

Student Affairs Annual Highlights 2016-2017

Department Name: Academic and Career Advising

Dash Board Indicators:

Student Contacts	June 2015 - May 2016	June 2016 - May 2017	Difference
In Person contacts (Walk-ins, Appointments)	55,778	54,822	-956 (-2%)
Phone and Text	22,205	21,407	-798 (-4%)
E-mail and Chat	45,519	45,130	-389 (-1%)
Academic Standards Intervention	2,225	2,819	+594 (+27%)
Career Advising (Discovery Series, Assess- ments, Presentations)	2,685	2,790	+105 (+4%)
Transfer Event Attendance	7,003	7,155	+152 (+2%)
Financial Aid Satisfactory Progress	887	784	-103 (-12%)
Max. Hours Audit (Cont. of Funding)	1,342	1,068	-274 (-20%)

Data collected by Specialist Cami Knapp, from June 1st, 2016 through May 30, 2017. Numbers may represent students repeated visits to Advisors.

Matching the decline in enrollment at SLCC, Advising experienced a decline in the number of in person contacts with students. Compared to data from 2015-16, there was a decline of 2% in walk-ins and appointments with advisors. There was a higher number of student contacts (27%) with students who needed intervention to improve their grade point average (GPA). The number of students requiring completion of Financial Aid forms, such as satisfactory progress and maximum hours appeals, also declined.

Student Contacts	June 2016	July 2016	Aug 2016	Sept 2016	Oct 2016	Nov 2016	Dec 2016	Jan 2017	Feb 2017	Mar 2017	Apr 2017	May 2017	June 2016 - May 2017 Totals
In Person Contacts (Walk-ins, Appointments)	4,299	4,559	8,770	3,369	3,261	5,025	4,395	5,990	2,669	3,784	4,187	4,514	54,822
Phone and Text	1,710	1,441	2,348	1,357	1,621	1,700	1,543	2,080	1,838	1,861	1,786	2,122	21,407
Email and Chat	3,476	3,720	5,025	3,172	3,023	3,504	3,286	5,760	3,167	3,709	3,704	3,584	45,130
Academic Standards Intervention	220	260	408	91	350	89	295	193	314	262	162	175	2,819
Career Advising (Fair, Discovery Series, Assessments & Classroom)	131	501	79	679	271	60	60	786	37	63	58	73	2,798
Transfer Events & Attendance	374	424	540	1,268	937	581	183	866	808	558	351	265	7,155
Financial Aid Satisfactory Progress	72	59	124	50	48	52	46	106	53	46	58	70	784
Max Hours Audit (Continuation of Funding)	53	83	181	92	55	48	36	198	64	55	75	128	1,068

Highest number of student intake from June 1, 2016 – May 31, 2017.

August 2016 and January 2017 represent the busiest time of the year for Academic Advising. The highest demand for services is made in person, as well as using emails and chat services.

Programming or Service Highlights:

Improved quality of Academic Advising by:

- Assisting with the completion of graduation maps.
- Reviewing 2017-18 Catalog for accuracy.
- Assisting with Starfish pilot for Math 0980
- Assisting in the development of placement matrix for math and English.
- Producing updated advising sheets for General Education requirements.
- Assisting with development of several Enrollment Services forms.
- Updating the Major and Career Discovery Series training on Canvas.
- Checking all math pre-requisite requirements in Banner and the online catalog. Referred issues to math department.
- Visiting the Science Department at Weber State University.
- Participating in the Major Expo at U of U.
- Reviewing admission processes with Nursing Department at U of U.

Supported Staff Development by:

- Advisors participating in training offered by several professional organizations (NCDA, UAA, NASPA virtual, UAAC, AACC, UCDA).
- Front desk staff completing customer service training.
- Increasing the number of advisors with MBTI Certifications (Faye Leapai at South City Campus and Chris Bruun at Jordan Campus).
- Advisors participating in scholarship committees.
- Advisor visiting three community colleges in Tennessee.
- Completing cross training for integration of some advisors' SAT/credit.
- Advisors participating in the President's Committee on Inclusivity & Equity.

Assessment Highlights:

From assessment number one, data inform:

- Students in Academic Standards need to update their address information each semester. One-fourth of the students contacted had their phone disconnected, wrong number, or unknown.
- Students in Academic Standards, who answered the phone and set up an appointment with the advisor are 7.5 times less likely to follow with an advising session. There may not be a second chance to talk with the students.
- The Fall Semester Academic Standards phone call campaign resulted in a 3% success ratio based on the number of students who received intervention.

From assessment number two, data inform:

- 26.3 percent of students who met the TABE score requirement to enroll in any SAT program did not complete their registration process. Why? Further data need to be collected and analyzed because the percentage represents a high attrition of students from the very beginning of their application process. Did they find alternatives for their education or training?
- The TABE scores do not lead the students' decision in what vocational training to pursue.
- Overall, 35 percent of students tested did not continue their enrollment at SLCC.
- 81% of the SAT applicants met with an advisor. The Assistant Director, Verl Long, and SAT advisors will discuss the results.

July 5, 2017