

BREWTON-PARKER COLLEGE

ACADEMIC ADVISING SIX-YEAR STRATEGIC PLAN 2002-03 THROUGH 2007-08

DEPARTMENT PURPOSE

The mission of the academic advising program is an outgrowth of the college's mission and vision statements. The academic advising program seeks to assist students in planning their academic careers, scheduling their course work, and making other decisions, which will facilitate intellectual inquiry and maturation.

OBJECTIVE 1

A special program of advisement for new students, which will give students an opportunity to complete their registration for classes and the registration process.

ACTION PLAN

New students will be invited to attend an advisement and registration session during the spring or summer prior to the start of the academic year for which they have been admitted.

The registration and advisement process will be explained and the students will meet with an advisor and register for classes.

ASSESSMENT

Students attending the program will complete a survey. At least 80% of those surveyed will rate the process as being effective or very effective (4 or 5 on a scale of 5).

RESPONSIBILITY

Coordinator of the overall program is the Director of Retention who is supervised by the Director of Enrollment Management. Coordinator of the advising process is the Director of Advising who is supervised by the Provost. Advising will be done by volunteer faculty serving as interim advisors.

TIME FRAME

Evaluated annually

RESOURCES REQUIRED

Time for planning and office supplies

RELATED TO

Institutional Goal No. 4

BREWTON-PARKER COLLEGE

ACADEMIC ADVISING SIX-YEAR STRATEGIC PLAN 2002-03 THROUGH 2007-08

RESULTS & RESPONSES—2002-03

OBJECTIVE 1

A special program of advisement developed for new students, which will give students an opportunity to complete their registration for classes and the registration process.

RESULTS

Of 80 new students responding to a question about the effectiveness of “Advisement Session with Faculty Member,” 94% marked items 4 or 5 on the scale. Of 78 new students responding to a question about the effectiveness of the “Registration Process,” 95% marked items 4 or 5 on the scale.

RESPONSE

Continue special program of advisement for new students.

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RESULTS & RESPONSES—2003-04

OBJECTIVE 1

A special program of advisement for new students, which will give students an opportunity to complete their registration for classes and the registration process.

RESULTS

The person serving as Director of Advising has changed. Students responding to the question concerning “guidance from my academic advisor” out of a scale of from 1-6, responded overall at 4.53 for 2004. The response was 4.56 in 2003. Response to the “overall advisement and registration process” was 4.57 in 2004 and 4.49 in 2003.

RESPONSE

Continue special programs of advisement for new students.

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RESULTS & RESPONSES—2004-05

OBJECTIVE 1

A special program of advisement developed for new students, which will give students an opportunity to complete their registration for classes and the registration process.

RESULTS

Students on the Main Campus and External Centers continue to mark the questions concerning “guidance from my academic advisor” and “overall advisement and registration process” between 4.64 and 4.77 on a scale of 6. The advisement and registration process rated was rated in the top 25% of positive responses on the Main Campus and top 33% at external Sites.

RESPONSE

Continue special program of advisement.

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RESULTS & RESPONSES—2005-06

OBJECTIVE 1

A special program of advisement developed for new students, which will give students an opportunity to complete their registration for classes and the registration process.

RESULTS

Students on the Main Campus and at External Sites continue to rate “guidance from my academic advisor” and ”overall advisement and registration process” in the top 25% of positive responses generated through student surveys. The ratings on Main Campus were 4.84 and 5.04 respectively and 4.67 and 4.82 at external Sites on a scale of 6.0.

RESPONSE

Continue to “fine tune” advisement program.

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OBJECTIVE 2

An efficient and accurate program of advisement for all students within a nurturing Christian environment

ACTION PLAN

As new students are being advised for Fall semester, they will be placed into the section of the freshman seminar class that is being taught from the perspective of their selected major. The instructor of this class will serve as their advisor for the freshman year. Developmental advising concepts will be an integral part of the freshman seminar. When students complete their freshman year, they will be assigned an advisor in their major field of study.

ASSESSMENT

All students will be asked to rate the academic advising program on an annual basis. At least 70% of students will rate the program as being effective or very effective.

RESPONSIBILITY

Selected faculty, Director of Advising, and Provost

TIME FRAME

Evaluated annually

RESOURCES REQUIRED

Time for planning and office supplies

RELATED TO

Institutional Goal 4

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RESULTS & RESPONSES—2002-03

OBJECTIVE 2

Provide an efficient and accurate program of advisement for all students within a nurturing Christian environment.

RESULTS

On the Mount Vernon Campus Student Survey, “effective” or “very effective” was determined to be equivalent to numbers 4-6 on a scale of 6. Of the students responding to the six questions on the survey pertaining to academic advising, the following rated the items as “effective” or “very effective”:

Guidance from my academic advisor	83% (98 of 118)
Advisor knowledgeable of my degree requirements	87% (100 of 115)
Advisor answered the questions that I had	86% (101 of 117)
Advisor knowledgeable of registration processes	86% (103 of 119)
Experience registering for classes	83% (101 of 122)
Overall advisement and registration process	81% (99 of 122)

RESPONSE

Continue program of advisement.

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RESULTS & RESPONSES—2003-04

OBJECTIVE 2

Provide an efficient and accurate program of advisement for all students within a nurturing Christian environment.

RESULTS

On the Mt. Vernon Campus Student Survey, “effective” or “very effective” was determined to be equivalent to numbers 4-6 on a scale of 1-6. Of the students responding to the six questions pertaining to academic advising, the following results were achieved:

1. Guidance from my academic advisor	4.53
2. Advisor knowledgeable of my degree requirements	4.72
3. Advisor answered the questions I had	4.71
4. Advisor knowledgeable of registration process	4.78
5. Experience registering for classes	4.57
6. Overall advisement and registration process	4.57

RESPONSE

Continue program of advisement and seek to improve student experience. During the Summer 2004 term, we are experimenting with various methods to reduce the time lag, for the student, between advisement and advisor approval for on-line registration during times when advisors may not be present. This is necessary due to extending the registration “window” during times when faculty are not required to be on campus. We are asking faculty advisor peers to approve schedules for those advisors not present. At times, the Director of Advising is authorized to approve schedules and then notify advisor of action when advisor returns. Goal for approval of schedules after student inputs it on-line, is 3-7 days.

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RESULTS & RESPONSES—2004-05

OBJECTIVE 2

Provide an efficient and accurate program of advisement for all students within a nurturing Christian environment.

RESULTS

On the Student Survey, “effective” or “very effective” was determined to be equivalent to numbers 4-6 on a scale of 1-6. The following are results from the latest survey.

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| 1. Guidance from my academic advisor | Main 4.64 | External 4.68 |
| 2. Advisor knowledgeable of my degree requirements | Main 4.80 | External 4.76 |
| 3. Advisor answered questions I had | Main 4.81 | External 4.76 |
| 4. Advisor knowledgeable of registration process | Main 4.89 | External 4.87 |
| 5. Experience registering for classes | Main 4.83 | External 4.87 |
| 6. Overall advisement and registration process | Main 4.77 | External 4.74 |

RESPONSE

Continue program of advisement, still seeking to improve student experience. Continue to work on advisement and registration process for periods when faculty advisors are absent from campus. The Director of Advising has been given additional authority to expedite advising and registration during these times. Actions of the Director of Advising will be subject to faculty advisor approval.

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RESULTS & RESPONSES—2005-06

OBJECTIVE 2

Provide an efficient and accurate program of advisement for all students within a nurturing Christian environment.

RESULTS

On the Student Survey, “effective” or “very effective” were determined to be equivalent to numbers 4-6 on a scale of 1-6. The results from the latest survey are as follows:

1. Guidance from my academic advisor	Main 4.84 External 4.67
2. Advisor knowledgeable of degree requirements	Main 4.99 External 4.85
3. Advisor answered questions I had	Main 4.99 External 4.84
4. Advisor knowledgeable of registration process	Main 5.13 External 4.91
5. Experience registering for classes	Main 4.99 External 4.94
6. Overall advisement and registration process	Main 5.04 External 4.82

RESPONSE

Continue advisement program and “fine tune” to continue to improve student experience. The additional authority given to the Director of Advising to facilitate advisement and registration during periods of advisee absence needs to be broadened somewhat to decrease student irritation at not being able to contact advisor.