

Final Performance Blueprint  
Student Success Center  
May 27, 2010

1. **SSC Mission Statement:** The Student Success Center 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.
2. **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.

**3A. Goal #1: Improve and enhance student academic success.**

**4A. Division Goal 1, Division Outcome 1(b)**

**5A: Analysis of Goal Achievement:** This academic year the difference between SI vs. Non-SI participants shows a 0.42 difference in students who attended. In addition, those who attended had fewer grades of F and W. The numbers of visits have surpassed the minimum goals for attendance. SI leaders and tutors are being observed regularly and are receiving satisfactory or higher ratings. Feedback systems are working well and will continue to expand. Math 122 positions have doubled in effort to support one of the Math Department's most challenging courses. GPA Analysis will occur in the future for tutoring.

**6A. Initiative 1 A:** Worked to improve student performance in introductory/ "gatekeeper" courses by improving and expanding the Supplemental Instruction (SI) program.

**7A.**

**A. Key Performance Indicators (KPI): Planning**

- Final course grade comparisons for students attending SI versus those not attending demonstrate that SI participants earn at least one letter grade higher than students not attending available SI sessions.
- DFW grade rate will be lower and ABC grade rate higher for SI participants in comparison to students not participating in SI sessions.
- Grade differences remain between SI and non-SI participants even when matching students by similar incoming characteristics (high school GPA, SAT scores).
- Student participation in SI sessions will be a minimum of 10,000 visits in the fall semester and 8,000 visits in the spring semester.

**B. Key Performance Indicators (KPI): Performance**

- **Overall, students who participated in SI earned a 0.42 higher grade than those who did not. JOUR 201 and PHIL 110 had the highest positive grade difference with 1.1 and 1.07 respectively. In all courses, students who attended SI had significantly fewer grades of F and W. No consistent pattern exists between number of SI sessions attended and course grade. Generally, students who attended 3 to 7 sessions performed better than those with fewer or more sessions attended.**
- **Total SI visits:**
  - fall 2008 = 10,957
  - fall 2009 = 11,772
  - spring 2009 = 8,014
  - spring 2010 = 12,019
- The baseline numbers for SI attendance are based on the fall 2008 and spring 2009 semesters. As demonstrated with the fall 2009 **and spring 2010** attendance, the number of visits continues to increase each semester highlighting students' increasing participation in the SI program.
- **Although we did not meet our goals of a consistent full letter grade difference between SI and non-SI participants, the data clearly indicates a lower rate of F and W grades for those who attend. Analysis of individual incoming characteristics was not completed due to office staff transitions.**

**Initiative 1B:** SI leaders successfully completed one 10-hour training session at the beginning of each semester and two in-service trainings during the semester.

A. Key Performance Indicators (KPI): *Planning*

- SI Leaders receive at a minimum of a satisfactory rating on supervisor observations of SI sessions.
- Students provide positive written feedback during semester regarding SI leader performance in SI sessions.

B. Key Performance Indicators (KPI): *Performance*

- **The majority of SI leaders and tutors were observed and given feedback with a satisfactory rating or better; 100% compliance will be achieved 2010-2011.**

- **Written feedback was provided each SI leader at mid-term.**
- **In-service and training data not available**

**Initiative 1C:** Academic departments funded SI leader positions when Student Success Center funding allotted for SI positions was exhausted.

A. Key Performance Indicators (KPI): *Planning*

- A minimum of two SI leader positions each semester are funded by academic departments.
- SI leaders and program staff receive positive feedback regarding SI leader performance and student participation in SI sessions.

B. Key Performance Indicators (KPI): *Performance*

- Academic departments funded six SI leader positions in fall 2009 (Two positions for PSYC 101B, two for HIST 102B, one for CSCE 146, and one for ECIV 200). Academic departments funded two positions in Spring 2010 (both positions for HIST 112B).

**Initiative 1D:** SI leader coverage in MATH 122 course sections continued to expand each semester to ensure enhanced support for MATH 122 students.

A. Key Performance Indicators (KPI): *Planning*

- Math 122 SI leader positions will expand from 5 positions to a minimum of 7 positions.
- Student attendance at MATH 122 SI sessions will increase in relation to the number of SI leader positions added.

B. Key Performance Indicators (KPI): *Performance*

- The Student Success Center funded eight Math 122 SI leader positions in Fall 2009 and ten Math 122 SI leader positions in Spring 2010.

C. **Initiative 1E:** Improved student performance in upper division courses, foreign languages, and other high DFW courses not offering academic support by improving and expanding the Tutoring program.

A. Key Performance Indicators (KPI) *Planning*

- Students attending tutoring will earn higher final course grades than students not attending available tutoring sessions.

B. Key Performance Indicators (KPI): *Performance*

- Individual grade comparisons were not completed due to office staff transitions.
- Student participation in tutoring sessions will be a minimum of 1,000 visits in the fall and spring semesters.

**Total Tutoring visits fall 2008 = 1,144**

**Total Tutoring visits fall 2009 = 1,418**

**Total Tutoring visits spring 2009 = 1,359**

**Total Tutoring visits spring 2010 = 1,769**

**Initiative 1F:** Tutors successfully completed one 10-hour training at the beginning of each semester and monthly staff meetings during the semester.

A. Key Performance Indicators (KPI) *Planning*

- Tutors receive constructive feedback after observations completed by program staff.
- Students provide feedback by completing the student satisfaction survey (via SurveyTrac) after tutoring sessions.

B. Key Performance Indicators (KPI): *Performance*

a. Student comments from 08/19/2009 to 03/05/2010:

- i. My tutor was very easy to talk to, and understood where I was coming from with every question I had. In this way, she made the material I didn't understand very easy to comprehend.
- ii. My tutor is a huge help with all my questions about class notes and homework that I don't quite understand. He is always there early and helps us the whole time. He makes concepts and examples simple so we can understand better and get a hold on what we need to know. He really knows his stuff with organic chemistry!!! AWESOME tutor!!
- iii. I had a great session. It helped me feel more confident about my tests.
- iv. John Hodgson is AMAZING. Not only does he make organic chemistry much easier to understand from a student's perspective, he makes us always feel very comfortable. He goes out of his way to ensure his students success. By far the best tutor/SI leader I have ever had at USC.

**3B.: Goal #2: Increase awareness of student success and campus resources related to Student Success Center mission.**

#### **4B: Division Goal 1, Division Outcome 1(b)**

**5B: Analysis of Goal Achievement:** All material dissemination goals have been met for transfer, out-of-state and students of color. Over 1/3 of the first-year class has responded to Gamecock Connection inventories. Each of those students was referred to responders who could support their particular needs. FYCC, Tutoring and SI satisfaction and outcome data was not collected after staff transitions occurred.

**6B: Initiative A:** Provided targeted information regarding available services to student populations and campus/community partners.

#### **7B:**

##### A. Key Performance Indicators (KPI): *Planning*

- Design and disseminate population specific e-mail and printed resources for transfer and out-of-state student populations. Monthly newsletters are sent to all first year transfer and out-of-state students in addition to flyers and uploaded web materials.
- Share information about programs and services for transfer, out-of-state, students of color and scholarship recipients with academic advisors, Parents Programs, Office of Financial Aid, Student Engagement, Office of Multicultural Student Affairs, TRIO, Veteran Affairs, University 101, Midlands Technical College and Greenville Technical College. Error: This was repeated twice on the blueprint; results later reported below
- SI leaders and tutors conduct in-class presentations to provide information on programs. Additionally, promotional material is distributed in class and throughout the campus to reinforce information presented.
- Intentionally increase student awareness of appropriate campus resources via auto responders and targeted messaging with Gamecock Connection.
- Establish purposeful interactions between the First-Year Call Center and first-year students thereby creating intentional and targeted referrals.

##### B. Key Performance Indicators (KPI): *Performance*

- 787 Fall and Spring enrolled transfer students received the information
- 1497 Fall and Spring enrolled out-of-state students received the information
- 464 students of color received student success information and materials
- Email has been sent to each area excluding Midlands Technical College and Greenville Technical College. An additional e-mail message was sent to follow up after spring break.
- Tutoring and SI participants will be surveyed at the end of the year to find out how they learned of the services.
- Auto responders and triggers on Gamecock Connection will be monitored and data provided at end of year. **1374 autoresponders were triggered over the past**

**year. Students were sent an e-mail with information directing them to specific campus resources.**

- First Year Call Center referrals, satisfaction and question data will be provided at end of year. **Transition in program staffing prevented this from being completed.**

**3C: Goal #3: Continue to enhance services and programs for students in transition.**

**4C: Division Goal 1, Division Outcome 1(b)**

**5C: Analysis of Goal Achievement:** Out-of-State student program events exceeded the number of attendees from the 2008-2009 academic year. Satisfaction has increased as well. The number for transfer student event attendees is consistently low and programs being changed from traditional to more passive in the future.

Mentors are now required to complete a two-day training in order to serve. This has increased the level of commitment and dedication to the program.

More transfer students have contacted the SSC for information and support more than any other year.

Cross campus advisement is well received by students and continued support is anticipated with campus partners.

CAR data is limited due to office transition, however 160 referrals were reported.

STAR will move to the ACE program as it appears to be a more natural fit operating through that office.

**6C: Initiative 3 A:** Implemented mentoring program for transfer students (TRANSFERment) and out-of-state students (Gamecocks Across America).

**7C:**

A. Key Performance Indicators (KPI): *Planning*

- Programs will be well-attended, and students will express satisfaction with their experience.

B. Key Performance Indicators (KPI): *Performance*

What's the Big Deal About Sweet Tea (transfer and out of state student introduction to southern culture) = 156 Participants/113 surveyed

i. Satisfaction:

- Connection to other out-of-state students
- Not feeling alone or like an outsider
- Felt better about institution and environment
- Enjoyed meeting people from home state and region
- 96% of students = Learned more about USC and its opportunities
- 93% of students = Were satisfied with content of program

- 100% of students= Wanted to see more programs similar for out-of-state students
- Charleston Trip for Out-of-State Students= 47 Participants
- Satisfaction:
  - Overall 4.5/5 Satisfaction with trip to Charleston
  - Overall 4.7/5 Indicated they would attend again in the future
  - Overall 4.2/5 Indicated they met other new out-of-state students
  - Comments
    - I'd like to see an overnight trip in the future
    - Great Trip!
    - Get rid of some of the tours
    - We need more free time
- Shag Seminar= 14 Participants/Offered Once
- Overall 4.6/5 Satisfaction with Seminar
- Comments
  - Very fun, instructor was great
  - Would like to do every two weeks!
  - It would be great if this was more often
- Mentor/Mentee Dinner Outings
  - 10 students attended the outings and 3 outings were offered. Each student noted how comforting and fun the outings were and they had the opportunity to get to know more out-of-state students.

#### C. Transfer Student Success Seminars

- Low attendance offered 3 times and 6 students attended total
- Comments
  - Helpful Information
  - Hoped to see more transfer students
  - Would like to see more sessions for transfers in the future

#### D. Bridge Day

- Data can be retrieved from the Office of Admissions. In the future, all data regarding Bridge Day will solely be collected by Admissions.
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### Initiative 3 B: Implemented transfer and out-of-state mentor leadership training

#### A ) Key Performance Indicators (KPI): *Planning*

- Training takes place March 26 and April 9<sup>th</sup>. Results available in EOY report

#### Key Performance Indicators: *Performance*

- Mentor training took place on both days and was overall successful. This year's focus was on leadership. Students were given assignments each week which were required to be completed. Upon completion and attendance at both trainings, students were given a certificate of completion only if all requirements were satisfied. 30 returning and new mentors completed training successfully.

Initiative 3 C: Facilitated student progress and resolution of difficulties via one on one intervention meetings with transfer and out-of-state students.

A) Key Performance Indicators (KPI) *Planning:*

Communications/Meetings with transfer or out of state students will be documented

B) Key Performance Indicators(KPI) *Performance:*

- 57 communications were exchanged and or meetings took place
- 34 of the students problems were resolved by the SSC and the remaining 23 students were referred to the appropriate support services.

Initiative 3D: Provided services for change of college students whose needs are not being adequately met through current advising system.

A ) Key Performance Indicators (KPI): *Planning*

Hire 1 full-time advisor for Cross Campus Advising Center. Track student visits, reason for visit and student satisfaction with advising services.

B) Key Performance Indicators (KPI): *Performance*

**The position has been filled effective January 2010. Throughout the semester, the most common types of students seen included:**

- 1. Those who are changing their major but still must be advised in their current school until the transfer goes through, so their advisor may not be familiar with the degree requirements for their new major**
- 2. Those who have recently been readmitted to USC and are unsure what major to declare due to GPA restrictions**
- 3. Those who did not make the GPA requirements for or were not selected to move into the upper division of their major (such as Business or Nursing). These students will need to know what degrees their classes can count for, as well as talk through new major/career options**
- 4. Those who have changed their major a number of times and are thinking about changing again but don't want to be in college for another four years**

**Common approaches to problem solving included:**

- 5. Determine how classes they have taken would fit into a different major before switching**
- 6. Compare various majors and college/program requirements side-by-side**
- 7. Plan to graduate on time with more than one major and/or experiential learning opportunity**
- 8. Prepare for or clarify information from their departmental advisement appointment**
- 9. Find the campus resources and offices that can answer their specific questions**

Initiative 3E: Worked to increase level of academic responsibility of students in academic distress through (STAR) Students Taking Academic Responsibility and (CAR) Creating Academic Responsibility.

A. Key Performance Indicators (KPI): *Planning*

- Offer a voluntary, 8-week, not-for-credit seminar (STAR) for students returning from academic suspension. Participants' end-of-semester grade point average will be better than that of non-participants'.
- Improve effectiveness of the Creating Academic Responsibility early warning system via learning outcomes and assessment.
- Assess the retention and persistence to degree completion of students participating in Creating Academic Responsibility and the Students Taking Academic Responsibility seminar. Track the number of participants who enrolled for the following academic semester, did not enroll, or graduated.

B. Key Performance Indicators (KPI): *Performance*

- **Over 160 CAR referrals were made 2009-2010.**
- **GPA, retention and degree completion data were not collected due to office staff transitions.**

**3D: Goal #4: Provide purposeful student experiences through undergraduate employment and professional development**

**4D: Division Goal 1, Division Outcome 1(b)**

**5D: Analysis of Goal Achievement:** Due to transition in the SSC this data is not fully available. Accomplishing these initiatives for 2010-2011 is a priority.

**6D: Initiative 4A:** Continued to develop and implement purposeful training congruent with national best practices.

**7D:**

A ) Key Performance Indicators (KPI): *Planning*

- The First-Year Call Center will apply training congruent with the Campus Connect Suicide Prevention, College Reading and Learning Association Peer Mentoring Certification, and Appreciative Advising Theoretical Model.
- Create undergraduate peer mentoring program, in accordance with College Reading and Learning Association (CRLA) guidelines, for students taking academic responsibility.
- To ensure success, First-Year Call Center will attain Campus Connect Gatekeeper certification, CRLA Mentor Certification, and a practical understanding of Appreciative Advising and its application to their position.
- Academic Responsibility Peer Mentor training and programming will be in place at the end of the fall 2009 semester and ready to implement in the spring 2010 semester.
- B) Key Performance Indicators (KPI): *Performance*
  - Due to office transition, this data is not available

**3E Goal 5: Continue to build and establish effective collaborations with campus and community partners.**

**4E: Division Goal 1, Division Outcome 1(b)**

**5E: Analysis of Goal Achievement:** 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. Partnerships with the Office of Student Engagement and University has proven to be successful and a necessary collaboration for the success of Gamecock Connection.

**6E: Initiative 5A:** Collaborated with Sophomore Initiative group, Veteran Affairs, Office of Multicultural Student Affairs, University 101, Office of Financial Aid and Scholarships, TRIO Programs, The Office of Admissions, Greenville Technical College and Midlands Technical College on programs for special student populations

**7E:**

A. Key Performance Indicators (KPI): *Planning*

- Partners have been asked to include a question on their end of the year evaluation about the usefulness of resources from the Student Success Center.
- **U101 instructors have been encouraged to implement Gamecock Connection in class.**
- **The Office of Student Engagement will partner with the FYCC to more fully utilize the Student Engagement Plan.**
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B. Key Performance Indicators (KPI): *Performance*

- Campus partners were sent two emails asking to include a question about the usefulness of resources from the Student Success Center. No responses were received.
- **21 of 141 U101 instructors utilized Gamecock Connection in fall 2009 (15%)**
- **The Student Engagement Plan was added to Gamecock Connection; data was then utilized by FYCC to help engage first year students.**