Brief Summary: SMC SuccessNavigator
(formerly Student Skills Assessment) Institution Report

BACKGROUND

In fall of 2012, the SuccessNavigator instrument was administered to students enrolled in COUNS 20 classes. Developed by the Center for Academic and Workforce Readiness and Success (CAWRS) of Educational Testing Services (ETS), the SuccessNavigator instrument measures non-cognitive skills in the following areas or domains:

Domain	Description
Academic Skills	Tools and strategies for academic success
Motivation/Commitment	Drive toward and perceived importance of academic success
Self-management	Reactions to academic stressors
Social support	Connecting with people and resources for success

The instrument uses self-report Likert, anchoring vignettes, and forced-choice items to calculate student-level scores for each domain. SMC participated in the "phase 2 field trial" test of SuccessNavigator which will be officially launched in summer of 2013.

Why focus on non-cognitive skills?

- More employers rated non-cognitive skills, such as teamwork/collaboration and professionalism/work ethic, as being more important than cognitive skills, such as English language, math, and science (Casner-Lotto & Barrington, 2006).

- Numerous studies have found that, when controlling for academic ability, noncognitive skills are positively associated with (and predict) GPA, retention, and other metrics of student success (Poropat, 2009; Robbins, Lauver, Le, Davis, Langley, & Carlstrom, 2004).

SAMPLE

When compared with the first-time, degree-seeking student population, more students in the Success Navigator sample (N = 1,899) were enrolled in basic skills courses (92% versus 45% in the population); however, the sample largely matches the demographic composition of the population in terms of gender, ethnicity/race, and age.

SCORING

All scales have been standardized and scaled to a mean of 100 and a standard deviation of 15. This means that, across the population, 68% of all students will obtain scores within the range of 85 to 115, and 95% obtained scores within 70 to 130 on the domain measures.

FINDINGS

- The three lowest median scores obtained by the SMC sample were:

Domain	Sub-Domain	Median Sample Score	Definition
Self-management	Test anxiety	97.29*	Reactions and strategies around academic tests
Academic skills	Procrastination	96.93*	Avoidance of organizational strategies
Academic skills	Class engagement	96.62	Pro-social behaviors to facilitate academic success

**These scales refer to factors that might hinder success. However, these scales have been reverse scored so that higher scores indicate more helpful approaches.*

- The three highest median scores obtained by the SMC sample were:

Domain	Sub-Domain	Median Sample Score	Definition
Motivation	Degree goals	101.69	Clear commitment and plan to receive degree
Social support	Help-seeking avoidance	101.23	The perception that help-seeking is a sign of weakness
Academic skills	Problem-oriented coping	99.86	When academic stress arises, focusing on the problem

- The predictive analysis suggests that when controlling for the impact of gender, race/ethnicity, parental education, test score (placement data and self-reported SAT/ACT), and self-reported high school GPA, **SuccessNavigator scores successfully predict students' term GPA and credit success** (percentage of units completed).

- The predictive model suggests that formal and social support, such as tutoring, counseling, and club participation, directly benefit student outcomes only if it impacts class performance (i.e., class attendance, completing assignments).

REFERENCES

Casner-Lotto, J., & Barrington, L. (2006*). Are they really ready to work?* Unites States: The Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills and Society for Human Resource Management. Retrieved from: http://www.p21.org/storage/documents/FINAL_REPORT_PDF09-29-06.pdf.

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