

Augusta University Examples of *Student Success Activities and Metrics* in the Evaluation of Faculty

THE INFORMATION BELOW WILL BE HOUSED ON THE AU FACULTY EVALUATION WEB PAGE AND SERVE AS EXAMPLES FOR UNITS TO USE AS THEY WRITE UNIT-SPECIFIC GUIDELINES FOR INCLUSION OF STUDENT SUCCESS ACTIVITIES IN FACULTY EVALUATION. THESE ARE INTENDED ONLY AS EXAMPLES – EACH UNIT WILL IDENTIFY ACTIVITIES AND METRICS APPROPRIATE TO THEIR DISCIPLINE AND PROFESSION.

Examples of Student Success Activities

The following are provided as examples. Appropriate SSA by discipline or profession will be identified at the unit level for each category.

- Teaching and student success activities: Using data and student feedback to continuously improve student engagement in the learning environment; completing early alerts for students; course and career mentoring and advising of students that promotes purposeful student choices and streamlined pathways; promoting academic growth mindset in students; developing and updating courses which include best practices for student engagement in learning, including scaffolding assignments, experiential learning activities and active learning courses; providing supplemental instruction to students (e.g., study groups, office hours, independent or directed studies, recitations, consultations, co-teaching sessions, creating online instruction guides, tutorials, etc.); assisting students, residents, and fellows in their clinical practice and duties. [NOTE: Clinical teaching, whether during practice activities or not, should be included here.]
- Research and student success activities: Directing student research; co-authoring or co-presenting with students; sponsoring and/or supporting students to attend professional meetings and conferences; presenting or publishing papers or securing grants related to student success; providing resource support for student research success.
- Service and student success activities: Serving on committees, teams, and task forces related to student success; mentoring faculty colleagues in student success activities; providing professional development sessions to faculty colleagues for student success activities; attending commencement ceremonies and other student recognition events; organizing or providing professional development activities for students (e.g., skills workshops); participating in student recruitment, and retention activities; partnering with academic support services and student affairs in student care and outreach, student health and wellness, and student growth & development; advising student organizations.
- Administration and student success activities: Providing support for curriculum development in terms of workload allocation or other resources; implementing student-centered course scheduling and development of academic calendar, policies, and student support.

Examples of metrics related to faculty contributions to student success

Examples of metrics for student success activities are provided below, by workload category, for consideration of inclusion in policies and guidelines. Appropriate metrics by discipline or profession will be identified at the unit level for each category.

- Metrics of teaching and student success activities: Quality continuous improvement of teaching as evaluated by peers; quality learning environment as indicated by student feedback; quality of efforts in supplemental instruction as indicated by student feedback and/or performance; rate

of student success in course progression; sequencing courses and program pathways; quality participation in program/SLO assessment; student performance on licensing/certification exams in area of expertise taught by faculty member; shelf scores; success in matching for residency; attending professional development sessions related to teaching and student success, with evidence of quality application and/or contribution.

- Metrics of research and student success activities: Number and/ quality of peer-reviewed local, regional, or national presentations, publications, and grants with students (non-peer review may be better captured under teaching); independent student research success after graduation; success rate of students in completing capstone/culminating projects (honor's thesis, master's thesis, doctoral dissertation); publication of culminating research; attending professional development sessions related to research and student success, with evidence of quality application and/or contribution.
- Metrics of service and student success activities: Student success in starting graduate school or securing post-graduation employment in the field; number of awards received by student mentees; student attendance at professional development activities; number of recruitment and retention events attended by faculty member, with evidence of quality contribution; number of student recognition and commencement events attended; quality mentoring of faculty in student success as evidenced by mentee feedback/rating; quality of program delivered to peer faculty regarding student success, as evidenced by attendee feedback; quality of participation and partnership with student support services and student affairs as evidenced in partner feedback/evaluation; attending professional development sessions related to service and student success, with evidence of quality application and/or contribution.
- Administration and student success activities: Support for curriculum development; quality student advising; course scheduling and development of academic calendar, policies, and student support; attending professional development sessions related to administration and student success, with evidence of quality application and/or contribution.