Please use evidence-based data including year-end financial reports and historical data for comparison.

1. Describe how resources are aligned with the campus strategic plan, which includes Engagement, Service, and the Public Good; Welcoming and Inclusive Campus; Student Success; and Academic Distinction.

These resources address the strategic plan’s priority area student success.

Smart Start’s goals focus on the retention of students enrolled in developmental Math and English. The goals of the program are as follows: 1. Students will experience a smoother transition to college as they benefit from supportive advising interventions, especially in developmental coursework; 2. Students will feel more connected to the campus community and know more about available university resources; 3. Students will learn to take responsibility for their academic success and understand the steps they need to take during their first year to make progress towards timely graduation.

Smart Start’s strategies involve monitoring and providing pro-active advising for developmental students in order to ensure that they meet key academic milestones and progress to General Education Math and English. A total of 849 students were served during the 2017-2018 academic year. Smart Start provided mandatory workshops to developmental students outlining requirements and providing information about relevant support services. Smart Start also provided additional support to students through a variety of activities including but not limited to: semester long Supplemental Instruction, assistance with Early Start, and targeted interventions in developmental coursework.
2. **Provide key performance metrics to measure and sustain success.**

The program gathered data from GET and EAB of all 1,613 developmental math students to measure academic success, retention rates, and persistence for the completion of developmental coursework in a timely manner. For pass rates and course GPA, assessments included gathering and analyzing math course grades of the 183 (111 fall 2017/72 spring 2018) SI students attending the semester long math SI sessions compared to non-SI students (1,219 fall 2017/394 spring 2018) in the same math course. To help determine the effectiveness of the SI sessions, internal data was used to track the number of SI sessions attended with pass rates and course GPA. Data revealed the more SI sessions (21+ sessions) students attended, the higher the math course grade. In addition, the majority of the 183 SI developmental students responded positively to an internal survey to help assess attitudes/perceptions about math, math competence (students reported a total score of 4.1 out of 5 for increased math competence), and the value and effectiveness of SI (students reported a total score of 3.8 out of 5 for value and effectiveness of the SI). In addition, there were 95 students who failed math fall term 2017 and participated in the Winter Math Boot Camp. To assist all developmental students prepare for finals, Smart Start held final preparation sessions for 105 students. Finally, Smart Start held developmental math information sessions for 466 students who responded positively to the session surveys. They reported these sessions were very helpful for students in understanding their current enrollment status, and for increasing their sense of belonging and support from the institution. When students feel connected to the campus community, they are more likely to be retained and excel academically.

3. **Describe program outcomes and results. Identify challenges encountered.**

The program outcomes were measured through tracking students in GET and institutional reports using appropriate markers (ex: retention, course pass rates and GPA). Internal data indicates that success rates for developmental students was 76% during (2016-2017). For 2017-2018, SI developmental students passed the math courses at a higher rate than Non-SI developmental math students. For fall 2017, the SI pass rate was 85.6% compared to 62.2% for Non-SI students. The Winter Math Boot Camp, which included SI, pass rate was 65% (the highest of any of the Smart Start boot camps to date, and comparable to the regular term pass rate). For spring 2018, the SI pass rate was 86% compared to 51.5% for Non-SI students. These improvements reflect a number of interventions, including modifying the Math Boot Camp model, improved advising, communications strategies, and in-person interactions. Limited availability of classrooms for workshops and supplemental instruction posed a challenge. Finally, a misunderstanding regarding student assistant payable time and student assistant projections for the month of June resulted in a surplus of SSF funds that would not have existed otherwise.