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## **STUDENT SUCCESS ANNUAL REPORT**

### **2019-2020**

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**Department Name:**

Office of Student Success

**Department Mission Statement:**

The mission of the Office of Student Success is to empower students with the resources and care they need in order to be successful and persist towards completing their degree.\*

*\*Still in progress/not final*

**A. Summarize Progress in Achieving Department Goals****Goal 1: Establish Support for Academic Probation Students**

In order to extend care to academic probations students, the Office of Student Success collaborated with the Registrar and the Retention Coordinator. This collaboration was achieved by:

- a. Establishing Academic Success Plan meetings with Academic Probation Students as instructed in their letter of probation status sent by the Registrar.
- b. Dividing Academic Probation student meetings up among the Retention Coordinator and conducting follow up with the students.
- c. After Academic Success Plan meetings were completed, the Director of Student Success sent the plans to the Registrar to be filed.

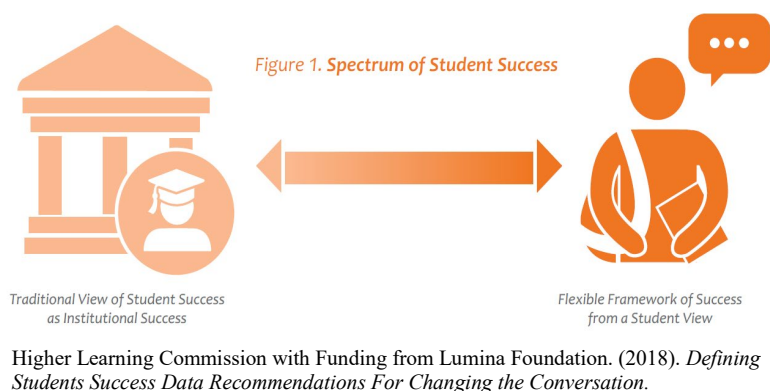
To facilitate Academic Success Plan meetings, IT created a scheduling platform for Student Success called SOAR. This platform allows for students to sign up to meet with the Director of Student Success.

Overall, the process of meeting with Academic Probation students was successful initially as all were able to connect with the Director of Student Success or the Retention Coordinator. However, following up after January/February was not able to be completed due to COVID-19. The Director of Student Success remained in email contact with students and offered assistance as Academic Probation students transitioned online. Additionally, the hope was to forge a relationship with Academic Probation students so they felt like they had someone to go to for questions/concerns. Some took advantage of reaching out for help/answering questions, but most did not. The Director of Student Success will think through better ways to make the Academic Probation process less transactional and more relational.

## Goal 2: Define Student Success and a “Home” for it

Working with the Vice Provost of Student Success and Engagement, the Director of student Success attempted to define what student success at Messiah was, what it looked like among students, and what type of work is informed by the definition and need of students.

Currently, this goal is still in progress. Additionally, the Director of Student Success recognizes that the institution has outcomes for students and strategic plan goals for enrollment in which student success and retention are a part of. The Director of Student Success also recognizes that what students view as “success” may change over time and not always be defined as the institutional/division outcomes. Because of this, the Director of Student Success would like to inform the definition and work of the Office of Student Success on both institutional outcomes/goals and what students believe as success. This “flexible framework” would allow the Office to understand what the current needs of the student population are while staying rooted in what the institution has centered itself on as learning outcomes (see Figure 1 for a visual example of this).



The Director of Student Success is hoping to poll students on what success means to them and add those to the values of the Office as well as establish a mission and goals. Also, to further highlight how success looks different for everyone, the Director of Student Success would like to create visual narratives/ stories of Messiah faculty, staff, and alumni who did not have a

conventional education or professional path or had overcome some hurdles during their times as a college student. The Director of Student Success is anticipating working with the Career and Professional Development Center on the aforementioned project.

## Goal 3: Assist in Managing Academic Updates in SCC/ Work with Others to Continually Improve the Platform

To accomplish this goal, the Director of Student Success did the following:

- a. Worked with Bob Felix and Dan Custer to learn the system of SCC and manage incoming Academic Updates.
- b. Developed a ‘Student Success’ folder after receiving input from the VP of Student Success and Engagement.
- c. Facilitated a SCC Faculty Focus Group during the months of February, March, and April who gave recommendations on ways to have faculty engage with SCC.
- d. Formed triaged care when academic updates were received and indicated a student who was struggling. Director of Student Success initiated outreach and care for students.

This goal was partially completed during this spring semester. The Director of Student Success was able to be included on all updates and intervene on cases that required outreach and support. However, from the faculty focus group, it was suggested to figure out a way to create a triage of care through SCC or another method as opposed to just through responding to the academic

update email. Additionally, it was recommended by the faculty focus group to create some form of reporting system within SCC so that faculty/ staff who do not have permissions to view student profiles could submit a concern.

The Director of Student Success will take these recommendations/suggestions to the Retention Steering Committee who help manage and inform updates to SCC. Due to the pandemic, updates may not go into effect until the Fall or Spring.

#### **Goal 4: Assess Basic Needs at Messiah**

This assessment was being developed in partnership/collaboration with Brandon Hoover who is the Director of the Office of Sustainability. Currently, the survey has been developed and is in the review process. Due to COVID-19, the timeline of distributing this assessment to students will most likely be pushed back to Fall 2021. The assessment was created to understand student food, housing, and transportation insecurity.

#### **Goal 5: Managing Tasking for Bridge to Success Survey**

One of the main action items for the Director of Student Success to complete was assisting Institutional Research (IR) with the tasking of the Bridge to Success Survey. The survey was launched in February.

Overall, this goal was accomplished as the Director of Student Success was assigned two specific student lists: those who were identified as having academic needs/struggles and those who were needing resources for classes/school. In the future, the Director of Student Success will look to better encourage individuals tasked to “complete” the task or change its status to “on hold”. A good number of individuals followed through on the tasked actions, but some did not indicate completion (despite meeting with the student) or did not engage with the task notification at all.

### **B. Demographics**

#### ***Observations:***

At this time, the Office of Student Success has not adequately assessed demographic information outside of year and class. Additionally, for Academic Probation students, there has not been a tracking of demographic information. However, in total there were 24 Academic Probation students supported during the Spring 2020 semester.

Academic Updates are another area in which IR has tracked class/year information, however, this has traditionally only been for First Year students. It has been suggested to explore Academic Update retention across up class students. Please see Attachment 1 in the Appendix to see Academic Update data assessed in November 2019.

Retention rates for Fall 2019 to Spring 2020 of student cohorts can be found in Attachment 2. Overall retention numbers with subpopulations identified can be found at Attachment 3. To note, overall retention is currently sitting around 88%.

### ***Recommendations:***

- The Director of Student Success will keep track of demographic information of students “touched” due to services offered/ recommended. This information includes: class/year, race, gender, age (traditional v. nontraditional).
- Another report of Academic Update Analysis for Retention will be provided closer to or in the Fall as these numbers are still be assessed.
- The Director of Student Success will receive an update on overall retention and “at-risk” population data from IR as soon as this information is available.

## **C. Dashboards**

For the Office of Student Success Dashboard, the Director will follow up with the VP of Student Success and Engagement to discuss what information would be the most pertinent to include as they will be housed in one office.

## **D. Institutional Survey Data**

### ***Observations:***

Based on the Bridge to Success Survey (BTS) given in March by IR for the Retention Committee, there were a few trends analyzed that relate to the curricular/co-curricular specifically. For First Years, 568 completed the Spring 2020 BTS survey. From their response rates, the top three “risks” that were flagged identified Test Anxiety, Homesickness, and Time Management. Seventeen percent indicated Test Anxiety, 16% indicated Homesickness, and 13% indicated Time Management as a concern.

For Sophomores, 241 completed the Spring BTS the top three identified “risks” were Test Anxiety, Homesickness, and Spiritual Fit. The percentages were as followed: 20% Test Anxiety, 13% Homesickness, 13% Spiritual Fit.

For Transfers, 88 completed the BTS survey and, based on those response rates, the top three areas of concerns were: Homesickness, Social Fit, and Test Anxiety. The percentages were 26% for Homesickness, 17% for Social Fit, and 15% for Test Anxiety.

For a full view of these percentages, response rates, and themes, please see Attachment 4.

### ***Recommendations:***

- First Years, Sophomores, and Transfers indicated Test Anxiety as a concern. Because of this, the Director of Student Success will work with the Academic Success Center and academic departments to create resources for students (tips/guides) on how to manage test anxiety and academic stressors.
- For Social Fit/ Spiritual Fit/ Homesickness, the Director of Student Success will work with other departments (SILP, Campus Ministry) to provide programs or resources to students to help foster belonging and connection.

## **E. Educational Plans**

There are no Educational Plans to turn in for the Office of Student Success at this time due to beginning in January and not being able to produce programming/ larger services for the spring because of COVID-19. All current services have been individualized/one-on-one. The Director of Student Success will use the Educational Plan template moving forward into Fall 2020.

## **F. Service Plans**

There are no Service Plans to turn in for the Office of Student Success at this time due to beginning in January and not being able to produce programming for the spring because of COVID-19. The Director of Student Success will use the Service Plan template (as needed) moving forward into Fall 2020.

## **G. Highlights**

Due to the Office of Student Success beginning in January, and with the impact of the pandemic, the Office of Student Success was not able to adequately assess the SLOs for this year. The Director of Student Success is planning to begin assessing highlights/learning outcome achievement come Fall 2020.

## **H. Notes from the Director**

COVID-19 was an unexpected guest who threw off the rhythm of work, school, and life for the Messiah College community. What has transpired in the last couple months has truly been unprecedented and distressing.

However, though COVID-19 has seeming taken our livelihood and has taken the lives of loved ones, students, faculty, and staff remain resilient and determined to not give in to the uncertainty of this time.

The Office of Student Success continued to provide support and intervention to students who were having difficulty during this online transition. Additionally, the Office of Student Success heavily worked with faculty and staff by collaboratively working together in reaching students and developing plans of success with them. The services of the Office of Student Success were easily adaptable given most work was previously done online. Academic Updates were a primary form of intervention for the Director of Student Success who oversaw incoming updates and would begin the process of support if a struggling student was identified. Also, IR developed a Student Check-In Survey that was created to assess student wellbeing while simultaneously gaining feedback on online learning thus far. The Director of Student Success was tasked in reaching out to students (about 209 to assess and potentially outreach to) who indicated some form of concern on the intervention model created for the survey.

Through emails, phone calls, and a handful of Zoom sessions, the Office of Student Success readily adapted to provide care to students and to assist Messiah professionals in their work with students. Looking ahead, the Office of Student Success would like to provide more

programming and proactive intervention as opposed to consistent “post-vention” work. The programming the Director of Student Success has in mind relates to stress/anxiety management, life skills, and self-efficacy. The Director of Student Success is also planning on creating virtual resources for students and faculty/staff that would assist them with particular concerns or needs they might have.

## **Appendix: Attachments**

*All attachments were originally created and distributed by Messiah College Institutional Research.*

### ***Attachment 1***

#### **Academic Update Analysis**

November 2019

#### **Summary of Findings**

1. The IR work study and I analyzed Academic Update data to look for concerning patterns. This analysis focused on first years, but we could expand it to include other populations. We propose that this model be used to drive intervention.
2. We also analyzed the update data at the course-level which confirmed the current first year courses we have flagged (i.e., BIOL 160 and 185; CHEM 101, 103 and 105; COMM 105; MATH 111; and IDFY 101 and 102).
3. Our analysis also showed that there was a noticeable dip in the number of academic updates generated for first years since fall 2017 (345 in fall 2017 versus 174 in fall 2018 and 174 to date in fall 2019). Given the value of academic update data, I suggest more training and encouragement for instructors to use this tool, especially for the key courses noted above.

#### *Unduplicated Number of First Year Students with At Least One Academic Update*

<b>Term</b>	<b>Cohort</b>	<b>End of Oct</b>		<b>End of Fall</b>	
		<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
201710	665	207	31%	234	35%
201810	647	109	17%	136	21%
201910	606	124	20%	134	22%

## Overview of Analysis

- Goal: Use Academic Update data to predict first year fall to fall retention
- Academic Update data from end of Fall 2017 and 2018 were used to analyze retention rates.
- Question Details
  - The full question text of “Estimated Grade of C or Lower” is “Are there indicators that the student will receive a C or lower in the class?” and the response options are “Yes” or “No.”
  - All other variables are as presented to the instructor (e.g., “Class Attendance”) with a rating scale of “Very Good,” “Good,” “Fair,” “Poor,” “Very Poor,” and “N/A.”
  - See Appendix A for a sample of the full form.
- Analysis
  - Several rating cutoffs were attempted for each variable (i.e., “Fair or Lower,” “Poor or Lower,” and “Very Poor”). The performance (defined as fall to fall retention rate) of each cutoff was then tested by looking at the count of ratings meeting the criteria for each variable as well as a simpler binary flag (e.g., number of fair or lower class attendance ratings versus a binary flag for one or more fair or lower class attendance ratings). The final cutoffs below are a compromise between achieving the highest performance while also maintaining a reasonable number of students for the institution to handle for intervention.
- Summary of the Model
  - Important Variables
    - Estimated Grade of C or Lower (Two or More)
    - Class Attendance Rating of Very Poor (One or More)
    - Class Participation Rating of Very Poor (One or More)
    - Class Preparedness Rating of Poor or Lower (One or More)
    - Overall Academic Performance Rating of Poor or Lower (Two or More)
    - Performance on Exams Rating of Very Poor (Two or More)
    - Quality of Assignments Rating of Very Poor (One or More)
    - Seeks Assistance Rating of Poor or Lower (One or More)
  - Overall Indicator
    - Two or more of the above variables flagged

### Overall Indicator (Two or More Variables Flagged)

*Fall 2017 and 2018 Results*

*Fall to Fall*

<i>Flag</i>	<i>Count</i>	<i>Retention Rate</i>
No	1210	90%
Yes	102	67%
<i>Total</i>	<b>1312</b>	<b>88%</b>

### Comments

A “Yes” here means that the student was flagged for at least two of the eight variables with the identified cutoffs. These two or more flags were not necessarily from the same class. Ideally, the indicator would include anyone with at least one variable flagged, but this would have added an additional 72 first years over two years (a total of 174) and increased the “Yes” retention rate to 72%. This higher number of students seemed unreasonable for the institution to handle.



**Two or More Estimated  
Grades of C or Lower**

*Fall 2017 and 2018 Results*

*Fall to Fall*

<i>Flag</i>	<i>Count</i>	<i>Retention Rate</i>
No	1187	89%
Yes	125	72%
<b>Total</b>	<b>1312</b>	<b>88%</b>

**One or More Class Attendance**

**Rating of Very Poor**

*Fall 2017 and 2018 Results*

*Fall to Fall*

<i>Flag</i>	<i>Count</i>	<i>Retention Rate</i>
No	1301	88%
Yes	11	27%
<b>Total</b>	<b>1312</b>	<b>88%</b>

**One or More Class Participation**

**Rating of Very Poor**

*Fall 2017 and 2018 Results*

*Fall to Fall*

<i>Flag</i>	<i>Count</i>	<i>Retention Rate</i>
No	1303	88%
Yes	9	44%
<b>Total</b>	<b>1312</b>	<b>88%</b>

**One or More Class Preparedness**

**Rating of Poor or Lower**

*Fall 2017 and 2018 Results*

*Fall to Fall*

<i>Flag</i>	<i>Count</i>	<i>Retention Rate</i>
No	1273	89%
Yes	39	59%
<b>Total</b>	<b>1312</b>	<b>88%</b>

**Two or More Overall Academic  
Performance Rating of Poor or Lower**

*Fall 2017 and 2018 Results*

*Fall to Fall*

<i>Flag</i>	<i>Count</i>	<i>Retention Rate</i>
No	1265	89%
Yes	47	60%
<b>Total</b>	<b>1312</b>	<b>88%</b>

**Two or More Performance on**

**Exams Rating of Very Poor***Fall 2017 and 2018 Results**Fall to Fall*

<i>Flag</i>	<i>Count</i>	<i>Retention Rate</i>
No	1277	88%
Yes	35	69%
<b>Total</b>	<b>1312</b>	<b>88%</b>

**One or More Quality of Assignments****Rating of Very Poor***Fall 2017 and 2018 Results**Fall to Fall*

<i>Flag</i>	<i>Count</i>	<i>Retention Rate</i>
No	1280	89%
Yes	32	56%
<b>Total</b>	<b>1312</b>	<b>88%</b>

**One or More Seeks Assistance****Rating of Poor or Lower***Fall 2017 and 2018 Results**Fall to Fall*

<i>Flag</i>	<i>Count</i>	<i>Retention Rate</i>
No	1202	89%
Yes	110	70%
<b>Total</b>	<b>1312</b>	<b>88%</b>

**Attachment 2**

## Fall 2019 to Spring 2020 Undergrad Retention Rates by Cohort

	3-Year Avg. Fall-to-Spring Retention	2019-20 Fall-to-Spring Retention	% Diff.
<i>New, First-Time Students</i>			
1st year class	94.26%	96.70%	2.44%
2nd year class	96.80%	95.34%	-1.46%
3rd year class	97.24%	97.79%	0.55%
4th year class	81.66%	86.58%	4.92%
<i>Transfers</i>			
1st year class	86.94%	95.00%	8.06%
2nd year class	94.97%	93.88%	-1.09%
3rd year class	86.18%	82.86%	-3.32%
4th year class	73.95%	74.07%	0.12%

As of 1/7/20

**Attachment 3**

## New First Time Student Fall to Fall Retention Rates

	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>	<i>Fall 2018</i>
<b>Overall</b>	<b>88.1%</b>	<b>85.4%</b>	<b>88.0%</b>	<b>86.8%</b>	<b>88.9%</b>
Women	87.5%	86.1%	88.7%	87.2%	88.5%
Men	89.0%	84.2%	87.0%	86.1%	89.4%
Conditionally Admitted	75.5%	73.8%	70.0%	79.5%	79.4%
Commuter	80.8%	83.3%	77.6%	80.0%	84.8%
Late Registrant	83.1%	66.1%	82.8%	88.2%	83.7%
First Generation	80.2%	81.9%	79.2%	85.4%	81.1%

## New First Time Student Fall to Fall Retention Rates

	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>	<i>Fall 2018</i>
<b>Overall</b>	<b>88.1%</b>	<b>85.4%</b>	<b>88.0%</b>	<b>86.8%</b>	<b>88.9%</b>
SUR/ECP	82.1%	85.7%	78.1%	77.0%	85.9%
International	94.3%	83.3%	90.3%	83.3%	90.9%
White	88.8%	85.3%	89.6%	88.6%	89.3%
Unknown	80.0%	90.9%	100.0%	100.0%	100.0%

## Transfer Student Fall to Fall Retention Rates

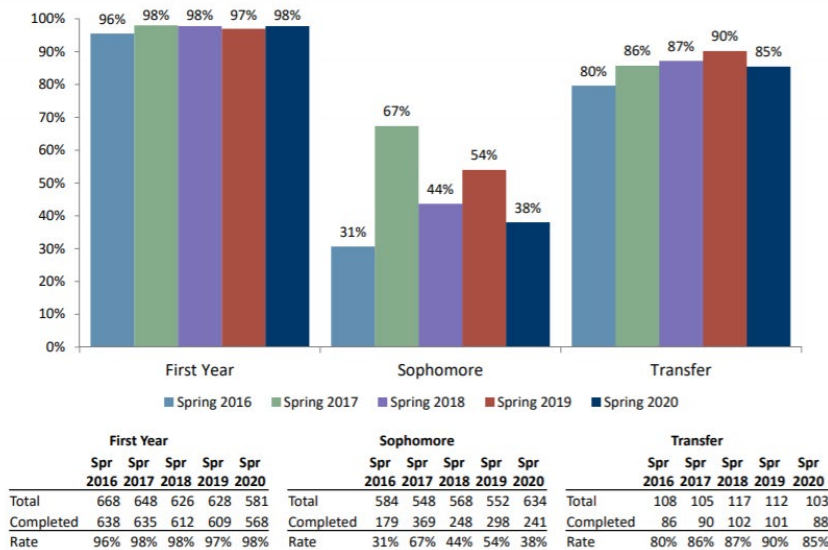
	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>	<i>Fall 2018</i>
<b>Overall</b>	<b>82.7%</b>	<b>86.7%</b>	<b>80.0%</b>	<b>76.3%</b>	<b>85.4%</b>

## New First Time Student Fall to Fall Retention Rates

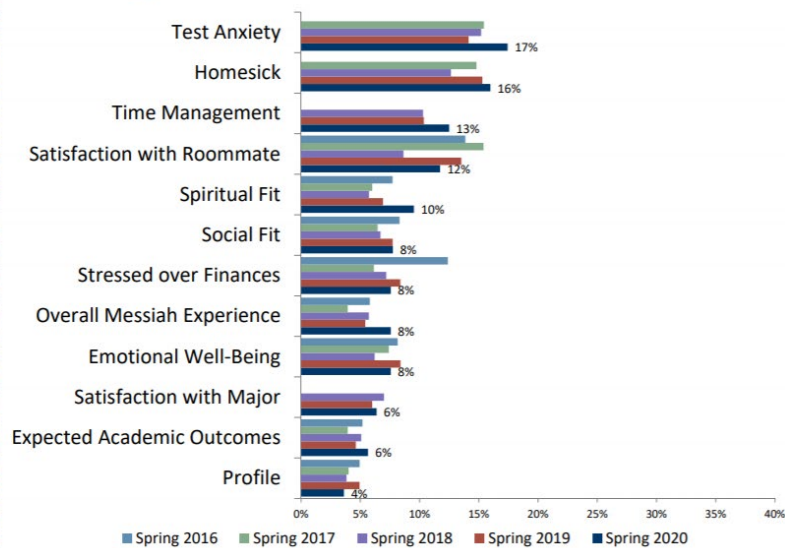
	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>	<i>Fall 2017</i>	<i>Fall 2018</i>
<b>Overall</b>	<b>88.1%</b>	<b>85.4%</b>	<b>88.0%</b>	<b>86.8%</b>	<b>88.9%</b>
Martin Scholar	100.0%	87.5%	90.0%	82.4%	80.0%
Flowers Scholar	87.1%	92.1%	86.0%	78.6%	87.5%
Non-Martin/ Flowers SUR/ECP	77.6%	79.6%	70.6%	75.7%	85.3%

## Attachment 4

### Response Rates

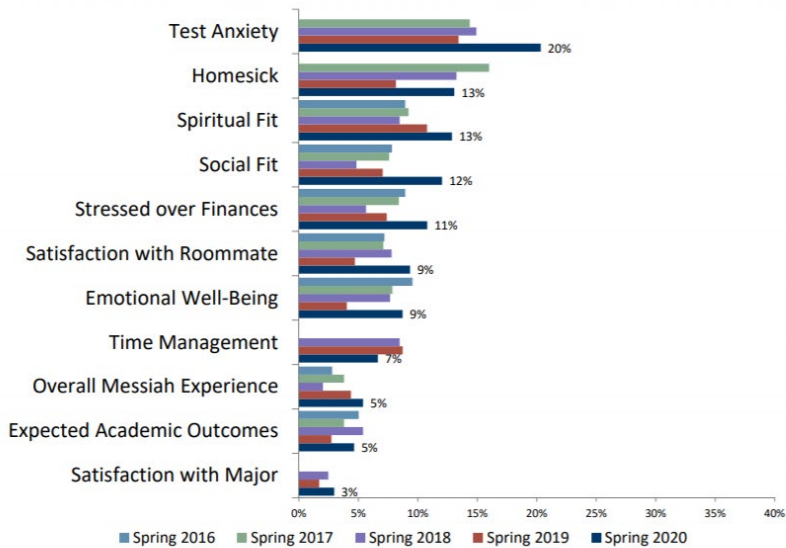


### % High and Moderate Risk First Years



Note: Prior year themes were recalculated based on spring 2020.

## % High and Moderate Risk Sophomores



## % High and Moderate Risk Transfers

