

# Interpreting the LIPSS Modal Institution Report

The LIPSS project seeks to identify institution-wide policies that might be leveraged to increase college student engagement – a key predictor of student grades and persistence that is especially beneficial to Hispanic, African American, and academically under-prepared students.

This *Modal Institution Report* presents the most common (modal) values for each of 34 scales reflecting clusters of policies aligned with the available literature on first-year student success. A score of 50% indicates that an institution has done approximately one half of what it could be doing to align its policies with available research. Higher scores indicate more complete adoption of policies and practices aligned with the current literature on first-year student success.

Each of the 57 participating institution received a similar report containing institution-specific data.

Refer to Appendix B (pp. 24-5) of the LIPSS *Initial Report from a Five-State Pilot Study* for descriptions of the 34 scales and Appendix D (pp.28-30) for aggregated results on specific survey items. The full report is available online at:

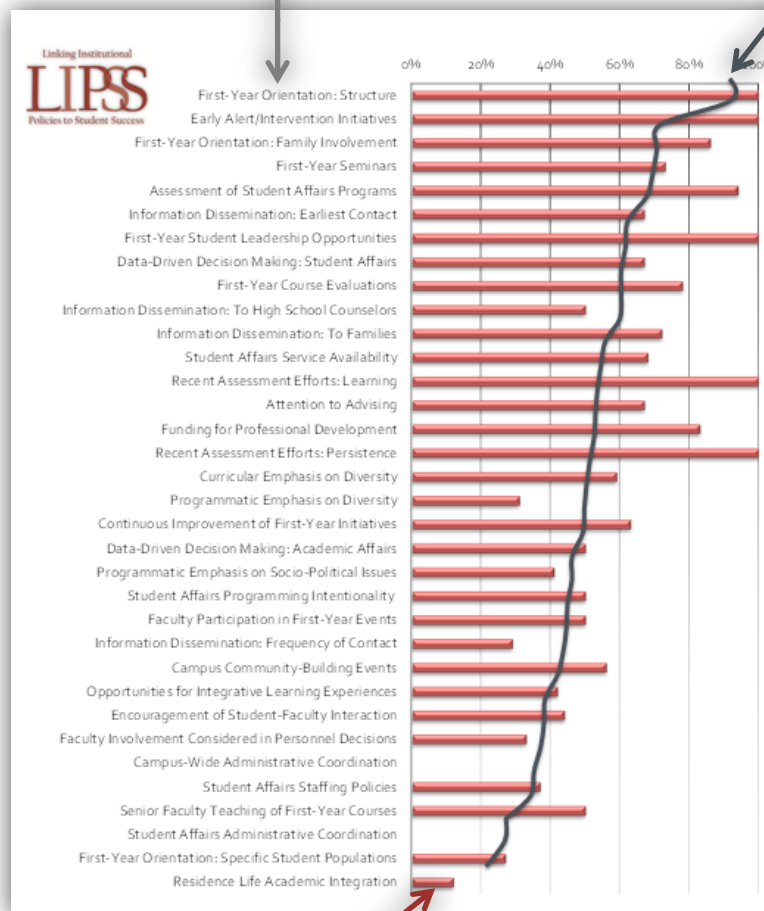
[CHERTI.FSU.EDU/LIPSS](http://CHERTI.FSU.EDU/LIPSS)

## Policy Cluster Scales

Similar policies are grouped together to create 34 policy cluster scales. The scales reflect policies aligned with the available literature on first-year student success.

## Average Scale Scores

The blue line indicates the *mean* or *average* level of policy adoption across all 57 participating institutions.



## DEGREE OF POLICY ALIGNMENT WITH RESEARCH LITERATURE ON FIRST-YEAR STUDENT SUCCESS: BY POLICY CLUSTERS

It may be most useful to think of the scale scores as approximations, where a score of 0.5 indicates that an institution has done approximately one half (50%) of what it could be doing to align its policies with the available research.

Higher scores indicate more complete adoption of policies and practices aligned with the current literature on first-year student success.

The blue line indicates the average level of policy adoption across all 57 participating institutions.

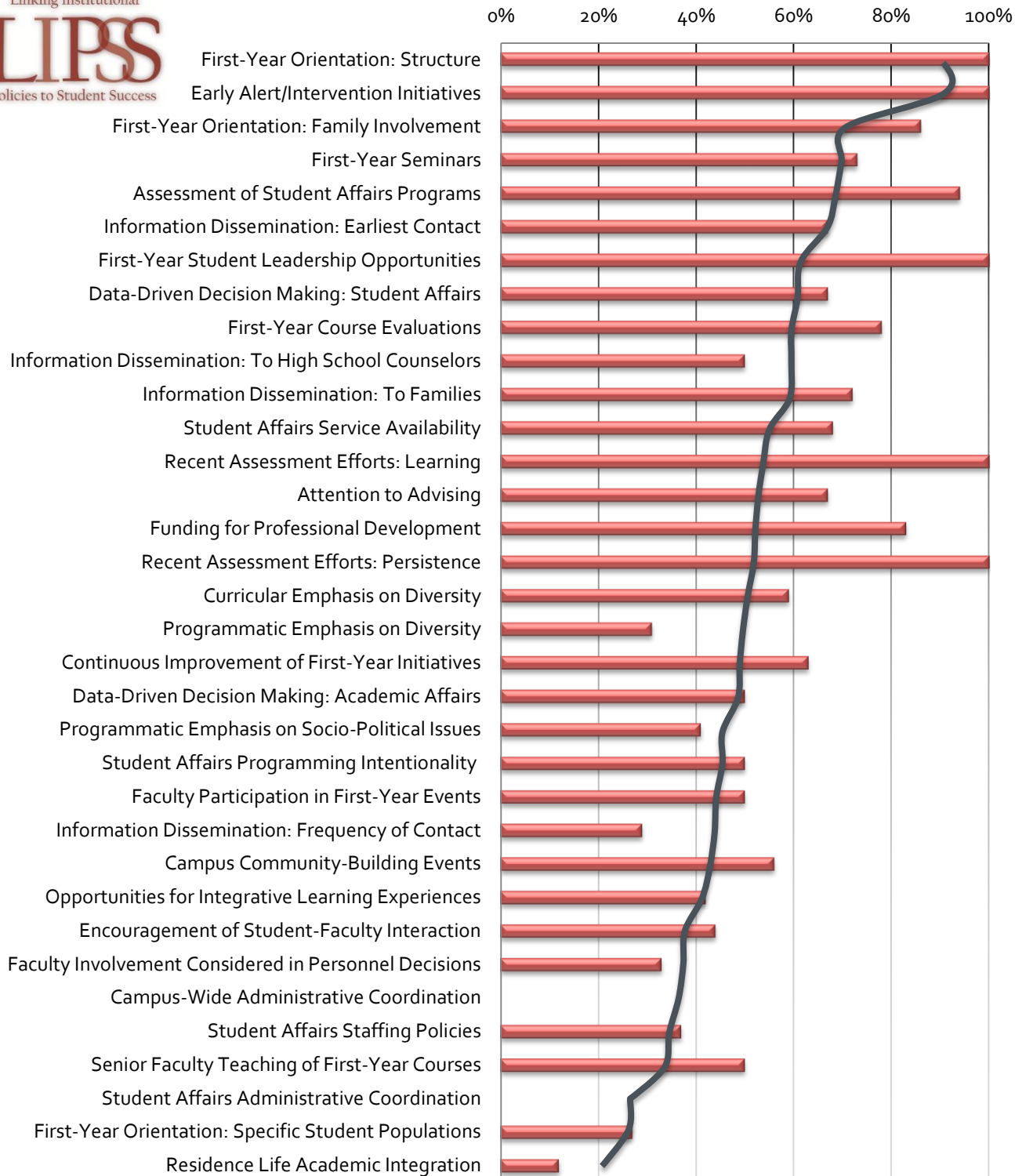
## LIPSS Modal Institution

## Modal Scale Scores

Each of the red bars represents the *modal* level of policy adoption (i.e. the most common policy cluster scale scores) across all 57 institutions.

## What is a Modal Institution?

The LIPSS Modal Institution report reflects the *modal* (i.e., most common) policy cluster scale scores from the 2011-2012 LIPSS five-state pilot study.



## DEGREE OF POLICY ALIGNMENT WITH RESEARCH LITERATURE ON FIRST-YEAR STUDENT SUCCESS: BY POLICY CLUSTERS

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# LIPSS Modal Institution

## Academic Affairs Policy Scales LIPSS Modal Institution

	Modal Institution Scale Scores	Mean Scale Scores							
		Overall	Public	Private	CA	FL	IA	PA	TX
Campus-Wide Administrative Coordination	<b>0.00</b>	.37	.27	.41	.35	.40	.28	.42	.37
Attention to Advising	<b>.67</b>	.53	.68	.48	.42	.65	.52	.53	.53
Early Alert/Intervention Initiatives	<b>1.00</b>	.91	.92	.92	.92	.94	.86	.95	.91
Senior Faculty Teaching of First-Year Courses	<b>.50</b>	.34	.25	.39	.33	.22	.39	.36	.41
Faculty Participation in First-Year Events	<b>.50</b>	.45	.46	.46	.58	.47	.47	.39	.48
Faculty Involvement Considered in Personnel Decisions	<b>.33</b>	.38	.26	.43	.50	.44	.30	.44	.26
First-Year Course Evaluations	<b>.78</b>	.60	.52	.64	.57	.56	.68	.63	.61
Funding for Professional Development	<b>.83</b>	.52	.48	.55	.24	.59	.47	.65	.48
Continuous Improvement of First-Year Initiatives	<b>.63</b>	.50	.57	.50	.56	.48	.38	.52	.64
Recent Assessment Efforts: Learning	<b>1.00</b>	.54	.36	.59	.39	.42	.52	.67	.52
Recent Assessment Efforts: Persistence	<b>1.00</b>	.52	.54	.51	.39	.50	.41	.57	.61
Data-Driven Decision Making: Academic Affairs	<b>.50</b>	.49	.42	.52	.60	.50	.51	.48	.50
First-Year Seminars	<b>.73</b>	.69	.57	.76	.67	.55	.80	.77	.69
Encouragement of Student-Faculty Interaction	<b>.44</b>	.38	.40	.37	.41	.31	.28	.42	.42
Opportunities for Integrative Learning Experiences	<b>.42</b>	.41	.40	.43	.49	.41	.49	.40	.38
Curricular Emphasis on Diversity	<b>.59</b>	.50	.46	.54	.54	.46	.59	.56	.41
Campus Community-Building Events	<b>.56</b>	.43	.31	.49	.41	.40	.46	.48	.41

Data drawn from the 2011-2012 pilot administration. Refer to overall project report (LIPSS Initial Results from a Five-State Pilot Study) Appendix B (pp. 24-25) for scale descriptions and Appendix D (pp. 28-30) for aggregated results on specific survey items.

## Student Affairs Policy Scales LIPSS Modal Institution

	Modal Institution Scale Scores	Mean Scale Scores							
		Overall	Public	Private	CA	FL	IA	PA	TX
Student Affairs Administrative Coordination	<b>0.00</b>	.27	.23	.28	.27	.17	.26	.30	.27
Student Affairs Staffing Policies	<b>.37</b>	.35	.40	.35	.42	.40	.34	.38	.27
Information Dissemination: Earliest Contact	<b>.67</b>	.67	.60	.69	.73	.62	.67	.67	.66
Information Dissemination: Frequency of Contact	<b>.29</b>	.44	.38	.45	.50	.32	.46	.44	.46
Information Dissemination: To Families	<b>.72</b>	.59	.54	.63	.56	.65	.62	.66	.45
Information Dissemination: To High School Counselors	<b>.50</b>	.60	.70	.58	.65	.67	.69	.58	.50
Assessment of Student Affairs Programs	<b>.94</b>	.69	.75	.69	.72	.70	.65	.66	.79
Data-Driven Decision Making: Student Affairs	<b>.67</b>	.61	.58	.65	.70	.63	.63	.62	.59
First-Year Orientation: Structure	<b>1.00</b>	.91	.85	.93	.90	.86	.89	.96	.86
First-Year Orientation: Specific Student Populations	<b>.27</b>	.27	.20	.30	.26	.25	.22	.37	.15
First-Year Orientation: Family Involvement	<b>.86</b>	.71	.69	.74	.81	.64	.75	.75	.64
First-Year Student Leadership Opportunities	<b>1.00</b>	.61	.35	.73	.67	.38	.61	.69	.68
Residence Life Academic Integration	<b>.12</b>	.21	.20	.22	.33	.32	.20	.20	.12
Student Affairs Service Availability	<b>.68</b>	.55	.51	.58	.50	.46	.57	.62	.52
Programmatic Emphasis on Diversity	<b>.31</b>	.50	.51	.51	.66	.38	.46	.59	.38
Programmatic Emphasis on Socio-Political Issues	<b>.41</b>	.46	.45	.48	.55	.43	.37	.53	.40
Student Affairs Programming Intentionality	<b>.50</b>	.46	.44	.50	.61	.35	.35	.54	.45

Data drawn from the 2011-2012 pilot administration. Refer to overall project report (LIPSS Initial Results from a Five-State Pilot Study) Appendix C (pp. 26-27) for scale descriptions and Appendix E (pp. 31-34) for aggregated results on specific survey items.