

University of South Carolina Sumter

Act 629 – Summary Reports on Institutional Effectiveness
Fiscal Year 2003-2004

Academic Advising

It is the mission of the Advisement and Counseling Center to develop and strengthen an environment conducive to meaningful growth of all students and members of the University. It is an environment that respects the diversity and the dignity of each individual's experience in relation to academic performance and the pursuit of life and career goals. Students will be assisted in the clarification of their life and career goals, along with the development of their educational plans for the realization of these goals.

Indicators:

- I. Advisors will meet with students in a timely manner to do an effective job of advising.
- II. Advisors will conduct their advising sessions in a professional and ethical manner.
- III. Advisors will assist students in developing an educational plan consistent with life goals and objectives to include alternative courses of action, alternate career considerations, and selection of courses.
- IV. Advisors will provide accurate information about institutional policies, procedures, resources, and programs.

Assessment Methods

Advisement Survey

The Advisement Survey was available for students to complete using VIP before they preregistered for classes in the spring semesters of the academic years 2002-2003 and 2003-2004.

The Advisement Survey is the primary assessment method used to measure the four indicators listed above. The core elements of advisor behavior are availability, knowledge, and helpfulness. Availability refers to the accessibility of an advisor to students and to whether the advisor honors posted office hours and scheduled appointments. Knowledge refers to both the accuracy and the timeliness of the information the advisor provides the students. Helpfulness refers to the extent that an advisor is perceived to express interest and concern for the individual student and to provide information that is useful to the needs articulated.

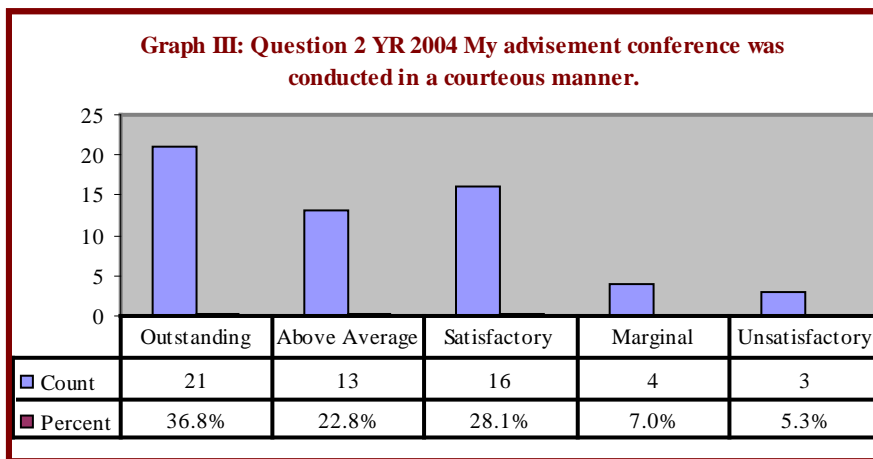
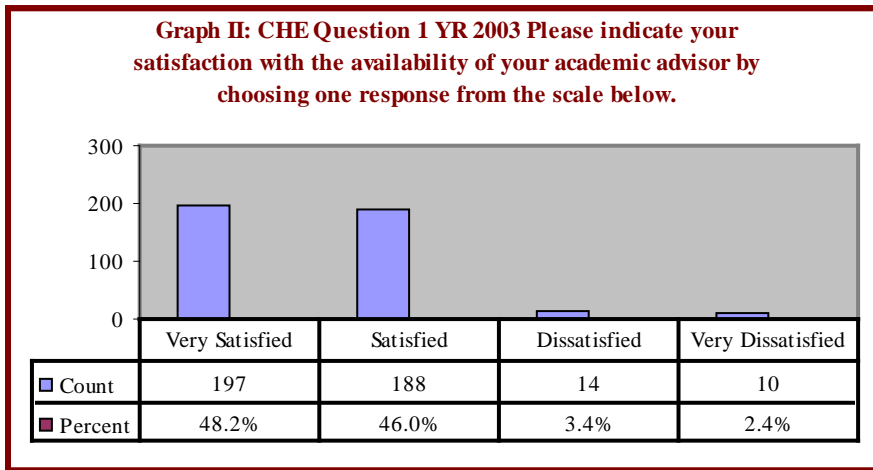
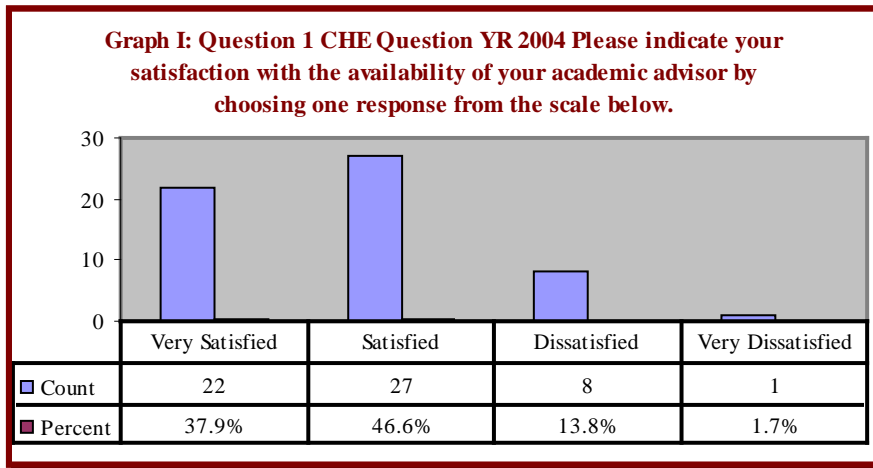
The first six questions remained the same for the two academic years reported. Questions seven through ten were added in 2004 to help advisors ascertain the need for career counseling and additional resources by the students self-report.

Qualitative Analysis of Advisee folders for retention

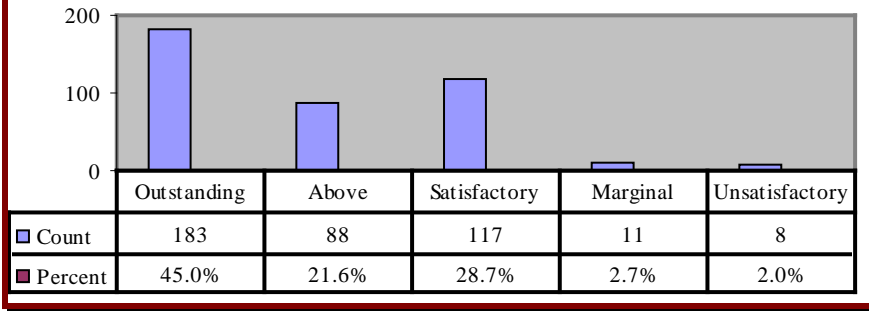
Another method of assessment used in spring 2004 was a qualitative review of advisement folders by the academic advisors to obtain a retention figure. 553 student folders who received academic advisement in the advisement center were examined.

Assessment Results:

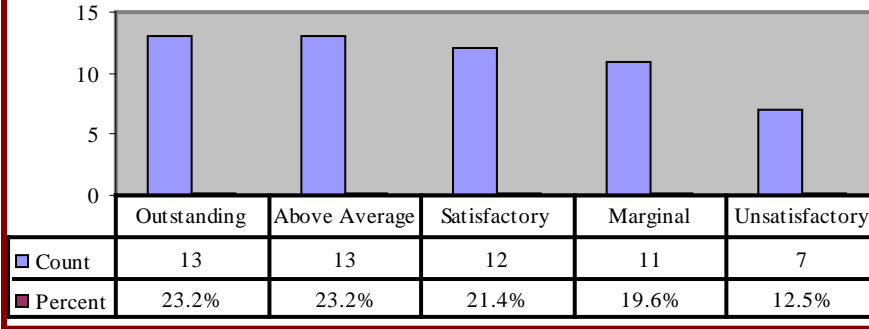
Performance Funding Act 359 results for the academic years 2003-2004 and 2002-2003 are shown below.



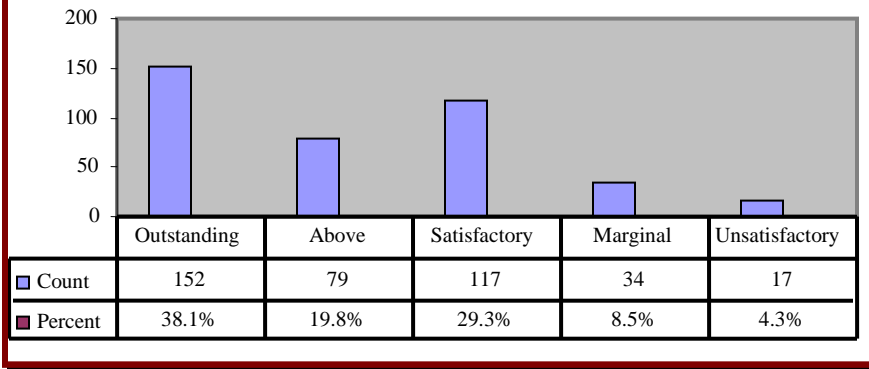
Graph IV: Question 2 YR 2003 My advisement conference was conducted in a courteous manner.



Graph V: Question 3 YR 2004 Did your academic advisor assist you in the development of meaningful educational plans that are compatible with your life goals?



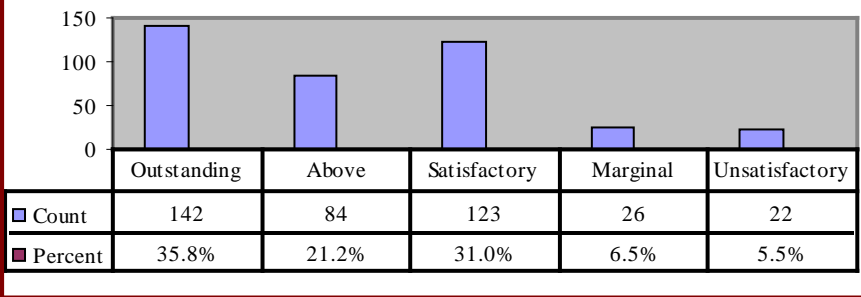
Graph VI: Question 3 YR 2003 Did your academic advisor assist you in educational plans compatible with life goals?



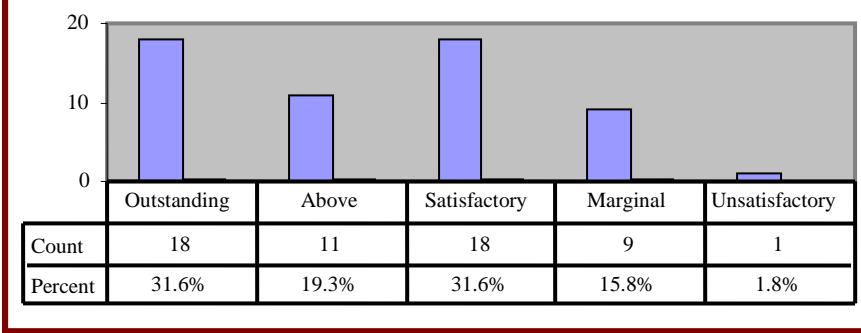
Graph VII: Question 4 YR 2004 In relation to question three, did your advisor help you identify and evaluate alternative educational plans and the consequences of your decisions?



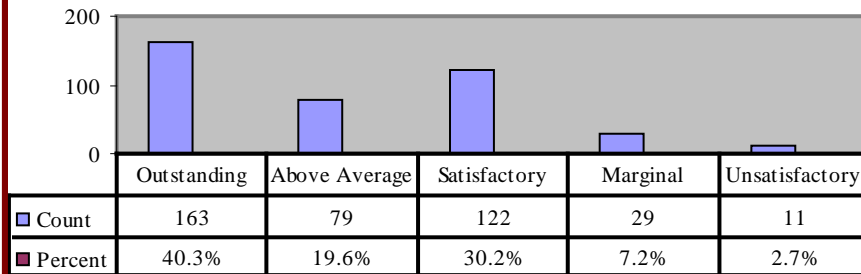
Graph VIII: Question 4 YR 2003 In relation to question three, did your advisor help you identify and evaluate alternative educational plans and the consequences of your decisions?



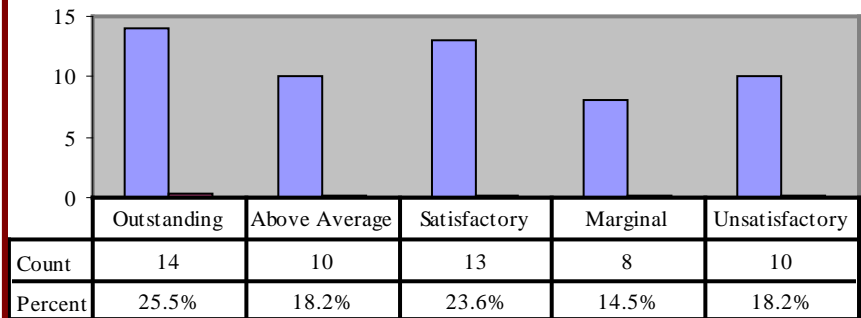
Graph IX: Question 5 YR 2004 Do you feel sufficient answers were given on institutional policies, procedures, resources, and programs?



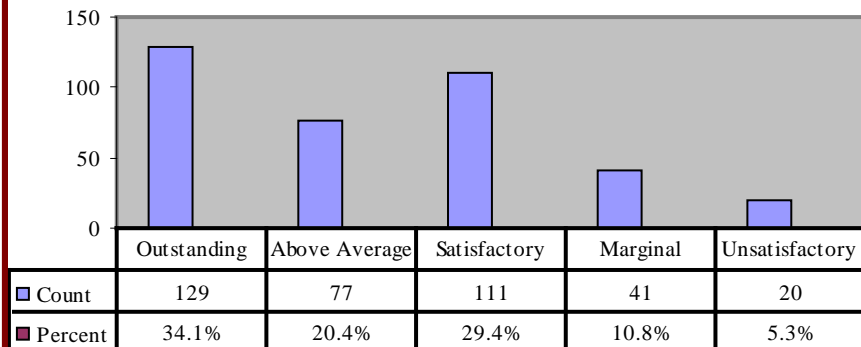
Graph X: Question 5 YR 2003 Do you feel sufficient answers were given on institutional policies, procedures, resources, and programs?



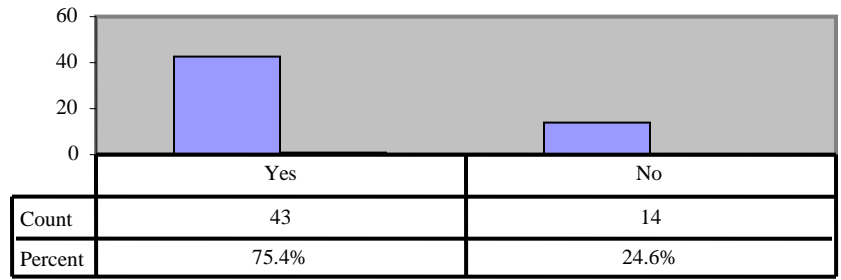
Graph XI: Question 6 YR 2004 Was the information you received timely and accurate?



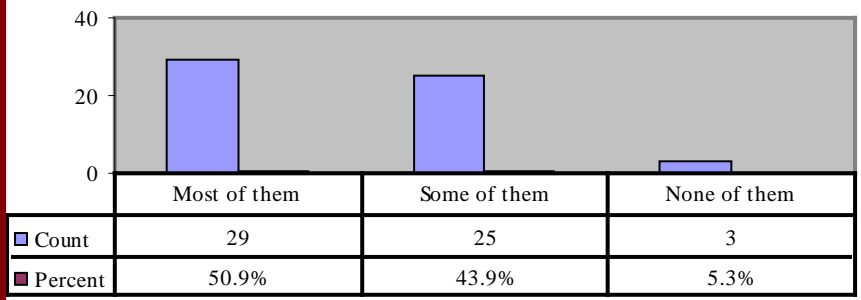
Graph XII: Question 6 YR 2003 Was the information you received timely and accurate?



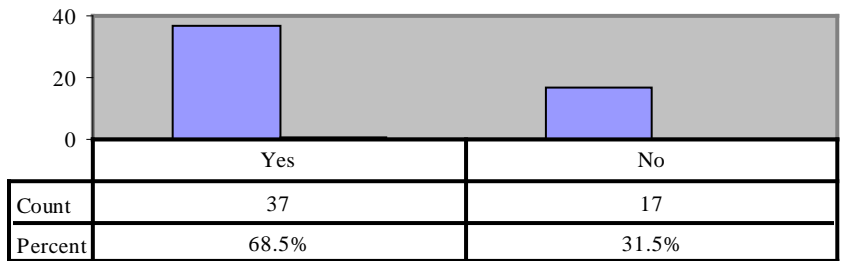
Graph XIII: Question 7 YR 2004 I know where to find information regarding relevant University policies and procedures.

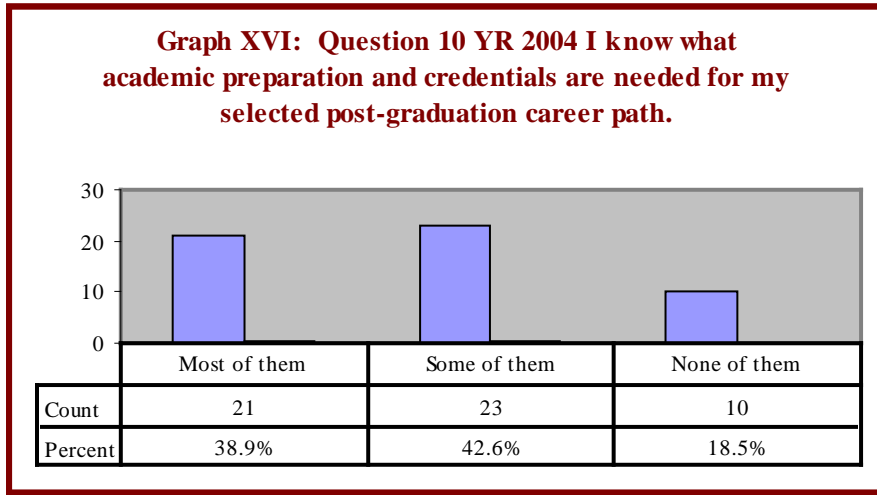


Graph XIV: Question 8 YR 2004 I know the academic requirements (general education, change of campus to upper division, graduation, etc.) of the major I am considering.

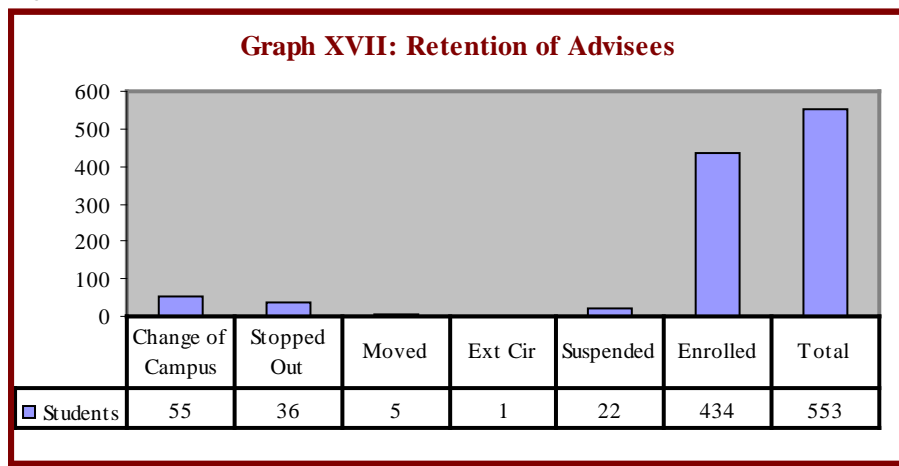


Graph XV: Question 9 YR 2004 I know where to find information regarding the academic requirements of the major I am in or considering.





Qualitative Analysis Results:



Discussion of Assessment Results

It should be noted that the Advisement Survey 2004 had a low student response rate. While the survey was a step students must complete to continue with on-line registration, a large number selected 'Not Applicable' for all questions, and those responses have been omitted from the tabulations.

Indicator 1: Advisors will meet with students in a timely manner to do an effective job of advising. The Performance Funding Act 359 (Question 1 and Question 6) measured students' overall satisfaction with the advising process. For the CHE question, when you combine the Very Satisfied and Satisfied choices Graphs I (85%), Graph II (94%), show that students were satisfied with the advising process.

The results were favorable for Question 6 regarding timely and accurate receipt of information.

Performance Funding Act 359 Question

YR 2004 85% Satisfied or Very Satisfied

YR 2003 94% Satisfied or Very Satisfied

Question 6 – Was the information you received timely and accurate?

YR 2004 67% Satisfactory, Above Average or Outstanding

YR 2003 84% Satisfactory, Above Average or Outstanding

Indicator II – Advisors will conduct their advising sessions in a professional and ethical manner.

Question 2 – *My advisement conference was conducted in a courteous manner.*

YR 2004	88%	Satisfactory, Above Average or Outstanding
YR 2003	95%	Satisfactory, Above Average or Outstanding

Indicator III – Advisors will assist students in developing an educational plan consistent with life goals and objectives to include alternative courses of action, alternate career considerations, and selection of courses.

Question 3 – *The ultimate responsibility for making decisions about educational plans and life goals rests with the individual student. Did your academic advisor assist you in the development of meaningful educational plans that are compatible with your life goals?*

YR 2004	68%	Satisfactory, Above Average or Outstanding
YR 2003	87%	Satisfactory, Above Average or Outstanding

Question 8 – *I know the academic requirements (general education, change of campus to upper division, graduation, etc.) of the major I am considering.*

YR 2004	95%	Some of them or Most of them
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Question 10 – *I know what academic preparation and credentials are needed for my selected post-graduation career path.*

YR 2004	82%	Some of them or Most of them
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Indicator III received a favorable rating by the students. Advisors are made aware of, and include in their advisement repertoire, the basic elements of career and life planning, self-assessment, career exploration, reality testing, and an alternate plan of action.

Indicator IV – Advisors will provide accurate information about institutional policies, procedures, resources, and programs.

Question 4 – *In relation to question three, did your advisor help you identify and evaluate alternative educational plans and the consequences of your decisions?*

YR 2004	68%	Satisfactory, Above Average or Outstanding
YR 2003	88%	Satisfactory, Above Average or Outstanding

Question 5 – *Do you feel sufficient answers were given on institutional policies, procedures, resources, and programs?*

YR 2004	83%	Satisfactory, Above Average or Outstanding
YR 2003	90%	Satisfactory, Above Average or Outstanding

Question 6 – *Was the information you received timely and accurate?*

YR 2004	67%	Satisfactory, Above Average or Outstanding
YR 2003	84%	Satisfactory, Above Average or Outstanding

Question 7 – *I know where to find information regarding relevant University policies and procedures.*

YR 2004	75% Yes	25% No
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Question 9 – *I know where to find information regarding the academic requirements of the major I am in or considering.*

YR 2004	69% Yes	31% No
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Indicator IV received a favorable response from the students. Questions 7 and 9, added in 2004, are questions where the students grade themselves. The advisor may have told them about appropriate resources to learn about major requirements but did the student follow through? These self-report questions will also give the advisors insight as to how to change the process of advisement services.

Retention of Advisees – (See Graph XVII.)

The University of South Carolina Sumter fulfills a unique responsibility as a regional campus within the University of South Carolina system. It is difficult to define the average student base. The Sumter campus also has a Shaw Air Force Base facility used by the military. When these students become degree seeking they are advised by the advisement center in Sumter. They are also more transient students due to deployments and change of duty station.

The federal government has a national definition for retention that must be reported by all colleges. It states you track the full-time student in a degree program over time (6 years for a 4 year program and 3 years for a 2 year program) to determine whether the student has completed the program.

The advisement office reviewed 553 (77% Headcount) folders of students who were advised in the fall of 2003 to see if they returned in the spring of 2004.

- 55 students changed campuses or received a degree. These students achieved their academic or personal goals for attending the university.
- 64 students were not enrolled. They either 'stopped out' (36), moved (5), withdrew with extenuating circumstances (1), or were placed on academic suspension (22).
- 434 of a possible 498 students are currently enrolled in the spring semester. This produces a retention rate of 87%.

Use of Assessment Findings

Assessment findings are used to provide feedback to the director of advisement and staff and for program improvement. The advisement center will continue to identify and operationally define valid indicators that will assess the advisement process and whether desired outcomes are being achieved.

The Advisement Survey added questions seven through ten in 2004. These questions, in which the students assess their own knowledge about the academic process of obtaining a degree and other university policies, were added to provide feedback to advisement staff related to the four current indicators. They will also be used to evaluate topics discussed with students in advisement and orientation sessions.

Recommendations

Based on the results of the surveys and the qualitative review of advisement folders, all advisors have continued to improve upon a method of "intrusive" advising to help build a strong relationship with the student. Intrusive advising will be continued with all students, especially at-risk students, to insure that the proper resources on campus are being utilized by the students. The advisement center is an important element in the retention process. The qualitative analysis of advisement folders and the implementation of interventions to help students achieve their goals will continue. Work with at-risk students, undeclared students, and students with special needs (ADA) will continue to be emphasized by the director. University 101 is the prime source of information regarding university survival and will be recommended.

All professional staff will be encouraged to continue their memberships in the National Academic Advising Association (NACADA). They will attend professional development workshops related to the improvement of the advising process.