

University of South Carolina Salkehatchie

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

Academic Advising

In the Fall 2003 and Spring 2004, USC Salkehatchie distributed a survey among the student population to 1) gauge the satisfaction of students with the advisement they were receiving, and 2) to assess the effectiveness of that advisement in terms of keeping students on track with associate and baccalaureate degree requirements, particularly regarding General Education. A secondary function of the survey was to identify ways in which advisors might be able to combat perennial complaints by students of poor advisement.

Two years ago, USC Salkehatchie established the practice of formally scheduling a week of advisement and registration subsequent to a semester's class schedule being published in order to encourage as many students as possible to register as early as possible for the following semester. During Registration Weeks, usually scheduled in November and March, advisors are available to students from early morning through evening hours, either by appointment or at students' convenience. Taking advantage of the timing, advisors during the 2003-04 AY were asked to distribute surveys to students to fill out and return to Student Services.

200 surveys were distributed in 2003 and 175 in 2004 during the scheduled Registration Week. Of the 375 surveys distributed, 236 (63%) were returned. Nine questions on the survey concerned satisfaction with the advisement process and two with demographic issues. Of the nine questions, only two directly asked respondents to rank their levels of satisfaction, number 1 and number 11. The other seven dealt with issues that would assess effectiveness and enhance schedule building and student responsibility.

USC Salkehatchie students are overwhelmingly pleased with their advisement at the time they are advised for semester registration. The survey revealed that only one of the 236 total respondents, or .4%, was unhappy with the schedule developed at the time of registration while 229 respondents, or 99%, judged advisement as good, very good, or excellent. Survey questions also revealed that students were being asked about other activities that may interfere with class schedules, such as work, church obligations, or family responsibilities, and prerequisites for courses that were being considered. The survey also pointed out that while most students arrive knowing what they want to take (78%), USC Salkehatchie must do more to get students to participate in their own schedule building by requesting they come to advisement sessions having already prepared themselves by referring to the course schedule on the website, reviewing their own academic transcript on VIP, and consulting the General Education requirements for the baccalaureate program into which they intend to transfer. We can do this by making students more aware of the appropriate websites and mounting a campaign prior to Registration Week that focuses on preparation to save their time and lessen their confusion.

In addition to what USC Salkehatchie advisors would be able to do to prepare students for registration, advisors also need to be trained to consult student records via USCAN or VIP to confirm that requirements have been met that fulfill the two prong mission of the two year school: to graduate students with AA/AS degrees and to transfer them to senior level institutions within the USC system. By doing so, students would experience less confusion regarding degree specific requirements and be persuaded to complete their AA/AS degrees before initiating transfer.

Information obtained from the survey, combined with suggestions offered by the USC Salkehatchie's Recruitment and Retention committee and Executive Council, have resulted in the following goals:

- Enlist the aid of faculty members to advise continuing students

- Make networked computers available to advisors during Registration Week and on Fee Payment Day to facilitate accurate advisement
- Advertise Registration Week and encourage students to come to advisement sessions having already consulted the course schedule, their academic record, and the requirements for their baccalaureate program

The raw data results for the survey are as follows:

Assessment Questions:

	Fall	2003	Spring	2004	Total Response	Total Response
	Yes	No	Yes	No	Yes	No
1. Do you like the schedule your advisor recommended?	(191) 99.5%	(1) .5%	(42) 100%	(0) 0%	(233) 99.6%	(1) .40%
2. Did your advisor ask about your work schedule or other priorities that you would have to build your schedule around?	(154) 90.5%	(16) 9.5%	(32) 76.2%	(10) 23.8%	(186) 87.7%	(26) 12.3%
3. Did your advisor ask you if you were ready to take a particular class or had the prerequisites?	(173) 94.5%	(10) 5.5%	(38) 92.7%	(3) 7.3%	(211) 94.2%	(13) 5.8%
4. Did your advisor check your transcripts on the computer?	(130) 78.3%	(36) 21.7%	(29) 74.4%	(10) 25.6%	(159) 77.5%	(46) 22.5%
5. Did your advisor ask you which college you intend to transfer to after attending USC Salkehatchie?	(122) 76.3%	(38) 23.7%	(31) 73.8%	(11) 26.2%	(153) 76.0%	(49) 24.0%
6. Had you checked the website prior to going to your advisement session?	(138) 84.0%	(26) 16.0%	(29) 69.0%	(13) 31.0%	(167) 81.0%	(39) 19.0%
7. Did you know which classes you wanted to take?	(151) 78.0%	(43) 22.0%	(32) 76.2%	(10) 23.8%	(183) 77.5%	(53) 22.5%
8. Did you and your advisor discuss graduation or graduation requirements?	(98) 51.3%	(93) 48.7%	(24) 57.0%	(18) 43.0%	(122) 52.4%	(111) 47.6%

11. How would you rank the quality of your advisement?	Excellent	Very Good	Good	Fair	Poor
Fall 2003	(106) 55.0%	(58) 30.0%	(25) 13.0%	(4) 2.0%	(0) 0.0%
Spring 2004	(24) 57.0%	(12) 28.5%	(4) 9.5%	(2) 5.0%	(0) 0.0%

Demographic Questions:

	Male (Fall 03)	Female (Fall 03)	Male (Sp 04)	Female (Sp 04)	Total Male	Total Female
9. What is your gender ?	(33) 17.0%	(161) 83.0%	(5) 12.0%	(37) 88.0%	(38) 16.0%	(197) 84.0%

10. How many semesters have you attended USC Salkehatchie?	One	Two	Three	Four	Five	Six or More
Fall 2003	(68) 39.5%	(20) 11.6%	(35) 20.3%	(17) 9.8%	(15) 8.7%	(17) 9.8%
Spring 2004	(6) 18.5%	(11) 33.5%	(7) 21.5%	(2) 6.0%	(2) 6.0%	(4) 12.5%