

**The University of Kansas**  
**Academic Advising Assessment**  
**August 1, 2008**

College of Liberal Arts & Sciences  
School of Allied Health & School of Nursing  
School of Architecture and Urban Planning  
School of Business  
School of Education  
School of Engineering  
School of Fine Arts  
School of Journalism  
School of Pharmacy  
School of Social Welfare  
University Honors Program  
University Advising Center

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## PARTICIPANTS

### College of Liberal Arts and Sciences

Kim McNeley, Ph.D., Chair, Assistant Dean - Student Academic Services  
Noel Rasor, Graduate Advisor - Edwards Campus  
Cortney McKay, Student Academic Services Intern

### School of Architecture and Urban Design

Michael Swan, Ph.D., Associate Dean

### School of Business

Jason O' Connor, Director of Student & Academic Services  
Georgiana Spears, Assistant Director of Student & Academic Services

### School of Education

Michele Casavant, Ph.D., Director of Advising

### School of Engineering

Abby Coffin, Director of Academic Services

### School of Fine Arts

Rita Riley, Director of Student Services  
Sara Muzzy, Coordinator of Advising

### School of Journalism

Lynne Tidwell, Coordinator of Undergraduate Advising

### School of Nursing

Debra J. Ford, Ph.D., Assistant Dean - Student Affairs

### School of Pharmacy

Gene Hotchkiss, R.Ph., Associate Dean for Administration

### School of Social Welfare

Alia Ahmed, Academic Program Assistant  
Vicki Mignot, Administrative Associate Senior

### University Honors Program

Sue Lorenz, Associate Director

### University Advising Center

Tammara Durham, Director  
Diann Burreight, Ph.D., Associate Director

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## INTRODUCTION

The Provost's Academic Advising Assessment Team was created in October 2007 to assess the status of advising services at all levels in units throughout the KU Lawrence, KU Edwards, and KU Medical Center (including Wichita) campuses. During initial meetings, the Team worked to establish a process for the assessment, to be completed during the 2007-08 academic year. Using a variety of methods, we sought input from KU students at all levels, professional staff advisors and faculty advisors/mentors on all campuses. From our Team meetings and the data collected, we came to understand the significant variation among advising units' structures and practices. As a result, we determined that this initial assessment would focus primarily on undergraduate advising in order to do a more complete assessment at this level; while we gathered some data on graduate advising, this will primarily be used to inform a future assessment that can examine issues at that level more explicitly and in depth. As will be discussed in this report, then, the advising assessment findings demonstrate the following regarding undergraduate advising at KU:

- Units across the three campuses have widely varied advising models that have emerged due to the specific student and programmatic needs of those various units;
- Advisors in the units, both professional staff and faculty advisors, are making the best of very limited resources to achieve student progress toward goals set by students, their respective units, and the University;
- The decentralized advising model at KU allows for tailoring both advising practices and management to meet student needs in each unit. However, the addition of a centralized advising leadership team would assist all units by offering a locus for providing input on the development, implementation, and evaluation of University policies that affect students and faculty across campus as well as for sharing best practices and for collegial support as we assist students in achieving identified Student Learning Outcomes;
- KU's advising system, as focused on enrollment and degree requirement advising, is working well for students who are engaged with campus communications and resources (read email, make advising appointments, develop relationships with advisors, etc.) and who are ready to take on the responsibilities of planning their own educational experiences. However, the current level of advising resources available is not sufficient to meet the higher needs of students who are not adequately prepared to take on this active role. Challenges remain in finding the staff time necessary to implement programs and policies that advising units believe would assist these students in meeting academic milestones, including timely graduation.

### **Background**

The decentralized nature of advising at KU results in little overall sense of what is happening in advising; thus, compiling an inventory of our current practices was at the center of Provost Lariviere's charge to this Team. Further, with the web-based Online Advising Tool under development, it has become all the more important to identify current advising practices and needs campus-wide in order to guide decisions regarding functionality and structure in the Advising Tool. In addition, the advent of the Tuition Compact with the 2007-08 entering freshmen provides an additional imperative to assess KU's advising practices.

Beyond the institutional motivations for this assessment, however, is the need to reflect on our advising practices to make sure that we are providing the best experiences possible for our students. To date, the Office of Institutional Research and Planning has evaluated campus-wide advising via a variety of student satisfaction surveys:

- The National Survey of Student Engagement (NSSE, 2007) asked first and fourth year students about a number of advising related issues. Few students (5% and 8% respectively) indicated that lack of good advising was the biggest obstacle to their academic progress. The NSSE survey provided comparison data to other institutions (AAUDE, Carnegie, and AAU 16). KU students responded more favorably to the frequency of talking about career plans with faculty members or advisors. Likewise, KU students responded more favorably regarding the support needed to help with academic success. <http://www2.ku.edu/~oirp/NSSE/index.shtml>

- The Student Perceptions Survey, conducted every two years (1996-2006), began asking about academic advising in 2000. Students from each class level are asked how helpful their academic advisor has been. Results from this survey indicate that freshmen and sophomores historically have been more pleased than upperclassmen. However, in 2006 we found that juniors reported their satisfaction with advising at a level similar to sophomores.  
[http://www2.ku.edu/~oirp/StudentPerception/StudentPerceptionsReport2006FINAL\\_042106.pdf](http://www2.ku.edu/~oirp/StudentPerception/StudentPerceptionsReport2006FINAL_042106.pdf)
- The Senior Survey, conducted every 4-5 years (1977-2005), asks graduating seniors to rate the helpfulness of their advisor on both academic and career issues. Results indicate that seniors are more satisfied with their academic advising than with advising related to career decisions. In 2005, a new question was added that specifically asked about satisfaction with upper division advising; at that point in their academic careers, upper division advising received higher marks than lower division advising. For the full report, see  
<http://www2.ku.edu/~oirp/SeniorSurvey/ss2005/index.shtml>

Students' ratings of advising elements from these surveys have been consistently ranked just below ratings of the overall experience. For example, seniors highly rank their overall education (the 2005 mean = 4.2/5.00) in relation to a more moderate ranking for the helpfulness of their upper division advisor (the 2005 mean = 3.7/5.00). While our group believes that student satisfaction is only one factor in demonstrating effective advising, it is nonetheless important that this assessment lay the foundation for a process that will improve students' experiences with advising at KU, and thus enhance their overall experiences here.

### **Methods**

Representatives from professional school's and the College of Liberal Arts & Sciences (referred to in this report as the College or CLA&S) advising offices have met weekly since October 2007 to develop and implement a process for this assessment and have met twice-weekly during the summer 2008 to prepare the report. The Team planned an assessment process and then assembled information from a variety of sources. First, an overall mission statement for advising programs across all campuses was developed based upon the KU Advising Network's 3 R's of Academic Success (2004). Second, ten overall Student Learning Outcomes (included in Part 2 of this report) were identified which advising units across campus work to assist students in meeting. These Student Learning Outcomes were identified with review of: 1) the Academic Advising Policy of the Kansas Board of Regents, 2) resources from the National Academic Advising Association (NACADA), 3) the standards recommended by the Council for the Advancement of Standards in Higher Education, and 4) the specific needs/expectations of the University of Kansas as reflected in its various units. Assessment Team representatives also attended the NACADA professional development workshop on advising assessment. Recommendations from this workshop were also integrated into the Outcomes defined for this assessment process.

The Assessment Team determined that an accurate assessment of academic advising at KU required feedback from several stakeholders: students, professional advising staff, and faculty. Student input, primarily student satisfaction, was first elicited through the Board of Regents (BOR) Student Advisory Committee Academic Advising Survey conducted in Spring 2007. While this was a BOR survey already in preparation, advising staff who now serve on the Assessment Team were permitted to add items critical to our review. There were 1,333 students who responded to the survey. The survey results were limited by a low response rate (7%) and sample limitations; respondents include only those students engaged enough in their academic experiences to read and act on a survey invitation sent via University email.

In order to reach a more representative group of students that would include those who are less active in their academic experiences at KU, we conducted an additional survey by reaching out to students face-to-face to request their participation. Student-Voice hand-held devices allowed staff to take the survey to high traffic areas on campus (Wescoe Hall, the Student Recreation Center, Kansas Union); students at the Edwards and Medical Center campuses were asked by their advisors to respond to a web-based version. Thus, during a 3-week period in April and May 2008 a convenience sample of 1,149 students was surveyed using face-to-face and email-based recruitment methods. Importantly, the Assessment Team designed items

on the Student Voice Survey to assess students' abilities to complete advising tasks key to the student learning outcomes, not student satisfaction.

All faculty and professional advising staff were surveyed using a URL link to the surveys in an email sent by the Provost. Two hundred and twenty-two (222) faculty and eighty (80) professional advising staff responded. An extensive staff survey was developed to gather staff perceptions regarding a breadth of issues including student learning outcomes, organization and management of their advising unit, advisor compensation, and student load. Survey data was collected without advising unit designation to ensure the confidentiality of responses to those staff within units with few advisors. The survey was sent to those individuals across the campuses with ARTS report access who have advising responsibilities; three-hundred and fifty-seven (357) individuals were offered the opportunity to respond through the advisor survey. It was the Team's understanding, however, that some of these individuals provide administrative support to advising and would likely opt out of responding. A more targeted Faculty survey was developed to gather faculty perceptions regarding their preparedness for a variety of advising questions and the frequency of current advising activities. Response rates varied by unit, and a contributing factor to low response rates was the timing of the survey.

Additionally, and of central importance to this assessment, we gathered and drew on existing data regarding advising contacts and student performance to provide a more complete picture of strengths and limitations in our advising practices. Each advising unit provided its data for the summary and comparison tables that follow. Due to the lack of a consistent University-wide method to document student advising contacts with both faculty and staff advisors, the data represent each advising unit's counts and/or best estimates; even in units with good mechanisms for tracking staff advising contacts, there is no data available on faculty contacts. Where possible, University-wide hold removal data is given to provide a clearer estimation of advising efforts across campus. Currently, however, it is difficult to determine the level of co-advising, particularly with dual-school, double-major, non-declared and pre-professional students, without a consistent method of contact documentation.

While care should be taken in comparing data across units due to varied advising models, the data capture a number of commonalities among programs, both in regard to effective practices and particular challenges. Where there are differences, we have highlighted areas where one unit's practices may suggest strategies for other units to address areas of need and/or suggested strategies to better support student learning outcomes in the recommendations at the end of each section.

### **Report Structure**

This report is structured according to categories outlined by the *Council for the Advancement of Standards in Higher Education Self-Assessment Guide for Academic Advising Programs* (2008). These provide structure for a comprehensive review of programs including: Part 1. Academic Advising University-wide Mission; Part 2. Student Learning Outcomes and Academic Program Milestones; Part 3. Organization and Management; Part 4. Leadership; Part 5. Human Resources; Part 6. Financial Resources; Part 7. Facilities, Technology, and Equipment; Part 8. Legal Responsibilities; 9. Equity and Access; Part 10. Campus and External Relations; and Part 11. Assessment and Evaluation. Finally, we have added a concluding section that collects the recommendations made throughout the report together and that lists our planned action steps for the 2008-09 academic year.

## **Part 1. Academic Advising University-Wide Mission**

The primary purpose of academic advising is to assist students to develop meaningful education plans. This includes providing accurate and timely academic and career information so students can make thoughtful decisions to define, evaluate, and pursue the skills and resources needed to achieve their academic and professional goals. Advising helps the students understand the differences among the many disciplines offered at the University of Kansas and functions cooperatively to provide comprehensive advising information and planning tools. In addition, academic advising educates students about their academic responsibilities by assisting them in understanding University policies and procedures. Finally, academic advising should contribute to shaping an environment that supports productive relationships among faculty, advisors, and advisees to facilitate lifelong learning.

This mission supports students' academic progress by defining learning outcomes and establishing policies and procedures that direct students toward successful achievement of their educational goals. To do this, advising units work to track milestone completion; to provide accessible and available faculty and professional advisors; to facilitate students' self-assessment; to identify and address roadblocks or barriers to student success; to provide a referral network that directs students to the resources they need; and finally to identify and build-on effective learning opportunities.

The University of Kansas is a major comprehensive research and teaching university that serves as a center for learning, scholarship, and creative endeavor. The University is committed to offering the highest quality undergraduate, professional, and graduate programs, comparable to the best obtainable anywhere in the nation. Academic advising supports the University's commitment to high quality programs by offering students the knowledge and resources necessary for academic success.

## **Part 2. Student Learning Outcomes and Academic Program Milestones**

The KU Academic Advising Assessment Team identified ten (10) University-wide student learning outcomes impacted by advising interactions that are critical to each student's success. Because the current University-wide assessment was determined to be an initial review establishing an ongoing process, we conducted an initial broad assessment of each outcome. While advising is not the single influence on each student learning outcome, advising efforts were determined to impact these student performance/progress results. As importantly, these results indicate where advising should become more purposeful in the future.

The ten student learning outcomes and the identified skills, advising opportunities, and a review of when students should develop these skills are presented in the table beginning on page 28. Following this, each outcome is discussed to provide additional information and context regarding what it encompasses. Feedback from the stakeholder groups (students, faculty, and staff) and data on student performance are presented to elucidate the key strengths and areas of concern regarding achievement of each student learning outcome. The discussion of each outcome ends with specific recommendations regarding advising-related activities that can enhance or improve student achievement in these outcome areas.

### **I. Utilize the Enroll & Pay system, Open Sections, and University Course Catalog.**

Mastery of this learning outcome is critical in the initial term of enrollment. Students must understand both the online enrollment system and the resources available for building course schedules and meeting degree requirements as the first step toward managing their academic careers at KU. Each academic unit ensures that up-to-date information is available in the University Course Catalog and a wide variety of brochures and internet formats. In addition, academic units work closely each term with the University Registrar to provide course listings, enrollment capacities, etc.

#### **Current Advising Practices**

A primary goal for academic advisors and the University Registrar staff during New Student Orientation (NSO) is to instruct students regarding appropriate academic information resources and the use of the

Enroll & Pay system. Preparation for Enrollment Worksheets, Student-to-Student sessions, Academic Information Meetings (AIM), and advisor supervision during the enrollment lab ensure that students gain a strong familiarity of the tasks necessary to meet this requirement.

After orientation, academic units place enrollment holds on students in their initial terms at KU to ensure this learning outcome is met and that progress on other learning outcomes described below has begun. For example, the First-Term Advising Hold (FAH) is placed on all entering College freshman records during both fall and spring terms to prompt students to meet with an advisor, typically in the UAC, to discuss their schedule for the following term. The University Advising Center is the primary source of advising for students entering the University and FAH hold removal, although professional schools, College Student Academic Services and College departments provide advising as well. Data regarding FAH hold removal is available for Spring 2008. Three thousand, two hundred and forty-eight (3,248) FAH holds were removed, with UAC removing 76%; College departments 10%; and professional schools (includes those allowing freshman admission) 9%.

### **Stakeholder Feedback**

Eighty-two percent (82%) of advisors indicated that their advising activities directed students in meeting this outcome (Completely, 61%; Very Much, 27%; Moderately, 4%). Please note that this learning outcome should be met in the students' initial terms. While only 61% of advisors indicated that their activities completely assisted students in this area, we would not expect advisors working with upper level students to focus on this outcome if initial term mastery has been met.

The majority (57%) of faculty advisors indicated that they were prepared to advise regarding navigation of enrollment system and course selection. An additional 26% of faculty advisors indicated that they were prepared for most student situations. Among faculty advisors, 12% indicated that they advised regarding this issue weekly; 15% monthly; and 52% during weeks of main advising. As with the staff advisors, those faculty advising upper-level students should not be focusing on these issues in their meetings with students; later evaluation can differentiate time spent on various issues with students at different levels.

Consistent evidence indicates that students believe that they are achieving this outcome. Ninety-eight percent (98%) of students responding to the Student Voice Survey indicated that they know how to use Enroll & Pay to register for classes and 86% of students indicated that they know their enrollment time, information that they attain via the Enroll & Pay system.

### **Indicators of Outcome Success**

Petitions for exceptions to University policy are infrequently related to enrollment system errors, suggesting that students are generally meeting this outcome. Further, advising units are regularly contacted by students when any hold is placed on their account, including those for parking fees, payment due, and library fines. This suggests that students have learned to associate any holds on their accounts with required academic advising, indicating that they understand the use of this system to guide them to advising.

### **Assessment Team Recommendations for Policy and/or Procedures Improvements**

- Both student feedback and student performance indicate that this objective is being met early on in students' academic careers; where problems arise there are ample opportunities to redirect student learning. Maintaining current practices will ensure that we continue to achieve this outcome. The additional course search functions included in the Online Advising Tool, allowing students to search for courses that meet particular general education requirements, will reinforce this Outcome.

## **II. Make appropriate degree, concentration, and/or major selection in a timely manner.**

The Assessment Team determined that timely declaration of major or professional school admission across University programs occurs between 45-60 hours for most academic programs. Graduation within four years is more likely when a student's academic goals are established by the completion of 60 credits. It is

important to note the inclusion of “appropriate” in the wording for this student learning outcome. Students may be very interested in pursuing a particular major or in gaining admission to a professional school, but if they do not meet the minimum requirements for entry to that program, advisors must be sure that students understand the consequences of late admission or late declaration of major and/or help them identify an alternative academic plan.

**Current Advising Practices**

Students admitted directly into one of the professional schools have selected a degree and therefore have met this outcome at matriculation; all other students are admitted into the College of Liberal Arts and Sciences.

Individual student advising. Non-declared (NDC) advising holds are placed each term on degree-seeking undergraduates who have not been admitted into a professional school or officially declared a major in the College. The hold initiates advisor-assisted, purposeful exploration of possible majors or professional school admission. Non-declared and pre-professional school advising is provided across the University.

In Spring 2008 this pre-professional/non-declared advising was tracked and confirmed the University-wide advising effort. Forty-seven percent (47%) of NDC advising holds were removed by UAC; forty-six percent (46%) by College faculty and advisors; six percent (6%) by professional school advisors; and less than one percent (1%) by University Honors advisors.

Several academic units have identified advisors charged with assisting students as they transition to professional school admission and/or declaration of major. Pre-professional advisors are designated in the Schools of Business, Education, and Nursing. CLA&S Advising Specialist positions were created to assist with students transitioning into CLA&S academic units. In other units, advising staff and faculty who work with current students in their programs also meet with pre-professional and pre-major students. The summary of advising units’ practices in this area is provided in Table 2.2.1.

Table 2.2.1 Unit Practices for Pre-Professional Advising

Unit	Current Practices for Advising Pre-Professional Students
CLA&S	Advising for Pre-medical students is provided by a designated advisor in the College. Pre-medical students numbered 876 students (107 Pre-Dentistry Students, 706 Pre-Medicine, 54-Other) during the 2007-08 academic year.
Allied Health	The senior coordinator for recruitment meets with prospective allied health students at various university- and community-hosted events. He coordinates regular meetings throughout the academic year for faculty members in various degree programs to meet face-to-face with pre-allied health students for advising. A goal is to work toward developing technology-based solutions, such as web-based and video-conferencing based meetings, to reduce the extensive faculty time and travel involved.
Architecture	Many freshman and transfer students who wish to complete a degree in architecture were originally denied admission to the School before entering KU. These students typically enter the College of Liberal Arts and Sciences as Pre-Architecture students. The associate dean of the School of Architecture and Urban Planning meets with them usually at least once before they arrive at KU for Orientation and also at the Academic Information Meeting they attend prior to their initial enrollment. In the AIM, they are told specifically what they need to do in order to be admitted into architecture in their second year. They are told to take specific classes (math, physics and required non-studio first-year architecture classes) and a load of no more than 12-15 credits. They are also told exactly what the GPA requirement is for admission (3.5). They are told to meet with the associate dean, who serves as their personal academic advisor, at least once prior to their enrollment in the fall. They are also told about optional tracks they can follow if they fail to reach the GPA requirements for admission in their second year (a 4+3 track is also explained).
Business	At any given time the School of Business can have between 1700 and 2400 students with the Pre-Business interest code designation. We have one individual that is designated as a .5 (half time) Pre-Business Advisor and also our Recruiter (.5). The UAC sees many of our Pre-Business population overflow, and all advisors in the School of Business see Pre-Business students in addition to their average 270 current Business student advisor load. Pre-Business students are mainly seen in one-on-one advising sessions. Group advising is done only during orientations. Group advising for 2nd semester

	freshmen/sophomores/juniors/seniors has been done in the past but discontinued as we were constantly suggesting that they make individual appointments because "Plan B" discussions should be done in private and need more resources than what is available in a group advising session (i.e. GPA calculator).
Education	We advise roughly 300 pre-education students each semester. Pre-education students are advised through group advising sessions run by SOE professional staff and student workers.
Engineering	The School of Engineering does not have a formal Pre-Engineering program. Students that are interested in pursuing Engineering, but do not meet admission requirements work on increasing their math proficiency and earning a strong GPA while completing some general education requirements and pre-requisites to Engineering courses. These students are advised by the Director of Academic Services in the School of Engineering and by advisors in the University Advising Center.
Fine Arts	The School of Fine Arts needs professional advisors to assist our majors. While we have not had and currently do not have enough assistance in this area, we have managed to assist inquiring KU students who are not yet in Fine Arts. This was handled in the past by various positions: Assistant Dean, Director, Coordinator of Advising and now we have a Coordinator of Recruitment. Currently most KU students interested in Fine Arts are referred to our Coordinator of Recruitment.
Journalism	The School of Journalism advises approximately 270 pre-journalism majors annually. The School advises admissible freshman and sophomores as well as inadmissible juniors and seniors who need to choose another degree. Students are referred to the appropriate department to obtain information on completing a "Plan B" degree.
Nursing	The undergraduate advisor/recruiter is available in the UAC every week to meet with pre-nursing students. She also represents the School of Nursing at various university- and community-hosted events throughout the year. During main enrollment she coordinates walk-in advising sessions of the Lawrence campus for pre-nursing students. Working closely with the UAC she has approximately 500 pre-nursing students to advise.
Pharmacy	The School of Pharmacy provides pre-professional advising services through the Office of the Dean. The advising is provided by the associate deans for administration; academic affairs; clinical & medical center affairs; and, the director of the multi-cultural scholars program. Approximately 600 contacts are made each academic year with pre-professional students at KU (designated as a co-advising process by the School of Pharmacy in conjunction with assigned advisors in CLAS as well as UAC advisors) and pre-professional students enrolled at other institutions. The pre-professional advising process includes participation in University- and community-hosted events throughout the state.
Social Welfare	Pre-social work efforts are coordinated during each open enrollment in the form of group/and or individual advising sessions. The BSW Program Director and the Administrative Associate Senior hold 3 group sessions over a period of three weeks. Outside of the group sessions, individual appointments are taken as necessary. Typically around 45 (90 per year) pre-social work students are seen during open enrollment. On the KCKCC campus, the Program Coordinator will see pre-social work students on an individual basis, averaging about 12 (24 per year) students. Outside of open enrollment, phone calls, emails, and individual appointments are made between the pre-social work students and the Administrative Associate Senior or the Program Coordinator. Further contact is made with pre-social work students by use of the Pre-Social Work ListServ which provides at least monthly emails (BSW Newsletter) to these students to notify them of upcoming events and deadlines.
UAC	UAC advises the majority of pre-professional students admitted to the College, but students are also encouraged to meet with their intended program/school if available. UAC advisors are trained in all areas and provide admission information and course requirements for the professional schools. Liaison roles are established between UAC advisors and each school in order to provide consistent and accurate information for these transitioning students.

Beyond individual and group advising sessions, units provide many resources and opportunities to assist students with determining their major field. Individual academic unit initiatives to help students meet this outcome are listed in the Student Learning Outcome table at the end of Part 2.

University Majors Fair. To help move students toward determining their major field and take steps to be admitted or declare, the University Advising Center coordinates a Majors Fair every fall with participation from academic units across the University. The Fair offers students a centralized way to investigate their options and learn about the processes for admission/declaration. In the 2007-08 academic year, UAC reports that approximately 550 students attended, 300 in the fall term and 250 in the spring term. Participation from academic units is strong; in fall 2007, for example, 53 academic departments and schools were represented as were twelve additional campus offices.

Students make good use of the opportunity to speak with representatives from multiple departments and schools. In fall 2007, participating units reported a total of 1,160 contacts, an average of more than 3 contacts per attending student. UAC used the Student Voice system to survey fall 2007 attendees about issues related to major selection; 119 attendees participated. The survey responses indicated that over two-thirds (71%) of attendees were freshman, with most other attendees being sophomores.

Attendees were asked about their current major/interest area. Half (49.6%) indicated interest in a CLAS major, with others indicating an interest in business (19.3%), journalism (14.3%), and education (10.9%). Importantly, the survey also asked “What else, besides the Majors Fair, are you doing to help define your academic goals?” Their responses point to the important role that advisors play in this process as over two-thirds (67%) selected “meeting with an advisor” among the listed options. Another 47% (students could select more than one response) indicated they were talking with a professor or instructor, 20% selected visiting the University Career Center, and 9% were taking PRE 210: Career and Life Planning. Overall, attendees’ responses indicate that many students are actively engaged in the major selection process and they are taking advantage of multiple resources to assist them with their decision.

### Stakeholder Feedback

Student feedback indicates that degree selection information is available; in responding to the Student Voice Survey 85% of undergraduate students indicated that they had declared a major or been admitted to a professional school. Of those not declared or admitted, 62% indicated that they knew how to declare a major or be admitted. Student perceptions regarding timely declaration of major, specifically concerns regarding timely determination of an academic plan, may only be expressed when graduation is extended beyond expectations.

### Academic Milestone Indicators of Outcome Success

Current student professional school admissions and student declaration of major in the College indicates the timeliness of realistic student decisions. Table 2.2.2 summarizes the optimal or timely point of admission as well as the level of students’ decision making/acceptance by each professional school.

Table 2.2.2 Timely and Actual Professional School Admission by Level and Academic Unit

Unit	Optimal/Timely Admission to Program*	Number Admitted at Each Level for 2007-08			
		Freshman 0-29 hours	Sophomore 30-59 hours	Junior 60-89 hours	Senior 90+ hours
Allied Health	After appx. 45 credits (apply during spring of sophomore year). Required prereq. hours vary by program: Clinical Lab Sciences (59), Health Information Mgmt (63), & Respiratory Care (65). All accepted students enter are defined as juniors, even if they have earned hours > 62.			100%	
Architecture & Urban Planning	Well over 90% of the School’s undergraduate students are admitted to the School’s degree programs before they initially enroll at KU. High school seniors bring, on average, 9 credits of college course work into the program. Transfers, Change-of-School and Re-Admits are the only students generally who might be admitted with more than 29 credits and they make up a fairly small percentage (<10%) of the undergraduate population.	90%			
Business	Students should be admitted at the completion of 60 credit hours to <u>begin major at junior standing.</u>			343 (78%)	95 (22%)
Education	Can be admitted with sophomore standing or higher to Teacher Education (TE) or Health, Sports, and Exercise Science (HSES).		TE: 19 (14%) HSES: 28 (13%)	TE: 94 (73%) HSES: 120 (57%)	TE: 21 (15%) HSES: 63 (30%)
Engineering	Direct freshman admission. Although transfer students are not heavily recruited, a varying number will be admitted each year, including a few current KU students transferring into an Engineering program. Transfer students are not broken out in level as their academic levels do not accurately match corresponding degree requirements.	100% (369 direct freshman admits and 85 other/transfer)			

Fine Arts	Freshman admitting school; programs are designed for students to begin as freshman and it is preferred.	247 (78.4%)	41 (13%)	17 (5.4%)	10 (3.2%)
Journalism	Direct freshman admission; also students completing 45 hours with admission requirements.	30 (8%)	145 (39%)	164 (44%)	35 (9%)
Nursing	Applicants apply for admission during the fall semester of sophomore year (appx. 30 hours). Application is updated with results of fall sophomore year grades. Decision is made after appx. 45 credit hours. 62 credits must be completed prior to beginning nursing courses. Students are defined as juniors upon entry regardless of total hrs. earned before beginning major.			109 (87%)	17 (14%)
Pharmacy	Applicants considered for admission upon completion of 68 credit hours of required pre-pharmacy coursework. 105 students admitted each academic year. 50% of admits are transfer students from other institutions. Approximately 30% of admits have an associates or baccalaureate degree.	0	0	63 (60%)	42 (40%)
Social Welfare	Requirement of completion of 30 credit hours prior to application, optimal to have completed 45 credit hours at time of application.	0	44 (52%)	26 (31%)	15 (18%)

\*Specific admission criteria are discussed with the student by the program directly.

These data indicate that the majority of students begin their professional school education in their junior year, and therefore the majority is meeting this learning outcome. In contrast, in the College a review of student progress toward declaration of major and/or admission into professional school during the 2006-07 academic year indicated that approximately 75% of juniors' academic plans remained classified as non-declared or pre-professional. This high percent of students indicated a need for more purposeful advising support regarding academic plans. As a result, the College Declaration of Major Policy was amended in 2007-08 to advance the deadline for declaration from the completion of 90 credits to completion of 60 credits to encourage non-declared or pre-professional students in the College to make progress on this critical decision. The NDC advising hold is now placed on all College students to re-enforce the importance of major declaration and direct more purposeful advising conversations. Co-advising between the College, UAC, and professional schools for students beyond 60 hours increases the sharing of realistic expectations for professional school admissions (see NDC advising hold removal form in the Part 2 Appendix).

The recent change in College policy requiring declaration of major by 60 hours, the earlier use of the non-declared advising hold, and cooperative efforts between advising units across the University have contributed to a decrease in the percentage of non-declared juniors (students with 60-90 hours) from consistently over 75% of juniors to 55% at the conclusion of the fall 2007 term. Even with this improvement, the majority of students in the College are not meeting this outcome as indicated in Table 2.2.3.

Table 2.2.3. CLA&S Pre-Professional and Non-declared Students by Level, End of Term Fall 2007

Student Level	Total Students	Non-declared or Pre-professional School Codes	Declared
Seniors	4259	617 (14%)	3642 (86%)
Juniors	3384	1872 (55%)	1512 (45%)
Sophomores	3646	3154 (86%)	492 (14%)
Freshman	3378	3330 (98%)	48 (2%)

Table 2.2.4 indicates that student transitions into CLA&S departments (10 of 52 CLA&S departments) with Advising Specialists are more successful in meeting declaration in a timely manner (defined at the completion of 60 hours) even though five of these departments have admissions requirements.

Table 2.2.4 CLA&amp;S Student Declaration of Major by Level.

Student Level	Interest code for CLA&S departments with Advising Specialists Total Students = 2806	Interest code for CLA&S departments without Advising Specialists Total Students in Departments = 2778
Seniors	161 (4% of CLA&S Seniors)	186 (4% of CLA&S Seniors)
Juniors	386 (11% of CLA&S Juniors)	512 (15% of CLA&S Juniors)
Sophomores	461 (13% of CLA&S Sophomores)	1067 (29% of CLA&S Sophomores)
Freshman	421 (12% of CLA&S Freshman)	1383 (41% of CLA&S Freshman)

Pre-professional students unable to meet admission standards in a timely manner remain a significant population of College students, as indicated in Table 2.2.5 below, even with the significant level of advising described in Table 2.2.1. In fact, twenty-nine percent (29%) of College juniors are classified as pre-professional according to their interest codes. Professional school admission data suggest that only a small percentage of junior and senior students not admitted during their initial application will be admitted in later terms; a generous estimate based on these schools' admission practices indicates that only 24% of these 1,349 pre-professional juniors and seniors in the College could be admitted to the professional schools.

Table 2.2.5 Pre-Professional CLA&amp;S Students by Year

Student Level	Pre-Professional Seeking Admission	Percent of CLA&S Student Population
Seniors	260	6%
Juniors	969	29%
Sophomores	1623	45%
Freshman	1523	45%

Targeted advising for these students can only be accomplished through cooperation among the College, UAC, and all professional schools; clear feedback regarding the likelihood of admission and potential alternative career paths is critical. The effectiveness of clear "Plan B" advising is demonstrated by cooperative efforts between the School of Business and the Economics Department Advising Specialist. The Economic Department previously housed over 30% of students on probation in the College due to these students' academic difficulty in attempting to meet School of Business admission requirements. Cooperative advising efforts have effectively redirected students toward majors suiting their skills and academic strengths, reducing the concentration of probationary students to approximately 14% in the single department.

#### **Assessment Team Recommendations for Policy and/or Procedures Improvements**

- Although the non-declared/pre-professional students are located in the College, members of the Advising Assessment Team recognize that this is in fact a University-wide issue that must be addressed with broader efforts and strategies. We recommend that a University-wide Advising Leadership Team (as described in Part 4) develop consistent "Competitive Standards" advising for students, particularly junior and senior students, seeking admissions to professional schools and admission-requirement majors. Such standards would allow for consistent, realistic advising for all students regarding program qualifications and opportunities.
- Data provided by the advising units suggest that some pre-professional students may be receiving advising from multiple units. Further study should evaluate the current possible overlap of advising unit efforts to determine the optimal timing and benefits of this co-advising.

#### **Improved Communication Strategies for Consideration**

- Declaration of major and professional school admission preparation should be the focus of academic advising during the sophomore year.
- CLA&S Student Academic Services must require students beyond 60 hours to confirm their understanding of: 1) admission or declaration procedures; 2) consequences of further postponement; and 3) earliest anticipated graduation date based on review of College degree options.

### **III. Utilize a degree audit (i.e. ARTS form) and other advising materials/resources to evaluate course selection regarding program requirements and progress towards degree completion.**

For undergraduates, the advising model at KU expects that students take increasing responsibility for their course selection and major planning as they move through their academic careers. In order to be successful in this, students must have access to and understand how to use a variety of resources to make accurate decisions regarding course requirements and sequencing.

#### **Current Advising Practices**

University-wide resources for graduation requirements and schedule planning are listed in the Student Learning Outcome table. Beyond directing students to print and online resources, advisors work with students to highlight degree requirements that have not yet been met and direct them to the appropriate resources to understand options in both group advising sessions and one-on-one meetings with students.

A degree audit in the term prior to graduation is available to all undergraduates in the University. In professional schools, these early degree audits are completed for all students on track to graduate. Early degree audits are encouraged and available to CLA&S students, but not required.

#### Online Advising Tool

During the 2006-07 academic year, feedback was gathered across the KU advising community regarding the need for an improved degree audit system. A comprehensive Online Advising Tool is currently in development; enhanced degree audit capabilities have been outlined for the functionality of this tool and highlighted in Part 7.

The KU Advising Assessment Team continues to work closely with IT staff to move forward from the original proposal in order to ensure that the system truly enhances University-wide advising capabilities and helps move students toward many student learning outcomes identified here. In May 2008, the Team designed a report form reflecting the needs of advisors and students that would ideally be generated by the Online Advising Tool after an advising session to enhance the effectiveness of current tracking practices. The most recent demonstrations of the system's format and capabilities indicate progress toward meeting advisor needs through the functionality of the system.

#### **Stakeholder Feedback**

In the advising staff survey, 95% of advisors indicated that their advising activities directed students in meeting or reinforcing this objective (Completely, 77%; Very Much, 10%; Moderately, 8%). Advisors' comments indicated that this was the learning outcome of most demand and focus due to current student loads (students per advisor).

The majority (57%) of faculty advisors indicated that they were prepared to advise regarding navigation of enrollment system and course selection. Faculty advisors indicated that they advised regarding this issue weekly 12%; monthly, 15%; 52% during weeks of main advising. An additional 26% of faculty advisors indicated that they were prepared for most student situations in advising. Given the many requirements students have that are outside of completing coursework for their major, it is not surprising that only 26% of faculty feel prepared for most student situations in advising. It is appropriate that faculty are more comfortable working with students on planning related to a major or minor within their department than they are assisting students with other College or professional school requirements, leaving assistance with navigation of broader degree requirements to professional advising staff.

Student respondents to the Student Voice Survey report that they understand degree requirements, suggesting that we are meeting this outcome. Ninety-eight percent (98%) of those undergraduate students who are declared or admitted to an academic program indicated that they know the admission and degree requirements for the program; ninety-eight percent (98%) of graduate students indicated that they understand the requirements necessary to complete their degree program. Further, ninety percent (90%) of students indicated that they know where to go to get answers to questions regarding their academic career.

Students also indicate that they are proactive in meeting degree completion goals. For example, ninety-one percent (91%) of juniors and seniors respondents indicate that they have a degree completion plan. Student feedback regarding advisor support to meet this outcome is positive and summarized in table 2.3.1.

Table 2.3.1. Students’ Assessment of Advisor’s Knowledge, Reliability, and Ease of Understanding

My Advisor:	Is Knowledgeable	Provides Reliable Information	Is Easy to Understand
Course Selection	88%	66%	89%
Graduation Requirements	82%	80%	81%
Departmental Requirements	88%	87%	88%
Major/Minor Requirements	84%	83%	84%

**Academic Milestone Indicators of Outcome Success**

Student performance and milestone data indicating success of this learning outcome include: 1) the percentage of students meeting/not meeting all graduation requirements in the program’s designed time frame; and 2) a student’s ability to accurately evaluate their progress to degree completion.

The percentage of students not meeting all graduation requirements in the designed time frame for that program provides an understanding of students’ abilities to master this learning outcome. Table 2.3.2 provides information by academic unit.

Table 2.3.2 Percent of Students Graduating & Not Graduating According to Specified Time Frame

Program	2008 Graduates	% of Students Graduating in Specified Time Frame	% of Students Not Graduating in Specified Time Frame	Top Reasons for Not Graduating in Specified Time Frame (Examples)
College of Liberal Arts & Sciences (Defined as 4 terms since declaration of major and junior status)	2007	75%	1510 (25%)	Maintaining full-time enrollment until completion. Waiting on transfer, incompletes, and KUCE (57%). Unmet Degree/Major Requirements: general education requirements (45%); completion of Jr/Sr hours (41%); GPA requirements (18%)
Allied Health (Jr/Sr Program)	104 (18 Clin. Lab Sciences; 3 Cytotech; 23 HIM; 18 Resp. Care; 32 OT)	98%	1 (2%)	1-Personal issues (not specified); not a good fit for student
Architecture & Urban Planning	84	92%	7 (8%)	Reason 1: Some students are waitlisted for studio and don’t start the 10-semester sequence until 2 <sup>nd</sup> year; Reason 2: Some students are not admitted to the 5-year program until 2 <sup>nd</sup> year and require 6 years to complete it
Business	521	79%	107 (21%)	Double majors; 2 <sup>nd</sup> bachelors; concentration/minor; personal
Education	136	85%	20 (15%)	Too many remaining prereqs; double majors; personal reasons; dismissed
Engineering	252	65%	89 (35%)	Rigor of curriculum; family/work issues; transfer student/off sequence
Fine Arts	110	88%	13 (12%)	Students who went PT due to work, health, personal choice; double majors
Journalism	192	95.3%	9 (4.7%)	Illness/accident; Iraq service; work; pregnancy

Nursing (Jr/Sr Program)	125	88%	14 (12%)	2 chose to attend PT; 5 failed a required course, had to go part-time in the sequence; 1 medical reason; 4 had withdrawn for a sem. due to academic & family reasons; 1 had been academically dismissed & readmitted upon changed circumstances
Pharmacy	102	94.3%	5 (5.7%)	Withdrew-personal reasons; failed required course-delayed grad. by 1 year; dismissed for poor academic performance
Social Work	78 (62-Law.; 16 KCKCC 2+2 Program)	100%	0 (0%)	

Maintaining full-time enrollment is essential for a student to graduate within four years or a program's designed time frame. A wide variety of personal and financial issues are noted above. Of the two thousand seven (2,007) degrees awarded in the College in the 2007-08 academic year, 1,428 of these students (71%) maintained full-time enrollment since declaration.

An emerging issue across the College and professional schools is the number of students leaving the institution, perhaps thinking that they have graduated, without applying for their degree and it being certified. Current investigation on the extent of this problem is underway.

Beyond a student's maintaining enrollment, a student's ability to accurately evaluate their progress to degree completion seems to be dependent on the academic program (its complexity and options) and the availability of a degree audit to correct errors. For example, professional schools that have licensure linked to graduation or mandatory graduation advising via the use of enrollment holds do well on this outcome. While students may misjudge remaining requirements, there is advising support to correct the student's final term enrollment. Data is not currently available to indicate the percent of enrollment corrections that occur.

In other schools and in the College, while students are encouraged to apply for graduation in the term prior, they may apply as late as the month before graduation. Fifty-two percent (52%) of College students, predominantly from departments with Advising Specialist tracking their progress, applied for graduation in time for an early audit of their record for spring graduation. Ninety-two percent (92%) of these students successfully graduated in the spring term. Unfortunately, staffing in the College is currently not adequate to require an advising appointment to evaluate the record of each student nearing graduation; degree audit functionality in the Online Advising Tool may allow adoption of this practice.

Limitations to the ARTS degree audit (discussed further in Part 7) and subsequent conflicting interpretations of degree requirements between students, faculty, and CLA&S degree certification lead to inaccurate assessments of remaining requirements, and therefore, too often lead to the postponement of graduation. As many as 34% of students in some College departments applying for graduation have remaining unmet requirements, typically general education. In College departments with Advising Specialists this percentage is as low as 7%, with unmet requirements primarily due to failing or outstanding grades in the final term not enrollment errors.

#### **Assessment Team Recommendations for Policy and/or Procedures Improvements**

- Students in all academic units should receive a degree audit in the term prior to their anticipated graduation. This advising standard can only be met if current advisor-student loads are decreased in some units and/or increased audit functionality of the Online Advising Tool (summarized in Part 7) is available. As functionality improves, audit may become more automated providing accurate and efficient audits requiring less advisor time.
- The Advising Leadership Team, as proposed in Part 4 of this report, should consider establishing a deadline for submitting the application for graduation in the term prior to graduation. The effectiveness of an earlier deadline and other comparative institution practices should be reviewed before making a final decision.

### **Improved Communication Strategies for Consideration**

- Since we know from experience and student comments that they largely don't act in response to emails unless they are already engaged, adequate resources must be available so that all students achieving some specified number of hours will have a degree audit performed, either by staff advisors or automatically via the Online Advising Tool. At that time, the student would be contacted by the advisor to discuss next steps toward graduation or prompted by the online system to take a particular action as their next step. However it is carried out, this process must offer a clear prompt, directing students to the next required action, to provide clear guidance to students who are less engaged.
- Messages regarding the role of advising beyond course selection must be communicated to students from their first entry to KU. Many students understand advising to mean assistance with course selection, something they believe they can do on their own. Academic advising, however, focuses on course selection in the context of meeting degree requirements, something students are generally not prepared to navigate without assistance. An Advising Leadership Team, as proposed in Part 4 of this report, could identify ways to best communicate this to students across the University.
- As data suggest that not all students understand that the AFD is a necessary step to graduation, we recommend a joint project with on- and off-campus bookstores that carry academic regalia and other items related to graduation to focus students on the AFD. Signs posted near the regalia with messages such as "Are you sure you're graduating? Don't forget your AFD," with a computer set up to allow students to complete the AFD right there could have a considerable impact on increasing the number of AFDs submitted. While this would not likely impact the number of students applying for graduation a semester early as recommended, it would help reach those who may fail to complete this step at all.

## **IV. Selection and completion of appropriate course load to make academic progress.**

Where several of the previous student learning outcomes focused on building student awareness of degree-planning resources and skills in using them, this outcome highlights the necessity of students' follow-through on both enrolling in courses that will move them toward completion and completing those courses on a term by term basis. This necessitates that students have a realistic understanding of their academic abilities, the commitments on their time, and the standards for meeting course requirements to plan their course loads for each semester appropriately.

### **Current Advising Practices**

A variety of University-wide policies and procedures are in place to assist students with meeting this objective; these are listed in the Student Learning Outcome table. Some recent changes have been adopted to better support student academic progress. As an outcome to the Grad-in-Four study conducted by the Provost's office, students are advised to enroll in 15 to 17 hours each term. Publications discussing academic programs have been reviewed and now send this message consistently. Additionally, students preparing for admission into professional schools must meet academic progress requirements in the College. As discussed for Learning Outcome I, many new students receive advising across the academic units. In fact 10% of first year students sought advising outside of UAC in the spring term. To ensure that these students received consistent advising information, all CLA&S students not advised by UAC complete the FAH hold removal form with their advisor (form provided in the Part 2 Appendix).

Each academic unit provides structured support for students who have failed to make academic progress and meet probation requirements. These support programs vary greatly between units but include such elements as: academic contracts to ensure expectations of performance are clear; academic skill-building courses (i.e. LA&S 292, Academic Success Seminar); and limiting hours of enrollment until student returns to good standing.

Individual academic unit initiatives are listed in the Student Learning Outcome table at the end of Part 2.

### Stakeholder Feedback

Ninety-six percent (96%) of advisors indicated that their advising activities directed students in meeting or reinforcing this outcome (Completely, 61%; Very Much, 28%; Moderately, 7%). The majority of students (76%) indicated that advisors considered the student's previous academic performance when assisting with academic goals.

### Academic Milestone Indicators of Outcome Success

Academic milestone data indicating success of this learning outcome include: 1) completion of semester course loads with performance at or above GPA standards; 2) semesterly academic loads (hours) that allow graduation in four years; and 3) sequencing of core skills (writing, numeracy, etc.) at earliest point of academic careers. Data on academic standing indicate whether students are successfully completing semester course loads to progress academically. Table 2.4.1 shows the most recent data on students' academic standing as a result of their semester performance.

Table 2.4.1 Student Academic Standing as a Result of Spring 2008 Performance

Unit	Honors/ Distinction Criteria & Percent Population	Good Standing Criteria & Percent Population	Probationary Criteria & Percent Population	Dismissal Criteria & Percent Population
College of Liberal Arts & Sciences	2,851 (20%) Minimum Term GPA of 3.5 in minimum of 12 hours	91% (13,473) Cumulative GPA at or above 2.0	707 (5%) Cumulative GPA below 2.0	533 (4%) Unmet Terms of Probation; Term GPA below 2.0 or 2.5 depending on level
Allied Health	85 (49%) Minimum Term GPA of 3.5 in minimum of 12 hours	172 (98.8%) Cumulative GPA at or above 2.0 (varies by program)	2 (1.1%) Varies by program.	1 Varies by program.
Architecture & Urban Planning	62 (top 10% of class)	455 Cumulative GPA at or above 2.0	12 Term or Cumulative GPA below 2.0	2 Semester or Cumulative GPA below 2.0 for 2 consecutive semesters
Business	464 (46%) Minimum Term GPA of 3.5 in minimum of 12 hours	1013 (99.6%) GPA 2.2 or higher	4 (.004%) Cumulative GPA below 2.2	0 (0%) GPA below 2.2 for 2 consecutive semesters
Education	300 (42%) Minimum Term GPA of 3.75 in their previous semester	693 (98%) Cumulative GPA of 2.5 or above	14 (2%) Cumulative GPA below 2.5	0 (0%) Cumulative GPA below 2.5
Engineering	310 (19%) Minimum Term GPA of 3.75 in minimum of 14 hours.	1438 (91%) Cumulative GPA at 2.0 or above.	99 (6%) Cumulative GPA below 2.0.	48 (3%) Unmet terms of probation.
Fine Arts	277 (25.3%)	983 (92.4%) Cumulative GPA at or above 2.0	56 (5.3%) Term GPA below 2.0	25 (2.3%) Unmet terms of probation
Journalism	33 (5%) Minimum Term GPA of 3.75 in minimum of 12 hours	693 (98%) Cumulative and journalism GPA 2.5 or above	14 (2%) Cumulative GPA at or below 2.5	3 (0.5%) Unmet terms of probation.
Nursing	71 (21%) Minimum Term GPA of 3.5 in minimum of 12 hours	Cumulative GPA at or above 2.0	Cumulative GPA below 2.0	Unmet terms of probation, or failing 2 courses, or failing same course twice
Pharmacy	221 (53.4%) Minimum Term GPA of 3.5 in minimum of 12 hours	413 (99.8%) Professional GPA of 2.25 required	1 (.2%) Professional GPA of 2.25 or below	0 (0%) Two consecutive semesters of professional GPA of 2.25 or lower; unmet terms of probation; failing 40% failure of classes in a semester.

Social Welfare	19 juniors (21.5%) and 38 seniors (41%) Top 20% of class based on term GPA, with at least 9 hours of enrollment; where over 20% reflects high number of students with 4.0 GPA.	98% Cumulative and Social Work GPA at or above 2.50	2% Cumulative or Social Work GPA below 2.50	0% Unmet terms of probation or ethical violations
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As the table shows, when students' grade point averages are used to determine academic standing, a large percentage of students are meeting this outcome. However, several additional performance measures indicate that lower-level students are not consistently meeting this learning objective. For example, data indicate that twenty-four percent (24%) of College freshman in Fall 2007 were placed on probation after their initial term due to academic performance below a 2.0 GPA.

Further, enrollment in semester course loads between 15 and 17 hours allows students to make academic progress to complete degree requirements in four years. With more consistent messages about this level of enrollment, the average academic load has increased from 13.4 (Fall 2004) to 13.8 (Fall 2007). However, again focusing on College freshman performance, only forty percent (40%) of College freshman matriculating in Fall 2007 had successfully completed at least 31 hours at the end of the Spring 2008 term. This performance indicates that a significant number of students, particularly freshman, continue to reduce the likelihood of graduation in four years early in their academic careers.

Finally, after Spring 2008, forty-five percent (45%) of students reaching junior status and seventeen percent (17%) of students reaching senior status in the College have not completed all English and math general education requirements intended for completion in Freshman and Sophomore years. While these data report performance for CLA&S students, they have implications for professional schools that draw from pre-professional CLA&S students for admission.

#### **Assessment Team Recommendations for Policy and/or Procedures Improvements**

- Focused advising for initial term freshman must include study strategies for academic success. Any unit participating in FAH hold removal must address study strategies with students during advising sessions.
- The Advising Leadership Team and the College Committee on Undergraduate Studies and Advising (CUSA) should explore procedures to enforce the Early and Continuous Enrollment in English and Mathematics Policy in the College.

#### **Improved Communication Strategies for Consideration**

- Continue to provide clear messages regarding the course loads and academic progress necessary to graduate in four years. Where information about the Tuition Compact is available in print and online, messages about the necessity of advising to achieve graduation within that time frame should also be provided.
- While messages encouraging enrollment in 15 to 17 hours are now more consistent across campus to move students towards timely graduation, enrollment in 15 or more hours is not appropriate for all students, particularly those on academic probation. If these students are to be successful in making academic progress, they must be advised to extend their enrollment to include the summer term; completion of 31 hours per academic year is more realistic for this group if they achieve this over three terms instead of two.
- While academic advisors, faculty, and GTAs consistently emphasize the importance of making academic performance a priority, we believe that there may not be adequate attention given to conveying this message prior to students' enrollment at KU. We recommend a review of recruitment materials and the content of recruiter presentations to ensure that there is an appropriate focus on the importance of academics, the requirements for study hours, and the skills that students will need to be successful here.
- The current slogan appearing on the KU website and elsewhere, "A Great Place to Be a Champion," nicely plays off KU's 2008 athletic successes, and the increased freshman enrollment for 2008-09

indicates that many students and their families are excited to be part of the Jayhawk tradition. A complementary marketing campaign that used a variation on this slogan, “A Great Place to Be a Champion and a Scholar” and elsewhere simply “A Great Place to Be a Scholar,” would remind students about the primary importance of academics during their time here and ensure that students have this in mind during their initial and continuing enrollment at KU.

- As the achievements of our athletic teams are undeniable, we recommend leveraging the campus-wide admiration of coaching staff, including Bill Self and Danny Manning, in conveying the importance of academics. Production of a series of posters and table tents that feature a picture of Bill Self with the “A Great Place to Be a Scholar” message could be used in dining halls and libraries throughout campus and placed on campus buses to highlight the importance of attention to academics.
- We recommend exploration of options for creating a prize lottery that all freshman in good academic standing at the end of their first year would be automatically entered in. Examples of options for awards might include student All Sports Package tickets and/or gift certificates for the KU Bookstore.

## **V. Utilize career resources.**

Part of the measure of an academic institution’s success is reflected in its graduates’ abilities to leverage their degrees toward achieving their goals; most students need assistance in embarking on this process as it relates to moving into a career. Thus, advising must include directing students toward available career resources to support this endeavor. Further, the reporting on advising that the Kansas Board of Regents requires each spring reflects a distinct emphasis on programming that connects academic experiences to future careers.

### **Current Advising Practices**

Information on career planning is provided by individual academic units and the University Career Center (UCC), and some professional schools have career centers for their students. Activities supporting this are listed in the Student Learning Outcome Table.

### **Stakeholder Feedback**

Eighty-four percent (84%) of advisors indicated that their advising activities directed students in meeting or reinforcing this objective (Completely, 33%; Very Much, 29%; Moderately, 24%).

Ninety percent (90%) of faculty advisors indicated that they felt prepared to advise students regarding post graduation plans including career or advanced degree training. Faculty advisors indicated that they advised regarding this issue weekly 20%; monthly, 44%; 16% during weeks of main advising.

About a third (32%) of faculty advisors indicated that they were prepared to advise regarding most student referrals to the University Career Center. An additional 24% of faculty advisors indicated that they were prepared to advise regarding students needs in general. Faculty advisors indicated that they advised regarding this issue weekly 5%; monthly, 20%; 19% during weeks of main advising; 55% seldom or never.

Seventy-one percent (71%) of students indicated that advisors assisted with long-term academic goals, but only 53% indicated that advisors assisted with career-oriented goals.

As will be discussed at length in Part 5 of this report, which addresses issues related to Human Resources, advising staff in many units are working with student to advisor ratios that are much higher than the standards set by the National Association of Academic Advisors. Of necessity, then, advising activities must focus primarily on advisors’ primary responsibility: helping students progress toward their academic goals. In these units it is not possible for advising staff to increase their attention toward career planning at the current level of resources.

### **Assessment Team Recommendations for Policy and/or Procedures Improvements**

- Students in all academic units should receive advising regarding career services and/or future education. The Advising Leadership Team should evaluate advising regarding this outcome once better tracking data is available. This outcome can be supported if current advisor-student loads are

decreased in some units and/or evaluated after increased advising appointment tracking of the Online Advising Tool (summarized in Part 7) is available. As functionality improves, University Career Services online resources may be available within the Advising Tool.

### **Improved Communication Strategies for Consideration**

- Advising staff and faculty must be provided opportunities to learn about the full array of resources and assistance available to students in their respective unit's career services and the UCC more generally. With this awareness, advisors can more actively encourage students to take advantage of opportunities and direct students toward those resources best suited to their interests. Generally speaking, however, the student learning outcomes outlined in this report point to many areas of focus for academic advisors as they work with students on academic progress; programming related to helping students utilize career resources needs to be a shared responsibility with the student services divisions housed in Student Success.

## **VI. Access appropriate University resources based on individual need.**

Even with a plethora of services, resources, and assistance available to students on the KU Campus (full listing available electronically at <http://www.vpss.ku.edu/referralguide.pdf> and by brochure), one of the often-mentioned reasons students feel they were not as successful as they could have been is that they did not utilize these resources to the fullest. Asking for assistance is a struggle for many students, whether their needs are personal, academic, or logistically-based.

### **Current Advising Practices**

Programs such as Success Week (<http://www.successweek.ku.edu/>), typically held the 6th week of the fall semester, do much to remind (or introduce) students to the resources available to them, but ongoing referrals by advisors, faculty, and staff are key to students' overall success at KU.

Examples of these services range from academic (Writing Center; Academic Achievement and Access Center—including Tutoring Services & Disability Resources) to personal enrichment (Student Involvement and Leadership Center—including Greek Life, campus organizations, and the Women's Resource Center) to overall health and wellness (Student Recreation Fitness Center; Watkins Health Center; Counseling and Psychological Services) to "life" circumstances (Department of Student Housing; Legal Services for Students; University Career Center). While these are just a few of the many resources students are entitled to use (some already paid for with mandatory student fees), students need to be reminded of these important benefits attached to their KU enrollment.

Academic Warning System: Given that students should start their classroom performance discussions with faculty, there are additional University systems in place for faculty to alert students to their academic performance as well. The Academic Warning System is a University-wide process available to faculty that involves completing a brief report form (in duplicate) indicating to the student where there are deficiencies in their performance, and what recommendation(s) the faculty member has for the student. This Academic Warning Report is submitted to the College/school with a copy then forwarded to the student.

While this is a University process, there are varying degrees of its utilization. The Schools of Journalism, Social Welfare, Pharmacy, Nursing, and Allied Health do use the (or an) academic warning system, as does the College of Liberal Arts and Sciences, whereas the School of Education does not. Even within the current system, there are great variances as to the depth/breadth of use as well. For instance, Social Welfare has an Academic Performance Contract for students to complete with their advisor or instructor (included in the Part 2 Appendix), which is in addition to the standard Academic Warning report form. The Schools of Nursing, Allied Health and Fine Arts send letters to the students encouraging/requiring meetings with faculty. The College of Liberal Arts and Sciences process uses only the report form, but only a small number of warnings are filed by faculty, i.e., less than 300 academic warning reports as compared to 1300 students experiencing significant academic difficulty.

**Stakeholder Feedback**

Ninety-six percent (96%) of advisors indicated that their advising activities directed students in meeting or reinforcing this learning outcome (Completely, 47%; Very Much, 32%; Moderately, 17%).

Students indicate that they are able to receive assistance when problems (financial aid, study skills, emotional/physical healing, etc.) occur. Only 18% of students responded that advisors were not available to discuss campus resources to assist them.

In contrast to the staff advisors, the majority (52%) of faculty advisors indicated that they felt unprepared to advise students in using Counseling and Psychological Services (CAPS). With 22% of these respondents indicating that they refer students to full-time advisors regarding these issues. Faculty advisors indicated that they advised regarding this issue weekly 3%; monthly, 7%; 7% during weeks of main advising; 82% seldom or never.

Over a third (37%) of faculty advisors indicated that they felt prepared to advise students in using academic support services in most situations. An additional 12% of faculty advisors feel prepared for most student situations. Twenty-two percent (22%) of faculty advisors indicated that they felt unprepared but would work through the issue with the student, with an additional 18% of respondents indicating that they refer students to full-time advisors regarding these issues. Faculty advisors indicated that they advised regarding this issue weekly 4%; monthly, 16%; 15% during weeks of main advising; 65% seldom or never.

**Assessment Team Recommendations for Policy and/or Procedures Improvements**

- All University units should consistently use some form of Academic Warning System available in an online format. Student success in the classroom is best monitored and communicated by faculty, and students would benefit greatly from timely and consistent notification of their performance each semester. A 6- or 8-week checkpoint would be ideal, to allow for timely discussions with advisors and the option for students to act within the standard drop deadline if prudent/necessary.

We would encourage a task force of both faculty and staff advisors be formed to discuss and make recommendations about the Academic Warning System, primarily to develop a comprehensive online notification process.

**Improved Communication Strategies for Consideration**

- With less than 50% of faculty advisors indicating that they feel prepared to advise students about academic support resources, there appears to be a need for providing faculty with more information on available academic support services since these are directly relevant to students' performance in the classroom. Where referral options are currently provided mainly in list form, an online resource delineating the actual services provided by each office or organization might better serve faculty as they work to support students' academic success.

**VII: Understand and act within University policy and procedures.**

A primary goal of general education at the University is to enable students to "Practice an ethic of self-discipline, social responsibility, and citizenship on a local, national, and international level." Acting within the policy and procedures of any community is central to success; for some students, their time at KU may be their first experience in taking on the primary responsibility for learning and acting according to a community's policies and procedures as they work to meet graduation requirements and participate in a wide variety of extra-curricular activities.

**Current Advising Practices**

Beginning with NSO and continuing throughout students' academic careers, the University's student and academic services offices as well as each academic unit provide information to students to inform them of the expectations for academic conduct and of their responsibilities in the academic advising process. These expectations are provided online and in print.

In particular, students receive information on the “3 R’s of Advising” (responsibility, resources, and relationships) at New Student Orientation to acquaint them with the expectations and opportunities related to advising. All incoming students are also given KU planners that list deadlines and due dates related to enrollment policies (e.g. add/drop). Additionally, the UAC maintains and makes students aware of a variety of resources on this issue. For example, students are required to complete an online advising tutorial (<http://www.advising.ku.edu/tutorial/>) prior to their first appointment with a UAC advisor; they must bring their tutorial worksheet to their appointment. Other resources assist students in acting within University policies by explaining how students earn course credit, offering a GPA calculator, etc. More generally, email communication from advising units is sent to students who have achieved particular milestones (e.g., completed 60 hours) directing them to related policies, as well as to all students letting them know of upcoming enrollment deadlines. The use of enrollment holds reinforces messages regarding academic policies and procedures.

### **Stakeholder Feedback**

Eighty-two percent (82%) of advisors indicated that their advising activities directed students in meeting or reinforcing this objective (Completely, 67%; Very Much, 25%; Moderately, 4%).

The majority (41%) of faculty advisors indicated that they felt prepared to advise regarding most students’ issues regarding Add/Drop policy and procedures. An additional 29% of faculty advisors felt completely prepared. Faculty advisors indicated that they advised regarding this issue weekly 4%; monthly, 28%; 26% during weeks of main advising; 41% seldom or never.

Just under a third (29%) of faculty advisors indicated that they felt prepared to advise regarding most students’ issues regarding Course Substitution policy and procedures, while an additional 19% of faculty advisors felt completely prepared. Twenty-one percent indicated that they were unprepared and referred students to a full-time advisor for this. Faculty advisors indicated that they advised regarding this issue weekly 3%; monthly, 13%; 27% during weeks of main advising; 56% seldom or never.

The majority (58%) of faculty advisors indicated that they felt unprepared to advise regarding probation and dismissal policy and procedures, with 34% of faculty advisors indicating that they refer students to full-time advisors regarding this issue. Ten percent of faculty advisors indicated that they felt fully prepared. Faculty advisors indicated that they advised regarding this issue weekly 1%; monthly, 6%; 11% during weeks of main advising; 82% seldom or never. With over half of faculty advisor respondents indicating that they do not feel prepared to advise their students facing academic probation or dismissal, there is a clear need to clarify how students should receive advising on such issues.

The majority (61%) of faculty advisors indicated that they felt unprepared to advise regarding change of College, school or program policy and procedures. With 37% of faculty advisors indicating that they refer students to full-time advisors regarding this issue. Ten percent (10%) of faculty advisors indicated that they felt fully prepared. Faculty advisors indicated that they advised regarding this issue weekly 2%; monthly, 8%; 17% during weeks of main advising; 74% seldom or never.

In the Board of Regents Student Advisory Committee Survey, respondents indicated that electronic advising communication received regarding academic issues were timely, 89%; reliable, 88%; clearly understandable, 82%; and complete and comprehensive, 84%.

Students indicate that they understand their responsibility for preparation for academic advising sessions. Ninety-five percent (95%) of students agreed that they come well prepared to advising sessions. Ninety-six percent (96%) indicate that they are on time for sessions. Ninety-six percent (96%) indicate that come to advising with questions in mind. Ninety-five (95%) percent indicate that they arrive at the advising session with courses they would like to take and possible alternatives. While these are positive data, it is important to remember that respondents to this survey are those students most likely to be actively engaged in their educational process as discussed in the Introduction.

**Assessment Team Recommendations for Policy and/or Procedures Improvements**

- In order to ensure that students receive clear, consistent messages regarding current policies and procedures, faculty advisors should be required to attend annual updates for their unit if they plan to provide advising on these issues. Alternatively, they should be advised to direct students to staff advisors for inquiries regarding policies and procedures beyond the expertise in their academic field, particularly issues relating to poor academic standing.
- Both student behavior and direct statements indicate that email communications are not effective in informing less engaged students of upcoming deadlines. The University should explore text messaging capabilities and options to notify students of upcoming deadlines.

**Improved Communication Strategies for Consideration**

- Centralized resources must be made available for all students and faculty to ensure accurate and up-to-date information on academic policies and procedures, including all deadlines, steps to take, which offices are involved, etc.

**VIII: Identify and participate in extra- and co-curricular activities to enhance classroom experiences (e.g., Global Awareness Program, Research Experience Program, Service Learning, Study Abroad).**

A wide variety of experiences is available to enhance students' classroom experience. These programs allow them to engage in activities that can provide links between their coursework and their post-college goals and, as such, can be important in encouraging and sustaining good academic performance.

**Stakeholder Feedback**

Eighty-two percent (82%) of advisors indicated that their advising activities directed students in meeting or reinforcing this objective (Completely, 30%; Very Much, 28%; Moderately, 24%).

Ninety-seven percent (97%) of faculty advisors indicated that they felt prepared to advise students regarding research. Faculty advisors indicated that they advised regarding this issue weekly 61%; monthly, 19%; 6% during weeks of main advising. Sixty percent (60%) of faculty advisors indicated that they felt prepared to advise students regarding experiential learning. Faculty advisors indicated that they advised regarding this issue weekly 13%; monthly, 23%; 20% during weeks of main advising.

Sixty-eight percent (68%) of students agreed that advisors helped them map out a well rounded program.

**Assessment Team Recommendations for Policy and/or Procedures Improvements**

- After implementation of the Online Advising Tool, advising contact documentation should be reviewed to determine if staff and faculty advisors are directing students to these extra- and co-curricular options where appropriate. This assessment should include feedback from each program to determine the accuracy of student understanding of program requirements, deadlines, etc. as they are referred.

**IX. Identify and develop relationships with key mentors across the University community.**

Engagement with key mentors increases student engagement with their academic community and significantly increases the likelihood of degree completion.

**Current Advising Practices**

Students are encouraged to make connections with faculty and advisors across campus. Across academic units, students are encouraged to participate in a variety of academic clubs, programs, and camps designed to encourage these mentor relationships. In units where students work with faculty advisors to plan their academic programs, there are many opportunities for developing such relationships. Some professional schools are able to assign specific faculty advisors to students as they enter the program. The development of

individual relationships is a particular challenge in the College; initiatives have included “Take Your Professor to Lunch” to encourage students to take the initiative to develop relationships with faculty mentors of their choice. In addition, the Advising Specialist’s role is to match students with faculty mentors with similar interests. In the 2007-08 academic year, Advising Specialists made 3,177 faculty referrals.

### **Stakeholder Feedback**

Eighty-seven percent (87%) of advisors indicated that their advising activities directed students in meeting or reinforcing this objective (Completely, 41%; Very Much, 25%; Moderately, 21%).

Sixty-five percent (65%) of all undergraduate students and 39% of graduate students indicated that they had met with an advisor to plan upcoming term enrollment. Of those undergraduates who had not already met with an advisor, 86% indicated that they knew how to schedule an appointment to meet with an advisor.

Eighty percent (80%) agreed that they were comfortable communicating with their advisor about school-related issues. Seventy percent of students agreed that there were opportunities to have confidential discussions with their advisor. Fifty-nine percent of students agreed that their advisor has made an effort to build a relationship with them. However, students indicated that conversations were primarily directed at school related issues. Only 44% agreed that they were comfortable freely communicating with their advisor about issues not related to school.

### **Improved Communication Strategies for Consideration**

- The College of Liberal Arts & Sciences' "Take your Professor to Lunch" program should continue to be funded and promoted. Development of a “How to have a good conversation with a faculty advisor/mentor” resource for students to be available on the CLA&S website might help them take greater assistance of this program and assist students with advisor meetings more generally.
- Staff advisors should continue to assist students in determining those faculty advisors with similar interests and service activities.

## **X. Understand the value of higher education and particular degree choice.**

Certainly just by enrolling at KU students have demonstrated a belief in the importance of higher education and its relevance to other goals they may have. However, a personal understanding of the value of this pursuit is necessary if they are to make choices that lead them to successful academic outcomes. While we can measure graduation rates and other aspects of academic performance, understanding the value of higher education and the value of completing a particular degree may be a learning outcome that is finally reached only after graduation.

### **Current Advising Practices**

In the short term, the Advising Assessment Team and academic advisors more generally have learned that students’ value structures can impact their choices regarding prioritizing their time. Valuing academic performance as well as ultimate degree completion is crucial for students to commit appropriate study time for successful academic performance.

Communication regarding the value of the various major and degree options begins with prospective students, is reinforced at NSO, and continues in one-on-one advising and programming across the University. Many students (and many of their parents) come to KU seeking professional school training which will provide them with the skills and knowledge to acquire a specific job or pursue a particular career area. For some students this is where their deep interests lie; others are concerned with job prospects after graduation and can more easily see the relevance of professional school training to opportunities that they can connect liberal arts majors to future careers. The value of professional school training can be easily communicated by employment rates and salary information for various professions.

The value of a liberal arts and sciences degree may be less clear to our students and their parents. A “Why study a MAJOR with CLA&S!” initiative was developed to communicate succinctly the essence of study in each of the academic departments in the College. For example, “Why study history? It’s our past, it’s your

future!” Information on the department’s website then provides more detail to students who may be considering the major (<http://www.history.ku.edu/~history/undergraduate/history.shtml>).

Ninety-seven percent (97%) of advisors indicated that their advising activities directed students in understanding the value of higher education and particular degree choice (Completely, 52%; Very Much, 35%; Moderately, 10%).

**Improved Communication Strategies for Consideration**

- As described in other recommendations above, University of Kansas recruitment efforts should put an emphasis on the value of higher education and degree choice to encourage focus on the importance of academics to other life goals before students enter KU.
- Courses such as PRE 101, Orientation Seminar, and PRE 210, Career and Life Planning for the College Student, should continue to be promoted to incoming and continuing students.
- College of Liberal Arts and Sciences' presence at Senior Days, the Majors Fair, and other events should highlight the opportunities available to students with degrees in varying liberal arts majors and point to the breadth of skills students acquire in such programs

Table 2.0 Student Learning Outcomes

<b>What Should be learned?</b> (Student Learning Outcomes)	<b>Where to Learn it?</b> (What experiences or Resources are provided for learning?)	<b>By When Should Learning Occur?</b>
<b>I. Utilize the Enroll &amp; Pay system, Open Sections, and University Course Catalog.</b>	New Student Orientation: Navigating Online Enrollment Student-to-Student Advising Academic Information Meetings (AIM)  Publications: Undergraduate Catalog <a href="http://www.catalogs.ku.edu/">http://www.catalogs.ku.edu/</a>  Web Information: University Registrar <a href="http://www.registrar.ku.edu/timetable/089index.shtml">http://www.registrar.ku.edu/timetable/089index.shtml</a>  Policy and Procedures: Enrollment holds to ensure advising sessions for students in initial term.	Initial KU Term: Familiarity <ul style="list-style-type: none"> <li>• Obtains and remembers Enroll &amp; Pay log in.</li> <li>• Is able to search on Enroll &amp; Pay to determine course availability with assistance.</li> <li>• Is able to determine open seats in specific course sections with assistance.</li> <li>• Is able to add, drop, and swap courses on Enroll &amp; Pay with assistance.</li> <li>• Understands the function of a University Catalog.</li> <li>• Understands the function of the enrollment holds system.</li> </ul> 3 <sup>rd</sup> KU Term: Mastery <ul style="list-style-type: none"> <li>• Able to identify and resolve holds prior to enrollment.</li> <li>• Is able to successfully register for classes on Enroll &amp; Pay independently.</li> <li>• Is able to run search tools in online catalog.</li> <li>• Understands Enroll &amp; Pay and ARTS codes for courses and requirements needed to complete general education requirements.</li> <li>• Understands how to find my assigned registration time and completes registration at earliest time available.</li> <li>• Understands how to obtain permission numbers if required.</li> </ul>
<b>II. Make appropriate degree, concentration, and/or major selection in a timely manner.</b>	New Student Orientation: Student-to-Student Advising Academic Information Meetings (AIM)  Majors Fair: Campus-wide participation, Coordinated by University Advising Center  Career Services Aptitudes & Career Interest Assessments  Publications: Tips to Choosing a Major: <a href="http://www.advising.ku.edu/~advising/choosemajor/tips.shtml">http://www.advising.ku.edu/~advising/choosemajor/tips.shtml</a> Why study a major with CLA&S? Undergraduate Catalog <a href="http://www.catalogs.ku.edu/">http://www.catalogs.ku.edu/</a> Sophomore Checklist: <a href="http://www.collegesas.ku.edu/~clasus/advising/sophcheklist.shtml">http://www.collegesas.ku.edu/~clasus/advising/sophcheklist.shtml</a>	By Completion of 30 Hours: Familiarity <ul style="list-style-type: none"> <li>• Registers a variety of interest codes to obtain communication and updates from programs of interest.</li> <li>• Understands the process of officially declaring a major and/or minor.</li> <li>• Understands how to explore options while choosing a major or professional school (i.e. selection of general education courses).</li> <li>• Is aware of academic programs and experiences, such as Study Abroad, undergraduate research, Global Awareness Program, UKanTeach, etc.</li> </ul> By Completion of 45 hours: Proficiency <ul style="list-style-type: none"> <li>• Understands the differences between interest codes and major/minor declaration.</li> <li>• Consults with faculty or department advisors to clarify field of study.</li> </ul>

	<p>Policy and Procedures:                  Recommended Optimal Admission into Professional School Programs – 45 to 60 hours.                  CLA&amp;S declaration of major required at completion of 60 hours (previously 90 hours)                  Non-declared advising hold placed on all CLA&amp;S students until major declared or admitted into program.</p>	<ul style="list-style-type: none"> <li>• Participates in career resources to clarify field of study.</li> </ul> <p>By Completion of 75 hours: Mastery</p> <ul style="list-style-type: none"> <li>• Declares CLAS major in term after completion of 60 hours.</li> <li>• Meets admission qualifications for Professional School or CLAS major; identifies alternative plan when admission requirements not met.</li> </ul>
<p><b>III. Utilize a degree audit (i.e. ARTS form) and other advising materials/resources to evaluate course selection &amp; progress towards degree completion.</b></p>	<p>New Student Orientation:                  Student-to-Student Advising                  Academic Information Meetings (AIM).</p> <p>ARTS forms available at <a href="http://www.artsform.ku.edu/">http://www.artsform.ku.edu/</a></p> <p>“Understanding your ARTS form” available at: <a href="http://www.collegesas.ku.edu/students/current%20understanding%20your%20arts%20form.pdf">http://www.collegesas.ku.edu/students/current%20understanding%20your%20arts%20form.pdf</a></p> <p>Advising sessions: developing plans for degree completion with staff and/or faculty advisors.</p> <p>College Advising Session Planner: <a href="http://www.collegesas.ku.edu/forms/FACULTY%20ADVISING%20PREPARATION.pdf">http://www.collegesas.ku.edu/forms/FACULTY%20ADVISING%20PREPARATION.pdf</a></p> <p>Graduate in Four workbook: <a href="http://www.advising.ku.edu/pdf/GradIn4.pdf">http://www.advising.ku.edu/pdf/GradIn4.pdf</a></p> <p>Degree requirements online and in brochures/worksheets for each program.</p> <p>KU GPA calculator: <a href="http://www2.ku.edu/~artsform/gpa/">http://www2.ku.edu/~artsform/gpa/</a></p> <p>Early audit (term before graduation) available to confirm degree requirements.</p>	<p>Initial KU Term: Familiarity</p> <ul style="list-style-type: none"> <li>• Understands types of categories associated with courses on system (HT, NM, H, JR/SR Level, etc.).</li> <li>• Understands what courses and requirements are needed to complete general education and University requirements for degree with advisor verification.</li> <li>• Understands how to generate and read a degree audit (ARTS form).</li> <li>• Understands how to explore options to choose a major.</li> <li>• Understands how to identify courses and requirements needed to complete major and/or minor with advisor verification.</li> <li>• Is aware of resources to assist with GPA calculation and goal setting.</li> </ul> <p>3<sup>rd</sup> KU Term: Proficiency</p> <ul style="list-style-type: none"> <li>• Determines independently and accurately unmet general education and University requirements for degree.</li> <li>• Determines independently and accurately unmet major and/or minor requirements and purposefully enrolls in courses to reflect interests and future plans.</li> <li>• Generates and reviews degree audit (ARTS form) to accurately access progress independently.</li> <li>• Calculates cumulative, semester, and major GPA requirements to meet goals (return to good academic standing, honors, etc.)</li> <li>• Develops an appropriate two-year plan to degree completion considering all prerequisites and semester availability issues with advisor.</li> </ul> <p>4<sup>th</sup> KU Term: Mastery</p> <ul style="list-style-type: none"> <li>• Understands what courses and requirements are needed to complete major and/or minor including maximum overlap of coursework.</li> <li>• Completes an appropriate two-year plan to degree completion considering all prerequisite and semester availability issues without error.</li> </ul>

<p><b>IV. Select and complete appropriate course load to make academic progress.</b></p>	<p>New Student Orientation:          Student-to-Student Advising Academic Information Meetings (AIM).</p> <p>UAC worksheets, including the Preparation for Advising Form, the Student Choices Worksheet for enrollment.</p> <p>Required individual advising sessions prompted by holds system.</p> <p>Scheduled Academic Information Meetings for some majors and schools.</p> <p>KU GPA calculator:  <a href="http://www2.ku.edu/~artsform/gpa/">http://www2.ku.edu/~artsform/gpa/</a></p> <p>Policies and Procedures:</p> <ul style="list-style-type: none"> <li>• Consistent recommendations of 15-17 hours for term course load.</li> <li>• University limit of 20 hours enrollment in full term, with some schools having lower limits.</li> <li>• Course Repeat Policy ensures foundational skills are obtained.</li> <li>• Early and continuous enrollment in areas such as English and Mathematics until requirements met (CLA&amp;S; SFA); complex prerequisite structures and manual review (ENGR, BUS); English and Mathematics requirements met before admissions (SW)</li> <li>• Academic Warning System regarding mid-semester status in courses.</li> <li>• Unit-based probationary status procedures, including such elements as contracts for clear communication of requirements to return to good standing; academic skills building seminars; and limiting hours of enrollment until student returns to good standing</li> </ul>	<p>Initial KU Term: Familiarity</p> <ul style="list-style-type: none"> <li>• Is aware of the required semester course load to ensure timely graduation.</li> <li>• Selects course load considering previous course completion and performance with the assistance of an advisor.</li> <li>• Completes courses enrolled or withdraws from courses by deadline with advice of faculty or advisor.</li> <li>• Completes successfully core or prerequisites required for programs under consideration with advisor assistance.</li> <li>• Completes term with performance at or above minimum GPA requirements for program.</li> </ul> <p>3<sup>rd</sup> KU Term: Mastery</p> <ul style="list-style-type: none"> <li>• Is aware of the required semester course load to ensure timely graduation.</li> <li>• Is aware of summer school options</li> <li>• Meets or exceeds GPA goals for each term.</li> </ul>
<p><b>V. Utilize career resources.</b></p>	<p>Academic advising continues to prompt students' planning beyond graduation. Tuition enhancement funds provided waived fees for registration for University Career Center services.</p> <p>University Career Center online resources and services, and multiple annual job fairs:  <a href="http://www2.ku.edu/~ucc/cgi-bin/index.php">http://www2.ku.edu/~ucc/cgi-bin/index.php</a></p> <p>UAC-coordinated University-wide Majors Fair each fall; representatives from departments and professional schools can speak with students about career options with each degree.</p> <p>Career Pathways planning workshop (PHAR).</p> <p>Career Days sponsored by many academic units including: Schools of Business, Engineering,</p>	<p>Initial KU Term: Familiarity</p> <ul style="list-style-type: none"> <li>• Is aware of campus and department/school resources</li> </ul> <p>3<sup>rd</sup> KU Term: Proficiency</p> <ul style="list-style-type: none"> <li>• Registers and begins utilizing campus and department/school resources (i.e. interest inventories, internship opportunities, websites, University and career services, workshops, and career fairs)</li> </ul> <p>4<sup>th</sup> KU Term: Mastery</p> <ul style="list-style-type: none"> <li>• Seeks and utilizes campus and department/school resources, both materials and staff/faculty guidance, specific to needs and goals.</li> </ul>

	<p>Nursing, Pharmacy, Social Work, Education, and Journalism.</p> <p>The College of Liberal Arts and Sciences Distinguished Alumni panels representing the breadth of CLA&amp;S career options.</p> <p>Curricular offerings provide additional structure for goal setting: PRE 210 Career and Life Planning, and LA&amp;S 492 College of Liberal Arts &amp; Sciences Job Search Strategies.</p> <p>Curricular offerings that allow students to explore future careers, including: ART 540, C&amp;T 100, HEIM 210, JOUR 505, LA&amp;S 301, NURS 490, PHAR 507, PSYC 102, and SW 220.</p> <p>Coursework components in some majors structured to build job-search skills (SW) and introductory and advanced practice experiences (PHAR, NURS).</p> <p>Career-oriented displays maintained by school and ongoing class visits (ENGR).</p> <p>Pre-Med informational website: :  <a href="http://www.medadvising.ku.edu/medicine/medapp.shtml">http://www.medadvising.ku.edu/medicine/medapp.shtml</a></p> <p>Pre-Law informational website:  <a href="http://www.advising.ku.edu/~advising/prelaw/">http://www.advising.ku.edu/~advising/prelaw/</a></p> <p>Initiatives regarding student portfolios are underway in the Schools of Pharmacy, Education, Fine Arts, Nursing, and Departments of Public Administration and Health Services. Initiatives regarding résumé development have begun in the School of Business.</p>	
<p><b>VI. Access appropriate University resources based on individual need.</b></p>	<p>New Student Orientation Sessions:          College 101          KU Information Fair</p> <p>Academic Warning Report process</p> <p>A summary of student referral resources on the KU Campus is available in brochure and electronic format:  <a href="http://www.vpss.ku.edu/referralguide.pdf">http://www.vpss.ku.edu/referralguide.pdf</a></p> <p>Success Week, typically held the 6<sup>th</sup> week of fall semester, is designed to acquaint and link students with key academic resources:  <a href="http://www.academicssuccess.ku.edu/">http://www.academicssuccess.ku.edu/</a></p> <p>Provide ongoing information about and referrals to University offices and organizations for academic support services; personal enrichment resources; health and wellness services; and “life circumstances” support.</p>	<p>Initial KU Term: Familiarity</p> <ul style="list-style-type: none"> <li>• Knows how to obtain information on academic tutoring and academic strategies (test taking, test anxiety, research, writing).</li> <li>• Knows how to obtain information on disability services.</li> </ul> <p>3<sup>rd</sup> KU Term: Proficiency</p> <ul style="list-style-type: none"> <li>• Develops plan for improvement when necessary utilizing academic tutoring and academic strategies (test taking, test anxiety, and research writing).</li> <li>• Seeks advising support related to improving semester performance</li> </ul> <p>4<sup>th</sup> KU Term: Mastery</p> <ul style="list-style-type: none"> <li>• Independently seeks timely assistance as needed.</li> </ul>

<p><b>VII. Understand and act within University, and College, or School policy and procedures.</b></p>	<p>New Student Orientation:          Student-to-Student Advising          Academic Information Meetings (AIM) with attention to most common academic misconduct situations and how to avoid.</p> <p>UAC 3 R's of Advising &amp; Student Responsibilities:  <a href="http://www.advising.ku.edu/~advising/about.shtml">http://www.advising.ku.edu/~advising/about.shtml</a></p> <p>UAC Advising Tutorial  <a href="http://www.advising.ku.edu/tutorial/">http://www.advising.ku.edu/tutorial/</a></p> <p>Electronic Communications from all academic units coordinated between academic advising units and the University Registrar to apprise students of upcoming deadlines and remind students of requirements related to their level (based on number of hours completed).</p> <p>CLA&amp;S Advising System Responsibilities:  <a href="http://www.collegesas.ku.edu/advising/Handbook/advisingsystem.shtml">http://www.collegesas.ku.edu/advising/Handbook/advisingsystem.shtml</a></p> <p>Undergraduate handbook given to incoming students (ENGR)</p>	<p>Initial KU Term:</p> <ul style="list-style-type: none"> <li>• Is familiar with the range of University and College or professional school policies and procedures structuring the academic community and acknowledges responsibility for acting accordingly.</li> <li>• Re-evaluates choices productively when policy infractions or misconduct occurs.</li> </ul> <p>3<sup>rd</sup> KU Term: Proficiency</p> <ul style="list-style-type: none"> <li>• Knows where to find explanations of policies and procedures.</li> <li>• Seeks assistance in interpreting policies and procedures as necessary.</li> <li>• Begins to anticipate cyclical responsibilities and deadlines (e.g., initial enrollment for upcoming term, add/drop deadlines, etc) and seeks assistance to carry out required steps.</li> </ul> <p>4<sup>th</sup> KU Term: Mastery</p> <ul style="list-style-type: none"> <li>• Anticipates cyclical responsibilities and deadlines and carries out required steps, with assistance as necessary.</li> <li>• Independently seeks assistance to assist with any difficulties related to policies or procedures.</li> </ul>
<p><b>VIII. Identify and participate in extra- and co-curricular activities to enhance classroom experiences (Global Awareness Program, Research Experience Program, Service Learning, Study Abroad).</b></p>	<p>New Student Orientation Sessions:          College 101          KU Information Fair</p> <p>Individual advising sessions direct students to available opportunities according to their interests and goals.</p> <p>Provide information on undergraduate research opportunities with individual faculty members in some schools and majors.</p> <p>Encourage participation in professional societies.</p> <p>Referrals to offices and website resource listings such as Study Abroad  <a href="http://www.studyabroad.ku.edu/">http://www.studyabroad.ku.edu/</a>, internship opportunities  <a href="http://www.careerservices.ku.edu/">http://www.careerservices.ku.edu/</a></p>	<p>Initial KU Term: Familiarity</p> <ul style="list-style-type: none"> <li>• Is aware of advising resources/mentors for learning about continuing education after obtaining bachelor's degree (graduate school, law school, medical school).</li> <li>• Is aware of campus resources for extracurricular activities on campus such as student groups, campus speakers, academic clubs.</li> <li>• Is aware of academic programs and experiences, such as Study Abroad, undergraduate research, Global Awareness Program, UKanTeach, etc.</li> </ul> <p>3<sup>rd</sup> KU Term: Proficiency</p> <ul style="list-style-type: none"> <li>• Selectively seeks out advising resources/mentors to learn about continuing education after obtaining bachelor's degree (graduate school, law school, medical school).</li> <li>• Selectively seeks out campus resources for extracurricular activities on campus such as student groups, campus speakers, academic clubs.</li> <li>• Selectively seeks out academic programs and experiences, such as Study Abroad, undergraduate research, Global Awareness Program, UKanTeach, etc.</li> </ul> <p>4<sup>th</sup> KU Term: Mastery</p> <ul style="list-style-type: none"> <li>• Participates in programming that supports interests and goals.</li> </ul>

		<ul style="list-style-type: none"> <li>Balances participation with academic responsibilities.</li> </ul>
<p><b>IX. Identify and develop relationships with key mentors/advisors across the University community.</b></p>	<p>Advising sessions: guidance provided on relevant members of the University community according to student interests and goals.</p> <p>Undergraduate Catalog descriptions of programs: <a href="http://www.catalogs.ku.edu/">http://www.catalogs.ku.edu/</a></p> <p>Individual School, College, and/or Department websites offering information about that area of study and faculty profiles.</p> <p>Bachelor of Social Work (BSW) Student Group for students on the Lawrence and KCKCC campuses: <a href="http://www.socwel.ku.edu/Academics/BSW/bswgroup.shtml">http://www.socwel.ku.edu/Academics/BSW/bswgroup.shtml</a> and <a href="http://www.socwel.ku.edu/Academics/BSW/kckbgroup.shtml">http://www.socwel.ku.edu/Academics/BSW/kckbgroup.shtml</a></p> <p>Student and academic services offices across campus, particularly those coordinating co-curricular activities.</p> <p>Provide information on undergraduate research opportunities with individual faculty members in some schools and majors.</p> <p>Encourage participation in professional societies.</p>	<p>Initial KU Term: Familiarity</p> <ul style="list-style-type: none"> <li>Identifies content areas for further exploration and study.</li> <li>Understands the role and value of mentors.</li> <li>Understands the role of academic advisors beyond course selection.</li> <li>Approaches courses with an interest in identifying faculty who they could speak with about a major and/or career goals.</li> <li>Uses undergraduate catalog and department/school and other program websites to identify individuals with an expertise in the students' interest areas.</li> </ul> <p>3<sup>rd</sup> KU Term: Proficiency</p> <ul style="list-style-type: none"> <li>Asks for assistance from staff advisors to identify faculty and staff in co-curricular programs who could</li> <li>Identifies and schedules meeting with two potential/ assigned faculty advisors/mentors.</li> <li>Initiates advising appointment when unsure of requirements for academic career/major/degree.</li> </ul> <p>4<sup>th</sup> KU Term: Mastery</p> <ul style="list-style-type: none"> <li>Plans for and initiates research, creative projects, or service with faculty mentor.</li> <li>Pursues ongoing relationship with faculty, instructors, and/or staff members</li> </ul>
<p><b>X. Understand the value of higher education and particular degree choice.</b></p>	<p>Materials sent to prospective students.</p> <p>New Student Orientation: Student-to-Student Advising Academic Information Meetings (AIM)</p> <p>Publications Undergraduate Catalog <a href="http://www.catalogs.ku.edu/">http://www.catalogs.ku.edu/</a></p> <p>Web and Printed Information Individual School, College, and/or Department</p> <p>Courses designated to provide introduction and overview of disciplines: Principal Courses Introductory Courses</p>	<p>Initial KU Term: Familiarity</p> <ul style="list-style-type: none"> <li>Makes time-management decisions that prioritize study (2 hours per hour in class).</li> </ul> <p>3<sup>rd</sup> KU Term: Proficiency</p> <ul style="list-style-type: none"> <li>Recognizes relevance of core skills addressed in coursework to career and graduate school opportunities and to development of an ethic of self-discipline, social responsibility, and citizenship as described in KU's goals for general education.</li> </ul> <p>4<sup>th</sup> KU Term: Mastery</p> <ul style="list-style-type: none"> <li>Is able to articulate core skills developed for potential employment or further graduate study.</li> </ul>

### Part 3: Organization and Management

The organization and management of each advising unit is determined by the leadership of the Division, College, or School in which the unit is housed. Strategies to most affectively meet the advising needs of students with available staff, faculty, and resources are determined at the unit level. The following individual advising unit information is meant to provide an understanding of the policy and procedures, model of advising, current staffing, and student population served.

#### College of Liberal Arts & Sciences

Access to all College advising policy, procedures, student responsibility, and advisor responsibilities are available online at: <http://www2.ku.edu/~clasus/>. An organizational chart and position descriptions are available in the Part 3 Appendix.

The majority of students receive advising as they enter the University of Kansas from the University Advising Center (UAC). As students declare a major, they receive individual student advising from CLA&S faculty advisors and/or full-time professional advisors in the academic unit of their major(s). Individual student advising in the College follows two primary models.

#### Current Model I-Departments with Advising Specialists

As students make final decisions regarding a major and/or meet final major admission requirements, students meet with an Advising Specialist (full-time professional advisor) in the academic unit of their major to review all degree requirements (major and general education), confirm transfer work evaluation, and develop a graduation plan. Students are referred to a Faculty Advisor based on student interests. Faculty advisors reinforce degree requirements, assist students in choosing electives, internships, and extra-curricular activities to best enhance their experience. Undergraduate Coordinators, a faculty member in each department coordinates faculty advising. Student progress in the academic unit is tracked by the Advising Specialist. Seven (7) Advising Specialists, during 2007-08 academic year, logged 9,006 advising contacts beyond orientation and outreach/prospective student programs.

Approximately 2,846 declared students

Approximately 624 transition (working toward admission or declaration) students

- Advising Specialist to Declared and Transitioning Students: 1 to 496
- Faculty Advisor to Declared Students: 1 to 30
- Administrative Support: Student Academic Services, Strong 109  
Hotline Support: 105 inquires

Departments: Communication Studies, Economics, English, Environmental Studies, History, Political Science & International Studies, Psychology, Sociology, Spanish & Portuguese, and Theater & Film.

#### Current Model II-Departments without Advising Specialists

At declaration of major, students are advised by faculty advisors in the academic unit of their major. Students are required to receive a signature on the Declaration of Major form obtained in an initial meeting with a department representative. Further student advising is initiated by the student. Typically, faculty advisors are available for advising during main enrollment periods. Each academic department has a faculty Undergraduate Coordinator, responsible for determining the most efficient advising process for his/her department. The quality of this process varies between departments. For example, the Undergraduate Biology Department (approximately 788 majors) provides an informative orientation, monthly electronic newsletters, etc. While all faculty advising appointment/contact data is not currently available, 1,060 advising holds were removed by departments indicating the number of non-declared students advised.

Approximately 2,630 declared students

Approximately 1,060 transitioning

- Advising Specialist to Student: No currently funded positions

- Faculty Advisor to Declared Students: 1 to 8
- Administrative Support: Student Academic Services, Strong 109  
Hotline Support: 281 inquires

In addition, several special student groups receive advising from CLA&S Student Academic Services advisors throughout the educational careers at the University.

Students preparing to enter health-related fields may pursue a variety of majors in the College, but should also meet core medical, dental, or allied health school admission requirements and application process.

- Pre-Med Advisor to Student: 876 to 1 (107 Pre-Dentistry Students, 706 Pre-Medicine, 54-Other)
- Administrative Support: Student Academic Services, Strong 109

#### Students Beginning Academic Careers at KU Before 1987

Approximately 225 students beginning their academic careers before 1987 are enrolled each term. Degree requirements for these students are based on their initial term of enrollment. Graduation advisors in the College review degree requirements in place at the time of the student's initial enrollment and advise regarding unmet requirements and assist in petitions for substitutions if previous course requirements are no longer available.

#### Students Demonstrating Poor Academic Performance or Applying for Readmission after Dismissal

The Coordinator of Academic Standing Advising reviews progress of all currently enrolled students to determine academic standing at the end of each term. Students are notified of probationary status or dismissal and directed to contact their academic advisors for further discussions. A term probation contract is created for each student continuing on probation in the College. The contract clearly outlines expectations for performance in the upcoming term. As a result of their performance during the Fall 2007 term, 1,386 students were placed on academic probation and 330 students were dismissed.

The primary advising role of the Coordinator is to process and advise previously dismissed students. The following indicates the student contact involved:

- Readmission Applications  
Summer/Fall 2007 - 214 applications – 138 (64%) approved, 76 (36%) denied  
Spring 2008 - 110 applications, 57 (52%) approved, 53 (48%)
- Immediate readmission petitions  
Summer/Fall 2007 - 106 applications, 38 (36%) approved, 68 (64%) denied  
Spring 2008 - 47 applications, 25 (53%) approved, 22 (47%) denied

#### Edwards Campus Students Pursuing LA&S Majors

Departments: Developmental Psychology, Molecular Biosciences, Public Administration, and Literature, Language and Writing.

- Advisor (.5FTE) to Student: .5 to 153
- Graduate students:

#### Prospective Students

The College does not currently have a student recruiter. Advising for prospective students is shared among faculty advisors and full-time professional advisors. Full-time professional advisors attend approximately 28 recruiting events per year.

#### NCAA Student Athlete Progress Evaluation

Graduation advisors in the College review student athlete degree progress each semester. Approximately 450 student records are reviewed each academic year.

#### CLA&S degree certification is finalized by CLA&S Student Academic Services.

Graduation advisors in Student Academic Services verify the accuracy of degree completion status first evaluated by departmental advisors (advising specialists and faculty advisors) and students. This check and

balance system ensures accuracy and uniform standards for degree completion. Graduation Advisors evaluate student's final status, optimally in term prior to degree completion while modifications in enrollment are still available. Five (5) graduation advisors review approximately 2,000 student records, completing majors from across the 52 departments in the College. This process generates greater than 125 annual petitions regarding exceptions to set degree requirements. During the 2007-08 academic year, of the 134 petitions submitted, 80 were reviewed by individual advisor, 54 were reviewed further by the CUSA Academic Standards Sub-committee (59% by advisor, 41% by committee) Approximately 27% of students require clarification beyond guidance provided by Faculty Advisor.

- Graduation Advisor to Student: 400 to 1

Administrative Services are provided to all students in the College of Liberal Arts and Sciences through the main Student Academic Services office.

These services include: advising appointment scheduling, electronic notifications of upcoming academic deadlines, maintenance of CLA&S SAS web site, clarification of and processing of petitions regarding College and University policy and procedures, administration of Distinction/Highest Distinction and Graduation Ceremonies, academic misconduct cases processing, Dean's Honor Roll designation, and LA&S 292 instruction.

Evaluation:

The opportunity for an undergraduate student to be mentored and advised regarding research, career interests, and/or further education by a faculty member is clear. Our advising models allow that opportunity. Models in academic departments with assigned Advising Specialists encourage this relationship.

Coordinating communication and advising among CLA&S Student Academic Services Staff, the University Advising Center (UAC), 52 CLA&S departments, over 500 CLA&S faculty, and 14,000 CLA&S undergraduates is a consistent challenge. Even with sustained efforts, miscommunication occurs regarding University and College policy and procedures, academic deadlines, general education requirements (as outlined in Part 2).

### **School of Allied Health & School of Nursing**

Both the Schools of Allied Health and Nursing subscribe to the academic advising mission statement as described in Part 1 of this report. The details of the advising programs for each school are outlined separately below.

#### **School of Allied Health**

Undergraduate Program Overview

The School of Allied Health offers 20 programs, including 4 baccalaureate-level programs and 3 certificate programs. The baccalaureate programs include: clinical lab sciences, health information management, respiratory care and cytotechnology. The certificate majors include: diagnostic cardiac sonography, diagnostic ultrasound and vascular technology, and nuclear medicine technology. All four baccalaureate majors require approximately 60 credits of prerequisite liberal arts and science courses (the number varies by specific program). Each program's prerequisites and course requirements are linked through the Academic Programs link of the School's website: <http://alliedhealth.kumc.edu/school/programs.html>.

Organization of Advising-Related Staff

The School of Allied Health has one senior coordinator of recruitment, who is also a faculty member. This senior coordinator is responsible for representing all allied health majors at recruitment fairs, high school programs, junior and senior days, majors fairs, etc., as well as answering questions about prerequisites for newly-interested freshmen and sophomores. He reports to the assistant dean of the School of Allied Health. Faculty members serve as advisors to students in their respective specialties as part of their faculty role, as well as commute to Lawrence several times during the academic year to meet with prospective

students in their respective areas. These faculty members report to their respective chairs, who report to the assistant dean.

The director of student affairs in the School of Allied Health also reports to the assistant dean. Her role focuses on other aspects of student enrollment in the School, including scholarships, report writing, orientation, and graduation planning for the over 600 students in allied health programs.

#### Advising:

All four allied health baccalaureate-level programs and all three certificate programs offer pre-allied health advising and major advising using the same model.

Pre-allied health majors taking their prerequisites through KU-Lawrence are advised during orientation by the senior coordinator for recruitment, who is also a faculty member in the physical therapy program. The senior coordinator meets with pre-allied health students, as well as arranges advising schedules for faculty members from the Medical Center campus to travel to Lawrence to meet with their respective pre-allied health majors on the Lawrence campus during the academic year. These advisors meet with their respective students to discuss careers in allied health, as well as to assist in course planning and selection.

Allied health majors are assigned a faculty advisor in their specialty upon admission to their respective program. These faculty members assist their respective students with course planning and selection throughout the two years of the allied health major. Allied health major courses are offered in tightly structured curriculum plans, requiring specific sequencing so that students build their skills and theoretical background appropriately for successful licensure upon graduation. When situations arise that require a student to change his/her plan of study, the faculty advisor works with the student to create a new plan of study. The vast majority of students in all baccalaureate allied health programs graduate in two years of full-time study.

The student-to-advisor ratio for prospective students (those working with the senior coordinator) is approximately 100 to 1. The student to advisor ratio for students in the undergraduate allied health programs is 8 to 1.

Academic Warning Process: Faculty members notify students when they are in academic difficulty in a course and ask the student to meet with him/her. At this meeting the student is given a letter describing the difficulty. Both the student and faculty member sign the letter. A copy is given to the student.

Clinical/Practicum Experiences: Clinical/practicum experiences are built into all allied health majors as part of the curriculum requirements; they are not separate, optional experiences. Students must successfully complete their clinical experiences as part of their coursework in order to meet licensure and graduation requirements.

### **School of Nursing**

#### Undergraduate Program Overview

The School of Nursing offers the Bachelor of Science in nursing degree, including a basic BSN option for non-nurses, and RN-BSN and RN-MS options for associate- and diploma-prepared nurses who want to complete their baccalaureate degree. The basic BSN program is primarily a two-year major (the junior and senior years of the BSN degree), with the vast majority of students enrolled full-time. There are 128 students accepted into each junior class in the basic BSN program. This number is set by the Kansas State Board of Nursing. The RN-BSN and RN-MS programs are online programs both leading to the BSN with clinical experiences arranged on an individual basis with preceptors in agencies convenient to the students. Students in this program live in areas throughout the U.S.

All options require 62 credits of prerequisite liberal arts and sciences courses that must include a specified list of courses. These courses may be taken at any accredited college or university prior to applying, and during, the application process to the nursing major. Students applying to the RN-BSN and RN-MS programs take their prerequisites at programs across the country.

All basic pre-nursing students, regardless of school at which they take prerequisites, are advised by the undergraduate advisor/recruiter upon request. For pre-nursing students on the Lawrence campus the advisor/recruiter holds regular weekly office hours with appointments scheduled through the Undergraduate Advising Center. There are approximately 500 pre-nursing students at any one time on the Lawrence campus. Thus, the student-to-advisor ratio for pre-nursing students on the Lawrence campus is approximately 500-1. In order to meet the advising needs of this large number of students, open advising times are held for several days during enrollment, in addition to the regular weekly office hours. During these sessions walk-in appointments are available with the advisor/recruiter and one other advisor, including the associate dean of student affairs, the assistant dean of student affairs or the graduate recruiter.

All RN-BSN and RN-MS students are advised about their prerequisite requirements by the assistant dean of student affairs. This advising and recruitment role is approximately one-third of this position. This program admits three times per year. At any one time there are approximately 70 students in these two programs. Upon admission these registered nurse students are assigned to a nursing faculty advisor. Thus, the student-to-advisor ratio for the RN-BSN/MS advisor is approximately 70-1; her advising appointment is approximately .4 FTE of her position.

#### Organizational Structure

The associate and assistant deans for student affairs in the School of Nursing coordinate all aspects of advising and other student affairs activities for the nearly 700 students (undergraduate and graduate) in the School of Nursing. This includes advising, as well as scholarship selection, orientation, recruitment, admissions, graduation checks and graduation activities, among others. The advisor/recruiter, graduate recruiter, RN-BSN/MS advisor and office manager report to the associate dean. The office also has an undergraduate specialist, graduate specialist, and three staff members who report to the office manager.

#### Pre-nursing Students: Lawrence campus

As stated above, pre-nursing students on the Lawrence campus are advised by the undergraduate advisor/recruiter. The advisor/recruiter meets with students during orientation to select courses, and then as requested by the student over the freshman and sophomore years in weekly office hours through the Undergraduate Advising Center. The advisor/recruiter works closely with the UAC, the KU Office of Admissions, and other offices to provide pre-nursing and prospective students with timely course selection and planning information.

#### Basic BSN Students: Medical Center campus

Upon acceptance to the BSN program students are assigned to the advisor/recruiter as the advisor for the nursing major. The nursing major is a tightly-sequenced, two-year major (junior and senior years). Students are assigned to one of four progression groups with whom they progress through the program. Because no liberal arts and sciences courses are taught on the Medical Center campus, all prerequisites must be complete prior to beginning the nursing major. Students apply by October 15<sup>th</sup> of the year prior to when they wish to begin the nursing major. If the student has been progressing with approximately 15 credit hours per semester, they would be applying during the fall of the sophomore year. Admission decisions are made following a close prerequisite credit hour check, and course and grade update following completion of the fall courses. Thus, admission decisions are made generally based upon 45 credit hours in February of the year prior to beginning the nursing major.

Students begin the nursing major in the fall of the junior year. The advisor/recruiter is the professional advisor for all students in the basic BSN program. The student-to-advisor ratio for this portion of the program is approximately 300 to 1. The vast majority of these students graduate in two years of full-time study.

All basic BSN students are assigned to a faculty mentor group during August orientation as juniors. This group is not course-specific, and works with that faculty mentor to develop faculty and student relationships, to provide service to the community, and to have a nurse faculty member as a career resource. The student-to-faculty ratio in these faculty mentor groups is 10 to 1. These groups stay with their faculty mentors throughout the two-year nursing major until graduation.

RN-BSN/MS Students: Medical Center campus

Like the basic nursing students, all registered nurses applying the BSN completion program must complete the 62 credits of prerequisite liberal arts and science courses prior to beginning the nursing major with one exception: RNs may begin the program with one prerequisite remaining, as long as the student completes that last prerequisite within the first semester of nursing courses. The assistant dean advises about prerequisites and course planning as part of the pre-program advising process. Upon admission the students are assigned to a faculty member who assists the students with course planning and selection. Unlike the basic BSN program, students in the completion program are primarily part-time students who are nurses working full-time with other life commitments. The majority of these students graduate in 2-3 years of part-time study. These students are not included in the charts as their plans of study generally vary by student.

Academic Warning Processes

When a student is in academic difficulty in a course, the faculty member notifies the associate dean of student affairs. The associate dean generates letters that notify the student of his/her standing and encourages the student to meet with his/her faculty member and his/her academic advisor.

Clinical/Practicum Experiences

Students are required to earn hundreds of hours of clinical experience during the BSN program. These clinical experiences are built into the BSN curriculum (they are not optional) and must be successfully completed (grade of C or better) in order to progress in the program. Students may repeat one course two times or two courses once each. Upon unsuccessfully completing either one course twice or needing to repeat more than two courses once, the student is dismissed from the program. On rare occasions students may re-apply to the program. In these situations students are required to demonstrate how they have spent some time preparing for a more successful experience.

Evaluation

All pre-nursing students are asked by the advisor/recruiter or the assistant dean (for RN-BSN students) to complete an online survey of their satisfaction with their advising meetings. The survey results are forwarded automatically to the associate dean of student affairs for review. The advisor/recruiter works closely with the associate dean for undergraduate programs for individual student problem-solving.

**School of Architecture and Urban Planning**

The organization, goals, division of responsibilities and scheduling or cycling of academic advising, self-development and career counseling and employment counseling and placement are described for each of the School's degree programs:

Inventory of Academic Advising Approaches in the School of Architecture and Urban Planning

As a freshman-admitting professional school, the School of Architecture and Urban Planning is committed to providing a variety of student services that relate to self-development, career planning, academic advising and employment counseling and placement. The particular types of services provided are listed below. Their availability to undergraduate students in different degree programs and at different year levels is also shown.

Academic Advising

We engage in a variety of activities that could be termed "academic advising," Within this array of services, advising characterized primarily as a meeting or formalized conversation between a student and a designated faculty member, is found mainly in Item No. 3 of Academic Advising, "Semester Meeting with Faculty Advisor." The following list describes how this meeting is organized for each of our degree programs, both undergraduate and graduate.

Bachelor of Arts in Architectural Studies (4-year, non-accredited degree): Approximately 4 or 5 faculty members are assigned to advise the 80 students in this degree program. Upon initial enrollment, each student is assigned to one of these faculty advisors. Students may opt to change advisors at any time. Until this year, students had the choice of meeting with their advisor. Beginning this spring, all first- and second-

year B.A students will be required to meet with their advisor at least once prior to enrollment. Academic advising is especially important for these students because this is a pre-professional, non-accredited degree and if the student intends to pursue an accredited graduate professional degree, academic performance and course selection are critical issues.

Bachelor of Science in Architectural Engineering (5-year, accredited engineering degree): Structured and formal academic advising is provided for these students by faculty members in the Architectural Engineering Program in the Department of Civil, Environmental and Architectural Engineering.

Master of Architecture (5-year, accredited architecture degree): The 400 students in this degree are assigned a faculty advisor upon their initial enrollment in the program. They are expected to meet with this advisor each semester. Students in this degree program often rely on their studio instructor as an easily accessible source of advice so they are allowed to switch advisors if they choose. After their second year in the program, students also have the option of using the general academic advising service we provide prior to enrollment. This consists of individual faculty members who volunteer to staff an “advising table” set up at a central location within the School. The curriculum for this degree is clear and sequential and many students find this form of advising to be a more convenient method of getting quick answers to routine course selection questions.

Master of Arts in Architecture: Academic Track (36-credit, post-professional, non-accredited graduate degree): Students admitted to this degree are assigned a faculty advisor whose research and teaching interests match the academic interests described in their application. Students are also expected to meet with their academic advisors at least once each semester. They are free to change advisors and, as their academic interests become more focused, they may choose a different faculty member to serve as their thesis advisor,

Master of Arts in Architecture: Management Track (36-credit, post-professional, non-accredited graduate degree): This program was established at the KU Regents Center in 1987 and continues at the Edwards Campus. The students in this degree are practicing architects or design professionals who live in the Kansas City Metropolitan Area. The Program Director serves as academic advisor to each of the students and, because of their work schedules, advises them at least once a semester in a variety of different forms (in person, on-line or by telephone), in a variety of different venues (Edwards Campus, restaurants and coffee shops, etc.) and mostly after work hours in the evening or on the weekend.

Master of Urban Planning (2-year, accredited planning degree): The Chair of the Program serves as academic advisor for all students during their first semester or until a concentration or specialization within planning is selected. Once that decision is made, each student selects an individual faculty member within the specialization to serve as principal advisor. Students meet with advisors at least once each semester.

Doctor of Philosophy in Architecture (post-professional, non-accredited graduate degree): This is a new degree within the School and our first class entered the program in Fall, 2007. We have not yet formalized an advising system beyond informal regular meetings with their assigned graduate advisors.

#### Assessment of Advising Effectiveness

We conduct no formal internal assessment of advising using a standard survey. For our formal accreditation reports in architecture and urban planning, and for our previous Board of Regents reports on non-accredited degree programs, we have used the results of OIRP surveys of our students’ satisfaction with academic advising provided by the School.

The organizational details of advising Pre-Architecture students are described above in Part 2 of the report.

Management and oversight of the School’s undergraduate advising is distributed among the School’s Associate Dean, the Chair of the Architecture Program, and the Administrative Assistant in the Architecture Program. Advising is carried out on a continual basis by these individuals and faculty assume responsibilities for advising assigned students prior to enrollment and at other points when students seek

counseling or direction. As a rule, students are expected to visit their faculty advisor first and if that is not possible, they then meet as soon as possible with one or more of the three individuals mentioned above.

### **The School of Business**

The School of Business advising policies, procedures and graduation requirements are available online at <http://www.business.ku.edu/FileLibrary/PageFile/58/PreBusinessGuide.pdf>

Advising: The majority of students receive advising from the University Advising Center as they enter the University of Kansas. We advised 823 students during the summer New Student Orientation programs. From August 2007 to May 2008 we had 3,453 student advising appointments and 485 drop-by meetings. Group and individual student advising in the School of Business follows two primary models: Pre-Business and Business admits.

#### Pre-Business students

When students select Pre-Business as an interest code they are encouraged to attend our business lecture series and get involved in our students clubs. We recommend to these students to make an appointment to meet with one of our advisors. At any given time the School of Business can have between 1700 and 2400 students with the Pre-Business designation. We have one individual that is designated as a Pre-Business Advisor and also our Recruiter.

#### Business admits

At the time of admission, students are required to attend a New Business Student Orientation. The students are provided a degree completion plan for each of our 7 majors. Students are required to meet with their academic advisor to have the BUS Advising Hold removed prior to enrollment each semester. During these meetings, the progress toward degree completion is reviewed. When deviations from the plan occur, options are explored and an alternative plan is developed.

There are currently 1014 Business students at KU. We have 3.5 full-time advisors to work with these admitted students.

Admission: The School of Business has competitive admission and we admit 65-69% of the applicants each semester. Student must complete the Pre-Business curriculum, apply online, and also submit a resume for a complete application.

Scholarships: Our office assembles the scholarship committee and processes all the undergraduate scholarships for the students once they are admitted to the school.

Business Minor: We currently have 629 students pursuing our minor that are referred to 1 minor advisor for questions or concerns about the program.

Academic Issues: The Academic Warning report is used by our faculty. Academic misconduct is handled by our honor court and the information is provided to the Director of the Student & Academic Services.

Graduation Certification: During main advising the advisor and student review the degree completion plan. There is at least one annual check of these completion plans by the Academic Advisor and also by the Graduation coordinator to ensure accuracy. The school had an estimated 539 students graduate this last year.

NCAA Student Athlete Progress Evaluation: Graduation advisors review student athlete degree progress each semester. Approximately 75 student records are reviewed each year.

Internal Student Database: The School of Business maintains an internal student database. Student tracking from the beginning to graduation. Probations are also tracked in this database.

Evaluation: The Student & Academic Services offices provide student with evaluations to complete anonymously after they have completed a graduation check.

Administrative Services Student Academic Services office: These services include: advising appointment scheduling, electronic notifications of upcoming academic deadlines, maintenance of SAS web site, clarification of and processing of petitions regarding University policy and procedures, administration of Distinction/Highest Distinction and Graduation Ceremonies, academic misconduct cases processing, Dean's Honor Roll designation, and class scheduling.

### **School of Education**

Access to all School of Education advising policies, procedures, student responsibilities, and advisor responsibilities are available online at: [www.soe.ku.edu](http://www.soe.ku.edu)

Advising: The majority of students receive advising from the School of Education's Advising Center as they enter the University of Kansas. In addition, some are advised through the University Advising Center by advisors who specialize in Education. Group and individual student advising in the School of Education follows two primary models: Pre-Education and Education.

#### Pre-Education Model

Once students select Education as a proposed major they are encouraged to become involved with the School of Education. Opportunities for these students include social activities, volunteer experiences, informational meetings and mailings, and group/individual advising sessions. In addition, these students are strongly encouraged to attend group advising sessions for main enrollment which is offered through the School of Education Advising Center.

Pre-Education advisors meet with interested students to present degree requirements and assist students in choosing electives and extra-curricular activities to best enhance their experience. Student progress toward the completion of pre-requisites is tracked by the pre-education advisor. In a typical semester approximately 300 pre-education students are advised.

#### Education Model

At the time of admission students are provided with a degree completion plan. A copy of the plan is placed in the students' academic folders. Also at this time, students are assigned to a professional staff advisor. Students are required to meet with their advisor prior to enrollment each semester. During these meetings, the progress toward degree completion is reviewed. When deviations from the plan occur, options are explored and an alternative plan is developed.

There are currently roughly 750 undergraduate students in the SOE. Different offices within the School of Education work with students to identify interest areas in Education for placement in the required field practicum. This will vary depending on whether the student is in the Teacher Education student or Health, Sport, Exercise Science program. All advisors for the School of Education work together, especially when the students experience academic issues, to ensure success in the School of Education.

Readmission: The School of education receives only a few re-admission applications per academic year.

#### Applicants not previously in the School of Education

As a professional school, the School of Education requires an application separate from the University of Kansas application. Students must apply to be readmitted to the University of Kansas and apply to the School of Education. SOE applications are accepted two times a year; February 1<sup>st</sup>, and September 15<sup>th</sup>, depending on the program. Applications differ based on the program to which the student applies.

Applicants previously in the School of Education

The majority of applicants that were previously admitted into the School of Education may re-enter directly into the curriculum based on a review of their retained student file. However, some students may be asked to re-apply to the school, depending on their specific situation.

Academic Issues: Academic issues that arise during a semester such as lack of attendance and homework:

Probation

Students are put on probation once their cumulative GPA is lower than a 2.5. They are given one semester to raise their GPA and if they are unable to do so they will be dismissed from the program.

Field Experience readiness: Every SOE student is required to complete a field experience. For some this is an entire year of teaching experience, for others an internship includes the final semester of their senior year. Requirements of field readiness are:

- Cumulative GPA of 2.50 or 2.75 (depending on program) or above
- Completion of all general education requirements and electives prior to entering practicum

Graduation Certification: During main advising the staff advisor, the undergraduate records coordinator and the student review the degree completion plan for accuracy. There is at least one annual check of these completion plans by the Undergraduate Records Coordinator each year.

- The Undergraduate Records Coordinator evaluates the student's final status once a year, while modifications in enrollment are still available.

Evaluation: The basic organizational structure of the School of Education is a centralized advising center, which advises both admitted and pre-education students. The director of the advising center monitors the over-all structure of the advising center to insure effective management. The coordinator of advising supervises student advisors and organizes the bi-annual group advising sessions. The advising center employs two professional advisors and five student advisors. Pre-education students are advised once a semester in a group advising format that is lead by student advisors. Admitted students are advised for enrollment through one on one advising sessions by either professional advisors or advanced student advisors. The model provides students with detailed information regarding university resources, policy and procedures, feedback regarding progress and planning, and requirements from staff advisors. Overall, the advising model provides diverse advising opportunities for students.

### **The School of Engineering**

Access to all School of Engineering advising policies and procedures and student responsibilities can be found at [www.engr.ku.edu](http://www.engr.ku.edu) and accessing each of the different departments pages.

Advising: All students are advised by a School of Engineering faculty member within their department. Undecided Engineering students are advised by the Associate Dean for Undergraduate Programs until they show a strong interest in, or are admitted to a major, at which point they are advised by that department. Advising is mandatory each semester and enrollment is prevented until a student meets with his or her advisor.

- Approximately 1575 undergraduate students
- Faculty Advisor to student ratio: 17 to 1
- Administrative support comes from departmental staff and student services staff in the Dean's Office. Each department has at least on administrative support person handling scheduling of appointments, releasing enrollment holds and providing support to faculty. The Dean's Office has two Administrative Associate positions to handle the awarding of scholarships, record

management and admissions processes. An Academic Services Director has sole responsibility for coordination of New Student Orientations, graduation certification, NCAA student athlete progress certification, planning of the Engineering Recognition Ceremonies, in addition to providing advising support for the academic departments.

### **School of Fine Arts**

The School of Fine Arts 2008 Advising Guide is available online on each departmental web page for Art, Design, and Music & Dance. For example, the Music & Dance page can be found at: <http://www.arts.ku.edu/musicdance/more.shtml>. This guide is intended to give the students the information they need to be responsible for their degree.

Since the School of Fine Arts is a freshmen-admitting school, individual student advising is an on-going shared responsibility between a previous full-time professional advisor and our full-time faculty this past academic year. In previous years, there were only faculty advisors available to our students with the exception of a Coordinator in Foundations to assist our first year students in Art & Design.

The informal structure of the advising process is coordinated by faculty and office staff to set times and dates for students to meet and advise. When there was a professional advisor, she made sure the students understood their responsibilities: attendance and participation in an advising session, and knowledge of requirements for their degree. To facilitate this process we have four-year plans available for all degrees in Art & Design online as well as in the main office. We should have the four-year plans available for Music & Dance by the end of August 2008.

Evaluation: This shared model has the potential to provide students with expertise regarding the discipline of their chosen major by faculty. By filling our vacant professional advisor position we could also provide detailed information regarding university and school resources, policies and procedures; feedback regarding progress and planning; and detailed degree requirements.

This advising model provides diverse advising opportunities for students. However, this diversity creates significant challenges for providing clear and consistent advising to students. Formal written policies, procedures, and performance expectations are not in place for advising. While relevant data and viable communications do take place, thorough accountability and evaluation are not done.

Currently many students ask for graduation checks early, such as in their sophomore or junior year and the Director then becomes an advisor. The addition of an advisor was assisting with this concern, but currently that position is vacant. The original request for advising assistance was for the School of Fine Arts to have two advisors, but due to funding only one was acquired. With only one advisor the student to advisor ratio, 1064 to 1, is not manageable.

### **School of Journalism**

Students admitted to the School are assigned a faculty mentor in their area of interest. Faculty members focus on such career advising issues as choosing electives, planning study abroad, internships, etc.

The Journalism Advising and Records Office focuses on requirements for admission and graduation. The office advises each student in preparing a semester-by-semester graduation plan at the time of admittance and provides graduation checks after that by appointment. The Journalism Advising Office also advises some pre-journalism students.

### **School of Pharmacy**

Complete information on the School of Pharmacy pre-pharmacy and professional curriculum requirements as well as application requirements, applicant eligibility and the admissions process can be found on the School's website, [www.pharm.ku.edu](http://www.pharm.ku.edu)

The School is currently revising the advising and mentoring process which will be fully implemented in the 2008-09 academic year. All students must participate in the mandatory advising process. Each faculty advisor will be assigned two advisees from each class within the program for a total of eight advisees with whom they will meet at least once each semester. Students in the School of Pharmacy are required as a component of the advising process to maintain an electronic portfolio to document their progression through the program. The School maintains a Pharmacy Student Handbook, update annually, and presented in hard-copy to new students at the School's New Student Orientation Program and to continuing students in electronic format. The Pharmacy Student Handbook contains specific information with respect to all School policies and regulations including advising, academic misconduct, and student rights and appeal procedures, etc. The School also provides to all students an Introduction to Pharmacy Student Professional Organizations and Pharmacy Faculty Resource Book which provides in-depth information about professional organizations (students are encouraged to become involved in professional development activities) and additional insight into the School of Pharmacy faculty.

The School also participates in what has been termed a co-advising process in that the associate deans for administration and academic affairs provide and encourage all pre-pharmacy students at KU to meet not only with their assigned advisor in the College, but that they should also meet with the associate deans in the School of Pharmacy. In this regard the School also provides a Pre-Pharmacy Club to provide a venue for pre-pharmacy students to learn more about career pathways in pharmacy, a means for pre-pharmacy students at KU to network with each other, and to facilitate the School's provision of accurate and timely information to students regarding academic requirements and admissions information. The School conducts an annual Open House for KU students as well as potential transfer students to provide information about the program. The School of Pharmacy advisors consult with well over 600 pre-pharmacy students each year that are interested in learning more about career and educational opportunities in pharmacy. The School conducts an annual Pharmacy Summer Camp career exploration experience for high school students that are interested in participating in an intensive, hands-on, week long program to learn about pharmacy as a profession and pharmacy education at the University of Kansas.

### **School of Social Welfare**

Access to all School of Social Welfare advising policies, procedures, student responsibility, and advisor responsibilities are available online at: <http://www.socwel.ku.edu/Academics/common/studenthandbook.pdf>. The School's BSW Advising Organizational Chart is available in the Part 3 Appendix.

Advising: The majority of students receive advising from the University Advising Center as they enter the University of Kansas. Group and individual student advising in the School of Social Welfare follows two primary models: Pre-Social Work and BSW.

#### Pre-Social Work Model

Once students select Social Work as a proposed major, they are encouraged to become involved with the School of Social Welfare. Opportunities for these students include social activities, volunteer experiences, informational meetings and mailings, and group/individual advising sessions.

Pre-Social Work advisors meet with interested students to present degree requirements and assist students in choosing electives and extra-curricular activities to best enhance their experience. Student progress toward the completion of pre-requisites is tracked by the pre-social work advisor. In a typical semester approximately 40 pre-social work students are advised.

#### BSW Model

At the time of admission, students are provided with a degree completion plan. A copy of the plan is placed in the students' academic folders. Also at this time, students are assigned to faculty advisors. Students are required to meet with their faculty advisor to have the SW Advising Hold removed prior to enrollment each semester. During these meetings, the progress toward degree completion is reviewed. When deviations from the plan occur, options are explored and an alternative plan is developed.

There are currently 160 BSW students on the Lawrence campus and 40 BSW students on the KCKCC campus. There is one staff person per campus for academic advising of social work students; academic advising only makes up a portion of the job responsibilities for the Administrative Associate Senior and the Program Coordinator. Faculty advisors have up to 20 students assigned to them. Faculty advisors review degree completion plans and provide academic and professional advising. Additionally, the Field Education Office works with students to identify interest areas in social work for placement in the required Field Practicum for the senior year. All advisors for the School of Social Welfare work together, especially when the students experience academic issues, to ensure success in the BSW Program.

Average wait time for advising responses:

- Email questions: within 48 hours
- Appointments outside of main enrollment: 1-3 days
- Appointments during main enrollment: up to 14 days

Readmission: The School of Social Welfare receives less than 12 re-admission applications per academic year. Typical approval is 15%. The high rate of denial is because the School of Social Welfare requires an application separate from the University of Kansas Application for Admission. Without the completed BSW application, a student cannot be admitted. Additionally, a School of Social Welfare policy states if a student takes longer than five (5) years from beginning the social work program, they will need to repeat social work classes that are older than five years.

Applicant not previously in the School of Social Welfare

As a professional school, the BSW Program requires an application separate from the University of Kansas application. Before students can be re-admitted to the University of Kansas through the re-admission process, they must submit a BSW application to the School of Social Welfare. BSW applications are accepted three times a year; February 1<sup>st</sup>, June 1<sup>st</sup>, and October 1<sup>st</sup> and the degree curriculum begins in a fall semester. Notable application requirements are: submission of a BSW application form, a Personal Statement, a Resume, 2-3 Letters of Recommendation, minimum GPA of 2.50, and completion of 30 college credit hours including ENGL 101, ENGL 102, and MATH 101.

Applicant previously in the School of Social Welfare

Applicants that were previously admitted into the School of Social Welfare may re-enter directly into the curriculum based on a review of their retained student file. However, School policy requires that the BSW degree be completed 5 years from date of initial admission. If a student is returning to KU and the School of Social Welfare, more than five years since beginning the BSW Program, then they will need to repeat any social work classes that are older than five year.

NCAA Student Athlete Progress Evaluation: Administrative Associate Senior reviews student athlete degree progress each semester. Approximately 5 are completed each year.

Academic Issues: Academic issues that arise during a semester such as lack of attendance, homework, and other issues:

Academic Warning report

The Academic Warning report is a tool used by instructors, mid-semester, to inform a student experiencing academic difficulty of his/her standing in the class with regard to current grade, attendance, and academic performance. The instructor is also able to make recommendations to the student such as seeking assistance from the instructor, a tutor, or an adviser or dropping the course. The Academic Warning is given to the student, with copies going to the BSW Program Director, the student's Faculty Advisor, and the student file. See the Part 2 Appendix for an example of the form.

Instructor – Student Contract

The Instructor – Student Contract is used to identify academic or other issues in the classroom and facilitate a discussion between the instructor and the student to come up with a resolution. There is a date set for instructor follow-up to ensure that sufficient progress is being made by the student. The student and instructor sign and date the form and then copies are given to the student, the instructor, the advisor, and the student's file. See the Part 2 Appendix for an example of the form.

Advisor – Student Contract

When a student is referred to their Faculty Advisor for classroom or other academic issues an Advisor – Student Contract is created. Much like the Instructor – Student Contract, the issue(s) is outlined and a resolution developed. The student and the advisor sign and date the form and then a copy is given to the student, the instructor, the advisor, and the student’s file. There is a date set for advisor follow-up to ensure that sufficient progress is being made by the student. This contract is often used when multiple classes or prior semesters are involved. See the Part 2 Appendix for an example of the form.

Academic Performance Committee Student Contract

When a student is placed on academic probation (GPA below 2.50 cumulative and/or in required social work courses), fails to make satisfactory progress in practicum, or violates ethical standards, an Academic Performance Committee is formed. The committee is comprised of the BSW Program Director, the Director of Field Education (if appropriate), and the student’s Faculty Advisor. Social Work instructors can be asked to sit on the committee. After the student meets with the APC, the committee determines the conditions for permitting the student to continue in the program. If permitted to continue, an Academic Performance Committee Student Contract is developed with all parties present signing off on the contract and the Faculty Advisor responsible for follow-up on student progress. All members of the committee are given a copy of the contract and one is placed in the student’s file. See the Part 2 Appendix for an example of the form.

**Field Education readiness:** Every BSW student is required to complete a Field Education Experience (practicum) in their senior year. This practicum is a 480 clock hour requirement (two days a week over the course of a full academic year) in a social services setting doing hands-on social work, under the supervision of a licensed social worker. After the completion of the fall semester of the junior year, an audit is completed by the Administrative Associate Senior on the Lawrence campus and the Program Coordinator on the KCKCC campus to determine if the student will be ready for placement in field for their senior year. Requirements of field readiness are:

- Cumulative GPA of 2.50 or above
- Social Work GPA of 2.50 or above
- Completion of SW 220 Introduction to Social Work, Social Welfare, and U.S. Society
- Completion of all junior level social work courses
  - SW 530 Human Behavior in the Social Environment
  - SW 540 Fundamentals of Research in Social Work
  - SW 555 Topics in Diversity
  - SW 510 Fundamentals of Social Work Practice
  - SW 532 Community and Organizational Dynamics and Human Behavior
  - SW 541 Social Work Research Seminar
- Completion of all general education requirements and electives prior to entering practicum

If one or more of the above requirements are not met, the student is required to meet with their Faculty Advisor, the BSW Program Director, and/or the Field Education Director to discuss options. These options include:

1. Taking additional courses to be completed prior to beginning field practicum.
2. Gain approval from the Faculty Advisor to begin field practicum with a completion plan to support graduating on time.
3. Gain approval from the BSW Program Director and Field Education Director to take final courses (up to 6 hours) during the summer after expected graduation.
4. Postponing field placement for one year.

**Graduation Certification:** During main advising the faculty advisor and student review the degree completion plan for accuracy. There is at least one annual check of these completion plans by the Administrative Associate Senior (Lawrence) and the Program Coordinator (KCKCC).

The Administrative Associate Senior and Program Coordinator evaluate the student’s final status ideally in the summer before students enter their senior year in the BSW Program, while modifications in enrollment are still available. When discrepancies are found between the completion plan and the past and current enrollment of the

student, the Administrative Assoc. Senior and/or the Program Coordinator contact the student, the BSW Program Director, the Faculty Advisor, and, when necessary, the Field Education office. This check and balance system ensures accuracy and uniform standards for degree completion. For the May 2008 semester there were 78 BSW graduates; 62 from the Lawrence campus and 16 from the 2+2 Completion Program housed at the KCKCC campus.

- Administrative Associate Senior: 62 to 1
- Program Coordinator: 16 to 1

#### Internal Student Database:

The School of Social Welfare maintains an internal student database. From this database, student tracking is possible from the beginning semester in the BSW Program to graduation. Probations are also tracked in this database.

### **Honors Program Advising**

Academic advising through the Honors Program follows a shared model. Students are initially advised by Honors Program staff and faculty fellows, as indicated below. However, students ultimately have a departmental advisor (or more than one, since many Honors Program students pursue multiple majors and/or co-majors) while continuing to be advised through the Honors Program with regard to Honors completion requirements and other opportunities, including study abroad, research, internships, service, and competitive scholarships/fellowships/awards.

The University Honors Program admits about 270 students as incoming freshman. The program also accepts applications from continuing students with outstanding academic records. On average, 1300 undergraduate students are served by the Honors Program.

#### Incoming Freshman

Incoming freshman who have been accepted to the program will experience their first interaction with honors advisors during their summer orientation. Students who have been accepted to the program will receive correspondence from the Honors Program a few days before their session and will automatically be assigned to an honors advisor. Before attending orientation, students are encouraged to look at the honors tutorial list and the honors course list (available on the Honors Program [website](#)) before they attend orientation. Students should also check the [timetable](#) for open sections. Students should bring any test scores (ACT, SAT, AP) which have NOT yet been sent to KU, as well as transcripts which list any college course work they have completed after applying to KU. These items help the Honors Program faculty and staff to advise more effectively.

#### Continuing Students

Advising information is available on the Honors Program website. In addition, students receive a weekly e-mail which includes information about upcoming enrollments, new courses offered, and instructions about obtaining advising. After students have begun their first semester, advising is provided in the following ways:

All students who have NOT yet identified a likely major(s) will be advised by Honors staff and Honors faculty fellows in Nunemaker Center. Students are encouraged to make appointments ahead of time by calling the Honors Program at 785-864-4225. The advising session may not necessarily be with the same person who advised the student during summer orientation, unless the student requests a specific person. Students who have identified a major will be advised by a faculty member in that academic department. (See notes below.)

All students in the The College of Liberal Arts and Sciences who have decided to pursue a particular major(s) in CLAS will be advised by a faculty member in that academic department. If the student already has an advisor in that department, they student may continue to meet with that person. If not, a list of CLAS faculty members with particular interest and expertise in working with Honors students is available on the Honors Program website. The list also includes links to the home pages of academic departments which provide information about the teaching and research areas of faculty, as well as information about requirements for the major. Since each department handles appointment scheduling differently, students are

encouraged to either phone or stop by the main department office for information OR directly contact a faculty member by e-mail or phone. In either case, the student will be able to find out what procedures that department uses to schedule advising appointments. Students who want additional assistance in identifying an appropriate faculty advisor are invited to meet with an Honors staff member or faculty fellow for guidance.

Students in Engineering, Architecture, and Fine Arts meet with advisors in those schools with regard to major requirements AND to have advising holds removed. For specific information regarding Honors courses and completion, students may also want to meet with an Honors staff member or faculty fellow. (Honors Program students in Engineering should plan to meet with their assigned Engineering advisors. For further assistance with Honors-related questions, they may consult with the Engineering faculty listed on the Honors homepage under "Advising." These faculty members have had significant involvement with the Honors Program.) Students in Architecture may consult Professor William Carswell with Honors-related questions.

Students who have been accepted to the School of Business must be advised in that school OR sign a waiver indicating that they decline formal Business advising. Students should consult an advisor in Nunemaker Center with specific questions related to Honors.

Students in pre-professional programs (pre-journalism, pre-education, pre-pharmacy) may contact those schools or consult information on the school's homepage for advising leading to the major. Students who are in these pre-professional programs can also meet with Honors staff or faculty fellows in Nunemaker.

### **University Advising Center**

The UAC provides advising and programs for new, undecided/non-declared, and pre-professional students up to 90 credits (approximately 9000 students, Fall 2007). Once students declare a major or are admitted to a professional school, their advising transitions to that unit.

#### Staffing

Staffed by 20 full-time administrators and professional advisors, 4 part-time faculty advisors, and 2 part-time graduate interns, students are provided with multiple personnel backgrounds, experiences, and approaches to advising. Key to the UAC's services is the broad-based, comprehensive scope of information provided, ranging from CLA&S majors to professional schools to pre-professional graduate programs (pre-law, pre-Allied Health). Advisors serve as liaisons to schools or departments/programs for information gathering and sharing purposes (with others on staff), but are also cross-trained in all other areas in order to provide these comprehensive services to students.

Adjunct advisors (full time staff from other units on campus, who have an identifiable group of students under their 'charge') also assist in the advising endeavor in the UAC, after considerable training, shadowing, and ongoing professional development. Direct oversight of these staff is handled by an Assistant Director in the UAC, who reviews their advising planning forms and provides feedback on an ongoing basis, as well as training. In Fall 2007, there were 6 adjunct advisors.

#### Advising Process

As the students served are admitted to the College of Liberal Arts & Sciences, a primary role of the UAC is to support and uphold the processes and procedures as implemented by College and University policy, while assisting students in navigating the often-variable processes for the professional school in which they hope to enter. Training of staff to understand and interpret these myriad processes and policies is crucial to the sharing of accurate and complete information. The liaison roles (as mentioned above) are key in this endeavor.

## Part 4. Leadership

Institutions must appoint, position, and empower leaders of advising units within the administrative structure to accomplish stated missions. This section draws on University of Kansas governance information, advising survey data, and the Assessment Team's expertise to assess the effectiveness of KU's leadership structure in the area of academic advising in supporting our advising mission.

### I. Leadership at the University-Wide Governance Level

The University Senate, under the direction of the Kansas Board of Regents, the Chancellor, and the Provost, is the University's governing body for establishing rules and regulations, resource allocation, fiscal affairs, long-range planning, and, most directly relevant to the practice of academic advising, "academic procedures and policies (such as the requirements for graduation and degrees, and methods of evaluating academic work, and the standards of academic conduct of faculty and students) common to all Schools." (<http://www2.ku.edu/~unigov/>)

Professional advisors have fully participated in University-wide governance and advocated for policy and procedures that support the advising mission. The following are recent professional advising staff participating in governance:

#### **Current Governance Committee Members:**

Academic Policy and Procedure: Kim McNeley, CLA&S  
 Calendar: Bridget Bradley, CLA&S  
 International Affairs: Alexia McKinley, Business  
 Planning and Resources: Jason O'Connor, Business

#### **Unclassified Senators:**

Angie Claussen, CLA&S  
 Chris Claussen, Business  
 Abby Coffin, Engineering  
 Allyson Flaster, McNair Scholars  
 Jason O'Connor, Business  
 Diann Burrigh, UAC

#### **Unclassified Senate Officers:**

Angie Claussen, Secretary, CLA&S  
 Jason O'Connor, Past President, Business  
 Pam Houston, Past President, CLA&S

### II. Limitations in the Current University-Wide Leadership to Coordinate Efforts Between Academic Advising Units

Our assessment as discussed in Part 2 indicates that the advising of transition students (those students unable to declare a major or gain admission into a professional school) requires significant coordination of advising efforts. Coordinating efforts between separate advising units, with separate reporting structures, poses a significant challenge and points to the need for a University-Wide Advising Leadership Team.

- We propose that such a leadership team, recognized by the Provost and the University Senate as a legitimate and critically important body, be established to serve as a standing advisory board for issues related to student advising. Membership on this Team would be made up of designated administrators with responsibility for the advising unit in their College, school, or division from all professional schools, UAC, and the College. Reporting to the Vice Provost for Academic Affairs, the Advising Leadership Team would have two central functions. First, the Team would be expected to provide input on key policy initiatives that will affect students' achievement of the Learning Outcomes identified in Part 2 of this report. The status of this group as a standing advisory board would signal the serious consideration which must be afforded the Team's counsel.

To ensure that such consideration becomes part of, in particular, the AP&P Committee's proceedings, the Assessment Team recommends that the Advising Leadership Team be given one permanent seat on the AP&P Committee. As indicated above, the current Unclassified Senate representative is a member of the Advising Assessment Team; this proposal would require that the Unclassified Senate representative to AP&P would be a member of the Advising Leadership Team or that an additional position on AP&P be established for a member of the Advising Leadership Team. While we would expect this group's input to be sought on charges given to the other University Senate Committees as well, the issues handled by AP&P so frequently have ramifications for the Student Learning Outcomes that designating permanent representation by the Advising Leadership Team on this Committee is not only appropriate, but in fact necessary to ensure that policies and procedures are shaped with issues related to implementation and administration in mind. Faculty must continue to make up the majority of members on AP&P, but the inclusion of an Advising Leadership Team member in this group would allow for consideration of policy implementation and administration issues that typically are outside of faculty expertise.

Second, and equally as important to students' progress toward the Learning Outcomes and KU's mission to help them achieve their academic goals, the Advising Leadership Team would function as a site for inter-school discussion of shared challenges and potential solutions within the policies and procedures already in place. Through our meetings this year, members of the Assessment Team have had countless productive conversations wherein we identified common challenges we encounter in supporting students' progress on the Student Learning Outcomes to move them toward completion of their programs. Understanding some of the issues we face as University-wide rather than as school or College specific can significantly alter our approach to effectively address them. We additionally have been able to share the strategies each of our advising units has adopted and/or abandoned in our efforts to address the challenges, affording us an opportunity to vet proposed solutions and share best practices. In the spirit of understanding ourselves as members of one University, it is only fitting that a more formal, permanent standing committee be formed to allow for the continuation of these cross-unit efforts.

The KU Advising Network currently provides an essential component of professional development and communication for advisors University-wide. The Advising Leadership Team would not duplicate these activities, but act as an administrative policy and procedure problem-solving group. In some ways, the Advising Leadership Team would mirror the previous Undergraduate Academic Concerns group convened by the Associate Vice Provost for Academic Affairs, but would remain a smaller designated work team focusing on advising coordination.

### **III. Leadership at the Unit Level**

It is important to note that while members of the Advising Assessment Team strongly advocate for a University-wide Advising Leadership Team, we regard the decentralized leadership for advising units as a strength of KU's current structure. Leadership for each advising unit comes from the Vice Provost or Dean and appointed program administrators of the Division, College, or School in which the unit is housed. This decentralized system allows individual units to develop staff positions and programming appropriate to the needs of the particular student population and educational goals, as well as determine policies and practices that can most effectively assist students with meeting University and College/school requirements for their programs. The following examples illustrate the importance of this decentralized leadership.

#### *Creation of the School of Education Advising Center*

Prior to 2007 the School of Education had a shared advising model where students worked with both staff and faculty advisors on matters related to degree requirements and academic policies. The challenge faculty identified, however, was that the need to learn and stay informed about University and school policies and requirements to help students make academic progress levied a significant amount of time. Even those faculty who were comfortable with their knowledge in these areas felt that student advising took time away from their research and publishing, activities that are crucial to promotion and tenure at a Research One institution.

To address this, administrators in the School undertook a process of reorganizing the undergraduate advising process. As the result of these efforts, an Advising Center was created in the summer of 2007 and the full responsibility for undergraduate advising was given to professional advising staff. Students can and do continue to seek out faculty for mentoring related to career-planning and questions about pursuing advanced degrees, but day-to-day advising is provided by professional staff whose purview includes understanding of University and School policies. The School of Education was able to address faculty concerns about their other responsibilities while also creating a system that has resulted in students receiving more consistent messages about requirements. Because decisions about how to provide advising are made at the school level at KU, the School of Education was able to effectively identify and address this problem.

#### *Advising Specialists in CLA&S Departments*

The College experience with developing Advising Specialist positions is another example of the strength of decentralized leadership for advising units. For many years, advising on issues related to completion of degree and College requirements was handled exclusively by Graduation Advisors, full-time professional staff in Student Academic Services Office. In an effort to alleviate some of their very high student load, Dean Wilcox determined to bring faculty into advising on degree requirements beyond the major or minor in their departments. This change in advising practice was implemented in 2004.

While this made for more realistic student loads for the Graduation Advisors, the new challenge that emerged from this altered model was keeping faculty informed about the many College and University policies and procedures that affect student progress. Much like the situation in the School of Education, there was significant variation in faculty knowledge on these issues, and faculty members have differing amounts of time available to devote to staying current on this. The necessity of ensuring accuracy and consistency in advising led the Dean to develop an additional type of professional staff advisor position, the Advising Specialist. Starting in early 2005, the first Advising Specialist was assigned to two departments with many faculty and high numbers of majors. Initially the Advising Specialist served to coordinate training of faculty on College requirements and procedures as well as sharing information as policies were updated. Since that time, the Advising Specialist role has evolved; the seven Advising Specialists now work with ten College departments, often in tandem with faculty to advise students on meeting general education requirements. Comments provided on the Faculty Advisor Survey attest to their satisfaction with this advising model, one that was developed to fit the particular needs of students, faculty, and staff in the College.

#### **Assessment Team Recommendations:**

- Continued support of advisor participation in a broad range of University Governance representation.
- Development of an Academic Advising Leadership Team as outlined above, with the Unclassified Staff representative to AP&P designated as a member of this Team.

## **Part 5. Human Resources**

The KU Advising Assessment Team examined the following human resource areas: 1) clear expectations regarding advisor responsibilities, 2) manageable student loads per advisor, 3) advisor compensation, and 4) advising staff supervision.

The goal of the Assessment Team's review is to describe the current practices and status in the units regarding human resources in advising and to provide optimal standards for each area where possible. These optimal standards were developed through the expertise of Assessment Team members as well as in consultation with external sources including the National Academic Advising Association (NACADA).

## I. Clear Expectations Regarding Advisor Responsibilities

Strategies to most effectively meet students' advising needs with available staff, faculty, and resources are determined at the unit level. The organization and management of each advising unit has been previously provided in Part 3 of the report. Beyond student advising, each advising unit is responsible for additional related administrative functions. A comparison of the administrative functions under the purview of academic advising units across the University is provided in Tables 5.1.1 and 5.1.2 on page 64 at the end of Part 5. These administrative functions, together with the number of staff advising positions, shape the advisor responsibilities/position descriptions in each unit. Because of this, individual advisor responsibilities vary widely across the University, from positions categorized as full-time advisors to part-time, exempt to non-exempt, unclassified to classified, and staff to tenured faculty. Seventy percent (70%) of respondents to the staff advisor survey agreed that position descriptions for all staff members are in place and used for performance appraisal and planning purposes. The Part 3 Appendix provides available staff position descriptions to illustrate the diversity of responsibilities that staff members serving in advising capacities have.

Faculty, with clear expectations for research, teaching, and service, are assigned advising responsibilities in most academic units. Across units it is consistently expected that faculty will advise/mentor students regarding the faculty member's field of study; other expectations for faculty regarding advising students on broader University, College or school policy and procedures, degree requirements, and course selection beyond the faculty member's area of expertise vary greatly between academic units. Some units have clear expectations that students be referred to a central advising office for these matters, while in other units this is decided at the discretion of the faculty member. Table 5.1.3 summarizes the expectations each unit has for the role played by its faculty advisors.

Table 5.1.3. Expectations for Faculty Advisors in Each Advising Unit

Group	Faculty Advisor Role
College of Liberal Arts & Sciences	Faculty advising expectations vary widely across CLA&S departments. Undergraduate Coordinators in each department are responsible for determining the faculty advising responsibilities. Faculty provide discipline-specific information essential to students. Faculty are expected to provide an initial evaluation of the completion of all degree requirements. Faculty training and participation in advising update sessions, typically with the Undergraduate Coordinator representatives, is voluntary.
Allied Health	Faculty are expected to provide prerequisite and major information and assist with program and career planning.
Architecture & Urban Plan	Faculty are expected to have current knowledge of the M.Arch degree requirements and how they are fulfilled. They are also expected to know the rules and regulations governing academic performance and progress toward degree. Beyond that, they are expected to have an understanding of content differences in studios at different levels and as offered by different instructors so that they can help give direction where choice is possible. Certain faculty have been designated as "B.A. Advisors" and they serve on a B.A. Degree Committee that has recently revised some of the requirements in that degree. These advisors work with students in the 4-year program and are expected to know all of the fundamental aspects of the curriculum and course content as well as potential career paths that are related to different combinations of courses. We presented two special internal seminars on this last year for faculty and students alike.
Business	School of Business faculty do not advise Business or Pre-Business students. They only advise in a career development capacity when prompted by the student or at the encouragement of the advisor.
Education	Our faculty are not expected to advise SOE students. However, each student is allocated a faculty mentor whose role is to assist students with professional and career related counseling.
Engineering	The School of Engineering faculty are the primary advisors for all School of Engineering students. All faculty have an advising load. The Academic Services staff in the Dean's Office help to provide faculty advisors with the appropriate training, resources and referral networks to adequately and accurately advise students.
Fine Arts	Faculty provide discipline-specific information essential to students. Faculty are expected to provide an initial evaluation of the completion of all degree requirements. Faculty training and participation in advising updates sessions is voluntary.
Journalism & Mass Comm	Admitted students are assigned to faculty mentor in their area of interest. Faculty members focus on such career advising issues as choosing electives, planning study abroad, internships, etc.

Nursing	Undergraduate faculty do not advise BSN students. Students are assigned to a faculty mentor upon admission to the school. Students stay with their faculty mentors throughout the junior and senior years. This mentor program serves to provide students with a smaller cohort unrelated to specific courses, to coordinate service projects, and to provide career information to students.
Pharmacy	Pharmacy faculty provide advising and mentoring services to professional students only. The faculty role in advising and mentoring of professional students is to provide clarification, guidance, open lines of communication, encouragement and options. The faculty advisor also conducts an assessment of their advisees strengths and weaknesses, progress through the curriculum and professional development. The faculty advisor is to establish a mutual relationship and contract with their student advisees with respect to advising/mentoring process and act as a referral resource with respect to the full range of student services, including academic advising, provided by student support services and advising staff (associate deans).
Social Welfare	Check GPA, written plan for any deficiencies. Review progress on academic plan , create updated plan when necessary. Review progress toward degree. Verify transfer of courses from other institutions. Discuss field practicum interest and readiness. Discuss Extra/co-curricular opportunities (GAP, SLC, REP). Discuss Professional development opportunities (volunteer, student group organization). Discuss Post-graduate opportunities (graduate school, job search). Address academic performance (warnings, contracts, probation, field issues).

**Assessment Team Recommendations**

- University-wide uniformity in advising position descriptions is not advised due to the variation in needs across advising units.
- Clarification of faculty advisor responsibilities within each unit is critical to ensure that we are providing clear and consistent messages to students regarding University, College, and school policies and procedures. Where faculty are expected to provide advising on academic issues beyond their disciplinary expertise, training on these policies and procedures as well as clear and easily accessible information must be available and recommended.

**II. Manageable Student Load per Advisor**

The latest comprehensive review of advisor to student ratios, the ACT Sixth National Survey of Academic Advising in 2003, indicated the mean student to advisor ratios for four-year public institutions were staff full-time advisor to student, 1 to 284.9; and faculty advisor to student, 1 to 38.2. Part 3 of this report describes each advising unit’s organization and management, including a description of the population of students served. Table 5.2.1 summarizes both faculty advisor to student and staff advisor to student ratios for each advising unit

Table 5.2.1 Faculty Advisor-to-Student and Staff Advisor-to-Student Ratios

Group	All Staff with Advising Process Responsibilities	1.0 FTE Staff Advisor	1.0 FTE Advisor Student Load	FTE Potential Faculty Advisor	Faculty Student Load	Advising Model
NACADA – 4 Year Public Institution	NA	NA	284.9	NA	38.2	NA
College of Liberal Arts & Sciences	1 Assistant Dean 1 Administrative Director-SAS 4.5 Administrative Associates 1.5 FTE Coordinator .5 Intern	14	545.6	540	Varies greatly by dept., ranging from 2.96 to 49.8 per faculty member	Shared responsibility between full-time and faculty advisor.
Allied Health	.5 Senior Coordinator for Recruitment .3 Senior Coordinator-Dean's Office	NA	NA	88	Pre Allied Health: 33; Declared: 7	Shared responsibility between senior coordinator and faculty specialty advisor.

Architecture & Urban Plan	.2 Associate Dean .5 Administrative Asst.	NA	NA	28	18	Faculty advising; mandatory for students
Business	.5 Director 3 UG Advisors 1 Minor Advisor .5 Pre-Business	3.5	290 (Not including Pre-Business Students seen by these advisors)	0	NA	Professional advising staff.
Education	1 Director of Advising 1 Coordinator of Advising 1 part-time advisor 5 student advisors	1.5	100	NA	NA	Only professional advising staff or student advisors advise undergraduate students in the School of Education
Engineering	.5 Associate Dean 1 Director 1.5 Administrative Associates	0	NA	95	17	Faculty advising only, mandatory advising for all students each semester
Fine Arts	1 Director	1.0	1064	91	Art: 14-1 Design: 23-1 Music: 6.65-1 Dance: 12-1 Average: 12-1	Shared responsibility between previous full-time professional advisor and faculty advisors.
Journalism & Mass Comm.	1 Undergraduate Coordinator .5 Advisor	1.5	NA	25	30.5	Shared responsibility between staff advisor and faculty mentor.
Nursing	1 Undergraduate Recruiter/Advisor .4 RNBSN Faculty Advisor .3 Assistant. Dean .1 Associate Dean .5 Graduate Recruiter 1.5 support staff	1 for BSN	Pre-nursing: 1-500; BSN: 1 to 300; RN-BSN: 1 to 70; MS: Ranges 1 to 14-28; DNP & PhD: 1 to 7	Grad: 35	10	Pre-nursing & BSN: Full time staff advisor; RN-BSN: faculty advisor; MS, DNP & PhD: Faculty advisor
Pharmacy	3 Associate Deans 1 Multicultural Scholars Program Director 1.5 FTE Administrative Associate Senior staff	None/NA	300 pre-pharmacy and 125 professional pharmacy students per Associate Dean	60 (if faculty provided advising to all pharmacy students)	8 (faculty advise professional pharmacy students only)	For 2008-09, Dean's Office staff advise all pre- & professional students. Faculty advise/mentor professional students only; these students are required to meet with their faculty advisor/mentor at least once each term.

Social Welfare	1 Assistant Dean 1 BSW Director 1 Field Director 2 Field Assist Directors 1 Program Coordinator 1 Admin Assoc Senior	0.4 (KCKCC 2+2 Completion Program.) 0.3 BSW	40 total students, 100 to 1 160 total students, 480 to 1	8	20	Blended: Shared responsibility between Administrative, Field, and Faculty.
UAC	1 Director 2 Associate Directors 3 Assistant Directors 3 Administrative Assoc 2-.5 Interns 5-7 Student Workers	17	540 - Fall 451 - Spring			

While KU faculty to student ratios in each academic unit are at or below the NACADA reported mean, faculty ratios reported below are based on the number of full-time faculty in each unit; data on the number of faculty providing advising to KU undergraduates is not currently available. This number and the extent of their responsibilities varies greatly across and within each academic unit. For example, in each academic unit in the College, faculty members serving as undergraduate coordinators are responsible for coordinating advising efforts within their respective departments. The bulk of advising in their departments is typically provided by these undergraduate coordinators and/or a smaller committee of faculty in the department so that consistent information can be provided during advising.

As table 5.2.1 indicates, staff advisor to student ratios vary greatly across academic units as well. The University Advising Center is available for advising to students in their initial terms at KU exploring their academic options across the University, until the student has been admitted into a professional school or declared a major in the College. The reported advisor to student ratio indicates the potential number of students that may seek advising in this central advising resource to remove FAH and NDC advising holds. As previously discussed in Part 2, data regarding FAH hold removal is available for Spring 2008. Three thousand, two hundred and forty-eight (3,248) FAH holds were removed, with UAC removing 76%; College departments 10%; and professional schools (includes those allowing freshmen admission) 9%. Forty-seven percent (47%) of NDC advising was provided by UAC; forty-six percent (46%) by College faculty and advisors; six percent (6%) by professional school advisors; and less than one percent (1%) by University Honors advisors.

Thus, while the advising load in the UAC is noted as 540 to 1 at the beginning of an academic year, this load becomes significantly lower during the spring term. This lesser load is critical to provide ample opportunity to work with students having difficulty determining a realistic academic plan (i.e. professional school or major). As they plan for the 2008-09 academic year, UAC directors are working to find ways to accommodate the projected 400 additional incoming students in this year's freshman class with the same number of advising staff.

Likewise, advising loads per academic unit represent student to advisor loads of admitted or declared students. These loads do not include the shared advising of students transitioning toward admission or major declaration. There is no systematic way to evaluate current faculty advisor contacts.

Staff advisor loads are significantly higher than the NACADA reported mean in several academic units, most significantly in the School of Fine Arts and the College. In other academic unit advising models rely solely on faculty advising. While these advisor loads do not seem to impact the satisfaction of students responding to our surveys, large advising loads for staff advisors have several effects. First, this limits the time that can be allotted for each student advising appointment, restricting the time available for higher needs students and requiring that faculty advisors play a larger role in student advising; this necessitates that faculty be up-to-date with information on administrative policies and procedures. Second, these high loads demand that adequate information technology is available to allow for mass student advising and tracking. Given the limitations in both of these areas, staff advising loads ultimately remain high.

Twenty-six respondents (28%) to the full-time advisor survey provided comments on issues related to human resources. Workload issues were raised by seven of these respondents, with all of these comments

highlighting negative outcomes related to understaffing, such as the inability of advising units to do anything beyond keep up with individual student appointments and degree checks. One respondent noted that “If we had more staff (& space) we could focus some efforts on retention of students on probation, first-year experience, [and] high achieving students.” Another commented that “Everyone does a great job with the limited resources available, but people leave constantly due to both too many students [per] advisor and higher paying opportunities elsewhere.” The high student to advisor ratio, then, also has the additional effect of being very wearing on staff. It is all the more challenging when advising staff have good ideas about programs and procedures that would assist particular groups of students in making progress yet there is no time available to further explore and develop such possibilities.

Among respondents to the full-time advisor survey, 63% moderately or strongly agreed that staffing and workload levels are adequate and appropriate to meet the demands of students and other constituents. Many of the respondents who disagreed, however, felt strongly about this; while 10% of respondents moderately disagreed, 23% of respondents strongly disagreed that advising staff levels are adequate. It seems likely that this variation in responses may reflect the variation in advising loads among the academic units on campus. Due to the need for respondent anonymity in the survey, we cannot determine in which units respondents are working.

#### **Assessment Team Recommendations:**

- Staff advisors should be considered for units with faculty to student loads beyond 35 to 1 and/or when more than 10% of the unit’s student population is not making good academic progress as defined by the College or school. The staff to student ratio should not exceed 400 to 1 for students admitted into professional schools or for students with interest codes or declared majors in the College.
- Staff advisor loads should not exceed 250 to 1 if the student population has demonstrated special needs (i.e. academic probation, non-declared or undecided, re-admitted after dismissal).
- In units where the academic advisor(s) has a variety of administrative roles beyond advising, it is important to ensure that their time available for advising is adequate and that the position classification reflects the professional advising role played.
- Full attention and resources must continue to go toward the development of the Online Advising Tool. As discussed in Part 2 of this report, robust functionality in areas related to degree audits and student degree planning will support staff advisor efforts by allowing for greater efficiency in providing some advising services.

### **III. Advisor Compensation**

As previously noted, advising positions vary greatly across advising units on campus with multiple full-time staff advisors in some units and a single advisor, who may have a number of other responsibilities, in smaller units. Position titles vary as well. Therefore it is difficult to determine meaningful, average salary ranges for current staff and still maintain confidentiality. The Advising Assessment Team determined, for the purpose of this assessment, to provide comparison data for individual units to evaluate current salaries of advising positions within the unit. Comparisons of institutional salaries are not available for 2008; however, NACADA Region 7 reported annual salary ranges for all advisors from \$30,000 to \$34,999 in 2005. Additional salary data reported in comparison to highest degree earned indicated average salaries ranged for: Bachelors, \$30,000 to \$34,999; Masters, \$35,000 to 39,999, and Doctorate, \$40,000 to \$44,999. The salary range of advisors with less than six years of experience was \$30,000 to \$34,999; six to fifteen years of experience was \$35,000 to \$39,000; and greater than fifteen years of experience was \$40,000 to \$44,999.

Assessments of staff compensation by respondents to the staff survey were more negative than other human resource items. While just over a third (38%) of respondents moderately or strongly agreed that compensation in their advising unit is commensurate with that in comparable positions at comparable institutions in the region, 17% of respondents moderately disagreed and 35% of respondents strongly disagreed. In part, these differing views among respondents in regard to the issues of compensation and staffing levels as noted above, may reflect the variations in salary levels and advising loads among UAC, CLAS, and the professional schools.

Among respondents providing comments on human resources issues in the survey, ten commented on pay levels, with all of these indicating that salaries were problematic, e.g., not consistent across units/schools within KU and/or not competitive with peer institutions or other organizations.

Respondents' views regarding the incommensurability of advisor compensation at KU with comparable institutions are somewhat at odds with the information gathered from other local colleges and universities as salary levels at KU are similar when compared to University of Missouri-Kansas City and Johnson County Community College. The positions that advisors have taken when they left KU, however, are generally not lateral moves to advising in other institutions. Instead, advising staff are able to leverage their advising experience to move into positions of greater responsibility and higher pay. It is thus possible that staff respondents were answering this question with a wider array of other opportunities in mind than just advising positions elsewhere, positions that advisors in larger units have seen former colleagues move into. This is all the more important to bear in mind given that some advising units are not structured to allow for career growth, in terms of higher salary levels and more responsibility, within the unit. If staff advisors seek career growth beyond new committee work and merit raises, they typically must look beyond their current unit.

#### **IV. Advising Staff Supervision**

Generally, respondents to the advising staff survey indicated that supervision-related issues are handled well in their units. In terms of hiring, 78% of the 75 staff advisor respondents moderately or strongly agreed that hiring and promotion practices are fair, inclusive, and non-discriminatory. Seventy percent of respondents moderately or strongly agreed that position descriptions for all staff members are in place and used for performance appraisal and planning purposes, and 70% moderately or strongly agreed that procedures are in place for selection, training, evaluation, supervision and professional development opportunities. However, 25% of respondents moderately or strongly disagreed with this statement, echoing several comments that pointed to problems with training and/or evaluation in their advising units. Organization charts are available in the Appendix to Part 3. Specific training and professional development issues are discussed below.

#### **Advisor Quality and Development**

The Assessment Team determined to assess advising staff quality and development through 1) advisor and student survey feedback regarding quality issues; 2) staff qualifications including years of experience and educational backgrounds; 3) staff professional development opportunities and participation; 4) advising staff recruitment, selection and turnover, and 5) annual review practices.

Staff respondents resoundingly believe that their advising units are staffed with personnel qualified to accomplish the unit's mission, with 91% moderately or strongly agreeing; over two thirds of respondents (68%) strongly agreed. In terms of diversity, 64% of respondents moderately or strongly agreed that their unit has a diversified staff, with 21% moderately disagreeing and 7% strongly disagreeing.

A review of the years of advising experience and the educational backgrounds of staff advisors supports the perception of advisors that their units are staffed with advisors qualified to accomplish its mission.

Variation in the largest units ranges from new professionals in their first years to seasoned veterans with over twenty years of advising/student development experience; most professional advising staff have over three years of advising experience in higher education. Data on years of experience in higher education and educational backgrounds is presented in Table 5.4.1. As the table makes evident, the significant majority of staff professional advisors have advanced degrees, most of these in fields related to student development and/or related to the particular advising unit the advisor works for. Clearly these are highly qualified staff whose own training reflects the commitment to higher education that they work to develop in KU students.

Table 5.4.1 Years of Advising Experience in Higher Education and Educational Backgrounds of Staff by Advising Unit

Unit	Less than 3	3-5 Years	6-9 Years	10+ Years	Summary of Educational Backgrounds
College of Liberal Arts & Sciences	4	5	4	4	1 Ph.D.; 3 pursuing Ph.D.s 11 Master's degrees; 3 pursuing master's 3 Bachelor's 1 Intern in the Higher Education Administration Master's Program
Allied Health					Advisors are all faculty who have MS or PhDs in their area of specialty.
Architecture					All advising is done by faculty members, all of whom possess Ph.D.s and/or terminal professional degrees. The overwhelming majority of the faculty have well over 10 years of experience advising students at KU. A handful of these same faculty were also students at KU and have first-hand experience with the process from that side.
Business	1	2	1	2	4 of the 6 advisors have graduate level degrees; 1 is pursuing a graduate degree; 1 has less than a Bachelor's
Education	1		2		1 Ph.D. 2 Bachelor's
Engineering					All advising is done by faculty advisors, most of whom possess Ph.D.s
Fine Arts			1 previous professional advisor		1 MFA (terminal degree in Art & Design)
Journalism	1			1	1 Master's degree 1 Bachelor's, pursuing Master's degree
Nursing					
Pharmacy	1	0	1	2	1 Ph.D. 1 Master's 1 Pharm.D 1 Bachelor's
Social Welfare	2		3		4 MSW degrees
UAC	9	5	5	3	2 Ph.D. 1 Ed.D. in progress (ABD) 1 J.D. 14 Masters 2 Masters in progress (interns) 2 Bachelors

As faculty advisor expertise and qualifications are judged primarily by their research and teaching accomplishments and experience, data are not currently available to determine their student development training or years of experience in student advising.

Professional development opportunities are provided through professional organizations, the University, and individual academic units. Advisors have opportunities to fine tune student development interactions, improve data management skills, understand ever-changing communication technologies, clarify policy and procedure changes, improve leadership and administrative skills, etc.

The KU Advising Network provides a forum for enhancing communication, exchanging ideas, and developing new procedures for the delivery of information related to academic advising services at the University of Kansas. This group provides professional development for advisors across all academic units

in a monthly advisor brown bag series. Topics addressed during the Spring 2008 term are available at: <http://www2.ku.edu/~adnet/brownbag/>.

Each academic unit determines the training needs of its advising staff. The delivery of that training is based on the number and turnover of staff involved. Smaller units provide individual orientations, whereas larger units incorporate online training models (i.e. UAC Blackboard module). Advising staff performance is annually evaluated and goals are established for the upcoming year. Advising staff are encouraged to participate in a variety of professional development opportunities ranging from:

- Academic unit advising staff development (i.e. CLA&S Strengths Quest Training and Student Success resource presentations).
- Active participation in Kansas Academic Advising Network (KAAN), regional, and National Academic Advising Association (NACADA) meetings.

Faculty advisor training is provided in academic units (i.e. CLA&S faculty advisors are provided training through group sessions, the Advisor Hotline, and online advising tools/handbooks: <http://www.collegesas.ku.edu/advising/Handbook/index.shtml> ). The requirements for participation in advisor training and updates is dependent on the advisor’s advising unit.

As noted previously, 70% of respondents to the staff advisor survey moderately or strongly agreed that procedures are in place for selection, training, evaluation, supervision and professional development opportunities. However, 25% of respondents moderately or strongly disagreed with this statement. While it’s not clear whether disagreement here is related specifically to the area of professional development, there are nonetheless opportunities to enhance offerings in this area with a more coordinated approach to identifying areas of interest and need. The establishment of a University Advising Board, as recommended in Part 4 of this report, would offer a venue for coordinating such professional development programming. Further, a more coordinated effort would likely result in greater awareness of existing and new opportunities among advising staff throughout the University, expanding participation and perhaps providing resources for programming such as bringing in speakers and workshop facilitators.

**Staff Selection and Turnover**

KU Human Resources has established procedures for opening and advertising vacant positions at the University. Posting vacancies on the KU Human Resources site and advertising in the Lawrence, Topeka, and Kansas City newspapers have been effective in identifying qualified staff in 26 of the 30 postings in the last year.

Table 5.4.2. Turnover and Recruitment of Full-Time Staff Advisor Positions in the Last Three Years

Unit	Number of Searches	Outcome	Replacement or New Position	Minority Applicant Summary	Staff Turnover
College of Liberal Arts & Sciences	13	2 Failed 11 Successful 1 Pending	5 New; 6 Replacement	3 Offered 3 Not Accepted	1 Retirement 3 Promotion opportunities outside KU 2 No longer want full-time employment 1 Position outside of advising field providing higher income
Allied Health	0	NA	NA	NA	NA
Architecture	0	NA	NA	NA	We have no full-time advisor position
Business	3	3 Successful	Replacements	0 Offered	2: promotion opportunities within KU; 1: promotion opportunity in School of Business (graduate advising)

Education	1	1 Successful (not a minority)			No staff turnover in the last 3 years
Engineering	0	NA	NA	NA	We have no full-time advisor position
Fine Arts	0	New professional advisor due to reassigned job duties	New, but currently vacant	No search, but professional advisor was not a minority	Person in this position left after 7 months in this position. Promotion opportunity outside of KU and too heavy of a workload led to this departure.
Journalism	1	Successful	1 New		New position replaced old
Nursing	0	NA	NA	NA	NA
Pharmacy	NA	NA	NA	NA	NA
Social Welfare	3	3 Successful	2 New Positions 1 Replacement	2 Offered 2 Accepted	1 New Opportunity Within KU
UAC	9 (for 20 positions)	7 Successful 1 Mostly Successful- hired 2 less than openings available	All replacement positions, but within these existing searches, 1 position from ½ to full, plus 1 new	2 Offered 2 Accepted	Promotion opportunity outside KU- 6 Moving with partner- 3 Finishing degree with/PT work elsewhere within KU- 1 Promotion opportunity with KU- 3 Staying home with family-1

Seventy-eight percent (78%) of advisors indicated that hiring and promotion practices are fair, inclusive, and non-discriminatory. Closely related, three respondents commented directly on staff turnover and three commented on the lack of opportunities for advancement within advising administrative structures at KU. In all, nearly two-thirds of the comments (62%) related to HR issues focused on the challenges that affect KU's ability to retain quality advising staff. Taken together, the comments suggest that advisors are committed to providing quality service to students as well as to identifying areas where advising structure and staff could better assist students with meeting their academic goals and requirements. Yet their comments also suggest that a number of institutional factors (e.g., inconsistency in pay levels and positions, insufficient advising staff) limit their effectiveness in these areas and limit the ability of many advisors to approach their position and/or their unit as a place to develop a career.

Other issues raised in comments in this area include difficulties related to supervision; two respondents commented on inadequate training/lack of clarity regarding position responsibilities, while three noted lack of feedback and/or insufficient attention to evaluation. Other difficulties cited by individual respondents included lack of support from Human Resources, inconsistency in expectations for advising staff across KU, and the challenges associated with appropriate staff support for a new degree program.

#### Assessment Team Recommendations

- Professional development opportunities and programming coordinated by individual units is a valuable part of advisor training and should be continued.
- Establishing an annual professional advising conference on campus with adequate resources to support it would let advisors know that their professional contributions are valued by and integral to the wider University community. It would also help convey and reinforce the importance of professional advisors to other groups on campus.
- Further exploration of flexible work schedules may provide an opportunity to lessen current concerns regarding compensation, work load and turnover by expanding the benefits associated with advising positions. Flexible work schedules may be a way to address the significant increases in expenses of commuting and child care, expenses which further impact advisor

perspectives on compensation. The Assessment Team believes that such schedules can provide the same or even expanded advising availability for students from existing staff; strategic scheduling could expand availability by extending the advising hours from the current 8am to 5pm to 8am to 7pm, Monday through Thursday. As so many students start their days later in the morning than standard business hours, this would likely enhance student access to advising as well as address issues faced by professional advisors.

- Explore the development of an “Advisor II” unclassified staff position to allow promotion opportunities and encourage career development within academic advising units.

Table 5.1.1 Summary of Administrative Functions Related to Advising and Recruitment

Group	Admissions, Change of Plan/School	Scholarships Coordination and Processing	Degree Certification and Petition Processing	Academic Progress Assessment (NCAA, Probation/Dismissal, Honor Roll, etc)	Recruitment Activities	NSO Advising and Prep
College of Liberal Arts & Sciences	SAS staff-Change of School; Advising Spec. in 5 CLA&S departments-Admissions	Scholarship committee of faculty and staff advisors	Faculty, SAS admin. staff and advisors	Graduation advisors and Coordinator	Faculty, SAS administrative staff and advisors	Faculty, SAS administrative staff and advisors
Allied Health: Sr. Coordinator for Advising & Recruitment & Faculty Members	Faculty role by dept.	Dept. Faculty	Dept. Faculty	Dept. Faculty	Pre-AH: X and coordinate w/ Lawrence; Meetings w/ Lawrence depts.; Marketing strategies lesser-known majors	Pre-AH: Sr. Coordinator (includes Sr & Jr Days, Majors Fairs)
Architecture/Urban Planning	Assoc. Dean and Admissions Counselor	Associate Dean and Admin. Asst.	Admin. Assistant	Admin. Assistant	Associate Dean and Admissions Coordinator	Associate Dean and Admin. Assistant
Business	Admissions/Scholarship Coordinator and Information Specialist	Admissions/Scholarship Coordinator and Faculty/Dept.	Information Specialist	Information Specialist	Recruiter/Pre-Business Advisor	All advisors participate; coordinated by Recruiter/Pre-Bus advisor
Education	Undergraduate Student Record Coordinator and Assistant to Associate Deans	Assistant to Associate Deans and Staff Advisor	Undergrad. Student Record Coordinator and Staff Advisors	Undergrad. Student Record Coordinator	Coordinator of Advising	Coordinator of Advising
Engineering	Admin. Associate	Admin. Associate	Director of Academic Services	Director of Academic Services	Director and Coordinator of Recruitment	Director of Academic Services, Faculty, Associate Dean
Fine Arts	Director and previous Advisor	Previous Advisor and/or Chair and departmental faculty committees	Director	Director	Previous Advisor until hiring for new Recruitment position	Director and previous Advisor and faculty

Journalism/ Mass Comm	UG Coordinator, Advisor, Admissions Committee	Advisor coordinates and processes; Scholarship Committee makes decisions	UG Coordinator certifies degrees; Curriculum Committee decides petitions	UG Coordinator	Coordinator of recruitment and retention (separate position from Advising and Records Office)	UG Coordinator, Advisor, Coordinator of Recruitment and Retention
Nursing	Pre-Nsg & BSN: Undergrad Advisor/Recr uiter; RN- BSN: Faculty	Undergrad Advisor/Recr uiter; Asst. & Assoc. Deans; RN-BSN- Faculty	Undergrad Advisor/Recr uiter; Asst. & Assoc. Deans; RN-BSN- Faculty	Undergrad Advisor/Recr uiter; Asst. & Assoc. Deans; RN-BSN- Faculty; Office Manager	Undergrad Advisor/Recr uiter; Asst. & Assoc. Deans	Undergrad Advisor/ Recruiter
Pharmacy	Associate Deans for Admin., Academic Affairs & Clinical & Medical Center Affairs faculty from each department within the School	Associate Dean for Admin., faculty representative s, Assistant to the Dean	Associate Dean for Admin. & Administrativ e Associate Senior Staff	Associate Dean for Admin. & Administratio n Associate Senior Staff	Associate Deans for Admin.& Academic Affairs; Multicultural Scholarship Program Director; Associate Dean for Graduate Affairs; and Dean	Associate Deans for Admin.& Academic Affairs
Social Welfare	Admin. Assoc. Snr, Program Coord, BSW Director	Assistant Dean, BSW Director, Administrativ e Assoc. Snr.	Admin. Assoc. Snr, Program Coord, Assistant Dean/BSW Director	Admin. Assoc. Snr, BSW Director	BSW Director with assistance from whole school	Admin. Assoc. Snr, Program Coord, BSW Director
Honors	Associate Directors	Director, Associate Directors, Dean's Scholars staff	Designated AD	Support Staff	Designated AD supervises; all participate	Designated AD supervises; all participate
UAC	NA	Program specific-- coordinators	NA	NA	Designated advisors meet with prospectives; all assist at campus events	Prep-- Director, Associate Director, Assistant Director, staff; all participate in advising & enrollment activities; coordinate/hir e faculty advisors & FL placement for NSO

Table 5.1.2 Summary of Administrative Functions Related to Co-Curriculum and Curriculum

Group	Course Scheduling Set up, Enrollment Management	Licensure/ Internship Readiness	Teaching	Other
College of Liberal Arts & Sciences	Assistant to the Dean and SAS administrative staff	Advising specialists in academic units	Advising specialists, graduation advisors, SAS administrative staff	Participate in Majors Fair; Plan December CLAS Graduation and May Distinction Ceremonies; CLA&S Academic Misconduct Process
Allied Health: Sr. Coordinator for Advising & Recruitment & Faculty Members	Pre-AH: Sr. Coordinator, including referral to KU depts.	Dept. Faculty	Pre-AH: Sr. Coord/Faculty	KUMC Tours; Cross coverage w/SoM & SoN; Visit KSU; Various events; Facilitate meetings in Sch. of Ed and AH faculty advisors; Diversity enhancement efforts
Architecture/Urban Planning	Assoc. Dean, Dept. Chair, Admin. Asst.	Dept. Chair and Assoc. Dean	Dept. Chair and Assoc. Dean	NA
Business	Office Manager and Information Specialist	Faculty	Faculty	NA
Education	Each Department and the Chairs	Undergraduate Student Record Coordinator and Staff Advisors	Director of Advising, faculty, Teaching Assistants and Lecturers	Coordinate Scholarship Tea celebration, direct Multicultural Scholars Program, meet with prospective students and parents, participate in Majors Fair, Jr. Day/Sr. Days, diversity enhancement efforts, outreach with potential School of Education students
Engineering	Director of Academic Services	NA	NA	Coordination and planning of May and December recognition ceremonies, participate in Majors Fair, Jr. Day/Sr. Days
Fine Arts	Department Chairs and previous Advisor	Department faculty advisors	Previous advisor	Gallery management; preparation and assistance with annual graduation ceremony and annual New Student Welcome
Journalism/Mass Communication	Associate Dean, track heads, UG Coordinator	Coordinator of Journalism Career Center (Separate position from Advising and Records Office)	NA	Advisor helps coordinate Journalism Orientation; UG Coordinator is liaison with Registrar's Office, Admissions, and other committees
Nursing	UG Advisor/ Recruiter; Asst. & Assoc. Deans; RN-BSN-Faculty	Associate Dean, Undergraduate Program	Undergrad. Advisor/ Recruiter; Asst. Dean-Student Affairs; RN-BSN: Faculty advisor	BSN Orientation (SU & FA); Ex-officio, SoN Admissions Cmte.; Ex-officio, SoN Curriculum Cmte.; RN-BSN Faculty Advisor: Preceptor assignments for clinical placements; Various projects

Pharmacy	Associate Dean for Academic Affairs & Associate Dean for Administration; Administrative Associate Senior	Associate Dean for Administration; Directors of Introductory and Advanced Experiential Pharmacy Practice Experience	Associate Deans for Administration; Academic Affairs; and, Clinical & Medical Center Affairs	School Open House; KU Majors Fair; KU Junior and Senior Days; First Year Student Professional Convocation; White Coat Ceremony; School Orientation for new admits each year; Senior Retreat Program; Career Placement Day; Pharmacy Student Ambassador Program; Senior Recognition Awards Program and Hooding Ceremony; Training of Faculty Advisors; Admissions; Pharmacy Summer Camp for High School Students
Social Welfare	Assistant Dean, Administrative Assoc. Senior	Assistant Dean, Administrative Assoc. Senior		BSW Orientation, Advising Update Training for Faculty Advisors, Program statistics for CSWE Accreditation, Prospective Student Advising, BSW Recognition Ceremony, Junior Days and Senior Days
Honors	Designated AD	NA	Director, AD's, Faculty Fellows, Dean's Scholars staff	Admitted student reception; Convocation for new and continuing students; Family Weekend brunch; University Honors Council; alumni lectures, panels, and mentoring program; nomination processes for national scholarships; administration of Undergraduate Research Awards; development grants; administration of University Scholars program; Honors curriculum development; off campus recruitment events; campus-wide lecture series
UAC	NA	NA	staff teach as needed (PRE, LA&S, academic units as appropriate-- e.g. HWC, HIST, ENGL)	Coordinate Majors Fair, Freshman Summer Institute/grants, Haskell Mentor Program/book grants; enrollment for Haskell/KU exchange program; Direct Mt. Oread Scholars program; pre-law advising and programming; Admissions recruitment (Sr. Days session, Jr. Days, roadshows, etc.)

## Part 6. Financial Resources

Financial resources vary across advising units from director responsibility of an annual allocation of funds to individual requests to the dean made on an as needed basis. The current assessment does not review the fiscal responsibility and/or cost effectiveness of fund allocations within each academic advising unit.

Currently, financial resources are provided for information technology support of the degree audit system (ARTS) utilized across many academic programs. Significant resources in staff time have been allocated for the development of the Online Advising Tool (see Part 7). Additionally, in CLA&S tuition enhancement funds have allowed for new advisor positions in the last three years. Recommendations from this Advising Assessment, and the corresponding financial implications regarding advising improvements, are available in the Executive Summary.

## Part 7. Facilities, Technology, and Equipment

### Facilities and Equipment

Each advising unit must provide suitably located facilities, adequate technology, and equipment to support the advising mission. Generally, advising units have adequate facilities and equipment and equipment for professional staff advisors to carry out their responsibilities; these include access to conference rooms, confidential discard bins, online, access to student records, and individual office spaces sized to comfortably accommodate a meeting with a student. One area of concern is that not all advisors' phones are equipped with Caller ID. For advisors located in areas with a centralized student reception area, this is acceptable though not ideal. Additionally, while most advisors' offices have doors to allow for confidential discussions in advising sessions, in some units this is not always the case.

- Advisors in locations that do not have a centralized waiting area for students must have phone equipped with Caller ID.
- Advisor office spaces must have a door to ensure confidentiality in sessions with students.

### Information Technology

An extensive evaluation of the current information technology supporting academic advising has been completed. During the 2006-07 academic year feedback was gathered regarding the components of a potential Online Advising Tool. This initial report is available at: <http://www.informationsservices.ku.edu/documents/Online%20Advising%20Tool%20Working%20Group%20Report%20June%202007.pdf>. During the 2007-08 academic year, a plan for development was established and the project is underway. Ongoing stakeholder meetings continue for the developers to share progress and get feedback on the system's functionality and usability.

The recent feedback from advisors gathered during this Advising Assessment reinforced the importance of a web-based system to provide degree audits for single prospective majors and minors, upper-division hours, and minimum degree hours requirements. The current ARTS system adequately audits each of these. In addition, an on-line application for degree (AFD) has been successfully implemented across all academic units through the existing Enroll & Pay system.

A number of additional capabilities identified as essential for a web-based audit system, however, are not available through ARTS. These include:

- Student on-line scheduling system for all staff and faculty advisors.  
Microsoft Outlook is the primary system used by staff advisor scheduling across academic units. This system is generally adequate for this purpose. However, the majority of academic unit advising is provided by faculty advisors where scheduling is commonly handled with sign-up sheets posted on faculty advisors' doors. Currently there is no University-wide system to allow students to

schedule advising appointments online, and no process that documents interaction with faculty advisors. The School of Education Advising Center currently has a web-based scheduling system in place, as do some student services offices such as the Writing Center; these projects were undertaken by the individual offices, however, and this functionality is not available to other advising units.

- Appointment documentation to capture ongoing advising efforts to foster the Student Learning Outcomes outlined in Part 2.  
While student appointments with advising staff are documented in Outlook, there is currently no mechanism to allow other staff advisors or faculty to access information about previous advising appointments that a student has had with other advisors. Such functionality in the Online Advising Tool that will enable this sharing of information and support continuity in student advising is planned for Phase 2. Where the original design provided a broad system without structure for this documentation, feedback from both the Assessment Team and the ongoing Advising Tool stakeholder meetings has given shape to the features that will be essential to this process. A description of this feature is available in the Part 7 Appendix. These capabilities are estimated to be available to document and share advising information in Fall 2008.
- Degree audit capability beyond single major or program.  
A degree audit system with the capability to identify and assess progress in the increased minimum hours required for graduation due to overlapping requirements for dual degrees is needed. It must allow for auditing dual degrees both when they are housed within the same unit and when a student has majors in two different schools.
- Two-year or four-year plan to degree completion system.  
Degree completion planning was seen as extremely or very important by 82% of staff advisors. A variety of shadow systems, or paper planning tools, are used in advising sessions. However, there is no web-based system in place to record such plans or to allow both the student and other advisors to refer to a previously developed plan. Such a system is crucial to support student goal-setting.
- Major/degree audits for prospective students who are not currently enrolled at KU.  
Automated planning and degree auditing is not currently available, but is viewed as extremely or very important by 81% of staff advisors. In all advising units, advisors meet with prospective students who are not currently enrolled at KU, as they investigate a particular major or consider admission to a school or the College. As indicated in Part 2 of this report, some advisors spend considerable time with prospective students to review their options for degree completion in addition to the current student advising load that is reflected in Table 5.2.1. At this time such planning with prospective students must be done entirely by hand. Web-based capabilities would streamline this process, allowing advisors more time to work with current students.
- E-portfolios to provide a foundation for career advising.  
While several professional schools require student portfolios, even where such portfolios are compiled and maintained electronically they are not linked to any of the web-based advising tools currently in place. Linking these e-portfolios to the Online Advising Tool would allow for more informed guidance from faculty and staff advisors.

Both the Tuition Compact and the renewed emphasis on Grad-in-Four models necessitate the continued enhancement of the Online Advising Tool if advisors are to be successful in helping students progress towards these goals within current constraints.

## **Part 8. Legal Responsibilities**

Given the ever-increasing concerns over protection of personal data, the Assessment Team was particularly interested in evaluating the management of student confidential records. Staff advisors indicated that

confidential handling of student records is occurring across advising units. Table 8.1 summarizes advisor feedback.

Table 8.1. Advisor Views on the Handling of Confidential Student Records

Staff Advisor Survey Item	Strongly Agree	Moderately Agree	Moderately Disagree	Strongly Disagree
Student data utilized by advisors in my advising unit's offices are securely maintained.	66.7%	32.0%	1.3%	0%
I know how to secure sensitive student data on professional workstations in my workplace.	76.0%	21.3%	2.6%	0%
Individuals in my advising unit outside the advising role handle sensitive student data appropriately.	65.3%	32.0%	1.3%	0%
Advisors in my advising unit uphold departmental and institutional policies, procedures, and values for confidential handling of student records (i.e., FERPA).	81.3%	17.3%	1.3%	0%

## Part 9. Equity and Access

Advising units must ensure that services and programs are provided on a fair and equitable basis. Facilities, programs and services must be accessible, and delivery of programs and services must be responsive to students' and other constituents' needs.

Access to advising information is provided to KU students, faculty and staff in a variety of formats. These include extensive online resources; individual advising sessions; developmental programs; and electronic communications.

Additional efforts for outreach include:

- Extended hours in advising offices and student services during the first week of each term; adoption of flextime scheduling (see Part 5) for advising units as appropriate would allow for extended hours throughout the semester.
- Satellite advising at: Kansas City Community College by the School of Social Welfare and CLA&S; Johnson County Community College by University Advising Center; Ellsworth Residence Hall by University Advising Center.
- Edwards Campus evening orientation and extended office hours throughout the semester to meet the needs of its non-traditional students.

Program initiatives include:

- CLA&S "Take Your Professor/Faculty Advisor to Lunch" initiative.
- Advising Specialists (CLA&S) have been placed in academic units to better link students with faculty mentors whose work is in a student's interest area.

As indicated by the Board of Regents Student Advising Survey, eighty-six percent (86%) of students indicated that they are able to meet with an advisor when needed; ninety-one percent (91%) indicated that the amount of time allowed is adequate; ninety-three percent (93%) indicated that they know how to initiate the advising process. Students indicate that they want advising through email and face-to-face conversations. Forty-nine percent (49%) of students indicated that they preferred email contact with advisors; forty-five percent (45%) of students indicated that they preferred face-to-face meetings. Both types of access are provided by advisors across the University.

Although we do not collect data to assess typical wait time for students seeking to schedule advising appointments, anecdotally the wait time is an average of one week or less. During main enrollment advising wait times may extend to one to two weeks. During main enrollment, students frequently do not respond in a timely manner to prompts sent via email that encourage them to make an advising appointment. As a result, at the University Advising Center time slots available at the beginning of the

main enrollment period can go unfilled while demand exceeds available times each week toward the middle and end of main enrollment. Wait times can be longer during this period.

Staff in advising units find that access to advising services is primarily determined by each student's level of engagement in their educational experiences at the University. While the Board of Regents Student Survey indicated high levels of access and satisfaction with advising services, the survey gathered data only from students engaged enough to read University email communications as they got to the survey by way of a link sent via email. Yet there are clear challenges in the area of accessibility for students less engaged with the University. For example, we know that a significant portion of students do not routinely read University email communications; those missing deadlines commonly state that "no one told me" even though email communications were sent. Further barriers to access may be created by the differences in or ambiguity about procedures for advisors due to variations by department in the College and across schools. Efforts in advising units must be directed toward reaching these less engaged students in order for them to make progress on the Student Learning Outcomes described in Part 2. In particular, increasing the time and resources available to assist lower performing students is necessary to truly achieve equity in the provision of advising services.

Many units at KU face challenges with the issue of diversity in hiring as it relates to race, ethnicity, religion, disability, gender, and other aspects of identity. Information provided in Part 5 of this report gives an indication of both the efforts made and the continuing challenges involved in broadening representation in these areas among advising staff. Advising units continue to work with Human Resources staff in this area.

## **Part 10. Campus and External Relations**

Advisors indicate that their advising unit has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies: 62% indicate they strongly agree; 28% indicate moderately agree; only 7% indicate they moderately disagree. The survey asked staff advisors to list which University offices they most often turn to for support of their advising functions. Respondents indicated many of their contacts are with other advising units on campus, with the University Registrar, and with faculty and staff in the departments, but most student and academic services on campus were mentioned more than once. Advisors clearly recognize the importance of this network to their endeavors.

Additionally, advising staff participate in many activities that facilitate the sharing of information across campus. For example, advisors participate in the Advising Network and attend the Academic Concerns and Questions meetings held by the University Registrar. Beyond this, advising unit staff coordinate many programs to disseminate information about academic policies and procedures to faculty and other offices.

In the area of external relations, advising units often work with admissions staff on the development of messages and publications directed toward prospective students.

## **Part 11. Assessment and Evaluation**

Assessment and evaluation of individual academic advising units is conducted utilizing various methods. The following are among the methods used: student satisfaction surveys and focus groups; student performance outcome measures; accuracy of communication provided regarding degree requirements; tracking of referrals to faculty advisors and other services; tracking of services to students in particular groups (e.g., on academic probation). Additionally, several units use student contracts and other tracking forms to ensure student understanding of critical advising issues. A summary of previous individual assessments is available in the Part 11 Appendix. Typically, units review the strengths and weaknesses of policy and procedures annually and develop goals for the upcoming year.

Program assessment may be informed by the evaluation of most common stakeholder complaints. A summary of these complaints is provided below in table 11.1. Units frequently review the concerns they hear to determine what can be productively addressed by changes in information provided during advising sessions and in materials or alterations in the established process. Where student complaints stem from their own lack of action or follow-through on guidance received, efforts are made to provide more consistent messages and/or reinforce important information.

Table 11.1 Common Concerns and Complaints from Stakeholders Regarding Advising Unit Services

Unit	Common Complaint/Concern from Stakeholder
College of Liberal Arts & Sciences	<ul style="list-style-type: none"> <li>• Inconsistency in advising information provided by faculty advisors and staff advisors regarding: substitutions for general education requirements, overlap hours between two majors, procedures, and completion of degree requirements.</li> <li>• Timeliness and requirements for multiple approvals of petition processing (i.e. course substitutions, retroactive withdrawals, readmission).</li> </ul>
Allied Health	NA
Architecture	<ul style="list-style-type: none"> <li>• Some confusion in last 3 years over new degree requirements in 5-year M.Arch and revised course numbering system.</li> </ul>
Business	<ul style="list-style-type: none"> <li>• No Photo ID with them (we require students to provide us with a photo ID for appts., picking up documents, etc.)</li> <li>• No drop-by advising (Fall 2007)</li> </ul>
Education	<ul style="list-style-type: none"> <li>• Delays in securing an advising appointment before their enrollment time. (due to their lack of foresight in scheduling)</li> <li>• Why am I required to see an advisor? (not understanding the holds process)</li> <li>• Not understanding the function of group advising.</li> </ul>
Engineering	NA
Fine Arts	<ul style="list-style-type: none"> <li>• Inconsistency in advising information provided by faculty advisors and staff advisor regarding: substitutions for general education requirements, procedures and completion of degree requirements.</li> <li>• No knowledge of “set” advisor (faculty or otherwise).</li> </ul>
Journalism	NA
Nursing	NA
Pharmacy	<ul style="list-style-type: none"> <li>• Availability. Due to inadequate space not all faculty are located in Malott Hall. This leads to inconvenience and difficulty in scheduling and meeting with faculty advisors who are located throughout the Lawrence campus as well as KU Medical Center.</li> <li>• The degree requires only 4 credit hours of professional course electives of 140 total credit hours so what is the purpose in meeting with an advisor (inaccurate perception/inadequate education regarding the objectives of the advising process).</li> </ul>
Social Welfare	<ul style="list-style-type: none"> <li>• Advisor (faculty) knowledge</li> <li>• Delay in securing an advising appointment before enrollment time (due to a lack of foresight in scheduling).</li> <li>• Frequent turnover of faculty advisors</li> </ul>
UAC	<ul style="list-style-type: none"> <li>• Delays in securing an advising appointment before their enrollment time (due to a lack of foresight in scheduling).</li> <li>• Why am I required to see an advisor? (not understanding the hold process)</li> <li>• Never see the same advisor...taking who is “first available” (due to a lack of foresight in scheduling)</li> </ul>

In addition to program evaluation, performance evaluations of all staff advisors are conducted annually. These sessions acknowledge staff advisors contributions to student advising, problem solve challenges, and establish goals for the upcoming year. An example of the annual staff evaluation form used in the College is available in the Part 5 Appendix.

Table 11.1 Summary of KU Advising Program Assessments-Fall 2007  
Information Reported by School or College Representative on Committee

Academic Unit	Assessment Goal	Type of data gathered	Current or Planned Implementation	Single sentence summary of results	Comments
Business	Evaluate the satisfaction of academic advising	Number/percent of graduation evaluations completed.	Current	Students have been satisfied with advising.	
Business	Where do students get academic information	Number/percent of graduation evaluations completed.	Current	Students get as much information from friends as faculty.	
Business	Effectiveness of Business petition process	Number/percent of students completing graduation evaluations.	Current	Students have been somewhat satisfied.	
College of Liberal Arts and Sciences	Evaluate faculty advisor understanding of academic policy and procedures	Faculty Advisor hotline calls- type and frequency of question	Current	686 calls from Spring 2007 & Summer 2007	Gives us an understanding of most misunderstood policies by our faculty. Serves as basis for faculty advisor training.
College of Liberal Arts and Sciences	Track referrals to initiate faculty/mentor-student relationship	Number/percent of students referred to faculty advisor with similar academic interests	Current	New tracking in place for 2007-08: 3,177 referrals to faculty mentors by Advising Specialists	Advising Specialist in departments are referring students to faculty based on research interests.
College of Liberal Arts and Sciences	Evaluate effectiveness of faculty advisor training sessions	Faculty advisor response	Current	Consistently high evaluations	Faculty interested in student advising are those attending/evaluating sessions.
College of Liberal Arts and Sciences	Understand student selection of major/degree patterns	Number/percent of undeclared students participating in major selection advising/ term	Current comparison by term and year	Fall 2007-75% Sophomores (not in initial term) Undeclared; 44% Juniors ; 8% Seniors	

College of Liberal Arts and Sciences	Evaluate communication of degree requirements	Percent of faculty advisor degree audits with additional evaluation required.	In progress		New process of tracking degree audits which note unmet criteria in enrollment of final term.
College of Liberal Arts and Sciences	Evaluate communication of degree requirements	Percent of students unable to graduate due to unmet requirements	Current evaluation of "Do Not Issue Diploma" list	18 to 20% of students unable to graduate in term in which they apply. (GPA-14%, Jr/Sr Hours 27%, General Education Course(s)-44%)	Decrease in numbers in Departments with assigned Advising Specialists.
College of Liberal Arts and Sciences	Determine academic advising contacts for students experiencing academic difficulty	Number/percent of students engaged in development of academic performance improvement plan and probation agreement	Current	Required Advising Regarding Probation Status--Reinstated 2006-2007	Comparison of Student Performance for 2007-2008 planned.
College of Liberal Arts and Sciences	Evaluate effectiveness/use of Academic Warning Report System	Number/percent of academic warning reports filed compared to those ultimately failing a course	In Progress	210 warnings sent in Fall 06 114 warnings sent in Spring 07	Current project in the College to assess and implement changes to increase warning reports submitted.
College of Liberal Arts and Sciences	Evaluate advisor-student interaction/session	Student Evaluation	No longer completed	Low student Response	
College of Liberal Arts and Sciences	Effectiveness of Probation and Dismissal Policy	Percent of students returning to Good Academic Standing; percent of students returning after dismissal with success	Current		
College of Liberal Arts and Sciences	Pre-Med Student Medical School Admission	American Medical College Application Service – part of AAMC	Current	218 KU Applicants 114 KU Applicants Accepted (52%) National Average Acceptance (47%)	
Engineering	Probationary Students	Number/Percent affected and success of returning to regular standing	Current		

Engineering	Referral to Engineering Career Center	Current	Currently have a 95% job placement rate		
Journalism	Timely completion of degree	OIRP time to degree analysis	current	Journalism has been among the three campus units with shortest average time to degree since 1989.	
Journalism	Quality and relevance of advising	Exit interviews with graduating seniors; ad hoc focus groups	current	The results are reported to the Deans.	
Journalism	Career advising	All admitted students register with Journalism Career Center.	current	Measures of success include the rate of placement of graduates in their chosen fields and the fact that major national employers come every year to interview our students.	
School of Nursing-Pre nursing BSN (KUMC campus)	Student satisfaction w/ advising appointment (professional advisor)	Web survey-5 questions	Current	Students very satisfied	Students are given a business card with the web address at the end of the advising session and are asked to that site. Responses are sent to the Associate Dean, Student Affairs. Only a few follow through on this.
Sch of Nursing-Pre Nursing BSN (Lawrence campus)	Student satisfaction w/ advising appointment (professional advisor)	Survey used by UAC	Current	Included with UAC results.	
Sch of Nursing-Pre nursing RN-BSN/MS	Student satisfaction w/ advising appointment (professional advisor)	Web survey-5 questions	Current	Students very satisfied	Students are given a business card with the web address at the end of the advising session and are asked to that site. Responses are sent to the Associate Dean, Student Affairs. Only a few follow through on this.

Social Welfare	Students have completed coursework required for Field Placement	Field Readiness Evaluations	Current	Average percent of field placement is 98% or higher.	This not only verifies field readiness but also helps to ensure timely graduation from the BSW program.
Social Welfare	Timely graduation from program	Review of ARTS Forms	Annual check for junior, bi-annually for seniors	Initiates conversation between student and advisor (s).	These checks call attention to missing graduation requirements; specifically transfer work that hasn't been sent to KU yet.
Social Welfare	Quality of advising appointment	Student numerical rating and comments section	Annual student survey	Students have been satisfied with advising.	Helps to identify areas of needed improvement to be addressed during Advisor Update/Training sessions.
Social Welfare	Academic Warning Report System	List of students receiving warnings	Current	Academic Warning Reports are currently being used mid-semester, right before main advising.	After Academic Warning Report is completed, responsibility is shifted to Faculty Advisors (Advisor-Student Contract).
Social Welfare	List of students on probation	List of students receiving warnings	Current	Ultimately students on probation change their major or graduate.	Probation students are tracking in the School of Social Welfare internal database and also with Academic Contracts.
Social Welfare	Students are satisfied with Career Advising	Annual student survey	Current	Students are very satisfied with advising.	We are in the process of developing an Alumni Survey for BSW graduates that will track post graduation opportunities.
University Advising Center (UAC)	Quality of advising appointment	Student numerical rating	Students surveyed after each advising appointment		
University Advising Center (UAC)	Majors Fair	Faculty response	Current		

University Advising Center (UAC)	Probation student retention	Number/% retained	Current		
University Advising Center (UAC)	Academic support for Conditional Admit students	Hrs/GPA	Current		
University Advising Center (UAC)	PreLaw Student Matriculation	Apps/Acceptance	Current		
University Advising Center (UAC)	Provide Referral to University Career Center	Service counts	Planned	Develop referral form	
Student Government Advisor Evaluation	Student Satisfaction	Internet survey	current	Low response rate	
University Governance/CLAS Request	Effectiveness of University Course Repeat Policy	Number/percent of students unable to take advantage of opportunity	Policy Revised		
University/Provost Initiative	Assessment of advising tools	Faculty & staff feedback	2006-07 Academic Year		

## **Executive Summary: Advising Assessment Team Findings, Recommendations and Action Plan**

In Parts 1 through 11 of this report, the KU Assessment Team outlined its findings and recommendations. This section is designed to be an executive summary focusing on the administrative policy and/or procedure and human resource recommendations that the Advising Assessment Team believes would provide significant improvements to University-wide advising efforts; each recommendation should be considered as a potential part of an action plan developed for the 2008-09 academic year once feedback is received from the Provost's and school and College deans' offices. With consistency in many of the issues faced across advising units, the recommendations below, especially in section I, propose ways to overcome the current challenges of coordinating advising efforts across multiple advising units and multiple reporting structures. A variety of improved communication strategies were also among the recommendations made throughout the report. However, these and any other recommendations that can be pursued without changes to existing organizational structures or practices are not restated further in this executive summary.

In summary the advising assessment findings demonstrate the following regarding undergraduate advising at KU:

- Units across the three campuses have widely varied advising models that have emerged due to the specific student and programmatic needs of those various units;
- Advisors in the units, both professional staff and faculty advisors, are making the best of very limited resources to achieve student progress toward goals set by students, their respective units, and the University;
- The decentralized advising model at KU allows for tailoring both advising practices and management to meet student needs in each unit. However, the addition of a centralized advising leadership team would assist all units by offering a locus for providing input on the development, implementation, and evaluation of University policies that affect students and faculty across campus as well as for sharing best practices and for collegial support as we assist students in achieving identified Student Learning Outcomes;
- KU's advising system, as focused on enrollment and degree requirement advising, is working well for students who are engaged with campus communications and resources (read email, make advising appointments, develop relationships with advisors, etc.) and ready to take on the responsibilities of planning their own educational experiences. However, the current level of advising resources available is not sufficient to meet the higher needs of students who are not adequately prepared to take on this active role. Challenges remain in finding the staff time necessary to implement programs and policies that advising units believe would assist these students in meeting academic milestones, including timely graduation.

### **I. Assessment Team Recommendations for Policy and/or Procedures to Improve Support of Student Learning Outcomes:**

- Creation of an Advising Leadership Team reporting to the Vice Provost for Academic Affairs, made up of designated administrators with responsibility for the advising unit in their College, school, or division. This team would act as an administrative policy and procedure problem-solving group for issues related to student advising. Unclassified Senate representative and/or a newly created Advising Leadership Team representative would participate in the University Governance Academic Policy and Procedures committee.
- Students in all academic units should receive a degree audit in the term prior to their anticipated graduation. This advising standard can only be met if current advisor-student loads are decreased in some units and/or increased audit functionality is available in the Online Advising Tool (summarized in Part 7). As functionality improves, such audits may become more automated, allowing for accurate auditing that requires advisor time. The current limitations in the ARTS system capabilities require that every student record be reviewed individually by an advisor for degree certification.

- If staff advisor levels and/or Online Advising Tool functionality can ensure completion of an accurate degree audit prior to the first day of the anticipated term of graduation for all students, the current undergraduate deadline for Application for Degree (AFD) must be evaluated and an earlier (i.e., term prior) application deadline must be considered.
- Students in all academic units should receive advising regarding career services and/or future education. The Advising Leadership Team should evaluate advising regarding this outcome once better tracking data is available. This outcome can be supported if current advisor-student loads are decreased in some units and/or after increased advising appointment tracking of the Online Advising Tool (summarized in Part 7) is available. As its functionality improves, University Career Services online resources may be available within the Advising Tool.
- Study strategies for academic success must be provided during first-term advising for freshman. Any unit participating in FAH hold removal must address study strategies with students during advising sessions (page 20).
- A task force of both faculty and staff advisors should be formed to discuss and make recommendations about the Academic Warning System, primarily to develop a comprehensive online notification process.
- The Advising Leadership Team and the CLA&S Student Academic Services should explore procedures to enforce the Early and Continuous Enrollment in English and Mathematics Policy while students are pursuing professional school admission (page 20).
- The Online Advising Tool must provide a mechanism to track/understand current faculty advising activities. Currently in the College, there is no reliable way to determine the extent and quality of advising provided by faculty advisors.

## **II. Human Resources Recommendations:**

- Clarification of faculty advisor responsibilities within each unit is critical to ensure that we are providing clear and consistent messages to students regarding University, College, and school policies and procedures. Where possible, staff advisors should provide advising regarding academic policy and procedures. Where faculty are expected to provide advising on academic issues beyond their disciplinary expertise, training on these policies and procedures, as well as clear and easily accessible information, must be available and strongly recommended.
- Staff advisors should be considered for units with faculty to student loads beyond 35 to 1 and/or when more than 10% of the unit's student population is not making good academic progress as defined by the College or school. The staff to student ratio should not exceed 400 to 1 for students admitted into professional schools or for students with interest codes or declared majors in the College.
- Staff advisor loads should not exceed 250 to 1 if the student population has demonstrated special needs (i.e. academic probation, non-declared or undecided, re-admitted after dismissal).
- In units where the academic advisor(s) has a variety of administrative roles beyond advising, it is important to ensure that their time available for advising is adequate and that the position classification reflects the professional advising role played.
- Further exploration of flexible work schedules may provide an opportunity to lessen current concerns regarding compensation, work load and turnover by expanding the benefits associated with advising positions. Flexible work schedules may be a way to address the significant increases in expenses of commuting and child care, expenses which further impact advisor perspectives on compensation. The Assessment Team believes that such schedules can provide the same or even expanded advising availability for students from existing staff; strategic scheduling could expand availability by extending the advising hours from the current 8am to 5pm to 8am to 7pm, Monday through Thursday. As so many students start their days later in the morning than standard business hours, this would likely enhance student access to advising as well as address issues faced by professional advisors.
- Explore the development of an "Advisor II" unclassified staff position to allow promotion opportunities and encourage career development within academic advising units.

**Advising Assessment Team Action Plan for 2008-09 Academic Year:**

- Develop a communication plan for assessment results.
- Confirm choices of external reviewers and coordinate campus visits during Fall 2008 term.
- Continue monthly meetings of Assessment Team to further explore and implement recommendations requiring changes in procedures or focus of current staff, faculty, and resources.
- Determine if staff resources are available for a review of graduate student advising in the upcoming year.
- Initiate University-wide staff advisor use of Online Advising Tool during advising for Spring 2009 enrollment.
- Evaluate progress toward Student Learning Outcomes at the end of Spring 2009:
  - 1) utilizing Online Advising Tool advising contact tracking data for both staff and faculty advisors for a clearer understanding of advisor load and advising sessions toward each outcome;
  - 2) comparing 2008-09 academic milestone data to 2007-08 data presented in this report to determine progress and areas for further improvement.