

Priority Sponsor:  
 "Who is the action plan  
 leader?" **Deans**

**UW-Stout  
 University Priority  
 Initiated Fall 2003**

Expected Completion:

University Priority	Priority Name – Academic Advising
One to two sentences summarizing the answer to the question: <i>“What solution are you proposing?”</i>	
<b>Develop better systems of undergraduate academic advising.</b>	
Linkage to Strategic Plans <i>University of Wisconsin-Stout Strategic Plan</i> Goal 1: Offer high-quality, challenging academic programs that influence and respond to a changing society. Goal 3: Promote excellence in teaching, research, scholarship and service.	

Statement of the Issue:
One to two sentences summarizing the answer to the question: <i>“What issue are you trying to solve?”</i>
<b>Academic advising is currently not uniformly consistent or effective.</b>

Action Plan:	Responsible:	Timeline:
Write 3 – 5 high level steps needed to accomplish the priority statement above. <i>“What has to be done for this priority to succeed?”</i>	<i>“Who are the positions or people that will be responsible for each step?”</i>	<i>MUST be specific target completion date.</i>
Identify best practices for advisement <ul style="list-style-type: none"> <li>- Review registration policies for add, drop and repeat of courses</li> <li>- Review effectiveness of Advisement Day</li> <li>- Develop plan to handle undeclared major students</li> <li>- Review handling of freshmen, transfers, undeclared major students</li> </ul>	Provost, Deans, Faculty Senate, Stout Student Association	Winter / Spring 04
Define Program Director role/responsibility	Deans	Spring 04

Define faculty, staff and student roles/responsibilities <ul style="list-style-type: none"> <li>- Study who should advise</li> <li>- Study possibility of hiring paraprofessionals as advisors</li> </ul>	Deans	Spring 04
Establish expectations and provide training for Program Directors, Advisors, Faculty and Students	Provost	Spring 04

<b>Implication for Resources:</b>
<p><i>“What is needed for this priority to succeed?”</i> (Human, fiscal, physical, other)</p> <ul style="list-style-type: none"> <li>• Funding for professional advising positions</li> </ul>

## Key Measures of Performance:

Identify no more than six critical Measures of Performance when answering the question:  
 “What information will be collected to benchmark and measure the priority’s success?”

- Freshmen and transfer advisor assigned at time of enrollment

Shifted advisement of first-year students to Advisement Center. This has been done, and advisement of these students has been moved to the Advisement Center.

- Improved Student Satisfaction Ratings on Advising

Advising Satisfaction Data								
	1998	1999	2000	2001	2002	2003	2004	Current National Comparisons
Quality of Academic Advising- Freshmen* (NSSE)				2.83	2.87	2.90	3.01	2.91
Quality of Academic Advising- Seniors* (NSSE)				2.85	2.79	2.89	2.81	2.86
Satisfaction with: Academic Advising Services- Sophomores/Juniors (ACT)			3.70	3.72	3.66	3.69	3.53	3.85
Satisfaction with: Availability of your advisor- Sophomore/Juniors (ACT)				3.72	3.60	3.60	3.56	3.84
Satisfaction with: Value of the information provided by your advisor- Sophomore/Juniors (ACT)				3.61	3.46	3.52	3.43	3.77
Satisfaction with: Quality of Academic Advising- Alums (Alumni follow-up)	3.98 3.85		3.75					N/A

\*on a 1-4 scale; all others on a 1-5 scale

- Reduced time to graduate

<b>Graduation Rates- All Fulltime Freshmen</b>						
Original cohort	Fall 93	Fall 94	Fall 95	Fall 96	Fall 97	5-yr Avg
4-year grads	14.4%	13.3%	13.7%	15.7%	14.2%	14.3%
5-year grads	45.1%	37.3%	37.8%	44.2%	42.3%	41.3%
6-year grads	54.8%	44.7%	44.4%	52.4%	50.7%	49.4%

Source: UW System - OPAR

- Undeclared major students must declare major by 3<sup>rd</sup> semester

<b>Undeclared major students in third semester</b>			
	# of undecided students in cohort	# taking classes one year later	% with undecided majors one year later
1996 cohort	281	171	37.0%
1997 cohort	307	204	40.1%
1998 cohort	290	183	33.8%
1999 cohort	323	205	45.5%
2000 cohort	302	199	37.1%
2001 cohort	321	191	39.3%
2002 cohort	311	212	32.5%

Source: BPA Retention and Graduation Database

- Credits to degree

<b>Percent of Bachelors degree recipients with 130 or fewer credits</b>	
1993-94	10.6% (97 of 918)
1999-00	25.1% (175 of 698)
2000-01	25.3% (198 of 782)
2001-02	29.6% (245 of 827)

Source: UW-System - OPAR