BEACON: Seeing Our Students Through a New Lens

Quick Overview

Beacon & Student Strengths Inventory (SSI)

Purpose for Using this Tool

Non-cognitive Variables

What We Know

Next Steps

Beacon: *Student Strengths Inventory (SSI)*

What is the SSI?

✓ The SSI is a web-based instrument designed to understand the non-cognitive variables that can contribute to academic success of students in a university setting.

  • 48 Statements (6-point Likert scale, "Strongly Agree – Strongly Disagree")

  • 17 Custom questions

Why are we using it?

✓ Identify students who may experience some challenges in their transition to Lehigh.

✓ Create opportunities to provide earlier connections to resources that can support and maximize students' success.

✓ Build relationships with students, e.g. 1:1 meetings, evoLUtion Seminar, G-Chats, etc.

What does the SSI measure?

✓ <u>Academic Engagement</u> - Commitment to school work and the value placed on academics ("How important is this?")

✓ <u>Academic Self-Efficacy</u> - Confidence that they can achieve academically and succeed in college ("Can I do this?")

✓ <u>Campus Engagement</u> - Their involvement in campus activities and connection to school

✓ <u>Educational Commitment</u> - Their dedication to obtaining a college degree ("How much do I want this?")

✓ <u>Resiliency</u> - Their approach to challenging and stressful situations

✓ <u>Social Comfort</u> – Their comfort in social situations and ability to communicate with others

Groups of Interest

✓ First Generation Students

✓ Underrepresented Students Populations

    ▪ African American

    ▪ Hispanic

✓ International Students

SSI Measures:

✓ African American Respondents
- Scored **<u>higher</u>** than average on all composite measures *except* academic engagement

✓ Hispanic Respondents
- Scored **<u>lower</u>** than average on all composite measures *except* educational commitment

✓ International Respondents
- Scored **<u>lower</u>** than average on all composite measures *except* campus engagement

✓ First Generation Respondents
- Scored **<u>higher</u>** than average on all composite measures *except* resiliency and social comfort

Academic Adjustment Concerns

Academic Adjustment Concerns	Percent who selected for "Most Difficult"
Writing papers	55.5%
Preparing for exams	54.1%
Managing my time	52.4%
Studying	35.2%
Knowing where to go for help	32.5%
Working in groups for class projects	11.6%
Getting my school work done	10.7%
Attending programs/events for topics that interest me	7.9%

Top Four Academic Concerns

	First Generation	African American	Hispanic	All Students
Writing papers	61.5%	50.0%	61.1%	55.5%
Preparing for exams	58.3%	55.9%	64.2%	54.1%
Managing my time	49.0%	50.5%	61.1%	52.4%
Studying	41.7%	47.1%	40.0%	35.2%

Academic Adjustment Concerns
International Students

Academic Adjustment Concerns	International	All Students
Writing papers	66.7%	55.5%
Preparing for exams	28.2%	54.1%
Managing my time	33.3%	52.4%
Studying	28.2%	35.2%
Knowing where to go for help	25.6%	32.5%
Working in groups for class projects	23.1%	11.6%

Personal/Social Adjustment Concerns

Academic Adjustment Concerns	Percent who selected for "Most Difficult"
Managing my time	44.4%
Staying connected with friends back home	33.5%
Managing money/finances	31.8%
Knowing where to go for help	30.9%
Dealing with homesickness	24.7%
Making friends	17.7%
Getting involved in a club or organization	15.5%
Managing my personal health and wellness	12.3%

Top Four Personal/Social Concerns

	First Generation	African American	Hispanic	All Students
Managing my time	43.8%	32.4%	48.4%	44.4%
Staying connected with friends back home	36.5%	50.0%	38.9%	33.5%
Managing money/finances	38.5%	41.2%	41.1%	31.8%
Knowing where to go for help	34.4%	47.1%	30.5%	30.9%

Personal/Social Adjustment Concerns
International Students

Academic Adjustment Concerns	International	All Students
Managing my time	32.1%	44.4%
Staying connected with friends back home	14.1%	33.5%
Managing money/finances	15.4%	31.8%
Knowing where to go for help	30.8%	30.9%
Dealing with homesickness	19.2%	24.7%
Making friends	19.2%	17.7%
Getting involved in a club or organization	25.6%	15.5%
Managing my personal health and wellness	10.3%	12.3%

Which resources do students think they'll use to assist social transition?

	African American	Hispanic	International	First Generation	All Students
Club/Organization	88.2%	83.2%	87.2%	89.6%	84.4%
Peers	55.9%	77.9%	70.5%	71.9%	75.0%
Gryphon	20.6%	32.6%	29.5%	36.5%	32.1%
Orientation Leader	17.6%	15.8%	33.3%	29.2%	22.1%
Multicultural Center	44.1%	30.5%	41.5%	33.3%	14.2%
Faculty Member	8.8%	8.4%	28.2%	18.8%	13.7%
Counseling Center	8.8%	10.5%	30.8%	21.9%	11.3%

Highlighted cells indicate higher than average percentages.

Next Steps

✓ Recognize how the insight from the SSI fits into the context of other information we have about our students:

- Admissions
- EvoLUtion Seminar Involvement/Participation
- Early Warning Systems
- Grades
- Residence Life and G-Chats

Next Steps

✓ Increase the predictability power of the SSI by linking its data to retention information:

- ▪ FYS Retention and Campus Engagement

	Campus Engagement	Not Retained	Retained
Q3	I intend to seek volunteer or service learning opportunities in college	75.7%	90.9%
Q10	It is important for me to be involved in the school I am attending	86.1%	94.9%
Q20	I plan to take part in many campus social activities	94.3%	96.4%
Q26	I will participate in orientation activities to learn about the college I attend	94.4%	97.3%
Q36	I want to feel a part of the college I attend	97.1%	98.9%
Q37	I plan to take on campus leadership roles when I'm in college	52.8%	73.9%
*Q39	Being active in extra-curricular activities in college is important to me	77.8%	96.6%

Next Steps

- ✓ Provide data that will be helpful in your work with students
    - How can the SSI Student Report be more actively incorporated into your work with students?
    - How can the SSI information interface with bLUeprint?
    - What kind of information would be helpful for us to pull from the SSI?

Thank You