

Comprehensive Assessment Report

University of Tennessee, Knoxville Student Success Center

Published April 2017

2015 – 2016 OVERVIEW

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 2015, the University of Tennessee adopted the second phase of their strategic plan, *Vol Vision 2020*. The SSC supports the Vol Vision 2020 strategic priorities 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, 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 Registrar 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:

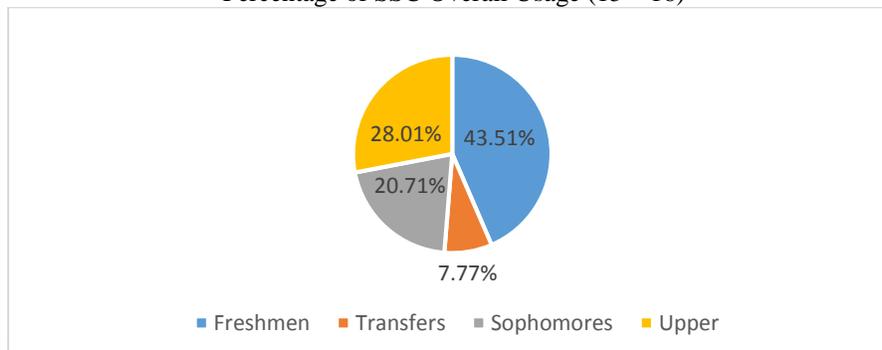
- overall contacts and number of students utilizing SSC services
- frequency of use of SSC services
- comparisons between students using SSC resources and the general student population
 - retention rates, term GPA, academic standing, etc.
- comparisons between students using SSC resources and specific student populations
 - 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 14 – 15 Academic Year & 15 – 16 Academic Year

Services	Contacts 14 - 15	Contacts 15 - 16	% Change	Unique 14 - 15	Unique 15 - 16	% Change
Total Service Visits	11,822	14,121	19.44%	3,089	4,013	29.91%
SI	7,523	6,607	-12.18%	2,003	1,920	-4.14%
Coaching	2,219	3,571	60.93%	1,073	2,456	128.89%
Tutoring	1,307	2,656	103.21%	521	940	80.42%
Workshops / Modules	773	1,287	66.49%	773	1,287	66.49%

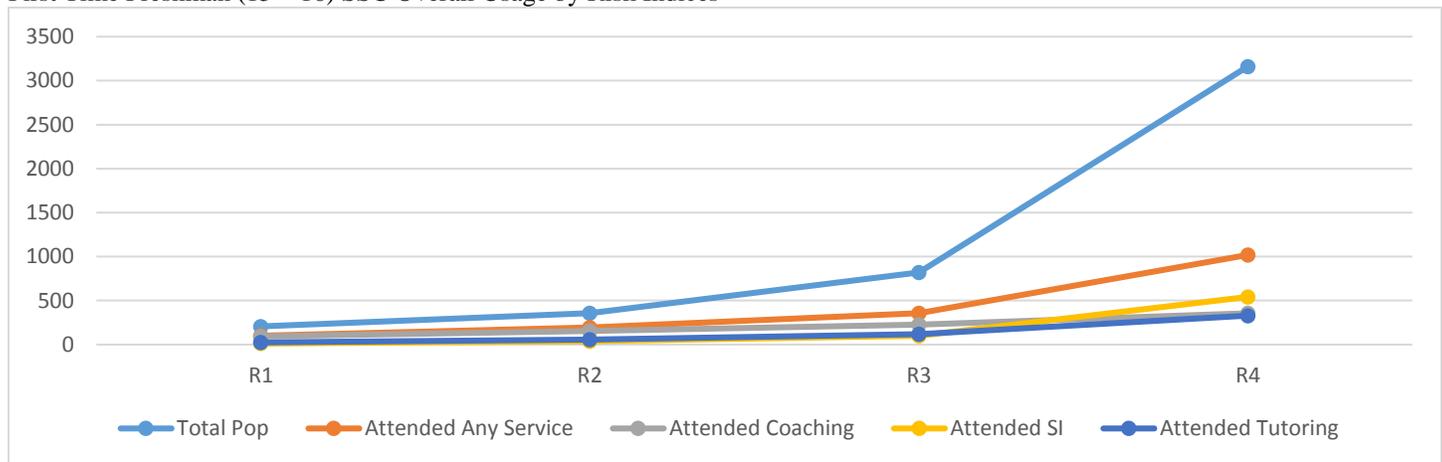
* This chart indicates an increase in growth in most SSC services from the 14 – 15 to 15 – 16 academic year, most notably in academic coaching and tutoring. The SSC also has a large online presence, with **121,212** website page views in the 15 – 16 academic year.

Percentage of SSC Overall Usage (15 – 16)



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First Time Freshman (15 – 16) SSC Overall Usage by Risk Indices



* This chart illustrates an appropriate usage by risk indices breakdown, with a proportional number of student usage from each risk category. A decrease in coaching and tutoring occurs in conjunction with decreased risk (R4 and above), as coaching targets students who are predicted to have greater risk.

First Time Freshman (15 – 16) SSC Overall Usage by Risk Indices (Table for Above Chart)

Risk Group	N	Attended Any Service	%	Attended Coaching	%	Attended SI	%	Attended Tutoring	%
R1 (.1 - .5)	207	101	48.79%	93	44.93%	12	5.80%	25	12.08%
R2 (.6)	357	193	54.06%	155	43.42%	40	11.20%	58	16.25%
R3 (.7)	820	356	43.41%	228	27.80%	99	12.07%	117	14.27%
R4 (.8 - .9)	3161	1019	32.24%	356	11.26%	542	17.15%	329	10.41%

SSC Overall Usage by Gender (15 – 16)

Gender	Attended Any Service	Attended Coaching	Attended SI	Attended Tutoring
Female	2,078	937	997	492
Male	1,935	1,164	673	343

* This table 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, a majority of whom are male.

SSC Overall Usage by Ethnicity (15 – 16)

Ethnicity	SSC Usage Percentage	UT Population Percentage
American Indian	.42%	Less than 1%
Asian	5.48%	3.5%
Black	12.09%	6.6%
Hispanic	4.68%	3.7%
Multiracial	3.16%	2.9%
Unclassified	3.11%	2.8%
White	71.04%	78.45%

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

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SUMMATIVE OVERVIEW

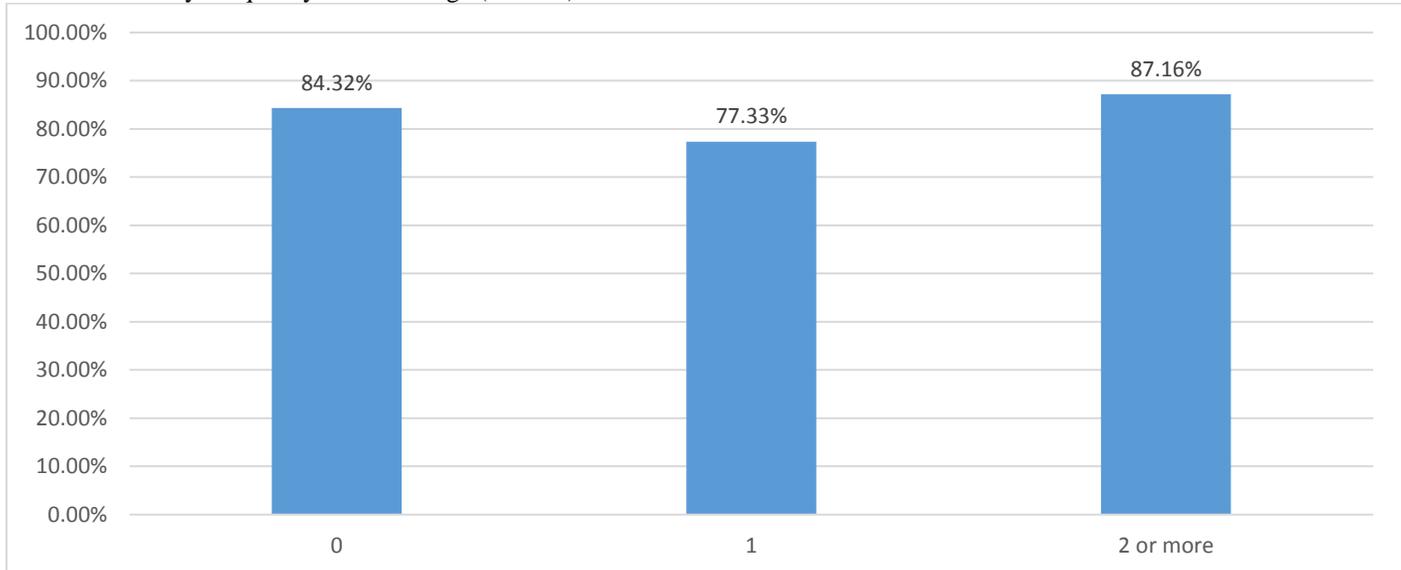
SSC data illustrate that students who routinely utilize a variety of SSC services often perform better academically than students who do not routinely utilize SSC services. Further, current data show that the SSC efforts reach appropriate and intended targets, with emphasis on services for first-year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

SSC Reach by Cohort (15 – 16)



* These data illustrate that the SSC has significant reach for each of the primary target populations, with increased reach from the 14 – 15 academic year: **3.45% increase** in freshman reach; **3.35% increase** in transfer reach; **2.06% increase** in sophomore reach.

Retention Rate by Frequency of SSC Usage (15 – 16)



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

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ACADEMIC COACHING

PROGRAM DESCRIPTION

The SSC's academic coaches are trained professionals who hold master-level degrees and complete National Tutor Association Academic Coach Certification. 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 related to topics inside and outside the classroom
- reviewing academic profiles and guiding students toward self-sufficiency and independent learning
- generating an action plan focusing on time management, learning strategies, goal setting, study techniques, and other academic skills.

LEARNING OUTCOMES

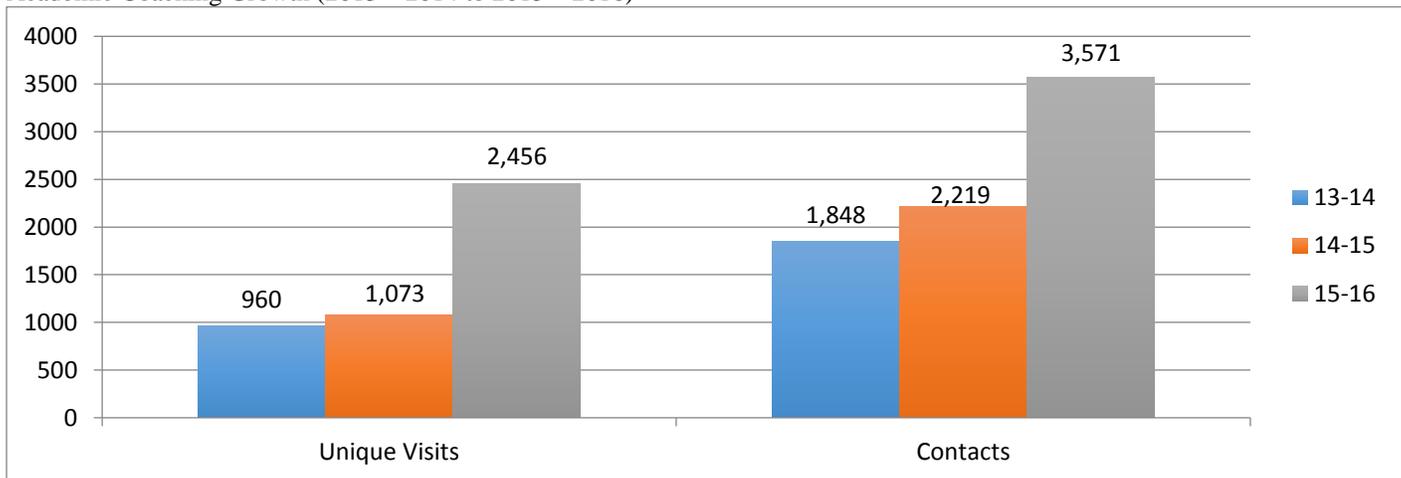
As a result of participation in the SSC academic coaching program, students will:

- 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

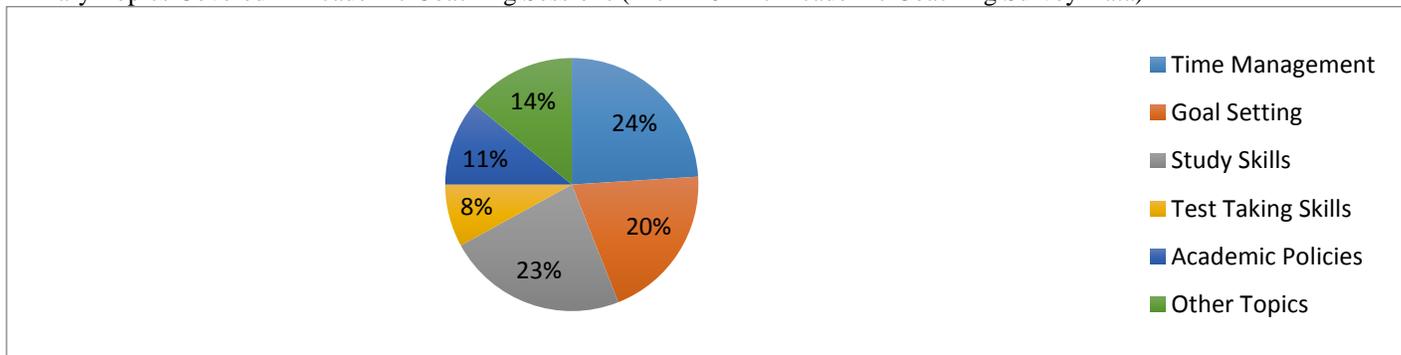
Since the 2013-2014 academic year, coaching **contacts have increased by 93%** and **unique visits increased by 155%**. Recent (2016 – 2017) SSC qualitative data show that students value and appreciate SSC coaching and view the experience as essential to their academic success. When asked if they would recommend the SSC to other students, **99%** responded positively. Impact data below illustrate that students who attend academic coaching are retained at higher rates than those who do not.

Academic Coaching Growth (2013 – 2014 to 2015 – 2016)



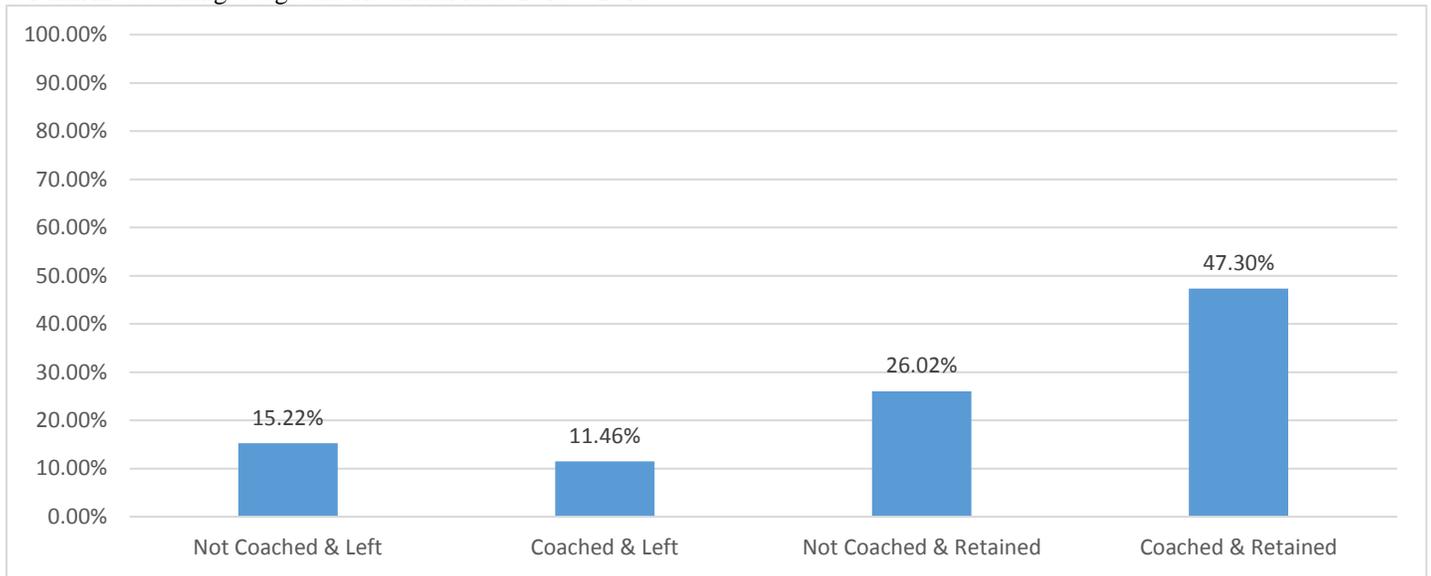
* These data illustrate significant growth in academic coaching participation.

Primary Topics Covered in Academic Coaching Sessions (From 16 – 17 Academic Coaching Survey Data)



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UT LEAD Coaching Usage and Retention Rate 2015 – 2016



Student Feedback: Academic Coaching Student Survey Data 16 – 17

What was the most beneficial aspect of the coaching session?

“Feeling important on an individual level.”

“It is nice to know that there is someone here that is willing to help you with your struggles and you aren’t being judged for the struggle.”

Why would you recommend the SSC to other students?

“It helped me know that someone else is rooting for me and that someone else knows I’m trying hard this semester and keeping me accountable.”



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SUPPLEMENTAL INSTRUCTION (SI)

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 2015-2016 those courses included Accounting 200, Chemistry 100, 110, 120, 130, 350, & 360, Computer Science 102, Math 130, Psychology 110, and Spanish 211 & 212.

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.

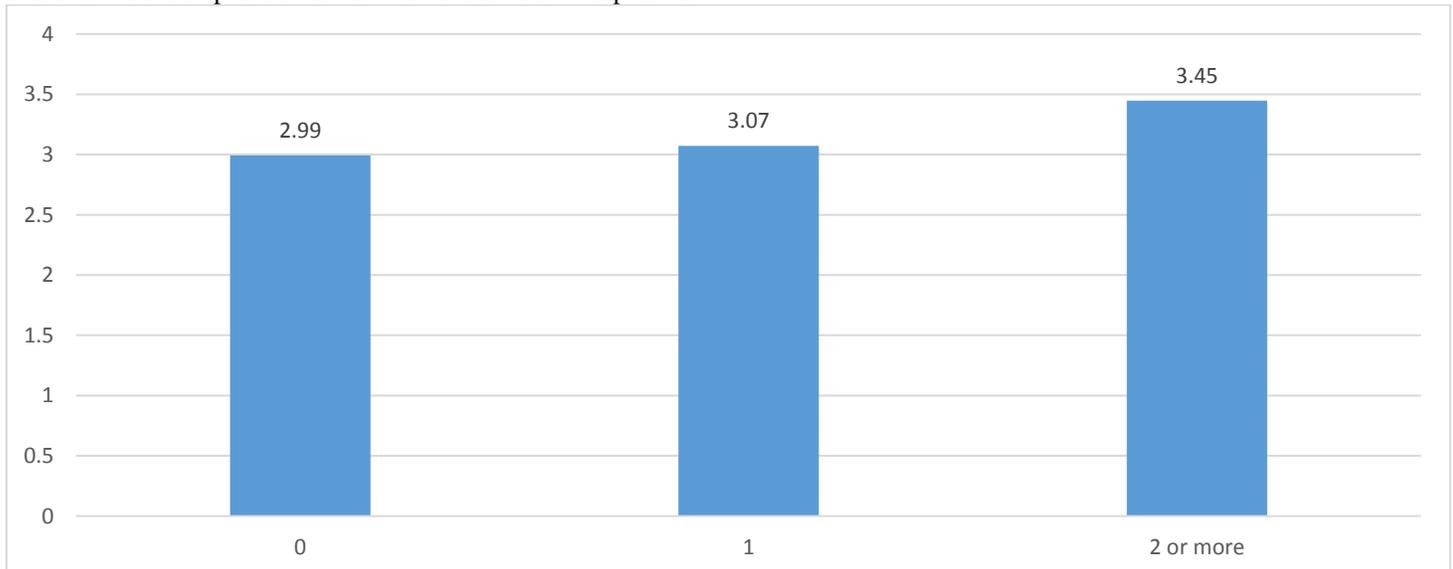
STUDENT IMPACT

During the 2015 – 2016 academic year, SI leaders served **1,920 students** and generated **6,607 contacts**. Impact data below illustrate that students who participate in SI regularly attain higher GPAs and are retained at higher rates than those who do not participate. Qualitative data show that students value supplemental instruction as a resource for tackling challenging courses.

SI 2015 – 2016 Participation by Classification

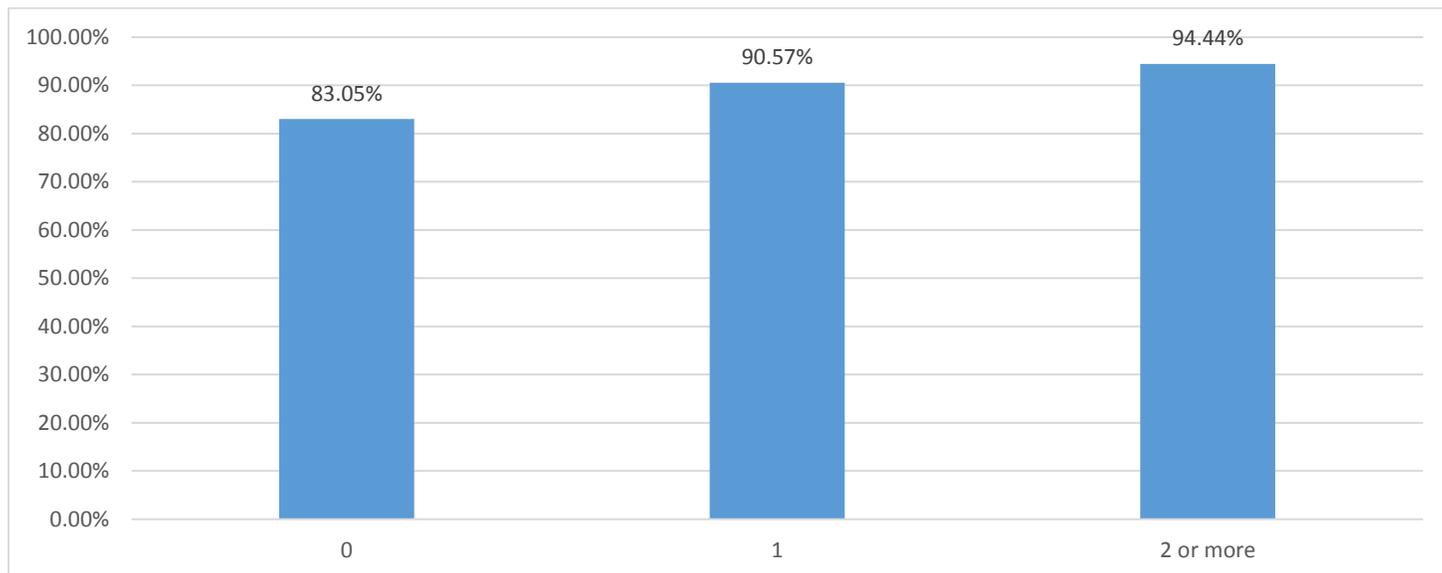
	1-5 times	6-10 times	11 or more
All	1,306	235	129
Freshmen	600	91	39
Transfer	82	15	11
Sophomores	347	71	46
Juniors	115	31	23

Fall 2015 SI Participant Attendance and Term GPA Comparison



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2015 – 2016 SI Attendance and Retention



Student Feedback: Supplemental Instruction Student Survey Data 16 – 17

What was the most beneficial aspect of the SI session?

“Practice and getting to talk through problems. If something is specifically hard you can ask [SI Leaders] anything and [they] will do [their] best to help us understand.”

“[SI Leaders] really explain the concepts that we learn in class. [They] try to relate to something in real life.”

“[SI Leaders] are able to explain the material in detail and work problems. The professor presents the information, but [SI Leaders] explain everything clearly.”

What motivated you to attend SI?

“It was good extra practice and scheduled study time.”

“I created a really great friendship with [my SI leader].”



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TUTORING SERVICES

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.

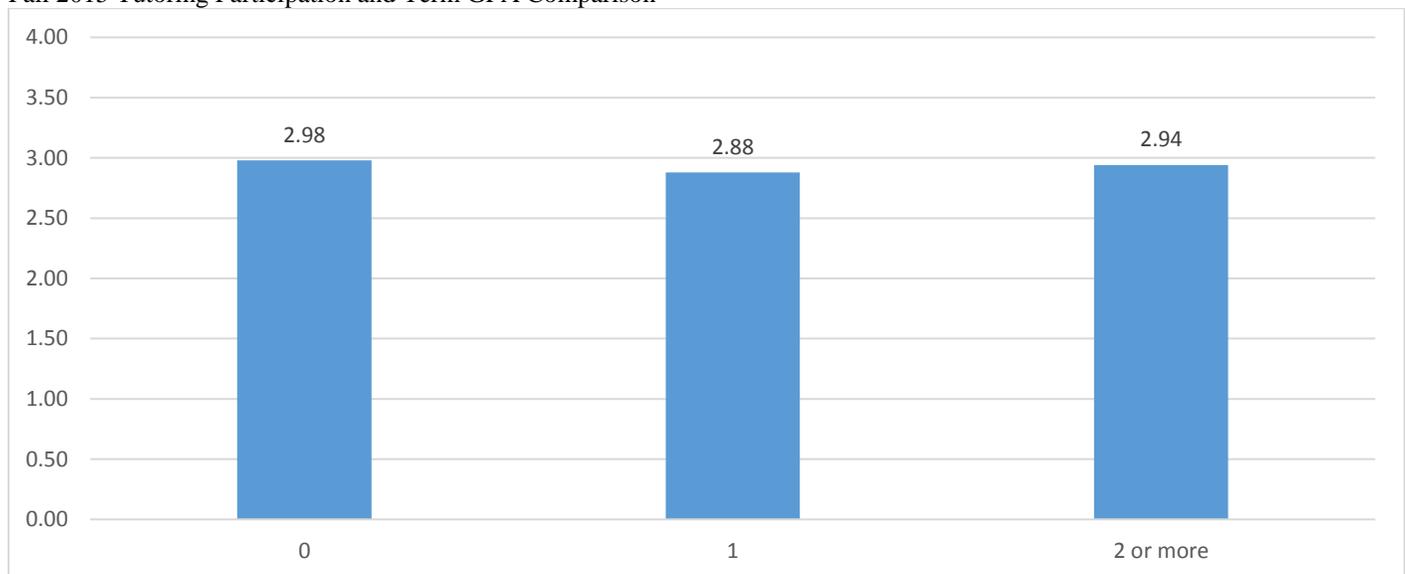
STUDENT IMPACT

In 2015 – 2016, SSC tutors saw **940 students** (80.42% increase from 2014-15), which generated **2,656 contacts** (103.21% increase from 2014-15). Impact data below illustrate that students who actively participate in tutoring are retained at higher rates than those that do not participate. Qualitative data show that students value and are satisfied with their tutoring experience, with an **88% satisfaction rate**.

Tutoring 2015 – 2016 Participation by Classification

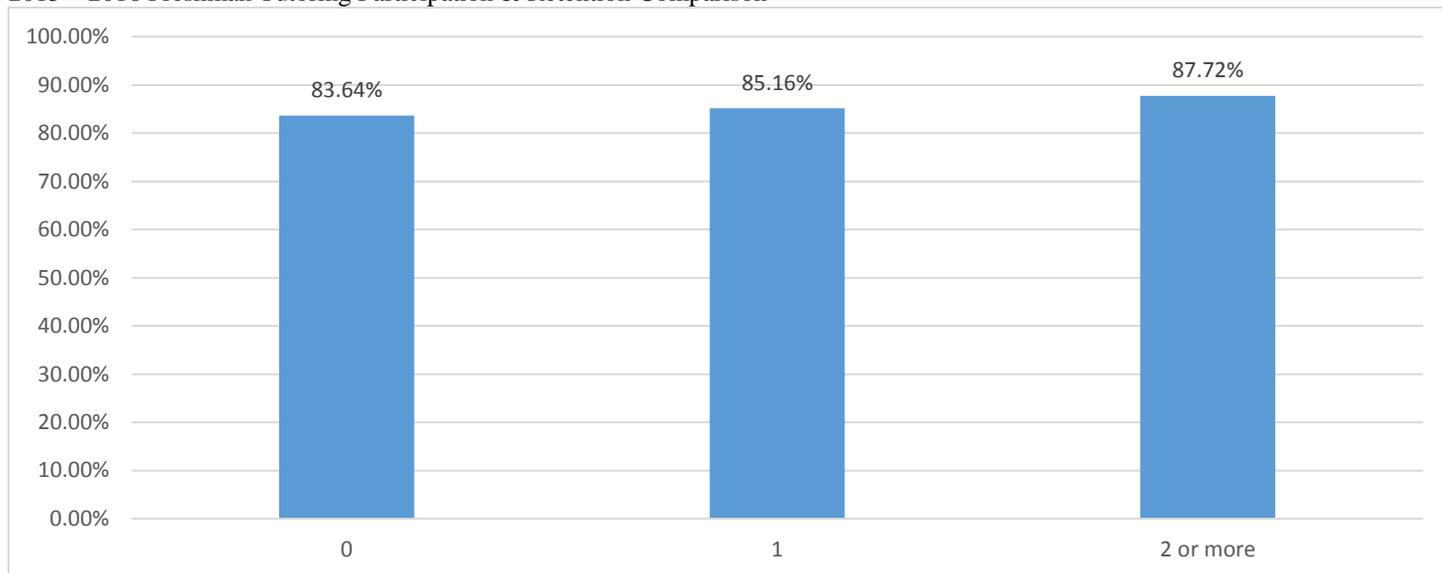
	1-5 times	6-10 times	11 or more
All	720	67	42
Freshmen	475	45	34
Transfer	47	8	9
Sophomores	113	9	2
Juniors	21	1	1

Fall 2015 Tutoring Participation and Term GPA Comparison



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2015 – 2016 Freshman Tutoring Participation & Retention Comparison



Student Feedback: Tutoring Student Survey Data 16 – 17

What motivated you to attend tutoring today?

“[My tutor] is a phenomenal tutor who can easily explain concepts and does not make you feel bad for misunderstanding.”

“I had gone to [my tutor] before. [My tutor] is kind, patient, and very intelligent and has been a crucial part to my learning.”

“I wanted to get ahead and make sure I have a full understanding of organic chemistry before we start getting into more difficult material.”

What was the most beneficial aspect of your tutoring session today?

“[My tutor] helped me understand everything and showed me how to do things and then helped me by letting me do some things on my own.”

“Having [my tutor] slowly walk me through each question which allowed me to figure out the answer on my own.”



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SUPPORTING STUDENTS ON PROBATION

PROGRAM DESCRIPTION

All students on academic probation are required to go through academic success modules on Canvas, complete each of the associated quizzes, and meet with an academic coach in the SSC. The modules cover topics including academic policies and what it means to be on academic probation, improving grade point average, resources at UT, and next steps. At the end of each module, students take a short quiz to demonstrate understanding of the information. Students need to earn a total score of an 80% or higher for the modules to be considered complete.

LEARNING OUTCOMES

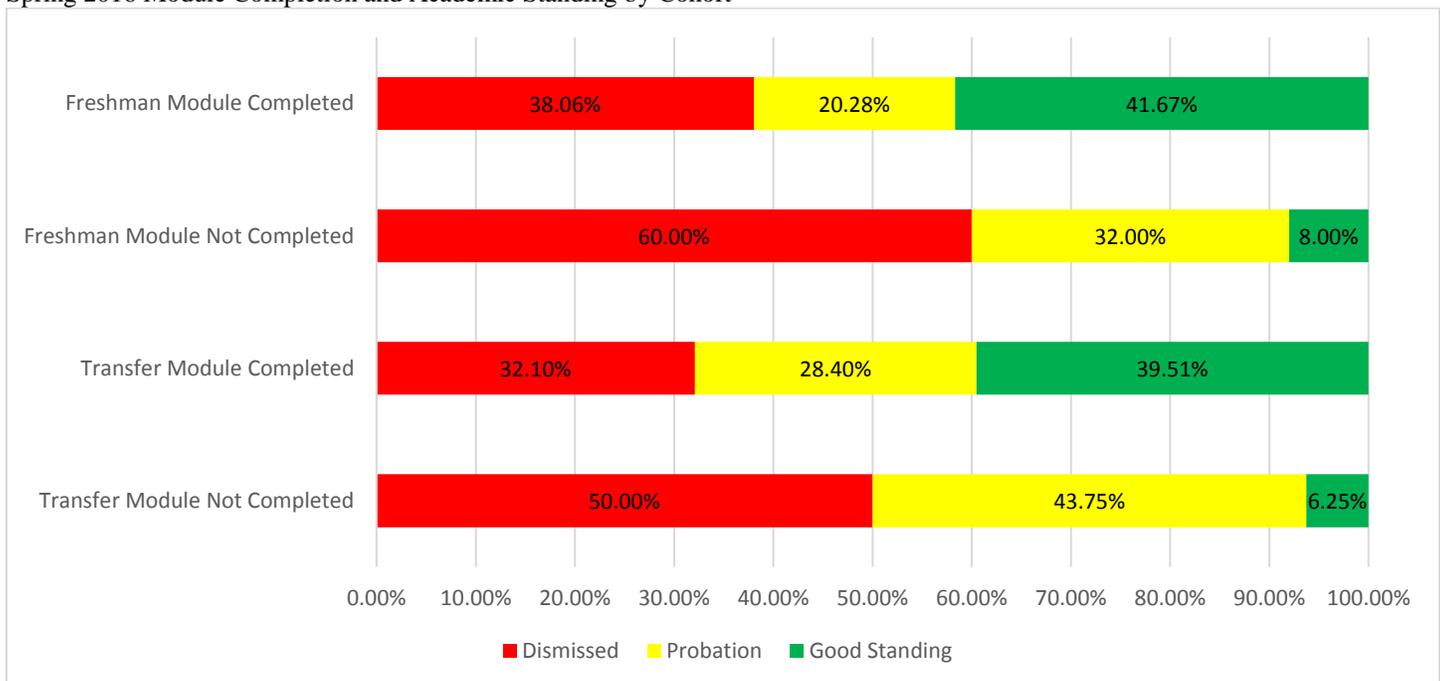
As a result of successfully completing the modules, a student will:

- know their academic standing and GPA needed to return to good standing
- implement strategies for boosting GPA
- 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

Academic success modules are required for all students on academic probation each semester at UT. One benchmark of success is the rate at which students complete academic success modules. Emphasis is placed on spring data because of the focus on first time freshmen and first time transfer success. Students on probation during Spring 2016 **completed the modules at a rate of 88.55%**. Within this group were freshmen and transfer students, who **completed the modules at a rate of 92.72%**. These completion rates illustrate a high level of success from the transition of public workshops to online modules, which occurred this year. The SSC requires module completion as well as participation in academic coaching, because data show that students who participate in these activities have higher rates of avoiding academic dismissal and achieving good standing. All students, including Freshmen and Transfers in the 2015 cohort, who completed probation modules met these goals at a higher percentage than those who did not participate. SSC data also show that students who participated in academic coaching had higher rates of good standing and retention than those students who did not participate. The below charts provide detail on these data points.

Spring 2016 Module Completion and Academic Standing by Cohort

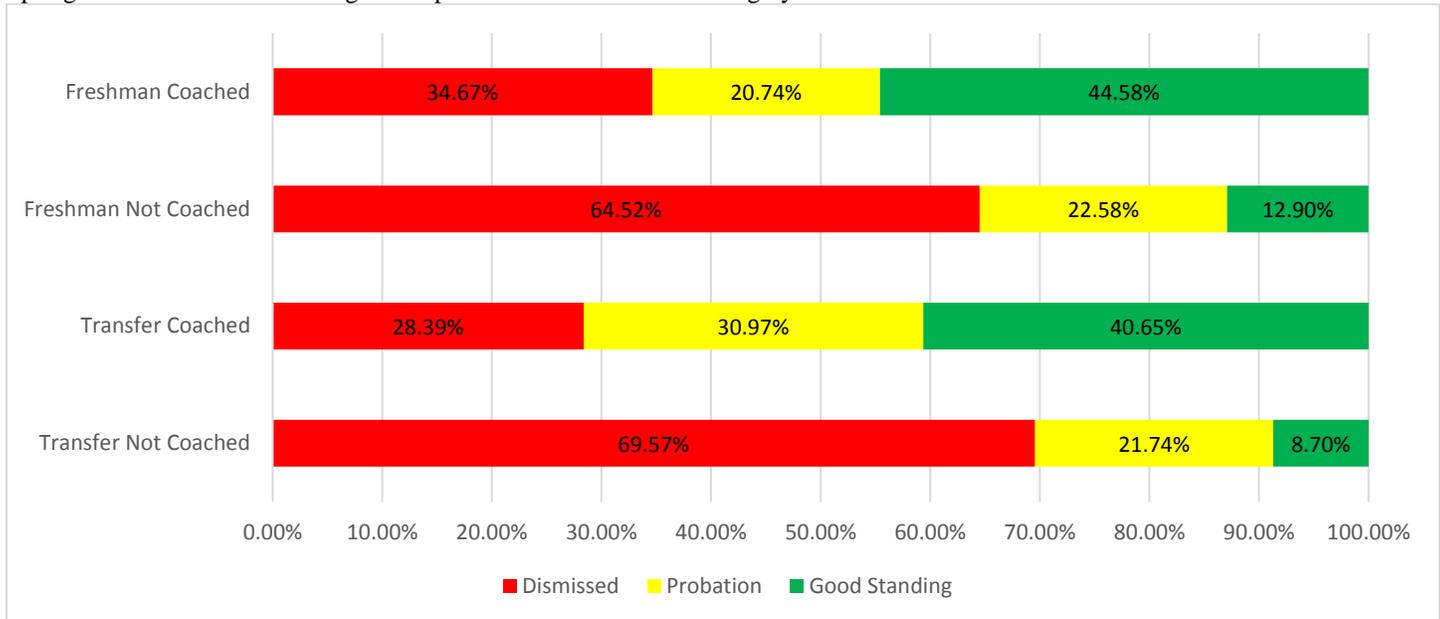


*This chart illustrates improved academic standing for both freshmen and transfer students who completed online modules.

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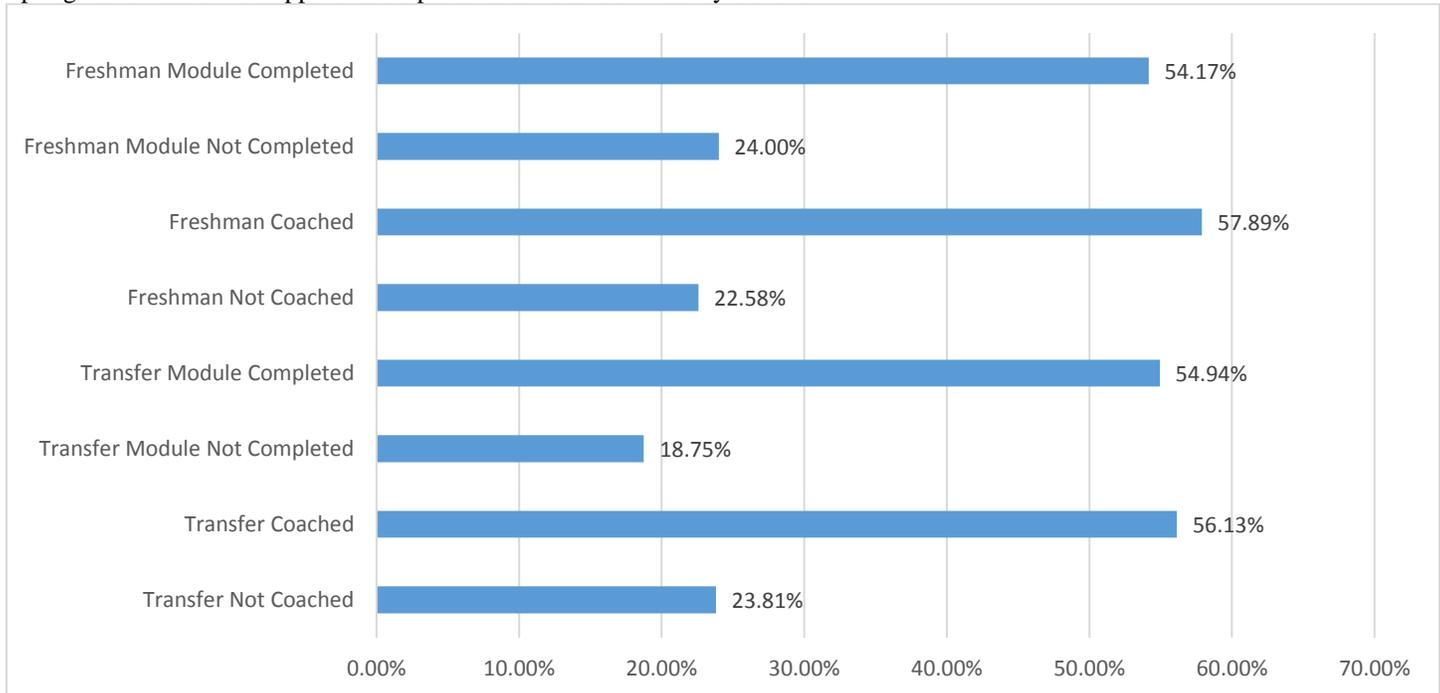
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Spring 2016 Academic Coaching Participation and Academic Standing by Cohort



*This chart illustrates improved academic standing for both freshmen and transfer students who participated in academic coaching.

Spring 2016 Academic Support Participation and Retention Rate by Cohort



*This chart illustrates improved retention rates for both freshman and transfer students who participated in academic support, such as online modules and academic coaching.

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UT LEAD PROGRAM

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), as well as other students designated as at-risk, based on the UT risk indices. 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, including academic coaching, tutoring, and supplemental instruction, with an emphasis on attending academic coaching as a primary responsibility and first step to academic success.

LEARNING OUTCOMES

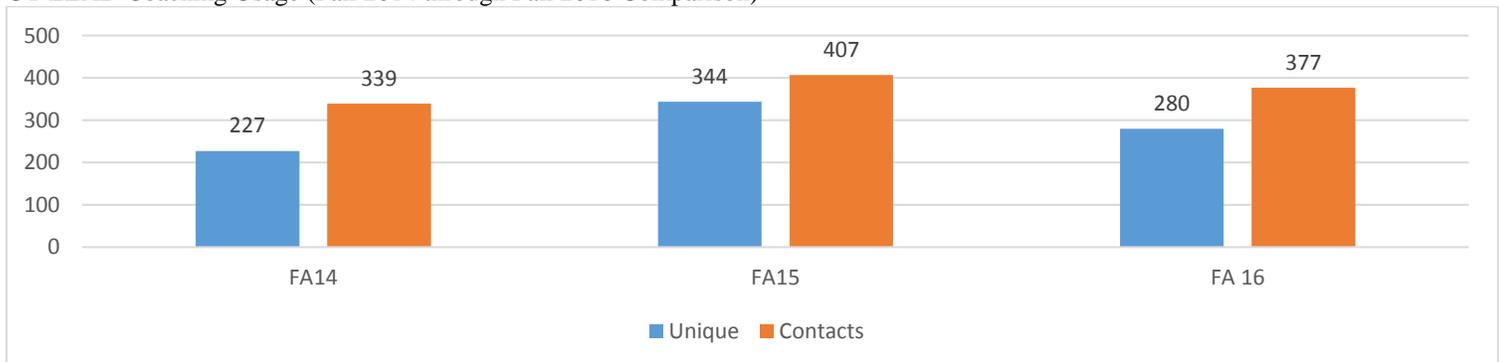
By participating in the UT LEAD program, students will:

- 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

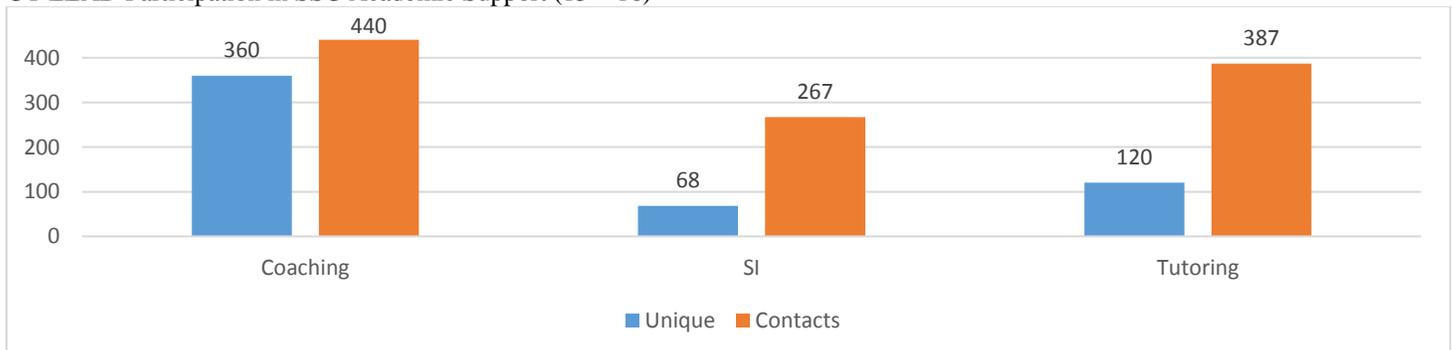
Student impact can be seen through increased usage in SSC support programs and through participation in UT LEAD courses, First Year Studies 101 in the fall, and Counselor Education 205 in the spring. Students who attended academic coaching were retained at higher rates than those that did not participate. Students who do not achieve good academic standing by their second semester are provided with additional support through participation in Counselor Education 205 – a course designed to help students improve their academic performance to return to good standing – and in completion of the probation online module. The data below illustrate both increase in LEAD student participation in academic support services and in improved academic success for students who participate regularly.

UT LEAD Coaching Usage (Fall 2014 through Fall 2016 Comparison)



* This chart illustrates a **23.34% increase** in unique visits and an **11.20% increase** in contacts for UT LEAD students over the past two years.

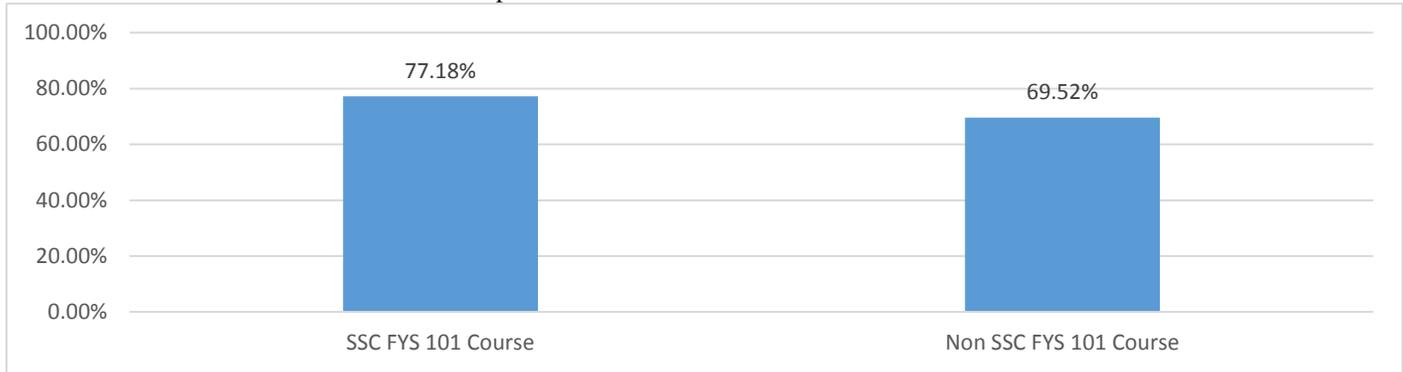
UT LEAD Participation in SSC Academic Support (15 – 16)



*This chart illustrates unique visits and overall contacts in SSC academic support services, with the majority of contact occurring in academic coaching and tutoring.

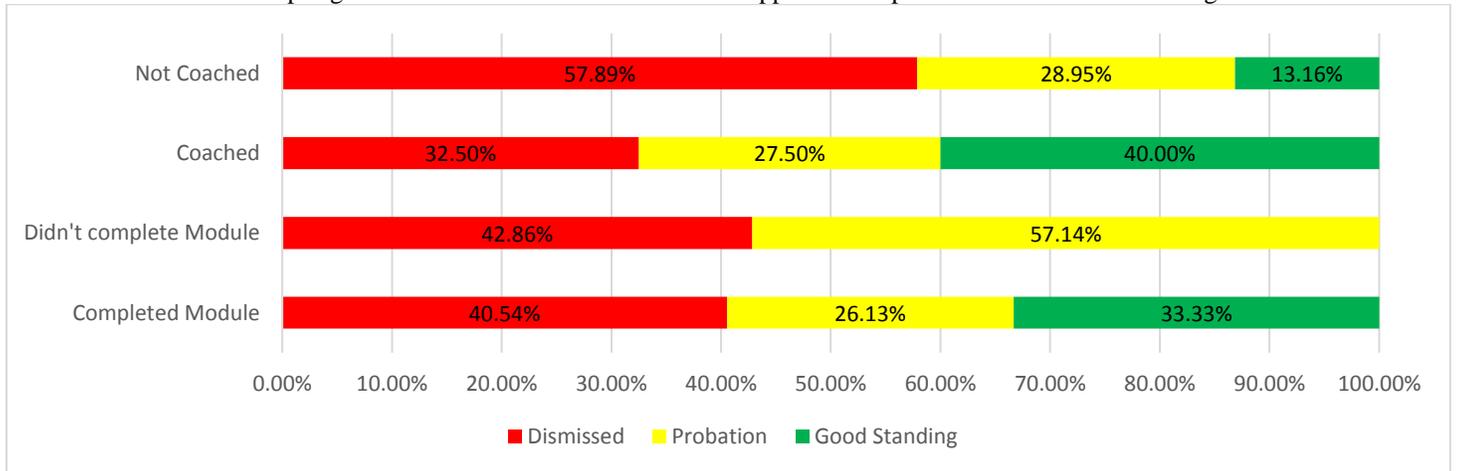
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Fall 2015 UT LEAD FYS 101 Retention Comparison



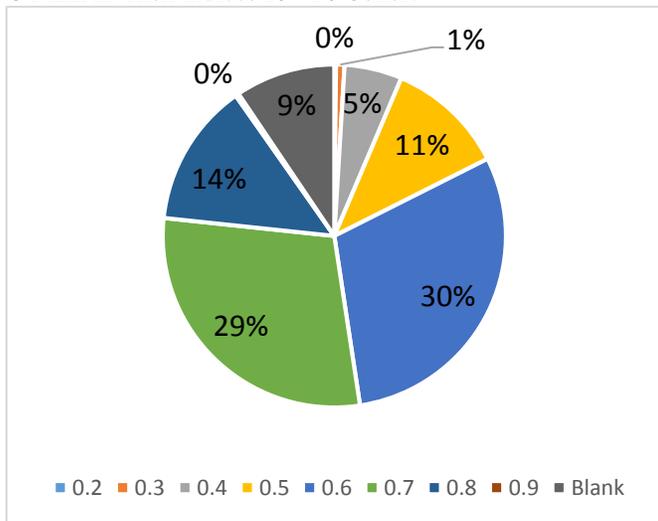
* This chart illustrates that students who participate in an SSC FYS 101 course have higher rates of retention.

UT LEAD 2015 Cohort: Spring 2016 Probation Students Academic Support Participation and Academic Standing



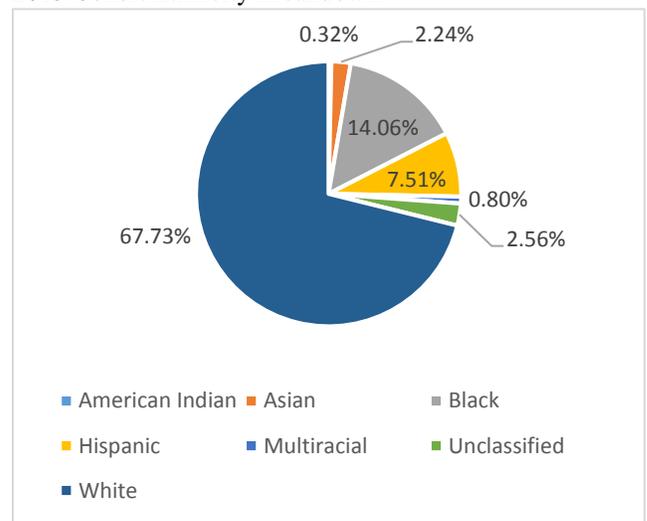
*This chart illustrates improved academic standing for UT LEAD students who participated in modules and academic coaching.

UT LEAD Risk Indices 15– 16 Cohort



*This chart illustrates that the UT LEAD population (N = 626) is made up primarily of at-risk students (0.8 and below).

2015 Cohort Ethnicity Breakdown



*This chart illustrates the UT LEAD population breakdown by ethnicity.

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UT LEAD SUMMER INSTITUTE

PROGRAM DESCRIPTION

The UT LEAD Summer Institute (UT LSI) is a 5-week program that 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 2016 cohort, 97.5% were in good standing. All of the students returned for Fall 2016. During the summer, 28 students took Math 119 and 2 students received an NC for the course. Those two students will retake Math 119 in future semesters. This particular summer the co-directors, counselors, instructors, and SSC academic coaches played a more intrusive role to challenge and support the students academically. The summer schedule also consisted of a more structured study time with instructors and tutors. In the fall, these students were enrolled in a FYS 101 class or equivalent and were required to meet with an academic coach once per semester.

UT LSI Semester Average GPA 2008– 2016

Cohort	N	Summer	Fall	Spring
2016	40	3.41	2.81	
2015	40	2.92	2.68	2.79
2014	39	3.27	2.82	2.59
2013	39	3.13	2.19	2.71
2012	80	3.26	2.59	2.48
2011	78	3.12	2.74	2.80
2010	75	3.29	2.65	2.72
2009	55	3.34	2.70	2.54
2008	51	3.53	2.84	2.70

UT LSI Summer GPA Percentages 2008 – 2015

Cohort	N	Below 2.0	2.0 – 2.749	2.75 & above
2016	40	2.5%	7.5%	90%
2015	40	7.5%	27.5%	65.0%
2014	39	5.1%	10.3%	84.6%
2013	39	0.00%	25.6%	74.4%
2012	80	2.5%	15.0%	82.5%
2011	78	3.8%	19.2%	76.9%
2010	75	6.7%	8.0%	85.4%
2009	55	1.8%	9.1%	89.2%
2008	51	0.00%	2.0%	98.2%

Student Feedback: Summer 2016 Cohort

“If I was not asked to participate in this program, going into the fall semester it would have been very difficult for me to adjust. I also wouldn't have known about the many resources available on campus. And so, I thank the University for funding this program.”

“If it wasn't for this program, I would be lost academically, mentally, and socially as a freshman entering college. This program allowed me to become more accustomed to the campus and all my surroundings. I thoroughly enjoyed my experiences and time spent with this program. This program was truly a blessing for me.”

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SOAR: SUMMER OPPORTUNITY FOR ACADEMIC RECOVERY

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, **SOAR participants routinely achieve high rates of good standing after their summer experience.** Program staff continue to monitor rates of academic progress and retention.

SOAR 2014 Academic Standing End of Summer

	Dismissed	Probation	Good Standing	Total
Freshman	0	13	7	20
Transfer	2	4	1	7
Upper	5	13	7	25
Total	7	30	15	52

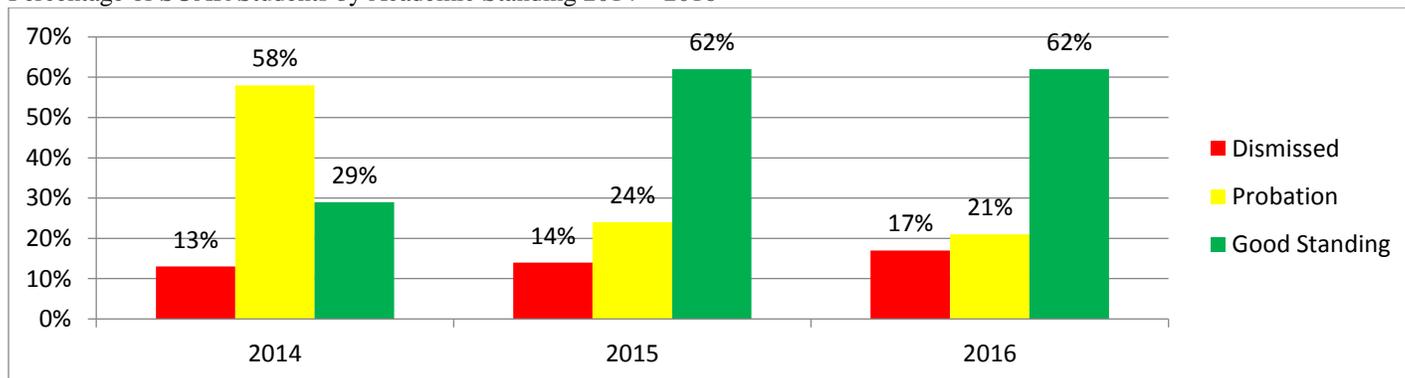
SOAR 2015 Academic Standing End of Summer

	Dismissed	Probation	Good Standing	Total
Freshman	3	4	17	24
Transfer	1	1	10	12
Upper	4	9	9	22
Total	8	14	36	58

SOAR 2016 Academic Standing End of Summer

	Dismissed	Probation	Good Standing	Total
Freshman	4	5	16	25
Transfer	3	2	6	11
Upper	3	5	14	22
Total	10	12	36	58

Percentage of SOAR Students by Academic Standing 2014 – 2016



*This chart illustrates the positive change in student recruitment practices from 2014 to 2015 that has led to higher rates of academic good standing.

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MATH CAMP

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.

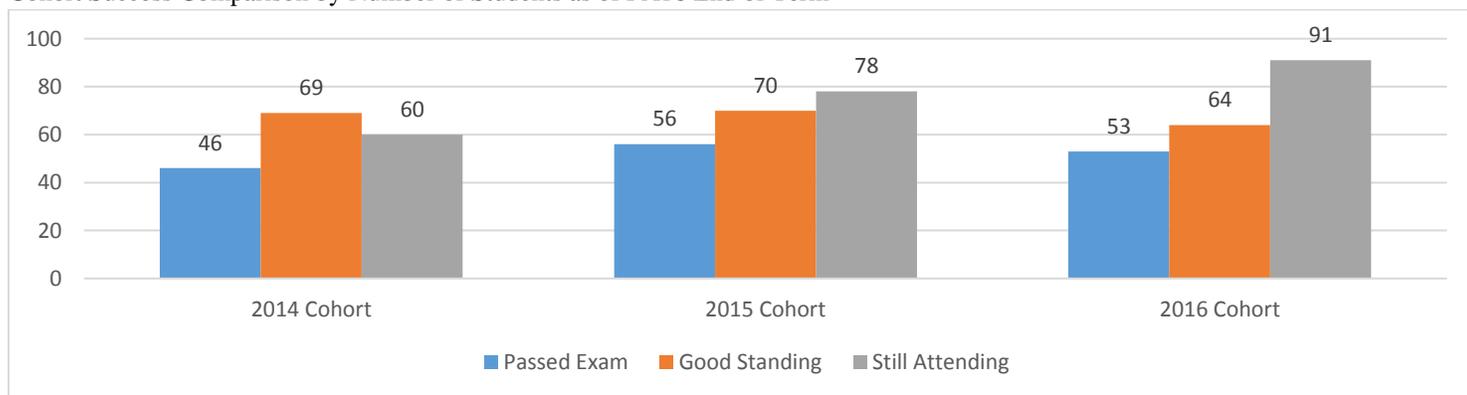
STUDENT IMPACT

The primary function of Math Camp gives students the opportunity to complete two semesters' worth of math in just three weeks. Students who successfully complete Math Camp – by earning a passing score on the placement test – are better equipped to complete their degree in four years and be successful in their math classes. As the data below indicate, students receive additional benefits from Math Camp through the opportunity move to campus early and develop academic success skills prior to the start of the semester. Students have a high rate of satisfaction for their overall Math Camp experience and achieve high levels of academic success post Math Camp.

Math Camp 2014 - 2016 Cohort Comparison Overview as of Fall 2016

Cohort	N	Passed Exam	Did not Pass	Math 123, 125, or 130	Math 141 or 151	Student Satisfaction	Current % Good Standing	Current % Probation	% Still Attending	Major Change (N)
2014	81	46	35	35	11	----	85.19%	9.88%	74.07%	34
2015	89	56	33	27	29	93%	78.65%	16.85%	87.64%	25
2016	91	53	38	26	27	91%	70.33%	29.67%	100%	----

Cohort Success Comparison by Number of Students as of FA16 End of Term



Summer 2016 Student Feedback:

What did you enjoy most about Math Camp?

“Meeting my new 8 best friends.”

“I loved that I was able to not only get involved on campus but to get to improve my math skills as well. It was a complete win-win situation.”

Would you recommend Math Camp to other incoming freshmen?

“Absolutely. This program is extremely beneficial and a great way to get used to the college environment before the fall semester.”

“Yes. I feel like it has helped me realize that college is all about your work ethic.”

“Yes, the camp is an overall amazing program.”

Comprehensive Assessment Report

University of Tennessee, Knoxville Student Success Center
Published April 2017

SUMMARY

Over the past ten years, the Student Success Center has become the hub of academic support at the University of Tennessee, Knoxville. Through a combination of internal program improvements and external collaborations, the SSC provides valuable support to UT students, staff, and faculty as well as to external constituents such as parents and other key stakeholders. The SSC mission, aligned with the Vol Vision 2020, 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 2016, the SSC completed phase two 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 initial impact of this change can already be seen both in data related to academic coaching and to overall impact data. Additional program improvements, including 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, have shown impact and student improvement. The SSC also 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, continues to lead key chancellor initiatives, including Math Camp and SOAR. These efforts 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 show 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, students need the Student Success Center.

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 continuing to assess the shift to a Professional Academic Coaching model. These goals align with Vol Vision 2020 efforts to enhance retention and graduation. These efforts also directly support the UT transfer student populations, and the SSC will continue to enhance 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 ten 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, Knoxville.