

**2018 – 2019/2019 – 2020 General Education Executive Summary**

<b>Department:</b> First-Year Advising <b>Date:</b> May 30, 2019
<b>Members involved with analysis of artifacts:</b> Corrie Johnson, Tae'lor Purdy
<b>General Education Assessment Plan:</b> a) Learning Outcome; b) Background; c) Question(s); d) Methodology
<b>Analysis of artifacts:</b> 1). <b>PERFORMANCE CRITERIA*</b> - <i>How was data analyzed? (attach rubrics/scoring tools if used).</i> The first-year advisors evaluated the completed advisor evaluations from the 2018-2019 academic year. Surveys that showed significant assessment and evaluation from the student's prospective as they completed the survey and returned to the advising office were used for interpretation of results. All first-year students are given an evaluation to complete once they return their change of advisor slip, we give our best effort to also give the survey to attritioning students, but students also return a completed survey voluntarily. We had 207 completed surveys returned of 298 returning first-year students to the 2019 school year.
<b>Summary of RESULTS*:</b> 1). <i>Restate the assessment question(s) (from the Assessment plan):</i> Do freshmen identify cognitive changes as something they experience their first year and recognize as positively influencing their desire to graduate from CU? Are they able to process their experience in writing when prompted. 2). <i>Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i> Question #11 on the advisor evaluation survey, in general was by far the most thoroughly answered question by a majority of students who completed and returned the survey. In comparison to the other questions, students put more thought to answer #11 and took the time to attribute their positive experience in writing. If they didn't have as much to answer on the other questions, they collectively answered #11 most thoroughly and had something to put down, some students also put thought to suggestions, but collectively had a positive comment or accolade to designate to someone who influenced their first year. Question #11 read: "What have you enjoyed about your first year that positively influences your desire to graduate from CU?" 3). <b>INTERPRETATION*</b> - <i>Discuss how the results answer the assessment question(s).</i> Students were able to cognitively respond with positive changes they experienced during their first year that impacted and supported their time and the likelihood to return for their second year and graduate from Concordia. There were many commonalities amongst the responses and key themes that Concordia shares and witnesses towards its campus personality and attributes. Some of these key themes include: community, care of staff, involvement of professors and staff with their academic support. That advisors take genuine interest in their personal lives, as well as academic support when needed. They feel cared for and that Concordia is a genuine and inviting campus that is friendly and welcoming when they need something. 4). <i>Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)</i> Students attributed influence to graduate from CU based on the support felt from people they interact with on campus, i.e., professors, coaches, staff, advisors. They attributed their success to the environment they felt was caring, genuine, supportive and friendly. They also mentioned that the many resources would help encourage them as they continued as a student and would enhance their academic experience. It was a welcomed observation to see that students are able to attribute their positive experiences towards the relationships that they have with others. Students are able to process and recognize that the impact of those around them can support them as a community, while their academic experience is personal and individualized.
<b>Sharing of Results:</b> <i>When were results shared? Date:</i> May 30, 2019 <i>How were the results shared? (i.e. met as a department)</i> Shared with selected staff that work directly with first-year students, ARC staff and CARE team members. <i>Who were results shared with? (List names):</i> Corey Gray, Gene Brooks, Tim Preuss, Jessica Luebbe, Lori Read, Angel Hoppe, Bethany Landrey, Andreea Baker, Von Thomas, Tae'lor Purdy
<b>Discussion of Results –Summarize your conclusions including:</b> 1. <b>ACTION*</b> - <i>How will what the department learned from the assessment impact:</i> a. <i>Teaching:</i> N/A b. <i>Assignment/course:</i> N/A

c. *Program:* These results can help us as advisors see the direct impact that our work with students has on their overall college experience and the support we are for them as a community on campus. As we all strive to work together to aid in the student's academic experience, we can attribute our work to join efforts supporting our colleagues that interact with not only first year students, but all students.

d. *Assessment:* N/A

2. **IMPACT\***- *What is the anticipated impact of the ACTION\* on student achievement of the learning outcome in the next academic year?* Our hope is that students learn early and often that once they step foot on Concordia's campus they are cared for and supported by staff and faculty that genuinely care for their well being and want to directly impact their experience from that first day on. Any way that we can encourage and learn new ways to impact students positively earlier on in the semester, the better. We know that as students' mental health, physical and spiritual health are influenced they need support from those around them and we need to continue to learn ways to address issues that arise.

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).* N/A

***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?*** Question #10 reads: "If you could change anything about your first year, what would those changes be?"

**Submitted by:**Corrie Johnson **Assessment Committee Reviewed:** 6/11/19

**Department Chair notified – approval/additional action needed:**approved 6/11/19

**BUDGET IMPLICATIONS** – na **Assessment Committee Chair notified appropriate Dean:** na.