

## **CALS Annual Satisfaction Survey 2022 Top 5 Insights**

Results from the 2022 CALS Annual Student Satisfaction Survey were shared in meetings with Career & Academic Services, Advisor Working Group, and CALS Agvisors. Insights and actions were identified as part of results discussions and are summarized here. As Sabrina Benedict-Monteverde said when reacting to the results, **“Small shifts can make a big difference”**.

### **Insight #1 – Most CALS students feel supported.**

Potential Actions:

- Continue soliciting and actively listening to student experiences so that CALS can grow in our support of students.
- Marketing and social media coverage can leverage findings to demonstrate caring to potential students and their families.
- CAS should celebrate and lift-up areas of growth year-to-year.

### **Insight #2 – Students want increased, proactive and personalized outreach from Academic Advisors.**

Potential Actions:

- Email is a preferred communication for most students, and they do not feel they know about opportunities to get involved, attend events, or utilize key supports. Anecdotally, advisor and support staff often hear students do not read their emails and/or that they receive too many. Suggestions to address this include:
  - Assessing department listservs and mass-emails to ensure students are not receiving too many emails that are irrelevant to them
  - Coaching students on how to manage email effectively
  - Reviewing email subject lines to ensure the important emails get through
- Proactive outreach that is personalized to the student’s academic career (performance, progression, suggested clubs/events/activities, checking-in on classes) could be done at targeted times of the year by advisors, student support staff, and instructors.
- Academic Advisors should use the Caseload feature in eSMS to track which students they have not met with that semester to personally invite them to meet. Individual appointments should be long enough to support holistic advising strategies.
- First-year students should continue to be a focus of outreach and connection to address student concerns, fears, belongingness, and inclusion to decrease feelings of degree completion difficulty.
- Reviewing academic advisor duties and caseloads and proposing adjustments can increase advisor capacity to proactively connect with students.

### **Insight #3 – CALS can increase awareness about key services and engagement opportunities.**

Potential Actions:

- CALS student support services such as the CALS Learning Lab, Life Management Counseling, and Career Center should increase promotion and collaboration across units/departments.
  - Deeper question asking in advising and coaching appointments can help with providing personalized referrals and drive future outreach.
  - Cross-training with the CALS Career Center and Learning Lab can provide students with just-in-time support and more effective referrals.
  - Breaking CALS Connections newsletters into shorter, topic specific emails
- Students want to be involved, but do not know how to find or connect with student organizations and clubs. Multi-modal, targeted communications from staff, faculty, and CAS can help improve student engagement.
- Transfer, Near You Network, AZ Online, and students changing their major to a CALS major should receive targeted outreach for services and supports to boost their belonging and completion rates.

#### **Insight #4 – Increasing equity promotes students feeling supported.**

##### Potential Actions:

- Increase advocacy across ALVSCE for minoritized student, staff, and faculty in meaningful, public actions.
- Celebrate and feature students, staff, and faculty who identify as first-generation, BIPOC, and/or LGBTQ in college and department level communications and social media.
- CALS-wide Safe Zone training can visibly increase trained LGBTQ allies.
- Develop and promote resources for paid internships and/or funding that allows for participation in high-impact experiential learning opportunities for first-generation, minoritized, and working students.
- Getting to know student backgrounds and goals can help identify opportunities they may not know exist or how to effectively seek out.

#### **Insight #5 – Identifying the right mix of modalities will need to balance student needs and desired outcomes.**

##### Potential Actions:

- Students prioritize convenience and desire choice in modalities for appointments, workshops, and information sessions. Providing in-person and virtual attendance options remains important.
  - In-person campuses should strive for in-person interactions when connection is the primary desired outcome.
  - Students who need to be or feel most comfortable online should be provided with accommodations that include virtual attendance as a method to improve inclusion and accessibility.
- Marketing the benefits of in-person modalities could help increase students choosing in-person over virtual.
- Student events and workshops should be held in late afternoon or evening to maximize potential attendance.