Expected Outcomes: Core curriculum requirements

Students will agree that they understand the core curriculum requirements and apply them to their course scheduling.

Assessment methods

Method: Satisfaction Survey

Students are surveyed each semester about their experiences with CLA academic advising. A link to a survey on Qualtrics is sent to all students about halfway through each semester. Graduating seniors also receive a survey about their educational experience in CLA in the semester prior to their graduation.

Findings:

85% of students surveyed in 2011-2012 either agreed or strongly agreed that they understand and have the ability to apply general education core requirements when making decisions regarding their course scheduling. A majority of respondents used multiple media to obtain the information they need.

How did you use findings for improvement?

CLA enhanced its emphasis on core requirements in CWE and SOS advising sessions and established a new documents page on the CLA web site that clearly outlines core requirements for every degree program in one location.

Additional comments:

CLA conducts an annual retreat to keep advisors current on core and major requirements.

Method: Analysis of statistical data

Data on advising services is collected through SARS, an electronic appointment system database. It reports to us the number of students receiving advising services, and the reasons for their advising visits.

Findings:

Of the 12,823 appointments and ‘drop-ins’ CLA recorded in 2011-2012, 5,218 of those appointments were for general advising. More than 4,000 appointments were missed or canceled.

How did you use findings for improvement?

CLA implemented more vigorous efforts to encourage students to make and keep appointments, through emails from the Associate Dean and Director of Student Services and postings on the CLA Facebook page.

Additional comments:

None
Expected Outcomes: Establish regular advising routine for students

Students will meet with their advisor regularly.

Assessment methods

Method: Satisfaction Survey

Students are surveyed each semester about their experiences with CLA academic advising. A link to a survey on Qualtrics is sent to all students about halfway through each semester. Graduating seniors also receive a survey about their educational experience in CLA in the semester prior to their graduation.

Findings:

88% of survey respondents met with their CLASS adviser at least once each semester in 2011-2012.

How did you use findings for improvement?

CLA continued vigorous efforts urging students to see their advisor regularly through email, Twitter, and postings on the CLA Facebook page.

Additional comments:

The percentage of students who report seeing a CLASS advisor at least once each semester has been trending up for the last three years.

Method: Analysis of statistical data

Data on advising services is collected through SARS, an electronic appointment system database. It reports to us the number of students receiving advising services, and the reasons for their advising visits.

Findings:

Analysis of SARS data in 2011-2012 revealed that an advising session with a CLASS advisor gives an average student a 9% greater chance of having a higher GPA than students with one less advising session.

How did you use findings for improvement?

The link between advising and academic success is actively promoted in all appropriate advising communications with current and prospective students.

Additional comments:

None

Expected Outcomes: Proactive use of advising services

Students will meet with an academic advisor prior to registering for courses for the upcoming term. While this is not a student learning outcome in the strictest sense of the term, if students take the initiative to meet with an advisor prior to registration, it indicates that they do see value in advising services.

Assessment methods

Method: Satisfaction Survey
Students are surveyed each semester about their experiences with CLA academic advising. A link to a survey on Qualtrics is sent to all students about halfway through each semester. Graduating seniors also receive a survey about their educational experience in CLA in the semester prior to their graduation.

Findings:

77% of students reported having met with their CLASS advisor prior to registration in each semester during 2011-2012.

How did you use findings for improvement?

CLA continued to PIN students with sub 2.0 GPAs and students with more than 90 hours to ensure these cohorts of students saw a CLASS advisor prior to registration.

Additional comments:

104 out of a total of 270 students with a GPA under 2.0 did not see a CLASS advisor in 2011-2012 in spite of the efforts above.

Method: Analysis of statistical data

Data on advising services is collected through SARS, an electronic appointment system database. It reports to us the number of students receiving advising services, and the reasons for their advising visits.

Findings:

Analysis of SARS data shows a small, but measurable connection between student use of advising services and a higher GPA.

How did you use findings for improvement?

CLA worked to reduce waiting time for advising appointments and 78% of student respondents reported that their wait was 'just about right'. Peer advisors were also used more actively to connect students to their CLASS advisors.

Additional comments:

Student response to peer advisors in CLA is overwhelmingly positive. Plans were made in 2011-12 to expand the role of peer advisors to include departments in CLA beginning in the Fall 2012 semester.

Expected Outcomes: Student advising satisfaction

Students will be satisfied or very satisfied with the quality of advising they receive from CLA Academic Advisors.

Assessment methods

Method: Satisfaction Survey

Students are surveyed each semester about their experiences with CLA academic advising. A link to a survey on Qualtrics is sent to all students about halfway through each semester. Graduating seniors also receive a survey about their educational experience in CLA in the semester prior to their graduation.

Findings:

78% of survey respondents were satisfied or very satisfied with their CLASS Advisor. 73% of
survey respondents agree or strongly agree that their advisor has thorough knowledge of their individual academic needs. 89% of survey respondents believe their advisor to be courteous and professional.

How did you use findings for improvement?

Advising retreats and training sessions continue to be used in CLA to refine advising practices and procedures and to ensure that CLA advisors are current in their knowledge of academic requirements.

Additional comments:

None

Method : Analysis of statistical data

Data on advising services is collected through SARS, an electronic appointment system database. It reports to us the number of students receiving advising services, and the reasons for their advising visits.

Findings:

SARS data shows nearly 4,500 student advising appointments were either canceled or 'no-showed' in 2011-2012. There is anecdotal evidence that the advising appointment system employed in CLA adversely affects student satisfaction with advising services.

How did you use findings for improvement?

CLA worked actively to reduce wait time and improve front office services of peer advisors, administrative support personnel, and triage advisors in 2011-2012. Plans are also in place to expand office hours to include the lunch hour in 2012-2013.

Additional comments:

None