

Student Success Center Final Performance Blueprint 2010-2011 Academic Year

Student Success Center Mission Statement: The Student Success Center (SSC) facilitates student learning and degree completion by providing a comprehensive array of programs, resources and services that advance academic goal-setting, skill development, personal transition to and within the university setting, and effective decision making.

SSC Vision Statement: The Student Success Center empowers students to achieve their academic and personal goals via opportunities for enhanced learning, interpersonal development, personal responsibility, and leadership.

SSC Goals:

1. Improve and enhance student academic performance.
2. Continue dissemination of student success and campus resources related to Student Success Center mission
3. Continue to develop and provide services and programs for students in transition.
4. Facilitate student learning and skill development through intentional peer leadership opportunities.
5. Continue to build and establish effective collaborations with campus and community partners.
6. Develop and maintain services and programs for at-risk students

SSC Unit Overview

- **Staff:** The Student Success Center employs seven full-time professional staff (five coordinators, one director, and one administrative assistant) and five part-time graduate assistants. The unit also employs approximately 100 peer leaders including supplemental instruction leaders, tutors, and mentors (some are funded and some are volunteers). The precise number of peer leaders varies slightly by semester and year.
- **Funding:** Funding is 100% "A" funds (tuition and state allocations)
- **History:** The Student Success Center opened in 2006 to enhance undergraduate retention and graduation rates via academic and social support and early intervention. In 2009 personal financial education and academic advising services were added. The unit also partners closely with the Academic Centers for Excellence (ACE) by providing office space and funding for academic coaches and writing consultants.
- Student participation, performance, and satisfaction with our academic support and advising programs continue to meet or exceed our goals. Areas for improvement include early intervention efforts and special population programs. Goal statements of the Student Success Center will also be revisited now that ACE has joined the unit.

SSC Contextual Statement

Core Functions:

- **Academic Support** – Supplemental Instruction is the SSC's longest running program and the most utilized by students in terms of numbers served. The audience is every student enrolled in sections of 17 target courses for which SI is offered. In fall 2010, the total potential number of students served was

approximately 8100. Of those, approximately 3400 participated at least once. In fall 2007, approximately 5000 potential students were served. Of those, approximately 2080 attended SI at least once. Tutoring, a relatively newer SSC academic support initiative began spring 2007. Because tutoring is generally discipline specific rather than course specific, calculating potential audience is an inexact process. However, our data do confirm a steady increase in participation, up from approximately 300 visits in spring 2007 to over 1600 in fall 2010.

- Mentoring/Social Support – SSC initiatives for special populations serves new out-of-state and transfer students directly via mentoring and social programs. Approximately 40% of the undergraduate population are either out-of-state or transfer students or both. Other special populations, including minority students, scholarship recipients, and sophomores are served indirectly via collaboration with campus partners.
- Early Intervention – The target demographic for Gamecock Connection and the First Year Call Center has been all first-year students, both freshman and transfer. Creating Academic Responsibility tends to focus on first-year students, but in practice can apply to any student on campus.
- Cross Campus Advising – this service is available to all undergraduate students. The number of students increased over 600% during the 2010-2011 academic year.

Contingencies Managed:

- The Student Success Center merged with the Academic Centers for Excellence (ACE) on April 14th, 2011. Given this merger, both offices will work closer together to streamline several programs, services, and initiatives to avoid duplication and create a “one stop shop” for student success. Currently the organizational structure includes 1) Academic Support/Academic Recovery and general student success support including 2) Transfer support 3) Financial Literacy 4) Advising Support.
- Recent data analysis suggests an opportunity to restructure several initiatives that have not been performing as effectively as hoped, specifically early intervention and special populations’ initiatives. Two recent staff vacancies have created a timely opportunity to consider alternative approaches to meeting these student needs.
- A lower percentage of new students registered for Gamecock Connection in fall 2010 due to a change in the orientation process. Due to budget constraints and limited evidence of positive student impact the Gamecock Connection contract was not renewed after the fall 2010 semester.
- The mentoring program for out-of-state students (Gamecocks Across America) will be reorganized into a student organization.
- Analysis of data collected for the Creating Academic Responsibility (CAR) initiative prompted consideration of restructuring the process. Because the majority of referrals are for first-year students living on campus, the Student Success Center and University Housing are discussing ways to improve efficiency.

Goal #1: Improve and enhance student academic performance.

Analysis of Goal Achievement:

Collectively, SI assisted more than 50% of the total enrolled students for the fall and over 55% of the total enrolled students for the spring in SI designated courses. In total, over 3,400 students attended SI sessions throughout the fall 2010 semester, and over 3,100 students attended throughout the spring. In the fall 2010 semester, SI participants earned a .38 higher final course grade than non-participants, and for the spring 2011 semester, SI participants collectively earned a .33 higher final course grade than non-participants. Although the final course grade difference did not meet the goal of half a letter grade higher, the DFW and ABC rates continue to show a positive impact from SI. The DFW rate for spring SI participants was 8.61% lower than non-participants, while the ABC rate for spring participants was 10.93% higher than non-participants.

Tutoring usage also significantly increased and satisfaction data states students are learning content from service. 87% of students surveyed either agreed or strongly agreed that they had a better understanding of the course as a whole because of tutoring.

Initiative 1: Worked to improve student performance in introductory/ "gatekeeper" courses by improving and expanding the **Supplemental Instruction (SI)** program.

- **KPI:** During the fall 2010 semester, SI was offered to 17 courses, two of which are Opportunity Scholars designated courses (HIST 102B & PSYC 101B). Full SI course coverage was set for BIOL 101/102; CHEM 111/112; and MATH 142. For spring 2011, PHIL 110 SI leader positions doubled in effort to provide more support to this course, as recommended by department and seen by increase in student visits. Four PHIL 110 positions were added to the roster to cover over 40% of all sections. In all, SI was offered to 15 courses during the spring 2011 semester, one of which was an Opportunity Scholars course (HIST 112B). Full SI coverage was set for ACCT 226; BIOL 101/102; CHEM 111/112; and PSYC 101.
- **KPI:** For both fall and spring semesters, each SI leader facilitated three sessions per week for 14 total weeks of the semester. Throughout the spring 2011 semester 1,926 sessions were offered to all enrolled students. Session attendance totaled more than 25% of the registered students for each SI course, with the exception of CSCE 145/146 (12 %) for the fall 2010 semester, and JOUR 201 at 23% and 21% for fall and spring respectively. Collectively, SI assisted more than 50% of the total enrolled students for the fall and over 55% of the total enrolled students for the spring in SI designated courses. In total, over 3,400 students attended SI sessions throughout the fall 2010 semester, and over 3,100 students attended throughout the spring.
- **KPI:** The total number of visits for fall 2010 surpassed the minimum goal set for that semester by 4,000 visits. The total number of visits for spring 2011 surpasses the minimum goal set for that semester by 3,300 visits.
- **KPI:** Each semester a satisfaction survey was sent to all participants. 240 and 459 students responded to the respective fall and spring surveys. Overall, students reported being highly satisfied with their SI sessions. 60% (fall) and 87% (spring) of students felt attending SI helped them gain a better understanding of the course content. 74% (fall) and 77% (spring) said SI helped them develop more effective learning/study strategies. Additionally, 80% (fall) and 83% (spring) and 76% (fall) and 79% (spring), respectively, felt that attending sessions helped them earn higher grades on course tests and an overall higher final course grade.

- **KPI:** Course and DFW/ABC rate comparisons showed that SI had a positive impact for both fall and spring semesters. Collectively for the fall semester, SI participants earned a .38 higher final course grade than non-participants, with MATH 142 and BIOL 101 having the highest difference at .7. Although the final course grade difference did not meet the goal of half a letter grade higher, the DFW and ABC rates show a positive impact from SI. For the fall 2010 semester, the DFW rate for SI participants was 13.16% lower than non-participants. The ABC rate for SI participants was 13.33% higher than non-participants. For the spring semester, SI participants collectively earned a .33 higher final course grade than non-participants, with BIOL 101 and HIST 102B having the higher difference at .9 and 1.1 respectively. Although the final course grade difference did not meet the goal of half a letter grade higher, the DFW and ABC rates continue to show a positive impact from SI. The DFW rate for spring SI participants was 8.61% lower than non-participants, while the ABC rate for spring participants was 10.93% higher than non-participants.

Initiative 2: Provide **tutoring** by tailoring best practices to the needs of students.

- **Update:** The average number of hours offered each week throughout the fall 2010 semester was 108, with 16 peer tutor scheduled between 6-10 hours of session time a week. The average number of hours offered each week for the spring 2011 semester was 113, with 14 tutors scheduled between 6-10 hours a week. Although there were fewer tutors, there was still an increase in the number of session times available for students.
- **KPI:** At the end of the fall 2010 semester, there were 2,511 appointments made by students, compared to the number of students who made appointments in fall 2009, which was 2,034. There were 84 cancelled and 401 missed appointments. At the end of the spring 2011 semester, there were 2,129 appointments made by students, compared to the number of students who made appointments in the spring 2010 semester, which was 2,190. There were 88 cancelled appointments and 184 missed appointments, a decrease from the spring 2010 semester, which had 112 cancelled appointments and 319 missed appointments.
- **KPI:** There were 1,639 visits in the fall 2010 semester, compared to 1,419 visits in the fall 2009 semester. There were 1,538 visits in the spring 2011 semester, compared to 1,767 visits in the spring 2010 semester. It is thought that the reason the spring 2011 goal was not met is because the Physics 201/202 peer tutor position was not able to be filled.
- **KPI:** Satisfaction data for tutoring: 87% of students either agreed or strongly agreed that they had a better understanding of the course as a whole because of tutoring. 97% of students stated their tutor was well prepared for the sessions. 82% strongly agreed that the tutor presented the information in a way they understood. 90% of students were either satisfied or very satisfied overall with the tutoring program.

Goal #2: Continue **dissemination** of student success and campus resources related to Student Success Center mission

Analysis of Goal Achievement

Over 6,500 students (fall) and over 6,000 students (spring) received information directly from the SI leader assigned to their course sections. SSC staff members shared available programs and resources with approximately ten U101 classes on location in the SSC. Of the 5181 new students in fall 2010, 3442 (or 66.4%) were contacted by a student FYCC caller via telephone conversation, voice mail message, or e-mail if no phone number was listed.

Initiative 1: Provide **targeted information** regarding available services to students and campus/community partners.

- **KPI:** During the first week of classes each semester all SI leaders presented information to their assigned sections' students on SI and session times. Bookmarks were handed out to students and faculty to reinforce this information. Weekly announcements about SI session times remained consistent for SI leaders in their courses. Each faculty member assigned a SI leader was given a faculty guide at the beginning of the fall semester. Faculty guides were made available by request to faculty for the spring semester. Additionally, at the end of each semester faculty received additional information with final reminders regarding SI sessions. Faculty who were not assigned SI leaders were emailed information regarding SI and the session schedule to distribute to students. In all, over 6,500 students (fall) and over 6,000 students (spring) received information directly from the SI leader assigned to their course sections.
- **KPI:** SSC staff members shared available programs and resources with approximately ten U101 classes on location in the SSC.
- **KPI:** Of the 5181 new students in fall 2010, 3442 (or 66.4%) were contacted by a student FYCC caller via telephone conversation, voice mail message, or e-mail if no phone number was listed. Only 13% of contacts resulted in an actual conversation with the student. About half of voice mail messages were not returned.
 - Had conversations with 405.
 - Spoke to but didn't engage 149.
 - Had e-mail conversations with 667.
 - Left a message for 1645.
 - Had mentor and friend request on Facebook and via e-mail.
 - Had about 10 face-to-face meetings with students.
- Please note that all calls were only made during the Fall 2010 semester. (No calls were made during the Spring 2011 semester.)

Goal #3: Continue to develop and provide services and programs for students in transition.

Analysis of Goal Achievement

Cross Campus Advising (CCA) continues to grow exponentially from semester to semester, with an increase of over 600% in student visits. The CAR program has been moved under the Academic Centers for Excellence (ACE) and will be integrated with ACE and Housing’s other academic recovery initiatives.

Initiative 1: Provide Cross Campus Advising services to undergraduate students.

Semester	Visits	Percentage Increase
Spring 2010	73	n/a
Fall 2010	513	+ 603%
Spring 2011	637	+ 24%

- **KPI:** CCA and GA for CCA held 513 student visits during the Fall 2010 semester. CCA staff held 636 student visits during the Spring 2011 semester. Total student appointments for 2010-2011 equaled = 1,149
 - CCA Appointment Types:
 - Scheduling/Major change (30 min): 264
 - Major Decision (1 hr): 155
 - Drop-In (10-15 min): 97
 - Phone Consultation: 12* (began record keeping as of March 2011)
 - Not categorized: 109

- **KPI:** CCA partnered with ACE to participate in spring Pre-Advising at the Major and Information Fair, as well as in Capstone and Bates House residence halls, and the Russell House. CCA recorded speaking to 21 students during Pre-Advising (all three locations combined)

- **KPI:** CCA staff presented “Ten Things Every U101 Student Needs to Know About Advising at USC” to Fall and Spring U101 and EDLP courses as requested. CCA held 10 U101/EDLP presentations during the Spring and Fall semesters.

- **KPI:** CCA partnered with academic units including Journalism, Pre-Pharmacy, Education, and Nursing to provide information and resources to their students, particularly those who were not meeting progression requirements.
 - Business: 57
 - Biology: 124
 - Journalism: 30
 - Pre-Pharmacy: 35
 - Education: 29
 - Nursing: 35

Initiative 2: Worked to increase level of academic responsibility of students in academic distress through **(CAR) Creating Academic Responsibility.**

- KPI: Fall2010: Total referrals in fall 2010 totaled 154, including 148 unique students.
 - Add breakdown in course/instructor referral:
 - 95 U101, 11 Math, 7 ARTH, 5 MGMT, 5 HIST, 5 English
 - 49 interventions were considered complete/resolved (i.e. the student met with a CAR responder)
 - Of the 36 students for whom we received responder reports, the average fall 2010 GPA is 2.091. The range is 0.0 to 4.0. Fifteen students are on academic probation. All but four are enrolled for spring semester 2011.
- KPI: Sp2011: CAR responders met with 21 students, there were 55 referrals in all.

Goal #4: Facilitate student learning and skill development through intentional peer leadership opportunities.

Analysis of Goal Achievement

All of these goals were achieved as planned; similar processes will continue to be in place for the upcoming reporting period.

Level I training was held in the fall 2010 semester for all tutors who were new or had not completed the training from the previous semester. Sessions were designed to follow College Reading and Learning Association (CRLA) standards, and all tutors who attended achieved Level I certification at the end of the semester.

In the Fall 2010 semester, 382 students have accessed the financial literacy module, with 91% completing the module. 84% of students who completed the module scored a 100% on the post-test evaluation.

Initiative 1: Continue to develop and implement purposeful training congruent with national best practices.

- Update: All SI leaders attended the fall 2010 two-day training in August. For spring 2011, new SI leaders attended a two-day training and returning SI leaders completed a one-day training. SI leaders reported being satisfied with both semesters of training. Advanced Continuous Trainings (ACTs) were held three times each semester. Each SI leader attended two out of the three trainings. Each semester all SI leaders were observed a minimum of one time, and all new SI leaders were observed twice. All received satisfactory or higher ratings.
- Update: Feedback systems are working well and expanded in spring 2011 to mid-semester conversations with the Coordinator to ensure all SI leaders are given a minimum of two forms of feedback throughout the semester. A collaborative learning resource manual was developed and made available in fall 2010 to help SI leaders prepare for their sessions.
- Update: All SI leaders were observed a minimum of one time, and all new SI leaders were observed twice. All received satisfactory or higher ratings. Feedback systems are working well and will expand in spring 2011 to mid-semester conversations with the Coordinator to ensure all SI leaders are given a minimum of two forms of feedback throughout the semester.

- **KPI:** Level I training was held in the fall 2010 semester for all tutors who were new or had not completed the training from the previous semester. Sessions were designed to follow College Reading and Learning Association (CRLA) standards, and all tutors who attended achieved Level I certification at the end of the semester.
- **Update:** Every tutor was observed in-session two times over the course of the fall 2010 and spring 2011 semesters, with the exception of the Spanish Conversation tutor. Every tutor completed the mandatory mid-semester conversation to discuss goals and progress for both the fall 2010 and spring 2011 semesters.
- **KPI:** Level I training was held in the fall 2010 semester for all tutors who were new or had not completed the training from the previous semester. Sessions were designed to follow CRLA standards, and all tutors who attended achieved Level I certification at the end of the semester. Level I and Level II training was held in the beginning of the spring 2011 semester. Concurrent sessions were designed to meet all of the certification requirements for both the Level I and Level II, according to CRLA. All tutors who attended training in the spring 2011 semester reached the minimum requirement of 25 hours for Level I and 50 hours for Level II certifications.

Initiative 2: Develop and implement the **Financial Literacy program** to include relationships with various campus partners, peer leaders, as well as measurable learning outcomes for success.

- **KPI:** Data for Financial Literacy 101 module: 382 students have accessed the module in the fall 2010 semester, with 91% completing the module. 84% of students who completed the module scored a 100% on the post-test evaluation. For the spring 2011 semester, 169 students accessed the module, with 94% of participants completing the module. It is thought that we had fewer students participating with the module in the spring semester because the majority of fall 2010 participants were enrolled in sections of University 101 not offered in the spring. Although we had fewer participants in the spring, the completion rate was higher than that in the fall.
- **Update:** University 101 has begun working with the Financial Literacy program to schedule in-class presentations and discussions for instructors who choose to do so. The Financial Literacy Program had the opportunity to present information at the 2011 Building Connections Conference. Additionally, meetings with the Career Center and Financial Aid have served as the foundation for creating financial literacy programming specific for those departments. A pilot newsletter was created with the help of Financial Aid that targeted graduating students and provided information on topics such as student debt and graduating with student loans.
- **Update:** Due to timing of implementation, progress of the program as of fall 2010, and financial restraints, the timeline for implementing the peer leaders will be extended to the end of the fall 2011 semester.

Goal 5: Continue to build and establish effective collaborations with campus and community partners.

Analysis of Goal Achievement: All of these goals were achieved as planned; similar processes will continue to be in place for the upcoming reporting period.

Each campus partner has received SSC resources continuously. However, in the future the KPI's regarding these initiatives will reflect the number of materials given to partners instead.

Initiative 1: Collaborate with academic departments to continue developing existing SI partnerships and expand SI to more courses.

- Update: For the fall semester a faculty guide was created and disseminated to all faculty members assigned a SI leader. This guide was made available by request to all faculty for the spring semester. Faculty Resource Manual is still being developed, and will be available for the fall 2011 semester. A workshop for faculty was not conducted in fall 2010, but a faculty luncheon and mutual expectations workshop was planned for the spring 2011 training. Due to very low response from faculty the luncheon and workshop was canceled.
- Update: For fall 2010, we had one SI leader position (CSCE 146) funded by the Computer Science Department, and four positions (HIST 102B-2 positions; PSYC 101B-2 positions) funded through TRIO programs. For spring 2011, two positions were funded through TRIO programs (HIST 112B). For fall 2010 all sections of MATH 142 were covered. For spring 2011 full coverage was provided for MATH 142 with the exception of one section per the professor's request. MATH 141 had all but one section covered for fall 2010, and coverage remained the same for spring 2011.

Initiative 2: Contact will be maintained with individual representatives from all academic departments to facilitate more effective programming for tutors and students.

- Further develop the relationship between the Spanish department and the tutoring program to reflect the needs of the department and the students by holding an additional review session for all students enrolled in Spanish 100-200 level courses. Two review sessions this semester held by the Spanish 100-200 level tutors were scheduled for the week prior to the exit exam and were attended by 29 students in total.
- Spanish Conversation deadlines were increased to 5 for each of the 4 sections of Spanish 310 offered in the fall 2010 semester. Maximum occupancy for these sessions was increased from 1 to 2 students to accommodate this change.

Goal # 6: Develop and maintain services and programs for at-risk students

- See CAR data, Fresh Start, and Academic Recovery Initiatives in the ACE Blueprint.