

Selected Goals from 2004-2005 Annual Reports

Unit: First Year Advising and Orientation Services

Strategic Plan Goal	Unit Goal
With which 1 or 2 goals from the 8 current strategic plan goals does your 2004-2005 goal best align?	What were your unit level goals for 2004-2005 as contained in your 2003-2004 Annual Report?
Strategic Plan Goal 2- The Student Community	Develop accurate and courteous academic counseling and developmental assistance for first-year students utilizing state-of-the-art mechanisms.

What action did you undertake to achieve this goal?

2004-2005 academic advising for first year students was initiated at summer orientation. Enhancements to this year's advising session included an increased number of student peer advisors from 10 to 20. Recruitment and training of the student peers was expanded to one week. The First Year Advising website was updated and new features included: chat room and capability to Instant Message (IM) advisors; new informational links on the career development page; ability to check general education status through an online checklist; links to assist first year students in the transition to college academic advising; and updating and formatting of major tracks for lower division students.

The remedial student program was overhauled by redesign of print material, creation of a web site, and consultation with the Center for Academic Assistance regarding creation of remedial workshops. Financial options were added for students who needed assistance in paying for required remedial classwork. An academic advisor was placed on the Admission Committee.

First year academic counselors presented at 2 NACADA (National Academic Advising Association) conferences during 2004-05.

First Year Advising co-sponsored the Majors Fair in which over 500 undecided students attended. Staff facilitated workshops at Eagle Expo, and participated in Convocation planning, and implementation of the First Year Reading Project.

A proposal was developed and submitted to the Student Data Group that outlined future conversion to AdvisorTrac, an electronic advising software.

By what means did you assess goal achievement?

Responses from the First Year Advising Student Satisfaction survey were used in formative changes for academic advising on an individual advisor level. The survey is administered after advising sessions at freshman orientation.

Webtrends data was provided by Instructional Technology. A baseline volume of traffic on the First Year Advising site during 2004-05 was logged at 4,948. This number will be compared with site traffic for 2005-06.

Describe the assessment results and the conclusions about goal attainment you inferred from them.

Responses were utilized for program changes and formative improvement by individual academic advisors. Assessment results were given to counselors for feedback on the effectiveness of their respective academic advising sessions. Student comments regarding academic advising indicated that more personnel were needed in group advising rooms. Comments from students who required remediation indicated some confusion over the process.

What continuous improvement resulted from the use of the assessment data?

Student peer advisors were increased from 10 to 20. Recruitment and training of the student peers was expanded to one week. The First Year Advising website was updated and new features included.

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