

## Student Success Center Assessment Report for the 2007-2008 Academic Year

Expanded Statement of Institutional Purpose	Program Intended Educational Outcomes	Means of Program Assessment and Criteria for Success	Summary of Data Collected	Use of Results
<b>Student Progress Program</b>				
<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>At-risk students will be presented with the tools necessary to succeed in the university setting.</p> <p>A greater emphasis on student-directed responsibility will better ensure that students registering for subsequent semester will not be required to withdraw from the university.</p>	<p>-Students' extent of academic success will be tracked not only at the end of the provisional semester, but into subsequent years as well. GPA will be primary source of tracking.</p> <p>-Those probation students who have completed the required criteria for registration eligibility will be tracked to determine their status after final grades have been posted. GPA will be primary source of tracking.</p>	<p>-48 students initially enrolled into UNIV 1015 for Fall 2007; -35 completed the course; -25/35 earned at least a 2.0 GPA; -2.97 was average GPA; and -2 students appealed suspension and were readmitted.</p> <p>-279 probation students completed initial sessions; -At the beginning of Spring 2008:     -134 were enrolled for the term;     -51 were on Good Standing;     -26 were on Progressing Probation;     -14 were on Final Probation; and     -42 were required to withdraw at the end of Fall 2007.</p>	<p>-This is just the beginning of tracking College Connections students across their academic careers. A pattern of success/failure will be analyzed and used to enhance curriculum. Tracking will also be used to determine the long-term efficacy of the program as a whole.</p> <p>-The newest probation program is in its second semester of implementation. Student response has been strong, and it is anticipated that as the program becomes better known, it will increase its educational outcomes. Subsequent groups will be needed for comparison.</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 with 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>	<p>Each learning outcome item did receive above a 4.0 The lowest was a 4.0 the highest a 4.6. The average of all items was 4.3.</p> <p>All students at orientation utilized online and web-based services. A majority of all attendees completed the online pre-advising program and as part of orientation, all students logged into their accounts, printed class schedules, were introduced to the financial aid website, and activated their email account.</p> <p>All colleges participated in orientation. The college of Education was the least involved and the School of Business was the most.</p> <p>No data for this year on participating vs. non-participating.</p>	<p>Although the goal was met, there is still room for improvement. 4.3 can be the base line for next year's assessment.</p> <p>We need to continue to do this and adjust what we do in connection to the ever-changing capabilities of SUU's website. An example for this year would be the new way online classes will be delivered.</p> <p>This goal was met, but there is still room for improvement. Some colleges give little more than advising support and the College of Education gave less than expected advising support.</p> <p>Need to get an Argos report set up to track this data.</p>

UNIV 1000 Freshmen Seminar				
	<p>FYS Program: Freshmen will develop independence in managing their academic success. They will also develop assertive communication skills to access education support resources.</p>	<p>-90% of freshmen will complete 85% of the UNIV 1000 Developmental Advising Portfolio. -90% of freshmen will calculate their GPA and perform a self-evaluation of their academic standing. -90% of freshmen will be able to self-advise and register for subsequent semester classes -Formative assessment from students and faculty will inform advisors and staff professionals and faculty about curriculum and pedagogical development for the program.</p>	<p>-According to course grades 90% of students passed the course with a B or better, which requires 85% completion of the advising portfolio. -As above. -As determined by number of student registered, 80% of students registered for F'08 -Advisors and faculty continue ongoing training so as to better serve freshmen needs</p>	<p>-Assessment data will be used to continue the First Year Experience program's continuous improvement</p>
SSC Learning Center				
	<p>Center will serve at least 250 more students for the academic year, which translates into 1500 additional duplicated contact hours</p> <p>Tutors will be trained to organize and facilitate more study groups</p>	<p>-Sign in sheets at the entrance will be used to capture attendance data.</p> <p>-Training regimen includes development of related skills -Will keep track of the numbers of study groups, the subject content of each group and the numbers of participating students -Evaluation forms will be utilized ascertain success of study groups</p>	<p><u>Fall 2007</u> 1240 Unduplicated student contacts 12,708 Duplicated student contacts</p> <p><u>Spring 2008</u> 1183 Unduplicated student contacts 12,135 Duplicated student contacts</p> <p><u>Total for the Year</u> 2,423 Unduplicated contacts 24,843 Duplicated contacts</p> <p><u>New Study Groups</u> POLSC, MATH, PHYS, PSYCH, HIST, ECON</p>	<p>-Numbers of contacts help plan for numbers of tutors hired each semester</p> <p>-Supports the need for additional space and resources</p> <p>-Helps to strengthen existing study groups and identify new groups for other SUU disciplines</p>

Developmental Math				
	<p>Based on relevant research related to reducing stress in math related subjects, facilitate a relaxed atmosphere during quizzes and exams by using Baroque Classical music in class and encourage the students to use it when studying.</p>	<ul style="list-style-type: none"> <li>-Use questionnaire to determine how students felt about use of classical music during class and during preparation for tests and quizzes.</li> <li>-Take inventory of whether or not students listened to classical music while preparing for tests and quizzes.</li> <li>-Compare grades of students who listened to music voluntarily with those who did not.</li> </ul>	<p style="text-align: center;"><u>Fall 2007 Data</u></p> <ul style="list-style-type: none"> <li>• 80% of the students said they enjoyed the classical music played during quizzes and exams.</li> <li>• 12% of the students said they tuned it out.</li> <li>• 6% of the students said they did not like it.</li> <li>• 2% of the students said they enjoyed it sometimes.</li> <li>• 55% of the students said they had used classical music while they studied.</li> <li>• 45% of the students said they had not used classical music when they studied.</li> <li>• Those students who did not use classical music when studying gave the following reasons:               <ol style="list-style-type: none"> <li>1. Do not like classical music.</li> <li>2. Classical music puts them to sleep.</li> <li>3. Did not have access to classical music.</li> <li>4. Like to study when it is quiet.</li> <li>5. Find music distracting.</li> <li>6. Listen to other types of music:</li> </ol> </li> </ul>	<p style="text-align: center;"><u>Spring 2008</u></p> <p>The daily quizzes were eliminated in favor of additional instruction time. As a result the only opportunities for using classical music were during the exams. The overall response was positive and they missed it the time I forgot to take the music.</p> <p>As far as I could tell there was no significant improvement in the student's grades with the music. I did however, feel that it was beneficial and I will continue into the 2008 – 2009 year using classical music during exams.</p>

			religious, rock, etc	
		<b>Undeclared Student Advising Program</b>		
	<p>Enhancing communication flow to all undeclared students at Southern Utah University.</p> <p>Reduce numbers of undeclared students with more than 90 credits by 50%.</p>	<p>-Track ways and means of communications to undeclared students.          -Track numbers of undeclared students who declare majors between orientation and end of first semester and thereafter subsequent majors.          -Track number of high credit hour undeclared students who declare their majors after correspondence each semester.          -Track numbers of students who attend advising sessions geared toward addressing their "undecidedness".</p> <p>-Track numbers of undeclared students with 90 or more credits who declare a major.</p>	<p>-Count number of email messages sent out to undecided students.          -Receives communication from the Registrars Office each time a student changes major either to or from "undeclared".          -Use of office scheduling calendar, rosters of students who attend group advising sessions and take UNIV 1020: Career Decisions.</p> <p>-Tracking of data showed that 17 out of 31 undeclared students who had over 90 credits declared a major.</p>	<p>Data helps to better market UNIV 1020: Career Decisions as a resource for undecided students.</p> <p>Continue to modify and make more efficient the tracking mechanisms for undeclared students.</p> <p>Identify how to use existing resources to better track advising sessions/appointments.</p> <p>Data shows that a better relationship with UNIV 1000 is needed to increase and promote attendance at group advising sessions for undeclared students</p> <p>Now that a system is in place, will lower the credit hour threshold at which we place hold on registration for undeclared students.</p>

		<b>Testing Program</b>		
	Evaluate and update test fee schedule	-Every test cost will be aligned with market costs at other state institutions.	-Analysis of other testing center costs indicates that we are at or below costs for similar tests across the state.	-To establish a competitive and appropriate fee schedule.