

2019-2020: College of Education Student Success Center

Definition of Unit

Providing Department:

College of Education Advising Center

Department/Unit Contact:

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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** for their own development and success. **Risk Students** are compatible with their learning environment. **Goal & Objective 1**

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:

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

RELATED ITEM LEVEL 2

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

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

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

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 SGAADV 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.

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.

RELATED ITEM LEVEL 2

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

RELATED ITEM LEVEL 3

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 SGAADV 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

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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 SGAADV 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 SGAADV 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

RELATED ITEM LEVEL 2

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.

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, regressiony3sectremecttrstRiitSri2 (m)n1 (e)-10

RELATED ITEM LEVEL 2

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

DRILL DOWN-----

RELATED ITEM LEVEL 1

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.

College of Education Post-SOAR Survey



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