

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 in the spring semester of 2003. This created a decrease in the number of respondents. Plans were developed to address this concern with students, faculty and staff. We believe that those plans are working.

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 687 students who responded to item 6: "My advisor discussed career opportunities in my field of study," 416 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," 533 (73.8%) 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 met.
- 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 (i.e. www.fhsu.edu/aace) and in department offices (i.e. www.fhsu.edu/leadership/curriculum.shtml, www.fhsu.edu/psych/academic/major.shtml) 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 79.4% and 75.9%, respectively. 67 (8.2%) students marked neutral on item 3 and 74 (10%) 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.
- A transfer equivalency website has been created to ease the transition from other institutions. The website (<http://webcat.fhsu.edu/equiv>) provides course by course information by degree requirements.
- FHSU students had 6,668 adds and drops processed during Academic Year 2003-2004. They had an additional 1,233 withdrawals for the 2003-2004 Academic Year. These figures reflect 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 79.5%, 59.4%, 54.4% time, respectively. One factor to point out here is that 10.1%, 15.6 % and 16.5% of the respondents said that they are neutral. We still must continue 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, university policy requires that each advisor post their office 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.

- During the 2003-2004 Academic Year, 15,765 students were registered by advisors.
- 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 75.2% 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 student's access. The numbers provided here are reflections of services accessed during the 2003-2004 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 69.6% of the time that they strongly agree or agree while 15.1% responded neutral.

The following table shows the usage of referral programs during fiscal years 2004, 2003, 2002, 2001 and 2000. Additionally, the table shows the percent increase or decrease when fiscal year 2004 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 2003-2004	Academic Year 2002-2003	Academic Year 2001-2002	Academic Year 2000-2001	Academic Year 1999-2000	Percent Increase or Decrease
Academic Support Programs*						
Tutoring	961	1050	1088	1032	972	-8.5
Academic Counseling/Study Skills Training	290	303	333	320	314	-4.3
At-Risk Interventions	55	75	125	78	23	-26.7
Standardized Test Preparation	56	72	261	250	193	-22.2
Learning Disability Test Administration	N/A	2	110	65	21	N/A
Reading and Study Skills Class	1248	2465	1679	1380	1173	-49.4
Outreach	1601	1602	1998	2330	2509	-.06
Career Services						
Alumni Updates/Reactivations	741	718	827	981	1256	3.2
Class Presentations/Seminars/Workshops	2251	1584	1587	1560	2400	42.1
Counseling for Job Assistance	568	572	536	589	549	-.6
Jobs for Tigers Referrals	7414	2988	3102	2198	3114	148.1
Interview Participation (on-campus)	502	621	483	523	506	-19.2
Student Credential Requests	604	528	862	1131	1241	14.4
Student Referrals	3111	2342	1796	1981	282	32.8
DAWN (Drug Alcohol Wellness Network)						
Initial	117	114	102	88	88	2.6
Ongoing	521	344*	187	91	58	51.5
*Each client is seen twice.						
Personal Counseling						
Intake	143	117	127	115	169	22.2
Ongoing	915	967	981	720	562	-5.4
Crisis	32	17				88.2
Academic Advising & Career Exploration (new center July '02)						
Advising contact	2372	2204	1384	974	NA	7.62
20 th Day Undecided Advisees	231	205	184	180	200	12.7
20 th Day Non-degree Advisees	705	786	603	625	585	-10.0
20 th Day Associate of General Studies Advisees	47	NA	NA	NA	NA	NA
Initial Interviews	132	145	111	123	135	-8.97
Career sessions	269	180	185	190	188	49.4
Strong/Keirse	139	80	90	96	101	73.7
DISCOVER	214	NA	NA	205	202	NA
Self-directed Search	139	80	175	18	NA	73.7

National Test Administrations

The following table shows the total number of test administrations by testing program during fiscal year 2004, 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 2004 is compared to the previous year.

Table 2 National Test Administrations

TEST NAME	FY 2004 # of Admin.	FY 2004 # of Examinees	FY 2003 # of Examinees	Percent Increase or Decrease
ACT, Inc. (ACT)	5	496	562	-11.7
ACT, Inc.--Residual Test (ACT-R)	2	7	3	+133.3
Certified Strength & Conditioning Specialist Exam (CSCS)	NA	NA	17	NA
Graduate Record Examination (GRE)—Subject Tests	2	17	24	-29.2
Law School Admissions Services (LSAT)	3	19	15	+26.7
Optometry Admission Testing Program (OAT)	2	4	9	-55.6
Pharmacy College Admission Test (PCAT)	3	39	27	+44.4
PRAXIS--Principles of Learning and Teaching (PLT)	4	179	146	+22.6
PRAXIS--Pre-Professional Skills Tests (PPST) Math		96	124	-22.6
PRAXIS--PPST Reading		114	142	-19.7
PRAXIS--PPST Writing		108	132	-18.2
PRAXIS—Specialty/Subject Examinations		320	16	+1900.0
PRAXIS—School Leadership Series (SLS)		29	NA	NA
PRAXIS Primary Language Not English (PLNE) Testing-- Principles of Learning and Teaching (PLT)	8 (Includes four [4] Session 3 administrations on a Saturday following a contracted test date.)	9	1	+800.0
PRAXIS PLNE--PPST Math		3	6	-50.0
PRAXIS PLNE--PPST Reading		4	8	-50.0
PRAXIS PLNE--PPST Writing		2	7	-71.4
PRAXIS PLNE—Specialty/Subject Examinations		2	2	0.0
SAT Program (SAT)--SAT I	5	66	77	-14.3
SAT--SAT II		19	12	+58.3
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 2004. [ETS re-introduced the TOEFL paper-based test on a temporary, limited basis at select test centers in fall 2000]).	1	25	16	+56.3
<u>TOTAL</u>	<u>35</u>	<u>1558</u>	<u>1346</u>	<u>+15.8</u>

NA = Not Applicable

The administration data in the preceding table includes special accommodations for one (1) PRAXIS examinee (combined total of two [2] PRAXIS tests).

Internal Test Administrations

The following table shows the total number of examinations administered for internal testing programs during both fiscal year 2004 and the previous fiscal year. Additionally, the table shows the percent increase or decrease when fiscal year 2004 is compared to the previous fiscal year.

Table 3 Internal Test Administrations

TEST NAME	FY 2004 # of Exams Administered	FY 2003 # of Exams Administered	Percent Increase or Decrease
COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)			
American Government	0	2	
Calculus	0	1	
College Algebra	3	0	
College Mathematics	1	0	
English Composition with Essay	3	0	
French Language	0	1	
Freshmen College Composition	0	1	
German Language	0	1	
Introductory Sociology	0	1	
Spanish Language	1	3	
TOTAL CLEP EXAMINATIONS	8	10	-20.0

DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT SUBJECT STANDARDIZED TESTS (DANTES)			
Fundamentals of Counseling	0	1	
Here's To Your Health	1	0	
Human Resource Management	0	1	
Management Information Systems	0	1	
TOTAL DANTES EXAMINATIONS	1	3	-66.7

GENERAL EDUCATIONAL DEVELOPMENT (GED)			
*(NOTE: Due to the Kansas Board of Regents decision to eliminate FHSU as a GED test site effective January 1, 2004, GED testing was only available from the period of July 1, 2003, to December 31, 2003, in fiscal year 2004.)			
Language Arts, Writing	9	18	
Social Studies	10	17	
Science	9	17	
Language Arts, Reading	9	17	
Mathematics	10	18	
TOTAL GED EXAMINATIONS (*See Note Above)	47	87	-46.0

Internal Test Administration Table 3 Continued

TEST NAME	FY 2004 # of Exams Administered	FY 2003 # of Exams Administered	Percent Increase or Decrease
GENERAL EDUCATIONAL DEVELOPMENT (GED) PRACTICE EXAMINATIONS			
*(NOTE: Due to the Kansas Board of Regents decision to eliminate FHSU as a GED test site effective January 1, 2004, GED practice testing was only available from the period of July 1, 2003, to December 31, 2003, in fiscal year 2004.)			
Language Arts, Writing	10	29	
Social Studies	11	25	
Science	10	25	
Language Arts, Reading	12	25	
Mathematics	9	27	
TOTAL GED PRACTICE EXAMINATIONS (*See Note Above)	52	131	-60.3
MILLER ANALOGIES TEST (MAT)	77	65 (includes 1 SA)	+18.5
NURSE ENTRANCE TEST--Computerized Version (CNET)	21	20	+5.0
PROMETRIC INFORMATION TECHNOLOGY TESTING			
Adobe	1	NA	
Cisco	25	NA	
Citrix	1	NA	
CompTIA	11	NA	
CWNP	1	NA	
IBM	2	NA	
Microsoft	1	NA	
Novell	1	NA	
Sun Microsystems	2	NA	
TOTAL PROMETRIC EXAMINATIONS	45	NA	NA
SPEAKING PROFICIENCY ENGLISH ASSESSMENT KIT (SPEAK)	2	8	-75.0
<u>TOTAL TESTS ADMINISTERED</u>	<u>253</u>	<u>324</u>	<u>-21.9</u>

SA=Special Accommodation; NA=Not Applicable

Other Test Administrations

HIGH SCHOOL COMPUTER TECHNOLOGY PROFICIENCY EXAMINATION	FY 2004	FY 2003
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.)	7	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.)	23	33
TOTAL NUMBER OF EXAMINEES TESTED (SCORE REPORTS PROCESSED)	69	76

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.

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 advising and related resources.

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.
- Each of the four academic college deans receives assessment information related to their college's academic departments and their college as a whole.
- Department level assessment allows the university to identify areas for improvement and issues that have been addressed.