

UWSP Student Academic Advising Center NCA Report for 2005-2006

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EXECUTIVE SUMMARY

The primary mission of the Student Academic Advising Center (SAAC) is to provide academic advising for undeclared majors and for students in transition from one major to another at the University of Wisconsin-Stevens Point. Every semester, SAAC provides comprehensive advising for approximately 1200 advisees (generally 1/3 of incoming freshmen come to SAAC as “undeclared” majors). In addition to these students, SAAC provides alternatives advising, academic information and services to prospective students, students from other departments, and the campus community.

For the past 2 years, SAAC has conducted a comprehensive on-line survey to all advisees (current and recently declared) in the spring. The survey was designed to assess overall satisfaction with advising/program services, student preparedness (for advising) and learning outcomes. Results from the survey continue to show a high level of satisfaction in all areas. A summary of these results (see Appendix 1) indicate that SAAC advisees:

- are very satisfied with their overall advisor/advising experience. Results for most questions either stayed roughly the same or were slightly higher;
- self-report a high level of advising preparedness, as well as understanding of and familiarity with UWSP general degree requirements, degree progress report and major requirements;
- are very satisfied with their interactions with SAAC Front Office Staff and;
- meet with their advisors regularly. Approximately 60% of the students who responded to the survey reported meeting with their advisor 2 or more times during a semester.

In the past few years, the Student Academic Advising Center (SAAC) has experienced major changes in staff, structure and responsibilities. Last spring 2 new advisors were hired after the retirement and resignation of 2 seasoned advisors respectively (effective May 2006). The change in staff necessitated a shift in administrative responsibilities for the upcoming year. Major challenges facing the SAAC office include (1) balancing administrative and advising responsibilities; (2) large client-advisor loads and (3) providing office coverage and services in the summer (currently all advisors have 9 month appointments).

INTRODUCTION

The format of this report is as follows: (1) a brief overview of SAAC staff and responsibilities; (2) SAAC planning statements; (3) methods of evaluation/assessment; (4) evaluation/assessment results; and (5) a summary of SAAC planning and evaluation/assessments (including goals/priorities for 2006-07).

I. Brief Overview of SAAC Staff and Responsibilities:

The Student Academic Advising Center (SAAC) has a Director (who also oversees the Career Services Office, Disability Services and Orientation), 4 full-time (9-month) professional academic advisors and 1 program assistant. Each advisor has a caseload of approximately 250-280 advisees per semester (this number does not include students who come to the Center for other services).

A. Academic Advising (for undeclared students)

Professional advisors provide individual academic advising for students who are uncertain about their majors or career choices. They help undeclared majors:

- understand the purpose and value of general education as part of the college experience
- learn the “ground rules” governing University requirements, policies, and procedures
- select courses which fulfill General Degree Requirements and match students’ interests and possible majors
- use and understand their Degree Progress Reports to the fullest extent
- take responsibility in the advising and decision-making processes.

SAAC’s primary mission is to provide academic advising services for undeclared majors and students in transition. In addition to the main mission, SAAC provides the following academic services for the UWSP campus:

B. Academic Alternatives Advising/ACCESS

If a student is questioning his/her choice of major, SAAC advisors can help that student explore alternatives by:

- searching for information on academic majors and related careers
- determining how completed coursework might be incorporated into other majors
- referring the student to appropriate campus and community resources
- developing a credit to degree plan.

SAAC staff collaborates with the Career Services staff in assisting students who are:

- unable to gain entrance into their preferred major due to enrollment management policies
- struggling to reach or maintain the academic standards set by their desired major (for example not meeting GPA, performance or portfolio standards)

Advisors in both offices work in collaboration with academic departments to assist students who find themselves in these difficult situations.

C. Late Drop and Withdrawal Appeals

SAAC advisors review and act on requests to drop courses or to withdraw after university deadlines. Such requests are considered only for reasons of serious illness, personal duress or other reasons clearly beyond the students' control. Completed request forms must be accompanied by written documentation from a recognized professional.

D. Campus Academic Advising Resource

SAAC advisors make presentations to campus students and student groups on general advising information on request (choosing a major, GDR's, major/minor requirements, major/career connections, registration tips). SAAC advisors also provide training for new advisors on request.

E. Associate Degree Advising

Students working toward an Associate Degree are advised by SAAC advisors. If a student eventually plans to go on for a bachelor's degree after completing the AD, advisors help that student select credits which are appropriate to the general degree requirements for the bachelor's degree.

F. Experiential Learning

Through the Experiential Learning Program, a UWSP student has the opportunity to seek credit for college-level learning obtained by experiences outside the traditional academic setting. Credit is not granted simply for the experience, but rather for the learning obtained from the experience. This college-level learning must be related to specific courses or areas of study offered at UWSP. Initial inquiries about the process may be made to the Experiential Learning Coordinator in the Student Academic Advising Center. The Coordinator also tracks all follow-up paperwork to ensure the application of awarded credits.

G. Non-Traditional Student Liaison

The Non-Traditional Student Liaison serves as a home base and referral agent for Non-Traditional students. Responsibilities include maintaining and updating a Non-Traditional Student Web site designed to serve their needs; monitoring and answering all emails sent to the campus Non-Traditional Student email account; serving as an entry-point to the University for students seeking what academic programs are available; serving as a representative for non-traditional student needs, when possible.

H. Miscellaneous Services

1. New Freshman Orientation Program

- SAAC prepares the GDR handouts and other advising materials for use by all departments
- SAAC reviews student schedules for all majors except Biology, Education and Natural Resources

2. Admissions

- SAAC sends letters to new undeclared admits and to new freshmen intending a major in Biology, but not initially admitted to the department
- SAAC Advisors meet with prospective students and parents during each of the UWSP Viewpoints
- SAAC Advisors meet prospective students and parents at the request of the Admissions Office and other campus units (e.g. athletic team recruits and parents)

3. Campus-wide

- SAAC runs weekly reports and maintains a database on students listed as "in-transition" in the Student Information System. Letters are sent to students informing them of their status as well as services offered through the SAAC and CSO offices.

- SAAC Advisors also actively participate in campus-wide committees such as Academic Staff Council, the Council of Advisors, Faculty Senate, Plan 2008, Rights and Responsibilities Hearing Committee. This past year, SAAC Advisors also chaired two search and screen committees

II. SAAC Planning Statements:

The **MISSION** of the Student Academic Advising Center (SAAC) is to provide academic advising for undeclared majors and for students in transition from one major to another. We offer students assistance in the development of their educational plans, in the decision making process for selecting a major, and in the clarification of the relationship between educational plans and career goals.

VISION:

We are dedicated to helping students develop comprehensive academic plans that lead to successful life planning.

VALUES:

The Student Academic Advising Center staff values:

- Individualized and quality service to students
- Collaboration and collegiality within our department, and with the campus at large
- Working with diverse populations
- Serving as a campus resource for advising
- Ongoing professional development and campus involvement

STAKEHOLDERS:

- University students
 - Undeclared students
 - Students in transition from one major to another
 - Other students seeking SAAC services
- Academic departments
- Faculty and staff
- Other departments such as Admissions, Career Services Office, Financial Aid, and, Records and Registration
- Administration

PRIORITIES (Goals/Intended Outcomes):

This year, SAAC worked on developing intended outcome statements primarily for academic advising (for undeclared students). SAAC also began (but did not complete) the process of drafting goals and outcomes for the secondary services that SAAC provides, which will be continued in planning for next year.

A. Academic Advising

Goals:

- Help students develop suitable individualized educational plans
- Help students clarify career and life goals
- Help students understand general degree requirements and the importance of a liberal arts education
- Help students learn how to select appropriate courses and other educational experiences
- Help students learn how to interpret institutional requirements
- Enhance student awareness of educational/career/other resources available to them
- Refer students to appropriate campus and community resources and support services
- Assist students in overcoming educational and personal problems and skill deficiencies

Intended Outcomes:

As a result of their advising experience, students will:

1. Know how to read their degree progress report
2. Know how to use their degree progress report
3. Understand the purpose and value of general degree requirements
4. Be able to locate, interpret and apply UWSP policies and procedures
5. Understand the importance of taking part in experiences outside of the classroom
6. Take responsibility and initiative for their own academic experience
7. Understand the connection between their academic and personal strengths, interests, and their educational career goals
8. Value the role of academic advising in their college experience

B. Academic Alternatives Advising/ACCESS:

Goals:

- Help students to make well-informed academic, career, and personal decisions
- Directly and efficiently connect students with Career Services Office
- Assist students in recognizing their skills and interests, in turn relating those to major choice
- Help students connect future career and major choices early in their academic experiences

Intended Outcomes:

1. Students will have a better understanding of what options are available for them
2. Students will know where to find resources to help them make more informed choices/decisions

C. Academic Late Drop and Withdrawal Appeals:

Goals:

- Treat all requests confidentially and respectfully
- Process requests in a fair and timely fashion
- Provide information to the university community about late drop and withdrawals

Intended Outcomes:

1. Students will receive appropriate and adequate information on appeal policies and procedures
2. Decisions on all completed appeal applications will be made within 1 week
3. The university community will have access to accurate information on the appeal process

D. Campus Academic Advising Resource

Goals:

- Provide advisor training on request
- Field questions from faculty, staff, and students regarding UWSP requirements, policies, and procedures

Intended Outcomes:

1. Respond to all advisor training requests and questions in a timely fashion
2. Provide accurate and up-to-date information
3. Provide referrals to appropriate offices

E. Associate Degree Advising

In addition to the goals and intended outcomes stated for Academic Advising, we also help these students plan appropriate courses to provide them the option of completing a 4 year degree in the future.

F. Experiential Learning:

Goals:

- Provide information about the program and the process to students, faculty, and staff
- Refer students to appropriate faculty and academic departments
- Process awards of credit in a timely manner

Intended Outcomes:

- a. Students will receive timely responses to Experiential Learning inquiries
- b. Students will receive appropriate referrals to campus resources/staff/faculty
- c. Maintain accurate records (number of students inquiring and follow-up notes)

G. Non-Traditional Student Liaison

Goals:

- Provide appropriate information for adult students inquiring about UWSP programs and services
- Provide referrals to appropriate departments and offices

III. Methods of Evaluation/Assessment for the Student Academic Advising Center:

Academic advising for undeclared students as well as SAAC services for the campus are tracked and evaluated by the following tools/methods:

1. Academic Advising

- a. Individual advising appointments (students scheduled appointments)
 - Program plans and notes completed by assigned advisors
- b. Annual performance evaluation of advisors (Spring)
 - Evaluation meeting with CSO/SAAC Director
- c. New Freshman Registration Planning presentations (Fall and Spring)
 - Presentation evaluation
 - Counts of student participation
- d. Annual SAAC Survey (Spring)

The Survey includes questions designed to assess both advising and office satisfaction, as well as student preparedness (for advising) and learning outcomes

2. SAAC Services

Tracking and counts:

- Academic Alternatives Advising
 - Intake form/database
 - SIS Reports (Students In-Transition) and database
- Academic Late Drop and Withdrawal Appeals
 - Database/notes
- Campus Academic Advising Resource
- Experiential Learning

IV. Evaluation/Assessment Results:

A. Academic Advising

1. Student Academic Advising Center On-Line Survey (Appendix 1)

For the second year, the SAAC office sent out a comprehensive on-line survey to all advisees (current and recently declared) in the spring. Questions were divided into 4 categories to assess overall satisfaction with advising/program services, student preparedness for advising and learning outcomes:

- a. Role and responsibilities of the advisor (questions 1-18)
- b. Role and responsibilities as an advisee (questions 19-27)
- c. Role and responsibilities of the SAAC front office staff (questions 28-31)
- d. Demographics (questions 32-35)

Separate surveys were sent to current advisees and former advisees who had recently declared. Initially the idea was to compare the 2 populations with the hopes that “declared” advisees would show a higher degree of preparedness and satisfaction than our “current” population; however this assumption was faulty as we realized that the pool of advisees for both surveys were essentially the same. Thus, the results of the two surveys were combined and then compared for 2004-05 and 2005-06.

A 5 point Likert scale was used to measure the extent to which a student agreed or disagreed with each question (1 = strongly disagree; 5 = strongly agree).

In 2005, a total of 978 surveys were sent to current and declared advisees with a return rate of 14.5%. This year (2006), a total of 950 surveys were sent with a slightly higher return rate of 19.9%. Although the number of surveys completed in 2006 increased, the overall rate of return is still lower than we would like to see.

Results of the SAAC Survey of Current and Recently Declared Advisees for the past 2 years indicate that students feel very satisfied with the services they receive from their advisor as well as SAAC front office staff. Comparative results from the 2005 and 2006 surveys are summarized in Appendix 1 (see Figures and Tables 1-5).

A summary of these results indicate that SAAC advisees:

- a. are very satisfied with their overall advisor/advising experience (Question 16: 4.64 and 4.63 for 2005 and 2006 respectively). Results for most questions in 2005 and 2006 either stayed roughly the same or were slightly higher (Appendix 1: Figure 1/Table 1);
- b. self-report a high level of advising preparedness, as well as understanding of and familiarity with UWSP general degree requirements, degree progress report and major requirements (which correlate with SAAC learning outcome statements numbers 1-3). [Appendix 1: Figure2/Table 2].
- c. are very satisfied with their interactions with SAAC Front Office Staff (Appendix 1: Figure 4/Table 4) and;

- d. meet with their advisors regularly. Approximately 60% of the students who responded to the survey reported meeting with their advisor 2 or more times during a semester. (See question 35 in Appendix 1: Table 5)

The survey included two open-ended questions asking students “what are your advisor’s strengths or best features,” and “what could your advisor do to improve the quality of his/her advising?”

Comments related to advisor strengths were many; most attested to the friendly and open advising environment, knowledge and communication skills of the advisors. The following are a few examples of the comments students submitted:

- “I like that s/he actually knows who I am and remembers my academic interests and standing without having to look at a piece of paper to figure it out”
- “Very knowledgeable and informative. Also made me feel like I was one of her/his top priorities.”
- “[My advisor] is always interested in what I am doing in my life and interested in developing my career at Stevens Point”
- “... we talk about more than just academics. S/he makes sure that things other than school are going good, and at the first appointment, s/he made sure that I was having a good experience at UWSP. S/he wanted to make sure that I was meeting people and getting involved, as that can be more difficult when commuting, as opposed to living on campus.”
- “My advisors best features are his/her ability to make students feel safe and welcome in her/his office and her/his personal interest in each student as an individual, not as just another student”
- “My advisor is the best advisor on campus. If s/he couldn’t answer a question s/he would let me know where I could go to find the answer. S/he follows up on her students and encourages them to stay in contact with her/him. I was relieved to find a professional advisor!!”

The most common response to the open ended question “what could your advisor do to improve the quality of his/her advising?” was to increase the advising time:

- “The time of 30 minutes seems a little short.”
- “Maybe allow for more time in the meetings or more frequent visits”
- “Give more time at each appointment, so I don’t feel like I’m being rushed”
- “I think the sessions times need to be longer with her”
- “Allow more time for each session, we always run out”
- “My advisor is great, however, s/he has an over abundance of advisees, so s/he has no where near the amount of time w/he needs in order to adequately advise them all. They need at least one other full-time advisor in her/his department”
- “Have less students to deal with so that s/he has more time for each individual person”

2. Fall New Freshmen Registration Planning Meeting Evaluation

Every fall SAAC Advisors plan and offer 4 mandatory New Freshmen Registration Planning presentations (3 late afternoon/early evening sessions and 1 early morning session) in early October. The purpose of these meetings is to provide students with information on (1) major/career decision making, (2) the registration process at UWSP, and (3) how to prepare for their spring advising appointment.

In addition to tracking attendance, we also asked students to complete a short evaluation before leaving the presentation for the first time (Fall 2005).

Tracking attendance provided the following data:

- 68% of SAAC New Freshmen (325 out of 478) came to one of the four presentations
- 48.7% (237 out of 325 students) completed the program evaluation
- The highest attended sessions were at 4 and 5 p.m., closely followed by the 8 a.m. morning session. The least attended session was from 6-7 p.m.

Overall, response to the evaluation questions were very positive:

Question:	Strongly Agree/Agree	Neutral	Disagree/Strongly Disagree
1. The number of sessions offered (4) were satisfactory	86%	9%	5%
2. The times of the sessions offered were satisfactory	81%	12%	6%
3. The location of the sessions was appropriate	94%	5%	1%
4. The length of the session (50 minutes) was appropriate	77%	17%	5%
5. The information provided was valuable	82%	14%	3%
6. The presentation was well organized and “made sense”	91%	9%	0%
7. The amount of information given was appropriate	86%	11%	3%

B. Academic Alternatives Advising/ACCESS

This past year, the SAAC office revised and updated our Intake Form. A database was created to track the number of UWSP students* who visit our office to discuss alternative advising/change their major and/or request information on the other services that we provide.

* NOTE: These students come from other UWSP departments and are not formally “undeclared” advisees.

Last spring, our office saw a total of 93 students (see Appendix 2 for a full report). Observations from past semesters indicated peak traffic flow typically occurs during the peak registration/advising time of the semester. This was reflected in the numbers reported last Spring (February-April; see Table below):

SPRING 2006: Number of students who met with a SAAC advisor for “Alternatives” advising or general information/advising (“Other”)

Month	Alternatives	Other	TOTAL
January	6	8	14
February	4	21	25
March	7	15	22
April	5	14	19
May	5	8	13
TOTAL	27	66	93

C. Late Drop and Withdrawal Appeals

SAAC tracked the total number of completed late drop/withdrawal appeal applications processed for the past year. The numbers counted under “Other contacts” (see table below) indicate those students who requested information from an advisor regarding a late drop/withdrawal via appointment, email or phone, but who did not complete the appeal process (these numbers do not include contacts made with staff at the front desk).

2005-2006 Academic Year:

Semester	Late Drop Appeals	Withdrawal Appeals	Other Contacts*	TOTAL
Spring 2006	32	24	29	85
Winterim 2006	--	3	--	3
Fall 2005	40	26	24	90
Summer 2005	--	10	9	19
TOTAL	72	63	62*	197

D. Academic Advising Resources

During 2005-06, SAAC staff presented 2 academic advising information training sessions for Academic Resource Coordinators and 4 academic program presentations in the residence halls covering a variety of topics (e.g. major information/exploration, registration, understanding the course catalog, and general degree requirements).

E. Associate Degree Advising

Advisors typically meet with 4-5 students each year who are planning to complete an Associate’s Degree from UWSP. Students are then referred to the Registration and Records Office to complete a degree audit, formally apply for the degree and to receive information on graduation.

F. Experiential Learning

For 2005-2006, SAAC Advisors met with 12 students regarding experiential learning inquiries; referred them to academic departments and faculty; reviewed documentation and processed 6 credits awarded to 2 students

G. Non-Traditional Student Liaison

The SAAC Non-Traditional Student Liaison Advisor met with students and responded to numerous email and phone requests during the 2005-06 year.

H. Miscellaneous Services

SAAC continues to provide the services listed in the introductory portion of this report.

V. Summary of SAAC Planning and Evaluation/Assessments:

Last year (2004-2005), SAAC staff conducted several brainstorming sessions to evaluate our current practices and identified some of our strengths and challenges, as listed below:

Strengths:

- Quality of services (advising, information, referral)
- One-to-one advising appointments
- Full-time advising responsibility
- Development of relationships with students
- Caring, dedicated, team-oriented staff
- Knowledge of academic/extracurricular programs
- Knowledge of university policies and procedures
- Collaboration with other offices (Admissions, Records and Registration, Financial Aid)
- Resource for campus

Challenges:

- Balancing administrative and advising responsibilities
- Large client-advisor loads
- Advisee lack of preparedness
- Time (advising, services, outside committee participation and professional development)
- Programming (including consistency, attendance and coordination)
- Lack of understanding of SAAC services/roles
- Summer office coverage

SAAC continues to grapple with the challenge of balancing administrative and advising responsibilities (advisors often work a significant amount of “over-time” during the academic year). Any planning for the unit, projects and programs generally takes place in the first few weeks and the last few weeks of the semester.

For SAAC advisors, the majority of each semester is focused on student advising which includes, but is not limited to, discussing and planning for major/career interests, helping students to prepare for registration, discussing and acting upon drop/add/withdrawal requests, helping students transferring to another institution and discussing other personal concerns that students might have.

This year, SAAC worked on the development of outcome statements for academic advising/services, reviewed assessment methods for the program as a whole, and developed some new forms (SAAC brochure, Intake form) and databases to track numbers.

The Student Academic Advising Center (SAAC) also continued to experience major change due to the retirement and resignation of 2 advisors respectively (effective May 2006). Two new advisors were hired in May 2006. The change in staff again necessitated realignment/addition of administrative responsibilities for the 2 “seasoned” advisors, including training the new advisors for both summer orientation advising and the upcoming year.

Based on the planning, assessments and changes in staff in SAAC this year, the following priorities and goals for 2006-07 were established:

1. Continue to provide quality advising for SAAC Advisees
2. Discuss amending/changing SAAC Student Survey instrument/delivery
The SAAC Student Surveys from the past 2 years indicate a high degree of satisfaction in all areas, with a slight increase overall in 2006 in comparison to 2005. The software used to create and administer the survey (FrontPage) will no longer be supported on campus after next year.
For 2006-07, SAAC staff will look into:
 - a. other methods to survey students (e.g. Survey Monkey?)
 - b. creating a shorter satisfaction survey (which would hopefully increase the number of students responding)
 - c. alternate methods for evaluating/assessing student learning.
3. Make adjustments to the Fall New Freshmen Registration Planning Meetings based on the comments from evaluations (e.g. spend more time on the on-line tools for registration planning; avoid repetition of information; remove some of the sound effects/animations and talk louder!)
4. Continue to track and monitor services/programs that SAAC provides
5. Continue to work on goals/outcomes and objectives for all SAAC programs/services
6. Continue to discuss how to promote our programs/services to campus
7. Continue to work on a solution for summer coverage
8. Discuss SAAC mission/program services and priorities, including realignment of administrative responsibilities due to workload and change in staff
9. Continue to plan and prepare for NCA Site Review in 2007-08

**APPENDIX 1*:
A Comparison of 2005 and 2006 SAAC Survey Results**

FIGURE 1: SAAC Advisor Role and Responsibilities-Comparison of 2005 and 2006 Survey Results (survey questions/means presented in Table 1 below)

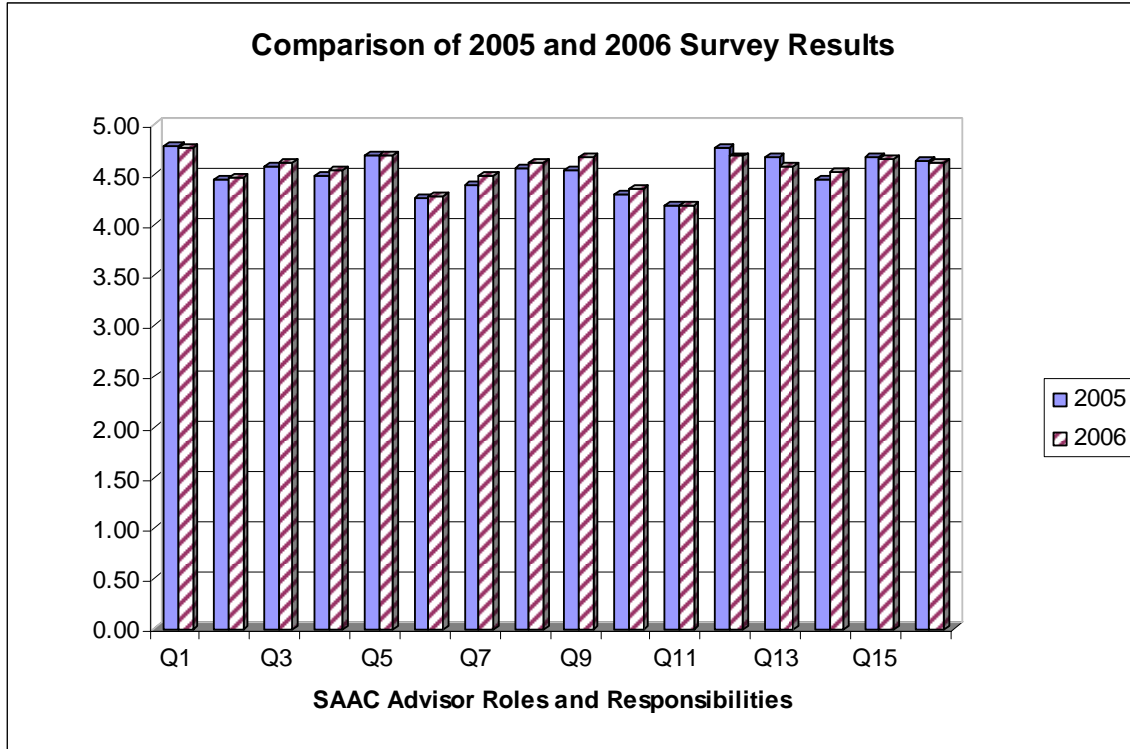


Table 1. My Advisor’s Role and Responsibilities: A comparison of ratings from current and declared advisees.		Rating: Scale 1-5	
		2005 n=142	2006 n=189
1	My advisor is familiar with the university’s General Degree Requirements	4.78	4.76
2	My advisor is familiar with the requirements for majors I am considering	4.46	4.47
3	My advisor is well informed on academic policies and procedures	4.58	4.62
4	My advisor is familiar with my academic progress	4.49	4.54
5	My advisor utilizes advising resources (such as the catalog, my dpr, timetable, and on-line information) during our advising session	4.70	4.69
6	My advisor helps me to connect with campus resources (e.g. Academic Departments, Career Services, Counseling, Tutor-Learning Center)	4.28	4.30
7	My advisor assists me to make realistic academic choices consistent with my abilities and interests	4.41	4.50
8	My advisor is accessible for appointments	4.56	4.61
9	My advisor responds to my phone calls and/or emails in a timely manner	4.54	4.68
10	The allotted half hour advising session provides enough time to discuss my progress and concerns	4.31	4.36
11	My advisor encourages meetings at times other than when I register for classes	4.20	4.20
12	My advisor provides an open, welcoming environment	4.77	4.69
13	My advisor is helpful and effective	4.67	4.59
14	My advisor takes a personal interest in me	4.45	4.52
15	I would recommend my advisor to another student	4.68	4.66
16	Overall I am satisfied with the advising I receive from my advisor	4.64	4.63

FIGURE 2: SAAC Advisee Role and Responsibilities - Comparison of 2005 and 2006 Survey Results (survey questions/means presented in Table 2 below).

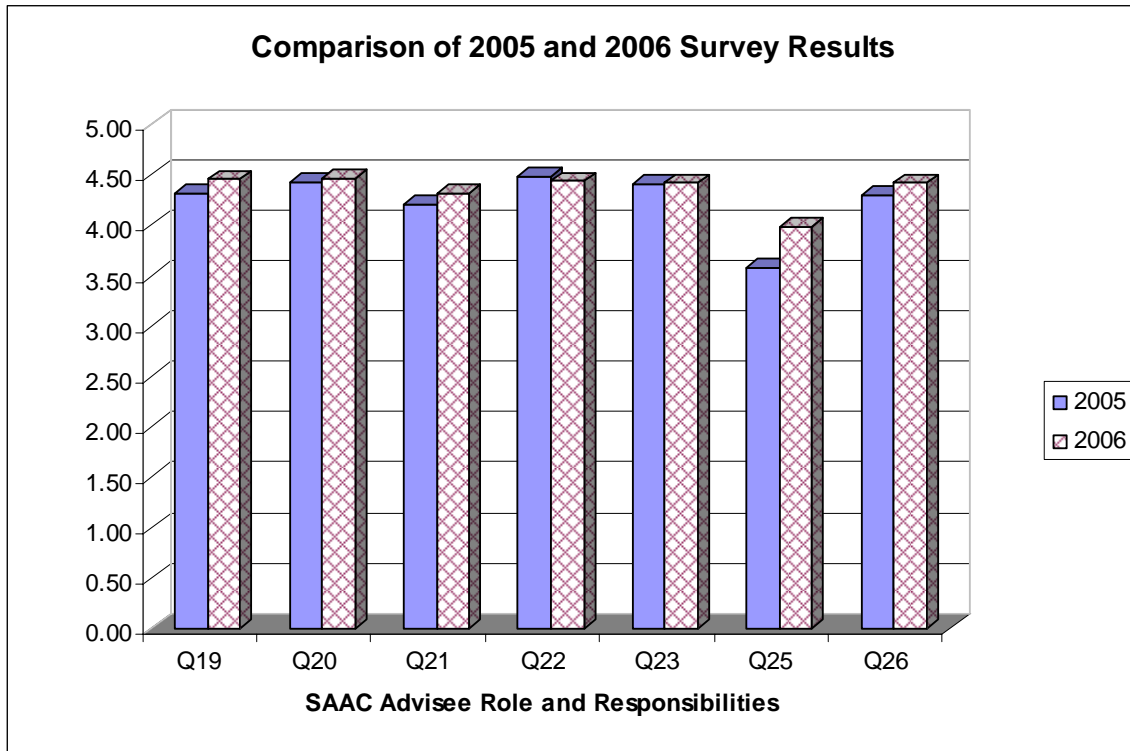


Table 2: My Role and Responsibilities As An Advisee: A comparison of ratings from current and declared advisees.		Rating: Scale 1-5	
		2005 n=142	2006 n=189
19	I am familiar with the university's General Degree Requirements (GDRs)	4.32	4.46
20	I understand how to utilize my degree progress report	4.43	4.47
21	I am familiar with the requirements for majors I am considering	4.21	4.32
22	I come to my registration planning meetings prepared with tentative course lists and questions	4.48	4.44
23	I follow through on recommendations and decisions arrived at as a results of our advising sessions	4.41	4.42
25	I take the initiative to make an appointment with my advisor for reasons other than registration planning	3.58	3.98
26	I believe it is important to meet with my advisor to discuss possible majors/long-term academic goals	4.30	4.42

TABLE 3. Advising Resources Utilized by SAAC Advisees: Comparison of 2005 and 2006 Survey Results in Rank Order

Rank Order	Advising Resources Utilized by SAAC Advisees	2005 n=142	2006 n=189
1	On-Line Timetable	94%	95%
2	DPR Printout	77%	80%
3	Undergraduate catalog	72%	64%
4	Other Students' Advice	43%	54%
5	Faculty Departments	41%	49%
6	Career Services Office	24%	26%
7	SAAC Website	23%	25%
8	Other Resources	2%	5%

FIGURE 4: SAAC Front Office Staff- Comparison of 2005 and 2006 Survey Results (survey questions/means presented in Table 4 below)

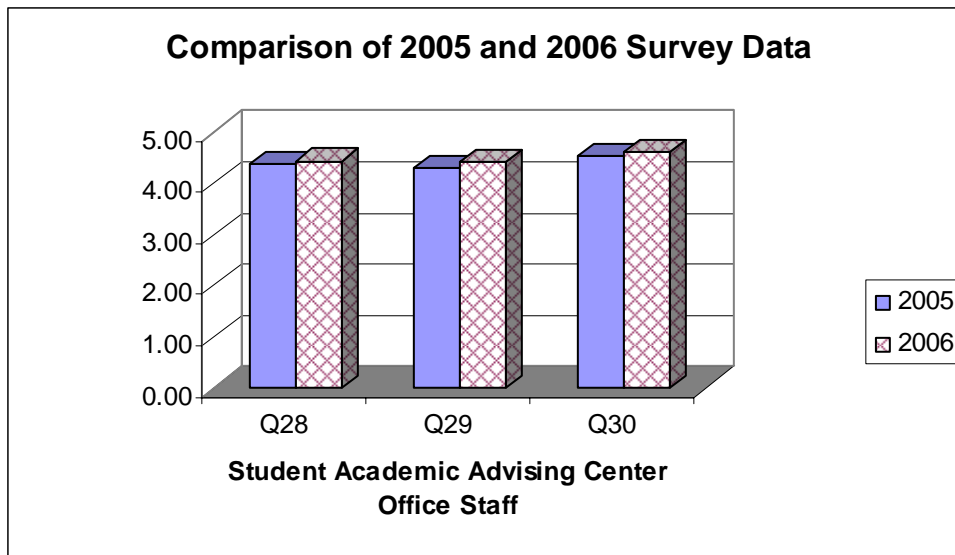


Table 4: SAAC Front Office Staff		Rating: Scale 1-5	
		2005 n=142	2006 n=189
28	I have been treated courteously by the SAAC front office staff	4.38	4.44
29	The front office staff answered my questions accurately	4.29	4.42
30	The front office staff scheduled my appointments in a timely manner	4.53	4.59

TABLE 5. SAAC Advisee Demographic Questions

		2005 n=142	2006 n=189
32	I am currently classified as:		
	Freshman	60%	44%
	Sophomore	34%	36%
	Junior	6%	18%
	Senior	1%	2%
33	Gender: F M	F=67% M=33%	F=72% M=28%
34	How were assigned to the SAAC Office?		
	New Freshman (undeclared)	67%	71%
	New Transfer	13%	12%
	Re-Entry Student	6%	2%
	Intake from another UWSP department	14%	15%
35	How many times during a semester do you typically meet with your academic advisor:		
		1X=38%	1X=43%
		2X=41%	2X=42%
		3X=18%	3X=13%
		4X=3%	4X=3%

*2005 and 2006 reports are attached.

APPENDIX 2

New Freshmen Meeting Survey Report

APPENDIX 3

**SAAC INTAKE DATA
Spring 2006**

Total Intakes for Spring 2006: 185

General Demographics:

Gender		Year in School:		Academic Status:	
Female	101	Freshman	69	Continuing Student (C)	138
Male	84	Sophomore	53	New Freshman (NFR)	7
Unknown	1	Junior	42	New Transfer (NTR)	14
		Senior	20	Re-Entry (RE)	2
		Unknown	02	Undergraduate Special (UGSP)	1
				Not currently enrolled (NE)	24

Reason for Coming to SAAC Office:

	Num.	Notes
Change of Major (to "Undeclared")	76	6 were ACCESS students who decided to go "undeclared"; 8 were ACCESS (Bio; entered 5/9/06)
Alternatives Advising	31	
Other: Associate Degree	2	
Other: Experiential Learning	1	
Other: Late Drop Request	8	
Other: Late Withdrawal	21	
Other: Non-Trad Ques.	2	
Other (no designation)	32	e.g., questions such as transferring, drop/add; probation/suspension; general concerns
Intakes (NFR/NTR and RE)	13	1 NFR; 2 NTR for Spr advising who missed orientation; 1 NTR for Fall 06 who missed orientation; and 9 RE advising for Fall 06
Total:	186	