Ann Berens
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Concordia University Chicago
CARLI Cohort 4 (2023/24)

Building Blocks for College Success

1/31/24 UPDATE:
As of 3:00 pm today, I received new information following the completion of my report.

As is mentioned in my report, the Office of Institutional Research was in the process of conducting a Tukey's HSD post hoc test with my survey results to access the significance of differences between pairs of group means. While I don't yet fully understand the implications of the results, it was forwarded to my attention that, "the differences between the before and after scores [on two of the eight non-cognitive variables] showed statistical significance with probabilities (p-value) of less than 5%. Most all reported are well below 1%, which must be interpreted as the difference between values did not occur by chance. Something is truly happening between these two means of response values."

The two non-cognitive variables are:

1. CTC: Commitment to Community
   The student participates in and is involved with his or her community.
2. RSA: Realistic Self-Appraisal
   The student recognizes and accepts any strengths and deficiencies, especially academic, and works hard at self-development.

I wanted to share this information and plan to incorporate it into a future presentation or report. I have attached the information that was shared with me as Appendix G.

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Building Blocks for College Success

Single Sentence Abstract

Concordia University Chicago investigated the potential influence of specialized library programs on the development of non-cognitive variables associated with student success and found the outcomes to be inconclusive due to a small number of participants.

Nevertheless, this investigation did identify differences between non-cognitive variables by student profiles (e.g. ethnicity, residency) and suggests an opportunity to provide supplementary support to enhance student skills associated with college success.

Motivations for Project

Our library team believes it is important for all students to succeed yet we recognize that our diverse student body often face unique challenges as first-generation and/or commuter students.

Motivated by a re-purposed Library space designed to welcome first-generation students, literature identifying non-cognitive variables important to college success, and a campus-wide effort to increase retention, the goal of this project was to develop and offer a specialized library program to help strengthen academic know how while creating a sense of belonging and community.

Partners and Stakeholders

Liesl Cottrell, *University Librarian*: supported CARLI program and allowed time to prepare and host weekly library programs for students.

Dave Thomas, *Senior Institutional Data Analyst*: developed survey platform, collected results, helped mentor my analysis, and shared institutional perspective.

Gary Ireland, *Associate Dean of Students, Vocation and Academic Success*: buy-in, support, and deployment of the *College Success Assessment* survey to all Col-1995* freshman students at both the beginning (Sept. 5-6th) and at the end (Dec. 4-5th) of the 2023 Fall semester.

Additionally, between May and August, I worked closely with a newly hired Student Success and Retention specialist, but because this position was eliminated the week before the start of the fall semester, the programs we had planned to host jointly were cancelled.

Inquiry Question

Can a specialized library program improve non-cognitive variables associated with college success for freshman first-generation and/or commuter students?

Study Participants/Population

All freshman students enrolled in *Col-1995: Vocation and College Success** during the Fall semester 2024. Pre and post survey data was collected for 201students. Additionally, those students who attended a specialized library program also were asked to complete an assessment questionnaire at the end of the semester.

*Col-1995: Vocation and College Success is a one-hour course required of all first-year students admitted with freshman status described in the course catalog as an *"Exploration of personal vocation as a college student, with focus on identity development, interpersonal skills and collegiate success."*

Method(s) of Data Collection and Analysis

Data Collection

A *College Success Survey* was administered to all freshman students enrolled in Col-1995 during the Fall 2023 semester, as detailed in Appendix A. This survey was conducted on two occasions: once at the beginning of the semester (September 5th & 6th) and again at the end of the semester (December 4th & 5th). This survey was taken from the *Noncognitive Items in Likert (Agree-Disagree) Format* example found in the appendix of William Sedlacek's book, *Measuring Noncognitive Variables: Improving Admissions, Success, and Retention for Underrepresented Students* (2017).

The Office of Institutional Research (OIR) used Qualtrics to create the survey and data was collected from students during their Col-1995 class time. It was deployed electronically and completed on either a computer or smartphone. Student time needed to complete the survey was reported at under 10 minutes. After collecting the data from the beginning of the semester, OIR provided an individual *Student Assessment Report* to Col-1995 course instructors (see Appendix B).

At the end of the semester, OIR again deployed the same survey in the same manner. Data from both the beginning and end of semester surveys was merged with student profiles such as sex; state residency; race/ethnicity; first generation; campus residency; sport etc. This information was provided to me in an Excel spreadsheet for further analysis.

Additionally, I reviewed end-of-semester assessment questionnaires distributed to students who regularly participated in the specialized library program, *Building Blocks for College Success* (see Appendix C).

Analysis

In my analysis, I use the term *Cohort Segment* to refer to student profile data extracted form University records such as first-generation status. Additionally, I use the term *Variable :XXX* to distinguish each of the eight non-cognitive variables measured such as *Variable: CTC* denoting Commitment to Community. Descriptions and definitions can be found in Appendix D.

I used pivot tables, which involve the aggregation of groups of individual values, to discern distinctions among Cohort segments and each of the eight non-cognitive variables. Refer to Tables 1-10 in Appendix E for details.

Importantly, OIR is in process of conducting a Tukey's Honest Significant Difference (HSD), a post hoc test used to assess the significance of differences between pairs of group means. It is expected that this tool will identify which means are significantly different from one another.

Finally, OIR has acknowledged the potential for cross-referencing Cohort Segments and Non-cognitive Variables with retention data, provided the CUC community is receptive to a longer-term retention assessment and analysis.

Findings

- Out of 201 freshman participants, five of the eight non-cognitive variables declined while three variables exhibited a marginal increase from the initial survey at the beginning of the semester to the follow-up survey at the end of the semester.

Variable	CTC	KAF	NTS	SSP	SLE	LRG	PSC	RSA
Change	-1.7	+0.3	+0.1	-0.9	+0.5	-0.8	-0.8	-1.0
Table	E1	E2	E3	E4	E5	E6	E7	E8

  - Variable CTC: Commitment to Community showed the largest decline (-1.7) and was most pronounced among students who identified as Off Campus residents (-2.6), Non-white (-2.3), and Women (-2.2). Worth noting, the First Generation & Off Campus subgroup experienced the largest decline, down 3.1 points. (See Table E1.)

  - Variable SSP: Strong Support System declined (-0.9) overall and were most notable among students identifying as Off Campus residents (-1.5) and Women (-1.3) with the First Generation & Off Campus subgroup recording the largest decrease, down 1.6 points. (See Table E4.)

  - Variable SLE: Successful Leadership Position increased moderately (+0.5) overall but surged for the subgroup Non First Gen & Off Campus rising 1.6 points. (See Table E5.)

  - Variable LRG: Long Range Goal dropped (-0.8) overall and was down 1.2 points for both Athletes and Out of State residents. Among subgroups, those students identifying as White & an Athlete posted the largest decline, down 1.8 points. (See Table E6.)

- Variable PSC: Positive Self Concept dropped (-0.8) overall and was more pronounced among students identifying as Non-First Generation (-1.4) and as Athletes (-1.3). Notably, the subgroup of students identifying as Nonwhite & an Athlete recorded the largest decline at (-1.5). (See Table E7.)

- Variable RSA: Realistic Self-Appraisal dropped (-1.0) overall and was down 1.6 points for Off Campus residents. Two subgroups posted more substantial declines: First Generation & Off Campus dropped 1.8 pts while Nonwhite & an Athlete dropped 1.7 points. (See Table E8.)

- The most significant decrease occurred within the student subgroup First Generation & Off Campus when all variables were combined. Note that this analysis focused on six Cohort Segments. Refer to Table E10 for detailed information.

	Total Population	1st Gen	Off Campus	Athlete	NonWhite	1st Gen & Off	NonWhite & Athlete
Difference	-0.5	-0.5	-0.9	-0.8	-0.6	-1.1	-0.9
Sample	n=201	n=126	n=88	n=110	n=122	n=71	n=59

- Only two of six regular participants in the specialized library program completed the assessment and as anticipated their ratings and comments were positive since they were the most frequent attendees. Overall, attendance dwindled the last two months of the semester which may have been related to my absence, missing days for a wedding and the CARLI annual meeting combined with the break at Thanksgiving. (See Appendix C.)

Use of Findings

Upon completion of the Tukey HSD post hoc test, it is likely that a presentation will be made to the Vice President for Student Success and Dean of Students, and the Associate Dean of Students, Vocation and Academic Success.

Additionally, this report will be shared and discussed with Library colleagues in an upcoming staff meeting, as they are aware of and curious about my CARLI Counts project.

Pending feedback from the Academic Success departments, there is potential to reinforce academic skills within specific Cohort Segments. Integrating these findings into Col-1995 coursework and other campus programs, such as Athletics could prove beneficial. Additionally, the Library might also explore continued specialized support programs.

Next Steps and Other Results

1. Examine Tukey HSD findings and consider their implications for reinforcing academic skills sets among specific Cohort Segments and subgroups.

2. Prepare a presentation for Student and Academic Success departments based on relevant findings related to their work.
3. Explore the possibility of mentoring a newly proposed club dedicated to building community for commuter students. Of note, one of the participants who consistently attended all of my specialized library programs is actively collecting signatures for this potential club.

Additional Reflections

Participation in student-oriented programs is notably low. The reasons behind this phenomenon are not clear, as it may stem from a lack of interest, time constraints, apathy, or other factors such as reduced socialization during the pandemic. Like other programs on campus, I also encountered this phenomenon when trying to recruit participants for the Building Blocks for Student Success Program.

In trying to promote my program, *Building Blocks for Student Success* (BBSS) I was able to attend half (8 of 16) of the Col-1995 course sections during the first two weeks of the fall semester. This allowed me to reach out to approximately 164 students in person. I also attended the *Trailblazers* introductory meeting for new first-generation students during this period. However, only about 6 students attended this meeting and I was familiar to most of them from visiting their Col-1995 class. (Previously, one of the roles for the Student Success and Retention specialist had been to mentor and develop programs to support this group. As the position was vacant, this did not happen.)

Additionally, I took advantage of the Navigate app to use its features to identify students in Col-1995, as well as other attributes among the freshman class such as being first generation, a commuter, at high academic risk, and importantly being available during BBSS program time, Thursdays 11:30-12:20 and not scheduled in a class. I used the app to send both texts and emails with graphics promoting the program as well as informing students about each week's topic. (See Appendix F)

Unfortunately, these efforts did not attract as many students as I had anticipated. I had hoped to get a large enough group to have a sample size that could be evaluated against the total population and possibly by *cohort segments.* Naturally this was a disappointment as there was a lot of work creating this program - developing learning outcomes and a weekly presentation, preparing an active learning component and providing relevant handouts, as well as scheduling and bringing in other departments to speak on advising, finances, career services, etc. Finally, based on input from my CARLI Count team, I always included snacks, (even homemade cookies and brownies) as well as provided lunch four times during the semester.

Financial support for dedicated personnel for underrepresented communities is lacking. Following the departure of the Student Success and Retention Specialist (employed for three months), I was informed that the position would not be filled unless grant funding became available.

In my view, the University does not effectively use assessment data to enhance teaching and learning. Working with other Stakeholders, I learned that the University had previously been paying for Ruffalo Noel Levitz (RNL) Student Success Reports to identify high-risk students. Apart from being shared with Col-1995 instructors, there seemed to be little use of this data to improve teaching and learning. I suspect that my request to deploy the *College Success Survey* was met favorably in part because the University had just decided to stop using RNL services (due to budget cuts), and the *College Success Survey* offered a cost-effective alternative backed by theory, research and practice.

Enhancing communication between departments presents an opportunity for improvement. Shortly before launching the *College Success Survey* in September, I was told it would have to be administered in a paper format, which would require hours to compile results. I was told that the OIR Director had not been informed of the potential value and importance of the results and was unaware that a mock-up survey tool had already been designed and tested. Fortunately, the matter was resolved and an electronic survey tool was successfully put into practice.

Then in mid-November, I was told that I may need IRB approval in order to repeat the survey scheduled for the first week of December. This issue was also eventually resolved, but it raised concerns and then was further intensified when only a few survey responses were initially collected. This led me to believe that the survey might not have been distributed to all Col-1995 classes. Given that it was the last week of the semester, I was concerned that all my work and effort might be compromised. A few days later, I received an email from OIR saying "You are so lucky, there are now 206 responses!"

Creating, planning, and dedicating time to weekly lessons is a time-consuming task, especially when starting from scratch and working independently. Developing eleven weekly lessons throughout the semester was quite demanding, especially since I didn't have a pre-existing framework to draw from. I did, however, find ChatGPT to be helpful in providing explanations as to why the subject/topic should be important to participants. Sessions took place on Thursdays between 11:30-12:20 in the Library. Students were encouraged to bring their lunches, and on four occasions, lunch was provided.

Timeline (Key moments/ Milestones)

- May/June reached out and tried to collect and compare institutional data gathered from different departments including RNL reports, student retention and graduation rates, and demographic changes (e.g. commuter and first generation changes over time).

- July/August worked with Student Success and Retention Specialist to develop timelines and programs for the Fall semester. Developed the first five *Building Blocks for College Success* lessons. Created a program name, prepared communication plan, and developed a LibGuide to host shared materials, etc. As mentioned above, I also worked with stakeholders to communicate, coordinate, and prepare the *College Success Survey*.

- September launched *Building Blocks for College Success.* Promoted program by attending Col-1995 classes and Trailblazer Student Welcome Event; using Navigate to

identify and reach prospective students; and posting signage. Ensured the survey tool was deployed. First library session was 9/7.

- October asked participants for feedback and interest in proposed future programs, prior to planning the remaining six sessions. Reached out to other department to secure "guest speakers" for topics such as scheduling courses for next semester and beyond; preparing resumes for internships and summer jobs; understanding financial aid and finances; etc. Additionally, prepared for CARLI Counts Poster Presentation in November.

- November continued to finalize remaining Library programs and address concerns by IRB about *College Success Survey* as mentioned earlier.

- December monitored and worried about whether the survey had been repeated. After receiving the survey data, I used pivot tables to try and identify patterns unique to first-generation and commuter students that were distinct from the overall dataset.

- January 2024 started this report and met with OIR regarding questions on dataset. OIR suggested running a Tukey HSD test and had hoped to get results to me last weekend. As the OIR department had other pressing matters, and I did not have information from this final test, I had considered asking for an extension but was was advised to just submit what I had.

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Name Appendix A: Table 1

H #

Instructor / Section

College Student Success Assessment

The following survey is designed to help your **First Year Success Coach** get to know you better. He or she will use this information to help you make a plan to be successful during your first semester, and first year, at Concordia University Chicago.

The survey consists of 80 statements related to student success in college. Please rate each statement based on the degree to which you agree or disagree with the statement by placing an X in the appropriate column. There are no right or wrong answers. Do not spend too much time on any one statement. Go with your initial feeling or reaction to the statement.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Before starting college, I used to "hang out" regularly with a group.					
2	I am good at solving problems.					
3	I like to take things as they come.					
4	I like to take advantage of any opportunity that comes my way.					
5	I am good at most things.					
6	People seek my advice.					
7	When I have a problem in my life, I like to handle it myself.					
8	There are some things I *do not* do well.					
9	I usually need to discuss my ideas with some friends before they are clear.					
10	I enjoy puzzling over something.					
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11	Over-planning makes for a dull life.					
12	I can solve just about any problem that gets in my way.					
13	I am *not* sure what I like and don't like.					
14	I usually go along with the group.					
15	When I have a problem in my life, I like to seek advice on how to handle it.					

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
16	I know what I do *best*.					
17	People often identify me as being part of a group (athlete, musician, actor, etc.)					
18	Sometimes you can overanalyze something.					
19	I like to make plans, even if I change them.					
20	I know how to get good grades.					
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
21	My feelings about myself change a lot.					
22	I can usually get other people to go along with me.					
23	I have someone in my life that I turn to when I need advice.					
24	I know my faults.					
25	I like to share my problems with others.					
26	People rarely ask my advice on solving a problem.					
27	You *cannot* plan too much.					
28	I usually feel comfortable in new situations and environments.					
29	I typically make a mistake in most things I try to do.					
30	Other people often turn to me when they can't figure something out.					
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
31	No one in my family gives me good advice.					
32	I can do anything I set my mind to do.					
33	I like to spend time with other people in a group setting.					
34	I can get to the heart of any matter quickly.					
35	I like to plan each day the night before.					

Appendix A: Table 1

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
36	When I'm told "no," I usually try something else to get it done.					
37	I like who I am.					
38	People usually *don't* seek my advice.					
39	It is best to keep your problems to yourself.					
40	I am better at some things than others.					
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
41	I enjoy being part of a group.					
42	It is *best* to work on one problem at a time.					
43	If I *don't* plan, things *don't* work out.					
44	I can usually talk a teacher into giving me a higher grade.					
45	I don't like who I am.					
46	I am a leader.					
47	Usually the advice you get from others is *not* good.					
48	I am challenged by something I *do not* do well.					
49	I keep my problems to myself.					
50	Some of my classes have been boring.					
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
51	My friends think I plan too much.					
52	Sometimes I get help on my homework from friends.					
53	I have strong opinions.					
54	Most leaders are born that way.					
55	I don't like to listen to others on handling my issues.					

Appendix A: Table 1

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
56	You can learn from your failures.					
57	I'd rather do something by myself than with a group.					
58	Not all learning is interesting.					
59	I have the most fun when I *don't* plan ahead.					
60	I work harder on subjects I *don't* like.					
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
61	Once I make up my mind, I "stick with it."					
62	I am better at following than leading.					
63	Everyone needs help sometimes.					
64	If I fail at something, I avoid it the next time.					
65	I don't make friends very easily.					
66	I learn *best* from figuring things out on my own.					
67	I have a plan for my future.					
68	I *don't* understand how to get high grades.					
69	I am a good listener.					
70	I am usually the leader in any group.					
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
71	When I am *not* sure of something, I have someone with whom to check it out.					
72	I only do things that I know I will be successful in doing.					
73	I often get help from people in a group to which I belong.					
74	I can learn in many ways.					
75	I am always changing my plans.					

Appendix A: Table 1

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
76	Getting high grades is mostly a matter of luck.					
77	If an opportunity comes up, I usually "go for it."					
78	You can learn to be a leader.					
79	When things are tough, I know where to go.					
80	Failure is a poor teacher.					

Thank you for completing this assessment.

Your First Year Success Coach will discuss the results of this with you at your first check-in.

Appendix A: Table 1 5 of 5

Appendix A: Table 2

College Student Success Assessment

Non-Cognitive Variables

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Items marked with an X are reversed in polarity, and a low score is positive.

1	I prefer to study in a group.		CTC
2	I am good at solving problems.		KAF
3	I like to take things as they come.	X	LRG
4	I like to take advantage of any opportunity that comes my way.		NTS
5	I am good at most things.		PSC
6	People seek my advice.		SLE
7	When I have a problem in my life, I like to handle it myself.	X	SSP
8	There are some things I *do not* do well.		RSA
9	Working in a group can be frustrating.	X	CTC
10	I enjoy puzzling over something.		KAF
11	Over-planning makes for a dull life.	X	LRG
12	I can solve just about any problem that gets in my way.		NTS
13	I am *not* sure what I like and don't like.	X	PSC
14	I usually go along with the group.	X	SLE
15	When I have a problem in my life, I like to seek advice on how to handle it.		SSP
16	I know what I do *best*.		RSA
17	I prefer to study on my own.	X	CTC
18	Sometimes you can overanalyze something.	X	KAF
19	I like to make plans, even if I change them.	X	LRG
20	I know how to get good grades.		NTS
21	My feelings about myself change a lot.	X	PSC
22	I can usually get other people to go along with me.		SLE
23	I have someone in my life that I turn to when I need advice.		SSP
24	I know my faults.		RSA
25	You can learn a lot by studying with others.		CTC
26	People rarely ask my advice on solving a problem.	X	KAF
27	You *cannot* plan too much.		LRG
28	I usually feel comfortable in new situations and environments.		NTS
29	I typically make a mistake in most things I try to do.	X	PSC
30	Other people often turn to me when they can't figure something out.		SLE
31	No one in my family gives me good advice.	X	SSP
32	I can do anything I set my mind to do.		RSA
33	I get my best work done on my own.	X	CTC
34	I can get to the heart of any matter quickly.		KAF
35	I like to plan each day the night before.		LRG
36	When I'm told "no," I usually try something else to get it done.		NTS
37	I like who I am.		PSC

38	People usually *don't* seek my advice.	X	SLE
39	It is best to keep your problems to yourself.	X	SSP
40	I am better at some things than others.		RSA
41	Groups solve problems better than individuals.		CTC
42	It is *best* to work on one problem at a time.	X	KAF
43	If I *don't* plan, things *don't* work out.		LRG
44	I can usually talk a teacher into giving me a higher grade.		NTS
45	I don't like who I am.	X	PSC
46	I am a leader.		SLE
47	Usually the advice you get from others is *not* good.	X	SSP
48	I am challenged by something I *do not* do well.		RSA
49	I would rather figure things out for myself than seek help from others.	X	CTC
50	Some of my classes have been boring.	X	KAF
51	My friends think I plan too much.		LRG
52	Sometimes I get help on my homework from friends.		NTS
53	I have strong opinions.		PSC
54	Most leaders are born that way.	X	SLE
55	I don't like to listen to others on handling my issues.	X	SSP
56	You can learn from you failures.		RSA
57	I *don't* like group projects in class.	X	CTC
58	Not all learning is interesting.	X	KAF
59	I have the most fun when I *don't* plan ahead.	X	LRG
60	I work harder on subjects I *don't* like.		NTS
61	Once I make up my mind, I "stick with it."		PSC
62	I am better at following than leading.	X	SLE
63	Everyone needs help sometimes.		SSP
64	If I fail at something, I avoid it the next time.	X	RSA
65	A group presentation for a class can be a hassle.	X	CTC
66	I learn *best* from figuring things out on my own.		KAF
67	I have a plan for my future.		LRG
68	I *don't* understand how to get high grades.	X	NTS
69	I am a good listener.		PSC
70	I am usually the leader in any group.		SLE
71	When I am *not* sure of something, I have someone with whom to check it out.		SSP
72	I only do things that I know I will be successful in doing.	X	RSA
73	I can usually get more done working by myself than with others.	X	CTC
74	I can learn in many ways.		KAF
75	I am always changing my plans.	X	LRG
76	Getting high grades is mostly luck.	X	NTS
77	If an opportunity comes up, I would "go for it."		PSC
78	You can learn to be a leader.		SLE
79	When things are tough, I know where to go.		SSP
80	Failure is a poor teacher.	X	RSA

College Student Success Assessment
Scoring Guide

Items marked with an asterisk are reversed in polarity, and a low score is positive.

CTC = Commitment to Community
1 + 9* + 17* + 25 + 33* + 41 + 49 + 57* + 65* + 73* = _____

KAF = Knowledge in an Acquired Field
2 + 10 + 18* + 26* + 34 + 42* + 50* + 58* + 66 + 74 = _____

LRG = Long-Range Goals
3* + 11* + 19* + 27 + 35 + 43 + 51 + 59* + 67 + 75* = _____

NTS = Navigating the System
4 + 12 + 20 + 28 + 36 + 44 + 52 + 60 + 68* + 76* = _____

PSC = Positive Self-Concept
5 + 13* + 21* + 29* + 37 + 45* + 53 + 61 + 69 + 77 = _____

RSA = Realistic Self-Appraisal
8 + 16 + 24 + 32 + 40 + 48 + 56 + 64* + 72* + 80* = _____

SLE = Successful Leadership Experience
6 + 14* + 22 + 30 + 38* + 46 + 54* + 62* + 70 + 78 = _____

SSP = Strong Support Person
7* + 15 + 23 + 31* + 39* + 47* + 55* + 63 + 71 + 79 + _____

Appendix B

COL 1995 Student Assessment

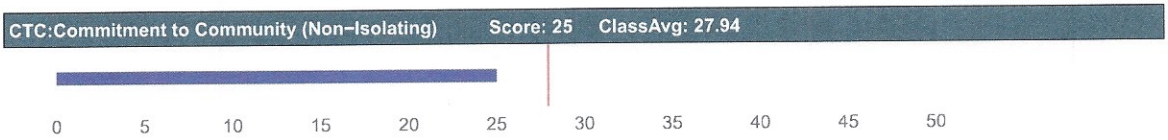
Concordia University Chicago

September 15, 2023

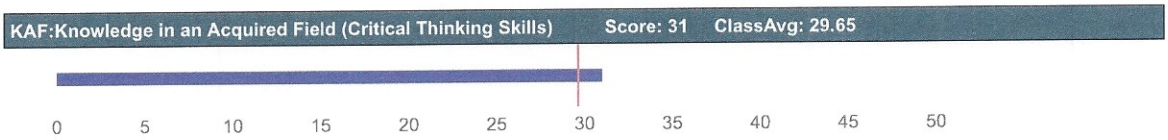
Course Section: 11765

Instructor: [redacted]

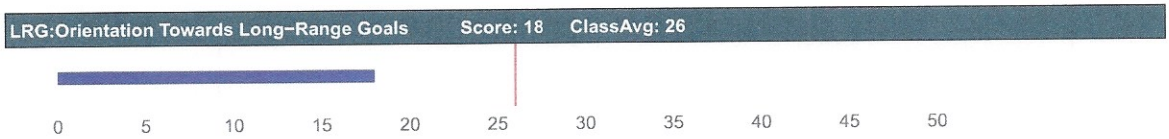
Student: [redacted]



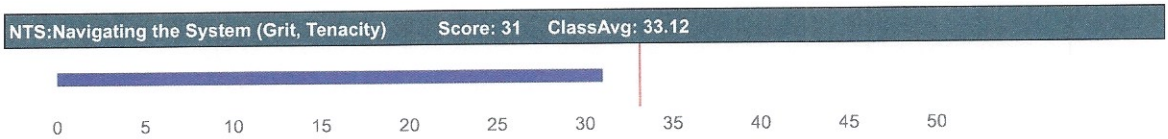
Successful students enjoy being a part of a group and are often identified with a specific group (athletes, musicians, honor students, etc.). They are not, necessarily, extroverts, but they see value in having meaningful, supportive relationships with other people with whom they enjoy spending time. If this is an area in which you need to grow, try joining a club or organization that interests you, challenges you to grow or gain new skills, or helps you develop as a future professional.



Successful students are curious, life-long learners. They are good at fixing problems and completing projects. They often enjoy solving puzzles. If this is an area in which you need to grow, make a list of potential solutions when thinking about a problem. Decide the pros and cons of each solution. Set aside time to read every day about a topic that interests you or in which you want to know more. In essence, become an expert on the topic.



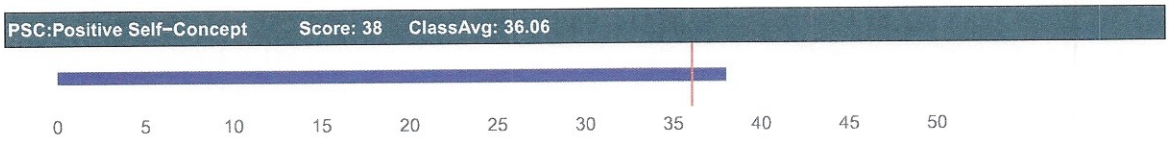
Successful students set goals and work toward them, often without needing positive feedback or reinforcement. They are pleased with small steps toward a larger goal. They often show evidence of planning in both academic and non-academic areas. If this is an area in which you need to grow, set a larger, long-term goal for yourself and break that goal into specific steps or tasks. Track your progress on these steps on a calendar or planner.



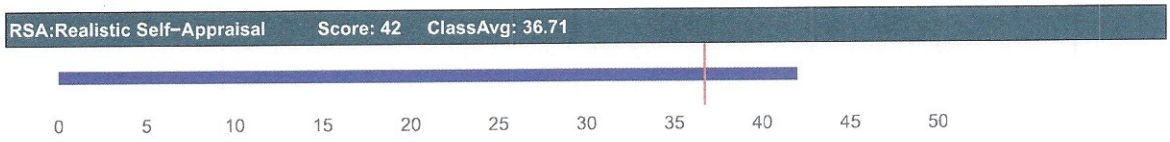
Successful students know how to persevere, even when obstacles appear in their way. They know that

Appendix B

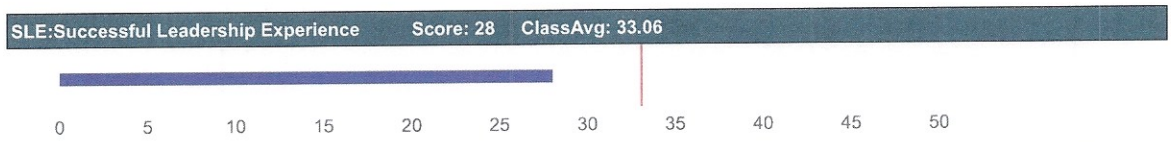
hard work pays off and success is not just a matter of good luck. They understand that systems and bureaucracies can be frustrating and limiting but they push on in spite of the challenges. If this is an area in which you need to grow, think of alternative ways to accomplish something if and when you're told "no." Stay focused on your ultimate goal(s).



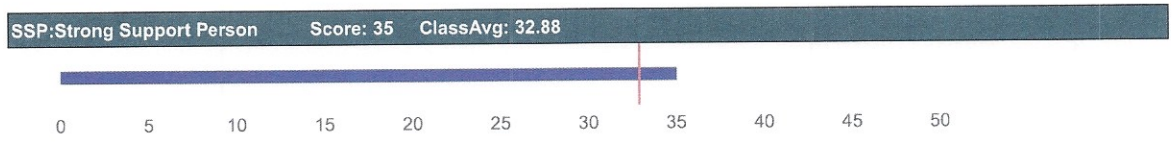
Successful students feel confident of making it through graduation and make positive statements about themselves. They expect to do well in academic and nonacademic areas and assume they can handle new situations and challenges. If this is an area in which you need to grow, make a list of your strengths and positive qualities and focus on these by reviewing them once a day. Ask friends and family members to tell you what they appreciate about you and what they believe are your strengths.



Successful students appreciate and accept rewards for good performance, and understand there are consequences for poor performance. They do not overreact to either positive or negative feedback. They know how to use feedback to alter their actions and behaviors. If you need to grow in this area make an honest, but not too critical, list of your good and bad qualities. Asks friends and loved ones to help you reflect on these qualities. Commit to working on those areas in which you need to improve.



Successful students have experience in influencing others in academic and nonacademic areas. They are comfortable with giving advice and are often asked for advice and direction by others. They are comfortable with "taking charge" of a situation when it is needed. If this is an area in which you need to grow, find a mentor to meet with to discuss various leadership skills and how you can develop them. Volunteer to take leadership roles in a group or organization in which you're involved.

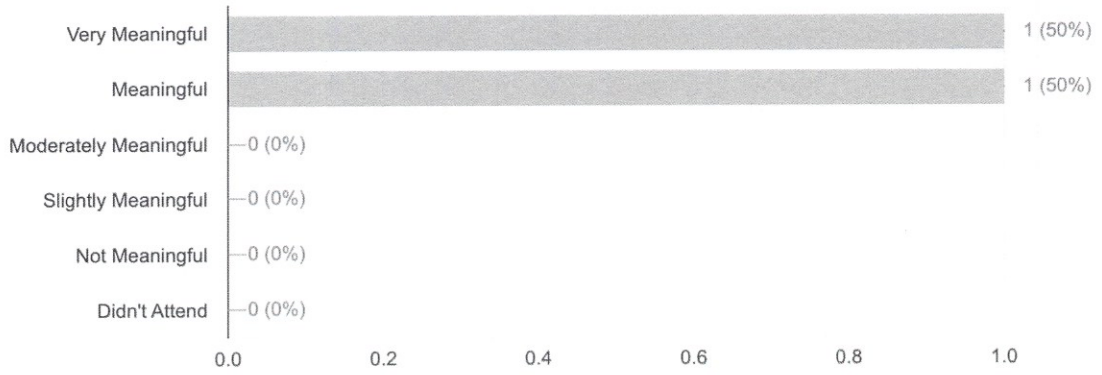


Successful students receiving help, support, and encouragement from one or more trusted individuals. They do not rely solely on their own resources to solve problems. They are are willing to admit they need help at times. If you need help in this area, find a faculty or staff member to serve as your mentor. Ask them to hold you accountable when you need to focus and get working on something, as well as encourage, support, and praise you when you accomplish something or do something good.

1. How would you rate the Building Blocks for Success weekly topics?

Copy

0 / 2 correct responses



2. What examples, exercises, or worksheets were most useful to you (e.g. Syllabus Organizer, Pomodoro Technique, Calendar apps, Sample resumes, vision boards, etc.)

2 responses

The Resume examples where the most useful for later future use.

The vision boards and the syllabus organizer was the most useful to me

3. Anything else you'd like to say about the content and/or materials used during each session?

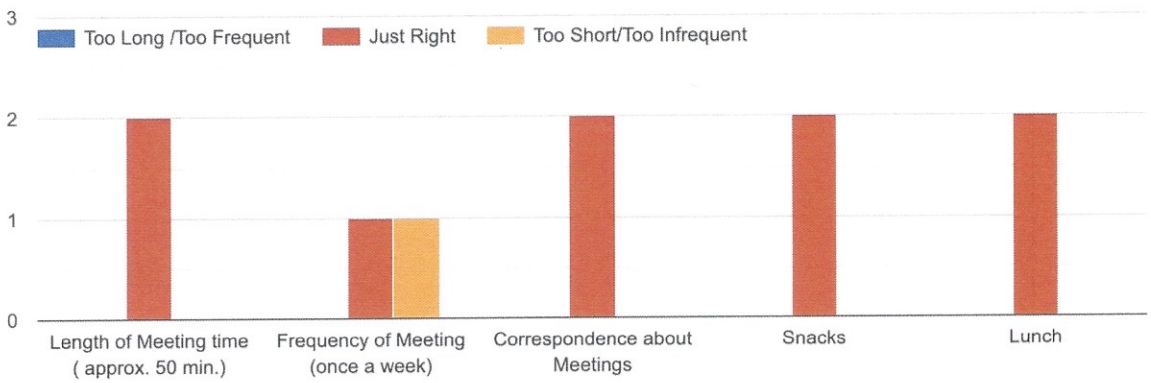
2 responses

The content and questions during each session where engaging.

I liked the printed materials that we were able to keep and fill out.

4. How would you rate the following meeting attributes?

Copy



5. Any suggestions for encouraging people to attend?

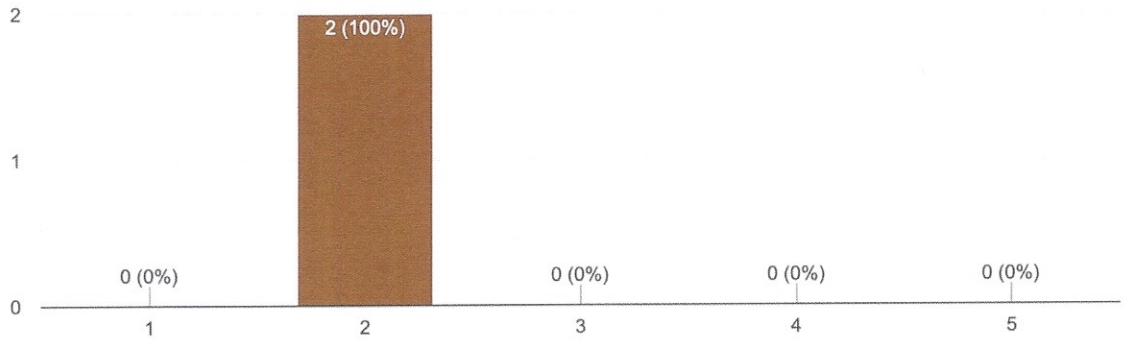
2 responses

If the meetings where more frequent and allowed more interactive polls for students to do, it may attract more attention.

Maybe send BBFS emails every week (I'm not sure if that's too time consuming)

6. Overall, how satisfied or dissatisfied are you with the Building Blocks program? Copy

2 responses



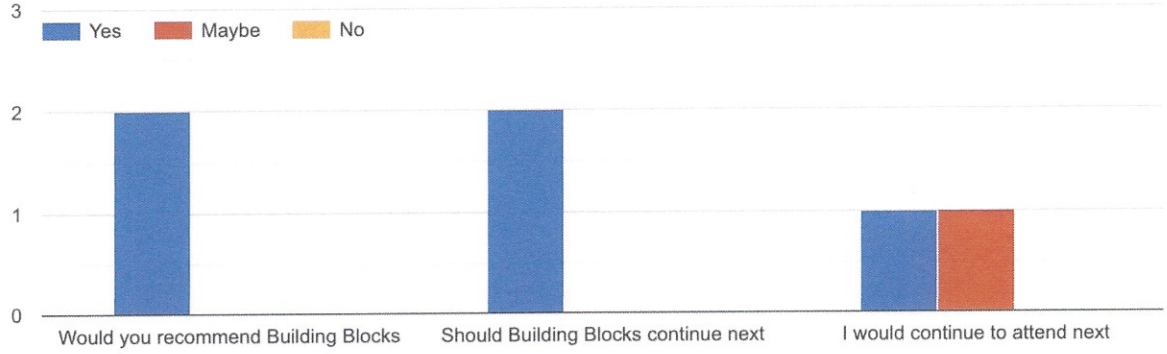
7. Please share below the reason(s) for your answer to questions #6.

2 responses

The program was very much different than usual life at Concordia and having a weekly meeting where good, but more could be done to keep the attention span of students as less began to show near the end of the semester.

I liked the printed materials, for me it was helpful to have guide on how to do certain things and what I could do to make college more successful for me. I also enjoyed the option for us to choose what topic to explore. I also enjoyed the snacks :)

8. Please answer the following: Copy



9. Name one (or more) thing(s) you liked most about the Building Blocks for Success program.

2 responses

The program provided useful information while at Concordia and for future endeavors, along with providing snacks.

Snacks, printed materials, and new techniques for studying/going through college.

10. Name one (or more) thing(s) you would change about the Building Blocks program?

2 responses

Frequency and if not possible, more promotion or poster papers on the boards so more can become aware as the year goes on.

I wouldn't change anything in particular, I personally enjoyed the program.

Cohort Segment and Non-cognitive Variable Definitions

Cohort Segment Definitions:

1st Generation:	Student's parent(s) did not complete a 4-year college or university degree
Non 1st Gen:	Student's parent(s) did complete a 4-year college or university degree
In State Resident:	Student's family resides in Illinois
Out of State Resident:	Student's family lives outside of Illinois
On Campus Resident:	Student lives in University approved housing (dorm)
Off Campus Resident:	Student commutes to school and does not live in a dorm
Women:	Female sex
Men:	Male sex
Athlete:	Member of a University collegiate team
Non-Athlete:	Does not play on a University team
White:	Reported race as white
Non-White:	Reported race as non-white
Not reported:	Did not report on race
1st Gen & Off Campus:	Student's parent(s) did not complete a 4-year degree and student lives off campus
Non 1st Gen & Off Campus:	Student's parent(s) completed 4-year degree and student lives off campus
Non-White & Athlete:	Reported race as white and plays for University team
White & Athlete:	Reported race as non-white and plays for University team
Not reported & Athlete:	Did not report race and plays for University team

Non-cognitive Variable Definitions:

CTC - Commitment to Community: The student participates in and is involved with his or her community.

KAF - Knowledge in an Acquired Field (non-traditional learning): The student acquires knowledge in sustained and/or culturally related ways in any field.

NTS - Navigating the System: The student exhibits a realistic view of the system based on his or her personal experiences, is committed to improving the existing system, and takes an assertive approach to dealing with existing wrongs but is not hostile to society or a "cop-out." The student is able to handle the system and any "isms" he or she might experience.

SSP - Strong Support Person: The student seeks and takes advantage of a strong support network or has someone to turn to in a crisis or for encouragement.

SLE - Successful Leadership Experience: The student demonstrates strong leadership in any area of his or her background (e.g. church, sports, non-educational groups, gangs).

LRG: Orientation towards Long-Range Goals: The student is able to respond to deferred gratification, plan ahead, and set goals.

PSC: Positive Self Concept: The student demonstrates confidence, strength of character, determination, and independence.

RSA: Realistic Self-Appraisal: The student recognizes and accepts any strengths and deficiencies, especially academic, and works hard at self-development.

Variable CTC: Commitment to Community

Cohort Segment	Sample size	Pre Survey Sept 2023	Post Survey Dec 2023	Diff
Total	n=201	27.3	25.6	-1.7
1st Generation	n=126	27.7	26.7	-1
Non 1st Gen	n=75	26.7	25.4	-1.3
In State resident	n=144	27.6	25.5	-2.1
Out of State resident	n=57	26.7	25.7	-1
On Campus resident	n=113	27.1	26	-1.1
Off Campus resident	n=88	27.6	25	-2.6
Women	n=108	27.2	25	-2.2
Men	n=93	27.4	26.2	-1.2
Athlete	n=110	27.4	25.9	-1.5
Non Athlete	n=91	27.2	25.2	-2
White	n=73	26.2	25.2	-1
Non-White	n=122	28.1	25.8	-2.3
Non reported	n=6			
1st Gen & Off Campus	n=71	28.1	25.0	-3.1
Non 1st Gen & Off Campus	n=17	25.5	25.4	-0.1
NonWhite & Athlete	n=59	28.0	26.3	-1.7
White & Athlete	n=47	27.0	25.6	-1.4
NoRpt'd & Athlete	n=4	24.0	23.8	-0.2

Variable KAF: Knowledge in an Acquired Field

Cohort Segment	Sample size	Pre Survey Sept 2023	Post Survey Dec 2023	Diff
Total	n=201	29.2	29.5	0.3
1st Generation	n=126	29.4	29.6	0.2
Non 1st Gen	n=75	28.9	29.3	0.4
In State resident	n=144	29.4	29.5	0.1
Out of State resident	n=57	28.8	29.4	0.6
On Campus resident	n=113	28.9	29.3	0.4
Off Campus resident	n=88	29.6	29.7	0.1
Women	n=108	29.4	29.8	0.4
Men	n=93	29	29.2	0.2
Athlete	n=110	29.2	29.2	0
Non Athlete	n=91	29.3	29.8	0.5
White	n=73	28.8	29.1	0.3
Non-White	n=122	29.5	29.7	0.2
Non reported	n=6			
1st Gen & Off Campus	n=71	29.5	29.6	0.1
Non 1st Gen & Off Campus	n=17	29.8	30.1	0.3
NonWhite & Athlete	n=59	29.3	29.3	0
White & Athlete	n=47	29.0	28.9	-0.1
NoRpt'd & Athlete	n=4	29.0	30.3	1.3

Variable NTS: Navigating the System

Cohort Segment	Sample size	Pre Survey Sept 2023	Post Survey Dec 2023	Diff
Total	n=201	32.2	32.3	0.1
1st Generation	n=126	32.5	32.3	-0.2
Non 1st Gen	n=75	31.8	32.3	0.5
In State resident	n=144	32.3	32	-0.3
Out of State resident	n=57	32	32.8	0.8
On Campus resident	n=113	32.3	32.3	0
Off Campus resident	n=88	32.2	32.1	-0.1
Women	n=108	32.1	32.2	0.1
Men	n=93	32.4	32.3	-0.1
Athlete	n=110	32.6	32.2	-0.4
Non Athlete	n=91	31.8	32.3	0.5
White	n=73	31.7	31.8	0.1
Non-White	n=122	32.6	32.6	0
Non reported	n=6			
1st Gen & Off Campus	n=71	32.2	32.1	-0.1
Non 1st Gen & Off Campus	n=17	32	32.3	0.3
NonWhite & Athlete	n=59	33.2	32.5	-0.7
White & Athlete	n=47	31.9	32.0	0.1
NoRpt'd & Athlete	n=4	33.0	30.5	-2.5

Variable SSP: Strong Support Person

Cohort Segment	Sample size	Pre Survey Sept 2023	Post Survey Dec 2023	Diff
Total	n=201	35.8	34.9	-0.9
1st Generation	n=126	35	34.4	-0.6
Non 1st Gen	n=75	37	35.9	-1.1
In State resident	n=144	36.1	35	-1.1
Out of State resident	n=57	35	34.8	-0.2
On Campus resident	n=113	35.4	35.1	-0.3
Off Campus resident	n=88	36.3	34.8	-1.5
Women	n=108	36.6	35.3	-1.3
Men	n=93	34.8	34.5	-0.3
Athlete	n=110	35.4	34.5	-0.9
Non Athlete	n=91	36.2	35.5	-0.7
White	n=73	36.1	35.3	-0.8
Non-White	n=122	35.4	34.6	-0.8
Non reported	n=6			
1st Gen & Off Campus	n=71	36	34.4	-1.6
Non 1st Gen & Off Campus	n=17	37.2	36.6	-0.6
NonWhite & Athlete	n=59	34.9	34	-0.9
White & Athlete	n=47	35.7	34.8	-0.9
NoRpt'd & Athlete	n=4	40.3	38.0	-2.3

Variable SLE: Successful Leadership Experience

Cohort Segment	Sample size	Pre Survey Sept 2023	Post Survey Dec 2023	Diff
Total	n=201	33.3	33.8	0.5
1st Generation	n=126	33.2	33.8	0.6
Non 1st Gen	n=75	33.5	33.8	0.3
In State resident	n=144	33.3	33.6	0.3
Out of State resident	n=57	33.4	34.2	0.8
On Campus resident	n=113	33.6	34.3	0.7
Off Campus resident	n=88	33	33	0
Women	n=108	33.6	33.5	-0.1
Men	n=93	33.1	34.1	1
Athlete	n=110	33.8	34.2	0.4
Non Athlete	n=91	32.8	33.3	0.5
White	n=73	32.9	33.1	0.2
Non-White	n=122	33.7	34.3	0.6
Non reported	n=6			
1st Gen & Off Campus	n=71	33.0	32.7	-0.3
Non 1st Gen & Off Campus	n=17	32.7	34.3	1.6
NonWhite & Athlete	n=59	34.5	34.7	0.2
White & Athlete	n=47	33.3	33.6	0.3
NoRpt'd & Athlete	n=4	33.0	33.3	0.3

Variable LRG: Orientation towards Long-Rang Goals

Cohort Segment	Sample size	Pre Survey Sept 2023	Post Survey Dec 2023	Diff
Total	n=201	27.8	27	-0.8
1st Generation	n=126	28.1	27.1	-1
Non 1st Gen	n=75	27.5	26.8	-0.7
In State resident	n=144	28.2	27.5	-0.7
Out of State resident	n=57	26.9	25.7	-1.2
On Campus resident	n=113	27.4	26.6	-0.8
Off Campus resident	n=88	28.4	27.5	-0.9
Women	n=108	29.2	28.5	-0.7
Men	n=93	26.3	25.2	-1.1
Athlete	n=110	27.8	26.6	-1.2
Non Athlete	n=91	27.9	27.4	-0.5
White	n=73	27.7	26.6	-1.1
Non-White	n=122	27.9	27.1	-0.8
Non reported	n=6			
1st Gen & Off Campus	n=71	28.7	27.6	-1.1
Non 1st Gen & Off Campus	n=17	26.9	27.2	0.3
NonWhite & Athlete	n=59	27.6	26.8	-0.8
White & Athlete	n=47	28.0	26.2	-1.8
NoRpt'd & Athlete	n=4	30.3	29.3	-1

Variable PSC: Positive Self Concept

Cohort Segment	Sample size	Pre Survey Sept 2023	Post Survey Dec 2023	Diff
Total	n=201	35.5	34.7	-0.8
1st Generation	n=126	35.3	35	-0.3
Non 1st Gen	n=75	35.7	34.3	-1.4
In State resident	n=144	35.4	34.5	-0.9
Out of State resident	n=57	35.5	35.2	-0.3
On Campus resident	n=113	35.4	34.8	-0.6
Off Campus resident	n=88	35.5	34.7	-0.8
Women	n=108	35.1	34.3	-0.8
Men	n=93	35.9	35.2	-0.7
Athlete	n=110	35.9	34.6	-1.3
Non Athlete	n=91	35	34.9	-0.1
White	n=73	34.7	34.1	-0.6
Non-White	n=122	36.0	35.3	-0.7
Non reported	n=6			
1st Gen & Off Campus	n=71	35.2	34.4	-0.8
Non 1st Gen & Off Campus	n=17	36.6	35.9	-0.7
NonWhite & Athlete	n=59	36.6	35.1	-1.5
White & Athlete	n=47	35.1	34.1	-1
NoRpt'd & Athlete	n=4	34.3	32.5	-1.8

Variable RSA: Realistic Self-Appraisal

Cohort Segment	Sample size	Pre Survey Sept 2023	Post Survey Dec 2023	Diff
Total	n=201	36.7	35.7	-1
1st Generation	n=126	36.7	35.5	-1.2
Non 1st Gen	n=75	36.9	36	-0.9
In State resident	n=144	36.9	35.6	-1.3
Out of State resident	n=57	36.3	36	-0.3
On Campus resident	n=113	36.7	36	-0.7
Off Campus resident	n=88	36.9	35.3	-1.6
Women	n=108	36.5	36.8	0.3
Men	n=93	37.0	35.6	-1.4
Athlete	n=110	37.2	35.9	-1.3
Non Athlete	n=91	36.2	35.5	-0.7
White	n=73	36.9	35.8	-1.1
Non-White	n=122	36.7	35.6	-1.1
Non reported	n=6			
1st Gen & Off Campus	n=71	36.9	35.1	-1.8
Non 1st Gen & Off Campus	n=17	36.8	36.0	-0.8
NonWhite & Athlete	n=59	37.2	35.5	-1.7
White & Athlete	n=47	37.1	36.3	-0.8
NoRpt'd & Athlete	n=4	38.8	35.8	-3

Appendix E: Table 9

Summary of Variable Change Pre/Post Difference

Cohort Segment	Sample size	CTC Change	KAF Change	NTS Change	SSP Change	SLE Change	LRG Change	PSC Change	RSA Change
Total	n=201	-1.7	0.3	0.1	-0.9	0.5	-0.8	-0.8	-1
1st Generation	n=126	-1	0.2	-0.2	-0.6	0.6	-1	-0.3	-1.2
Non 1st Gen	n=75	-1.3	0.4	0.5	-1.1	0.3	-0.7	-1.4	-0.9
In State resident	n=144	-2.1	0.1	-0.3	-1.1	0.3	-0.7	-0.9	-1.3
Out of State resident	n=57	-1	0.6	0.8	-0.2	0.8	-1.2	-0.3	-0.3
On Campus resident	n=113	-1.1	0.4	0	-0.3	0.7	-0.8	-0.6	-0.7
Off Campus resident	n=88	-2.6	0.1	-0.1	-1.5	0	-0.9	-0.8	-1.6
Women	n=108	-2.2	0.4	0.1	-1.3	-0.1	-0.7	-0.8	0.3
Men	n=93	-1.2	0.2	-0.1	-0.3	1	-1.1	-0.7	-1.4
Athlete	n=110	-1.5	0	-0.4	-0.9	0.4	-1.2	-1.3	-1.3
Non Athlete	n=91	-2	0.5	0.5	-0.7	0.5	-0.5	-0.1	-0.7
White	n=73	-1	0.3	0.1	-0.8	0.2	-1.1	-0.6	-1.1
Non-White	n=122	-2.3	0.2	0	-0.8	0.6	-0.8	-0.7	-1.1
Non reported	n=6								
1st Gen & Off Campus	n=71	-3.1	0.1	-0.1	-1.6	-0.3	-1.1	-0.8	-1.8
Non 1st Gen & Off Campus	n=17	-0.1	0.3	0.3	-0.6	1.6	0.3	-0.7	-0.8
NonWhite & Athlete	n=59	-1.7	0	-0.7	-0.9	0.2	-0.8	-1.5	-1.7
White & Athlete	n=47	-1.4	-0.1	0.1	-0.9	0.3	-1.8	-1	-0.8
NoRpt'd & Athlete	n=4	-0.2	1.3	-2.5	-2.3	0.3	-1	-1.8	-3

Appendix E: Table 10

Cohort Segments Combining All Non-cognitive Variables into an AVG

Variable abbr.	Total n=201		1st Gen n=126		Off Campus n=88		Athletes n=110		NonWhite n=122		1st Gen & Off Campus n=71		NonWhite & Athlete n=59	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
CTC	27.3	25.6	27.7	25.6	27.6	25	27.4	25.9	28.1	25.8	28.1	25.0	28.0	26.3
KAF	29.2	29.5	29.4	29.6	29.6	29.7	29.2	29.2	29.5	29.7	29.5	29.6	29.3	29.3
NTS	32.2	32.3	32.5	32.3	32.2	32.1	32.6	32.2	32.6	32.6	32.2	32.1	33.2	32.5
SSP	35.8	34.9	35	34.4	36.3	34.8	35.4	34.5	35.4	34.6	36	34.4	34.9	34
SLE	33.3	33.8	33.2	33.8	33	33	33.8	34.2	33.7	34.3	33	32.7	34.5	34.7
LRG	27.8	27	28.1	27.1	28.4	27.5	27.8	26.6	27.9	27.1	28.7	27.6	27.6	26.8
PSC	35.5	34.7	35.3	35	35.3	34.7	35.9	34.6	36	35.3	35.2	34.4	36.6	35.1
RSA	36.7	35.7	36.7	35.5	36.9	35.3	37.2	35.9	36.7	35.6	36.9	35.1	37.2	35.5
Total	257.8	253.5	257.9	253.3	259.3	252.1	259.3	253.1	259.9	255	259.6	250.9	261.3	254.2
Average	32.2	31.7	32.2	31.7	32.4	31.5	32.4	31.6	32.5	31.9	32.5	31.4	32.7	31.8
Dfference by Pre/Post Variable	-0.5		-0.5		-0.9		-0.8		-0.6		-1.1		-0.9	
Pre/Post Difference Versus Average Difference	— — — —		No Change		-0.4		-0.3		-0.1		-0.6		-0.4	
Notes			Population represents 63% of Total				Population represents 55% of Total		Population represents 61% of Total (6 non reported ethnicity)				(4 non reported ethnicity)	

Appendix F

BUILDING BLOCKS FOR COLLEGE SUCCESS

DATES: SEPT 7TH - DEC 7TH

WHEN: EVERY THURSDAY

TIME: 11:30-12:20

WHERE: KLINCK MEMORIAL LIBRARY

SCAN TO RSVP FOR LUNCH ON THURS. 9/7

LEARN TO BE SUCCESSFUL OVER LUNCH!

1ST GEN

COMMUTERS

ALL INVITED

Appendix G

Before & After significant statistical differences:

other 6 non-cognitive variables

For all students surveyed

Paired Before/After	p-value
Before:CTC-After:CTC	0.0003417679
Before:RSA-After:RSA	0.00471797

The difference between the before and after are significant and did not occur by chance alone. All others are not statistically significant, and could have occurred by chance alone.

First Generation only

Paired Before/After	p-value
Before:CTC-After:CTC	0.001813366
Before:RSA-After:RSA	0.01819937

While the probabilities differ from all students, the first generation variance categories of statistical significance is the same.

Off-Campus Student

Paired Before/After	p-value
Before:CTC-After:CTC	0.001521522
Before:RSA-After:RSA	0.01723032

The same before and after combinations significant for this sub-group.

Non-white Only

Paired Before/After	p-value
Before:CTC-After:CTC	0.0007372849
Before:RSA-After:RSA	0.03374358

The probabilities remain well under 0.05 for this particular segment as well.

Though not supplied here, the Tukey HSD function will take the mean of the scores for all students (or all students in a pre-defined group) and two pairs based on the chosen grouping. Here there was a mean for each instance of Before and After, in each of the eight categories. The CTC 'Commitment to Community

Appendix G

(Non-Isolating)' and the RSA 'Realistic Self-Appraisal' were the only two sets of before and after pairs that showed statistical significance with probabilities (p-value) of less than 5%. Most all reported are well below 1%, which must be interpreted as the difference between values did not occur by chance. Something is truly happening between these two means of response values.

A quick glance at one, the CTC, indicates that scores tended to drop in the follow-up survey. This is also true of the RSA – and it may be that a lower 'Realistic Self-Appraisal' leads to a drop in a sense of community. That can be tested with the values as well – a regression to explain the variation in CTC.

It is notable that most all values in RSA are over 3, and under 3 in CTC.

The statistical process started with a one-way ANOVA model, with which the Tukey multiple comparisons of means used to evaluate significant pairs at the 95% confidence level.