Welcome from UAS & Impact
Spring 2018
What do we know about these students?

• Impact students enter with:
  – Lower SATs (980 vs. 1144)
  – Lower HS GPA (3.36 vs. 3.79)

• Graduation Rates are lower (~15%)
  – Students that graduate earn a FY GPA of 2.66

• Taking more AHRs to graduate (136 vs. 117)
  – This means more money spent on tuition

• Graduate with more debt

Based on data from 1994-2014 PR Admits
Why are you smiling Michelle??
Average combined SAT scores have decreased continuously for several years. Fall 2015, the lowest average in six years, is more than one standard deviation away from the highest average of Fall 2010.

- 83.44%(n=126) of the 151 Impact Admits in F15 were continued.
- 17 students were NC (additional 6/9 approved on appeal-87%)
- 8 W after F15
• 2.600 GPA/24 credits
• Meet Expectations of Program and Host Institution
The Impact Scholars program assists students in creating a solid foundation on which they can build to reach their personal goals and earn their degree. The program is designed to allow students to intentionally explore, develop and apply their talents to promote improved levels of hope, engagement and well-being. The first–year program provides clear expectations, recommendations and supports based on a comprehensive review of successful students. Years two through four of the program support student development through a structured framework of activities related to the five areas of wellbeing, high-impact learning and leadership practices, and one-on-one academic and strengths coaching.
Majority were thriving in at least 2 categories
17% weren’t thriving in any area
Only 11% were thriving in all categories

Gallup-Purdue Index, 2014
Student Engagement
Engagement Impacts

Engaged
- Productivity
- Customer service orientation
- Commitment
- Innovation
- Retention
- Resilience

Disengaged

Actively Disengaged
- Likely poor performance
- Potential conduct issues
- Formal and informal complaints
- Interference
- Resistance
The “Big Six” College Experiences Increase the Odds That Graduates Will Be Engaged at Work

But not all graduates have these experiences.

<table>
<thead>
<tr>
<th>“Big six” experiences</th>
<th>Odds of being engaged at work if graduates had this experience</th>
<th>Strongly agree they had this experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had at least one professor who made them excited about learning</td>
<td>2.0x higher</td>
<td>63%</td>
</tr>
<tr>
<td>Had professors who cared about them as a person</td>
<td>1.9x higher</td>
<td>27%</td>
</tr>
<tr>
<td>Had a mentor who encouraged them to pursue their goals and dreams</td>
<td>2.2x higher</td>
<td>22%</td>
</tr>
<tr>
<td>Worked on a project that took a semester or more to complete</td>
<td>1.8x higher</td>
<td>32%</td>
</tr>
<tr>
<td>Had an internship or job that allowed them to apply what they were learning in the classroom</td>
<td>2.0x higher</td>
<td>29%</td>
</tr>
<tr>
<td>Was extremely active in extracurricular activities and organizations</td>
<td>1.8x higher</td>
<td>20%</td>
</tr>
</tbody>
</table>
iCharleston → Impact

- Spring 2018/Fall 2018 Learning Contract
  - Earn a 2.000 GPA by the end of the Fall 2018 semester
  - Enroll in FYE class in Spring 2018
  - Enroll in Engl 110 during the first year
  - Enroll in at least 12 credit hours each semester
  - Meet weekly with a Peer Academic Coach (PAC)
  - Meet with Academic Advisor twice each semester
  - Attend all Strengths workshops
Why Strengths?

Gallup Student Success Model

- Wellbeing
- Hope
- Engagement
- Academic Success
- Strengths
How Do We Monitor Students?
Our Role is to Support not Enforce

• Concern from PACs
• Concern from Faculty/Staff
  – FAST referrals
  – Academic Advisors
  – FYE Office
• Review Mid-Term/Final Grades
First Semester Grade Review

• UAS staff reviews final grades
  – Students ≤ 2.00 GPA required to take and successfully complete Learning Strategies (EDLS 100) during the spring semester
  – Students who are doing well may have contract revised to include different support services in lieu of PAC
Second Semester Review

• YES: Congratulations!
  – Meet academic standards of the institution
  – Invitation to join Impact Scholars Program
  – Invitation to become a PAC

• NO: Not Continued (Not a dismissal)
  – Eligible and encouraged to take coursework elsewhere
  – Complete 30 hrs of transferrable credit elsewhere then apply for conditional readmission
Impact Scholars

- Involvement on campus
- Strengths Coaching
- Academic Roadmaps
- Focus on the 5 areas of wellbeing
  - Purpose, Social, Physical, Community, Financial
- Opportunities
  - Work towards the Higdon Leadership certificate
  - Potential letters of recommendation
  - Resume builder
  - Cord at graduation
What Did the Students Think?

Most Valuable Elements of the Contract

– Weekly meetings with PAC
– Contract Requirements (2.00 and 24 cr)
– Doing well in 1st semester would result in restructured contract for 2nd semester
# Academic Resource Use

<table>
<thead>
<tr>
<th>Resources Utilized</th>
<th>% of Students Reporting Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Center</td>
<td>44%</td>
</tr>
<tr>
<td><strong>Center for Student Learning</strong></td>
<td>80%</td>
</tr>
<tr>
<td>Counseling Center</td>
<td>5%</td>
</tr>
<tr>
<td>Residence Life (RA/RHD)</td>
<td>27%</td>
</tr>
<tr>
<td>Academic Advising and Planning</td>
<td>66%</td>
</tr>
<tr>
<td>Center for Disability Services</td>
<td>5%</td>
</tr>
<tr>
<td>UAS/PR Program Coordinator</td>
<td>27%</td>
</tr>
<tr>
<td>Registrar</td>
<td>36%</td>
</tr>
<tr>
<td>Library Information Desk/Reference Librarian</td>
<td>44%</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>27%</td>
</tr>
<tr>
<td>Faculty/Professors</td>
<td>61%</td>
</tr>
<tr>
<td>None of These</td>
<td>0%</td>
</tr>
</tbody>
</table>
What else did they say?

• 78% said “I can identify ways to use my Strengths to achieve my personal goals.”

• 97% said “I feel there is someone (student, faculty or staff) at the College who cares about me.”

• 92% said “I am prepared to succeed at the College of Charleston.”

• 95% said “I have achieved something this year that I am proud of.”
What Can Parents Do to Help?

• Communicate your expectations to your student

• Encourage student to utilize resources and seek help sooner rather than later

• Take StrengthsFinder yourself
  – www.gallupstrengthscenter.com
  – $19.99 or purchase the book
Questions?

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