Division Goal No. 1: Teaching and Learning – Enhance the richness of the student experience in and beyond the classroom and provide excellent educational experiences for all constituents.

Division Outcome 1(b) - Students are engaged in academic courses and in educationally purposeful activities beyond classroom.

Department Goal: Provide information and guidance to students in transition.

Department Initiative: Provide targeted information regarding available services to first and second-year students regularly throughout the year

KPI: Various newsletters are sent to target student audiences at least once per semester

Progress Update: Over 5000 first and second year students received information from ACE, and 2410 out-of-state and transfer students, 200 scholarship recipients and 8 STAR participants received program specific information and related resource information.

KPI: The SSC will coordinate the use of Gamecock Connection, an online purpose network, to identify and address individual student concerns expressed via student usage.

Progress Update: Gamecock Connection successfully registered 77% of first-year students with the average log-in rate of 19.79 per student user. Additionally, 6326 individualized email responses, directing students to the best on-campus resource, covering more than 65 at-risk topics were sent to first-year students via Gamecock Connection

KPI: The First-Year Call Center contact first-year students to provide individualized information and gather student perception data each semester

Progress Update: Summer calling was cut due to budget. Call Center will continue to contact first-year students twice a semester; however only one will be in the form of a telephone call. In future semesters, students will be contacted via Gamecock Connection and email to answer questions and gather perception data. The First-Year Call Center reported a 96% success rate with phone calls and messages left with family; of those nearly 24% were phone conversations with students; 1.1% were returned messages from students, and
63% were voice mail messages. In addition phone conversations, the First-Year Call Center conducted 582 email conversations with first-year students to assess perception and satisfaction. Of the students asked, nearly 91% reported being academically satisfied or very satisfied and 94% reported same satisfaction levels socially.

**KPI:** Tutors and SI leaders conduct presentations during first and second weeks of classes to provide information on programs. Additionally, flyers are distributed to reinforce information presented.

**Progress Update:** 55 SI leaders provided presentation to assigned section (and other sections without assigned SI leaders) and distributed flyers (including complete list of courses and the SI web site). Faculty without assigned SI leaders (and sections that SI leaders were unable to visit) were sent an email with SI information and were encouraged to distribute flyers to their students. Tutors provided presentations for students enrolled in select courses. Faculty who did not have presenters in their classes were sent tutoring postcards via interdepartmental mail.

**Department Initiative:** Provide individualized and intentional support to special student populations with targeted resources for academic and personal success regularly throughout the year

**KPI:** Design and disseminate population specific printed resources for transfer and out-of state student populations.

**Progress Update:** 300 printed 40-page resource guides provided to all mentees and attendees of SSC sponsored transfer and out-of-state events with a 40-page guidebook. Additionally, the both guides are now available electronically via the SSC website

**KPI:** Provide programs to enhance out of state and transfer student experience via relevant social programming.

**Progress Update:** Attendees at Out-of-State student social programs increased 30%. The most highly attended program “What’s the Big Deal About Sweet Tea” increased its numbers from 112 to 155 during the fall semester

**KPI:** Intentionally pair out-of state and transfer student mentors with incoming students to ease transition in this university environment.

**Progress Update:** In response to a postcard mailed to them, new students submitted an online form requesting a mentor and were matched according to their similarities and interests. This year there were 76 new out-of-state student mentees and 47 out-of-state student mentors, and 44 new transfer
students mentees and 15 transfer student mentors. Student feedback about the program was positive overall. More contact was recommended and appropriate changes in expectations are in place.

**KPI:** Provide academic information and resources to students of color twice per semester

**Progress Update:** MAPP mentors and mentees, and Gamecock Guarantee students and Opportunity Scholars receive academic success materials during orientation and an additional academic success session in the fall. Twice per semester students of color are sent academic success information, updates and resources via email. Additionally, 314 students of color received the information through handouts at orientation events and all other enrolled students of color received information via email twice per semester.

**KPI:** Communicate academic and personal success strategies specific to transfer student needs via seminars.

**Progress Update:** National and campus specific data were used in the development and delivery of transfer student success strategies. These presentations received positive content and satisfaction feedback from students. Attendees indicated the seminars were informative to them.

**Departmental Initiative:** Design and distribute advising resources to meet the needs for students in academic transition

**KPI:** Coordinate with academic departments and the Office of Student Engagement to host the Majors and Sophomore Information Fair for students transitioning into different majors and colleges

**Progress Update:** The Major and Sophomore Information Fair took place on October 2, 2008 and February 11, 2009 (in partnership with the Office of Student Engagement). Advisors from colleges across campus provided students with information on course/progression requirements, majors available, application deadlines, how to determine who their advisor is, and related topics. Resources available included change of major tip sheets and major requirement sheets. Nine colleges participated in fall 2008, and twelve colleges participated in spring 2009.

**Department Initiative:** Promote and maintain an informational and useful web presence via the Student Success Center and Academic Success websites.
**KPI:** Partner with SA/AS tech support to ensure all SSC programs are represented online and kept up to date along with relevant links and forms.

**Progress Update:** The SSC web site was redesigned and updated promote a more visually appealing and accurate website. Additionally, the SSC continues to submit updates to SA/AS tech on a monthly basis.

**Department Goal:** Enhance student retention via academic and social support for students

**Departmental Initiative:** Provide academic support via Supplemental Instruction and Tutoring based on national best practices

**KPI:** Tutoring and SI will gather and highlight student satisfaction data each semester collected via TutorTrac and additional survey methods.

**Progress Update:** Satisfaction data for tutoring: 23.33% strongly agreed and 46.66% agreed that because of the tutoring session, they had a better understanding of the course as a whole. 50% were very satisfied and 20% were satisfied overall with their attended tutoring session. Satisfaction data for SI: When asked if SI helped them earn a higher final grade in the course, 88.3% responded agree or strongly agree. 97.9% of students who attended SI said that they would recommend SI to a friend.

**KPI:** The number of participants and attended appointments/visits will increase each corresponding semester (Spring/Spring and Fall/Fall).

**Progress Update:** 2585 students completed 10957 SI visits fall 2008 (2079 students completed 9,281 SI visits fall 2007). 2,259 students completed 8,104 SI visits spring 2009 (1,682 students completed 6,130 visits spring 2008). Total attended tutoring appointments for spring 2009 were 1359. Total attended tutoring appointments for fall 2008 were 1144 compared to 513 for fall 2007. Total attended tutoring appointments for spring 2009 were 1359 compared to 813 for spring 2008. TutorTrac was implemented in spring 2008.

**KPI:** Compare academic performance of SI and non-SI participants.

**Progress Update:** In spring 2009, 71.3% of SI attendees earned a minimum 2.0 in SI courses, compared with 65.7% of non-SI attendees. 17.5% of SI attendees earned grades of D+ or below, W, or other, compared with 23.5% of non SI attendees. Attendance effects: students attending 1 – 4 SI sessions earned an average 2.56 in SI courses; students attending 5-7 sessions earned an average 2.69; and students attending 8 or more sessions earned an average 2.72.
**Department Initiative:** Expand academic coaching and academic deficiency initiatives through the Student Success Center and the Academic Centers for Excellence.

**KPI:** Track persistence of participants in ACE

**Progress Update:** ACE: New academic standard: Of 218 first time probationary freshmen, over 80% completed ACE appointments by the end of the term. Common issues were time management, adjustment to college, fraternity/sorority obligations. Out of the 218 probationary freshmen impacted, 140 were eligible to continue and 78 were suspended, which is about 40% fewer suspensions than predicted under the new policy.

**Department Initiative:** Establish a Cross Campus Advising Center to service the needs of change-of-college and transfer students not adequately met through the current advising system.

**KPI:** Proposal for cross-college advising developed; initiative is submitted for funding.

**Progress Update:** The 2008 funding request was denied. A revised and reduced initiative funding request has been submitted for 2009-10. This revision represents Phase I of a larger plan to improve advising that will be implemented as resources allow.

**Department Initiative:** Increase level of academic responsibility of students in academic distress through the Student Success Center’s (CAR) Creating Academic Responsibility and (STAR) Students Taking Academic Responsibility.

**KPI:** Implement (STAR) Students Taking Academic Responsibility as a voluntary, 8-week, not-for-credit seminar for students returning from academic suspension

**Progress Update:** 8 students participated in two sections of the seminar. Participants indicated that the seminar was useful and helped them to become a better student. Recommendations included offering it earlier in the semester.

**KPI:** Improve effectiveness of the Creating Academic Responsibility early warning system via learning outcomes and assessment

**Progress Update:** Five levels of intervention based on level of contact were established, ranging from automatic e-mail sent (100%) to students to student visiting recommended campus resources (44.6%), to more effectively measure programmatic success.

**KPI:** Assess the retention and persistence to degree completion of students participating in Creating Academic Responsibility and the Students Taking Academic Responsibility seminar.
Progress Update: 62% of all students referred via CAR progressed to the following semester and 41% are currently still enrolled in the university. Of the STAR participants, 5 enrolled for the fall 2009 semester; 2 did not enroll in the fall 2009 semester; and one student graduated. This compares to non-participants that had 19 of 34 students returning for the fall 2009 semester (55.8%).

KPI: Compare participants’ grade point average at the end of the semester to non-participants end of the semester grade point average.

Progress Update: STAR participants averaged a 2.5 semester grade point average and a cumulative grade point average of 1.81 versus Non-STAR participants who averaged a 1.8 grade point average and a cumulative grade point average of 1.93. Each STAR participant increased their semester GPA and their cumulative GPA as compared to their semester and cumulative GPA upon returning from suspension with the average semester grade point average increase being 1.376 and the average cumulative increase being .1766. In regards to hours carried and earned, STAR participants carried 9.3 hours and earned 8.9 hours (yearly hours carried 12.75 and earned 12.25) versus non-participants who carried 11.5 but earned 7.5 (yearly hours carried 13.15 and earned 9.06).

Division Outcome 1 (c): SA/AS engages and collaborates with faculty on educationally purposeful activities.

Department Goal: Continue to establish and promote effective working relationships with other campus and community partners

Departmental Initiative: Collaborate with campus partners to develop and disseminate educational programs and resources to enhance academic and social support for students

KPI: Communicate with and provide information to offices such as Veteran Student Affairs Multicultural Student Affairs, Sophomore Initiative, and USC Bridge Learning Community to aid in the success of special student populations.

Progress Update: Student success resources are shared with campus partners in addition, consultation and educational programs are facilitated each semester on behalf of the Student Success Center initiatives.

KPI: Provide supplemental advising material to departmental advisors referring them to resources such as the academic advisors web site, the Academic Success web site, the academic advisors listserv and support resources available for students.

Progress Update: SSC developed a one-page referral guide for advisors. This guide directs advisors to resources on campus and is organized by topic area
Guide has been distributed at Academic Advisors Network meeting and new faculty orientation, as well as to students at various Student Success Center events (ex. SI leader and tutor training, Students Tacking Academic Responsibility seminar)

**KPI:** Collaborate with University 101 instructors to promote instructor knowledge of Gamecock Connection and promote usage. At least 20% of U101 instructors will participate in a training session. In addition, Gamecock Connection will be utilized by 15% of U101 sections. 80% of participating students will report that it was a valuable resource.

**Progress Update:** 25% of U 101 instructors participated in training and utilized Gamecock Connection for class purposes. Students reported using Gamecock Connection to discover campus resources, link with other students in class, learn about alternative events, or avoid or reduce alcohol/drug usage, and or discover out of class opportunities for involvement. 53% reported Gamecock Connection was somewhat to very helpful in their first year. 18% of first-year students reported that Gamecock Connection was important or very important in their decision to remain at the university. While student responses were moderately favorable, most feedback expressed a need to more clearly define the purpose and facilitate integration into the campus culture.

**KPI:** Promote instructor awareness of academic responsibility via *Creating Academic Responsibility Matters* and CAR program.

**Progress Update:** CAR Matters brochure sent to Deans, Department Heads, and Center for Teaching Excellence List-Serves and support staff in academic departments for distribution. Increase in Instructor referrals from 84 (2007-2008 academic year) to 90 (2008-2009 academic year) referrals. Additionally the average number of referrals per instructor increased from 2 to 3.

**Departmental Initiative:** Partner with departments to increase attendance of tutoring sessions in specific courses. Continue to promote SI and tutoring to faculty.

**KPI:** Number of courses participating in SI and tutoring will increase annually. Spanish department requires conversational tutoring sessions for students enrolled in Spanish 310.

**Progress Update:** SI course offerings increased from 15 to 21 in the fall 08 semester, and from 17 to 18 courses in spring 09 semester. Tutoring unchanged due to budget. 317 attended sessions for Spanish 310/Conversational Spanish sessions.