

**FTS Advising Assessment
Pre- and Post-Test Survey Results
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Summary Findings

The purpose of this assessment project was to determine if students enrolled in FTS courses achieve the goals outlined for advising in the FTS program description included in the Faculty Handbook. If FTS classes are doing a good job of teaching advising, students should leave the FTS class with a greater understanding of developmental advising (how to register for classes, an understanding of general education requirements, and the ability to self-advocate in the area of education), increased knowledge about campus resources, and experience of Gustavus as a community of learners. Additionally, this project was designed to assess the effectiveness of adding a peer mentor into an FTS class as a means of enhancing the advising component of FTS (the pilot Greeter Mentor program).

The data suggest that:

1. Students increased their **knowledge of campus resources** and that students in the Greeter Mentor sections showed a larger gain in knowledge than students in the control sections.
2. Students are highly **involved in campus activities** and that students in the Greeter Mentor sections reported attending more events than students in the control sections.
3. Students have a good **understanding of the meaning of a liberal arts education** and were better able to identify the correct number of required general education courses at the end of the semester.
4. Students report being well **connected on campus**. They are able to identify advisors and mentors on campus, participate frequently in study groups, and meet often with their Greeters (students in the Greeter Mentor sections met with their Greeters outside of class time much more often than did students in the control sections).
5. Students report **overall satisfaction** with their FTS and Greeter or FTS/Greeter experience, with students in the Greeter Mentor sections reporting a higher level of satisfaction than students in the control sections.

Based on these findings as well as the findings from focus groups of Gustie Greeters and students from both types of sections, I recommend continuing the Greeter Mentor program for at least one more year and collecting additional assessment data.

Survey Description

Pre-test surveys were distributed to four Greeter Mentor sections and four control group sections at the beginning of the semester and completed within the first week of the fall semester. Six sets of pre-test surveys were returned; three from Greeter Mentor sections (n=47) and three from control group sections (n=45).

Post-test surveys were distributed to the same four Greeter Mentor and control group sections at the end of the semester and completed within the last two weeks of the fall semester. Seven sets of post-test surveys were returned; three from Greeter Mentor sections (n=42) and four from control group sections (n=59).

Survey Findings & Data

Questions on the pre- and post-test surveys addressed five general themes:

1. Knowledge of campus resources

Knowledge of campus resources was assessed through questions which asked students to name up to three resources they could consult if they were having trouble in class, struggling with a health issue, wondering what classes they needed to fulfill general education requirements, seeking advice about potential career choices, or wondering what classes would be offered next semester. Data was collected on both the pre-test and post-test surveys, allowing us to measure growth in knowledge of campus resources. (Pre-test and post-test questions: 1, 2, 3, 4, 6, 7, 8)

The data presented in Table 1 indicate that students in the control group were more knowledgeable about campus resources at the beginning of the semester. Students in both control and Greeter Mentor sections increased their knowledge of campus resources from the beginning to the end of the semester. Students in the Greeter Mentor sections showed a larger increase in knowledge compared to students in the control sections. The difference between the knowledge levels of students in the control sections and Greeter Mentor sections that existed in the beginning of the semester decreased significantly.

Table 1: Campus Resources Knowledge (Questions 1, 2, 3, & 4)

		Type	Mean	Std. Deviation	CG & GM Difference	Pre & Post Difference
Pretest	Academic Offices Named	Control Group	1.69	1.041	.33	--
		Greeter Mentor	1.36	.942		--
	Health Offices Named	Control Group	1.71	.991	.11	--
		Greeter Mentor	1.60	1.014		--
	Gen Ed Resources Named	Control Group	1.31	.949	.14	--
		Greeter Mentor	1.17	.732		--
Career Resources Named	Control Group	.76	.645	.10	--	
	Greeter Mentor	.66	.700		--	
Posttest	Academic Offices Named	Control Group	2.41	.673	.15	.72
		Greeter Mentor	2.26	.734		.90
	Health Offices Named	Control Group	2.31	.725	.10	.60
		Greeter Mentor	2.21	.976		.61
	Gen Ed Resources Named	Control Group	2.03	.870	-.07	.72
		Greeter Mentor	2.10	.759		.93
Career Resources Named	Control Group	1.46	.953	-.18	.70	
	Greeter Mentor	1.64	.727		.98	

The data presented in Table 2 identify additional patterns pertaining to knowledge of campus resources. There were no statistically significant differences between the control sections and the Greeter Mentor sections in their answers regarding finding help when having a problem in class or finding out which classes are offered next semester. Students in both groups saw the professor as a primary resource both at the beginning and the end of the semester. Students in the Greeter Mentor sections also named campus resources. Students in both sections showed dramatic improvement in their ability to find out what classes are offered in upcoming semesters, with only one student in the post-test being unable to identify a resource. Knowledge of the resources available on the internet (such as WebAdvisor) increased substantially. Differences between the groups in terms of who they would ask if they didn't know the

answers to the campus resource questions were statistically significant at the .05 level. Students in the Greeter Mentor sections were much more likely to list their Greeter as a resource than were students in the control sections. This was true for both the beginning and the end of the semester. Mentions of an FTS professor increased among Greeter Mentor students between the beginning and the end of the semester, but decreased among students in the control sections.

Table 2: Campus Resource Knowledge (Questions 6, 7, & 8)

<i>Problem in class?</i>	Pre-Test		Post-Test	
	Control	Greeter Mentor	Control	Greeter Mentor
No answer	2%	--	--	--
Try harder	--	--	--	2%
Ask friends	--	2%	--	--
Campus resources	4%	6%	3%	12%
Ask professor	93%	89%	97%	83%
Other	--	2%	--	2%
<i>Classes offered next semester?</i>				
	Control	Greeter Mentor	Control	Greeter Mentor
No answer	20%	23%	--	2%
Ask friends	--	--	2%	--
Ask professor	13%	11%	--	7%
Website/WebAdviser	49%	49%	92%	91%
Registrar's Office	15%	9%	5%	--
Other	2%	8%	2%	--
<i>Who to ask if you don't know</i>				
	Control	Greeter Mentor	Control	Greeter Mentor
No answer/ IDK	9%	2%	12%	--
Greeter	4%	15%	--	7%
FTS Professor	58%	38%	53%	49%
Other	29%	45%	36%	44%

2. Participation in campus activities

Participation in campus activities was assessed in the post-test surveys through questions that asked students about attendance at a variety of campus events. Students were also asked to indicate whether they were required to attend the event by a professor, whether they attended the event for extra credit, and whether they attended the event with a greeter. (Post-test question 9)

FTS students attended a large number of campus events, as shown in Table 3. Students in Greeter Mentor sections were more likely to attend events than students in control sections (with the exception of theater/dance performances). With the exception of the Reading in Common lecture, most professors did not require students to attend events, though some gave extra credit for doing so. Also, with the exception of the Reading in Common lecture, most students did not attend events with their Greeters.

Table 3: Participation in Campus Activities (Question 9)

	Attended		Required by professor		Attended for credit or extra credit		Attended with Greeter	
	Control	Greeter Mentor	Control	Greeter Mentor	Control	Greeter Mentor	Control	Greeter Mentor
Reading in Common Lecture (Wes Moore)	34%	71%	2%	64%	7%	10%	32%	67%
Nobel Conference (any session, watching online included)	51%	69%	36%	41%	15%	29%	--	--
Saturday Night in Lund (any one)	80%	91%	--	--	2%	--	2%	2%
Theater or dance performance (Behold the Coach..., Theatre Gallery, Shared Space)	37%	26%	--	2%	10%	--	12%	2%
Musical performance (Choir, band, or orchestra concert)	41%	62%	12%	7%	22%	7%	--	--
Athletic event (football, soccer, volleyball, cross country, golf or hockey)	88%	93%	2%	--	--	--	--	--
Christmas in Christ Chapel	42%	64%	9%	--	12%	2%	--	--
Other campus event (student organization, department lecture, etc.)	49%	64%	--	--	22%	2%	3%	--

3. Understanding of liberal arts

Understanding of the liberal arts was assessed through a multiple choice question that asked students to identify what percentage of courses are taken for the general education requirement (the correct answer is one-third) and through an open ended question asking students to briefly define the term “liberal arts education.” These questions were asked on both the pre-test and the post-test surveys. The open ended question was coded so that correct answers included anything having to do with a broad distribution of courses (classes taken from many different departments), emphasizing a breadth of learning, or emphasizing critical thinking skills. (Questions 5, 9 / 15)

As shown in Table 4, a majority of students in both sections could identify the correct percentage of courses taken for the general education requirement both at the beginning and the end of the semester. Students in both sections were more likely to answer this question correctly at the end of the semester than they were at the beginning, with students in the Greeter Mentor sections showing a slightly larger gain than students in the control sections. Table 5 demonstrates, somewhat surprisingly perhaps, that a strong majority of students can correctly identify a general meaning of a liberal arts education. The number of students mentioning a broad distribution of classes or critical thinking skills was consistent throughout the semester and between section types.

Table 4: Accurate Identification of General Education Requirements (Question 5)

Accurate Identification of Gen Ed Requirements		Mean	Std. Deviation	Diff b/w Control & GM	Diff b/w Pre & Post
Pre-test	Control Group	.69	.468	.09	--
	Greeter Mentor Group	.60	.496		--
Post-test	Control Group	.81	.393	.05	.12
	Greeter Mentor Group	.76	.431		.16

Table 5: Definition of “Liberal Arts Education” (Question 9 (pre-test) /15 (post-test))

	Pre-Test		Post-Test	
	Control	Greeter Mentor	Control	Greeter Mentor
No answer or wrong definition	27%	26%	31%	24%
Accurate definition	73%	75%	70%	76%

4. General Connectedness

Connectedness was assessed in the post-test survey through questions asking students to name up to three people who served as a mentor or advisor during the semester and by indicating how often the student met with a study group and how often they met with their Greeter (outside of class time). (Questions 10, 11, 12)

The total number of mentors or advisors listed by students was similar, with students in the control sections mentioning an average of 2.44 names and students in the Greeter Mentor sections mentioning an average of 2.40 names. All but one student in both groups could name at least one mentor or advisor, and over half (56%) could name three. As Table 6 indicates, most students participate in study groups at some point in the semester. However, students in the Greeter Mentor sections were more likely to have never joined in a study group. Students in the Greeter Mentor sections were more likely to have met with their Greeter during the semester outside of class time.

Table 6: Forming Study Groups and Meeting with Greeters (Questions 11 & 12)

	Control	Greeter Mentor
<i>Formed study group</i>		
Never	5%	17%
1-5 times	63%	50%
6-10 times	15%	14%
More than 10 times	17%	17%
<i>Met with Greeter</i>		
Never	29%	7%
1-3 times	61%	64%
4-7 times	5%	17%
More than 7 times	5%	12%

5. Overall Satisfaction

Student satisfaction was assessed in the post-test survey through questions asking students how satisfied they were with their FTS and with their Greeter Group (for students in the control sections) or with their FTS/Greeter group (for students in the Greeter Mentor sections). (Questions 13 & 14)

As the data in Table 7 show, students are generally satisfied with their FTS sections. 71% of students in the Greeter Mentor sections identified as very satisfied, while only 59% of students in the control sections said they were very satisfied with their FTS and only 24% of students in the control sections said they were very satisfied with their Greeter Group.

Table 7: Student Satisfaction with FTS & Greeter or Greeter Mentor Sections (Questions 13 & 14)

	Control		Greeter Mentor
	FTS	Greeter Group	FTS/Greeter Group
Very satisfied	59%	24%	71%
Satisfied	37%	66%	24%
Unsatisfied	--	7%	2%
Very unsatisfied	2%	2%	2%