



**FORT HAYS STATE
UNIVERSITY**

***Kansas Board of Regents
Advising Baseline Annual Report***

2005-2006

*Discover yourself
Explore your options
Choose your path
at Fort Hays
State University*

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Academic Advising Mission

The primary purpose of the FHSU academic advising program is to assist students in the development of meaningful educational plans that will be compatible with career aspirations and contribute to the process of preparing for a life of change, challenge, and individual fulfillment. At FHSU, academic advising is based on a system of shared responsibility between student and advisor, and a process of continuous improvement, clarification, and evaluation with the aim of furthering institutional advising goals and desired student outcomes.

Introduction

Academic Advising is an integral part of Fort Hays State University's central mission and is considered part of the teaching commitment for our faculty. The university's professional advising staff advise undecided, general studies and non-degree students. The Academic Advising and Career Exploration Center (AACE) is the administrative office of our advising system, reporting to the office of the Vice President for Student Affairs. AACE works with the Academic Advising Committee and Provost's Council to establish, manage, monitor, and improve the advising system and initiate campus discussion of advising issues.

AACE oversees design and implementation of professional development sessions; responding to students' and advisors' questions; and creating, updating, and distribution of appropriate advising materials (Student Academic Planner, *Tiger Exchange*, etc). The university academic probation and suspension system also operates under the direction of AACE.

Assessment of academic advising is conducted each year with information collection focused on the University Advising Goals, CAS Standards for Academic Advising, Kansas Board of Regents Advising Baseline and NACADA Core Values. Student learning is a key component in academic advising and focuses on the following questions:

- What do we want students to learn from the advising experience?
- What do we want students to know?
- What do we want students to do?
- What do we want students to understand and demonstrate?

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.

University Advising Goals

Goal 1: To help students clarify individual values, career goals, and the challenges of life in the 21st century.

Goal 2: To develop suitable educational plans and programs of study for each student.

Goal 3: To help students select appropriate courses and other educational opportunities.

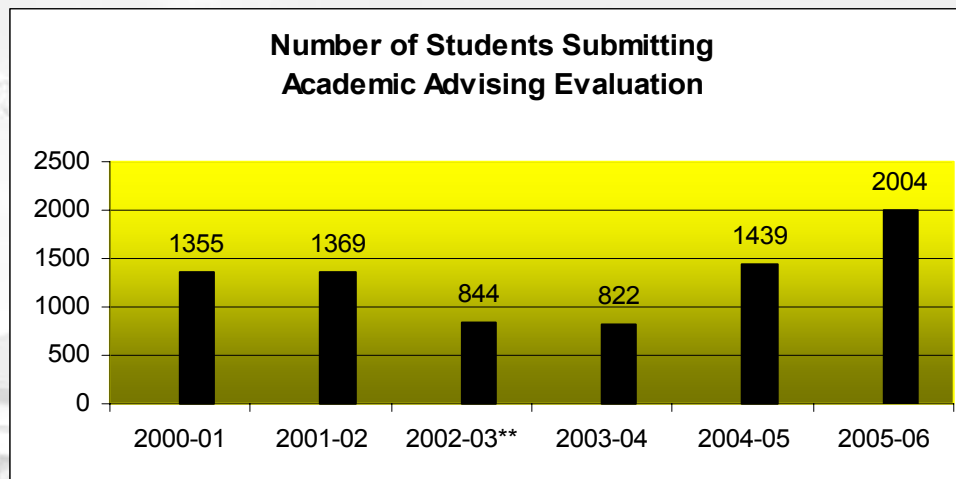
Goal 4: To help students review and evaluate progress toward established educational goals and completion of requirements within individual programs of study.

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Goal 8: To address the individualized academic advising needs of a diverse student population.



**This indicates the first year of moving Academic Advising Evaluation from a paper to online.

Participation in the evaluation of academic advising at FHSU continues to increase each year. This year there was a 39.26% (1439 in 2005 to 2004 in 2006) increase in the response rate. Evaluation key for responses has remained consistent over the years. The key is provided at the bottom right of this page and will be beneficial in understanding the graphs provided throughout this report.

SECTION 1

The Board of Regents' Academic Advising Baseline was established to ensure that all Regents' Universities Academic Advising Systems assist students in and provide for the following at each institution:

1. Goal Setting
2. Information
3. Transitions
4. Accessibility
5. Referral To Campus Resources

Academic Advising Evaluation Items

1. I understand that advising is a shared responsibility between my advisor and myself.
2. I act on my advisors suggestions.
3. My advisor provides accurate information concerning course selection.
4. My advisor provides accurate information concerning graduation/ licensure/endorsement requirements.
5. My advisor provides information regarding the add/drop process when needed.
6. My advisor discussed career opportunities in my field of study.
7. My advisor makes referrals to appropriate campus resources/ services when needed.
8. I have discussed my educational goals with my advisor.
9. Adequate time is available to meet my advising needs.
10. I understand the process to change my major.
11. I understand the process to change my advisor.

Academic Advising Item Evaluation Answer Key

DNA - Item does not Apply
 SA—Strongly Agree with Item
 A—Agree with Item
 N—Neutral
 D—Disagree with Item
 SD—Strongly Disagree with Item

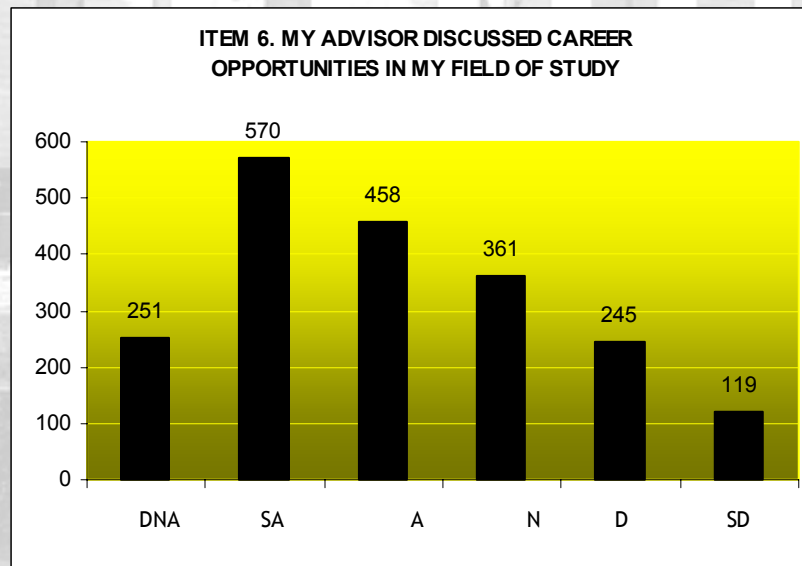
Goal Setting

Each Academic Advising System should help students to set both short term and long term educational goals.

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 academic advising results show us that of the 2004 students who responded to item 6: "My advisor discussed career opportunities in my field of study," 1021 strongly agreed or agreed that this was happening during their advising experience.



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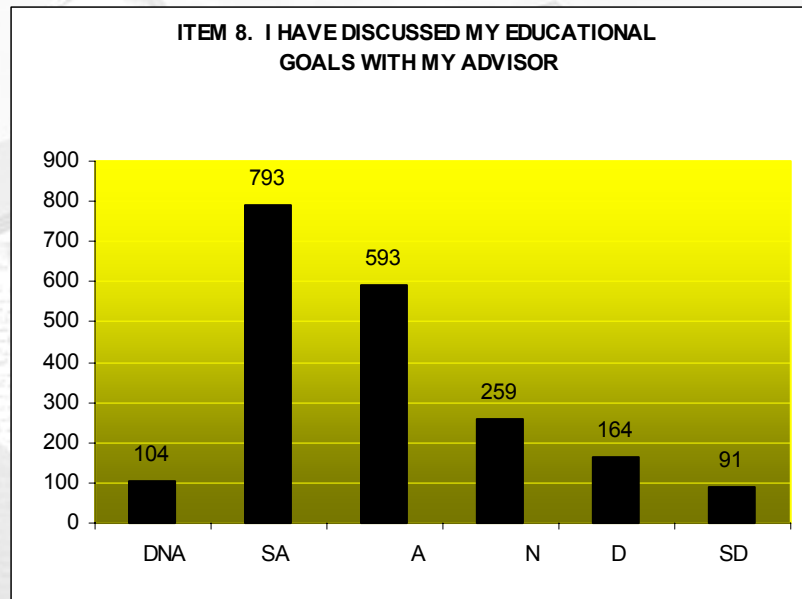
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Goal 6: To encourage students to utilize University support services and related resources as needed (Kelly Center, Career Services, etc.).

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In regard to item 8: "I have discussed my educational goals with my advisor," 1386 students strongly agreed or agreed that this too was occurring. Establishing an educational plan that is reflective of the students goals aids in the retention of students.



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Information

Each Academic Advising System should be able to accurately inform Students of the graduation requirements of their department. It should be sensitive to the importance of strategic course selections so as to minimize the number of semesters required for graduation. Additionally, the System should be able to inform students of career opportunities in their field of study.

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 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.

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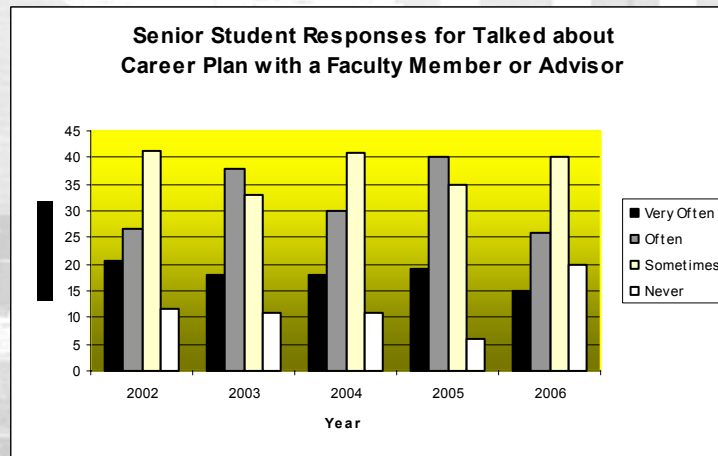
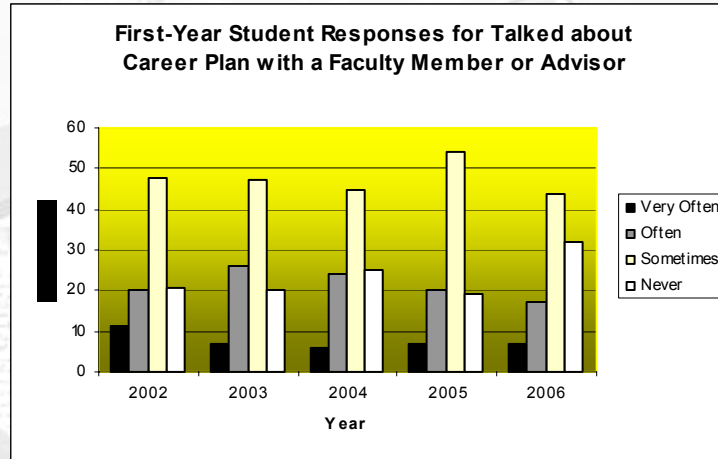
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Fort Hays State University has been participating in The National Survey of Student Engagement (NSSE) on an annual basis. The following graphs show responses obtained from random samples of first-year and senior students about the nature of their undergraduate experience. The following graphs are in relation to item 1: Talked about career plans with a faculty member or advisor.



Information is made available to students through the University Catalog, websites (i.e. www.fhsu.edu/pace) and in department offices regarding career, curriculum and many other areas too numerous to include.

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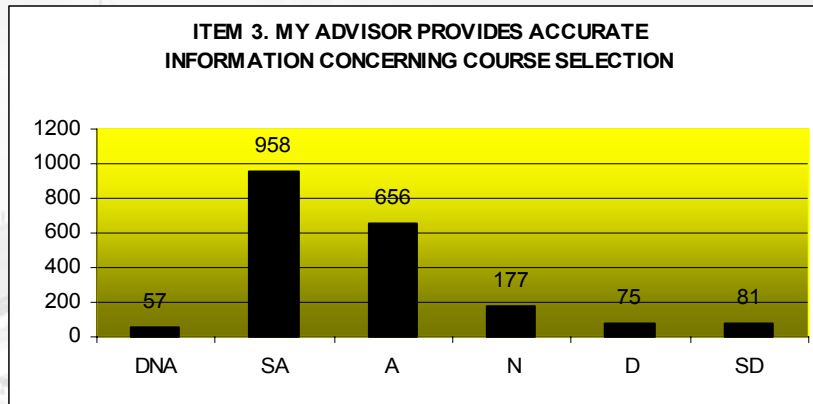
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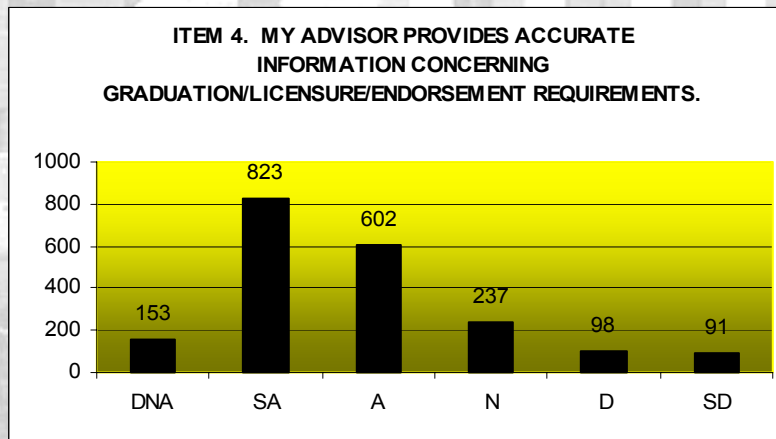
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Our campus-wide student evaluation of advising addresses the aspect of providing information.



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 1614 and 1425 respectively. 177 (8.8%) students marked neutral on item 3 and 237(11.8%) did the same on item 4.



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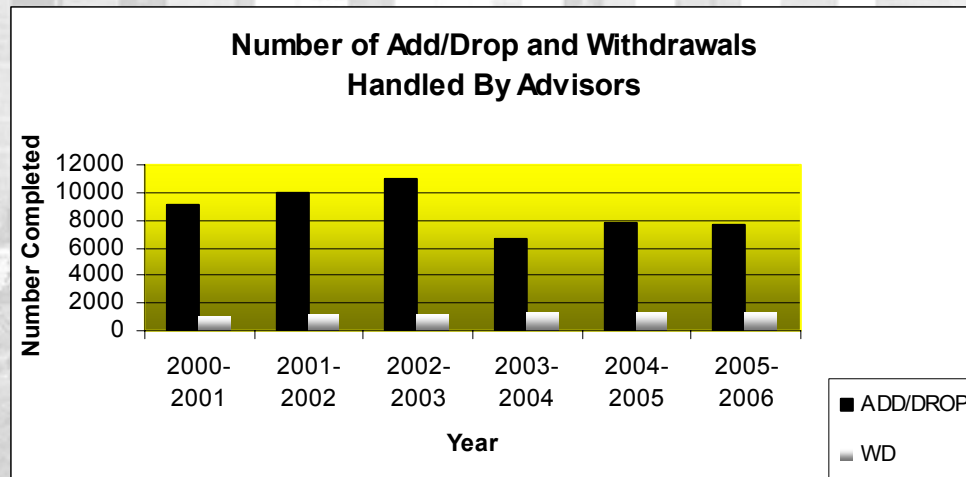
Transitions

Each Academic Advising System should inform students how to change colleges and/or departments. Furthermore, the System should provide information to explain the process students follow to enroll in their curriculum and to drop or add courses during the semester.

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 information by degree program requirements. We also have a course equivalency website for Kansas Community Colleges <http://www.fhsu.edu/registrar/Transferbase.shtml>.



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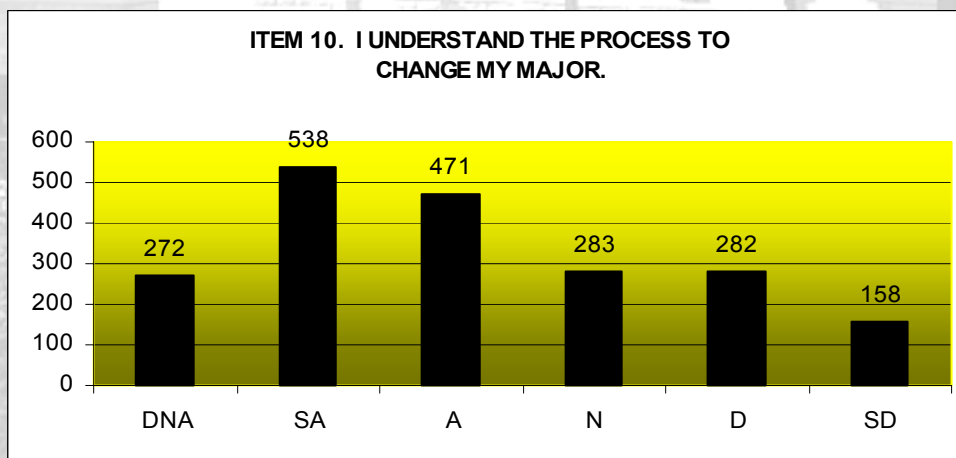
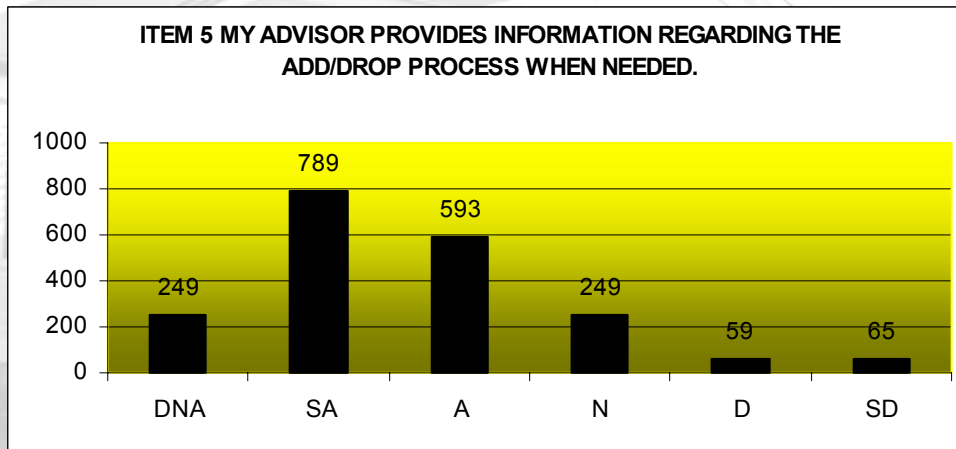
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FHSU students had 7,661 adds and drops processed during Academic Year 2005-2006. These figures reflect that FHSU students are aware of how to make schedule changes through add/drop/withdrawal.

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."



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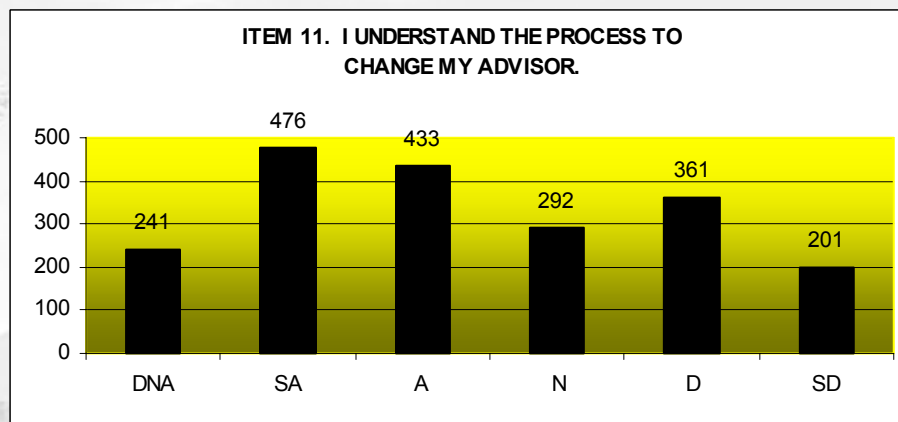
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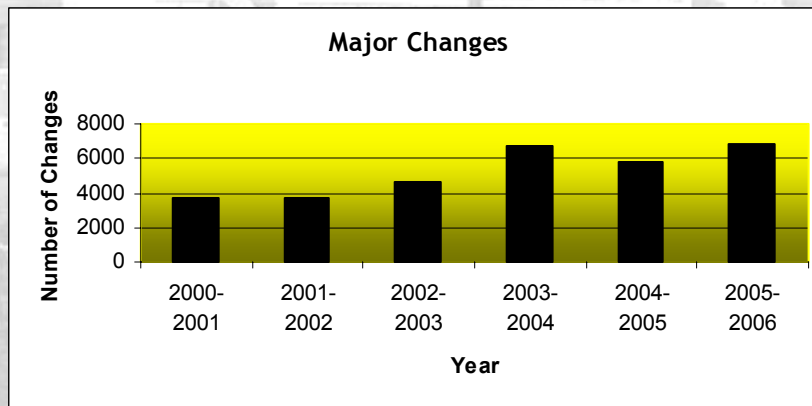
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Our assessment tells us that in relation to transitioning we have some work to do. Students selected strongly agree and agree on those three items 68.9%, 50.3%, 45.3% of the time, respectively. Two factors to point out here are that 12.4%, 14.1%, and 14.5% of the respondents said that they are neutral and 12.4%, 13.5% and 12% state that this does not apply to them. We still must continue to provide the information to students when or if the need would arise for them to make changes.

We had 6,857 major changes during the 2005-2006 Academic Year. Students at FHSU are well aware of the process to change their major.



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Accessibility

Each Academic Advising System should have reasonable hours of availability for students. Additionally, students should be able to set up appointments within the System for an adequate amount of time to make curricular selections and career choices.

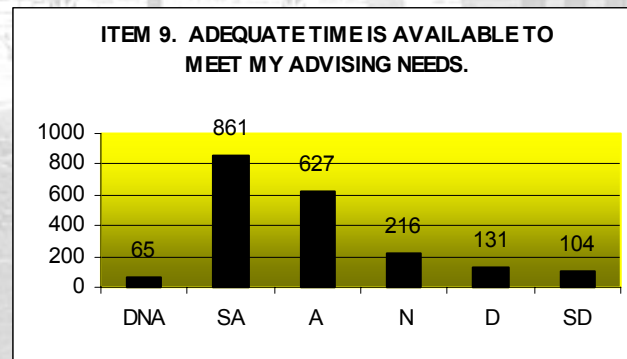
Accessibility is always an issue to be aware of when you have a faculty based advising system like FHSU. Establishing and maintaining reasonable hours of availability for students is dealt with on a semester by semester case. Due to the division of teaching, research and service of faculty members differing 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.

Academic Advising

During the 2005-2006 Academic Year, 18,372 students were registered by advisors. To respond to availability of advisors, FHSU does the following:

1. Advisors are required to post office hours for student information.
2. Appointments can be made with advisors in person, by phone, fax, or e-mail and through department offices.
3. 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 74.2% (1488) of the time. We view this as a positive.



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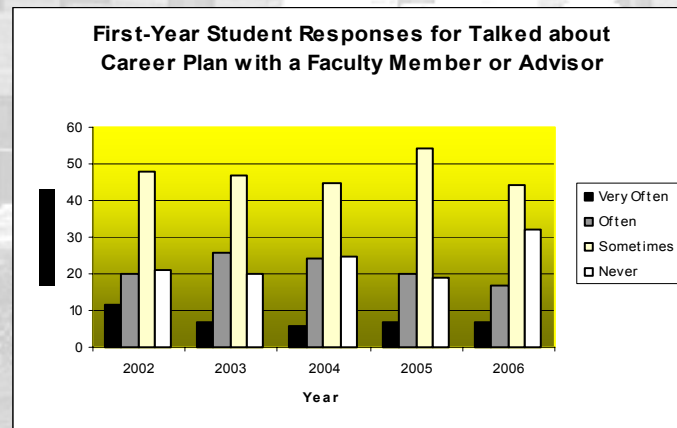
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Career Exploration

Research shows that the best time to do career exploration is in your sophomore year in college. This gives students a full year to get familiar with college and learn more about themselves. It also reduces the amount of times they change their major. Currently, the average college student changes their major is 5-6 times. Our goal is to reduce that number through the career exploration process.

Career exploration is the process of finding your ideal major or career, based upon your interests, motivational traits, personality, values, abilities, aptitudes, personal work style, and work environment preferences. Career exploration is available to each enrolled student at FHSU. Students can complete the individualized comprehensive career/major exploration, enroll in EAC 100 Career Planning and Development for one credit hour or explore on their own with the assistance of our career exploration website (<http://www.fhsu.edu/aace/exploration.shtml>) and/or borrowing materials from our career library.

Students who elect to complete the individualized option of career exploration generally set up for three sessions. Depending on their needs more sessions can be arranged. The length of the appointment can also vary, but typically lasts about an hour. Overall, students can



expect to spend about 3-6 weeks covering all aspects of the career exploration process. Between sessions they may spend about one-two weeks researching and exploring career options. Offered every semester, the EAC 103 course helps students decide on a major. Using career assessment tools, learning about themselves, and researching majors, a student can

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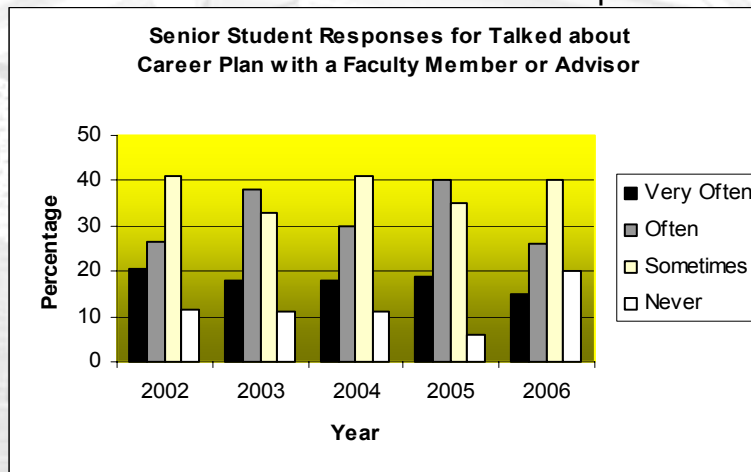
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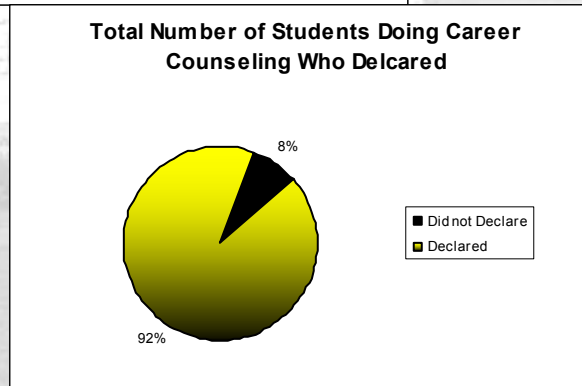
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find a major that best fits their interests, abilities, values, and personality. This course is available to both on-campus and through distance education.

FHSU does participate in the National Student Survey of Engagement (NSSE). The responses from first-year students in regards to talking with a faculty member or advisor regarding a career plan are provided to the left. There are some students who report that they have never talked about a career plan. This is not reflective of our Academic Advising Evaluation responses. Senior students report a variance from the past four years data. Almost 20% reported that they never talked about a career plan. This is highly unusual for a senior student and is not reflective of our campus-wide evaluation .



Student who pursued the one-on-one Career Counseling Process selected a major 92% of the time. The 8% who did not select a major or career path, did not complete the entire process or had personal issues that prevented them from being able to make a decision.



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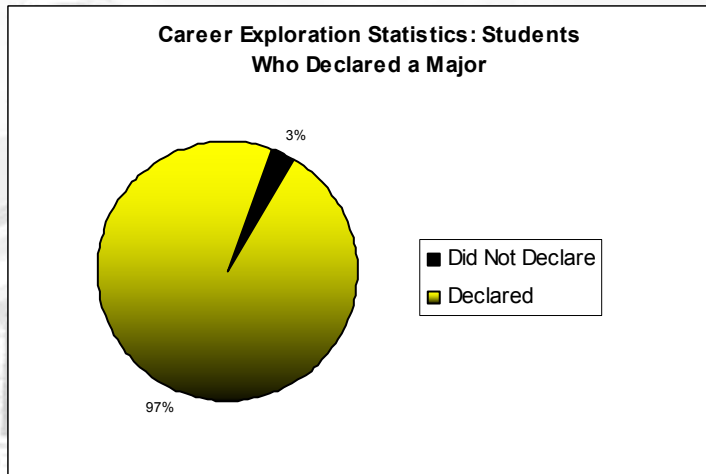
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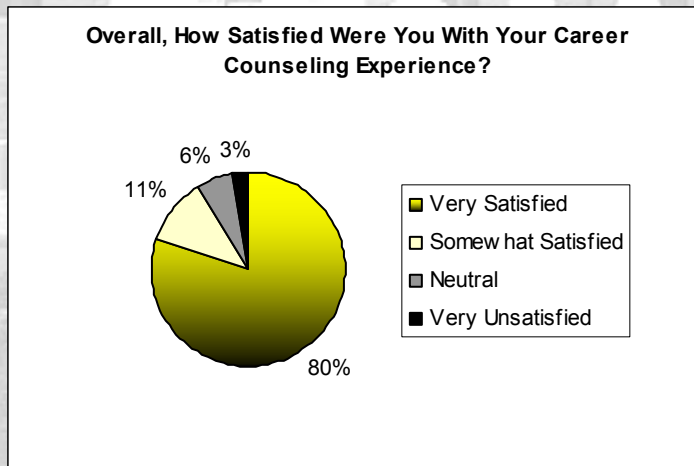
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Students who pursued career assistance by enrolling in EAC 100 Career Planning and Development declared a major 97% of the time. The remaining 3% did not complete the class successfully or had personal issues that hindered ability to make a decision.



Overall, students who completed the Career Counseling process were satisfied with their experience. Evaluation is done through AACE for the individual appointments and through the TEVAL Process for EAC 100.



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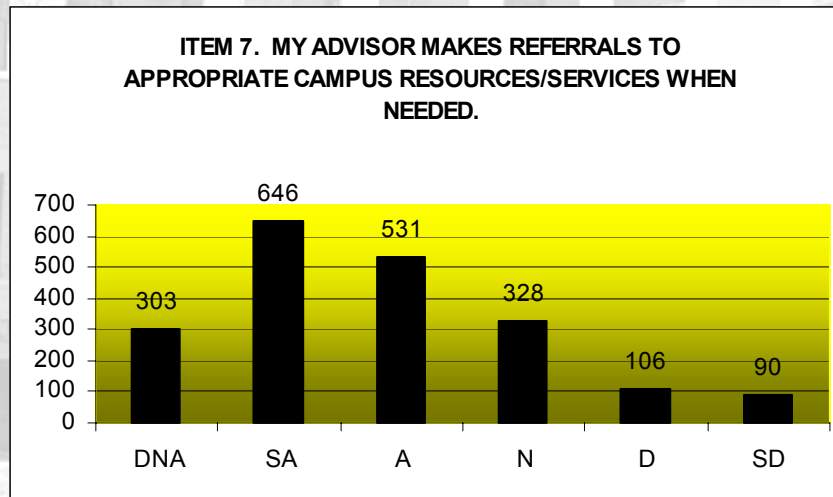
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Referral To Campus Resources

Each Academic Advising System should be able to refer students to various campus resources including but not limited to: University Counseling, Office of Student Activities and Services, Career and Employment Services, Career Information Center.

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 2005-2006 Academic Year.



The student evaluation of advising looks at this issue in item 7: "My advisor makes referrals to appropriate campus resources/services." Students responded 58.7% (1177) of the time that they strongly agree or agree while 16.3% (328) responded neutral with an additional 15.1% (303) stating that this item does not apply to them.

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The increase in enrollment has brought about discussion of services needed to successfully enhance student educational experiences. The following table shows the usage of referral programs during fiscal years 2000-2006. Additionally, the table shows the percent increase or decrease when fiscal year 2006 is compared to the previous fiscal year.

Kelly Center

The Center provides Personal Counseling Services for guiding personal growth, Academic Success Programs for enhancing academic skills, Testing Services for administering national examinations, and the Drug and Alcohol Wellness Network for preventing and treating alcohol and drug abuse.

KELLY CENTER	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year	Percent Increase or Decrease
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	
Academic Support Programs							
Tutoring	1032	1088	1050	961	898	904	0.67%
Academic Counseling/ Study Skills Training	320	333	303	290	254	325	27.95%
At-Risk Interventions	78	125	75	55	88	93	5.68%
Standardized Test Preparation	250	261	72	56	67	34	-49.25%
Learning Disability Test Administration	65	110	2	N/A	N/A	N/A	N/A
Reading and Study Skills Class	1380	1679	2465	1248	1226	1472	20.07%
Outreach	2330	1998	1602	1601	1846	#1205	-34.72%
#Reflects change in Orientation Format							
DAWN (Drug Alcohol Wellness Network)							
Initial	88	102	114	117	85	97	14.12%
Ongoing	91	187	344*	521	306	247	-19.28%
*Each client is seen twice.							
Personal Counseling							
Intake	115	127	117	143	144	148	2.78%
Ongoing	720	981	967	915	711	755	6.19%
Crisis	NA	NA	17	32	20	22	10.00%

University Advising Goals

Goal 1: To help students clarify individual values, career goals, and the challenges of life in the 21st century.

Goal 2: To develop suitable educational plans and programs of study for each student.

Goal 3: To help students select appropriate courses and other educational opportunities.

Goal 4: To help students review and evaluate progress toward established educational goals and completion of requirements within individual programs of study.

Goal 5: To develop student awareness and understanding that decision-making in the advising process and life is based on a system of shared responsibility.

Goal 6: To encourage students to utilize University support services and related resources as needed (Kelly Center, Career Services, etc.).

Goal 7: To clarify and improve the student's knowledge of career options and potential for career change in the workplace of the 21st century.

Goal 8: To address the individualized academic advising needs of a diverse student population.

Career Services

Career Services assists students, alumni and community residents in acquiring the skills necessary for a successful job search and provides extensive information on numerous employment opportunities. Resources are also available to assist students seeking admittance to graduate/professional school.

AREA	Academic Year 2000-2001	Academic Year 2001-2002	Academic Year 2002-2003	Academic Year 2003-2004	Academic Year 2004-2005	Academic Year 2005-2006	Percent Increase or Decrease
Career Services							
Alumni Updates/Reactivations	981	827	718	741	610	637	4.43%
Presentations	1560	1587	1584	2251	2601	2076	-20.18%
Counseling for Job Assistance	589	536	572	568	576	554	-3.82%
Jobs for Tigers Referrals	2198	3102	2988	7414	7746	7318	-5.53%
Interview Participation (on-campus)	523	483	621	502	483	527	9.11%
Student Credential Requests	1131	862	528	604	530	522	-1.51%
Student Referrals	1981	1796	2342	3111	2469	2710	9.76%

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Academic Advising and Career Exploration

Academic advising is based on a system of shared responsibility between student and advisor, and is a process of continuous improvement, clarification, and evaluation with the aim of furthering institutional advising goals and desired student outcomes. Each student is assigned an advisor upon admittance. Academic advising is provided through the coordinated efforts of the Academic Advising and Career Exploration Center and faculty advisors. Career Exploration allows undecided students as well as other students the option to visit with counselors about their career path. The counselors will help students identify their interests, abilities, values, and personality types to find a major or career. Being able to identify your goals is a good starting place to think about the choices you will make regarding your major, minor, or career. Services and resources that are provided in the center include:

- Career exploration appointments
- Career exploration workshops
- A comprehensive career information library
- Various career guidance inventories
- Career Planning and Development class—EAC 100
- Links to FHSU academic departments and career exploration resources on the Internet
- Referrals to appropriate sources
- “What Can I Do with a Major” website: <http://www.fhsu.edu/aace/MAJORS/index.shtml>
- Guidance for students who are on probationary admit status, academic probation and students who are on academic suspension waivers
- Professional development
- Training opportunities for seniors and graduate students
- Advising for associate of general studies students, non-degree seeking students and undecided students

The university has hired a professional advisor to work with the Associate of General Studies students. These students are now being advised in the Center for Interdisciplinary Studies. This started 20th day of Fall 2006.

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The table below provides information regarding students who are served in the center for advising and/or career exploration.

AREA	Academic Year 2000-2001	Academic Year 2001-2002	Academic Year 2002-2003	Academic Year 2003-2004	Academic Year 2004-2005	Academic Year 2005-2006	Percent Increase or Decrease
Academic Advising & Career Exploration							
Advising contact	974	1384	2204	2372	3043	7885	159.12%
20 th Day Undecided Advisees	180	184	205	231	285	236	-17.19%
20 th Day Non-degree Advisees	625	603	786	705	1012	568	-43.87%
20 th Day AGS Advisees	NA	NA	NA	47	51	103	101.96%
Initial Interviews	123	111	145	132	88	103	17.05%
Career sessions	190	185	180	269	119	283	137.82%
Strong/Keirse	96	90	80	139	155	214	38.06%
DISCOVER	205	NA	NA	214	245	240	-2.04%
Self-directed Search	18	175	80	139	132	153	15.91%

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SECTION 2

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

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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 in the handbook. There are also a variety of other resources available on our website.

Advisor Responsibilities

- Be knowledgeable about university and departmental requirements, policies and procedures;
- Maintain adequate office hours throughout the semester;
- Provide a respectful, supportive atmosphere;
- Keep accurate records;
- Ensure that students are provided access to services on a fair and equitable basis;
- Avoiding any personal conflict of interest as well as the appearance of conflict;
- Refuse to participate in any form of sexual harassment;
- Discourage students from circumventing institutional policies and regulations; and when confronting situations in which students have violated policies, addressing the issues and referring students to the appropriate agency;
- Recognize the limitations of their positions and being familiar with university resources in order to make appropriate referrals; and
- Maintain confidentiality according to established standards.
- Advisors help students navigate the advising and registration process, choosing and/or changing your major, working to achieve academic success and trying to maximize career options.

Student Responsibilities

- Initiate and maintain contact with your advisor;
- Keep scheduled appointments
- Discuss information that affects your academic performance;
- Follow through on advisor recommendations;
- Learn requirements for your department, college, and the university;
- Determine programs and organizations available to you;
- Make use of all resources on campus;
- Seek the assistance needed to achieve YOUR goals; and
- Be responsible for planning a course of study and fulfilling all necessary requirements and regulations by accepting ultimate responsibility for decisions.

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.

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FHSU started its formal professional development program in the fall of 1997. The 2005-2006 T.I.G.E.R. Series Workshops were each recorded and then streamed off the AACE website at: <http://www.fhsu.edu/aace/TIGERWORKSHOPS.shtml>. This year's workshop series topics covered: foundation information, referral sources, policies and procedures and more (see workshop list on the right).

The Academic Advising and Career Exploration Center publishes online the *Tiger Exchange* (<http://www.fhsu.edu/aace/tigerexchange/>) which is a newsletter for advisors that provides current information on advising, answers to frequently asked questions, and exchanges ideas about advising. Publishing online allows for easy access for everyone.

T.I.G.E.R. Series Workshops

TIGER 101: Getting Prepared to Advise: The Basic Tool Kit

TIGER 102: Advising with Prospective Students and Admissions

TIGER 103: The Three P's that Impact Advising: Procedures, Policies and Processes

TIGER 104: ACT and Accelerated Mechanisms

TIGER 105: Probation and Suspension: Academic and Financial Aid

TIGER 106: Legal Issues in Advising

TIGER 107: The Difference in Advising and Counseling

TIGER 108: Mental Health Issues in Advising
TIGER 109: Advisor Challenges

TIGER 201: What is a Degree Summary and what do I do with it?

TIGER 202: Career Exploration Center (AACE)

TIGER 203: Graduate Students

TIGER 204: Career Services to include writing letters of recommendation

TIGER 205: Technology and Advising

TIGER 206: Geneva Herndon Speech Language Hearing Clinic, Student Health and Kelly Center

TIGER 207: Advising Special Populations I: International Students, Students with Disabilities, and Athletes

TIGER 208: Advising Special Populations II: Transfer and Virtual Students

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.

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Assessment information has been included throughout this report regarding the campus wide assessment. 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. The assessment information allows for the development and programs to be specific to the needs of our institutions students.

Fort Hays State University is committed to academic advising. During the next year, we will be participating in the Year of the Department: A Call to Engagement. This is an opportunity for campus-wide involvement in assessing what we do and determining ways that processes can be improved through the academic departments and support services. We are currently piloting a new part of the advising process for students called **TigerEnroll**. This is an online registration process that will allow for the focus of academic advising to be on issues specific to each advisee instead of equating the advising process with registration and enrollment.

PRINCIPLES OF ASSESSMENT for Fort Hays State University

- All university stakeholders play a crucial role in effective assessment practice
- The faculty will be responsible for setting and assessing educational goals
- The focus of assessment is improvement of the educational process and outcomes at FHSU
- Assessment activities will be conducted as unobtrusively as possible, using existing points of contact as much as possible
- Single measures are not as effective as multiple measures
- Assessing a large number of goals is not as effective as multiple measures
- Assessment results will be reported in aggregate and used for the improvement and development of programs
- Units should include assessment results in their reports