

## College of Education Academic Advising Assessment Report for FY05

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**Context:** The University of Georgia Academic Advising Survey was developed by the campus-wide Academic Advising Coordinating Council (AACC) during FY03. The primary purpose of the AACC is to develop and support excellence in undergraduate academic advising at UGA. Spring 2004 was the first time that the Academic Advising survey was implemented across campus. Our college used facilitate.com to administer the survey. The survey consists of 25 items, thirteen of which focused on academic advising, the remainder asked for demographic data. After summarizing the 2004-05 results and a comparison of FY04 to FY05, this report will present the strengths and areas for improvement from FY05 implementation of the survey follow.

1. Based on the survey data from FY05, identify components of academic advising in your unit, which students evaluate positively.

Eighty-seven percent (87%) of the undergraduate College of Education Students (n=430) responding to the academic advisor survey agreed or strongly agreed that they were satisfied with the assistance they received from their academic advisor. As reflected in Table 1, Rank Order of Positive Evaluation of COE Academic Advisors, College of Education undergraduate students positively evaluated their academic advisors on the remaining twelve advising tasks and attributes. Additionally, student satisfaction on all indicators indicate an increased satisfaction in undergraduate academic advising

**Table 1. Rank Order of Positive Evaluation of COE Academic Advisors.**

Advising Tasks and Attributes	% Strongly Agree/Agree
1. Comfortable (Survey Item # 10)	89.3%
2. Graduation requirements (Survey Item # 2)	88.9%
3. Plan Program (Survey Item # 1)	87.5%
4. Identify Course Options (Survey Item # 3)	86.9%
5. Knowledgeable (Survey Item # 9)	86.3%
6. Available (Survey Item # 8)	85.7%
7. Sources of assistance (Survey Item # 6)	80%
8. Empowered (Survey Item # 11)	73.5%
9. Effective Advocate (Survey Item # 12)	71.5%
10. Evaluate curricula options (Survey Item # 4)	63.9%
11. Support in times of personal need (Survey Item # 7)	58.3%
12. Post-graduation options (Survey Item # 5)	54.5%

- For this question, a majority of the student's responded with either neutral (23%) or not applicable (28%), indicating that students may not see this as the role of an academic advisor.

Additionally, as reflected in Table 2 student satisfaction on all indicators indicate an increased satisfaction in undergraduate academic advising. Particularly with regard to the following indicators: evaluation of curricula options, referral to appropriate sources of assistance, support and effective advocacy.

**Table 2. University of Georgia Academic Advising Survey: College of Education  
Summary and Comparison of FY04 and FY05**

Advising Tasks and Attributes	% Strongly Agree/Agree		% difference (+/-)
	2004 Report (n=105)	2005 Report (n=430)	
1. My advisor helped me <b>plan my program</b> of study.	74	87.5	+13.5
2. My advisor helped me track my progress towards meeting all <b>graduation requirements</b> .	79	88.9	+9.9
3. My advisor helped me <b>identify course options</b> that meet my varied needs (i.e., program requirements, course sequencing, interests, etc.).	73	86.9	+13.9
4. My advisor helped me <b>evaluate curricula options</b> (e.g., majors, minors, certificates, etc.).	49	63.9	+20.9
5. My advisor answered my questions about <b>post-graduation options</b> .	45	54.5	+9.5
6. My advisor directed me to appropriate <b>sources of assistance</b> in matters not directly within his/her purview	57	80	+23
7. My advisor was a source of <b>support</b> in times of personal need.	36	58.3	+22.5
8. My advisor was readily <b>available</b> (by e-mail, phone or face-to-face contact) to me when I needed his/her assistance.	78	85.7	+7.7
9. My advisor was a <b>knowledgeable source of information</b> for academic programs and policies	69	86.3	+17.3
10. My advisor was a person with whom I felt <b>comfortable</b> communicating.	77	89.3	+12.3
11. My advisor <b>empowered</b> me to make decisions	62	73.5	+11.5
12. My advisor served as an <b>effective advocate</b> for me when necessary.	50	71.5	+21.5
13. <b>Considering all factors</b> , I am satisfied with the assistance I received from my advisor.	68	86.7	+18.5

2. Based on the survey data from this year, identify components of academic advising in your unit, which students evaluate negatively.

**Strengths:**

- Overall, undergraduate students are satisfied with the academic advisement in the College of Education.
- Students agreed that they felt comfortable talking to their advisors, and they saw their advisor as someone who assisted them in the following areas: (1) track progress toward meeting graduation requirements, (2) plan their program of study, and (3) identify course options related to their needs.
- While the results of the FY04 survey suggested that one area of improvement related to advisors' knowledge of academic programs and policies (23% of respondents disagreed or strongly disagreed), the results of the FY05 survey indicated that only 8% (n=34) of the respondents disagreed or strongly disagreed with this statement.

**Areas for Improvement:**

- The College's response rate continues to be low, although there was improvement in both the college-wide response rate (9% for FY05 as opposed to 4% for FY04), as well as the response rate of intended college of education majors (19.4% for FY05 as opposed to 1% for FY04).
- The following advising tasks and attributes received the lowest percentage of agreement: (1) advisor was a source of support in times of personal need (58.4%) and (2) advisor answered questions about post-graduate options (58.5%). It should be noted, however, that there was a 22.5% increase from FY04 in the level of agreement with regard to viewing academic advisors as a source of support in times of personal need.
- In their comments, students also expressed concerns about the lack of stability and continuity caused by seeing a different advisor each semester indicating that there may be a need to assess the effectiveness of the current advising model used by the College of Education or the departments in the college.

3. Do you believe that the Survey accurately reflects advising in your unit and if not, why not?

Student participation in the survey was solicited in the following ways. First, all advisors in the College were provided with information about the survey as well as the url of the advising survey. This information was provided to the students after their advising appointments. Follow-up messages were sent to the COE Student listserv encouraging students to complete the advising survey. However, the response rate remains low (9%). Given this fact, it is difficult to assess whether the survey accurately reflects advising at the college level. Additionally, of the 430 responses, approximately 50% were provided by the College of Education's intended majors, a group that represents 42.8% of the college's undergraduate student population. Based on data from the Spring 2005 enrollment reports, the College of Education had 2,441 undergraduate students enrolled during Spring 2005 and 1,048 of these students were intended or unspecified majors.

4. How do you plan to use the information gathered from the Survey to improve academic advising?

As a result of the FY04 survey, an Academic Advising Professional Development Needs Assessment was distributed to all individuals in the College of Education who work as undergraduate academic advising. Based on the results of this needs assessment, topics have been identified for college-wide Brown Bag seminars. These seminars will begin in Fall 2005.

Students continue to express concerns about the lack of stability and continuity caused by seeing a different advisor each semester indicating that there may be a need to assess the effectiveness of the current advising model used by the College of Education or the departments in the college. During FY06, the College's Academic Cabinet in collaboration with the Director of Student Services will engage in an evaluation of the advising model used in the college. Additionally, the Student Services office has purchased Advisortrac, a software package that includes an on-line appointment scheduling system. Implementation of the use of Advisortrac will (1) allow the advisors in student services to specialize in particular majors, (2) provide a mechanism through which students can be assigned to a specific major. It is anticipated that this will address the student's concern about a lack of continuity and facilitate the students' ability to development of meaningful relationships with their academic advisors.

5. Identify any resources or services you believe could assist your unit in improving the quality of undergraduate academic advising. These might include specialized workshops or seminars for your advisors, opportunities for faculty and staff advisors to become more engaged in state, regional, and national professional advising organizations, web and/or human resources, etc. Which resources can be provided with your unit's expertise and budget and which require external assistance?

- Annual Fall Advising Workshops sponsored by AACC
- Campus-wide Brown Bag Seminars
- Participation at National and Regional NACADA conferences
- College-level Brown Bag Seminars
- Frequent updates to all advisors to address items 6, 10, and 11 in Table 1

6. In thinking ahead to next Year's Advising Assessment Report, what goals do you hope to accomplish relative to academic advising in your unit?

- Develop and implement a process to improve the response rate to the survey by evaluating whether an on-line survey is the most effective way of gathering student input.
- Implement monthly college-level brown bag seminars addressing topics identified by the COE advisors as areas of professional development.
- Conduct information sessions for students on topics, such as admission into college's high demand majors, and post-graduate opportunities.
- Evaluate current training process for new advisors and make any necessary changes.
- Evaluate effectiveness of advising model used by the College of Education and departments.