



Student Success Center Comprehensive Assessment Report

**Anton Reece, Director
2011-2012**

OVERVIEW

UNIVERSITY OF TENNESSEE, KNOXVILLE: 2011-2012

THE STUDENT SUCCESS CENTER

VISION AND MISSION

The Student Success Center at the University of Tennessee (UT) will 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 mission of UT's Student Success Center (SSC) is to ensure that all students have the opportunity to succeed by

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

VOL VISION AND TOP 25

Last year, UT finalized its strategic plan, VOL Vision/Top 25. The plan includes five strategic priorities, all of which are critical as the university aspires to join the premier ranks—the Top 25—of public research universities. The SSC supports all of the priorities, and priority one falls squarely within the SSC's mission: "Retain and graduate a diverse body of well-educated undergraduate students."

STUDENT IMPACT

The SSC defines and measures the impact of services through these Top 25 and peer institution metrics: (a) overall contacts and number of students utilizing SSC services, (b) frequency of use of SSC services, (c) comparisons between students using SSC resources and the general student population (for example, retention rates, term GPA, or academic standing), and (d) comparisons between students using SSC resources and specific student populations (for example, entering first-year cohort, similar ACT range, or gender).

According to the August 2012 report of the Enrollment Management Committee, there were 4,188 first-year students in the Fall 2011 cohort. Out of the Fall 2011 first-year student cohort, 561 participated in the UT LEAD program, 714 were involved in Supplemental Instruction, 344 completed an Academic Success Workshop, 386 met with an SSC academic coach, and 80 participated in the SSC's tutoring program piloted in spring 2012.

In the 2011-12 academic year, SSC contacts totaled **16,138**. This number included **657** walk-ins, **7,241** telephone calls, and **8,240** visits to SSC services: tutoring (**271**), Supplemental Instruction (**4,853**), workshops (**884**), and academic coaching appointments (**2,232**). In addition, Google Analytics tabulated **59,884** visits to the SSC website.

SSC CONTACTS

Services	Total Contacts	Females	Males
Coaching	2232	684	650
• Appeals	89	27	54
• General Help	848	311	286
• Probation	380	115	160
• UT LEAD	915	231	150
Tutoring	271	79	52
SI	4853	681	485
Workshops	884	324	560
Total	8240		

**Data from AdvisorTrac and Office of University Registrar*

The SSC also served as a hub of inquiry and referrals on various academic and non-academic matters. The SSC collaborated closely with all nine academic colleges. Arts and Sciences, Business Administration and exploratory student populations were among our largest number of student appointments (see Appendix).

The SSC continued to embark on a variety of collaborative campus outreach events ranging from presentations and training with student life organizations to various academic units. In the 2011-12 academic year the SSC reached 1,094 students through 26 outreach initiatives.

CHALLENGES & OPPORTUNITIES

The SSC encountered a series of challenges and opportunities related to geographical moves and new initiatives. In August 2011, the Melrose SSC staff moved into the 812 Volunteer location. The unified location led to increases in student walk-ins, non-duplicated visits, and overall phone contacts. The newly initiated student Welcome Leader program through the Office of Student Activities also contributed to increased student awareness and walk-in traffic at the 812 Volunteer location.

The SSC officially launched a comprehensive tutoring program in spring 2012. The program secured international tutor training certification through the College Reading and Learning Association (CRLA).

An anticipated move to Greve Hall in fall 2012 promises to increase the SSC space and academic support resources. The proposed move will include the addition of two study rooms, a dedicated computer lab, and a large multipurpose space, providing additional computers and a home base for tutoring services. As a result, the SSC projects additional increases in student traffic for the coming year.

ACADEMIC COACHING

UNIVERSITY OF TENNESSEE, KNOXVILLE: 2011-12

THE STUDENT SUCCESS CENTER

PROGRAM DESCRIPTION

The SSC's academic coaches provide a wide range of students with an opportunity for one-on-one consultation fostering a successful transition to a large, Research-1 institution and helping them progress through graduation. 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 helping students develop strategies for learning and life management. In 30-minute one-on-one sessions, coaches address immediate concerns, review the student's academic profile, and help students generate an action plan focusing on, but not limited to, time management, learning strategies, goal setting, and leadership.

The SSC's nine academic coaches, Graduate Teaching Assistants representing a variety of disciplines, receive extensive training on UT academic policies, academic support resources, personal and social support resources, and learning strategies. Coaches meet with a wide array of all undergraduate students ranging from high achieving to those facing a variety of at-risk factors. Promoting a balance of support and challenge, coaches foster student confidence to initiate and implement their own success strategies. Coaches' interview questions explore student satisfaction and progress in and out of the classroom, as research ties student success and retention to active academic and social engagement (Bean, 1985; Tinto, 1975).

All nine coaches are cross-trained to meet with any student who comes to the center. In addition, each coach has an SSC program specialization and is supervised by the assistant director who oversees that particular area: UT LEAD, Supplemental Instruction, tutoring, and academic workshops.

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; and
- create an individualized academic action plan focusing on academic progress, strategies, and resources.

As key contributors to the SSC team, academic coaches will

- know the mission and vision of the SSC,
- value their own personal role within the SSC mission and vision while creating an atmosphere of academic success for all students, and

- assist students in creating an individualized academic action plan that focuses on academic strategies and identifies academic success resources.

STUDENT IMPACT

In the 2011-12 academic year, coaches met with 1,334 different students for a total of 2,232 coaching sessions. As documented throughout this report (see Academic Workshops, Supplemental Instruction, and UT LEAD), coaching enhanced the success of other SSC program offerings, particularly when students visited a coach more than once per term.

The SSC actively promotes coaching for all undergraduate students on probation. In spring 2012, 6% of the total enrolled undergraduate population (1,157 of 19,443) entered on probation. Students within this group achieved an average Spring term GPA of 2.00; however, those who met with a coach once achieved an average term GPA of 2.18. For students who engaged in more than one coaching session, the increase was even more pronounced (2.41). While all students on probation were retained at a rate of 59% (681), those who saw a coach more than once were retained at a rate of 69%.

SPRING PROBATION STUDENTS: COACHING IMPACT

Students on Probation Enrolled in Spring 2012	N	Ave. Term GPA	Retained Fall 2012	% Retained
All students on Probation	1157	2.00	681	59%
Coached Once	201	2.18	125	62%
Coached More Than Once	112	2.41	77	69%

**Data provided by Office of the University Registrar*

CHALLENGES AND OPPORTUNITIES

The SSC is seeking ways to increase the number of students who come in for coaching. Given the impressive ACT and high school GPA profile of the 2011 first-year cohort, many of our incoming students may be reluctant to seek campus resources or see no need to do so. The SSC continues to raise awareness of the benefits of coaching and seeks ways to turn awareness into action. In addition, the SSC may consider increasing the number of required coaching visits for students required to attend Academic Success Workshops.

The SSC continues to explore ways to quickly identify at-risk student populations. New data models constructed by the Office of the University Registrar will allow the SSC to identify at-risk populations from point of entry at UT. This will create new possibilities for early intervention and new opportunities for the SSC to develop proactive initiatives to assist these students.

ACADEMIC SUCCESS WORKSHOPS

UNIVERSITY OF TENNESSEE, KNOXVILLE: 2011-12

THE STUDENT SUCCESS CENTER

PROGRAM DESCRIPTION

The SSC offers two workshops to help students on academic probation return to good standing. In the 60-minute workshops, students generate an action plan exploring goals, motivation, time demands and management, learning strategies, and relevant campus resources. Students also review their individual GPAs and deficiency points as well as UT academic policies (course repeats, withdrawal options, etc.) to protect or improve their GPAs. Posted to AdvisorTrac and sent to all college advising centers, the action plan is available for academic advisors and academic coaches to discuss as they meet with these students face-to-face.

LEARNING OUTCOMES

As a result of attending an academic or readmission success workshop, a student will

- know her/his academic standing and the grade point average needed to return to good standing,
- value the many available campus resource partners (Counseling Center, Writing Center, etc.), and
- create an action plan for returning to good standing.

STUDENT IMPACT

Academic Success Workshops (ASW) are required for all students (freshmen and transfers) placed on probation within the first 30 hours attempted at UT. According to data from the Office of the University Registrar, compared to fall 2010, the percentage of new students on probation at the end of fall 2011 decreased for both freshmen and transfers. The freshmen probation rate decreased from 10.8% in 2010 (455 of 4,214) to 10.5% in 2011 (441 of 4,188). The transfer probation rate decreased from 19.1% in 2010 (236 of 1,237) to 15.6% in 2011 (200 of 1,290). Additionally, a higher percentage of new transfers on probation (52.7%) were retained for fall 2012 enrollment than new freshmen on probation (42.2%). The SSC led workshops for 153 students required to attend in Fall 2011 and 565 in Spring 2012, for a total of 718 students.

As shown in the following table, **ASW attendees (freshmen and transfers) earned higher rates of good standing** (44% vs. 11%) and achieved lower rates of academic dismissal (31% vs. 67%) than those who did not attend. Students who attended an ASW were retained for fall 2012 enrollment at a higher rate (55% vs. 27%). In addition, **attendees achieved higher average term GPAs** (+.79 in Fall 2011, and +.36 in Spring 2012) than those who did not attend.

ASW ACADEMIC PERFORMANCE

TOTAL YEAR ASW		Dismissal		Probation		Good Standing		Retained F 12	
	Total	N	%	N	%	N	%	N	%
Did not attend	75	50	67%	17	23%	8	11%	20	27%
Attended	718	220	31%	182	25%	316	44%	397	55%

**Data from Office of the University Registrar*

Readmission Success Workshops (RSW) are required for all students returning from academic dismissal. The SSC administered workshops for 161 students throughout the year, including workshops at the beginning of summer 2011 (24), fall 2011 (60), and spring 2012 (77).

For all three terms (summer 2011, fall 2011, and spring 2012), **RSW attendees posted higher average term GPAs**, for a yearly total average of +0.36. **Attendees achieved good standing at a higher rate** (38% vs. 24%) and were academically dismissed at a lower rate (18% vs. 35%). A greater percentage of students who attended the workshop were retained for fall 2012 (64% vs. 45%), including four students who graduated.

RSW ACADEMIC PERFORMANCE

ROW ACADEMY PERFORMANCE											
Total Year RSW		Dismissal		Probation		Good Standing		Retained F 12		Term GPA	Graduated
	Total	N	%	N	%	N	%	N	%		
Did not attend	62	22	35%	25	40%	15	24%	28	45%	2.10	0
Attended	161	29	18%	71	44%	61	38%	103	64%	2.46	4

**Data from Office of the University Registrar*

CHALLENGES AND OPPORTUNITIES

While probation students who attended SSC workshops performed better and are retained at a higher rate than those who did not, the SSC continues to explore strategies to retain a greater number of these students and all students on probation. The SSC has increased communication with this population and is considering a required coaching meeting in addition to the workshop requirement. New data from the Office of the University Registrar suggests greater performance gains for students on probation who see a coach twice or more per term (see page 2, Academic Coaching). The SSC will continue to encourage all students on probation to schedule frequent coaching appointments throughout the term.

Given the lower retention rates for students on academic probation versus those in good standing (see Appendix), the SSC recognizes the importance of proactive steps and early intervention. In addition to probation and dismissal workshops, the SSC is exploring additional voluntary workshops open to first-term students, including topics that are timely (jumpstarting the semester, prepping for finals, etc.) or issue-based (time management, note-taking, etc.).

NEW STUDENT ORIENTATION

UNIVERSITY OF TENNESSEE, KNOXVILLE: 2010-11

THE STUDENT SUCCESS CENTER

PROGRAM DESCRIPTION

During Summer 2011 freshmen orientation sessions, the SSC presented a 55-minute session titled, "AIM for Graduation." Student friendly and interactive, the presentation included academic and social challenges and opportunities, a video presentation on academic workload and time management, and an opportunity for student feedback of their past academic experience and perception of future success. The strengths of the session included the format of the presentation, which included sharing ACT/High School GPA profile of the cohort and reinforced the importance of strong academic skills. This was followed by the role of the SSC and ways in which our academic coaching and other support resources foster collaboration for success among high and low achieving students.

LEARNING OUTCOMES

As a result of attending the Student Success Center "AIM for Graduation" orientation presentation, students will

- value the challenges involved in transitioning from high school to the rigor of a Research-1 institution;
- value the importance of efficient time management and learning strategies;
- value academic coaching and SSC resources;
- know the AIM (Attend, Invest, Manage) model;
- assess high school and project future college academic experience through the use of clicker responses.

STUDENT IMPACT

Orientation evaluation feedback indicated an 81% of students (729 of 900) positively agreed that they could recall several success strategies from the SSC session.

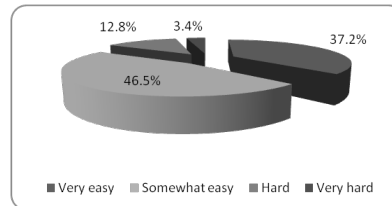
ABLE TO NAME SEVERAL SUCCESS STRATEGIES

	N	Percent
Strongly Agree	325	36%
Agree	404	45%
Neutral	107	12%
Disagree	13	1%
Strongly Disagree	7	1%
Did not attend	44	5%
Total	900	100%

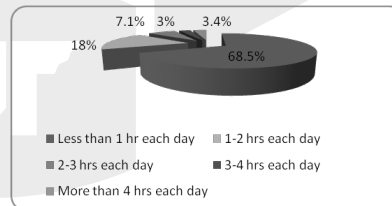
**Orientation evaluation data provided by SOLD Office*

Data regarding academic perceptions and expectations was gathered on Day 2 of new student orientation. As noted in the following graphs, students earned high grades in high school with minimal studying. This clicker response data reiterates the need for our session to inform students of the necessary academic preparation, learning strategies, and time management to succeed at UT. The fundamental goal of the session is to raise the students' awareness of overestimating high school academic achievement and underestimating proactive time management and learning strategies necessary for success at UT.

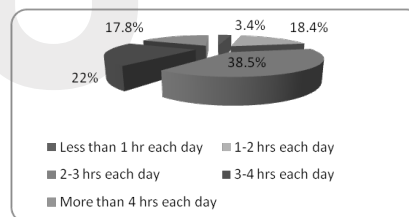
To earn A's and B's at your high school, was it?...	Responses	
Very easy	855	37.22%
Somewhat easy	1069	46.54%
Hard	295	12.84%
Very hard	78	3.40%
Totals	2297	100%



How much time did you spend studying outside of class in high school?	Responses	
Less than 1 hr each day	1176	68.53%
1-2 hrs each day	308	17.95%
2-3 hrs each day	122	7.11%
3-4 hrs each day	51	2.97%
More than 4 hrs each day	59	3.44%
Totals	1716	100%



How much time will you need to study outside of class to earn A's and B's at UT?	Responses	
Less than 1 hr each day	63	3.38%
1-2 hrs each day	342	18.35%
2-3 hrs each day	718	38.52%
3-4 hrs each day	410	22%
More than 4 hrs each day	331	17.76%
Totals	1864	100%



CHALLENGES AND OPPORTUNITIES

During summer 2012, students will be assigned a clicker connecting individual responses to their admission information. Exploration of the linked clicker data will also allow for expanded longitudinal performance of students.

SUPPLEMENTAL INSTRUCTION

UNIVERSITY OF TENNESSEE, KNOXVILLE: 2011-12

THE STUDENT SUCCESS CENTER

PROGRAM DESCRIPTION

Supplemental Instruction (SI) is a nationally recognized academic assistance program featuring weekly group study sessions facilitated by undergraduate students, SI leaders, who previously successfully completed a targeted course and have been trained in proactive learning strategies (UMKC, 1975). The SI leaders hold study sessions for the course throughout the semester. The program is offered at no cost to all students enrolled in the covered course. Courses are chosen based on longitudinal data of historically difficult courses at UT (minimum 200 enrolled students and at least a 20% D/F/W rate). Research suggests most educational outcomes are dependent upon both the frequency and the intensity of interactions and activities in the college environment (Astin, 1993). Students are encouraged to attend multiple sessions of SI to assist with a more thorough understanding of course concepts.

The SI program was available in **16 courses**, totaling **263 sections** with a total **student population of 5,279** (see Appendix). During the 2011-12 academic year, the program served **19% of enrolled students (989)**, which generated a total of **3,412 contact hours**. Contact hours are defined as the cumulative total hours students participated in SI during the year.

LEARNING OUTCOMES

As a participant in Supplemental Instruction, 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, and
- value becoming more responsible and capable learners.

As a peer-facilitator, the Supplemental Instruction 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, and
- value the course as it relates to the larger academic field, possible career paths, and opportunities for advanced study.

STUDENT IMPACT

Semester comparisons show SI sessions helped students successfully matriculate through the targeted classes. Fall and spring term data indicate a relative standard year for the SI program. As outlined in the table below, students who participated in SI sessions were more likely to complete the course with an earned C or better course grade. Further, **withdrawal rates and earned C-, D+, D, D-, F, or NC grades were lower for SI participants (25%) than non-participants (30%).**

2011-12 ACADEMIC YEAR: COURSE COMPLETION RATES

	SI	Non-SI	All enrolled
Combined grades A through C	75%	70%	71%
Combined grades C- through F, W, WP/WF, NC	25%	30%	29%

**Grade data provided by Office of Institutional Research*

The following table demonstrates **higher levels of SI attendance were positively related to higher term GPAs**. Data suggests the term GPAs in both fall 2011 and spring 2012 of SI participants were higher than the average term GPAs of students who do not attend SI sessions.

SI PARTICIPANT TERM GPA COMPARISON

	Non-SI	SI 1-4 Times	SI 5-9 times	SI 10 or > times
Mean Fall GPA	2.74	3.02	3.20	3.28
GPA Difference from Non SI		0.28	0.46	0.54
% Difference from Non SI		10.2%	16.8%	19.7%
Mean Spring GPA	2.76	3.05	3.21	3.26
GPA Difference from Non SI		0.29	0.45	0.5
% Difference from Non SI		10.5%	16.3%	18.1%

**Grade data provided by Office of the University Registrar*

Of additional interest, students who participated in SI 22 or more times during the 2011-12 academic year who also met with an SSC academic coach two or more times performed better than those who did not. Additionally, those who saw a coach three or more times achieved even greater success.

SI PARTICIPATION AND ACADEMIC COACHING

Attended SI 22+ Times during 2011-2012 Academic Year	Cum GPA
Academic Coaching 1 time	2.87
Academic Coaching 2+ times	3.44
Academic Coaching 3+ times	3.73
No Academic Coaching	3.09

**Grade data provided by Office of Institutional Research*

CHALLENGES AND OPPORTUNITIES

Lower participation levels in Math the past four years have posed challenges for the SI program. The SSC continues to raise awareness through outreach efforts and collaboration with the Math department. The addition of Math 115 and Math 119 for summer 2011 marked the SSC's first summer SI offerings. Summer SI generated 11% participation of the total enrolled student population. In addition, the mean final grade of students who attended SI was higher than students who did not participate. Withdrawal rates and earned C-, D+, D, D-, F, or NC grades were lower for SI participants (see Appendix).

A review of longitudinal data provided by the Office of Institutional Research continues to drive the future of targeted SI courses. Possible expansion courses include: Astronomy (Astr 151), Intro Organic/ Biochemistry (Chem 110), Organic Chemistry (Chem 350/360), and Principles of Chemistry (Chem 100).

TUTORING SERVICES

UNIVERSITY OF TENNESSEE, KNOXVILLE: 2011-12

THE STUDENT SUCCESS CENTER

PROGRAM DESCRIPTION

The SSC tutoring program, supporting the UT VOL Vision/Top 25 initiative, began in July 2011 with the appointment of an Assistant Director for Tutoring and Learning Assistance. In February 2012, the SSC launch a pilot the tutoring program.

The SSC applied for and successfully secured International Tutor Training Program Certification (ITTPC) from the College Reading and Learning Association (CRLA). This certification will help generate interest in the SSC tutoring program's offerings, as well as create a standard congruent to Top 25 target universities.

The SSC tutoring program focused on the following historically difficult courses: Biology 101, Chemistry 100, 120, and 130, Spanish 123, Psychology 110, Math 113, 115, 119, 125, 130, and 141.

LEARNING OUTCOMES

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, and
- know the rights and responsibilities of the tutor/tutee partnership and program objectives.

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, and
- value the importance of becoming an actively engaged and independent learner.

STUDENT IMPACT

Based on collected data, the top 5 courses utilized by students through the SSC tutoring program were Chemistry 120 (27 tutees), Math 125 (22 tutees), Chemistry 130 (18 tutees), Math 141 (13 tutees), and Math 119 (10 tutees).

The SSC pilot program hired 8 tutors who saw **131 tutees for tutoring** for a total of **271 total contacts**. As shown in the table below freshmen dominated the visits, as compared to all other groups.

TOTAL TUTORING VISITS BY GROUP

	Freshman Cohort	Transfer Cohort	Returning Students	Total Students
Tutees	80	8	43	131

**Data collected from SSC tutoring records*

Data suggests students who attended 9 or more tutoring sessions earned the highest spring term GPAs among tutees, with an average spring term GPA of 3.24. The median number of visits per student was 6.2 tutoring sessions.

TUTEE SPRING TERM GPA COMPARISON

	Tutoring 1-2	Tutoring 3-8	Tutoring 9+
Spring Term GPA	2.84	3.01	3.24

**Grade data provided by Office the University Registrar*

As outlined in the table below, students who utilized tutoring during the spring term who also saw an academic coach earned higher spring term GPAs as the number of coaching sessions increased. Students who saw an academic coach 1-3 times earned lower term GPAs as compared to those students who saw an academic coach 4 or more times (2.35 vs. 2.75).

TUTORING AND ACADEMIC COACHING

Used Tutoring and Academic Coaching during Spring Term 2012	Spring Term GPA
Academic Coaching 1-3 times	2.35
Academic Coaching 4+ times	2.75

**Grade data provided by Office of the University Registrar*

CHALLENGES AND OPPORTUNITIES

The SSC facilitates campus-wide leadership for tutoring and learning assistance objectives. Since September 2011, the Tutoring and Learning Assistance Task Force has met regularly to collaborate and share academic support opportunities. This includes the number of students served, best practices in tutoring, and ways to enhance student success at UT. Participating centers included the Math Tutoring Center, Thornton Athletics Student Life Center, Chemistry Tutorial Center, Office of Multicultural Student Life, Writing Center, Educational Advancement Program Tutoring Center, Music Learning Center, and the SSC.

The SSC joined partners within the UT tutoring community to commemorate National Tutoring Week (Oct. 3 – 7, 2011) with a strategic promotional campaign aimed at students attending tutorial sessions.

Looking forward, the SSC submitted application material for the National College Learning Center Association (NCLCA) Learning Center Leadership Certification (LCLC).

UT LEAD PROGRAM

UNIVERSITY OF TENNESSEE, KNOXVILLE: 2011-12

THE STUDENT SUCCESS CENTER

PROGRAM DESCRIPTION

The UT LEAD program embodies the VOL Vision priority one: "Retain and graduate a diverse body of well-educated undergraduate students." To assist with this priority and as a means to connect underrepresented students to academic and student development programs, the UT LEAD program was created in 2007. The LEAD program reinforces persistence to graduation for recipients of the Pledge Scholarship (need based) and the Promise Scholarship (place based, for students from underrepresented areas).

LEARNING OUTCOMES

By participating in the LEAD program, students will

- know strategies for sustaining progress toward graduation,
- value the undergraduate experience and how it can influence future goals and career aspirations, and
- create personal academic action plans that engender academic progress and identify success resources.

STUDENT IMPACT

The LEAD program was supported an array of SSC resources, including academic coaches who met one-on-one with students. Coaches assisted students with adjusting to college by providing support and helping them maximize their college experience.

Students from the 2011 LEAD cohort (561) who met with an academic coach performed better than LEAD students who did not. LEAD students who saw an academic coach in Fall term 2011 had an average term GPA three tenths of a point higher than those who did not (3.08 vs. 2.79). Accordingly, 92% who saw a coach achieved good standing at the end of fall, compared to 83% of those who did not.

2011 LEAD COHORT FALL TERM ACADEMIC COACHING

Coached in Fall 11	N	Fall Term GPA	Good Standing	Probation
Not Coached	409	2.79	83%	17%
Coached	152	3.08	92%	8%

**Data provided by Office of the University Registrar*

In spring 2012, academic coaching also proved to be an effective strategy for LEAD students, particularly for those who did not see a coach in fall 2011. Of this group, students who saw a coach once in spring increased their fall-to-spring term GPA by 0.54 points. Those who saw a coach more than once increased their fall-to-spring term GPA by 0.94 points. In addition, those who saw a coach in both terms improved their fall-to-spring term GPA: by 0.02 points if they saw a coach once in spring, and by 0.14 points if they saw a coach more than once in spring.

The 2011 cohort of Promise Scholarship recipients and LEAD Summer Institute (LSI) students performed better than the 2010 cohort in several areas. In both fall and spring semesters, fewer 2011 Promise Scholarship recipients earned below a 2.00 GPA than the 2010 cohort. A higher percentage of 2011 LSI students earned term GPAs of 2.75 or higher in both fall and spring terms, compared to the 2010 LSI cohort.

PROMISE AND LSI GPA PERCENTAGES

Cohort Year	LEAD Scholarship	Below 2.00 GPA			
		Fall 2011		Spring 2012	
		N	%	N	%
2011	Promise	10	16%	10	16%
2010	Promise	18	16%	16	15%
Cohort Year	LEAD Scholarship	2.75 GPA & above			
		Fall 2011		Spring 2012	
		N	%	N	%
2011	LSI	43	55%	39	50%
2010	LSI	36	48%	35	48%

**GPA data collected from AdvisorTrac*

CHALLENGES AND OPPORTUNITIES

In order to establish a framework and support system for UT LEAD students, it is important to strengthen coordination between existing SSC programs (Supplemental Instruction, tutoring, and academic success workshops) by requiring UT LEAD students to utilize those resources. Expanding program requirements to include these SSC resources will help meet the LEAD program goal of reinforcing persistence to graduation.

After the anticipated office relocation to Greve Hall in fall 2012, LEAD students will have physical access to the SSC's expanded program offerings. LEAD students meeting with an academic coach will be encouraged to utilize the readily available resources (tutoring or Supplemental Instruction) during the same visit.

The LEAD program requires all probation students to attend coaching visits throughout the semester. The SSC is exploring incentives to ensure a greater number of LEAD students follow through on this requirement in their first year of school at UT. Given the positive impact of coaching (see Student Impact, above), it is crucial that more LEAD students meet regularly with their academic coach from the start of their UT careers.

UT LEAD SUMMER INSTITUTE

UNIVERSITY OF TENNESSEE, KNOXVILLE: 2011-12

THE STUDENT SUCCESS CENTER

PROGRAM DESCRIPTION

The UT LEAD Summer Institute (LSI) is a 5-week program providing access and support for the most at-risk students in the LEAD program. LSI prepares students for a more successful transition to their first fall semester at UT.

Completion of the summer program is a requirement for fall semester enrollment. LSI promotes undergraduate success, academic excellence, and persistence to graduation. Goals for the program include

- providing access to education for a diverse population,
- easing the transition from high school to college,
- identifying, implementing, and assessing programmatic interventions that support persistence to graduation, and
- increasing retention and graduation rates for this student population.

Students invited to participate in LSI enjoy the experience of living and learning on campus before the fall semester of their freshman year. According to Tinto (2011), learning communities provide a structure that enables the institution to align its academic and social support for basic skills students in a way that allows them to obtain needed support, acquire basic skills, and learn content at the same time. LSI focuses on three areas of the student's development: academic integration, social integration and personal/cultural maturity.

LEARNING OUTCOMES

As a result of participation in the LSI program, students will

- know strategies for sustaining progress toward graduation,
- value the undergraduate experience and how it can influence future goals and career aspirations, and
- create an individualized academic action plan that focuses on academic progress and identifies academic success resources.

STUDENT IMPACT

Of all the Promise Scholarship recipients, LSI students are deemed the most at-risk (ACT scores and increased personal challenges). Comparing the fall 2011 academic performance of LSI students to the remaining Promise cohort, the LSI students earned a higher cumulative GPA (2.82) than the Promise students (2.77). The percentage of students in good standing (83%) was the same for both groups, despite the additional at-risk factors of the LSI group. One goal of the LSI program is to prepare students for a positive transition to UT and successful completion of their first fall semester. The data suggests that this goal was met and LSI students performed better than Promise students who were not in the LSI program.

Comparing the LSI cohorts over the last two years, the 2011 cohort had a higher percentage of students in good standing (96%) than the 2010 cohort (93%). Accordingly, the 2011 cohort also had fewer students on academic probation at the end of the summer.

COHORT ACADEMIC STANDING AT END OF SUMMER

Cohort	Academic Standing		
	N	Good Standing	Probation
2011	78	96%	4%
2010	75	93%	7%

**GPA information collected from AdvisorTrac*

The program seemed particularly important for LSI students with low ACT scores (17-22). The LSI students completed the fall semester with a better average cumulative GPA (2.86) than the general population (2.74) within that same ACT range. The percentage of students in good standing (86%) was the same for both groups. LSI students, who face many risk characteristics, were retained for fall 2012 enrollment at a slightly lower rate (80%) than the general population (82%).

2011 LSI AND GENERAL STUDENT POPULATION, ACT 17-22

ACT Range 17-22	Fall Cum GPA	Good Standing		Retained Fall 12	
		N	%	N	%
LSI	2.86	48	86%	45	80%
General Population	2.74	358	86%	339	82%

**GPA information provided by Office of the University Registrar*

CHALLENGES AND OPPORTUNITIES

One of the goals of the program is to enhance programmatic interventions that support persistence to graduation. Addressing this goal, the program will expand in 2012 to integrate career and major exploration throughout the First-Year Studies 101 course.

In addition, academic support in math was added for all students in the 2011 cohort. Math tutoring, which became available on an optional basis in summer 2011, will be required for all LSI students in summer 2012.

The SSC and UT Admissions Office are exploring enhancements to the recruitment, selection, and support of LSI students. The admission criteria for new LSI candidates for summer 2012 will include a formalized interview process and a campus visit.