Student Success Coaching

Goal/Objective 1: Retention

Providing Department:

Student Success Coaching

Responsible Roles:

Unit Goal Description:

Increase engagement rates of students assigned to the Student Success Coaching Program.

Metric 1:

70% of first-year students assigned to a Success Coach will have engaged with the program (defined as at least one in-person meeting with a Success Coach) at least once by the end of the fall quarter.

Result 1:

Status: Met.

During the 2017-2018 academic year, 391 students were invited to participate in the 2017 cohort of the Student Success Coaching Program. Engagement for this metric is defined as those who had at least one in-person meeting with their professional staff success coach during the fall quarter. 79% (n=309) of first-year students met with a professional staff success coach. The professional staff success coaches conducted 365 coaching appointments during the fall quarter and a total of 1,193 appointments for the entire year. At the conclusion of the academic year, professional staff success coaches had met with 363 unique first-year students.

Additionally, this year the Student Success Coaching Program added a peer coaching component to enhance the individualized support provided for first-year students. During the fall quarter, 16 student staff peer coaches conducted 802 individualized appointments to support 313 first-year students. In other words, 80% of first-years met with a student staff peer coach during the fall quarter. At the conclusion of the academic year, student staff peer coaches conducted 2,231 peer coaching appointments for 353 unique first-year students.
Combined, the professional and peer staff of the Student Success Coaching Program conducted 3,424 individualized coaching appointments for first-year students during the 2017-2018 academic year. This represents a 43% increase from the direct service provided for first-years during the 2016-2017 academic year (n=2,383).

Data Source: Advisortrac

**Metric 2:**

80% of second-year students from the 2016-2017 coaching program cohort (n=320) will continue to engage with the program through participation in group coaching workshops designed to expose students to high impact practices such as research, leadership, internships, and more.

**Result 2:**

Status: Not Met.

During the 2017-2018 academic year, 240 out of 388 (62%) second-year coaching students participated in group coaching workshops aligned with their professional, personal, and academic goals. In total, second-year students in the Student Success Coaching Program collectively attended workshops 643 times.

Data Source: Advisortrac

**Metric 3:**

**Result 3:**

**Metric 4:**

**Result 4:**

**Data Collection/Retrieval:**

Data sources used: Advisor Trac

**Using Results:**

While the Student Success Coaching Program met its goal of 1:1 engagement for first-year students, it fell short of its goal for second-year workshop participation. We anticipated that second-year students would be less likely to meet with their professional staff success coaches, but perhaps more likely to attend group events. However, 78% (n=301) of second-year students continued to meet 1:1 with their
professional staff success coaches. In total, professional staff success coaches conducted over 800 individualized appointments for second-years. This data suggests that second-year students value a continuation of the individualized support provided by their professional staff success coach.

**Supplemental Info:**

**Start:**

07/01/2017

**End:**

06/30/2018

**Progress:**

100%

**Goal/Objective 2: Retention**

**Providing Department:**

Student Success Coaching

**Responsible Roles:**

**Unit Goal Description:**

Increase the term-to-term retention, units earned, and academic progress of students assigned to a Success Coach.

**Metric 1:**

90% of students assigned to a Success Coach will register for the following quarter.

**Result 1:**

Status: Met

For the 2017-2018 academic year, 391 students were matched to a success coach. Their quarter to quarter registration rate indicated the following averages:

- Fall 2018: 383/391 (98%) students were registered for courses by Fall's census date.
- Winter 2018: 375/391 (96%) students were registered for courses Winter's census date.
Spring 2018: 378/391 (97%) students were registered for courses for Spring's census date.

**Metric 2:**

Students assigned to a Success Coach will earn more units earned by the end of their first year than comparable students not assigned to coaching.

**Result 2:**

Status: Nearly Met.

For the 2017-2018 academic year, students assigned to a success coach and engaged in services during the fall earned an average of 38.6 units. Students assigned to a success coach and did not engage fully in services during the fall earned an average of 38.1 units. *(Let's talk about this one, not sure if our comparison group (assigned and not engaged) is aligned with how metric is written - comparable students not assigned)*

**Metric 3:**

Students assigned to a Success Coach will meet or exceed the predicted fall quarter GPA set forth by the Office of Student Research and Information.

**Result 3:**

Status: Nearly Met.

Students assigned to success coaches and engaged in the fall were predicted to have a 2.81 cumulative 1st quarter GPA. In Fall 2017, students assigned to success coaches and engaged in the fall earned a 2.80 cumulative 1st quarter GPA.

On the other hand, students assigned to success coaches and did not engage in the fall were predicted to have a 2.86 cumulative 1st quarter GPA. In Fall 2017, students assigned to success coaches and did not engage in the fall earned a 2.63 cumulative 1st quarter GPA.

**Metric 4:**

85% of students assigned to a Success Coach identified as “not on good academic standing” will meet with their coach and participate in an intensive academic support plan.

**Result 4:**

Status: Not met.
During the 2017-2018 academic year, success coaches sought to provide intensive academic support for students who experienced academic difficulty. In Fall 2017, 62 first-year students were not in good academic standing. 84% of these students (n=52) met with a success coach to receive support to return to good standing. In Winter 2018, 81 first-year students experienced academic difficulty. 75% of these students (n=61) met with a success coach to receive support to return to good standing.

Data Collection/Retrieval:

Data source: Student Research and Information, Advisor Trac and SATS queries.

Using Results:

Supporting units earned, GPA, and academic progress of success coaching students is a key part of our coaching services. Utilizing proactive outreach approaches and skill development in our coaching sessions allows us to support students to be successful in their transition at UC San Diego. We continue to see challenges when students are late to engage with a success coach or do not connect at all. For example, students who did not meet with their success coaches in the fall were more likely to experience academic difficulty during all quarters of the academic year. For the future, we intend to focus on goals aligned to learning outcomes and behavior change to help inform the academic progress reports provided by Student Research and Information.

Supplemental Info:

Attached Files
   Academic Progress FALL 2017 SSC F 17 Sp18.pdf

Start:

07/01/2017

End:

06/30/2018

Progress:

100%

Goal/Objective 3: Learning

Providing Department:

Student Success Coaching

Responsible Roles:
Unit Goal Description:

Success coaching program participants will be able to devise an individual student success plan and identify action steps towards their personal, academic, and professional goals.

Metric 1:

70% of students assigned to a Success Coach will use a student success plan to identify personal, academic or professional goals. Students will have an action plan to accomplish those goals with their Success Coach by the end of their first or second year.

Result 1:

Status: Met
During the 2017-2018 academic year, the Student Success Coaching Program developed an electronic student success plan portal that tracked student participation and engagement with program milestones that support personal, academic, and professional goals. In its first year of implementation, 79% (n=625) of students actively used the student success plan.

One of the components of the student success plan is to capture S.M.A.R.T. goals. In reviewing the qualitative content of S.M.A.R.T. goal submissions, we noticed distinct themes among first and second-year students in the program. First-year students were more likely to identify academic goals such as earning a specific grade in a class, followed by well-being and financial related goals. Second-year students also primarily identified academic related goals, followed by goals with an emphasis on experiential learning opportunities that assist with career readiness.

Metric 2:

Result 2:

Metric 3:

Result 3:

Metric 4:

Result 4:

Data Collection/Retrieval:

Data Source: Advisortrac and SATS query.

Using Results:
During the success plan’s first year of usage, we noticed a great improvement in student participation in program milestones. Not only did students use the success plan to document their goals and action plans toward achieving them, they also used it as an engagement portal. Moving forward, we are interested in reevaluating our goals to focus less on frequency of student participation. Instead, we would like to emphasize how we may leverage the success plan as an opportunity to enhance the learning, reflection, and development of students as they focus on their goals.

Supplemental Info:

Start: 
07/01/2017

End: 
06/30/2018

Progress: 
100%

Goal/Objective 4: Community Building

Providing Department: 
Student Success Coaching

Responsible Roles: 

Unit Goal Description: 
Expand the Student Success Coaching Program’s (SSCP) group program events to further cultivate community and sense of belonging among a cohort of first-generation college students.

Metric 1: 

Increase workshop offerings from 6 a year to 18 a year.

Result 1: 

Status: Met
During the 2017-2018 academic year, the Student Success Coaching Program hosted a total of 21 events catered toward first-generation student success. Through quantitative and qualitative survey results, it was determined that as a result of workshop attendance students experienced and learned about the importance of (1) making
connections and building relationships, (2) normalizing college experiences, (3) community building, (4) help seeking behavior, (5) self-care and stress management strategies, (6) non-cognitive skill development, (8) graduate school and research opportunities, and (9) institutional resources.

Metric 2:

Increase number of unique students participating in SSCP group coaching workshops from 237 students in 2016-2017 to 500 students in 2017-2018.

Result 2:

Status: Met
During the 2017-2018 academic year, the Student Success Coaching Program increased its workshop participation by 137%, with 550 students reporting workshop attendance at least once. On average, a success coaching participant attended 3.2 workshops over the course of the academic year, totaling a workshop attendance rate of 1,782.

Metric 3:

Result 3:

Metric 4:

Result 4:

Data Collection/Retrieval:

Data sources used: Advisortrac

Using Results:

For the 2018-2019 academic year, the Student Success Coaching Program will focus on larger signature events that are thematically aligned with the distinct needs of our students in transition (first and second-years) and students exploring post-graduate opportunities (third and fourth-years). This aligns with feedback provided over the course of the year regarding programming students hope to receive in the future.

Supplemental Info:

Start:

07/01/2017

End:
Student Veterans Resource Center

Unit Goal 1: Academic Success

Providing Department:
Student Veterans Resource Center

Responsible Roles:

Unit Goal Description:

Military-affiliated students who are actively engaged with the SVRC will be more academically successful than military-affiliated students who choose not to access these resources. Students who access SVRC resources frequently (more than 6 times per year) or are otherwise engaged with an SVRC-connected peer mentor, coach, staff member, or program are considered "SVRC-engaged" students for benchmarking purposes.

Metric 1:

SVRC-engaged, military-affiliated students will collectively have an average cumulative GPA by the end of the academic year of at least 3.0, and higher than the collective average cumulative GPA of military-affiliated students who are not engaged with the SVRC.

Result 1:

Data obtained from AdvisorTrac counted 412 visitors to the SVRC over the 2017-18 academic year, out of 757 total military-affiliated students over the same period. Of the 412 visitors, 107 students have been identified as "frequent" or "actively engaged" visitors, having visited the center more than 6 times during the academic year. According to the data, the average cumulative GPA of all SVRC-engaged students at the end of Spring quarter 2018 is 3.098, and the average cumulative GPA of all "actively-engaged" SVRC students is 3.159, compared to an average 2.660 of the total military-affiliated student population.

Metric 2:

The one-year retention rate of SVRC-engaged transfer students will be the same as or better than the retention rate of non-engaged, military-affiliated transfer students.

Result 2:
We were not able to obtain disaggregated data of SVRC-engaged vs. non-engaged students. However, the overall one-year retention rate for transfer veterans in the Fall 2016 cohort was 90.6% vs. 92.7% for the non-veteran cohort.

**Metric 3:**

The 3-year graduation rate of SVRC-engaged transfer students will be the same as or better than the graduation rate of non-engaged, military-affiliated transfer students.

**Result 3:**

We were not able to obtain disaggregated data of SVRC-engaged vs. non-engaged students. However, the overall 3-year graduation rate of transfer veterans in the Fall 2015 cohort was 83.1% vs. 87.3% for non-veteran transfer students.

**Metric 4:**

**Result 4:**

**Data Collection/Retrieval:**

AdvisorTrac data

**Using Results::**

The data indicates that students who visit the SVRC have better grades than average, and students who visit more frequently have better grades than students who visit less frequently. This helps reaffirm the SVRC’s commitment to providing resources to help students study and achieve their academic goals.

The data does not indicate whether or not SVRC-engaged student veterans have higher retention and graduation rates than their non-engaged veteran peers, but the overall rates are lower than their non-veteran peers. We will continue to work with IR to better identify, classify, and report accurate graduation and retention rates for military-affiliated students and SVRC-engaged students.

**Supplemental Info:**

Attached Files
Redrock GPA data AY17-18.xlsx

**Start:**

07/01/2017

**End:**
Progress:

100%

**Unit Goal 2: Student Leadership Development**

**Providing Department:**

Student Veterans Resource Center

**Responsible Roles:**

**Unit Goal Description:**

As a means to achieve the SVRC's mission, to leverage the leadership experience that many student veterans gained through their military service, and to help student veterans through their own transition process, the SVRC seeks to create opportunities for student veterans to serve their peers in leadership roles as SVRC staff, student organization leaders, peer tutors, and similar roles.

**Metric 1:**

Increase in overall number of military-affiliated students in peer or leadership positions affiliated with the SVRC from 16 to 20 students per year.

**Result 1:**

During AY17-18, there were at least 21 military-affiliated students in leadership positions associated with the SVRC, including 8 peer mentors and front desk staff, 10 student organization leaders, one peer tutor who split his time between the SVRC and the Teaching + Learning Commons, and two Project Assistants who worked on collaborative projects with the SVRC and other campus departments (the Basic Needs Hub and the SRS Business Office).

**Metric 2:**

Participants will achieve the following student leader learning outcomes:

a) Broader knowledge of campus and community resources

b) Increased understanding of veteran education benefits

c) Enhanced leadership, programmatic, administrative, and communication skills

d) Increased affinity to the UC San Diego campus community (sense of belonging)
Result 2:

All front desk staff completed a mandatory training program that covered the above topics, and also participated in resource center open houses and leadership workshops. Then, they shared what they had learned as peer mentors to other students, on information panels for new students, and as staff in the SVRC.

Metric 3:

Result 3:

Metric 4:

Result 4:

Data Collection/Retrieval:

Observations and student queries

Using Results:

Yes, we met our goal and have plans to expand our project assistant partnerships in the future.

Supplemental Info:

Attached Files
SVRC Student Leaders 2017-18.docx

Start:

07/01/2017

End:

06/30/2018

Progress:

100%

Unit Goal 3: Community Building

Providing Department:

Student Veterans Resource Center

Responsible Roles:
Unit Goal Description:

Create community-building programs that improve the overall perception of campus-wide support, acceptance, and positive climate, as reported by military-affiliated students.

Metric 1:

At least 75% of military-affiliated respondents will "agree" or "strongly agree" that they are satisfied with the SVRC and the "veteran friendliness" of the UC San Diego campus overall, measured via in-house and campus-wide surveys, including the Student Satisfaction Survey, UCUES, and other instruments where available.

Result 1:

The Student Satisfaction Survey was not conducted in 2017-18 so the SVRC sent out its own in-house survey for student feedback. The survey was emailed to 203 students who had visited the SVRC more than once during the academic year. Of these, 30 students responded to the survey (15% response). In the survey, 67% of the respondents were "moderately satisfied" or "extremely satisfied" with the SVRC overall, but only 57% of the respondents "somewhat" or "completely" agreed that the UC San Diego campus welcomes and supports military-affiliated students.

Metric 2:

Result 2:

Metric 3:

Result 3:

Metric 4:

Result 4:

Data Collection/Retrieval:

student survey

Using Results:

The SVRC did not meet its goal this year, but will continue hosting campus-wide, community-building events such as Veterans Week and the Memorial Day Flag Display, as well as develop a more robust staff/faculty ally program. Most of the open-ended comments in the survey were very positive, affirming that the SVRC is friendly and provides helpful resources. Some of the suggestions were things that the SVRC already does (such as provide snacks and host regular events), so these need to be marketed better. Other comments focused on inclusion, so
continuing efforts to improve the inclusive climate through staff training, open dialogue with concerned students, and hosting inclusive events will help shift student satisfaction scores more positively.

**Supplemental Info:**

Attached Files
SVRC Student Feedback Survey 2018.docx

**Start:**

07/01/2017

**End:**

06/30/2018

**Progress:**

100%

**Undocumented Student Services Program**

**Goals / Objective 1: Community Building:**

**Providing Department:**

Undocumented Student Services Program

**Responsible Roles:**

**Unit Goal Description:**

Support engagement rates of undocumented students who visit the Undocumented Student Services Center or who participate in activities and programming held by Undocumented Student Services, to increase community building among this population.

**Metric 1:**

75% of students who complete the Undocumented Student Needs Assessment will report being satisfied with their interaction with Undocumented Student Services.

**Result 1:**

In May 2018, undocumented students were emailed a needs assessment survey, which contained questions about their satisfaction with their usage of our programs, services, and student center
amenities. Of the 203 students who attempted to complete the needs assessment between 20 and 91 students answered satisfaction-related questions. The following are the combined percentages of students "Very Satisfied" or "Extremely Satisfied" with our programs, services, and center amenities.

- 82% Satisfaction with USS programs
- 85% Satisfaction with USS services
- 88% satisfaction with USS center amenities

Metric 2:

55% of students who complete the Undocumented Student Needs Assessment will report participating in high impact practices or activity including undergraduate research, student leadership, faculty mentoring relationships, service learning, and serving as ambassadors for the campus or division.

Result 2:

Of the 191 students who answered the question related to their participation in a high impact practice or activity, 79% (n=151) stated that they have participated in such practice or activity.

Metric 3:

25% of undocumented students will participate in at least one community building activity held or sponsored by Undocumented Student Services during the academic year.

Result 3:

Of the estimated 400 registered undocumented students on our campus, 16% (n=65) participated in a community building activity held by Undocumented Student Services in the academic year 2017-2018.

Metric 4:

25% of undocumented students will participate in at least one professional development or academic enrichment opportunity held or sponsored by Undocumented Student Services during the academic year.

Result 4:

Of the estimated 400 registered undocumented students on our campus, 5% (n=20) participated in a professional development or academic enrichment opportunity held by Undocumented Student Services in the academic year 2017-2018.

Data Collection/Retrieval:
Data for Metrics 1 and 2 were collected using the 2017-2018 Undocumented Student Needs Assessment.

Data for Metrics 3 and 4 were collected using Data Warehouse.

**Using Results:**

Metrics 1 goal was met. For the Academic Year 2018-2019, Undocumented Student Services will not conduct a needs assessment but will assess the level of satisfaction of its programs among undocumented students through program surveys and evaluations. The metric percentage goal for the satisfaction of programs, services, and center amenities will be increased by 5% each.

Metric 2 goal was met. For the Academic Year 2018-2019, Undocumented Student Services will evaluate the impact of this metric and goal as it is stated. Undocumented Student Services will seek to develop a goal and metric that is directly connected to programs and services that are provided by our department.

Metric 3 goal was not met.

Metric 4 goal was not met. Unfortunately, missing data from events that Undocumented Student Services sponsored was a contributor to not being able to meet the goals for both of these metrics. We aimed to collect this data, but due to various limitations in data sharing among other departments, we were not able to track participation of undocumented students at events that were not held by Undocumented Student Services. In order to address this for the Academic Year 2018-2019, we will ensure to be able to collect student participation data from all the events that we sponsor.

**Supplemental Info:**

Attached Files
USS 2017-18 Needs Assessment.pdf

**Start:**

08/25/2017

**End:**

06/15/2018

**Progress:**
100%

Goals / Objective 2: Retention

Providing Department:

Undocumented Student Services Program

Responsible Roles:

Unit Goal Description:

Support the academic progress of undocumented students by identifying students in academic difficulty and connecting them to specialized academic support services.

Metric 1:

80% of undocumented students classified to be in academic difficulty at the end of the Fall 2017 quarter, will be in good academic standing after two-quarters of proactive outreach from Undocumented Student Services referring them to advising, tutoring, coaching, and other support resources.

Result 1:

At the end of the Fall 2017 quarter, 56 students were identified to be in academic difficulty. Of those 56 students, 48 were put in either academic probation or were subject to academic disqualification, and eight were disqualified from the institution.

After two academic quarters, 33% (n=16) of the 56 students in academic difficulty, successfully transition to good academic standing.

Metric 2:

Result 2:

Metric 3:

Result 3:

Metric 4:

Result 4:

Data Collection/Retrieval:

Student academic data was retrieved from Data Warehouse.
Using Results:

Metric 1 goal was not met. We attribute this to two main factors, 1) the lack of student response to our outreach efforts, and 2) our overconfidence that proactive referrals to support services would be enough to help students transition into good academic standing.

For the Academic Year 2018-2019, we will use this year's success rate as our baseline. We also only take into account our success rate among the students who we successfully reach and not all students who are in academic difficulty. Lastly, to ensure we reach our goal, we will implement the use of academic success plans that incorporate the use of other student support services, such as basic needs, financial aid, and personal and professional planning.

Supplemental Info:

It is worth noting that the success rate among the students who met with Undocumented Student Services (n=27) was higher (60%) than that of students who did not make contact with the program (33%).

Start:

12/16/2017

End:

06/15/2018

Progress:

100%

Goals / Objective 3: Wellbeing & Safety

Providing Department:

Undocumented Student Services Program

Responsible Roles:

Unit Goal Description:

Support the safety and wellbeing of undocumented students by identifying signs of concern and areas of improvement through individual consultations with Undocumented Student Services staff and through referrals to specialized services.

Metric 1:
80% of incoming students (first-year and transfer students) will complete an intake with Undocumented Student Services by the end of the school year, providing comprehensive information about the student's academic needs, immigration concerns, and professional goals.

**Result 1:**

Undocumented Student Services staff met with 50 (50%) incoming students out of an estimated 100 who enrolled for the Academic Year 2017-2018 as first-year or transfer students.

**Metric 2:**

Increase the number of one-on-one student consultations conducted by Undocumented Student Services staff by 20% (from 136 in 2016-2017 to 164 in 2017-2018).

**Result 2:**

Undocumented Student Services staff met with a total of 184 (^35%) students in the Academic Year 2017-2018.

**Metric 3:**

Increase the number of referrals to immigration legal services by 20% (from 103 in 2016-2017 to 123 in 2017-2018).

**Result 3:**

Undocumented Student Services staff referred a total of 144 (^40%) students to the UC Immigrant Legal Services Center attorney in the academic year 2017-2018.

**Metric 4:**

Identify a baseline for meeting the mental health needs of undocumented students by tracking referrals provided from individual consultations and tracking participation in workshops held by Counseling and Psychological Services.

**Result 4:**

Undocumented Student Services staff recorded on AdvisorTrac a total of three (3) referral to CAPS in the Academic Year 2017-2018.

**Data Collection/Retrieval:**

Data was collected using AdvisorTrac and Data Warehouse.
**Using Results:**

Metric 1 goal was not met. Unfortunately, we are unable to predict the number of incoming students who will enroll for the next academic year; therefore it is difficult to set a number or percentage goal of incoming students that we will reach in their first academic year. We will reevaluate this metric and goal for the Academic Year 2018-2019.

Metric 2 goal was met. For the Academic Year 2018-2019, we will set a goal of meeting with 10% (n=202) more students than the number of students we met with this year.

Metric 3 goal was met. For the Academic Year 2018-2019, we will set a goal of referring to UC Immigration Legal Services 4% (n=150) more students than the number of students we referred for the Academic Year 2017-2018. The emphasis for this metric will shift slightly from the number of referrals made, to the number of referrals made that turn into an intake with UC Immigrant Legal Services. In the Academic Year 2017-2018, 83% of referrals made to UC Immigrant Legal Services turned into an intake. Our metric goal for the Academic Year 2018-2019 will be to have 85% (n=128) of students who are referred to UC Immigrant Legal Services complete an intake.

Metric 4 goal was met. We expected to have referred a greater number of students to CAPS services in the academic year; only three were referred. We can infer based on anecdotal feedback from students who complete an intake with Undocumented Student Services that those who are in need of services from CAPS are already connected to the service. It is worth noting that also based on this same feedback, it seems that a large number of undocumented students access CAPS. For the Academic Year 2018-2019, our metric goal will shift to track the number of students who access CAPS, in addition to tracking the number of referral our staff makes to the service.

**Supplemental Info:**

**Start:**

09/18/2017

**End:**

06/16/2018

**Progress:**

100%