



2020-2021 ANNUAL ASSESSMENT SUMMARY OF RESULTS

Project (Assessment) Title: Major Exploration Students

College-wide Strategic Goal

1. Increase student completion
2. Improve transfer preparation and articulation
3. Achieve equity in student participation and completion

Assessment Overview

Career Services and Academic Advising are collaborating to streamline the process for major exploration to declare an area of study. Career Services and Academic Advising will create a process with strategic outcomes to ensure exploring students understand the process of declaring a program of study. Our process includes advocacy for career exploration classes, delineating why students see an academic advisor vs a career coach, analyzing the MySuccess referral process, and producing training for both academic advisors and career coaches about the student learning outcomes for this group of students and what it means for the job duties in both departments.

Methodology (Plan/Method)

Assemble a focus group and/or institutional survey of currently exploring students to assess their hesitations with choosing a program of study.

Evaluate the current learning outcomes for career/major exploration students and quantify the current methods both departments use to guide a student through decision-making.

Use current strategies with a group of Academic Advising and Career Services Peer Mentors and have them assess the effectiveness and quality of different decision-making methodologies from a student perspective.

Create a plan for both departments to evaluate and adopt when working with exploring students and an ongoing plan to evaluate effectiveness.

Timeline

December 2020-Distributed and received results from Exploratory Student Survey

March 2021-Conducted focus groups for students who responded to survey

Due to Senior Director for Planning & Implementation by July 1, 2021

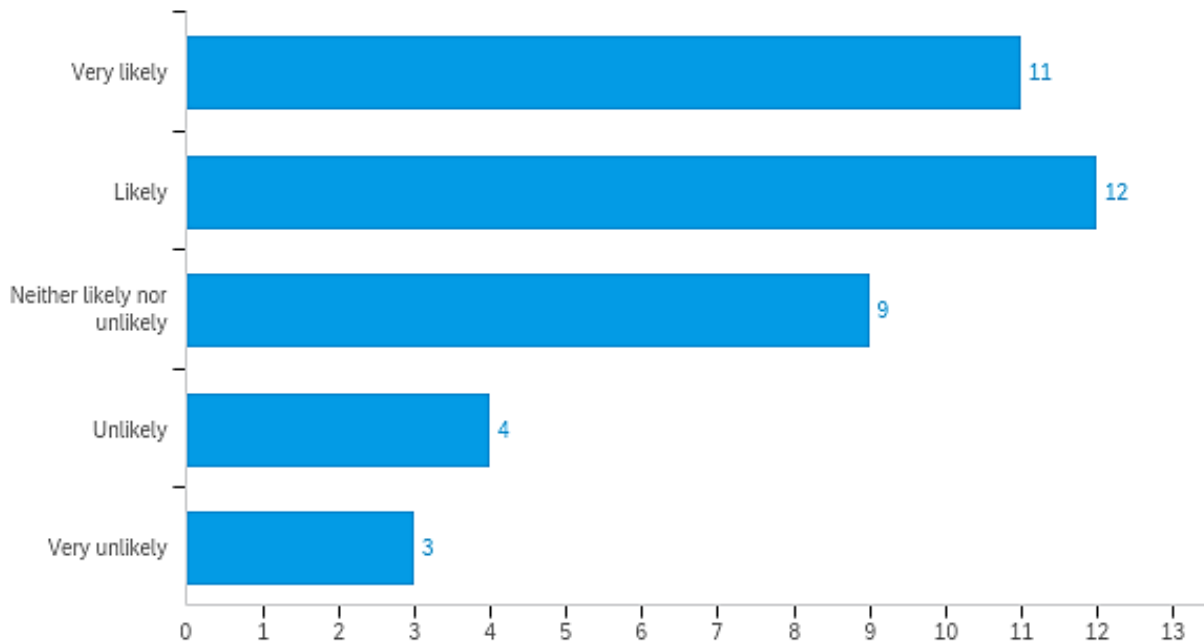
Results/Finding (Disaggregated by race/ethnicity)

Data Science and Analytics created and distributed the Career Exploration Survey between December 10-17, 2020. The survey was distributed to students who had applied to SLCC since Fall 2019 and selected an area of study but indicated “I don’t know” under the program of study and who had attended at least one semester at SLCC after admission.

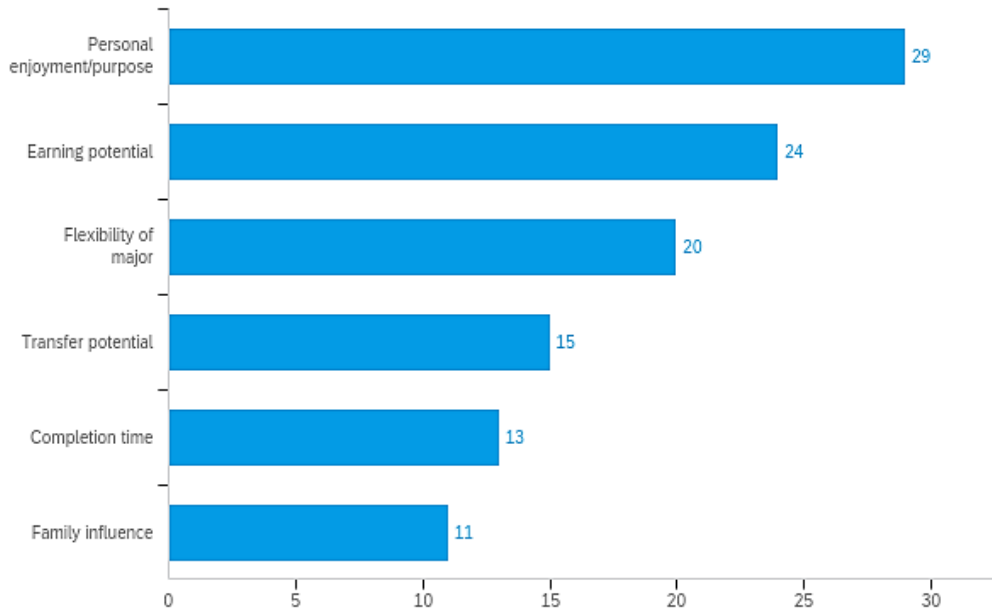
The survey was distributed to 1,015 student and only 40 responded (response rate of 3.94%). DSA reminded us that “given the low response rates, trends in this reports should be interpreted very conservatively.”

These are the aggregated results:

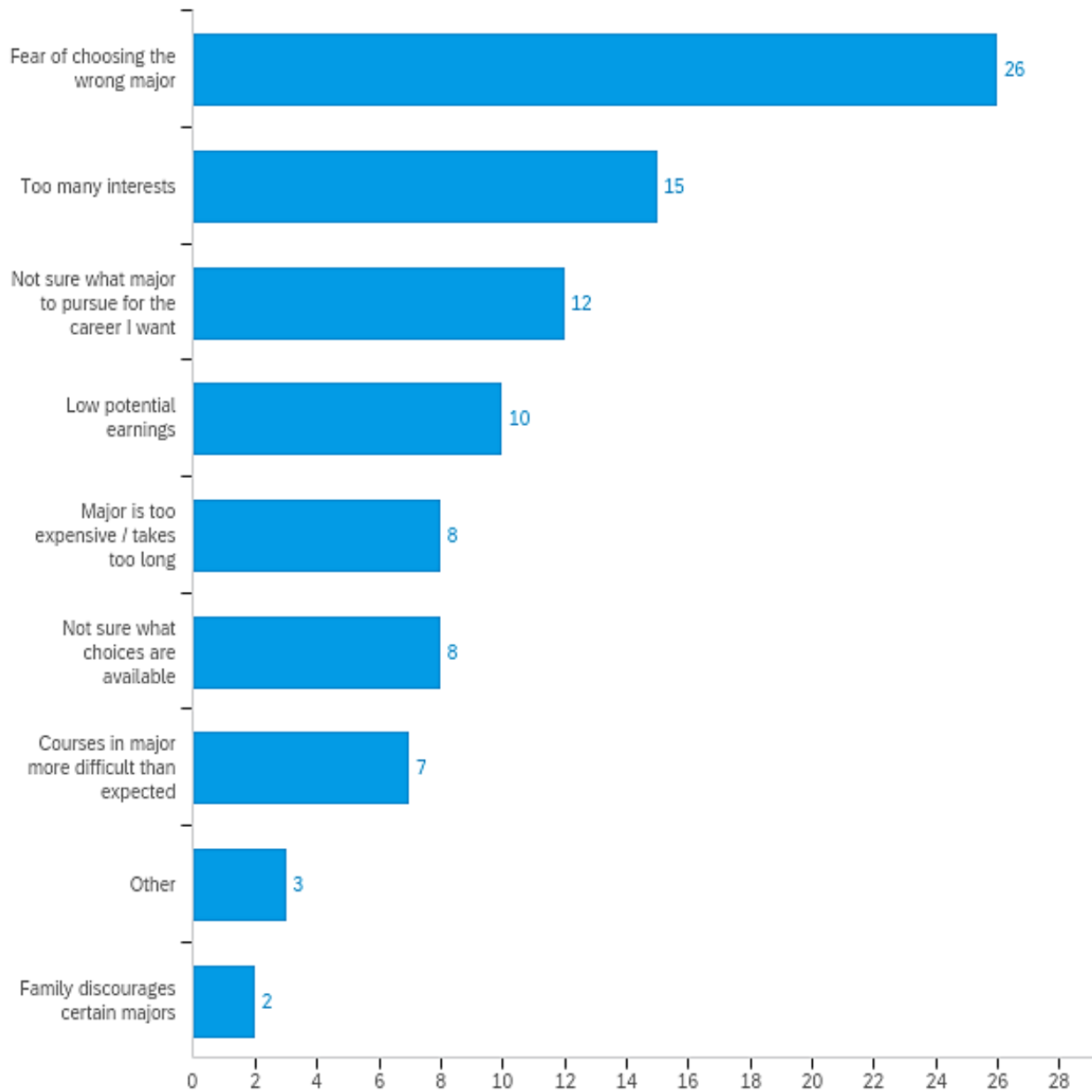
Q1 - How likely are you to declare a major at SLCC within the next 2 months?



Q2 - What factors do you take into consideration when choosing a major? (select all that apply)



Q3 - What are some of the challenges you are experiencing as you explore majors? (select all that apply)

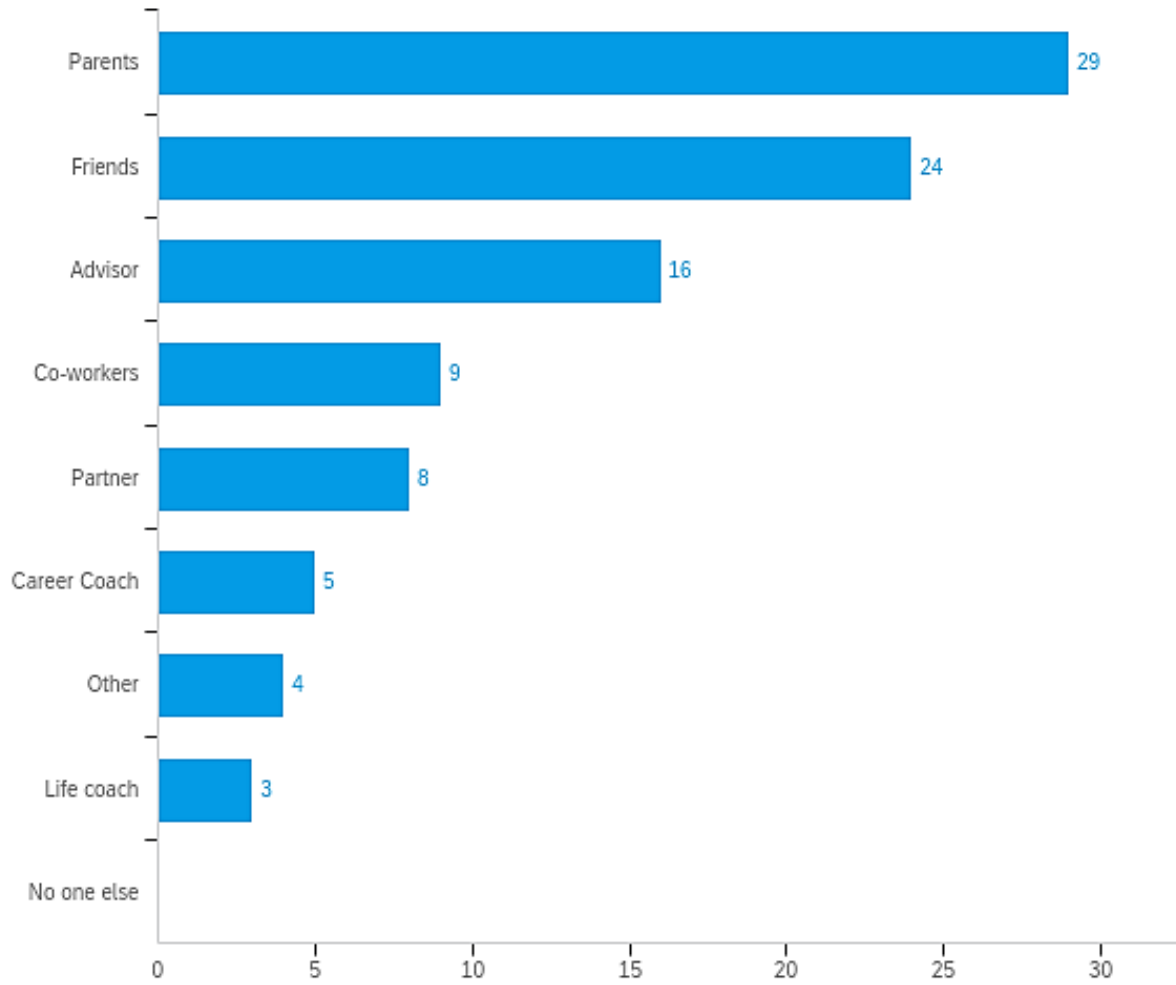


Other - Text

Other

Have already

Q4 - Who have you talked to regarding your major or career choices? (select all that apply)



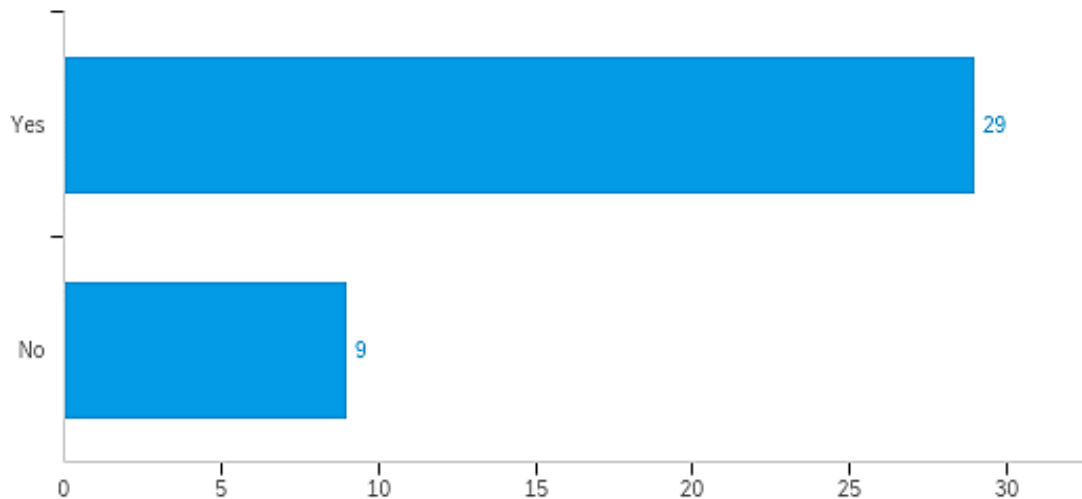
Other - Text

Therapist

Neighbors

Assistant dean

Q5 - Would you be willing to talk to someone about your responses to this survey?



After receiving the survey results from Data Science and Analytics along with the contact information for those who opted in to talk to someone about their responses, we attempted to set up student focus groups. Of the invitations to participate, only two students responded and only one attended the meeting.

The one student that the directors were able to meet with was a University of Utah transfer student who came to SLCC because they didn't know what they wanted to major in and thought that SLCC was a good place to figure it out for less money. Although the student indicated there were two majors they were leaning toward, they had not taken any classes that are required for those degrees although they felt confident about how they could read their DegreeWorks to see what those would be. The student also indicated that they felt Career Services as a department was there to help students find a job, but immediately understood the title "Career Coach" as being someone that could help them identify their future goal. The student was scheduled to meet with a career coach at the end of the meeting.

Action Plan (Use of Results/Improvements/Call to Action)

Due to limited time, resources, and responses, the assessments yielded little information and we were unable to complete the action plan we had in place when we originally proposed the project.

One thing we were able to learn from the part of the assessment that we were able to complete is that it was hard to distinguish how to help individual students from the survey results, but having a career coach and an academic advisor meet with a student at the same time made it easy to develop a plan for next steps that incorporated both offices and the student felt supported.

We would like to focus on this cohort for another year and change the data gathering process from the passive survey to active interviews where academic advisors and career coaches meet jointly with exploratory students who are starting in Fall of 2021 and who are students of color or first generation students during. The purpose of the joint meetings will be two-fold, first, to gather information about the student's thought process and challenges while selecting a major and, second, to create an advising plan for the student using expertise from both departments towards identifying a major by the end of their second semester.