Student Success: Who's Business Is It?

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Introduction

- Sources of concern for persistence and graduation rates
    - Institutions
    - Government
    - College ranking services
    - Public
- USF persistence experience
- Common approaches have been broadly implemented
    - Generally targeted to sub-populations
    - Necessarily inefficient and wasteful as persistence enhancement tools (yet may still be sound educational practice)

Introduction cont.

- This project is specific to each student based on established weighted predictors
    - allows for timely response (uses pre-matriculation data)
    - efficient
    - replicable
    - responsive to individual needs and interests

Original Predictors

- Focusing on Block Two variables, predictors were

  - High School GPA (+)
  - Being Black vs being white (+)
  - Expecting to participate in clubs/student organizations (+)
  - Expecting to read many textbooks or assigned books (+)
  - Expecting to read many non-assigned books in college (-)
  - Expecting to work off campus while in college (-)

A Call to Action

- Theoretical Background

  - Challenge/Support
  - Mattering Theory
  - First-year Student Development
  - Involvement Theory

Intervention Training

- Why Students Drop Out – Clues to which we need be alert
  - Unclear or unreasonable goals
  - Social isolation
  - Insufficient academic preparation
  - Stress
  - Academic disengagement or boredom
  - Financial concerns
  - Challenges of new freedom
  - Unmet expectations or transition shock
  - Distraction of conflicting commitments

Retention Committee

- Membership
- Inspire for Advisors
- Levels of Concern (Academic)

Retention Committee Next Steps

- Prediction of Financial Challenges
- Students with Disabilities, and not Accommodated

High Impact Practices

- First year seminars and experiences
- Common intellectual experiences (such as the core curriculum
- Learning communities
- Writing-intensive communities
- Collaborative assignments and projects
- Undergraduate research
- Diversity and global learning in courses or programs that examine "difficult differences"
- Service- or community-based learning
- Internships
- Capstone courses and projects

Mental Well-Being

- 2015-2016 Academic Year (SOS)
  - 26% Elevated/Severe Concern; 43% Moderate Concern; 24% Mental Health; 19% General Well-being; 18% Academic Issues; 12% Suicide Ideation
- 2011>2014 Mental Well-Being (NCHA)
  - Hopelessness; Loneliness F>M*; Overwhelming Anxiety F>M*; Depression w/ decreased functioning
- 2015-2016 Academic Year (CC)
  - USF >National average for CCAP scores on: Depression, Anxiety, Academic Distress
- 2011>2014 Factors Affecting (ACHA)
  - Anxiety*; Sleep difficulties* (75% big problem); Depression*; Stress; Off campus=Homesick; Work*
- 2011>2014 Factors Too Difficult to Handle (ACHA)
  - Family problems; Relationship issues*; Stress Off>On*; Finances B>W*; Career Off>On*

Help-Seeking Behaviors

- 2011>2014 Counseling Center (ACHA)
  - Self-reported use (F>M)*; Consider seeking help (F>M)*
- 2011>2014 Information Needs (ACHA)
  - Depression/Anxiety*; Grief*; How to help others in distress*
- 2015 Assistance (BSSE)
  - M<F to engage in the following*:

  Talk about career plans with a faculty member

  Discuss academic performance with a faculty member

  Discuss course topics, ideas, concepts with a faculty member outside of class

  Find additional information for course assignments when you don't understand material

  Ask for help when you struggle with course assignments
  - M<F to indicate*:

  They needed support to help them succeed academically

Questions/Comments

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