

Mid-Year Report: Fall 18 Program Evaluations

University of Tennessee, Knoxville Student Success Center

Published Spring 2019

SSC USAGE AND OVERVIEW

SSC MISSION AND OVERVIEW: The mission of the Student Success Center (SSC) 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 and
- identifying and implementing academic success programs that support progress toward graduation and enrich the undergraduate student experience.

The following pages provide a mid-year overview and report on SSC programs from data collected during the Fall 18 academic year, combined with student success data from the Office of Institutional Research and Assessment. The following programs are briefly described and assessed: academic coaching, supplemental instruction, tutoring, support for students on academic probation, the UT LEAD, and the Hope Recovery Program.

SSC GOALS AND ASSESSMENT MEASURES: The overall goal of all SSC programs is to help students succeed academically, measured in this mid-year report by comparisons of student grade point averages and in student academic standing results (both typically assessed in group means). The SSC also measures student impact through student perceptions of improved academic success and through student satisfaction feedback.

OVERVIEW OF SSC USAGE AND IMPACT: All SSC programs in the Fall 18 academic year either maintained or improved in measures of usage. Most all programs also had measurable levels of success in terms of student grade point average and student academic standing. Key data points are provided below, and additional data and analysis can be found in the SSC data appendix.

Fall 18 SSC Program Usage

| Program | Unique N | Contacts |
|----------|----------|----------|
| LSI | 37 | n/a |
| Lead | 701 | n/a |
| HRP | 148 | n/a |
| DR | 47 | n/a |
| Tutoring | 500 | 910 |
| Coaching | 1119 | 1719 |

Usage Demographic Information

| Demographics | Coaching | Tutoring | SI | UT |
|---------------------------|----------|----------|-----|-----|
| Asian or Pacific Islander | 5% | 4% | 0% | 4% |
| Black, Not Hispanic | 15% | 10% | 7% | 6% |
| Hispanic | 8% | 6% | 7% | 4% |
| Multiracial | 4% | 4% | 5% | 3% |
| Unclassified | 2% | 2% | 4% | 2% |
| White, Not Hispanic | 65% | 73% | 2% | 78% |
| Female | 54% | 70% | 76% | 52% |
| Male | 46% | 30% | 62% | 49% |
| First Generation | 38% | 24% | 38% | 22% |

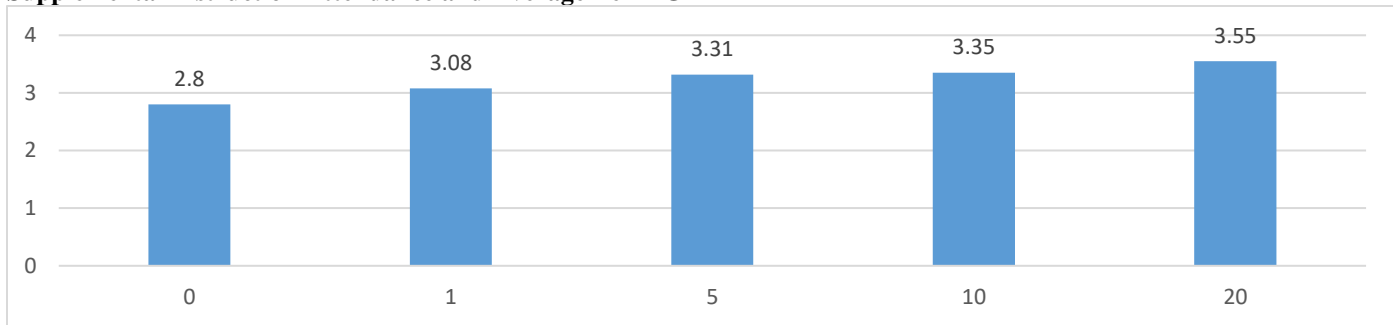
INDIVIDUAL PROGRAM OVERVIEW AND ASSESSMENT

ACADEMIC COACHING: This program provides one-on-one academic support for all undergraduate students, focusing on developing academic skills with an aim to improve student success. Assessment of FA18 academic coaching data shows that coaching is most impactful when paired with other SSC programs (see below data). Coaching usage illustrates high rates by key, targeted student groups, such as **first generation students**, who make up **38%** of SSC coaching usage, as well as by underrepresented populations and **first year students (40%)**. Data analysis recommendations include increasing outreach to male student populations and lower risk-range populations, as usage by these groups is slightly lower; additionally, increased referral by academic coaching to programs like tutoring is also recommended.

SUPPLEMENTAL INSTRUCTION (SI): This program provides medium to large group study sessions, led by trained peers, for all undergraduate students in classes with high rates of non-passing students, with the aim to improve student success. Students who attend SI regularly achieve higher grade point averages and higher overall than students who do not (**3.21 compared to 2.79**) and higher individual course grades (see below graph). Recommendations include increased outreach to underrepresented populations and first-generation students to increase usage of these key groups.

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Supplemental Instruction Attendance and Average Term GPA



TUTORING: This program provides one-on-one course-level support for all undergraduate students, led by trained peers, with the aim to improve student success. Students who attended tutoring at higher rates achieved higher grade point averages. While attending once shows a lower average GPA (2.92), any attendance after is either equivalent to or surpasses the overall UTK student term GPA (3.0), with an average student term GPA of 3.19 term GPA for attending 5 or more times. Recommendations for tutoring include increased outreach to students participating in other SSC programs, as participation levels of these groups is less than desired.

ACADEMIC PROBATION: Support is provided for all undergraduate students on academic probation, with emphasis on completion of academic online modules and in-person academic coaching, with the aim to help students avoid dismissal and move to good academic standing. Analysis of participation in modules and academic coaching shows that students who participate in services at the recommended levels achieve higher levels of good standing and lower rates of dismissal; 51% of students who came to coaching at least once returned to good academic standing while the overall rate of return to good academic standing was 33%.

UT LEAD: For first-generation students, this program provides both academic support and campus engagement activities, including participation in academic coaching, first year studies courses, and student events, with the aim to improve student success. UT Lead students had an overall probation rate of 13% and an average term GPA of 2.76. Students who attended UT Lead events had slightly higher term GPAs than students who did not (2.62 compared to 3.11 for those that attended at least one event). Students who attended 2 or more events also had lower percentage rates of academic probation. UT Lead students who participated in FYS 101 had slightly higher term GPA compared to those who did not (2.70 versus 2.79). Those who participated in UT Lead-specific courses had a higher term GPA (2.80). Students who participated in FYS 101 also had slightly lower percentages of academic probation as compared to the overall population and as compared to those who did not participate in FYS 101.

HOPE RECOVERY PROGRAM: For students who lose their HOPE scholarship at the end of spring, this program provides temporary financial aid paired with required academic support, through academic coaching, with the aim to improve student grade point averages and regain the HOPE scholarship at their next benchmark. HRP has illustrated impact on student success through high levels of student participation and through improved student Term GPAs. Out of the initial invitation to participate in the program, 92% of students opted in. Of those students who opted in, 97% attended at least one academic coaching appointment and 87% met the requirement to attend 3 or more sessions. Additionally, students who attended 3 or more coaching sessions achieved an average term GPA of 2.92, with students achieving higher GPAs with increased academic coaching participation.

HRP Term GPA by Number of Academic Coaching Sessions Attended

