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# **Factors That Impact Student Success**

## **A Synthesis of Key Data Sources**

**August 2010**

# SOURCES OF DATA FOR STUDENTS

- TUG

- ASQ
- CIRP
- YFCY
- NSSE
- CSS
- Climate Survey
- Exit Survey

- GRAD/PROF

- Climate Survey
- Grad and Professional Student Exit Survey
- Fact Book data
- Hobson's re: applicant pool

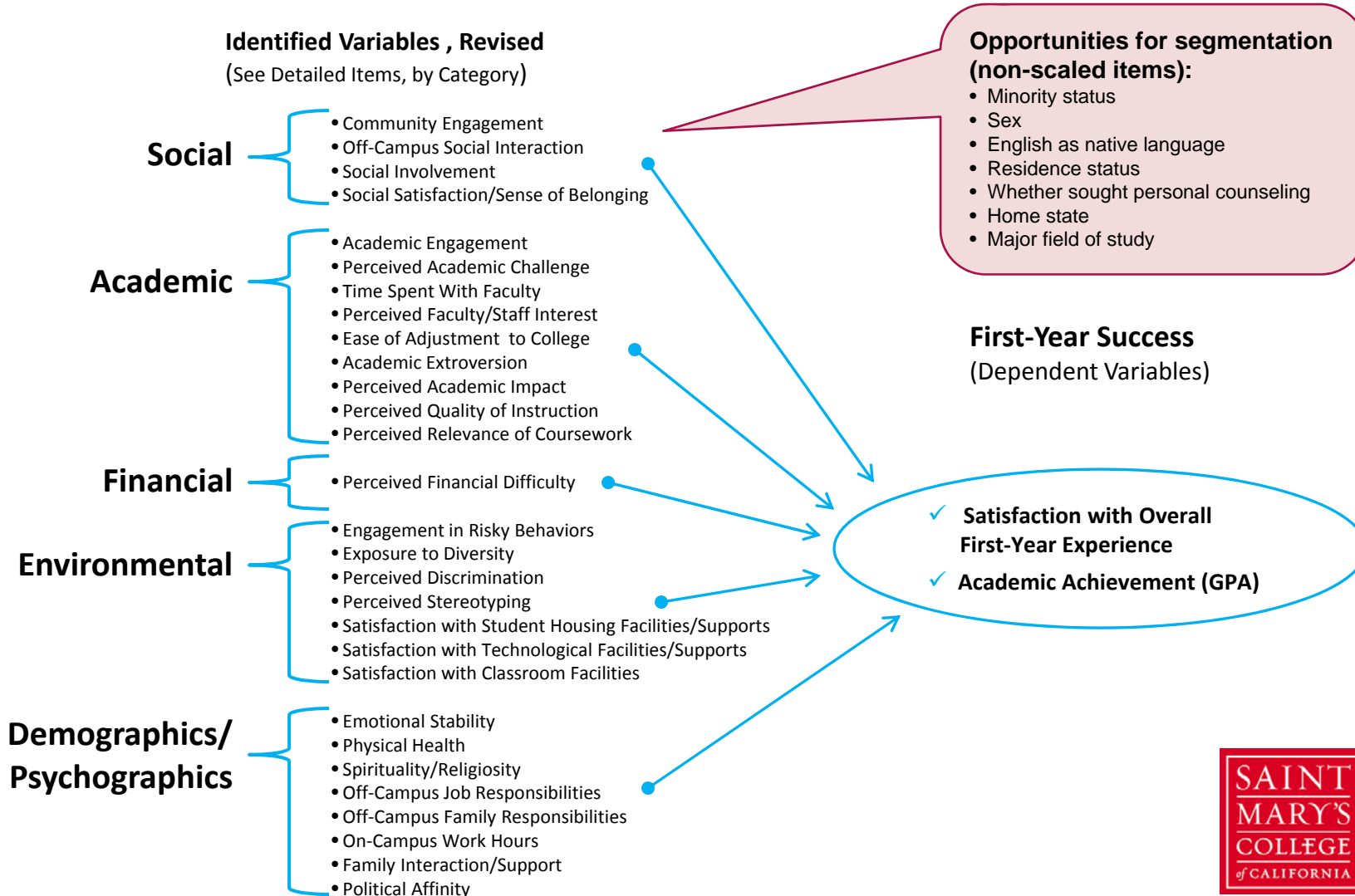


# RECENT ANALYSES OF TUG STUDENT SUCCESS – AN INVESTIGATION INTO THE 2005- 2009 COHORT

A REPORT BY EDUVENTURES USING  
VARIOUS DATA SOURCES

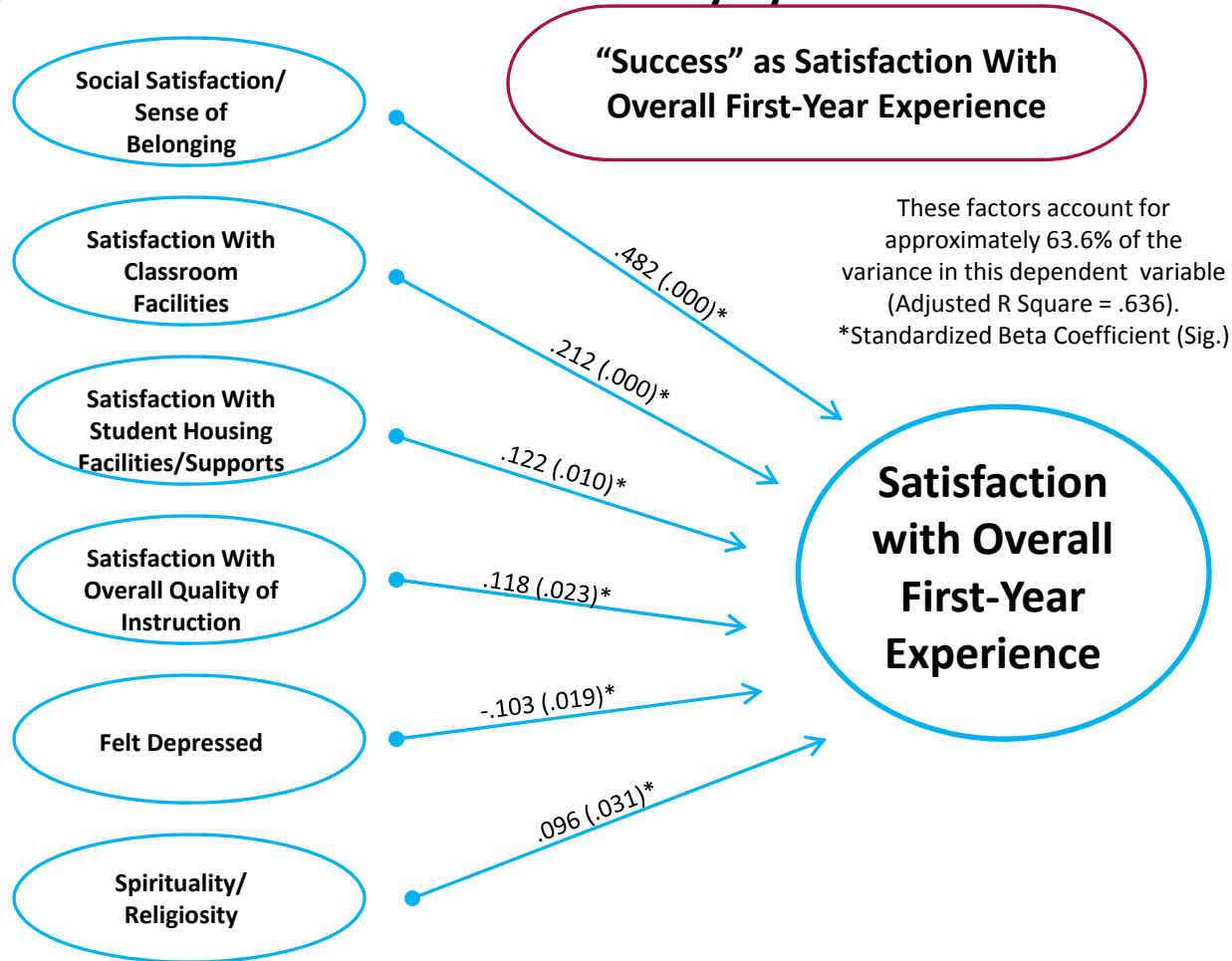


## To Structure Data Analysis of SMC s Research Question of First-Year Success, the Following Model Was Developed and Tested – CIRP/YFCY data sources





## Key Predictors of First-Year Success Vary By Definition of "Success"



**Satisfaction with the overall experience is driven most strongly by social, environmental and personal factors.**  
A relatively high percentage (63.6%) of first-year satisfaction can be explained with the predictors identified this model.

### Students Are Generally Satisfied With Their Overall First-Year SMC Experience, But There Are Opportunities to Improve Satisfaction Among Select Student Segments, Such Out-of-State and Male Students

**Mean Overall Satisfaction Score = 75.4**

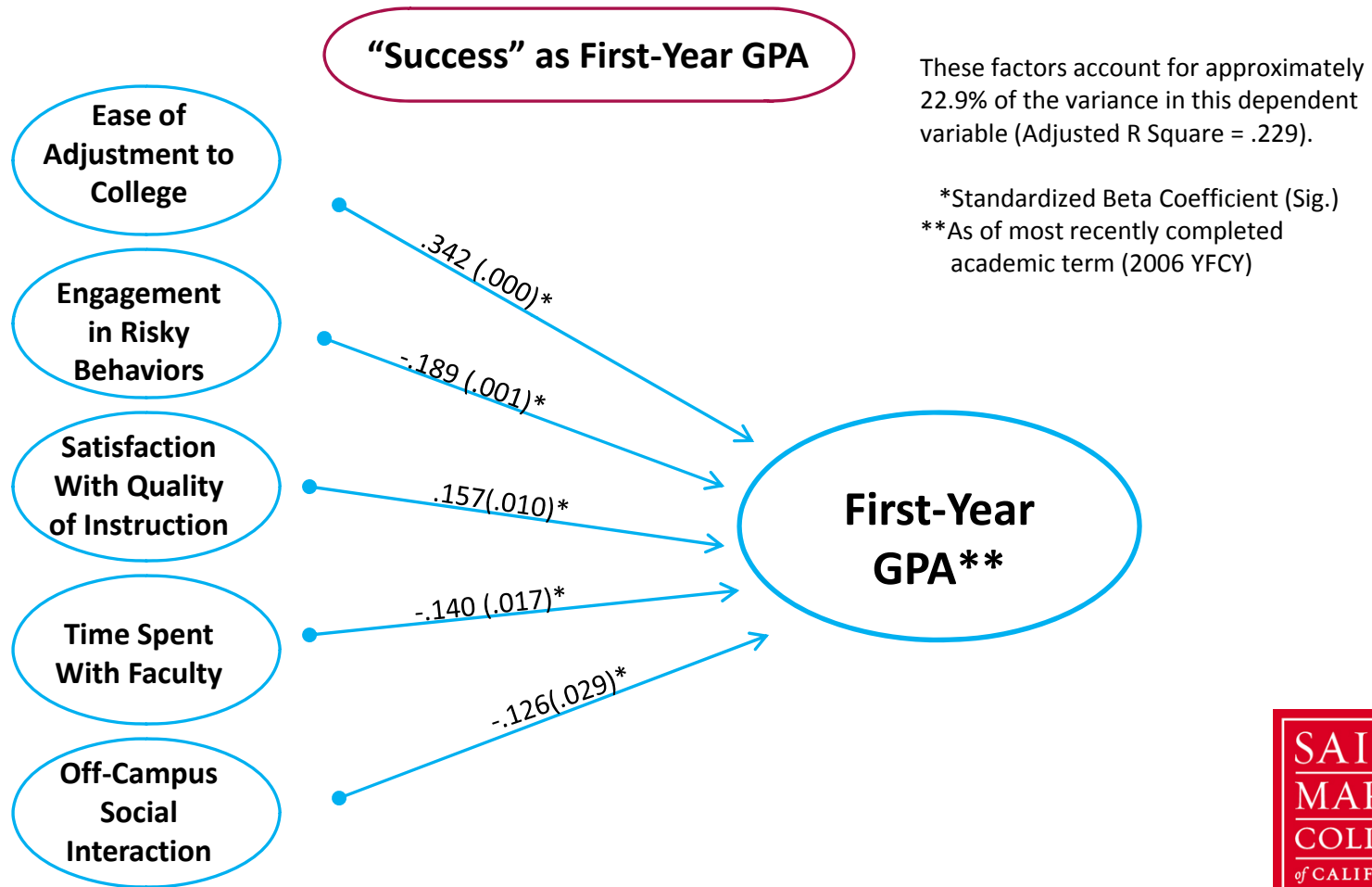
Mean scores are based on a 100-point scale. This dependent variable labeled “Satisfaction with Overall Experience” was computed and normalized using the following YFCY survey items (as first tested with factor and reliability analyses):

- Satisfaction with overall college experience
- Likelihood of enrolling at SMC if student could make college choice over
- Satisfaction with overall academic experience

**Out of state and male students exhibit significantly lower satisfaction their first-year, compared to their in-state and female counterparts.**



## Key Predictors of First-Year Success Vary By Definition of “Success”



GPA appears to be most affected by ease of adjustment to college, engagement in risky behaviors, and perceived quality of instruction, among other factors. It is important to note that identified predictors account for only 22.9% of variance in first-year GPA.

**Success, As Defined By GPA, Vary for Select Student Groups, by Traits Such as Gender and Minority Status**



**GPA, for example, varies by gender: Males also earned significantly lower first-year GPAs.**

**Like gender, minority status is also related to GPA: Unlike their white counterparts, minorities earned significantly lower GPAs their first year.**

**To improve first-year retention and ensure the first-year provides an effective platform for success, SMC should direct its efforts toward improving satisfaction, success, and engagement among particular student groups.**



## There Are Key Students Segments With Higher Rates Of Risk Factors

Off-Campus Students	On-Campus Students	Males	Females
<ul style="list-style-type: none"> <li>• Less socially involved on campus (44.4-59.3%)</li> <li>• More turned in assignments that didn't reflect best work (57.4-59.3%)</li> <li>• Less exposure to diversity (59.4-62.6%)</li> <li>• Family responsibilities interfere with school work more frequently (53.3-61.1%)</li> </ul>	<ul style="list-style-type: none"> <li>• Social life interferes with school work more frequently (64.8-69.4%)</li> <li>• More engagement in risky behavior (47.1-49.5%)</li> </ul>	<ul style="list-style-type: none"> <li>• More turned in assignments that didn't reflect best work (67.7%)</li> <li>• More engagement in risky behavior (51.5%)</li> <li>• Less satisfied with student housing facilities /support (67.0%)</li> <li>• Less satisfied with tech facilities-support (71.3%)</li> </ul>	<ul style="list-style-type: none"> <li>• Lower ratings of emotional health (64.2%)</li> <li>• Lower ratings of physical health (67.5%)</li> </ul>



**Additional counseling and advising can be extended to students living off-campus and to males, in an effort to improve the likelihood of success.**



## There Are Key Students Segments With Higher Rates Of Risk Factors

Minorities	White/Caucasian	English IS NOT Native Language	English IS Native Language
<ul style="list-style-type: none"> <li>• Higher financial concern (68.1%)</li> <li>• Less socially involved on campus (54.7%)</li> <li>• More difficulty adjusting to college (62.1%)</li> <li>• More perceived discrimination (42.7%)</li> <li>• Lower ratings of physical health (66.2%)</li> <li>• Family responsibilities interfere with school work more frequently (53.4%)</li> </ul>	<ul style="list-style-type: none"> <li>• Less community engagement (60.9%)</li> <li>• Less perceived academic impact (74.0%)</li> <li>• Less exposure to diversity (65.0%)</li> </ul>	<ul style="list-style-type: none"> <li>• Less socially involved on campus (51.2%)</li> <li>• More perceived discrimination (44.7%)</li> <li>• More time spent working for pay (31.4%)</li> </ul>	<ul style="list-style-type: none"> <li>• Less time spent with faculty (46.1%)</li> <li>• More bored in class (79.9%)</li> <li>• More engagement in risky behavior (48.0%)</li> <li>• Less exposure to diversity (69.1%)</li> </ul>

**Minorities and ESL students are most at-risk of these segmented groups. Consider alternate efforts to engage both groups socially on campus, as well as to decrease perceived discrimination. In addition, more focus on financial awareness should be given to minorities.**

# GRAD/PROFESSIONAL STUDENT SATISFACTION

- Low response rates to Climate Survey
- Low response rates to new Exit Survey
- **HOWEVER:**
- We do know that these students also do not feel connected in important ways to the campus.....



# ISSUES FOR GRAD/PROF STUDENTS

- Lack of services available during their school hours – evenings/weekends, including
  - Business office
  - Health and Wellness and Counseling Center
- Lack of feeling integrated into the campus:
  - Just now have a grad/professional catalog
  - Often questions/issues focus only on TUGs
  - “Campus-wide” events often don’t include or take into account grad/prof. students and faculty
  - Just now have a student survey for grad/prof.



# GOALS FOR UNDERSTANDING OUR STUDENTS' SUCCESS

- Consistently collect data to:
  - Learn more about our students, their experiences and factors contributing to their success,
  - measure progress towards student, program and institutional goals,
  - assess alignment of our efforts with our institutional values,
  - utilize data in program evaluation, modification, and implementation, based on our values.

