

2017-2018
Unit Assessment Report
Division: Academic Affairs
Unit: Student Success

I Mission and Goal/Outcomes Statement:

The student success unit and its associated academic support centers (Peer Services and the Career Counseling and Advising Center) seek to assist and support all current students, to improve their learning, hone their critical thinking and executive function skills, and prepare them to be career-ready. Undergirding this work is the foundational goal to improve overall retention, persistence, progression, and graduation rates, particularly of our undergraduate Day students. A key part of our mission is the regular reexamination of existing University policies and the creation of new policies to improve institutional effectiveness.

II Personnel:

Administrative Staff:

<u>Name</u>	<u>Position</u>
Sean C. Goodlett	Assistant to the Provost for Student Success
Christine Coffin	Director, Peer Services
Jennifer Abbott	Academic Support Specialist
Thomas Driscoll	Part-time Academic Support Specialist
Erin Kelleher	Director, Career Counseling and Academic Advising
Susan Beddes	Academic Coach
Lindsay Carpenter Connors	Academic Coach
Shayne Koplowitz	Academic Coach
Andrew Linscott	Academic Coach

Support Staff:

<u>Name</u>	<u>Position</u>
Ellen Hughes	Administrative Assistant II (Peer Services)
Diane Maynard	Administrative Assistant II (CCAC)

N.B.: the Peer Services department compressed one part-time academic coaching position with additional monies requested through a strategic funding request into the Academic Support Specialist (Abbott) position.

III Facilities/Equipment:

The Career Counseling and Advising Center (CCAC) acquired four laptops for the academic coaches. Similarly, the Peer Services department acquired a single laptop (for the administrative assistant) and a printer.

IV Budget Expenditure Analysis:

The Student Success Division did not have a budget in the last fiscal year. The CCAC department used tailings from the budget to purchase the laptops. The Peer Services department had roughly \$28,000 taken from the C00 lines to create the Academic Support Specialist position; an internal transfer also covered the ongoing maintenance and support of the Scantron machine. Otherwise, expenditures were spent as budgeted.

V Action Plan for 2017-18:

The most important objectives for the year stemmed from the two committees chaired by the Assistant to the Provost, which were the first-year experience (FYE) committee and student success task force. The Asst. to the Provost was charged with the creation of an FYE seminar class in the (as yet unrevised) general education curriculum and tackling problems of communication, financial literacy, and the probation policy via the student success task force.

VI Programs/Activities:

Most of the activities and programs the two departments participated in were associated with normal University events (e.g., Rock the Block, Open Houses, Future Falcon Day), but both departments either developed new workshops (e.g., study skills and time management) or collaborated with other departments (e.g., the library) to host events. Of course, the CCAC participated heavily in orientation and registration events, as well.

VII Accomplishments 2017-2018:

1. Collaborated with a faculty committee to finalize and present to governance 8 AUC proposals for the creation of a first-year experience seminar.
2. Prepared faculty to teach the FYE in the Fa18 semester through a several-day "summer institute."
3. Created a peer-mentoring program for the AY18/19, complete with paired mentors for each FYE section and a budget that is scalable for the Fa19 full rollout of the FYE.
4. Reconfigured the University's peer-tutoring to serve students more fully and effectively: e.g., through more walk-in services.

5. Created and offered a series of workshops, hosted by student success staff to hone students' critical thinking, executive function, and study skills. These will be integrated into the FYE in the near future.
6. Created (by 1 September) a curriculum and associated "playbook" for the coaching of students on academic probation and the impending academic warning category.
7. Began fleshing out a curriculum, scaffolded over four years, for career counseling; for the Fa18 (1 September), this curriculum will detail the integration into the impending first-year experience seminar.
8. Through the Student Success Task Force (SSTF), delineated the offices responsible for communicating with students, determined the best means of communicating, and explored revisions to existing policies.
9. Through the SSTF, determined the barriers to financial literacy, examined available resources, made recommendations to improve communication around financial literacy, and made recommendations for a student/parent resource guide.
10. Through the SSTF, developed a new probation policy, complete with a new category of academic standing known as "academic warning," and revised suspension and dismissal policies.
11. Through a subset of the subcommittee of the SSTF, determined the systems that can be leveraged for the implementation of early intervention strategies.

VIII Assessment Report:

N/A in AY17/18.

IX Future Directions:

The student success division will have several areas of emphasis in the coming year:

1. FYE: shepherding the remaining 8 departments to/through governance; creating the "community of practice" (or teaching circle); developing an assessment regimen; folding in peer-mentoring and academic coaching.
2. Coaching: integration into the FYE, learning-living communities, housing, athletics, etc.; implementation of playbook and curriculum for probation and warning; assessment of outcomes for probation and warning.
3. Peer-Mentoring: integration in the FYE; assessment of outcomes; should the PIF grant get awarded, conduct intervention with Hispanic males.
4. Policy review: AUC proposal, discovery.
5. Advising: professional development for faculty on Development Day.
6. Early Alerts (with OIRP and SA): attendance, deficiency, sGPA dips.
7. Student Success Task Force: TBD.