MISSION & TOP 25 VOL VISION REFRESH

The mission of the Student Success Center at the University of Tennessee, Knoxville (UT) is to foster a campus culture of engaged and capable learners who are co-creators and designers of their own path to graduation and future success in a diverse and global society. The SSC mission is to ensure that all students have the opportunity to succeed by:

- providing campus leadership and advocacy for student success at UT
- identifying and implementing academic success programs that support progress toward graduation and enrich the undergraduate student experience.

In January 2010, the state of Tennessee tasked UT to achieve Top 25 public research university status within 10 years. The SSC supports the UT mission in several ways:

- providing UT students the opportunity to participate in academic programs that can increase the value of their education, their ability to contribute to the academic community, and the likelihood of their retention and graduation;
- providing programs that support diverse undergraduate populations to engage students based on changing profiles and maintain student quality.

DATA AND IMPACT

On a regular basis, the SSC records usage data on all programs and services. These data are then combined with data from the Office of the University to analyze the impact of programs and services. Usage data is analyzed by a unique number (the number of individual students who use the SSC) and by contacts (the total number of visits). The SSC defines and measures the impact of services through these Top 25 and peer institution metrics:

- overall contacts and number of students utilizing SSC services
- frequency of use of SSC services
- comparisons between students using SSC resources and the general student population
  - o retention rates, term GPA, academic standing, etc.
- comparisons between students using SSC resources and specific student populations
  - o entering first-year cohort, similar ACT range, gender, and groups based on retention probabilities, including the university risk indices created “to forecast incoming students’ probability of being retained after their first year” (Gilpatrick & Schaur, 2013).

**SSC Contacts and Unique Visits 13 – 14 Academic Year & 14 – 15 Academic Year**

<table>
<thead>
<tr>
<th>Services</th>
<th>Contacts 13 - 14</th>
<th>Contacts 14 - 15</th>
<th>% Change</th>
<th>Unique 13 - 14</th>
<th>Unique 14 - 15</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Service Visits</td>
<td>10,387</td>
<td>11,692</td>
<td>13%</td>
<td>2,912</td>
<td>3,089</td>
<td>6%</td>
</tr>
<tr>
<td>SI</td>
<td>6,613</td>
<td>7,523</td>
<td>14%</td>
<td>1,578</td>
<td>2,003</td>
<td>27%</td>
</tr>
<tr>
<td>Coaching</td>
<td>1,848</td>
<td>2,219</td>
<td>20%</td>
<td>468</td>
<td>440</td>
<td>-6%</td>
</tr>
<tr>
<td>Tutoring</td>
<td>1,204</td>
<td>1,177</td>
<td>-2%</td>
<td>722</td>
<td>773</td>
<td>7%</td>
</tr>
<tr>
<td>Workshops</td>
<td>722</td>
<td>773</td>
<td>7%</td>
<td>722</td>
<td>773</td>
<td>7%</td>
</tr>
</tbody>
</table>

* This chart indicates an increase in growth in most SSC services from the 13 – 14 to 14 – 15 Academic Year, most notably in academic coaching and supplemental instruction. The SSC also has a large online presence, with 172,962 website page views.

**Percentage of SSC Overall Usage (14 – 15)**

- Freshman: 19.5%
- Transfers: 22%
- Sophomores: 51%
- Upper: 7.5%
First Time Freshman (14 – 15) SSC Overall Usage by Risk Indices

* This chart illustrates an appropriate usage by risk indices breakdown, with the majority of student usage from high-risk (below 0.8) students. A decrease in coaching and tutoring occurs in conjunction with decreased risk (0.7 and above), as coaching targets students who are predicted to have greater risk.

SSC Overall Usage by Gender (14 – 15)

* This chart illustrates an expected larger number of female to male usage in most services. Coaching has a higher usage by males because a portion of those appointments are required for probation students.

SSC Overall Usage by Ethnicity (14 – 15)

* Ethnicity usage is representative of the University of Tennessee overall breakdown.
SUMMATIVE OVERVIEW

SSC data illustrates that students who routinely utilize a variety of SSC services often perform better academically than students who do not routinely utilize SSC services. Further, current data shows that the SSC efforts reach appropriate and intended targets, with emphasis on services for first-year and transfer students as well as at-risk students and students with diverse backgrounds. The below charts illustrate overall impact, and the following pages provide additional information on impact from each SSC service.

Reach by Cohort (14 – 15)

* This data illustrates that the SSC has significant reach for each of the primary target populations.

Retention Rate by Frequency of SSC Usage (14 – 15)

* This data includes all classifications of students (freshman through seniors) who returned for classes the following fall semester.
PROGRAM DESCRIPTION
These 60 minute workshops (academic success and readmission success) are intended to help students on academic probation return to good standing and move toward graduation. Content for these sessions includes the following:
- UT standards for GPA and academic standing
- academic policies (course repeats, withdrawal options, etc.)
- exploration of reasons for past struggles and potential changes in behavior, strategies, and perspective.
Academic Coaching (at least one session) is also required for all students attending these workshops.

LEARNING OUTCOMES
As a result of attending an academic or readmission success workshop, a student will:
- know their academic standing and GPA needed to return to good standing
- value the many available campus resource partners (counseling center, writing center, etc.)
- meet with a SSC academic coach to discuss success strategies for the semester.

STUDENT IMPACT
Spring semester Academic Success Workshops (ASW) are required for all students (freshmen and transfers) placed on probation at the end of their first term at UT. The goal for these students is to avoid academic dismissal, at a minimum, and ideally to achieve Good Standing and to retain as students to the following fall term. Freshmen and Transfers in the 2014 cohort who attended the workshops met all of these goals at a higher percentage than those who did not attend. Compared to the performance of students from the previous year, success percentages for the 2014 Freshman cohort were in line with those from the previous year. Success percentages for the 2014 Transfer cohort increased sharply in retention (46% retention for the 2013 cohort vs. 63% retention for the 2014 cohort) and moved in a positive direction in academic dismissals (33% of the 2013 cohort dismissed at the end of their first semester vs. 25% of the 2014 cohort dismissed).

In Fall 2015, the SSC piloted a replacement of public ASW workshops with online success modules. Developed through OIT and delivered on Blackboard, the modules enabled the SSC to offer/require the workshop for all students on probation (as opposed to just new freshmen and transfers on probation after one term), and protect the confidentiality of these students, as they are no longer required to attend a public workshop which may have identified them as students on Probation. Initial results from the pilot were positive (50% of those who took the modules returned to Good Standing at the end of the term), paving the way to require the modules for all students on Probation and to use the modules in place of the Readmission Success Workshops (RSW) workshops (for readmission students returning from Dismissal).

2014 Freshman and Transfer Cohort Academic Standing and Workshop Attendance

<table>
<thead>
<tr>
<th></th>
<th>Dismissal</th>
<th>Probation</th>
<th>Good Standing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Not Attended</td>
<td>27%</td>
<td>35%</td>
<td>38%</td>
</tr>
<tr>
<td>Freshman Attended</td>
<td>23%</td>
<td>37%</td>
<td>31%</td>
</tr>
<tr>
<td>Transfer Not Attended</td>
<td>25%</td>
<td>31%</td>
<td>31%</td>
</tr>
<tr>
<td>Transfer Attended</td>
<td>36%</td>
<td>39%</td>
<td></td>
</tr>
</tbody>
</table>
2014 Freshman and Transfer Cohort Retention to Fall 15

Improved Transfer Performance 2013 Cohort to 2014 Cohort

* This chart illustrates an 8% decrease in dismissal and a 17% increase in retention for transfer students who attended workshops.
ACADEMIC COACHING
Dr. Anton Reece & Jessica Osborne
324 Greve Hall, 821 Volunteer Blvd – 865.974.6641

PROGRAM DESCRIPTION
The SSC’s academic coaches provide a wide range of students with an opportunity for one-on-one consultation. Distinct from academic advisors (course selection and program options) and professional counselors (crises and mental health challenges), academic coaches address transition and academic issues by:

• addressing immediate concerns
• reviewing academic profiles
• generating an action plan focusing on time management, learning strategies, goal setting, study skills, etc.

LEARNING OUTCOMES
As a result of participation in the SSC academic coaching program, students will:

• learn UT academic policies, build learning strategies, and utilize SSC programs and resources
• value the relationship they build with the SSC staff
• create an individualized academic action plan focusing on academic progress, strategies, and resources.

STUDENT IMPACT
In the 2014-2015 academic year, coaching contacts increased by 20% and unique visits increased by 12%. Recent (2015 – 2016) SSC qualitative data shows that students value and appreciate SSC coaching and view the experience as essential to their academic success. When asked if they would recommend the SSC to other students, 99.5% responded positively.


Primary Topics Covered in Academic Coaching Sessions (From 15 – 16 Academic Coaching Survey Data)
Coaching Usage and Retention Rate 2014 – 2015

* This data includes all classifications of students (freshman through seniors) who returned for classes the following fall semester.

Student Feedback: Academic Coaching Student Survey Data 15 – 16
Why would you recommend the SSC to other students?

“It is a useful resource that could be the factor that helps someone stay at UT.”

“If the entire student body utilized it, our graduate rate would be through the roof.”

“Everyone needs a coach. Even though we are not athletes, we are still on a team.”

“Coaching helped me, in just one session, to get motivated to work for what I want to accomplish.”

“What the SSC does differently is explain and help you set reachable goals. They seem like they actually care about students.”

“My coach has faith in me. That’s all I needed, someone who believes in me.”
SUPPLEMENTAL INSTRUCTION (SI)
Dr. Anton Reece & Dr. Brandon Jones
324 Greve Hall, 821 Volunteer Blvd – 865.974.6641

PROGRAM DESCRIPTION
Supplemental Instruction is a nationally recognized academic assistance program featuring weekly group study sessions facilitated by undergraduate students who previously successfully completed a targeted course and have been trained in proactive learning strategies (UMKC, 1975). SI classes are chosen based on data of historically difficult courses at UT (minimum 200 enrolled students and at least a 20% C-/D/F/W rate). In 2014-2015 those courses included CHEM 100, 110, 120, 130, 350, 360; and Math 115, 119, 130.

LEARNING OUTCOMES
As a participant in SI, students will:
• know how to more effectively engage the course material through increased exposure and regular review of the specific course’s fundamental learning skills
• develop increased confidence in applying subject skills to course assessments and other assignments
• value becoming more responsible and capable learners.
As a peer facilitator, the SI leader will:
• know a variety of learning strategies specific to different academic areas and appropriate to the individual needs and abilities of students
• increase their capacity to facilitate groups as well as their ability to lead discussions amongst their peers
• value the course as it relates to the larger academic field, possible career paths, and opportunities for advanced study.

STUDENT IMPACT
In previous years, SI was available in 11 or more courses. In 2014-15, however, the SI program was only available in 9 courses. Despite the reduction in courses offered, SI leaders were still able to serve 2,003 students (27% increase from 2013-14), and generate 7,523 contacts (14% increase from 2014-15). In previous semesters, 17 or more SI leaders were employed. Only 13 leaders served during Fall 2014 and 12 in Spring 2015. In Fall 2015, SI expanded to include ACCT 200, COSC 102, PSYCH 110, and SPAN 211, 212.

SI 2014 – 2015 Participation by Classification

<table>
<thead>
<tr>
<th></th>
<th>Contacts</th>
<th>Unique 1-5 times</th>
<th>6-9 times</th>
<th>10 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>7,523</td>
<td>2,003</td>
<td>1,606</td>
<td>230</td>
</tr>
<tr>
<td>Freshmen</td>
<td>3,477</td>
<td>995</td>
<td>828</td>
<td>96</td>
</tr>
<tr>
<td>Transfer</td>
<td>387</td>
<td>121</td>
<td>102</td>
<td>12</td>
</tr>
<tr>
<td>Sophomores</td>
<td>2,273</td>
<td>491</td>
<td>357</td>
<td>73</td>
</tr>
<tr>
<td>Upper</td>
<td>1,386</td>
<td>396</td>
<td>319</td>
<td>49</td>
</tr>
</tbody>
</table>

Fall 2014 SI Participant Term GPA Comparison

- 2.68 Average Mean GPA
- 3.01 to 3.41 GPA

2014 – 2015 Freshman Cohort SI Attendance and Retention

- 81.20% Did Not Attend
- 92.30% 1 to 5
- 97.60% 6 or more

% Retained
PROGRAM DESCRIPTION
The SSC tutoring program offers tutoring in a wide range of subjects in 4 locations across campus (Greve Hall, Hodges Library North Commons, Fred Brown Hall, and South Carrick Hall). The program is certified by the International Tutor Training Program Certification (ITTPC) through the College Reading and Learning Association (CRLA).

LEARNING OUTCOMES
As a participant of the SSC tutoring program, tutees will:
- utilize learning strategies and time management techniques
- access academic resources to enhance their overall success in the course
- value the importance of becoming an actively engaged and independent learner.

As an SSC peer tutor, the tutor will:
- apply best practice approaches to tutoring based on the student’s unique learning styles and learning preferences
- strive to actively engage students in the learning process
- know the rights and responsibilities of the tutor/tutee partnership and program objective.

STUDENT IMPACT
In the previous year, there were at least 17 tutors employed each term. However, the SSC tutoring program consisted of 13 tutors (9 certified) in Fall 2014 and 18 tutors (6 certified) in Spring 2015, who saw a total of 440 tutees (6% decrease from 2013-14), which generated 1,177 contacts (2% decrease from 2013-14). Qualitative data shows that students value and are satisfied with their tutoring experience (which ties directly to one of the participant learning outcomes for tutoring), with an 88% satisfaction rate. The tutoring program also broadened its reach by expanding services to the Honors Program and to students in the College of Agricultural Sciences & Natural Resources (CASNR) Living Learning Community.

<table>
<thead>
<tr>
<th>2014 – 2015 Tutoring Usage by Cohort</th>
<th>Freshman</th>
<th>Transfer</th>
<th>Sophomores</th>
<th>Upper</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contacts</td>
<td>634</td>
<td>82</td>
<td>269</td>
<td>192</td>
<td>1,177</td>
</tr>
<tr>
<td>Unique</td>
<td>242</td>
<td>30</td>
<td>83</td>
<td>85</td>
<td>440</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2014 – 2015 Term GPA Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term GPA</td>
</tr>
<tr>
<td>Tutoring 1-2</td>
</tr>
<tr>
<td>Tutoring 3-8</td>
</tr>
<tr>
<td>Tutoring 9+</td>
</tr>
<tr>
<td>Spring Term GPA</td>
</tr>
<tr>
<td>Tutoring 1-2</td>
</tr>
<tr>
<td>Tutoring 3-8</td>
</tr>
<tr>
<td>Tutoring 9+</td>
</tr>
</tbody>
</table>
2014 – 2015 Freshman Tutoring Participation & Retention

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not participate</td>
<td>83.10%</td>
<td>95.20%</td>
</tr>
<tr>
<td>1-4 times</td>
<td>97.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

2015 – 2016 Tutoring Student Survey Feedback

The tutor that I met with today helped increase my understanding of course material

- **Strongly Agreed**: 82%
- **Agree**: 6%
- **Disagree**: 6%
- **Strongly Disagree**: 6%

Student Feedback: Tutoring Student Survey Data 15 – 16

What was the most beneficial aspect of your tutoring session?

- “The tutor **helped me understand everything** and showed me how to do things; he then helped me by letting me do things on my own.”
- “The tutor **walked me through each question**, which allowed me to figure out the answer on my own.”
- “I obtained the information I need and **my grades have been showing improvement**.”
UT LEAD PROGRAM
Dr. Anton Reece
324 Greve Hall, 821 Volunteer Blvd – 865.974.6641

PROGRAM DESCRIPTION
The UT LEAD program embodies the Vol Vision by reinforcing persistence to graduation for at-risk students, including recipients of the Pledge Scholarship (need based) and the Promise Scholarship (location based, for students from underrepresented areas).

LEARNING OUTCOMES
By participating in the UT LEAD program, students will:
• know academic success strategies for sustaining progress toward graduation
• create personal academic action plans that engender academic progress and identify success resources
• value the undergraduate experience and how it can influence future goals and career aspirations.

STUDENT IMPACT
The UT LEAD program targets students at high-risk of not being retained, and the Student Success Center attempts to improve their chance of retention through encouraged participation in academic support programs. Recent changes to the program include required participation in an FVS 101 class in the fall semester and required academic success courses for students on probation in the spring semester. Additional enhancements to the program include the addition of three professional academic coaches.

UT LEAD Coaching Usage (Fall 2014 Fall 2015 Comparison)

* This chart illustrates a 49% increase in unique visits and an 18% increase in contacts for UT LEAD students.

UT LEAD Risk Indices 14 – 15 Cohort

*This chart illustrates that the UT LEAD population (N = 631) is made up primarily of at-risk students (0.7 and below).

UT LEAD Participation in SSC Academic Support (14 – 15)

*This chart illustrates unique visits and overall contacts in SSC academic support services, with the majority of contact occurring in Academic Coaching.
PROGRAM DESCRIPTION
The UT LEAD Summer Institute (UT LSI) is a 5-week program which takes place during the summer session to prepare students for enrollment in their first fall semester at the University of Tennessee. The UT LSI program is a subset of UT LEAD. Program goals include easing the transition from high school to college, increasing the retention and graduation rates for this population, and identifying, implementing, and assessing programmatic interventions that support persistence to graduation. UT LSI achieves its goals by focusing on academic integration, social integration, and personal/cultural maturity. The program extends past the summer session as students are expected to meet program requirements that align with the UT LEAD program through their first year at UT.

LEARNING OUTCOMES
As a result of participation in the UT LSI program, students will:
- know strategies for sustaining progress toward graduation
- create an individualized academic action plan with an academic coach that focuses on academic progress and identifies academic success resources
- value the undergraduate degree experience and how it can influence future goals and career aspirations.

STUDENT IMPACT
Of the 40 students in the 2015 cohort, 92.5% were in good standing for Fall 2015, and all of the students returned for fall 2015. During the summer, 27 students took Math 119, and 11 students received an NC for the course. However, 6 of those 11 were able to take the Math Placement Exam to test into a higher math course for the fall. Following the summer term, 27.5% of the 2015 participants are in jeopardy of losing the HOPE scholarship at the first benchmark. Students who needed additional resources over the summer met with the Co-Directors, Counselors and SSC Academic Coaches, and were instructed to meet with their professors and attend tutoring sessions. These students were also enrolled in a FYS 101 class or equivalent and were required to meet with their academic coach once before fall break.

UT LSI Semester Average GPA 2008–2015

<table>
<thead>
<tr>
<th>Cohort</th>
<th>N</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>40</td>
<td>2.92</td>
<td>2.68</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>39</td>
<td>3.27</td>
<td>2.82</td>
<td>2.59</td>
</tr>
<tr>
<td>2013</td>
<td>39</td>
<td>3.13</td>
<td>2.19</td>
<td>2.71</td>
</tr>
<tr>
<td>2012</td>
<td>80</td>
<td>3.26</td>
<td>2.59</td>
<td>2.48</td>
</tr>
<tr>
<td>2011</td>
<td>78</td>
<td>3.12</td>
<td>2.74</td>
<td>2.80</td>
</tr>
<tr>
<td>2010</td>
<td>75</td>
<td>3.29</td>
<td>2.65</td>
<td>2.72</td>
</tr>
<tr>
<td>2009</td>
<td>55</td>
<td>3.34</td>
<td>2.70</td>
<td>2.54</td>
</tr>
<tr>
<td>2008</td>
<td>51</td>
<td>3.53</td>
<td>2.84</td>
<td>2.70</td>
</tr>
</tbody>
</table>

UT LSI GPA Percentages 2008–2015

<table>
<thead>
<tr>
<th>Cohort</th>
<th>N</th>
<th>Below 2.0</th>
<th>2.0–2.749</th>
<th>2.75 &amp; above</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>40</td>
<td>7.5%</td>
<td>27.5%</td>
<td>65.0%</td>
</tr>
<tr>
<td>2014</td>
<td>39</td>
<td>5.1%</td>
<td>10.3%</td>
<td>84.6%</td>
</tr>
<tr>
<td>2013</td>
<td>39</td>
<td>0.00%</td>
<td>25.6%</td>
<td>74.4%</td>
</tr>
<tr>
<td>2012</td>
<td>80</td>
<td>2.5%</td>
<td>15.0%</td>
<td>82.5%</td>
</tr>
<tr>
<td>2011</td>
<td>78</td>
<td>3.8%</td>
<td>19.2%</td>
<td>76.9%</td>
</tr>
<tr>
<td>2010</td>
<td>75</td>
<td>6.7%</td>
<td>8.0%</td>
<td>85.4%</td>
</tr>
<tr>
<td>2009</td>
<td>55</td>
<td>1.8%</td>
<td>9.1%</td>
<td>89.2%</td>
</tr>
<tr>
<td>2008</td>
<td>51</td>
<td>0.00%</td>
<td>2.0%</td>
<td>98.2%</td>
</tr>
</tbody>
</table>

Student Feedback: UTLSI Survey Data Summer 2015

“UTLSI has taught me about the resources I need for college. I believe I am ready.”

“I feel even more confident to attend UT.”

“All the time here, I spent building connections because that is what will help me in the future.”
SOAR: SUMMER OPPORTUNITY FOR ACADEMIC RECOVERY
Dr. Anton Reece & Doug Renalds
324 Greve Hall, 821 Volunteer Blvd – 865.974.6641

PROGRAM DESCRIPTION
An academic recovery program for a portion of students dismissed at the end of Spring term, SOAR offers Summer reinstatement and—if successfully completed—the opportunity to continue enrollment into the Fall term and beyond. SOAR requirements include enrolling in at least seven Summer hours, including a one-hour academic success class (COUN 205), ten hours of logged study hours per week, a weekly appointment with an academic coach, and meetings with instructors and advisors.

LEARNING OUTCOMES
SOAR students will:
- exhibit presence and engagement in the COUN 205 class
- develop learning strategies for use in current summer classes and for expansion in future semesters
- value campus resource partners (instructors, advisors, departmental tutoring, etc.) and demonstrate openness to asking for help and engaging resources
- study ten hours per week outside the classroom to develop study habits and ensure they are putting adequate time into their course work
- achieve Academic Good Standing by the end of summer so as to move toward graduation and remove the threat of academic dismissal.

STUDENT IMPACT
As the graphs below indicate, participants in 2015 SOAR achieved Good Standing at substantially higher rates than the 2014 group. This is due in part to more stringent criteria for selection, targeting only students with a realistic chance of reaching Good Standing by summer’s end. Students selected for 2015 could not have been previously dismissed, and needed a maximum of 13 deficiency points.

The SOAR program, which tightened its selection criteria in 2015, will continue to select only students with realistic prospects of returning to Good Standing by the end of summer term. In addition, the SOAR program will continue to work with the advising community and other campus partners as this program continues to develop and evolve.

<table>
<thead>
<tr>
<th></th>
<th>Dismissed</th>
<th>Probation</th>
<th>Good Standing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0</td>
<td>13</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>Transfer</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Upper</td>
<td>5</td>
<td>13</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>30</td>
<td>15</td>
<td>52</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Dismissed</th>
<th>Probation</th>
<th>Good Standing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>3</td>
<td>4</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>Transfer</td>
<td>1</td>
<td>1</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Upper</td>
<td>4</td>
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<td>9</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>14</td>
<td>36</td>
<td>58</td>
</tr>
</tbody>
</table>

Percent of SOAR Students by Academic Standing 2014 & 2015
MATH CAMP
Dr. Anton Reece & Brandon Jones
324 Greve Hall, 821 Volunteer Blvd – 865.974.6641

PROGRAM DESCRIPTION
Math Camp is an optional, three-week summer program designed to provide a thorough academic review of concepts from Math 119 and 130—two important pre-requisites for math-intensive majors. Math Camp is specifically tailored for students who scored less than 25 on the Math ACT (570 on the Math SAT). On the last day of Math Camp, each student is given an opportunity to take an exam for placement into the required math class for their major.

LEARNING OUTCOMES
As a participant in Math Camp, students will:
- improve their math ability and proficiency
- speak with academic and career advisors to determine the best avenue for academic and vocational success
- have the opportunity to get on track to graduate within four years
- get acclimated with campus early.

STUDENT IMPACT
As the graphs below indicate, participants in the 2015 Math Camp passed at a higher rate than 2014 participants. This is due in part to more emphasis placed on attending tutoring and completing homework assignments outside of class and recitations. 2015 Math Camp participants also tested into higher-level math courses (i.e. Math 141 and 151) at a higher rate as well. The Math Camp committee was charged with defining a comprehensive program that will help students not only with acquiring math skills but also with making decisions about academic directions and transitioning to college. The program is bigger than just math.

Math Camp 2014 and 2015 Placement Exam Results Percentage Comparison

Math Camp 2014 Retention Comparison

<table>
<thead>
<tr>
<th>Math Camp Attendance</th>
<th>N</th>
<th>N Retained</th>
<th>% Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did Not Attend</td>
<td>758</td>
<td>598</td>
<td>79%</td>
</tr>
<tr>
<td>Attended</td>
<td>*79</td>
<td>63</td>
<td>80%</td>
</tr>
</tbody>
</table>

81 students attended Math Camp. Did not attend number consists of students invited who chose not to participate.

Math Camp Average GPA Comparison

<table>
<thead>
<tr>
<th>Math Camp Attendance</th>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did Not Attend</td>
<td>2.66</td>
<td>2.63</td>
</tr>
<tr>
<td>Attended</td>
<td>2.56</td>
<td>2.61</td>
</tr>
</tbody>
</table>
Comprehensive Assessment Report
University of Tennessee, Knoxville Student Success Center
Published January 2016

SUMMARY
Dr. Anton Reece & Jessica Osborne
324 Greve Hall, 821 Volunteer Blvd – 865.974.6641

Over the past ten years, The Student Success Center has grown to become the hub of academic support at the University of Tennessee. Through a combination of internal program improvements and external collaborations, the SSC provides invaluable support to UT students, staff, and faculty as well as to external constituents such as parents and other external stakeholders. The SSC mission, aligned with the Top 25 Vol Vision, is to ensure that all students have the opportunity to succeed, and the preceding pages of data illustrate the Center’s success in this mission.

Key changes and additions to SSC programs have created additional opportunities for UT students. In Summer 2015, the SSC began phase one of a two-phase plan to convert the academic coaching staff from graduate students to professional staff. This change has resulted in an elevated level of skill and knowledge in SSC coaches, and the SSC plans to continue this improvement by hiring three more professional coaches in Summer 2016. Core program improvements include the addition of SSC staff-taught first year studies courses required for all incoming UT LEAD students in the fall and required academic success courses for UT LEAD students on probation in the spring. Additionally, the SSC continues to increase SI Leader and Tutor positions to allow additional support opportunities for students seeking academic support. These changes have allowed for more one-on-one contact with at-risk students, aiming to increase the overall retention and graduation rates for the University. In addition to its core resources, the SSC, viewed as a campus leader in academic support, is often tasked with new chancellor initiatives. Math Camp is a new program that produced student success gains and was awarded a $25,000 Verizon grant. Other new programs include SOAR, a summer program for dismissed UT students, which has provided students the opportunity to continue their enrollment and make progress toward graduation. These changes all equate to an excellent level of service and provision of student need on UT’s campus.

National data and SSC data both show that students need academic support, and the preceding pages illustrate that students should take advantage of this support early and often for best academic performance results. Additional success indicators include the overall increase in the number of contacts, increase in frequency of SSC usage, and positive retention comparisons for students using SSC resources. Further, qualitative survey data shows that students value the support they receive from the Student Success Center, finding the services essential to their collegiate success. This can be particularly true for students with diverse backgrounds and varying levels of preparation, and the SSC continually strives to provide students with essential resources required for academic success. In short, the Student Success Center has what students need.

OPPORTUNITIES
The SSC’s top three strategic goals are enhancing student success rates, including students in the UT LEAD program and students on probation, expanding core support resources (tutoring, SI, Academic Coaching, Workshops), and completing the shift to a Professional Academic Coaching model. These goals align with Vol refresh/Top 25 efforts to enhance retention and graduation. These efforts also directly support the UTK transfer student populations, and the SSC will be enhancing marketing and outreach efforts to meet transfer students unique needs.

CHALLENGES
The SSC celebrated its ten-year anniversary in Fall 2015 and plans to build on that legacy of excellence. During the past ten years, there have been increasing challenges in meeting the academic preparation and skill levels of incoming diverse student populations. Because of its leadership role and recognition across campus, the SSC is tasked with supporting most of the major retention and persistence to graduation initiatives, which require additional cross training and operational flexibility to meet administrative student success goals. In addition, student needs and habits are constantly changing, including increased use of technology and online options, which presents the challenge of timely student responsiveness to engage in academic coaching and other SSC support resources.

ACTION PLANS AND NEXT STEPS
The SSC will invest time and effort in cross-training and ongoing professional development of staff, to include certifications and customized training to work with various student populations. In addition, a peer review in 2018 will provide an opportunity to compare and contrast SSC academic support efforts with national peers and inform best practices, investment, and future outlook for the next 10 years. Finally, the SSC will continue to collaborate with key campus stakeholders to further develop a campus culture of student success. These steps will help ensure the success of the Student Success Center by helping to ensure the success of students at the University of Tennessee.