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

**Identified Variables, Revised**
(See Detailed Items, by Category)

**Social**
- Community Engagement
- Off-Campus Social Interaction
- Social Involvement
- Social Satisfaction/Sense of Belonging

**Academic**
- Academic Engagement
- Perceived Academic Challenge
- Time Spent With Faculty
- Perceived Faculty/Staff Interest
- Ease of Adjustment to College
- Academic Extroversion
- Perceived Academic Impact
- Perceived Quality of Instruction
- Perceived Relevance of Coursework

**Financial**
- Perceived Financial Difficulty

**Environmental**
- Engagement in Risky Behaviors
- Exposure to Diversity
- Perceived Discrimination
- Perceived Stereotyping
- Satisfaction with Student Housing Facilities/Supports
- Satisfaction with Technological Facilities/Supports
- Satisfaction with Classroom Facilities

**Demographics/Psychographics**
- Emotional Stability
- Physical Health
- Spirituality/Religiosity
- Off-Campus Job Responsibilities
- Off-Campus Family Responsibilities
- On-Campus Work Hours
- Family Interaction/Support
- Political Affinity

**Opportunities for segmentation (non-scaled items):**
- Minority status
- Sex
- English as native language
- Residence status
- Whether sought personal counseling
- Home state
- Major field of study

**First-Year Success**
(Dependent Variables)

- Satisfaction with Overall First-Year Experience
- Academic Achievement (GPA)
Key Predictors of First-Year Success Vary By Definition of “Success”

“Success” as Satisfaction With Overall First-Year Experience

- Social Satisfaction/Sense of Belonging
- Satisfaction With Classroom Facilities
- Satisfaction With Student Housing Facilities/Supports
- Satisfaction With Overall Quality of Instruction
- Felt Depressed
- Spirituality/Religiosity

These factors account for approximately 63.6% of the variance in this dependent variable (Adjusted R square = .636).

*Standardized Beta Coefficient (Sig.)

Satisfaction with Overall First-Year Experience

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.
Executive Summary

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.
Executive Summary

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

“Success” as First-Year GPA

Ease of Adjustment to College
- .342 (.000)*

Engagement in Risky Behaviors
- .189 (.001)*

Satisfaction With Quality of Instruction
- .157 (.010)*

Time Spent With Faculty
- .140 (.017)*

Off-Campus Social Interaction
- .126 (.029)*

First-Year GPA**

These factors account for approximately 22.9% of the variance in this dependent variable (Adjusted R Square = .229).

*Standardized Beta Coefficient (Sig.)
**As of most recently completed academic term (2006 YFCY)

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.
Executive Summary

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 lowers 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

<table>
<thead>
<tr>
<th>Off-Campus Students</th>
<th>On-Campus Students</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Less socially involved on campus (44.4-59.3%)</td>
<td>• Social life interferes with school work more frequently (64.8-69.4%) More engagement in risky behavior (47.1-49.5%)</td>
<td>• More turned in assignments that didn’t reflect best work (67.7%) More engagement in risky behavior (51.5%)</td>
<td>• Lower ratings of emotional health (64.2%)</td>
</tr>
<tr>
<td>• More turned in assignments that didn’t reflect best work (57.4-59.3%)</td>
<td></td>
<td>• Less satisfied with student housing facilities/support (67.0%)</td>
<td>• Lower ratings of physical health (67.5%)</td>
</tr>
<tr>
<td>• Less exposure to diversity (59.4-62.6%)</td>
<td></td>
<td>• Less satisfied with tech facilities-support (71.3%)</td>
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<tr>
<td>• Family responsibilities interfere with school work more frequently (53.3-61.1%)</td>
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</tbody>
</table>

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

There Are Key Students Segments With Higher Rates Of Risk Factors

<table>
<thead>
<tr>
<th>Minorities</th>
<th>White/Caucasian</th>
<th>English IS NOT Native Language</th>
<th>English IS Native Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Higher financial concern (68.1%)</td>
<td>• Less community engagement (60.9%)</td>
<td>• Less socially involved on campus (51.2%)</td>
<td>• Less time spent with faculty (46.1%)</td>
</tr>
<tr>
<td>• Less socially involved on campus (54.7%)</td>
<td>• Less perceived academic impact (74.0%)</td>
<td>• More perceived discrimination (44.7%)</td>
<td>• More bored in class (79.9%)</td>
</tr>
<tr>
<td>• More difficulty adjusting to college (62.1%)</td>
<td>• Less exposure to diversity (65.0%)</td>
<td>• More time spent working for pay (31.4%)</td>
<td>• More engagement in risky behavior (48.0%)</td>
</tr>
<tr>
<td>• More perceived discrimination (42.7%)</td>
<td></td>
<td></td>
<td>• Less exposure to diversity (69.1%)</td>
</tr>
<tr>
<td>• Lower ratings of physical health (66.2%)</td>
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<td>• Family responsibilities interfere with school work more frequently (53.4%)</td>
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</table>

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.