with persistence rates below 67.9% (Students with GPA's below 87)	240
No. of Days Confirmed	Categories with persistence rates below 70.1% (Students who were confirmed less than 125 days before the start of the fall term)	160
Financial Aid Gap (Optimal Binning)	Categories with persistence rates below 68.1% (Financial aid gaps of \$14,000 and below)	144
Primary County of Student	Categories with persistence rates below 70.6%	67

To Do's

- Review your data
- Have campus conversations
- Review best practice research
- Systems/Data approach
- Get outside council
- Report out on actions, activities and results
- WIN!

Results

2021 Lee Noel and Rani Levitz Retention Excellence Award Winners!

“The care team that we’ve developed at Utica sets our advising structure apart. Every student, once they’re accepted and submit their enrollment deposit, is assigned their care team. That care team works with that student and they’re responsible for that student: for retention, for financial aid, for getting them acclimated to their faculty advisor and to their academic program. It is the center for student success where all of these functions are housed and the student has one place to go versus going from space to space, office to office, person to person.”

“Last year we also instituted a four-year graduation guarantee. If it’s our fault, for some reason, through misadvising or inappropriate scheduling opportunities, we’re going to pay for that course past the fourth year. So we’re really taking into account the student experience starting out with that care team.”

Thank you

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