

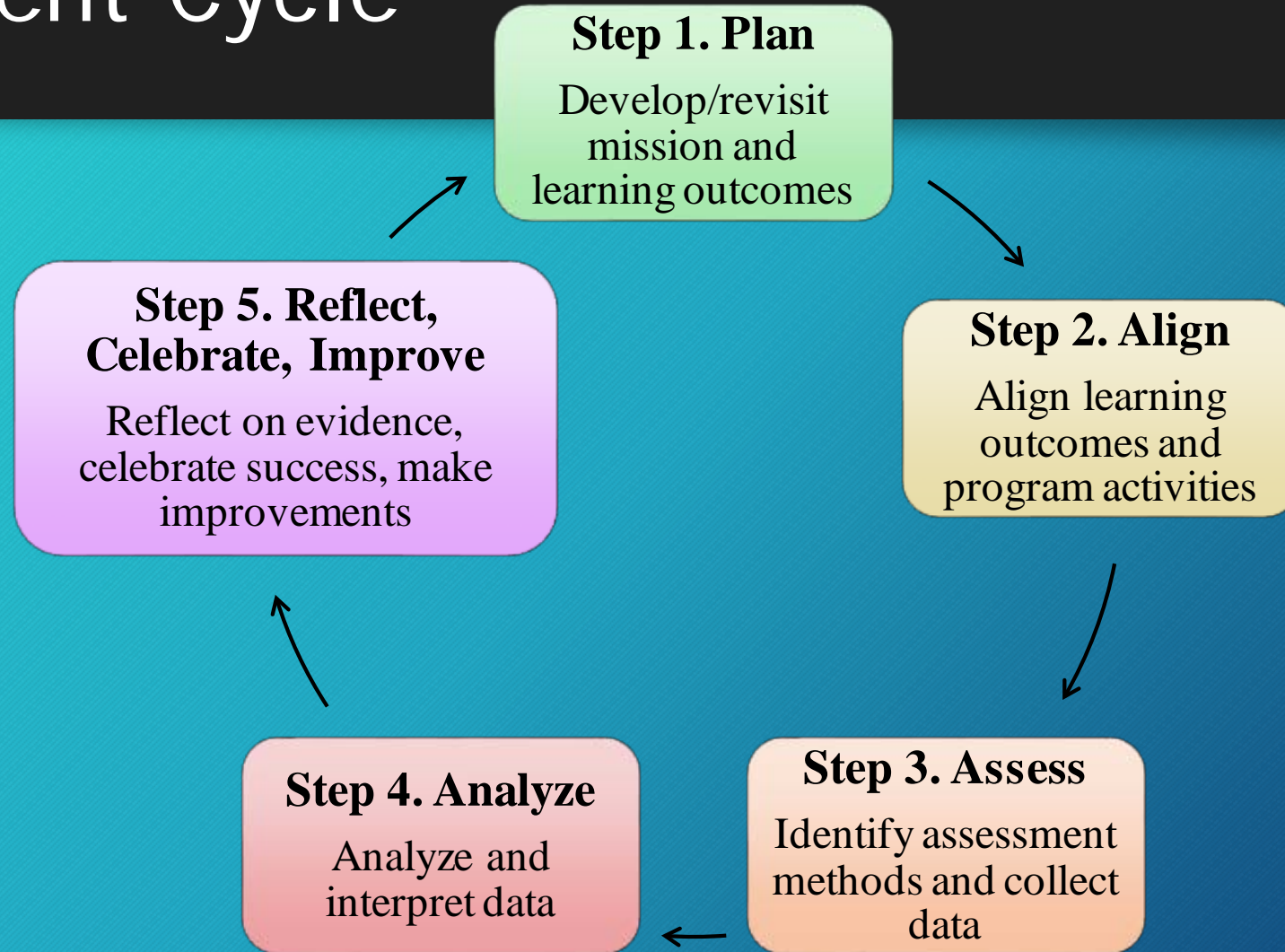
Outside the Classroom Student Services Assessment:

Analyze, Assess, Reflect

Introductions

- Your name, institution, and role
- What is your interest in outside the classroom student services assessment?
- What do you hope to gain from this session?

Assessment Cycle



How does the assessment cycle connect to a program assessment plan?

Assessment Cycle	Assessment Plan
Step 1: Plan.	Mission statement & Learning Outcomes
Step 2: Align.	Learning Opportunity or Curriculum Map
Step 3: Assess.	Data Collection Plan
Step 4: Analyze.	Analysis Plan
Step 5: Reflect, Celebrate, Improve.	Data Reporting & Action Plan
Start Back at Step 1	

CoRAC
Workshop #2

CoRAC
Workshop #3

What is the purpose of assessment?



Accountability

- Focus on presenting best case
- Results used mainly for reporting
- Heavy emphasis on quantifiable information
- Limited staff and faculty engagement

Improvement

- Focus on understanding what is/isn't working
- Results used mainly for making decisions
- Uses quantitative and/or qualitative information
- High staff and faculty engagement

New Student Orientation Student Learning Outcomes

Learning Outcomes:

1. Students will identify resources available at UNC to address common challenges faced by new students during the transition to college.
2. Students will recognize their responsibilities to become a successful member of the UNC community.
3. Students will report ways to get involved on campus that are meaningful to them.
4. Students will identify the basic academic requirements to successfully complete their degree.

Assess

Identify methods to assess student learning. Plan when, how, by whom, and in what venue assessment information will be collected.

Assessment Methods Description

Strongly agree

Agree

Disagree

Strongly disagree

Assessment Options

- Surveys
- Focus Groups
- Interviews
- Venn Diagram
- Think-Pair-Share
- One minute free-write
- Kahoot
- Self-Assessment

Major Exploration & Academic Probation

The mission of Major Exploration & Academic Probation is to provide individualized academic advising to students on academic probation or suspension and exploring students by teaching students the skills necessary to make informed decisions throughout their academic career.

Student Learning Outcomes framework

- We wanted to address what will student learn as a result of an individual appointment with an advisor
- Students are only required to meet once per semester (small changes this since creation of our SLOs)
- Created separate SLOs for the student populations we serve

Overview of Major Exploration & Academic Probation

Student Learning Outcomes

SLOs for Exploring students:

- Students will determine UNC support services appropriate for their unique situation.
- Students will select appropriate courses for their intended major.
- Students will select appropriate LAC courses.
- Students will identify resources to compare and contrast majors

SLOs for Probation students:

- Students will determine where they are within academic probation/suspension policies.
- Students will identify behaviors that lead to academic success.
- Students will determine UNC support services appropriate for their unique situation.

Timeline: Exploring on odd number years, Probation on even numbered years (based on fall of that academic year)

Assessment Methods Description

Assessment tool - Academic Plan

- Developed a short, one-page assessment that is also an advising handout that students can use
- Each question is related to a learning outcome or larger program assessment (reasons for Exploring/Probation)
- Every student completes the assessment at the end of their individual appointment
- Advisors interpret student learning and input results into a rubric
- Results are reviewed and end of each semester, with spring semester focused on year as a whole

Analyzing and Interpreting Data



Analyzing and Interpreting Data

Outcome: Students will identify resources to compare and contrast majors

- Data: Many students were not learning this
- Anecdotal information: students were learning this, but were simply not listing a handout we use on their academic plan
- Problem with assessment method: Scaling – the question was scaled with “student listed all resources mentioned in appointment” as highest for of learning
- Solution: we changed the scaling to a simple yes/no

Analyzing and Interpreting Data

“The interactive theater “Are you Aware” is a nationally recognized session aimed at exposing you to some of the real life opportunities and challenges students face while in college. What are the top three things are you more aware of as a result of attending?”



Large Group Discussion

What are some experiences you have had with misleading data?

How did you figure out the data was misleading and what did you do as a result?

Reflection, Celebration, and Improvement (MEAP)

Outcome: Students will identify behaviors that lead to academic success

- Data: Increase in students mentioning “Stress Management” as a reason for academic difficulty
- Effect on SLOs: behaviors for success need to address stated reasons for academic difficulty - individualized for each student
- Improvement: we created a wellness handout and activity we can do with students in an appointment

First-Year Student Advising *Freshman Orientation Survey 2016*

Q - You learned about the Liberal Arts Core (LAC) during the first day with your Orientation Leader. Do you feel like you have an understanding of the LAC graduation requirements? Specifically, do you understand the different Areas within the LAC including the basic core, exemptions if they apply to you, how you could double dip if you choose, and what GTP means. Please describe if you have any lingering confusion below.

#	Answer	%	Count
1	Yes	94.81%	1789
2	No, I'm still confused about one or more components of the LAC	5.19%	98
	Total	100%	1887

***Q - You went to Online Resources during the evening of the first day of Orientation. How comfortable are you with navigating:**

#	Question	Not Comfortable		I feel okay		Very Comfortable		Total
1	Navigating URSA	1.22%	23	35.88%	677	62.90%	1187	1887
4	Using URSA to register for classes	1.64%	31	28.56%	539	69.79%	1317	1887
2	<u>DegreeWorks</u>	8.48%	160	50.50%	953	41.02%	774	1887
3	Catalog	5.25%	99	42.66%	805	52.09%	983	1887

**Based on these 2016 responses, NSO altered the timing of Online Resources and updated the content.*

NSO Reflection and Celebration

My OL was informative.	My OL was inclusive.	My OL was welcoming.	My OL was engaging.	My OL was genuine.	Please provide any specific feedback about your Orientation Leader here:
Agree	Agree	Agree	Strongly Agree	Agree	
Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	... was really nice and engaging, she made everyone feel included and happy.
Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	
Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	She was awesome and very friendly. I'm happy I got her as my OL.
Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Overall ... was really amazing. She was always able to answer any questions asked, as well as helping us understand the materials that were provided. I had a great time. Thank you
Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	go navy squares!!!
Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	She was really helpful and had answers to all my questions! She was nice and really connected with the group.



Small group discussion

Think about how your office has reflected, celebrated, or made improvements with assessment you have completed.

Do you find any of those lacking? For example, you reflect, but don't make improvements. Or, you make improvements, but don't take time celebrate/acknowledge your good work.

Questions?