

2022 – 23 & 2023 - 24 General Education Executive Summary

Department: Academic Resource Center **Date:** June 8, 2023

Members involved with analysis of artifacts: Sue Showers, Angel Hoppe, Matt Myers

See General Education Assessment Plan 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).*

An anonymous electronic survey (Survey Monkey) was sent to all undergraduate students (n = just over 1000) on March 28, 2023 and was open for responses until April 6, 2023. The survey asked questions regarding students' ability to assess their need for our services and if they needed those services did they communicate that (seek us out) and if not, why not. An incentive was included for completion of the survey (take a screenshot at the end of the survey and email it to the ARC). 3 winners were drawn and were sent a gift card for the 10:31 coffee shop on campus.

Summary of RESULTS*:

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

1. Given the information about the ARC/DSS in multiple formats, are students able to assess their need for those services and did they communicate that to someone? How did they communicate that?
2. If they needed those services but didn't seek them out, why not? What prevented them from communicating that?

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

Please see attached survey results for detailed information. Students were able to pick more than one answer for most questions. We had 109 students complete the survey out of just over 1000 students it was sent to for a completion rate of around 10%. 96.33% of students indicated they were aware of the services provided by the Academic Resource Center and Disability Support Services. The most common ways for students to have heard about us were bulletin boards (47.22%), FYE class (50.93%), SLO emails (44.44%), and professors (48.15%). For students who had information about our offices and services, 87.85% said they were able to decide if they needed or could benefit from our services. For students who needed support and wanted to access it, 58.21% sent an email, and 61.19% walked in. We got a variety of answers from students who needed assistance but didn't connect with us (23 students provided answers) – some indicated wanting to do the work on their own and didn't want to ask for help, some weren't sure how to connect and/or were embarrassed, and some said they didn't have the time. Students reported the best way for them to communicate with our office is through email (90.29%), text message (35.92%), Microsoft form (18.45%), QR codes (17.48%), and social media (10.68%). When asked what would make communication with the ARC/DSS offices easier, again we got a variety of responses: more posters/advertisements, more description of what the services are and what is available, more emails, and knowing who to contact.

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

We wanted to find out if and how students are communicating with staff at CUNE regarding potential supports they may need from the ARC/DSS offices, specifically:

1. in what ways did students hear about the services we provide – 96.33% of students reported being aware of our offices and services and we learned they found out about us through bulletin boards, social media, website, SOAP outreach, syllabus statements, FYE class, Launch/Jump Start, SLO emails, RA's, tutor presentations in class, coaches, and professors, "other" responses included friends, walking by in the library, word of mouth, signs in library, teammates, counselor, and use of the DSS office; although 3 students reported not knowing about our offices, we can reasonably conclude that our multiple methods of communication with the student body are effective.
2. if they decided they needed our services and wanted to pursue them, how did they communicate that – we learned that 87.85% of students indicated they were able to make a decision about needing/using our office and communicated that by sending an email (58.21%), walking in (61.19%), calling the office (4.48%), using a QR code to book a meeting (7.46%). We interpreted that to mean that email is an effective form of communication with students and that good signage and being available for walk-in traffic is important.
3. if they decided they needed our services but didn't pursue them, did they communicate that and why or why not – this was an open-ended question and responses included, "I like to do things on my own", "I have never needed assistance before", "Was not sure who to contact for certain services", "Embarrassment", "I'm bad at asking for help", "I might talk to the professor first", "I do not know the hours", "I didn't want to take the time", "I find myself struggling the most at night when everything is closed and I'm often really busy during the day." These responses

gave us a chance to reflect as a department about our messaging, how it might be improved, and how students are feeling.

4. what is their preferred method of communication with the ARC/DSS and what barriers exist – we learned that the majority of students preferred email (90.29%), followed by text message (35.92%), Microsoft form (18.45%), QR codes (17.48%), and social media (10.68%); identifying barriers was an open-ended question and responses included, “Have people who are friendly talk about it”, “Add more posters”, “Add more QR codes”, “Library room numbers are a bit confusing”, “Don’t fully know what all is offered and who can actually use those resources”, “Providing more detailed emails talking about each of the services would be nice”, “I do not know the hours”, “I wouldn’t know who to contact first”, “For students who are new to the college...have a brief walkthrough...they will be more comfortable and able to do so later on when they need it...many students feel that the time it takes to contact offices and set things up...is too much of a hindrance which keeps them from seeking the help they may need”, “I don’t know what classes have tutors and what don’t”, “I think a lot of people don’t know where it is”, “Social stigma”. Again, these responses gave us a chance to reflect as a department about our messaging, how it might be improved, and how students are feeling and what they need.

4). *Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)* Click or tap here to enter text.

Sharing of Results: *When were results shared? Date:* April 12, 2023

How were the results shared? (i.e. met as a department) discussion at department meeting, copies of results shared

Who were results shared with? (List names): Angel Hoppe, Matt Myers

Discussion of Results –Summarize your conclusions including:

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

a. *Teaching:* Click or tap here to enter text.

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

c. *Program:* We will continue to promote and advertise our offices/services in a variety of ways. We will look to increase our email communication with students since they indicated that was a preferred method and explore ways to be able to text message students as well. We will work to clarify the purposes of our offices and help students know and understand who they can contact, how they can find us/contact us, and how they can use us. The results indicate there might be an opportunity to have some conversation around decreasing the stigma or embarrassment of asking for help, how our campus can be more inclusive and accessible, and how to empower students to communicate what they need.

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?* More students will know about the services and resources of the ARC and DSS offices and be comfortable accessing them which can in turn boost student confidence, improve their academic performance, and influence retention. More students may be willing to self-advocate for what they need and more dialogue might happen around accessibility and inclusivity for all.

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).*

We did need to spend \$99 to use Survey Monkey so we could have unlimited responses to our survey, and that was an unanticipated cost in our budget. There is the potential that the University will develop a contract with Qualtrics which would be beneficial for us to use, otherwise we will need to plan for that expense again. A change that is happening for the ARC next year is the move away from in-person tutoring to an online vendor (TutorMe). The money that would have been used on student tutors will be shifted to contracted services. At this time we are not planning on a budget increase but will just move existing money from one line item to another. However, given this will be our first year using the online service, it is difficult to predict usage and if we will go over our purchased hours. It is possible CUNE will need to increase the budget in this area if student utilization is high and the online academic support proves effective for our students.

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:Dr. Sue Showers **Assessment Committee Reviewed:** 6/12/23

Department Chair notified – approval/additional action needed:Approved

BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na