Center for Student Success
Year End Report 2021-2022

Purpose: The Center for Student Success has completed its fourth year of existence and much has been accomplished since its inception. During the 2021-22 year we continued on the strong trajectory that has been established, refining many existing practices and adding some initiatives for first generation students. This report provides detailed updates for the Center for Student Success. The CSS Leadership Team is grateful for the support of the Executive Team, faculty and staff members who have collaborated well to achieve these outcomes. We anticipate implementing initiatives based on our assessment results in the future and will continue to advocate for additional support as needed.

Structure of the CSS: Currently the Center for Student Success is led by a Leadership Team comprised of the following members:
- Dr. Edee Schulze, VP for Student Life (chair)
- Dr. Stu Cleek, Dean of Students
- Dr. Angela D'Amour, Dean of Student Engagement
- Sandra Edgar, Peer Coaching Program Coordinator and Student Success Coach
- Dr. Patti Hunter, Vice Provost
- Dr. Eileen McMahon McQuade, Associate Dean of the Faculty
- Dr. Eric Nelson, Director of Counseling and Psychological Services

The CSS LT meets every two weeks through the academic year for the purpose of fulfilling necessary leadership functions to meet the goals of the CSS, hearing updates and making decisions for various aspects of the CSS.

Mission

The mission of the Center for Student Success is:

"Providing Resources for all Student to Flourish"

Budget: The CSS operated on a lean budget of $102,000 in the 2021-22 academic year. Most of the budget ($87,000) is allocated for administrator time, student success coaches and peer coaches. $7500 is allocated for the software product used for tracking student care which the peer coaches and student success coaches use. The Student Life budget covered $8000 of the total cost ($15,500) of the software in the 2021-2022 budget year and will do so in coming years. For 2022-2023, the budget for the CSS is $116,000 with additional amounts budgeted for increased wages for student success coaches, first generation programs, and additional peer coach wages. The budget is determined by the president based on interest income in the endowment account. The CSS LT continues to request an increase to the budget to hire a part time director and increase allocation for student success coaches sometime in the near future.

Leading Indicators: In 2019, Dr. Enrico Manlapig conducted a data analysis of admissions data, asking the question "Who Comes and Who Goes?" This analysis is very helpful in that it explores admissions and exit data to understand retention, including characteristics of students as they enter the institution that predispose students favorably or unfavorably for retention. The identified characteristics that students

come with are commonly associated with attrition are called "leading indicators." Specifically for Westmont, the key leading indicators for attrition are academic preparedness, first generation status, and being a student of color (with the exception being Asian or Asian American students). Knowing leading indicators equips us to proactively identify and implement student success strategies to assist students with one or more leading indicators as soon as possible.

Leading indicators of incoming class

| | COUNT | | | | | | PERCENTAGE OF TOTAL | | | | | |
| | Transfer Students | | | First Year Students | | | Transfer Students | | | First Year Students | | |
Leading Indicators	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
None	20	29	30	237	226	219	54.1	52.7	56.6	57.2	68.3	64.4
HABH* only	2	5	8	55	57	56	5.4	9.1	15.1	13.3	17.2	16.5
First Generation (FG) only	2	4	3	27	13	18	5.4	7.3	5.7	6.5	3.9	5.3
Low Academic Profile (LAP) only	8	9	3	22	6	7	21.6	16.4	5.7	5.3	1.8	2.1
HABH and FG	2	0	2	44	16	35	5.4	0.0	3.8	10.6	4.8	10.3
HABH and LAP	1	2	3	16	3	4	2.7	3.6	5.7	3.9	0.9	1.2
FG and LAP	1	5	4	3	4		2.7	9.1	7.5	0.7	1.2	0.0
HABH, FG, and LAP	1	1		10	6	1	2.7	1.8	0.0	2.4	1.8	0.3
TOTAL	37	55	53	414	331	340	100	100	100	100	100	100
TOTAL HABH	6	8	13	125	82	96	16.2	14.5	24.6	30.2	24.8	28.3
TOTAL FG	6	10	9	84	39	54	16.2	18.2	17	20.3	11.8	15.9
TOTAL LAP	11	17	10	51	19	12	29.7	30.9	18.9	12.3	5.7	3.6

*HABH = Hispanic/LatinX, American or Alaskan Native, Black or African American, Hawaiian or Pacific Islander
**LAP=Low Academic Profile (For first years: HS GPA < 3.0 and/or SAT <1000; for transfer students: incoming college GPA <3.0)

Transfer Students with Leading Indicators

First Year Students with Leading Indicators
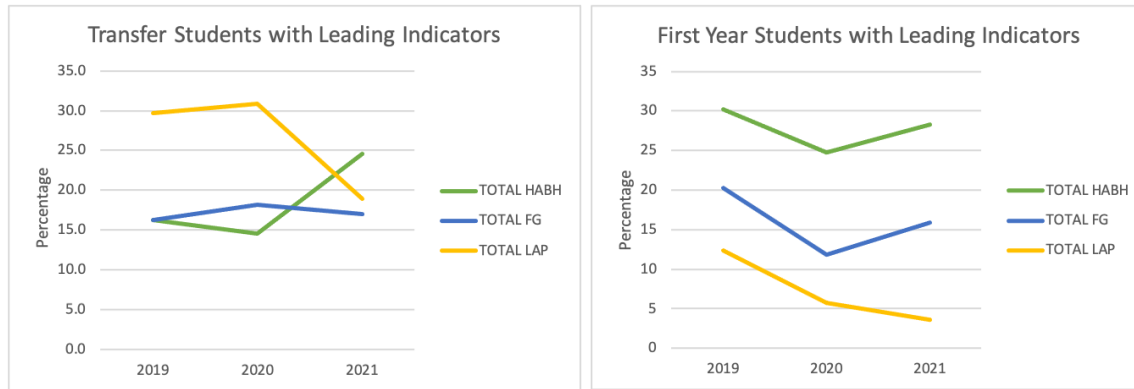
Our numbers of HABH and first-generation students have started to rebound in our 2021 cohort, likely at least in part to COVID being less of an uncertainty. We also have significantly fewer LAP students. Part of this drop is likely due to our decreased sensitivity in identifying these students because of our shift to "test optional" in our admissions decisions. There is also a concern that high school GPAs might be elevated from the decreased rigor during COVID.

Fewer low academic profile students might also be caused by maintenance of admission standards. The number of first-year applicants denied admission and percentage of total applications these numbers represent in that year are as follows:
- Fall 2019 - 70 or 3.3%
- Fall 2020 - 129 or 6.8%
- Fall 2021 - 108 or 5.4%

Goals of the CSS:

The 2021-22 goals and goal updates for the CSS were as follows:

Student Success Measures:

Institutional Measures: The CSS LT has indicated the following goals for retention and graduation rates. The following numbers represent data from the 10 year cohort graduation and retention data, indicating results from the 2020-21 academic year. Data for the 2021-22 year will be available in the fall of 2022.

1. Goal: Improve overall first-year retention rate by 1% each year for the next three years; by 2024 sustain at 85%.
   ➢ Currently the fall to fall retention rate for first year full time students is 85.0% for the cohort entering in the fall 2020.
2. Goal: Improve 6-year Graduation Rates to 75%.
   ➢ Currently we have a 6 year graduation rate of 73.5% for cohort entering in fall 2015.

Academic Support Measures

1. Goal: 70% of our academic probation students will raise their GPA and maintain good academic standing for 2 consecutive semesters.

The "COVID" years were hard on students that struggled academically and ended up on probation. Below is a schematic representing the outcomes of the 134 students who got on probation from Fall 2019-Spring 2021. The semester in which their cumulative GPA caused them to be on probation is designated

"Semester 0". Their enrollment status and cumulative GPA was then tracked for 2 subsequent semesters ("Semester 1" and "Semester 2"). The percentages in red add up to 100% and represent the outcome of each student. Ultimately 71% had an undesirable outcome (withdrew, were suspended, or were back on probation after briefly being in good standing). 29% stayed enrolled and were in good standing at the end of Semester 2, either getting there in 1 or 2 semesters. This is far below our goal of 70% but is likely severely influenced by COVID.
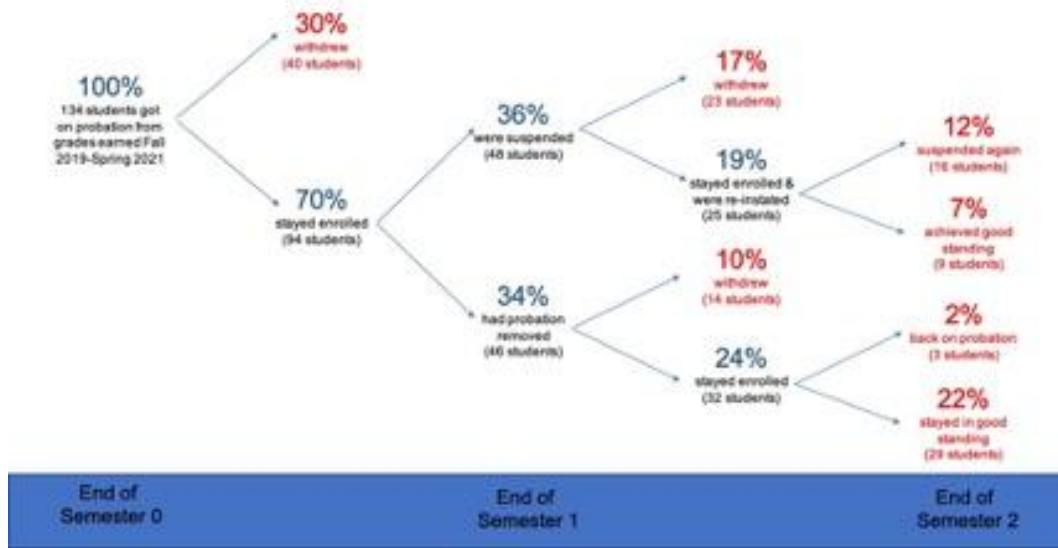

When we follow the most recent cohort of students getting on probation after Fall 2021 and then following them through the end of spring, the results are much more promising. 54% of those students stayed enrolled and were able to get into good academic standing in just 1 semester (see table below). Hopefully, even more students will achieve good academic standing after an additional semester.

	# of students on probation at end of Fall	% who withdrew after getting on probation	% who stayed enrolled and were suspended at end of Spring	% who stayed enrolled and had probation removed after Spring
2017	32	19%	41%	41%
2018	55	24%	53%	24%
2019	70	21%	34%	44%
2020	37	22%	46%	32%
2021	41	12%	34%	54%

2. **Goal**: Achieve 90% participation from faculty in the Early Alert process.
   ➤ After decreasing during COVID, our response rates have started to improve. More effort was given to reminding faculty of the importance of them and announcements were given in Faculty Forum and Faculty Meeting.

Early Alert Survey Completion Rate
(out of ~4.6-5K open surveys)
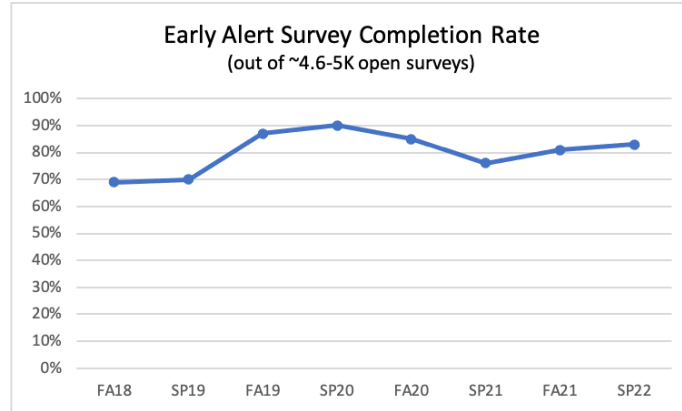
3. Though not listed on our goals for 2021-22, we do hope that the early alert process helps more students to succeed in classes and we have made efforts to increase the support of these students. This year, we reminded faculty of the importance of early alerts and we also emailed all students who received an early alert so they knew about it and also received suggestions about what steps they should take to address it. SSCs also increased their efforts of connecting with these students and more than doubled the % of early alert follow-up meetings they had (from 28% in SP21 to over 60% in FA21). We believe these efforts have yielded fruitful results. Below are the grades earned by students who received a red early alert in a class in Fall 2021. While the percentage of students withdrawing remained steady, a lower percentage failed or received a "no credit" or incomplete. A higher percentage earned C's or B's, a very positive result.

Final Grades for Students Receiving a Red Early Alert in a Class
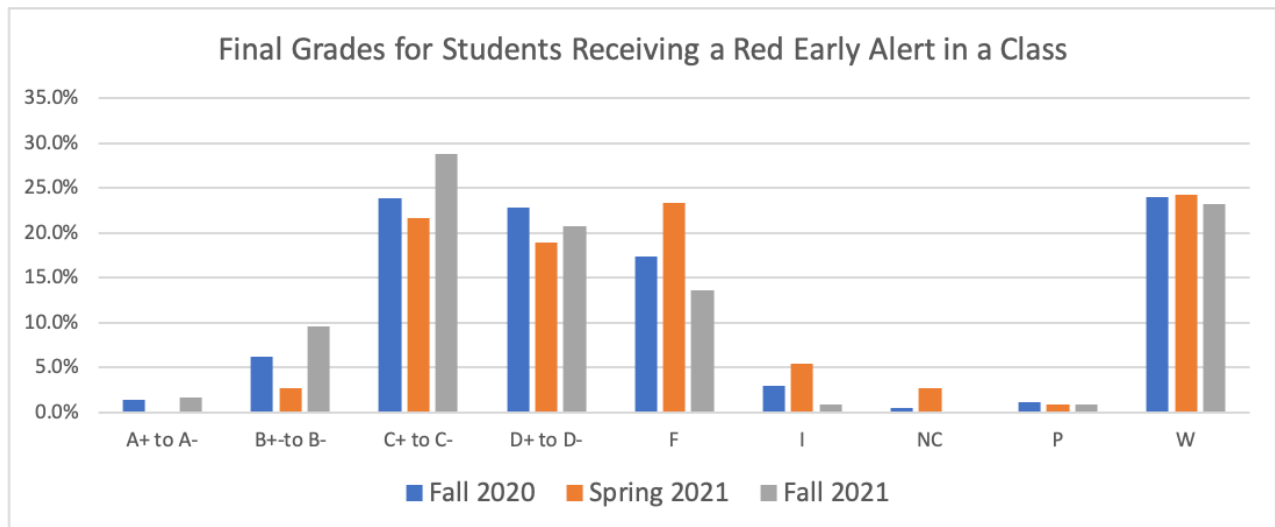
Equity in Access and Achievement Measures

1. Goal: Vet and identify an assessment tool:
   ➤ The CSS LT did not vet and identify an assessment tool that measures equity in access and achievement as planned during the summer of 2021. This goal will carry over into 2022-2023 for implementation.
2. Though not on our goals for 2021-22, the CSS LT identified current, in process and proposed Equity Practices within the college.

Practice Title	Brief Description	Status	Department
Academic Outcomes for HABH students	Show faculty success of HABH students compared to AWU students	Current	Provost's office
First Gen Orientation Experience	Invite first-gen students to come 1 day early for orientation	Current	Student Success
Increase accessibility for LD / ADHD assessments	CAPS will screen referrals from ODS for learning or other cognitive disorders. For those where further evaluation is warranted, will work with local providers for lower cost evaluations, possibly funded by the College or from a grant.	Current	CAPS / ODS
Unconscious bias training for hiring managers	Enhance the college's commitment to hiring a diverse staff by training hiring managers about their unconscious biases and assumptions based on their own life experiences and how that may influence how they interview and select candidates	In Process	Human Resources
Provide materials in Spanish	Examine all materials that involve parents (i.e. preview days, orientation, parent weekends, commencement) and determine way to provide information in Spanish	Proposed	Student Life; Admissions; Parent & Alumni Relations
Loaner Books or Book Scholarship	Find way to provide access to books for students who have financial need	Proposed	Provost
Loaner Computer	Some classes require use of a laptop. College can provide loaner laptops for students who don't have one.	Proposed	Student Success
FAFSA Completion Assistance	Train SSCs to assist students with FAFSA completion	Proposed	Student Success
Equity Practice training for faculty	Provide training for Faculty on Best Equity practices.	Proposed	Student Success
Let's Talk	CAPS therapist (possibly therapist of color) provide 25-min, walk-in, non-clinical visits for students in office outside of CAPS, increasing accessibility for mental health support for individuals less likely to use traditional counseling	Proposed	CAPS

Student Characteristics Measures

1. Identify and assess sense of belonging and student success measures according to the Implementation Planning Worksheet for Column C of the 2021-2024 Strategic Map

   a. Identification and prioritization of targeted improvements in three key sense of belonging measures from the Wake Forest Wellbeing Survey for first generation students and students of color

   ➤ Christen Foell, Sonya Welch and Blake Thomas designed and administered a survey for first generation students and Hispanic/Latine students. The survey sought to measure correlation between GPA, sense of belonging and participation in activities, including activities targeted for the population (such as First Connections or Latine Student Union) and activities available to the general student population (such as WCSA, orchestra, an athletic team, or a club). This data will be used in conjunction with the Wake Forest Wellbeing Survey and the results of the Wellbeing Program Review to determine interventions for improvement.

   b. Targeted improvements in sense of belonging measures achieved based on the 2022 administration of the Wake Forest Wellbeing Survey for First generation students and students of color

   ➤ Survey results discussed here provide a baseline for comparison with future survey results. Data for First Generation Students has been analyzed by Dr. Tim Loomer. Data for Hispanic/Latine students is still being reviewed by Blake and Tim. For First Generation Students, below is a high level summary of results related to GPA.

   - There are not adequate survey responses to determine if a student's sense of belonging impacts his/her GPA.
   - Students who met with a SSC had a 2.904 average GPA (n = 44). Those who did not meet with a SSC had a 2.339 average GPA (n = 11). A simple t-test using the data and the difference is statistically significant (p = 0.0492).
   - Participation in First Connections was not significant. Students who participated in First Connections had a 2.77 GPA (n=16) and those that did not had a 2.80 GPA (n=39) .
   - SSC meetings and Augustinian program are significant predictors of GPA with Augustinian having more predictive power. The first-year retreat, COVE, Athletics, and the First-Gen Celebration Luncheon are also influential.
   - participated in First Connections had a 2.77 GPA (n=16) and those that did not had a 2.80 GPA (n=39).
   - Those who participated in the first year retreat had a 3.17 GPA (n = 10) and those who did not had a 2.71 GPA. These do not differ significantly (p = 0.1251).
   - The statistical analysis indicates there is a significant linear relationship between the number of activities and the GPA (p=0.009). The linear relationship would be modeled by GPA = 0.2371 + 0.26 * # activities. So,

basically, each activity a student participates in raises their "predicted" GPA by 0.26.
- When a student participates in First-Connections, they participate in 3.4 activities, while the non-First Connections participates in 1.5 activities in their first semester.

c. Completed assessment of 10 Hispanic/Latinx students in Adelphoi with the impact of Adelphoi participation on the sense of belonging for initial participants (compared with racially similar non-participants) identified and documented

➢ Results for Hispanic/Latine students are pending the analysis by Tim and Blake.

d. Completed assessment of impact on sense of belonging of participation by First Gen Warriors (first year students) when compared with non-participants

➢ Below is a high level summary of results for First Generation students related to sense of belonging.

- It is challenging to determine or identify a relationship between activities and sense of belonging. None of the activities were individually significant predictors of sense of belonging. According to the data analysis conducted by Dr. Tim Loomer, there could be some conclusions that Augustinian, athletics, and SSC and perhaps First Connections lead to an increased sense of belonging.

e. Targeted improvement in three key measures of student success achieved for all students and demonstrated by retention and graduation rates (see above page 3: Student Success Measures, Goals 1 and 2)

2. Goal: Implement Wake Forest Wellbeing Assessment:
➢ In the fall of 2020 the CSS LT administered the Wake Forest Wellbeing assessment for the purpose of identifying how our students are faring in significant areas of human wellbeing. Stu Cleek has provided disaggregated data for students of color on various components of the assessment (See Appendix A for a *Summary of Results by Race/Ethnicity*). The CSS LT and various other groups will review the results of the Wellbeing assessment alongside the Wellbeing Program Review Report in the fall of 2022 and determine intervention strategies to impact these measures.

3. Goal: Attend Wake Forest Wellbeing Summer Learning Collaborative in summer 2022
➢ The Summer Learning Collaborative is not being held in the summer of 2022 because of COVID. We hope to participate in the future.

Enrichment Programs

1. Goal: Enroll 25 students in First Connections August 2022
➢ In August 2021 we welcomed 17 new first-generation students and their families to campus one day prior to new student move-in day for a supplemental orientation event called "First Connections". We hosted a panel discussion with current first-gen students and first-gen faculty members, several small group conversations, a celebratory dinner, and offered workshops pertinent to student needs. Workshops included: (1) *Financial Aid & Budget Tips and Tricks*, 2) *Academic Planning and Career Readiness*, 3) *Thriving In Your Classes*, and 4) *Student's Guide to Friends, Fellowship*. Several faculty and staff members joined in to provide support and input in their areas of expertise. The event was a success and well-received by the students. Planning for First Connections 2022 is already underway.

2. Launch First Gen organization
   ➤ The Fist Gen club was launched this year with Kim Quezada serving as the club president and Josh Guinto serving as vice president. The club has hosted two events this spring including an end-of-year celebration BBQ in collaboration with the Center for Student Success and the Gaede Institute. Approximately 20 students attended the BBQ. The club is on track to have another successful year in 2022-23.

3. Implement a required class or summer workshop for academically under prepared students:

   ➤ The approach of introducing students to resources was emphasized by connecting them with an SSC during the summer prior to them attending classes. The students also had an opportunity to meet with an SSC again once classes started, ideally within the first 4 weeks of the semester. The follow-up meetings are meaningful once students have attended classes and have a better understanding of the academic requirements. This allows them to make adjustments before midterms begin. The meetings are tailored to the needs of the students in a one-on-one setting.

4. New students had an opportunity to meet via Zoom prior to arriving on campus with a Student Success Coach to discuss fall classes. Prior to the meeting, the students submitted responses to the New Student Survey which helps the SSC to understand the student's academic goals and to guide them toward classes that would fit their goals the best. The students also meet with an academic advisor in August to review their classes one more time before classes begin. The academic advisor receives a list of their new advisees that includes the leading indicators information to review and assess the student's plan and to suggest any necessary changes if needed.

5. National First-Generation College Student Celebration Week (November 2021)
   ➤ In 2021, Sonya Welch and Christen Foell convened a committee of six first-generation college students who planned and implemented a celebratory lunch gathering on November 8, 2021. This committee promoted the gathering through tabling events and social media efforts, invited first-generation faculty to offer words of encouragement at the event, and served as event hosts. More than 50 students, staff, and faculty attended this celebratory gathering.

6. NASPA First Forward Cohort Membership
   ➤Though it was not on our original goals, we applied for and were accepted into the 2022-2023 First-Gen Forward cohort with the National Association of Student Personnel Administrators (NASPA). This cohort-based experience will allow us to partner with other schools across the country who are also working on first-gen student initiatives so that we can learn together and be inspired and informed by one another. Several other schools like us (e.g., APU, Biola) are also part of the same program but in different cohorts.

7. Student Employee for First-Gen Initiatives and First-Gen Instagram Account
   ➤This was not on our original goals but it relates closely with the First Generation Initiatives. We are grateful for the work of first-year student Kaylee Dangc who serves as a student employee for first-gen initiatives. Kaylee has done an excellent job working with Sonya Welch to build and manage our firstgenwestmont Instagram account. The account now has 112 followers. Kaylee has also helped with other promotional vehicles such as designing posters, invitations, and slides.

Budget, Structure and Physical Location

1. Goal: Design and renovate the Clark N physical space
   ➤ Still to be addressed: A resource rack in the entryway, a CSS sign on the outside of the building, a way to better soundproof the rooms during private conversations.
   ➤ Longterm: A larger space that would allow for more private office space. It will likely be difficult to accommodate all the one on one student meetings in the early part of each semester with the limited office space we currently have to work with.

2. Goal: Secure funding for a part time director for 2022-23
   ➤ Funding for a part time director is not available for 2022-23 but the hope is that we will secure funding for a PT director for 2023-24.

Student Access and Empowerment

1. Goal: Identify a measure of effectiveness for Student Success Coaches program
   ➤ SSCs meet with 80% of 1st year students each semester

   While meeting with an SSC was not required, the new students were told it was an expectation and the vast majority of first-year and new transfer students utilized this resource in 2021-22 and met with their SSC at least once each semester, making our goal of 80% or more. In the Fall semester, approximately 60% of new students who received one or more early alerts also chose to meet with their SSC to discuss it. Utilization of the SSCs general increased this academic year. In 2020-21, SSCs logged 720 individual one-on-one meetings. In 2021-22, there were 996 logged meetings.

Percentage of students meeting with their SSC for an initial semester meeting

# of new students who recieved an early alert in FA20 and # that met with SSC for support
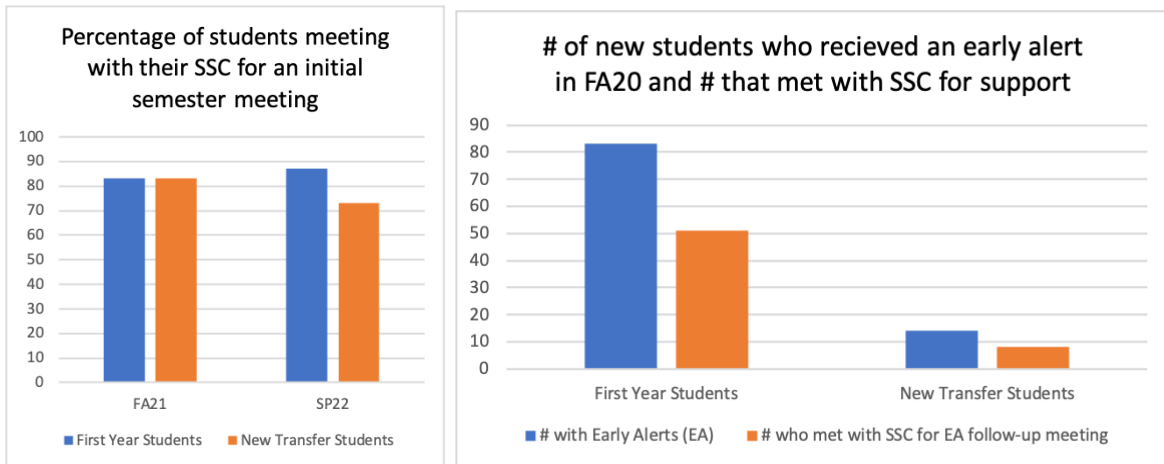
They also report high levels of satisfaction with the support offered by the SSC. An end-of-the-year survey was administered to incoming students and 54 or 14.1% responded. The graphs below summarize the results. While there is likely a small percentage of the incoming class who are very prepared and do not benefit significantly from the guidance of a SSC, it's clear that most find their SSC a valuable resource. Seventy-five percent of respondents agreed or strongly agreed with the statement, "My SSC directed me to college resources that helped me be more successful in my first year at Westmont" and over 85% agreed or strongly agreed with the statement, "My SSC encouraged and inspired me to do my best." While respondents indicated that their SSC helped them in a wide variety of areas, the 2 areas most commonly noted were "Advice about academics" and "Information about college resources."

A few examples of the comments written by students in the survey showing the value of the SSC program:
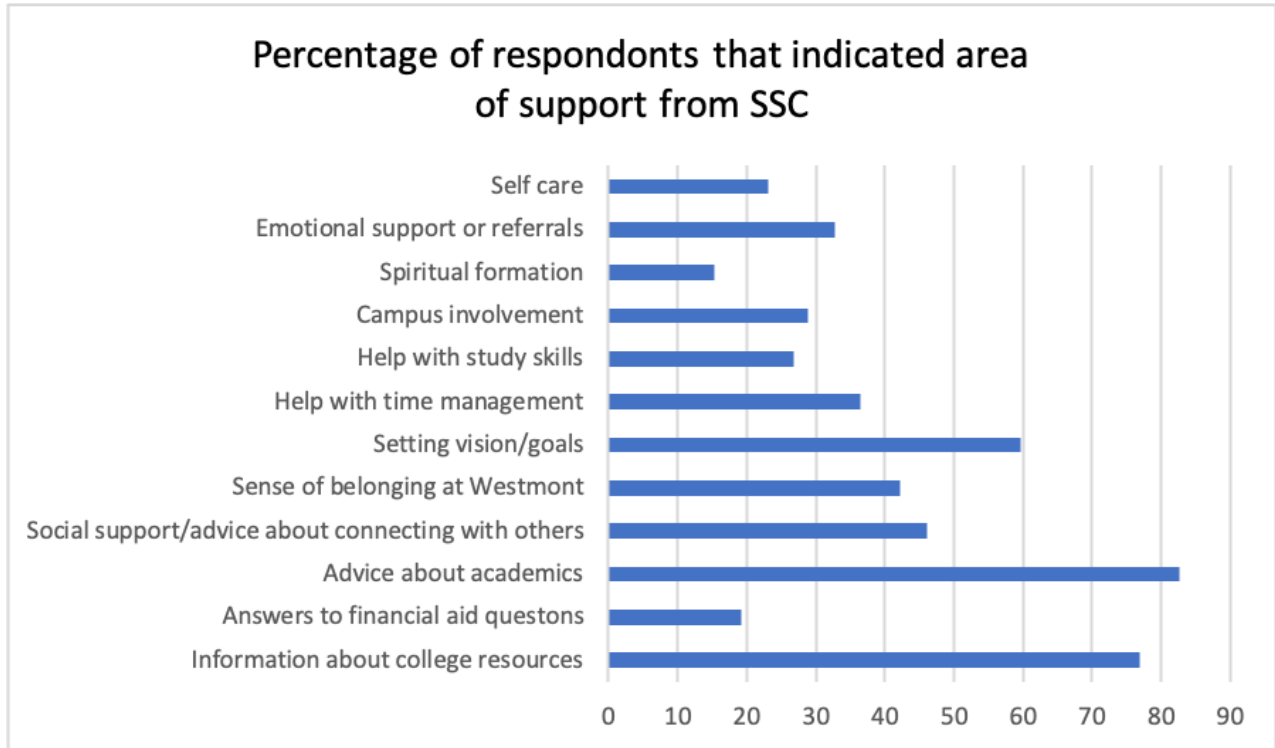
- *I wish we could meet with them all four years not just the first year.*
- *My SSC is the best. So easy to connect with. So helpful for any questions that I had.*
- *I absolutely loved my success coach and I'm very sad that she won't be my success coach next year.*

- *He was so awesome and I loved getting to know him! He went out of his way to say hi to me around campus.*
- *I really enjoyed talking to my SSC and felt like I learned stuff both times we talked*
- *Going in, I had no real expectations from my SSC. I thought it was just another resource that would be available to me but nothing more than that. Then I learned just how much she cared about me and the SSC office is right next to my dorm so it became a weekly occurrence that I would stop in to ask questions   and it would turn into a 30 minute talk. She would adapt to my mindset on topics and help me find a solution that best fit my situation, even if she found my thoughts ridiculous. Over this year she evolved almost into my campus mom, and I really appreciate all the work she has put in for me and I have a deep appreciation for who she is as a person. Thank you for this program!*
- *She was AMAZING! She helped me craft a 4 year plan and was willing to help with anything and anything I asked her for. I wouldn't have made it through the year as easily without her*

How many times did you communicate with your SSC (meetings, emails, texts, phone calls)?

- 1 to 2 — 43%
- 3 to 6 — 46%
- More than 6 — 11%

	Mean Score*	% that gave a 4 or 5
My SSC was very helpful in my transition to Westmont.	4.06	72.2
My SSC directed me to college resources that helped me be more successful in my first year at Westmont.	4.15	75.9
My SSC helped me to reflect on my own goals and made me more intentional about taking actions to meet those goals.	4.07	70.4
My SSC encouraged and inspired me to do my best.	4.41	85.2

* 1= strongly disagree; 2= disagree; 3=neither agree or disagree; 4=agree; 5=strongly agree

Percentage of respondonts that indicated area of support from SSC

Category	Value
Self care	~23
Emotional support or referrals	~32
Spiritual formation	~15
Campus involvement	~28
Help with study skills	~26
Help with time management	~36
Setting vision/goals	~59
Sense of belonging at Westmont	~42
Social support/advice about connecting with others	~46
Advice about academics	~83
Answers to financial aid questons	~19
Information about college resources	~77

(Horizontal axis: 0 10 20 30 40 50 60 70 80 90)

Data and Research

1. Gather data on tutoring, successful scholars, writer's corner and advisors
   ➤ Tutoring, which is overseen by Dr. Theresa Covich, is currently offered in drop in group formats and in course-specific sessions. In the 2019-2020 academic year, there were 2110 student:tutor interactions. As assessed over three semesters (fall 2019, spring 2020, fall 2020) approximately 40% of students who attended at least one tutoring session earn an A-range grade. 74% earn an A or B. Dr. Covich works with faculty to implement responsible, nuanced incentives to encourage students to attend tutoring. Only 9.4%-14% of those currently coming to tutoring get Early Alerts.

   Participation in Tutoring as follows:
   a. Fall 2019: 414 students, 997 interactions (attendance at all or part of a session)
   b. Spring 2020: 414 students, 1113 interactions, of which 228 online after pivot. Most tutoring did not continue after the pivot, only if tutor & faculty were both willing.
   c. Fall 2020: 244 students, 536 interactions, all online--only for 13 courses or sections, down from 24 courses in prior semesters.
   d. Spring 2021 numbers are back up and yet to be tallied.

   Tutors are currently working on putting resources online for students and building referral skills for campus partners. Faculty support in class and in office hours matter the most. According to Dr. Covich, "We need to bring more red/yellow Early Alert students into tutoring sessions alongside the students who are earning As and Bs. If they come more than 3 times, they'll have an advantage
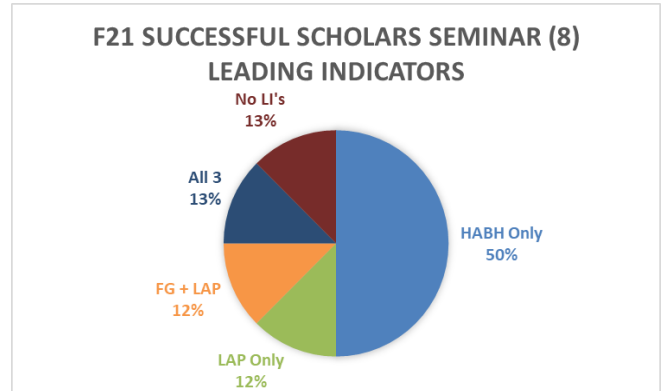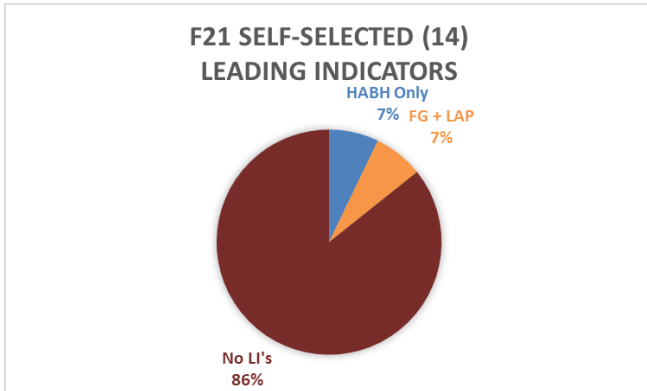
that's currently underutilized. Then we can measure correlation more meaningfully and talk about grades."
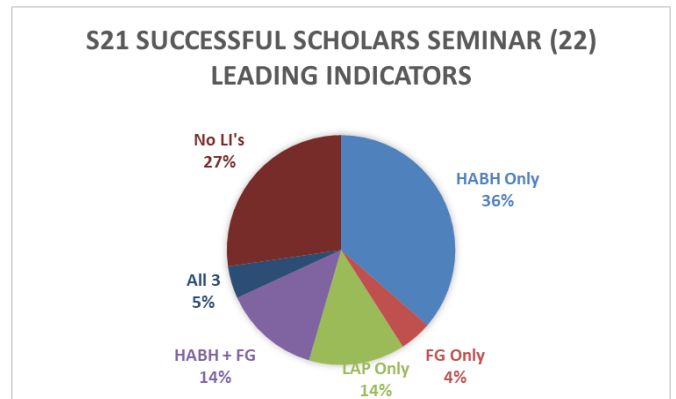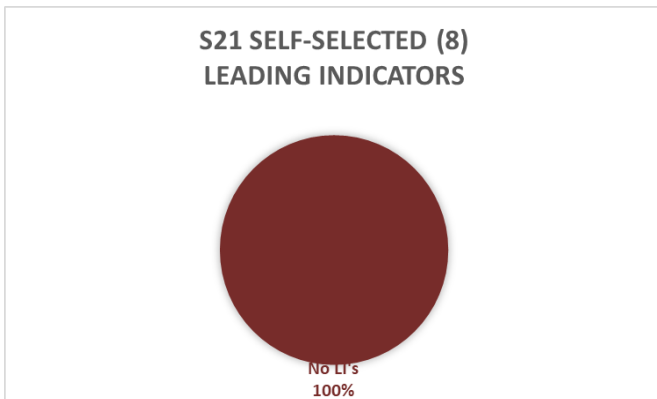
2. Determining effectiveness of Peer Coaching program.
   ➤The Peer Coaching program continues to serve a number of students who find it beneficial to meet with a peer who can help them set goals and hold them accountable to those goals through regular meetings. There were four Peer Coaches serving in this role for the academic school year. Their hours of availability were reduced due to budget restraints, however there was a high demand on the hours they were able to provide.
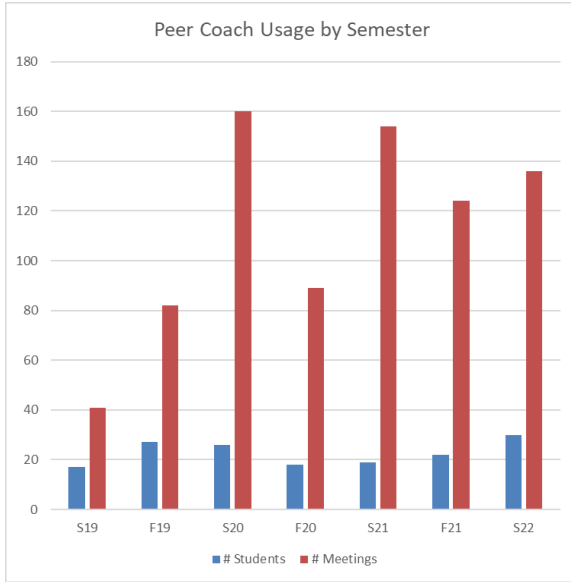
We are in our 5th semester of partnering with the Successful Scholars Seminar course that works with students on academic probation. Instead of selecting the 1 unit class, students are given the option to meet with a Peer Coach every other week and have a monthly check-in with their SSC (or Sandra Edgar if they are not currently assigned to an SSC) in order to meet this requirement of their academic probation. In the Fall we served 8 students in this capacity. In the Spring semester we had a record 22 students enrolled in this section.

In Fall 2021 we served 22 students through 124 meetings. Of the 14 students who self-selected to meet with a Peer Coach, 12 had no Leading Indicators, 1 was an HABH student and one was a FG + LAP student. Of the 8 in the SSS, 7 had Leading Indicators. (4 HABH, 1 LAP, 1 FG + LAP, 1 all 3)

F21 SELF-SELECTED (14) LEADING INDICATORS
- HABH Only 7%
- FG + LAP 7%
- No LI's 86%

F21 SUCCESSFUL SCHOLARS SEMINAR (8) LEADING INDICATORS
- No LI's 13%
- All 3 13%
- FG + LAP 12%
- LAP Only 12%
- HABH Only 50%

In the Spring 2022 semester, we served 30 students through 136 appointments. Of the 8 students who self-selected to meet with a Peer Coach, none of them had Leading Indicators. Of the 22 students in the SSS, 16 had Leading Indicators. (8 HABH, 3 LAP, 1 FG, 3 HABH + FG, 1 all 3)

S21 SELF-SELECTED (8) LEADING INDICATORS
- No LI's 100%

S21 SUCCESSFUL SCHOLARS SEMINAR (22) LEADING INDICATORS
- No LI's 27%
- HABH Only 36%
- All 3 5%
- HABH + FG 14%
- LAP Only 14%
- FG Only 4%

Peer Coach Usage by Semester

Below are charts showing the Academic Standing at the end of each semester of the students who met with a Peer Coach, broken out by those who self-selected to meet with a PC and those who were in the Successful Scholars Seminar.

Self-Selected

Successful Scholars Seminar chart showing counts (0–14) for F20, S21, F21, S22 across categories: Probation Removed, Did not complete semester (LOA), Suspended (Reinstated), Suspended (Withdrew), **Suspended (Unknown Outcome).
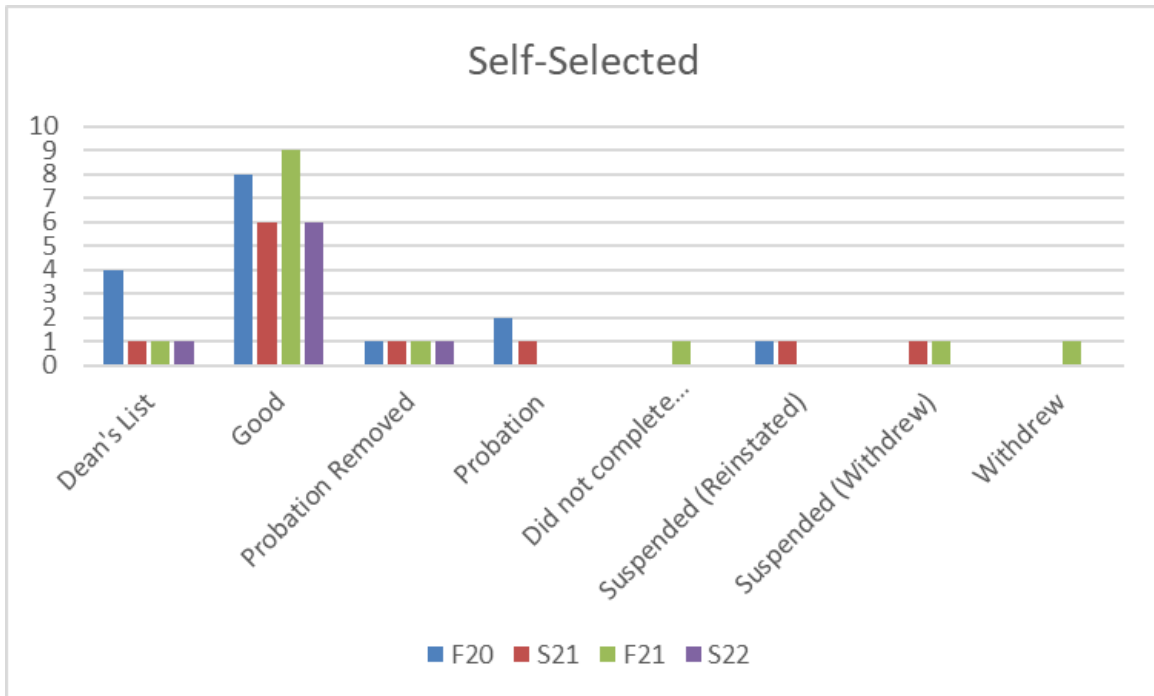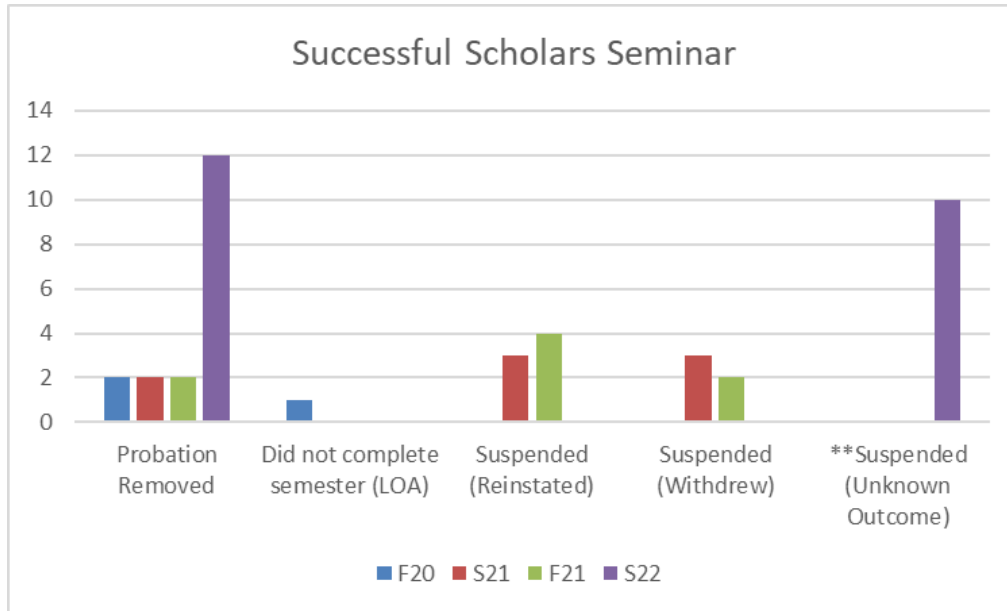
**The "Suspended (Unknown Outcome)" bar for S22 is because we won't know until the beginning of F22 which students were reinstated and which withdrew.

As is evidenced by the above graph, we had a record number of students (12) have their probation removed at the end of the semester. Of those 12, two of them had been Suspended and reinstated after Fall 2021. So despite being suspended, they appealed, and after 2 semesters of working with a Peer Coach their Academic Probation was removed.

Students were asked to complete a survey after completing the Successful Scholars Seminar section. Below are the responses from students when asked what specific things they found helpful in meeting with a Peer Coach from the S22 survey:

- *Meeting with a peer coach provided me with a set of study skills that I will continue to use in order to succeed. Specifically, meetings were a helpful outlet in which I gained another students prospective. I was able to compare another students strategies and apply them within my own.*
- *Some things that I found helpful were just being able to open up about some things that were going well academically and some things that weren't and attempting to repeat more of the things that were working. Another thing that was helpful was being able to answer my own questions with a little bit of guidance*
- *I found it helpful to meet with someone who I could share with, not just school-wise, but mental as well.*
- *I found it extremely helpful talking to a peer because I felt like she understood my point of view and knew tools that would help being another student. I also felt like there is less pressure when meeting with a peer rather than a professor.*
- *He taught me how to use my time wisely and he taught me new study skills. It was very helpful and I used a lot of his advice.*
- *I found her extremely easy to talk to. She was very encouraging the entire semester toward me and I know that is probably hard to do consistently. She helped me stay on track and maintain my confidence.*

3. Identify top three reasons for preventable lagging indicators from LOA and Exit interviews

   ➤ The data from LOA and Exit interviews was not analyzed to determine the top three reasons for preventable lagging indicators. This goal will carry over into 2022-2023 for implementation.

4. Utilize Wellbeing survey to assess Student Belonging

   ➤ As mentioned above, the CSS LT and various other groups will review the results of the Wellbeing assessment alongside the Wellbeing Program Review Report in the fall of 2022 and determine intervention strategies to impact these measures.

5. Implement Equity in Learning Index

   ➤ The CSS LT did implement the Equity in Learning Index as intended in 2021-2022. This goal will carry over into 2022-2023 for implementation.

6. Goal: Expand testing for learning disabilities and ADHD through CAPS by January 2023
   ➤ Learning Disabilities and ADHD, especially when undiagnosed, can substantially impede student success. Within the past year (2021-2022), CAPS implemented a screening protocol where psychological measures were used to determine need for a comprehensive assessment, improving the process through which students receive an assessment when one is warranted. Additionally, CAPS received funds from two grants to cover the high costs for students needing a comprehensive assessment but lack the financial resources to receive one. However, limited referral channels in Santa Barbara have not kept up with the increasing need for off-campus student evaluations. Students are increasingly seeking support through this CAPS program. CAPS will be seeking to improve access through building relationships with additional community partners and potentially creating a psychometrist position in CAPS to accomplish further testing on campus.

7. Goal: Determine utilization of KLDA for SSCs
   ➤ In Summer 2022, the Kane Learning Difficulties Assessment (KLDA) will be further reviewed for possible use in the initial visits between SSCs and students. For students who endorse items suggestive of possible learning or emotional challenges, SSCs will be able to provide early intervention, such as referral to CAPS for a screening assessment for learning disorders, connection with Disability Services, or referral for counseling based on emotional health concerns.

Communication

1. Goal: Devise communication plan for CSS in partnership with Admissions and summer mailings

   ➤ New students now have a Westmont Roadmap to help direct them as they begin their Westmont journey (https://my.westmont.edu/s/new-students). The roadmap includes 9 key steps including preparing for registration, meeting with a Student Success Coach, and completing the Orientation Canvas course. The course includes an academic module with resources for academic success featuring the CSS with elements such as tutoring, peer coaches, disability services, and student success coaches. There is also information on the difference between an academic advisor and a student success coach. New students can connect to the CSS website from the Orientation Canvas course.

Final Comments

The CSS Leadership Team does effective work by spreading out the responsibilities among the members. While we have made significant progress in the first five years of the CSS, there is a lot more work in front of us. We would greatly benefit from a designated geographic location where all the services related to student success would be housed together (e.g., Student Success Coaches, Writing Center, tutoring, disability services). Further, progress would be accelerated by a designated director (part time to start). Until these two components are a reality, we will continue to work as a leadership team to refine and provide resources for all students can flourish.

Appendix A
Summary of Wake Forest Wellbeing Results by Race/Ethnicity

WESTMONT
STUDENT LIFE

2020 Wake Forest Wellbeing Assessment

About the Assessment*

Westmont College administered the Wake Forest Wellbeing Assessment in November 2020, and had 291 students respond to all or part of the assessment.

The Wellbeing Assessment is a measure of wellbeing deployed annually as a large-scale, national survey. Developed by a multidisciplinary team of researchers and program staff at Wake Forest University, it is designed to help institutions develop targeted, effective, and evidence-informed programming to support student wellbeing. The Assessment is unique in several respects:

➤ It was developed to account for the unique development needs and linguistic patterns of undergraduate students in early adulthood.

➤ It evaluates both (a) whether students are well and (b) whether students have the pathways–skills, resources, and conditions–they need to be well. The identification of pathways provides feedback on specific areas where students may be lacking skills and resources that could be addressed by programming.

➤ The Wellbeing Assessment provides students with feedback about their answers. This feedback is designed to give them immediate tools for improving their wellbeing and make the survey experience more engaging for them

PATHWAYS
Skills, resources, and conditions internal and external to the person (think: social-ecological requirements)

OUTCOMES
Voluntary behaviors, attitudes, and emotional states

Adapted from Jayawickreme, E., Forgeard, M. J. C., & Seligman, M. E. P. (2012).

Pathways and Outcomes

The Wellbeing Assessment evaluates both (a) whether students are well and (b) whether they have the skills, resources, and conditions they need to be well. Outcomes are the indicators of (a) whether students are well; they are the green circle in the diagram below. Pathways are (b) the necessary skills, resources, and conditions students need to be well; they are the blue box in the diagram below.

Pathways include both resources and conditions outside the individual (e.g., money, social support, culture) and within the person (e.g., values, beliefs, knowledge bases, emotional reactions, and social and behavioral skills).

The Wellbeing Assessment focuses on pathways that can be key targets for university wellbeing programs. They include skills, resources, and conditions within the person as well as those environmental inputs that are directly relevant to the university campus setting.

*Information obtained from Wake Forest at: https://wellbeingcollaborative.wfu.edu/the-wellbeing-assessment/

Summary of Results by Race/Ethnicity

WESTMONT
CENTER FOR STUDENT SUCCESS

Who Responded?

The frequency distribution of respondents by gender, race/ethnicity, and year in school was generally representative of the student population (see table below). Female respondents were slightly over represented relative to the student population, which is generally the case with other higher education research. The race/ethnicity respondents were very representative of the student population. The First Generation sample size was small and any conclusions from the responses should be cautious.

	N	Percentage
Gender		
Male	87	31.4
Female	190	68.6
Race/Ethnicity		
Asian	26	9.4
Black	6	2.2
Hispanic or Latino/a	45	16.3
Native Hawaiian/Pacific Islander	1	.1
Two or More Races	20	7.2
White	179	64.6
First Generation Status		
First Generation Student	30	10.5
Non-First Generation Student	256	89.5
Year in School		
First Year	70	24.9
Sophomore	67	23.8
Junior	64	22.8
Senior	81	28.8

A Comparison of Responses

Overall, Students of Color responses compared to White Student responses revealed negative gaps in 13 of the 15 wellbeing dimensions examined. However, in the dimensions of Purpose, and Perseverance, Student of Color responses were better than those of White Students. Having said that, a review of the mean scores of all 103 wellbeing questions revealed that, as a comparison, Students of Color faired better than First Generation or Female students when compared to White students, Non First Generation and Male students.

	Responded Better Than or Equal to	Responded Worse Than	
Students of Color	40%	60%	White Students
First Generation	17%	83%	Not First Gen
Female	24%	76%	Male

Strengths for Students of Color

➤ **Clear Post-Graduation Goals**
  ➤ Have post-graduation goals that are in line with their true interests & guided by their values
  ➤ Have actively worked to define their goals

➤ **Activity Engagement**
  ➤ Involvement in at least one activity they enjoy, that has expanded their skills, & is meaningful to them
  ➤ More involved in activities
  ➤ Believe the college has activities that are interesting to them (however, they also report participation in activities as less important to them)

➤ **Relationships & Connections with Faculty/Staff**
  ➤ Have at least one faculty or staff mentor
  ➤ Having faculty or staff members who contribute to their sense of belonging
  ➤ Having faculty or staff member they can talk to about their goals, what is meaningful to them, & when something bad happens to them

Gaps for Students of Color

➤ **Sense of Belonging**
  ➤ Not feeling included at the college
  ➤ Feel they would have to change themselves in order to feel like they fit in
  ➤ Not feeling safe at the college
  ➤ Not being close to others at the college

➤ **Depression & Social Anxiety**
  ➤ Thinking others would be better off without them
  ➤ Feeling they have let themselves or someone else down
  ➤ Fears that others might judge them, and that they would embarrass themselves

➤ **Optimism**
  ➤ Less likely to expect more good than bad things to happen to them
  ➤ Less positive about the future

➤ **Parental Support Systems**
  ➤ Report less ability to talk with their parent/guardians about their goals, and what they find meaningful in life
  ➤ Feel a higher level of distress by pressure placed on them by their parents/guardians to pursue certain goals.

➤ **Friendships**
  ➤ Not having friends they can talk to about things they find meaningful in life
  ➤ Not having at least one friend they can talk to
  ➤ Feeling like they don't have friends
  ➤ Studying less with other students

NEXT STEPS

☐ Focus groups this spring to better understand gaps in sense of belonging
☐ Development of strategies or programs to address gaps in alignment with strategic map

WELLBEING SNAPSHOT

Data contain quasi-identifiers. Be careful when releasing reports, graphics, and other materials.

Students 291 **Schools** 1

Westmont College

SUBJECTIVE WELLBEING OUTCOMES
Average factor scores

Happiness
44.11 46.01
45.58
1.90

Self Esteem
50.21 51.70
50.97
1.49

Life Satisfaction
48.42 50.74
50.08
2.32

Depression*
52.29 51.08
52.34
-1.21

Anxiety*
54.07 52.34
52.61
-1.73

Social Anxiety*
51.07 50.77
51.74
-0.30

Loneliness*
51.96 51.46
52.10
-0.49

WELLBEING DIMENSION OUTCOMES
Average factor scores

Acad. Engagement
44.50 49.15
48.27
4.65

Act. Egagement
51.81 54.41
54.21
2.61

Meaning
48.37 50.51
50.35
2.14

Belonging
49.04 49.04
48.17
0.00

Purpose
49.20 48.54
49.67
-0.66

Positive Attitudes
Perseverance
48.74 48.88
49.00
0.14

Positive Coping
48.58 51.20
50.06
2.62

Optimism
48.45 49.98
48.30
1.53

Avg. score for **all students at all schools**

Avg. score for all **students in current selection**

Difference b/t the averages

Avg. score for Westmont **Students of Color**

* These are negative subjective wellbeing variables. For these variables, *lower scores are desirable.*

Fall 2020
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WELLBEING
COLLABORATIVE