

# Exploring Experiences of CHSS Students and Their Academic Success at San Francisco State University

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## Background

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

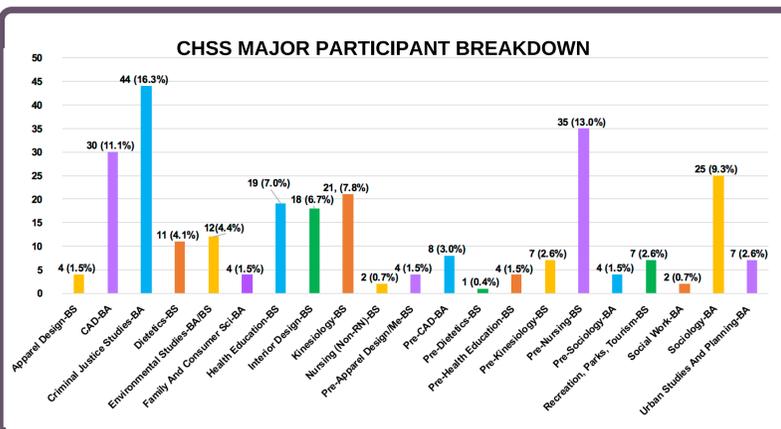
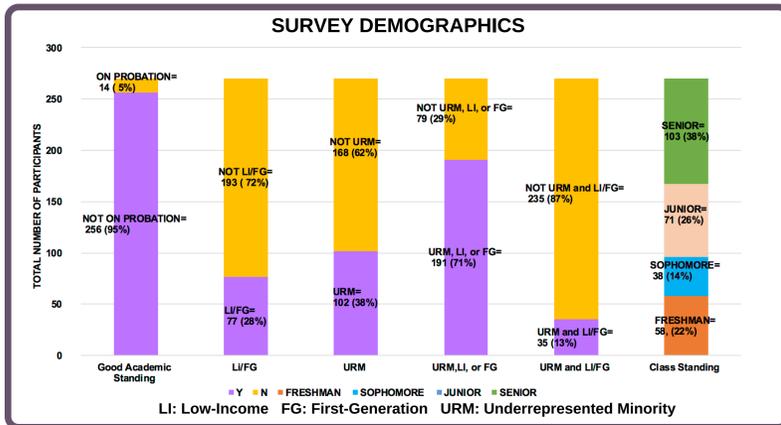
## Objectives

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

## Methods

### Participants:

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



## Procedure

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

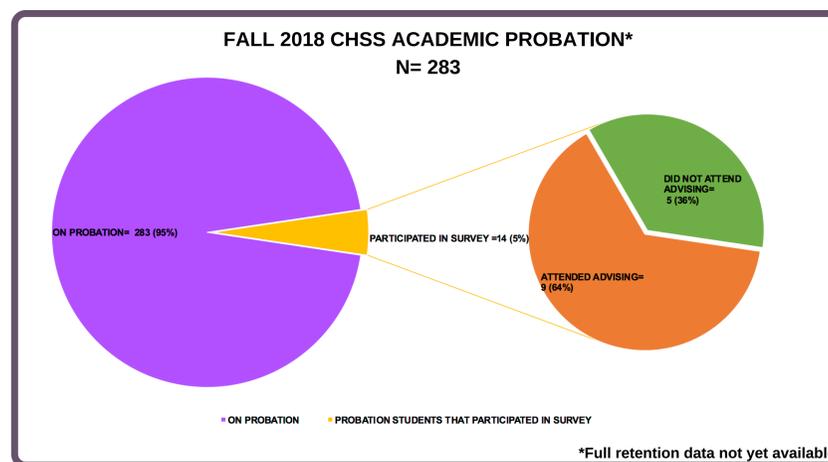
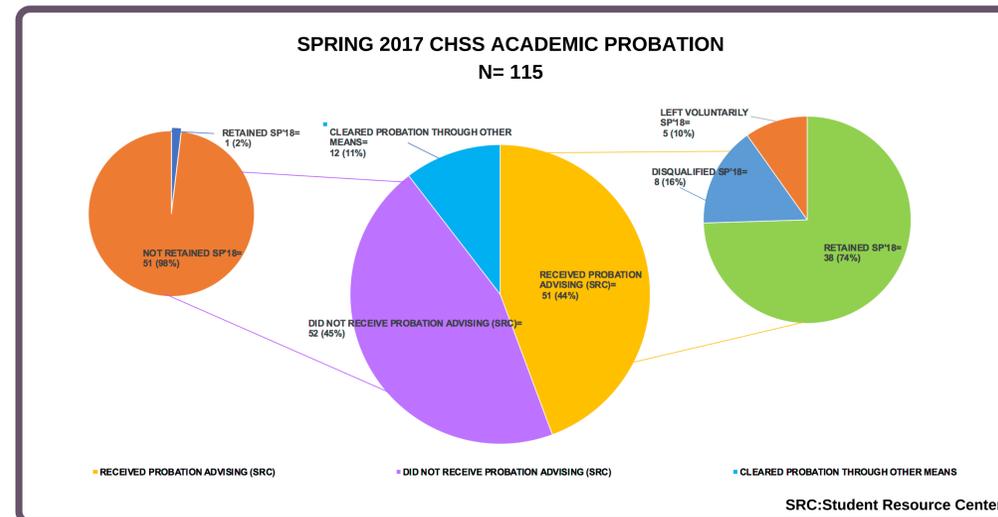
## Statistical Approach

- Data exported from Qualtrics into Microsoft Excel, cleaned and then imported into SPSS 25.
- Focus mostly on descriptive statistics but conducted some t-tests and correlations to determine significance.

## Results

### Multiple objectives with this survey:

- Explore why CHSS students who receive probation advising retain more than students who do not receive probation advising, however, full retention data will not be available until after Spring 2019 so preliminary focus with survey data are students who are on probation and differences between students who attend advising and those who do not.
- Explore academic and non-academic factors associated with student success.



## Results (continued)

### Coping and Resiliency

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

COPING OF PROBATION STUDENTS AND ADVISING (FALL 2018)			
	N	MEAN OF MODIFIED BRCS SCORES	STD. DEVIATION
RECEIVED PROBATION ADVISING	7	10.29	1.49
DID NOT RECEIVE PROBATION ADVISING	5	7.8	3.49

### At-Risk Factors and GPA

- CHSS URM, LI or FG students had a lower mean GPA ( $M=3.12, SD=.66$ ) than non-URM, LI or FG students ( $M=3.38, SD=.67$ ), however those differences were not statistically significant.

CUMMULATIVE GPA and URM, FG, or LI (FALL 2018)				
	Mean GPA	MEDIAN GPA	N	STD. DEVIATION
NOT URM, LI, or FG	3.38	3.51	79	0.67
URM, LI, or FG	3.12	3.23	191	0.66
TOTAL			270	

### Academic Factors and Academic Standing

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

MEANINGFUL CONNECTIONS WITH FACULTY OUTSIDE THE CLASSROOM (FALL 2018)			
	N	1-2x SEMESTER	NEVER
ON PROBATION	14	36%	64%
NOT ON PROBATION	256	68%	32%
TOTAL	270		

MEANINGFUL CONNECTIONS WITH PROFESSIONAL ADVISORS (FALL 2018)			
	N	1-2x SEMESTER	NEVER
ON PROBATION	14	50%	50%
NOT ON PROBATION	256	73%	27%
TOTAL	270		

MEANINGFUL CONVERSATIONS WITH PROFESSIONAL ADVISORS (FALL 2018)			
	N	1-2x SEMESTER	NEVER
NOT RETAINED	14	56%	44%
RETAINED	256	73%	27%
TOTAL	270		

## Discussion

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

## References

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