

Driving Student Success

Using Holistic Assessment to Improve Retention and Completion Rates

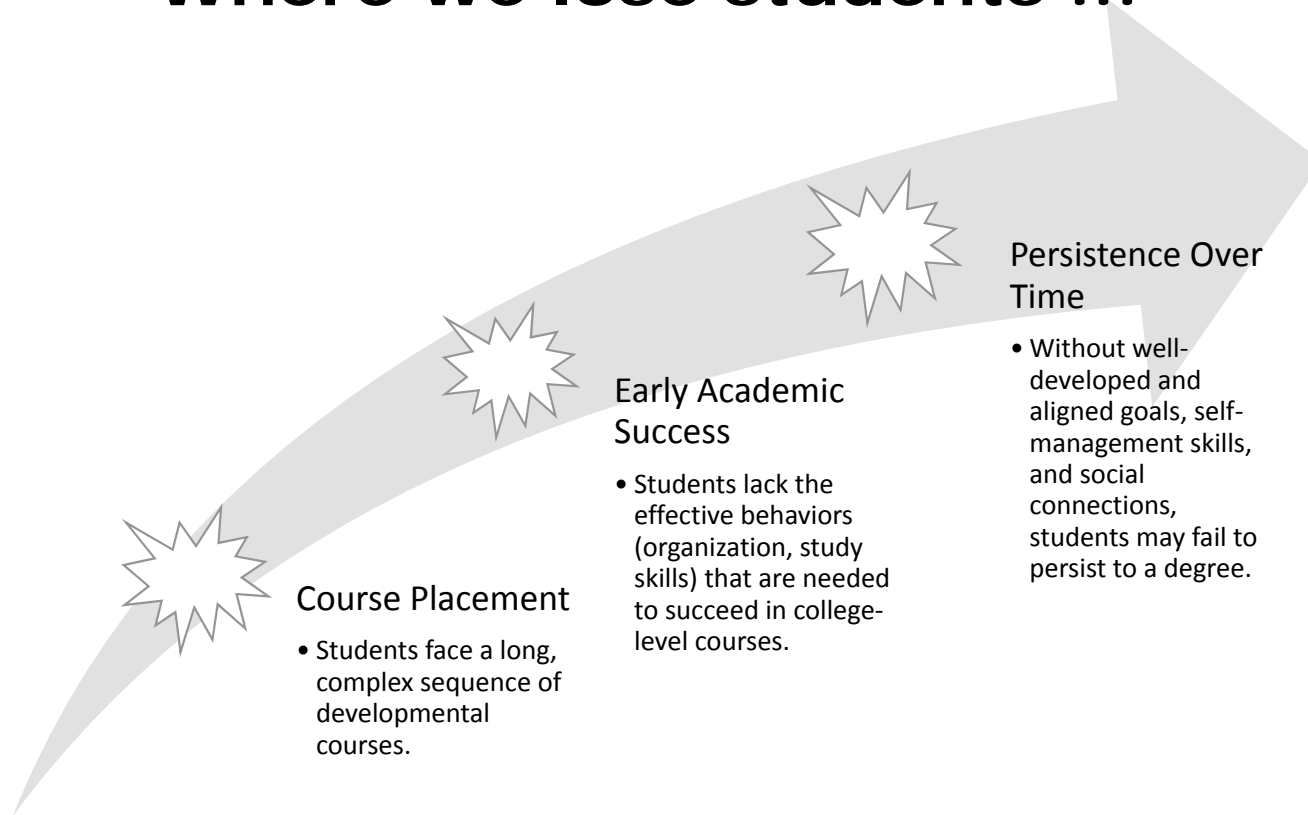


Speaker Introduction



Ross Markle, Ph.D., Senior Research and Assessment Advisor, Educational Testing Service (ETS), works in the Higher Education division at ETS. Over the past several years, Markle has researched the role of noncognitive skills in student success and student learning with a particular emphasis on traditionally underserved populations. He now works with colleges and universities to understand and implement assessment solutions in practice.

Where we lose students ...



Challenges to supporting student success

Course Placement

Problem: High remediation rates lead to the “Bridge to Nowhere” (CCA, 2012)

Need: Identify students who might succeed on an accelerated path

Advising

Problem: Traditional indicators of student success are insufficient

Need: Better understanding of students’ likelihood of success, tied to course of action

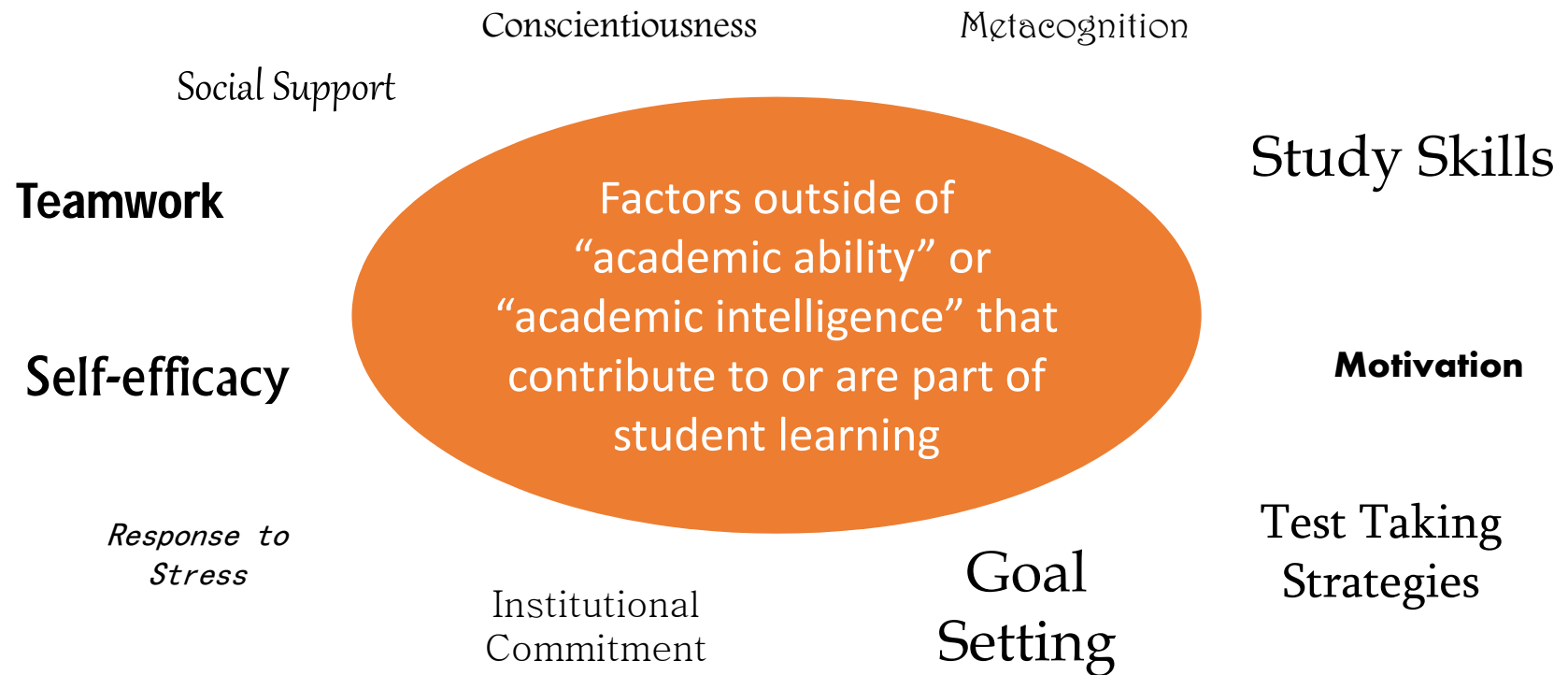
Institutional Planning

Problem: A host of programs and services based on “best practices”

Need: Data to target and structure programs and services to the population-specific strengths and weaknesses



What are noncognitive skills?



Construct	r_{GPA}	$r_{\text{retention}}$
Academic-related Skills	.129	.301
Academic Goals	.155	.212
Academic Self-efficacy	.378	.259
Institutional Commitment	.108	.206
Social Support	.096	.204
SES	.155	.212
ACT® or SAT® Scores	.368	.121

*Robbins, et al.
(2004) meta-
analytic
correlations
with retention,
GPA*

Achievement, Behavior, and Success in Math Courses

		Effort Level (participation, attendance, complete assignments)		
		High	Medium	Low
Math Readiness	High	92%	80%	59%
	Medium	86%	67%	29%
	Low	74%	50%	19%

n=713

Success rates for students with low readiness but high effort more than three times as those for low effort, low readiness

Li., K., et al. (2013). Readiness, behavior, and foundational mathematics course success. *Journal of Developmental Education*, 13 (1), 14-22.

A holistic assessment solution

- Targets students between pre and early enrollment (post admissions)
- Inclusion of both cognitive and noncognitive factors
- Alignment between assessment and institutional practices
- Added value:
 - Respects the whole student (examines cognitive and noncognitive factors)
 - Focuses on the unique characteristics of each student
 - Focuses on factors educators can control such as motivation, social connectedness, as opposed to socioeconomic, situational factors

The *SuccessNavigator*® Assessment



Use of the *SuccessNavigator*[®] Assessment

- A 30-minute online, nonproctored, noncognitive assessment for incoming college students:
Low stakes, diagnostic, and developmental
- Can be used with or without academic markers (SAT[®] scores, HS GPA, course placement score)
- Three primary intended uses:
 - Identifying likelihood of persistence to degree and academic success
 - Informing course placement acceleration decisions
 - Feedback for advising, FYE, etc.
- Assessments are scored immediately and will be sent to the candidates and academic advisors. Administrators have access to appropriate reports within the online system.

+	<i>Subskill</i>	<i>Definition</i>	<i>Example Items</i>
Academic Skills Tools and strategies for academic success	<i>Organization</i>	Strategies for organizing work and time.	I make a schedule for getting my school work done. I take due dates seriously.
	<i>Meeting Class Expectations</i>	Doing what's expected to meet the requirements of your course including assignments and in-class behaviors.	I attend almost all of my classes. I complete the reading that is assigned to me.
Commitment Active pursuit toward an academic goal	<i>Commitment to College Goals</i>	Perceived value and determination to succeed in and complete college.	One of my life goals is to graduate college. The benefit of a college education outweighs the cost.
	<i>Institutional Commitment</i>	Attachment to and positive evaluations of the school.	This is the right school for me. I'm proud to say I attend this school.
Self-management Reactions to academic and daily stress	<i>Sensitivity to Stress</i>	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.
	<i>Academic Self-Efficacy</i>	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.
	<i>Test Anxiety</i>	General reactions to test-taking experiences, including negative thoughts and feelings (e.g., worry, dread).	When taking a test, I think about what happens if I don't do well. Before a test, my stomach gets upset.
Social Support Connecting with people and students resources for success	<i>Connectedness</i>	A general sense of belonging and engagement.	I feel connected to my peers. People understand me.
	<i>Institutional Support</i>	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.
	<i>Barriers to Success</i>	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 me going to college.

***SuccessNavigator*[®] Score Reports**

Advisor/Faculty Report

- General Skill scores, Success Indices around academic and enrollment success
- Granular feedback report based on facet scores
- *Used to foster conversations and interventions with student*

Student Report

- Feedback at domain level, NO SUCCESS INDICES
- Action plans around programs and services on campus

Institutional Report (Institution Aggregate Report and Custom Institution Report)

- Population and subpopulation statistics (based on normative samples) at domain and facet level
- Used for strategic planning, tailoring cocurricular programs and services

Data Download

- Raw data file containing student scores, score levels, and background information

Student Name:
 Student ID:
 Institution:
 Test Date:



The Student's Background

- Gender: Female
- Race: Black or African American
- Age: 16
- Is English your best language? Yes

COURSE ACCELERATION*
 MATH: YES
 ENGLISH: CAUTION
 RECOMMENDATION

ACADEMIC SUCCESS INDEX**
 MODERATE

RETENTION SUCCESS INDEX***
 HIGH

Success Indices: Separate indices for both classroom and enrollment success. Based on background, cognitive and psycho-social information and supported by statistical relationships with success.

Background Information: Communicate key student information from both SuccessNavigator® and SIS to faculty/advisor.

Skill Report

Academic Skills- Tools and strategies to succeed in the classroom

A student with similar skills:	<ul style="list-style-type: none"> • Rarely uses strategies to manage time and assignments • Often misses class or comes unprepared 	
Tools/Tips	The Center for Academic Program Support (CAPS) 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.	LOW

Domain Scores: Four general areas of student strengths and weaknesses. Scores are presented normatively.

Commitment- Active pursuit toward an academic goal

A student with similar skills:	<ul style="list-style-type: none"> • Sees great value in a college degree • Is very attached to the college 	
Tools/Tips	The Career Services 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.	HIGH

Feedback: Determine by more specific "facet" scores (see next page).

Action Plans: Suggested interaction with programs and services on campus.

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.	Show up to class, complete assignments, and finish work in a timely manner	<ul style="list-style-type: none"> Suggest the student uses his or her strengths to help struggling classmates. Encourage the student to take care of him- or herself to avoid feeling overwhelmed. For more strategies, click here.
	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	<ul style="list-style-type: none"> 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.
Commitment	Commitment to College Goals	Perceived value and determination to succeed and complete college.	Commit to academic goals, plan to work hard to achieve them, and see value in a college degree	<ul style="list-style-type: none"> Encourage the student to discuss goals with others. Instruct him or her to break long-term goals into smaller goals. For more strategies, click here.
	Institutional Commitment	Attachment to and positive evaluations of the school.	Feel little attachment or loyalty to their school	<ul style="list-style-type: none"> Try to uncover the reason the student feels disconnected. Assess the student's knowledge of campus activities and resources. For more strategies, click here.
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 daily life	<ul style="list-style-type: none"> 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.
	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	<ul style="list-style-type: none"> 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.
	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	<ul style="list-style-type: none"> 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.
Social Support	Institutional Support	Attitudes about and tendency to seek help from established resources.	Are unsure whether they need help, are hesitant to ask questions, are aware of some campus resources, and rarely take advantage of support services	<ul style="list-style-type: none"> 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.
	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	<ul style="list-style-type: none"> 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.
	Connectedness	A general sense of belonging and engagement.	Have a strong sense of belonging, feel close to others, and relate to people inside and outside the classroom	<ul style="list-style-type: none"> Encourage the student to continue to take advantage of social opportunities. Suggest the student get his or her peers involved in activities. For more strategies, click here.

Commitment: Measures both commitment to college and commitment to the specific institution.

Social Support: Tendency to seek help, attitude toward barriers to success and ability to relate to peers in school.

Academic Skills: Classroom success broken into ability to meet expectations and organizational skills.

Self-management: Ability to handle stress, testing anxiety and academic self-efficacy.

Student Name: Student ID: Institution: Honore Test Date:	
More about the Student	
<ul style="list-style-type: none"> Age: 20 Military Active Duty: No Marital Status: Single, never married 	<ul style="list-style-type: none"> Work Status: Yes, I will work between 10-20 hours per week. Number of Children: 0 Parental Education: Some college/university (mother); High school or secondary school or equivalent (father)
The Student's Educational Background	
<ul style="list-style-type: none"> High School GPA: 2.50 	
SAT® Assessment Scores*	
<ul style="list-style-type: none"> Math: 0 Verbal: 0 	<ul style="list-style-type: none"> Total:
ACT Assessment Score	
<ul style="list-style-type: none"> English: 16 Math: 14 	<ul style="list-style-type: none"> Science: 0 Reading: 0 Composite: 0
The Student's Future Education Plans	
<ul style="list-style-type: none"> 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: Plans for Transfer: No Number of Colleges Applied: 3 Number of Credits Accumulated: Between 30-45 	
What Influences the Student's Life?	
<ul style="list-style-type: none"> Personal Problems: 3 Financial Difficulties: 1 (no impact) Legal Issues: 1 (no impact) Family Obligations: 1 (no impact) Health: 1 (no impact) 	
The Student's Plans for Utilizing College Services	
<ul style="list-style-type: none"> Advising: Yes Career: No Tutoring: Yes Counseling: No 	<ul style="list-style-type: none"> Participate in Sports: No Participate in Greek Organizations: No Participate in non-Greek Organizations:

Biographical Background Information: Student-reported background information for use in context of advising.

Education Background Information: Communicates key student information about high school performance.

Education plans: helps advisor understand student's commitment to college, goals.

Influences: Understand outside influences that may affect student performance, yet go unmentioned.

<<Institution>>

- Administration window: <<08/01/13–09/15/13>>
- Total sample size = <<1,138>>

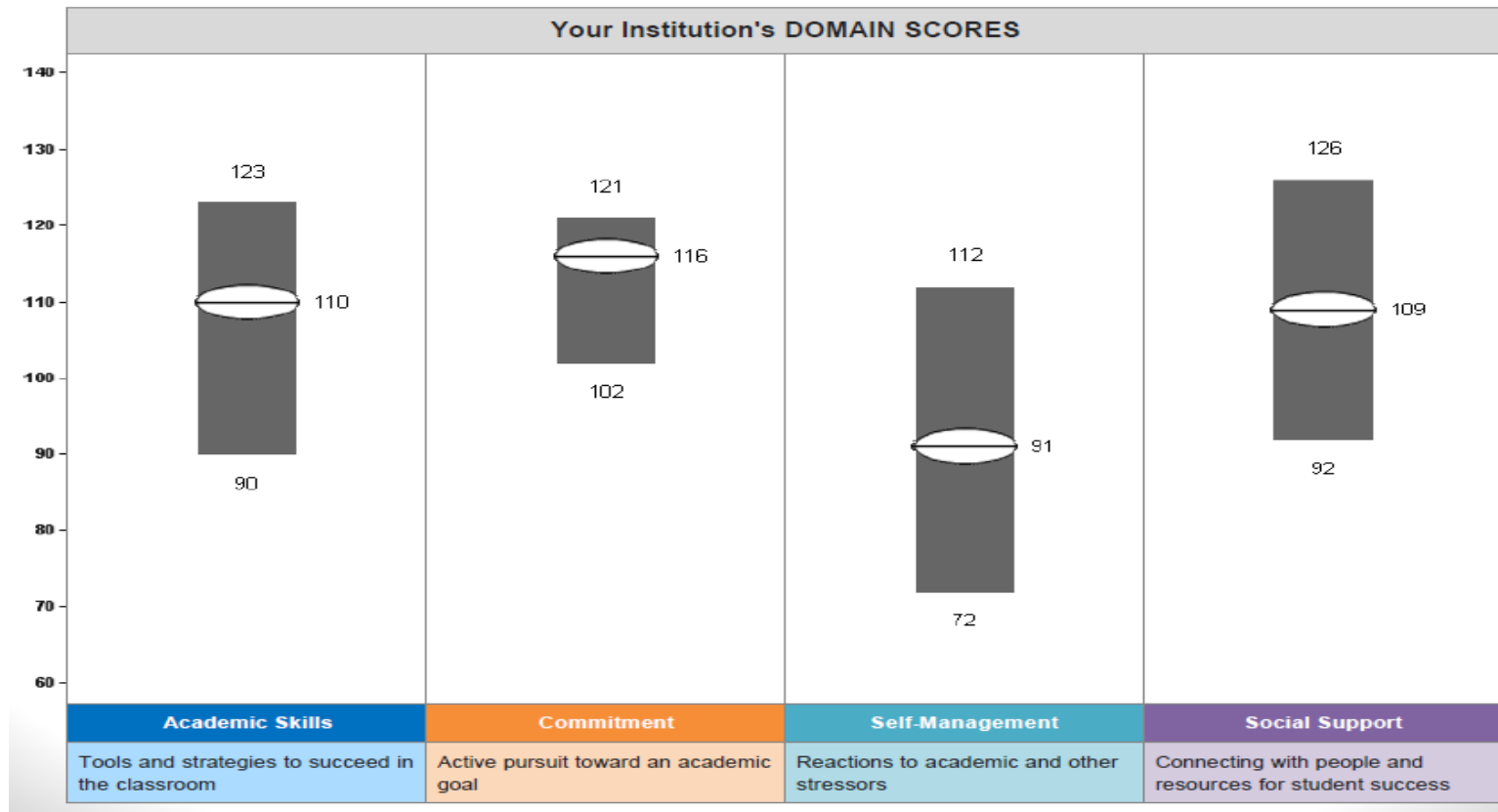
SUCCESS INDICES

Predictions of student success are based on two criteria. First, ACADEMIC SUCCESS is a student’s likelihood of succeeding in the classroom, indicated by GPA. Second, ENROLLMENT SUCCESS indicates a student’s likelihood of returning to your institution for a second year. Both of these scores are modeled using a large, nationwide study across varying types of institutions and students. They 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	Percent of Students Across All Institutions	Percent of Students at Your Institution
High	Projected 1st-year GPA > 3.0	35%	<<42%>>
Medium	Projected 1st-year GPA between 2.0 and 3.0	35%	<<31%>>
Low	Projected 1st-year GPA < 2.0	30%	<<27%>>
Retention Success Index			
Success Likelihood	Definition	Percent of Students Across All Institutions	Percent of Students at Your Institution
High	Probability of retention > 85%	35%	<<29%>>
Medium	Probability of retention between 60% and 85%	35%	<<39%>>
Low	Probability of retention less than 60%	30%	<<32%>>

GENERAL SKILL SCORES



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

Using the *SuccessNavigator*® Assessment



Advising

- Problem: Traditional indicators of student success do not capture many of the critical factors
- Need: To better understand students' likelihood of success so that faculty and staff can determine the appropriate level of engagement
- Solution: Integrated holistic assessments with accurate and intuitive score reporting

Student Name:
Student ID:
Institution:
Honore
Test Date:

The Student's Background	COURSE ACCELERATION*	ACADEMIC SUCCESS INDEX**	RETENTION SUCCESS INDEX***
<ul style="list-style-type: none"> Gender: Male Race: Black or African American Age: 20 Is English your best language? No 	MATH: YES ENGLISH: YES RECOMMENDATION	 MODERATE	 HIGH

Skill Report

Academic Skills- Tools and strategies to succeed in the classroom

A student with similar skills:	<ul style="list-style-type: none"> 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

Commitment- Active pursuit toward an academic goal

A student with similar skills:	<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> 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

Student Name:
Student ID:
Institution:
Honore
Test Date:

The Student's Background	COURSE ACCELERATION*	ACADEMIC SUCCESS INDEX**	RETENTION SUCCESS INDEX***
<ul style="list-style-type: none"> Gender: Male Race: Black or African American Age: 21 Is English your best language? Yes 	MATH: CAUTION ENGLISH: CAUTION RECOMMENDATION	 LOW	 LOW

Skill Report

Academic Skills- Tools and strategies to succeed in the classroom

A student with similar skills:	<ul style="list-style-type: none"> Rarely uses strategies to manage time and assignments Often 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.	LOW

Commitment- Active pursuit toward an academic goal

A student with similar skills:	<ul style="list-style-type: none"> Sees little value in a college degree Does not feel attached 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.	LOW

Self-Management- Reactions to academic and other stressors



A student with similar skills:	<ul style="list-style-type: none"> Sometimes has difficulty managing stress in a positive and productive manner May question 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.	MODERATE

Social Support- Connecting with people and resources for student success





A student with similar skills:	<ul style="list-style-type: none"> 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

- Two student profiles
- Essentially identical HSGPA and ACT® Scores
- Noncognitive factors entirely determine their likely success

Student Name: Student ID: Institution: Honore Test Date:	 Advisor Report
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The Student's Background • Gender: Male • Race: Black or African American • Age: 20 • Is English your best language? No	COURSE ACCELERATION* MATH: YES ENGLISH: YES RECOMMENDATION	ACADEMIC SUCCESS INDEX**  MODERATE	RETENTION SUCCESS INDEX***  HIGH
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Skill Report

Academic Skills- Tools and strategies to succeed in the classroom		
A student with similar skills:	<ul style="list-style-type: none"> Effectively uses strategies to manage time and assignments Always attends class and is prepared 	 HIGH
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.	
Commitment- Active pursuit toward an academic goal		
A student with similar skills:	<ul style="list-style-type: none"> Sees some value in a college degree Feels some attachment to the college 	 MODERATE
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.	
Self-Management- Reactions to academic and other stressors		
A student with similar skills:	<ul style="list-style-type: none"> Has difficulty managing stress in a positive, productive manner Doubts personal skills and abilities 	 LOW
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.	
Social Support- Connecting with people and resources for student success		
A student with similar skills:	<ul style="list-style-type: none"> Holds strong connections to people and resources Effectively balances the demands of college and personal life 	 HIGH
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.	











Student J

- 15 ACT[®], 2.5 HSGPA
- Strong Academic Skills
- Moderate Commitment
- Low Self-management
- Strong Social Support
- Why does Student J have such a strong likelihood of success?
- What interventions might we recommend for Student J?

Student J

- Academic Skills and Commitment to College Goals are very relevant to both academic success and persistence
- Low Self-management can actually increase students' likelihood for persistence (a lack of "stress" can also be a lack of "engagement")
- Moderate Academic Success Index is likely coming from tests scores and HSGPA: tutoring and other academic interventions are likely most important

Detailed Skill Report

		Students with similar skills:	Next Steps:	Skill Level*:	
Academic Skills	<i>Meeting Class Expectations</i>	Doing what's expected to meet the requirements of your course including assignments and in-class behavior.	Show up to class, complete assignments, and finish work in a timely manner	<ul style="list-style-type: none"> Suggest the student uses his or her strengths to help struggling classmates. Encourage the student to take care of him- or herself to avoid feeling overwhelmed. For more strategies, click here. 	 HIGH
	<i>Organization</i>	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	<ul style="list-style-type: none"> 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	<i>Commitment to College Goals</i>	Perceived value and determination to succeed and complete college.	Commit to academic goals, plan to work hard to achieve them, and see value in a college degree	<ul style="list-style-type: none"> Encourage the student to discuss goals with others. Instruct him or her to break long-term goals into smaller goals. For more strategies, click here. 	 HIGH
	<i>Institutional Commitment</i>	Attachment to and positive evaluations of the school.	Feel little attachment or loyalty to their school	<ul style="list-style-type: none"> Try to uncover the reason the student feels disconnected. Assess the student's knowledge of campus activities and resources. For more strategies, click here. 	 LOW
Self Management	<i>Sensitivity to Stress</i>	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 daily life	<ul style="list-style-type: none"> 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
	<i>Test Anxiety</i>	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	<ul style="list-style-type: none"> 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
	<i>Academic Self-Efficacy</i>	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	<ul style="list-style-type: none"> 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	<i>Institutional Support</i>	Attitudes about and tendency to seek help from established resources.	Are unsure whether they need help, are hesitant to ask questions, are aware of some campus resources, and rarely take advantage of support services	<ul style="list-style-type: none"> 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. 	 MODERATE
	<i>Barriers to Success</i>	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	<ul style="list-style-type: none"> 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
	<i>Connectedness</i>	A general sense of belonging and engagement.	Have a strong sense of belonging, feel close to others, and relate to people inside and outside the classroom	<ul style="list-style-type: none"> Encourage the student to continue to take advantage of social opportunities. Suggest the student get his or her peers involved in activities. For more strategies, click here. 	 HIGH

Student J – Self-management Interventions

Test-Taking Strategies: A Quick Reference Guide

General Test-Taking Strategies

- Make sure you know what information will be included on the test and what will be (multiple choice, essay, etc.). If you are not sure, check your syllabus.
- Review your previous tests from the course to get a better idea of the kind of questions the professor tends to focus on and the types of questions he or she asks.
- Take practice tests to apply techniques that will help improve your test-taking skills.
- Read the directions before answering any questions.
- For some types of tests (e.g., math), it may be helpful to first work on the easier questions and then attempt the more difficult questions. Give the highest value questions the most points.
- Be observant—sometimes information in test questions will help you answer the question.
- Once you have answered a question, move on. Clear your head and think about the different ways you could have answered the previous one.
- Keep an eye on the time. Pay attention to how much time you have to complete the test.

Tips and Tricks to Relieve Stress

When life gets busy, it's normal to feel stressed or anxious. Balancing course work, family obligations, work, financial pressures, and personal commitments can be difficult and lead one to feel overwhelmed. Below are several tips you can try to help you relieve your feelings of stress both quickly and easily.



Take a walk. Whether the walk lasts a few minutes or an hour, getting outside and being active will help you clear your head and reenergize you.

Breathe. When you start to feel stressed, your breathing can get shallow and off track. Slow down for a few minutes. Close your eyes and take some long, deep breathes. When done correctly, you will feel better quickly. Try the relaxation techniques in the Self-Management section of the Resource Library for more information on this.





Create a schedule. Taking a few minutes to plan out your day can help relieve some stress because making a realistic plan for your day can help you manage your time better.

Write! In this digital age, there is more than one way to express your feelings. You could write your feelings in an online blog, a journal, or in an e-mail to yourself. No matter what avenue you choose to write about your stress and anxiety, be sure to

Student Name: Student ID: Institution: Honore Test Date:	 Advisor Report
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The Student's Background <ul style="list-style-type: none"> Gender: Male Race: Black or African American Age: 21 Is English your best language? Yes 	COURSE ACCELERATION* MATH: CAUTION ENGLISH: CAUTION RECOMMENDATION	ACADEMIC SUCCESS INDEX**  LOW	RETENTION SUCCESS INDEX***  LOW
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Skill Report

Academic Skills- Tools and strategies to succeed in the classroom		
A student with similar skills:	<ul style="list-style-type: none"> Rarely uses strategies to manage time and assignments Often misses class or comes unprepared 	 LOW
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.	
Commitment- Active pursuit toward an academic goal		
A student with similar skills:	<ul style="list-style-type: none"> Sees little value in a college degree Does not feel attached to the college 	 LOW
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.	
Self-Management- Reactions to academic and other stressors		
A student with similar skills:	<ul style="list-style-type: none"> Sometimes has difficulty managing stress in a positive and productive manner May question personal skills and abilities 	 MODERATE
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.	
Social Support- Connecting with people and resources for student success		
A student with similar skills:	<ul style="list-style-type: none"> Holds some connections to people and resources Has occasional difficulty balancing the demands of college and personal life 	 MODERATE
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.	











Student G

- 16 ACT[®], 2.7 HSGPA
- Low Academic Skills and Commitment
- Moderate Self-management and Social Support
- Why does Student G have such a low likelihood of success, given similar academic profile to Student J?
- What interventions might we recommend for Student J?

Student G

- Academic Skills and Commitment to College Goals are very relevant to both academic success and persistence
- High Self-management can actually increase students' likelihood for persistence (a lack of "stress" can also be a lack of "engagement")
- Social connections and help-seeking may be more important for Student G
- Both academic (e.g., tutoring) *and* co-curricular interventions are likely needed

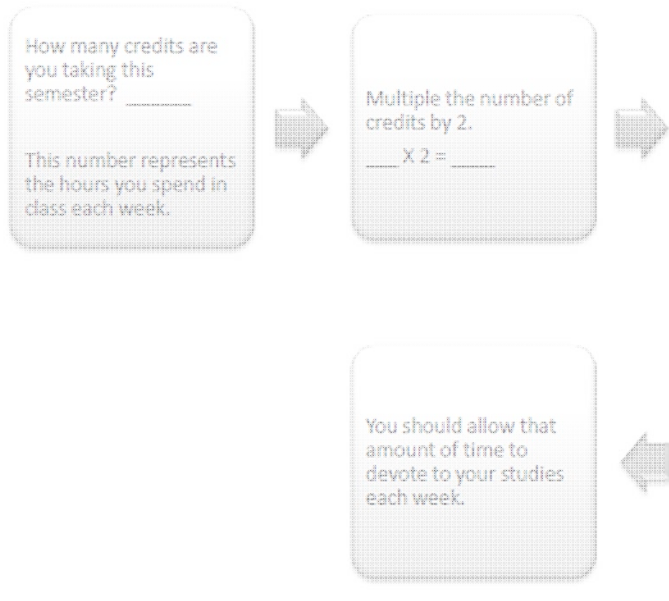
Detailed Skill Report

		Students with similar skills:	Next Steps:	Skill Level*:
Academic Skills	<i>Meeting Class Expectations</i>	Doing what's expected to meet the requirements of your course including assignments and in-class behavior.	Rarely show up to class, seldom complete assignments, and hardly ever finish work in a timely manner	 LOW
	<i>Organization</i>	Strategies for organizing work and time.	Hardly ever use a planner or make to-do lists and have difficulty sticking to a schedule	 LOW
Commitment	<i>Commitment to College Goals</i>	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	 MODERATE
	<i>Institutional Commitment</i>	Attachment to and positive evaluations of the school.	Feel little attachment or loyalty to their school	 LOW
Self Management	<i>Sensitivity to Stress</i>	Tendency to feel frustrated, discouraged, or upset when under pressure or burdened by demands.	Manage, adapt, and cope with course demands and daily life	 HIGH
	<i>Test Anxiety</i>	General reactions to test-taking experiences, including negative thoughts and feelings (e.g. worry, dread).	Effectively manage test-related stress and rarely feel anxiety or negative thoughts before, during, or following a test	 HIGH
	<i>Academic Self-Efficacy</i>	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	 MODERATE
Social Support	<i>Institutional Support</i>	Attitudes about and tendency to seek help from established resources.	Are unsure whether they need help, are hesitant to ask questions, are aware of some campus resources, and rarely take advantage of support services	 MODERATE
	<i>Barriers to Success</i>	Financial pressures, family responsibilities, conflicting work schedules, and limited institutional knowledge.	Have a limited network of support and are not always sure of whom to talk to when a problem occurs	 MODERATE
	<i>Connectedness</i>	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	 MODERATE

Student G – Academic Skills and Commitment Interventions

Getting it Done: How Much Time Do I Need for My Courses?

Directions: This exercise is to help you become more aware of the amount of time you should be devoting to your courses - in class, working on assignments and studying - per week.



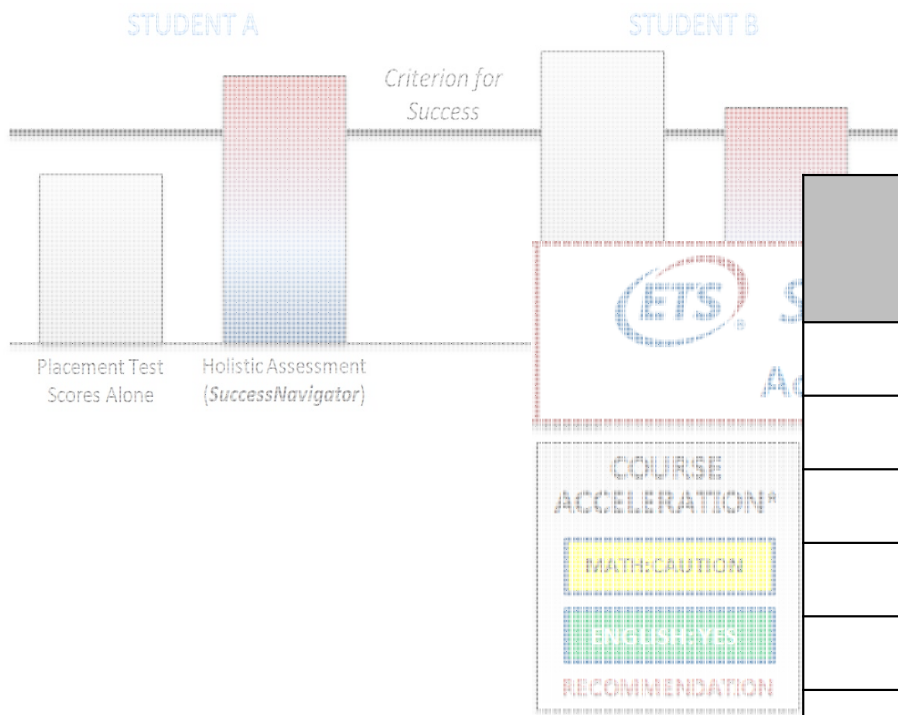
Is a College Degree Really Worth It?

There is no question about it—college is expensive, and tuition is higher now than it has ever been. Maybe you have gotten a loan, or even several loans, have borrowed money from your parents, or are spending a large portion of your savings. Will it be worth it in the long run? According to the United States Census Bureau, the answer is a resounding yes: on average, full-time workers who hold a bachelor's degree earn an average of \$57,000 per year, while those holding a high school diploma earned, on average, \$34,200, a difference of 40 percent. Furthermore, the unemployment rate for those with a college degree is much lower than for those without: 4.9 percent versus 9.4 percent.¹ Education is also an equalizer: education level has a far greater effect on your earning potential than any other demographic factor, such as race or gender. Think of college tuition as a long-term investment. With careful planning, you will be on a path to success in no time.

If you haven't yet done so, be sure to visit your college's financial aid office to see what options are available. Some schools offer scholarships or grants, and most schools offer work-study programs where you work part-time at an on-campus job, earning money for tuition. Also complete the Free Application for Federal Student Aid (FAFSA: www.fafsa.ed.gov) to see if you qualify for federal aid. Federal student loans tend to have lower interest rates than bank loans, they do not need to be repaid until you finish school, and they offer income-based repayment plans. In addition, many private organizations offer scholarships—you just need to know where to look. The United States Department of Labor offers a free

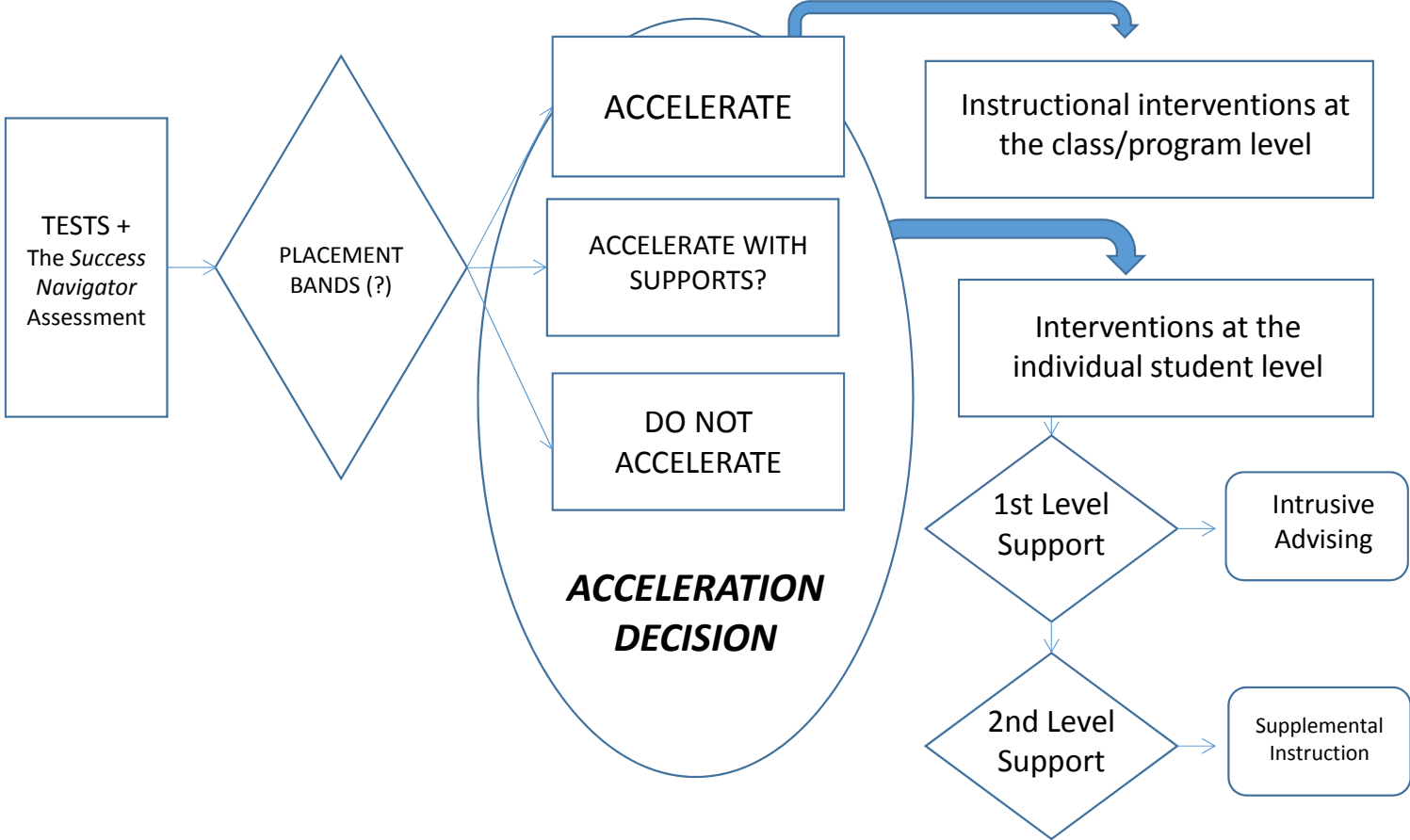
Course Placement

- Problem: Too many students are placed into developmental courses, effectively placing them on a “Bridge to Nowhere”
- Need: Identify students who are likely to succeed if placed in higher-level courses (i.e., shorter paths to success)
- Solution: Holistic assessments that indicate students who will put forth effort, attend class, study and succeed (even when their cognitive test scores might not suggest such)



TSI Score	SuccessNavigator Course Acceleration Indicator	
	Yellow – Caution	Green - Accelerate
310 – 318	DMAT 0066	
319 – 322	DMAT 0066 or DMAT 0090	DMAT 0090
323 – 331	DMAT 0090	
332 – 335	DMAT 0090 or DMAT 0091	DMAT 0091
336 – 338	DMAT 0091	
339 – 342	DMAT 0091 or DMAT 0093	DMAT 0093
343 – 345	DMAT 0093	
346 – 349	DMAT 0093 or Math 1314/1414, 1324, 1332, 2342/2442	Math 1314/1414, 1324, 1332, 2342/2442
350 - 390	Math 1314/1414, 1324, 1332, 2342/2442	

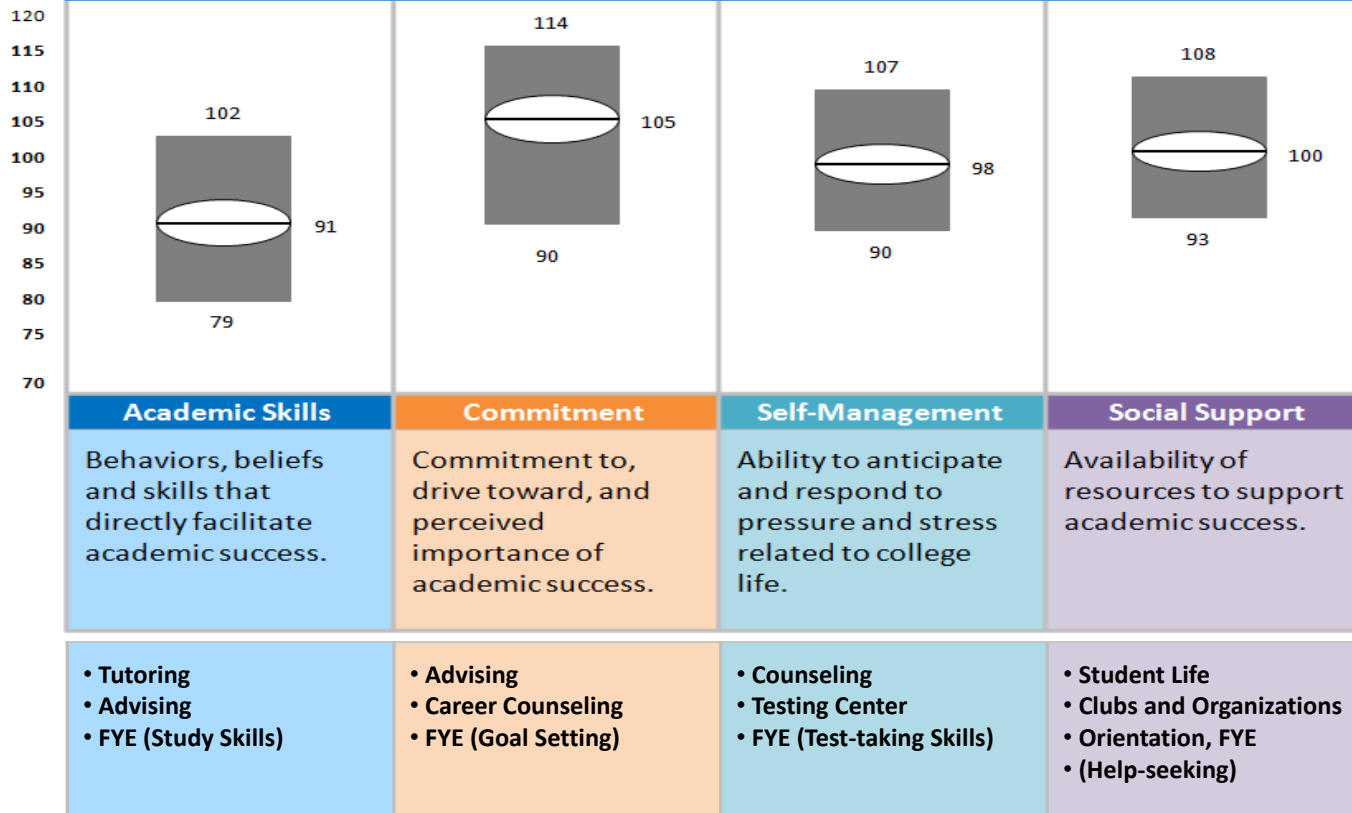
One Example: Placement + Supports



Institutional Planning

- Problem: Institutions develop a panoply of services based on best practices that may or may not fit their population
- Need: Data to target programs and services to the specific strengths and weaknesses of students at a particular institution
- Solution: Aggregate reports of relevant psychosocial skills that are tied to institutional practice

GENERAL SKILL SCORES AT COMMUNITY COLLEGE of NJ



Charting Your Course Using Navigation Strategies ...

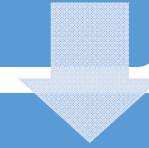
Academic Skills	Commitment	Self-management	Social Support
<ul style="list-style-type: none"> ➤ CAPS ➤ Accessibility Resource Center ➤ College Enrichment & Outreach Programs (e.g., CEP, SSS) ➤ Advisement (University, Fine Arts, Engineering) ➤ Academic Coaching ➤ Academic Level Student Support (e.g., Engineering Student Services, Student Services, etc.) ➤ Faculty Office Hours (Noted on course syllabi) 	<ul style="list-style-type: none"> ➤ Career Services ➤ Academic Departments ➤ Student Activities (i.e., Greeks, Student Organizations, etc.) ➤ Advisement (University, Fine Arts, Engineering) ➤ Alumni Support Mentoring Program ➤ Student Employment ➤ Residential Life 	<ul style="list-style-type: none"> ➤ Student Health & Counseling Center (SHAC) ➤ CAPS ➤ Targeted Resource Centers (African-American Student Services, American-Indian Student Services, EI Centro, LGBTQ Resource Center, Men of Color Initiative, Women's Resource Center, Veteran's Resource Center) ➤ Religious Organizations (e.g., Newman Center, etc.) ➤ College Enrichment & Outreach Programs (e.g., CEP, SSS) ➤ Academic Coaching ➤ Recreational Services Johnson Center 	<ul style="list-style-type: none"> ➤ Targeted Resource Centers (African-American Student Services, American-Indian Student Services, EI Centro, LGBTQ Resource Center, Men of Color Initiative, Women's Resource Center, Veteran's Resource Center) ➤ Student Activities (i.e., Greeks, Student Organizations, etc.) ➤ College Enrichment & Outreach Programs (e.g., CEP, SSS) ➤ Dean of Students ➤ Student Employment ➤ Recreational Services Johnson Center

<http://success.unm.edu/success-navigator/index.html>

Where to Start

Identify the Right Cohort

- E.g., Fall 2014 Incoming Class
- Gathering data on a broader base of students can be helpful for determining the right supports later on



Design Effective Administration

- E.g., Orientation, placement testing, FYE course
- Weave *SuccessNavigator*® administration into the process
- *If possible*, include follow-up support to help students act on results



Develop the Right Approach

- Based on your data and your resources, determine how your institution can organize around the *SuccessNavigator* model to improve student success
- Not all students need intrusive and intensive interventions



Demonstrate your Success!

- Using holistic data to determine value-added retention and return on investment, both for *SuccessNavigator* and your student support services
- We know that student supports work – gather data to show where, how, and for whom they work at your institution

Santa Monica College: “GRIT” = Growth, Resilience, Integrity and Tenacity



*Two
2012 – 2013
SMC
Institutional
Objectives*

Development of GRIT

“To develop a plan for defining, organizing and institutionalizing the GRIT (Growth, Resilience, Integrity and Tenacity) strategic initiative. This initiative will facilitate student achievement through a college-wide focus on noncognitive skills and on supporting students’ aspirations for their futures.”

Assessment of GRIT

“To develop a plan for how to assess the strategic initiative GRIT, with a focus on assessing students’ acquisition of noncognitive skills.

Levels of *SuccessNavigator*[®] Data Examined by SMC

College

- Determine whether noncognitive skills positively predict student success

Classroom (Faculty/Counselor)

- Inform teaching strategies, assignments and activities

Program

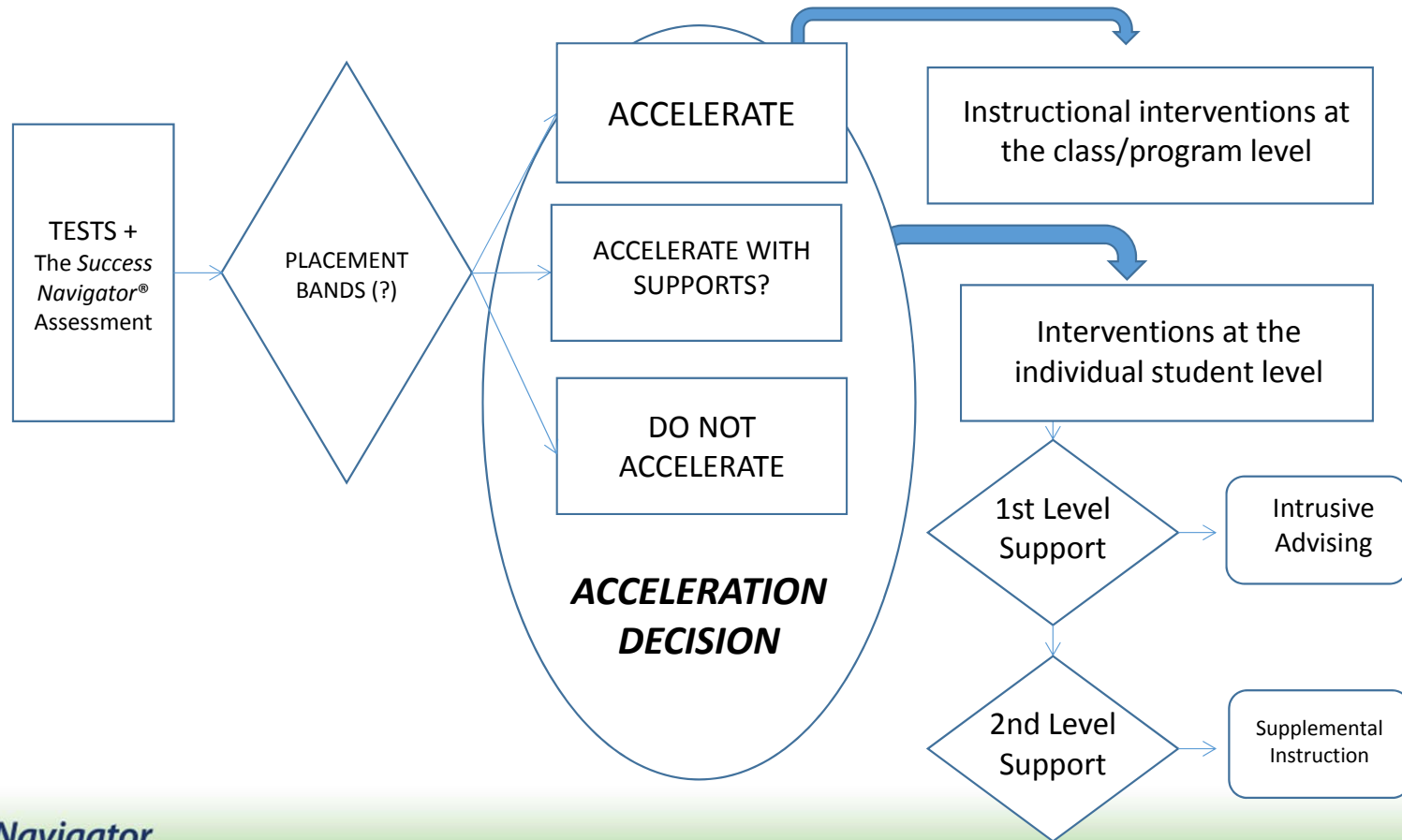
- Identify students to target for interventions (You + 1 Program)

At The University of New Mexico: Driving Student Success through Holistic Assessment

Data-Driven Decision Making

Early Alert	Coaching & Advising	Target Student Populations
<ul style="list-style-type: none">• Identify early risk• Develop strategies for intervention• Provide programming to increase persistence	<ul style="list-style-type: none">• 1-on-1 support and guidance• Resources to navigate through college• Connecting students to on-campus resources and programming inside and outside the classroom	<ul style="list-style-type: none">• Develop profiles of noncognitive scores based on race/ethnicity and gender• Develop interventions that specifically align to those skills and profiles

At City Colleges of Chicago: Success = Placement + Support



North Carolina Central University: Administering SuccessNavigator through University College

Retention Rates of First-Time Full-Time First Year Students at NCCU

Retention	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort
NCCU	71.5%	73.2% (+1.7)	76.6 (+3.3)	80% GOAL (+3.5)
Any UNC Institution	74.8%	77.1%	81.1%	83.2%

North Carolina Central University implemented *SuccessNavigator* and experienced an **over 6 percent increase** in the retention rate of first-year full-time students.

Contact Information

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