PREDICTING STUDENT SUCCESS: A FIRST LOOK AT SUCCESS NAVIGATOR RESULTS

Fall 2015 Cohort

October, 2016 Office of Student Success, WCU Loretta Rieser-Danner, Ph.D. Interim Associate Provost

PREDICTING STUDENT SUCCESS 2155 COHORT (ADP, PMAA & SPECIAL ADMIT STUDENTS)

	Page #
Method	
Summer 2015	3
Fall 2016	3
Summary of Results	
General Success Navigator Results	5
2 nd Fall Retention	5
1st Semester Performance	5
1st Year Performance	6
Success Navigator Variables Linked to Student Success	7
Success Navigator Variables Linked to First Generation Status	7
Proposed Steps to Increase Student Success Complete Regular w/Tebles & Grophs	9
Complete Results w/Tables & Graphs Admissions Information	11
\$20000000	12
ETS Success Navigator Results 2nd Fall Retention	15
1st Term Performance Measures	25
1 st Year Performance Measures	29
First Generation Status and Success Navigator Variables	39
Appendix A	
ETS Success Navigator, Institution Aggregate Report	41
Appendix B	40
ETS Success Navigator, Sample Advisor Report	49

METHOD

Summer 2015

During the August 2015 orientation period for first-year students, all students entering the university as part of the Academic Development Program and/or the Pre-Major Academic Advising program 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.

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%

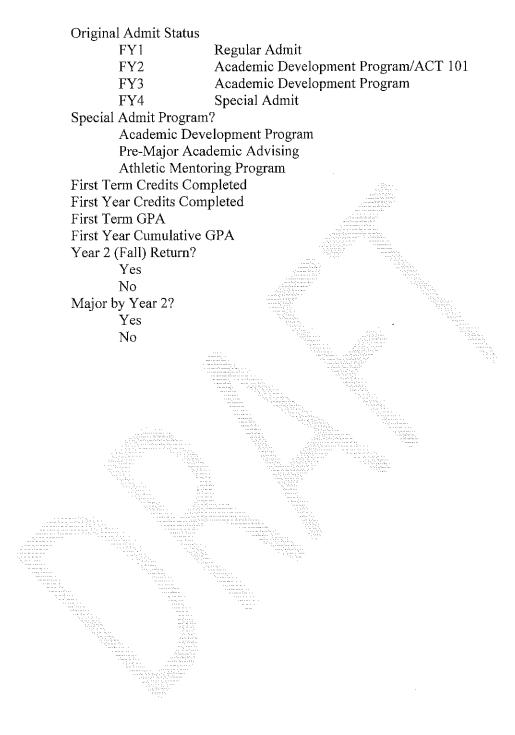
Medium Probability of retention between 84.1% - 93.0%

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 semester of 2016, the WCU Office of Student Success attempted to follow-up on all students who completed the Success Navigator during the August 2015 orientation period. Specifically, we identified for each student with complete ETS data, a number of information items:



SUMMARY OF IMPORTANT RESULTS

General Success Navigator Results

- 479 students completed at least part of the ETS Success Navigator survey; all were admitted as ADP, PMAA, or FY4 (Special Admit) students.
- 43.6% of students were identified as first generation college (of 438 for which information was available).
- 67.8% of students identified WCU as their first choice institution.
- Only 19 of 411 students were rated as having a low likelihood of success in terms of academic performance and/or retention by ETS.
- 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).

2nd Fall Retention

- 403 of the original 479 students (84.1%) who completed the Success Navigator survey in August 2015 were re-enrolled for the Fall 2016 semester (2nd fall return). No significant differences were found in terms of admit status (FY1 FY4) or Admit Support Program (ADP, PMAA, etc.)
- Students who did not return for the 2nd fall completed significantly fewer credits during their first semester and over the first year.
- Students who did not return for the 2nd fall earned significantly lower GPAs for the first semester and for the first year than did those who did return.
- Students who did not return for the 2nd fall were significantly more likely to report being first generation students.
- Students who did not return for the 2nd fall semester reported a significantly higher level of anticipated impact of their personal problems on their academic success.
- Students who did not return for the 2nd fall semester reported statistically significant lower levels of Academic Skills, Commitment, and Social Support than did those who did return.
- Students who did not return for the 2nd fall semester reported significantly lower levels of skill in Meeting Class Expectations and Organization (categories of the Academic Skills domain).
- Students who did not return for the 2nd fall semester reported significantly lower levels of Commitment to College Goals and Commitment to Institution (categories of the Commitment domain).
- Students who did not return for the 2nd fall semester reported a significantly lower level of Academic Self-Efficacy (a category of the Self-Management domain).
- Students who did not return for the 2nd fall semester reported a significantly lower level of Connectedness (a category of the Social Support domain).

1st Semester Performance

- Students admitted through one of the Special Admit programs (FY2, FY3, or FY4) earned significantly lower first semester GPAs.
- Students who reported an anticipated significant impact of their personal problems on their academic success earned significantly lower first semester GPAs.
- Students who reported an anticipated significant impact of financial difficulties on their academic success earned significantly lower first semester GPAs.

- Students who reported being first generation college students earned significantly lower first semester GPAs.
- Student reports of their own skill in the domain of Academic Skills was significantly and positively correlated with first semester GPA.
- Students rated by ETS as reporting low or moderate levels of Academic Skills earned significantly lower first semester GPAs than did those rated by ETS as reporting high levels of Academic Skills.
- Students rated by ETS as reporting low levels of Social Support earned significantly lower first semester GPAs than did those rated by ETS as reporting moderate or high levels of Social Support.
- Students rated by ETS as reporting low skill in Meeting Class Expectations earned significantly lower first semester GPAs and students rated by ETS as reporting low or moderate levels of Organization earned significantly lower first semester GPAs than did students rated by ETS as reporting high levels of Organization (two categories of the Academic Skills domain).
- Students rated by ETS as reporting low skill in dealing with Barriers to Success earned significantly lower first semester GPAs than those rated by ETS as reporting moderate or high levels of skill in dealing with Barriers to Success.

1st Year Performance

- Students admitted through one of the Special Admit programs (FY2, FY3, or FY4) earned significantly lower first year cumulative GPAs.
- Students who reported an anticipated significant impact of their personal problems on their academic success earned lower first year cumulative GPAs and this difference approached significance.
- Students who reported an anticipated significant impact of financial difficulties on their academic success earned significantly lower first year cumulative GPAs.
- Students who reported being first generation college students earned significantly lower first year cumulative GPAs.
- Student reports of their own skill in the domain of Academic Skills was significantly and positively correlated with first year cumulative GPA.
- Students rated by ETS as reporting low or moderate levels of Academic Skills earned significantly lower first year cumulative GPAs than did those rated by ETS as reporting high levels of Academic Skills.
- Students rated by ETS as reporting low levels of Social Support earned significantly lower first year cumulative GPAs than did those rated by ETS as reporting moderate or high levels of Social Support.
- Students rated by ETS as reporting low skill in Meeting Class Expectations earned significantly
 lower first year cumulative GPAs and students rated by ETS as reporting low or moderate levels of
 Organization earned significantly lower first year cumulative GPAs than did students rated by ETS
 as reporting high levels of Organization (two categories of the Academic Skills domain).
- Students rated by ETS as reporting low skill in dealing with Barriers to Success earned significantly lower first year cumulative GPAs than those rated by ETS as reporting moderate or high levels of skill in dealing with Barriers to Success.
- Not surprisingly, students admitted through one of the Special Admit program (FY2, FY3, or FY4) earned significantly fewer credits by the end of the first academic year. This was particularly true of FY4 students.
- Students who reported an anticipated significant impact of their personal problems on their academic success earned significantly fewer credits by the end of the first academic year.

- Students who reported an anticipated significant impact of their health issues on their academic success earned significantly fewer credits by the end of the first academic year.
- Students who reported being first generation college students earned fewer credits by the end of their first academic year and this difference approached significance.
- Student reports of their own skill in the domains of Academic Skills, Commitment, and Social Support were significantly and positively correlated with first year cumulative GPA.
- Students rated by ETS as reporting low or moderate levels of Academic Skills completed significantly fewer credits by the end of their first academic year than did those rated by ETS as reporting high levels of Academic Skills.
- Students rated by ETS as reporting low levels of Commitment completed significantly fewer credits than did those rated by ETS as reporting high levels of Commitment.
- Students rated by ETS as reporting low levels of Self-Management and Social Support earned fewer credits than those rated by ETS as reporting high levels within these domains and these differences approached significance.
- Students rated by ETS as reporting low or moderate skill in Meeting Class Expectations earned significantly fewer credits during their first year than did students rated by ETS as reporting high levels of skill in Meeting Class Expectations. And, students rated by ETS as reporting low or moderate levels of Organization completed significantly fewer credits than did students rated by ETS as reporting high levels of Organization (two categories of the Academic Skills domain).
- Students rated by ETS as reporting low levels of commitment to college completed significantly fewer credits than those rated by ETS as reporting moderate or high levels of commitment. And, those students rated by ETS as reporting low levels of commitment to the institution (WCU) earned significantly fewer credits during their first year than did those who reported moderate or high levels of commitment to the institution.

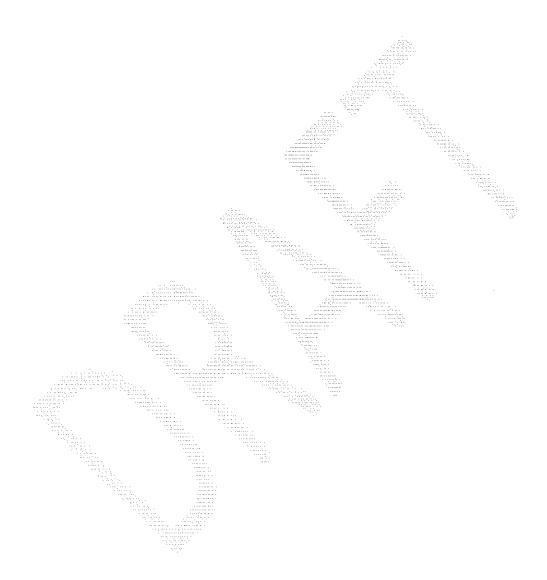
Success Navigator Variables Linked to Student Success Measures

- First generation status
- Anticipated significant impact of personal problems on potential academic success
- Anticipated significant impact of financial difficulties on potential academic success
- Lower reported levels of Academic Skills
 - Lower skill in meeting class expectations
 - Lower skill in organization
- Lower reported levels of Commitment
 - Lower level of commitment to college goals
 - Lower level of commitment to institution (WCU)
- Lower reported levels of Social Support
 - Lower level of connectedness
 - Lower level of skill dealing with barriers to success
- Lower reported level of Academic Self-Efficacy

Success Navigator Variables Linked to First Generation Status

- First generation students reported lower levels of Social Support and this difference approached significance.
- First generation students reported a significantly lower skill level in dealing with Barriers to Success (category of the Social Support domain).
- First generation students are more likely to be rated by ETS as reporting low levels of Social Support.

- First generation students are more likely to be rated by ETS as reporting low levels of skill in dealing with Barriers to Success (a category of the Social Support domain).
- First generation students are significantly more likely to report an anticipated significant impact of financial difficulties on their potential academic success than are students who are not first generation.
- First generation students are significantly more likely to report an anticipated significant impact of family obligations on their potential academic success than are students who are not first generation.



PROPOSED STEPS TO INCREASE STUDENT SUCCESS

General

Given the difference in Self-Management scores between WCU students and the population, we are already attempting to provide needed services for students in this area. That is, we will attempt to provide additional services in time for the end of the Fall 2016 semester.

- 1. We will first identify 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 services will be planned in collaboration with the LARC, the Counseling Center, and the Center for Contemplative Studies.
- 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.

Consider:

- 1. Adding a Student Success table to the Fall and/or Spring Involvement Fairs (student organizations):
 - a. Request student feedback (How can we help you succeed? What do you need from us?)
 - b. Purchase stress balls, literature, t-shirts, etc. to promote Office of Student Success and to get word out that we would like to help.
- 2. Look into the development of a local app that can connect students with resources.
- 3. University-wide peer mentoring program (with sub-branches)
- 4. A text support line?
- 5. Activities specifically for first generation students during summer orientation?

2015 Cohort

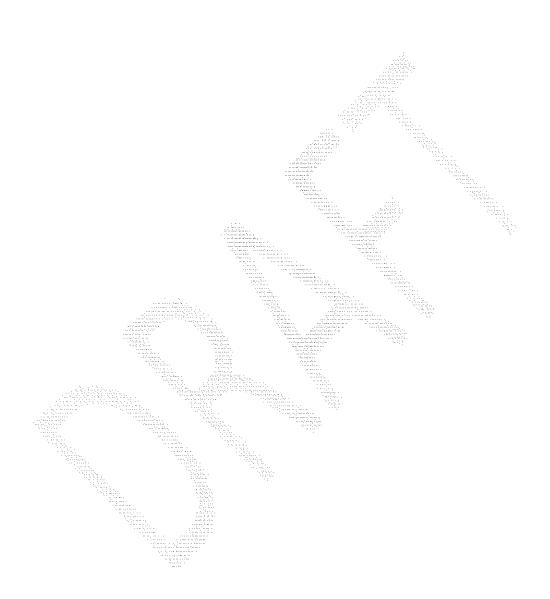
The participants of the 2015 cohort will be followed through the 2016-2017 academic year (their 2nd academic year). An attempt will be made to reach out to those students who appear to be struggling in terms of their cumulative GPAs, their number of completed credits, their course DFW rates, their choice of a major, etc. We hope to be able to increase the retention of students from the 2nd to the 3rd fall semesters and to provide students with the additional tools they may need to succeed at WCU.

- 1. Cumulative GPAs and credits earned will be identified for each student of the cohort at the end of the Fall 2016 semester.
- 2. Students who exhibit identified risk factors will be contacted with information regarding potential services and supports (in direct response to their own reports via the Success Navigator).
- 3. We will attempt to connect one-on-one with students who need specific services and/or information.

2016 Cohort

- 1. A list of currently existing student success services and/or efforts will be created with the goal of linking individual services and/or efforts to individual risk factors identified in this report.
- 2. Students who exhibit identified risk factors will be contacted with information regarding potential services and supports (in direct response to their own reports via the Success Navigator).
- 3. Scavify will be piloted with this group OR new app, YOU, will be made available to all students:
 - a. We will attempt to build the Scavify application with necessary content to direct students to appropriate services.
 - b. We will attempt to keep track of student participation in recommended services, presentations, and opportunities.

- 4. We will attempt to connect one-on-one with students who need specific services and/or information.
- 5. Cumulative GPAs and credits earned will be identified for each student of the cohort at the end of the Fall 2016 semester.



COMPLETE RESULTS

During the August 2015 orientation period, a total of 479 entering students initiated the online survey (all either part of the Academic Development Program, the Pre-Major program or entering as a Special Admit student). Four hundred forty-two (442) students completed enough of the survey to be scored in all four domain areas and in all categories. Only 411, 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 479 by admit status and admit support programs is below:

	F1 Regular Admit	F2 ADP/ACT101	F3	F4	Total
	Regular Admit	ADP/ACTIO	ADP	Special Admit	
None	0.00%	0 0.00%	0.00%	19 	19 4.00%
ADP	0 0.00%	9 1.90%	11 	0.00%	20 4.20%
PMAA	273 57.0%	0:00%	0.00%	69 14.4%	342 71.4%
Athletic Mentoring	0 0.00%	0.00%	0.00%	2 0.40%	2 0.40%
ADP & PMAA	0.00%	32	51	0 0.00%	83 17.3%
ADP & Athletic Mentoring	0.00%	0.00%	0 0.00%	0 0.00%	0 0.00%
PMAA & Athletic Mentoring	3 0.60%	0 0.00%	0 0.00%	4 0.80%	7 1.50%
ADP, PMAA, & Athletic Mentoring	0 0.00%	0.00%	6 1.30%	0.00%	6 1.30%
	276 57.6%	41 8.6%	68 14.2%	94 19.6%	479 100%

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 (186 of 424 who replied). The remaining scores ranged from 2 to 6 (significant impact) with 43 students reporting a potential impact of 5 or 6.
- Students most frequently reported no perceived impact of financial difficulties on potential success (186 of 424 who replied). The remaining scores ranged from 2 to 6 (significant impact) with 39 students reporting a potential impact of 5 or 6.
- A majority (392 of 418 who replied) reported no perceived impact of legal issues on potential success. The remaining scores ranged from 2 to 6 (significant impact) with 4 students reporting a potential impact of 5 or 6.
- A majority (243 of 416 who replied) reported no perceived impact of family obligations on potential success. The remaining scores ranged from 2 to 6 (significant impact) with 12 students reporting a potential impact of 5 or 6.
- A majority (294 of 413 who replied) reported no perceived impact of health issues on potential success. The remaining scores ranged from 2 to 6 (significant impact) with 14 students reporting a potential impact of 5 or 6.
- Only 384 students responded to the questions about expected work hours. Of those, 130 (33.9%) reported that they did not expect to work while enrolled at WCU. A majority of students (233 or 60.7%) reported that they expected to work less than 20 hours per week while enrolled at WCU. An additional 21 (5.5%) students reported that they expected to work more than 20 hours while enrolled, with only 1 student reporting that they expected to work 40 or more hours.
- With regard to parental education levels, 41.2% (of the 442 students who replied) reported that their mothers held a bachelor's degree or higher while 39.1% (of the 437 students who replied) reported that their fathers held a bachelor's degree or higher. Overall, 191 (43.6%) of the 438 students with complete data in this area were identified as first generation students.
- Four-hundred seventy students responded to the WCU question of whether or not WCU was their first choice institution. The majority of those 470 (325 or 67.8%) responded yes, WCU was their first choice institution.

With regard to student self-perceptions, an Institution Aggregate Report (full sample group results) supplied by ETS is provided in Appendix A. Major points include:

- Only 19 of 411 students were rated as having a low likelihood of success in terms of academic performance and/or retention.
- 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 (83) is more than one standard deviation below the national mean and the middle 50% of scores fall between 70 and 98. The WCU mean of 83.73 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^.

		1,177,171,1	- 57	
N=442	Minimum	Maximum	Mean	Std. Dev
Academic Skills	58.01	138.23	105.04***	15.20
Meeting Class	45.26	129.47	104.78***	13.86
Expectations		The state of the s		
Organization	57.27	137.59	104.03***	16.42
Commitment	27.81	123.10	103.86***	16.41
Commitment to	17.24	119.29	103.47***	15.56
College Goals	*******	A Comment of the Comm		
Commitment to	18.79	121.33	103.01**	18.62
Institution	1773 (1775) 1775 (1775) 1775 (1775)			
Self-Management	30,86	137.32	83.72***	19.25
Sensitivity to	44.76	131.24	95.02***	16.17
Stress		· · · · · · · · · · · · · · · · · · ·		
Test Anxiety	67.29	138.71	96.99***	13.98
Academic Self-	41.63	119.75	103.11***	14.14
Efficacy		V 10 - 50 10 - 50 - 50 V 10 - 50 - 50 V 10 - 50 - 50 - 50 - 50 - 50 - 50 - 50 -		
Social Support	51.51	138.02	106.55***	15.28
Connectedness	47.84	131.46	99.81	18.43
Institutional	29.13	130.43	101.44	15.99
Support				
Barriers to	58.37	130.68	113.55***	12.19
Success				
*n< 05		**** 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 = 442	High	Moderate	Low
Academic Skills	165	204	73
	37.3%	42.6%	16.5%
Meeting Class	206	158	78
Expectations	46.6%	35.7%	17.6%
Organization	166	186	90
_	37.6%	42.1%	20.4%
Commitment	178	171	93
	40.3%	38.7%	21.0%
Commitment to	184	173	85
College Goals	41.6%	39.1%	19.2%
Institutional	189	149	104
Commitment	42.8%	33.7%	23.5%
Self-Management	38	126	278
	8.6%	28.5%	62.9%
Sensitivity to Stress	83	176	183
•	18.8%	39.8%	41.4%
Test Anxiety	79	221	142
	17.9%	50.%	32.1%
Academic Self-	138	216	88
Efficacy	31.2%	48,9%	19.9%
Social Support	189	186	67
	42.8%	42.1%	15.2%
Connectedness	137	193	112
V. V	31.0%	43.7%	25.3%
Institutional Support	163	178	101
T T WYW.	36.9%	40.3%	22.9%
Barriers to Success	305	115	22
	69.0%	24.0%	5.0%

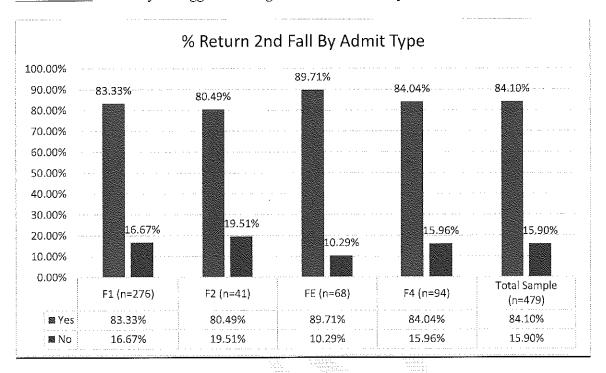
2nd Fall Retention

At the start of the Fall 2016 semester, 403 of the original 479 (84.1%) students who completed the ETS during the 2015 August orientation were re-enrolled. Seventy-six (15.9%) students did not return to WCU for the 2016 Fall semester. We used both standard academic indicators and information obtained via the Success Navigator to determine if there were any patterns to be identified with regard to those who did and did not return for their 2nd Fall semester.

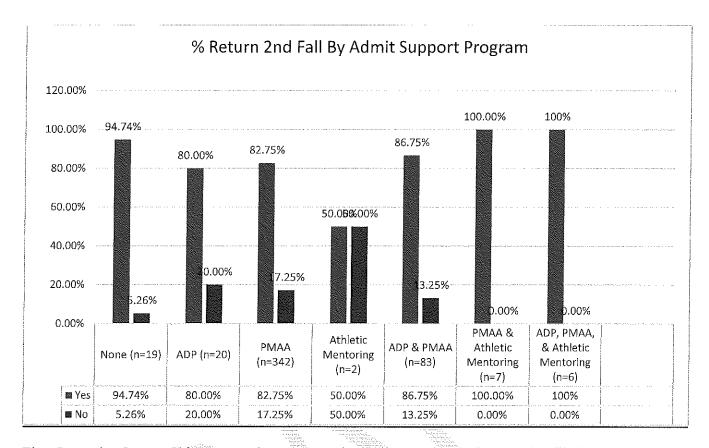
A breakdown of the total sample of 479 by admit status and admit support program, with % in each cell who returned for the second fall listed in parentheses, is below:

	F1	F2	F3	F4	Total
	Regular Admit	ADP/ACT 101	ADP	Special Admit	
None	0	0	0	19 (94.74%)	19 (94.74%)
ADP	0	9 (88.89%)	11 (72.73%)	The state of the s	20 (80.00%)
PMAA	273 (83.15%)		The state of the s	69 (81.16%)	342 (82.75%)
Athletic Mentoring	The second secon	0	"Studies of sections and the section of the section	(50.00%)	2 (50.00%)
ADP & PMAA	0	32 (78.13%)	51 (92.16%)	0	83 (86.75%)
ADP & Athletic Mentoring	0	0	0	0	0
PMAA & Athletic Mentoring	3 (100%)		0	4 (100%)	7 (100%)
ADP, PMAA, & Athletic Mentoring	translation (1997) (1997) translation (1997) (1997) translation (1997) translation (1997)	0	6 (100%)	0	6 (100%)
	276 (83.33%)	41 (80.49%)	68 (89.71%)	94 (84.04%)	479 (84.1%)

Admit Status: X² analyses suggested no significant differences by admit status.



Admit Support Program: No significant differences were found in rate of return for the 2nd Fall semester by admit support program.



<u>First Generation Status</u>: Chi-square analyses suggest that first generation students are less likely to return for their 2^{nd} fall semester than are students who are not first generation [X^2 (1) = 4.966, p < .05]. Of the 191 students identified as first generation, 152 (34.7%) returned for the 2^{nd} fall semester. Of the 247 who were identified as not first generation, 216 (49.3%) returned for the 2^{nd} fall semester.

1st Semester Completed Credits: A statistically significant difference was found between those who did and did not return for the 2^{nd} fall semester in terms of the number of credits successfully completed during the first semester [t (477) = 3.299, p< 01). Those students who did return completed an average of 12.74 (sd=2.79) credits while those who did not completed an average of 10.86 (sd=4.80) credits.

1st Semester GPA: A statistically significant difference was also found between those who did and did not return for the 2nd fall semester in terms of the first semester GPA [t (477) = 4.039, p<.001). Those students who did return were found to have an average 1st semester GPA of 3.10 (sd=0.57) while those who did not had an average 1st semester GPA of 2.54 (sd=1.18). In terms of the proportion of students who did and did not return, we found an odds ratio of 6.25 for students with a 1st semester GPA of 2.00 or greater and an odds ratio of 1.80 for students with a 1st semester GPA of 3.00 or greater. Thus, students who earn a 1st semester GPA of 2.00 or greater are 6.25 times more likely to return for a 2nd fall semester than those students who earn a 1st semester GPA of 3.00 or greater are 1.80 times more likely to return for a 2nd fall semester than those students who earn a 1st semester GPA less than 3.00.

	# Returned 2 nd Fall	# Did Not Return 2 nd Fall	Odds of Return
1 st Semester GPA \geq 2.00	384	58	6.62
1 st Semester GPA < 2.00	19	18	1.06
Odds Ratio = 6.25			

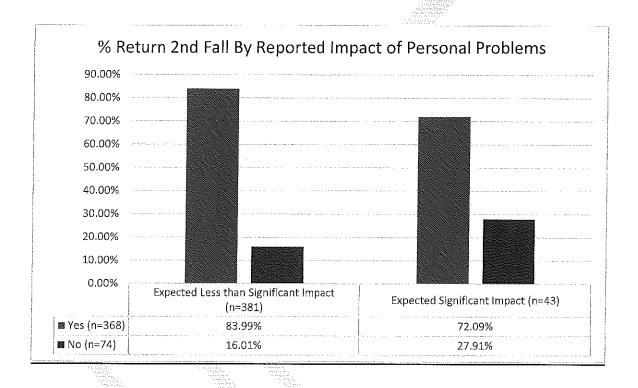
	# Returned 2 nd Fall	# Did Not Return 2 nd Fall	Odds of Return
1 st Semester GPA ≥ 3.00	264	39	6.77
1 st Semester GPA < 3.00	139	37	3.76
Odds Ratio = 1.80			

<u>1st Year Completed Credits</u>: A <u>statistically significant difference</u> was found between those who did and did not return for the 2^{nd} fall semester in terms of the number of credits successfully completed at the end of the first academic year [t (477) = 8.228, p< .001). Those students who did return completed an average of 26.24 (sd=4.92) credits while those who did not completed an average of 17.39 (sd=9.14) credits.

1st Year GPA: A statistically significant difference was also found between those who did and did not return for the 2nd fall semester in terms of the cumulative GPA for the first year [t (477) = 3.273, p<.01). Those students who did return were found to have an average 1st year GPA of 3.06 (sd=0.55) while those who did not had an average 1st year GPA of 2.65 (sd=1.08). In terms of the proportion of students who did and did not return, we found an odds ratio of 6.45 for students with a 1st year GPA of 2.00 or greater and an odds ratio of 1.49 for students with a 1st year GPA of 3.00 or greater. Thus, students who earn a 1st year GPA of 2.00 or greater are 6.45 times more likely to return for a 2nd fall semester than those students who earn a 1st year GPA of 3.00 or greater are 1.49 times more likely to return for a 2nd fall semester than those students who earn a 1st year GPA less than 3.00.

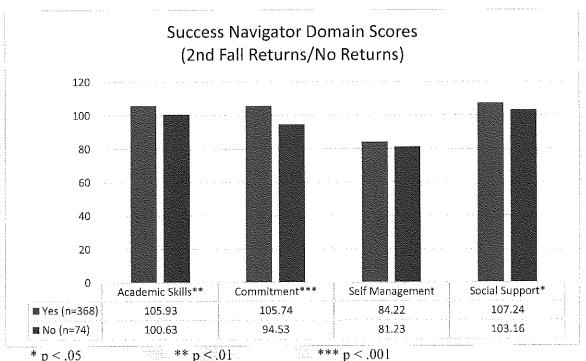
.:	# Returned 2 nd Fall	#Did Not Return 2 nd Fall	Odds of Return
1st Year GPA ≥ 2.00	387	60	6.45
1st Year GPA < 2.00	1 16	10	1.00
Odds Ratio = 6.45			
	Yer in the Windows	935.1 	
1st Year GPA ≥ 3.00	241	38	6.34
1st Year GPA < 3.00	·L··· 162	20	4.26
Odds Ratio = 1.49	The second secon		

Success Navigator Background Variables: Students were asked to rate the anticipated impact of a variety of problems on their potential academic success. Those problems included Personal Problems, Financial Difficulties, Legal Issues, Family Obligations, and Health Issues. Students rated the anticipated impact on a scale of 1 (no impact) to 6 (significant impact). For the purposes of analyses, two groups were defined, those who reported either no impact or no more than moderate impact (scores of 1, 2, 3, and 4) and those who reported high levels of impact (scores of 5 or 6). Chi-square analyses were conducted to see if there were differences in these reported levels of anticipated impact between those who did and did not return for their 2^{nd} fall semester. Only one of those analyses was significant. Specifically, students who reported a high level of anticipated impact (scores of 5 or 6) of their personal problems on their potential academic success were more likely to fail to return for the 2^{nd} fall semester than those who reported lower levels of anticipated impact [X^2 (1) = 3.837, p< .05, n=424].



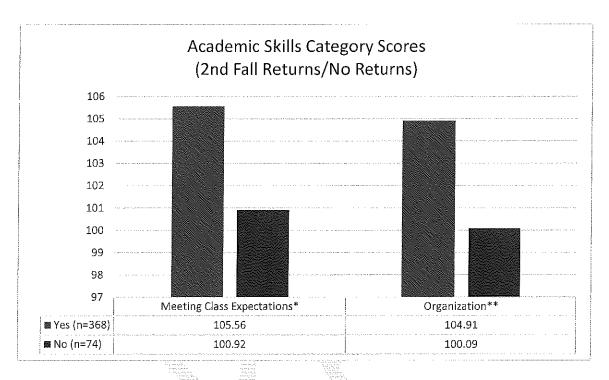
Anticipated Work Hours: Students were asked to report via the Success Navigator the number of hours they expected to work during the academic semesters. A total of 384 students responded to this item on a scale of 1 (will not work at all) to 5 (will work 40 or more hours). For purpose of these analyses, responses were collapsed into 3 categories (expect to not work, expect to work less than 20 hours/week, expect to work more than 20 hours/week). There were no significant differences found between these three groups in terms of students' return or failure to return for a 2nd fall semester.

Success Navigator Domains: As described above, 442 of the original 479 students who completed the ETS responded to enough items to allow for the calculation of domain and category scores. Of those 442, 368 enrolled for the 2^{nd} fall semester while 74 did not. A breakdown of the four overall domain scores is presented below. Statistically significant differences were found between those who did and did not return for a 2^{nd} fall semester in three of those four domains: Academic Skills [$\underline{t}(440) = 2.759$, $\underline{p} < .01$], Commitment [$\underline{t}(440) = 2.759$, $\underline{p} < .01$], and Social Support [$\underline{t}(440) = 2.759$, $\underline{p} < .01$]. In all three cases, those who did not return for a 2^{nd} fall semester had lower scores in these domains.

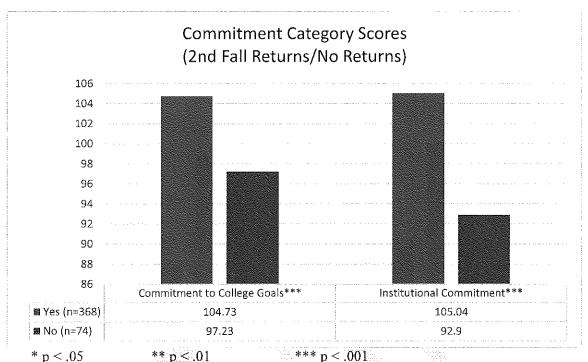


National Average for all domains is 100, with standard deviation of 15.

Success Navigator Categories within Domains: Additional comparisons of individual category scores (within domains) were conducted. Again, a number of statistically significant results were found. Within the Academic Skills domain, significant differences were found in both categories: Meeting Class Expectations [\underline{t} (440) = 2.316, \underline{p} < .05] and Organization [\underline{t} (440) = 2.648, \underline{p} < .05] for those who did and did not return for the 2nd fall semester. Again, scale scores were lower for those who did not return.

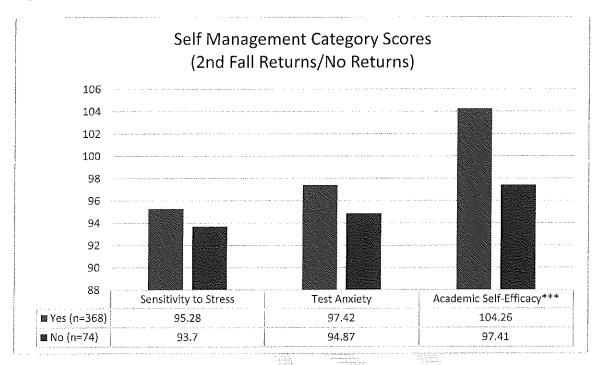


Within the Commitment domain, significant differences were also found in both categories: Commitment to College Goals [\underline{t} (440) = 3.845, \underline{p} < .001] and Institutional Commitment [\underline{t} (440) = 5.271, \underline{p} < .001] for those who did and did not return for the 2nd fall semester. Again, scale scores were lower for those who did not return.

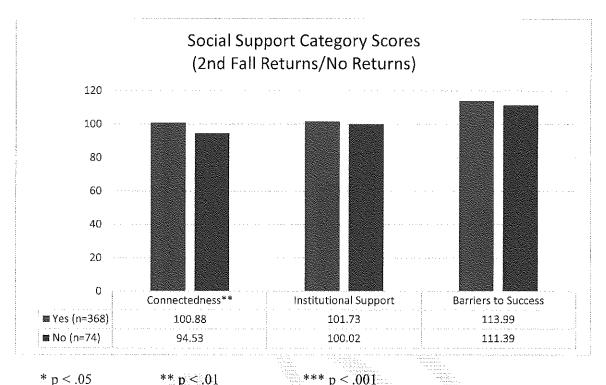


National Average for all categories is 100, with standard deviation of 15.

Within the Self-Management domain, significant differences were found only in the Academic Self-Efficacy category [\underline{t} (440) = 3.862, \underline{p} < .001] for those who did and did not return for the 2nd fall semester. Again, scale scores were lower for those who did not return.



And, within the Social-Support domain, significant differences were found only in the Connectedness category [\underline{t} (440) = 2.726, \underline{p} < .01] for those who did and did not return for the 2nd fall semester. Again, scale scores were lower for those who did not return.



National Average for all categories is 100, with standard deviation of 15.

Thus, 2nd fall semester return was significantly related to multiple variables measured by the ETS Success Navigator. But, 2nd year return was also significantly related to some first-year measures, including GPA after the 1st semester and after the 1st year as well as credits completed at the end of the 1st semester and the end of the 1st year. Is it possible that these earlier measures of academic difficulty might be associated with some of the variables measured by the ETS Success Navigator prior to the start of the first semester? The next set of analyses looks at this possibility. Given, however, that some of the special admit students were prohibited from taking more than 12 credits in their first semester, we look only at the variable of credits completed at the end of the 1st year (not the 1st semester).

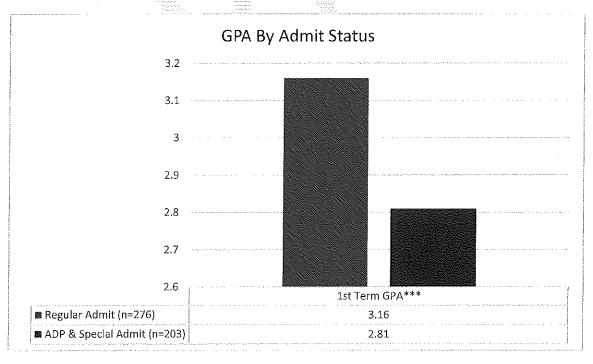
1st Semester Performance Measures by Admit Variables & Success Navigator

Ist Semester GPA: As one might expect, a statistically significant difference in 1st term GPA was found between those students who entered the university through the regular admit process (FY1 students) and those who entered through the ADP or Special Admit processes (FY2, 3, & 4). Of the 479 students who completed the Success Navigator, 276 students were regular admit while 203 were part of one of the special admit programs. Regular admit students earned an average 1st term GPA of 3.16 (sd = .65) while special admit students earned an average GPA of 2.81 (sd = .79). This difference was statistically significant [\underline{t} (477) = 5.307, \underline{p} < .001].

With regard to Admit Support Programs, no statistically significant overall difference in 1st term GPA was found between groups. However, it should be noted that there was a significant difference between the Pre-Major students who entered the university as regular admits (3.06, sd = .72) and the Pre-Major students who entered the university as ADP or Special Admit students (2.86, sd = .73).

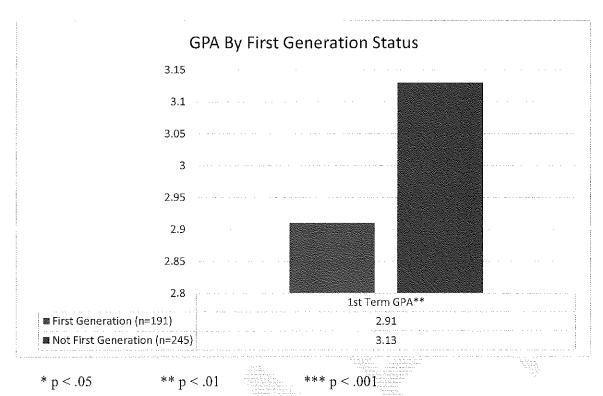
With regard to demographic and other background factors reported by students on the Student Success Navigator:

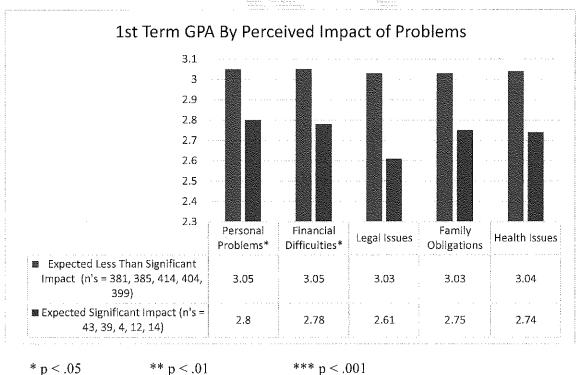
- Students who reported that they expected a significant impact of personal problems on their potential academic success earned a significantly lower 1^{st} term GPA [t (422) = 2.083, p < .05].
- Students who reported that they expected a significant impact of financial difficulties on their potential academic success earned a significantly lower 1st term GPA [t (422) = 2,210, p < .05].
- No significant difference in 1st term GPA was found for those who reported low vs significant expected impacts of legal issues, family obligations, or health issues.
- Students who were identified as first generation college degree earned a significantly lower 1st term GPA than those who reported that at least one of their parents held a bachelor's degree or higher [t (436) = 3.114, p < .01].
- No significant difference in 1st term GPA was found among those who reported different levels of work (no work, less than 20 hours, 20 or more hours/week).



**
$$p < .01$$

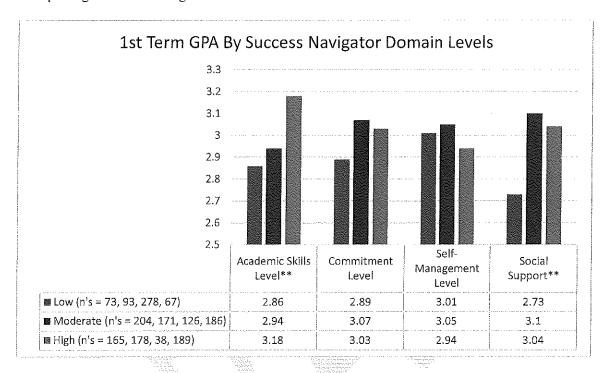
$$100. > q ***$$



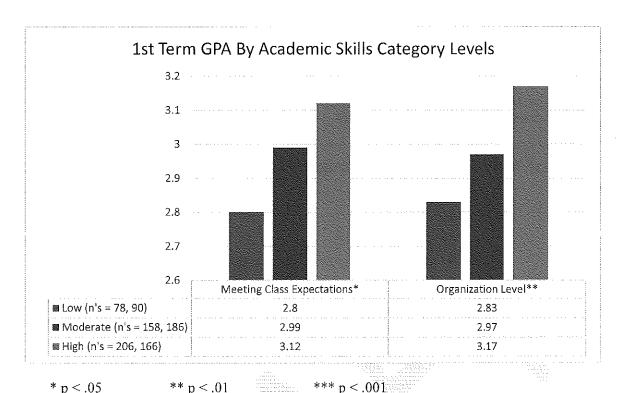


As we did with 2^{nd} fall return, we attempted to look at differences in 1^{st} term GPA by differences in Success Navigator domain scores. First, we examined correlations between 1^{st} term GPA and domain scores. The correlation was statistically significant for only one domain. Specifically, student scores in the Academic Skills domain were positively correlated with 1^{st} year GPAs ($\underline{r} = .22$, $\underline{p} < .001$). Next, we examined the distribution of 1^{st} year GPAs by ETS designated domain levels (low, moderate, and high).

Significant differences in 1st term GPA were found for the different reported levels of Academic Skills and Social Support. Within the Academic Skills domain, those who were identified by ETS as reporting high levels of academic skill had significantly higher 1st term GPAs than those identified as reporting low or moderate levels of academic skill. Within the Social Support domain, those who were identified by ETS as reporting low levels of social support had significantly lower 1st term GPAs than those identified as reporting moderate or high levels of academic skill.

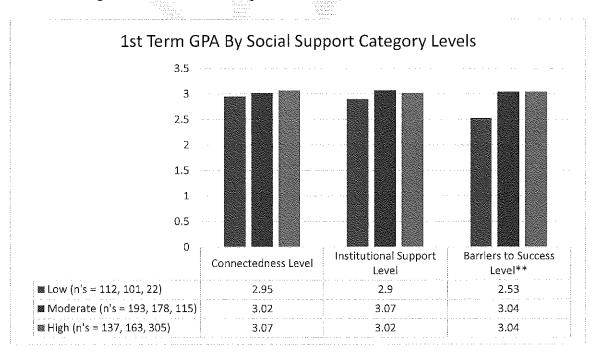


When we examined GPA differences by differences in the individual categories of the Success Navigator domains (those already identified as showing significant differences), we found a significant difference between groups in the ETS assigned levels of Meeting Class Expectations $[\underline{F}(2) = 5.811, p < .05]$ and in the ETS assigned levels of Organization $[\underline{F}(2) = 6.944, p < .01]$, the two categories of the Academic Skills domain. Those students classified by ETS as reporting high levels of meeting class expectations had significantly higher 1^{st} term GPAs than those identified as reporting low levels of meeting class expectations. Those students classified by ETS as reporting high levels of organization had significantly higher 1^{st} term GPAs than those identified as reporting low or moderate levels of organization.



National Average for all categories is 100, with standard deviation of 15.

We also found a significant difference between groups in the ETS assigned levels of Barriers to Success [F(2) = 5.070, p < .01]. Those students classified by ETS as reporting low levels of skill in dealing with barriers to their academic success had significantly lower 1st term GPAs than those identified as reporting moderate or high levels of skill in dealing with barriers to their academic success.



1st Year Performance Measures by Admit Variables & Success Navigator

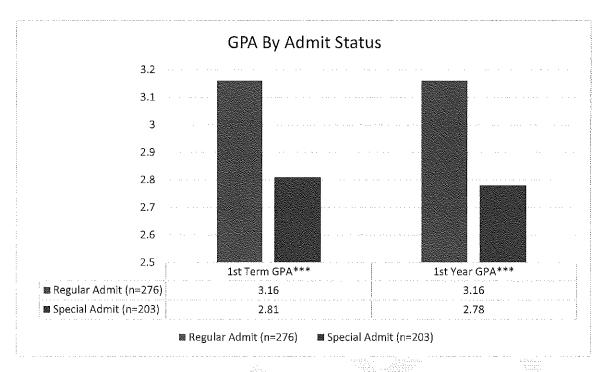
In general, the results for 1st year performance measures mirror those of the 1st term with a few exceptions (as noted below).

1st Year GPA: A statistically significant difference in 1st year GPA was found between those students who entered the university through the regular admit process (FY1 students) and those who entered through the ADP or Special Admit processes (FY2, 3, & 4). Of the 479 students who completed the Success Navigator, 276 students were regular admit while 203 were part of one of the special admit programs. Regular admit students earned an average 1st term GPA of 3.16 (sd = .65) while special admit students earned an average GPA of 2.78 (sd = .66). This difference was statistically significant [t (477) = 6.266, p < .001].

Unlike with 1st term GPA, a <u>statistically significant difference</u> in 1st Year GPA was found for Admit Support Programs [F (6) = 2.276, p < .05]. However, post-hoc tests reveal that the only significant difference was still between the Pre-Major students who entered the university as regular admits (3.06, sd = .70) and the Pre-Major students who entered the university as special admit students (2.78, sd = .58).

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

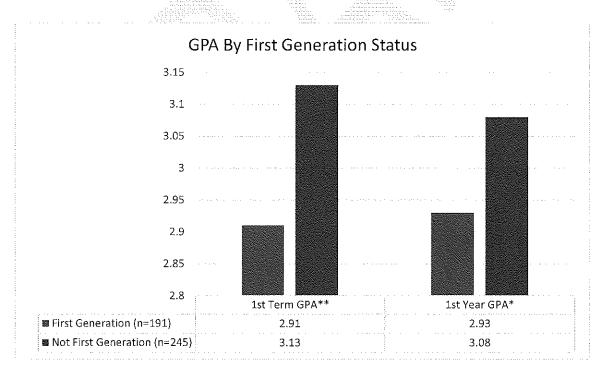
- Students who reported that they expected a significant impact of personal problems on their potential academic success earned a lower 1st year GPA and this difference was nearly significant $[\underline{t} (422) = 1.773, \underline{p} < .10]$.
- Students who reported that they expected a significant impact of financial difficulties on their potential academic success earned a significantly lower 1st year GPA [t (422) = 2.187, p < .05].
- A nearly significant difference in 1^{st} year GPA was found for those who reported low vs significant expected impacts of family obligations [t (414) = 1.855, p < .10].
- No significant difference in 1st year GPA was found for those who reported low vs significant expected impacts of legal issues or health issues.
- Students who were identified as first generation college degree earned a significantly lower 1st year GPA than those who reported that at least one of their parents held a bachelor's degree or higher [t (436) = 2.443, p < .05].
- A statistically significant difference in 1st year GPA was found among those who reported different levels of work (no work, less than 20 hours, 20 or more hours/week) [<u>F</u> (2) = 3.092, p < .05].



* p < .05

** p < .01

*** p < .001

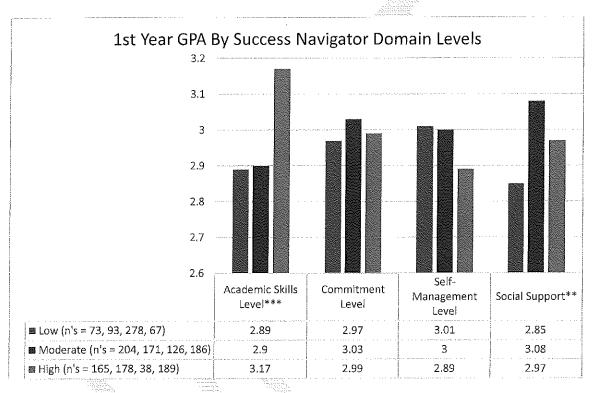


* p < .05

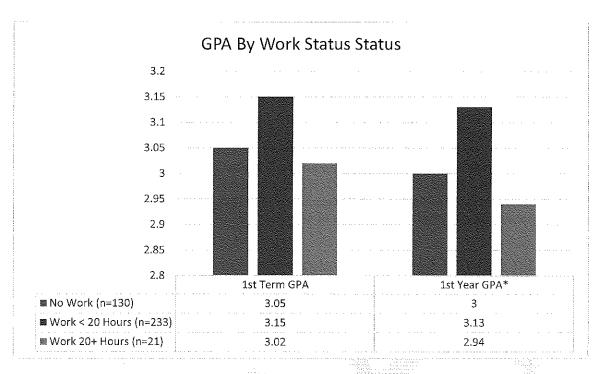
** p < .01

*** p < .001

As we did with 2nd fall return and 1st term GPA, we attempted to look at differences in 1st year GPA by differences in Success Navigator domain scores. First, we examined correlations between 1st year GPA and domain scores. The correlation was statistically significant for only one domain. Specifically, student scores in the Academic Skills domain were positively correlated with 1st year GPAs as they were with 1st term GPA (<u>r</u> = .22, <u>p</u> < .001). Next, we examined the distribution of 1st year GPAs by ETS designated domain levels (low, moderate, and high). Again, results mirrored those reported for 1st semester GPA. Significant differences in 1st year GPA were found for the different reported levels of Academic Skills and Social Support. Within the Academic Skills domain, those who were identified by ETS as reporting high levels of academic skill had significantly higher 1st year GPAs than those identified as reporting low or moderate levels of social support had significantly lower 1st year GPAs than those identified as reporting moderate or high levels of academic skill.

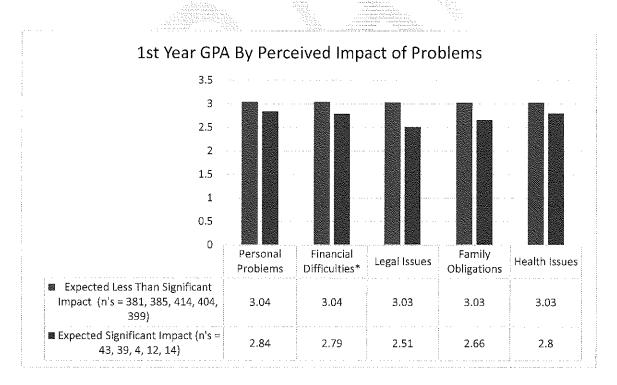


When we examined GPA differences by differences in the individual categories of the Success Navigator domains (those already identified as showing significant differences), we found a significant difference between groups in the ETS assigned levels of Meeting Class Expectations [F (2) = 4.333, p < .05] and in the ETS assigned levels of Organization [F (2) = 7.724, p < .01], the two categories of the Academic Skills domain. Those students classified by ETS as reporting high levels of meeting class expectations had significantly higher 1st term GPAs than those identified as reporting low levels of meeting class expectations. Those students classified by ETS as reporting high levels of organization had significantly higher 1st term GPAs than those identified as reporting low or moderate levels of organization.

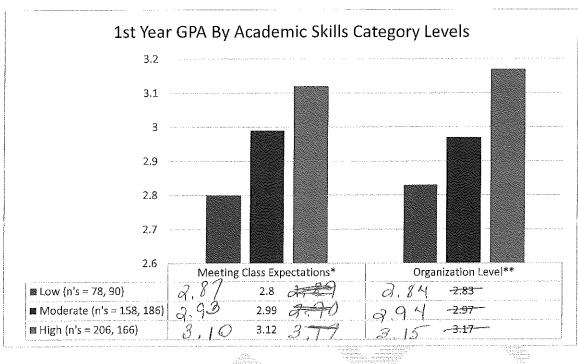




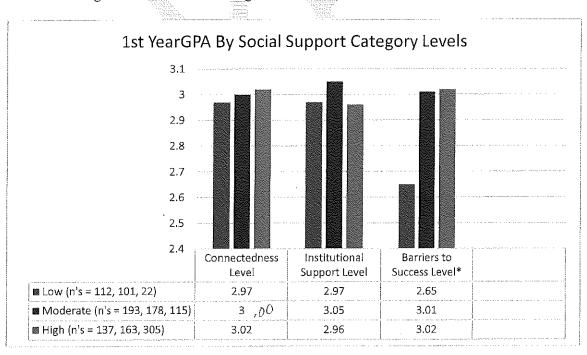








We also found a significant difference between groups in the ETS assigned levels of Barriers to Success [F(2) = 3.038, p < .05]. Those students classified by ETS as reporting low levels of skill in dealing with barriers to their academic success had significantly lower 1st term GPAs than those identified as reporting moderate or high levels of skill in dealing with barriers to their academic success.

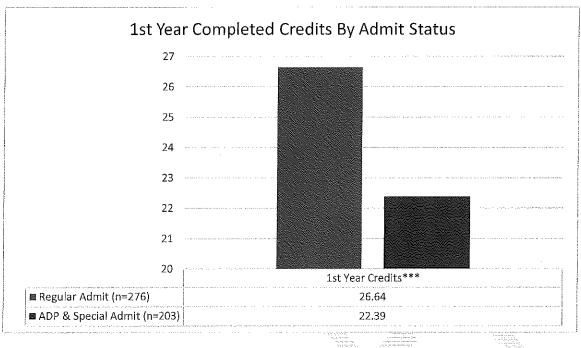


 1st Year Credits Earned: A statistically significant difference in credits earned during the first year was found between those students who entered the university through the regular admit process (FY1 students) and those who entered through the ADP or Special Admit processes (FY2, 3, & 4). Of the 479 students who completed the Success Navigator, 276 students were regular admits while 203 were part of one of the special admit programs. Regular admit students earned an average of 26.64 credits (sd = 6.24) while special admit students earned an average of 22.39 credits (sd = 6.37). This difference was statistically significant [\underline{t} (477) = 7.289, \underline{p} < .001]. This, of course, was expected as some of the special admit students were prohibited from taking more than 12 credits during their first semester at WCU.

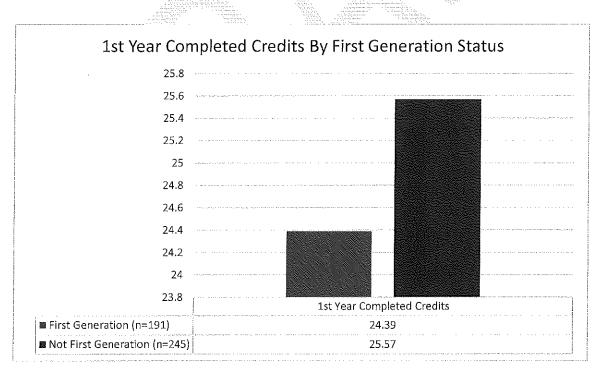
A <u>statistically significant difference</u> in credits completed during the first year was also found for Admit Support Programs [\underline{F} (6) = 3.454, \underline{p} < .01]. Post-hoc tests reveal that the only significant difference was still between the Pre-Major students who entered the university as regular admits or as F4 Special Admits (m = 25.67 credits, sd = .6.51) and the Pre-Major students who entered the university as ADP students (m=22.65, sd = 6.49). Again, this was not unexpected as F4 students (included here if they were PMAA) were prohibited from taking more than 12 credits in their first semester at WCU.

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

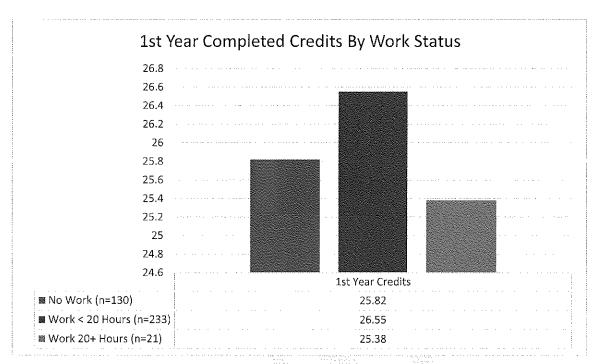
- Students who reported that they expected a significant impact of personal problems on their potential academic success earned fewer credits during their first year and this difference was statistically significant [t (422) = 3.225, p < .01].
- Students who reported that they expected a significant impact of health issues on their potential academic success earned significantly fewer credits during their first year [\underline{t} (422) = 2.143, \underline{p} < .05].
- No significant differences in credits earned during the 1st year were found for those who reported low vs significant expected impacts of financial difficulties, legal issues, or family obligations.
- Students who were identified as first generation college degree earned a nearly significantly lower number of credits during the first year than those who reported that at least one of their parents held a bachelor's degree or higher [t (436) = 1.868, p < .07].
- No statistically significant difference in credits earned during the first year was found among those who reported different levels of work (no work, less than 20 hours, 20 or more hours/week).

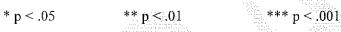


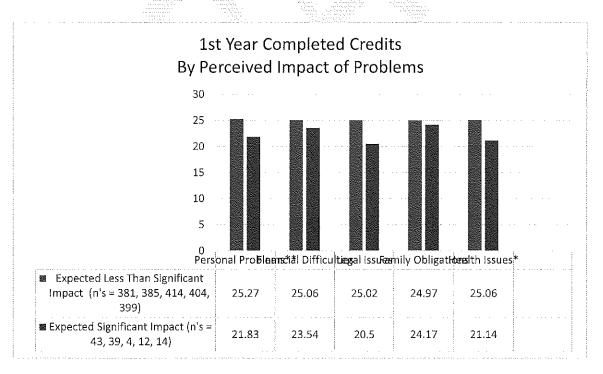




*
$$p < .05$$







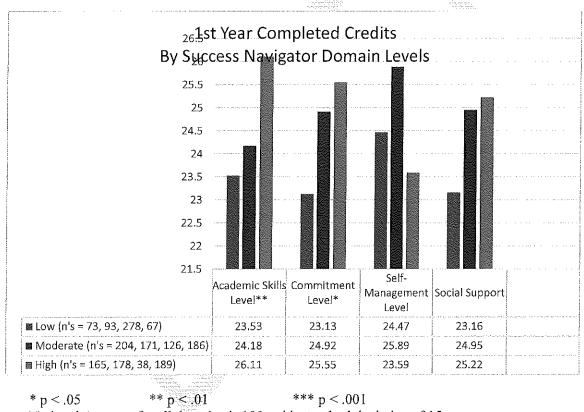
* p < .05

** p < .01

*** p < .001

As we did with the earlier variables, we attempted to look at differences in credits completed during the 1st year by differences in Success Navigator domain scores. First, we examined correlations between credits earned and domain scores. Significant (although small) correlations were found for the Academic Skills domain ($\underline{r} = .19$, $\underline{p} < .001$), the Commitment domain ($\underline{r} = .15$, $\underline{p} < .01$), and the Social Support domain ($\underline{r} = .12$, $\underline{p} < .05$). Next, we examined the distribution of 1st year credits earned by ETS designated domain levels (low, moderate, and high). Significant differences in credits earned were found for the different reported levels of Academic Skills [\underline{F} (2) = 5.340, $\underline{p} < .01$] and Commitment Level [\underline{F} (2) = 3.996, $\underline{p} < .05$]. Within the Academic Skills domain, those who were identified by ETS as reporting high levels of academic skill completed significantly more credits during the first year than those identified as reporting low or moderate levels of academic skill. Within the Commitment domain, those who were identified by ETS as reporting low levels of Commitment completed significantly more credits than those identified as reporting low levels of Commitment.

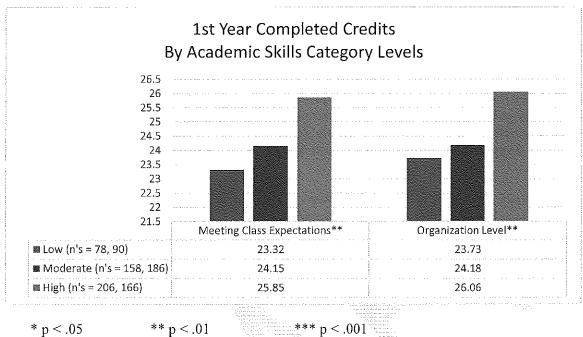
Nearly significant differences in credits earned were also found for the different reported levels of Self-Management $[\underline{F}(2) = 2.600, \underline{p} < .10]$ and Social Support $[\underline{F}(2) = 2.417, \underline{p} < .10]$.



National Average for all domains is 100, with standard deviation of 15.

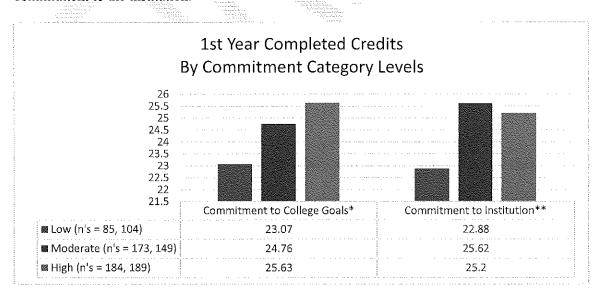
When we examined credit differences by differences in the individual categories of the Success Navigator domains (those already identified as showing significant differences), we found a significant difference between groups in the ETS assigned levels of Meeting Class Expectations [F (2) = 5.198, p < .01] and in the ETS assigned levels of Organization [F (2) = 4.891, p < .01], the two categories of the Academic Skills domain. Those students classified by ETS as reporting high levels of meeting class expectations completed significantly more credits during the first year than those identified as reporting low or moderate levels of meeting class expectations. Those students classified by ETS as reporting high levels

of organization completed significantly more credits during the first year than those identified as reporting low or moderate levels of organization.



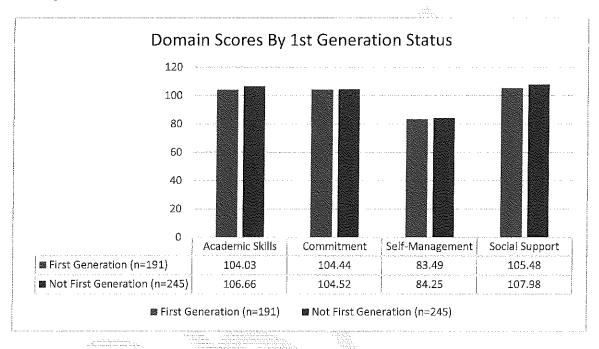
National Average for all categories is 100, with standard deviation of 15.

We also found a significant difference between groups in the ETS assigned levels of Commitment to College $[F(2) = 4.215, p \le .05]$ and Commitment to Institution $[F(2) = 5.727, p \le .01]$. Those students classified by ETS as reporting low levels of commitment to college goals completed significantly fewer credits in the first year than those who reported moderate or high levels of commitment to college goals. Those students classified as reporting low levels of commitment to the institution (WCU) completed significantly fewer credits during their first year than did those who reported moderate or high levels of commitment to the institution.



First Generation Status and Success Navigator Variables

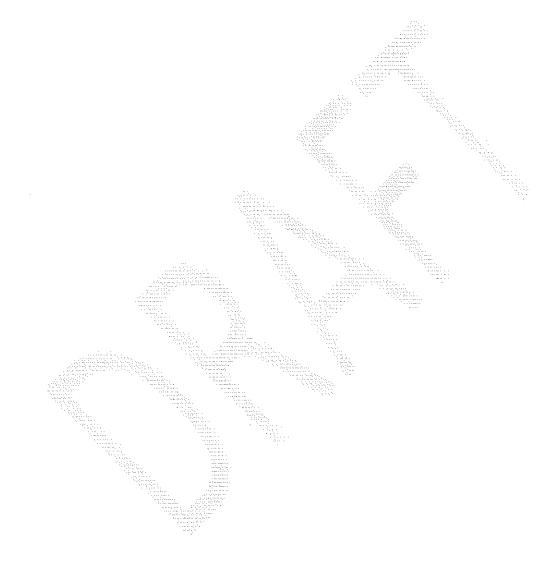
Given that first generation status was significantly related to multiple student success variables, we wondered if first generation students different from non-first generation students in any systematic ways with regard to the domains and categories assessed by the Success Navigator. First, we looked at domain scores for the first generation and not-first generation students. The only difference that approached significance was the difference in the Social Support domain scores [t (409) = 1.665), t (409). Reported scores of first generation students were lower than reported scores for not-first generation students, although the difference was small.



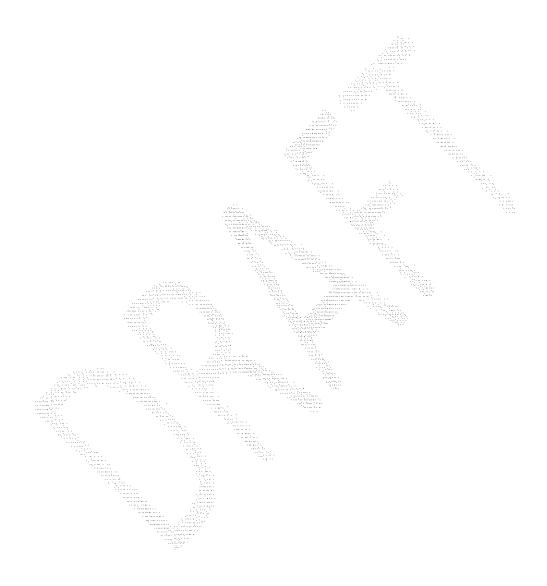
When we investigated the specific categories of the Social Support domain, we found a significant difference between first generation and not first generation students in terms of their reported levels of skill in dealing with Barriers to Success [\underline{t} (409) = 3.123, \underline{p} < .01]. Specifically, the mean scores of the first generation students (m = 111.86, sd = 12.93) was significantly lower than that of the not first generation students (m=115.51, sd = 10.76).

We also looked at ETS rated levels of each domain (low, moderate, and high). A significant difference was found among first generation and not first generation students in assignment to the different levels of the Social Support domain $[X^2(2) = 6.780, p < .05]$, with more first generation students reporting low levels of social support. The difference in domain score was, again, found to be primarily in the category of ETS rating of reported level of skill in dealing with Barriers to Success $[X^2(2) = 10.718, p < .01]$. First generation students were more likely (than expected) to report low and moderate levels of skill in dealing with Barriers to Success.

Finally, we looked to see if there were any significant differences between first generation and not first generation students in terms of the anticipated impact of personal problems, financial difficulties, etc. Two differences were significant. First generation students were more likely to report an anticipated significant impact of financial difficulties than not first generation students $[X^2] = 13.136$, p < .001. And, first generation students were more likely to report an anticipated significant impact of family obligations than not first generation students $[X^2] = 5.081$, p < .05.



APPENDIX A INSTITUTION AGGREGATE REPORT ETS SUCCESS NAVIGATOR 2015 COHORT



Institution: Cohort Name: West Chester University

Cohort Name: Test Range: Multiple Cohorts 9/10/2015-11/4/2015

Total Sample Size: 442



Institution Aggregate Report

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	243 of 411	47	59	
Medium	Projected 1st Semester GPA between 2.23 – 2.97	158 of 411	47	38	
Low	Projected 1 st Semester GPA < 2.23	10 of 411	6	2	

Retention Success Index					
Success Likelihood	Definition	Number of Students*	Percent of Students Across Comparative Institutions	Percent of Students in the Cohort/Institution	
Hìgh	Probability of retention > 93.0%	263 of 411	35	64	
Medium	Probability of retention between 84.1% – 93.0%	139 of 411	52	34	
Low	Probability of retention < 84.1%	9 of 411	12	2	

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

Institution:

West Chester University

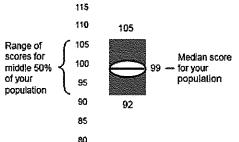
Cohort Name: Test Range: Multiple Cohorts 9/10/2015-11/4/2015

Total Sample Size: 442

Institution Aggregate Report

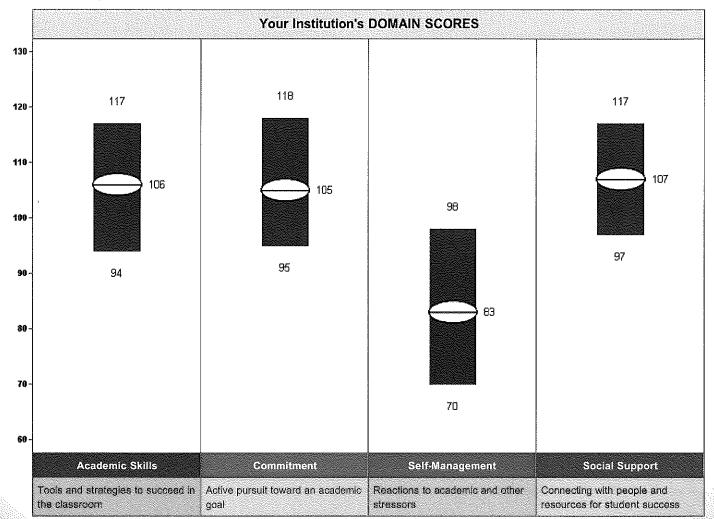
DOMAIN SCORES

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:



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

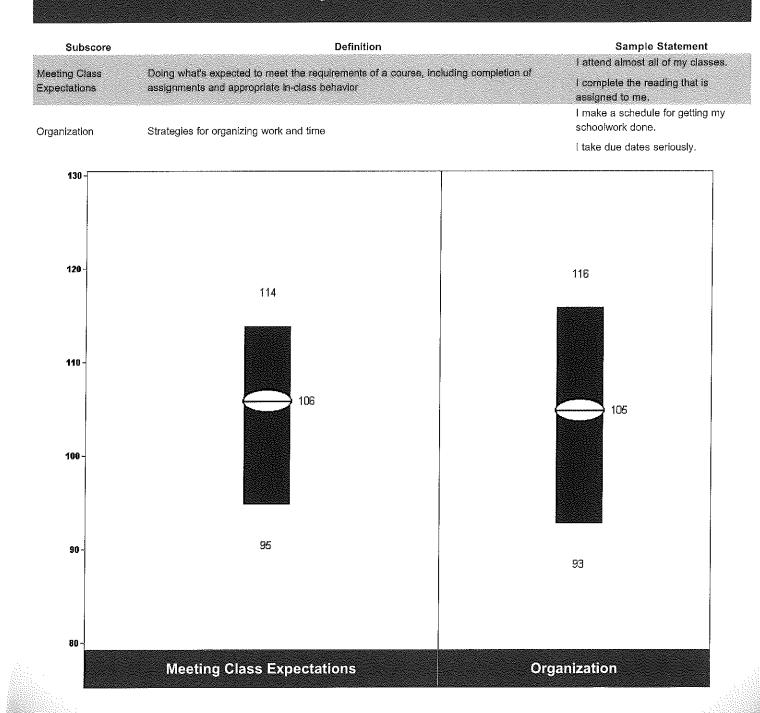
Institution: West Chester University
Cohort Name: Multiple Cohorts
Test Range: 9/10/2015-11/4/2015

Total Sample Size: 442



Institution Aggregate Report

Academic Skills Tools and strategies to succeed in the classroom



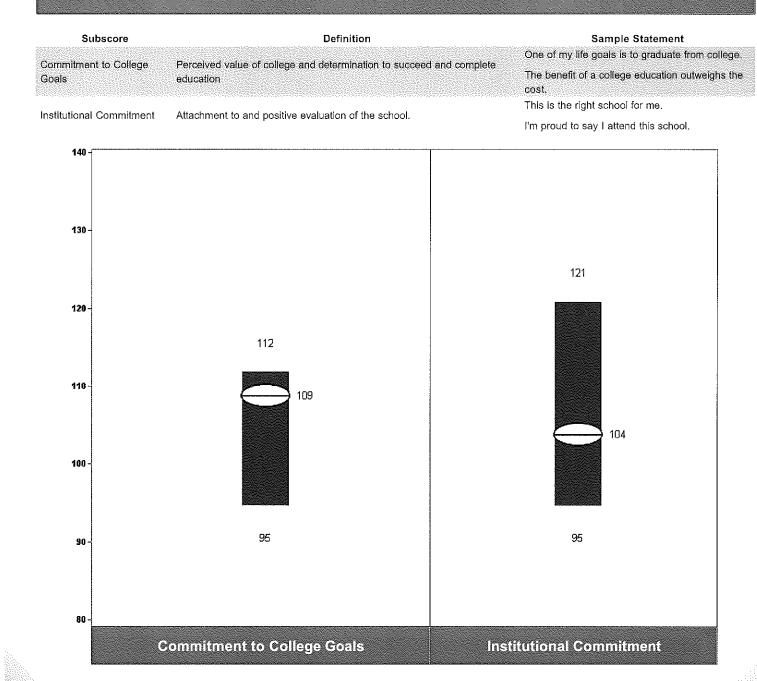
Institution: West Chester University
Cohort Name: Multiple Cohorts
Test Range: 9/10/2015-11/4/2015

Total Sample Size: 442



Institution Aggregate Report

Commitment Active pursuit toward an academic goal



Institution: West Chester University
Cohort Name: Multiple Cohorts
Test Range: 9/10/2015-11/4/2015

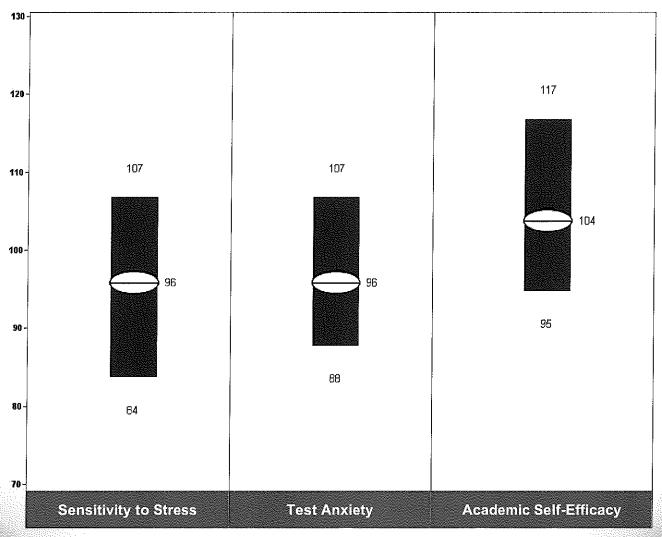
Total Sample Size: 442



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	Bellef 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.

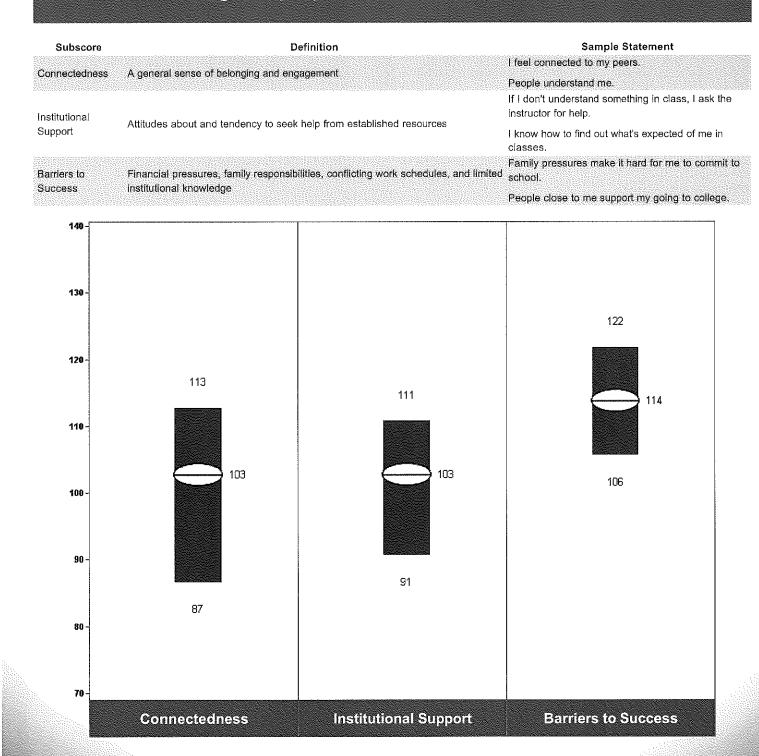


Institution: West Chester University
Cohort Name: Multiple Cohorts
Test Range: 9/10/2015-11/4/2015
Total Sample Size: 442

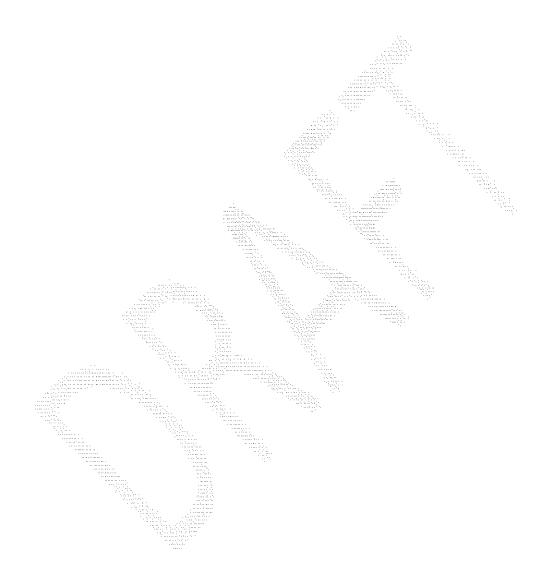
ETS SuccessNavigator.

Institution Aggregate Report

Social Support Connecting with people and resources for student success



APPENDIX B SAMPLE ADVISOR REPORT ETS SUCCESS NAVIGATOR 2015 COHORT



Student Name: Student ID:

Institution:

West Chester University

Test Date:

09/15/2015



Advisor Report

The Student's Background

- Gender, Female
- Race: White (non-Hispanic)
- Age: 18
- Is English your best language? Yes

COURSE ACCELERATION*

MATH: YES

ENGLISH YES

RECOMMENDATION

ACADEMIC SUCCESS INDEX**

HIGH

RETENTION SUCCESS INDEX***

HIGH

Skill Report

Academic S	Skills – Tools and strategies to succeed in the classroom		
A student with similar skills:	Effectively uses strategies to manage time and assignments Always attends class and is prepared		
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.	HIGH	
Commitme	nt – 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 <u>here</u> for helpful tips and tools.	MODERATE	
Self-Manag	ement – 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 Adylsor for more information, or click <u>here</u> for helpful tips and tools.	LOW	
Social Supp	ort – Connecting with people and resources for student success		
A student with similar skills:	Holds strong connections to people and resources Effectively balances 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.	HIGH	

^{*}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 SuccessNavigetor® 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:

09/15/2015



Advisor Report

Detailed Skill Report

			Students with Similar Skills	Next Steps	Skill Level*
Academic	Meeting Class Expectations	Doing what's expected to meet the requirements of your course including assignments and in-class bahavior.	Show up to class, complete assignments and finish work in a limely manner	Suggest the student uses his or her strengths to help struggling classmates, Encourage the student to take care of him-or herself to svoid feeling overwhelmed: For more strategies, click here.	HIGH
nic Skills	Organization	Strategies for organizing work and lima	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 strategles, click here.	HJGH
Com	Commitment to College Goals	Perceived value and determination to succeed and complete college	May find it difficult to consistently set and work toward scademic 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
Commitment	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 feets 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	Have some problems managing and coping with the demands and stresses of school and dally 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.	MODERATE
	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
	Institutional Support	Attitudes about and tendency to seek help from established resources	Are prepared to ask for help, are aware of available resources and take advantage of support services to succeed in school	Encourage the student to continue to ask questions to serve as a model for other students. Suggest the student share knowledge of campus resources with other students. For more strategles, click here.	HIGH
Social Support	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	Have a strong sense of balonging, feel close to others and relate to people inside and outside the classroom	 Encourage the student to continue to take adventage of social opportunities. Suggest the student get his or her peers involved in activities. For more strategies, click here. 	HIGH

Student Name Student ID:

institution:

West Chester University

Test Date:

09/15/2015



Advisor Report

More about the Student

• Age:

18

Military Active Duty:

Marital Status:

No

Single, never married

Work Status:

Yes: I will work less than 10 hours per week.

Number of Children:

Some college/university (mother); Some graduate or Parental Education:

professional school (father)

The Student's Educational Background

High School GPA: 3:40

SAT® Assessment Scores*

 Math: Verbal: 570 560

Total:

1130

ACT Assessment Score

English: Math:

Not Supplied

Science:

Not Supplied

Not Supplied

Reading:

Not Supplied

Composite:

Not Supplied

The Student's Future Education Plans

Education Level Expected:

Graduate (e.g., M.A., M.B.A., Ph.D.) or professional degree (e.g., J.D., M.D.)

Reason for Attending College

To prepare myself for a career

Plans for Transfer:

No

Number of Colleges Applied to:

Number of Credits Accumulated:

None

What Influences the Student's Life?

Personal Problems:

1 (No Impact)

Financial Difficulties

Legal Issues:

1 (No Impact)

Family Obligations:

1 (No Impact)

Health

1 (No Impact)

The Studen)'s Plans for Utilizing College Services

Advising:

Yes

Participate in Sports:

No

Career:

Yes

Participate in Greek Organizations:

No

Tutoring

Yes

Participate in non-Greek Organizations: Yes

Counseling:

No

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Report Date: 08/08/2016 04:07 PM

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