2019-2020: College of Education Student Success Center

Definition of Unit
Providing Department:
College of Education Advising Center

Department/Unit Contact:
Julie Baker, Ethan Grissom

Mission/Vision Statement:

The mission of TTU's **College of Education Student Success Center** is to provide current and prospective undergraduate students with academic advisement that is accurate, consistent and timely through collaborative **relationships** with professional academic advisors. Students are encouraged and supported as they develop the skills necessary to develop meaningful educational plans; access university resources and opportunities; and take **responsibility** for their own development and success in a manner compatible with their life and career goals. This mission directly correlates to TTU's Tech Tomorrow Strategic plan. The College of Education Student Success Center reports directly to the office of the Associate Dean.

Goal & Objective 1: At-Risk Students
Define Goal:

Goal 1: To better serve our at-risk populations of students.

Intended Outcomes / Objectives:

Objective 1: Advisors will identify and track at-risk students in the following categories: Conditional Admits, Academic Warning, Academic Probation, Academic Suspension.

DRILL DOWN--
RELATED ITEM LEVEL 1

Assessment 1: Assessing, Identifying and Tracking At-Risk Students
Frequency of Assessment:
each semester

Rationale:

Advisors identified and tracked at-risk students including conditional admits, academic warning, academic probation, and academic suspension by using ARGOS reports to obtain and calculate

data, and data were formatted using tables in a spreadsheet. Please see the attached document for At-Risk student data.

Results #1 Assessing, Identifying, and Tracking At-Risk Students
Results:

Assessing, Identifying, and Tracking At-Risk Students

Fall 2019

19F	Conditional Admit	Academic Warning	Academic Probation	Academic Suspension
Curriculum & Instruction				
ECED	8	3	6	2
ELED	0	4	7	0
MDS	0	2	0	0
SPED	3	1	2	1
SEED	3	8	7	6
Counseling & Psychology	5	8	14	2
Exercise Science	7	20	14	8
TOTAL	26	46	50	19

The following chart displays students in the College of Education who were conditionally admitted, placed on academic warning, academic probation, and academic suspension during the fall 2019 semester.

Spring 2020

20S	Conditional Admit	Academic Warning	Academic Probation	Academic Suspension
Curriculum & Instruction				
ECED	8	2	4	0
ELED	0	1	5	0
MDS	0	2	0	0
SPED	1	0	1	0
SEED	3	3	9	0
Counseling & Psychology	2	9	12	0

Exercise Science	7	10	16	0
TOTAL	21	27	47	0

The following chart displays students in the College of Education who were conditionally admitted, placed on academic warning, academic probation, and academic suspension during the spring 2020 semester. Note: No academic suspensions were administered by Tennessee Tech University due to academic standing policy changes enacted for the spring and summer 2020 semesters as a result of the COVID-19 pandemic.

Attachments:

At-Risk Students.docx

New Modifications and Continuing Improvement to Goal 1: At-Risk Students

Program Changes and Actions due to Results:

After much debate, discussion, and review of a complicated trail of data, we modified our unit-wide IE tracking system for at-risk students. Originally, we were tracking and reporting each student, unit-wide, and tracking each individual student's progression, e.g. from warning to probation and back to good standing, or from probation to suspension and back to good standing. We decided each advisor is responsible for those details but as a whole, we need to look at the bigger picture of total counts by department from one semester to the next. This simplified our aggregate data and will enable us to identify trends across departments and across the college as a whole from year to year.

> **The College of Education Student Success Center's action plan to address at-risk students within the college during the 2018-2019 academic year:**
>
> *Use of Technology:*
>
> > Proactively research and identify at-risk students
> >
> > Respond to attendance and performance concerns as reported through TechConnect alerts created by faculty and staff
>
> *Assess Student Needs:*
>
> > Address student barriers to success, goals, strengths and weaknesses, and fears by ensuring Freshmen students complete the Student Information Form in their first academic advising appointment

Conduct qualitative and quantitative post-semester assessments to address performance needs within the Student Success Center – primarily in the form of a post advisement survey and reviewing data as it pertains to the retention of at-risk students by program of study

Programming Efforts:

Conduct and encourage student attendance in E.N.C.O.R.E. Student Success Seminars which address soft-skill development, academic improvement strategies, academic opportunity, and mental health throughout the fall and spring semesters

Encourage at-risk students to participate in the P.A.S.S. program which creates structure for students struggling to succeed academically and personally in college

Referral:

Proactively educate students on University resources available to all students on campus

Provide referral for at-risk students in financial distress through the Scholarships Office, the Associate Dean of the College of Education's Office, Financial Aid, and the University hardship award via Eagle Assistance Grant (E.A.G.)

Invite at-risk students to attend the E.N.C.O.R.E. Series and participate in the P.A.S.S. Program

Advising Model:

Identify and track at-risk students within each advisor caseload, including those participating in the P.A.S.S. Program

Continue to provide quality and consistent academic advisement via the four-year undergraduate model whereby advisors maintain advisee caseload through the duration of students' academic experience

Maintain an appropriate amount of advisees in advisor caseloads per the NACADA standards for academic advising

Link to Assessment:

Our modification to our tracking system enabled us to examine the overall characteristics and trends of at-risk students and plan targeted programs like PASS and ENCORE to address student needs. Both new initiatives will roll out in Fall 2019.

The College of Education Student Success Center has identified four areas of improvement to promote student success in at-risk students for the next academic year forward. Advisors will:

Assess student needs from semester-to-semester and review student progress – movement within academic standing and identification of students who have moved to academic suspension, probation, warning or back to good standing.

Address student barriers to success, goals, strengths and weaknesses, and fears by ensuring students complete the Student Information Form in their first academic advising appointment

Provide effective referral for students at-risk of withdrawing from the University due to financial distress or failure to maintain minimum Academic Standards according to the Retention Table as defined in the Academic Catalog under Academic Regulations and Registration

Encourage at-risk students to attend additional meetings throughout the semester with their respective advisors until they are back in good academic standing

Upon investigation of opportunities for improvement within the Student Success Center, the department learned the following information during the 2018-2019 academic year:

EXPW majors consistently hold the highest concentration of at-risk students, followed in order by Counseling & Psychology, Secondary Education, and Elementary Education

Special Education continues to see zero at-risk students.

Since the holistic application review began, the College of Education has seen an uptick in the overall number of at-risk student. Conditional admits who move into academic warning, probation, or suspension will continue to be closely monitored

The College of Education Student Success Center received evidenced improvement in the following areas throughout the 2018-2019 academic year:

The development of student success programming to include the E.N.C.O.R.E. and P.A.S.S programs

Uniform use of TechConnect, Argos, Degree Works, and other technology resources to tag and identify all at-risk students

The improved identification at-risk advisees declared within caseloads of advisors through SGAADVR in Banner INB

The College of Education made several changes moving into the next academic year, 2019-2020:

The development of student success programming to include the E.N.C.O.R.E. and P.A.S.S programs

The improved identification of at-risk advisees declared within caseloads of advisors through SGAADVR in Banner INB

Improved frequent use of TechConnect, Argos, Degree Works and other technology resources to tag and identify all at-risk students

Goal & Objective 2: Transfer Students
Define Goal:

Goal 2: The COEd SSC will identify and monitor academic progress of transfer students to better support academic retention and success.

Intended Outcomes / Objectives:

Objective 2: Advisors will identify and track the following transfer students: Continuously-enrolled transfer students, Sporadically-enrolled transfer students, At-risk transfer students (basic demographics and academic standing), and Transfer student retention of Education licensure majors/concentrations.

Objective 3: Advisors will identify and track academically at-risk transfer students majoring in the College of Education programs of study in Fall 2019, Spring 2020, and Summer 2020 to include: Students exiting the university, students on academic warning, students on academic probation, and students who are academically suspended.

Objective 4: Advisors will identify and track transfer students based on major, race/ethnicity, age, and gender.

DRILL DOWN---
RELATED ITEM LEVEL 1

Assessment 2: Identifying and Tracking Transfer Students based on Major, Race/Ethnicity, Age, and Gender

Frequency of Assessment:

each semester

Rationale:

Advisors identified and tracked transfer students based on major, race/ethnicity, age, and gender by using data obtained from TechConnect. The information was organized and placed into tables on a spreadsheet. Please see the attached document for transfer data.

Results #2: Transfer Students: Identifying and Tracking Transfer Students based on Major, Race/Ethnicity, Age, and Gender

Results:

Please see the attached Word document for Goal 2, Objective 4 results.

Attachments:
COEd F19, S20, & SU20 Transfer Table.docx

New Modifications and Continuing Improvement to Goal 2: Transfer Students

Program Changes and Actions due to Results:

The College of Education Student Success Center's action plan to address enrollment rates and diversity of transfer students within the college during the 2018-2019 academic year:

Use of Technology:

> Proactively research and identify transfer students placed on academic warning or academic probation

> Respond to attendance and performance concerns as reported through TechConnect alerts created by faculty and staff

Needs Assessment:

Address student barriers to success, goals, strengths and weaknesses, and fears by ensuring students complete the Student Information Form in their first academic advising appointment

Conduct qualitative and quantitative post-semester assessments to address performance needs within the Student Success Center – primarily in the form of a post advisement survey and reviewing data as it pertains to the retention of transfer students by program of study

Regularly identify demographics of transfer students which must be more actively recruited in comparison with other students to increase racial, ethnic, sex/gender, and age-related diversity within the college

Programming Efforts:

Conduct and encourage student attendance in E.N.C.O.R.E. Student Success Seminars which address soft-skill development, academic improvement strategies, academic opportunity, and mental health throughout the fall and spring semesters

Encourage at-risk transfer students to participate in the P.A.S.S. program which creates structure for students struggling to succeed academically and personally in college

Referral:

Proactively educate students on University resources available to all students on campus

Provide referral for student at-risk transfer students in financial distress through the Scholarships Office, the Associate Dean of the College of Education's Office, Financial Aid, and the University hardship award via Eagle Assistance Grant (E.A.G.)

Investigate opportunities to increase aid for minority students within the college as well as students of different sex/gender and age

Advising Model:

Continue to provide quality and consistent academic advisement via the four-year undergraduate model whereby advisors maintain advisee caseload through the duration of students' academic experience

Maintain an appropriate amount of advisees in advisor caseloads per the NACADA standards for academic advising

Ensure transfer advisees are declared within caseloads of advisors through SGAADVR in Banner INB

Link to Assessment:

The College of Education Student Success Center has identified four areas of improvement to promote student success in transfer students for the next academic year forward:

Conduct post-semester needs assessment from semester-to-semester and review student progress – movement within academic standing and identification of students who have moved to academic probation or warning from good standing

Address student barriers to success, goals, strengths and weaknesses, and fears by ensuring students complete the Student Information Form in their first academic advising appointment

Provide effective referral for students at-risk of withdrawing from the University due to financial distress

Work with the College of Education recruitment and marketing specialist to identify and address recruitment of minority students, students of all ages, and students of different sex and genders

Upon investigation of opportunities for improvement within the Student Success Center, the department learned the following information during the 2018-2019 academic year:

Enrollment attrition rates for transfer students from fall-to-spring increased overall by .43 percent.

By major, Multidisciplinary Studies and the Elementary Education majors hold the greatest enrollment attrition rates and must be monitored closely going forward

The majority of transfer students are of the Elementary Education, Exercise Science, and Psychology majors

There is a presence of fewer male students than female students within College of Education majors

There are fewer students of non-traditional age within both the age 22-26 category as well as the 27+ age category

The College of Education Student Success Center received evidenced improvement in the following areas throughout the 2018-2019 academic year:

An increased recruitment of male students by 4.82 percent within various College of Education majors

An increase in enrollment within Secondary Education , Psychology, Exercise Science, and Early Childhood students from fall to spring

The development of student success programming to include the E.N.C.O.R.E. and P.A.S.S programs

The acquisition of a College of Education recruitment and marketing specialist to improve diversity among all students within the college

Uniform use of TechConnect, Argos, and other technology resources to tag and identify all transfer students including at-risk transfer students

The improved identification transfer advisees declared within caseloads of advisors through SGAADVR in Banner INB

The College of Education made several changes moving into the next academic year, 2019-2020:

The development of student success programming to include the E.N.C.O.R.E. and P.A.S.S programs

The acquisition of a College of Education recruitment and marketing specialist to improve diversity among all students within the college

The improved identification transfer advisees declared within caseloads of advisors through SGAADVR in Banner INB

Improved frequent use of TechConnect, Argos, and other technology resources to tag and identify all transfer students including at-risk transfer students

DRILL DOWN---
RELATED ITEM LEVEL 1

Assessment 3: Identifying and Tracking Academically At-Risk Transfer Students

Frequency of Assessment:
each semester

Rationale:

Advisors identified and tracked academically at-risk transfer students using Tech Connect and ARGOS. Please see the attached document for at-risk student data.

Results #3: Identifying and Tracking Academically At-Risk Transfer Students

Results:

2019-2020 COEd At-Risk Transfer Student Data

The following data regarding College of Education At-Risk Transfer students were obtained from ARGOS and Tech Connect.

Academic Standing	Fall 19	Spring 20	DIFF	SUM 20
GOOD	318 (93.0%)	347	+29 (9.1%)	82
PROBATION	11 (3.2%)	10	-1 (9.1%)	0
WARNING	11 (3.2%)	12	+1 (9.1%)	3
SUSPENSION	2 (.6%)	0	*-2 (100.0%)	*0
TOTAL	342	369	+27 (7.9%)	85

*No academic suspensions were administered by Tennessee Tech University due to academic standing policy changes enacted for the spring and summer 2020 semesters as a result of the COVID-19 pandemic.

Attachments:

2019-2020 COEd At-Risk Transfer Students.docx

Goal & Objective 3: Surveys
Define Goal:

Goal 3: The COEd SSC will strengthen processes and build new supports based on student feedback such as SOAR and post-advisement surveys.

Intended Outcomes / Objectives:

Objective 5: The College of Education Student Success Center will collect data from the post-advisement and post-SOAR survey using Google forms, and use the data to strengthen advisement processes and build new supports based on the feedback received in order to meet the diverse needs of our students.

The data collected from both surveys will be disaggregated to reflect each advisor's performance. The advisors will meet to share positive feedback and discuss areas for improvement, and identify, develop and utilize best practice methods for maximum impact on student progress.

DRILL DOWN---
RELATED ITEM LEVEL 1

Assessment 4: College of Education Student Success Center Post-Advisement Survey
Frequency of Assessment:
annually

Rationale:

Students in the College of Education and College of Fine Arts are required to meet with their academic advisor once per semester to discuss course selection, registration and other matters pertaining to successful completion of their program of study. At the end of each advisement session, students are encouraged to participate in the post-advisement survey in which they answer various questions pertaining to their advisement experience in the College of Education Student Success Center. Below are tables showing the Fall 2019 and Spring 2020 Post-Advisement Survey results for both College of Education and College of Fine Arts. (Note: The following questions from the post-advisement survey were selected for the Institutional Effectiveness Report because they help measure the effectiveness of our advisors so we can continuously improve our services.)

Please see the attached document for post-advisement survey data.

Results #4 Post-Advisement Surveys
Results:

Students in the College of Education and College of Fine Arts are required to meet with their academic advisor once per semester to discuss course selection, registration and other matters pertaining to successful completion of their program of study. At the end of each advisement session, students are encouraged to participate in the post-advisement survey in which they answer various questions pertaining to their advisement experience in the College of Education Student Success Center. Attached is the word document with the post-advisement survey results for both College of Education and College of Fine Arts. (Note: The questions from the post-advisement survey were selected for the Institutional Effectiveness Report because they help measure the effectiveness of our advisors so we can continuously improve our services.) Due to COVID-19 participation was lower than in previous years.

Attachments:
2019-2020 Post-Advisement Survey Results.docx

Assessment 5: College of Education Student Success Center Post-SOAR Survey
Frequency of Assessment:
each semester

Rationale:

Freshmen students who attend SOAR in the College of Education are encouraged to participate in the post-SOAR survey, which asks questions pertaining to the College of Education SOAR experience, satisfaction with fall schedules, professionalism of the advisor, and course selection. Students rate each question using a rating scale of 1-5, with a rating of five meeting all expectations or very satisfied, and a rating of one not meeting expectations or not satisfied. Responses with a yes answer are indicated with a five while no responses are indicated with a one. "Other" responses were characterized by short-answer responses on the survey that could not be distinguished as a yes or no answer, and are indicated with a rating of three. The following tables represent the College of Education survey results. Please see the attached document for Post-SOAR survey results.

Advisors will use the results to improve the incoming Freshmen experience in the College of Education during SOAR each year.

Results #5: Post-SOAR Surveys
Results:

Post-SOAR Surveys

Freshmen students who attend SOAR in the College of Education and College of Fine Arts are encouraged to participate in the post-SOAR survey, which asks questions pertaining to the College of Education SOAR experience, satisfaction with fall schedules, professionalism of the advisor, and course selection. Students rate each question using a rating scale of 1-5, with a rating of five meeting all expectations or very satisfied, and a rating of one not meeting expectations or not satisfied. Responses with a yes answer are indicated with a five while no responses are indicated with a one. "Other" responses were characterized by short-answer responses on the survey that could not be distinguished as a yes or no answer, and are indicated with a rating of three. The following tables represent the College of Education survey results (NOTE: The College of Fine Arts students are no longer being advised by the College of Education, therefore no data was collected.)

College of Education Post-SOAR Survey

Question	5/Yes	4	3/Somewhat	2	1/No/Other
How was your SOAR experience with us in the College of Education?	113	20	4	0	0
Was your College of Education advisor friendly and respectful?	136	-	-	-	1
How satisfied are you with your fall schedule?	80	44	13	0	0
Did you get the courses you wanted?*	105	-	10	-	8

*NOTE: 15 students did not respond to this question.

A total of 116 students in the College of Education participated in the Post-SOAR Survey. Out of the total number of responses, 71.55% of students responded with a 5 or yes response, 16.8% provided a 4 response, 7.8% gave a response of 3, 4% gave a response of 2, and 3.5% responded with a 1/no/other (this column included no responses and also responses that could not be distinguished as a yes or no answer.)

 Attachments:

2020 IE Post-SOAR Survey Results.docx

Assessment 5: College of Education Student Success Center Post-SOAR Survey

Frequency of Assessment:
each semester

Rationale:

Freshmen students who attend SOAR in the College of Education are encouraged to participate in the post-SOAR survey, which asks questions pertaining to the College of Education SOAR experience, satisfaction with fall schedules, professionalism of the advisor, and course selection. Students rate each question using a rating scale of 1-5, with a rating of five meeting all expectations or very satisfied, and a rating of one not meeting expectations or not satisfied. Responses with a yes answer are indicated with a five while no responses are indicated with a one. "Other" responses were characterized by short-answer responses on the survey that could not be distinguished as a yes or no answer, and are indicated with a rating of three. The following tables represent the College of Education survey results (NOTE: As of May 2020, Fine Arts students were transferred out of the College of Education to the College of Fine Arts and/or the Launchpad advising center. Fine Arts majors were not included in our SOAR survey results). Please see the attached document for Post-SOAR survey results.

Advisors will use the results to improve the incoming Freshmen experience in the College of Education during SOAR each year.

Results #5: Post-SOAR Surveys

Results:

Post-SOAR Surveys

Freshmen students who attend SOAR in the College of Education and College of Fine Arts are encouraged to participate in the post-SOAR survey, which asks questions pertaining to the College of Education SOAR experience, satisfaction with fall schedules, professionalism of the advisor, and course selection. Students rate each question using a rating scale of 1-5, with a rating of five meeting all expectations or very satisfied, and a rating of one not meeting expectations or not satisfied. Responses with a yes answer are indicated with a five while no responses are indicated with a one. "Other" responses were characterized by short-answer responses on the survey that could not be distinguished as a yes or no answer, and are indicated with a rating of three. The following tables represent the College of Education and College of Fine Arts survey results (NOTE: The following data was collected from SOAR sessions through session 9 because of the August 15th Institutional Effectiveness deadline.)

College of Education Post-SOAR Survey

Question	5/Yes	4	3/Somewhat	2	1/No/Other
How was your SOAR experience with us in the College of Education?	113	20	4	0	0
Was your College of Education advisor friendly and respectful?	136	-	-	-	1
How satisfied are you with your fall schedule?	80	44	13	0	0
Did you get the courses you wanted?*	105	-	10	-	8

*NOTE: 21 students did not respond to this question.

A total of 138 students in the College of Education participated in the Post-Advisement Survey (NOTE: The Institutional Effectiveness Report was due before the end of the last SOAR session, so only 9 out of 10 SOAR sessions are included in the data.). Out of the total number of responses, 81.2% of students responded with a 5 or yes response, 11.9% provided a 4 response, 5.05% gave a response of 3, 0% gave a response of 2, and 1.68% responded with a 1/no/other (this column included no responses and also responses that could not be distinguished as a yes or no answer.)

Fine Arts Post-SOAR Survey

Question	5/Yes	4	3/Somewhat	2	1/No/Other
How was your SOAR experience with us in the College of Education?	42	11	0	2	0
Was your College of Education advisor friendly and respectful?	55	-	-	-	0
How satisfied are you with your fall schedule?	32	19	4	0	0
Did you get the courses you wanted?*	43	-	5	-	1

*NOTE: 6 students did not respond to this question.

A total of 138 students in the College of Education participated in the Post-Advisement Survey (NOTE: The Institutional Effectiveness Report was due before the end of the last SOAR session, so only 9 out of 10 SOAR sessions are included in the data.). Out of the total number of responses, 80.37% of students responded with a 5 or yes response, 14.01% provided a 4 response, 4.2% gave a response of 3, 0.9% gave a response of 2, and 0.46% responded with a 1/no/other (this column included no responses and also responses that could not be distinguished as a yes or no answer.)

Attachments:
2019 IE Post-SOAR Survey Results.docx