Student Advising Survey 2016-2017

Advisors' Council
August 16, 2017

Background

- Audit of advising during Spring 2013
  - Assess effectiveness of academic advising processes and practices
- Advisors' Council formed in Fall 2013
  - Gather measureable information from advissees
- Pilot advising survey launch 2014-2015

What was surveyed?

- Student Learning Outcomes:
  - SLO-A – Students will utilize resources to identify degree requirements.
  - SLO-B – Students will develop an educational plan to follow.
  - SLO-C – Students will identify campus support resources.
  - SLO-D – Students will follow university policies/procedures.

What was surveyed?

- Advisor Expectations:
  - AE-1 – Provide accurate, program-based knowledge.
  - AE-9 – Be available during reasonable hours each semester for academic advisement, general questions, and performance concerns.
  - AE-12 – Refer students to other services, departments, or individuals as the situation requires.
  - Overall Satisfaction
- Additional Comments for Improvement

2016-17 Survey Questions

As a result of Academic Advising:

- *I know my degree requirement for graduation*

- *I can plan my courses for the next semester.*

- *I know where to find campus resources (Counseling Center, Tutoring, Disability Resource Center, etc.).*

- *I know where to find information on academic regulations (i.e. drop/add policy, academic standards (probation, suspension, dismissal), course repeat and grade replacement policy, etc.).*

I know where to go:

- *To seek assistance if I feel stressed, overwhelmed, and/or homesick.*

- *Find information about financial aid or scholarships.*

- *To access and print my degree evaluation (MyMocsDegree).*

- *Find information or speak to someone about internship and experience-based opportunities related to my degree.*

- *Find information or speak to someone about careers related to my degree.*

- *I know where to find important academic dates (i.e. last day to add or drop, last day to withdraw, fee payment, and graduation application deadlines)?*

Advisor Interaction:

- *My advisor gives me accurate information.*

- *My advisor is accessible during reasonable hours for academic advising.*

- *My advisor is able to make recommendations and referrals as appropriate to my needs.*

- *My advisor is able to give information on opportunities to become engaged with the university.*

- *My advisor answers my questions and addresses my concerns when I ask them.*

Overall Experience: *How could your Academic Advising experience be improved?*

Bridges Beyond the Classroom

Response by College

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	**Fall 2016**	**Spring 2017**
Arts & Sciences	87	141	89	237	**159**	**128**
Business	26	28	20	78	**86**	**91**
Engineering & Computer Science	23	33	7	42	**48**	**21**
Health, Education, Prof. Studies	57	74	57	194	**165**	**152**
Undecided	10	10	1	34	**240**	**107**
TOTAL	203	286	174	585	**698**	**499**

Classification

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	**Fall 2016**	**Spring 2017**
Freshman	58	107	101	290	**329**	**148**
Sophomore	43	54	20	88	**137**	**102**
Junior	50	66	23	104	**119**	**121**
Senior	52	59	30	103	**148**	**123**
Master's Candidate						1

Admission Type

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Beginning Freshman	125	195	144	451	486	352
International Undergraduate	2	1	0	3	1	1
Post-Baccalaureate	5	4	2	11	5	5
Readmitted	18	24	5	21	46	25
Transfer	49	61	23	96	150	106
Transient	1	0	0	0	0	0
First Time Master's Candidate					0	1

Race and Ethnicity

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
American Indian or Alaskan Native	0	0	0	2	1	1
Asian or Pacific Islander	1	10	6	12	21	19
Black Non-Hispanic	19	29	30	60	62	25
Hispanic	4	2		3	6	2
White Non-Hispanic	160	216	129	473	573	427
Other	0	2	1	3	1	1

Bridges Beyond the Classroom

Veteran Status

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	**Fall 2016**	**Spring 2017**
Veteran	8	8	3	17	**26**	**18**
Non-Veteran	195	278	171	568	**674**	**478**

Cumulative GPA Range

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	**Fall 2016**	**Spring 2017**
0-1.0	11	3	1	4	**1**	**2**
1.0-1.49	1	2	8	9	**5**	**5**
1.5-1.99	5	7	6	17	**12**	**12**
2.0-2.49	14	33	13	61	**27**	**44**
2.5-2.99	31	59	21	93	**56**	**89**
3.0-3.49	43	76	57	179	**121**	**142**
3.5-4.0	45	97	67	195	**144**	**201**

SLO-A – Students will utilize resources to identify degree requirements.

#1 – As a result of Academic Advising, I know my degree requirements for graduation.

- Positive: 87.0%
- Neutral: 6.1%
- Negative: 6.8%

SLO-A – Students will utilize resources to identify degree requirements.

#7 I know where to go to access and print my degree evaluation (MyMocsDegree).

- Positive: 88.0%
- Neutral: 6.5%
- Negative: 5.5%

SLO-B – Students will develop an educational plan to follow.

#2 – As a result of Academic Advising, I can plan my next semester courses.

- – Positive: 86.6%
- – Neutral: 7.4%
- – Negative: 6.0%

SLO-C – Students will identify campus support resources.

#3 – As a result of Academic Advising, I know where to find campus resources (Counseling Center, Tutoring, Disability Resource Center, etc.).

- Positive: 66.8%
- Neutral: 18.6%
- Negative: 14.6%

SLO-C – Students will identify campus support resources.

#5 – I know where to go if I feel stressed, overwhelmed, and/or homesick.

- Positive: 75.9%
- Neutral: 12.5%
- Negative: 11.6%

SLO-C – Students will identify campus support resources.

#6 – I know where to find information about financial aid or scholarships.

- Positive: 75.2%
- Neutral: 13.2%
- Negative: 11.5%

SLO-C – Students will identify campus support resources.

#8 – I know where to go to find information or speak to someone about internship and experience-based opportunities related to my degree.

- Positive: 56.4%
- Neutral: 18.5%
- Negative: 25.1%

SLO-C – Students will identify campus support resources.

#9 – I know where to go to find information or speak to someone about careers related to my degree.

- – Positive: 64.2%
- – Neutral: 16.1%
- – Negative: 19.7%

SLO-C – Students will identify campus support resources.

#14 – My advisor is able to give information on opportunities to become engaged with the university.

- Positive: 71.4%
- Neutral: 16.7%
- Negative: 11.9%

SLO-D – Students will follow university policies/procedures.

#4 – As a result of Academic Advising, I know where to find information on academic regulations (i.e. drop/add policy, academic standards (probation, suspension, dismissal), course repeat and grade replacement policy, etc.).

- Positive: 71.8%
- Neutral: 13.2%
- Negative: 15.0%

SLO-D – Students will follow university policies/procedures.

#10 – I know where to find important academic dates (i.e. last day to add or drop, last day to withdraw, fee payment, and graduation application deadlines)?

- Positive: 82.82%

- Neutral: 9.0%

- Negative: 8.2%

AE-1 – Provide accurate, program-based knowledge.

#11 – My advisor gives me accurate information.

- – Positive: 85.1%
- – Neutral: 8.0%
- – Negative: 6.9%

AE-3 – Be available during reasonable hours each semester for academic advisement, general questions, and performance concerns.

#12 – My advisor is accessible during reasonable hours for academic advising.

- Positive: 83.9%
- Neutral: 7.8%
- Negative: 8.2%

AE-4 – Refer students to other services, departments, or individuals as the situation requires.

#13 – My advisor is able to make recommendations and referrals as appropriate to my needs.

- Positive: 81.6%
- Neutral: 9.9%
- Negative: 8.6%

Overall Satisfaction

#15 – My advisor answers my questions and addresses my concerns when I ask them.

- Positive: 85.9%
- Neutral: 5.9%
- Negative: 8.1%

Comments for Improvement

#16 – How could your Academic Advising experience be improved?

– Positive: 20.6%

– Neutral: 4.1%

– Neutral with Recommendation: 6.6%

– Negative: 16.1%

– No Comment: 52.6%

Comments for Improvement

#16 – How could your Academic Advising experience be improved?

- Positive Response Summary
  - All questions and academic issues were addressed
  - Referrals were helpful
- Neutral Summary
  - No problems
  - No change needed

Comments for Improvement

#16 – How could your Academic Advising experience be improved?

– Recommendations

- When changing majors, notified about new advisor

- More time during appointments

- More advisors for my area

- Advisor have more information about careers and internships

Comments for Improvement

#16 – How could your Academic Advising experience be improved?

– Negative

- Advisor not available for appointments when needed
- Not responsive to email or phone calls
- No time to cover more than classes for next semester

Next Steps

- Create an advising assessment process
  - Revise student survey to ensure validity
  - Develop and pilot an advisor survey
  - Collaborate with institutional research for NSSE/FSSE advising results
  - Incorporate other assessment measures

- Align survey results with Advisor Training

Questions or Comments?

- Thank you!

Revised Advisor Expectations

In an effort to meet the academic advising goals of the University, advisors will be expected to:

1. **Provide accurate, program-based knowledge.**

   – Utilize the University web site, course catalog, class schedule, ClearPath Showcases, and other University resources to provide accurate information.

   – Clearly explain general education, major, degree, and graduation requirements for the program or unit under which they advise.

   – Be knowledgeable in current prerequisites, course sequencing, and course offerings for their area.

   – Be trained in academic advising functions in Banner, MyMocsDegree, Argos, and other university programs, as well as issues related to student development.

   – Assist in creating an academic plan that incorporates the student's major, minor, summer attendance, and desired graduation deadline.

2. **Be knowledgeable in academic policies, procedures, processes, and deadlines at the University and department or unit levels.**

   – Assist in transfer issues and the petitioning process.

3. **Conduct themselves in a professional and courteous manner while treating students with respect.**

   – Be available during reasonable hours each semester for academic advisement, general questions, and performance concerns.

   – Provide means for communicating, scheduling appointments, and keeping accurate, up-to-date records.

4. **Refer students to other services, departments, or individuals as the situation requires.**

Bridges Beyond the Classroom