

Student Services

Departmental Goals and Assessment Outcomes 2014-15

Department Name: Academic and Career Advising

Department Goals for 2014-15

The five goals presented below represent Action Plans from our Program Review for Fall Semester 2014 and Spring Semester 2015

Goal 1. Prepare promotion/marketing campaign to share mission with stakeholders

Outcome: Advising produced promotional material that included posting the Mission statement on the webpage; printing poster size announcements, including a tag line with the mission statement after the signature line of each member of the Advising Team. The Mission statement was framed and delivered to each advisor to be hung in their offices. Using vinyl lettering, the Mission was also adhered to the wall in the Academic and Career Advising lobby.

Goal 2. Determine best practices for increasing academic advising transactions using technology.

Outcome: The largest number of student intakes is tracked through AdvisorTrac. Even though, the system is slow during rush registration periods, there are some benefits to its use. It has been improved considerably, to the point that data can be extracted to take decisions concerning demand for advisors at different sites, information on high peak of student traffic, student demographic information, and student's purpose for a visit with an advisor, and identifying advisor/student ratio.

With the collaboration of Distance Education, Academic Advising used Canvas to teach students career exploration and development. Canvas is also used to provide instruction and training of new Academic Advising staff.

With the increased demand for advisors and to make it more convenient for the students, Advising is using Book Me, a free platform for the students to set up their own appointments with the advisors. The system is highly used by students.

Each year, Advising and Institutional Technology improve the Academic Standards process for accuracy and effectiveness.

Advising participated in a committee, organized by the AVP for Student Enrollment Services, to purchase communication software that would facilitate early intervention with students who may be experiencing problems in the classroom.

Goal 3. Specify roles of the advisors

Outcome: This past year, Advising continued to build on the goal of clarifying Academic and Career Advisor roles to other staff, faculty and students. Part of this goal, which came to fruition this year, was the addition of four Advisor 3 positions, and the resulting updating of our Organizational Chart. The development of these positions not only benefits the department by creating better pathways for

leadership and delegation, but also by creating opportunities for upward mobility within our department. Given the evolution of Advisors in other departments throughout Student Affairs, it has become even more critical to define responsibilities amongst our Advisors 1, 2 and 3, as well as the different responsibilities housed within each department. Advising has accomplished this by clarifying roles within our department through PEP's, job description reviews and updates, and open discussion and collaboration with other departments. Advising has worked toward clarification with faculty through a number of means: being vocal participants on faculty based/shared committees (including the development and chairing of the Technical Analysis Sub-committee of the Senate Curriculum Committee); the ongoing development of positive relationships within the Schools via the Program Advisors and development and sharing of procedures (Program Advising Review); and finally, in clarifying roles and expectations around the program and career fairs. In regard to students, Advising has posted more information, both printed and digital, specifying who to meet with. Advising also launched for this year's Campus Connect Series a new format to help students understand who and when to meet with different advisors (with accompanying presentation and handouts). Advising has worked diligently to maintain an updated website. Finally, the role of the advisors has also been published in the Student Planner 2014-15 and in a publication of The Globe Newspaper.

Goal 4. Create Front Desk Training Course and assessment

Outcome: Training for new front desk staff has been designed to support student success by providing a supporting and professionally-trained staff to welcome and assist students upon their arrival to the Academic & Career Advising Office. Staff development training and activities support this objective by ensuring continuous updating and professional improvement for all support staff. Different training methods include self-training with the training course, e-learning, peer training, observation, and practice. The training course objectives have been defined for competencies in two tiers: a 10 Day Training Phase, and a 30 Day Training Phase, also **formatted into a Canvas course. Modeled after the "Academic Advisor Training Course", the content is divided** into five basic categories. Staff learn personal competencies which include skills such as customer service and conflict resolution; conceptual information such as terms and definitions; informational facts, policies, and procedures; and relational skills in communication and team building. Training objectives also cover technical skills instruction **regarding computer, phone, and AdvisorTrac usage. To qualify for a "Certificate of Achievement in Front Desk Training", a candidate must complete the Front Desk Training course and assessment (with 85% proficiency), complete 7 Skill Brief readings, and have all of their Mandatory Trainings up-to-date.** As of March 2015, all front desk employees have earned their certificates (which includes 6 part-time staff and 1 full-time employee).

Goal 5. Restructure the Majors to Career Fair

Outcome: On Wednesday, September 17th, 2014, from 8:30 am – 2 pm, Academic and Career Advising, in collaboration with the Career and Student Employment Services Office, organized the second annual Job and Major Fair, moving away from our traditional Majors to Careers Fair. Advising considered the event a success, based on the feedback received from students, staff, and faculty. 451 Student Evaluations were submitted, with the majority of responses in the *Strongly Agree* category. Additionally, students submitted entries (331) for an SLCC Tuition Waiver and/or prize (dependent on eligibility). Students also played Major games in order to be entered for a drawing for free Career

Evaluations (48). 30 Faculty and Staff Evaluations were submitted. The majority of faculty and staff indicated an overall rating of *Great*.

The last Fair was more successful, based on some initiatives Advising started last year, but were able to execute more effectively and earlier in the year. These initiatives primarily related to better and broader marketing campaigns (including faculty incentives).

Advising had all seven Salt Lake Community College Schools represented, and, while not all Programs participated, Advising had 49 Academic Programs represented and 10 non-academic participants (Career Services, Transfer Services and USHE to name a few). This is one of the highest Academic Program participation years Advising has had. This is likely credited to the support from the Interim VP of Student Services and the Interim Provost throwing their weight behind the importance of this institutional event.

See Assessment results next page.

Project Title: 2014-15 AdvisorTrac value

College Priority: II. Improve Student Access and Success

Methodology:

AdvisorTrac has been implemented at all campuses for more than a year now. Academic and Career Advising pays a yearly fee for this software which should allow us to keep track of student intake and the purpose of the visits. If the system does not meet our needs then Advising should look for another system to substitute AdvisorTrac.

The data was collected early in Spring semester. A survey was emailed to a sample population of fifty students who registered for an advising session through AdvisorTrac in January. Forty-two students returned the survey. The survey asked the student to answer four questions:

- Have you ever signed in using the kiosk computer to visit with an Academic Advisor?
- How easy is it to understand the information on the kiosk computer?
- How confident do you feel that the computer system will ensure your place in line?
- Did the computer software have the purpose of your visit available in the menu?

Advisors were also requested to answer a brief survey in February, 2015.

- How frequently do you need data from AdvisorTrac?
- How satisfied are you logging everyday into the system?
- What improvements would you like to see with AdvisorTrac?
- Do you use the input of the students when signing in AdvisorTrac to understand the purpose of their visit?

There is a system administrator for AdvisorTrac and her opinion was also requested in this matter.

Results:

Nineteen students reported that this was their first time logging into AdvisorTrac. Most of the students (79%) found it extremely easy or very easy to understand the login information on the kiosk computer. 76% of the students were extremely or very confident with the computer system ensuring their place in line. 81% of the students found the purpose of their visit in the computer system menu.

Twenty-three advisors responded to the survey. 74% of the advisors informed that rarely they need data from AdvisorTrac. Four advisors need it often and two never need it. Seventy-eight percent (78%) of the advisors are extremely, very or moderately satisfied logging everyday into the system. 61% of the advisors use the input of the students when signing in AdvisorTrac to understand the purpose of the students' visit to Advising. Most of the advisors (16) are satisfied with AdvisorTrac identifying the order how the students need to be served.

Some of the improvements that advisors would like to see with AdvisorTrac are speed (18) and reliability (13). Fewer comments were related to accuracy (9) and user friendly (8).

The advisors added comments to the survey:

- Native American population needs to be added.

- Delay in inputting notes and clearing out of students during RUSH, the system could not keep up and seemed to go down a lot.
- Get advisors to sign out after they see students.
- Frustrating to add as new student names when they have been at the school for 1-2 semesters already.
- Prepared notes using dropdown menu, of sorts.
- Very slow once you have more than 20 students logged in, or more.
- Transparency in the way the system works –accessing notes.
- In RUSH, AdvisorTrac gets backed- up. That’s a concern. But putting notes in once during RUSH can take 5 minutes. I do not use AdvisorTrac.

The AdvisorTrac system administrator provided her testimonial about the system:

“AdvisorTrac serves its primary purpose (which is keeping students in the order which they arrived) fairly well when student traffic is at a minimum. However, when the number of students on the log grows larger than 10 or 12 the system bogs down and becomes virtually useless to anyone trying to access information or enter notes or data.

Frequently during busy times, AdvisorTrac will also drop names from the log listing without any warning requiring Front Desk staff to manually keep students in order. This causes distress for students who have been waiting for extended periods of time, adds to student stress, and creates dissatisfaction with their overall advising experience.”

Action:

A technology committee will be formed to address the need of replacing AdvisorTrac with another product that can handle a large number of students’ intake at all times. Institutional Technology will be invited to participate in the committee for Advising to purchase a product that is compatible with SLCC systems, affordable, and efficient.

6/11/15

Sonia Parker