Welcome from CAPP & Impact Spring 2019
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??
- 2.600 GPA/12 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 Strengths 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.
hope

When I think about the day ahead, I think about the potential for bettering myself and bettering everything around me. What a treasured gift, this thing called life.
- Lisa Desatnik

www.VIAcharacter.org
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>
Gallup-Healthways’ definition of Well-Being

Well-being is comprised of five elements – and all five are **interrelated** and **interdependent**.

- **Purpose**: Liking what you do each day and being motivated to achieve goals
- **Social**: Having supportive relationships and love in your life
- **Financial**: Managing your economic life to reduce stress and increase security
- **Community**: Liking where you live, feeling safe, and having pride in your community
- **Physical**: Having good health and enough energy to get things done daily
## Elements of Well-Being, Worldwide and by Region

<table>
<thead>
<tr>
<th>Region</th>
<th>Purpose</th>
<th>Social</th>
<th>Financial</th>
<th>Community</th>
<th>Physical</th>
</tr>
</thead>
<tbody>
<tr>
<td>World</td>
<td>16.9</td>
<td>17.9</td>
<td>23.7</td>
<td>25.7</td>
<td>24.9</td>
</tr>
<tr>
<td>Americas</td>
<td>31.3</td>
<td>36.0</td>
<td>42.5</td>
<td>29.7</td>
<td>35.2</td>
</tr>
<tr>
<td>Europe</td>
<td>22.4</td>
<td>23.3</td>
<td>28.2</td>
<td>39.9</td>
<td>29.0</td>
</tr>
<tr>
<td>Former Soviet Union</td>
<td>18.6</td>
<td>21.6</td>
<td>28.0</td>
<td>27.8</td>
<td>23.9</td>
</tr>
<tr>
<td>Middle East and North Africa</td>
<td>15.0</td>
<td>12.4</td>
<td>22.5</td>
<td>25.0</td>
<td>24.8</td>
</tr>
<tr>
<td>Asia</td>
<td>13.4</td>
<td>13.5</td>
<td>19.0</td>
<td>24.6</td>
<td>22.4</td>
</tr>
<tr>
<td>Sub-Saharan Africa</td>
<td>10.2</td>
<td>13.9</td>
<td>17.0</td>
<td>9.5</td>
<td>20.4</td>
</tr>
</tbody>
</table>

Source: Gallup-Healthways Global Well-Being Index. Based on surveys conducted in 145 countries and areas in 2014. Sample sizes are approximately 1,000 in each country. Differences of fewer than three percentage points between any two countries’ respective scores are typically not statistically significant.
iCharleston → Impact

• Spring 2019/Fall 2019 Learning Contract
  • Earn a 2.000 GPA by the end of the Fall 2019 semester
  • Enroll in FYE class in Spring 2019
  • 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 required 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

• CAPP 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
  – May be invited 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
• Individual Strengths Coaching
• Academic Roadmaps & Mentors
• 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

WELLNESS WORKSHOPS
Workshops are listed each semester on the website. Impact scholars are required to attend 2 workshops in each area of wellness before graduation.

• Finding your purpose/Career exploration
• Physical health
• Navigating your social networks
• Financial literacy
• Community outreach

IMPACT PRACTICES
Participate in 1 Impact Practice. Additional Impact Practices should be approved by impact staff member.

• Study Abroad
• Summer Research
• Recurring service through the Center for Civic Engagement
• Internship
• Peer leadership position
• TAP mentoring
• Leadership Institute
• Higdon Leadership Certificate

ADDITIONAL REQUIREMENTS
• One on one Strengths coaching each semester
• Maintain a 2.0 GPA
• Create an artifact that displays understanding and application of personal wellbeing
• Create and update academic roadmap in semester advising sessions
## U.S. College Graduates’ Outcomes, by Number of “Big Six” Experiences

<table>
<thead>
<tr>
<th></th>
<th>NONE</th>
<th>SIX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agreed college prepared for life after college</td>
<td>5%</td>
<td>82%</td>
</tr>
<tr>
<td>Thriving in all five elements of well-being</td>
<td>7%</td>
<td>17%</td>
</tr>
<tr>
<td>Engaged at work</td>
<td>25%</td>
<td>65%</td>
</tr>
<tr>
<td>On-time graduation</td>
<td>61%</td>
<td>75%</td>
</tr>
</tbody>
</table>

Gallup–Purdue Index  
Feb. 4–March 7, 2014
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><strong>80%</strong></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
Center for Academic Performance & Persistence
Michelle Futrell, Director
Lightsey Center, Suite B12
Email: futrellm@cofc.edu
Phone: 843.953.5674

Impact Programs Office
Celia Dennison, Assistant Director for Impact Programs
Lightsey Center, B53
Email: dennisoncm@cofc.edu
Phone: 843.953.5674