






2010-2013 University College Assessment Summary:

OUTCOMES-BASED PLANNING				
GOAL(S) <i>What do you want to happen?</i> 	OUTCOMES <i>What will occur?</i> 	STRATEGIES <i>How will this occur?</i> 	RESULTS & FINDINGS <i>What happened?</i> 	FOLLOW UP & ACTIONS <i>What changes are needed?</i> 
<p>Goals describe broad concepts, for example: clear communication, problem solving, and ethical awareness.</p> <p>The purpose for crafting a set of goals is to give a brief and broad picture of what the college or unit does. Consider this an extension of your mission.</p> <p>Goals:</p> <ul style="list-style-type: none"> *define the scope of your mission *distinguish what your unit can and will do *set reasonable objectives *pave the way for strategies and measurable outcomes *help link outcomes to institutional goals 	<p>Measurable terms for what you anticipate students will be able to know, think or do.</p> <p>Outcomes establish clear, measureable goals that focus on cognitive (think), behavioral (do), and/or affective (believe - attitudes, interests, and values) outcomes that support the main goal(s).</p> <p>Write SMART outcomes that help you establish a "cut point" used to distinguish the achievement of an outcome – Usually a numerical value. For example, 80% of seniors will demonstrate mastery level in XXX by scoring a 4 out 5 on a XXXX measurement.</p> <p>Set these based on benchmark data. This is data that substantiates your reasoning for choosing "cut point."</p>	<p>Adaptable methods used to ensure criterion is met.</p>	<p>Describe the outcomes and provide an explanation for these outcomes.</p>	<p>Based on the outcomes, what decisions will be/were made? Include rationale.</p>

The primary mission of the Wilson Advising Center is to work collaboratively with the campus community to provide a quality academic advising experience for both the students and faculty of Arkansas State University. The center promotes the academic development of college students through an array of: advising, mentoring, and instructional opportunities to: assist students in identifying interests, values, needs, and abilities to set attainable academic and life goals.

2010-2011 University College Unit Goals Assessment Summary

UNIT NAME: Wilson Advising Center

UNIT GOAL 1: Assist undecided students in identifying interests, values and abilities for timely declaration of a major.	UC GOAL: 1, 2, & 4	AAR GOAL: 1B & D, 4A, 6A (Educate)
Outcomes: Establish baseline data of the number of undecided students persisting after 45 earned credit hours and plan to decrease by 10% 2011-2012.		
Strategies: Strengths-based Advisor Training , Individual Advising Sessions, Embedded career curriculum in undecided sections of FYE course An email went out to all advisees informing them that they were listed as an undeclared major and they should contact our office if this information was incorrect.		
Results: 906 students were listed as undeclared majors. Of that 906 total, 85 students were reported with no hours listed (brand new students), 181 were reported with 45 plus hours (should be declared by now) and 640 were reported with fewer than 45 hours.		
Actions: 106 students (11.69%) responded to the email that went out to request their major be updated from undeclared, 66 of those students (7.28%) had fewer than 45 hours and 40 students (4.41%) had more than 45 hours. They were directed to the department of their chosen major to have this officially updated. This left a total number of 800 students (88.30%) listed as undeclared majors. The remaining number of students was divided into two categories: (1) 45+ hours and (2) less than 45 hours. WAC will continue to work on reducing number of advisees with 45 plus hours.		
Where is the data collected for this goal stored? Office of Institutional Research, Planning and Assessment		

UNIT GOAL 2: Increase persistence and retention rates for students in poor academic standing.	UC GOAL: 2, 3, & 5	AAR GOAL: 1B & E, 2D , 6A (Educate & Enhance)
Outcomes: Students in academic distress will continue to pursue their educational goals by participating in conditional enrollment programs. 50% of students enrolled in conditional enrollment programs will improve their academic standing by the end of the conditional semester.		
Strategies: Intrusive advising for students enrolled in College Choices and Restart, Embed Choice Theory in Restart and College Choices Curriculum		
Results: Fall 2010 Semester 67 students enrolled in Restart. 22 students withdrew from program, 45 completed program. (28 students) 62.22% earned 2.0, (17 students) 37.77% earned below 2.0. Spring 2011 Semester 47 students enrolled in Restart. 13 withdrew from program, 34 completed program. 55.88 % earned 2.0 GPA or better, 44.11% earned below the 2.0 GPA, More than 50% of students completing the program eligible for continued enrollment at ASU each term. From spring 2005-Fall 2010 a 143 Restart participants graduated. 4 students participated in College Choices Program.		
Actions: College Choices and Restart Programs will continue to be offered for support to students in academic distress.		

Where is the data collected for this goal stored? Office of Institutional Research, Planning and Assessment

UNIT GOAL 3: Coordinate campus-wide services to support quality academic advising for faculty and students.	UC GOAL: 1 &5	AAR GOAL: 3B & C, 4A, 5A , 6A <i>(Educate & Enhance)</i>
Outcomes: Students and faculty report satisfaction with the advising process and support.		
Strategies: Advisor Training, AACE Advisory Board will focus on improving weakest areas of CAS Review, Advising Matters Campaign, Award Exemplary Advising at ASU, Promote National Advisor Recognition Opportunities.		
Results: Evaluations collected after advising activities report satisfaction with WAC activities.		
Actions: Address advising areas from CAS Survey that need university-wide improvement. Conduct new CAS review 5 years from original date. Develop advising satisfaction survey for sophomores and seniors. Present Advising Award to Board of Trustees for university adoption with other faculty awards.		
Where is the data collected for this goal stored? CAS Review Results, Program evaluations		

UNIT GOAL 4: Provide a dynamic work environment that encourages collaboration, professional development and meaningful assessment	UC GOAL: 6	AAR GOAL: 2 F, 4A, 5A, 7A & C, 6B & C <i>(Educate & Enrich)</i>
Outcomes: Staff members will develop professionally and provide efficient service to campus community.		
Strategies: Staff Development Workshops, ASU Advisory Board A.A.C.E., State Advising Organization- ArkAAN Conference Attendance, National Advising Organization-NACADA Membership		
Results: Staff reported job satisfaction.		
Actions: Staff members were assigned as liaisons to colleges and departments to develop working relationships		
Where is the data collected for this goal stored? Annual Staff Evaluations, Staff Meeting Minutes		

2011-2012 University College Unit Goals Assessment Summary

UNIT NAME: Wilson Advising Center

UNIT GOAL 1: Assist undecided students in identifying interests, values and abilities for timely declaration of a major.	UC GOAL: 1, 2, & 4	AAR GOAL: 1B & D, 6A
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		<i>(Educate)</i>
Outcomes: The number of undecided advisees with more than 45 hours will be reduced by 10%. New advisees will declare a major within the first 35 hours.		
Strategies: Strengths-based Advisor Training, Individual Advising Sessions, Embed career curriculum in undecided sections of the First Year Experience Course, Continue to contact students who have more than 45 hours to identify true major.		
Results: Of the original 906 students reported there are now 141 students (15.56%) with more than 45 hours listed as undeclared. There are 659 students (72.73%) with less than 45 hours listed as undeclared. The total number of undeclared majors was reduced by 11.69%. The number of undeclared advisees with more than 45 hours was reduced by 22.09%.		
Actions: From previous year 800 students (88.30%) are listed as undeclared majors. Students are divided into two categories: (1) 45+ hours and (2) less than 45 hours. WAC will continue to work on reducing number of advisees with 45 plus hours.		
Where is the data collected for this goal stored? Office of Institutional Research, Planning and Assessment		

UNIT GOAL 2: Increase persistence and retention rates for students in poor academic standing.	UC GOAL: 2, 3, & 5	AAR GOAL: 1B & E, 2D, 6A <i>(Educate & Enhance)</i>
Outcomes: 50% of students enrolled in the Suspension Program-Restart@state will improve their academic standing for eligibility to continue enrollment at ASU after the Restart semester.		
Strategies: Intrusive advising for students enrolled in College Choices and Restart, Embed Choice Theory in Restart and College Choices Curriculum, Early Alert Mentoring for distressed students, Investigation of all options for students considering withdrawing from the university, BSIS advisors assist students who change their major for more timely degree completion when all other options have been exhausted		
Results: 118 students participated in Restart (excluding the summer). 57 students (48.3%) completed the program earning a 2.0 or higher GPA.		
Actions: College Choices program is under review.		
Where is the data collected for this goal stored? Office of Institutional Research, Planning and Assessment		

UNIT GOAL 3: Coordinate campus-wide services to support quality academic advising for faculty and students.	UC GOAL: 1 & 5	AAR GOAL: 3B & C, 4A, 5A, 6A <i>(Educate & Enhance)</i>
Outcomes: Provide educational advising trainings/activities for faculty and students. Assist AACE in developing a campus-wide advising mission statement to be upheld in policy and practice. Collaborate with ITS to develop a secure distance advising method. Use college liaison relationships to disseminate timely information pertaining to advising. Coordinate advising award		
Strategies: New Student Orientation, Faculty Advisor Training, Academic Advising Council on Excellence (AACE), Advising Matters Campaign, Assign		

WAC Liaison to Colleges/Departments, Highlight Exemplary Advising		
Results: Skype identified as distance advising method and shared with faculty advisors. Outstanding Faculty Advisor Award, which has been a responsibility of the Academic Advising Council on Excellence, was adopted by the University Board of Trustees and will now be coordinated and presented as all other Faculty Achievement Awards. 63 feedback forms were collected from students with various major backgrounds during the Advising Fun on the Lawn event to evaluate the availability of advisors and student satisfaction. Availability Response: 3 (4.76%) Senior students-1 reported advisor is not regularly available, 4 (6.34%) Junior students-all reported advisor is regularly available, 5 (7.93%) Sophomore students-1 reported they never meet, 39 (61.90%) Freshman students-all reported advisor is regularly available, 3 (4.76%) Satisfaction Response: 20 (31.74%) students reported advisor does a great job, 13 (20.63%) students reported advisor does a good job, 10 (15.87%) students reported advisor does a fair job, 2 (3.17%) students reported they don't meet, 10 (15.87%) students reported no opinion about their advisor, 8 (12.69%) students did not respond to the question on advisor rating.		
Actions: Adapt advisor trainings to better meet faculty need. Host activities to help students understand their role in the advising process. Support AACE initiatives. Develop on-line master advisor training as training option for faculty advisors.		
Where is the data collected for this goal stored? Program evaluations		

UNIT GOAL 4: Provide a dynamic work environment that encourages collaboration, professional development and meaningful assessment	UC GOAL: 6	AAR GOAL: 2F, 5A, 7A & C, 6A,B & C <i>(Educate & Enrich)</i>
Outcomes: Staff development trainings were provided to address teaching, advising, conflict, distressed students and University Policies. Staff meetings were held every two weeks. Staff evaluations were conducted to review employee progress and goals and to develop improvement plans.		
Strategies: Continue to address work issues, identify topics for trainings and promote goals by meeting regularly with staff.		
Results: Staff reported satisfaction with job and listed goals for upcoming year.		
Actions: WAC growth plan was devised to improve weaknesses reported from staff evaluations. Staff members were assigned to specific annual WAC task.		
Where is the data collected for this goal stored? Staff meeting minutes and annual staff evaluations		

2012-2013 University College Unit Goals Assessment Summary

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UNIT GOAL 1: Assist undecided students in identifying interests, values and abilities for timely declaration of a major.	UC GOAL: 1, 2, & 4	AAR GOAL: 1B & D, 6A <i>(Educate)</i>
Outcomes: The number of undecided advisees with more than 45 hours will be reduced by 10%.		
Strategies: WAC developed student advising workshops will create a developmental advising plan that focuses on self-knowledge, major options,		

career awareness, & decision-making.
Results: 800 advisees from previous year Reduced number of undecided advisees from 800 to 537 by end of the year, (263 students) 32.87%. (138 new students, 280 returning FR, 77 Soph, 25 JR, 6 SR).
Actions: WAC will work collaboratively with Career Services and the Counseling Center to help undecided advisees identify interest, values and abilities.
Where is the data collected for this goal stored? Office of Institutional Research, Planning and Assessment

UNIT GOAL 2: Increase persistence and retention rates for students in poor academic standing.	UC GOAL: 2, 3, & 5	AAR GOAL: 1B & E, 2D, 6A (<i>Educate & Enhance</i>)
Outcomes: 50% of students enrolled in the Suspension Program-Restart@state will improve their academic standing for eligibility to continue enrollment at ASU after the Restart semester.		
Strategies: WAC will continue to provide instruction and academic intervention for students enrolled in the Restart@state Program.		
Results: 107 students participated in Restart. Success rate 58.87%, 63 participants continued enrollment after Restart semester (1 graduated spring 2013).		
Actions: WAC will investigate program development options for students on academic probation.		
Where is the data collected for this goal stored? Office of Institutional Research, Planning and Assessment		

UNIT GOAL 3: Coordinate campus-wide services to support quality academic advising for faculty and students.	UC GOAL: 1 & 5	AAR GOAL: 3B & C, 4A, 5A, 6A (<i>Educate & Enhance</i>)
Outcomes: Participants for faculty advisor training and student workshops will increase by 10%.		
Strategies: WAC will host faculty advisor training and student informational workshops throughout semester.		
Results: WAC offered an Interactive Advisor Training in the SP13. Participation was significantly lower than the traditional workshop training offered FA12.		
Actions: Advisor training will target new advisors. On-line Master Advisor Training is available for veteran advisors. In addition to student workshops, WAC will host student Select-a-major fair.		
Where is the data collected for this goal stored? Program evaluations		

UNIT GOAL 4: Provide a dynamic work environment that encourages collaboration, professional development and meaningful assessment	UC GOAL: 6	AAR GOAL: 2F, 5A, 7A &C, 6A, B & C (<i>Educate & Enrich</i>)
Outcomes: Staff development trainings were provided to address teaching, advising, conflict, distressed students and University Policies. Staff meetings were held every two weeks to foster a positive work experience for all. Staff evaluations were conducted to review employee progress and goals and to develop improvement plans.		
Strategies: Continue to address work issues, identify topics for trainings and promote goals by meeting regularly with staff and providing opportunity for professional development. Advocate for increased staff salaries.		
Results: WAC advisors served as presenters at the Spring State Advising Conference and one of the advisors-Nikesha Nesbitt was voted best of state and will represent Arkansas at the 2014 Regional Conference. Academic Advising Council on Excellence who was Successful in gaining university support to add a statement of philosophy for academic advising to the Faculty Handbook.		
Actions: WAC will highlight academic advising as the profession it is by sharing scholarly information within the campus community.		
Where is the data collected for this goal stored? Staff meeting minutes, AACE committee minutes, and annual staff evaluations.		