The Spartan Success Scholars Program at Michigan State University: Analysis and Reflection

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Neighborhood Student Success Collaborative

The approximately 15,000 undergraduate students who live on campus are in five Neighborhoods. The Neighborhoods initiative began in 2010. The Associate Provost for Undergraduate Education oversees the NSSC, which now includes the Learning Resources Center, 5 Engagement Centers, Academic Advisors and 5 health clinics. The Neighborhoods were created to scale down the size of the University, place key resources and support services in closer proximity to where students live and to rethink the way units work together.

Video reflection project: 17 Scholars submitted videos answering questions and prompts about their experience in the program. The videotaped reflections were transcribed. Researchers performed a qualitative analysis to see which scholars experienced growth or changes in the areas of socio-emotional engagement and well-being, institutional navigation, and academic proficiency. Additionally, transcripts were coded to determine a Scholar’s sense of identity, finding their purpose as well as negative feelings such as self-doubt, and lack of support systems. The reflection encouraged active participation among Scholars and also provided faculty and staff with feedback on the effectiveness of our outreach and the resources we offered. Five student affairs professionals judged videos. A first, second and third cash prize were awarded.

Research question: How does participation in the Spartan Success Scholars Program promote well-being if it is measured by 1) identity, intersectionality, and intercultural engagement 2) knowledge of institutional resources and policies 3) academic proficiency and individual purpose 4) mindfulness and sense of well-being?

Analysis

The 17 transcripts yielded 24 different codes for the qualitative analysis, which are shown in the image below. There were several strong correlations between specific codes which are shown through the co-occurrence of codes. A qualitative analysis was performed to see which scholars experienced effective outreach in the areas of academic proficiency, institutional navigation, and socioemotional engagement. Additionally, transcripts were coded to determine a scholar’s sense of identity, purpose as well as negative feelings such as self-doubt, and lack of support systems.

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References