Purpose Networks and the Effects of Student Engagement

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Institutional Research Analyst
Valdosta State University
About Us – Kurt Keppler, Ph.D.

‣ Valdosta State University
  • 12,391 student population
‣ Vice President of Student Affairs
‣ Has been involved in Student Affairs for 27 years
‣ Has been involved in NASPA for 25 years
‣ A recipient of the NASPA “Pillar of the Profession” in 2007
‣ Will begin in mid-March as the next Vice Chancellor at LSU

Contact Information

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About Us – Kristina M. Cragg, Ph.D.

- Valdosta State University
  - 12,391 student population
- Assistant to the President for Strategic Research and Analysis
- VSU’s Liaison to the Southern Association of Colleges and Schools (SACS).
- Program Coordinator, Department of Educational Foundations and Policy Studies at Florida State University, Tallahassee, Florida
- Higher Education Experience
  - Admissions Advisor
  - Program Coordinator
  - Instructor
  - Senior Analyst

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About Us – Peter Tomassi, M.F.A.

- Head of product development at EducationDynamics - interactive marketing and information services company designed to help institutions enroll students and help them succeed.
- 20 years in “new media” content and product development (publishing, software, early pre-web communities – CompuServe, AOL, Apple, MSN – and web 2.0 portals)
- Former new media senior editor, Reader’s Digest Association and executive producer/editor-in-chief, LookSmart
- Focus on creating immersive web-based communities and content

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Peter Tomassi  
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Agenda

- To provide an understanding of purpose networks and their use within higher education.
- To show how connecting student development theory to student online usage trends led to the building of online resources for student success.
- To compare the use of purpose networks at one institution to national trends of purpose networks.
- To compare the use of purpose networks across different groups of students and analyze the multiple benefits within each student group.
- To show how data was turned into action plans.
Text a code to 99503
RETENTION & STUDENT SUCCESS THEORY

Using It to Drive Development of Online Tools for Student Success
Theory

- Psychosocial Development
  - Chickering – Develop competence: (Intellectual, Physical/Manual, Interpersonal)

- Mattering (vs. Marginality)
  - Schlossberg – Students experience a more successful transition when they feel valued, attended to, and recognized

- Student Involvement
  - Astin – Students who invest time and energy in their educational pursuits are more likely to be retained

- Academic and Social Integration
  - Tinto – Academic and social integration defined by the sharing of academic values and developing friendships with students, staff, and faculty is essential to ensure student retention

- Engagement
  - Kuh – Frequency, quality, and duration of student integration into the institution are essential to the development of “goodness of fit” which increases the likelihood of persistence
Student Development Theory Drives Practice (or it should)

- Practical Use of Theory & Research
  - Drives content of outreach programs
  - Provides a framework for how we support student success
  - Context for assessment

Strategies for Student Success
ONLINE STUDENT CULTURE: UNDERSTANDING STUDENT INTERNET USE
“To this generation, the internet is like the fridge.”

To Students, the Web Is...

- **Essential** – When asked to choose between TV and Net: 77% of Net-Geners said they would give up TV. 23% said Internet (nGenera). 61% of students on SN sites say they are interacting with people they've never met in person (Alloy/Harris).

- **Multiple Destinations** – 85% of University of Minnesota respondents visited a social network; 73% are a member of at least one site with 63% members of Facebook, 32% members of MySpace, 27% members of both + Mobile.

- **Not Just Facebook, In Fact**… – College and high school users have declined in absolute number by 20% and 15% respectively in recent months. More Facebook Users Are Not Listing Their Schools. (Facebook)
To Students, the Web Is...

- **Flat Content Playing Field** – Web search as credible to students as the library (Pew); More influenced by viral mktg and peer-to-peer recommendation sites than “traditional” sites (Genesys).

- **Interactive** – There are now more than 500,000 apps on Facebook (Facebook)

- **User-Generated Content** – One in four student Internet users rely on *user-generated* content when choosing products and services, such as entertainment (comScore/Kelsey).

- **Their Canvas** – Over 70% of Net-Geners regularly add or change things online (such as posting comment on a blog, correcting a Wikipedia listing, writing a movie review, or uploading a YouTube video)

- **A Choose-Your-Own-Path World** – Online magazines/content portals (i.e., traditional websites) barely make it into top 10 website rankings. (CollegeHumor.com: #1 – 2005, #4 – 2006, #5 – 2007). In 08/09, emergence of streaming media (Anderson). +RSS growth (Noel-Levitz)
## Top Sites Among College Students

### 2005
1. CollegeHumor.com
2. Facebook
3. Google
4. MySpace
5. eBay
6. ebaumsworld.com
7. ESPN
8. LiveJournal
9. Yahoo
10. ...

### 2008
1. Facebook
2. Google
3. Yahoo
4. MySpace
5. YouTube
6. LiveJournal
7. ESPN
8. eBay
9. Amazon
10. CNN

Source: Anderson Analytics 2006

Source: Anderson Analytics 2008

2009 results have Hulu.com in Top Ten - rise of streaming media
Putting It All Together: The Purpose Network Equation

SD Theory + Audience + MediaPrefs = Purpose Network
WHAT’S NOT A PURPOSE NETWORK?
Results of a Purpose-less Network
Facebook
Recent research – at The Ohio State University - suggests that use of Facebook contributes to lower GPAs.

- 85% of undergraduates were Facebook users, while 52% of graduate students had accounts.
- Facebook users in the study had GPAs between 3.0 and 3.5, while non-users had GPAs between 3.5 and 4.0.
- Facebook users say they averaged one to five hours a week studying, while non-users studied 11 to 15 hours per week.

FB User GPA: 3.0 – 3.5
Non-User GPA: 3.5 – 4.0
WHAT IS A PURPOSE NETWORK?
<table>
<thead>
<tr>
<th>Social Network</th>
<th>vs.</th>
<th>Purpose Network</th>
</tr>
</thead>
<tbody>
<tr>
<td>A public place to “hang out”</td>
<td></td>
<td>A private place to build school-based community</td>
</tr>
<tr>
<td>Focus on lifestyle,</td>
<td></td>
<td>Focus on student success, campus involvement, life-goals</td>
</tr>
<tr>
<td>entertainment, trivia</td>
<td></td>
<td>Favors mission-based context and themes</td>
</tr>
<tr>
<td>“Friend” status driven by</td>
<td></td>
<td>“Friend” status open to peers, mentors, administrators, faculty</td>
</tr>
<tr>
<td>social connections</td>
<td></td>
<td>Intentionally designed to drive learning outcomes</td>
</tr>
<tr>
<td>Intentionally designed to</td>
<td></td>
<td>Provides a more active/directional model of behavior and success</td>
</tr>
<tr>
<td>drive numerous social</td>
<td></td>
<td></td>
</tr>
<tr>
<td>interactions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides a more passive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>model of behavior and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>success</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: EducationDynamics, 2009
Purpose Network

- An online community that intentionally integrates the attractive aspects of social networks and intelligent information necessary to be successful on a college campus
- Engaging AND educational
- Mission-based vs. “anything goes” or all-purpose network
Benefits of Purpose Networks to Schools

- To increase retention rates of first-time students.
- To encourage campus involvement and participation in student activities.
- To enable a network of students and departments on campus to ensure accessibility for student outreach.
- To aid in supplementing first-year course materials.
- To aid in targeting diverse groups of students.
Benefits of Purpose Networks to Students

- Become acquainted and find common goals and interests with their peers.
- Become knowledgeable on “success-centric” topics – e.g., how to overcome obstacles and high-impact activities (e.g., study abroad).
- Students are able to stay informed of current campus activities and become more involved on campus.
- Students are able to become aware of the surrounding community and its offerings.
- Help “marginal” students connect.
Students involved in purpose networks were retained at a 7% higher rate than students who were not.

13% of students reported the purpose network was “very important” or “extremely important” in their decision to remained enrolled.

Indentifying those students who are more or less likely to “opt-in” and engage provided actionable intelligence to obtaining and using institutional data.

Source: EducationDynamics, 2009
FEATURED ARTICLE

Academic Tips: Writing Skills
Feb 20 | Writing Skills, Academic Skills, College Success | Leave a Comment

Why Writing?

Writing is really an extension of talking. It’s the way we communicate. Still, you may not have thought about how critical writing is to everything we do.

Continue reading...

FEATURED ARTICLE

Valentine's Day With Valdosta
Feb 16 | Relationships, College Success, Relationships, Mind A Body | Leave a Comment

Written by April Payne, Trailblazin' Advisor

Valentine's Day is highly anticipated by some and dreaded by others. I ask myself, why does this holiday that is supposed to be a day for people to exchange feelings of affection, dreaded by so many?
The Game of Life

Rank these descriptions in terms of how they fit you.

I like to work with people to help them and learn about them. My friends would say I’m a good listener, and I’m very understanding and helpful. I tend to dislike manual labor or physical work.

Doesn’t Fit Me

Fits Me
Places

What are places? Classes aren't the only part of the college experience. Discover all the places to go and things to do on and off campus.

Click On A Category: Athletics | Coffee | Food | Grocery | Hardware | Mexican | Movie Theaters | Nightlife | Pizza | Recreation | Restaurant

Azalea Festival

Read the review
Your guide to keeping your cool during finals.

It's finals time again, and for many students, completing projects, writing papers and taking tests go hand-in-hand with stress. Check out these strategies and resources to help you get prepped and stay sane during finals.

Have a Question? We're here to help.

Enter your question in the box below and we'll respond with advice or additional resources.

Submit

12 Tips for Exam Time

In a just world, the score you receive on an exam would reflect how much you know and how well you studied. Unfortunately, this isn't always the reality. From the moment you walk into the exam room, you need to make the right moves to maximize your performance. Here are 12 tips for doing just that...

Read more...

On Campus Resources

Academic Resources for Students

Get Skills! Are you starting to wonder if some of your academic skills aren’tlikely up to speed? There are many on-campus resources where you can find help, and it never...
Race2Rise at Valdosta is easy to play:
Each week you'll get 5 questions. The answers are found in the articles in Trailblazin'. Once you start, the timer runs—the faster you answer the questions correctly the more points you'll get. The winner at the end gets a $150 Amex gift card.

Week Four Questions

1. CAB stands for...
   - College Action Board
   - Campus Activity Board
   - Campus Activity Buzz
   - College Aid Board
2. Since 9/11 volunteerism has increased by...
   - 10%
   - 20%
   - 30%
   - 40%
3. WorldTeach was founded by Harvard University students in...
   - 1985
   - 1987
   - 1990
4. Where can you find a pool and a climbing wall on campus?
   - University Union
   - Odom Library
   - Student Rec Center
   - Athletic Center
5. An outdoor weekend retreat destination in Georgia is...
   - Cumberland Island
   - Stone
   - Outer Banks

Race2Rise Instructions

How do I play?
How do I win?
Goals

What are goals all about? Do you want to climb Mt. Everest? Read more books? Travel to every continent? Setting goals is the best way to accomplish what you want in life. Discover what other students are trying to accomplish, set goals yourself, and start accomplishing them together.

What do you want to accomplish?

1 2 3 4

- (28) people want to maintain good grades and not gain freshmen 15s
- (20) people want to have the time of my life at valdosta
- (18) people want to live for god in college and give him the glory for it
- (16) people want to get a 4.0 gpa
- (12) people want to complete my undergrad in four years!
Many VSU graduates remember studying abroad as one of the most important experiences of their undergraduate career.

How can you learn a language, discover a new culture and expand your educational horizons? Through study abroad opportunities.

Want another reason to pursue a study abroad experience? When you live and learn in a foreign country, you'll gain skills and knowledge that'll come in handy in today's global workforce.

What are you waiting for? Visit Trailblazin' and start exploring destinations.
Features Articles, videos and resources

- Core And No Chore
  In this video, a student confesses she appreciates General Education and Core requirements. [transcript]

- Meet My Roommate: Incompatibility 101
  Roommates need to learn to work out their problems...when that fails, it's a recipe for disaster. [transcript]

- Check check change
  It's an Interesting freshman conundrum. How can you enter college, thinking you know everything? [transcript]

- Listen Professor - I Pay Your Salary
  "I pay your salary, here's what you're going to do." [transcript]

- Study? I Can Barely Make it to Practice
  Study? I can barely make it to practice... [transcript]

- Credit Cards: Is Plastic So Fantastic?
  Is plastic so fantastic? [transcript]

- Take The Fries Off Your Lap
  Commuting students face special challenges. See how one student rose above these challenges.
Text a code to 99503
PURPOSE NETWORK
PROGRAM OUTCOMES

How Valdosta State University Used It’s Purpose Network
Valdosta State University

a case study
Valdosta State University

Current

- 12,391 Total Campus Population
- Freshmen Class Size
  - Fall 2005 Cohort: 1,775
  - Fall 2006 Cohort: 2,015
  - Fall 2007 Cohort: 2,029
  - Fall 2008 Cohort: 2,106
  - Fall 2009 Cohort: 2,422
- 72% Freshman-to-Sophomore Retention
  - Fall 2005 cohort: 73.6%
  - Fall 2006 cohort: 71.5%
  - Fall 2007 cohort: 71.2%
  - Fall 2008 cohort: 71.8%
- 43% Graduation Rate

Goal

In 2010

- 12,800 Total Campus Population
- 3,000 Freshmen

Eventually

- 75% Freshman-to-Sophomore Retention
- 48% Graduation Rate
**Trailblazin' Demographics**

**EXHIBIT 1: NUMBER OF STUDENTS WITHIN EACH GROUP, 2006-2008 COHORTS**

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uploaded</td>
<td>6,158</td>
</tr>
<tr>
<td>Registered</td>
<td>3,613</td>
</tr>
<tr>
<td>Registered and Logged In</td>
<td>3,396</td>
</tr>
<tr>
<td>Registered Then Opted Out</td>
<td>144</td>
</tr>
<tr>
<td>Non-Registered</td>
<td>2,549</td>
</tr>
</tbody>
</table>

Trailblazin' Demographics

EXHIBIT 2: NUMBER OF STUDENTS WITHIN EACH GROUP, 2006-2008 COHORTS

Trailblazin’ Demographics

Uploaded Group Characteristics

- Slightly less than **60.0%** of students were female in all three cohorts.
- From 2006-2008, 34.4% of the students who were uploaded into the Trailblazin’ website had high school GPAs between **3.00 and 3.49**.
- Both cohorts had a higher percentage (**26.0% and 23.4%**) of students generate between a 3.00 and a 3.49 first-term GPA.
- A **majority** of the students in each cohort lived on campus.
- An average of **704** students who were uploaded to Trailblazin’ also joined a fraternity or sorority each year.

**Education Dynamics™**

Enrollment and Retention Services

**Valdosta State University**
Trailblazin’ Demographics

Registered/Logged in Group Characteristics

- Slightly less than 66.0% of students were female in all three cohorts.
- From 2006-2008, 35.5% of the students who registered and logged into the Trailblazin’ website had high school GPAs between 3.00 and 3.49.
- Both cohorts had a higher percentage (27.5% and 23.4%) of students generate between a 3.00 and a 3.49 first-term GPA.
- A majority of the students in each cohort lived on campus.
- An average of 139 students who registered/logged in with Trailblazin’ also joined a fraternity or sorority each year.

Non-Registered Group Characteristics

- Slightly more than 51.0% of students were female in all three cohorts.
- From 2006-2008, 34.8% of the students who did not register with Trailblazin’ had high school GPAs between 2.50 and 2.99.
- In 2006, the highest percentage of students (24.3%) generated a first-term GPA of 3.00-3.49. In 2007, the highest percentage of students (24.9%) generated a first-term GPA of 0.01-2.00.
- In each cohort, a higher percentage of students lived off campus than in the previous groups (uploaded and registered).
- An average of 138 students who did not register with Trailblazin’ also joined a fraternity or sorority each year.
## Retention Rates of Individual Groups

**EXHIBIT 3: RETENTION RATE OF STUDENTS WITHIN EACH GROUP, 2006-2007 COHORTS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Group</th>
<th>Uploaded</th>
<th>Registered and Logged In</th>
<th>Registered and Opted Out</th>
<th>Did not Register</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>VSU Retention Rate</td>
<td>71.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trailblazin's</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Retention Rate</td>
<td>69.6%</td>
<td>76.1%</td>
<td>81.3%</td>
<td>63.1%</td>
</tr>
<tr>
<td>2007</td>
<td>VSU Retention Rate</td>
<td>71.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trailblazin's</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Retention Rate</td>
<td>70.4%</td>
<td>74.7%</td>
<td>83.0%</td>
<td>64.6%</td>
</tr>
</tbody>
</table>

EXHIBIT 4: NUMBER OF STUDENTS WITHIN SUBSET GROUPS, 2006-2008 COHORTS

- Out of State
- Undecided
- Greek
- Student Living Off-Campus

<table>
<thead>
<tr>
<th>Year</th>
<th>Registered</th>
<th>Non-Registered</th>
<th>Registered</th>
<th>Non-Registered</th>
<th>Registered</th>
<th>Non-Registered</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>272</td>
<td>140</td>
<td>318</td>
<td>56</td>
<td>304</td>
<td>54</td>
</tr>
<tr>
<td>2007</td>
<td>388</td>
<td>183</td>
<td>311</td>
<td>170</td>
<td>288</td>
<td>163</td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>289</td>
<td>149</td>
</tr>
</tbody>
</table>

A Closer Look

EXHIBIT 5: HIGHEST PERCENTAGE OF REGISTERED STUDENTS WITHIN SUBSET GROUPS BY GENDER, ETHNICITY, HS GPA, SAT SCORE AND COLLEGE GPA, 2006-2008 COHORTS

<table>
<thead>
<tr>
<th>Registered</th>
<th>Out of State</th>
<th>Undecided</th>
<th>Greek</th>
<th>Off Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Female</td>
<td>Female</td>
<td>Female</td>
<td>Female</td>
</tr>
<tr>
<td></td>
<td>57.1%</td>
<td>59.5%</td>
<td>66.7%</td>
<td>56.6%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>White</td>
<td>White</td>
<td>White</td>
<td>White</td>
</tr>
<tr>
<td></td>
<td>54.3%</td>
<td>75.2%</td>
<td>99.2%</td>
<td>71.6%</td>
</tr>
<tr>
<td>HS GPA</td>
<td>2.50-2.99</td>
<td>3.00-3.49</td>
<td>3.00-3.49</td>
<td>3.00-3.49</td>
</tr>
<tr>
<td></td>
<td>34.9%</td>
<td>33.9%</td>
<td>34.8%</td>
<td>33.5%</td>
</tr>
<tr>
<td>SAT</td>
<td>900-1099</td>
<td>900-1099</td>
<td>900-1099</td>
<td>900-1099</td>
</tr>
<tr>
<td></td>
<td>67.5%</td>
<td>67.4%</td>
<td>72.1%</td>
<td>64.5%</td>
</tr>
<tr>
<td>GPA</td>
<td>3.00-3.49</td>
<td>3.00-3.49</td>
<td>3.00-3.49</td>
<td>3.00-3.49</td>
</tr>
<tr>
<td></td>
<td>30.8%</td>
<td>30.2%</td>
<td>31.7%</td>
<td>29.4%</td>
</tr>
</tbody>
</table>

A Closer Look

EXHIBIT 6: HIGHEST PERCENTAGE OF NONREGISTERED STUDENTS WITHIN SUBSET GROUPS BY GENDER, ETHNICITY, HS GPA, SAT SCORE AND COLLEGE GPA, 2006-2008 COHORTS

<table>
<thead>
<tr>
<th>Nonregistered</th>
<th>Out of State</th>
<th>Undecided</th>
<th>Greek</th>
<th>Off Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>53.0% Male</td>
<td>55.7% Male</td>
<td>51.4% Female</td>
<td>53.3% Male</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>62.6% White</td>
<td>76.7% White</td>
<td>93.7% White</td>
<td>79.2% White</td>
</tr>
<tr>
<td>HS GPA</td>
<td>37.3% 2.50-2.99</td>
<td>33.8% 2.50-2.99</td>
<td>36.8% 2.50-2.99</td>
<td>32.0% 3.00-3.49</td>
</tr>
<tr>
<td>SAT</td>
<td>60.3% 900-1099</td>
<td>65.6% 900-1099</td>
<td>73.3% 900-1099</td>
<td>68.1% 900-1099</td>
</tr>
<tr>
<td>GPA</td>
<td>27.5% 0.00-2.00</td>
<td>25.3% 3.00-3.49</td>
<td>28.6% 3.00-3.49</td>
<td>22.9% 0.00-2.00</td>
</tr>
</tbody>
</table>

A Closer Look

**EXHIBIT 6: RETENTION RATE OF REGISTERED AND NONREGISTERED STUDENTS WITHIN SUBSET GROUPS, 2006-2007 COHORTS**

<table>
<thead>
<tr>
<th></th>
<th>Out-of-State</th>
<th>Undecided</th>
<th>Greek Member</th>
<th>Off-Campus Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Registered</td>
<td>Non-Registered</td>
<td>Registered</td>
<td>Non-Registered</td>
</tr>
<tr>
<td><strong>2006</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VSU Retention Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trailblazin' Retention Rate</td>
<td>74.0%</td>
<td>42.9%</td>
<td>79.4%</td>
<td>64.8%</td>
</tr>
<tr>
<td>Number Retained</td>
<td>37</td>
<td>24</td>
<td>216</td>
<td>206</td>
</tr>
<tr>
<td><strong>2007</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VSU Retention Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trailblazin' Retention Rate</td>
<td>74.1%</td>
<td>57.1%</td>
<td>78.6%</td>
<td>67.5%</td>
</tr>
<tr>
<td>Number Retained</td>
<td>40</td>
<td>20</td>
<td>239</td>
<td>110</td>
</tr>
</tbody>
</table>

Valdosta State University
Senior Administrator’s Analysis and View
Senior Administrator’s Analysis and View

Key Items for Improving Retention

- Develop connections with cohort after orientation and before returning to campus for fall semester.
- Early engagement in the first semester.
- Availability of trained and enthusiastic peer mentors.
- Early alert warning systems for at-risk students.
- A sense of “fit” or connection with the institution and its resources.
Senior Administrator’s Analysis and View

Trailblazin’ offers all of the above.......
Senior Administrator’s Analysis and View

- Students interact continuously during June – August
  - Features
  - Profiles
  - Community
  - Discussions
  - Goals
  - Contests
Senior Administrator’s Analysis and View

‣ Trailblazin’ connects students to the community
  • Student Services
  • Cultural Arts
  • Student Organizations
  • Restaurants and Shopping
Senior Administrator’s Analysis and View

VSU’s own Purpose Network is ....restricted, secure, informative, and timely
Senior Administrator’s Analysis and View

Individualized alert responses directly from VSU
Welcome back! A quick question and we'll send you on your way:

I have thought about transferring to another institution.

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree

Submit

Note: These questions help us improve our services for students, and may be seen by staff members in Student Life. Personal information is kept confidential. Click here if you'd rather not answer this question.
Example of Response from Student Advisor

"I have thought about transferring to another institution."

Alexandria answered:
Strongly Agree

From Text
Trailblazin

The "From Text" appears in email preview panes.

E-mail Subject
Thinking of transferring

Response
Hi Alexandria, My name is Monique and I answer Trailblazin survey questions. In a recent survey I see that you answered that you have thought about transferring from Valdosta State. Why is that? Here at VSU we want to make sure all of your concerns and needs are being met! So if you have any questions or need help with anything to make your college experience here a good one, please just let me know. I have a good semester!

Signature
Trailblazin Advisor JM Murphy
Example of Response from Student Advisor

"I enjoy the social atmosphere at Valdosta State University."

Qiana answered:
Disagree

From Text
Trailblazin

The "From Text" appears in email preview panes.

E-mail Subject
social atmosphere

Response
Hi Qiana, My name is Monique and I answer survey questions for Trailblazin. In a recent survey I see that you answered as being dissatisfied with the social atmosphere on campus. If you are not involved in a club or organization, you should join! Most of the time they offer things to do on the weekends. Also, keep a look out for signs around campus, displaying weekend activities! Also, volunteering whether it is through VSU or the community is always a great way to have a rewarding weekend. If you have any concerns or need some more ideas please let me know! -Monique

Signature
jmmurphy@valdosta.edu JM Murphy
Take Action: Examples from Plan for Responses to Alerts

- If a student responds in the “negative” to 3 or more survey questions, the student is contacted with the goal of scheduling an in-person meeting.

- Students who answer negatively to survey questions are cross-referenced with students who were retained into their sophomore year to determine any statistical patterns in how students answered survey questions in order to better predict attrition.
Action Plans for Specific Audiences

- **Out of state students**
  - Trailblazin’ advisors contact out of state students via Trailblazin’ site, driving them to the content that was developed to better transition this population on the site.

- **Undecided**
  - Trailblazin’ hosts a social event targeting undecided students and focused on top 6 largest declared undergraduate majors of VSU students: Education, Psychology, Nursing, Biology, Business and Criminal Justice. At the event pamphlets will be handed out about each major, the requirements, and career possibilities.

- **Off-campus**
  - Trailblazin’ hosts a social at an off campus location (e.g., pizza restaurant or a smoothie place) driving students to register for the site. Incentivize with free food and free T-shirt giveaway of possible.
Senior Administrator’s Analysis and View

Return on Investment – benefits clearly outweigh costs!
THANK YOU...
QUESTIONS & COMMENTS?

For more information, or to download the white paper “University Purpose Networks” please visit:

http://sharing.educationdynamics.com
Or email retention@educationdynamics.com
www.valdosta.edu/sra