



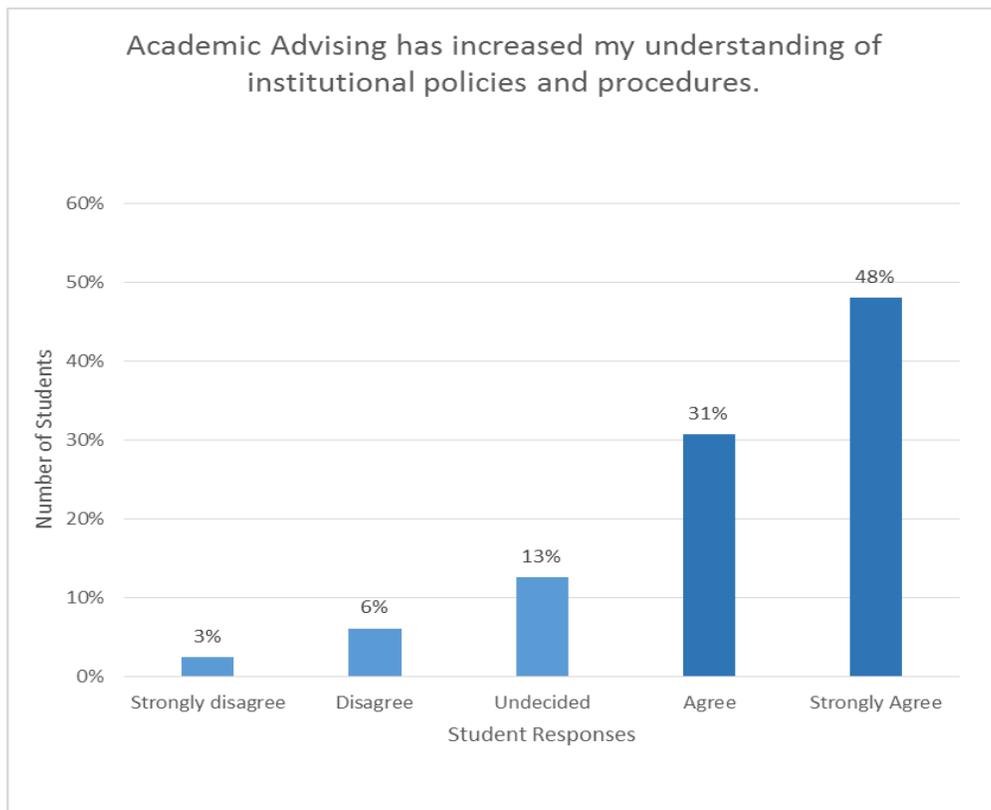
Co-Curricular Assessment of Student Learning Reporting Form

Contact Person: Haley Kovarik and Katie Doughty	Date of Report Submission: April 26, 2017
Department: Academic Advising	Semester Assessment Conducted: Fall 2015 & Spring 2016
Identify if assessment is: <input checked="" type="checkbox"/> <i>First time</i> <input type="checkbox"/> <i>Repeat/ trend analysis</i>	
Report Title: Student Learning Goal #2 – Fall 2015 and Spring 2016	
Type of assessment: (Check all that apply.) <input checked="" type="checkbox"/> <i>Departmental Student Learning goal</i> <input type="checkbox"/> <i>Core Competency</i>	
Identify if this assessment was completed in collaboration with a specific: <input checked="" type="checkbox"/> <i>co-curricular dept.</i> <input type="checkbox"/> <i>course</i> <input type="checkbox"/> <i>discipline</i> <input type="checkbox"/> <i>program</i> <input type="checkbox"/> <i>degree</i> <input type="checkbox"/> <i>grant</i> <input type="checkbox"/> <i>other</i>	
1. Describe <u>what you wanted to know</u> about student knowledge, skills or attitudes/behaviors. (Explain why you conducted this assessment.) OR <u>if this is a repeat assessment to “close the loop”</u> – describe what was initially assessed and what changes were implemented.	
<p>Academic Advising developed an electronic evaluation to collect student feedback on the quality of service provided in academic advising and counseling sessions. The evaluation included three main feedback areas: students’ satisfaction with their overall experience, students’ satisfaction with the advisor or counselor who assisted them, and students’ competency with the department’s student learning goals. This report focuses on students’ responses to statement 17: “Academic Advising has increased my understanding of institutional policies and procedures.”</p> <p>1a. State the department SL goal(s) or core competency linked to this assessment.</p> <p>Goal 2: The student shall be able to access and act according to institutional policies and procedures, as well as utilize academic resources, college programs and services.</p> <p>1 b. Identify which students were assessed.</p> <p>The evaluation was linked on the eSTORM student center account of every student who met with an academic advisor or counselor during the assessment period.</p> <p>1c. What was the sample size of the group assessed/the number of possible students?</p> <p>282 students completed the evaluation out of the 7,354 students who met with an academic advisor or counselor between December 11, 2015 and May 20, 2016 at all academic advising locations.</p>	
2. Describe when and how the assessment was conducted/completed. (Attach the tool(s) that was used to collect performance measures.)	
<p>The electronic evaluation was linked on the eSTORM student center account of every student who met with an academic advisor or counselor from December 11, 2015 to May 20, 2016. The link to the evaluation was generated in an overnight process; therefore, if a student met with an advisor on December 11th, the evaluation</p>	

was available to them on December 12th. If a student visited Academic Advising more than once during this period, the evaluation was not redistributed if an incomplete evaluation was still available on the student's eSTORM account. Students who met with an advisor or counselor more than once received a new link to the electronic evaluation if they had completed a previous one already.

3. What were the results of this assessment? (Organize data in a chart – no interpretation needed here.) If this is a repeat assessment, also share the previous assessment results.

Student Responses to Electronic Evaluation Statement 17



Academic Advising Electronic Evaluation			Total SA/A
Statement 17 Academic Advising has increased my understanding of institutional policies and procedures.			
Strongly Disagree	7	2.5%	78.70%
Disagree	17	6.1%	
Undecided	35	12.6%	
Agree	85	30.7%	
Strongly Agree	133	48%	
Total	277	100%	

3a. What was the cutoff point (benchmark) using this tool which would indicate satisfactory performance on the goal/objective or core competency skill assessed?

Academic Advising set the goal that 80% of students would “strongly agree” or “agree” that their session with an academic advisor increased their understanding of institutional policies and procedures.

4a. What is the analysis/interpretation of these results/trend results?

Statement 17 on the electronic evaluation connects to a fundamental purpose of academic advising at SWIC: to present and explain institutional policies and procedures regarding registration and academics. In an academic advising session, the following institutional policies and procedures might be addressed:

- Admission requirements
- Tuition, fees, and financial responsibilities
- Proof of residency
- Course placement and placement exams
- Late registration procedure
- Procedure for dropping a class
- Policy for repeating courses
- Grievance procedure
- Academic standards
- Attendance policy
- Graduation requirements

Of the 277 students who responded to statement 17, 78.7% agreed or strongly agreed that their academic advising session increased their understanding of institutional policies and procedures. This result nearly reached the department’s benchmark of 80%.

A significant amount (12.6%) of students responded to statement 17 as “undecided.” It is possible that these students, and perhaps even students who “disagreed” with this statement, were unaware that institutional policies or procedures were being addressed by the advisor. Students may not know that when, for example, the advisor discusses academic standing, this deals with an institutional policy.

4b. Did the groups meet the benchmark?

No

4c. Were there differences in performance based on ethnicity, mode of delivery, GPA, participation in specific support activities, etc.?

N/A

5. What changes, if any, does the department plan to implement to improve student performance? (Note: The response to this question is printed in a public document, the OA Report, posted on www.swic.edu without the above information. Please write this response for summary stand-alone statement that the public will understand – what was assessed, analysis of results, and plans for action.)

The aim of the electronic evaluation distributed to students who met with an academic advisor or counselor between December 11, 2015 and May 20, 2016 was to collect student feedback on the quality of service provided by the department. The evaluation included three main feedback areas: students’ satisfaction with their overall experience, students’ satisfaction with the advisor or counselor who assisted them, and students’ competency with the department’s student learning goals. While this more universal feedback is valuable and necessary for assessment of the department’s overall effectivity, Academic Advising plans to, and has begun, developing more specified tools for additional assessment of student learning. Individual assessment tools will be created to address each of the department’s five student learning goals. The tools will be designed to clarify how the student is meeting the goal; i.e. the student learned about late registration procedures and therefore

learned about an institutional procedure. Additionally, academic advisors will undergo further training on administering future assessments to ensure consistent implementation in every session.

Note: Attach relevant summary of data, rubric, or assessment tool.

Submitted by: Haley Kovarik and Katie Doughty *Department: Academic Advising*
Date Reviewed: 4/21/2017 *Status: Accepted*

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Please submit this form electronically to: OA coordinator and Supervisor.