SUCCESS NAVIGATOR RESULTS

Fall 2016 Cohort

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Office of Student Success, WCU
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PREDICTING STUDENT SUCCESS
2165 COHORT

METHOD

Summer 2016

During the August 2016 orientation period for first-year students, all students attending the New Student Orientation were asked to complete the Student Success Navigator, an online survey available through the Educational Testing Service (ETS), designed to measure student self-perceptions of some academic and non-academic characteristics that are believed to contribute to student retention and graduation. A total of 1945 first-year, first-time, full-time students completed the survey between August 25 and September 30, 2016.

Student Success Navigator includes items designed to measure student self-perceptions across four domains of behavior, personality, and/or social-emotional status: Academic Skills, Commitment, Self-Management, and Social Support. Each of these four domains is made up of multiple categories of items (with high scores associated with success for each category):

Academic Skills (tools & strategies to succeed in the classroom)
= Meeting Class Expectations + Organization
Commitment (active pursuit toward an academic goal)
= Commitment to College Goals + Institutional Commitment
Self-Management (reactions to academic and other stressors)
= Sensitivity to Stress + Test Anxiety + Academic Self-Efficacy
Social Support (connecting with people and resources for student success)
= Connectedness + Institutional Support + Barriers to Success

Definitions of and sample items for each of these categories can be found on the ETS report pages found in the Appendix. Success Navigator categories and domains are integrated in a way to provide overall success indices – an Academic Success Index and a Retention Success Index – for each participating student. These indices are reported as Success Likelihoods – high, medium, and low and are defined as follows:

Academic Success Index
High   Projected 1st semester GPA > 2.97
Medium   Projected 1st semester GPA between 2.23 – 2.97
Low   Projected 1st semester GPA < 2.23
Retention Success Index
High   Probability of retention > 93.0%
Medium   Probability of retention between 84.1% - 93.0%
Low   Probability of retention < 84.1%

An Institution Aggregate Report provides group results for both success indices and for domain scores and individual category scores. Within each of the domain and category results pages, they also show where institutional group scores fall relative to a national sample (scaled with an average of 100 and a standard deviation of 15). In addition to this Institution Aggregate Report, reports of individual student scores are available as are Advisor summary reports that provide an Academic Success Index and a Retention Success Index for individual students as well as a skill report for each of the four domains that places individual students' scores at levels of high, medium, and low. This skills report is then further broken down by categories within domains. This Advisor Report also includes self-reported student background information. An Institution Aggregate Report for the 2015 cohort is available in Appendix A. In addition, a sample Advisor Report is available in Appendix B.

Fall 2016

During the Fall 2016 semester, the WCU Office of Student Success collected additional information on each of the 1945 students who completed the survey. This additional information included:

Original Admit Status

FY1	Regular Admit
FY2	Academic Development Program/ACT 101
FY3	Academic Development Program
FY4	Special Admit

Admit Support Program

Academic Development Program

Pre-Major Academic Advising

Athletic Mentoring Program

Achieve! Program

Get Smart Program (Psychology)

Gender

Under-Represented Minority (URM) Status

Pell Recipient Status

Major at Time of Entry (primarily for comparison of major selected vs undeclared students)

At the end of the Fall 2016, we collected performance data for all students, including:

First Term Credits Completed

First Term GPA

Term Withdrawal

Yes

No

RESULTS SUMMARY (2016 Cohort)

General Success Navigator Results

- 1945 students completed at least part of the ETS Success Navigator survey during (or shortly after) the August 2016 new student orientation.
- 1845 students completed enough of the survey to be scored in all four domain areas.
- Only 1724, however, provided enough information (including background information) to allow the calculation of the two overall success indices.
- 31.6% of students were identified as first generation college (614 of 1811 students for whom information was available).
- 63.9% of students identified WCU as their first choice institution.
- Only 66 of 1724 students were rated as having a low likelihood of success in terms of academic performance by the ETS
- Only 60 of 1724 students were rated by ETS as having a low retention index.
- Group-wide domain scores are consistent with national averages for three of the four domains measured by the Success Navigator. WCU students, however, scored significantly lower than the national average in the domain of Self-Management.
- WCU students scored significantly lower than the national average in two of the categories that make up the Self-Management domain: Sensitivity to Stress and Test Anxiety (specifically, skill in dealing with stress and test anxiety).

Importance of Background Variables: Gender, Admit Status, Work Group Status, First Generation Status

- Gender differences were found in each of the Success Navigator domains and in the some of the individual categories making up those domains. In all cases, females scored in the more positive direction of each domain, category, and/or success index.
- Not surprisingly, some systematic differences by Admit Status were also noted: regular admit students scored in the more positive direction of the Self-Management and Social-Support domains, in some of the individual categories of those domains, and in the Academic Success and Retention indices.
- Students who did not expect to have to work during their time at WCU, scored in the more positive direction of the Academic Skills and Social Support domains, in some of the individual categories of those domains, and in the Retention index.
- First generation students scored significantly lower than non-first generation students in the Social Support domain, the Barriers to Success category of that domain, and the Retention Index.

Role of Perceived Impact of Problems

- More students who reported a significant impact of personal problems on their potential academic success also scored in the low category for the Academic Skills, Commitment, Self-Management, and Social Support domains.
- More students who reported a significant impact of financial difficulties on their potential academic success also scored in the low category for the Self-Management and Social Support domains as well as the Retention index.
- More students who reported a significant impact of legal issues on their potential academic success also scored in the low category for the Academic Skills and Social Support domains as well as the Retention index.
- More students who reported a significant impact of family obligations on their potential academic success also scored in the low category for the Social Support domain.

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ACTION PLANS

General

- Given the difference in Self-Management scores between WCU students and the population, we have attempted to provide needed services for students in this area:
    1. We identified all students whose Self-Management domain and/or category scores fall more than one standard deviation below the national mean (i.e., scores of 84 or less).
    2. Specific end-of-semester services will be identified for stress reduction. We have been working with the LARC, the Counseling Center, the Library, and the Center for Contemplative Studies to identify these services.
    3. All identified students will be contacted with this information about available services and encouraged to attend or to seek other services if more appropriate.
    4. All faculty, academic coordinators, program counselors will be provided with information about these end-of-the semester services.
    5. All active WCU students will be contacted with the calendar of Stress Buster activities for finals week.
- Individual Advisor Reports are being downloaded and prepared for PMAA advisors, ADP advisors, and Achieve advisors. These may be used by advisors enrolled in these special programs for advising purposes. In addition, we will attempt to provide individual Advisor Reports to college-level Academic Coordinators and department-level Program Coordinators for all students for whom we can identify major and/or college. Training and discussion sessions will be scheduled for all advisors who receive these reports in order to standardize how information is relayed to students and to provide information about follow-up services.

COMPLETE RESULTS

During the August 2016 orientation period, a total of 1945 entering students initiated the online survey. One thousand eight-hundred forty-five (1845) students completed enough of the survey to be scored in all four domain areas and all domain categories. Only 1724, however, provided enough information (including background information) to allow the calculation of the two overall success indices.

Admissions Information

A breakdown of the total sample of 1945 students by admit status and admit support programs is below:

	F1 Regular Admit	F2 ADP/ACT101	F3 ADP	F4 Special Admit	Total
None	1350 69.40%	0 0.00%	0 0.00%	19 4.00%	1350 69.40%
ADP Only	0 0.00%	20 1.00%	32 1.60%	0 0.00%	52 2.70%
PMAA Only	241 12.40%	0 0.00%	3 0.20%	1 0.10%	245 12.60%
Athletic Mentoring Only	13 12.50%	0 0.00%	0 0.00%	2 0.10%	15 0.80%
Achieve! Only	0 0.00%	0 0.00%	0 0.00%	91 9.60%	91 4.70%
Get Smart (PSY) Only	13 0.70%	0 0.00%	0 0.00%	0 0.00%	13 0.70%
ADP & PMAA	0 0.00%	13 0.70%	49 2.50%	0 0.00%	62 3.20%
PMAA & Athletic Mentoring	1 0.10%	0 0.00%	1 0.10%	2 0.10%	4 0.20%
PMAA & Achieve!	0 0.00%	0 0.00%	0 0.00%	109 5.60%	109 5.60%
ADP, PMAA, & Athletic Mentoring	0 0.00%	0 0.00%	4 0.20%	0 0.00%	4 0.20%
	1618 83.2%	33 1.7%	89 4.6%	205 10.5%	1945 100%

General Success Navigator Results
With regard to demographic and other background factors reported by students on the Success Navigator:

- Students most frequently reported no perceived impact of personal problems on potential success (623 of 1544 who replied). The remaining scores ranged from 2 to 6 (significant impact) with 186 students (12.05%) reporting a potential impact of 5 or 6.
- Students most frequently reported no perceived impact of financial difficulties on potential success (842 of 1658 who replied). The remaining scores ranged from 2 to 6 (significant impact) with 136 students (8.20%) reporting a potential impact of 5 or 6.
- A majority (1550 of 1632 who replied) reported no perceived impact of legal issues on potential success. The remaining scores ranged from 2 to 6 (significant impact) with 15 students (0.92%) reporting a potential impact of 5 or 6.
- A majority (966 of 1623 who replied) reported no perceived impact of family obligations on potential success. The remaining scores ranged from 2 to 6 (significant impact) with 54 (3.33%) students reporting a potential impact of 5 or 6.
- A majority (214 of 435 who replied) reported no perceived impact of health issues on potential success. The remaining scores ranged from 2 to 6 (significant impact) with 33 students (7.59%) reporting a potential impact of 5 but no students reporting a significant impact of 6.

- 1770 students responded to the questions about expected work hours. Of those, 567 (32.03%) reported that they did not expect to work while enrolled at WCU. A majority of students (1119 or 66.22%) reported that they expected to work less than 20 hours per week while enrolled at WCU. An additional 80 students (4.1%) reported that they expected to work more than 20 hours while enrolled, with only 4 students (0.20%) reporting that they expected to work 40 or more hours.

- With regard to parental education levels, 52.1% (of the 1829 students who replied) reported that their mothers held a bachelor's degree or higher while 48.9% (of the 1797 students who replied) reported that their fathers held a bachelor's degree or higher. Overall, 614 (31.6%) of the 1811 students with complete data in this area were identified *as first generation students* (i.e., students that report that neither parent earned a bachelor's degree).

- 1916 students responded to the WCU question of whether or not WCU was their first choice institution. The majority of those responded yes, WCU was their first choice institution (1242 or 63.9%).

With regard to ETS estimated ratings of student success and retention as well as student reports across the four domains, an Institution Aggregate Report (full sample group results) supplied by ETS is provided in Appendix A. Major points include:

- Only 66 of 1724 students were rated as having a low likelihood of success in terms of academic performance and only 60 of 1724 students were rated as having a low retention index.
- Group-wide domain scores are consistent with national averages in three of the four domains: Academic Skills, Commitment, and Social Support. As seen in the table below, WCU domain scores are actually higher at a statistically significant level for these three domains but the mean differences are relatively small.
- The group-wide score for the domain of Self-Management, however, looks different from the national average. It is lower to a statistically significant degree.

Explanation: All measures are standardized to a mean of 100 and a standard deviation of 15. This means that within each domain, 50% of all scores should fall between .67 standard deviations of the mean/median in either direction. With a mean of 100 and a standard deviation of 15, 50% of all scores within the national sample fall between 89.95 and 110.05. The data reported on the Domain Scores page of Appendix A (WCU medians and range of middle 50% of scores) suggest a reasonable distribution across this range in the domains of Academic Skills, Commitment, and Social Support. WCU means are actually higher than the national average in these domains but the difference is relatively small. In the case of the Self-Management domain score for WCU, however, the median (85) is a full standard deviation below the national mean and the middle 50% of scores fall between 73 and 97. The WCU mean of 85.24 is lower than the national average to a statistically significant degree. All of this suggests, of course, that WCU students may be "different" from the national average in terms of their self-reported Self-Management skills.

- Group-wide category scores within each domain are also consistent with national averages for most categories (as they were for most domains). WCU scores are, sometimes, higher than the national average to a statistically significant degree but, again, differences are relatively small. There are a few exceptions to this general statement however. The WCU means for two categories that contribute to the Self-Management domain (Sensitivity to Stress and Test Anxiety) are lower than the national average to a significant degree and those differences are relatively large. In addition, the distribution of the middle 50% of scores for each category appear to be lower.

More specific descriptive statistics for each domain and category are reported below^.

N=1845	Minimum	Maximum	Mean	Std. Dev
Academic Skills	41.45	138.23	103.41***	14.13
Meeting Class Expectations	32.11	129.47	103.16***	14.74
Organization	51.24	137.59	102.77***	14.45
Commitment	-9.25	123.10	104.63***	13.89
Commitment to College Goals	0.24	119.29	102.35***	13.96
Commitment to Institution	4.14	121.33	105.25***	15.14
Self-Management	34.45	140.91	85.24***	17.62
Sensitivity to Stress	44.76	133.	97.08***	14.94
Test Anxiety	67.29	138.71	97.15***	12.87
Academic Self-Efficacy	33.64	119.75	102.08***	46384
Social Support	54.19	138.02	106.27***	13.52
Connectedness	40.00	131.46	102.39***	15.75
Institutional Support	48.61	130.43	101.93***	14.17
Barriers to Success	54.24	130.68	110.34***	12.47

*p<.05   **p< .01   ***p< .001

^ All domains and categories are scored in terms of "skill levels" in that particular domain and/or category. High scores are, therefore, associated with academic success and retention. Thus, high scores in the category of Test Anxiety indicate that students report lower levels of actual test anxiety or higher

levels of skill in dealing with test anxiety while low scores indicate that students report high levels of actual text anxiety or low levels of skills in dealing with text anxiety.

A full breakdown of domain and category levels is presented below:

N = 1845	High	Moderate	Low
Academic Skills	545 28.0%	1017 52.3%	283 14.6%
Meeting Class Expectations	681 35.0%	829 42.6%	335 17.2%
Organization	549 28.2%	934 48.0%	362 18.6%
Commitment	680 35.0%	827 42.5%	338 18.3%
Commitment to College Goals	580 29.8%	907 46.6%	358 18.4%
Institutional Commitment	775. 39.8%	766 39.4%	304 15.6%
Self-Management	150 7.7%	568 29.2%	1127 57.9%
Sensitivity to Stress	332 17.1%	872 44.8%	641 33.0%
Test Anxiety	319 16.4%	965 49.6%	561 28.8%
Academic Self-Efficacy	623 32.0%	897 46.1%	325 16.7%
Social Support	741 38.1%	885 45.5%	219 11.3%
Connectedness	679 34.9%	875 45.0%	291 15.0%
Institutional Support	618 31.8%	855 44.0%	372 19.1%
Barriers to Success	1059 54.4%	634 32.6%	152 7.8%

Perceived Impact of Problems

As reported above, relatively few students reported a perceived significant impact of personal problems, financial difficulties, legal problems, family obligations, or health issues on their academic success. However, those that did report potentially significant impacts were significantly different from those who did not in a few specific ways.

Perceived Impact of Personal Problems

Work Group [$X^2(2) = 14.263$, $p < .01$] – fewer (than expected) of the no-work group of students reported a significant impact (i.e., ratings of 5 or 6) of personal problems on their potential academic success while more (than expected) of the working groups of students reported a significant impact of personal problems on their potential academic success.

Perceived Impact of Financial Difficulties

Gender [$X^2(2) = 9.205$, $p < .01$] – among male students, fewer (than expected) reported a significant impact (i.e., ratings of 5 or 6) of their financial difficulties on their potential academic success and more than expected reported a less than significant impact. Among females, the opposite was true. More (than expected) females reported a significant impact of their financial difficulties on their potential academic success while fewer (than expected) reported a less than significant impact.

Work Group [$X^2(2) = 50.971$, $p < .001$] – fewer (than expected) of the no-work group of students reported a significant impact (i.e., ratings of 5 or 6) of financial difficulties on their potential academic success while more (than expected) of the working groups of students reported a significant impact of personal problems on their potential academic success.

First Generation Status [$X^2(2) = 18.586$, $p < .01$] – more (than expected) first generation students reported a significant impact (i.e., ratings of 5 or 6) of financial difficulties on their potential academic success while fewer (than expected) of the working groups of students reported a significant impact of personal problems on their potential academic success.

Perceived Impact of Family Obligations

Work Group [$X^2(2) = 50.971$, $p < .001$] – fewer (than expected) of the no-work group and the <20 hours/week work group of students reported a significant impact (i.e., ratings of 5 or 6) of family obligations on their potential academic success while more (than expected) of the 20+ hours/week working groups reported a significant impact of family obligations on their potential academic success.

Success Navigator Results by Background Variables

Gender: 1813 of the 1845 students with complete survey data reported their gender. Six hundred eleven (611) self-reported as male, 1191 self-reported as female, and 11 self-reported as other. To determine if there were any systematic gender differences in the categories and domains of the Success Navigator survey, a series of One-Way Analyses of Variance (ANOVA) procedures were run. All survey category and domain scores were examined with admit status (FY1, FY2, FY3, FY4) as the independent variable. Some statistically significant differences did emerge:

Academic Skills Domain   [$F(2, 1810) = 90.710$, $p < .001$]
           Females significantly higher than males (difference of 8.99)

       Meeting Class Expectations   [$F(2, 1810) = 28.313$, $p < .001$]
       Organization   [$F(2, 1810) = 110.987$, $p < .001$]

Commitment Domain   [$F(2, 1810) = 20.440$, $p < .001$]
          Females significantly higher than males (difference of 4.14)

       Commitment to College Goals   [$F(2, 1810) = 15.015$, $p < .001$]
       Commitment to Institution   [$F(2, 1810) = 14.456$, $p < .001$]

Self-Management Domain   [$F(2, 1810) = 53.23$, $p < .001$]
         Males significantly higher than females (difference of 8.80)

       Sensitivity to Stress   [$F(2, 1810) = 49.89$, $p < .001$]
       Test Anxiety   [$F(2, 1810) = 33.77$, $p < .01$]

Social Support Domain   [$F(2, 1810) = 11.099$, $p < .001$]
         Females significantly higher than males (difference of 3.02)

Institutional Support $[\underline{F}(2, 1810) = 16.220, \underline{p} < .001]$
Barriers to Success $[\underline{F}(2, 1810) = 10.555, \underline{p} < .001]$

Academic Success Index $[\underline{F}(2, 1717) = 30.592, \underline{p} < .001]$
Females significantly higher than males (difference of 5.07)

Retention Index $[\underline{F}(2, 1717) = 31.202, \underline{p} < .001]$
Females significantly higher than males (difference of 4.80)

Domain Scores By Gender

	Academic Skills	Commitment	Self-Management	Social Support
Male (n=611)	97.58	102.07	91.08	104.42
Female (n=1191)	106.57	106.2	82.25	107.43
Other (n=11)	100.6	96.63	90.34	101.05

Male (n=611) Female (n=1191) Other (n=11)

Success Indices By Gender

	Academic Success Index	Retention Index
Male (n=571)	110.34	109.7
Female (n=1138)	115.41	114.51
Other (n=11)	120.89	117.53

Male (n=571) Female (n=1138) Other (n=11)

Chi-Square analyses were also conducted using ETS rated levels of each domain (low, moderate, and high). Results confirmed those reported above. Within the Academic Skills domain, more females (than expected) were rated in the high category and fewer females (than expected) were rated in the low and moderate categories. For the males, the results were reversed. Fewer males (than expected) were rated in the high category and more males (than expected) were rated in the low and moderate categories. The same was true for the Commitment domain [$X^2(4) = 39.527$, $p < .001$], Social Support domain [$X^2(4) = 19.033$, $p < .01$], Academic Success Index [$X^2(6) = 41.658$, $p < .001$] and the Retention Index [$X^2(6) = 61.622$, $p < .001$].

Results were opposite for the Self-Management domain [$X^2(4) = 39.527$, $p < .001$]: fewer females (than expected) were rated in the high category and more females (than expected) were rated in the low and moderate categories. For the males, more males (than expected) were rated in the high category and fewer males (than expected) were rated in the low and moderate categories.

Admit Status: A similar procedure was undertaken to determine if there were any systematic differences in the categories and domains of the Success Navigator survey among students admitted to the university under different programs. All survey category and domain scores were examined with admit status (FY1, FY2, FY3, FY4) as the independent variable. Some statistically significant differences did emerge:

Self-Management Domain [$F(3, 1841) = 3.312$, $p < .05$]
    FY1 significantly higher than FY4 (difference of 3.28)

Test Anxiety [$F(3, 1841) = 4.970$, $p < .01$]
    FY1 significantly higher than FY4 (difference of 3.41)

Social Support Domain [$F(3, 1841) = 3.603$, $p < .01$]
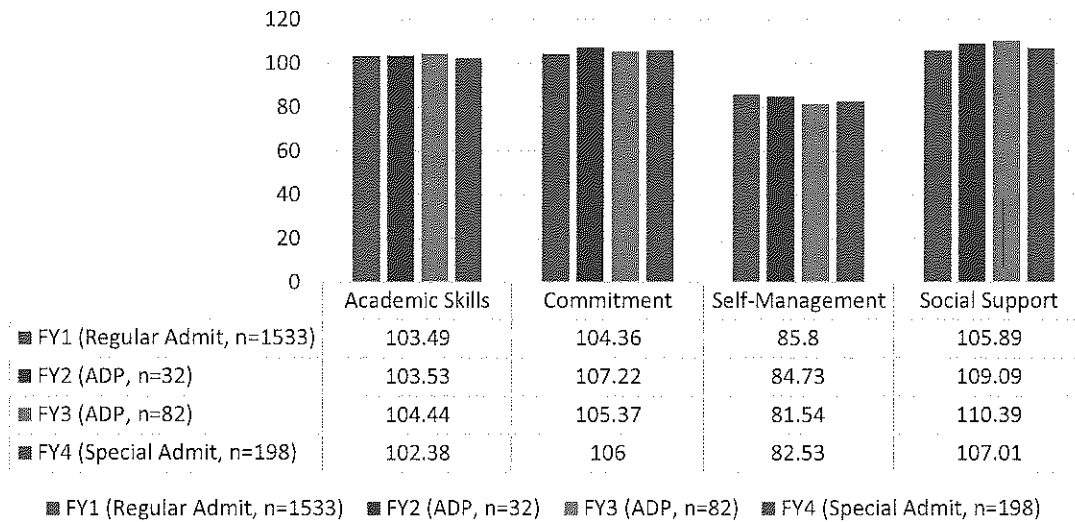   FY1 significantly higher than FY3 (difference of 4.50)

Connectedness [$F(3, 1841) = 3.406$, $p < .05$]
    FY1 significantly higher than FY3 (difference of 4.72)

Institutional Support $F(3, 1841) = 5.716$ $p < .01$]
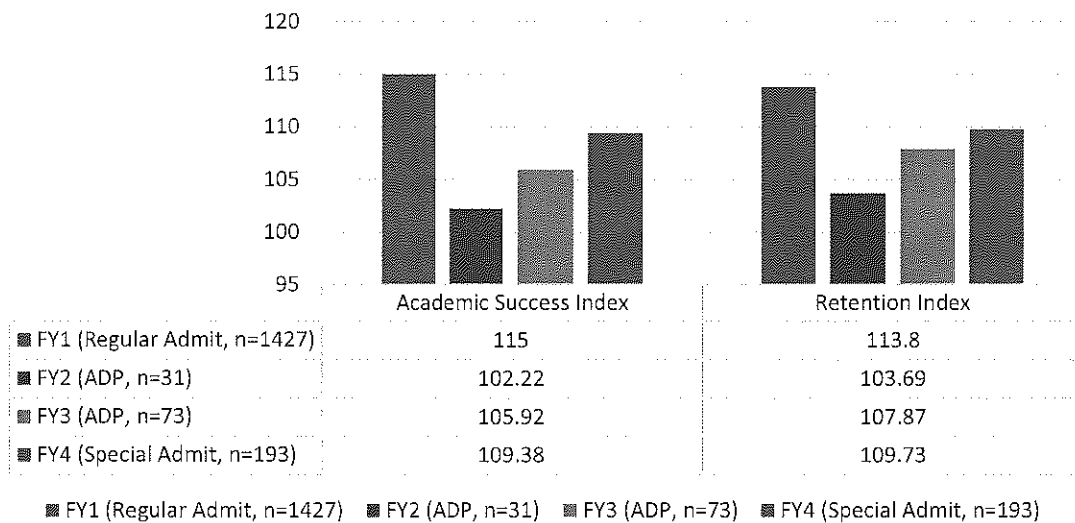   FY1 significantly higher than FY3 (difference of 5.53)

Academic Success Index [$F(3, 1841) = 29.05$, $p < .001$]
    FY1 significantly higher than FY2, FY3, and FY4
    FY4 significantly higher than FY2 and FY3

Retention Index [$F(3, 1841) = 17.38$, $p < .001$]
    FY1 significantly higher than FY2, FY3, and FY4
    FY4 significantly higher than FY2

Domain Scores By Admit Status

	Academic Skills	Commitment	Self-Management	Social Support
▥ FY1 (Regular Admit, n=1533)	103.49	104.36	85.8	105.89
▥ FY2 (ADP, n=32)	103.53	107.22	84.73	109.09
▥ FY3 (ADP, n=82)	104.44	105.37	81.54	110.39
▥ FY4 (Special Admit, n=198)	102.38	106	82.53	107.01

▥ FY1 (Regular Admit, n=1533) ▥ FY2 (ADP, n=32) ▥ FY3 (ADP, n=82) ▥ FY4 (Special Admit, n=198)

Success Indices By Admit Status

	Academic Success Index	Retention Index
▥ FY1 (Regular Admit, n=1427)	115	113.8
▥ FY2 (ADP, n=31)	102.22	103.69
▥ FY3 (ADP, n=73)	105.92	107.87
▥ FY4 (Special Admit, n=193)	109.38	109.73

▥ FY1 (Regular Admit, n=1427) ▥ FY2 (ADP, n=31) ▥ FY3 (ADP, n=73) ▥ FY4 (Special Admit, n=193)

Chi-Square analyses, using ETS rated levels of each domain (low, moderate, and high) confirmed some of the results reported above. While there were no significant differences between students of different admit statuses within the four domains, significant differences were found for the Academic Success Index [$X^2(9) = 79.241$, $p < .001$] and the Retention Index [$X^2(9) = 70.994$, $p < .001$]. More FY1 students (than expected) were rated in the high category and fewer FY1 students (than expected) were rated in the moderate and low categories. The results were in the opposite direction for the FY2, FY3, and FY4 students.

Work Group: Student reports of expected work hours were converted to a 3-point scale for analyses – Not Expecting to Work, Expecting to Work < 20 hours per week, Expecting to Work > 20 hours per week. A procedure like those described above was undertaken to determine if there were any systematic differences in the categories and domains of the Success Navigator survey among students who differed in their expectations about having to work while in college. Again, some statistically significant, albeit small, differences did emerge:

Academic Skills Domain $\qquad$ [$F_{(2, 1702)}$ = 2.922, p < .05]
> Those who did not plan to work had significantly higher scores than those who planned to work 20+ hours (difference of 4.04)

Organization $\qquad$ [$F_{(2, 1702)}$ = 3.189, p < .05]

Social Support Domain $\qquad$ [$F_{(2, 0702)}$ = 2.305, p < .001]
> Those who did not plan to work had significantly higher than those who intended to work less than 20 hours (difference of 2.22) and those who intended to work 20+ hours (difference of 5.93).

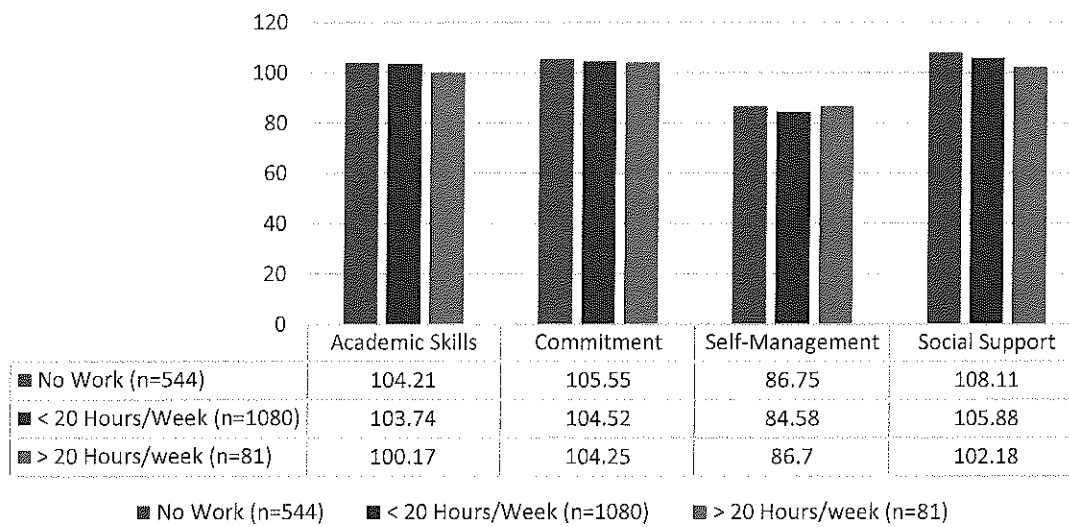Connectedness $\qquad$ [$F_{(2, 1702)}$ = 3.268, p < .05]
Institutional Support $\qquad$ [$F_{(2, 1702)}$ = 28.371, p < .001]

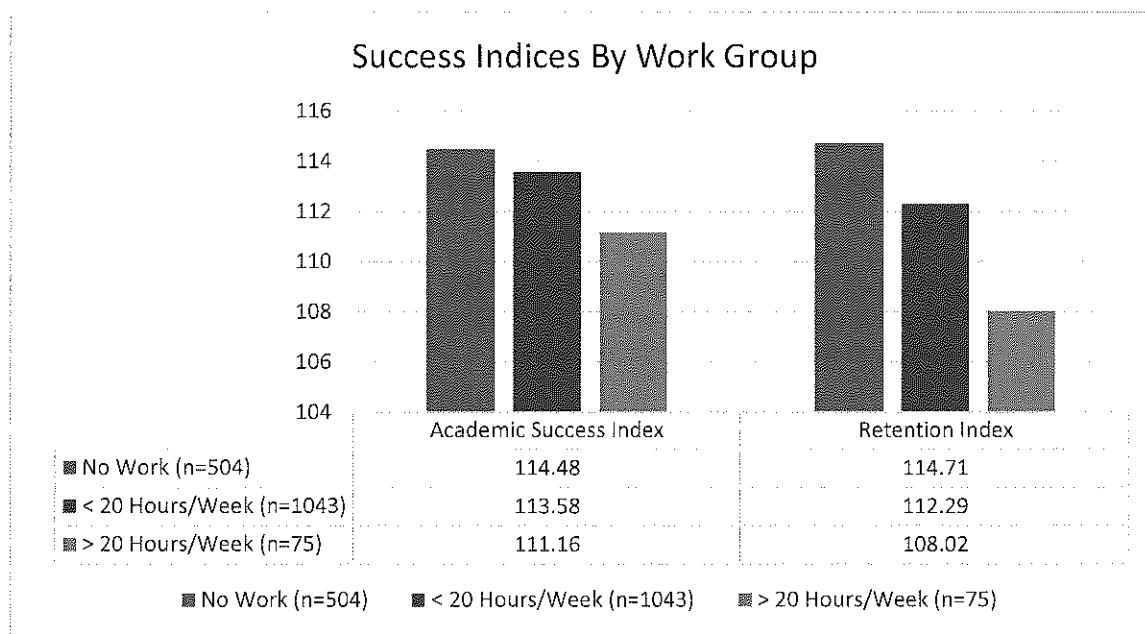Retention Index $\qquad$ [$F_{(2, 1619)}$ = 13.056, p < .001]
> Those who did not plan to work had significantly higher retention indices than those who intended to work less than 20 hours (difference of 2.42) and those who intended to work 20+ hours (difference of 6.69). A significant difference also appeared between those who intended to work less than 20 hours and those who intended to work 20+ hours each week (difference of 4.27).

Domain Scores By Work Group

	Academic Skills	Commitment	Self-Management	Social Support
No Work (n=544)	104.21	105.55	86.75	108.11
< 20 Hours/Week (n=1080)	103.74	104.52	84.58	105.88
> 20 Hours/week (n=81)	100.17	104.25	86.7	102.18

No Work (n=544)   < 20 Hours/Week (n=1080)   > 20 Hours/week (n=81)

Success Indices By Work Group

	Academic Success Index	Retention Index
No Work (n=504)	114.48	114.71
< 20 Hours/Week (n=1043)	113.58	112.29
> 20 Hours/Week (n=75)	111.16	108.02

No Work (n=504)　　■ < 20 Hours/Week (n=1043)　　■ > 20 Hours/Week (n=75)

Chi-Square analyses, using ETS rated levels of each domain (low, moderate, and high), again confirmed some (but not all) of these results. A significant difference was found within the Social Support domain $[X^2(4) = 16.279, p < .01]$: more students within the no work group (than expected) were rated in the high category and fewer (than expected) were rated in the low and moderate categories. For students who reported that they expected to work (either less than 20 hours per week or more than 20 hours per week), the results were reversed: fewer students (than expected) were rated in the high category and more (than expected) were rated in the low and moderate categories. The same was true for the Academic Success Index $[X^2(6) = 20.177, p < .01]$ and the Retention Index $[X^2(6) = 37.612, p < .001]$.

First Generation Status: Complete survey data and first generation status information were available for a total of 1742 students (594 first generation). A series of independent samples t-tests were conducted to determine if there were any systematic differences in the categories and domains of the Success Navigator survey in terms of the first generation and not first generation students. Again, some statistically significant, but small, differences did emerge:

Social Support Domain　　　　$[t(2, 1740) = 2.450, p < .05]$
First generation student scores were significantly lower than those who were not first generation college.
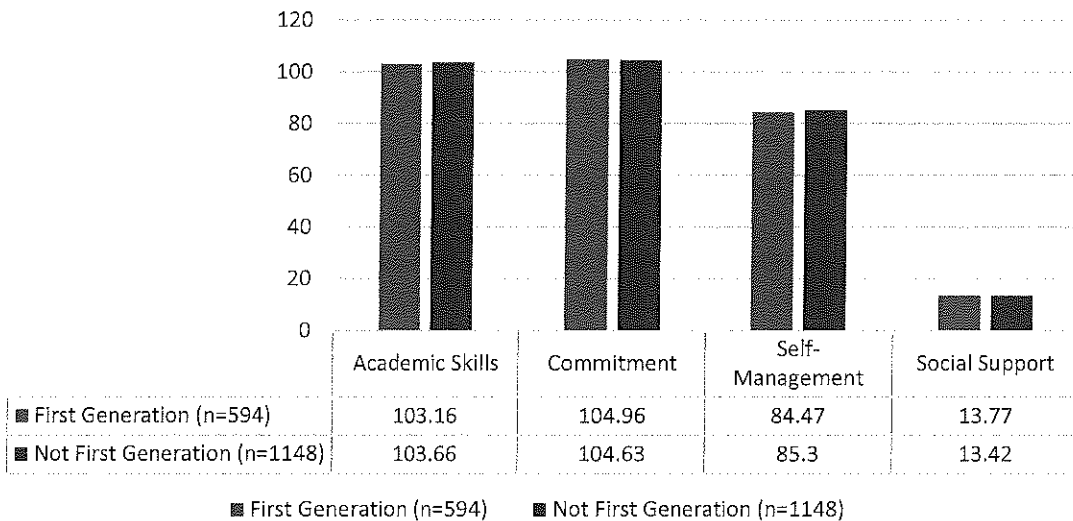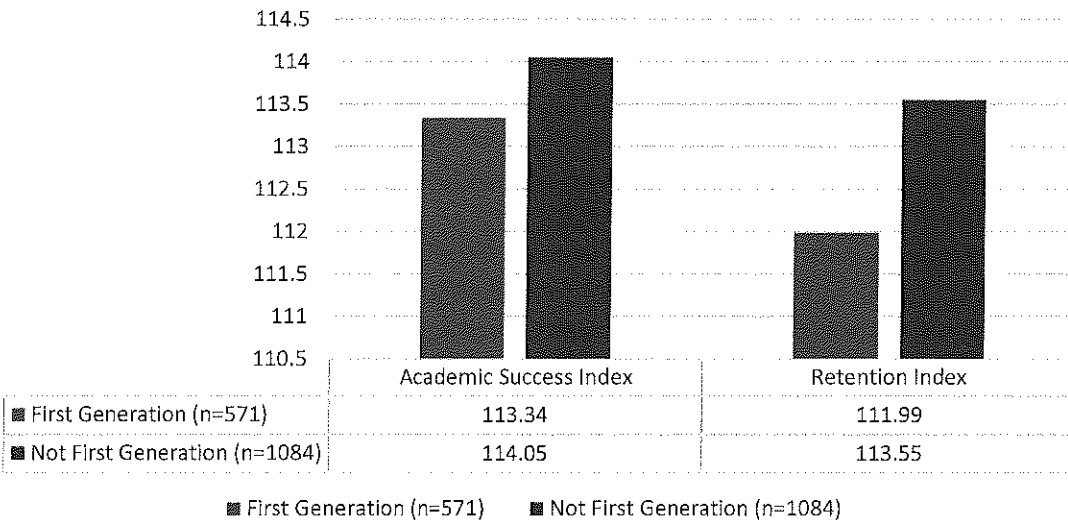
Barriers to Success　　　　　　$[t(2, 1740) = 3.586, p < .001]$

Retention Index　　　　$[t(2, 1740) = 2.472, p < .05]$
First generation student scores were significantly lower than those who were not first generation college.

Domain Scores By First Generation Status

	Academic Skills	Commitment	Self-Management	Social Support
First Generation (n=594)	103.16	104.96	84.47	13.77
Not First Generation (n=1148)	103.66	104.63	85.3	13.42

First Generation (n=594)　　Not First Generation (n=1148)

Success Indices By First Generation Status

	Academic Success Index	Retention Index
First Generation (n=571)	113.34	111.99
Not First Generation (n=1084)	114.05	113.55

First Generation (n=571)　　Not First Generation (n=1084)

Chi-Square analyses, using ETS rated levels of each domain and index (low, moderate, and high), again confirmed some of these results. A significant difference was found for the Retention Index [$X^2(3) = 7.749$, $p < .05$]. Among the first generation students, fewer (than expected) were rated in the high category while more (than expected) were rated in the moderate or low categories. Among the non-first generation students, those results were reversed with more (than expected) rated in the high retention category and fewer (than expected) rated in the moderate or low categories.

Success Navigator Results by Perceived Impact of Problems

Perceived Impact of Personal Problems

    Academic Skills Domain $[X^2(2) = 10.784, p < .01]$

        Significantly more students who reported a significant impact of personal problems on potential academic success were rated in the low category of Academic Skills.

    Commitment Domain $[X^2(2) = 6.822, p < .05]$

        Significantly more students (than expected) who reported a significant impact of personal problems on potential academic success were rated in the low category of Commitment.

    Self-Management Domain $[X^2(2) = 27.618, p < .001]$

        Among those who reported a significant impact of personal problems on potential academic success, significantly more (than expected) were rated in the low category of Self-Management while significantly fewer (than expected) were rated in the moderate or high categories. Results were in the opposite direction for those who reported a perception of a less than significant impact of personal problems.

    Social Support Domain $[X^2(2) = 41.139, p < .001]$

        Among those who reported a significant impact of personal problems on potential academic success, significantly more (than expected) were rated in the low category of Social Support while significantly fewer (than expected) were rated in the moderate or high categories. Results were in the opposite direction for those who reported a perception of a less than significant impact of personal problems.

Perceived Impact of Financial Difficulties

    Self-Management Domain $[X^2(2) = 6.953, p < .05]$

        Among those who reported a significant impact of financial difficulties on potential academic success, significantly more (than expected) were rated in the low category of Self-Management while significantly fewer (than expected) were rated in the high category. Results were in the opposite direction for those who reported a perception of a less than significant impact of financial difficulties.

    Social Support Domain $[X^2(2) = 46.070, p < .001]$

        Among those who reported a significant impact of financial difficulties on potential academic success, significantly more (than expected) were rated in the low category of Social Support while significantly fewer (than expected) were rated in the high category. Results were in the opposite direction for those who reported a perception of a less than significant impact of financial difficulties.

    Retention Index $[X^2(2) = 10.647, p < .05]$

        Among those who reported a significant impact of financial difficulties on potential academic success, significantly more (than expected) were rated by ETS as having a low Retention Index while significantly fewer (than expected) were rated as having a high Retention Index.

Perceived Impact of Legal Issues

    Academic Skills Domain $[X^2(2) = 7.176, p < .05]$

        Significantly fewer students who reported a significant impact of legal issues on potential academic success were rated in the high category of Academic Skills.

    Social Support Domain $[X^2(2) = 11.938, p < .01]$

        Among those who reported a significant impact of legal issues on potential academic success, significantly more (than expected) were rated in the low category of Social Support while

significantly fewer (than expected) were rated in the high category. Results were in the opposite direction for those who reported a perception of a less than significant impact of financial difficulties.

<u>Retention Index</u> $[X^2(2) = 10.289, p < .05]$

Among those who reported a significant impact of legal issues on potential academic success, significantly more (than expected) were rated by ETS as having a low Retention Index.

<u>Perceived Impact of Family Obligations</u>

<u>Social Support Domain</u> $[X^2(2) = 12.146, p < .01]$

Among those who reported a significant impact of family obligations on potential academic success, significantly more (than expected) were rated in the low category of Social Support.

APPENDIX A

INSTITUTION AGGREGATE REPORT

ETS SUCCESS NAVIGATOR

2015 COHORT

SUCCESS INDICES

Predictions of student success are based on two criteria. First, ACADEMIC SUCCESS is a student's likelihood of succeeding in the classroom, indicated by first-year GPA. Second, RETENTION SUCCESS indicates a student's likelihood of returning to your institution for a second year. Both of these criteria are modeled using a large, nationwide study across varying types of institutions and students. These have been shown to be highly predictive of student success.

The tables below show the proportion of your students who have fallen in each of three categories - high, medium, and low likelihood of success.

Academic Success Index				
Success Likelihood	**Definition**	**Number of Students***	**Percent of Students Across Comparative Institutions**	**Percent of Students in the Cohort/Institution**
High	Projected 1st Semester GPA > 2.97	1070 of 1724	47	62
Medium	Projected 1st Semester GPA between 2.23 – 2.97	588 of 1724	47	34
Low	Projected 1st Semester GPA < 2.23	66 of 1724	6	4

Retention Success Index				
Success Likelihood	**Definition**	**Number of Students***	**Percent of Students Across Comparative Institutions**	**Percent of Students in the Cohort/Institution**
High	Probability of retention > 93.0%	1072 of 1724	35	62
Medium	Probability of retention between 84.1% – 93.0%	592 of 1724	52	34
Low	Probability of retention < 84.1%	60 of 1724	12	3

*These tables report on the number of students who received valid Academic and Retention Success Index scores.

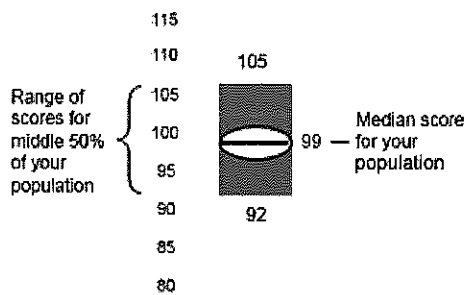| Institution: | West Chester University |
Cohort Name:	2016FTFT
Test Range:	8/25/2016-9/30/2016
Total Sample Size:	1845

(ETS) SuccessNavigator
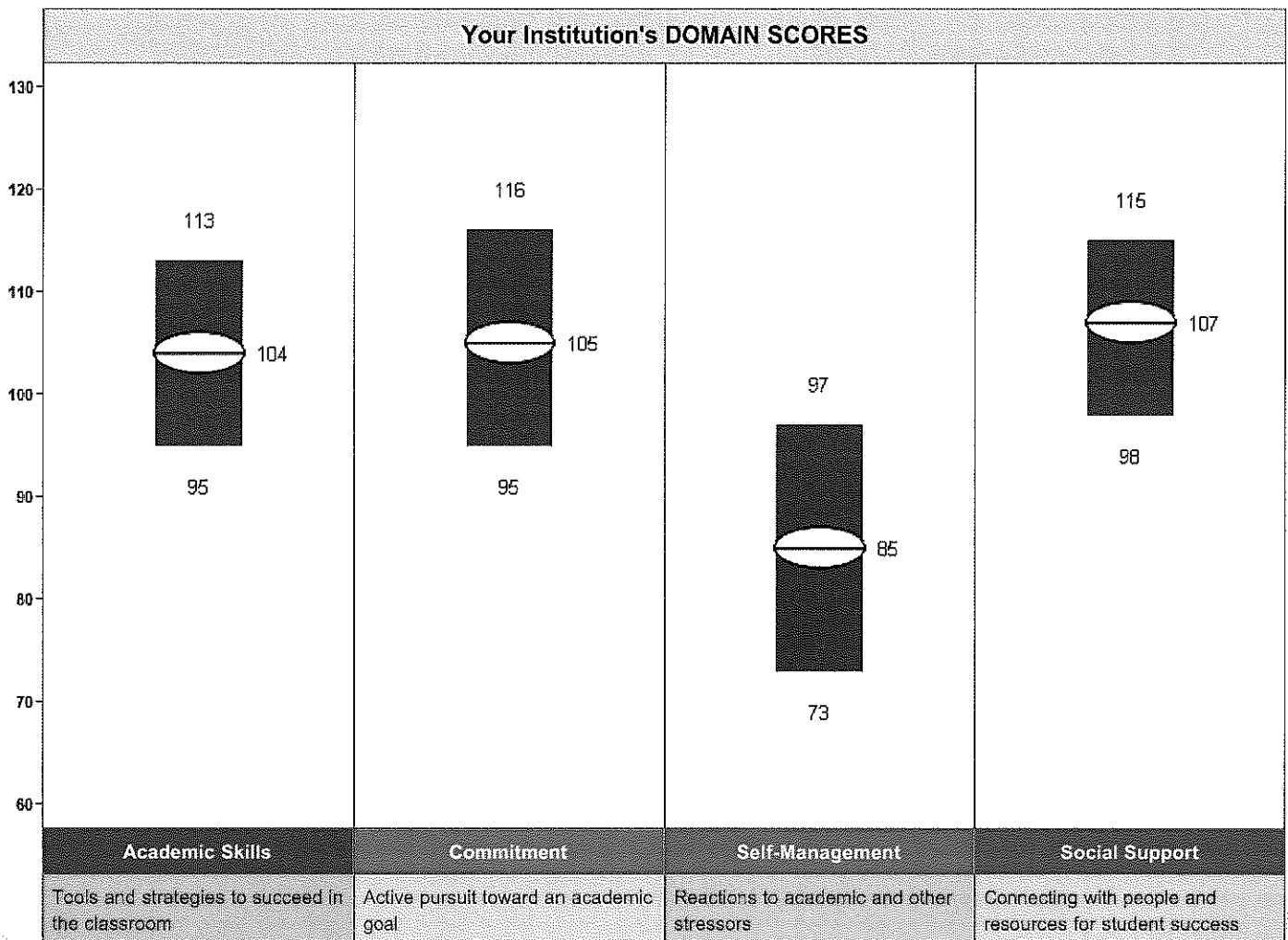
Institution Aggregate Report

DOMAIN SCORES

This report shows the performance of your students in each of the *SuccessNavigator*® domains, compared with the performance of the *SuccessNavigator* population. All measures have been standardized and scaled to a mean of 100 and a standard deviation of 15. This means that, across the population, 68% of all students will obtain scores within the range of 85 to 115, and 95% will obtain scores within the range of 70 to 130 on the *SuccessNavigator* measures.

However, samples within a given cohort may vary from the population mean and standard deviation. Therefore, for each score presented, we have provided the median score for your population, as well as the range of scores for the middle 50% of your population. This gives you an initial idea of the variance in scores across the cohort.

Below are the scores for your cohort in four broad domains:

Your Institution's DOMAIN SCORES

Academic Skills	Commitment	Self-Management	Social Support
Tools and strategies to succeed in the classroom	Active pursuit toward an academic goal	Reactions to academic and other stressors	Connecting with people and resources for student success

Academic Skills: 113 / 104 / 95
Commitment: 116 / 105 / 95
Self-Management: 97 / 85 / 73
Social Support: 115 / 107 / 98

The pages that follow will provide subscores within each domain to explain them more thoroughly.

Institution: West Chester University
Cohort Name: 2016FTFT
Test Range: 8/25/2016-9/30/2016
Total Sample Size: 1845

(ETS) **SuccessNavigator**

Institution Aggregate Report

Academic Skills
Tools and strategies to succeed in the classroom

Subscore	Definition	Sample Statement
Meeting Class Expectations	Doing what's expected to meet the requirements of a course, including completion of assignments and appropriate in-class behavior	I attend almost all of my classes. I complete the reading that is assigned to me.
Organization	Strategies for organizing work and time	I make a schedule for getting my schoolwork done. I take due dates seriously.
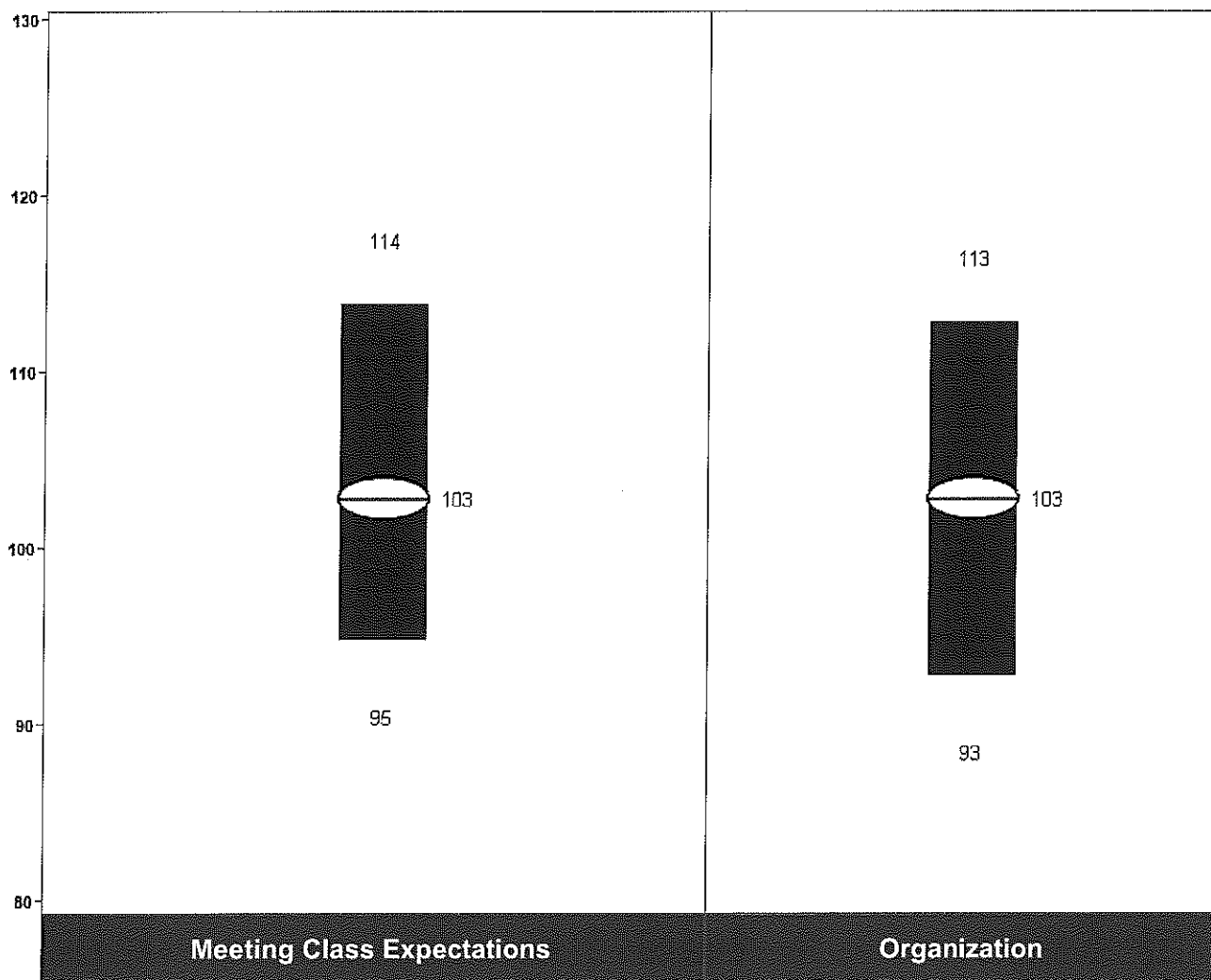
Meeting Class Expectations: 114, 103, 95

Organization: 113, 103, 93

Institution:	West Chester University
Cohort Name:	2016FTFT
Test Range:	8/25/2016-9/30/2016
Total Sample Size:	1845

(ETS) SuccessNavigator

Institution Aggregate Report

Commitment
Active pursuit toward an academic goal

Subscore	Definition	Sample Statement
Commitment to College Goals	Perceived value of college and determination to succeed and complete education	One of my life goals is to graduate from college. The benefit of a college education outweighs the cost.
Institutional Commitment	Attachment to and positive evaluation of the school.	This is the right school for me. I'm proud to say I attend this school.
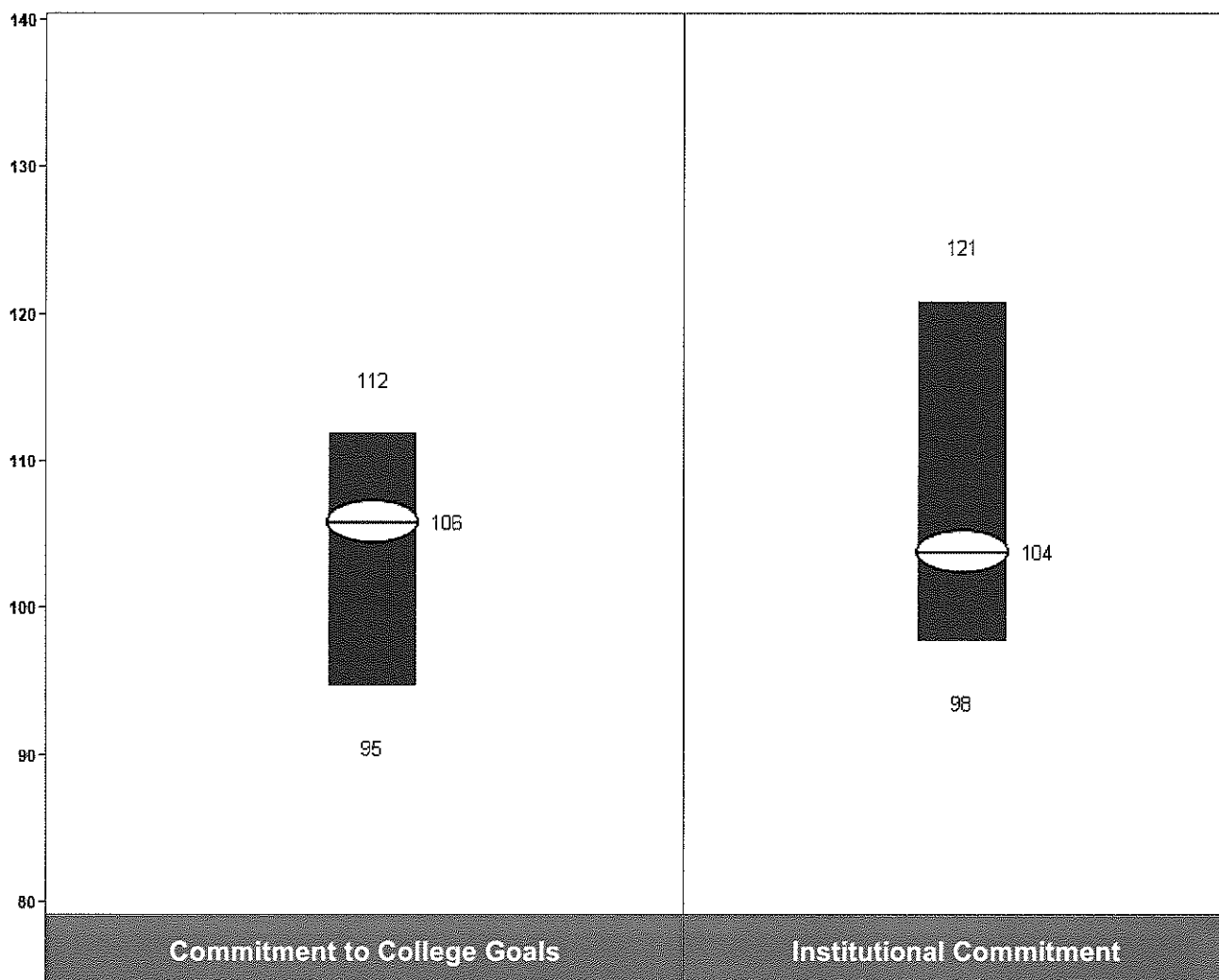
Commitment to College Goals: 112 / 106 / 95

Institutional Commitment: 121 / 104 / 98

Institution: West Chester University
Cohort Name: 2016FTFT
Test Range: 8/25/2016-9/30/2016
Total Sample Size: 1845

(ETS) SuccessNavigator.

Institution Aggregate Report

Self-Management
Reactions to academic and other stressors

Subscore	Definition	Sample Statement
Sensitivity to Stress	Tendency to feel frustrated, discouraged, or upset when under pressure or burdened by demands	I get stressed-out easily when things don't go my way. I am easily frustrated.
Test Anxiety	General reactions to test-taking experiences, including negative thoughts and feelings (e.g., worry, dread)	When taking a test, I think about what will happen if I don't do well. Before a test, my stomach gets upset.
Academic Self-Efficacy	Belief in one's ability to perform and achieve in an academic setting	I'm confident that I will succeed in my courses this semester. I can do well in college if I apply myself.
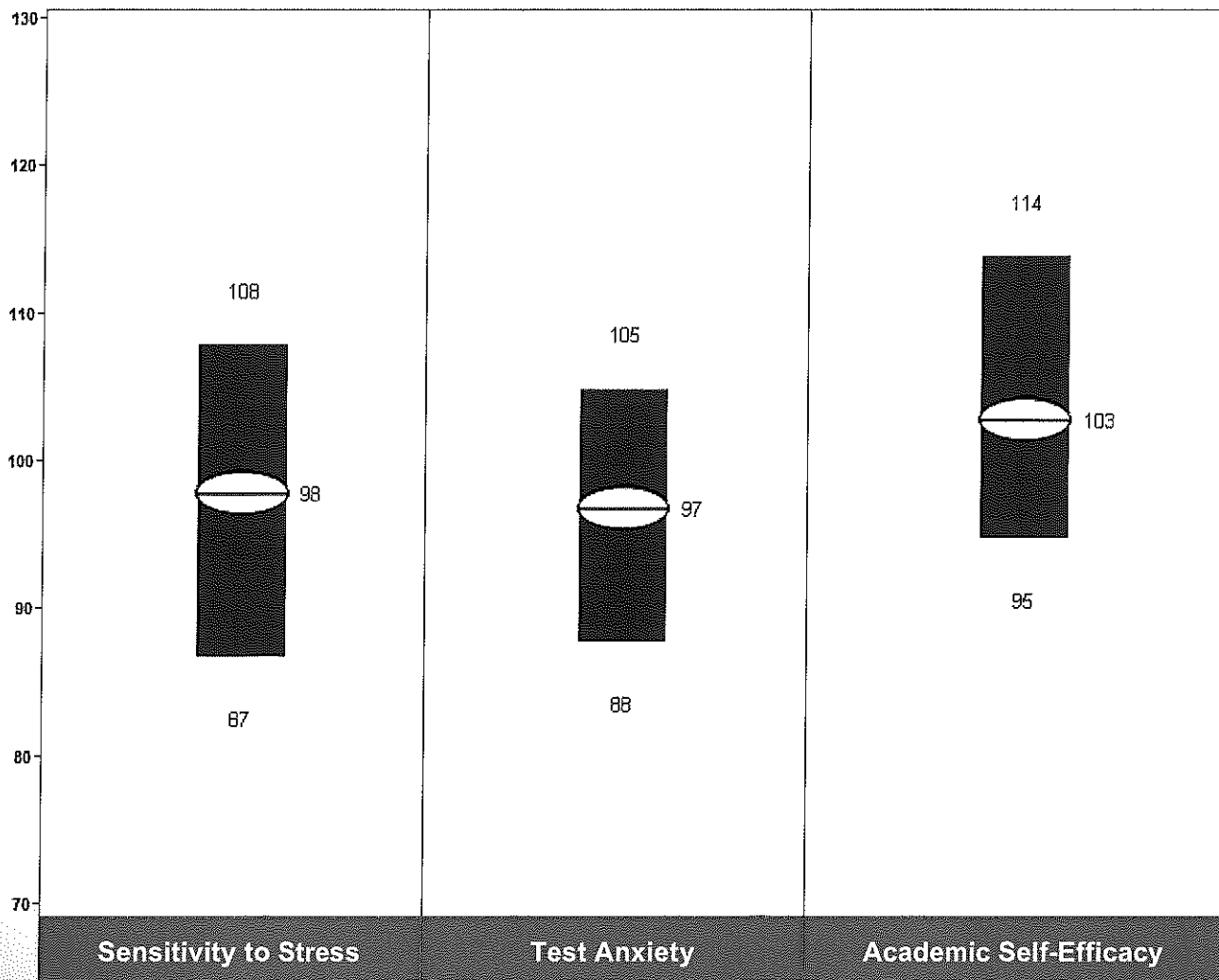
Sensitivity to Stress: 108 / 98 / 87

Test Anxiety: 105 / 97 / 88

Academic Self-Efficacy: 114 / 103 / 95

Institution:	West Chester University
Cohort Name:	2016FTFT
Test Range:	8/25/2016-9/30/2016
Total Sample Size:	1845

(ETS) **SuccessNavigator**

Institution Aggregate Report

Social Support
Connecting with people and resources for student success

Subscore	Definition	Sample Statement
Connectedness	A general sense of belonging and engagement	I feel connected to my peers. People understand me.
Institutional Support	Attitudes about and tendency to seek help from established resources	If I don't understand something in class, I ask the instructor for help. I know how to find out what's expected of me in classes.
Barriers to Success	Financial pressures, family responsibilities, conflicting work schedules, and limited institutional knowledge	Family pressures make it hard for me to commit to school. People close to me support my going to college.

Box plot chart showing three subscores:

- **Connectedness:** 113 (top), 105 (median), 95 (bottom)
- **Institutional Support:** 111 (top), 103 (median), 93 (bottom)
- **Barriers to Success:** 120 (top), 112 (median), 104 (bottom)

Y-axis ranges from 80 to 140.
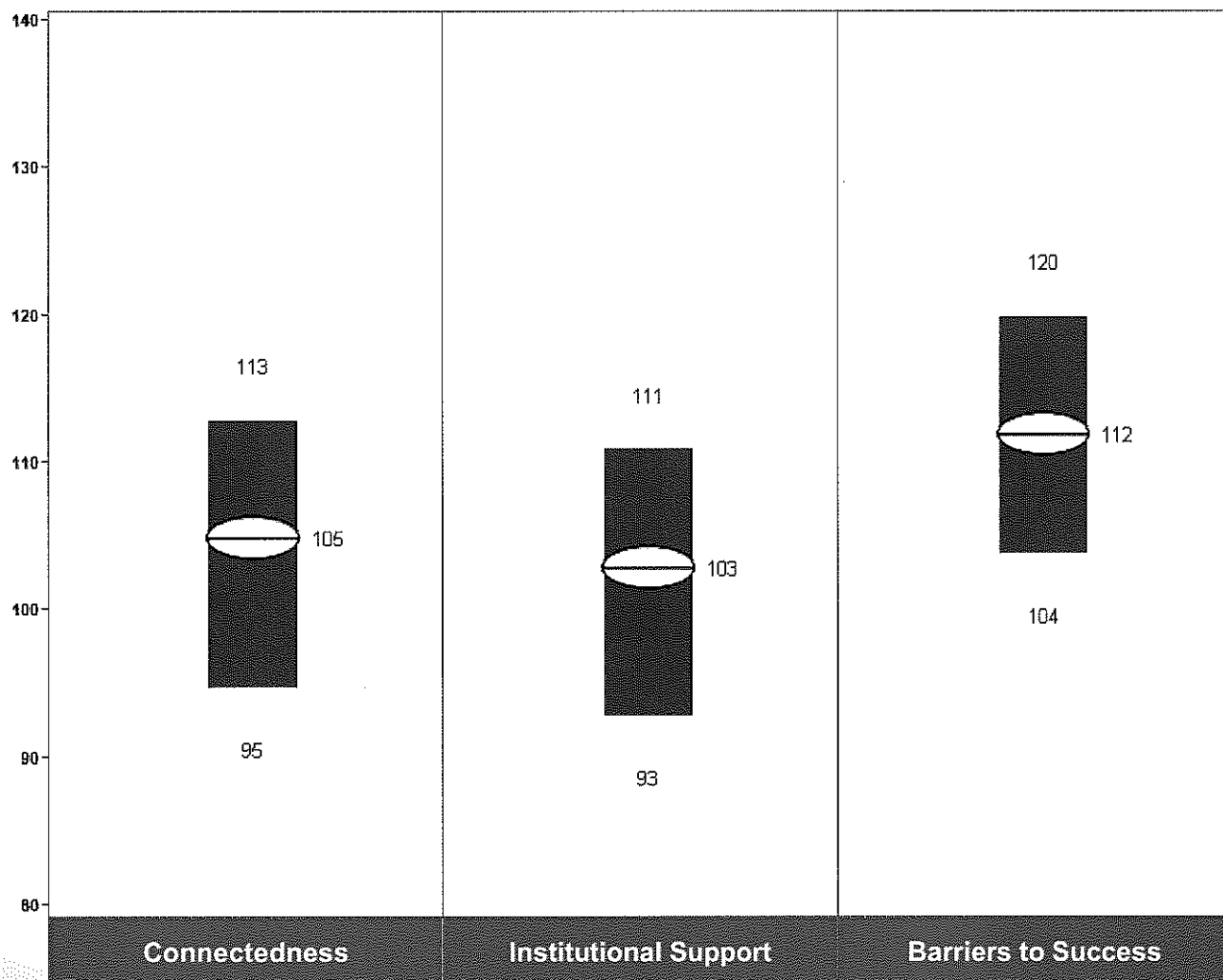
APPENDIX B

SAMPLE ADVISOR REPORT

ETS SUCCESS NAVIGATOR
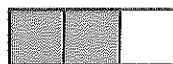
2015 COHORT

Student Name: ████████
Student ID: ████
Institution: West Chester University
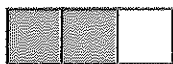Test Date: 08/27/2016

(ETS) *SuccessNavigator.*

Advisor Report

The Student's Background	COURSE ACCELERATION*	ACADEMIC SUCCESS INDEX**	RETENTION SUCCESS INDEX***
• Gender: Female • Race: Asian or Asian American • Age: 18 • Is English your best language? No	MATH: YES ENGLISH: YES RECOMMENDATION	HIGH	HIGH

Skill Report

Academic Skills – Tools and strategies to succeed in the classroom

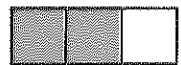| A student with similar skills:	• Sometimes uses strategies to effectively manage time and assignments • Occasionally misses class or comes unprepared	
Tools/Tips	The Tutoring Center can provide strategies to help you set goals and organize your time. See your Advisor for more information, or click **here** for helpful tips and tools.	**MODERATE**

Commitment – Active pursuit toward an academic goal

A student with similar skills:	• Sees some value in a college degree • Feels some attachment to the college	
Tools/Tips	The Career Center can provide strategies to help you set goals and plan your academic career. See your Advisor for more information, or click **here** for helpful tips and tools.	**MODERATE**

Self-Management – Reactions to academic and other stressors

A student with similar skills:	• Has difficulty managing stress in a positive, productive manner • Doubts personal skills and abilities	
Tools/Tips	The Counseling Center can help you manage stress that arises from college life. See your Advisor for more information, or click **here** for helpful tips and tools.	**LOW**

Social Support – Connecting with people and resources for student success

A student with similar skills:	• Holds some connections to people and resources • Has occasional difficulty balancing the demands of college and personal life	
Tools/Tips	The Office of Student Life can connect you with important student groups on campus. See your Advisor for more information, or click **here** for helpful tips and tools.	**MODERATE**

*Course Acceleration: Please see *Technical Users' Guide* to fully understand how to make an informed course placement.

**Academic Success Index: Weighted composite of student's *SuccessNavigator*® profile and other academic indicators of student preparedness, such as high school GPA, SAT®/ACT®, etc.

***Retention Success Index: Projected likelihood that student will return for a second semester or year at the institution.

Student Name: ▓▓▓▓▓▓
Student ID: ▓▓▓▓
Institution: West Chester University
Test Date: 08/27/2016

(ETS) **SuccessNavigator**
Advisor Report

Detailed Skill Report

			Students with Similar Skills	Next Steps	Skill Level*
Academic Skills	*Meeting Class Expectations*	Doing what's expected to meet the requirements of your course including assignments and in-class behavior	Sometimes show up to class, complete most assignments and occasionally finish work in a timely manner	• Suggest the student work on monitoring deadlines and completing assignments on time. • Encourage the student to come to class on time and prepared. • For more strategies, click here.	MODERATE
	Organization	Strategies for organizing work and time	Regularly use and update a planner, create and complete tasks on to-do lists and stick to a schedule	• Suggest the student uses his or her strengths to take on leadership positions. • Remind the student to use organizational tools to stay on top of assignments. • For more strategies, click here.	HIGH
Commitment	*Commitment to College Goals*	Perceived value and determination to succeed and complete college	May find it difficult to consistently set and work toward academic goals and find limited value in a college degree	• Help the student define educational and career goals. • Encourage goal-directed behavior. • For more strategies, click here.	MODERATE
	Institutional Commitment	Attachment to and positive evaluations of the school	Have some attachment and feel some loyalty to their school	• Try to uncover the reason the student feels disconnected. • Assess the student"s knowledge of campus activities and resources. • For more strategies, click here.	MODERATE
Self Management	*Sensitivity to Stress*	Tendency to feel frustrated, discouraged or upset when under pressure or burdened by demands	Find managing coursework difficult, are stressed and often unable to cope with the demands of school and daily life	• Encourage the student to seek out social support. • Aid in the development of the student"s adaptive strategies to manage academic stress or pressures. • For more strategies, click here.	LOW
	Test Anxiety	General reactions to test-taking experiences, including negative thoughts and feelings (e.g. worry, dread)	Have difficulty managing test-related stress and experience negative thinking and anxiety before, during and after a test	• Determine the cause and symptoms of the student"s anxiety. • Help the student regain control of thoughts and emotions in the face of stressful situations. • For more strategies, click here.	LOW
	Academic Self-Efficacy	Belief in one's ability to perform and achieve in an academic setting	Have some doubt about academic abilities, may lack confidence in skills and feel slightly unprepared for the demands of school	• Have the student reflect on skills and methods used in the past to overcome challenges. • Teach strategies to work effectively in order to build confidence. • For more strategies, click here.	MODERATE
Social Support	*Institutional Support*	Attitudes about and tendency to seek help from established resources	Do not know when help is needed, rarely ask questions, are unaware of resources on campus and never use support services	• Figure out what is causing an unwillingness to ask for help. • Encourage the student to ask questions and use campus resources and support. • For more strategies, click here.	LOW
	Barriers to Success	Financial pressures, family responsibilities, conflicting work schedules and limited institutional knowledge	Have a strong network of support and know whom to talk to when a problem occurs	• Promote offering advice to students who are having trouble balancing academic and personal obligations. • Encourage the student to continue managing responsibilities to avoid feeling overwhelmed. • For more strategies, click here.	HIGH
	Connectedness	A general sense of belonging and engagement	Sometimes feel a strong sense of belonging, feel somewhat close to others and relate to people inside and outside the classroom	• Work on the student"s ability to relate to peers on campus. • Suggest the student increase his or her level of engagement in college life and campus events. • For more strategies, click here.	MODERATE

*Skill Level: For actual score information, refer to the Student Extract File.

More about the Student

• Age: 18	• Work Status: Yes, I will work less than 10 hours per week.
• Military Active Duty: No	• Number of Children: 0
• Marital Status: Single, never married	• Parental Education: Associate degree (mother); Bachelor's degree (father)

The Student's Educational Background

• High School GPA: 4.00

SAT® Assessment Scores*

• Math:	Not Supplied	• Total:	Not Supplied
• Verbal:	Not Supplied		

ACT Assessment Score

• English:	Not Supplied	• Science:	Not Supplied
• Math:	Not Supplied	• Reading:	Not Supplied
		• Composite:	Not Supplied

The Student's Future Education Plans

• Education Level Expected:	Bachelor's degree
• Reason for Attending College:	To prepare myself for a career
• Plans for Transfer:	No
• Number of Colleges Applied to:	4
• Number of Credits Accumulated:	None

What Influences the Student's Life?

• Personal Problems:	5
• Financial Difficulties:	3
• Legal Issues:	1 (No Impact)
• Family Obligations:	5
• Health:	2

The Student's Plans for Utilizing College Services

• Advising:	Yes	• Participate in Sports:	Yes
• Career:	No	• Participate in Greek Organizations:	No
• Tutoring:	No	• Participate in non-Greek Organizations:	Yes
• Counseling:	No		