

Academic Advising

School of Arts and Letters, Academic Advising

Reporting: Academic Year 2022

Academic and Student Support Assessment

Details about the Academic or Student Support Area

Prepared on:	June 23, 2022
By:	Dr. Amy Berke
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Approximately how many students were served in this center/area this year?	<p>For Academic Advisors in SOAL who see majors under 45 semester hours (these numbers include Post-baccalaureate coded as “IDS” majors but do not include Dual Enrolled students coded as “IDS” majors:</p> <p>732 (currently enrolled and new admits who require outreach)</p> <p>(approximately 221 currently enrolled students under 45 semester hours in advisor caseloads; approximately 511 newly admitted students under 45 hours</p>

1. Institutional Process Objective (Shared) (Questions 2 - 9)

<p>Objective 1: What was this school's first objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.</p>	<p>The School will demonstrate a comprehensive approach to advising services through, general advising, support, availability, planning, registration, decision support, goal setting, and progression'</p>
<p>Objective 1: Detail how your school measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)</p>	<p>MGA Advising Assessment Survey – Shared Question Set</p>
<p>Objective 1: What was your target outcome for this objective?</p>	<p>80% of responding students report between a 4 to 5 average (scale of 1 to 5) across all process elements evaluated.</p>
<p>Objective 1: At what level did the school perform regarding on this objective?</p>	<p>29 students were surveyed. 95% of responding students reported between a 4 to 5 average (scale of 1 to 5) across all process elements evaluated.</p>
<p>Objective 1: Did your School meet this objective?</p>	<p>YES</p>
<p>Objective 1: What did your School learn working toward this objective? Based on the results what changes will you make based on this effort next year?</p>	<p>No action required at this time (however, we will work to increase number of majors taking the survey; our number went down from 51 students to 29 students)</p>

2. School Level Process Objective (School Specific)

<p>Objective 2: What was this school's first objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.</p>	<p>School will demonstrate a dedicated school based approach to advising services. #27 My advisor takes adequate time to address my questions and concerns. #28 My academic advisor offers helpful suggestions when I have scheduling issues and conflicts.</p>
<p>Objective 2: Detail how your school measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)</p>	<p>MGA Advising Assessment Survey – School Question Set</p>
<p>Objective 2: What was your target outcome for this objective?</p>	<p>80% of responding students report between a 4 to 5 average (scale of 1 to 5) across all process elements evaluated.</p>
<p>Objective 2: At what level did the school perform regarding on this objective?</p>	<p>29 students were surveyed. 96% of responding students reported between a 4 to 5 average (scale of 1 to 5) across all process elements evaluated.</p>
<p>Objective 2: Did your School meet this objective?</p>	<p>YES</p>
<p>Objective 2: What did your School learn working toward this objective? Based on the results what changes will you make based on this effort next year?</p>	<p>No action required at this time (however, we will work to increase number of majors taking the survey; our number went down from 51 students to 29 students)</p>

3. Institution Wide Student Learning Outcomes (Shared) (Questions 11 - 22 by student class)

<p>Grouped SLO 1: What was this school’s first student learning objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.</p>	<p>Students (dependent on their academic milestone) will report that they <i>know</i></p> <ul style="list-style-type: none"> • curricular requirements, academic standards, and academic milestones related to an intended/chosen academic program in order to graduate in a timely fashion • university and college academic policies and procedures • campus resources, programs, and support systems that promote academic success <p>Students will report that they <i>can</i></p> <ul style="list-style-type: none"> • develop an academic plan and assess degree progress through graduation • critically reflect upon academic and career goals • develop skills and strategies for academic success that include using institutional resources, policies, and procedures • take responsibility for making decisions regarding their academic success
<p>Grouped SLO 1: Detail how your school measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)</p>	<p>MGA Advising Assessment Survey – Institutional Milestone SLO Question Set</p>
<p>Grouped SLO 1: What was your target outcome for this objective?</p>	<p>80% of responding students report between a 4 to 5 average (scale of 1 to 5) across all the question set. (Reported out by Academic Year) (FR, SO, JR, SR)</p>
<p>Grouped SLO 1: At what level did the school perform regarding on this objective?</p>	<p>29 students responded to the survey. 18 Freshmen – 87% 9 Sophomore – 100% 1 Junior – 100% 1 Senior – 100%</p>

Grouped SLO 1: Did your School meet this objective?	YES
Grouped SLO 1: What did your School learn working toward this objective? Based on the results what changes will you make based on this effort next year?	<p>While we met the target for this Grouped SLO, we did see slippage in our results based on lowered freshmen responses at a level of 4 to 5 (from 96% down to 87%).</p> <p>We will implement an initiative for 2022-23 to improve our results for this objective, relative to advising freshmen.</p> <p>Our initiative is to continue our development of SOAL student success workshops (started this year in late spring '22) by focusing more specifically on the outcomes of SLO 1:</p> <ul style="list-style-type: none">--developing an academic plan and assessing degree progress through graduation;--critically reflecting upon academic and career goals;--developing skills and strategies for academic success that include using institutional resources, policies, and procedures;-- and taking responsibility for making decisions regarding their academic success

4. School Level Student Learning Objectives (Individualized) (School Specific)

<p>Grouped SLO 2: What was this school's second student learning objective for this fiscal year?</p>	<p>Students will demonstrate an understanding of the importance and value of advising. #29 I recognize the value of developing a career pathway and having an action plan for both short-term and long-term goals. #30 I understand the importance of co-curricular programs for supporting and promoting their educational and life goals.</p>
<p>Grouped SLO 2: Detail how your school measured this objective?</p>	<p>MGA Advising Assessment Survey – School Specific SLO Question Set</p>
<p>Grouped SLO 2: What was your target outcome for this objective?</p>	<p>80% of responding students report between a 4 to 5 average (scale of 1 to 5) across the question set.</p>
<p>Grouped SLO 2: At what level did the school perform regarding on this objective?</p>	<p>29 students were surveyed. 95% of responding students reported between a 4 to 5 average (scale of 1 to 5) across all process elements evaluated.</p>
<p>Grouped SLO 2: Did your School meet this objective?</p>	<p>YES</p>
<p>Grouped SLO 2: What did your School learn working toward this objective? Based on the results what changes will you make based on this effort next year?</p>	<p>No action required at this time (however, we will work to increase number of majors taking the survey; our number went down from 51 students to 29 students)</p>

Additional Assessment Information

Overall Use of Assessment Results for Continuous Improvement and Open Text Box For Assessment Comments:	<p>Prior Year's Initiative: None: all objectives were met</p> <p>New Initiative for 2022-23:</p> <p>In January and February of 2022, we lost two of our four SOAL advisors. We were able to hire one advisor only, bringing our total number of SOAL advisors currently to 3.</p> <p>During this time, two advisors in Cochran diligently made trips to Macon and other campuses to ensure continuous coverage for incoming freshmen and currently enrolled advisees. These advisors were stretched thin, especially given the increase in new admits our unit saw for fall '22.</p> <p>Thus, the overall caseloads increased for our three advisors, while pressures to rapidly enroll students steadily mounted during spring semester, resulting in advisors' time being diminished in working one-on-one with freshmen at the time they were being registered.</p> <p>Given our loss of two advisors at almost the same time earlier this year, and given the hiring of a new advisor who had to adjust to advising in our unit, I think our team, given such challenges, did a tremendous job.</p> <p>We met all of our objectives, but we did see a dip in the number of freshmen who responded at a level of 4 or 5 to the question related to Grouped SLO 1, which deals with advisors helping students with degree planning, understanding students resources to enhance student success, and career planning.</p> <p>In order to improve freshmen responses to the question focusing on Grouped SLO 1, we</p>
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	<p>have implemented an initiative explained in Grouped SLO 1 above.</p> <p>We will also work to increase the number of students replying to the survey back up to 2020-21 levels: 51 or more.</p> <p>I would also like to note the hard work of our academic advisors in our internal SOAL Early Alert Advising system for LS English students in our unit. They conduct outreach to LS English students at Week 3 and at Week 6, working to assist students in finding academic resources to help them persevere.</p> <p>One of our advisors also planned and offered two Academic Growth Mindset workshops for students in spring 2022, one in Cochran and one online. The workshop focused on ways in which students could use Art Journaling to enhance their growth mindset by becoming more positive and reflective about their academic journey.</p>
If the COVID-19 pandemic impacted this assessment cycle, please provide specific details below.	