

## Student Services

### Departmental Goals and Assessment Plans 2011 – 2012

#### Departmental Name: Academic and Career Advising (Academic Standards)

##### Departmental Goals for 2011 – 2012

1. Identify through the Early Academic Alert Notification demographics of faculty and students participating in the program.
2. Improve the delivery of the Academic Success Workshops by revising the learning outcomes, preparing the presenters and delivering quality materials.

**Goal 1:** Identify through the Early Academic Alert Notification demographics of faculty and students participating in the program.

**Outcome:** The Early Academic Alert Notification is a seamless electronic method for faculty members to be able to assist “at risk” students in their classes. Faculty members submit a report from My Page accounts to the Academic and Career Advising Office identifying individual students (including SLCC email/phone numbers) and specific classroom concerns. From this form the faculty member can specify if the student has low test scores, has low class attendance or is not turning in homework. These items are simple item check boxes on the form; additional space for a short message is provided to address other concerns.

The Academic Standards Advisor compiles this data and the student population is distributed weekly to Multi-Cultural Advisors and General Advisors to make contact with each student. An attempt is made to contact each student via email and personal phone calls. This past year the Academic and Career Advising Office received over 400 referrals through the Early Academic Alert Notification. Advising reviewed the records of 135 students, as a sample from this population, with the following results:

- 55 out of 135 students visited with an advisor (40% of the students)
- 30 students had a GPA above 2.0 (20 registered for spring semester 2012)
- 40 students had a GPA below 2.0; two students had a record of academic warning. 15 persisted by registering for the spring semester 2012.)
- 32 students out of 135 withdrew from classes
- 11 students are appealing their cases with Enrollment Services and 7 students from this population met with Advisors

A log was kept of each faculty member that sent referrals through the Early Academic Alert Notification. They received a small thank you gift and card for their participation.

Thirty eight faculty members participated in the Early Academic Alert Notification during the fall semester, 287 students were referred. In reviewing the Outlook email address, and job title of each faculty member, it was noted that 74% of these faculty members were adjunct faculty.

During the spring 2012 semester 65 faculty members referred 396 students. Again the Outlook information revealed that 72% of the referring faculty members were adjunct faculty. It was surprising to see the large number of adjunct faculty; however during the fall 2011 Adjunct Orientation a presentation was given on this program and ease of assisting students. The notable increase in faculty during the spring 2012 semester can be attributed to presentations made to the Dean's Council early in the spring semester.

After reviewing all of this information the plan is to increase the number of participating faculty members by increasing the faculty presentations about the Early Academic Alert Notification. The intention is to target faculty members early to increase awareness and participation in this valuable program which is another tool to increase persistence/retention at SLCC.

**Goal 2:** Improve the delivery of the Academic Success Workshops by revising the learning outcomes, preparing the presenters and delivering quality materials.

**Outcome:** The Academic Success Workshops were completely revamped to focus on how GPA impacts the student's transcript and how to remedy a transcript with failing grades. This was accomplished by bringing together several Academic Advisors for input on the essential components of a successful workshop. The lesson plan was developed and then reviewed several times to make sure that the learning outcome was compatible with the new lesson plan. It was determined to ultimately focus on SLCC policies for improving a student's probation status. Emphasis was placed on the Enrollment Services forms, i.e. Repeated Class Notification/ Registration Appeal and the Academic Renewal Form and understanding how a GPA is calculated. Packets of instructional materials were prepared for each potential workshop presenter and individual training sessions were conducted for potential workshop presenters.

**Student Services**  
**Departmental Goals and Assessment Outcomes 2011-2012**

**Department Name: Academic and Career Advising (FY, Undecided/Undeclared)**

Department Goals for 2011-2012

1. Coordinate consistent marketing of Career Services to include Career Clues, TypeFocus, Career Assessments, Career Library, and Career Class.
2. Work with the Developmental Education Department to expand classroom presentations to include LE 1220.
3. Identify and provide developmental advising to a non-traditional group of women registered in Reading and Writing courses.
4. Prepare an outline of training needed by new advisors at different stages of their first year at the institution.

**Project (Assessment) Title: Early advising session for students with FYE classroom presentations**

**College Priority & Objective:**

2D: Implement best practices to improve students participation in advising, learning support and non-curricular activities that are related to student persistence.

**Student Services Learning Outcome:** Students attending a classroom advising presentation will visit with an advisor early in the semester to prepare for the next term.

**Methodology:** Nine FYE presentations were given early in Spring 2011 to LE 1020, ESL 1010, RDG 0900, RDG 0990, and LE 1020 classes. Five of the 9 classroom presentations were evaluated, one in each type of course. Twelve random students from each class were evaluated and compared to 12 random students in the same courses, same semester, who did not have a classroom presentation. (attached) Class lists were obtained from sections where presentations were made and from sections with no advisor presentation. Banner (SHACRSE) was used to determine if the student persisted in summer or fall 2011. SMARQCM was used to determine if a student met with an Advisor in or after Spring 2011.

**Results:** First Year experience (FYE) classroom presentations have a higher immediate impact toward retention of students in English as a Second Language (ESL) courses. ESL students were invited to visit with an advisor in the same term. They did so in a large numbers, compared with those students who did not attend a classroom presentation. Persistence in enrollment for a second semester also suffered with this last group of students.

**Action:** Advising will reach out to all ESL faculty and encourage FYE presentations in more ESL sections, especially in ESL 1010 classes.

**Goal 1:** Coordinate consistent marketing of Career Services to include Career Clues, TypeFocus, Career Assessments, Career Library, and Career Class.

**Outcome:** Advising worked with the department graphic designer to create updated posters/flyers for TypeFocus, Getting Started in the Career Library, MBTI/Strong/Campbell Assessments, Career Resources, Major and Career Decision Making class LE 1200, Undecided, and for the Majors to Careers Fairs. Once the advertisement was created, support staff posted them in various locations and sent them to Advising Departments on other campuses. Small quarter sheets were also created and distributed to each advisor. Each Advisor has been given a display holder specifically for Career Services information for their individual offices. TypeFocus users are being sent an email inviting them to meet with a Career Advisor for an individual advising session using Career Clues employability information and follow-up.

**Goal 2:** Work with the Developmental Education Department to expand classroom presentations to include LE 1220 classes.

**Outcome:** This goal will be reassessed and possibly carried forward into 2012-2013. The results of our assessment of FYE Presentations help us to see that we need to concentrate these presentations in the ESL classes. Advising will reach out and include LE 1220 faculty in our invitation to participate in the FYE classroom presentations.

**Goal 3:** Identify and provide developmental advising to a non-traditional group of women registered in Reading and Writing courses.

**Outcome:** Identified list of women over 35 years of age who are enrolled in either WRTG 0900 and/or RDG 0900. A group email was sent to 25 women in September inviting them to a get-together luncheon. Five women attended. Each participant was given a packet with the list of Learning and Tutoring Support Services, "How to Get Good Grades in College" booklet, "Choosing a Major" booklet, Utah Futures brochure and the Academic Calendar for Spring 2012. Director, Asst. Director, Multi-Cultural Advisors, and Assessment Advisor also attended and got to know these women and answer/ask questions. A new group of women will be identified for fall 2012 and added to this current group. Advisor will keep contact with these students through emails with "advisor tips" and messages of encouragement.

**Goal 4:** Prepare an outline of training needed by new advisors at different stages of their first year at the institution.

**Outcome:** A Training Committee was created with the participation of an Assistant Director, two Program Advisors, a Multi-Cultural Advisor, a General Advisor and a Front Desk Support Staff representative. Training objectives were defined for competencies in three tiers 1) 10 Day Training Phase, 2) 30 Day Training Phase, 3) 6 month Training Phase. Content of training was divided based on essential competencies which were identified by the entire Academic Advising Staff. These

competencies were then categorized into the following groups (“The Essential Steps for Developing the Content of an Effective Advisor Training and Development Program”, Ford):

**CONCEPTUAL (C):** definitions, theory, student/advisor rights and responsibilities

**INFORMATIONAL (I):** facts, policies, procedures

**RELATIONAL (R):** communication, relationship building

**TECHNICAL (T):** use of technology, computer programs

**PERSONAL (P):** personal maintenance and development

The Training Committee has also identified preferred training methods to include, self training, e-learning, peer training, and instructor led training (from “Methods of Training in the Workplace” Danziger and Dunkle). Training content is now in development.

**Student Services**  
**Departmental Goals and Assessment Plans 2011-2012**

**Department Name: Academic and Career Advising (Multi-Ethnic Student Advising)**

Goals for 2011-2012

1. Contact students to inform them about the services available through Academic and Career Advising and other units of Student Services
2. Present informational workshops on topics of interest: scholarships and balance life
3. Present an event to facilitate communication among staff and faculty of color

**Goal 1:** Contact students to inform them about the services available through Academic and Career Advising and other units of Student Services.

**Outcome:** With the exception of mailed welcome letters and the occasional phone calls, Multicultural Advisors find email as a more effective avenue for communicating with their student populations. Emailing is a useful tool for relaying information that advisors feel are useful to students such as: welcome, congratulations, events on campus and in the community, scholarships, jobs and volunteer opportunities, follow-up visits, internships, deadlines, career exploration, transfer visits, workshops, and social activities. Students are also kept informed about other departmental offerings and activities from areas such as Student Employment, Disability Resource Center, WRTG/RDG/MATH labs, School Relations, etc.

Evidence of the success of these emails can be seen through advisor tracking and testimonials. For instance, the Pacific Islander Advisor received a total of 181 responses from her Did You Know email series, averaging 15 emails per month from April 2011 to March 2012.

**Goal 2:** Present informational workshops on topics of interest: scholarships and balance life

**Outcome:** Multicultural advising has continued its Pepsi Scholarship Workshop series that is offered one month before each semester deadline. The workshop teaches students how to write a winning scholarship essay using the Pepsi Generation Excellence Cash Award as a guide. Students may also use these tools for any scholarship or job application essay. One additional session was added at the South City Campus along with the two sessions offered at the Taylorsville/Redwood campus. Students who attend the workshop and who apply and receive the cash award average 50%-56% per semester.

Another workshop that has been added is the Balance Your Life workshop that was offered through one of our Hispanic Advisor's peer mentoring groups and presented by Enrique Velasquez, Department Chair for the Social and Behavioral Science department.

**Goal 3:** Present an event to facilitate communication among staff and faculty of color.

**Outcome:** The Faculty/Staff luncheon was conducted in November 2011 to create a conversation between staff and faculty of color about how to better assist our student populations.

Multicultural Advisors also presented a student panel discussion at the Faculty Convention on April 13, 2012 to discuss how faculty can assist students of color to help them be more successful in college.

**Student Services**  
**Departmental Goals and Assessment Outcomes 2011-12**

**Department Name: Academic and Career Advising (General Office)**

Department Goals for 2011 - 2012

1. Gain workable knowledge of and use AdvisorTrac program to track student intake.
2. Gather information to assess student satisfaction with advising sessions and students' self-evaluation of the extent of their increase in knowledge after the advising session.

**Goal 1:** Gain workable knowledge of and use AdvisorTrac to track student intake.

**Outcome:** After few months testing the AdvisorTrac system for possible problems at South City campus, the system was successfully installed at Taylorsville Redwood Campus in March 2012. Since then, the program has been working smoothly and the first reports from the system were available April 2012. In addition to demographic information, Advising can also pull data such as: major, degree, GPA, ethnicity and gender of the students. Advisors write notes from the advising session in the student history file and they can also retrieve the notes written by previous advisors. The information obtained from the history file assists the advisors in providing new or additional information to the students.

A feature that Advising wants to implement with AdvisorTrac is the tracking of phone calls. It will facilitate the tracking of the service as well as the number of student contacts with the students.

**Project (Assessment) Title: 2011-2012 Student satisfaction and increase of knowledge after an academic and career advising session.**

**College priority & objective:**

2D & 2E

**Methodology (Plan/Timeline/Method):**

Students will fill out a satisfactory survey and a self-evaluation of the extent of their increase in knowledge after the advising session. The gathering of information will be by random sample and will take place from December 2011- February 2012.

**Outcome:** This is a goal that Advising wants to start working on as soon as the Specialist 1 gets hired. It was not possible to manage the survey activity during the period in which Advising lost the assistance of a secretary and a front desk technician. Advising should be able to study the student satisfaction with our services at a large scale using AdvisorTrac and CampusLabs.