

## #2. Executive Summary: Undergraduate Program Assessment:

### Student Outcomes – Gen Ed

**Department:** First Year Advising **Date:** 5/11/17

**Members involved with analysis of artifacts:** Corrie Johnson; Annette Wallman; Tae'lor Purdy Korrell; Nancy Elwell

**See Undergraduate Program Outcome Assessment Plan: Student Outcomes – Gen Eds for:** a) Learning Outcome; b) Background; c) Question(s); d) Methodology

#### **Analysis of artifacts:**

1). **PERFORMANCE CRITERIA\*** - *How was data analyzed? (attach rubrics/scoring tools if used).*  
The % of no-show appointments was calculated for Fall 16 and Spring 17. % were then compared.

#### **Summary of RESULTS\*:**

1). *Restate the assessment question(s) (from the Assessment plan):*

Does the implementation of SQUARE decrease the % of appointments that are cancelled without notification?

2). *Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.*

The % of no show/no notification dropped from 11% in the fall to 6% in the spring.

Fall 2016 # of appointments: 339

Spring 2017 # of appointments: 365

Fall 2016 # of no shows/no notification: 38

Spring 2017 # of no shows/no notification: 22

Fall 2016 % of no show/no notification: 11%

Spring 2017 % of no show/no notification: 6%

3). **INTERPRETATION\*** - *Discuss how the results answer the assessment question(s).*

The no show/no notification percentage decreased from 11% in the fall to 6% in the spring after the implementation of SQUARE supporting that SQUARE implementation did decrease the % of no show/no notification. Additional observations include:

1. Students felt empowered because they were able to control their schedule and take initiative to reschedule if they could not make appointment.
2. Students were more prepared for meeting ahead of time and were moved to take on responsibility for this piece of scheduling.
3. The Square tool was a huge timesaver for the student and advisor so they did not have to come in and make appointments on their own time.
4. The manual task of sending text messages and reminders were moved from staff to student and through the tool.
5. We used a tool that played to the student's strength and was easily accessible for the student to access.
6. Students were more respectful of their advisor's time and the importance of making a follow up/appointment for other concerns and questions.
7. Students who cancelled an appointment, quickly rescheduled.
8. Through the tool reminders, students were on time for appointments or early due to text message and email reminders.
9. Square gives us the ability to produce a spreadsheet for quick data and documentation and evaluation.

4). *Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low) – It was observed that students who are missing appointments likely have a higher risk of being a student that will later attrition and leave Concordia or have additional issues that will prohibit their success*

#### **Sharing of Results:**

*When were results shared? Date:* June 2017

*How were the results shared? (i.e. met as a department)* Meeting & via email.

*Who were results shared with? (List names):* Results were shared with Bethany Landrey and Angel Hoppe in the Academic Resource Center (ARC). They saw that their students were able to share that they had already made their advising appointments and were prepared for their advising meeting compared to past semesters when students could not remember or were not prepared for their meeting. This tool helped the ARC help the advising

office to teach responsibility. The ARC hopes to implement this tool, or one similar to aid their office in students making and keeping appointments with their office.

Corey Gray, Director of Career Services, saw our office's results and implemented the use of Square for his own use of having students schedule appointments with him to the career center.

Results will be shared at the Fall faculty seminar.

**Discussion of Results –Summarize your conclusions including:**

**1. ACTION\***- *How will what the department learned from the assessment impact the teaching process/course/program etc. in your department starting the next academic year?*

We will continue to use Square and replace the previous paper schedules. We will also give the link to students earlier to schedule their fall appointments and meetings, through email and the FYE course.

**2. IMPACT\***- *What is the anticipated impact of the ACTION\* on student achievement of the learning outcome in the next academic year?*

We are equipping students to take ownership and responsibility of their academic plan. In doing so, we are supporting Concordia's mission and general education goals of equipping students to utilize their resources, increase their responsibility and develop into professional men and women in their vocation. -

Our hope is that "no shows" will continue to decrease with the implementation of the Square scheduling tool. More encouragement to students' skills and their academic responsibility. Anticipation of ease towards students coming in to the advising office and add to the approachability of planning with their advisor throughout the year.

**3. BUDGET IMPLICATIONS** – *Indicate budget requirements necessary for the successful implementation of the ACTION\* (i.e. an additional staff person, new equipment, additional sections of a course)*

This tool does make a budget implication and a request has been made for the 2017-2018 budget. This will help us identify possible attritions earlier and our process to work with those students. This tool does not add an additional staff person, but it is in replacement of our administrative assistant us through this process before by sending text reminders and made the appointments with students when they stepped into the office.

***If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.***

***What assessment questions related to the learning outcome would the program like to investigate in the future? Will continue to assess the impact of SQUARE in 2017-2018 academic year.***

**Submitted by: Corey Johnson                      Reviewed by the Assessment Committee (date): 6/28/17**

Department Chair notified/additional action needed: na

BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: yes

Approved & Posted to Assessment site: 6/28/17