Background

- Empirical and anecdotal evidence suggests there are multiple factors that impact student success (defined as retention and graduation), particularly at-risk groups such as low-income/first-generation (LI/FG), underrepresented minority (URM), and being on probation.
- These factors can include academic ones such as classroom performance, quality and quantity of academic advising, faculty effectiveness as well as external non-academic factors such as financial, mental health (coping and resiliency) and interpersonal connections.
- Internal College of Health and Social Sciences (CHSS) Student Resource Center (SRC) data suggests advising is a factor in retention for probation students. Students who receive probation advising retain at much higher rates than students who do not receive probation advising.

Objectives

- Understand how academic and non-academic factors may affect student success.
- Understand how students utilize campus resources and their experiences with them.
- Explore practices that may improve student success, particularly at-risk groups.
- Explore differences between probation/non-probation students as well as probation students who attend advising vs. those who do not.
- Explore whether coping skills help probation students utilize resources that support retention.

Methods

Participants:

- Participant average GPA was 3.19 and mean completed units around 73 units.
- About 2/3 who completed survey were between the ages of 19-24.

Procedure

- 4,435 CHSS participants were sent a 27 question survey through their email titled "CHSS Student Experience Satisfaction Survey" via Qualtrics during the last quarter of Fall 2018 semester.
- 355 responses, 270 fully completed survey.
- Survey compiled from several sources focusing on students’ campus experience and utilization of resources; also included assessments measuring coping and resiliency. Utilized Likert scale questions with some open-ended questions.
- Survey data merged with Student Affairs and Enrollment Management (SAEM) data that captured demographics, SES/URM status and academic performance.

Results (continued)

Coping and Resilience

- Explored coping/resiliency for URM/LIFG status, retention and probation/no probation but found no significant differences.
- CHSS probation students who received advising had a higher mean coping (M=10.29, SD=1.49) versus those who did not (M=7.8, SD = 3.49). However, the differences were not statistically significant.
- There were no significant differences in the mean for resiliency (BRIQ).
- There were no significant relationships between coping/resiliency and GPA.

Academic Factors and Academic Standing

- Surveyed CHSS students who had more meaningful connections to campus (faculty and professional advisors) to be in good academic standing, those on probation tended to have less meaningful connections to campus.
- CHSS students who had more meaningful conversations with professional advisors tended to retain, those who left the university tended to have less meaningful conversations with advisors.

Results (continued)

- There were no significant relationships between coping/resiliency and GPA.
- Explored coping/resiliency for URM/LIFG status, retention and probation/no probation but found no significant differences.
- Explored why CHSS students who receive probation advising retain more than students who do not receive probation advising, however, full retention data will not be available until after Spring 2019 so preliminary focus with survey data are students who are on probation and differences between students who attend advising and those who do not.
- Explored academic and non-academic factors associated with student success.

Descriptive data around student success were insightful.
- However, most findings were not statistically significant in relation to student success; selection bias may be a limitation as participants typically were in good academic standing and not leavers.
- However, we did see that coping skills may play a part in probation students seeking advising, which helps them retain.
- The results also somewhat reinforce the idea that students who have meaningful connections to campus (professional advisors and faculty outside of class) tend to do better academically and which students retain have more meaningful conversations with their advisors.
- Current literature supports these notions so potential interventions can include:
  - Introduce brief but effective coping skills into freshman courses (FYE, A1, A3, etc.).
  - Connect with units/programs like CPS and HPW for best practices for coping strategies.
  - Utilize strengths based approach when working with students to help identify positive coping skills to promote resiliency to challenges.
  - Encourage advisors and faculty to have more meaningful conversations with their students and not only focus on academics but also interpersonal aspects of their relationship.

References

- Indoor University (1986). College Student Experiences Questionnaire.
- SF State Student Life, Center for Health and Social Sciences’ Student Resource Center and Student Affairs and Enrollment Management (2018). CHSS Student Experience Satisfaction Survey.
- University of Missouri, Kansas City Office of Institutional Research (2016). UMKC Term Withdrawal Survey Study.
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