

# ACADEMIC ADVISING

Fort Hays State University continues in its belief that academic advising has a significant impact on student success and persistence. We are working continuously to improve upon our advising plan and working to review, update, and revise some of our processes to help students formulate a sound education and career plan. Our advising goals and the Regents' Academic Advising Baseline are driving forces in our efforts for continuous quality improvement along with our AQIP process for NCA Accreditation.

As stated in our report of January 2001, our Affinity Diagram for Academic Advising was updated in the fall 2000 semester to reflect the changes that our university is going through. Our belief is that the elements/characteristics of our plan will meet the expectations and needs of our campus community. Our affinity diagram continues to reflect not only our university goals, but the goals of the Regents' Baseline as well.

## **REGENTS' SECTION 1.**

### **Goal Setting**

Goal setting is a crucial element for all FHSU students. We identify the necessities of this element as University Goals 1 and 2. We help students clarify their individual values, career goals and challenges of the 21<sup>st</sup> century, as well as develop suitable educational plans and programs of study.

- Our advisors meet with each advisee in a one-on-one situation to help the advisees identify their values, career goals and challenges they may face in the 21<sup>st</sup> century. We do this by utilizing ACT Report information, career counseling, career services and knowledge of the faculty advisors related to their field of expertise.
- Our student evaluation of advising (Appendix A) results show us that of the 1355 students who responded to item 6: "My advisor discussed career opportunities in my field of study," 920 strongly agreed or agreed that this was happening during their advising experience. In regard to item 8: "I have discussed my educational goals with my advisor," 1065 students strongly agreed or agreed that this too was occurring.

### **Information**

Information is knowledge and at FHSU we believe in complete and total access. Our University Goals 4 and 7 help students to review and evaluate their progress towards established goals and completion of requirements within individual programs of study, as well as helping students to clarify and improve his/her knowledge of career options and potential for career change.

- To meet these goals, FHSU current and prospective students receive general education planning, course selection planning and a degree plan. This planning is done with the advisor to ensure that the student will be able to achieve his/her educational/career goals.

- Students who are seeking a degree also receive an official degree summary provided by a degree analyst in the Office of the Registrar. The advisor and advisee review the degree summary on a semester basis to ensure that curriculum needs are identified and meet.
- Web and paper course schedules are available for each student, which allows them to review their plans and curriculum needs before registration appointments are held with their advisor.
- Career options are discussed with the advisor in the department and services are also available at the Office of Career Services. Students who want to explore multiple options are referred to Career Counseling and other academic departments where they have interests.
- Information is made available to students through the University Catalog, websites and in department offices regarding curriculum and many other areas too numerous to include.
- Our campus-wide student evaluation of advising addresses the aspect of providing information. Responses to item 3: "My advisor provides accurate information concerning course selection" and item 4: "My advisor provides information concerning graduation requirements," both supported the total access approach. These items received strongly agree or agree responses from 92.2% to 88.3%, respectively.

### **Transitions**

FHSU believes that we should provide information regarding changes in major, advisor, and schools. Our goal is to ensure that each student is provided the opportunity to fulfill his or her educational and career goals.

- Information is available to students through a variety of avenues: advisor, Office of Academic Advising, Office of the Registrar, *Student Academic Planner*, *University Catalog*, and the Fort Hays State University website.
- The FAST Track Program allows for ease of transition with our eight primary feeder community colleges (Barton County Community College, Cloud County Community College, Colby Community College, Dodge City Community College, Garden City Community College, Hutchinson Community College, Pratt Community College and Seward County Community College). Our program details the curriculum for each degree available at FHSU for community college transfers. They have the opportunity to work with an advisor at each institution to ease the transition to FHSU and obtaining their personal goals.
- Adds/Drops/Withdrawals for fall 2000 and spring 2001 totaled 4189, 4878, and 959 respectively. These figures show that FHSU students are aware of how to make schedule changes through add/drop/withdrawal.
- The assessment of transitions was provided in items 5, 10, and 11 of the student evaluation of advising. These items are: 5: "My advisor provides information regarding

the add/drop process," 10: "I understand the process to change my major," and 11: "I understand the process to change my advisor." Our assessment tells us that in relation to transitioning we have some work to do. Students selected strongly agree and agree on those three items 80%, 60%, 57.7% time, respectively. One factor to point out here is that 9%, 15 % and 13.3% of the respondents said that these items do not apply to them. We still must work to provide the information to students when or if the need would arise for them to make changes.

- We had 3655 major changes during the 2000-2001 academic year. Students at FHSU are well aware of the process to change their major.

### **Accessibility**

Accessibility is always an issue to be aware of when you have a faculty based advising system like FHSU. Establishing and maintaining reasonable hours of availability for students is dealt with on a semester by semester case. Due to the division of teaching, research and service of faculty members differing by semester, each advisor should post their hours for view by constituents. Students should be able to set up appointments within the system for an adequate amount of time to make curricular selections and career choices.

- Advisors are required to post office hours for student information.
- Appointments can be made with advisors in person, by phone, fax, or e-mail and through department offices.
- Office hours are extended to accommodate students when mid-term grades are released and during early registration times.
- "Adequate time is available to meet my advising needs," is Item 9 on the assessment. Students responding selected strongly agree or agree 87.8% of the time.

### **Referral to Campus Resources**

Referral of students to appropriate campus resources is vital for student success and retention. FHSU University Goal 6 is to encourage students to utilize University support services and related resources as needed (Kelly Center, Career Services, etc.).

- The assessment process at FHSU provides information regarding referral sources that students access. The numbers provided here are a reflection of services accessed during the 2000-2001 academic term.

**Table 1 Referral Resources and Units of Service Provided**

AREA	Academic Year 2000-2001	Academic Year 1999-2000	Percent Increase or Decrease
<b>Academic Support</b>			
Tutoring	1032	972	6.1
Supplemental Instruction	233	533	-56.2
Academic Counseling/Study Skills Training	320	314	1.9
At-Risk Interventions	78	23	239
Y.E.S. Program Student Contacts	NA*	2304	NA
Standardized Test Preparation	250	193	32.8
Learning Disability Test Administration	65	21	209
Reading and Study Skills Class	1380	1173	17.6
Outreach	2330	2509	-7.1
*Y.E.S. Program is now part of AmeriCorp			
<b>Career Services</b>			
Alumni Updates/Reactivations	981	1256	-21.9
Class Presentations/Seminars/Workshops	1560	2400	-35
Counseling for Job Assistance	589	549	7.3
Jobs for Tigers Referrals	2198	3114	-29.5
Interview Participation (on-campus)	523	506	3.3
Student Credential Requests	1131	1241	-8.8
Student Referrals	1981	282	602
<b>DAWN (Drug Alcohol Wellness Network)</b>			
Initial	88	88	0
Ongoing	91	58	56.8
<b>Disabled Student Services</b>			
Accommodations requested	NA	219	NA
<b>Personal Counseling</b>			
Intake	115	169	-32
Ongoing	220	562	-60.9
<b>Undecided Students/Career Counseling</b>			
Advising		614	NA
Advising-inperson contact	679		NA
Advising-letters	295		NA
Initial Interviews	123	135	-8.9
Career sessions	190	188	1.1
Strong/Keirse	96	101	-5
Keirse only	934		NA
DISCOVER	205	202	1.5
Self-directed Search	18		NA
Outreach	1312	1121	17

Testing Services

**Table 2. National Test Administrations**

TEST NAME	FY 2001 # of Admin.	FY 2001 # of Examinees	FY 2000 # of Examinees	Percent Increase or Decrease
<b>ACT, Inc. (ACT)</b>	5	703	856	-17.9
<b>ACT--Residual Test</b>	2	7	8	-12.5
<b>American Registry of Radiologic Technologists (ARRT)</b> (NOTE: Effective 1/1/00, the ARRT examinations were offered via computer-based testing only at Sylvan Prometric Centers. Therefore, the last ARRT test date at FHSU was October 1999.)	NA	NA	77	NA
<b>Foreign Service Written Examination (FSWE)</b>	1	1	1	0.0
<b>Graduate Record Examination (GRE)—Subject Tests</b>	2	19	10	+90.0
<b>GRE General Test--Special Research Administration Only</b> (NOTE: Administered on one [1] GRE test date only.)		8	NA	NA
<b>Law School Admissions Services (LSAT)</b>	3	19	11	+72.7
<b>Optometry Admission Testing Program (OAT)</b>	2	4	2	+100.0
<b>Pharmacy College Admission Test (PCAT)</b>	3	30	31	-3.2
<b>Professional Assess. For Beg. Teachers (PRAXIS)--NTE</b> (NOTE: NTE exams were discontinued by ETS at the end of FY 2000)	6 (Includes one [1] SABBATH administration on a Monday following a contracted test date.)	0	114	NA
<b>PRAXIS--Principles of Learning and Teaching (PLT)</b> (NOTE: In FY 2001, only the PLT was accepted for teacher certification in Kansas. In the previous fiscal year, both the PLT and NTE were accepted for teacher certification. Therefore, there is a significant percent increase when comparing FY 2001 to FY 2000.)		109	13	+738.5
<b>PRAXIS--PPST Math</b>		238	242	-1.7
<b>PRAXIS--PPST Reading</b>		221	228	-3.1
<b>PRAXIS--PPST Writing</b>		213	230	-7.4
<b>PRAXIS—Specialty</b>		7	19	-63.2
<b>PRAXIS Primary Language Not English (PLNE)--NTE</b> (NOTE: NTE exams were discontinued by ETS at the end of FY 2000)	5 (Includes one [1] Session 3 administration on a Saturday following a contracted test date.)	0	0	NA
<b>PRAXIS PLNE--Principles of Learning and Teaching (PLT)</b> (NOTE: In FY 2001, only the PLT was accepted for teacher certification in Kansas. In the previous fiscal year, both the PLT and NTE were accepted for teacher certification. Therefore, there is a significant percent increase when comparing FY 2001 to FY 2000.)		1	0	NA
<b>PRAXIS PLNE--PPST Math</b>		12	13	-7.7
<b>PRAXIS PLNE--PPST Reading</b>		5	17	-70.6
<b>PRAXIS PLNE--PPST Writing</b>		5	10	-50.0
<b>PRAXIS PLNE—Specialty</b>		2	1	+100.0
<b>Scholastic Aptitude Test (SAT)--SAT I</b>	5	69	94	-26.6
<b>SAT--SAT II</b>		9	8	+12.5
<b>Test of English as a Foreign Language (TOEFL)</b> (NOTE: Effective fall 2000, ETS re-introduced the TOEFL paper-based test on a temporary, limited basis at select test centers. FHSU was selected as a test center. [Previously the examination was available by computer testing only at computer-based test centers.]	2	14	NA	NA
<b><u>TOTAL</u></b>	<b><u>36</u></b>	<b><u>1696</u></b>	<b><u>1985</u></b>	<b><u>-14.6</u></b>

NA = Not Applicable

The administration data in the preceding table includes special accommodations for three (3) ACT examinees and three (3) Praxis examinees (combined total of eight (8) Praxis tests).

**Table 3. Internal Test Administrations**

TEST NAME	FY 2001 # of Exams Administered	FY 2000 # of Exams Administered	Percent Increase or Decrease
<b>COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)</b>			
College Algebra	0	1	
College Level French Language	1	2	
College Level German Language	2	0	
College Level Spanish Language	4	2	
English Composition with Essay	1	2	
<b>TOTAL CLEP EXAMINATIONS</b>	<b>8</b>	<b>7</b>	<b>+14.3</b>
<b>GENERAL EDUCATIONAL DEVELOPMENT (GED)</b>			
Writing Skills	42	57	
Social Studies	36	61 (includes 2 SA)	
Science	37	59 (includes 2 SA)	
Interpreting Literature and the Arts	37	60 (includes 1 SA)	
Mathematics	40	64 (includes 1 SA)	
<b>TOTAL GED EXAMINATIONS</b>	<b>192</b>	<b>301</b>	<b>-36.2</b>
<b>MILLER ANALOGIES TEST (MAT)</b>	<b>116</b>	<b>129</b>	<b>-10.1</b>
<b>NURSE ENTRANCE TEST (NET)</b>	<b>4</b>	<b>7</b>	<b>-42.9</b>
<b>SPEAKING PROFICIENCY ENGLISH ASSESSMENT KIT (SPEAK)</b>	<b>7</b>	<b>1</b>	<b>+600.0</b>
<b><u>TOTAL INTERNAL TESTS ADMINISTERED</u></b>	<b><u>327</u></b>	<b><u>445</u></b>	<b><u>-26.5</u></b>

SA=Special Accommodation; NA=Not Applicable

**Table 4. Other Test Administrations**

HIGH SCHOOL COMPUTER TECHNOLOGY PROFICIENCY EXAMINATION	FY 2001	FY 2000
<b>Number of Different Schools That Tested Students</b> (NOTE: This number does not include inquiries by schools that have not yet requested test administrations, nor those that were sent test administrations but returned them unused. Schools that requested test administrations on more than one occasion are counted only once.)	20	18
<b>Number of Requested Test Administrations</b> (NOTE: This number includes all requests for test material packets. A school that requested multiple test packets at a single time is counted only once. However, a school that requested test material packets at different times during the year is counted for each request.)	30	22
<b>TOTAL NUMBER OF EXAMINEES TESTED (SCORE REPORTS PROCESSED)</b>	<b>77</b>	<b>67</b>

### Additional Test Administrations

- Administered three (3) examinations to one (1) FHSU student enrolled in an outreach class through the University of Arkansas, Fayetteville, Arkansas.
- Administered one (1) DANTES "Management Information Systems" examination to one (1) examinee.
- Administered 16 examinations to one (1) FHSU student enrolled in a "Human Growth and Development" outreach class through Dodge City Community College, Dodge City, KS.
- Administered one (1) written assessment to one (1) FHSU student applying for admission to the Dental Hygiene Program at Wichita State University, Wichita, KS.
- The student evaluation of advising looks at this issue in item 7: "My advisor makes referrals to appropriate campus resources/services." Respondents responded 75% of the time that they strongly agree or agree while 8% responded that this item does not apply to them.

### **REGENTS' SECTION 2.**

Each Academic Advising System shall provide information to students to inform them of their responsibilities in the Academic Advising process.

- The *Student Academic Planner* was developed to inform students of a variety of issues (advising expectations, academic success, general education requirements, transfer and articulation, procedures, Internet access, frequently asked questions and many more). The planner serves as a resource in addition to the faculty and staff who are available to help meet the needs of both current and prospective students.
- The Academic Advising website (<http://www.fhsu.edu/acad-adv/advisexp.html>) provides information regarding the responsibilities of both the advisor and the advisee.
- The *University Catalog* provides information related to the responsibilities of both the advisor and the advisee.

### **REGENTS' SECTION 3.**

Each Academic Advising System shall be responsible for the necessary training of Academic Advisors to assist them in meeting the requirements of this Baseline.

- FHSU started its formal development program in the fall of 1997.
- Advisor development program addresses a large range of topics including, but not limited to: referral sources (career counseling, career placement, academic success, drug/alcohol

counseling, student health, personal counseling, financial assistance), policies and procedures related to advising, advising special populations (international students, athletes, disabled students), using the ACT Profile, general education, and transfer and articulation.

- The Office of Academic Advising publishes the *Tiger Exchange* which is a newsletter for advisors that provides current information on advising, provides answers to frequently asked questions, and exchanges ideas about advising.
- The Academic Advising website provides a site solely for faculty and staff (<http://www.fhsu.edu/acad-adv/faculty.html>). This site provides information related to information and resources that are available for advising.

#### **REGENTS' SECTION 4.**

Each Academic Advising System shall have a mechanism to assess Academic Advising at the Department level, considering the above Baseline, on a yearly basis and shall report the results of said assessment as part of Program Review to the Board of Regents.

- The new FHSU Student Evaluation of Advising (Appendix A) was used for assessment for the first time in Fall 2000. Assessment information has been included throughout this report regarding the campus wide assessment. Across the campus a focus will be to provide more discussion of career opportunities and understanding the process for changing of the advisor and major.
- The following table (Table 5) includes a departmental breakdown of the number of advisees responding to each question and the means for each item. Department Chairs were provided the individual advisor and departmental assessment information. There are separate items that need to be addressed within the individual departments. We will also work to increase the percentage of students returning the assessment instrument.

