

Student Advising Survey 2015-2016

Advisors' Council

June 15, 2016

Background

- Audit of advising during Spring 2013
 - Assess effectiveness of academic advising processes and practices
- Advisors' Council formed in Fall 2013
 - Gather measureable information from advisees
- Pilot advising survey launch 2014-2015

What was surveyed?

- Student Learning Outcomes:
 - SLO-A – Students will utilize resources to identify degree requirements.
 - SLO-B – Students will develop an educational plan to follow.
 - SLO-C – Students will identify campus support resources.
 - SLO-D – Students will follow university policies/procedures.

What was surveyed?

- Advisor Expectations:
 - AE-1 – Provide accurate, program-based knowledge.
 - AE-9 – Be available during reasonable hours each semester for academic advisement, general questions, and performance concerns.
 - AE-12 – Refer students to other services, departments, or individuals as the situation requires.
 - Overall Satisfaction
- Additional Comments for Improvement

2015-16 Survey Questions

As a result of Academic Advising:

- *I know my degree requirements for graduation.*
- *I can plan my courses for the next semester.*
- *I know where to find campus resources (Counseling Center, Tutoring, Disability Resource Center, etc.).*
- *I know where to find information on academic regulations (i.e. drop/add policy, academic standards (probation, suspension, dismissal), course repeat and grade replacement policy, etc.).*

I know where to go:

- *To seek assistance if I feel stressed, overwhelmed, and/or homesick.*
- *Find information about financial aid or scholarships.*
- *To access and print my degree evaluation (MyMocsDegree).*
- *Find information or speak to someone about internship and experience-based opportunities related to my degree.*
- *Find information or speak to someone about careers related to my degree.*
- *I know where to find important academic dates (i.e. last day to add or drop, last day to withdraw, fee payment, and graduation application deadlines)?*

Advisor Interaction:

- *My advisor gives me accurate information.*
- *My advisor is accessible during reasonable hours for academic advising.*
- *My advisor is able to make recommendations and referrals as appropriate to my needs.*
- *My advisor is able to give information on opportunities to become engaged with the university.*
- *My advisor answers my questions and addresses my concerns when I ask them.*

Overall Experience: *How could your Academic Advising experience be improved?*

Response by College

	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Arts & Sciences	87	141	89	237
Business	26	28	20	78
Engineering & Computer Science	23	33	7	42
Health, Education, Prof. Studies	57	74	57	194
Undecided	10	10	1	34
TOTAL	203	286	174	585

Classification

	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Freshman	58	107	101*	290*
Sophomore	43	54	20	88
Junior	50	66	23	104
Senior	52	59	30	103

*Advisement Center represents: 45% of the 2015-16 responses

Admission Type

	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Beginning Freshman	125	195	144	451
International Undergraduate	2	1	0	3
Post-Baccalaureate	5	4	2	11
Readmitted	18	24	5	21
Transfer	49	61	23	96
Transient	1	0	0	0

Race and Ethnicity

	Fall 2014	Spring 2015	Fall 2015	Spring 2016
American Indian or Alaskan Native	0	0	0	2
Asian or Pacific Islander	1	10	6	12
Black Non-Hispanic	19	29	30	60
Hispanic	4	2		3
White Non-Hispanic	160	216	129	473
Other	0	2	1	3

Veteran Status				
	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Veteran	8	8	3	17
Non-Veteran	195	278	171	568

Cumulative GPA Range				
	Fall 2014	Spring 2015	Fall 2015	Spring 2016
0-1.0	11	3	1	4
1.0-1.49	1	2	8	9
1.5-1.99	5	7	6	17
2.0-2.49	14	33	13	61
2.5-2.99	31	59	21	93
3.0-3.49	43	76	57	179
3.5-4.0	45	97	67	195

SLO-A – Students will utilize resources to identify degree requirements.

#1 – As a result of Academic Advising, I know what is required for my degree.

- Positive: 88.4%
- Neutral: 5.5%
- Negative: 6.1%

SLO-A – Students will utilize resources to identify degree requirements.

#7 I know where to go to access and print my degree evaluation (MyMocsDegree).

- Positive: 89.7%
- Neutral: 5.3%
- Negative: 4.9%

SLO-B – Students will develop an educational plan to follow.

#2 – As a result of Academic Advising, I can plan my next semester courses.

- Positive: 90.2%
- Neutral: 3.9%
- Negative: 6.0%

SLO-C – Students will identify campus support resources.

#3 – As a result of Academic Advising, I know where to find campus resources (Counseling Center, Tutoring, Disability Resource Center, etc.).

- Positive: 68.6%
- Neutral: 19.7%
- Negative: 11.7%

SLO-C – Students will identify campus support resources.

#5 – I know where to go if I feel stressed, overwhelmed, and/or homesick?

- Positive: 74.9%
- Neutral: 14.6%
- Negative: 10.6%

SLO-C – Students will identify campus support resources.

#6 – I know where to find information about financial aid or scholarships.

- Positive: 76.4%
- Neutral: 13.7%
- Negative: 9.9%

SLO-C – Students will identify campus support resources.

#8 – I know where to go to find information or speak to someone about internship and experience-based opportunities related to my degree.

- Positive: 53.3%
- Neutral: 21.4%
- Negative: 25.4%

SLO-C – Students will identify campus support resources.

#9 – I know where to go to find information or speak to someone about careers related to my degree.

- Positive: 63.9%
- Neutral: 19.8%
- Negative: 16.3%

SLO-C – Students will identify campus support resources.

#14 – My advisor is able to give information on opportunities to become engaged with the university.

- Positive: 71.6%
- Neutral: 18.3%
- Negative: 10.1%

SLO-D – Students will follow university policies/procedures.

#4 – As a result of Academic Advising, I know where to find information on academic regulations (i.e. drop/add policy, academic standards (probation, suspension, dismissal), course repeat and grade replacement policy, etc.).

- Positive: 73.4% (increase from 49%)
- Neutral: 14.1%
- Negative: 12.5%

SLO-D – Students will follow university policies/procedures.

#10 – I know where to find important academic dates (i.e. last day to add or drop, last day to withdraw, fee payment, and graduation application deadlines)?

- Positive: 85.6%
- Neutral: 9.2%
- Negative: 5.2%

AE-1 – Provide accurate, program-based knowledge.

#11 – My advisor gives me accurate information.

- Positive: 88.7%
- Neutral: 5.3%
- Negative: 6.0%

AE-9 – Be available during reasonable hours each semester for academic advisement, general questions, & performance concerns.

#12 – My advisor is accessible during reasonable hours for academic advising.

- Positive: 88.8%
- Neutral: 6.3%
- Negative: 4.9%

AE-12 – Refer students to other services, departments, or individuals as the situation requires.

#13 – My advisor is able to make recommendations and referrals as appropriate to my needs.

- Positive: 84.6%
- Neutral: 9.6%
- Negative: 5.7%

Overall Satisfaction

#14 – My advisor answers my questions and addresses my concerns.

- Positive: 90.5% (Good job!)
- Neutral: 4.9%
- Negative: 4.5%

Comments for Improvement

#15 – How could your Academic Advising experience be improved?

- Improve Timeliness
- More time during appointments
- Refer to other departments or services
- Career and internship information

Next Steps

- Create an advising assessment process
 - Revise student survey to ensure validity
 - Conduct student focus groups
 - Collaborate with institutional research for NSSE/FSSE advising results
 - Incorporate other assessment measures
- Align survey results with Advisor Training

Questions or Comments?

Thank you!

Revised Advisor Expectations

In an effort to meet the academic advising goals of the University, advisors will be expected to:

- 1. Provide accurate, program-based knowledge.**
 - Utilize the University web site, course catalog, class schedule, ClearPath Showcases, and other University resources to provide accurate information.
 - Clearly explain general education, major, degree, and graduation requirements for the program or unit under which they advise.
 - Be knowledgeable in current prerequisites, course sequencing, and course offerings for their area.
 - Be trained in academic advising functions in Banner, MyMocsDegree, Argos, and other university programs, as well as issues related to student development.
 - Assist in creating an academic plan that incorporates the student’s major, minor, summer attendance, and desired graduation deadline.
- 2. Be knowledgeable in academic policies, procedures, processes, and deadlines at the University and department or unit levels.**
 - Assist in transfer issues and the petitioning process.
- 3. Conduct themselves in a professional and courteous manner while treating students with respect.**
 - Be available during reasonable hours each semester for academic advisement, general questions, and performance concerns.
 - Provide means for communicating, scheduling appointments, and keeping accurate, up-to-date records.
- 4. Refer students to other services, departments, or individuals as the situation requires.**