



Student Success Center Comprehensive Assessment Report

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The Student Success Center

University of Tennessee, Knoxville

2010-11

Vision and Mission

The Student Success Center at UTK 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 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

The University of Tennessee, Knoxville, will soon finalize its strategic plan, VOL Vision – Top 25. The plan includes five strategic priorities, all of which are critical to the success of the University as we aspire to join the premier ranks - the Top 25 - of public research universities. As we plan for implementation of the plan during the current academic year, each unit will be asked to align strategic goals, strategies, and tactics with the priorities of the campus plan:

- Retain and graduate a diverse body of well-educated undergraduate students;**
- Produce increasing numbers of diverse graduate students;
- Strengthen capacity and productivity in research;
- Attract and retain stellar faculty and staff;
- Continually improve the resource base to achieve campus priorities.

Student Contacts and Impact

According to the August report of the Enrollment Management Committee, there were 4,212 first-year students in the Fall 2010 cohort. Out of the Fall 2010 first-year student cohort, 582 participated in UT LEAD program, 1,027 were involved in Supplemental Instruction, 379 completed a Academic Success Workshop, and 1,164 were enrolled in First-Year Studies 101.

Breakdown of Student Traffic by Reason

	Non-duplicate Visits by Reason	Contact Hours	Male	Female	Black	Caucasian	Freshman	Sophomore
Academic Appeals	100	91	59	43	23	61	13	19
General Academic Help	422	1034	205	217	68	300	140	124
Probation/Dismissal/Readmission	219	2151	123	97	51	139	72	56
UT LEAD	283	421	124	159	146	109	142	86
Unknown	55	733	28	29	19	29	14	14
Total	1079	4430	539	545	307	638	381	299

*Student traffic data provided by AdvisorTrac

In the 2010-2011 academic year, there were a total of **8,293 contacts** at the SSC. Many of the inquiries are made by walk-ins (927), appointments (1,755), and telephone contacts (5,611). The SSC also serves as a hub of inquiry and referrals on various academic and non-academic matters. **The top five student referrals are from online searches to the SSC website, Admissions Office, friend, summer orientation, and from a college advisor.**

The Student Success Center collaborates closely with the nine academic colleges. Arts and Sciences, Business Administration and Undecided student populations were among our largest number of student appointments (see appendix for complete details). The SSC also focuses on the wide range of student academic concerns including general assistance with academic success. As noted in the table below, general academic support and UT LEAD are among the top reasons for students to schedule appointments at the SSC.

In addition, the SSC embarked on a variety of new outreach initiatives in Fall 2010. The result of these different outreach initiatives provided over 200 additional contacts ranging from presentations and training with Housing staff to Career Services to follow up correspondence from SSC academic coaches to students.

New Initiatives and Areas of Exploration

During the 2010-2011 year, the entire SSC staff previously located in two locations (1817 Melrose and 812 Volunteer) was relocated to the 812 Volunteer location. The SSC unified location, however, is temporary with an anticipated move to Greve Hall in Spring 2012. The renovated SSC website, common telephone number, and unified location at 812 resulted in an increase in student walk-ins, non-duplicated visits, and overall phone contacts and is projected on a record pace for the 2011-2012 academic year.

Another major initiative for the SSC was the collaboration with the Hodges Library and the establishment of a service point unit in the Commons, which will be expanded to include coaching and tutoring services.

The Student Success Center

University of Tennessee, Knoxville

Academic Coaching

2010-11

Program Description

The academic coaches and professional staff play critical roles in the overall success of our interventions with students. Academic coaches collaborate with a wide range of students ranging from high achieving to low achieving students and pay particular attention to efforts that support the successful academic and social integration of students at UTK (Tinto, 1975; Bean, 1985). Academic coaches meet one-on-one with students who are encountering academic and personal transition challenges. The 30-minute one-on-one academic coaching session includes a review of a student's academic profile and incorporates a collaboration of an action plan to foster academic progress and success. The action plan focuses on but is not limited to:

- Time Management
- Goal Setting
- Learning Strategies
- Leadership Opportunities

Academic coaches receive extensive annual and ongoing training on UTK academic policies, academic support resources, interpersonal communication with faculty and advisors, and overall academic success strategies. The SSC employs 9 Graduate Assistants (Academic Coaches) in the following areas:

- 4 UT LEAD Academic Coaches
- 2 Supplemental Instruction Academic Coaches
- 2 Academic Workshop Coaches
- 1 First-Year Studies 101 Academic Coach

All coaches are cross-trained and can meet with any student who comes to the center. In addition, each coach has a specialization that relates to SSC programs and is supervised by the Assistant Director who oversees that particular area.

Learning Outcomes

As a result of participation in the SSC Academic Coaching program, students will:

- Know UT academic policies, learning strategies and SSC programs and resources;
- Value the relationship they build with the SSC staff;
- Create an individualized academic action plan that focuses on academic progress and identifies academic success resources.

As a result of participation in the SSC, 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;
- Assist students in creating an individualized academic

action plan that focuses on academic strategies and identifies academic success resources.

Program Assessment and Evaluation

In our academic coaching efforts the following charts outline the student traffic of appointments.

Student Traffic 2010-2011

	Fall 2010	Spring 2011
# of walk-ins	569	358
# of scheduled appointments	921	834
Total student traffic	1490	1192

*Traffic data provided from AdvisorTrac

Academic coaches conducted 918 (non-duplicate) coaching appointments providing **4,430 hours of coaching**. The chart below describes the reasons for meeting with the academic coaches.

Student Appointments by Reason 2010-2011

	Non-duplicate Visits by Reason	Total Contact Hours
Academic Appeals	100	91
General Academic Help	422	1034
Probation/Dismissal/Readmission	219	2151
UT LEAD	283	421
Unknown	55	733
Total	1079	4430

*Appointment data provided by AdvisorTrac

Areas of Improvement or Exploration

Beginning Fall 2011 academic coaches will visit First-Year Studies 101 classes to present SSC programs, new initiatives and coaching opportunities. Coaches will also address learning strategies, time management, and answer any questions the students or instructor may have.

The SSC targeted probation students during the 2010-2011 year by encouraging each student on probation to have a one-on-one coaching session to address their unique academic needs. In support of the VOL Vision - Top 25 retention and graduation initiative, we will explore additional ways to reach students in jeopardy of dismissal or loss of HOPE scholarship.

As additional departments begin to use AdvisorTrac for advising appointments, campus advisors will be able to also access individual student coaching appointment summaries.

The Student Success Center

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Academic Success Workshops

2010-11

Program Description

Led by Student Success Center staff, the SSC offers two main workshops designed to help students who have struggled to achieve Good Academic Standing. Over the course of 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 own particular GPA's and deficiency points as well as UT academic policies (course repeats, withdrawal options, etc.) to protect or improve their GPA's. Posted to AdvisorTrac and sent to all college advising centers, the action plan is available for academic advisors and academic coaches as they meet with these students face-to-face.

Academic Success Workshops (ASW) are required for all students (freshmen and transfers) placed on **Academic Probation** within their first 30 hours attempted at UT. At the 2010 Fall term, 11% of freshmen (455 of 4,212) were placed on Probation. For that same term, a higher percentage of transfers (19%, or 236 of 1,237) were placed on probation. We administered workshops for 145 students required to attend in Fall 2010 and 576 in Spring 2011, for a total of **721 students**.

Readmission Success Workshops (RSW) are required for all students returning from **Academic Dismissal**. We administered workshops to **178 students** this year, with workshops at the beginning of Fall 2010 (90), Spring 2011 (64), and Summer 2011 (24).

Learning Outcomes

As a result of our ASW and RSW workshops, a student will:

- Know her/his academic standing and the grade average needed to return to Good Standing;
- Value the host of resource partners (Counseling Center, Writing Center, etc.) available to them;
- Create a personal action plan for return to Good Standing.

Program Assessment and Evaluation

In terms of academic standing, students who attended our required workshops achieved greater academic success than those who did not. This year, 42% (310 of 721) of ASW attendees returned to Good Standing by semester's end, compared to 16% (15 of 94) of those who did not attend.

Academic Success Workshop Performance

	Total	Good Standing		Continued on Probation		Withdrawal		Dismissal		Persist
		N	%	N	%	N	%	N	%	
Attended an ASW	721	310	43%	171	24%	6	1%	234	32%	67%
Did not attend an ASW	94	15	16%	37	39%	6	6%	36	38%	55%
Total	815	325	40%	208	26%	12	1%	270	33%	65%

* Probation list provided by Registrar and ASW attendance records

Students who did not attend an RSW (35%, or 31 of 89) were academically dismissed at a rate nearly twice that of those who attended the workshop (19%, or 33 of 178).

Beginning Spring 2011, we implemented strategies intentionally targeting all students on probation. We assigned academic coaches to all students on Academic Probation, encouraging personal appointments and increased communication with coaches and other campus resources. We also performed our first analysis (see Appendix) of all students on probation at the conclusion of Fall 2010.

Areas of Improvement or Exploration

While probation students attending our workshops persist at a higher rate than those who do not, still nearly one-third of ASW attendees were dismissed at semester's end. We are exploring strategies to retain a greater number of these students. Starting Fall 2011, we began contacting each student with a written response to his/her action plan, noting areas of concern and encouraging a coaching visit. Plans for Spring 2012 include augmenting the ASW by requiring an individualized coaching appointment and possibly participation with campus resources (Career Services, Writing Center, Supplemental Instruction, Tutoring, etc.).

We see an increasing need to create strategies to support our male students. In Spring 2011 ASW workshops, 65% of the attendees were male (374 of 576), reflective of the gender percentages for all students on probation. At the conclusion of Fall 2010, 8% of male undergraduates were on probation (881 of 11,108), compared to 5% of female undergraduates (488 of 10,200).

Percent Breakdown of Gender on Probation

	Total Undergrads	N	% Gender on Probation	Attended Spring ASW
Males	11,108	881	8%	374
Females	10,200	488	5%	202
Total	21,308	1369	6%	576

*Gender data provided by Institution Factbook and ASW attendance records

Finally, we are continuing our analysis of the Fall 2010 Probation list, comparing it to the recently-obtained Fall 2011 retention data. In conjunction with attrition/retention data analysis being done by the First-Year Programs office, we hope to better understand our students who struggle to stay in Good Standing and how we can better serve and retain them.

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First-Year Studies 101

2010-11

Program Description

First-Year Studies 101 is designed to assist first-year students gain knowledge and experiences, which will enhance their transition to The University of Tennessee and enable them to develop effective academic strategies for their success.

Learning Outcomes

An academically competent student enrolled in First-Year Studies 101 will:

- Be able to identify and access academic resources in a timely manner;
- Be able to develop effective time management strategies;
- Be able to critically reflect on academic progress and develop an effective action plan;
- Value the importance of establishing ongoing connections with faculty and their advisors;
- Be knowledgeable of their own culture and cultures other than their own.

Program Assessment and Evaluation

Out of the Fall 2010 freshmen cohort of 4,212 students, 71% enrolled in one of the first-year course options. An estimated 1,164 (28%) were enrolled specifically in a FYS 101 section course. Students enrolled in a FYS 101 course increased from 1,006 in 2009 to 1,164 in 2010 (see table below).

FYS 101 Enrollment

Year	Number of Sections	Number of Students in FYS 101	Number of Instructors	Number of Peer Mentors
2010	57	1164 (28%)	57	77
2009	51	1006 (27%)	51	58

*Enrollment data provided by Office of Institutional Research

First-year students with an ACT score between 18-25 who were enrolled in FYS 101 studies achieved higher retention rates and grade point averages when compared to students (with the same ACT range) who did not.

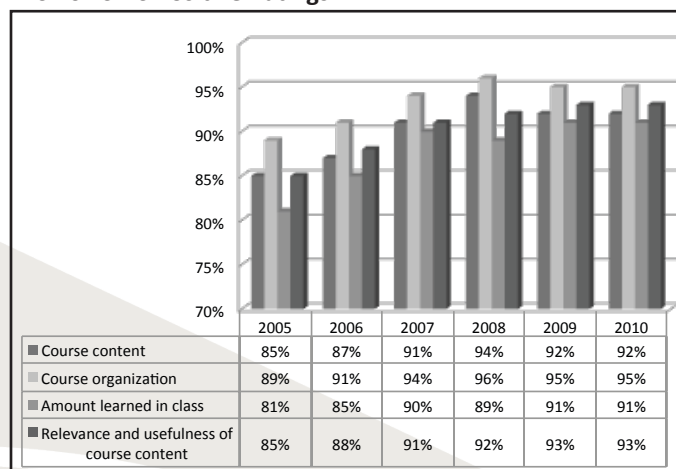
FYS 101 Retention Rates

ACT	FYS 101 Retention	Non-FYS Retention	FYS 101 Fall GPA	Non-FYS Fall GPA
18-21	79%	78%	2.72	2.58
22-25	86%	82%	2.89	2.79
26-29	85%	88%	3.16	3.08
30-36	90%	91%	3.32	3.40

*Retention data provided by Office of Institutional Research

The Student Assessment of Instruction Survey (SAIS) longitudinal data indicates high overall positive ratings of the FYS 101 course; however, a higher percentage of students indicated a fair rating (17%) in 2010 versus previous years.

FYS 101 SAIS Positive Ratings



*Course satisfaction data provided by SAIS

Areas of Improvement or Exploration

The Student Success Center is committed to continuously increase the number of first-year students enrolled in First-Year Studies.

- Out of the Fall 2010 first-year cohort of students, an estimated 1,164 of those students enrolled in 57 sections of First-Year Studies 101 (\$75.34 per student if including cost of attending conferences and teaching 401, and 3 sections taught by SSC staff at no cost).
- The total number of first-year students enrolled in a first-year experience was 71% in 2010. This includes first-year students enrolled in FYS 129 (27%) seminars and Business and College of Agriculture Sciences and Natural Resources 100 level introductory courses (16%) as well.

During the 2011-2012 academic year, the SSC focused efforts on our undecided student population. More specifically, we designated 5 undecided FYS 101 sections to be taught by 4 Arts and Sciences advisors and 1 section by the Associate Director of Career Services. The five undecided student instructors received extensive training on the Student Strength Inventory, which identifies social and academic aspirations and expectations of first-year students. The targeted undecided courses included the core FYS 101 curriculum, but enhanced opportunities for students to have additional interaction with their advisors and discuss major and career exploration strategies.

A major initiative of the 2011-2012 year is the hiring of a director of all first-year programs (i.e. First-Year Studies 100, 101, 129, and 401 courses). The Director of FYP will assume leadership in the 2012-2013 academic year.

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University of Tennessee, Knoxville

New Student Orientation

2010-11

Program Description

During Summer 2011 freshmen orientation sessions, the SSC presented a 55-minute session titled, "AIM for Graduation". The presentation was student friendly and interactive, and 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 future college academic experience through the use of clicker survey responses.

Program Assessment and Evaluation

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

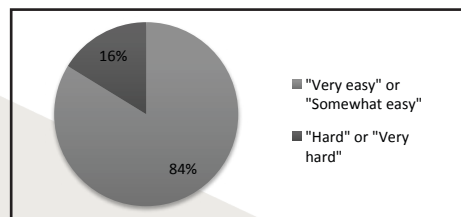
Able to name several success strategies

	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%

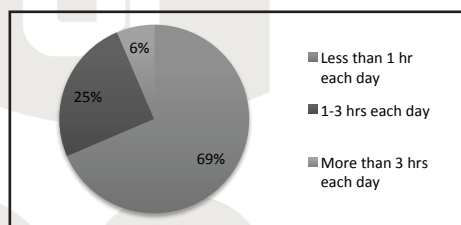
*Orientation Student Evaluation Feedback provided by SOLD office

Data regarding academic perceptions and expectations data 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 UTK. It also reiterates the awareness of first-year student's overestimating their high school academic achievement and underestimating study strategies and time management necessary for success at UT.

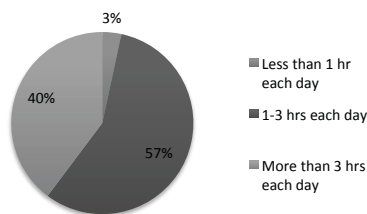
To earn A's and B's at your high school, was it?...	Responses	
Very easy	855	37%
Somewhat easy	1069	47%
Hard	295	13%
Very hard	78	3%
Totals	2297	100%



How much time did you spend studying outside of class in high school?	Responses	
Less than 1 hr each day	1176	69%
1-2 hrs each day	308	18%
2-3 hrs each day	122	7%
3-4 hrs each day	51	3%
More than 4 hrs each day	59	3%
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%
1-2 hrs each day	342	18%
2-3 hrs each day	718	39%
3-4 hrs each day	410	22%
More than 4 hrs each day	331	18%
Totals	1864	100%



Areas of Improvement or Exploration

We seek to improve by routinely assessing past orientation clicker data and session evaluations. When necessary, we tweak the focus and content of the student session.

The Student Success Center

University of Tennessee, Knoxville

Outreach

2010-11

Program Description

The Student Success Center outreach initiatives promote and expand our services and programs. The purpose of the SSC outreach initiatives is to increase the availability and utilization of the SSC services, especially through direct intervention and interaction with University of Tennessee students, faculty, staff and parents.

Learning Outcomes

As a result of participation in the SSC outreach initiatives, participants will:

- Know SSC programs and resources;
- Value the SSC resource options and other campus resources;
- Connect with a SSC academic coach.

Program Assessment and Evaluation

In an effort to support the UT campus with student success initiatives the SSC has provided outreach opportunities that address programing, resources and intervention strategies.

The center's outreach initiatives include:

- Fixed Outreach: locations on campus where student traffic is high (University Center, TRECS, Presidential)
- Hodges Library Commons
- Packaged Presentations
- Campus Events: Admissions, SGA, VOL Aware
- Bulletin Boards: Placed in residence halls
- Display Case: University Center
- Social Networking: Facebook and Twitter
- Advertisements: Daily Beacon, Tennessee Today, The Commons
- Campus Partners: Departments on Campus
- SSC Website
- Training: RA's, OL's, Housing Staff, Admissions Tour Guides

The recent redesign of the SSC website allowed the implementation of Google Analytics to record usage of the new site. Detailed in the following chart, **26,330 people visited the SSC website with over 41,000 visits.** Visitors most frequently visited the main page, Academic Probation, FYS 101, and Supplemental Instruction.

Website Visits to studentsuccess.utk.edu

41,060 Visits
26,330 Unique Visitors
105,333 Pageviews
2.57 Average Pageviews
00:01:58 Time on Site
52.81% Bounce Rate
61.19% New Visits

*Data provided by Google Analytics

Calculating the scope and impact of our outreach efforts involves approximations, as most of our fixed outreach publicity initiatives focus upon broad promotion rather than sign-in lists. As a result of the SSC outreach initiatives **319 students** were served for the 2010-2011 academic year (only recorded appointment or presentation participant numbers are represented here).

Outreach Initiatives

	Student Contacts
Packaged Presentations	57
Campus Partners	262

*Data collected via participant sign-in lists

During the 2010-2011 academic year the SSC collaborated with Hodges Library to establish a service point in the Commons. Academic coaches were scheduled for 19 hours a week and documented 32 student visits. Coaches were available for quick questions regarding SSC resources, campus resources, and other general academic questions. For more in depth conversations, students scheduled an office appointment for further follow-up on their concerns.

Areas of Improvement or Exploration

As a direct result of the August 2011 SSC staff retreat, the center's outreach initiatives were enhanced. In the upcoming year the center will reach out to the following populations to establish support and increase the center's interaction with students and faculty. Projected outreach already surpasses that of the 2010-2011 year, with over 800 outreach contacts reported during Fall 2011.

- First-Year Students: the focus will be FYS 101 presentations that include SSC resources as well as learning strategies to become better students.
- Greek Life: the focus will be learning strategies to help raise individual and organizational GPA goals.
- Faculty Outreach: the focus will be to provide the faculty with SSC resources that can be passed to their students and to include information within the syllabi about the SSC.

Due to the increased numbers in requests for programming, the SSC will develop a more structured format for capturing participation. In addition, further development for capturing traffic in the Commons will provide additional sources for SSC outreach. As the SSC develops a tutoring resource in the Commons accurate traffic reporting is necessary. The use of AdvisorTrac will help provide the data for student traffic. The exploration of card swipe systems and other easy to use methods could also help provide accurate participant numbers.

The Student Success Center

University of Tennessee, Knoxville

SophoMORE Success Initiatives

2010-11

Program Description

Since Spring 2009, the SSC has been actively searching for ways to engage and, ultimately, retain our second-year undergraduate students. Through experience and a review of the literature and best practice programs, the SSC staff believes sophomore students have specific challenges, including but not limited to academic success. It is clear that without collaboration among our various offices, many facets of a student's life (and the sophomore retention rate) will remain unchanged.

Learning Outcomes

As a result of participating in sophoMORE student related activities, a sophomore student will :

- Know the online academic support opportunities targeted at the sophomore year (ex. Major guides);
- Know their respective degree options and degree program requirements;
- Get involved in co-curricular activities (i.e. undergraduate research, service learning, study abroad)
- Value academic excellence

Program Assessment and Evaluation

The sophomore collaboration program is entering its second year and the de-centralized effort is supported by various campus units such as Student Activities, Career Services, Student Success Center, University Housing, Undergraduate Research and Advising.

The sophomore collaboration campus partners meet biannually to report, review and share institutional and unit efforts to support students during the sophomore year.

Each year we lose half as many sophomores as we lost freshmen for the same cohort. The first-to-second year retention rate for the 2009-2010 cohort was slightly over 86% - we lost about 14% of the first-year cohort. Based on longitudinal data, we anticipate losing approximately 7% of the continuing cohort. Losing students at these rates during the first two years at UT does not support the VOL Vision goals of increasing the graduation rate and the number of degrees earned.

In Fall 2010, the Student Success Center developed a sophomore tab and link of available resources on its website, providing specific information and resources available for sophomore students. In addition, the SSC implemented the sophoMORE program featuring a range of topical seminars and customized academic success workshops. The sophoMORE Success Workshops are 60-minute voluntary workshops for all sophomore students newly placed on academic probation or returning on probation. We do not currently place holds on the accounts of invitees who do not

attend the SSW. In Spring 2011, a total of 52 sophomores attended a version of the Academic Success Workshops (ASW) tailored specifically for sophomore students. The ASW's are required for freshmen and transfers placed on Academic Probation in their first 30 hours at UT, but are strictly voluntary for all other students on probation.

In 2011 the SSC continues to provide leadership and facilitate sophoMORE success through a campus wide collaboration. The sophoMORE success committee is comprised of a broad range of stakeholders in academic and non-academic units who provide campus resources to our sophomore students. The committee will meet on a semester basis to review, discuss, assess, and collaborate on our respective sophomore efforts.

Areas of improvement and Exploration

The sophoMORE Collaboration Taskforce (SCT) will continue to focus on the retention rates of sophomore students and review the unit academic and social support resources we are currently providing. In addition, the SCT will initiate future discussions assessing our efforts during the 2011-2012 year.

The sophoMORE Collaboration Taskforce will meet a minimum of once each semester and continue to assess campus-wide efforts to support and meet the unique needs of our sophomore students. In addition, the committee will establish common learning outcomes, check lists for success, and measures of assessment of impact of our collective efforts.

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Student Strengths Inventory

2010-11

Program Description

The Student Strengths Inventory (SSI) is an evidence-based assessment platform for predicting post-secondary student outcomes. It is intended to help two- and four-year colleges and universities develop data-driven evidence-based student success solutions. The SSC joined the project Summer 2009 and in 2011 administered the instrument to 24 sessions of new freshmen, UTLSI Summer Bridge program participants, and 5 sections of Fall FYS 101 undecided student sections.

Learning Outcomes

As a result of participating in the Student Strengths Inventory a first-year student will:

- Know their academic and social preparation status;
- Value the academic and social preparation skills needed for success in college;
- Value their engagement with their academic coach;
- Develop an action plan for success.

Program Assessment and Evaluation

SSC staff used the Individual Student Reports and Advisor Reports to identify target student populations and to direct communication during individual meetings.

- Individual Student Reports – includes subscale scores for each of 6 factors measured by the SSI and risk indices for retention and college performance – academic engagement and discipline, educational commitment, campus engagement, social activity, academic self-efficacy, and resiliency. These reports are shared with students and are used by SSC academic coaches to target services toward students.
- Advisor Reports – includes subscale scores for each of the 6 factors measured by the SSI and includes an overall percentage of retention and percentage of academic success predictions. These reports are used by SSC academic coaches to signify target populations and at risk indices.

A total of **1,600 students completed the SSI** during the summer 2011 Freshman Orientation SSC “AIM for Graduation” session and Fall FYS 101 class. Of the total, 129 UT LEAD, 81 UTLSI bridge, 2 student athletes, and 37 Pellissippi bridge students completed the inventory.

Within the UT LEAD group (129):

- 73 students at or below the 50% indicator for Academic Success Probability
- 70 students at or below the 50% indicator for Retention Probability
- 66 students at or below the 50% indicator for both Academic Success and Retention Probability
- 10 students at or above the 90% indicator for both Academic Success and Retention

Within the UTLSI group (81):

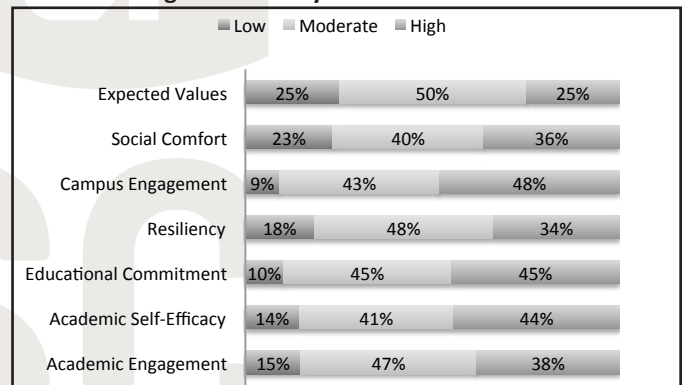
- 76 students at or below the 50% indicator for Academic Success Probability
- 75 students at or below the 50% indicator for Retention Probability
- 74 students at or below the 50% indicator for both Academic Success and Retention Probability
- Zero (0) students at or above the 90% indicator for both Academic Success and Retention

Within the Pellissippi group (37):

- 36 students scored at or below the 50% indicator for Academic Success Probability
- 35 students scored at or below the 50% indicator for Retention Probability
- 35 students at or below the 50% indicator for both Academic Success and Retention Probability
- Zero (0) students at or above the 90% indicator for both Academic Success and Retention

The following charts illustrate sample characteristics of the total population of students who took the SSI (see appendix).

Student Strengths Inventory Performance Scales



* Student characteristics provided by SSI Backoffice

Gender and First Generation (Self-Reported)

	All Students		First-Gen Students	
	N	%	N	%
Female	784	49%	223	14%
Male	779	49%	206	13%
Undisclosed Gender	37	2%	17	1%
Total	1600	100%	446	28%

* Student characteristics provided by SSI Backoffice

Areas of Improvement or Exploration

The SSC administered the Students Strengths Inventory during 2010 student orientation. Possible expansion would include phone calls and collaboration with residence life. Exploration could also include administering the SSI within the FYS 100.

The Student Success Center

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Supplemental Instruction

2010-11

Program Description

Supplemental Instruction (SI) is a nationally recognized academic assistance program featuring weekly group study sessions facilitated by undergraduate students who have taken a targeted course and have been trained in proactive learning strategies. These 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.

During the 2010 - 2011 academic year, the SI program supported **16 courses**, totaling **345 sections** with a total **student population of 8,795** (see appendix for complete course breakdown). The program generated a total of **4,472 contact hours**, which is **18% of enrolled students**. Contact hours are defined as the cumulative total of all hours students have participated in SI during the year.

Program 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;
- 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;
- Value the course as it relates to the larger academic field, possible career paths, and opportunities for advanced study.

Program Assessment and Evaluation

Overall, semester comparisons show that Supplemental Instruction sessions were successful in helping students successfully matriculate through the targeted classes. A total of **17% of students took advantage of SI** during the academic year, and that number does comport with national data gathered through the Center for Academic Development at the University of Missouri—Kansas City. Fall and Spring term data indicate a relative standard year for the SI program. **Withdrawal rates and earned C-, D+, D, D-, F, or NC grades were lower for SI participants (21%) than non-participants (25%).** As outlined in the chart below, students who participate in SI sessions are more likely to earn **higher course grades than those non-participants**, especially those students who participate in 10+ sessions.

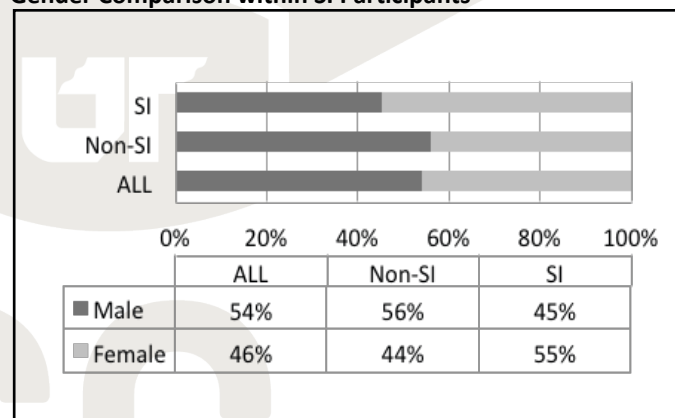
Course GPA Comparison by SI Attendance Category

	Non-SI N=7262	SI 1-4 Times n=1268	SI 5-9 Times n=183	SI 10+ Times n=82
Mean GPA	2.79	2.76	2.97	3.19
GPA Difference from Non-SI		-0.03	0.18	0.4
%Difference from Non-SI		-1.1%	6.5%	14.3%

*Course grades provided by Office of Institutional Research.

Of particular interest, the gender breakdown of participants shows **10% more female students participate in SI sessions**. This data point contrasts the gender breakdown of the total enrolled population in these courses, which is male dominated. The following chart illustrates the gender comparison within the sessions and enrolled in the course.

Gender Comparison within SI Participants



*Gender identifier provided by Office of Institutional Research

Areas of Improvement or Exploration

During the Summer 2011 term, the Student Success Center offered Supplemental Instruction for Math 115 and Math 119. The summer term was a new development for the SI program, as the program does not usually run during the summer term. 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.

A review of data provided by the Office of Institutional Research continues to drive the future of targeted SI courses. Possible expansion courses include: Geography, History, Organic Chemistry, Psychology, and Philosophy.

The Student Success Center

University of Tennessee, Knoxville

Tutoring Services

2010-11

Program Description

The SSC tutoring program, as part of the Chancellor's Top 25 initiative, began in July 2011 with the appointment of an Assistant Director for Tutoring and Learning Assistance. During the Fall 2011 semester the process of establishing a SSC Tutoring Center commenced. The tutoring program is expected to begin serving students in January 2012.

Approximately, three times per academic year, the SSC tutoring program conducts hiring drives for peer tutors. Tutors are recruited via traditional advertising avenues (posted fliers, collaboration with departments and campus educational programs, website postings, etc.). All applicants must submit an application, resume, academic history, and faculty/staff recommendation to be considered. **The SSC tutoring program received 174 tutor applications in Fall 2011.**

Prospective tutors then attend a mandatory meeting where they learn about the SSC and complete a content evaluation. Successful tutors are then called to begin training. Only at the completion of training are tutors officially hired by the SSC.

The SSC Tutoring Services program focuses 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

Some of Learning Outcomes of the Tutors include:

- Applying best practice approaches to tutoring based on unique learning styles and learning preferences;
- Striving to actively engage students in the learning process;
- Knowing the rights and responsibilities of the tutor/tutee partnership and program objectives.

Some of the Learning Outcomes of the Students include:

- Utilizing various study skills and time management techniques;
- Gaining an academic resource in which to improve retention and persistence to graduation;
- Knowing the importance of becoming an actively engaged and independent learner.

Program Assessment and Evaluation

The SSC Tutoring Services program expects to collect data of the number of students served, usage demographics, academic outcomes, and more.

Based on collected data, the SSC Tutoring Services program was successful in...

Areas of Improvement or Exploration

The SSC Tutoring Services program is currently facilitating campus-wide leadership for tutoring and learning assistance objectives, including offering tutor training for campus partners with long-term goals of sharing and exploring assessment strategies.

Since September 2011, the Tutoring and Learning Assistance Task Force has met regularly to discuss issues and share strategies. Participating centers included the Math Tutoring Center, Thornton Athletics Student Life Center, Chemistry Tutorial Center, Office of Multicultural Student Life, the Writing Center, Educational Advancement Program Tutoring Center, the Music Learning Center, and the Student Success Center.

The Tutoring and Learning Assistance Task Force commemorated National Tutoring Week (Oct. 3 – 7, 2011) with a strategic promotional campaign which culminated in a UT Bookstore Gift Card drawing aimed at students attending tutorial sessions.

The SSC Tutoring Services program is in the process of improving all aspects of its operations through certification. Currently, the Assistant Director for Tutoring and Learning Assistance has submitted application material for the National College Learning Center Association's (NCLCA) Learning Center Leadership Certification (LCLC). Additionally, the SSC Tutoring Services program is pursuing the College Reading and Learning Association's (CRLA) International Tutor Training Program Certification (ITTPC). These certifications will help generate interest in the SSC tutoring program's offerings, as well as create a standard congruent to Top 25 target universities. With an anticipated relocation in 2012, the SSC Tutoring Services program will establish a tutoring site in Greve Hall equipped with computer terminals and other resources.

As outlined below...

Tutor Usage GPA Comparison

	Fall 2011			Spring 2012		
	N	Tutored GPA	Non-Tutored GPA	N	Tutored GPA	Non-Tutored GPA
Male						
Female						
Caucasian						
Black						
Hispanic						
UT LEAD						
Total						

The Student Success Center

University of Tennessee, Knoxville

UT LEAD Program

2010-11

Program Description

The University of Tennessee is committed to recruiting, retaining and graduating our students. To assist with these goals 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 is built on the principles of **Leadership, Excellence, Achievement and Diversity**. Our mission is to promote undergraduate success, academic excellence and persistence to graduation through a support program for students who are awarded the Promise and/or Pledge scholarships.

Learning Outcomes

As a result of participation in the LEAD program, students will:

- Know strategies for sustaining progress toward graduation.
- Value the undergraduate degree experience and how it can influence future goals and career aspirations.
- Create an individualized academic action plan that focuses on academic progress and identifies academic success resources.

Program Assessment and Evaluation

The LEAD program is supported by academic coaches who meet one-on-one with students to provide academic support by showing students how to get the most out of their college experience. The coaching sessions are tailored to each student, whether tackling academic struggles or seeking ways to broaden their learning experience. During the session, students create an individualized action plan that focuses on academic progress and identifies academic success resources. All LEAD students on Academic Probation are required to see an academic coach. During Spring 2011, all LEAD probation students receiving academic coaching (42) compared to all students on probation (1,096) illustrates the significance of the impact academic coaching may have for the most at risk students. The data suggests that coached LEAD students are dismissed at a lower rate (26%) than probation students who were not coached (28%). The data also suggests that the coached LEAD students persist at a higher rate.

	Good Standing			Continued on Probation		Withdrawn		Dismissed		Persist	
	N	N	%	N	%	N	%	N	%	N	%
Remainder of all students on probation	1096	434	40%	325	30%	33	3%	304	28%	759	69%
LEAD probation coached	42	17	40%	13	31%	1	2%	11	26%	30	71%

When comparing within the LEAD population and LSI participation, in Fall 2010 the LSI students have a higher percentage of students earning below at 2.0 (19%). However in the spring, the promise recipients have a higher percentage (15%) of students earning below a 2.0.

Cohort Year	LEAD Scholarship	Below 2.0 GPA			
		Fall 2010		Spring 2011	
		N	%	N	%
2010	All	70	12%	66	11%
	Pledge	45	11%	46	11%
	Promise	18	18%	15	15%
	Both	7	10%	5	8%
	LSI	14	19%	9	12%
	Promise NLSI	13	19%	10	14%

As outlined in the chart below, recipients of both Promise and Pledge scholarships have the highest percentage of students losing or in jeopardy of losing the HOPE scholarship in both the fall (30%) and spring (30%) semesters.

Cohort Year	LEAD Scholarship	2.0 - 2.749 GPA			
		Fall 2010		Spring 2011	
		N	%	N	%
2010	All	131	23%	120	21%
	Pledge	83	20%	72	17%
	Promise	28	28%	28	28%
	Both	20	30%	20	30%
	LSI	17	23%	16	21%
	Promise NLSI	20	29%	21	30%

When comparing within the UT LEAD population, the data has suggested overtime that Pledge recipients are performing at a higher rate than the other scholarships and LSI participation.

Cohort Year	LEAD Scholarship	2.75 GPA & above			
		Fall 2010		Spring 2011	
		N	%	N	%
2010	All	369	64%	351	60%
	Pledge	276	67%	266	64%
	Promise	53	52%	48	75%
	Both	40	60%	37	55%
	LSI	36	48%	35	48%
	Promise NLSI	34	49%	32	46%

Areas of Improvement or Exploration

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, Academic Success Workshops and Tutoring) by requiring UT LEAD students to utilize those resources. Expanding program requirements within the SSC will enhance the goals for this program.



The STUDENT SUCCESS CENTER
UT LEAD

The Student Success Center

University of Tennessee, Knoxville

UT LEAD Program (cont'd)

2010-11

Program Assessment and Evaluation

Continued concern for the most at risk populations of students, UTSLI and Promise recipients, prompted a more in depth data analysis.

Pre-college characteristics indicate the majority (65%, 45 of 69) of the 2010-2011 UTSLI cohort fell within the lowest ACT range (18-21). In contrast, the Promise 2011 cohort pre-college characteristics presents the majority (65%, 64 of 99) of Promise students falls within the 22-25 ACT range.

Fall 2010 ACT Range

ACT Range	30-36	26-29	22-25	18-21	17 or less	Total
UTSLI	0	1	22	45	1	69
Promise	5	19	64	10	1	99
Subtotal	5	20	86	55	2	168
All Freshmen	866	1570	1517	225	34	4212

*ACT pre-college characteristics provided by Admissions

The first-year retention rate comparison of UTSLI students against all freshmen indicated the UTSLI 2010 cohort fell below (76%) that of all freshmen (79%). Additionally, the retention rate for the 2010 Promise cohort was slightly higher (83%) than that of all freshmen (81%).

Retention rates to Fall 2011

ACT Range	30-36	26-29	22-25	18-21	17 or less	Total
UTSLI	0%	0%	82%	76%	100%	77%
Promise	80%	90%	83%	90%	0%	84%
Subtotal	80%	85%	83%	78%	50%	81%
All Freshmen	91%	86%	81%	79%	71%	84%

* Retention data provided by Admissions

The average Fall 2010 GPA for UTSLI and Promise students was just under a half letter grade of that of the general first time freshmen GPA (2.56 vs. 2.98).

Fall 2010 Average Term GPA

Fall 2010 Average Term GPA, UTSLI AND PROMISE	2.56
Fall 2010 Average Term GPA, FTF	2.98

*GPA data provided by Admissions

In Spring 2011, the UTSLI and Promise average GPA increased over that of Fall term; however, the average GPA for UTSLI and Promise students continued to fall just under a half letter grade of that of the general first time freshmen GPA (2.74 vs. 3.06).

Spring 2011 Average Term GPA

Spring 2011 Average Cum GPA, UTSLI AND PROMISE	2.74
Spring 2011 Average Cum GPA, FTF	3.06

*GPA data provided by Admissions

Areas of Improvement or Exploration

Following the 2010-2011 academic year, students choosing to break their housing contract were asked to complete a Leaver Survey providing reasons for leaving the university. From the Leaver Survey and academic coaching data, out of the 113 UT LEAD students who did not return after the first year, 32 students saw an academic coach. Further follow-up is necessary to determine both why these students left the university and how the efforts of academic coaching met the students needs.

An initial analysis of leaver information suggests a possible mix of academic and non-academic reasons for separation from the university. Of the 32 students who met with an academic coach, 12 students were academically dismissed, 7 were placed on probation, 1 withdrew, and 12 left in good standing.

Further exploration of UT LEAD students who part from the university could include a follow-up phone call and email in order to determine specific reasons for leaving as well as their future academic goals. During these conversations, academic coaches could help provide necessary information and resource contacts to assist the student in returning to the university in the future.

The Student Success Center

University of Tennessee, Knoxville

UT LSI Program

2010-11

Program Description

The UT LEAD Summer Institute (LSI) is a 5-week program which takes place during the 2nd summer session. **LSI prepares students for enrollment in their first fall semester at the University of Tennessee.** Students invited to participate in LSI enjoy the experience of living and learning on campus before the fall semester of their freshman year. UTLSI achieves its goal by focusing on three areas of the student's development: Academic Integration, Social Integration and Personal/Cultural Maturity. As a part of UTLSI and the UT LEAD Program, students are expected to meet program requirements that extend through their first-year at UT. Our mission is to promote undergraduate success, academic excellence and persistence to graduation through a support program for students who are awarded the Promise and/or Pledge scholarships.

Learning Outcomes

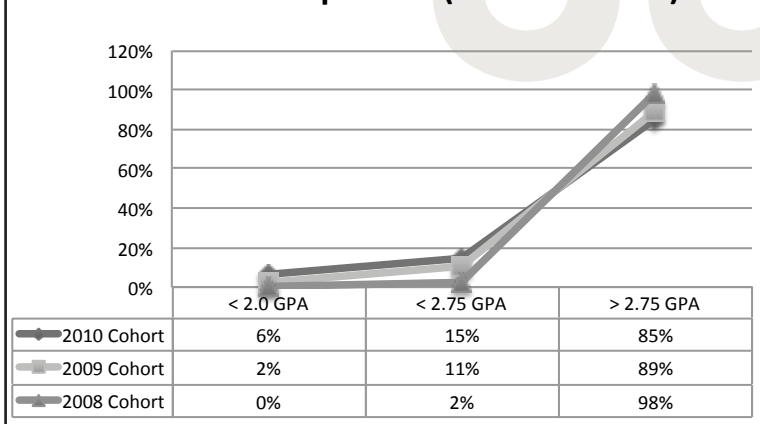
As a result of participation in the UTLSI program, students will:

- Know strategies for sustaining progress toward graduation;
- Value the undergraduate degree experience and how it can influence future goals and career aspirations;
- Create an individualized academic action plan that focuses on academic progress and identifies academic success resources.

Program Assessment and Evaluation

At the end of the 2010 first summer session the UTLSI cohort data shows 2010 participants had a lower percentage of students earning a GPA of 2.75 and above (85%) as compared to the past cohorts (2008: 98%, 2009:89%). The 2010 participants had a higher percentage of students earning a GPA of 2.75 and below (15%) as compared to the past cohorts (2008:2%, 2009:11%).

UTLSI GPA Comparison (Summer Term)



*GPA information provided by AdvisorTrac

In terms of pre-college characteristics (GPA and ACT) all the cohorts are comparable to each other.

UTLSI Pre-college Characteristics

	N	Average GPA	Average ACT
2010 Cohort	75	3.60	20.8
2009 Cohort	55	3.62	19.8
2008 Cohort	51	3.63	20.1

*Pre-college characteristics provided by Admissions

The data suggests that the 2010 cohort performed at a lower rate as compared to the previous LSI cohorts. Possible explanations for the decline in academic performance could include the addition of a required math course, course selection (some students took alternative courses due to previous dual enrollment credit) and larger cohort numbers.

During the summer 2010 session, all UTLSI students took the Student Strengths Inventory and met with an academic coach to discuss the results and create an academic action plan.

We are concerned about five (5) of the 75 students in the 2010 cohort. At the conclusion of summer term, these five (5) were placed on probation. The Assistant Director met individually with all of these students early in the fall term and also assigned them specific coaches to support and challenge them through focusing on success strategies, grade goals, HOPE scholarship requirements, time management and academic planning.

Following the summer term, 15% of the 2010 participants were in jeopardy of losing the HOPE scholarship at the first benchmark (24 credit hours). To address this issue, the students will be required to meet twice a month with an academic coach. The meetings will focus on identifying success strategies and academic planning options that will prepare the students for their college advising meeting.

Areas of Improvement or Exploration

In order to establish a framework and support system for UTLSI students, it is important to strengthen coordination between existing SSC programs (Supplemental Instruction, Academic Success Workshops and Tutoring) by requiring UT LSI students to utilize those resources. Expanding the program requirements within the SSC will enhance the goals for this program.

To address the unique needs of the UTLSI population, the admission criteria for new UTLSI candidates for Summer 2011 included a formalized interview process and a UTK campus visit.