

## Mid-Year Report: SP19 Program Evaluations

### *University of Tennessee, Knoxville, Academic Success Center*

### *Published Summer 2019*

#### ASC USAGE AND OVERVIEW

**ASC MISSION AND OVERVIEW:** The mission of the Academic Success Center (ASC) 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 ASC mission is to ensure that all students have the opportunity to succeed by:

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

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

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

**OVERVIEW OF ASC USAGE AND IMPACT:** ASC programs in the Fall 18 academic year either maintained or improved in measures of usage. Spring 19 academic year had similar results, excluding Tutoring, which experienced a slight decrease. Most all programs also had measurable levels of success in terms of student grade point average and student academic standing. Key data points are provided below, and additional data and analysis can be found in the ASC data appendix.

#### Spring 19 ASC Program Usage

Program	Unique N	Contacts
DR	44	n/a
Tutoring	390	714
Coaching	1007	1603
SI	1788	7772

#### Usage Demographic Information

Demographics	Coaching	Tutoring	SI	UT
Asian or Pacific Islander	5%	7%	7%	4%
Black, Not Hispanic	12%	11%	7%	6%
Hispanic	7%	5%	5%	4%
Multiracial	5%	5%	4%	3%
Unclassified	2%	2%	1%	2%
White, Not Hispanic	68%	70%	76%	78%
Female	45%	63%	63%	52%
Male	55%	37%	37%	49%
First Generation	30%	23%	22%	22%

#### INDIVIDUAL PROGRAM OVERVIEW AND ASSESSMENT

**ACADEMIC COACHING:** This program provides one-on-one academic support for all undergraduate students, focusing on developing academic skills with an aim to improve student success. Assessment of FA18 academic coaching data shows that coaching is most impactful when paired with other ASC programs (see below data). Coaching usage illustrates high rates by key, targeted student groups, such as **first generation students**, who make up **38%** of ASC coaching usage, as well as by underrepresented populations and **first year students (40%)**. Coaching data illustrates that students are best served by this program when they attend early and often, attending 3 or more appointments spread out across the semester. Data analysis recommendations include increasing outreach to male student populations and lower risk-range populations, as usage by these groups is slightly lower; additionally, increased referral by academic coaching to programs like tutoring is also recommended.

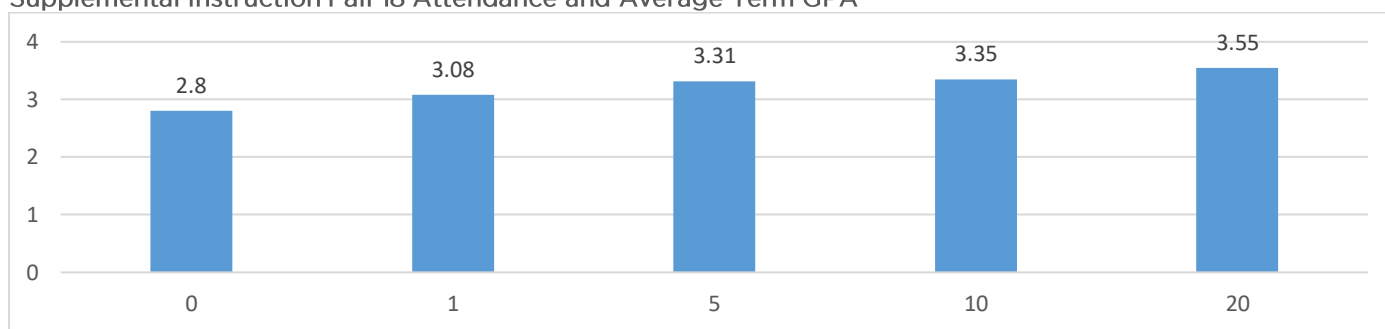
## Mid-Year Report: SP19 Program Evaluations

### *University of Tennessee, Knoxville, Academic Success Center*

### *Published Summer 2019*

**SUPPLEMENTAL INSTRUCTION (SI):** This peer-led program provides medium to large group study sessions, led by trained peers, for all undergraduate students in classes with high rates of non-passing students, with the aim to improve student success. Fall data illustrated that students who regularly attend SI achieve higher grade point averages than students who do not (**3.21 compared to 2.79**) and higher individual course grades (see below graph). Spring data showed similar results, with students who participated in SI achieving a term GPA of **3.13** and a cum GPA of **3.25**. Recommendations include increased outreach to underrepresented populations and first-generation students to increase usage of these key groups.

**Supplemental Instruction Fall 18 Attendance and Average Term GPA**



**TUTORING:** This program provides peer-led, one-on-one course-level support for all undergraduate students led by trained peers with the aim to improve student success. Fall 18 data showed that students who attended tutoring at higher rates achieved higher grade point averages. While attending once shows a lower average GPA (**2.92**), any attendance after is either equivalent to or surpasses the overall UTK student term GPA (**3.0**), with an average student term GPA of **3.19 term GPA for attending 5 or more times**. Spring 19 data shows a slight decrease in tutoring usage (714 contacts compared to 910 contacts). Recommendations for tutoring include increased outreach to students participating in other ASC programs, as participation levels of these groups is less than desired. Current steps taken toward this recommendation include review and possible trainings of referral practices for academic coaches, and increased outreach efforts toward UT Lead, DR, and HRP students.

**ACADEMIC PROBATION:** Support is provided for all undergraduate students on academic probation, through emphasis on completion of academic online modules and in-person academic coaching, with the aim to help students avoid dismissal and move to good academic standing. Analysis of participation in modules and academic coaching shows that students who participate in services at the recommended levels achieve higher levels of good standing and lower rates of dismissal; **67%** of students who came to coaching at least once returned to good academic standing while the overall rate of return to good academic standing was **37%**. Additionally, **90.5%** of students who met their academic probation requirements to complete online modules and academic coaching moved to Good Academic Standing.

**UT LEAD:** For first-generation students, this program provides both academic support and campus engagement activities, including participation in academic coaching, first year studies courses, and student events, with the aim to improve student success. In SP19, UT Lead efforts focus on students on academic probation, who are enrolled in an academic support course, Coun 205. Students participating in this course had slightly better average term GPAs than students who did not participate (1.289 versus 1.173). Previous year average term GPA was 1.60. Additional UT Lead activities included opportunities for all students to participate in engagement activities and events (N = 63; Count = 179), with 29 of those students receiving a scholarship award at the end of the semester.

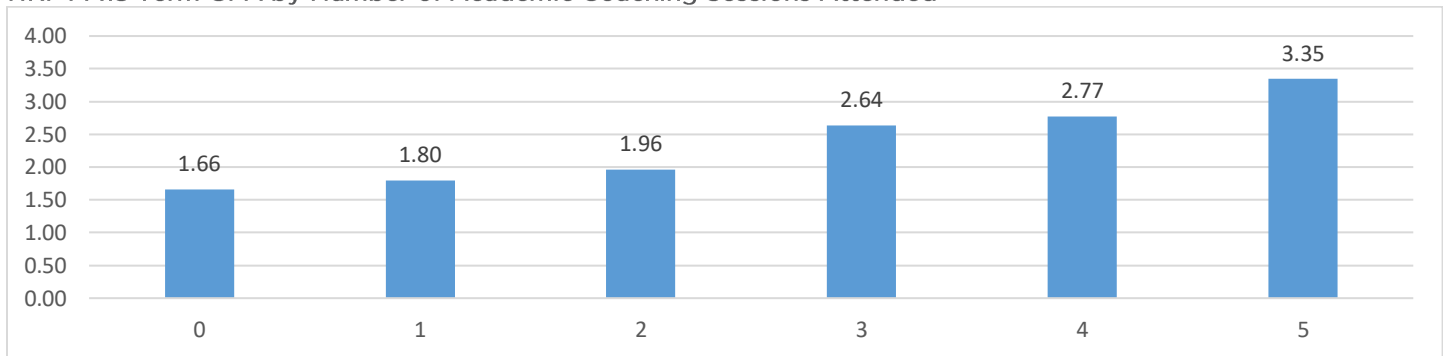
**HOPE RECOVERY PROGRAM:** For students who lose their HOPE scholarship at the end of spring, this program provides temporary financial aid paired with required academic support, through academic coaching, with the aim to improve student grade point averages and regain the HOPE scholarship at their next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

## Mid-Year Report: SP19 Program Evaluations

*University of Tennessee, Knoxville, Academic Success Center*  
*Published Summer 2019*

Additionally, students who attended 3 or more coaching sessions achieved an average term GPA of 2.92, with students achieving higher GPAs with increased academic coaching participation. For students who did not meet a HOPE GPA benchmark and continued in the HRP program for Spring 19, participation in academic coaching continued to yield higher term GPAs (2.91 for students who did not attend coaching versus 2.39 for students who attended at least once). Data analysis recommendations are to continue to monitor this program for academic success in terms of student GPA and student retention.

HRP FA18 Term GPA by Number of Academic Coaching Sessions Attended



### DISMISSAL REINSTATEMENT PROGRAM:

Dismissal Reinstatement is a pilot change to the University of Tennessee Dismissal Policy. For select students dismissed at the end of the semester 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. 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. Fall 18 data analysis had overall positive program results, with **48% of students achieving Good Academic Standing**, 22% continuing on probation, and 30% dismissed. Spring 19 students had lower rates of continuation, with 58% of students in Good Standing or continuing on probation and 43% of students dismissed. Data analysis recommendations are to continue to monitor this program for academic success in terms of student GPA and academic standing.