

# 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 2002, 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 1369 students who responded to item 6: "My advisor discussed career opportunities in my field of study," 955 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," 1060 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 Kelly Center and 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 90.8% and 83.1%, 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 the 2001-2002 Academic Year totaled 4551, 5411, and 1103 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 78.5%, 62.2%, 60.7% time, respectively. One factor to point out here is that 9.3%, 11.1 % and 9% 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 3695 major changes during the 2001-2002 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 85.7% 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 reflections of services accessed during the 2001-2002 academic term.
- The student evaluation of advising looks at this issue in item 7: "My advisor makes referrals to appropriate campus resources/services." Respondents responded 73.1% of the time that they strongly agree or agree while 8.4% responded that this item does not apply to them.

The following table shows the usage of referral programs during both fiscal years 2002, 2001 and 2000. Additionally, the table shows the percent increase or decrease when fiscal year 2002 is compared to the previous fiscal year.

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

AREA	Academic Year 2001-2002	Academic Year 2000-2001	Academic Year 1999-2000	Percent Increase or Decrease
<b>Academic Support</b>				
Tutoring	1088	1032	972	5.4
Supplemental Instruction	NA	233	533	NA
Academic Counseling/Study Skills Training	333	320	314	4
At-Risk Interventions	125	78	23	60.2
Standardized Test Preparation	261	250	193	4.4
Learning Disability Test Administration	110	65	21	69.2
Reading and Study Skills Class	1679	1380	1173	21.6
Outreach	1998	2330	2509	-14.2
<b>Career Services</b>				
Alumni Updates/Reactivations	827	981	1256	-15.6
Class Presentations/Seminars/Workshops	1587	1560	2400	1.7
Counseling for Job Assistance	536	589	549	-8.9
Jobs for Tigers Referrals	3102	2198	3114	41.1
Interview Participation (on-campus)	483	523	506	-7.6
Student Credential Requests	862	1131	1241	-23.8
Student Referrals	1796	1981	282	-9.3
<b>DAWN (Drug Alcohol Wellness Network)</b>				
Initial	102	88	88	15.9
Ongoing	187*	91	58	105
*Individual and group combined				
<b>Personal Counseling</b>				
Intake	127	115	169	10.4
Ongoing	981	720#	562	36.2
#This was originally reported as 220 which was incorrect.				
<b>Undecided Students/Career Counseling</b>				
Advising-in person contact	885	679	NA	30.3
Advising-letters	499	295	NA	69.1
Initial Interviews	111	123	135	-9.7
Career sessions	185	190	188	-2.6
Strong/Keirse	90	96	101	-6.2
Keirse only	116	934	NA	-87.5
DISCOVER	NA*	205	202	NA
Self-directed Search	175	18	NA	872
Outreach	598	1312	1121	-54.4

## Testing Services

The following table shows the total number of test administrations by testing program during fiscal year 2002, the total number of examinees by testing program for both the current and previous fiscal year, and the percent increase or decrease when fiscal year 2002 is compared to the previous year.

**Table 2 National Test Administrations**

TEST NAME	FY 2002 # of Admin.	FY 2002 # of Examinees	FY 2001 # of Examinees	Percent Increase or Decrease
<b>ACT, Inc. (ACT)</b>	5	645	703	-8.3
<b>ACT, Inc.--Residual Test</b>	2	6	7	-14.3
<b>American Council on Exercise Certification Exams (ACE)</b> (NOTE: The ACE Certification Examinations were administered on one [1] special examination date at the request of the testing company [CASTLE Worldwide, Inc.] for the first time in fiscal year 2002.)	1	16	NA	NA
<b>Certifying Board of Dietary Managers (CBDM)</b> (NOTE: The CBDM examination was administered on one [1] test date at the request of the testing company [ACT] for the first time in fiscal year 2002.)	1	31	NA	NA
<b>Foreign Service Officer Written Examination (FSWE)</b>	1	1	1	0
<b>Graduate Record Examination (GRE)—Subject Tests</b>	2	24	19	+26.3
<b>GRE General Test--Special Research Administration Only</b> (NOTE: Administered on one [1] special test date in FY 2001 only.)	NA	NA	8	NA
<b>Law School Admissions Services (LSAT)</b>	3	15	19	-21.1
<b>Optometry Admission Testing Program (OAT)</b>	2	3	4	-25.0
<b>Pharmacy College Admission Test (PCAT)</b>	3	28	30	-6.7
<b>PRAXIS--Principles of Learning and Teaching (PLT)</b>	4	139	109	+27.5
<b>PRAXIS--Pre-Professional Skills Tests (PPST) Math</b>		185	238	-22.3
<b>PRAXIS--PPST Reading</b>		203	221	-8.1
<b>PRAXIS--PPST Writing</b>		199	213	-6.6
<b>PRAXIS--Specialty Examinations</b>		8	7	+14.3
<b>PRAXIS Primary Language Not English (PLNE) Testing--Principles of Learning and Teaching (PLT)</b>	7 (Includes one [1] cancelled administration due to no examinees registered and includes three [3] Session 3 administrations on Saturdays following contracted test dates.)	4	1	+300.0
<b>PRAXIS PLNE--PPST Math</b>		3	12	-75.0
<b>PRAXIS PLNE--PPST Reading</b>		5	5	0
<b>PRAXIS PLNE--PPST Writing</b>		5	5	0
<b>PRAXIS PLNE--Specialty Examinations</b>		2	2	0
<b>SAT Program (SAT)--SAT I</b>	6 (Includes one [1] SABBATH administration on a Sunday following a non-contracted test date.)	64	69	-7.2
<b>SAT--SAT II</b>		5	9	-44.4
<b>Test of English as a Foreign Language (TOEFL)</b> (NOTE: FHSU continued to serve as a paper-based test center for the TOEFL examination during fiscal year 2002. [ETS re-introduced the TOEFL paper-based test on a temporary, limited basis at select test centers in fall 2000].)	2	32	14	+128.6
<b><u>TOTAL</u></b>	<b><u>39</u></b>	<b><u>1623</u></b>	<b><u>1696</u></b>	<b><u>-4.3</u></b>

NA = Not Applicable

The administration data in the preceding table includes special accommodations for one (1) ACT examinee and eight (8) PRAXIS examinees (combined total of 18 PRAXIS tests).

### Internal Test Administrations

The following table shows the total number of examinations administered for internal testing programs during both fiscal year 2002 and the previous fiscal year. Additionally, the table shows the percent increase or decrease when fiscal year 2002 is compared to the previous fiscal year.

**Table 3 Internal Test Administrations**

TEST NAME	FY 2002 # of Exams Administered	FY 2001 # of Exams Administered	Percent Increase or Decrease
<b>COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)</b>			
College Algebra	3	0	
College-Level French Language	0	1	
College-Level German Language	1	2	
College-Level Spanish Language	8	4	
English Composition with Essay	3	1	
Freshmen College Composition	2	0	
General Biology	1	0	
Humanities	2	0	
Introductory Sociology	1	0	
Information Systems and Computer Applications	4	0	
<b>TOTAL CLEP EXAMINATIONS</b>	<b>25</b>	<b>8</b>	<b>+212.5</b>

<b>GENERAL EDUCATIONAL DEVELOPMENT (GED)</b>					
(NOTE: Effective January 1, 2002, GED Testing Service introduced the new GED test battery. The GED 2002 test battery reflected changes in test content, test administration, and test titles. The following GED data is divided into two sections to clarify the exact number of tests administered for each test title. The total number of exams administered for each test is reflected in the "# of Exams Administered" column.)					
<u>July 1, 2001 to December 31, 2001</u>		<u>January 1, 2002 to June 30, 2002</u>			
Writing Skills	(16)	Language Arts, Writing	(15)	31	42
Social Studies	(16)	Social Studies	(15)	31	36
Science	(17)	Science	(15)	32	37
Interp. Literature & the Arts	(18)	Language Arts, Reading	(15)	33	37
Mathematics	(17)	Mathematics	(15)	32	40
<b>TOTAL GED EXAMINATIONS</b>				<b>159</b>	<b>192</b>
(NOTE: GED testing was temporarily unavailable from January 1, 2002, to March 1, 2002, due to delays in receiving GED 2002 test materials, administration and scoring protocols, and mandated training.)					<b>-17.2</b>

<b>MILLER ANALOGIES TEST (MAT)</b>	<b>110</b>	<b>116</b>	<b>-5.2</b>
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<b>NURSE ENTRANCE TEST--Computerized Version (CNET)</b>	<b>6</b>	<b>4</b>	<b>+50.0</b>
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<b>SPEAKING PROFICIENCY ENGLISH ASSESSMENT KIT (SPEAK)</b>	<b>3</b>	<b>7</b>	<b>-57.1</b>
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<b><u>TOTAL TESTS ADMINISTERED</u></b>	<b><u>303</u></b>	<b><u>327</u></b>	<b><u>-7.3</u></b>
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SA=Special Accommodation; NA=Not Applicable

### Other Test Administrations

The following table shows the total number of examinations administered for other testing programs during both fiscal year 2002 and the previous fiscal year.

**Table 4 Other Test Administrations**

<b>HIGH SCHOOL COMPUTER TECHNOLOGY PROFICIENCY EXAMINATION</b>	<b>FY 2002</b>	<b>FY 2001</b>
<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.)	15	20
<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.)	31	30
<b>TOTAL NUMBER OF EXAMINEES TESTED (SCORE REPORTS PROCESSED)</b>	<b>53</b>	<b>77</b>

### Additional Test Administrations

Administered one (1) DANTES "Ethics in America" examination.

### **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>) 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. It is available in hardcopy and online.

### **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 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 related to understanding the process for changing of the advisor and major.
- The FHSU Student Evaluation of Advising was piloted online for the first time. The results were promising and we are going to online assessment beginning the fall 2002.