

Student Success Center

Assessment Report for the 2008-2009 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
Student Progress Program				
<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 student 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 semesters 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 provisional semester, but into sophomore year as well. GPA will be primary source of tracking.</p> <p>-Those probation students who have completed the required criteria for registration eligibility (college connection) will be tracked to determine their status after final grades have been posted. GPA will be primary source of tracking.</p>	<p>-55% of students on probation matriculated to sophomore year in good academic standing.</p> <p>-59% of College Connections students persisted to sophomore year.</p>	<p>Data suggests improvement in program as more students are recovering academically. Data suggests more can be done, however to raise the number to match the average retention of students in good standing. Tracking methods will continue to be used.</p>

		University Orientation		
	<p>-Students participating in University Orientation will become better acquainted with (oriented to) academic requirements, campus services, and the core value of the institution.</p> <p>-University Orientation will provide critical academic introductions to colleges and departments.</p>	<p>-The effectiveness of information delivery during orientation will be assessed through an evaluation measuring students' 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>-The average evaluation score for items related to information acquisition was 4.7 on a 5 point Likert scale.</p>	<p>-Results indicate that current methods of delivering information about academic areas at New Student Orientation are effective, based on student perception. No changes or modifications deemed necessary.</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>Goals were met for all areas except more information is needed to ascertain the effectiveness of “formative assessment” and the teaching habits of faculty.</p>	<p>As a result of formative assessment, new modules are being added to UNIV 1000 workbook for the 2009-2010 academic year. In particular, a new module focusing on career development will be added, which was spurred by student feedback.</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>Center will provide trained CRLA certified tutors</p>	<p>-Sign-in sheets at entrance will be used to capture attendance data.</p> <p>-10 to 15 hours of training will be provided each semester and 25 hours of actual tutoring to meet CRLA requirements for 3 levels of certification offered. Criteria for success will be measured by number of tutors who complete hours of training.</p>	<p>-Nearly 400 more students used the testing center during the year, surpassing expectations. Duplicated contact hours rose by approximately 2200 additional hours.</p>	<p>-Conventional tracking methods seem appropriate for capturing use of the Testing Center.</p>

		Developmental Math		
	Supplemental Instruction (SI) is designed and implemented to help students develop success skills in math courses	<ul style="list-style-type: none"> -All students complete a set of assignments that relate to each SI topic...the assignment is individualized according to each student's learning style, strengths, and weaknesses. -It is expected students will follow through with their individualized plan throughout the semester. This includes studying while using classical music, making flash cards, using Cornell notes, etc. -Letter grades (though not counted in GPA) serve to motivate students. -Individual student progress meetings (IP's) are held each week between instructor and student to assess progress. -80% (or grade of B-) is required to successfully pass developmental math courses and progress to the next level. 	-All goals were met for the year.	-Data suggests Supplemental Instruction has evolved to become a viable component of developmental math. More positive perceptions are being borne out in course evaluations and instructors perceive improved classroom performance. SI is here to stay.

		Undeclared Student Advising Program		
	<p>Enhancing communication flow to all undeclared students at SUU.</p> <p>Reduce numbers of undeclared students with more than 75 credits by 50%.</p>	<p>-Track means and ways of communications to undeclared students.</p> <p>-Track numbers of undeclared students who declare majors between orientation and end of first semester.</p> <p>-Track number of high credit hour undeclared students who declare their majors after correspondence each semester.</p> <p>-Track numbers of students who attend advising sessions geared toward addressing their "undecidedness."</p> <p>-Track numbers of undeclared students with 75 or more credits who declare a major.</p>	<p>-100% of undeclared students were contacted at least once during the academic year.</p> <p>-48% of first-year undeclared students declared majors by spring semester.</p> <p>-77% of high credit hour undeclared majors declared their majors after contact from SSC.</p> <p>-100% of freshmen who had not declared by spring semester attended at least one advising session.</p> <p>-100% of students with 75 or more credits who had yet to declare a major, who met with advisor, declared by end of spring semester.</p>	<p>-Tracking system appears to have had a positive impact in reducing the numbers of undeclared majors with high credit hours.</p>

		Testing Program		
	<p>Evaluate and update test fee schedule</p> <p>Open doors on new campus testing center</p>	<p>-Every test cost will be aligned with market costs at other state institutions.</p> <p>-Identify space, hire and train staff and set protocol for new testing center and begin offering exams spring semester.</p>	<p>-Both goals were met.</p>	<p>-Raised some exam costs to meet necessary revenue projections needed to buy testing products; SUU stills offers exams at or below state-wide average rates.</p> <p>-New testing center was opened and needs were assessed. New, full-time center coordinator was hired because of high traffic and use.</p>