

James Madison University

## JMU Scholarly Commons

---

Student Success & Enrollment Analytics

Student Academic Success & Enrollment  
Management

---

Fall 11-2023

### Student Success & Enrollment Analytics November 2023 update

Paul E. Mabrey III

*James Madison University*, [mabreype@jmu.edu](mailto:mabreype@jmu.edu)

Follow this and additional works at: <https://commons.lib.jmu.edu/ssea>

---

#### Recommended Citation

Mabrey, Paul E. III, "Student Success & Enrollment Analytics November 2023 update" (2023). *Student Success & Enrollment Analytics*. 2.

<https://commons.lib.jmu.edu/ssea/2>

This Presentation is brought to you for free and open access by the Student Academic Success & Enrollment Management at JMU Scholarly Commons. It has been accepted for inclusion in Student Success & Enrollment Analytics by an authorized administrator of JMU Scholarly Commons. For more information, please contact [dc\\_admin@jmu.edu](mailto:dc_admin@jmu.edu).

# Quality Enhancement Plan (QEP) Discussion November 2023

JAMES MADISON  
UNIVERSITY.

1

## Intentional Innovation for Student Success

- What does student success mean in your areas and/or for students you frequently support?
- *How* do you provide student support?
- What do you observe/not observe that might provide insights into student success and/or barriers?
- What is the relationship between staff/faculty success and student success?
- What research questions do you have about student success?

BEING THE  
CHANGE.

2

## ECOLOGICAL VALIDATION MODEL OF STUDENT SUCCESS

Success must be:

- Silo-busting
- Holistic
- Asset-based
- Positive
- Empowering
- Data-informed

**BEING THE CHANGE**

3

## Proposed Success Metrics

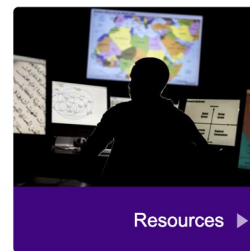
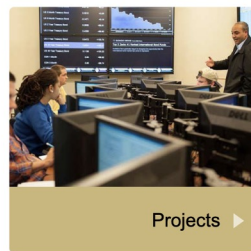
<b>Micro</b>	<b>Macro</b>
<ul style="list-style-type: none"> <li>▪ Students connected to resources</li> <li>▪ Advisors, faculty, staff supported</li> <li>▪ Increases in sense of belonging, academics, basic needs, well being</li> </ul>	<ul style="list-style-type: none"> <li>▪ Retention rates: gaps &amp; overall</li> <li>▪ Grad rates: gaps &amp; overall</li> <li>▪ Financial                             <ul style="list-style-type: none"> <li>▪ Savings ↓ time to degree</li> <li>▪ Increased and earlier career earnings</li> <li>▪ Increased Institutional revenue</li> </ul> </li> </ul>

**BEING THE CHANGE**

4

## Student Success & Enrollment Analytics (SSEA) Personnel & Operations

- Director, Data Scientist, 1.5 graduate assistants, Student Success Systems Coordinator started Oct 16 - SASEM administrative support
- Coordinating institutional data analytics strategy
- SSEA website live Oct 12
- CRM MyMadison Connect phase 1 live Oct 26; phase 2 live Feb 24?



BEING THE  
CHANGE

5

## Incoming Student Skills & Attitudes Questionnaire



BEING THE  
CHANGE

6

## Incoming Student Skills & Attitudes Questionnaire

	First Generation		
	Academic Composite Only	Academics + ISSAQ Factors	$\Delta R$
GPA Model	4.3%	10.9%	153.5%
DFW Model	2.6%	7.0%	169.2%
Retention Model*	0.3%	4.0%	1233.3%

BEING THE  
CHANGE

7

## Incoming Student Skills & Attitudes Questionnaire

- August 2023 students completed ISSAQ
  - 85% of first year students
  - 60% of incoming transfer students
- Examples of kinds of insights
  - 30% of transfer students completing the ISSAQ transferred to JMU because they were not fitting in at their previous school
  - 20% of first-year students completing the ISSAQ said they would be interested in clothing resources if they were available at no cost
  - Non-conforming, transgender, or a gender identity not listed scored notably lower in persistence, effort focus, and calmness

BEING THE  
CHANGE

8

## Incoming Student Skills & Attitudes Questionnaire

The workshop I attended gave me actionable items to execute a plan immediately afterward. Since Tuesday, I have already had follow up with 6 advisees of concern and plans for more within the next week. A few of them even said "I had planned to come and talk to you but I was kind of nervous, so I was glad you reached out".

I contacted my ISSAQ "support" first year students as recommended, using the template email and it was so great! I had several students I was so glad to have had the meeting with – they were/are definitely struggling with connecting on campus, some roommate struggles, and accessing academic resources and I was able to help them. They definitely wouldn't have met with me unless invited and I wouldn't have known to specifically invite them without the ISSAQ data

BEING THE  
CHANGE

9

## Check-in microsurveys

- Two dorms selected based on housing accommodations (Shorts & Chandler Halls)
- Started with 666 student contacts, only 19 cancels so far!
- 34% of students had at least one engagement
- Quick & serious wins
  - 4 students with 1 Madison Cares & 4 Rebound Referral (80% student follow-up)
  - 1 student with living environment & mental health = nearly immediate de-tripling



BEING THE  
CHANGE

10

## Check-in microsurveys

thank you! hope you have a great thanksgiving

I'm doing great thank you so much for checking in!

Loved "Hi, [redacted] Paul Mabrey here, part of the Madison Ca..."

thank you!! i hope you are doing well!

Thanks Regina! Have a great break 😊

Thanks man, love you

Thanks Paul I really needed this break

Thanks man, you too 😊

BEING THE  
CHANGE

11

## Mid-term Grades

	F23 # submitted	F23 # eligible	F23 % submitted	F22 % submitted
<b>CAL</b>	6057	9064	67%	69%
<b>CHBS</b>	3244	3244	100%	100%
<b>CISE</b>	1260	1260	100%	76%
<b>COB</b>	2302	2373	97%	55%
<b>COE</b>	168	451	37%	71%
<b>CSM</b>	5175	6103	85%	84%
<b>CVPA</b>	1781	2700	66%	64%
<b>HON</b>	23	333	7%	3%
<b>UNST</b>	11	11	100%	96%
<b>Total</b>	20021	25539	78%	74%

BEING THE  
CHANGE

12

## Predictive Modeling

Timing	The beginning of Fall semester			The middle of Fall semester			The end of Fall semester		
Model	Retention_Begin_NonFirstYear	Retention_Begin_FirstYear	Retention_Begin_TransferFY	Retention_Mid_NonFirstYear	Retention_Mid_FirstYear	Retention_Mid_TransferFY	Retention_End_NonFirstYear	Retention_End_FirstYear	Retention_End_TransferFY
Population	Non-first year students with prior data in current program at JMU	First year students without prior data in current program at JMU excluding transfer students	First year transfer students without prior data in current program at JMU	Non-first year students with prior data in current program at JMU (as well as data during this semester)	First year students without prior data in current program at JMU excluding transfer students (with data during this semester)	First year transfer students without prior data in current program at JMU (with data during this semester)	Non-first year students with prior data in current program at JMU (as well as data during this semester)	First year students without prior data in current program at JMU excluding transfer students (with data during this semester)	First year transfer students without prior data in current program at JMU (with data during this semester)

## Academic & Student Affairs Collaborations

- SSEA & Madison Cares
- UREC research questions & data sharing
- Orientation & Transitions research questions & data sharing
- First-year Seminars
- Transforming Assessment Day
- Exploring data collection across divisions
- Research Fellow opportunity



## Intentional Innovation for Student Success

- What does student success mean in your areas and/or for students you frequently support?
- *How* do you provide student support?
- What do you observe/not observe that might provide insights into student success and/or barriers?
- What is the relationship between staff/faculty success and student success?
- What research questions do you have about student success?