

The Student Success Center Comprehensive Assessment Report

Published October 2018



**Your future is our vision.
Your success is our mission.**

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Comprehensive Assessment Report

University of Tennessee, Knoxville Student Success Center

Published October 2018

2017 – 2018 OVERVIEW

MISSION & TOP 25 VOL VISION REFRESH

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.

In January 2015, the University of Tennessee, Knoxville 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, and by
- 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. When possible, these data are combined with Institutional academic data 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, number of students utilizing SSC services, and 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 freshman 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).
- qualitative and quantitative data provided through student surveys assessing both impact and student satisfaction.

The following pages provide an overview of SSC usage and impact on undergraduate students at the University of Tennessee, Knoxville. Each section provides a brief overview of key programming and levels of assessed impact. The final page of the report provides an overview of impact for the SSC as a whole as well as actions, decisions, and changes made based on data analysis.

SSC Contacts and Unique Visits Previous 4 Years

Services	Contacts 14 - 15	Contacts 15 - 16	Contacts 16 - 17	Contacts 17 - 18	Increase Over 4 Years	Unique 14 - 15	Unique 15 - 16	Unique 16 - 17	Unique 17 - 18	Increase Over 4 Years
Total Service Visits	11,822	14,121	13,508	15,894	34%	3,089	4,013	4,317	5,643	83%
SI	7,523	6,607	8,361	9,859	31%	2,003	1,920	2,033	2,430	21%
Coaching	2,219	3,571	3,144	3,549	60%	1,073	2,456	2,454	2,121	98%
Tutoring	1,307	2,656	2,017	2,486	90%	521	940	938	1,092	110%

* This chart indicates an increase in growth in all SSC services from the 14 – 15 to 17 – 18 academic year, most notably in academic coaching and tutoring. The SSC also has a large online presence, with **119,745** website visits in the 17 – 18 academic year, **(a 4% increase over the previous year)**.

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ACADEMIC COACHING

PROGRAM DESCRIPTION

The SSC's academic coaches are trained professionals who hold masters-level degrees and complete the 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 help students through academic and non-academic issues by:

- addressing immediate concerns related to topics inside and outside the classroom,
- reviewing academic profiles and guiding students toward self-efficacy and independent learning, and
- generating an action plan focusing on time management, learning strategies, goal setting, study techniques, and other academic skills.

LEARNING OUTCOMES

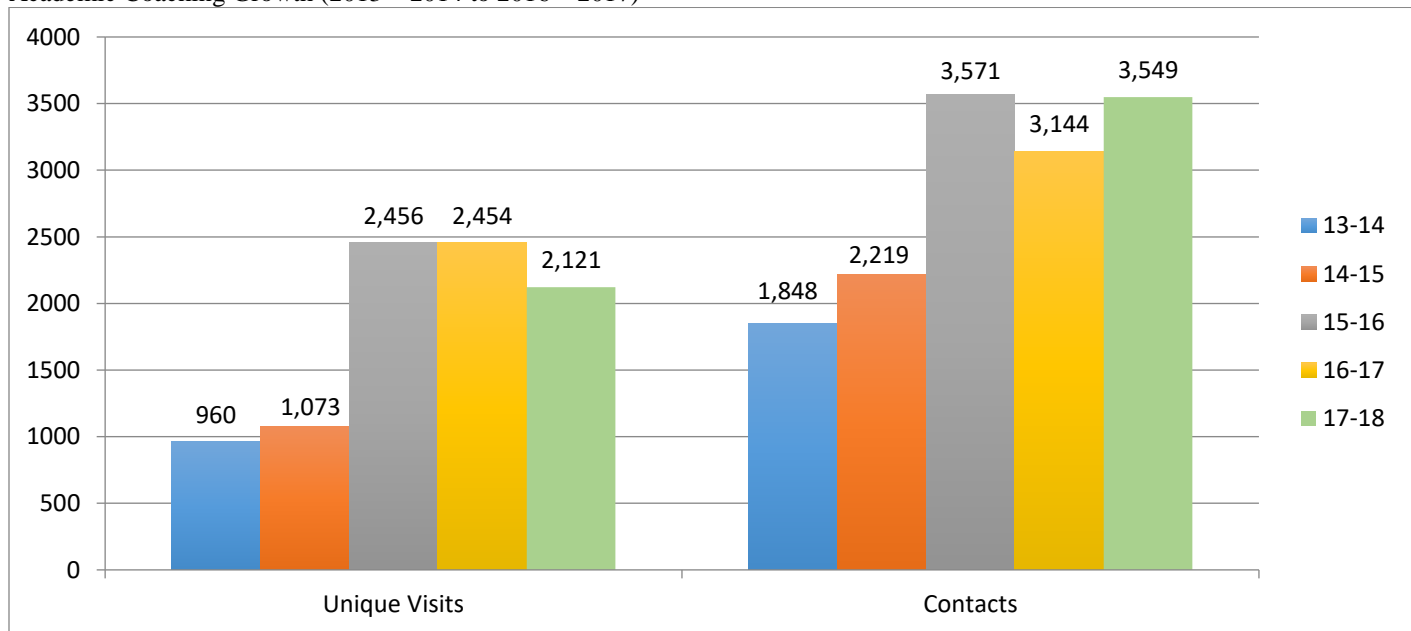
As a result of participation in the SSC academic coaching program, students will:

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

STUDENT IMPACT

Since the 2013-2014 academic year, coaching **unique visits have increased by 121%** and **contacts have increased by 92%**. Recent (2017 – 2018) SSC qualitative data shows that students value and appreciate SSC coaching and view the experience as essential to their academic success. Additionally, student impact studies show that students perceive substantial impact on their academic success from attending academic coaching (see below chart), with a **6% increase in overall perceived impact from 2017 to 2018**. When asked if they would recommend the SSC to other students, **98%** responded positively.

Academic Coaching Growth (2013 – 2014 to 2016 – 2017)



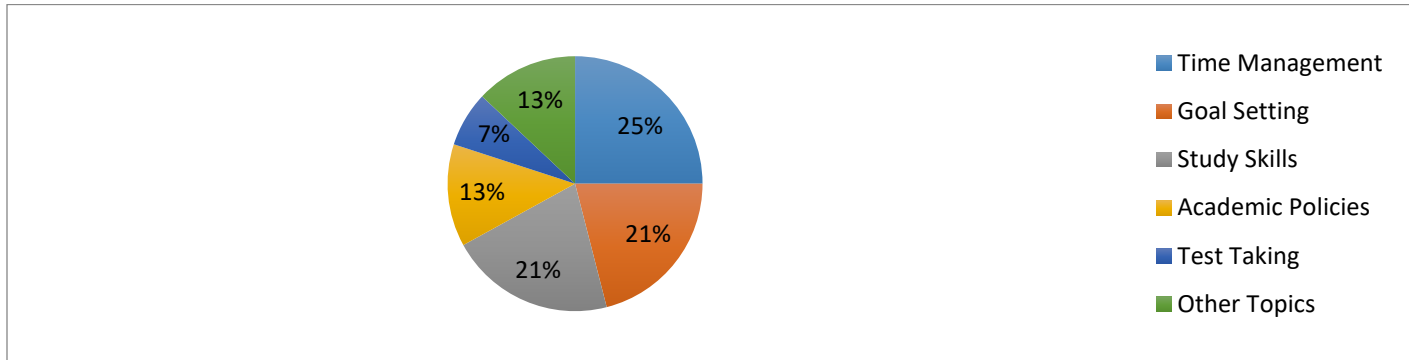
* This data illustrates overall growth in academic coaching participation.

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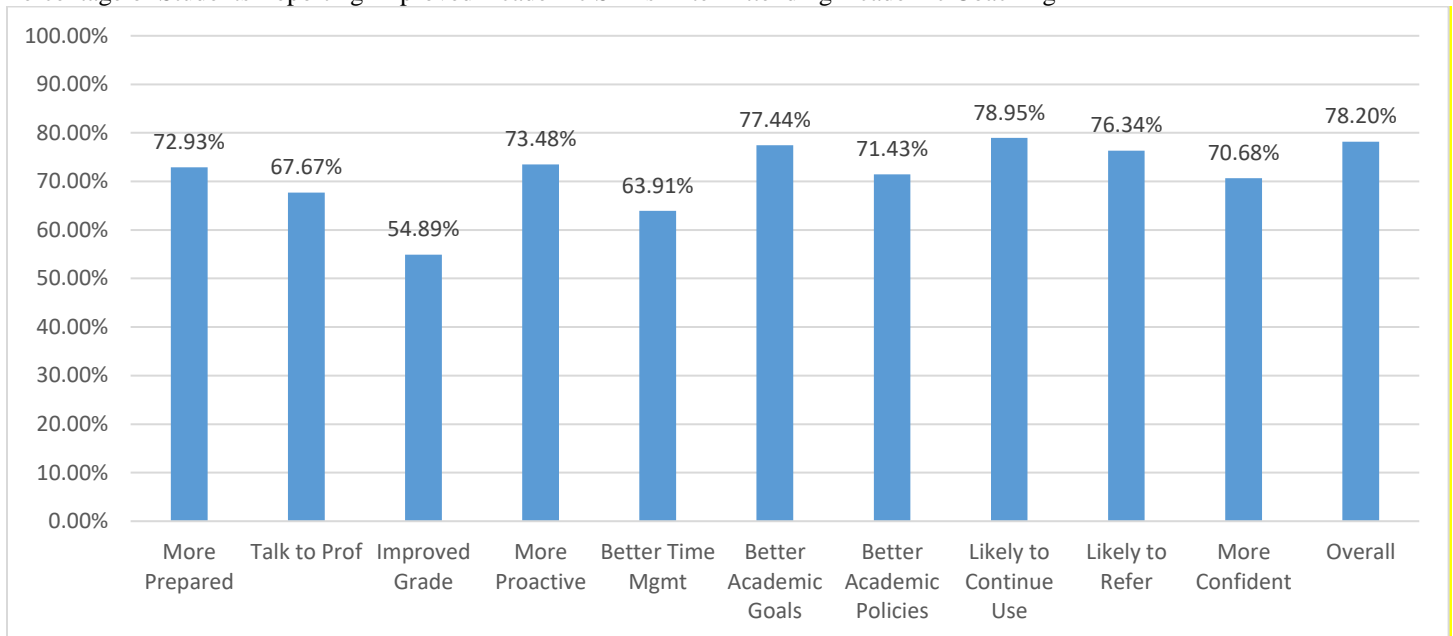
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Primary Topics Covered in Academic Coaching Sessions



Percentage of Students Reporting Improved Academic Skills After Attending Academic Coaching



* This data shows that in all key academic skills related to academic coaching, a majority of students responded positively (agree or higher on a Likert scale) that participating in academic coaching improved these skills. Most notably, students who attended academic coaching felt more prepared, more proactive, more confident, and reported having a clearer understanding of their academic goals.

Student Feedback: Academic Coaching Student Survey Data 17 – 18

What was the most beneficial aspect of the coaching session?

- “Just knowing someone’s there to help you through it.”
- “Talking to someone who cared about my time here at UT
- “[My coach] talked to me on a personal level and helped me set goals for my future education.”
- “Having a person of authority (who I can look up to but not fear) to bounce ideas off of.”

Why would you recommend the SSC to other students?

- “It helped me take some of the stress away by building a study schedule.”
- “The coach was helpful, approachable, and dedicated.”
- “The coaches really care about your success and are willing to help in any way they can.”
- “Even if you don’t feel overwhelmed in school, the SSC is a good place to seek advice on how best to navigate your time at UT academically. It’s also a nice environment to discuss aspects of your academic career you may struggle at (whether its studying or time management among other things) and how best to overcome them with the resources available to us as students.”

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SUPPLEMENTAL INSTRUCTION (SI)

PROGRAM DESCRIPTION

Supplemental Instruction (SI) 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 on historically difficult courses at UT (minimum 200 enrolled students and at least a 20% C-/D/F/W rate). In 2017-2018 those courses included Accounting 200, Chemistry 100, 110, 120, 130, 350, & 360, Computer Science 102, 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, and
- 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, and
- value the course as it relates to the larger academic field, possible career paths, and opportunities for advanced study.

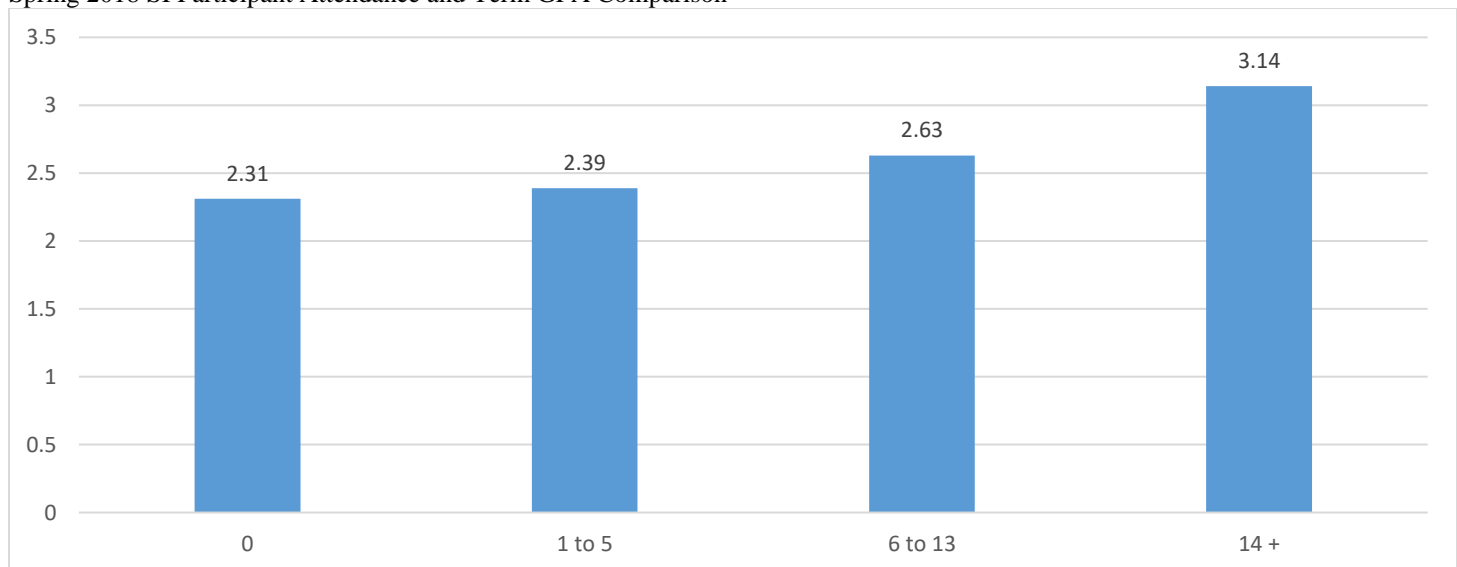
STUDENT IMPACT

During the 2017 – 2018 academic year, SI leaders served **2,430 students** and generated **9,859 contacts**. Impact data below illustrates that students who participate in SI regularly attain higher GPAs and perceive substantial impact on their academic success from attending SI. Qualitative data shows that students value supplemental instruction as a resource for tackling challenging courses with an **overall satisfaction rate of 96%**.

SI 2017 – 2018 Fall and Spring Participation

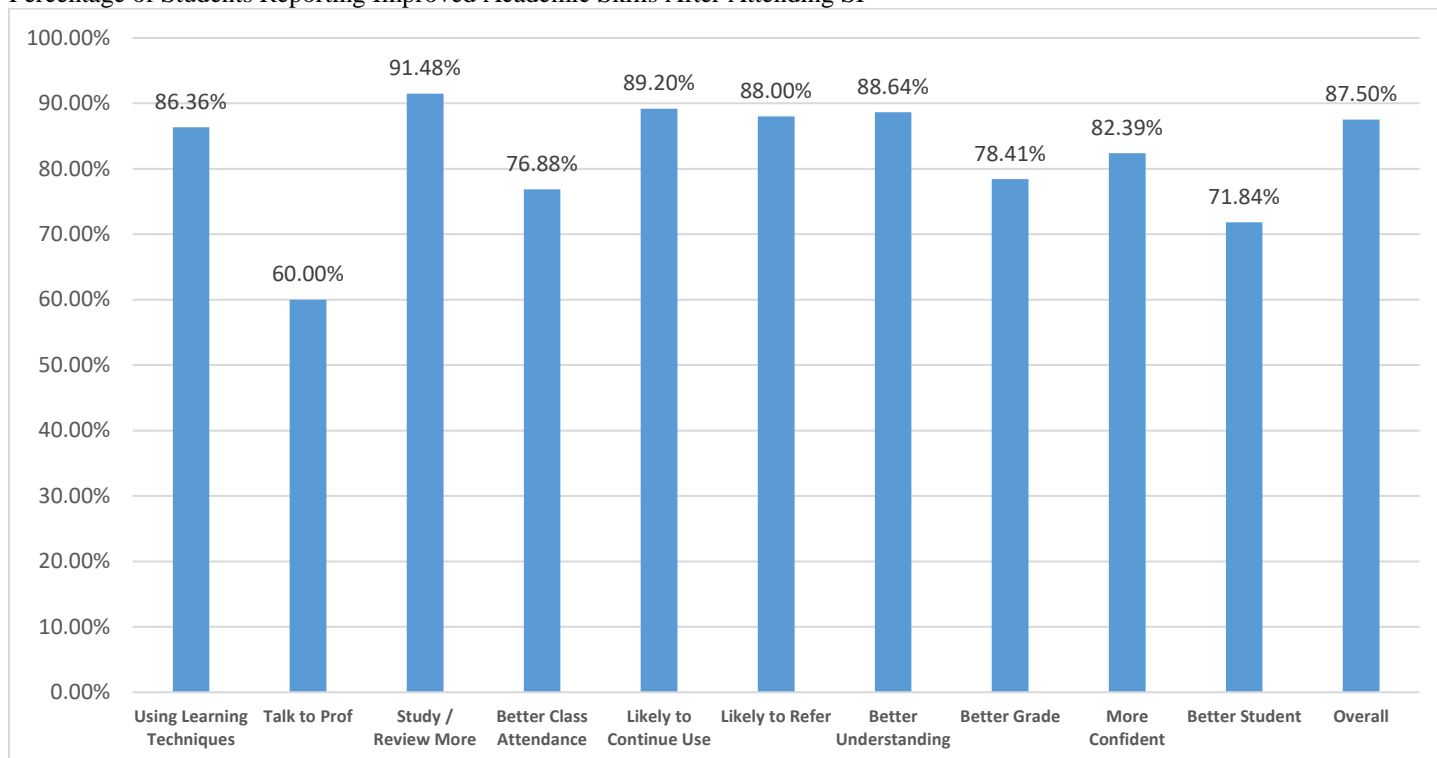
	Unique	Contacts
Fall 2017	1,526	4,725
Spring 2018	1,241	5,134

Spring 2018 SI Participant Attendance and Term GPA Comparison



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Percentage of Students Reporting Improved Academic Skills After Attending SI



* This data shows that in all key academic skills related to SI, a majority of students responded positively (agree or higher on a Likert scale) that participating in SI improved these skills. Most notably, students who attended SI reported better understanding of course material, better use of learning techniques, higher rates of studying, and better class attendance.

Student Feedback: Supplemental Instruction Student Survey Data 17 – 18

What was the most beneficial aspect of the SI session?

“[My SI Leader] was very clear and to the point. She explained everything in full detail and answered all the questions we had without being annoyed that we weren't catching on. I think her positive attitude truly helped.”

“It helps me review the material learned in class.”

“[My SI Leader] gave a clear method to solving test-type problems.”

“I learned a lot that was actually very useful on the exam and I felt I was better prepared when I left than when I came.”

What motivated you to attend SI?

“I want to do as best as I can in Chem and have the highest grade I can get.”

“I wanted to better understand the material and better my grade.”

“I want to take advantage of every opportunity to be as successful in this class as possible.”

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

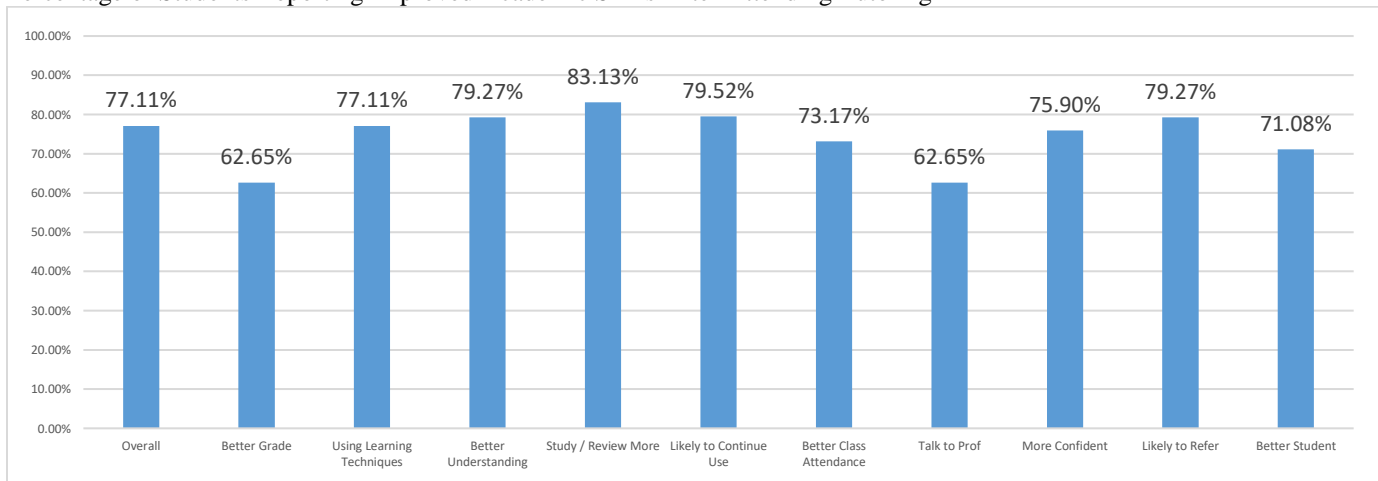
As an SSC peer tutor, the tutor will:

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

STUDENT IMPACT

In 2017 – 2018, SSC tutors saw **1,092 students** (16% increase from 2016-17), which generated **2,486 contacts** (23% increase from 2016-17). Impact data below illustrate that students perceive substantial benefit to their academic success from participating in tutoring. Qualitative data show that students value and are satisfied with their tutoring experience, with a **93% satisfaction rate (a 5% improvement over prior year)**.

Percentage of Students Reporting Improved Academic Skills After Attending Tutoring



* This data shows that in all key academic skills related to tutoring, a majority of students responded positively (agree or higher on a Likert Scale) that participating in tutoring improved these skills. Most notably, students who attended tutoring reported higher rates of studying, better understanding of course material, better class attendance, greater confidence, and an overall sense of being a better student.

Student Feedback: Tutoring Student Survey Data 17 – 18

What motivated you to attend tutoring today?

“To find a way to better study for my class.”

“To better my understanding of course material and the areas I am not strongest in.”

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

“[My tutor] figured out how I learn best and developed mnemonic devices to help me learn.”

“The time she took with me. She actually took a little more time than what was scheduled so I would do very well on my exam which I did.”

“[My tutor] was able to explain things multiple ways.”

“[My tutor] taught me the concepts that I was struggling with. [My tutor] was really helpful in clarifying any confusion I had. [My tutor] aided me through one problem then let me do another to see how well I grasped the concept.”

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SUPPORTING STUDENTS ON PROBATION

PROGRAM DESCRIPTION

The Student Success Center supports all students on academic probation, with different requirements for students based on their student level or type of probation. First time 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 complete a corresponding reflection to demonstrate content understanding knowledge application. Students need to complete each reflection in order for the modules to be considered complete and to receive credit.

LEARNING OUTCOMES

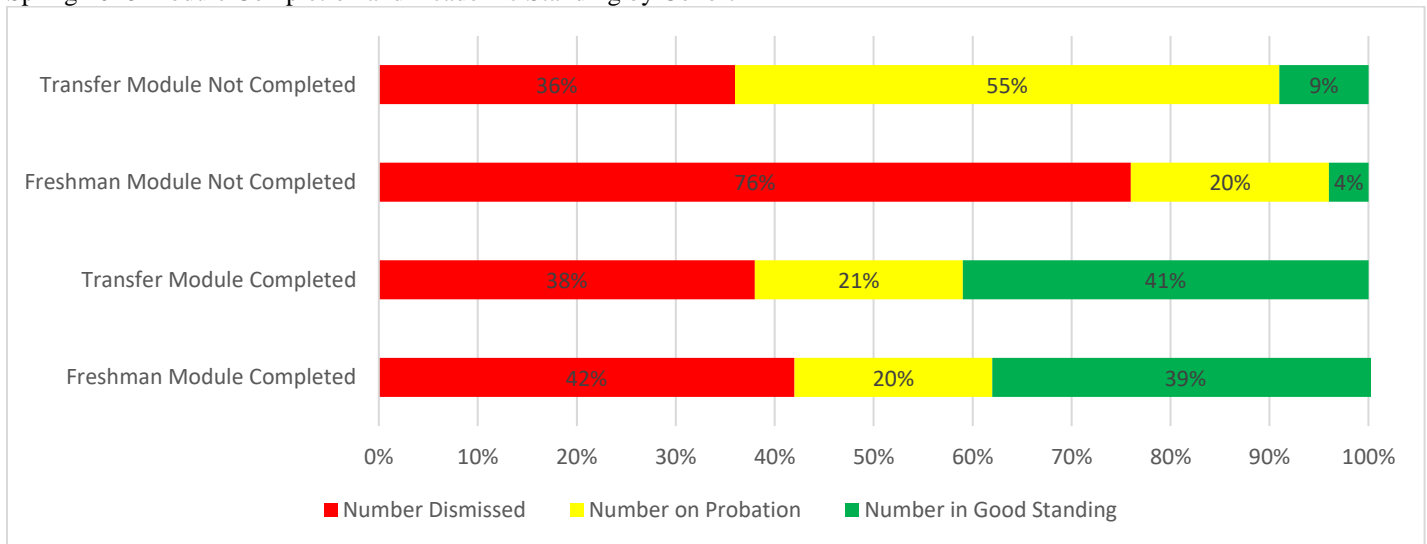
As a result of successfully completing the modules, a student will:

- 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.), and
- meet with a SSC academic coach to discuss success strategies for the semester.

STUDENT IMPACT

Academic success online modules and academic coaching are required for all freshmen and transfer students on academic probation each semester at UT. One benchmark of success is the rate at which students complete these. Emphasis is placed on spring data because of the focus on first time freshmen and first-time transfer success. Students on probation during Spring 2018 **completed the modules at a rate of 88%, and completed academic coaching at a rate of 85%**. The SSC requires modules and academic coaching participation 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 2017 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 2018 Module Completion and Academic Standing by Cohort



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

Spring 2018 Module Completion and Academic Standing by Cohort

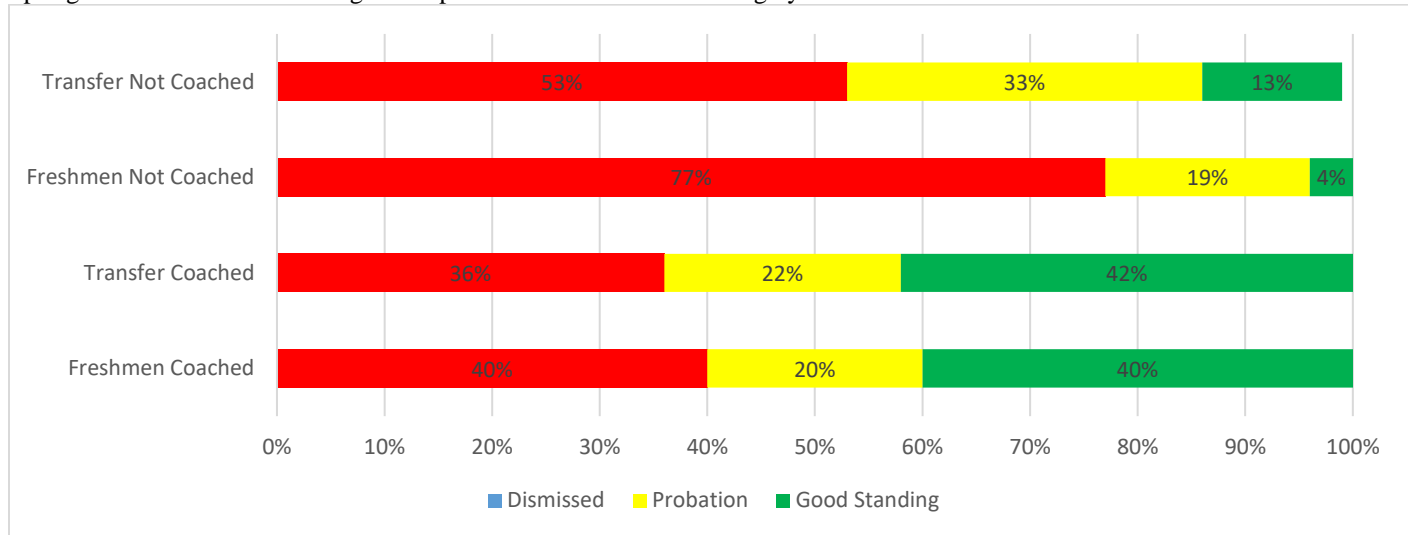
Cohort	Number Dismissed	Number on Probation	Number in Good Standing
Freshman Module Completed	119	56	110
Transfer Module Completed	48	26	52
Freshman Module Not Completed	34	9	2
Transfer Module Not Completed	4	6	1

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Spring 2018 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 2018 Academic Coaching Participation and Academic Standing by Cohort

Cohort	Number Dismissed	Number on Probation	Number in Good Standing
Freshman Coached	109	54	110
Transfer Coached	44	27	51
Freshman Not Coached	44	11	2
Transfer Not Coached	8	5	2

Academic Coaches Make the Difference



Student Success Center Academic Coaches
Fall 2018

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UT LEAD PROGRAM

PROGRAM DESCRIPTION

The UT LEAD program embodies the Vol Vision by reinforcing persistence to graduation for first generation college students. The UT LEAD program targets students at high-risk of not being retained. 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.

Students in the UT LEAD program are required to participate in a UT LEAD FYS 101 class, or the equivalent, in the fall semester. This class introduces students to academic skills and provides both a staff member and peer mentor to help guide students through their first semester. Students on academic probation their first spring are required to take Counselor Education 205. This course provides structure and support, along with required meetings with an academic coach, to help students return to academic good standing.

In addition to these support structures, the UT LEAD program also provides monthly engagement activities focused on the elements of UT LEAD: Leadership, Excellence, Achievement, & Diversity. These programs are organized primarily by a new Graduate Teaching Assistant responsible for planning, promoting, and conducting these events. In addition, students who fully participate in UT LEAD have the ability to apply for a financial scholarship at the end of their first fall and first spring semester to assist with book purchases or other financial needs.

LEARNING OUTCOMES

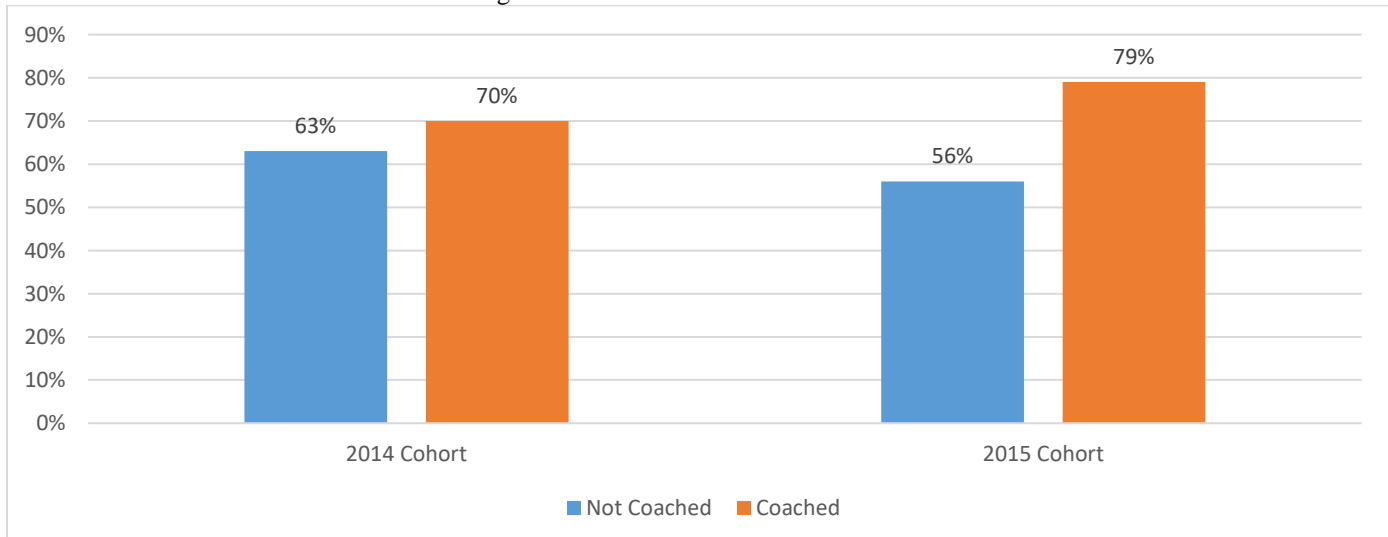
By participating in the UT LEAD program, students will:

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

STUDENT IMPACT

Within the past year, the SSC has made significant changes to the UT Lead program, including the above mentioned addition of a Graduate Teaching Assistant and financial scholarships. In addition to these changes, the SSC has piloted a new Living and Learning Community for UT Lead students and, within the next year, will also begin a student ambassador program. Previous data has shown that first generation students who participate in academic support have higher rates of success (see below); and, the SSC has made recent changes to the UT LEAD program based on this and other similar data. The SSC is currently implementing plans to assess these new programmatic elements to determine rates and levels of impact on student academic success. These results will be reported in next year's comprehensive assessment report.

First Generation Students: Academic Coaching and Retention



*This chart illustrates improved rates of retention for first generation students who participated in academic coaching.

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UT LEAD SUMMER INSTITUTE

PROGRAM DESCRIPTION

The UT LEAD Summer Institute (UTLSI) 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, and
- value the undergraduate degree experience and how it can influence future goals and career aspirations.

STUDENT IMPACT

Of the 36 students in the 2017 cohort, all were in good standing at the end of summer and continued into fall enrollment. Each summer, the co-directors, counselors, instructors, and SSC academic coaches play an intrusive role to challenge and support the students academically. The summer schedule consisted of structured study time with instructors and tutors. In the fall, these students were enrolled in a FYS 101 class together, or equivalent course, and were required to meet with an academic coach once per semester.

UT LSI Semester Average GPA 2008– 2017

Cohort	N	Summer	Fall	Spring
2018	36	3.27	N/A	N/A
2017	40	3.43	2.93	2.83
2016	40	3.41	2.81	2.85
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	2.8
2010	75	3.29	2.65	2.72
2009	55	3.34	2.7	2.54
2008	51	3.53	2.84	2.7

UT LSI Summer GPA Percentages 2008 – 2017

Cohort	N	Below 2.0	2.0-2.749	2.75 & above
2018	36	0.0%	8.6%	91.4%
2017	40	0.0%	2.5%	97.5%
2016	40	2.5%	7.5%	90.0%
2015	40	7.5%	27.5%	65.0%
2014	39	5.1%	10.3%	84.6%
2013	39	0.0%	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	0.0%	2.0%	98.2%

Student Feedback: Summer 2018 Cohort

“This program is very beneficial. Each cohort is lucky to have such strong foundation to build upon for the fall.”

“This program was the foundation to the rest of my academic buildings. The UTLSI program was great and opened me up to many opportunities, I would recommend it to anyone who gets the chance for it The UTLSI program was life changing”.

“I really enjoyed being a part of the program, it helped me learn so much about UT, my resource, other people around me and myself as a person and as a student.”

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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 six summer hours, 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:

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

STUDENT IMPACT

Pilot changes in the Dismissal Policy resulted in several changes for SOAR 2018. SOAR enrollment was predictably lowered because students eligible for SOAR could now choose to return in fall term through Dismissal Reinstatement. While the percentage of students returning to Good Standing was lower in 2018 than 2017, the percentage of students eligible to continue enrollment (83%) was high.

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

SOAR 2017 Academic Standing End of Summer

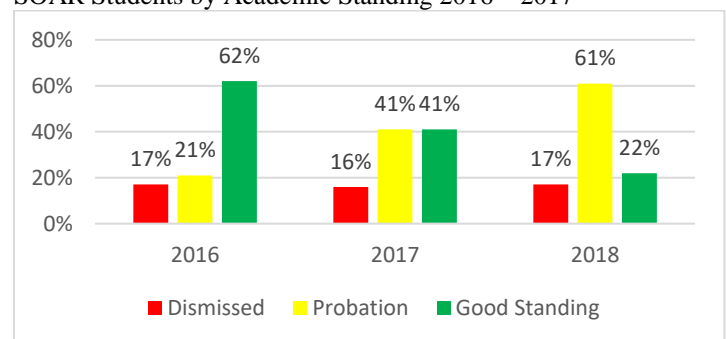
	Dismissed	Probation	Good Standing	Total
Freshman	2	10	5	17
Transfer	1	7	9	18
Upper	5	3	6	14
Total	8	20	20	49

SOAR 2018 Academic Standing End of Summer

	Dismissed	Probation	Good Standing	Total
Freshman	1	4	2	7
Soph	0	3	1	4
Upper	3	7	2	12
Total	4	14	5	23

*Changed to the dismissal policy (see initiatives page) impacted SOAR participation levels.

SOAR Students by Academic Standing 2016 – 2017



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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, and
- get acclimated with campus early.

STUDENT IMPACT

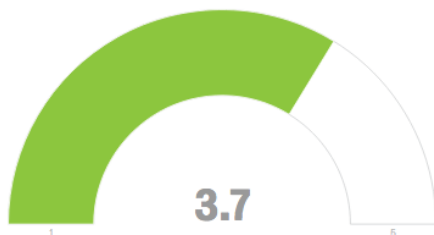
The primary function of Math Camp gives students the opportunity to complete two semester's worth of math in three weeks. Students who successfully complete Math Camp – by earning a passing score on the placement test – are better equipped to complete their degree in four years and be successful in their 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 - 2017 Cohort Comparison Overview as of EOT Summer 2018

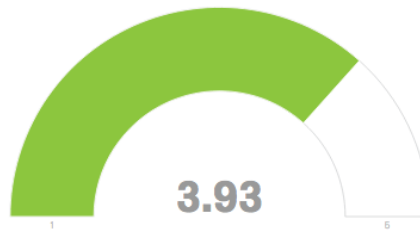
Cohort	N	Passed Exam	Did not Pass	Math 123, 125, or 130	Math 141 or 151	Current % Good Standing	Current % Probation	% Still Dismissed	N Graduated	Major Change (N)
2014	81	46	35	35	11	80.72%	9.88%	7.41%	27	59
2015	89	56	33	27	29	76.40%	14.61%	8.99%	N/A	66
2016	91	53	38	26	27	76.92%	7.69%	15.38%	N/A	51
2017	88	53	35	39	14	86.26%	5.68%	7.95%	N/A	14
2018	69	43	26	34	9	N/A	N/A	100%	N/A	N/A

How Math Camp Helps Students: Summer 2018 Student Survey Data 5 point Likert Scale

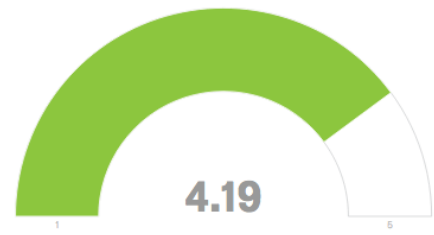
I am more likely to graduate in 4 years because of math camp



Math camp has improved my math skills



Math camp helped me get to know campus staff



Summer 2018 Student Feedback:

What did you enjoy most about Math Camp?

“I met some great new people and I definitely know campus better now.”

“Meeting new people.”

Would you recommend Math Camp to other incoming freshmen?

“Yes, it got me really involved with my peers and I got connected to campus life.”

“Yes, I think it is really helpful. I was caught up in math after not learning anything about math in the past two years. Also, being able to explore the campus as a new student [was]...really helpful.”

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**NEW INITIATIVES: HOPE PROTECTION PARTNERSHIP, HOPE RECOVERY PLAN,
& DISMISSAL REINSTATEMENT**

PROGRAM DESCRIPTIONS

Based on analysis of student success data surrounding financial factors such as HOPE Scholarships and data surrounding student success rates after dismissal, SOAR participation, and reinstatement, the Student Success Center began three new programs to try to improve student academic success and retention: the Hope Protection Partnership (HPP), the Hope Recovery Plan (HRP), and Dismissal Reinstatement (DR). The purpose of the first two programs, HPP and HRP, are to provide assistance to first year students who have been granted a HOPE Scholarship.

In the spring of 2018, the SSC initiated HPP, an extensive outreach and support program for students with GPA ranges that put them at risk of losing their HOPE Scholarship at their first benchmark. The program included routine marketing and e-mail communication and specific, targeted appointments with academic coaches.

This program is now followed by the Hope Recovery Program in the fall, with the first pilot initiative launched in Fall 2018. This program is for students who have lost their HOPE Scholarship. HRP provides extensive and required academic support participation, including three academic coaching sessions per term, and is accompanied by a UT scholarship grant that fully covers the financial costs associated with losing the HOPE Scholarship.

Dismissal Reinstatement is a pilot change to the University of Tennessee Dismissal Policy. For select students dismissed in the spring who fall within certain GPA benchmarks, this program allows continuation at the University with required and extensive academic support programming, including three academic coaching sessions per term.

PROGRAM GOALS

- The goal of the Hope Protection Partnership is to help students maintain a 2.75 GPA and retain their HOPE Scholarship
- The goal of the Hope Recovery Plan is to provide academic and financial support to students who have lost their HOPE Scholarship after the first benchmark and hopefully regain their scholarship at the next benchmark.
- The goal of Dismissal Reinstatement is to pilot changes to the University Dismissal policy and provide academic support for students who continue enrollment at the University.

PROGRAM IMPACT

All three of these initiatives are new to the Student Success Center, so current impact can be gauged primarily through participation (see below). Initial rates of participation show that these initiatives are of value and interest to UTK students, as participation percentages in these programs are some of the highest of all programs. The Student Success Center will continue to monitor student academic success in these programs through retention, GPA, and other benchmarks.

Student Participation in New Initiatives (HPP, HRP, & DR)

	N Invited	N Participated	% Participated
Hope Protection Partnership	1,234	177 (in Spring 2018)	14%
Hope Recovery Plan	161	148 (in Fall 2018)	92%
Dismissal Reinstatement	125	47 (in Fall 2018)	38%

Comprehensive Assessment Report

University of Tennessee, Knoxville Student Success Center

Published October 2018

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.

The Student Success Center has seen improvements in many programs based on programmatic changes. The UT LEAD program's focus on first generation students, along with the addition of a graduate teaching assistant, has resulted in significant student impact, as illustrated above. Updated and increased outreach practices, including e-mail marketing campaigns and the use of data analytics, has also led to improvements through increased usage both in unique visits and overall contacts. Professional academic coaches continue to benefit the Student Success Center both through student contact and through program support. Finally, increased offerings in tutoring and supplemental instruction are providing students with more variety and frequency of academic support options.

In addition to these successes, the SSC recently conducted statistical analysis of data collected through the Student Impact Survey to determine differences in students' perceived levels of academic success based on increased usage of services. **This analysis found that in all three programs, academic coaching, tutoring, and supplemental instruction, students perceived higher levels of academic impact when attending programs at higher rates ($p < .05$).** This analysis shows that students who use SSC services more often perceive higher levels of academic success.

OPPORTUNITIES

Continued use of data analytics will provide the SSC with more avenues for outreach as well as more targeted messaging to specific student populations. These opportunities may also come in the form of increased access to and use of software programs such as Civitas and Illume. SSC staff, such as tutors, SI leaders, and student workers, can also be leveraged to increase outreach initiatives in future semesters. Additionally, new initiatives, such as the Hope Protection Partnership, the Hope Recovery Plan, and Dismissal Reinstatement, provide both new avenues of outreach for the SSC and additional programmatic and academic support for UTK students. The SSC will continue to monitor success in these new programs. Finally, the Student Success Center is working closely with staff members in the Division of Academic Success and Transition, led by Associate Vice Provost for Student Success, Dr. Karen Sullivan-Vance, to provide more and substantial support to first generation students at UTK. Current work with data analysis of this student population and pilot programming, such as First Generation Celebration Day, will continue throughout the upcoming academic year.

CHALLENGES

Challenges include the need and importance of reaching all UTK undergraduate students, encouraging them to use academic support offerings, and meeting their ever increasing and diverse needs. The SSC continues to work toward meeting these challenges. Additional challenges include the significant growth in SSC usage paired with the current staffing levels at the SSC.

ACTION PLANS AND NEXT STEPS

Use of data analytics has provided and will continue to provide additional opportunities for outreach and improved programs, such as the recently piloted Hope Protection Partnership, Hope Recovery Plan, and Dismissal Reinstatement. The SSC anticipates possibly expanding these programs in the future, based on assessment of student impact. The SSC also plans to continue programmatic improvements to the UT Lead program, with the creation of a UT LEAD Living and Learning Community, beginning in the Fall of 2018 and the implementation of a peer mentor program in Spring 2019. Along with these next steps, the SSC plans to continue to increase tutoring and supplemental instruction offerings to better meet student academic needs. Finally, the SSC will continue to regularly assess the impact and success of these new offerings as well as existing programs to continue to better meet the needs of students, staff, faculty, and all other stakeholders at the University of Tennessee, Knoxville.



SSC Leadership Team, Spring 2018