

ASA Annual Assessment Report October 3, 2009, I-V

I. “Executive Summary” Statement

ASA met on September 9, 2009, and reviewed the following outcome measures from the September 9, 2008, assessment plan as completely or partially successful:

- Goal 1 (1.1.1, 1.1.2, 1.2.1, and 1.2.2)
- Goal 2 (2.1.1, 2.1.1, and 2.2.1)
- Goal 3 (3.1.2 and 3.1.3)
- Goal 4 (4.2.4)

ASA concluded that WLLS 111 tracking is happening (1.1.1) and that students are able to use successfully for registration (1.2.1, 1.2.2). For advisor support (Goal 2), new-advisor training took place November 11, 2008, and is gain on September 24, 2009; a (long) list of emails to advisors is attached (2.1.2) and over half the advising website has been updated (2.2.1). For Goal 3, ASA received retention data from the Registrar and brainstormed ASA’s contributions to retention strategy (3.1.2) and suggested revisions to probation letters (3.1.2).

For 2009-2010, ASA will concentration on further revisions to the advising website, putting materials about advising on reserve in the library, and, primarily, administration of the ACT advising survey and interpretation of the result, which will address a number of the outcome measures.

II. Summary of Annual Assessment Review and Planning Meeting

On September 9, 2009 at 2:45pm, the Committee on Academic Standing and Advising convened to review the 2008-2009 Assessment Plan and to plan for future assessment goals. Committee members have also sent numerous emails to the ASA email list. In late August, Dean Koester had sent out a thorough overview of our achievements and goals for ASA to review before the meeting. In attendance were Professor Grady (chair), Dean Koester, Dean Lundquist, Professor Gagnon and Professor Hall. We discussed each goal and the work that is to be done this year to achieve said goals. A major topic of discussion was the ACT survey on academic advising, with a report comparing Wells’ results with national norms, which we all agree is key to furthering and improving our assessment techniques and results.

The following outcomes measures for Assessment Goals 1 - 4 were met and/or reviewed:

Goal 1: Students will be provided with information that will enable them to be successful at Wells and to monitor their own progress toward completion of their degrees. (Changed from: “Students will transition successfully to becoming a Wells College student.” – see IV below)

- 1.1.1 Verify Wells 111- Wells 111 grade sheets have been verified to include all incoming and transfer students. Students who did not pass Wells 111 were directed by the Dean of Academic Advising to enroll in Wells 111 for the Fall of 2009.
- 1.1.2 Review WLLS 111 survey outcomes- ASA is meeting this fall to discuss these outcomes
- 1.2.1 % of Students Registering Online- 100% of students are now able to register online. ASA is continuing to work with the Registrar's Office to ensure proper training for both students and advisors in Globe registration.
- 1.2.2 Students view schedule, degree audit and catalogue info- The Registrar has notified seniors via email about how to obtain their degree audit. All students have been trained on the Globe.

Goal 2: Advisors will be given ongoing information and support for advising. (Changed from: "Advisor Resources and Support" – see IV below)

- 2.1.1 Advisor development program- Training of new advisors occurred on November 8, 2008.
- 2.1.2 Email advisors- Reminder emails sent regularly to advisors re: midterm and final grades, advising week, and other notices from ASA. These emails are attached to this report.
- 2.2.1 Advising website maintained- Revisions were made during the summer of 2009 to the following:
 - Index
 - #3 Registration Procedure: Frequently Asked Questions (filename: regqna)
 - #4 General Requirements Checklist (filename: checklist)
 - #5 AP (Advanced Placement) Credit (filename ap),
 - #7 Mathematics/Computer Science Placement and Advising (filename mathncs2)
 - #8 Music at Wells: Frequently Asked Questions (filename: musqna)
 - #11 How to Select Courses for fall (filename crssel)
 - #17 Final Exam and Substitutions: Regulations (filename: finals)

The following do not need revision:

- #6 Foreign Language Placement (filename: flplacemt)
- #15 How to calculate your GPA (grade point average) (filename: gpacalc)
- #16 Credit for Prior Experience (filename: priorex).

Goal 3: ASA will link institutional research with advising issues. (Changed from: “Link Advising and Other Support and Institutional Research” – see IV below)

- 3.1.2 Retention data report from Registrar to ASA- ASA received the report and discussed the data, brainstorming ASA’s contributions to retention strategy.
- 3.1.3 Probation letters to require students to meet with their academic advisor, to refer them to appropriate student support services; second probation letters require students to meet with the Coordinator of Learning Support Services- Dean Koester edited the probation letters with suggestions from members of ASA

Goal 4: Range of courses and timely completion of requirements

- 4.2.4 The list of courses dealing with diversity was reviewed and is on file in Dean Koester’s 2008-2009 Assessment File.

III. The group’s plan for what it will focus on in the upcoming year.

Regarding the ACT survey of academic advising:

The Director of Academic Advising, Dean Koester, met with Dean Speaker in late summer, and they decided to administer the ACT Survey of Academic Advising to a random sample of first-year students and seniors, since first-year advising and major advising are different. The surveying could be repeated every two or three years. A copy of the 2008-2009 survey is attached. This is a paper survey, and a reporting package must also be ordered from ACT. The survey would be best administered at the beginning of the semester, and we thought that early February 2010 would be a good time, with an incentive prize drawing for survey participants.

The ACT survey would provide valuable information about advising practices and student impressions of them and would compare data to national norms. There are both questions addressing topic and questions addressing the advisor. The questions cover whether there were conversations on numerous advising issues, such as selecting a major and coping with academic difficulties and career choices, as well as an indication of student satisfaction on each subject. The questions also cover the atmosphere and nature of advising sessions and the advisor-advisee relationship. There are also general questions such as how often students have met with advisors, whether the meeting time was sufficient, and questions about advisor changes. Up to thirty additional questions that we formulate can be included.

We hope to be able to administer the ACT survey in February 2010, budgets permitting and number/range of students depending on budget. Below is an indication of which outcomes measures could involve ACT survey data specifically. In addition the data could give us a revealing picture about in what areas advisor (or student) training is needed, or what other initiatives or structural changes we might need to undertake, as

well as areas in which we are doing well. The resulting data could also show, probably is likely to show, areas in which we need to develop goals and outcomes.

In the advising assessment plan, survey questions could be useful specifically for the following outcome measures (question numbers from the 2008-2009 survey):

- 4.1.1. on mid-term grade submission. There are also ACT questions about referral to assistance (Topic #9 and possibly #18, Advisor #11)
- 4.1.2 on course selection and requirements. (Topic #6, Advisor #9 and #10, possibly also #29 and #34)
- 4.2.5 on conversations on diversity and courses relating to diversity. Possibly Advisor #23, but we will need to add specific questions to the ACT survey.
- 4.3.2 on type and frequency of advising (multiple questions on the topics portion, the advisor portion, and the general portion of the ACT survey)
- 5.1.1 on connection of experiential learning to the major. We will need to add specific questions to the ACT survey,
- 5.2.1 on conversations relating to future life and career; several questions on the survey relate to careers and life after college (Topic #1, #15, #16 and Advisor #28)
- 6.1.1 conversations on student's strengths and weaknesses; many questions touch on this area (Topic #7, #8, maybe #18; Advisor #1, #15, #22, #32) but if the number of times there are conversations is of interest, then we will need to add a question to the ACT survey.
- 6.2.1 if advising website "strength tools" accessed. This will need a specific question on the ACT survey, though there are general questions on referral to sources of information.
- 6.3.1 on low/high grades and resources. Several questions touch on this tangentially as well, but we should include a specific question or two.

Faculty will need to be surveyed, also, and it could be informative to include some questions similar to those on the ACT survey to see if there is disparity or unanimity. Our assessment plan calls specifically for a short survey of faculty at the end of each semester, as well, on the subject of student's strengths and weaknesses and referral (outcome measure 6.3.3 on number of times students are referred onward). Dean Koester will be consulting with Dean Lundquist about the mechanics of such a survey and ASA will help with specific questions.

Regarding the advising website:

The following will be the focus for revision:

- #1. NYSTAA Advising Guidelines (filename: nystaa) – shift to last place and replace with our advising mission statement.
- #2 Self-Help Guide to Academic Advising (filename: selfhelp) – needs considerable revision, and we will discuss deleting it altogether.
- #9 Beginning Courses to Take in Majors (filename: majbeg2)

#19 Link to the Experiential Learning Database – should be removed.
#20 Henry Wells Scholars' Requirements (filename: hwsreqs – change when appropriate committees revise requirements
#12 Sophomore Advising (filename: sophtips) – will be reviewed to see if it needs revision.

(#11 How to Select Courses for the Fall (filename: crssel) and #7 Mathematics/Computer Science Placement and Advising (filename: mathncs2) – both are routinely updated every spring for the following fall.)

Regarding resource materials for advisors in the library:

ASA will also locate and recommend materials for advisors on reserve in the library. One National Academic Advising Association monograph (a compilation of numerous articles about topics relating to faculty advising at small colleges) was placed on reserve this fall.

IV. An Updated Assessment Plan

ASA reformulated and clarified Goals 1, 2, and 3.

Goal 1 was “Students will transition successfully to becoming a Wells College student.” ASA changed the wording to: “Students will be provided with information that will enable them to be successful at Wells and to monitor their own progress toward completion of their degrees.”

Goal 2 was “Advisor Resources and Support.” ASA changed it to: “Advisors will be given ongoing information and support for advising.”

Goal 3 was “Link Advising and Other Support and Institutional Research.” ASA changed it to: “ASA will link institutional research with advising issues.”

ASA decided to defer updating the plan further until next year, after receiving results of the ACT survey.

V. A Summary of the Data Used by the Group

The Academic Standing and Advising Committee is currently collecting and working with the following data. The data is stored Associate Dean for Academic Advising Diane Koester, and with the Chair of ASA, Siouxsie Grady. Copies are available to the Assessment Committee by request.

1. Retention Data report from the Registrar- Goals III and IV
2. WLLS 111 survey outcomes- Goal I

3. Emails to advisors from ASA- Goal II
4. Research of Academic Standing Policies from other institutions- Goals III and IV

This academic year, ASA will continue to closely monitor retention data and the WLLS 111 survey outcomes, so that we may bring suggestions to advisors about how to fine-tune their advising to meet the particular questions and challenges students might have about their transition to and continuing in Wells College.

Last year, our timely emails to advisors with reminders such as mid-term grades, advising week and pertinent dates resulted in an increased percentage of faculty turning in mid-term grades. These mid-term grades are crucial for our students to monitor their progress, and to go get help if needed.

The research of academic standing policies led to a change in our probation rules. With the new benchmark of 2.0, students now have a clear policy. This has been a tremendous help to students and advisors alike, and has also made it easier for ASA to give definite rulings on warnings, probations and suspension.

ASA will continue to brainstorm ways to collect data in order to aid our advisors and students. We believe that, with careful pre-, during and post-advising, we will meet our goals.

EMAILS TO FACULTY THAT RELATE TO ADVISING
2008-2009 ACADEMIC YEAR (and into summer 2009)

From Diane Koester to faculty@wells.edu

Aug 29 – a giving advisor folders to “new” advisors of reassigned advisees
Sept 4 – rules about allowable grounds for grade changes
Oct 2 – withdrawal from courses
October 28 – 45 max on semester hours in one discipline
Nov 7 – repeated courses (when repeatable and how to tell; what happens and what to watch out for if they petition to repeat a non-repeatable course; how repeating a PE course counts)
Nov 18 – strongly pitching the idea of fulfilling general distribution requirements early
Nov 20 – incompletes (the one I try to send every semester)
Dec. 4 – foreign language requirement, placement
Dec 7 – withdrawal from courses by petition
Dec 27 – grading and distraught students
Feb 4 – experiential learning requirement and planning
April 7 – new foreign language placement rules
April 8 – foreign language requirement and if a student takes one 200-level course
April 13 – orientation (2009) advising, save the dates
April 13 – students who must take WLLS 111 fall 2009 and which sections
April 21 – incompletes (the one I try to send every semester)
May 5 – WLLS 111 and transfer students and repeaters
May 5 – summer transfer advising
July 28 – students with disabilities
Aug 3 (and other dates) – music section of the advising website
Aug 3 – how AP credit awarded : summary, and referral to advising website
Aug 5 – math/CS revisions to the advising website, plus information about how CS 10x courses are taught

From Diane Koester to WLLS101-faculty@wells.edu

Aug 19 – advising and how to search courses on the Globe to see if a course is full and where my office is now and introducing Chris Richardson
Aug 20 – the “program codes” for intended majors that are used now (in Jenzabar, different from the ones in the AS 400)
Aug 25 – where to pick up advising files
Aug 26 – late deposits
Sept 1 – WLLS 190
Oct 20—how mid-semester grades of WLLS 111 were determined
Nov 3 – forward from Cindy Speaker on how to talk about low midterm grades
Mar 23 – registration, looking forward to major declaration
July 30 – “how to select courses for the fall” on the advising website
Aug 17 – statistics courses

From Deb Gagnon to faculty@wells.edu

Oct. 6 – mid-term grade reporting
***** email on Oct. 15 to Tom Stiadle to be on announcements at next faculty meeting – need copy of the announcements
Oct. 15 – noting the importance of upcoming Third Thursday event (Oct. 16) to academic advising and encouraging attendance
(Nov. 4 – to new faculty only: announcement of ASA academic advising training session)
Nov. 9 – announcement of ASA academic advising training session
Nov. 9 – rescheduling of academic advising training session to Tuesday, Nov. 11
Dec. 9 – report from ASA to the December Faculty Meeting
Feb. 5 – announcement of ASA open meeting (Feb. 24)
Feb. 21 – reminder of ASA open meeting (Feb. 24) and two proposals to be discussed
April 6 – Cuseo document on academic advisement and student retention sent as .docx file; where to go with questions during advising week; list of print and online resources to use during advising week
April 6 – Cuseo document on academic advisement and student retention resent as .doc file; DoS guide on the Globe and how to locate it; additional office hours during advising week.
April 14 – notice of motion and explanation on new rules for warning, probation, etc.
*****need copy of May faculty meeting report

From Karla Leybold-Taylor to faculty@wells.edu

Sept. 26 – mid-semester grading
Oct. 8 – entering mid-semester grades
Oct. 10 – viewing mid-semester grades and students and advisors can view
Oct. 16 – soliciting diversity/multicultural courses offered in the spring
Oct. 17 – reprise of viewing mid-semester grades
Oct. 28 – advising/registration week
Nov. 4 – how to clear advisees for registration
Nov. 4 – revision of email on how to clear advisees for registration
Nov. 5 – list of spring courses dealing with diversity/multicultural issues – any additions?
Nov. 5 – copy of message to students on online registration instructions
Nov. 6 – diversity/multiculturalism courses on the Globe and how to find them
Nov. 7 – spring 2009 schedule of classes now on Globe and how to find it
Nov. 12 – advisee clearance and minors
Nov. 13 – online registration opening times
Nov. 17 – to Mac users: disregard error message after advisee clearance
Nov. 17 – same message, depending on browser, may apply to PC users
Nov. 20 – POI
Dec. 22 – final grades due 8:30 Dec 23 and ASA meets that afternoon re academic standing

Dec. 24 – thanks for 100% of grades on time
Jan. 9 – wait lists
Jan 21 – thanks for checking wait lists
Jan 26 – at request of ASA chair, reminder of mid-semester grade entry dates
Jan. 28 – adding and dropping courses online (or not)
Feb. 12 – JICS CRM overview training announced
April 16 – info. from Kelly Siegfried: error message upon advisee clearance
Feb. 9 – verification rosters
Feb. 27 – minutes of the Feb. 24 open ASA meeting
March 9 – mid-semester grade entry and how to do it and students and advisors can view
March 10 – clarification re mid-semester grade entry: required only for first-semester students
March 20 – mid-semester grade entry soon to close and repeated instructions
March 23 – correction on mid-semester grade entry and advisor viewing of them
April 3 – instructions for clearing advisees for registration
April 9 – solicitation of multiculturalism/diversity courses for the list
May 11 – instructions on final grade entry, and advisors and students will be able to view

SURVEY OF ACADEMIC ADVISING

DIRECTIONS: The information you supply on this questionnaire will be kept confidential. The data will be used for research purposes and to help improve the academic advising program at this college. If, however, any question requests information that you do not wish to provide, feel free to omit it.

Please use a soft (No. 1 or 2) lead pencil to fill in the oval indicating your response. DO NOT use a ball-point pen, nylon-tip or felt-tip pen, fountain pen, marker, or colored pencil. Some items may

not apply to you or to this college. If this is the case, skip the item or mark the "Does Not Apply" option. If you wish to change your response to an item, erase your first mark completely and then mark the correct oval. Select only ONE response for each item.

Note that the term "college," as used in this survey, refers to the postsecondary institution administering this survey and not to a specific unit or department within the institution.

SECTION I—BACKGROUND INFORMATION

Begin by writing your Social Security number in the large boxes at the top of Block A. Then, in the column below each box, mark the appropriate oval. Complete the remaining blocks by

marking the single most appropriate response in each case.

A SOCIAL SECURITY NUMBER (Identification Number) <div> <div>0000000000</div> <div>0000000000</div> <div>0000000000</div> <div>0000000000</div> <div>0000000000</div> <div>0000000000</div> <div>0000000000</div> <div>0000000000</div> <div>0000000000</div> <div>0000000000</div> </div>	B AGE <input type="radio"/> 18 or Under <input type="radio"/> 19 <input type="radio"/> 20 <input type="radio"/> 21 <input type="radio"/> 22 <input type="radio"/> 23 to 25 <input type="radio"/> 26 to 29 <input type="radio"/> 30 to 39 <input type="radio"/> 40 to 49 <input type="radio"/> 50 or Over	C RACIAL/ETHNIC GROUP <input type="radio"/> African American or Black <input type="radio"/> Native American (Alaskan, Aleutian, Hawaiian) <input type="radio"/> Caucasian or White <input type="radio"/> Mexican American, Mexican Origin <input type="radio"/> Asian American, Chinese, Pacific Islander <input type="radio"/> Puerto Rican, Cuban, Other (Asian or Hispanic) <input type="radio"/> Other <input type="radio"/> I prefer not to respond	D INDICATE YOUR CURRENT CLASS LEVEL <input type="radio"/> Freshman <input type="radio"/> Sophomore <input type="radio"/> Junior <input type="radio"/> Senior <input type="radio"/> Graduate or Professional Student <input type="radio"/> Special Student <input type="radio"/> Other/Unclassified <input type="radio"/> Does Not Apply to This College	E FOR WHAT PRIMARY PURPOSE DID YOU ENTER THIS INSTITUTION? (Select only one.) <input type="radio"/> No Definite Purpose in Mind <input type="radio"/> To Take a Few Courses for Subsequent or Personal Satisfaction <input type="radio"/> To Take a Few Job-Related or Job-Required Courses <input type="radio"/> To Take Courses Necessary for Transferring to Another College <input type="radio"/> To Obtain or Maintain a Certification <input type="radio"/> To Complete a Vocational/Technical Program <input type="radio"/> To Obtain an Associate's Degree <input type="radio"/> To Obtain a Bachelor's Degree <input type="radio"/> To Obtain a Master's Degree <input type="radio"/> To Obtain a Doctorate or Professional Degree
F SEX <input type="radio"/> Male <input type="radio"/> Female	G MARITAL STATUS <input type="radio"/> Unmarried (Including Single, Divorced, and Widowed) <input type="radio"/> Married <input type="radio"/> Separated <input type="radio"/> Prefer Not to Respond	H WHAT IS YOUR CURRENT ENROLLMENT STATUS? <input type="radio"/> Full-Time Student <input type="radio"/> Part-Time Student	I WHAT WAS THE LAST TYPE OF SCHOOL YOU ATTENDED PRIOR TO ENTERING THIS INSTITUTION? <input type="radio"/> High School <input type="radio"/> Vocational/Technical School <input type="radio"/> 2-Year Community/Junior College <input type="radio"/> 4-Year College or University <input type="radio"/> Graduate/Professional College <input type="radio"/> Other	J INDICATE THE NUMBER OF HOURS PER WEEK YOU ARE CURRENTLY EMPLOYED. <input type="radio"/> 0 or Only Occasional Jobs <input type="radio"/> 1 to 10 <input type="radio"/> 11 to 20 <input type="radio"/> 21 to 30 <input type="radio"/> 31 to 40 <input type="radio"/> Over 40
L INDICATE YOUR OVERALL COLLEGE GRADE POINT AVERAGE. <input type="radio"/> A or A- (4.00-4.30) <input type="radio"/> B to A- (3.00-3.99) <input type="radio"/> B to B- (2.00-2.99) <input type="radio"/> C to B- (1.00-1.99) <input type="radio"/> D to C- (1.00-1.49) <input type="radio"/> Below D (0.00-0.99) <input type="radio"/> Have Not Established a Grade Point Average <input type="radio"/> Does Not Apply	M INDICATE YOUR CURRENT COLLEGE RESIDENCE. <input type="radio"/> Residence Hall <input type="radio"/> Fraternity or Sorority House <input type="radio"/> College Married Student Housing <input type="radio"/> Off-Campus Room or Apartment <input type="radio"/> Home of Parents or Relatives <input type="radio"/> Own Home <input type="radio"/> Other	N USING THE LIST OF COLLEGE MAJORS AND OCCUPATIONAL CHOICES INCLUDED WITH THIS QUESTIONNAIRE, PLEASE SELECT THE THREE-DIGIT CODE FOR YOUR CURRENT MAJOR. WRITE THIS CODE IN THE BOXES AT THE TOP OF BLOCK N, AND FILL IN THE APPROPRIATE OVAL IN THE COLUMN BELOW EACH BOX. (IF YOU HAVE MORE THAN ONE MAJOR, SELECT THE ONE THAT BEST DESCRIBES YOUR EDUCATIONAL PROGRAM.) <div> <div>000</div> <div>000</div> <div>000</div> <div>000</div> <div>000</div> <div>000</div> <div>000</div> <div>000</div> <div>000</div> <div>000</div> </div>	O IF YOUR INSTITUTION HAS PROVIDED A LIST OF ADVISOR CODES, SELECT THE APPROPRIATE CODE FOR YOUR CURRENT ACADEMIC ADVISOR. WRITE THIS CODE IN THE BOXES AT THE TOP OF BLOCK O, AND MARK THE APPROPRIATE OVAL IN THE COLUMN BELOW EACH BOX. IF YOU RECEIVE ADVISING FROM SEVERAL SOURCES, RESPOND WITH REGARD TO PRIMARY ACADEMIC ADVISOR. IF AN ADVISOR CODE LIST HAS NOT BEEN PROVIDED, LEAVE BLOCK O BLANK AND PROCEED TO THE NEXT ITEM. <div> <div>000</div> <div>000</div> <div>000</div> <div>000</div> <div>000</div> <div>000</div> <div>000</div> <div>000</div> <div>000</div> <div>000</div> </div>	O INDICATE YOUR ADVISOR. <div> <div>000</div> <div>000</div> <div>000</div> <div>000</div> <div>000</div> <div>000</div> <div>000</div> <div>000</div> <div>000</div> <div>000</div> </div>

SECTION II—ADVISING INFORMATION

Please respond to the following questions about your institution's academic advising system. Note that the questions refer to only the academic advising program, not to personal or career counseling. If you do not presently have an advisor, respond to questions A and B and then skip to Section VI on page 4. If you receive advising from several sources, respond with regard to your primary academic advisor.

A HOW WELL DOES THE ACADEMIC ADVISING SYSTEM CURRENTLY OFFERED BY THIS INSTITUTION MEET YOUR NEEDS? <input type="radio"/> Exceptionally Well <input type="radio"/> More Than Adequately <input type="radio"/> Adequately <input type="radio"/> Less Than Adequately <input type="radio"/> Very Poorly
B WHICH OF THE FOLLOWING BEST DESCRIBES YOUR CURRENT ACADEMIC ADVISOR? <input type="radio"/> Faculty Member <input type="radio"/> Advising Center Staff Member (Full-Time Academic Advisor) <input type="radio"/> Other College Staff Member <input type="radio"/> College-Appointed Peer Counselor (Student) <input type="radio"/> I do not have an advisor. (Skip to Section VI on page 4.)
C HOW MUCH INPUT DID YOU HAVE IN THE SELECTION OF YOUR CURRENT ACADEMIC ADVISOR? <input type="radio"/> A Great Deal of Input <input type="radio"/> Some Input <input type="radio"/> Little or No Input
D HOW LONG HAVE YOU HAD YOUR CURRENT ACADEMIC ADVISOR? <input type="radio"/> 3 to 6 Months <input type="radio"/> 7 Months to 1 Year <input type="radio"/> 1 to 1-1/2 Years <input type="radio"/> 1-1/2 to 2 Years <input type="radio"/> Over 2 Years

SECTION III—ACADEMIC ADVISING NEEDS

In Part A, indicate whether or not you and your current academic advisor have discussed each of the following issues/topics. For each topic that you have discussed, indicate in Part B your level of satisfaction with the assistance your advisor provided. (Note: Skip to Section VI on page 4 if you do not have an advisor.)

PART A: TOPICS DISCUSSED WITH ADVISOR	COMPLETE PART B ONLY IF YOU HAVE DISCUSSED THE TOPIC WITH YOUR ADVISOR	PART B: SATISFACTION WITH ADVISOR'S ASSISTANCE
TOPIC OR ISSUE	YES (discussed)	NO (not discussed)
EXAMPLE A: Learning about overseas exchange programs. EXAMPLE B: Obtaining information about the Peace Corps, VISTA, etc.	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Very Satisfied <input type="radio"/> Satisfied <input type="radio"/> Neutral <input type="radio"/> Dissatisfied <input type="radio"/> Very Dissatisfied
1. My academic progress	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Very Satisfied <input type="radio"/> Satisfied <input type="radio"/> Neutral <input type="radio"/> Dissatisfied <input type="radio"/> Very Dissatisfied
2. Scheduling/registration procedures	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Very Satisfied <input type="radio"/> Satisfied <input type="radio"/> Neutral <input type="radio"/> Dissatisfied <input type="radio"/> Very Dissatisfied
3. Dropping/adding courses	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Very Satisfied <input type="radio"/> Satisfied <input type="radio"/> Neutral <input type="radio"/> Dissatisfied <input type="radio"/> Very Dissatisfied
4. Obtaining course credit through nontraditional means (CLEP, PEP, job experience, etc.)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Very Satisfied <input type="radio"/> Satisfied <input type="radio"/> Neutral <input type="radio"/> Dissatisfied <input type="radio"/> Very Dissatisfied
5. Selecting/changing my major area of study	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Very Satisfied <input type="radio"/> Satisfied <input type="radio"/> Neutral <input type="radio"/> Dissatisfied <input type="radio"/> Very Dissatisfied
6. Meeting requirements for graduation, student teaching, certification, etc.	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Very Satisfied <input type="radio"/> Satisfied <input type="radio"/> Neutral <input type="radio"/> Dissatisfied <input type="radio"/> Very Dissatisfied
7. Improving my study skills and habits	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Very Satisfied <input type="radio"/> Satisfied <input type="radio"/> Neutral <input type="radio"/> Dissatisfied <input type="radio"/> Very Dissatisfied
8. Matching my learning style to particular courses, course sections, or instructors	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Very Satisfied <input type="radio"/> Satisfied <input type="radio"/> Neutral <input type="radio"/> Dissatisfied <input type="radio"/> Very Dissatisfied
9. Obtaining remedial/tutorial assistance	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Very Satisfied <input type="radio"/> Satisfied <input type="radio"/> Neutral <input type="radio"/> Dissatisfied <input type="radio"/> Very Dissatisfied
10. Clarifying my life and career goals	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Very Satisfied <input type="radio"/> Satisfied <input type="radio"/> Neutral <input type="radio"/> Dissatisfied <input type="radio"/> Very Dissatisfied
11. Identifying career areas that fit my current skills, abilities, and interests	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Very Satisfied <input type="radio"/> Satisfied <input type="radio"/> Neutral <input type="radio"/> Dissatisfied <input type="radio"/> Very Dissatisfied
12. Coping with academic difficulties	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Very Satisfied <input type="radio"/> Satisfied <input type="radio"/> Neutral <input type="radio"/> Dissatisfied <input type="radio"/> Very Dissatisfied
13. Obtaining financial aid	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Very Satisfied <input type="radio"/> Satisfied <input type="radio"/> Neutral <input type="radio"/> Dissatisfied <input type="radio"/> Very Dissatisfied
14. Obtaining employment on campus (work study, assistantships, etc.)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Very Satisfied <input type="radio"/> Satisfied <input type="radio"/> Neutral <input type="radio"/> Dissatisfied <input type="radio"/> Very Dissatisfied
15. Finding a job after college/job placement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Very Satisfied <input type="radio"/> Satisfied <input type="radio"/> Neutral <input type="radio"/> Dissatisfied <input type="radio"/> Very Dissatisfied
16. Continuing my education after graduation	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Very Satisfied <input type="radio"/> Satisfied <input type="radio"/> Neutral <input type="radio"/> Dissatisfied <input type="radio"/> Very Dissatisfied
17. Withdrawing or transferring from this institution	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Very Satisfied <input type="radio"/> Satisfied <input type="radio"/> Neutral <input type="radio"/> Dissatisfied <input type="radio"/> Very Dissatisfied
18. Dealing with personal problems	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Very Satisfied <input type="radio"/> Satisfied <input type="radio"/> Neutral <input type="radio"/> Dissatisfied <input type="radio"/> Very Dissatisfied

Please respond to the following questions about your current academic advisor. (Note: Skip to Section VI on page 4 if you do not have an advisor.)

	LEVEL OF AGREEMENT					
	Does not apply	Strongly disagree	Disagree	Neutral	Disagree	Strongly agree
MY ADVISOR:						
1. Knows who I am:	0	0	0	0	0	0
2. Is a good listener:	0	0	0	0	0	0
3. Expresses interest in me as a unique individual:	0	0	0	0	0	0
4. Respects my opinions and feelings:	0	0	0	0	0	0
5. Is available when I need assistance:	0	0	0	0	0	0
6. Provides a caring, open atmosphere:	0	0	0	0	0	0
7. Checks to make sure we understand each other:	0	0	0	0	0	0
8. Respects my right to make my own decisions:	0	0	0	0	0	0
9. Provides me with accurate information about requirements, prerequisites, etc.:	0	0	0	0	0	0
10. Keeps me up to date on changes in academic requirements:	0	0	0	0	0	0
11. Refers me to other sources from which I can obtain assistance:	0	0	0	0	0	0
12. Encourages me to assume an active role in planning my academic program:	0	0	0	0	0	0
13. Accepts constructive feedback concerning his/her effectiveness as an advisor:	0	0	0	0	0	0
14. Encourages me to achieve my educational goals:	0	0	0	0	0	0
15. Helps me identify the obstacles I need to overcome to reach my educational goals:	0	0	0	0	0	0
16. Takes the initiative in arranging meetings with me:	0	0	0	0	0	0
17. Is on time for appointments with me:	0	0	0	0	0	0
18. Clearly defines advisor/advisee responsibilities:	0	0	0	0	0	0

	LEVEL OF AGREEMENT					
	DOES NOT APPLY	STRONGLY DISAGREE	DISAGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
MY ADVISOR:						
19. Allows sufficient time to discuss issues or problems.	0	0	0	0	0	0
20. Is willing to discuss personal problems.	0	0	0	0	0	0
21. Anticipates my needs.	0	0	0	0	0	0
22. Helps me select courses that match my interests and abilities.	0	0	0	0	0	0
23. Helps me to examine my needs, interests, and values.	0	0	0	0	0	0
24. Is familiar with my academic background.	0	0	0	0	0	0
25. Encourages me to talk about myself and my college experiences.	0	0	0	0	0	0
26. Encourages my interest in an academic discipline.	0	0	0	0	0	0
27. Encourages my involvement in extracurricular activities.	0	0	0	0	0	0
28. Helps me explore careers in my field of interest.	0	0	0	0	0	0
29. Is knowledgeable about courses outside my major area of study.	0	0	0	0	0	0
30. Seems to enjoy advising.	0	0	0	0	0	0
31. Is approachable and easy to talk with.	0	0	0	0	0	0
32. Shows concern for my personal growth and development.	0	0	0	0	0	0
33. Keeps personal information confidential.	0	0	0	0	0	0
34. Is flexible in helping me plan my academic program.	0	0	0	0	0	0
35. Has a sense of humor.	0	0	0	0	0	0
36. Is a helpful, effective advisor whom I would recommend to other students.	0	0	0	0	0	0

Please respond to the following questions about your academic advising program. (**Note:** Skip to Section VI on this page if you do not have an academic advisor.)

<p>A</p> <p>1 Yes, Once</p> <p>2 Yes, Twice</p> <p>3 Yes, More Than Twice</p> <p>4 Yes (Days to Years, Etc.)</p>	<p>HAVE YOU CHANGED DECISIONS SINCE ENROLLING IN THIS INSTITUTION?</p>
<p>B</p>	<p>INDICATE WHICH STATEMENT BEST DESCRIBES THE REASON FOR YOUR MOST RECENT CHANGE OF ADVISOR.</p>
<p>1 I Changed My Major Area of Study</p> <p>2 I Moved into an Upper-Level or Professional Program within My Major Area of Study</p> <p>3 My Advisor's Status Changed (Retired, Moved, Deceased, Promoted, etc.)</p> <p>4 The Institution or My Department/Changemaker/Invited Advisor Assignment</p> <p>5 Was Not Satisfied with My Advisor</p> <p>6 Other</p>	
<p>C</p>	<p>DURING THE PAST YEAR, HOW OFTEN DID YOU MEET WITH YOUR ADVISOR?</p>
<p>1 Never</p> <p>2 Once</p> <p>3 Twice</p> <p>4 Three Times</p> <p>5 Four or Five Times</p> <p>6 More Than Five Times</p>	
<p>D</p>	<p>WAS THE NUMBER OF MEETINGS THAT YOU INDICATED IN BLOCK C SUFFICIENT FOR YOUR NEEDS?</p>
<p>1 Yes</p> <p>2 No</p> <p>3 Undecided</p>	
<p>E</p>	<p>HOW MUCH TIME DO YOU USUALLY SPEND IN EACH MEETING WITH YOUR ADVISOR?</p>
<p>1 I have not met with my advisor</p> <p>2 Less Than 10 Minutes</p> <p>3 10 to 15 Minutes</p> <p>4 16 to 30 Minutes</p> <p>5 More Than 30 Minutes</p>	

If an additional set of multiple-choice questions is included with this form, please use this section to record your responses. Twelve ovals are provided for each question, but few questions require that many choices. Simply ignore the extra response ovals.

[illegible]

If you wish to make any comments or suggestions concerning this college or its advising program, please use the lines provided below.