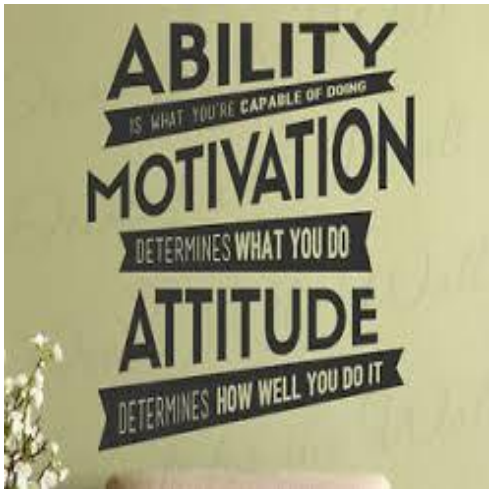


# Student Affairs | Measuring Up

*Creating a culture of assessment and evidence.*

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**Salisbury**  
UNIVERSITY





**Salisbury University  
Office of Student Affairs  
Center for Student Achievement  
July 26, 2019**

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## **EXECUTIVE SUMMARY**

The Center for Student Achievement has demonstrated its impact on student success throughout the 2018-2019 academic year. Our commitment to strategic planning, assessment and campus partnerships has positioned the CSA as the campus leader in learning assistance.

Initiatives such as supplemental instruction, tutoring and academic coaching support the CSA goals to develop independent learners, create seamless learning environments in partnership with faculty, help students develop competencies that enhance academic success and contribute to the increase in retention and graduation rates.

The CSA staff has embraced the Navigate platform and developed outreach campaigns to support and further student success. The development of the Navigate app and the high rate of adoption by students is an effort spearheaded by the Director in partnership with the AVP of Academic Affairs.

The CSA staff has contributed to the field of learning assistance at both the regional and national levels through certifications, publications and regional and national conference presentations. The staff is dedicated to professional development and quality improvement.

44% of SU undergraduates utilized CSA services during the 18-19 academic year. The CSA staff continued to forge key partnerships on campus with GAC neighbors OURCA, the Math Emporium, the Writing Center, and SU Libraries with student success workshops and the Cup of Joe initiative. The partnership with the greatest potential impact on completion and retention has been the launch of the Navigate platform and Navigate app in collaboration with the Provost Office and Academic Advising Center.

<b>Section I: Department Overview</b>
---------------------------------------

**Vision**

Currently not developed

**Mission**

In collaboration with Academic Affairs and Student Affairs, the mission of the CSA is to enhance student learning, academic success and personal growth through engagement in the Salisbury University academic community. The Center for Student Achievement provides holistic support to all undergraduate students in their pursuit of personal and academic goals.

**Goals**

- Support the academic success of all undergraduate students
- Promote academic success through strategic use of resources
- Increase students' abilities to become independent learners
- Partner with faculty to create a "seamless learning environment" (Kuh, 1996)
- Help students develop competencies that will directly enhance their success in the classroom
- Support initiatives to increase student retention and graduation rates

**Scope of Practice – Services Provided**

- Academic Coaching (academic probation, 3-peat initiatives, mid-semester grades)
- Cup of Joe
- Scholar Holler
- Study Strategy Workshops
- Supplemental Instruction
- SU Bridges
- Tutoring

### Student Learning Outcomes

Department's Student Learning Outcomes	Mapped to University SLOs	Mapped to Division's SLOs	Evidence of Learning
Students participating in academic coaching will be able to identify at least 3 self-management study processes.	Goal 1	Goal 2	Follow up survey after 3 coaching sessions
Students on academic probation will identify how to earn their way back to good academic standing after two academic coaching meetings.	Goal 1	Goal 2	Follow up survey after coaching appointment.
Students participating in academic coaching will be able to identify two study strategies that contribute to improved grades.	Goal 1	Goal 2	Post survey, LASSI
Students will be able to identify two study strategies they have learned in tutoring sessions.	Goal 1	Goal 2	Post survey
Students who participated in tutoring will be report greater content knowledge.	Goal 1	Goal 2	Post survey, Gull Week 2019
SU Bridges students participating in the transition to college seminar will be able to identify and explain each of the CSA services.	Goal 4	Goal 4	Pre and post test
SU Bridges students participating in coaching will be able to identify at least 2 campus resources related to academic support.	Goal 4	Goal 4	Pre and post test
Students will be able to identify two study strategies they have learned in Supplemental Instructions sessions.	Goal 1	Goal 2	Post survey, Gull Week 2019
Students who have participated in SI will report greater content knowledge.	Goal 1	Goal 2	Post survey, Gull week 2019
Students will identify which CSA services they used this academic year.	Goal 1	Goal 2	Post survey

**Section II: 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>	<b>Cost Per Participant<sup>2</sup></b>
CSA 10 year anniversary	Alumni, faculty, staff, students, families, administrators	10 staff 12 alumni 4 administrators 5 family members 4 faculty	\$13.07
Designed and launched Navigate App and Platform	Students, faculty, staff	98 faculty/staff trained, 100% of pilot group/students downloaded app	Only staff time
Piloted Chemistry faculty office hours in the CSA	Faculty/students	2 faculty 20 students	\$0
Welcome Week Workshop Series	New students	21 students	Only staff time
Football Study Strategy Workshop Series		25 student athletes x 9 weeks=225 visits	Only staff time
Academic Coaching for 3-peat students	Henson 3-peat students	87 students	Only staff time
Academic Coaching for sophomores mid-semester grades	Sophomore students with D/F/W grade	97 students	Only staff time
Academic Coaching for probation students and referrals	Academic probation students and referrals	295 students	Only staff time
Academic Coaching for SU Bridges students	SU Bridges students	30 students	Only staff time
Facilitated "Learning Centers in the 21 <sup>st</sup> Century" Book Club	CSA professional staff members	3 staff members	\$31.00
Supplemental Instruction (SI)	Students enrolled in SI supported courses	4854 students 148 SI leaders	\$32.79 per participant
Tutoring (top attended subjects listed in appendices)	Students enrolled in tutored courses	1315 tutoring hours 36 tutors	\$36.52 per participant
Initiated mid-year evaluations for all CSA staff; provided feedback on strengths and growth opportunities	CSA professional staff and GA's	7 staff members	Only staff time
On boarded three new staff members	PLASP Coordinator, Admin. Assistant & Academic Coaching GA	3 staff members	Only staff time
Facilitated student focus groups related to content and functionality of app	Undergraduate students	5 focus groups with a total of 50 students	\$60 total one time cost for pizza.
Created Qualtrics surveys to assess SI and tutoring initiatives.	Peer leaders; undergraduate students	2 training sessions with ID & D	Only staff time

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

<sup>2</sup> Use this formula to determine cost per participant (CPP) for every person attending: Cost of Event / Attendees.

### Section III: Summary of Budget Reallocations and Impact<sup>3</sup>

#### 2018-2019 Budget Reallocations

Examples of Budgetary Reallocations	Impact on Service Delivery and Operations
<i>Example: Eliminated three student positions.</i>	<i>Office will be closed during lunch and no weekend hours which reduces opportunities to serve students, employ students, and interact with public.</i>
<b>Eliminated 2 GA positions to Hire a Contingent II Coordinator for Peer Led Academic Support programs</b>	<b>Coordinator directly supervises SI leaders and tutors (100 student employees) provides recruitment, hiring, training, observations, evaluation and coordinates CRLA certifications for these positions.</b>

#### 2019-2020 Budget Reallocations

Examples of Budgetary Reallocations	Impact on Service Delivery and Operations
<i>Example: Reduced travel opportunities for staff.</i>	<i>Minimal professional development opportunity for staff which could result in staff turnover.</i>
Cut full-time GA for academic coaching	Less opportunities for neediest students to engage with academic coach. <b>10 hour/part-time GA reinstated on 6/28-searching for GA.</b>
Decreased # of courses supported by SI and cut 17 SI positions related to those courses	Less academic support for courses deemed historically difficulty, high DFW rates.
Reduced access to SI	Fewer students with access to SI: 4774 to 3458 students
Restructured student coverage of front desk from 8 a.m.-9 p.m. (13 hours) to 3-8 p.m. (5 hours) one student worker on the night shift. Limited student worker coverage on Sunday & Friday.	CSA opened fewer hours and student worker will work alone at night if GA is facilitating out of office activities. Direct impact for athletes who need documented study hours.
Modified Center hours of operation. 19/20 will close at 8 p.m. to save on cost of operating evening hours and coverage.	Greatest impact expected for student athletes.
With a projected growth in first year enrollment, we will offer no growth in academic support and will be unable to enhance any of our current support initiatives.	Anticipate higher need with a larger first year class but with limited staff, we will offer fewer section of SI and fewer academic coaching appointments available.
Discontinue Cup of Joe program	Eliminates creative way to connect students with faculty outside of the classroom.
Discontinue financial support for Learning Express (MCAT, Praxis, GRE, GMAT, etc.).	Collaboration with Career Services and Graduate Studies to prepare undergrads for Graduate work.
Reduced travel and professional development opportunities for staff.	Ability to maintain certifications for CRLA and SI Training
\$3000 reduced to \$2000 from 03 will be transferred to the SA food account to allow the CSA to purchase food for peer leader training.	CRLA certifications requires 12 hours of training for our peer leaders so we feel obligated to feed them. Possible impact on recruitment of the best and brightest peer leaders. Training for peer leaders (SI leaders and tutors) takes place twice a year in August and January. Continental breakfast and lunch.

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

#### Section IV: Collaborations and Partnerships (Internal and External)<sup>4</sup>

Examples of Collaborations and Partnerships	Outcomes and Impact
<i>Example: County Public Schools Guidance Counselors</i>	<i>Resource materials for helping high school students and families discuss mental health before college.</i>
Facilitated New Student Reflection Activity in collaboration with PACE.	Co-facilitated reflection activity with a peer leader for 15 new students
Co-leader Navigate Faculty/Staff and Student platforms in collaboration with AVP for Academic Affairs.	Content and leadership decision making in concert with Academic Affairs regarding retention, persistence, graduation
Collaborated with Associate Vice President of Academic Affairs for Navigate App	Developed content for app; 100% adoption rate for pilot January 2019; 74% adoption rate for June orientation (FR, TR, Bridges)
Facilitate Navigate faculty and staff trainings in collaboration with AVP for Academic Affairs	Trained 98 faculty and staff members over the fall and spring semesters
Partnered with football program to provide academic support overview to recruits and families during campus visits	20 student athletes per week attended 9 workshops spring 2019
Collaborated with academic support entities in AC to support student success through workshops series monthly throughout the academic year	443 unique students participated in the Welcome Week Workshop Series and Study Strategies Workshop Series
Partnered with UARA for Gull Week survey regarding CSA services	Results in appendices pg. 25-26
Partnered with faculty in the Math Department to facilitate workshops for Gear Up participants	3 workshops, 30 high school students
Partnered with faculty to recruit and hire peer leader staff	36 tutors and 148 SI leaders for academic year
Facilitate presentation on academic support at Orientation/Seagull Start-Up in collaboration with AVP for Academic Affairs	300 students and families at 10 consecutive orientation days
Co-Chair Festival Desk National Folk Festival-Salisbury MD in partnership with AVP for Academic Affairs.	Co-facilitate check in and festival experience for 350 artists
Co-Advise Relay for Life; collaborate with American Cancer Society campus partner and SU staff in Marketing/PR.	100 student teams, 1200 student participants, raised \$60,000

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

## Section V: A Summary of Achievements Related to **Student Affairs Strategic Plan**

*The following are examples of ways in which the Unit is assisting Student Affairs achieve its goals.*

### **Goal 1: Student Affairs aims to foster safe, accessible and inclusive communities for undergraduate and graduate students.**

- The CSA staff fosters community by building relationships with students, faculty and staff through learning assistance initiatives, faculty engagement and staff partnerships.

### **Goal 2: Student Affairs aims to educate students for campus, career, and life.**

The CSA educates students through SI, tutoring, coaching and workshops.

#### **Supplemental instruction learning outcomes**

As a result of participating in peer led academic support programs, students will be able to:

- Apply study skills developed in sessions to coursework (CAS: Intellectual Growth, Practical Competence)
  - SI
    - 80% reported learning at least one study skill during SI sessions.
    - 82% reported applying study skills learned in SI to independent studying.
- Demonstrate understanding of content material through coursework (CAS: Intellectual Growth)
  - SI
    - 90% reported increase understanding of course content after participating in SI sessions.
    - 84% reported feeling more confident in their ability to succeed after participating in SI sessions.
- Address gaps in content competency through the use of independent learning strategies (CAS: Intrapersonal Development)
  - SI
    - 88% agreed that during SI they addressed gaps in their course understanding.
    - 84% reported their personal studying is more effective because of SI participation.

#### **Tutoring learning outcomes**

As a result of participating in peer led academic support programs, students will be able to:

- Apply study skills developed in sessions to coursework (CAS: Intellectual Growth, Practical Competence)
  - 56% reported learning at least one study skill during tutoring sessions.
  - 56% reported applying study skills learned in tutoring to independent studying.
- Demonstrate understanding of content material through coursework (CAS: Intellectual Growth)
  - 78% reported increase understanding of course content after participating in tutoring sessions.
  - 67% reported feeling more confident in their ability to succeed after participating in tutoring sessions.
- Address gaps in content competency through the use of independent learning strategies (CAS: Intrapersonal Development)
  - 67% agreed that during tutoring they addressed gaps in their course understanding.

- 67% reported their personal studying is more effective because of tutoring participation.

#### **Tutoring Visits- see charts in appendices**

#### **Top 11 courses most utilized for tutoring see appendices**

#### **3-peat Henson initiative**

- 58% of students who participated in 3-peat academic coaching meetings improved their grade fall 2018. 71% of students who participated in 3-peat academic coaching meetings improved their grade spring 2019.
- Students who met with an academic coach 3 or more meetings improved their grades to an A, B, C vs. students who attended 2 meetings earned D, F.

#### **Mid-semester grades initiative**

- 60% of students who participated in mid semester grade intervention improved fall 2018
- 49% of students who participated in mid semester grade intervention improved spring 2019

#### **Study Strategy Workshop**

- 443 students participated in study skills workshops

#### **Academic Coaching**

- 295 students participated in academic coaching
- 53% of students on academic probation earned their way back to good standing fall 18
- 41% of students on academic probation earned their way back to good standing spring 19

### **Goal 3: Student Affairs aims to embrace innovation.**

- Lead role in developing and implementing Navigate app and platform-EAB tools to retain and graduate students.
- Partnered with Career Services and Graduate Studies to purchase and teach students how to access services within Learning Express Tool.
- Used Qualtrics to develop assessment tools to assess CSA initiatives.

### **Goal 4: Student Affairs aims to motivate student affairs professionals to increase effectiveness and efficiency.**

- Engaged student affairs professionals in Navigate platform to train and utilize coordinated care to better serve students and increase student success.
- Collaborated with Academic Commons' partners to deliver services to students in a coordinated and efficient manner. Coordinated and advertised workshop series to be facilitated during Welcome Week to market 2<sup>nd</sup> floor GAC resources to students without duplicating efforts for the 5 departments involved.

## Section VI: A Summary of Achievements Related to **University Strategic Plan**

*The following are examples of ways in which the Unit is assisting the University achieve its goals. Units may cut-and-paste as appropriate from above Section. Do not say, "See above."*

### **Goal 1: EDUCATE Students for Campus, Career and Life**

The CSA educates students through SI, tutoring, coaching and workshops.

#### **Supplemental instruction learning outcomes**

As a result of participating in peer led academic support programs, students will be able to:

- Apply study skills developed in sessions to coursework (CAS: Intellectual Growth, Practical Competence)
  - SI
    - 80% reported learning at least one study skill during SI sessions.
    - 82% reported applying study skills learned in SI to independent studying.
- Demonstrate understanding of content material through coursework (CAS: Intellectual Growth)
  - SI
    - 90% reported increase understanding of course content after participating in SI sessions.
    - 84% reported feeling more confident in their ability to succeed after participating in SI sessions.
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#### **Tutoring learning outcomes**

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  - 56% reported learning at least one study skill during tutoring sessions.
  - 56% reported applying study skills learned in tutoring to independent studying.
- Demonstrate understanding of content material through coursework (CAS: Intellectual Growth)
  - 78% reported increase understanding of course content after participating in tutoring sessions.
  - 67% reported feeling more confident in their ability to succeed after participating in tutoring sessions.
- Address gaps in content competency through the use of independent learning strategies (CAS: Intrapersonal Development)
  - 67% agreed that during tutoring they addressed gaps in their course understanding.
  - 67% reported their personal studying is more effective because of tutoring participation.

**Tutoring Visits- see charts in appendices**

**Top 11 courses most utilized for tutoring see appendices**

### **3-peat Henson initiative**

- 58% of students who participated in 3-peat academic coaching meetings improved their grade fall 2018. 71% of students who participated in 3-peat academic coaching meetings improved their grade spring 2019.
- Students who met with an academic coach 3 or more meetings improved their grades to an A, B, C vs. students who attended 2 meetings earned D, F.

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- 443 students participated in study skills workshops

### **Academic Coaching**

- 295 students participated in academic coaching
- 53% of students on academic probation earned their way back to good standing fall 18
- 41% of students on academic probation earned their way back to good standing spring 19

## **Goal 2: EMBRACE Innovation of the Salisbury University Experience**

- Lead role in developing and implementing Navigate app and platform-EAB tools to retain and graduate students.
- Partnered with Career Services and Graduate Studies to purchase and teach students how to access services within Learning Express Tool such as Praxis, GRE, GMAT prep.
- Used Qualtrics to develop assessment tools to assess CSA initiatives.

## **Goal 3: FOSTER Community**

- The CSA staff fosters community by building relationships with students, faculty and staff through learning assistance initiatives, faculty engagement and staff partnerships.
- Participation in campus wide success initiatives such as Civic Reflections, Orientations, Open Houses, Admitted Students Day, Relay for Life

## **Goal 4: PROVIDE Appropriate Programs, Spaces, and Resources for All Members of the Campus Community**

- CSA classrooms and conference room have been utilized by members of the campus community and greater Salisbury community including new faculty orientation, new student orientation, Physical Plant, Veterans office, CSIL, Admitted Students Day, Navigate faculty and Student Affairs trainings, the Honors College and the Wicomico County Public Schools.

## Section VII: Measuring Up – Research, Assessment, and Evaluation<sup>5</sup>

### Previous Year's Goals and Outcomes

Department Goals	Summative Outcomes
Support the academic success of all undergraduate students	44% of SU undergraduates utilized CSA services <ul style="list-style-type: none"> <li>3386 unique students; 32,173 visits</li> </ul>
Help students develop competencies that will directly enhance their success in the classroom.	90% SI participants reported increased understanding of course content after participating in SI sessions. 84% SI participants reported feeling more confident in their ability to succeed after participating in SI sessions. Demonstrate understanding of content material through coursework (CAS: Intellectual Growth) 78% of tutoring participants reported increase understanding of course content after participating in tutoring sessions. 67% reported feeling more confident in their ability to succeed after participating in tutoring sessions.
Increase students' abilities to become independent learners	88% of SI participants agreed that SI addressed gaps in their course understanding. 84% reported their personal studying is more effective because of SI participation. 67% of students receiving tutoring services agreed that services addressed gaps in their course understanding. 67% reported their personal studying is more effective because of tutoring participation.

### Other Projects

Project	Key Result(s) or Outcomes	Organizational Changes
Pilot of Navigate app (January 2019)	100% adoption rate by spring 2019 new students	
Launched Navigate app (June 2019)	74% adoption rate by fall 2019 new students	Follow promotion plan for fall 2019 to increase adoption rate for new and returning students (table tents, bookmarks, faculty announcements, website additions)

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

## Student Learning Outcomes

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>
Students participating in academic coaching will be able to identify at least 3 self-management study processes.			72% of respondents identified at least 3 self-management study processes after 3 academic coaching sessions.
Students on academic probation will identify how to earn their way back to good academic standing after two academic coaching meetings.			75% of respondents could identify how to earn their way back to good academic standing. Most influential components 1. Meeting with CSA academic coach; 2. Utilized SI; 3. Engagement in course work.
Students participating in academic coaching will be able to identify two study strategies that contribute to improved grades.			100% of respondents could identify two strategies. 1. Creating study guides 2. Outline papers and projects.
Students will be able to identify two study strategies they have learned in tutoring sessions.			56% of respondents reported learning at least one study skill during tutoring sessions.
Students who participated in tutoring will be report greater content knowledge.			78% of respondents reported an increase understanding of course content after participating in tutoring sessions.
SU Bridges students participating in coaching will be able to identify at least 2 campus resources related to academic support.			83% of respondents reported that they could identify at least 2 campus resources.
Students will be able to identify two study strategies they have learned in Supplemental Instructions sessions.			80% of respondents reported learning at least one study skill during SI sessions.
Students who have participated in SI will report greater content knowledge.			90% of respondents reported increase understanding of course content after participating in SI sessions.
Students will identify which CSA services they used this academic year.			44% of SU undergraduates utilized CSA services.

## Section VIII: Strategic Plan-Related Goals for 2019 – 2020<sup>6</sup>

*The following goals are intended to be ambitious but attainable. 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.*

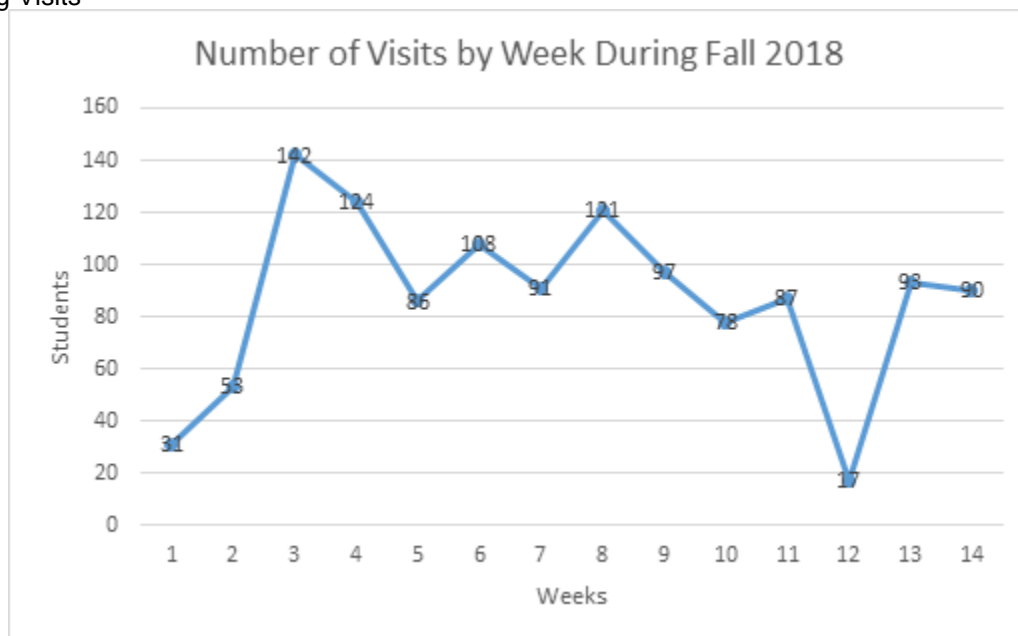
Department Goal or Objective	Mapped to University Strategic Plan Goals	Mapped to SA Strategic Goals	Examples of Assessment Metrics
82% of SI participants will report learning at least two study skills during SI sessions	Goal 1	Goal 2	<ul style="list-style-type: none"> <li>▪ Number and percentage of students participating in SI session</li> <li>▪ Number and percentage of students identifying at least two study skills that improve mastery of course content</li> <li>▪ Number and percent of students indicating positive impact of SI on learning</li> <li>▪ Number and percent of students earning a "C" or higher in SI course</li> </ul>
50% of probation students participating in tutoring will demonstrate an increase in overall GPA from last semester to current semester by attending tutoring.	Goal 1	Goal 2	<ul style="list-style-type: none"> <li>▪ Number and percentage of probation and non-probation students participating in tutoring session</li> <li>▪ Number and percent of probation and non-probation students indicating positive impact of tutoring on learning</li> <li>▪ Number and percent of probation and non-probation students earning a "C" or better in courses being tutored</li> </ul>
70% average satisfaction rate for students participating in academic coaching.	Goal 1	Goal 2	<ul style="list-style-type: none"> <li>▪ Number and percentage of student who report satisfaction</li> </ul>
65% average satisfaction rate for students participating in CSA workshops	Goal 1	Goal 2	<ul style="list-style-type: none"> <li>▪ Number and percentage of student who report satisfaction</li> </ul>
Ensure that at least 46% of undergraduates receive at least one academic support service	Goal 1	Goal 2	<ul style="list-style-type: none"> <li>▪ Number and percentage of undergrads receiving at least one service</li> </ul>

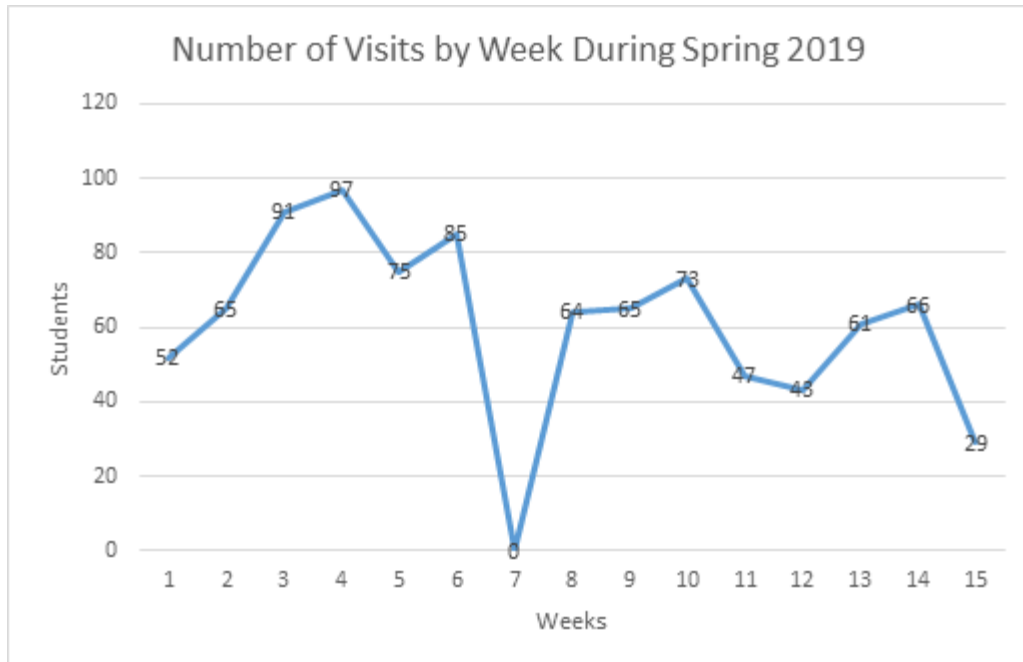
## APPENDICES, CHARTS, TABLES AND GRAPHS (OPTIONAL)

Top 11 tutored courses by students/visits

Course	Students	Visits
CHEM121	47	138
PHYS121	25	120
CHEM221	18	67
ACCT201	13	56
CHEM222	14	55
ECON212	13	38
ECON211	9	30
PSYC220	11	28
CHEM122	13	23
FREN202	2	23
SPAN102	4	23

Tutoring Visits





### Gull Week Survey Results

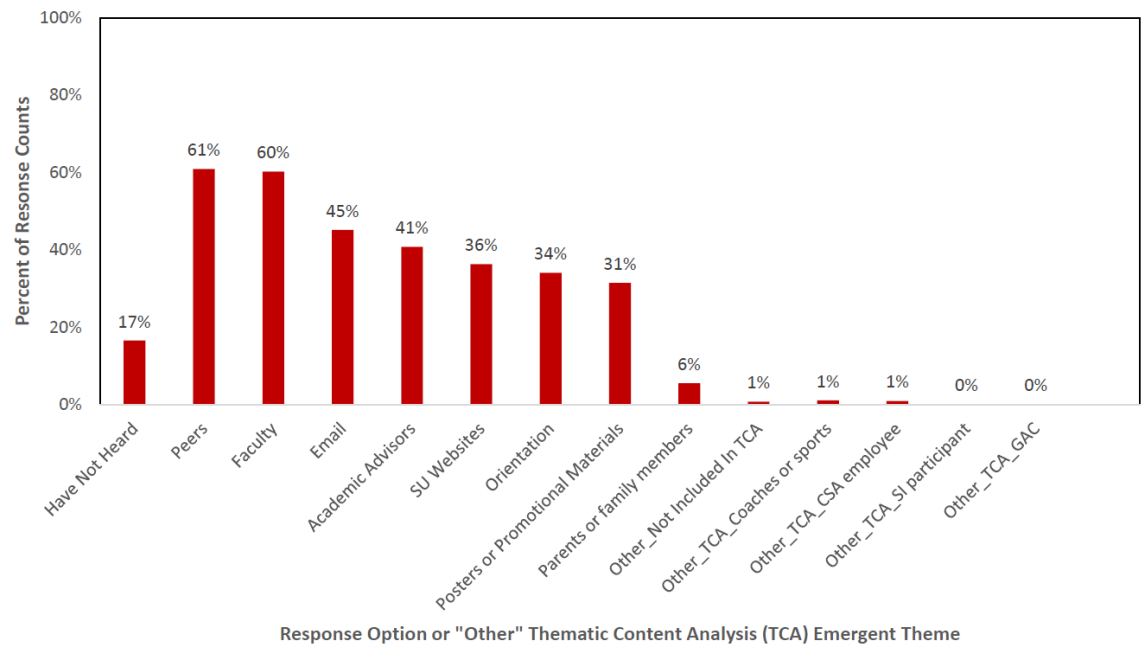


Figure 1. CSA Item 1 ("How have you heard about the CSA services?") percent of response counts of GULL Week respondents with quality data (n = 2461)

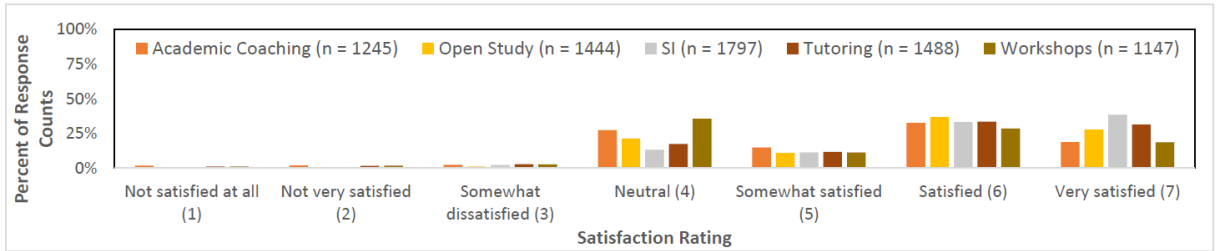


Figure 2. CSA Item 2 ("How SATISFIED were you for each CSA service you have used during your time at SU?") percent of response counts of GULL Week respondents with quality data (sample sizes vary depending upon service offered, see figure legend for values)

Table 2. CSA Item 2 ("How SATISFIED were you for each CSA service you have used during your time at SU?") summary of response counts of GULL Week respondents with quality data

CSA Service	n	Average (SD)	Qualitative Category	Percentages of Students		
				Not satisfied	Neutral	Satisfied
Academic Coaching	1245	5.25 (1.36)	Somewhat satisfied / Satisfied	6%	27%	67%
Open Study	1444	5.63 (1.24)	Somewhat satisfied / Satisfied	3%	21%	76%
Supplemental Instruction (SI)	1797	5.87 (1.24)	Somewhat satisfied / Satisfied	4%	13%	83%
Tutoring	1488	5.64 (1.35)	Somewhat satisfied / Satisfied	6%	17%	77%
Workshops	1147	5.15 (1.35)	Somewhat satisfied / Satisfied	6%	36%	59%

**Table Notes:**

- "n" represents the sample size of GULL Week student respondents with quality data that reported using each respective CSA service
- Satisfaction is the average score of student responses for the item (1, Not satisfied at all – 7, Very satisfied).
- Standard Deviation (SD) represents the variability in the scores, in this instance of the *Satisfaction* scores; where the larger the SD value, the greater the variability in student responses.
- Percentages of Students are the percentages of students that fall into one of three categories:
  - Not satisfied is the percentage of students that responded with Not satisfied at all (1), Not very satisfied (2), or Somewhat dissatisfied (3).
  - Neutral is the percentage of students that responded with Neutral (4).
  - Satisfied is the percentage of students that responded with Somewhat satisfied (5), Satisfied (6), or Very satisfied (7).
- Highlighted cells indicate less than 70% of "satisfied" students that participated in that service.

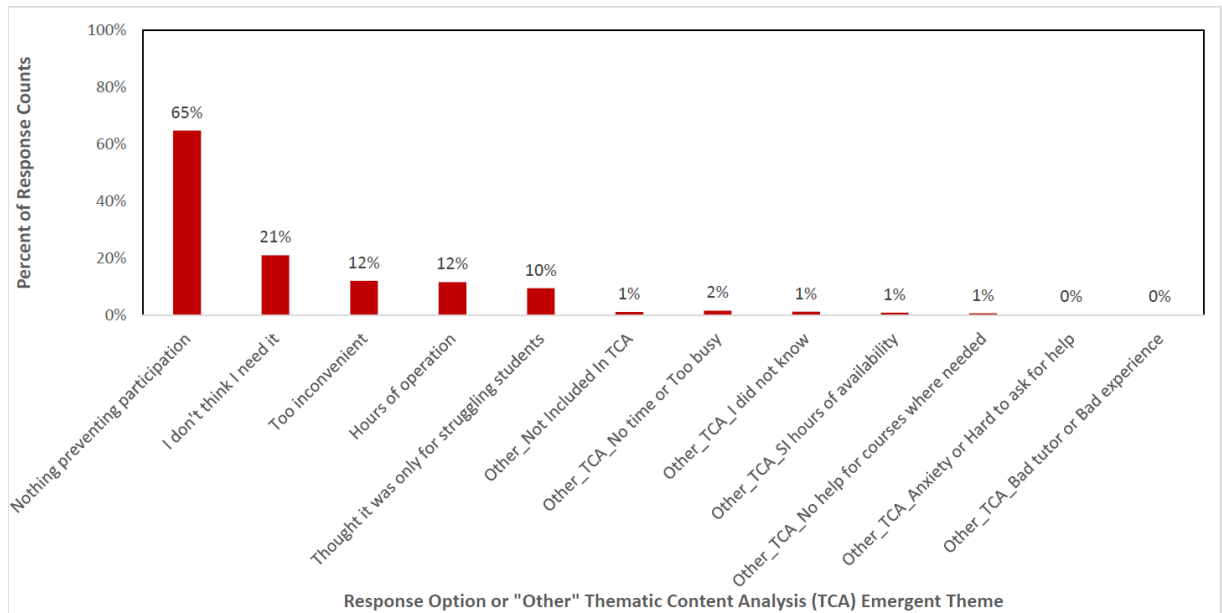


Figure 3. CSA Item 3 ("Is there anything that is preventing you from participating in the CSA services?") percent of response counts of GULL Week respondents with quality data (n = 2461)

<b>Salisbury University</b>				
<b>Center for Student Achievement Students Served</b>				
<b>Fall 2018</b>				

Students by Race/Ethnicity	Fall 2018 Student Demographics			
	CSA Students Served	Salisbury University	%age of Students Served by CSA	Comparison Group
American Indian/Alaska Native	30	52	58%	All UG
Asian	138	286	48%	All UG
Black/African American	451	1,068	42%	All UG
Hispanic/Latino	121	328	37%	All UG
Native Hawaiian/Other Pacific Islander	2	14	14%	All UG
Not Specified/Blank	88	527	17%	All UG who reported two or more races, nonresident alien, or unknown/not specified.
White	1,633	5,375	30%	All UG
<b>Total</b>	<b>2,463</b>	<b>7,650</b>	<b>32%</b>	All UG

Students by Gender	Fall 2018 Student Demographics			
	CSA Students Served	Salisbury University	%age of Students Served by CSA	Comparison Group
Male	1,042	3,368	31%	All UG
Female	1,421	4,282	33%	All UG
<b>Total</b>	<b>2,463</b>	<b>7,650</b>	<b>32%</b>	All UG

Students by Age Group	Fall 2018 Student Demographics			
	CSA Students Served	Salisbury University	%age of Students Served by CSA	Comparison Group
Age 20 and younger	1,825	4,463	41%	All UG
Age 21-24	570	2,617	22%	All UG
Age 25-29	44	311	14%	All UG
Age 30-34	12	96	13%	All UG
Age 35-39	4	61	7%	All UG
Age 40-49	5	64	8%	All UG
Age 50-59	3	27	11%	All UG
Age 60 and older	-	11	0%	All UG
<b>Total</b>	<b>2,463</b>	<b>7,650</b>	<b>32%</b>	All UG

Students by Classification	Fall 2018 Student Demographics			
	CSA Students Served	Salisbury University	%age of Students Served by CSA	Comparison Group
Freshman	938	1,798	52%	All UG
Sophomore	681	1,714	40%	All UG
Junior	516	1,920	27%	All UG
Senior	307	1,896	16%	All UG
UG Second Bachelor	17	116	15%	All UG
<b>Total Undergraduate</b>	<b>2,459</b>	<b>7,444</b>	<b>33%</b>	All UG
Graduate	4	917	0%	All Grad

Students by Classification	Fall 2018 Student Demographics			
	CSA Students Served	Salisbury University	%age of Students Served by CSA	Comparison Group
Fulton School	390	2,117	18%	All UG
Henson School	566	1,158	49%	All UG
Perdue School	572	1,586	36%	All UG
School of Health Sciences	317	792	40%	All UG
School of Nursing	270	539	50%	All UG
School of Social Work	31	366	8%	All UG
Seidel School	126	622	20%	All UG
Unknown	191	470	41%	All UG
<b>Total</b>	<b>2,463</b>	<b>7,650</b>	<b>32%</b>	All UG

Salisbury University				
Center for Student Achievement Students Served				
Spring 19				

Students by Race/Ethnicity	Spring 2019 Student Demographics			
	CSA Students Served	Salisbury University	%age of Students Served by CSA	Comparison Group
American Indian/Alaska Native	15	47	32%	All UG
Asian	114	264	43%	All UG
Black/African American	388	1,034	38%	All UG
Hispanic/Latino	110	319	34%	All UG
Native Hawaiian/Other Pacific Islander	3	8	38%	All UG
Not Specified/Blank/Other	82	542	15%	All UG who reported two or more races, nonresident alien, or unknown/not specified.
White	1,283	5,085	25%	All UG
<b>Total</b>	<b>1,995</b>	<b>7,299</b>	<b>27%</b>	All UG

Students by Gender	Spring 2019 Student Demographics			
	CSA Students Served	Salisbury University	%age of Students Served by CSA	Comparison Group
Male	835	3,212	26%	All UG
Female	1,160	4,087	28%	All UG
<b>Total</b>	<b>1,995</b>	<b>7,299</b>	<b>27%</b>	All UG

Students by Age Group	Spring 2019 Student Demographics			
	CSA Students Served	Salisbury University	%age of Students Served by CSA	Comparison Group
Age 20 and younger	1,355	3,816	36%	All UG
Age 21-24	570	2,937	19%	All UG
Age 25-29	37	312	12%	All UG
Age 30-34	17	90	19%	All UG
Age 35-39	5	57	9%	All UG
Age 40-49	7	53	13%	All UG
Age 50-59	4	23	17%	All UG
Age 60 and older	1	11	9%	All UG
<b>Total</b>	<b>1,996</b>	<b>7,299</b>	<b>27%</b>	All UG

Students by Classification	Spring 2019 Student Demographics			
	CSA Students Served	Salisbury University	%age of Students Served by CSA	Comparison Group
Freshman	619	1,481	42%	All UG
Sophomore	654	1,585	41%	All UG
Junior	442	1,888	23%	All UG
Senior	268	2,261	12%	All UG
UG Second Bachelor	10	84	12%	All UG
<b>Total Undergraduate</b>	<b>1,993</b>	<b>7,299</b>	<b>27%</b>	All UG
Graduate	2	847	0%	All Grad

Students by Classification	Spring 2019 Student Demographics			
	CSA Students Served	Salisbury University	%age of Students Served by CSA	Comparison Group
Fulton School	322	2,152	15%	All UG
Henson School	492	1,078	46%	All UG
Perdue School	438	1,505	29%	All UG
School of Health Sciences	310	903	34%	All UG
School of Nursing	198	440	45%	All UG
School of Social Work	34	354	10%	All UG
Seidel School	112	476	24%	All UG
Unknown	89	391	23%	All UG
<b>Total</b>	<b>1,995</b>	<b>7,299</b>	<b>27%</b>	All UG

**CSA Usage Report AY 18-19**

	Visits					
Service	Fall 2018		Spring 2019		Program Totals	
	Visits	Students	Visits	Students	Visits	Students
Advising	57	42	1	1	58	42
Coaching	363	167	282	140	645	295
SU Bridges	190	30	0	0	190	30
Supplemental Instruction	10,788	1,667	8,885	1,409	19,673	2,467
Tutoring	1,265	380	930	297	2,195	606
CSA Open Study	2,715	445	1382	409	4,097	725
AC Open Study	3,731	310	894	140	4,625	396
Workshops	309	250	381	206	690	443
Mid-Semester Grades	61	59	38	38	99	97
Henson 3-Peat	168	45	151	42	319	87
<b>TOTAL Visits</b>	<b>19,418</b>		<b>12,755</b>			
<b>Total Unique Students</b>		<b>2,463</b>		<b>1,995</b>		

\*Note: Coaching includes academic coaching, mid-semester grades, and academic probation Meetings.

	Students		Visits	
<b>2018-19 AY Center Usage</b>	<b>3,386</b>		<b>32,173</b>	

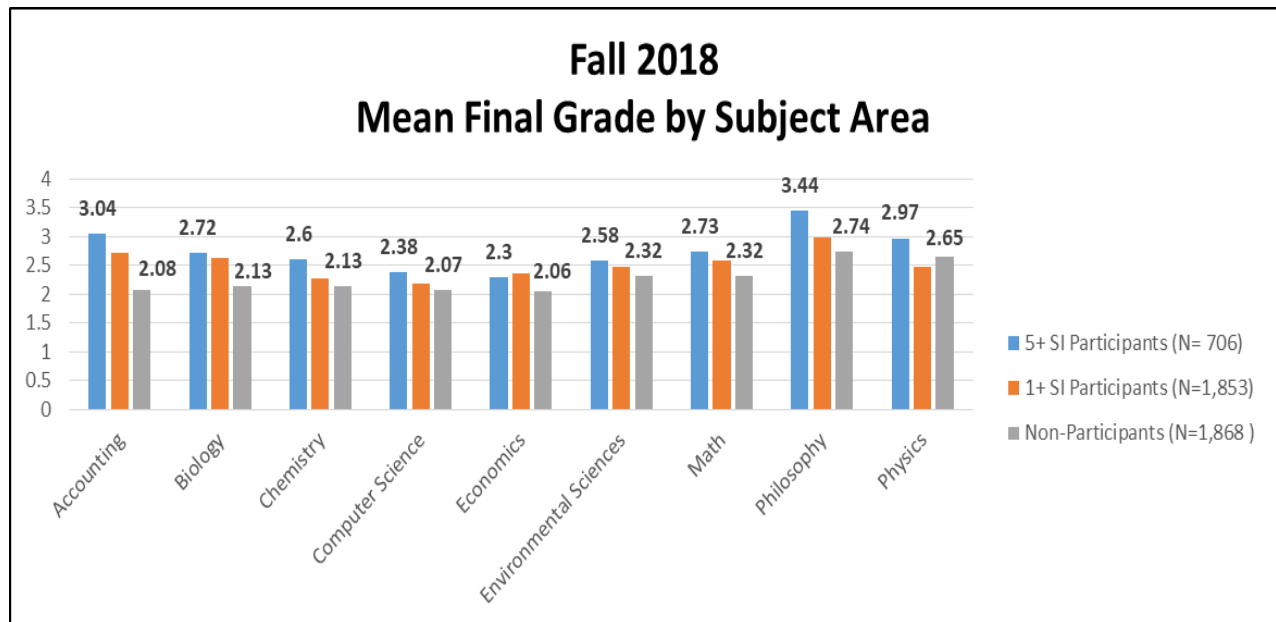
Total Undergraduate Usage	<b>44%</b>
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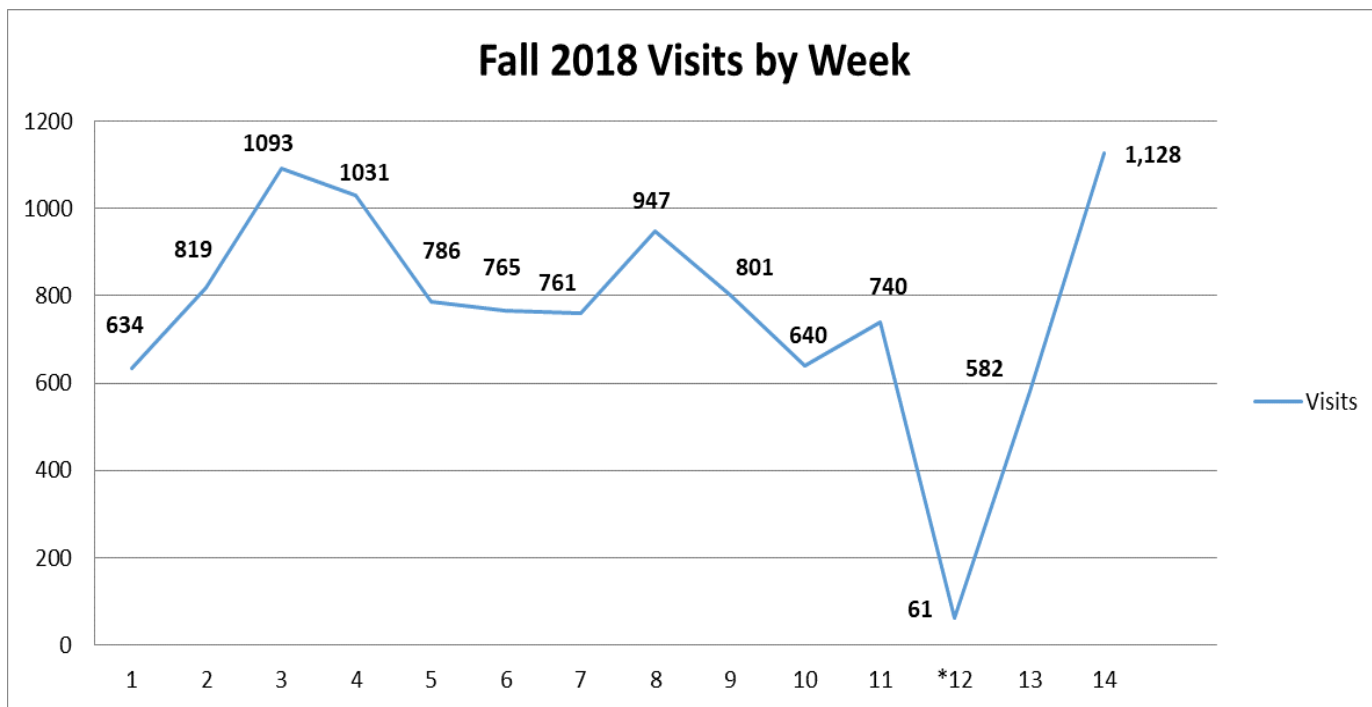
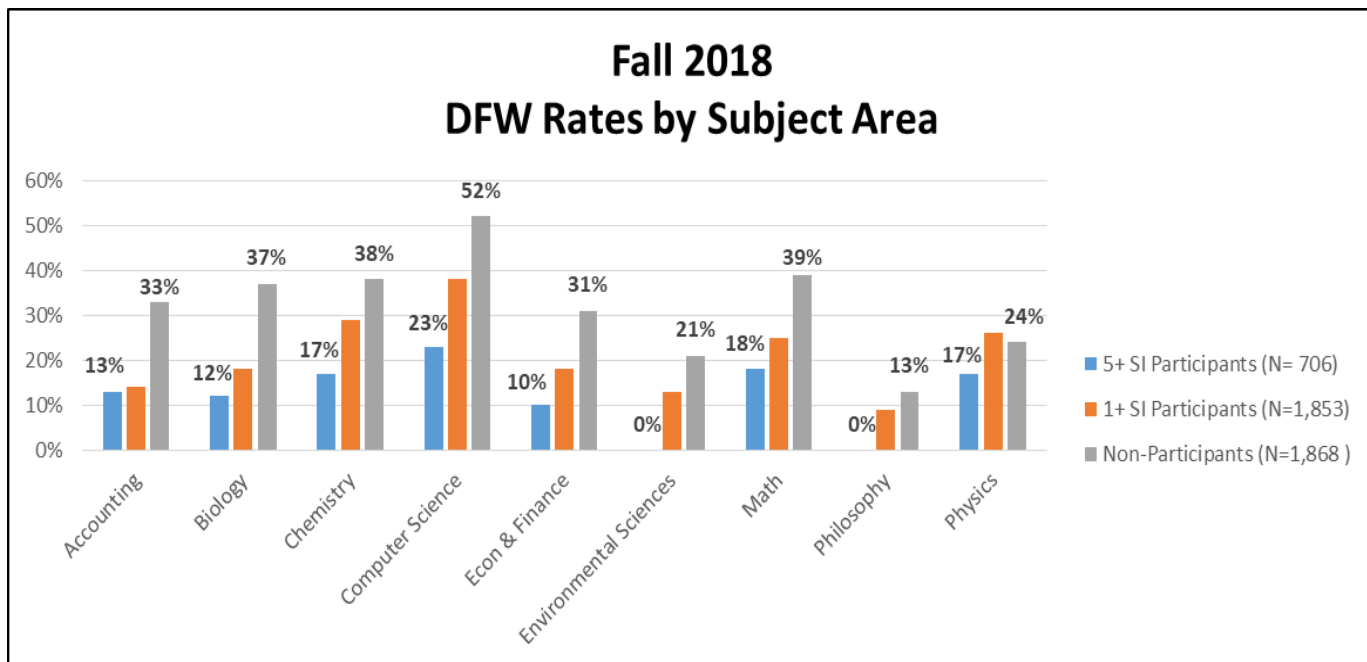


# Supplemental Instruction (SI), Center for Student Achievement

**Fall 2018 SI Summary (Data as of 1/8/19-not final)**

	SI Group: $\geq 1$ Session Visits			SI Group: $\geq 5$ Session Visits		DFW Comparisons			Total Visits
Graded Student Enrollment	Students Attending $\geq 1$ Sessions	Mean Final Course Grade ( $\geq 1$ Session)	Mean Final Course Grade Non-SI (0 Sessions)	Students Attending $\geq 5$ Sessions	SI Mean Final Grade	$\geq 5$ SI Group DFW Rate	$\geq 1$ SI Group DFW Rate	Non-SI Group DFW Rate (0 Sessions)	
3,721	1,853(49%)	2.52	2.28	706 (19%)	2.75	15%	21%	32%	10,788





#### Student Learning Outcomes (survey, n=165):

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

Apply study skills developed in sessions to coursework.

- 77% reported learning at least one study skill during SI sessions
- 79% reported applying study skills learned in SI to independent studying

Demonstrate understanding of content material through coursework.

- 85% reported increase understanding of course content
- 83% reported feeling more confident in their ability to succeed
  - Before/after attending SI, participants' expected earned grades:
    - A=16%/45%
    - B=30%/34%
    - C=27%/17%
    - D=18%/2%
    - F=9%/2%

Address gaps in content competency through the use of independent learning strategies.

90% agreed that during SI they addressed gaps in their course understanding

- 71% reported their personal studying is more effective

Assert personal initiative for out-of-class study and assistance needs.

- 52% participated to support their accountability to study
  - 59% participated because they felt behind or overwhelmed with the course
- 71% participated for clarity on class assignments

### Program History

	FA 2009*	FA 2012	SP 2013	FA 2013	SP 2014	FA 2014	SP 2015	FA 2015	SP 2016	FA 2016	SP 2017	FA 2017	SP 2018	FA 2018	SP 2019**
Course Sections	8	47	60	68	64	76	88	93	90	97	96	107	105	103	103
Students	231	1,756	2,334	2,828	2,545	3,050	3,461	3,513	3,267	3,658	3,557	3,964	3,595	3,721	3,994

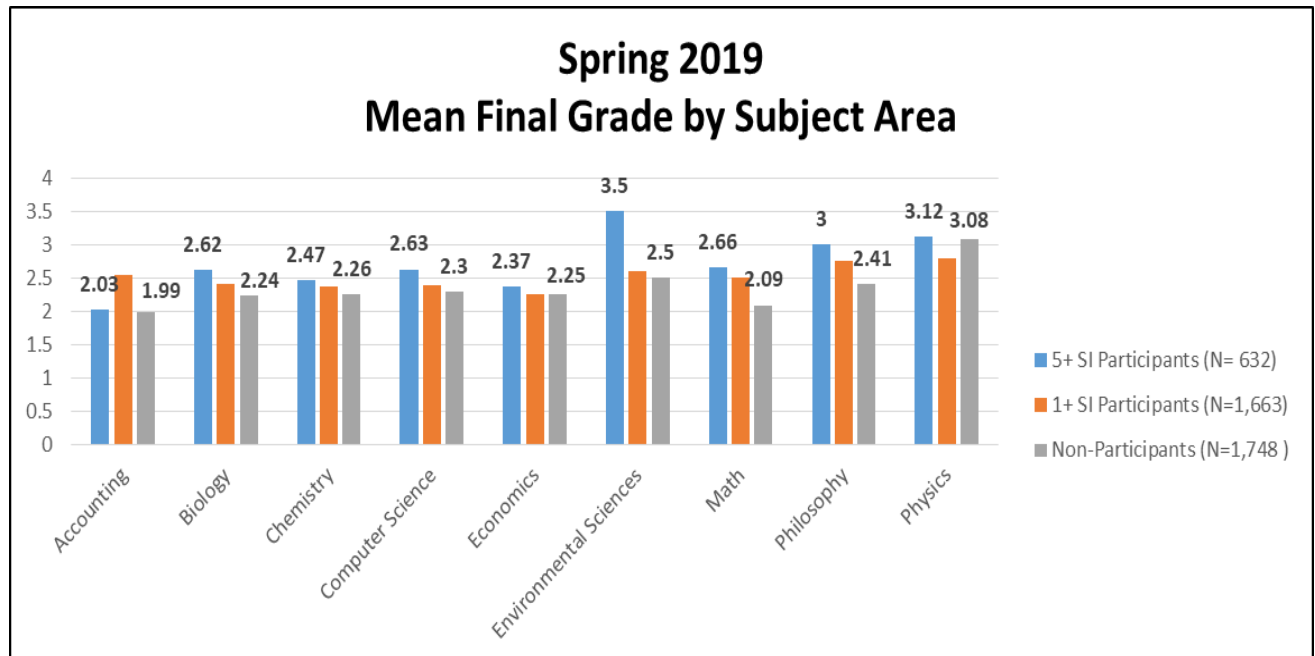
*\*SI Began at SU; \*\*Projected sections*

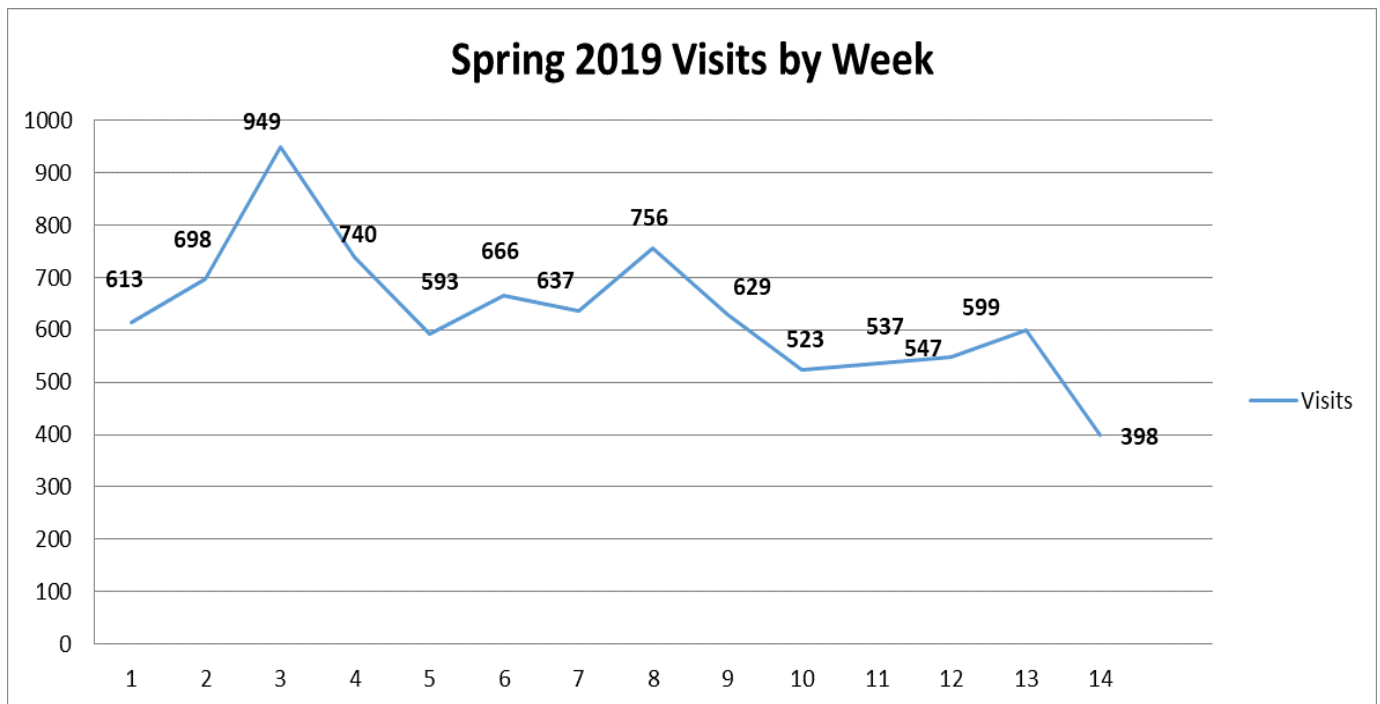
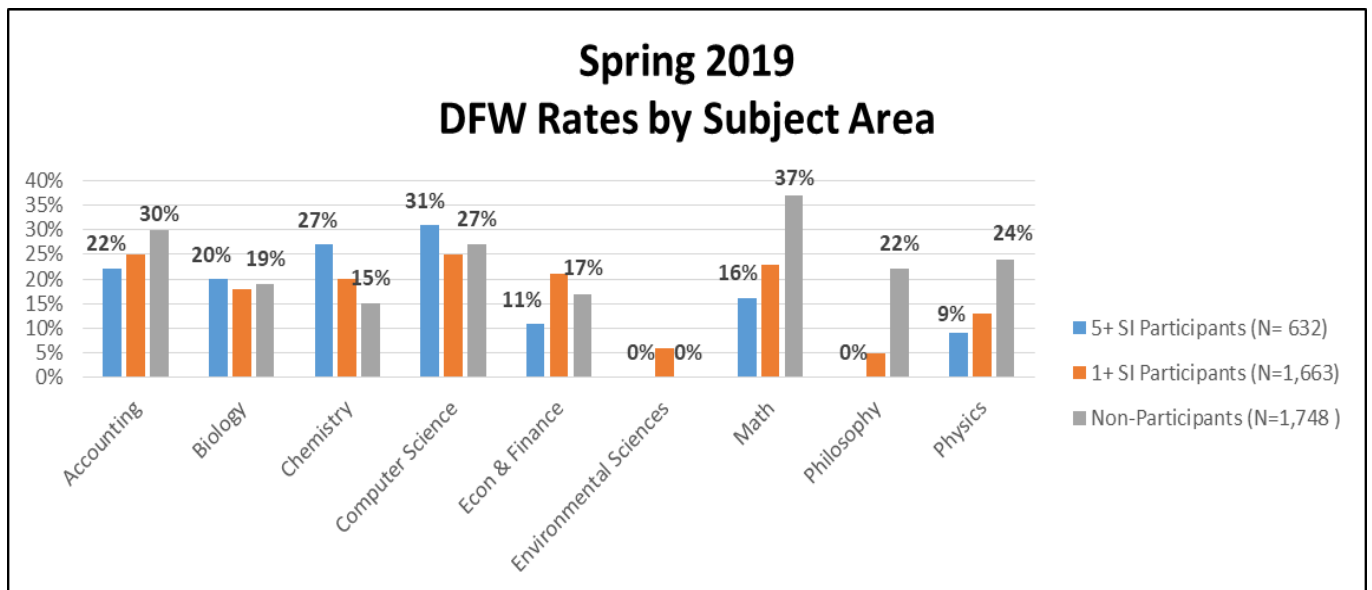


# Supplemental Instruction (SI), Center for Student Achievement

## Spring 2019 SI Summary (Data as of 6/25/19-final)

	SI Group: $\geq 1$ Session Visits			SI Group: $\geq 5$ Session Visits		DFW Comparisons			Total Visits
Graded Student Enrollment	Students Attending $\geq 1$ Sessions	Mean Final Course Grade ( $\geq 1$ Session)	Mean Final Course Grade Non-SI (0 Sessions)	Students Attending $\geq 5$ Sessions	SI Mean Final Grade	$\geq 5$ SI Group DFW Rate	$\geq 1$ SI Group DFW Rate	Non-SI Group DFW Rate (0 Sessions)	
3,411	1,663(49%)	2.52	2.35	632 (19%)	2.71	21%	17%	21%	8,885





#### Student Learning Outcomes (survey, n=57):

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

Apply study skills developed in sessions to coursework.

- 80% reported learning at least one study skill during SI sessions.
- 82% reported applying study skills learned in SI to independent studying.

Demonstrate understanding of content material through coursework.

- 90% reported increase understanding of course content after participating in SI sessions.
- 84% reported feeling more confident in their ability to succeed after participating in SI sessions.
- Before/after attending SI, participants' expected earned grades:
  - A=19%/48%
  - B=32%/34%
  - C=25%/16%
  - D=23%/2%
  - F=2%/2%

Address gaps in content competency through the use of independent learning strategies.

- 88% agreed that during SI they addressed gaps in their course understanding.
- 84% reported their personal studying is more effective because of SI participation.

Assert personal initiative for out-of-class study and assistance needs.

- 57% participated to support their accountability to study
- 57% participated because they felt behind or overwhelmed with the course
- 63% participated for clarity on class assignment

### Program History

	FA 2009*	FA 2012	SP 2013	FA 2013	SP 2014	FA 2014	SP 2015	FA 2015	SP 2016	FA 2016	SP 2017	FA 2017	SP 2018	FA 2018	SP 2019	FA 2019**
Course Sections	8	47	60	68	64	76	88	93	90	97	96	107	105	103	92	91
Students	231	1,756	2,334	2,828	2,545	3,050	3,461	3,513	3,267	3,658	3,557	3,964	3,595	3,721	3,411	3,402

*\*SI Began at SU; \*\*Projected sections*