



CU-STARS

Assessment, Implementation and Retention Strategies for Student Success

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Agenda

Introduction to Claflin University

Rationale for undertaking the project

Institution's capacity to undertake the project

An overview of major topics or components of the plan

Tools Used to Assess progress (CSI, MYSA, SSI, etc...)

SACSCOC Visit-Feedback

Year One Lessons

Journey Ahead



CLAFLIN UNIVERSITY AT-A-GLANCE

400 Magnolia St | Orangeburg, SC 29115 | (803) 535-5000 | www.claflin.edu

The University

History: Founded in 1869 and named in honor of Lee Claflin, a prominent Methodist layman from Boston, and his son William Claflin, then governor of Massachusetts.

Location: Orangeburg, South Carolina
50 miles southeast of Columbia;
75 miles northwest of Charleston

Campus: 50-acre main campus

Colors: Orange & Maroon

Endowment: \$48.6 million

Affiliation: The United Methodist Church

Accreditation: Claflin University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Claflin University.

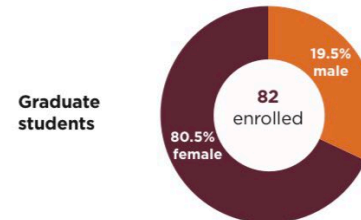
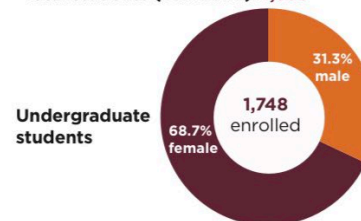
Carnegie Class: Baccalaureate Colleges - Arts and Sciences



President: Dr. Dwaun J. Warmack

Enrollment & Admissions

Total students (Fall 2022): 1,830



International Students: 2%
Student Distribution: 30 states and Washington D.C.;

12 countries; 46 Counties in South Carolina

Percentage of in-state students: 83.2%

Online Enrollment: 304

Acceptance Rate: 62%

Persistence Rate: 94%

Retention Rate: 79%

Pell Recipients: 72%

Academics

Undergraduate majors (UG): 38
Graduate majors (GR): 5
Online degrees: 9 (4 UG, 5 GR)
Student to Faculty Ratio: 13:1

Average class size: 16
Instructional Faculty: 119 full time; 82% with terminal degrees.

Top 5 Undergraduate majors: Biology, Psychology, Business Administration, Criminal Justice, Mass Communications

Core Curriculum: Interdisciplinary, project-oriented approach with emphasis upon liberal arts, leadership, co-curricular engagement, and experiential learning activities

Program Accreditations: Accreditation Council for Business Schools and Programs (ACBSP); Council for the Accreditation of Educator Preparation (CAEP); National Association of Schools of Music (NASM); American Chemical Society (ACS); Accreditation Board for Engineering and Technology, Inc. (ABET); and Commission on Collegiate Nursing Education (CCNE)

100% of students complete a thesis or research project prior to graduation

Freshman Class Profile (2026)





Rationale for Undertaking



QEP Evaluation Consideration per SACSCOC

- A. Identified through its ongoing , comprehensive planning and evaluation process**
- B. Broad-based support of institutional stakeholders**
- C. Focus is student learning or student success**
- D. Commits resources to initiate, implement and complete the QEP**
- E Includes a plan to assess achievement**

How did we get here?

A. Identified through its ongoing , comprehensive planning and evaluation process

B. Broad-based support of institutional stakeholders

2019 team worked to propose 5 topics from university data, needs and the strategic plan.

Stakeholders Voted

Advising selected as top issue for faculty staff and students

Subcommittee formed to narrow the topic

- Strategic Plan Alignment /Literature Review
- Defined Student Success
- Conditions for Excellence in Advising
- Named the QEP CU-STARS

Final Ballot Aligned with Strategic Plan

Academic Advising: Supported Clafin LEADS and now Supports SOARS and the current strategic plan

- Student Engagement
- *Cutting Edge Academic Enterprise*

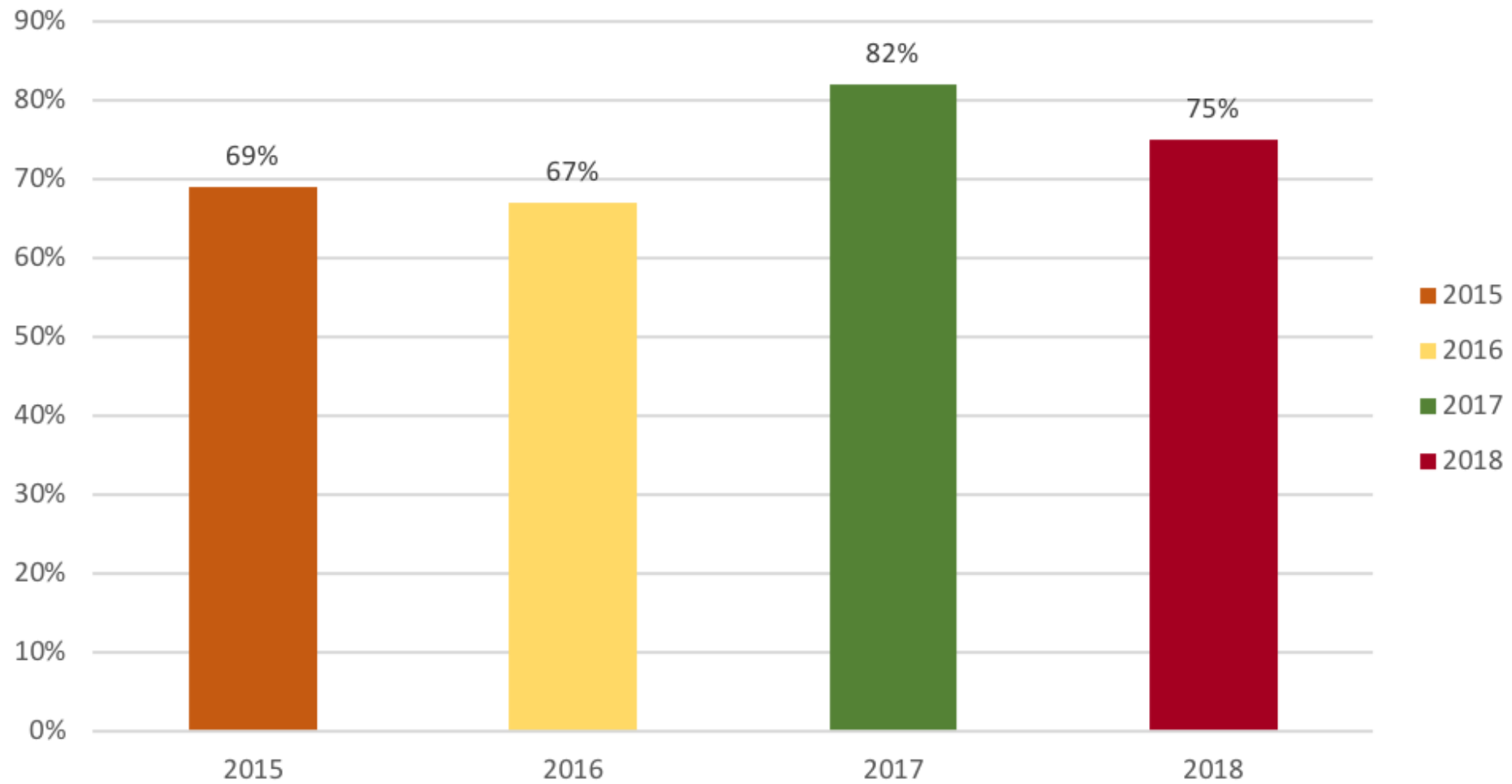
QEP Ballot Description (stakeholders voted based on these suggestions)

- Advising impacts student success in several key indicators (engagement, on time graduation, persistence) Academic advising lacks consistency and collaboration across units. Possible goals:
- Redesign the Advising Process -Implement a degree audit system
- Use of technology to engage and track student learning and success –
- Linking professional and faculty advisors for student success

Literature Review

- Academic advising has evolved from practices solely focused on course registration and selection to holistic student development and post-graduation preparation. The team presented research on:
 - Student Purpose and Pathways
 - Organization, Communication and Collaboration
 - Technology Enabled Advising
 - Academic Coaching and Advising
 - Best Practices (UNCF Working Session)

Satisfaction With Advising Experience



SSI- Student Satisfaction

	Claflin	Claflin	Claflin	Claflin	Claflin	Claflin	Claflin	Claflin	Claflin 8 year	
	2007	2008	2009	2010	2012	2014	2016	2018	Average	Percent Format
Academic Advising	5.59	5.51	5.48	5.57	5.43	5.77	5.81	5.79	5.62	80%

CSI and MYSA Data

College Student Inventory			Mid-Year Student Assessment		
Component	2020-21 (N=179)	2021-22 (N=178)	Component	2020-21 (N=189)	2021-22 (N=208)
Commitment to College	54.6%	47.1%	Remained Committed	47.1%	42%
Career Plans	62.2%	59.2%	Career Plans	62.3%	57.8%
Receptivity to Academic Assistance	70%	65%	Received Assistance	55%	58.1%

University Data (EAA, CU survey)

<i>Areas</i>	<i>Themes from Data</i>
Student Purpose and Pathway Clear	<ol style="list-style-type: none">1. Advisors need a better understanding of curriculum and academic policies. Be better informed about advising processes. Know who are their assigned advisor(s) Helping to find a balance between work, life, and school.
Collaboration and Organization	<ol style="list-style-type: none">1. Faculty advisors are too busy. Advisors need to reach out more to let them know they are on track for graduation. Advisors are usually not available for office hours. However, when they are, they are great. Advisors' schedules do not match up when you need them. Better communication in all areas
Technology-Enabled Advising	<ol style="list-style-type: none">1. Faculty advisors are not trained on MyClafin. Technology does not accurately communicate with each other

University Data

	2016	2017	2018	2019	2020
Placement Rate	84%	82%	86%	80%	80%
Persistence Fall to Spring-Freshmen	92.5%	91.9%	88.5%	91.0%	
Retention	78	77	70	76	71
Completions	381	368	342	381	340
Student Satisfaction-8 year average					76%

Undergraduate Enrollment by School					
School	Fall				
	2016	2017	2018	2019	2020
Business	270	271	290	297	275
Education	295	272	280	293	299
Humanities and Social Science	603	618	661	654	630
Natural Sciences and Mathematics	425	506	522	511	536
Professional and Continuing Studies	228	221	216	215	210
Undeclared	60	150	111	95	98



Capacity

Team Reviewed Current Student Success Strategies, Strategic Plan, KPIs



Stakeholder KPIs:

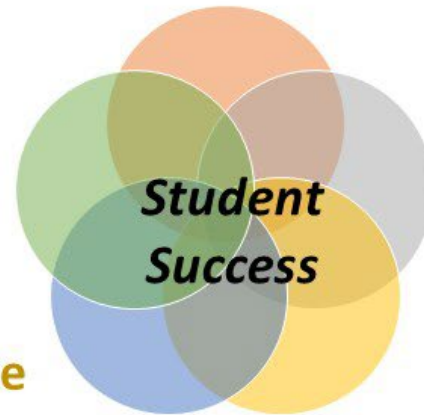
- Retention,
- Graduation
- Completion
- Placement
- Progress, Persistence

Drivers of Student Success

Academics/
Gen Ed

Panther
STEPS

Excellence
in Advising



Gates

CPI

Clafin LEADS:

- Leadership
- Experiential Learning
- Academic Excellence
- Diversity/Inclusion
- Student Success

Financial Challenges—Service Excellence—Residential Life—Student Support

Reviewed: Conditions for Excellence in Academic Advising (NACADA and Gardner Institute)

1. Institutional Commitment

2. Learning

3. Advisor Selection and Development

4. Improvement and the Scholarship of Advising

5. Collaboration and Communication

6. Organization

7. Student Purpose and Pathways

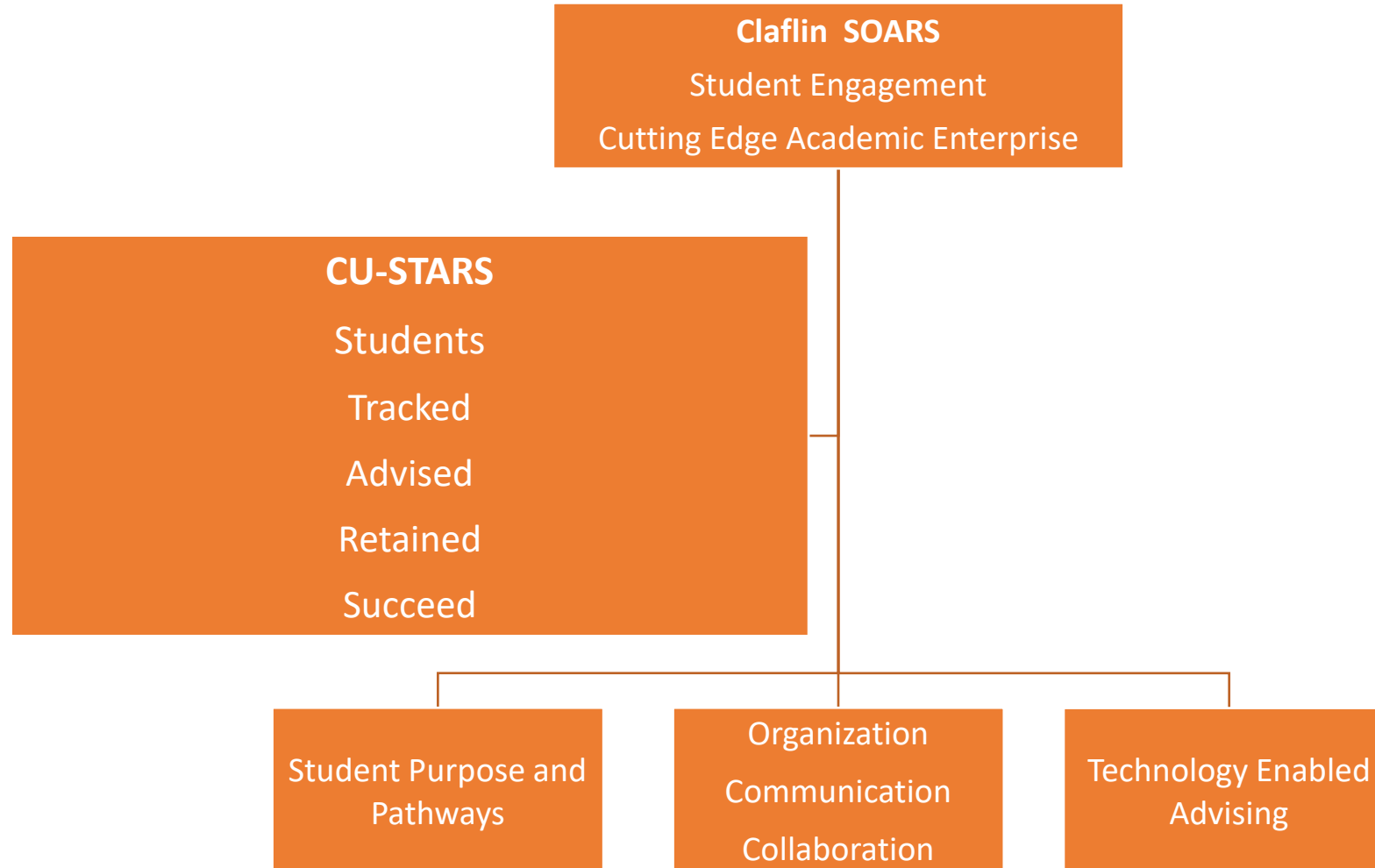
8. Equity, Inclusion, and Diversity Definition

9. Technology Enabled Advising

Major Components of Plan



CU- STARS QEP Model



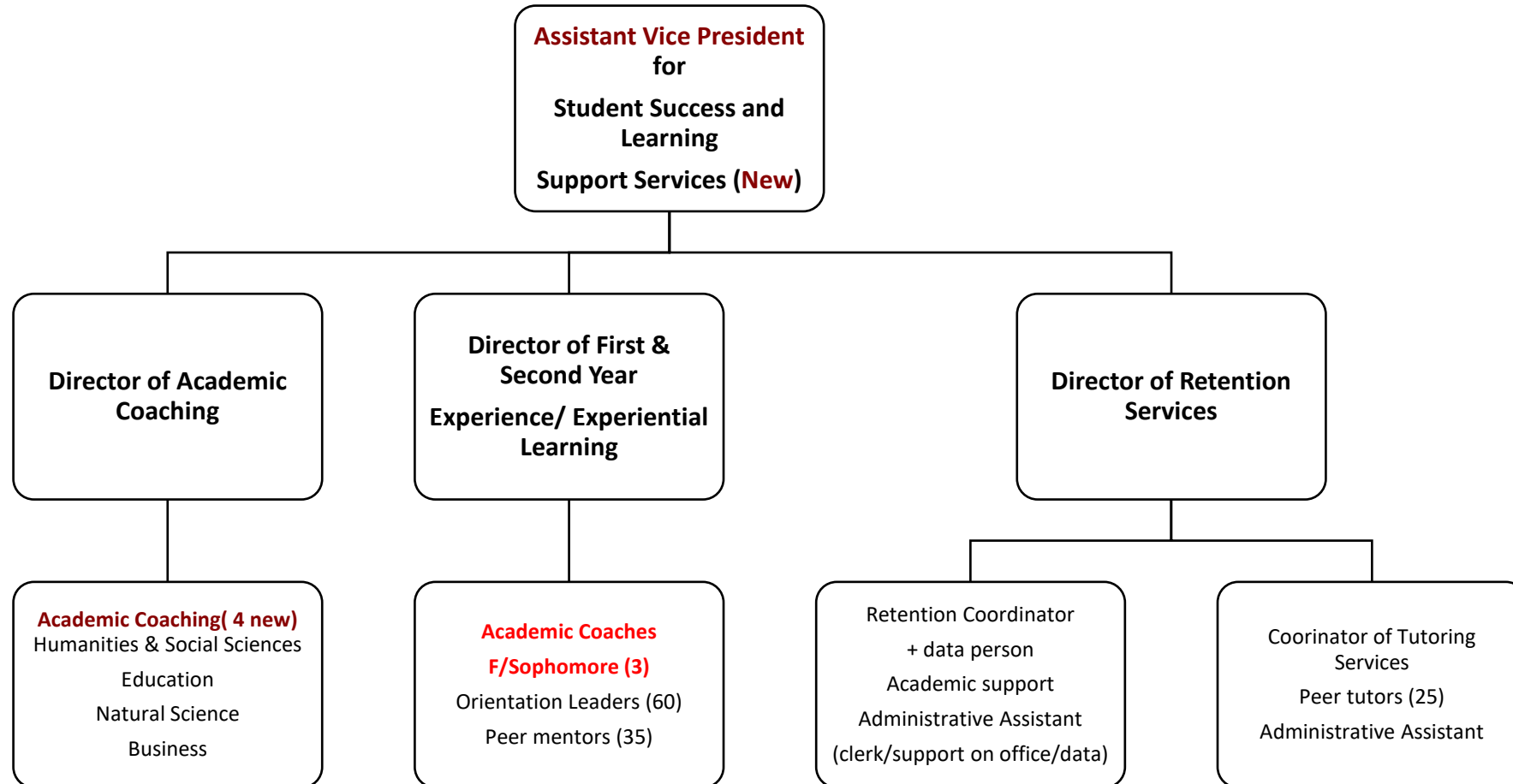
KPIs: Retention, Persistence, Graduation, Placement ,Satisfaction

CU-STARS : A reorganization of key areas and redesign of the advising process to include effective use of coaches and technology to engage and track student learning and success.

Students	Tracked	Advised/Coached	Retained	Succeed
Students will identify clear academic goals and understand pathways to achieve learning for academic success. (vision)	Students, Faculty Staff will be proficient in coaching methods and use of technology to aid in student success.	Students will communicate with coaches as established to obtain academic goals. (engaged) AND understand the value of university support services and resources and demonstrate awareness through engagement and satisfaction.	Students will persist and achieve measurable progress towards timely completion of academic degrees. (progress, retained)	Students will find employment in field of study or admissions to graduate school (placement)

CU-STARS Center for Student Success

Implement a new Student Success Unit to facilitate core CU-STAR activities that produce real results in improving student experience and outcomes. The Division will identify pitfalls, create resilient mindsets, facilitate goal setting, mobilize campus resource use and coach through college.



Transition for Faculty

- Faculty will continue to be the ultimate role model for CU students!
 - Select faculty will serve as liaisons to the Center for Student Success
 - Participate in focus groups
 - Contribute to activities that strengthen student success
 - Be responsible for curriculum plans and final degree audits
 - Serve as program liaisons and career experts for students



Expected Outcomes

Evaluation of Outcomes





E. CU-STARS Assessment Plan

Overall Assessment (formative)	Focused Assessment Tools(summative)
<ul style="list-style-type: none">• University Strategic Goals<ul style="list-style-type: none">• Student Engagement and Success• Cutting Edge Academic Enterprise• Key Implementation Milestones<ul style="list-style-type: none">• Reorganization• Advising Redesigned- Pathway maps• Technology Enhancements/Upgrades• Communication Plan• Student Success Metrics	<ul style="list-style-type: none">• Annual IE Matrix<ul style="list-style-type: none">• STARS• CU-STARS Dashboard• Third Year External Review• Fifth Year External Review• Fifth Year Impact Report

CU-STARS Goals	Expected Outcomes/ Assessment Methods	Timeline/Targets
<p><u>Students</u> Direct students to explore and define their own purpose, goals, and curricular pathways to achieve learning and developmental outcome</p>	<p>Students will identify clear academic goals and understand pathways to achieve learning for academic success. (vision) e- portfolios New Student Orientation Assessment- UNIV 101-102</p>	<p>100% Students using tracking methods 100% Freshmen Class assessed via UNIV 101-102 100% Sophomores-Seniors assessed via class seminars</p>
<p><u>Tracked</u> Incorporate appropriate technology to complement, support, and enhance advising practice. Examine all student transitions and develop policies and practices to overcome barriers and optimize learning and success</p>	<p>.Students, Faculty Staff will be proficient in advising methods and use of technology to aid in student success. Jenzebar Enhancements New Technology Implemented</p>	<p>Technology Plan developed Software Upgrade complete Faculty/Staff/ Students trained</p>
<p><u>Advised</u> Redesign and Reorganization of Advising Process Implement Conditions for Excellence in Advising principles Foster coordination and collaborative partnerships among relevant units across campus. Develop a strategic communication plan to advance a shared aspirational vision and foster coordination and collaborative partnerships for academic advising across units.</p>	<p>Students will communicate with advisors as established to obtain academic goals. (engaged) Students will understand the value of university support services and resources and demonstrate awareness through engagement and satisfaction. (engaged) Developed Communication Plan Curriculum Revisions Aligned Advising Process</p>	<p>Effective Re-organization implemented Fall 2022 AVP, Coaches hired Curriculum Sheets/ Career Pathways updated New Advising/Coaching process rolled out an operational across all schools</p>
<p><u>Retained</u> Improve Retention, Student Persistence and Academic Success rates.</p>	<p>Students will persist and achieve measurable progress towards timely completion of academic degrees. (progress, retained) KPI Success Indicators (Retention, Graduation, Placement, Persistence) Student Academic Success rates</p>	<p>Increase Student Success Measures As noted in CU-STARS dashboard (min of 5% increase over baseline) -Retention 75% -Graduation53% -Placement 85% -Completions/ Persistence TBA</p>
<p><u>Succeed</u> Ensure student success and stakeholder satisfaction. Develop and establish a structured leadership, appropriate resources, and a systematic approach to continuous assessment and improvement.</p>	<p>Students will find employment in field of study or admissions to graduate (placement) Completion rates, Placement NSSCE Advising Satisfaction metrics Training satisfaction rates</p>	<p>Increase Student Success and satisfaction Measures As noted in CU-STARS dashboard.</p>

CU Dashboard

KPI/Milestone	Baseline 2020-21	Year One 2022-23	Year Two 2023-24	Year Three 2024-25	Year Four 2025-26	Year Five 2026-27
Metrics – 5% growth in five years						
Student Engagement with Advisors/University	TBA					
Student Vision	TBA					
Retention	70%					75%
Persistence ✓ Freshmen ✓ Sophomore ✓ Juniors ✓ Seniors						
Placement	80%					85%
Graduation	51%					53%
Completions						
Student Satisfaction	76%					81%
Implementation Milestones						
New Hires		X				
Technology Enhancements		X	X			
Clear Pathways Curriculum Sheets		X				
Training		X	X	X	X	X
QEP Assessment IE Matrix		X	X	X	X	X
QEP External Evaluation				X		X
Impact Report						X
University Strategic Plan Updates- Claflin SOARS						
Student Engagement and Success			X		X	
Avant Guard Academic Enterprise			X		X	

Time Line



Year One- Fall 2022- Summer 2023

Hire Key Personnel
Further Assessment of
Current Situation
Design Pathways Plan
Training
Community Awareness
Develop Technology Plan



Year Two- Fall 2023-2024

Implementation of
Year One Plans
Technology
enhancements
Assessment /Data
Collection
Continued Training



Year Three Fall 2024- Summer 2025

Assessment/Planning
Retreat with external
consultant
Strengthen Student
Success Strategies



Year Four- Fall 2025- Summer 2026

Scaling the Process



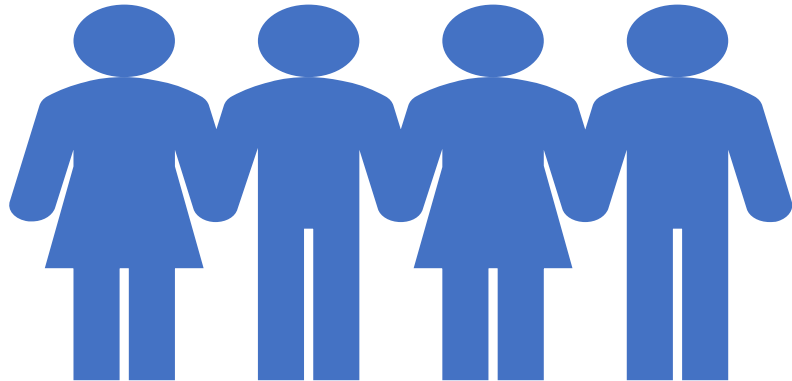
Year 5 Fall 2026-Summer 2027

Institutionalize-
External Review and
Feedback

D. Commits resources to initiate, implement and complete the QEP

- Five- year budget of new monies for:
 - AVP, 4 new Coaches
 - Consultants-Guided Pathways
 - Professional Development
 - Student Engagement system, rewards, activities
 - Computer Equipment Software

Stakeholders voted to deepen the focus on Student Success



Direct Consequences

- Improved Student Success (KPIs)
- Improved Student Satisfaction with Claflin Experience

Indirect Consequences

- Rankings/ Brand Image
- Enrollment
- Faculty/ Staff Retention



QEP
Requirements
7.2E

QEP Evaluation Consideration per SACSCOC SITE VISIT...what had happen was...

- **Revise the student learning outcomes for clarity and measurability and to distinguish student learning outcomes from academic coaches and process outcomes**
- **Map student learning outcomes to include baseline data (may be existing data or established in the first year), the instruments the institution will use to measure learning, a threshold for success based on the baseline data, and then also identify the office/person who will lead the assessment of that outcome.**
- **Align the existing surveys and their measures with the appropriate student learning outcome(s).**
- **Clarify expectations of student learning through faculty mentoring (liaisons) within the assessment of the QEP. Prior to implementation, explicit expectations and assessment should be articulated to (1) educate students on what to expect from faculty, (2) coach faculty to understand what is expected of them, and (3) detail articulations of any measurements to be taken.**

Revised Student Learning Outcomes

Student Learning	Opportunities for Learning (Where will students learn?)	When Student Learning Occurs	Outcome Measures (What is the baseline?)	Data Instruments	Perform Criteria/ Threshold for Success	Action(s) Based on Data
Students will identify clear academic goals	Coaching Sessions Univ 101-102 Upperclassmen Seminars	Ongoing starting as incoming Freshman or Transfer student	75%	UNIV 101/ Assignments Coaching Reports Tracking College Placement Inventory	Year one 80% Year two 90% Year 3-5 98%	Continue to refine process to improve success threshold as dictated by results.
Students will understand their academic pathways.	Coaching Sessions Univ 101-102 Upperclassmen Seminars	Ongoing –graduation	50%	Coaching Sessions Assessment Handshake Software Satisfaction Survey	Year one 75% Year two 90% Year 3-5 98%	Revise approach to coaching sessions, share results of SSI and develop action items.
Students will understand the new coaching model and requirements to maintain satisfactory academic standing/ goal achievement via meeting a minimum of 4 times annually.	Coaching Sessions Univ 101-102 Upperclassmen Seminars	Ongoing	N/A	Satisfaction Surveys Tracking Reports Evaluation of Coaching Session	Year one 75% Year two 90% Year 3-5 98%	Enhance the coaching model and provide additional training where needed to improve threshold.

Revised Learning Outcomes Continued...

<p>Students will be proficient in use of technology (Jenzabar and new CRM) and understand the degree audit expectations.</p>	<p>Coaching Sessions</p>	<p>Ongoing - graduation</p>	<p>50%</p>	<p>Satisfaction Survey Degree Audit completion rates</p>	<p>Year one 75% Year two 90% Year 3-5 98%</p>	<p>Ensure all faculty and staff are trained and current on the processes to improve student satisfaction.</p>	<p>Director of Coaching Faculty Liaisons</p>
<p>Students will graduate within four years and find employment in the field of study or admission to a graduate program</p>	<p>Coaching sessions Career Placement</p>	<p>Senior Year</p>	<p>Graduation 51% Placement 86%</p>	<p>Graduation rate Placement rate</p>	<p>Five year goal Graduation 62% Placement 95%</p>	<p>Enhance placement tracking and placement procedures to improve graduation and placement rates</p>	<p>AVP Student Success Director of Coaching Coaches Faculty Liaisons Academic Deans Career Placement</p>

Faculty as Liaisons

Faculty Expectations for coaches and students	Success will be measured by :
Act as liaisons to the Center for Student Success unit; participate in regularly scheduled focused groups and activities for student success.	-Consistent and actionable feedback for continuous improvement. -Participation in the regular assessment of key implementation milestones. -80% satisfaction rating from students
Be responsible for the degree audit side of the academic coaching process	-Development of accurate degree audit guides -Coordinating timely completion of degree audits based on the university timelines.
Serve as program liaisons and career experts for students	-Engagement in activities planned by the success center as well as career workshops for students. 80% satisfaction rating from students
Meet regularly with student success coaches	--Regular attendance and monthly meetings

Year One Lessons

Advising-Enabled Technology is critical

More than 4 additional success coaches are needed

Cross-functional endeavor is a necessity

Continuous professional development has been ideal.

Student Success belongs to everyone

Continuous Improvement...is continuous

The Journey Ahead

Instituting appropriate
technology is a priority.

Reviewing internal processes
related to advising

Certification for student success
coaches

True Assessment is vital



Questions???