

#2. 2017 – 2018 Executive Summary: Undergraduate Program Assessment:

Student Outcomes – Gen Ed

Department: First-Year Advising **Date:** 5-25-18

Members involved with analysis of artifacts: Corrie Johnson, Tae'lor Purdy, Mark Geary

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).*

Our Square application is able to compile our appointments and collect dates, no shows and appointments per advisor. From there we were able to evaluate the percentage of students making and keeping their appointments for the academic year and gather valuable information. The # of no-show appointments was calculated for fall 17 and spring 18. % was 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.*

Fall 2017 # of appointments= 392 Spring 2018 # of appointments= 343

Fall 2017 # of no shows: 9 Spring 2018 # of no shows: 5

Fall 2017 % of no show that was an attrition: 22% Spring 2018 % of no show that was attrition: 20%

These appointments were for all 3 first year advisors. It includes their official first semester appointments, their second semester appointments and any scheduled appointment made by the student through the Square app.

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

This was our first full academic year using the Square application and the ease of our fall scheduling was greatly affected by the simplicity for students to use the app to make an appointment with us, receive a reminder and then follow through to make each appointment. We saw a drastic decrease in students not making their appointments and the benefit to our office for a smoother work flow was positive and for students to make their appointments during the time needed.

4). *Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)* One noticeable observation was the correlation of 3 attritions that were also no-shows to their appointments. Another observation is the reaction from students when they are notified that they missed their appointment versus no communication or follow up that they made an appointment and did not come in or communicate they could not show up. Students really appreciate the app and find ease in using it and rescheduling if with us if need be. Advisors can also easily reschedule a meeting with a student if they have to and the reminders are automatic and help students keep their schedule.

Sharing of Results:

When were results shared? Date: 5/24

How were the results shared? (i.e. met as a department) Academic Services-end of the year meeting

Who were results shared with? (List names): Tae'lor Purdy, Mark Geary, Angel Hoppe, Bethany Landrey

Discussion of Results –Summarize your conclusions including:

1. **ACTION***- *How will what the department learned from the assessment impact:*

a. *Teaching:* This most importantly impacts our communication to students and to stress the importance of being responsible of your time and other's time by keeping meetings and appointments.

b. *Assignment/course:* Click or tap here to enter text.

c. *Program:* Click or tap here to enter text.

d. *Assessment:* Click or tap here to enter text.

2. **IMPACT***- *What is the anticipated impact of the ACTION* on student achievement of the learning*

outcome in the next academic year? It helps the advisors be more productive and effective with our

time with our students. It takes less time for us to reschedule their appointments and takes out the time that it took us to send reminders to students of when their appointment was. Our communication has been effective in decreasing no-shows and students being more responsive to our initiation to keep their schedules. They find a ease in setting up appointments with us and knowing when that they can come in when we are not in other meetings, by seeing our schedules through the app.

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). The budget implication of this application is \$600 a year (\$50 a month) for all 3 advisors to use the same Square application as the advising office. It has been a great asset to our office and to our students! This was on our FY18 budget and is set for our FY19 budget.

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? [Click or tap here to enter text.](#)

Submitted by:Corrie Johnson **Assessment Committee Reviewed:** 6/7/18

Department Chair notified/additional action needed:na

BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: 6/7/18**Approved & Posted to Assessment site:** 7/1/18