

Examples of Good Practice in Assessment of Academic Advising

10th Annual Assessment Conference Texas A&M University

Ms. Christine Farris, Director, Biology Undergraduate Programs
Dr. Holly Gaede, Undergraduate Advisor and Senior Lecturer, Department of Chemistry
Ms. Kristin Harper, Executive Director, Office of Associate Provost of Undergraduate Studies
Dr. Deborah Hull, Director of Academic Advising, General Academic Programs
Ms. Nancy Street, Instructional Professor and Director, Undergraduate Programs, Department of Communication

Academic Advising at Texas A&M University

Vision

At Texas A&M University, academic advising engages students beyond their own world view recognizing the “art of possibility.”

Values

Academic advising at Texas A&M University supports the University’s Core Values and commitment to the success of all students by:

- Recognizing that academic advising is an important component of student learning at Texas A&M University
- Being responsible to and respectful of the individual student
- Supporting the educational policies, procedures and values of the department, college and university. Likewise, academic advising relies on the support and resources of the university, college and department.
- Interpreting and conveying Texas A&M University’s mission and core values to students
- Involving other university programs, services and individuals, when appropriate in the advising process
- Being responsible for professional academic advising, training, development and practices

Mission

Academic advising is a collaboration between a student and an academic advisor. Through teaching and learning experiences, the students set goals, acquire information and services, and make decisions consistent with interests, goals, abilities and degree requirements.

Student Learning Outcomes for Academic Advising

Campus Resources

- Students are aware of and, as appropriate, access programs and experiences that enhance degree programs, such as internships, study abroad, student and professional organizations, counseling and career services, etc.

Critical Thinking

- Students realistically self-assess and recognize how their level of performance contributes to educational and personal goals
- Student identify opportunities that support their values, ambitions and aspirations
- Students use critical thinking skills to make informed independent decisions and take ownership of them

Degree Requirements

- Students know their degree requirements
- Students are able to generate and interpret a degree audit
- Students are able to develop an appropriate schedule and register for classes
- Students understand the purpose of the courses required for their degree plan

Policy

- Students understand and follow the academic rules of the university, college and department

Prospective Students

- Prospective students know the available academic opportunities
- Prospective students understand the major components of a degree in the intended major
- Prospective students make informed decisions about Texas A&M University

CLSC New Student Conference Survey

- 1) Chris Aggie wants to major in the College of Science. Chris was in the top 12% of his high school class and earned a 1,180 SAT (580 on math SAT and 600 on reading SAT). Compared to the average student who is retained in the College of Science through his or her senior year, Chris has
 - a. A lower percentile in the high school graduating class and lower average SAT scores, and therefore Chris will have to work very hard to remain in the College of Science.
 - b. The same percentile in the high school graduating class and same average SAT score, and Chris will probably have to work about the same as he did in high school to remain in the College of Science.
 - c. A higher percentile in the high school graduating class and higher average SAT scores, and Chris therefore may be able to study less in college than in high school and still remain in the College of Science.
 - d. The average SAT score or percentile in the high graduating class of the college of science students retained through their senior year is not publically available information.\
- 2) The deadline to add or drop a course without a record of it on your transcript is
 - a. The day before classes start
 - b. The 5th class day
 - c. The 12th class day
 - d. The 50th class day
- 3) The Q drop deadline is
 - a. The 5th class day
 - b. The 12th class day
 - c. The 50th class day
 - d. The first day of finals
- 4) How many total Q drops are students allowed throughout their studies at TAMU?
 - a. 0
 - b. 1
 - c. 2
 - d. 3

Please match the following campus resources/websites with the services and information they provide.

- | | |
|---|---|
| 5) Student with Disabilities Services
http://disability.tamu.edu/ | a) Academic and Mental Health Services |
| 6) Study Abroad Office
http://studyabroad.tamu.edu | b) Internships and Job Placement |
| 7) Student Counseling Services
http://www.scs.tamu.edu/ | c) Manages accommodations for students with disabilities |
| 8) Office of the Registrar
http://admissions.tamu.edu/registrar/ | d) Transcripts, academic calendar, final exam schedule, grade distribution report |
| 9) Career Center
http://careercenter.tamu.edu/ | e) Central clearinghouse for opportunities to study outside U.S. |

10) A student received the following grades in her first semester in college

<u>Course</u>	<u>Hours</u>	<u>Grade</u>
BIOL 111	4	C
CHEM101	3	C
CHEM111	1	A
MATH151	4	D
HIST105	3	B

What is the student's overall GPR?

- a. 3.052
 - b. 2.067
 - c. 2.400
 - d. 1.678
- 11) For the above student, which of the courses can she first year grade exclude?
- a. BIOL111
 - b. CHEM101
 - c. MATH151
 - d. It depends what his or her major is.
- 12) A biology major earned a 2.10 GPR this semester. His overall GPR is 2.50 and his major GPR is 1.00. He was placed on probation. Why?
- a. His semester GPR was less than a 2.5.
 - b. His overall GPR was less than a 3.0.
 - c. His semester GPR was more than a 2.0
 - d. He had less than a 2.0 major GPR.
- 13) Which of the following statements is **true** about ways to earn credit for Texas A&M courses?
- a. I must receive a 5 on an AP exam to earn college credit for it.
 - b. I must enroll in HIST105 at TAMU, even if I have already earned dual credit for it.
 - c. To enroll in ENGL104 at TAMU, I must be classified as U1 or U2.
 - d. With a major in the College of Science, I must take a foreign language at TAMU, regardless of my high school experience.
- 14) A physics major discovers a registration hold placed by the Physics Department after registering for accounting, business calculus, business information systems concepts, and introduction to business. What is the most likely reason for this hold?
- a. The student has not paid all of his or her tuition and fees
 - b. The student is not following the physics degree plan, and is a "closet major"
 - c. The student has unpaid parking tickets
 - d. The student needs to check in with Scholarships and Financial Aid
- 15) Which of the following people can best supply you with advice about your major course of study?
- a. Christine Farris; 107 Butler Hall; cfarris@mail.bio.tamu.edu; 845-3116
 - b. Holly Gaede; 104 Chemistry Building; hgaede@mail.chem.tamu.edu; 845-0520
 - c. Donna Hoffman; 605 Blocker Building; donna.hoffman@math.tamu.edu; 862-4306
 - d. Sandi Smith; 421 Engineering/Physics Office Building; smiths@tamu.edu; 845-7738

GENERAL ACADEMIC PROGRAMS ONLINE APPEAL APPLICATION

General Studies (GEST) request for academic review for approval to continue to Spring 2010.

Appeal must be submitted by January 15, 2010 at 5 pm CST.

Personal Information * - Required Fields

First Name

Last Name

UIN

Current Major

Regents' Scholar

PERMANENT MAILING ADDRESS REQUIRED
(We will notify you of your appeal status through this address.)

Address 1

Address 2

City

State

Zip Code

TAMU E-mail

Phone Number (Include area code)

LIST YOUR COURSES AND GRADES DURING FALL 2009 (INCLUDE Q, I, U, W, X, First Year Grade Exclusion and the section number for each course).

* - Required Fields

Course Name & Number & Section	Grade	Course Name & Number & Section	Grade
Ex: HIST 106 501		Ex: MATH 141 503	
1 <input type="text"/>	<input type="text"/>	5 <input type="text"/>	<input type="text"/>
2 <input type="text"/>	<input type="text"/>	6 <input type="text"/>	<input type="text"/>
3 <input type="text"/>	<input type="text"/>	7 <input type="text"/>	<input type="text"/>
4 <input type="text"/>	<input type="text"/>	8 <input type="text"/>	<input type="text"/>

COMPLETE THE FOLLOWING SECTIONS. IT IS IMPORTANT TO ADDRESS ALL AREAS COMPLETELY. * - Required Fields

Section 1: Describe the circumstances that have prevented you from meeting your academic goals, and state a specific reason for your appeal (A minimum of 150 words is expected).

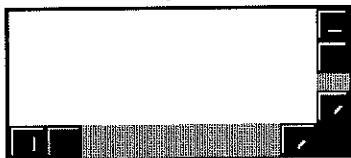
- a. Identify the problems you encountered that were unavoidable and/or beyond your control. (i.e. serious illness, death in your immediate family, etc.)
- b. List specific dates you were prevented from attending class or were not able to function academically during the past semester. List dates of exams or other assignments affected by your situation. List specific actions you have taken to resolve these issues on your own.

YOU MUST PROVIDE DOCUMENTATION FOR ALL CLAIMS LISTED ABOVE!

Written verification from a third party (doctor, lawyer, counselor, employer, parent, etc.) with specific dates mentioned must be provided if you are claiming extenuating circumstances. **If such documentation is not mailed or faxed, the circumstances that you are claiming will not be considered.** Work hours must be verified by pay stubs or a letter from your employer with starting and ending dates and average hours worked per week. **(A minimum of 150 words is expected)**

Section 2: List any activities, employment, or other responsibilities that you were involved in this semester and an estimate of how much time was spent in participation. Indicate if these were academic obligations. (A minimum of 150 words is expected)

Section 3: State what will be different during your next semester. What behaviors need to be changed? List specific actions you have taken to resolve problem situations (i.e. counseling, fewer work hours, etc.). (A minimum of 150 words is expected)



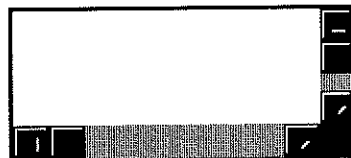
Section 4: Which major are you thinking about declaring in the future? State the GPR requirements you will have to meet for your intended major and how you will meet these requirements before reaching 60 total hours. List specific courses you plan to take next semester (i.e, MATH 141, SOCI 205, THAR 281, etc.) . (A minimum of 100 words is expected)

THINK SERIOUSLY ABOUT YOUR MAJOR!

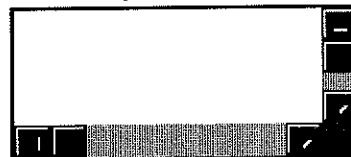
Be realistic. You may need to seriously consider alternative majors and courses. You will not be allowed to repeat courses next semester which have given you difficulty. (If you choose to repeat a course in the future, you will need an advisor's approval.)

BE AWARE OF THE 60HR LIMIT!

You will be blocked by GEST when your total hours passed at Texas A&M (including transfer hours) equal or exceed 60.



Section 5: What are your plans if your appeal is denied? What options are you considering if you are not permitted to continue at Texas A&M?



***** By submitting this form, I verify that all information provided is accurate, true and original. Submission of this Appeal Form indicates that I have read and understand General Academic policies and rules. If my Appeal is granted, I will select courses as directed and meet all requirements with no exceptions. If I fail to meet these terms I may be blocked from continuation as a General Studies student.**

