UNIT REPORT
**College of Education Advising
Center - Institutional Effectiveness
Final Annual Report 2019**
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Definition of Unit

College of Education Student Success Center Mission

Reporting Year: 2018-2019

Providing Department: College of Education Advising Center

Department/Unit Contact: Julie Baker, Ethan Grissom

Mission/Vision/Goal 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/Outcome

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.

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 2018, Spring 2019, and Summer 2019 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.

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.

Assessment Tools

Assessment 1: Assessing, Identifying and Tracking At-Risk Students

Goal/ Outcome/ Objective: Goal 1, Objective 1

Type of Tool: Tracking Spreadsheet

         Other

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.

Attached Files

📄 At-Risk Student Data.xlsx

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

Goal/ Outcome/ Objective: Objective 4

Type of Tool: Tracking Spreadsheet

         Other

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.

Attached Files

📄 F18-M19 Transfer Table.docx

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

Goal/ Outcome/ Objective: Goal 2, Objective 3

Type of Tool: Tracking Spreadsheet

         Other

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.

Attached Files

📄 2018-2019 COEd At-Risk Tranfer Student Data.xlsx

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

Goal/ Outcome/ Objective: Goal 3, Objective 5

Type of Tool: Survey

Frequency of Assessment: each semester

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 2018 and Spring 2019 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.

Attached Files
📄 2018-2019 Post-Advisement Survey Data.docx

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

Goal/ Outcome/ Objective: Goal 3, Objective 5

Type of Tool: Survey

Frequency of Assessment: each semester

Rationale:

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.). SOAR sessions will continue through August 2019, and a final calculation of the results will be posted at a later date.) 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.

Attached Files
📄 2019 IE Post-SOAR Survey Results.docx

Results

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

Goal/Objective/Outcome Number: Goal 1, Objective 1

Results:

Assessing, Identifying, and Tracking At-Risk Students

Fall 2018

18F	Conditional Admit	Academic Warning	Academic Probation	Academic Suspension
Curriculum & Instruction				
ECED		4	4	2
ELED		5	5	1
MDS		1	1	2
SPED		0	0	0
SEED		5	8	0
Counseling & Psychology		6	7	2

Exercise Science		22	23	3
TOTAL	10	43	48	10

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 2018 semester.

Spring 2019

19S	**Conditional Admit**	**Academic Warning**	**Academic Probation**	**Academic Suspension**
Curriculum & Instruction				
ECED		3	2	2
ELED		5	4	2
MDS		3	1	2
SPED		0	0	0
SEED		9	7	4
Counseling & Psychology		8	11	7
Exercise Science		17	10	10
TOTAL	6	45	35	27

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 2019 semester.

Attachments: Attached Files

📄 At-Risk Students.docx

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

Goal/Objective/Outcome Number: Goal 2, Objective 4

Results:

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

Attachments: Attached Files

📄 COEd F18-M19 Transfer Table.docx

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

Goal/Objective/Outcome Number: Goal 2, Objective 3

Results:

2018-2019 COEd At-Risk Transfer Student Data

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

Fall 2018 At-Risk Transfer Students

18F	**Transfer warning**	**Transfer Probation**	**Transfer Suspension**	**Totals**
Curriculum & Instruction				
ECED	2	0	0	2
ELED	0	1	0	1
MDS	1	1	1	3
SPED	0	0	0	0
SEED	0	5	0	5
Counseling & Psychology	3	3	0	6

Exercise Science	9	7	0	16
TOTAL	15	17	1	**33**

Spring 2019 At-Risk Transfer Students

19S	Transfer warning	Transfer Probation	Transfer Suspension	Totals
Curriculum & Instruction				
ECED	1	0	0	1
ELED	1	0	0	1
MDS	0	1	1	2
SPED	0	0	0	0
SEED	3	1	2	6
Counseling & Psychology	4	1	2	7
Exercise Science	3	4	2	9
TOTAL	12	7	7	**26**

Attachments: Attached Files

       📄 2018-2019 COEd At-Risk Transfer Students.docx

Results #4 Post-Advisement Surveys

Goal/Objective/Outcome Number: Goal 3, Objective 5

Results:

Post-Advisement Surveys

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 2018 and Spring 2019 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.)

College of Education Post-Advisement Survey Results

During the Fall 2018 semester, 616 students participated in the post-advisement survey, while 474 students participated during the Spring 2019 semester. A total of 1090 survey responses were recorded for the 2018-2019 academic year. The results are shown in the table below:

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Does not Apply
My advisor is easy to get in contact with.	992	92	4	1	1
My advisor helps me connect with campus resources (i.e. career resources, learning resources center).	935	144	7	0	4
My advisor explains program requirements necessary for me to meet my education goals.	1020	68	0	0	2
My advisor helps me pursue my professional goals (i.e. teacher licensure, graduate school, job search, etc.	999	88	1	0	2

My advisor responds to my questions in a timely manner (within 2-3 days).	1005	76	6	1	2
My advisor is interested in my success and my educational goals.	1022	66	1	0	1

Out of the total number of responses for the 2018-2019 academic year, 91.3% of participants strongly agreed with positive responses to the statements while 8.2% agreed. 0.3% of participants disagreed with responses while 0% strongly disagreed. 0.2% of students selected that responses did not apply.

College of Fine Arts Post-Advisement Survey Results
Since the College of Fine Arts students are advised through the College of Education Student Success Center, we have provided their survey results below.

During the Fall 2018 semester, 120 students participated in the post-advisement survey, while 119 students participated during the Spring 2019 semester. A total of 439 survey responses were recorded for 2018-2019 academic year. The results are shown in the table below:

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Does not Apply
My advisor is easy to get in contact with.	201	28	4	4	2
My advisor helps me connect with campus resources (i.e. career resources, learning resources center).	177	41	8	6	7
My advisor explains program requirements necessary for me to meet my education goals.	207	20	8	2	2
My advisor helps me pursue my professional goals (i.e. teacher licensure, graduate school, job search, etc.	183	35	11	4	6
My advisor responds to my questions in a timely manner (within 2-3 days).	209	18	3	4	5
My advisor is interested in my success and my educational goals.	203	26	0	4	2

Out of the total number of responses for the 2018-2019 academic year, 82.5% of participants strongly agreed with positive responses to the statements while 11.8% agreed. 2.4% of participants disagreed with responses while 1.7% strongly disagreed. 1.7% of students selected that responses did not apply.

Comparison to the 2017-2018 Academic Year
A total of 1,329 students (Including both College of Education and College of Fine Arts students) participated in 2018-2019, compared to 1,155 students in 2017-2018. Post-Advisement Survey participation increased by 15% from 2017-2018 to 2018-2019. (Note: College of Education and Fine Arts Surveys were combined until the 2018-2019 academic year, in which we began to separate the surveys.)

Attachments: Attached Files
　　　　　　　　📄 2018-2019 COEd Post-Advisement Survey Results.docx

Results #5: Post-SOAR Surveys

Goal/Objective/Outcome Number: Goal 3, Objective 5

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: Attached Files

📄 2019 IE Post-SOAR Survey Results.docx

Modifications and Continuing Improvement to Goals/Objectives/Outcomes

COEd SSC SWOT Analysis & subsequent Strategic Plan Initiatives

Goal/Objective/Outcome Number: SWOT Analysis & Strategic Plan document

Program Changes and Actions due to Results:

Attached is our Student Success Center SWOT Analysis, as well as the Strategic Initiatives we developed following the SWOT.

Link to Assessment:

Attached Files

📄 COEd SSC SWOT brainstorm & alignment.pdf
📄 TTU-COEdSSC Strategic Plan document.pdf

Link to 'Tech Tomorrow' Strategic Plan: Diversity

Experiential Learning

High Impact Practices

Technology Infused Programs

Efficiency and Effectiveness

Sustainable Partnerships

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

Goal/Objective/Outcome Number: Goal 1; Objective 1

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

Attached Files

📄 New Modifications and Continuing Improvement to Goals_1.docx

Link to 'Tech Tomorrow' Strategic Plan: Diversity

Experiential Learning

High Impact Practices
Efficiency and Effectiveness

New Modifications and Continuing Improvement to Goal 2: Transfer Students

Goal/Objective/Outcome Number: Goal 2; Objectives 2 & 3

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

Attached Files

📄 Goal 2 Transfer Students New Modifications and Continuing Improvement to Goals.docx

Link to 'Tech Tomorrow' Strategic Plan: Adult Learners

Diversity

High Impact Practices

Technology Infused Programs

Efficiency and Effectiveness

New Modifications and Continuing Improvement to Goal 3: Surveys

Goal/Objective/Outcome Number: Goal 3; Objectives 4 & 5

Program Changes and Actions due to Results:

The College of Education Student Success Center has developed the following action plan to address Post-SOAR and Post-Advisement Surveys during 2018-2019 academic year:

Use of Technology:

Utilize Tiny URLs for to improve accessibility to the survey link

Increase the number of available iPads for advisors and the Student Success Center kiosks to recruit student participation in surveys

Needs Assessment:

Add additional questions to the surveys asking for areas in which the success center can improve both qualitatively and quantitatively

Conduct a post-survey review with Student Success Center personnel to best identify areas of improvement required prior to advancing to the next semester

The College of Education Student Success Center has identified 3 areas of improvement to promote student success for the next academic year forward:

The need to increase student participation in SOAR and post-advisement surveys

The utilization of student workers and academic advisors to recruit additional participants for survey completion to gain a wider sample of input

Add questions relevant to subjective responses which address student needs

Link to Assessment:

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

Equip all advisors with iPads in addition to Student Success Center kiosks to improve student participation in SOAR and post-advisement surveys

Simplify survey questions to promote concise responses from survey participants

Increased access to technology (i.e. more iPads and other hardware) for survey accessibility

Increased need for seminars and peer mentors per student survey responses

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

Survey participation increased by 15.06% from the 2017-2018 academic year to the 2018-2019 academic year for the post-advisement survey.

Approximately 1090 students participated in the Student Success Center post advisement surveys during the 2018-2019 academic year.

The addition of kiosks to the Student Success Center lobby

91.33% of students "Strongly Agreed" with the following statements:

"My advisor is easy to get in contact with."

"My advisor helps me connect with campus resources (i.e. career resources, learning resources center).

"My advisor explains program requirements necessary for me to meet my education goals."

"My advisor helps me pursue my professional goals (i.e. teacher licensure, graduate school, job search, etc.)

"My advisor responds to my questions in a timely manner (within 2-3 days)."

"My advisor is interested in my success and my educational goals."

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

The addition of kiosks to the Student Success Center lobby

The provision of additional iPads to increase survey dissemination

Formatting survey questions in a simplified way for concise student responses and to improve subjective response rates

Attached Files
📄 New Modifications and Continuing Improvement to Goals for Surveys.docx

Link to 'Tech Tomorrow' Strategic Plan: Adult Learners
High Impact Practices
Technology Infused Programs
Efficiency and Effectiveness

Improvement to Assessment Plan

New Improvement to Assessment Plan Item

Improvements to Assessment Plan:

This year, we began disaggregating, reporting, and examining data for the College of Education students versus the College of Fine Arts students in both the SOAR and Advisement Surveys.

Additionally, we narrowed our focus to only 3 goals and 5 assessments in order to spend more time with each assessment and concentrate our efforts on targeted populations.