

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.

We went from the paper version of the Academic Advising Evaluation to an online version. This created a decrease in the number of respondents to 844. Plans have been developed to address this concern with students, faculty and staff. We believe that those plans will increase the number of respondents during the fiscal year 2004.

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 21st 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 21st 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 821 students who responded to item 6: "My advisor discussed career opportunities in my field of study," 408 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," 579 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 Academic Advising and Career Exploration Center and Career Services. Students who want to explore multiple options are referred to Career Exploration, the Career Planning and Development class 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 79.7% and 73.8%, respectively. 97 (11.7%) students marked does not apply or neutral on item 3 and 142 (17.2%) did the same on item 4.

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 2002-2003 Academic Year totaled 5000, 5947, and 1176 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 64%, 45.7%, 42.5% time, respectively. One factor to point out here is that 21.5%, 24.5 % and 17.8% 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 4627 major changes during the 2002-2003 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 73.1% 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 2002-2003 academic year.
- The student evaluation of advising looks at this issue in item 7: "My advisor makes referrals to appropriate campus resources/services." Respondents responded 59.6% of the time that they strongly agree or agree while 20.1% responded that this item does not apply to them.

The following table shows the usage of referral programs during fiscal years 2003, 2002, 2001 and 2000. Additionally, the table shows the percent increase or decrease when fiscal year 2003 is compared to the previous fiscal year.

In July 2002, the Academic Advising and Career Exploration Center was created. This involved moving academic advising from academic affairs and undecided student advisement and career counseling from the Kelly Center (student affairs). The following table does show some reflection of the movement of these services. The increase in enrollment has brought about discussion of services needed to successfully enhance student educational experiences.

Table 1 Referral Resources and Units of Service Provided

AREA	Academic Year 2002-2003	Academic Year 2001-2002	Academic Year 2000-2001	Academic Year 1999-2000	Percent Increase or Decrease
Academic Support Programs*					
Tutoring	1050	1088	1032	972	-3.5
Academic Counseling/Study Skills Training	303	333	320	314	-9.1
At-Risk Interventions	75	125	78	23	-40
Standardized Test Preparation	72	261	250	193	-72.5
Learning Disability Test Administration	2	110	65	21	-99
Reading and Study Skills Class	2465	1679	1380	1173	46.8
Outreach	1602	1998	2330	2509	-19.9
Career Services					
Alumni Updates/Reactivations	718	827	981	1256	-13.2
Class Presentations/Seminars/Workshops	1584	1587	1560	2400	-.2
Counseling for Job Assistance	572	536	589	549	6.7
Jobs for Tigers Referrals	2988	3102	2198	3114	-3.7
Interview Participation (on-campus)	621	483	523	506	28.5
Student Credential Requests	528	862	1131	1241	-33.8
Student Referrals	2342	1796	1981	282	30.4
DAWN (Drug Alcohol Wellness Network)					
Initial	114	102	88	88	11.7
Ongoing	344*	187	91	58	83.9
*Each client is seen twice.					
Personal Counseling					
Intake	117	127	115	169	-7.9
Ongoing	967	981	720	562	-1.5
Crisis	17				
Academic Advising & Career Exploration (new center July '02)					
Advising-in person contact	699	885	679	NA	-21.1
Advising-written contact	1505	499	295	NA	201.6
Initial Interviews	145	111	123	135	30.6
Career sessions	180	185	190	188	-2.8
Strong/Keirsey	80	90	96	101	-11.2
Keirsey only	56	116	934	NA	-51.8
DISCOVER	NA	NA	205	202	NA
Self-directed Search	80	175	18	NA	-54.3
Outreach	869	598	1312	1121	45.3

*Note from ASP Coordinator: Moving career counseling/undecided student advising and students with disabilities out of the Kelly Center have had a significant impact on the Academic Success Programs numbers. The student traffic from each of these two units was large and many of these students are at-risk students and were referred to ASP. We have had very few referrals from AACE Center and disabilities since these two units were moved out. Other factors that could be considered are the addition of a writing center, peer tutoring in the residential halls and Smarthinking (online tutoring) as tools for academic success at FHSU.

National Test Administrations

The following table shows the total number of test administrations by testing program during fiscal year 2003, 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 2003 is compared to the previous year.

Table 2 National Test Administrations

TEST NAME	FY 2003 # of Admin.	FY 2003 # of Examinees	FY 2002 # of Examinees	Percent Increase or Decrease
ACT, Inc. (ACT)	5	562	645	-12.9
ACT, Inc.--Residual Test (ACT-R)	2	3	6	-50.0
American Council on Exercise Certification Exams (ACE)	NA	NA	16	NA
Certified Strength & Conditioning Specialist Exam (CSCS)	1	17	NA	NA
Certifying Board of Dietary Managers (CBDM)	NA	NA	31	NA
Foreign Service Officer Written Examination (FSWE)	NA	NA	1	NA
Graduate Record Examination (GRE)—Subject Tests	2	24	24	0.0
Law School Admissions Services (LSAT)	3	15	15	0.0
Optometry Admission Testing Program (OAT)	2	9	3	+200.0
Pharmacy College Admission Test (PCAT)	3	27	28	-3.6
PRAXIS--Principles of Learning and Teaching (PLT)	5 (Includes one [1] special make-up administration.)	146	139	+5.0
PRAXIS--Pre-Professional Skills Tests (PPST) Math		124	185	-33.0
PRAXIS--PPST Reading		142	203	-30.0
PRAXIS--PPST Writing		132	199	-33.7
PRAXIS—Specialty/Subject Examinations		16	8	+100.0
PRAXIS Primary Language Not English (PLNE) Testing-- Principles of Learning and Teaching (PLT)	5 (Includes one (1) Session 3 administration on a Saturday following a contracted test date.)	1	4	-75.0
PRAXIS PLNE--PPST Math		6	3	+100.0
PRAXIS PLNE--PPST Reading		8	5	+60.0
PRAXIS PLNE--PPST Writing		7	5	+40.0
PRAXIS PLNE—Specialty/Subject Examinations		2	2	0.0
SAT Program (SAT)--SAT I	5	77	64	+20.3
SAT--SAT II		12	5	+140.0
Test of English as a Foreign Language (TOEFL) (NOTE: FHSU continued to serve as a paper-based test center for the TOEFL examination during fiscal year 2003. [ETS re-introduced the TOEFL paper-based test on a temporary, limited basis at select test centers in fall 2000]).	1	16	32	-50.0
<u>TOTAL</u>	<u>34</u>	<u>1346</u>	<u>1623</u>	<u>-17.1</u>

NA = Not Applicable

The administration data in the preceding table includes special accommodations for two (2) ACT examinees and four (4) PRAXIS examinees (combined total of seven [7] PRAXIS tests).

Internal Test Administrations

The following table shows the total number of examinations administered for internal testing programs during both fiscal year 2003 and the previous fiscal year. Additionally, the table shows the percent increase or decrease when fiscal year 2003 is compared to the previous fiscal year.

Table 3 Internal Test Administrations

TEST NAME	FY 2003 # of Exams Administered	FY 2002 # of Exams Administered	Percent Increase or Decrease
COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)			
American Government	2	0	
Calculus	1	0	
College Algebra	0	3	
English Composition with Essay	0	3	
French Language	1	0	
Freshmen College Composition	1	2	
General Biology	0	1	
German Language	1	1	
Humanities	0	2	
Introductory Sociology	1	1	
Information Systems and Computer Applications	0	4	
Spanish Language	3	8	
TOTAL CLEP EXAMINATIONS	10	25	-60.0

DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT SUBJECT STANDARDIZED TESTS (DANTES)			
Ethics in America	0	1	
Fundamentals of Counseling	1	0	
Human Resource Management	1	0	
Management Information Systems	1	0	
TOTAL DANTES EXAMINATIONS	3	1	+200.0

GENERAL EDUCATIONAL DEVELOPMENT (GED)			
Language Arts, Writing	18	31	
Social Studies	17	31	
Science	17	32	
Language Arts, Reading	17	33	
Mathematics	18	32	
TOTAL GED EXAMINATIONS	87	159	-45.3

GENERAL EDUCATIONAL DEVELOPMENT (GED) PRACTICE EXAMINATIONS			
Language Arts, Writing	29	NA	
Social Studies	25	NA	
Science	25	NA	
Language Arts, Reading	25	NA	
Mathematics	27	NA	
TOTAL GED PRACTICE EXAMINATIONS	131	NA	NA

MILLER ANALOGIES TEST (MAT)	65 (includes 1 SA)	110	-40.1
NURSE ENTRANCE TEST--Computerized Version (CNET)	20	6	+233.3
SPEAKING PROFICIENCY ENGLISH ASSESSMENT KIT (SPEAK)	8	3	+166.7
<u>TOTAL TESTS ADMINISTERED</u>	<u>324</u>	<u>304</u>	<u>+6.6</u>

SA=Special Accommodation; NA=Not Applicable

Other Test Administrations**Table 4 Other Test Administrations**

HIGH SCHOOL COMPUTER TECHNOLOGY PROFICIENCY EXAMINATION	FY 2003	FY 2002
Number of Different Schools That Tested Students (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	15
Number of Requested Test Administrations (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.)	33	31
TOTAL NUMBER OF EXAMINEES TESTED (SCORE REPORTS PROCESSED)	76	53

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 planner has also been placed online at: <http://www.fhsu.edu/aace/academicplanner.shtml>
- The Academic Advising website (<http://www.fhsu.edu/aace/>) 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 (<http://web.fhsu.edu/universitycatalog/>).

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 Academic Advising and Career Exploration Center publishes online (<http://www.fhsu.edu/aace/tigerexchange/>) 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. Publishing online allows for easy access for everyone.
- The Academic Advising website provides a site solely for faculty and staff (<http://www.fhsu.edu/aace/faculty.shtml>). 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. The assessment information allows for the development of programs specific to the needs of our institution.
- The FHSU Student Evaluation of Advising was piloted online for the first time in the spring 2002. The results were promising and we went to online assessment beginning the fall 2002. The transition provided less respondents than what we received with the paper version of the evaluation. A plan for educating the faculty and students about the access and importance of completing the assessment has been developed and implementation of those plans is occurring during the 2003-2004 academic year.