

Planning Blueprint
Student Success Center
2010-2011

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.

Goal #1: Improve and enhance student academic performance

Division Goal 1, Division Outcome 1(b)

A.

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

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

- All courses that offer SI will be selected by DFW rates, departmental recommendations, and student demand.
- All SI sessions will be scheduled during varied weekly hours in order to provide availability for students to consistently attend sessions.
- Attendance at SI sessions, on a weekly basis, will be 25% of the registered students for the course.
- Final course grade comparisons for students consistently attending SI versus those not attending demonstrate that SI participants earn at least a half-letter grade higher than students not attending available SI sessions. (Consistently meaning on a weekly/bi-weekly basis).
- DFW grade rate will be 10% lower and ABC grade rate 10% higher for SI participants in comparison to students not participating in SI sessions.
- 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.
- Students will report being satisfied with the overall quality of their SI sessions.

Initiative 2A: Initiative: Tutors will be evaluated throughout the semester to ensure they are successfully meeting the needs of the students who attend their sessions.

A. Key Performance Indicators (KPI) *Planning*

- Tutors will be evaluated three times a semester through observations and mid-semester conversations.

Initiative 3A: Provide tutoring by tailoring best practices to the needs of students.

A. Key Performance Indicators (KPI) *Planning*

- Session offerings will be determined by calculating DFW rates, faculty recommendation, and student demand.

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

Division Goal 1, Division Outcome 1(b)

B.

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

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

- At the beginning and midpoint of each semester SI leaders will conduct in-class presentations to provide information on academic support programs. Additionally, promotional material is distributed in class and throughout campus to reinforce presented information.
- Faculty members who teach a course in which we offer SI will receive information on the SI program/sessions to distribute to students.
- 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.
- 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.
- Establish purposeful interactions between the First-Year Call Center and first-year students thereby creating intentional and targeted referrals.
- Conduct U101 class tours of the SSC upon request by instructors.

- Promote SSC programs to new faculty via New Faculty Orientation each semester.
- Promote SSC programs to incoming freshmen and transfer students and their families via daily staffing of a table at the Summer Orientation Information Fair.
- Cross Campus Academic Advisor (CCAA) and GA for Cross Campus Academic Advising will attend campus information fairs, particularly Major and Information Fair, to disseminate information and talk with students about advising issues.
- CCAA will hold yearly meetings with campus partners including academic units, Career Center, and ACE to learn about curricular and programmatic changes.
- Continue to increase student awareness of appropriate campus resources and encourage students to seek out these resources via auto responders and targeted messaging with Gamecock Connection.
- Establish purposeful interactions between the First-Year Call Center and first-year students by creating intentional and targeted referrals.
- Tutors will work closely with each faculty member to schedule class visits to present information relating to the tutoring program.

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

Division Goal 1, Division Outcome 1(b)

C:

Initiative 1C: Maintain and improve mentoring program for transfer students (TRANSFERmation) and out-of-state students (Gamecocks Across America).

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

- Increase number of student mentees
- Re-develop mentor/mentee relationship tracking system and track the mentee/mentor interactions

Initiative 2C: 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 to identify themes.

Initiative 3C: Provide services to students who are interested in changing their major.

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

- CCAA and GA for CCAA will hold one-hour appointments with students who are interested in changing their majors.

- Create specialized programming to address most common student advisement issues.

Initiative 4C: Provide transition services to students who did not meet progression requirements or were not selected to move into the upper division of their major.

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

- CCAA and GA for CCAA will help students determine which degrees their classes will count for.
- CCAA and GA for CCAA will walk students through new major and career options.

Initiative 5C: Provide transition services to students who have recently been readmitted to USC after suspension and are unsure what major to declare.

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

- CCAA and GA for CCAA will present to FreshStart class about common academic advising issues, the major change process, and major options.

Initiative 6C: Worked to increase level of academic responsibility of students in academic distress through (CAR) Creating Academic Responsibility.

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

- Improve effectiveness of the Creating Academic Responsibility early warning system by involving faculty members in the process.
- Assess the retention and academic success of students participating in the Creating Academic Responsibility initiative.

Initiative 7C: Create a class profile of new students that details their level of financial health.

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

- Survey first-year students to gauge their level of understanding on various topics relating to financial literacy and develop a profile that can be utilized for further financial literacy programming.

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

Division Goal 1, Division Outcome 1(b)

D:

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

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

- SI leaders will complete a two-day training at the beginning of each semester in accordance with College Reading and Learning Association (CRLA) guidelines.
- SI leaders will participate in ongoing developmental training sessions at least twice/semester.
- Each SI leader will be observed twice/semester to ensure application of training techniques and continual development of SI leader.
- Develop new resources for SI leaders to utilize when planning their SI sessions.
- Implement a comprehensive training program for First-Year Call Center peer mentors including information about campus resources, active listening and advising techniques and problem-solving skill development.
- Conduct monthly development workshops to introduce new knowledge and skills to First-Year Call Center peer mentors.
- All tutors will be nationally certified according to the College Reading and Learning Association (CRLA) standards and either complete either Level I or Level 2
- Mentors will complete a two-day transfer and out-of-state mentor leadership training congruent to mentor training at other peer institutions

Initiative 2D: Create a council of students to serve as the peer leaders for the Financial Literacy Program.

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

- Develop and train the Peer Leadership Council for Financial Literacy to serve as the student board overseeing programmatic efforts for financial literacy.

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

Division Goal 1, Division Outcome 1(b)

E:

Initiative 1E: Collaborate 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

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

- Continue to share information and resources with campus partners related to academic success for special student populations

Initiative 2E: Maintain relationships with U101, the English department and first responders in order to facilitate the Creating Academic Responsibility program

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

- Continue to collaborate with U101 and English instructors to generate knowledge about Creating Academic Responsibility.
- Develop relationships with hall directors in housing in order to effectively train and communicate with first responders in on-campus residences.
- Create new opportunities to build relationships with various departments on campus by utilizing data gathered from the First-Year Call Center.

Initiative 3E: Collaborate with academic departments to continue developing existing SI partnerships and expand SI to more courses.

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

- Establish a workshop for faculty paired with SI leaders to understand the SI leader's role and overall SI program.
- Develop a faculty resource manual to be given at the beginning of each semester to all faculty members working with an SI leader.
- A minimum of 2 SI leader positions will be funded by academic departments/partners.
- SI leader coverage for Math 141/142 sections will continue to expand each semester to ensure enhanced support for registered students.

Initiative 4E: Contact will be maintained with individual representatives from all academic departments to facilitate more effective programming for tutors and students.

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

- Assess faculty satisfaction to determine level of satisfaction with tutoring program.

Initiative 5E: Sustain contact with campus and community representatives to ensure the development of resources designed to increase financial literacy among students.

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

- Peer leaders will work in conjunction with the Student Success Center, the Moore School of Business, and Student Government Association, as well as with community based partners, to develop and implement a community based module that will serve as an outreach tool for the Financial Literacy Program.

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

Division Goal 1: Division Outcome 1(b)

Division Goal 6: Division Outcome 6(a)

Initiative 1F: Provide intentional support for students returning from academic suspension to the University.

F:

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

- Offer a section of UNIV 201, a 3-credit course, for students with fewer than 60 credit hours returning from academic suspension.
- Assess the retention and persistence to degree completion of students participating in UNIV 201 course.
- Develop and launch an online community for students serving academic suspension by fall semester.
- UNIV 201 participants' end of semester GPA will be higher than that of non-participants.

Initiative 2F: Provide intentional academic support and outreach to students of color

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

- Identify students of color receiving a 2.4 or below at the end of the fall and spring semesters. Notify them of the academic support resources and other opportunities to increase their success.
- Collaborate with OMSA, TRIO, BFSAs and ACE to identify students of color and provide resources to meet their needs.

Initiative 3F: Provide support services and information for all students who participate in Financial Literacy 101 online module.

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

- Peer leaders will follow up with all module participants to ensure that each student receives resources tailored to their financial needs.