

Assessing Student Satisfaction of an Academic Advising Unit

Jonathan Broyles and
Wendy Huckabee Broyles, Ed.D.

JWS Center for Student Success

Professional Advisors

- All freshmen until the completion of their 45th credit hour
- Conditionally admitted students
- Students who are undecided about their major
- Students placed into one or more developmental courses (mathematics or English)
- Students seeking any associate degree or a baccalaureate degree in interdisciplinary studies.

Why assess something that isn't required?

- Growing number of students advised in the Center
- Establish a baseline of assessment
- The JWS Center is classified as a unit of “academic and student services that support student success” (SACSCOC, 2018, p. 20) and had not previously participated in service-specific assessment.

How?

- Adopting the SACSCOC core value of continuous quality improvement, we initiated a three-phase assessment process of planning, implementation, and improvement and sustainment (Banta, Palomba & Kinzie, 2014).

Phase One

Planning

- The planning process involved reviewing the academic advising syllabus, creating expected outcomes, designing a survey instrument, constructing a rubric to score and add value to the indirect assessment instrument, and producing training for those involved in the assessment process.

What
Introduction Visit: make an appointment to get acquainted and discuss goals and questions for the academic year.
Academic Advising Visit: make an advising appointment to initiate a planning discussion for spring registration.
Early spring registration by classification (freshman, sophomore, junior, and senior)
Final Exams
Check-In Visit: Academic Progress checks, especially if you are struggling academically, and to revisit goals previously discussed in September.
Academic Advising Visit: This meeting is an opportunity to review and follow up on your progress and planning so far during your first year.
Early summer & fall registration by classification (freshman, sophomore, junior, and senior)
Final Exams
Finalize summer plans and revisit goals. Remember: Trojans Thrive @ 30! Are you taking classes at TROY or at home (transient authorization form)?
Final Exams for summer

Expected Outcomes

- 80% of students will indicate that they either agree or strongly agree advisors shared specific information e.g., developing an educational plan, degree requirements, and *Trojans Thrive at 30*.
- 80% of students will indicate that they either agree or strongly agree that an advisor was accessible at convenient times.
- 80% of students will indicate that they either agree or strongly agree that they felt the advisor has concern regarding overall well-being e.g., adjustment to college, mental health, financial concerns, access to food, campus and community involvement, etc.
- 80% of students will indicate that they are either very satisfied or satisfied with the overall satisfaction of the JWS Advising Team.

Advising Checklist

- Aligned with the advising syllabus to guide conversation with advisees

Advising Checklist

Advisor:

Date:

Status	Description	Notes
<input type="checkbox"/>	Arrange semesterly advising meetings to review course planning for the upcoming semester	
<input type="checkbox"/>	Discussion of well-being	
<input type="checkbox"/>	Develop short and long-range personal, academic, and career goals	
<input type="checkbox"/>	Differentiate between general education studies and major requirements	
<input type="checkbox"/>	Create a schedule that focuses on general education studies while combining some major requirements	
<input type="checkbox"/>	Assess their schedule based on student's personal ability, desire, extracurricular schedule and program requirements	
<input type="checkbox"/>	Available resources to help maximize their undergraduate experience, e.g., centers for student success, learning center, student clubs and organizations, community service, leadership opportunities, volunteering, etc.	
<input type="checkbox"/>	"Trojans Thrive at 30"	
<input type="checkbox"/>	Pathfinder students will complete the FOCUS assessment . At the conclusion of the meeting, the student will be able to match his or her preferences with the appropriate academic programs based on the goals he or she developed.	
<input type="checkbox"/>	Importance of getting to know their professors for each course. Students will be able to recall their professor's office hours and location.	
<input type="checkbox"/>	Students will demonstrate an ability to analyze degree requirements, responsibilities, and university policies that apply to them.	
Notes		

Phase Two

Implementation

- During the implementation phase, the survey instrument was deployed to each student who visited with a member of the academic advising team via an email follow-up requesting feedback about the advising session. At the conclusion of the academic year, the data was gathered and analyzed. The next step was to develop training to help the academic advising team to use the rubric to score the survey results.

Phase Three

Improvement & Sustainment

- Using the information gathered and materials developed in the planning phase and the data gathered during the implementation phase, the academic advising team was prepared to improve the services offered to better meet the unit's expected outcomes.
- Necessary improvements ranged from adjusting vernacular to altering processes. The assessment process added value to our institutional dashboard, but it had a tremendous impact on the sustainment of effective advising within the JWS Center.

Survey Instrument



Office of
Academic Advising

Feedback: Your Advising Experience

We hope you will take the time to briefly provide feedback on your overall experiences with academic advising received in the John W. Schmidt Center for Student Success. Results will be used to better the student experience.

For the purpose of this short survey, "My advisor" should refer to a member of the advising team in the John W. Schmidt Center for Student Success.

CONFIDENTIALITY

The information you provide will be kept confidential, assuring you that respondent information is always kept in confidence. No reference will be made in oral or written reports that could link you to the survey. Data will be analyzed and no participants will be personally identified.

CONTACT FOR QUESTIONS

If you have any questions about this study or its procedures, please contact jwsadvisors@troy.edu.

PARTICIPATION

Responding to this survey is voluntary. You may choose not to take part, may complete only the questions you choose or may leave the study at any time. Leaving the study will not result in a penalty. Your decision whether or not to participate in this study will not affect your current or future relations with the investigator(s).

SUBJECT'S CONSENT

In consideration of all of the above, I understand that proceeding to the survey indicates

Using the scale of Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, or Strongly Disagree, please answer the following questions.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I always prepare for meetings with my advisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor helped me to start developing an educational plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor provides me with accurate information regarding course, program, or degree requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor discussed "Trojans Thrive at 30" with me to help keep me on track.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An advisor is accessible at times convenient for me within office hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor is concerned with my overall well-being e.g., adjustment to college, mental health, financial concerns, access to food, campus and community involvement, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Using the scale of Very Satisfied, Satisfied, Neither Satisfied nor Dissatisfied, Dissatisfied or Very Dissatisfied please answer the following question.

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
Overall, my level of satisfaction with advising I have received from the advisors in the JWS Center for Student Success...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide any additional comments here. Keep in mind that this is an assessment of advising within the John W. Schmidt Center for Student Success. We are interested in improving advising services overall. How can we improve the advising within the JWS Center?

Any individual identifying information will be removed prior to the results being reviewed. Be open and honest.



Rubric

JOHN W. SCHMIDT CENTER FOR STUDENT SUCCESS ACADEMIC ADVISING SURVEY RUBRIC

Criteria	Levels of Achievement		
Content 60%	Advanced 4 to 3 points	Developing 2 points	Not Present 1 to 0 points
JWS Advising Questions	The response of either strongly agree or agree indicates that the advising staff has either exceeded expectations or met expectations.	The response of neither agree nor disagree indicates indifference regarding communicated expectations.	The response of either disagree or strongly disagree indicates that the advising staff has either not completely met or has failed to meet expectations.
Overall 20%	Advanced 4 to 3 points	Proficient 2 points	Developing 1 to 0 points
Overall Satisfaction with Academic Advising in the JWS Center	The response of either very satisfied or satisfied indicates that the advising staff has either exceeded expectations or met expectations for overall satisfaction of advising in the JWS Center.	The response of neither satisfied nor dissatisfied indicates indifference regarding communicated expectations for overall satisfaction of advising in the JWS Center.	The response of either dissatisfied or very dissatisfied indicates that the advising staff has either not completely met or has failed to meet expectations for overall satisfaction of advising in the JWS Center.
Comments 20%	Positive 2 points	Neutral 1 point	Negative 0 points
Additional Comments Section	<input type="checkbox"/> Specific Advisor <input type="checkbox"/> General Comments <input type="checkbox"/> Suggestions <input type="checkbox"/> Knowledge/Info <input type="checkbox"/> Attitude <input type="checkbox"/> Other Comments:	<input type="checkbox"/> Specific Advisor <input type="checkbox"/> General Comments <input type="checkbox"/> Suggestions <input type="checkbox"/> Knowledge/Info <input type="checkbox"/> Attitude <input type="checkbox"/> Other Comments:	<input type="checkbox"/> Specific Advisor <input type="checkbox"/> General Comments <input type="checkbox"/> Suggestions <input type="checkbox"/> Knowledge/Info <input type="checkbox"/> Attitude <input type="checkbox"/> Other Comments:

Assessment Meeting

JWS Advising Team Training

Butter & Egg (2127 Butter and Egg Rd, Troy, AL 36081)

Wednesday, June 2, 2021

8:00 am – 5:00 pm

Attendees: JWS Advising Team, Dr. Hal Fulmer, Dr. Jonathan Cellon, Dr. Wendy Broyles & guests

Agenda

8:00	Opening Comments & Activities
9:00 – 11:00	Assessment & QEP – Office of Academic Advising
11:00	Overview of operations in AY21
11:30	Comments by Dr. Hal Fulmer
12:00	AY21 Plans Working Lunch
1:15	Teambuilding
2:30 – 5:00	IMPACT Training and Review of Academic Regulations and Advising Training

Discussion:

Evidence of Assessment

- The academic advising team advised 2,240 students in 2019-2020. Over the course of the academic year, we received 537 responses to the survey instrument. After each advising appointment, an email was sent requesting students to participate in a survey to help measure the following expected outcomes:
- 80% of students will indicate that they either agree or strongly agree advisors shared specific information e.g., developing an educational plan, degree requirements, and *Trojans Thrive at 30*;
- 80% of students will indicate that they either agree or strongly agree that an advisor was accessible at convenient times;
- 80% of students will indicate that they either agree or strongly agree that they felt the advisor has concern regarding overall well-being, e.g., adjustment to college, mental health, financial concerns, access to food, campus and community involvement, etc.;
- 80% of students will indicate that they are either very satisfied or satisfied with the overall satisfaction of the JWS Advising Team.

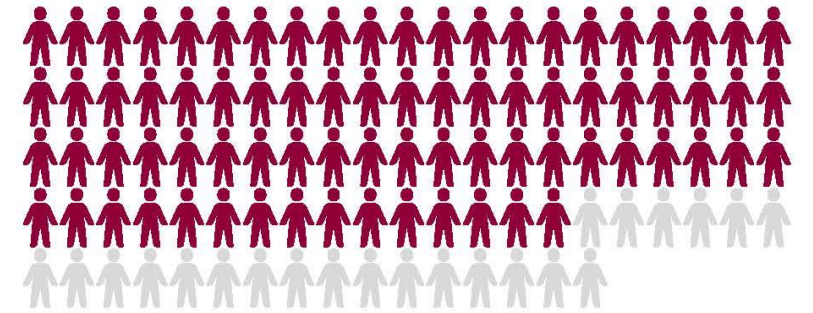
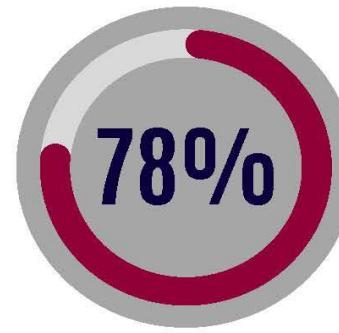
Overall Results

- 78% indicated that they were either very satisfied or satisfied with the advising efforts received from the advisors in the JWS Center for Student Success.
- 91% indicated that an advisor helped them to begin developing an educational plan.
- 95% indicated that an advisor discussed degree requirements with them. 4
- 48% indicated that an advisor discussed how *Trojans Thrive at 30*.
- 93% indicated that advisors were accessible at convenient times. 84% indicated that they felt like the advisors were concerned with their overall well-being.

Results

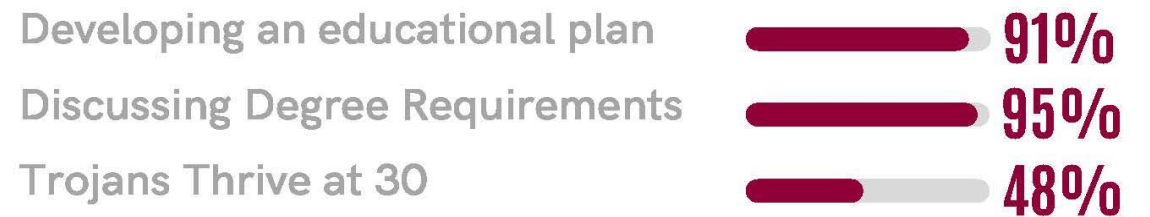
- Shared with leadership
- Used to improve advising (update syllabus and checklist)

ADVISING SATISFACTION AY20



Overall, seventy-eight percent of the respondents indicated that they were either very satisfied or satisfied in the advising efforts received from the advisors in the JWS Center for Student Success.

DID WE SHARE WHAT WE INTENDED?



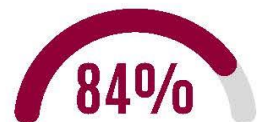
CONVENIENCE

Were the advisors accessible at convenient times for meetings?



CONCERN

Were the advisors concerned with your overall well-being?



JWS ADVISING

your overall well-being?

84%

“She was friendly
and very reliable!

STUDENT A

”

“I really appreciate
the easy going
conversations that
flowed between me
and the advisor I met
with. It put me at
ease.

STUDENT B

”

“My appointments
got cancelled 3
times in a row

STUDENT C

”

“...provide more
help or guidelines
with services on
campus/
community
activities/
internships, etc...

STUDENT D

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“I had a zoom call to
help with classes and
the advisor didn't even
show up and this is the
2nd time now that I've
been left out in the
open to figure it out for
myself

STUDENT E

”

“She even took
time to look at my
schedule before
the meeting in
order to fully help
me plan for my
future.

STUDENT F

”

TROY UNIVERSITY™

Academic Advising Syllabus for the
John W. Schmidt Center for Student Success
102 Eldridge Hall, Troy, AL 36082
334-670-3221 | jwsadvisors@troy.edu

ADVISING AT TROY UNIVERSITY:

Troy University advisors want to help you monitor your academic load, course selection, and academic performance. The advisor's role encompasses much more than merely assisting students in planning classes or discussing the general studies education requirements. The advisors in the JWS Center take time to get to know each student's interest goal, career aspirations, and much more. The advisors offer support in developing and initiating long-range educational planning and providing guidance on opportunities and resources to enrich your education.

While each student must visit with the JWS Center advisors for approval of classes during each registration, each student is strongly encouraged to see his or her advisor throughout the academic year for an in-depth discussion about goals, classes, or other concerns. Each advisor in the JWS Center is assigned to each student based on the last name, but the advisors work as a team. If your advisor is not available, the other advising team members will be glad to meet with you at your convenience.

OUR MISSION STATEMENT:

The mission of the John W. Schmidt Center for Student Success (JWS Center) on the Troy Campus is: Achieving Student Success with Integrity. Ensuring the holistic success of each student is at the heart of the mission of the advising team in the John W. Schmidt Center for Student Success. In order to meet our goal of helping each student to be successful, the advisors in the JWS Center help with much more than simply choosing classes. Our advisors work to ensure that each student performs well both in and out of the classroom, they help the student to become aware of and navigate obstacles, they encourage the student to become engaged both socially and academically, the advisors track each student's successful progress towards their intended major, and they promote the importance of overall well-being.

In addition to advising all freshmen until the completion of their forty-fifth credit hour, the advisors in the JWS Center advise students who are conditionally admitted, students who are undecided about their major, students who are taking one or more developmental courses in mathematics or English, and students who are seeking an associate degree or a baccalaureate degree in interdisciplinary studies.

STUDENTS CAN EXPECT THEIR ADVISOR TO:

- Be available: Students need to be able to see their advisors as needed throughout the semester, not just at pre-registration. Advisors should publish advising office hours and stick to them. Scheduling office hours need to be completed with student schedules in mind. It is not reasonable to expect a student to cut a class to accommodate posted office hours. Advisors should also be accessible through voice mail and electronic mail and should respond to messages within one working day. Advisors should also set-up with their advisees a method allowing them to make appointments. Nothing is more frustrating than not being able to find an advisor or make an appointment.
- Be knowledgeable about and effectively communicate university policies/procedures and academic requirements related to graduation, General Education requirements, majors, minors, and program standards. For information outside of the advisor's discipline, the advisor should be able to help

students find the relevant information in the university catalog and make an appropriate referral to another person who has the relevant information.

- Assist with goal setting, both long- and short-term.
- Talk with them about their strengths, interests, and abilities.
- Encourage student participation in relevant co-curricular (e.g., research, internships, study away) and extra-curricular experiences (e.g., related student organizations).
- Teach students how to gather information and make academically sound decisions.
- Inform students of their responsibilities in the advising process.
- Empower students to advocate for themselves and take responsibility for their academic pathway.

LIMITS OF ACADEMIC ADVISORS:

- Academic advisors are not licensed, personal counselors. Unfortunately, the advisor may not be able to assist you with some concerns personally. We will be glad to connect you with the Counseling Center and other appropriate resources that can offer the assistance that you need. Personal counseling on the Troy Campus is free and confidential. Feel free to call them to make an appointment at 334-670-3700.
- Academic advisors are not trained to serve as tutors. Again, while we cannot personally offer tutoring to you, we can direct you to the Learning Center in Eldridge Hall and other appropriate resources that can provide these services.

ADVISORS EXPECT STUDENTS TO:

- Be open to exploring opportunities that will help clarify interests, strengths, and abilities.
- Give careful thought to short-term and long-term academic and career goals and share this information with the advisor.
- Be familiar with TROY's academic and student conduct policies and procedures.
- Monitor their academic progress by keeping track of the courses the student has completed for the student's General Education requirements and major and minor requirements.
- Contact their advisor at times other than the official advising/registration periods, if needed. It is important to inform an advisor of any academic difficulties or personal problems as soon as they arise because the advisor can help connect the student to university resources.
- Understand that failure to satisfy degree requirements may have financial consequences.
- Check their TROY email account regularly for important messages and respond when necessary.
- Ask questions! If a student is unclear about a policy or procedure or information presented during the advising meeting, the student is expected to request clarification from the advisor.

EXPECTED OUTCOMES:

- 80% of students will indicate that they either agree or strongly agree advisors shared specific information e.g., developing an educational plan, degree requirements, and Trojans Thrive at 30.
- 80% of students will indicate that they either agree or strongly agree that an advisor was accessible at convenient times.
- 80% of students will indicate that they either agree or strongly agree that they felt the advisor has concern regarding overall well-being e.g., adjustment to college, mental health, financial concerns, access to food, campus and community involvement, etc.
- 80% of students will indicate that they are either very satisfied or satisfied with the overall satisfaction of the JWS Advising Team.

STUDENT LEARNING OUTCOMES:

- Students will apply the material discussed in the advising meeting to further develop short and long-range personal, academic, and career goals.
- Students will be able differentiate between general education studies and major requirements.
- Students will recall the available resources to help maximize their undergraduate experience, e.g., centers for student success, learning center, student clubs and organizations, community service, leadership opportunities, volunteering, etc.
- Students will be able to explain the importance of “Trojans Thrive at 30”: completing 30 credit hours within an academic year.
- Pathfinder students will be able to explain how their preferences and personality as each relates to career and academic goals, and they will be able to explain the importance of assessing Work Interests, Values, Personality, and Skills.

ADVISING CALENDAR (sample):

When	What
September	Introduction Visit: make an appointment to get acquainted and discuss goals and questions for the academic year.
October	Academic Advising Visit: make an advising appointment to initiate a planning discussion for spring registration.
October	Early spring registration by classification (freshman, sophomore, junior, and senior)
December	Final Exams
January	Check-In Visit: Academic Progress checks, especially if you are struggling academically, and to revisit goals previously discussed in September.
February	Academic Advising Visit: This meeting is an opportunity to review and follow up on your progress and planning so far during your first year.
April	Early summer & fall registration by classification (freshman, sophomore, junior, and senior)
April	Final Exams
May	Finalize summer plans and revisit goals. Remember: Trojans Thrive @ 30! Are you taking classes at TROY or at home (transient authorization form)?
July	Final Exams for summer

Advising Checklist

Advisor:

Date:

Status	Description	Notes
<input type="checkbox"/>	Arrange semesterly advising meetings to review course planning for the upcoming semester	
<input type="checkbox"/>	Discussion of well-being	
<input type="checkbox"/>	Develop short and long-range personal, academic, and career goals	
<input type="checkbox"/>	Differentiate between general education studies and major requirements	
<input type="checkbox"/>	Create a schedule that focuses on general education studies while combining some major requirements	
<input type="checkbox"/>	Assess their schedule based on student's personal ability, desire, extracurricular schedule and program requirements	
<input type="checkbox"/>	Available resources to help maximize their undergraduate experience, e.g., centers for student success, learning center, student clubs and organizations, community service, leadership opportunities, volunteering, etc.	
<input type="checkbox"/>	"Trojans Thrive at 30"	
<input type="checkbox"/>	Pathfinder students will complete the FOCUS assessment . At the conclusion of the meeting, the student will be able to match his or her preferences with the appropriate academic programs based on the goals he or she developed.	
<input type="checkbox"/>	Importance of getting to know their professors for each course. Students will be able to recall their professor's office hours and location.	
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Notes		



Office of
Academic Advising

Feedback: Your Advising Experience

We hope you will take the time to briefly provide feedback on your overall experiences with academic advising received in the John W. Schmidt Center for Student Success. Results will be used to better the student experience.

For the purpose of this short survey, "My advisor" should refer to a member of the advising team in the John W. Schmidt Center for Student Success.

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SUBJECT'S CONSENT

In consideration of all of the above, I understand that proceeding to the survey indicates my consent to participate.

Using the scale of Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, or Strongly Disagree, please answer the following questions.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I always prepare for meetings with my advisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor helped me to start developing an educational plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor provides me with accurate information regarding course, program, or degree requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor discussed "Trojans Thrive at 30" with me to help keep me on track.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An advisor is accessible at times convenient for me within office hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor is concerned with my overall well-being e.g., adjustment to college, mental health, financial concerns, access to food, campus and community involvement, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Using the scale of Very Satisfied, Satisfied Neither Satisfied nor Dissatisfied, Dissatisfied or Very Dissatisfied please answer the following question.

Very Satisfied Satisfied Neither Satisfied nor Dissatisfied Dissatisfied Very Dissatisfied

Overall, my level of satisfaction with advising I have received from the advisors in the JWS Center for Student Success...

☐☐☐☐☐

Please provide any additional comments here. Keep in mind that this is an assessment of advising within the John W. Schmidt Center for Student Success. We are interested in improving advising services overall. How can we improve the advising within the JWS Center?

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**JOHN W. SCHMIDT CENTER FOR STUDENT SUCCESS
ACADEMIC ADVISING SURVEY RUBRIC**

Criteria	Levels of Achievement		
Content 60%	Advanced	Developing	Not Present
JWS Advising Questions	4 to 3 points The response of either strongly agree or agree indicates that the advising staff has either exceeded expectations or met expectations.	2 points The response of neither agree nor disagree indicates indifference regarding communicated expectations.	1 to 0 points The response of either disagree or strongly disagree indicates that the advising staff has either not completely met or has failed to meet expectations.
Overall 20%	Advanced	Proficient	Developing
Overall Satisfaction with Academic Advising in the JWS Center	4 to 3 points The response of either very satisfied or satisfied indicates that the advising staff has either exceeded expectations or met expectations for overall satisfaction of advising in the JWS Center.	2 points The response of neither satisfied nor dissatisfied indicates indifference regarding communicated expectations for overall satisfaction of advising in the JWS Center.	1 to 0 points The response of either dissatisfied or very dissatisfied indicates that the advising staff has either not completely met or has failed to meet expectations for overall satisfaction of advising in the JWS Center.
Comments 20%	Positive	Neutral	Negative
Additional Comments Section	2 points <div> <input type="checkbox"/> Specific Advisor <input type="checkbox"/> General Comments <input type="checkbox"/> Suggestions <input type="checkbox"/> Knowledge/Info <input type="checkbox"/> Attitude <input type="checkbox"/> Other </div> Comments:	1 point <div> <input type="checkbox"/> Specific Advisor <input type="checkbox"/> General Comments <input type="checkbox"/> Suggestions <input type="checkbox"/> Knowledge/Info <input type="checkbox"/> Attitude <input type="checkbox"/> Other </div> Comments:	0 points <div> <input type="checkbox"/> Specific Advisor <input type="checkbox"/> General Comments <input type="checkbox"/> Suggestions <input type="checkbox"/> Knowledge/Info <input type="checkbox"/> Attitude <input type="checkbox"/> Other </div> Comments:

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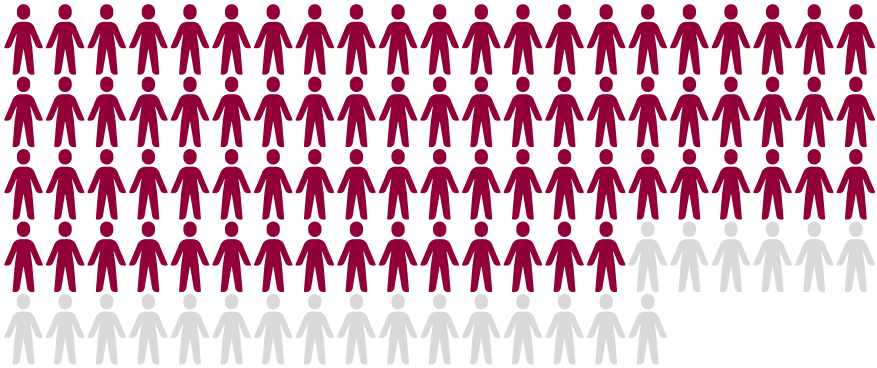
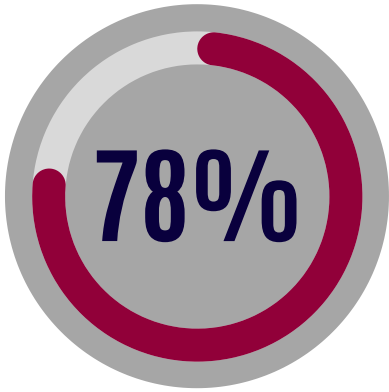
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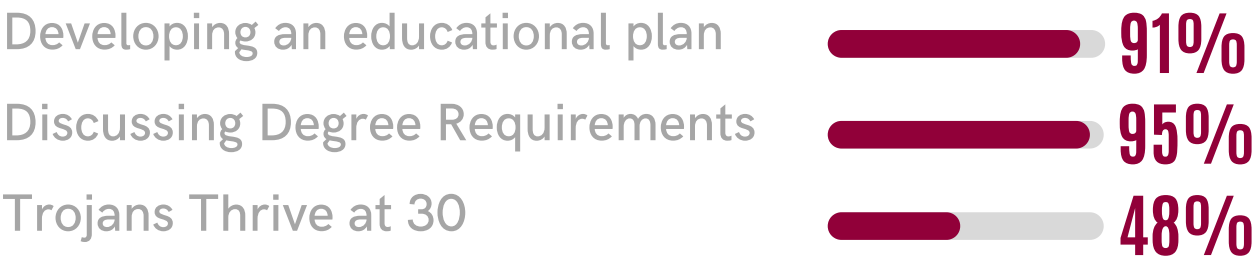
Discussion:

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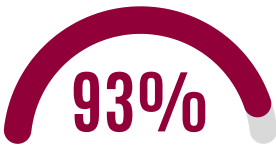
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DID WE SHARE WHAT WE INTENDED?



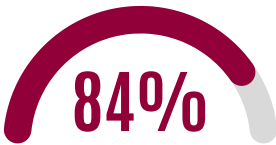
CONVENIENCE

Were the advisors accessible at convenient times for meetings?



CONCERN

Were the advisors concerned with your overall well-being?



“She was friendly and very reliable!”

STUDENT A

“I really appreciate the easy going conversations that flowed between me and the advisor I met with. It put me at ease.”

STUDENT B

“My appointments got cancelled 3 times in a row”

STUDENT C

“...provide more help or guidelines with services on campus/ community activities/ internships, etc...”

STUDENT D

“I had a zoom call to help with classes and the advisor didn't even show up and this is the 2nd time now that I've been left out in the open to figure it out for myself”

STUDENT E

“She even took time to look at my schedule before the meeting in order to fully help me plan for my future.”

STUDENT F