

# Student Affairs | Measuring Up

*Creating a culture of assessment and evidence.*

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Salisbury University

## Center for Student Achievement

### CORE VALUES





Salisbury University  
Office of Student Affairs  
Center for Student Achievement  
July 25, 2022

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## EXECUTIVE SUMMARY (one page)

### Key Statistics and Student Testimonials AY 21-22

#### Supplemental Instruction

- Supplemental Instruction attendees graduated at an 11% higher rate than non-attendees (CSA 5-year study)
- Students who attended at least 5 SI sessions averaged a 2.70 GPA, opposed to a 2.03 GPA for non-attendees (Spring 2022)
- DFW average for students who attended at least 5 SI sessions was 18% as opposed to non-attendees at 41% (Fall 2021)
- “It was very put together. At first I was intimidated but getting into it was fantastic it was a very open environment where you can make mistakes and learn from them” (Spring 2022 attendee)

#### Tutoring

- 99% of attendees felt more confident in their ability to succeed in their class after attending tutoring (Fall 2021 attendee survey & Spring 2022 attendee survey)
- Students who attended tutoring graduated at a 11% higher rate than those who did not attend (CSA 5-year study)
- Tutoring visits increased 27% from Spring 2021 to Spring 2022
- “Claire was SO helpful, she taught me a way of studying that I am not only gonna use for the class she helped me with, but also for other classes. I feel so much more confident in passing this class with an A than I did before she helped me. She explained everything in a simpler way and told me what to expect with this study strategy!!” (Spring 2022 attendee)

#### Academic Success Coaching

- 98% of students reported that they learned at least one study strategy they plan to use from their coaching session (Fall 2021 attendee feedback survey) (100% for spring- 41 responses)
- Coaching had a 152% increase in total visits and a 95% increase in student usage in Fall 2021, in comparison to Fall 2020
- Students who attended success coaching earned a 24% higher GPA than those who did not attend (CSA 5-year study)
- “They listen to everything and they teach you new ways of studying properly” (Spring 2022 attendee)

#### GENL 103 (Advanced Study Strategies Course)

- Students scored an average of 31 points higher on their post-test self-assessment, compared to their pre-test which showcases an overall improvement in their study skills (Study Skills Inventory results)
- 7 sections offered during the 2021-2022 academic year, with 114 students enrolling in the course
- 100% Strongly Agreed or Agreed that course gave them tools to be a more effective learner
- “This was an incredibly useful class, and I foresee myself using many of the strategies going forward for the rest of my college career. Without this class I wouldn’t have known of many if any of these strategies and my grades would likely have suffered. Thank you” (GENL 103 Fall 2021 participant)

## Section I: Department Overview

### Vision

Students First!

### Mission

In collaboration with Academic Affairs and Student Affairs, the CSA supports your learning, academic success and personal growth through an array of programs, including success coaching, academic workshops, Supplemental Instruction and tutoring that are designed to maximize your academic achievement.

### Goals

- promote academic success through strategic use of resources
- increase your ability to become an independent learner
- partner with faculty to create a "seamless learning environment" (Kuh, 1996)
- help you develop competencies that will directly enhance your success in the classroom
- support initiatives to increase student retention and graduation rates

### Core Values

- Integrity
- Inclusion
- Innovation
- Leadership
- Teamwork

### Scope of Practice – Services Provided

- Success Coaching (general coaching, peer success coaching, academic probation, 3-peat initiatives, mid-semester grades, Navigate progress reports, alerts and cases)
- Scholar Holler Student Recognition for Academic Excellence
- Study Strategy Workshops
- Supplemental Instruction
- SU Bridges (final year)
- Tutoring (group and individual)
- Advanced Learning Strategies Course (1 credit)
- Test proctoring by request

### Student Learning Outcomes

See pages 13, 14

## Section II: Service Delivery, Admissions, and Financial Aid Outcomes

**Students Served (July 1 – June 30 time period)**  
 Enter "N/A" if data are not available for this reporting period.  
 Admissions and Financial Aid and Scholarships skip to below.

<b>Undergraduates</b>	<b>Outcomes</b>
Total unique number served (do not include repeat visits)	2166
Total number of "visits" (includes repeat visits)	15,818
Total number of service contact hours across all service types	N/A
<b>Graduates</b>	<b>Outcomes</b>
Total unique number served (do not include repeat visits)	0
Total number of "visits" (includes repeat visits)	0
Total number of service contact hours across all service types	N/A
<b>Overall</b>	<b>Outcome</b>
Total unique number of undergraduates and graduate students served	35% undergraduates

Comments:  
 The overall CSA usage was 35%, still building back with a combination of face to face and virtual services but lagging behind pre-pandemic usage of 40-45% of undergraduates. **60% of first year students utilized the CSA this year.** The staff conducted a 5-year study (2015-2020) in collaboration with UARA and found that **"students who attend CSA success coaching, tutoring and supplemental instruction (SI) earn higher grades, persist at a higher rate and graduate at a higher rate than students who do not participate in these services"**.

The CSA launched several new initiatives including 7 sections of a 1 credit advanced learning strategies course, group tutoring, peer success coaching and tutoring and coaching by appointment via the Navigate app.

Nicole Vann awarded Employee of the Month for May for her exceptional work with students and collaboration with AA and SA departments.

**ALL AREAS**  
**Examples of Major Events, Services, Activities, and Initiatives<sup>1</sup>**

<b>Examples of Major Events, Services, Activities, Initiatives</b>	<b>Target Audience</b>	<b>Number(s) Served</b>
<i>Example: Annual First-Generation Conference.</i>	<i>First generation students and their faculty mentors</i>	<ul style="list-style-type: none"> <li>▪ 75 students</li> <li>▪ 60 faculty mentors</li> <li>▪ 12 guests<sup>2</sup></li> </ul>
Increased tutoring visits	undergraduates	27% increase from spring 21 to spring 22
Increased success coaching GPA and visits	undergraduates	Students who attended coaching 24% higher GPA  152% increase in total visits and a 95% increase from fall 20 to 21

<sup>1</sup> Contact the Associate Vice President for assistance in completing this section if needed.

<sup>2</sup> This could include family, friends, faculty, and staff.

GENL 103 Advanced Learning Strategies	New students with low HS GPA's, students on academic probation	1596 visits; 154 unique students
Supplemental instruction increases graduation rates	Undergraduates in SI supported courses	Students who attend SI graduate in 4 years at an 11% higher rate than non-attendeess.
Supplemental instruction impacts DFW rate	Undergraduates in SI supported courses	DFW rate for student who attended 5 or more sessions is 18% compared to non-attendeess DFW rate of 41%

**Section III: Budget Allocations, Expenditures, and Revenue Generation**

**July 1, 2021 – June 30, 2022 Allocations**

Budget Category	Allocation
01	360,288
02	\$220,765
03	\$3,659
<b>Total</b>	<b>\$584,712</b>

**July 1, 2021 – June 30, 2022 Expenditures**

Budget Category	Expenditures
01	\$+3229.01
02	\$+3454.16
03	\$-677.50
<b>Total</b>	<b>\$6,005.67</b>

**July 1, 2021 – June 30, 2022 Revenue Generated**

Initiatives or Purposes	Revenue Generated
<i>Example: Student Success Grant from Foundation to purchase new laptops as loaners to low-income freshmen.</i>	\$12,250.00
<b>Received endowment from the Julius Jones family in SU Foundation</b>	<b>\$25,000</b>
<b>Giving Day</b>	<b>592.30</b>
<b>Total</b>	<b>\$25,592.30</b>

Comments related to budget decisions, concerns, cuts, reallocations, etc.

The CSA never received the \$16,000 allocated to increase # of tutors and SI sections. The increase in minimum wage and budget reductions resulted in fewer SI and tutoring sessions, and less overall support for SU undergraduate students.

Courses supported by SI have decreased by 38% since Fall 2017; which means fewer student have access to SI courses and less academic support.

## Section IV: Collaborations and Partnerships (Internal and External)<sup>3</sup>

Examples of Collaborations and Partnerships	Outcomes and Impact
<i>Example: County Public Schools Guidance Counselors</i>	Resource materials for helping high school students and families discuss mental health before college.
<b>SU Bridges</b>	<b>Worked in collaboration with Wor-Wic, SU Admissions to offer the SU Bridges program. Taught a section of GENL103, coached students, monitored academic progress, facilitated orientation, managed WW faculty, primary contact with Wor-Wic DOS.</b>
<b>GEER Grant College Readiness Boot Camp</b>	<b>Built curriculum and delivered instruction via My Classes to high school juniors and seniors.</b>
<b>Athletic Study Hall</b>	<b>Provide space and tracking for student-athletes to study and learn in CSA and GAC.</b>
<b>Navigate app and Platform</b>	<b>Manage Navigate app content, train staff on platform, trouble shoot issues, launch progress report, alerts and cases in partnership with Provost Office, Academic Advising Center, EAB consultant</b>
<b>Wicomico County Public Schools College Boot Camp</b>	<b>October/March present Time Management workshop to HS senior parents</b>
<b>SU Athletics All SU students</b>	<b>Provide weekly study strategy workshops to Division III student athletes (Sunday evenings) and any SU student.</b>
<b>MDCLCA Conference</b>	<b>Director, Assistant Director, Coordinator and two SI leaders facilitated a total of 3 presentations at the regional learning center conference at UMBC.</b>

<sup>3</sup> Contact the Associate Vice President for assistance in completing this section if needed.

## Section V: A Summary of Achievements Related to Student Affairs and SU's Strategic Plan

*The following are examples of ways in which the Unit is assisting Student Affairs and the University achieve strategic plan goals. Please use bullet or numerical formatting to provide examples of **significant** achievements. Some achievements may apply to multiple goals. Use measurable outcomes as much as possible.*

### Goal 1: Enrich academic success and student development.

#### **Student Learning Outcomes (survey, n=94): Fall 2021**

-As a result of tutoring participation, students will be able to:

- Apply study skills developed in sessions to coursework.
  - 97% reported learning at least one study strategy during their tutoring session
  - 98% reported an increased understanding of the course material as a result of attending tutoring
- 99% felt that their tutor was knowledgeable on the subject matter
- 99% reported that their tutor addressed gaps in their learning
- 99% felt more confident in their ability to succeed in the class after attending tutoring
- 99% agreed that their tutor created an inclusive environment

"Abigail is super helpful and kind! I feel like I have a much better understanding of the concepts we went over."

"Super helpful, gave great applicable examples that helped me understand the content better"

"Cory was very helpful in my session. He provided me with different study techniques and ways to better understand the material even when I may not know the exact answer."

"Sarah Duff related my hard chem concepts to something relative to my major (human body functions) and really allowed me to connect with the material and understand"

#### **Student Learning Outcomes (survey, n=244): Spring 2022**

-As a result of tutoring participation, students will be able to:

- Apply study skills developed in sessions to coursework.
  - 100% reported learning at least one study strategy during their tutoring session
  - 100% reported an increased understanding of the course material as a result of attending tutoring
- 99% felt that their tutor was knowledgeable on the subject matter
- 100% reported that their tutor addressed gaps in their learning
- 99% felt more confident in their ability to succeed in the class after attending tutoring
- 100% agreed that their tutor created an inclusive environment

"Zach was amazing he helped me throughout the semester and my grade in physics improved on my last exam I got 104% thanks to him helping me."

"Claire is the best tutor ever and is the only reason I'm going to pass bio216."

### **Student Learning Outcomes (survey, n=129): Fall 2021**

-As a result of SI participation, students will be able to:

- Apply study skills developed in sessions to coursework.
  - 92% reported learning at least one study skill during SI sessions.
- Demonstrate understanding of content material through coursework.
  - 96% reported feeling more confident in their ability to succeed after participating in SI sessions.
- SI experience
  - 98% reported that the SI leader created a welcoming and inclusive environment
  - 98% reported that they were given an opportunity to work independently during session
  - 96% stated they were given ample opportunities to work collaboratively
  - 98% reported that the SI leaders gave them tools (worksheets, etc.) to use during the session
  - 96% reported that the SI leader was knowledgeable about the content

“Abby was an amazing SI. She was so helpful and clearly knew the material so well. You can tell she really cared about us and wanted us to succeed. She also has awesome techniques and material to help students with material.”

“I love Ryan Brown he is the best SI in the game, he is a beast and he really knows what he is doing. Very smart person and very funny. I really enjoyed learning with him.”

“In a class as difficult as CHEM 122, Megan has stepped up and been a fantastic SI. Her sessions are very focused on the students and what we specifically need help on, crafting each one to our strengths and weaknesses. She has been imperative to my success in this course, and I owe her everything for it.”

“Caitlyn is so knowledgeable and always cares about all of us in SI. She wants to go over things that all of us are struggling with and always goes out of her way to help us succeed. She is supportive, encouraging, and friendly. I could not ask for a better SI instructor.”

### **Student Learning Outcomes (survey, n=59): Spring 2022**

-As a result of SI participation, students will be able to:

- Apply study skills developed in sessions to coursework.
  - 83% reported learning at least one study skill during SI sessions.
- Demonstrate understanding of content material through coursework.
  - 91% reported feeling more confident in their ability to succeed after participating in SI sessions.
- SI experience
  - 98% reported that the SI leader created a welcoming and inclusive environment
  - 98% reported that they were given an opportunity to work independently during session
  - 94% stated they were given ample opportunities to work collaboratively
  - 94% reported that the SI leaders gave them tools (worksheets, etc.) to use during the session
  - 91% reported that the SI leader was knowledgeable about the content

“Caitlyn Edman does a excellent job in creating a welcoming environment, while helping me advance my knowledge on a topic.”

“Nate Hartlove is a phenomenal SI. He takes the time to make sure we understand the topics and is clearly knowledgeable about all of the material he covers. His sessions have helped me tremendously and I have learned many useful study tips. He tailors the sessions to our needs and what we find useful (ex. Worksheets and jeopardy rather than something else we don’t find useful).”

“My SI for FINA311 was very knowledgeable about the subject matter and was a great help when studying for the exam. He realizes that the subject is difficult and wants others to succeed in the class. He also provided guided examples and helped us work through them when I attended the session.”

### **Peer Success Coaching Feedback (survey, n=23): Fall 2021**

-As a result of attending Peer Success Coaching, students will be able to:

- Apply study skills developed in sessions to coursework.
  - 100% reported learning at least one study strategy they plan to use from their coaching session
- 100% reported that their Success Coach offered appropriate study skills & resources to meet their needs
- 100% felt more confident in their ability to succeed academically after attending coaching
- 100% agreed that their Success Coach created an inclusive environment

### **Peer Success Coaching Workshop Feedback (survey, n=14): Spring 2022**

-As a result of attending CSA workshops, students will be able to:

- Apply study strategies that can be used to assist with their course work.
  - 100% learned at least one learning skills from attending a CSA workshop
- 100% reported that their workshop presenter created a welcoming, inclusive environment
- 100% reported that their workshop presenter was knowledgeable in the topic covered
- 100% reported that their workshop presenter was prepared for their workshop
- 100% reported that they are more confident in their ability to succeed academically after attending a CSA workshop

## **Student Learning Outcomes**

### **Coaching Feedback (survey, n=121): Fall 2021**

-As a result of attending coaching sessions, students will be able to:

- Apply study skills developed in sessions to coursework.
  - 98% reported learning at least one study strategy they plan to use from their coaching session
- 100% reported that their Success Coach offered appropriate study skills & resources to meet their needs
- 98% felt more confident in their ability to succeed academically after attending coaching
- 100% agreed that their Success Coach created an inclusive environment

### **Workshop Feedback (survey, n=98): Fall 2021**

-As a result of attending CSA workshops, students will be able to:

- Apply study strategies that can be used to assist with their course work.
  - 99% learned at least one learning skills from attending a CSA workshop

- 99% reported that their workshop presenter created a welcoming, inclusive environment
- 100% reported that their workshop presenter was knowledgeable in the topic covered
- 100% reported that their workshop presenter was prepared for their workshop
- 96% reported that they are more confident in their ability to succeed academically after attending a CSA workshop

Coaching Testimonials:

“Jenna is really helpful and genuinely cares about my success”

“Jenna made me feel very comfortable and helped calmed me down about my classes”

“This experience was very helpful”

**Student Learning Outcomes GENL 103**

**Course Feedback (survey, n=59): Fall 2021**

-As a result of enrolling into GENL 103, students are using at least 1 strategy from these learning skills:

- Time Management: 100% Strongly Agreed or Agreed
- Textbook Reading: 97% Strongly Agreed or Agreed
- Notetaking: 100% Strongly Agreed or Agreed
- Library/Writing Center: 90% Strongly Agreed or Agreed
- Test Taking/Test Anxiety: 97% Strongly Agreed or Agreed
- Stress Management: 96% Strongly Agreed or Agreed
- **100% Strongly Agreed or Agreed that course gave them tools to be a more effective learner**
- 100% reported that instructor was approachable
- 100% reported that instructor was organized
- 100% reported that instructor knew the subject matter
- 100% reported that instructor treated students with respect
- 100% reported that instructor displayed an interest in students' learning
- 100% reported that instructor provided a welcoming and inclusive learning environment

Testimonies:

“She was a wonderful instructor! I wish this class was a full semester. She made learning fun!”

“This was an incredibly useful class, and I foresee myself using many of the strategies going forward for the rest of my college career. Without this class I wouldn't have known of many if any of these strategies and my grades would likely have suffered. Thank you 😊”

“The instructor was fantastic throughout the course, and it was truly felt that they had a desire for students to improve themselves and become better to succeed in the college environment. The structure of the class is conducive to learning and brings excitement and energy that is not present in typical classes, leading to greater participation and enjoyment”

**Goal 2: Inspire a campus culture of inclusive excellence, support, and collaboration.**

- Hire and train diverse student peer leaders. 25% of students employed by CSA are students of color.
- 30% of students utilizing CSA services are students of color.
- Diversity and inclusion unit facilitated as part of peer leader CRLA trainings.
- 100% agreed that their tutor created an inclusive environment.
- 98% reported that the SI leader created a welcoming and inclusive environment.
- 100% agreed that their Success Coach created an inclusive environment.
- 100% of students enrolled in GENL 103 reported that instructor provided a welcoming and inclusive learning environment.

**Goal 3: Support access, affordability, and academic excellence.**

- The CSA hires, trains and supervises 30-45 peer leaders each semester. Peer leaders demonstrate academic excellence through leading sessions and maintaining high academic expectations.
- SU Bridges program in partnership with Wor-Wic Community College.
- Through the Scholar Holler program, the CSA recognized 8 students for academic excellence this academic year.
- Collaborated with Seidel School on GEER grant providing curriculum to HS juniors and seniors.
- Partnered with Wicomico County Public Schools to provide workshops to HS senior students and parents.
- Sent reminders, to do's and push notifications to students for FAFSA workshop; increased attendance.
- Sent COVID notifications to students via Navigate by request from President's Office.

**Goal 4: Deepen engagement with our community.**

- SU Bridges partnership with Wor-Wic Community College. Mentored 25 students in program.
- Partnered to build Curriculum for GEER grant, instructed juniors and seniors enrolled in Bootcamp.
- Partnered with Wicomico County Schools on Senior Bootcamp for parents and students.
- Advised Relay for Life and collaborated with the American Cancer Society.
- All CSA professional staff presented at the regional MDCLCA Learning Center conference, spring 2022.

**Goal 5: Enhance environmental, social, and economic sustainability.**

- Decreased copy usage in CSA to save paper and printing costs.

## Section VI: Measuring Up – Research, Assessment, and Evaluation<sup>4</sup>

### Goals and Outcomes July 1, 2021-June 30, 2022

*What were your department goals for this past year? List them here then provide summative outcomes.*

Department Goals	Summative Outcomes
<i>Example: Promote student success through health and wellness initiatives.</i>	<ul style="list-style-type: none"> <li>▪ 5 health and wellness workshops were offered in partnership with Center for Student Achievement</li> <li>▪ 1,257 unique students attended 5 health and wellness workshops</li> <li>▪ 83% of students who attended the 5 health and wellness workshops indicated the sessions contributed to their academic success</li> </ul>
Promote academic success through strategic use of resources	<ul style="list-style-type: none"> <li>▪ SI, tutoring, coaching, GENL 103, workshops-see data shared earlier in report</li> <li>▪ Added new initiatives peer success coaching, group study, GENL 103.</li> </ul>
Increase student's ability to become independent learner	<p>Address gaps in content competency through the use of independent learning strategies.</p> <ul style="list-style-type: none"> <li>▪ 98% reported that they were given an opportunity to work independently during SI session</li> <li>▪ 96% stated they were given ample opportunities to work collaboratively</li> <li>▪ 98% reported that their SI leaders gave them tools (worksheets, etc.) to use during the session</li> <li>▪ 96% reported that the SI leader was knowledgeable about the content</li> <li>▪ 100% reported learning at least one study strategy during their tutoring session</li> <li>▪ 100% reported an increased understanding of the course material as a result of attending tutoring</li> <li>▪ 100% reported that their tutor addressed gaps in their learning</li>   <li>▪ 99% felt more confident in their ability to succeed in the class after attending tutoring</li>   <li>▪ 98% felt more confident in their ability to succeed academically after attending success coaching</li>   <li>▪ 96-100% of students enrolled in GENL 103 are using at least one learning strategy/skill learned in class.</li> </ul>
Partner with faculty to create a "seamless learning environment" (Kuh, 1996)	<ul style="list-style-type: none"> <li>▪ Partnered with 50 faculty across all 5 SU schools/colleges to deliver Supplemental Instruction, Tutoring, Workshops</li> <li>▪ Set up Navigate Kiosk and trained faculty in Math and Chemistry</li> <li>▪ Worked with faculty to facilitate progress reports and alerts</li> <li>▪ Partnered with AVP Academic Affairs, AVP Enrollment and Director AAC to train, support Navigate platform for staff and faculty</li> <li>▪ Co-chair retention enrollment committee with Dr. Stock</li> </ul>

<sup>4</sup> Contact the Associate Vice President for assistance in completing this section if needed.

<p>Help students to develop competencies that will directly enhance their success in the classroom</p>	<ul style="list-style-type: none"> <li>▪ 100% reported learning at least one study strategy during their tutoring session</li> <li>▪ 98% reported learning at least one study strategy they plan to use from their coaching session</li> <li>▪ 100% reported that their Success Coach offered appropriate study skills &amp; resources to meet their needs</li> <li>▪ 92% reported learning at least one study skill during SI sessions.</li> <li>▪ 98% reported that their SI leaders gave them tools (worksheets, etc.) to use during the session</li> <li>▪ 98% felt more confident in their ability to succeed academically after attending success coaching</li> </ul>
<p>Support initiatives to increase student retention and graduation rates</p>	<ul style="list-style-type: none"> <li>▪ 35% of SU undergraduates utilized CSA services</li> <li>▪ 30% of students of color utilized the CSA services</li> <li>▪ 2166 unique students, 15,818 visits</li> </ul>

**Examples of Other Research, Assessment, or Evaluation Projects (if applicable)  
July 1, 2021-June 30, 2022**

Project	Key Result(s) or Outcomes	Organizational Changes
<p><i>Example: Three-Year Student Satisfaction Survey with new math instructional software.</i></p>	<p><i>80% of student users indicated new software was helpful to understanding math concepts.</i></p>	<p><i>Two additional math sessions using the new software will be added.</i></p>
<p>UARA and CSA 5-year study 2015-2020.</p>	<p>Students who participate in success coaching, tutoring and supplemental instruction earn higher grades, persist at a higher rate and graduate at a higher rate than students who do not participate in these services.</p>	<p>Offer more coaching, SI and tutoring, these changes are not feasible this year with budget constraints. CSA will have 1 graduate assistant and fewer tutors and SI leaders.</p>
<p>SSI pre and post-test (Study Skills Inventory)</p>	<p>Students scored an average of 31 points higher on post-test compared to pre-test which shows impact of overall improvement in their study skills.</p>	<p>May need additional staff to teach multiple sections of course. Assistant Director, taught all 4 sections in fall.</p>
<p>Navigate app usage and persistence</p>	<p>Persistence rate of students without the Navigate app 58% with Navigate app 79%. 21% difference.</p>	<p>Continue to find avenues to market app and encourage students to download. The more departments that use app for appointments will increase overall app usage. <b>Drive students to the right resources at the right time!</b></p>

**Student Learning Outcomes**  
**July 1, 2021 - June 30, 2022**

*What were your student learning outcomes for this past year? Did you conduct any assessment of those SLOs to see how you're doing? If so, complete this section.*

Student Learning Outcomes	Mapped to University SLOs	Mapped to Division's SLOs	Evidence of Learning
<i>Example: Sophomores participating in the Sophomore Year seminar will be able to explain University policy for changing a major.</i>			<ul style="list-style-type: none"> <li>▪ 75% of participants were able to explain policy for changing a major as evident on post-evaluation compared to pre-test results.</li> </ul>
<i>Example: 70% of seniors participating in the résumé development series will be able to identify at least four strategies for writing a successful résumé.</i>			<ul style="list-style-type: none"> <li>▪ 80% of participants were able to identify four strategies for writing a successful résumé as evident on written exit interview.</li> </ul>
40% of SU undergraduates will utilize CSA services			<ul style="list-style-type: none"> <li>▪ 35% of undergraduates utilized CSA services</li> </ul>
Increase social media followers			<ul style="list-style-type: none"> <li>▪ 14.3% increase in followers</li> </ul>
Increase SI visits to 7000 per semester			<ul style="list-style-type: none"> <li>▪ 7114 for the academic year.</li> </ul>
25% of tutoring hours used			<ul style="list-style-type: none"> <li>▪ 19.2% tutoring hours used</li> </ul>
250 coaching visits per semester			<ul style="list-style-type: none"> <li>▪ 768 total coaching visits</li> </ul>
95% of students attending workshops will report learning at least one learning strategy			<ul style="list-style-type: none"> <li>▪ 99% learned at least one learning skills from attending a CSA workshop</li> </ul>
Students will demonstrate a 10% increase in pre to post-test SSI scores for GENL-103 Advanced Learning Strategies			<ul style="list-style-type: none"> <li>▪ Students demonstrated 16% increase to pre to post-test SSI scores.</li> </ul>

## Section VII: Strategic Plan-Related Goals (July 1, 2022 – June 30, 2023)<sup>5</sup>

The following goals are intended to be SMART goals. Each goal should be linked to measurable outcomes and is consistent with strategic priorities, Student Affairs' goals and expectations, and the University's strategic plan. Three to five goals are recommended but you may have more. Please use new University Strategic Plan 2020-2025 goals for this section.

Department Goal or Objective	Map to University Strategic Plan 2020-2025 Goals	Map to SA Strategic Goals (TBD)	Examples of Assessment Metrics that will be Used
<i>Example: Implement new living-learning communities focused on diversity and inclusion.</i>	Goal 1 Initiative 2		<ul style="list-style-type: none"> <li>▪ Number of living-learning communities created.</li> <li>▪ Number of students completing housing contracts for the new LLCs.</li> </ul>
<i>Example: Ensure that 70% of academic probation students participate in at least two sessions on successful study habits.</i>	Goal 4 Initiative 2		<ul style="list-style-type: none"> <li>▪ Number and percent of academic probation students participating in at least two academic sessions.</li> </ul>
Increase number of students participating in SI 5 or more times to 15%. Increase n of students completing satisfaction survey to 25%.	Goal 1 Strategy 1.2.1 Strategy 1.2.4 Goal 3		<ul style="list-style-type: none"> <li>▪ Number and percentage of students utilizing SI.</li> <li>▪ Number and percentage of students responding to Qualtrics satisfaction survey.</li> </ul>
Track outcomes related to peer leader next steps (i.e. graduate school, military, employment).	Goal 1 Strategy 1.2.5 Strategy 1.3.2		<ul style="list-style-type: none"> <li>▪ Create survey</li> <li>▪ Track outcomes</li> <li>▪ % of students next destination</li> </ul>
Apply for IPTPC mentor certification for success coaching program.	Goal 1 Strategy 1.2.1		<ul style="list-style-type: none"> <li>▪ Research and complete training curriculum required for application</li> </ul>
Apply for CRLA recertification tutoring and SI programs.	Goal 1 Strategy 1.2.1		<ul style="list-style-type: none"> <li>▪ Submit applications for recert by due date January 23 and August 23.</li> </ul>
Create a more cohesive team environment for peer leaders to increase retention rate of SI leaders and tutors. Goal 10% attrition.	Goal 1 Strategy 1.2		<ul style="list-style-type: none"> <li>▪ % of peer leader staff resigning without completing full semester</li> </ul>
Increase total CSA student usage by 7%			<ul style="list-style-type: none"> <li>▪ Number and percentage of students</li> </ul>

<sup>5</sup> Contact the Associate Vice President for assistance in completing this section if needed.

			utilizing all CSA services
Maintain and/or increase diverse peer leader staff. Currently, 25% students of color which aligns with overall university stats 26%.	Goal 3 Strategy 3.1.1		<ul style="list-style-type: none"> <li>▪ Number and percentage of students of color on staff</li> </ul>