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Retention by Design: Understanding Undergraduate Persistence through Multiple Ways of Knowing

Randi Korn

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Retention by Design: Understanding undergraduate persistence through multiple ways of knowing (contact: rkorn@Lesley.edu) **Retention Committee, Office of the Provost**

Design Thinking: Combining the art of knowing with th

Discipline/Knowledge Branch	vv
Evidence Based Traditions	En
Logical Based Decisions	0
	Ra
	Fa
	Сс
Constructivist Traditions	Sc
Translating multiple	Sc
perspectives, ideas and contexts	FI
Coleman; Bordieux; Dewey	Co
	Re
Humanist Traditions	Pe
Empathizing within a context of	Er
social justice	re
Rogers; Maslow	So
	R
Systems Based Traditions	Po
Framing hierarchies and	fr
subsystems	Sa
Rittle & Webber; Simon; Schon	Er
	W
Humanities Based Traditions	Er
Improvising solutions through	N
the ability to see beyond	sk
traditional outcomes	In
Cross; Buchanan	sy
	Cr

In May 2015, a cross college committee was appointed to examine the retention and graduation rates of Lesley University undergraduates. The process was guided by the principles of Design Thinking.

Ways of Knowing/Epistemology Methodology

mpirical bjective ational acts, Truth oncrete



ocial & Cultural perspectives olutions are unique to situation Interviews luid, Subjective ontext centered eflective

erson centered mpathy for client, positive egard

ocial justice perspective ole of choice

olitical, social and cultural ames

atisficing

nvironmental constraints Vicked problems, complexity

mergent

Aetaphor, storytelling,

ketching,

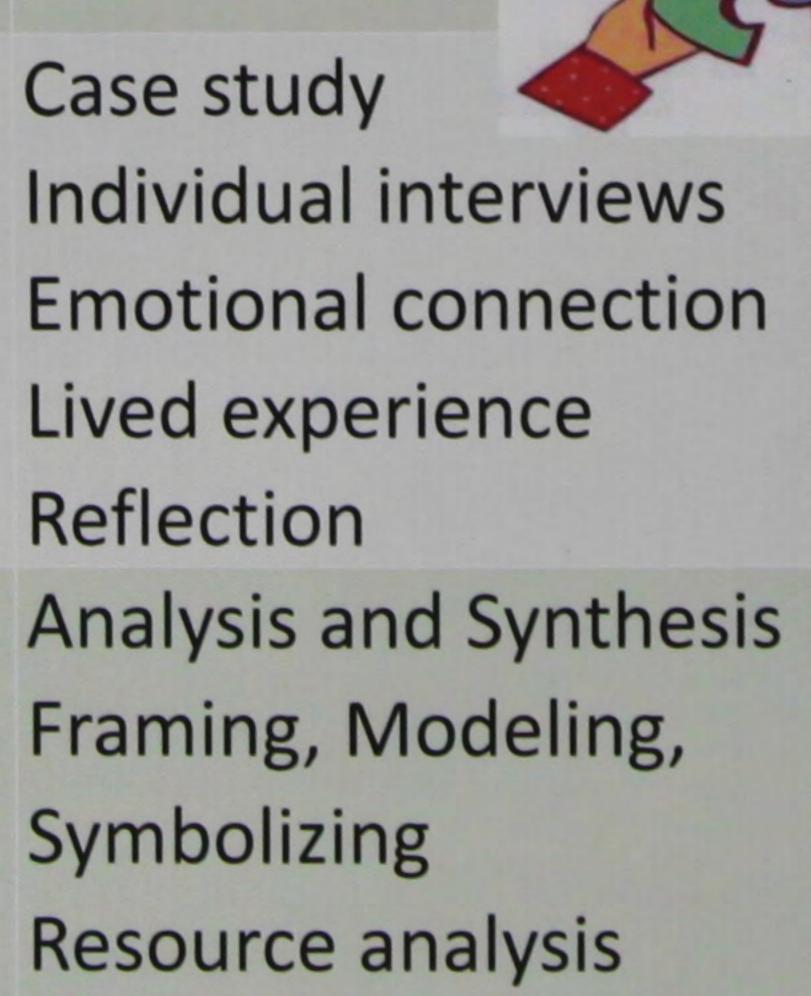
ntuition, ambiguity,

ymbols,

reativity

Data Analysis Measurement Objective Value Free Inquiry Classification

Case study/Ethnograph Observation Synthesis Reflection



Analysis and synthesis t creating stories, metapl Prototyping and testing Iterative: design and re Critique

ne scient	ce of knowing	•	Ac
	Application to Retention Process		scie hur
	Withdrawal and persistence data over 5 years		exp
	Study of grades in General Ed courses	•	Pro effe
	Surveys: Noel Levitz, NSSE, LU 101		em
hy	Student focus groups Faculty, student and		of u phe
	administrator interviews Event observation	•	Ge
P	Class observation Cultural Analysis		OT I is ii
	"What If" brainstorming Team meetings about needs: college, schools, curricula,		art scie
	students	•	Lea
	Analysis and synthesis of resources: human, schools and		to
	programs	-	sol
through	Idea generation		"w
ohor g edesign	Storyboards Prototyping pilots- EX: LU 101/CWRIT Link; SI/Math; CLAS major declaration; Uprising &		pro
	Penultimate, SAGE		

combination of entific and manistic ploration oduces an ective, npathetic way understanding enomena enerates a way knowing that interstitially tful and entific ads designers develop novative lutions to mplex or **vicked** oblems"