Expected Outcomes : Senior Credit Checks

Students will be provided with responsive and efficient service for senior graduation credit checks in order to assist students in their matriculation through their academic course of study by providing academic counsel.

Assessment methods

Method : Senior Survey

A senior survey is sent to graduating seniors each semester. The survey gathers information related to employment placement, instruction, academic preparation, academic advising, career development, and curriculum.

Findings:

Senior survey responses indicated that 96.9% of all graduating senior respondents completed a senior credit check prior to graduation. Of those completing the senior credit check, 42.4% completed the credit check at least 2 semesters prior to graduation, 42.9% completed the credit check 1 semester prior to graduation, and 12% completed the credit check the semester of graduation.

How did you use findings for improvement?

Students completing senior credit checks at the beginning of their senior year have an opportunity to adjust their schedules as needed in order to avoid graduation delays. Notification e-mails and implementing degree specific requirements to have a credit check have been a long-standing practice. Furthermore, CHS student e-newsletter announcements were sent to increase the number of students completing credit checks by the first semester of their senior year. Several degree programs require senior credit checks prior to internship registration. An additional approach to be implemented Fall 2012 to increase senior credit checks will be attending faculty meetings and requesting that faculty inform students in their classes about the importance of receiving senior credit checks.

Additional comments:

None

Expected Outcomes : Academic Advising Satisfaction

Students will be satisfied or very satisfied with academic advising services provided by CHS academic advisors.

Assessment methods

Method : Advising Survey

The advising survey is administered to freshmen and sophomore students advised by the CHS academic advisors. The survey questions related directly to issues of academic advising (i.e. availability, knowledge, satisfaction, etc.).

Findings:
Academic advising survey (administered Fall 2011 and Spring 2012) results indicate satisfaction with the advising services provided by the academic advisors/advising office. The survey results indicated a 99% (strongly agree or agree) for overall satisfaction with the services provided by the academic advisors. Survey respondents report 94% (strongly agree or agree) agreement with the statement ‘my advisor enables me to make well informed decisions about courses, registration, activities, etc’. Survey results indicated a 95% agreement (strongly agree or agree) with the statement ‘my advisor helps me understand degree requirements and university policies and procedures’. Finally, 96% report that the advising office offered an open and welcome environment. All survey results were measured on a Likert-type scale (1 = strongly disagree, 5 = strongly agree) and were well above average.

How did you use findings for improvement?

The SARS system for scheduling appointments and advising sessions was implemented in Spring 2012. The goal was to provide additional opportunities for students to receive advising assistance. ‘Walk-in Wednesdays’ advising was held in order to allow for a higher percentage of student meeting opportunities as compared to standing appointment time slots. Yearly inservice training is held to continuously improve customer service which is a focus for the Academic Affairs staff. In addition, a Peer Advisor Program was piloted in Fall 2011 and launched as a permanent program in Spring 2012 to support the advising services offered through CHS.

Additional comments:

The overall satisfaction ratings reported in the findings section reflected an increase from the previous year. Additionally, two new items measuring students’ response to the Peer Advising program were added to the Advising survey. Student respondents assigned a mean score of 4.58 on a Likert-type scale (1 = strongly disagree, 5 = strongly agree) to the statement ‘the Peer Advisor program was helpful in meeting my advising needs’. Additionally, the survey reflected a mean rating of 4.64 on a Likert-type scale (1 = strongly disagree, 5 = strongly agree) in agreement to the statement ‘the Peer Advisor program is a helpful service to CHS students’.

Method: Senior Survey

A senior survey is sent to graduating seniors each semester. The survey gathers information related to employment placement, instruction, academic preparation, academic advising, career development, and curriculum.

Findings:

Senior survey results indicate satisfaction with the advising services provided by CHS Academic Advisors. The survey reflected a mean rating of 4.05 on a Likert-type scale (1 = very dissatisfied, 5 = very satisfied) for satisfaction with academic advising services. Furthermore, the survey reflected a mean rating of 4.02 on a Likert-type scale (1 = very dissatisfied, 5 = very satisfied) for satisfaction with planning and registration services.

How did you use findings for improvement?

The SARS system for scheduling appointments and advising sessions was implemented in Spring 2012. The goal was to provide additional opportunities for students to receive advising assistance. ‘Walk-in Wednesdays’ advising was held in order to allow for a higher percentage of student meeting opportunities as compared to standing appointment time slots. Yearly inservice training is held to continuously improve customer service which is a focus for the Academic Affairs staff. In addition, a Peer Advisor Program was piloted in Fall 2011 and launched as a permanent program in Spring 2012 to support the advising services offered through CHS.
Additional comments:

The satisfaction ratings reported in the findings section reflected an increase from the previous year.