

## Student Progress Program - Student Success Center Assessment Report for the 2006-2007 Academic Year

Student Progress Program				
Expanded Statement of Institutional Purpose	Program Intended Educational Outcomes	Means of Program Assessment and Criteria for Success	Summary of Data Collected	Use of Results
<p><u>Mission Statement:</u> SUU is a comprehensive regional institution committed to providing an excellent education through a diverse, dynamic, and personalized learning environment.</p> <p><u>Goal Statement:</u> All SUU students will exemplify the core values of the institution, namely: academic excellence, community and social responsibility, ongoing involvement with campus and community activities, and demonstrated personal growth.</p>	<p>Southern Utah University will progressively retain more students each year who are placed on academic probation.</p>	<p>-Attainment of this goal will be confirmed via GPA posted to the students' transcripts. A cumulative GPA of 2.00 will be used to assess program effectiveness.</p> <p>-Students will complete a likert scale questionnaire identifying positive or negative aspects of the probation program. Score of 4 and 5 will indicate a positive experience with the program.</p>	<p>- A minimum of 5% more first-time probation students than the corresponding semester the previous academic year will persist at SUU.</p> <p>- Students will identify the ways the program helped them achieve improved academic performance over the previous semester.</p>	<p>Results are used for program review and possible modifications in number and variety of interventions required of probation students.</p>

<b>University Orientation</b>				
	<p>-Students participating in university orientation will become better acquainted with (oriented to) academic requirements, campus services, and the core values of the institution.</p> <p>-University Orientation will provide critical academic introductions to colleges and departments.</p> <p>-Students participating in University Orientation will be retained at a higher rate than students not participating.</p>	<p>-The effectiveness of information delivery during orientation will be assessed through an evaluation measuring student's perception of understanding related to educational outcomes; the average evaluation score for items related to information acquisition will be no less than 4.0 on a 5 point Likert scale.</p> <p>-All students attending orientation will be oriented to the online/web-based information services through contact with it at orientation and through continued increased utilization of the "Online Pre-Advising Program"</p> <p>-College participation in Orientation will be tracked. Department and program level representation at orientation will be tracked and aggressively recruited and utilized where programmatically appropriate.</p> <p>-Every college will have representation at Orientation.</p> <p>-Retention rates of participating vs. non-participating students will be tracked. The seven year trend shows retention rates of +10% participating vs. non-participating.</p>	<ul style="list-style-type: none"> <li>- 90% of surveyed students will provide favorable evaluation scores regarding their orientation experience</li> <li>- 100% of all student orientation attendees will print their class schedule using Banner Self-Serve and be shown the screen available to them.</li> <li>- During the 06-07 academic year, 10 more departments will be represented during orientation</li> <li>- 100% of colleges will have representation during orientation</li> <li>- Trend will continue showing a +10% retention advantage for orientation attendees over non-attendees</li> </ul>	<p>Results are used for program review and possible modification regarding program delivery.</p>

<b>Graduate Student Program</b>				
	<p>-Base skill set training for academic advising will include SUU catalog and system training, Banner training, micro-skills training, interpersonal skills training, and developmental advising fundamentals training.</p> <p>-GAs will learn college specific advising needs for individual colleges as assigned.</p> <p>-All GAs will participate in transfer advising for both general and college specific at off-site OSA programs.</p>	<p>-Skill set review will be done in live advising settings. GAs will be reviewed by both professional advisors and advanced peer GAs.</p> <p>-GAs will be able to advise for colleges by mid-fall semester of each school year.</p> <p>-OSA require more advanced skills because students are transfer, so GAs will advise at OSAs mid-Spring semester. Skills will be monitored by both SSC and college advisors.</p>	<p>-100% of graduate students will be assessed as competent and capable of meeting their intended functions in the SSC</p>	<p>Results are used for program review and possible modification regarding training, supervision, hiring, and the evolution of G.A. responsibilities</p>

UNIV 1000 Freshmen Seminar				
	<p>Beginning to develop realistic and appropriate career/life/academic goals.</p> <p>Learning the importance of General Education.</p> <p>Making connections with faculty, staff and other students and resources at SUU.</p> <p>An introduction to the concepts of wellness.</p> <p>Enhancing academic skills.</p>	<p>SS1/GS1 (group work, participation, 3x5 card)  -5th Week self-assessment -GS6 (critical thinking) -- 75% of students attend class regularly (2 absences could result in failure), articulate their career/life/academic goals in Bluebook Exercise/Final Exam (as well as throughout the class), attend FASSST Week and Participate in classroom activities</p> <p>GS - orientation (millenium exercise) -GS6 (critical thinking) -GS7 (individual analysis) -- 75% of students self-assess they have chosen GE requirements wisely/appropriately for degree program.</p> <p>-SS1 (group activity) -Challenge Course -5th Week Report information -GS5 (article re: professors) -GS7 (individual analysis) -- 75% of students self-report good semester grades. Overall retention rate at 75%. Attendance figures for FASSST Week indicate 75% participation.</p> <p>-Challenge Course -SS3 (in/out-of-class activities) -SS8 (in-class discussion) -FASSST Week. 75% of students self-evaluate that they understand and practice good wellness habits including how to mange time to accommodate for eating right and movement. -75% of students attend class regularly (2 absences could result in failure).</p> <p>'-Challenge Course -GS2 (group activity/participation) -SS3 (passport work, planners) -GS3 (group activity) -SS4 (passport activity) -GS4 (group work) -SS5 (group work) -GS5 (class activity) -SS6 (group activity). 75% of students attend class regularly (2 absences could result in failure), participate in class as demonstrated with 3x5 cards and other class activities, provide writing assignments and self-evaluate academic success for all classes. 75% of students keep a companion class notebook.</p>	<p>Attendance from instructors, bluebooks, FASSST Week response sheets and 3x5 cards from individual classes -5th Week reports - Receive RAC from advisor for next term's registration.</p> <p>Review of grades for GE courses and applicability to programs.</p> <p>Tracking of grades, retention and FASSST numbers for fall 2006 to spring 2007.</p> <p>Attendance from instructors ;FASSST Week response sheets.</p> <p>UNIV 1000 grades based on categories outlined on syllabus; companion and other course grades.</p>	<p>Results are used for program review and possible modification regarding program delivery.</p>

<b>SSC Learning Center</b>				
	<p>The Learning Center will serve more students while increasing the personal contact hours.</p> <p>The Learning Center will provide trained, CRLA certified tutors.</p> <p>The Learning Center will assist students organize &amp; facilitate study groups.</p>	<p>Student survey/evaluation forms will include questions on how student found out about available tutoring and number of visits to our lab. Sign-in log will be used to compile report on number of students served/number of contact hours per student. Criteria for success will be established by the numbers of students who use the Learning Center</p> <p>Fifteen-twenty hours of training will be provided each semester and twenty-five hours of actual tutoring to lead to meet CRLA requirements for three levels of certification offered. Criteria for success will be measured by numbers of students who complete the hours of training.</p> <p>Student survey/evaluation forms on tutors/services will be collected each semester. Success will be determined by reported levels of satisfaction.</p>	<p>Compared to 2005/2006 report will show an increase of 5% in attendance and use of the center.</p> <p>100% of tutors receiving training will complete the training regimen. 100% of tutors will be certified at level one, 80% at level two, and 50% at level three at the end of April.</p> <p>90% of students will indicate satisfied to very satisfied.</p>	<p>Results are used for program review and possible modification of tutor training and tutoring services.</p>

<b>Developmental Math</b>				
	<p>Students will pass each developmental math class with an overall average of 80% or better.</p> <p>Each student who passes a developmental math class will advance to the next appropriate math class.</p> <p>Each student who passes a developmental math class will continue on to successfully complete the appropriate general education math class, for their major.</p>	<p>Both developmental math classes, Pre-Algebra and Beginning Algebra, are Pass/Fail courses with 80% being the overall passing standard. Students are graded on course attendance, homework, quiz scores, exam scores, Progress Meeting attendance and supplemental instruction attendance.</p> <p>During weekly Progress Meetings, prior to registration for the next semester, each student and teacher discuss the students major and the next appropriate math class.</p> <p>At the beginning of the semester, each math department faculty member who teaches Math 1010 or Math 1020 is given a list of the developmental math students in their classes. Toward the end of the semester, these teachers are given an updated list to be used to advise their students into the next appropriate math class.</p>	<p><u>Summary Report for Spring 06</u>  <u>Math 0900:</u> 83% of the students completed the course. 75% of the students who completed the course passed the course.  <u>Math 0990:</u> 78% of the students completed the course. 89% of the students who completed the course passed the course.</p> <p>2a. Near the end of each semester a Banner report is generated that lists each developmental math student and the math class in which they are enrolled for the next semester.</p> <p><u>At the end of Spring 06:</u></p> <ul style="list-style-type: none"> <li>• 87% of the students who passed Math 0900 are registered for either Math 0990 or Math 1020.</li> <li>• 75% of the students who passed Math 0990 are registered for either Math 1010 or Math 1020.</li> </ul> <p>3a. <u>Summary Report for Fall 04 to Spring 06:</u>  1) A total of 369 students have taken a</p>	<p>The results from each semester are compared with those from previous semesters in an effort to increase passing rates.</p> <p>2a. Any student who has not registered for the next appropriate math class is contacted by the teacher and encouraged to register.</p> <p>3a. Math department faculty are kept aware of the Developmental Math program and encouraged to advise their students to take math classes sequentially, to facilitate successfully completing a GE math class.</p>

			<p>Developmental Math class at SUU. 2) 177 of these students are currently enrolled at SUU. 3) Of these 177 students:</p> <ul style="list-style-type: none"><li>• 24% have completed a GE math class with a C- or better.</li><li>• 66% are currently enrolled in a math class and are on track to completion of a GE math class.</li><li>• 10% are not currently taking a math class and are not on track to complete a GE math class.</li></ul>	
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<b>Supplemental Instruction Program</b>				
	<p>Teaching Assistants for the Math department will receive adequate training to:</p> <ul style="list-style-type: none"> <li>- more efficiently lead review sessions</li> <li>- plan and present 1 - 4 lessons</li> <li>- provide other assistance to Instructors as needed</li> </ul> <p>The overall quality of workshops provided to students will be improved and the number of workshops will increase.</p> <p>Supplemental Instruction sessions will be offered to a number of math classes.</p>	<p>The efficiency of the Teaching Assistant program will be measured by evaluations by the TA, the instructor, students in class, and the supervisor.</p> <ul style="list-style-type: none"> <li>- The usefulness of the review sessions will be assessed by the percentage of students that felt the experience was constructive.</li> <li>- Teaching Evaluations of excellent or satisfactory will demonstrate accomplishment of the TA's presentation skills.</li> </ul> <p>A questionnaire will be used to assess each workshop, feedback from attendees will be used to improve the overall quality of the workshops. - Attendance at each workshop will be used to measure the value in content of the workshops</p> <p>Attendance will be used to show the caliber of these sessions- Surveys will be used to demonstrate the effectiveness of the sessions and implement new ideas into the program.</p> <ul style="list-style-type: none"> <li>- Tracking of math scores/grades will be used to determine the effect on students.</li> </ul>	<ul style="list-style-type: none"> <li>-Overall evaluations will be triangulated to concur that the T.A. is performing above average as determined by the S,I, Coordinator</li> </ul> <p>An average survey percentage greater than 80% will show adequate satisfaction of this goal.</p> <p>An average rating from the instructor of excellent or satisfactory will display adequacy of the TA's reliability.</p> <p>90% satisfaction of attendees will demonstrate the quality of each workshop.</p> <ul style="list-style-type: none"> <li>. Attendance of more than 10% of the class will be adequate.</li> </ul> <p>50% of the class who attended more than one session will show the usefulness of this program.</p> <p>Comparisons of SI vs Non-SI students will yield a greater than or equal average percentage.</p>	<p>Training sessions will be adapted to meet those areas that are below adequate levels.</p> <ul style="list-style-type: none"> <li>-Results of each survey will be used to modify and improve the program.</li> <li>- Portions from each of the evaluations will be used as a learning tools for the TA.</li> </ul> <p>Advertisement of the workshops will be increased to raise the awareness.</p> <p>Feedback from attendees will be used to improve the overall quality of the workshops.</p> <p>Good marks on surveys will display the level of help the students are receiving and other comments can be used to improve the program.</p> <p>Training sessions will be improved to reflect the changes suggested through surveys.</p>

<b>Undeclared Student Advising Program</b>				
	<p>1. All undeclared and AA/AS students will receive academic advising through the Student Success Center</p> <p>2. All undeclared Bachelor Degree seeking students with over 60 credits will have a documented decision plan in place. (Even though 45 is the institute's policy for selecting a major. 60 hours will be used for this program to allow for AA/AS seeking students.</p>	<p>1a. Records kept by the Student Success Center staff will be used to track the numbers of undeclared students who utilize the SSC advising services. The data will be compared with crystal reports of students labeled as "general education". Individual appointments and group advising sessions labeled as "undecided advising contacts" will be used to determine the success criteria.</p> <p>2a. Records kept by the Student Success Center staff of students with 60 credits or more will be compared with decision making contracts returned by students to the SSC.</p>	<p>1a. 100% of undeclared students will have an advising contact with a member of the SSC advising staff.</p> <p>2a. 80% of undeclared Bachelor Degree seeking students with over 60 credits will have decision making contract submitted to the Student Success Center.</p> <p>Or</p> <p>2a. Benchmark data for satisfactory progress toward this goal will be established Sp 07</p>	<p>Results are used for program review and possible modification regarding service for undeclared students. Training and professional development programs regarding undeclared students will also be impacted by the assessment results. This may include resource allocation.</p>

<b>Testing Program</b>				
	<p>1. All tests will be administered successfully.</p> <p>2. Part time hourly Testing Coordinator will be fully integrated, and operating in testing services.</p> <p>3. Testing Services will open for electronic administration of TOEFL as a step toward administering the GRE in Fall 07</p>	<p>1a. Feedback from national testing organization will contain positive feedback. Lack of negative feedback will also be considered.</p> <p>1b. Testing Services will receive positive feedback from a Testing Service Survey administered at on campus tests throughout the year.</p> <p>2a. All testing responsibilities will be under the direction of new Testing Coordinator.</p> <p>3a. Testing lab will be established for testing as needed.</p>	<p>1a. 90% of feedback from testing organizations will indicate positive testing conditions</p> <p>1b. 90% of feedback from testing survey will indicate positive testing conditions.</p> <p>2a. New testing coordinator will oversee administration of all campus testing.</p> <p>3a. The number of tests administered will be equal to those requested by ETS.</p>	<p>Results are used for program review and possible modification regarding program structure and purpose.</p> <p>Results will also be used to support the university's desire to become a GRE testing site.</p>