AES Unit Name: Academic Success Center

Administrative Home of Unit: Academic Affairs

Academic Year Assessed: 2020-2021

Assessment Report Requirements:

1. **Unit Goals, Outcomes, and Criteria**: *At minimum*, your Unit Assessment Plan should have 1 overarching goal, 3 major outcomes derived the goal(s), and each outcome should have 2 criteria. (Exceptions made, contact Assessment Coordinator.)

2. **Assessment Across Unit**: Your Outcomes and Criteria must assess across different areas of your unit. Depending on what your Unit does, you may have several types of outcomes. Assessing different areas of your unit gives you the ability to identify weak points for improvement.

3. **Instruments:** Attach ALL Instruments/ Measures listed in your assessment plan as an APPENDIX at the end of the Plan/Report.

4. **Instruments Using Direct/Indirect Measures:** Your AES Unit Assessment Plan should include both direct and indirect measures, with direct measures being in the majority.

5. **Analysis of Data by Staff:** All staff integral to the AES Unit will meet to discuss and analyze the data at the end of the academic year to determine what the collected data says about the unit's performance during the current year and how that new knowledge will translate into proposed actions/changes in the coming year(s).

6. **Completion of Template:** *You are required to complete all sections of this report template*. Follow the directions as written. Contact the Assessment Coordinator before modifying the template to match the specific elements of your unit plan.

7. **File Name**: Use the following format to name this file before uploading:
   a. AES Unit Name Asmt Report AY XXXX-XX
   b. e.g., Honors Asmt Report AY 2020-21
   c. e.g., OIE Asmt Report AY 2020-2021

8. **Upload to Teams:** Complete your plan/report using the template and upload it to your Team channel. Email your Vice President and the Assessment Coordinator to let them know you have finished. *IF you make further changes to your report in Teams, notify   Vice President and the Assessment Coordinator via email.*

See Glossary of Terms for further explanation:
UGRP_ECU Unit Assessment Team >> General channel >> Files.

Assessment Plan, Data, and Analysis

Mission Statements & Goals

EAST CENTRAL UNIVERSITY MISSION STATEMENT:
We educate and empower students to understand and transform our world.

UNIT GOAL(S): To provide accurate advisement and assessment to all incoming students and to help improve retention by serving as a resource and referral service for students who need assistance.

UNIVERSITY SERVICE/STUDENT SUPPORT/STUDENT LEARNING OUTCOME 1:

Through inclusive advisement, all first-time, full-time incoming freshman will be able to create their first semester schedule utilizing the General Education Check Sheet, the appropriate Degree Check Sheet, and their Four-Year Plan of study, including using Accuplacer test results, where applicable.

Criterion 1.1: Students who take the Accuplacer tests for removal of skills and/or curricular deficiencies will be able to utilize the results of the Accuplacer test along with post-testing consultation with an ASC advisor to determine how and when they can remove any remaining deficiencies.

Students will be able to use the scores obtained by testing to:
  A. Identify areas in which the student has deficiencies that need to be resolved
  B.   Know means necessary to remove deficiencies
  C.   Identify the time frame within which the deficiencies must be removed
  D.   Know restrictions that will exist if deficiencies are not removed within the required timeframe

    Population: Students who take Accuplacer exams for course placement in an attempt to resolve skills or curricular deficiencies that exist upon admission.

    Instrument/Measurement: Accuplacer Test Exit Survey

    Standard: A score of 80% will indicate an overall assessment of 4.0 or higher on a 5.0 Likert scale.

    Data Table:

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	4.8	4.8	96%	1
2019-2020	-	-	-	-
2018-2019	-	-	-	-

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| 2017-2018 | 4.47-5 | 4.75 | 95% | 135 |
| 2016-2017 | 4.3-4.82 | 4.69 | 94% | 146 |

NOTE: An assessment was not completed for 2019-2020 and data for 2018-2019 is unknown. There was only 1 response for 2020-2021.

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Yes, the standard was met, although the sample size is incredibly small.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	The respondent had a favorable experience with the ASC. The average score from the survey was a 4.8 on a 5.0 scale, indicative of an overly positive experience.
3. Discuss possible reasons why the unit performed as it did this year.	The ASC has been offering primarily one-on-one advising sessions to allow students an individualized enrollment experience.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Data seems to be increasing, but with only 1 survey response it is difficult to infer conclusions. However, a survey from Fall 2021 data had 30 respondents with 16 taking an Accuplacer exam and 14 of those strongly agreeing that scores were explained adequately, and the remaining 2 agreeing that scores were adequately explained.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	Based on the 16 respondents who took the Accuplacer during the most recent response period (SU/FA2021), all of them were at least in agreement (with 87.5% strongly agreeing) that an advisor thoroughly explained Accuplacer scores and courses that align with the scores. Based on this data, no changes are needed at this time.

Criterion 1.2: First-time, full-time incoming freshman will participate in inclusive Freshman Advisement and Enrollment appointments to create their schedule for the following semester. During these advisement appointments, students will:
   A. Learn how to use their username and password
   B. Learn to access and use myECU
   C. Learn how to access ECU student e-mail
   D. Use information provided by the advisor and the four-year plan of study to create and enter their schedule for the upcoming year
   E. Have an opportunity to ask questions

   Population: All first-time, full-time incoming freshman

   Instrument/Measurement: Beginning Freshman Advisement and Enrollment Survey

   Standard: 80% of respondents agree with statements listed

   Data Table: Beginning Freshman Orientation and Academic Advising Survey

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East Central University

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	-	-	94.38%	30
2019-2020	-	-	-	-
2018-2019	-	-	-	-
2017-2018	4.69-4.82	4.76	90%	-
2016-2017	4.414-4.61	4.5	90%	-

NOTE: An assessment was not completed for 2019-2020 and data is unknown for 2018-2019. Using the data provided from SU/FA 2021, 94.38% of responses indicated a favorable experience with the ASC through responses of "strongly agree" or "agree" to questions about whether the ASC made a respondent feel comfortable, look forward to being an ECU student, whether the advisor was well-informed and able to answer questions, and whether the respondent was instructed how to use the ECU portal and username. While the report shows an average score of <2 for many items, the plots and graphics show individual responses that correlate to a 94.38% pass rate.

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Yes, the standard of 80% was met.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Responses were overwhelmingly positive, with opportunities for growth existing in areas involving advisers being able to answer questions about specific majors and students being able to locate offices on a campus map.
3. Discuss possible reasons why the unit performed as it did this year.	Advisers were generally able to offer one-on-one advising appointments, which allow more opportunities for students to ask questions and clarify information. Only 5 of the 30 respondents participated in a group enrollment session.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	In past years, 90% of respondents reported positive experiences, which means that data trends show an increase in satisfaction with the ASC.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	The ASC advisers will try to increase familiarity with specific degree programs and majors, as 6 of 30 respondents answered "agree" instead of "strongly agree" regarding adviser knowledge of specific majors. One method of achieving this is already underway, with the ASC staff hosting professional networking breakfasts during which faculty and deans visit with ASC staff to communicate and discuss updates and degree plans.

UNIVERSITY SERVICE/STUDENT SUPPORT/STUDENT LEARNING OUTCOME 2:

Full-time students who are undecided on choosing a major will declare a major area that best suits their education/career goals by working with advisors in the Academic Success Center.

Criterion 2.1: Through advisement, full-time students who are listed as undecided majors will be able to determine and declare a major prior to enrolling in their fourth semester.

Population: Any student who has continuously been enrolled full-time at ECU since their beginning freshman semester and has not declared a major.

Instrument/Measurement: Undecided majors data provided by Meredith Jones from the Office of Institutional Effectiveness.

Standard: 90% of students will officially declare a major prior to completing 60 credit hours at ECU.

Data Table: Beginning Freshman With Undecided Major

Academic Year	After One Year	After Two Years	Percent Pass Rate (Percent with Declared Major)	n
2020-2021	Not yet available	Not yet available	-	207
2019-2020	68	Not yet available	-	276
2018-2019	40	9	95%	169
2017-2018	17	4	97%	126
2016-2017	-	-	-	-

NOTE: Data is not yet available to determine the amount of students who are still undecided after one year or two years for the most recent student cohorts. Data is not available for 2016-2017. In prior years where data is available, between 95-97% of students had declared a major after two years at ECU. The most recent data indicates that 75% of students have declared a major after one year.

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Data is not available to determine if the standard has been met for this year. However, the most recent data shows a promising trend indicating that standards are being consistently met.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	The most recent data available for the percentage of undecided majors after one year of enrollment shows that 75% of students (208/276) have declared a major after one year. The standard calls for 90% of students to declare a major prior to completing 60 hours.
3. Discuss possible reasons why the unit performed as it did this year.	Efforts to encourage students to declare a major have been made, including campus events (such as a majors fair) and inclusion of career goals and assessments in Freshman Seminar (UNIV 1001) courses.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	The number of students who enter with an undecided major increased between 2017 and 2020, but has decreased during the most recent data collection period. However, the number of undecided majors is still up 40% from a few years ago.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the	The ASC will increase efforts to reach undecided majors and the UNIV 1001 curriculum redesign (which is scheduled to roll out during Fall 2022) will

#5 response to Current Actions and/or Changes (end of template)	feature updated career selection and assessment tools to help beginning freshman decide on a major. The ASC will also look at other options that may help students declare a major (such as revising our group enrollment orientation to provide information about majors).

Criterion 2.2: Students transferring to ECU without a major declared will be able to declare a major prior to the end of their second semester.

Population: All full-time transfers with "undecided" listed as their major.

Instrument/Measurement Data report provided by Office of Institutional Effectiveness shows students who have "undecided" listed as a major.

Standard: 90% of full-time transfer students will declare a major prior to enrolling for the third semester.

Data Table: Transfer Students with Undecided Major

Academic Year	After One Year	After Two Years	Percent Pass Rate (Percent with Declared Major)	n
2020-2021	Not yet available	Not yet available	-	20
2019-2020	3	Not yet available	79%	14
2018-2019	0	0	100%	12
2017-2018	2	0	83%	12
2016-2017	-	-	-	0

NOTE: Data for 2016-2017 is not available.

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	No, the standard of having 90% of transfer students declare a major prior to the third semester of enrollment was not met, as 11 out 14 transfer students had declared a major after one year.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	The standard would have been met if 2 more students had declared a major. 13 of the 14 transfer students would have needed to declare a major to meet the 90% standard.
3. Discuss possible reasons why the unit performed as it did this year.	Many campus events were canceled or virtual (which can potentially lead to less student engagement) during COVID-19, so it is likely that the ASC was not able to engage undecided students and/or transfer students as much as would be needed to encourage them to choose a major.

4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Typically, the majority of transfer students do choose a major after one year, with 79% being the lowest rate yet. So far during the data collection period, all transfer students have chosen a major within two years of ECU enrollment.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	The ASC will focus on engaging transfer and/or undecided students. While the ASC is adding more group enrollment sessions, one-on-one advising will continue to be encouraged for transfer students to make sure they understand the importance of choosing a major and are informed about their transfer credit.

UNIVERSITY SERVICE/STUDENT SUPPORT/STUDENT LEARNING OUTCOME 3:

Increase the overall student retention rate of ECU students.

Criterion 3.1: Increase the number of Tiger Alert referrals made by faculty and staff.

    Population: All ECU students.

    Instrument/Measurement (copy/paste instrument in Appendix): Data report from Jenzabar Retention Referral System listing referrals made by faculty and staff, as well as past referrals saved in office documents.

    Standard: Increase overall student referrals by 1%.

    Data Table: Tiger Alert Referrals Made by Faculty and Staff

Academic Year	Number of Referrals	Increase over Prior Year
2020-2021	506	33 (6.6% increase)
2019-2020	473	-
2018-2019	Data not available	-
2017-2018	555	200 (36.1% increase)
2016-2017	355	-

NOTE: [Add explanation for missing data (ND) in the table]

    Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Yes
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	There were 33 more Tiger Alerts submitted during the most previous year, representing a 6.6% increase, which exceeds the 1% standard.
3. Discuss possible reasons why the unit performed as it did this year.	Faculty and staff were highly encouraged to submit Tiger Alerts and were educated on the Tiger Alert referral system.

4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	The range of referrals is from 355-555, with numbers increasing above the initial number of referrals, which was 355 during 2016-2017.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	With the continued push to encourage faculty and staff to submit Tiger Alerts, the inclusion of the Tiger Alert system as a benchmark for the PACE Steering Committee (courses in the PACE project will use Tiger Alert if a student does not submit an initial assignment) and collaboration with the Dean of Students, the number of referrals will likely continue to increase. The Director of the ASC will work closely with selected, trained advisers to work retention alerts. These advisers will attend virtual and/or in-person professional development events to stay updated about best practices for student engagement and retention. Two ASC staff are already attending retention-focused events as of Fall 2021.

Criterion 3.2: Increase the number of students that receive academic counseling and resources.

    Population: All ECU students.

    Instrument/**Measurement** Data from ASC Sign-In Sheets.

    Standard: Provide academic counseling and appropriate resources.

    Data Table: Academic Success Center Sign In Sheets

Academic Year	Number of ASC Visits	Increase Over Prior Year
2020-2021	1516*	-234
2019-2020	1750*	-1895
2018-2019	3645	240
2017-2018	3405	-187
2016-2017	3592	-

NOTE: The data for 2019-2020 and 2020-2021 is not representative of all of the counseling and resources that have bene provided by the ASC advising team. During March 2020, the ASC began to work virtually due to COVID-19. Advisors routinely met virtually with students via Zoom, but there has not been data collected to track the number of these visits.

    Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	No, the standard was not met. The number of visits recorded has decreased.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Our unit experienced a decrease in visits recorded.

3. Discuss possible reasons why the unit performed as it did this year.	The decrease can most likely be attributed to the COVID-19 pandemic, which didn't allow students to come to our office for services. Furthermore, the Zoom appointments that our advisers held were not included in the sign-in documents or QR code scans. The actual numbers of advising appointments would be higher because of the virtual appointments that took place.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	The number of visits was increasing immediately before COVID-19 occurred.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	The ASC will ensure that Zoom appointments are calculated in totals going forward to provide an accurate representation of the student engagements that are occurring. The ASC will also be included as a "stop" on the passport engagement tool distributed to students as part of Tiger Prep 2022 to familiarize students with the resources that we have.

Summary Table of Outcomes and Criteria/Instruments				
Outcomes	**Criteria/Instrument** (modify table to fit your plan)	**Direct/ Indirect Measure**	**Met**	**Not Met**
1: Through inclusive advisement, all first-time, full-time incoming freshman will be able to	1.1: Students who take the Accuplacer tests for removal of skills and/or curricular deficiencies will be able to utilize the results of the Accuplacer test along with post-testing consultation with an ASC advisor to determine how and when they can remove any remaining deficiencies.	Accuplacer Exit Survey	X	

create their first semester schedule utilizing the General Education Check Sheet, the appropriate Degree Check Sheet, and their Four-Year Plan of study, including using Accuplacer test results, where applicable.	1.2: First-time, full-time incoming freshman will participate in inclusive Freshman Advisement and Enrollment appointments to create their schedule for the following semester.	Beginning Freshman Advisement and Enrollment Survey	X	
2: Full-time students who are undecided on choosing a major will declare a major area that best suits their education/career goals by working with advisors in the Academic Success Center.	2.1: Through advisement, full-time students who are listed as undecided majors will be able to determine and declare a major prior to enrolling in their fourth semester.	Undecided majors' data from Office of Institutional Effectiveness	X	
	2.2: Students transferring to ECU without a major declared will be able to declare a major prior to the end of their second semester.	Undecided majors' data from Office of Institutional Effectiveness		X
3: Increase the overall student retention rate of ECU students.	3.1: Increase the number of Tiger Alert referrals made by faculty and staff.	Jenzabar Retention Report	X	
	3.2: Increase the number of students that receive academic counseling and resources.	ASC Sign-In Sheets		X

Staff Meeting: This report will be shared with ASC staff during our October 2021 department meeting.

Sharing with Stakeholders:

Last revised 7/22/21 Roberson

1. Stakeholders for this AES Unit include Faculty, Academic Affairs Administration and student-facing staff.

SUMMARY OF LAST 5 YEARS' ACTIONS/CHANGES/REVIEWS & UPDATES

Academic Year	Summary of Actions/Changes from Report
2020-2021	Based on the 16 respondents who took the Accuplacer during the most recent response period (SU/FA2021), all of them were at least in agreement (with 87.5% strongly agreeing) that an advisor thoroughly explained Accuplacer scores and courses that align with the scores. Based on this data, no changes are needed at this time. The ASC advisers will try to increase familiarity with specific degree programs and majors, as 6 of 30 respondents answered "agree" instead of "strongly agree" regarding adviser knowledge of specific majors. One method of achieving this is already underway, with the ASC staff hosting professional networking breakfasts during which faculty and deans visit with ASC staff to communicate and discuss updates and degree plans. The ASC will increase efforts to reach undecided majors and the UNIV 1001 curriculum redesign (which is scheduled to roll out during Fall 2022) will feature updated career selection and assessment tools to help beginning freshman decide on a major. The ASC will also look at other options that may help students declare a major (such as revising our group enrollment orientation to provide information about majors). The ASC will focus on engaging transfer and/or undecided students. While the ASC is adding more group enrollment sessions, one-on-one advising will continue to be encouraged for transfer students to make sure they understand the importance of choosing a major and are informed about their transfer credit. The ASC will ensure that Zoom appointments are calculated in totals going forward to provide an accurate representation of the student engagements that are occurring. The ASC will also be included as a "stop" on the passport engagement tool distributed to students as part of Tiger Prep 2022 to familiarize students with the resources that we have. With the continued push to encourage faculty and staff to submit Tiger Alerts, the inclusion of the Tiger Alert system as a benchmark for the PACE Steering Committee (courses in the PACE project will use Tiger Alert if a student does not submit an initial assignment) and collaboration with the Dean of Students, the number of referrals will likely continue to increase. The Director of the ASC will work closely with selected, trained advisers to work retention alerts. These advisers will attend virtual and/or in-person professional development events to stay updated about best practices for student engagement and retention. Two ASC staff are already attending retention-focused events as of Fall 2021.
2019-2020	No assessment completed
2018-2019	Data not available
2017-2018	Data not available
2016-2017	Data not available

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Academic Year	Summary of Annual Reviews of Vice President and/or UAC (Reviews found in Teams folder; UAC *does not* review annually)	Updates in Response to Reviews
2019-2020	No assessment completed	
2018-2019	Data not available	
2017-2018	Data not available	
2016-2017	Data not available	
2015-2016	Data not available	

APPENDIX

The following tables were provided by Meredith Jones, Office of Institutional Effectiveness.

	Beginning Freshman with Undeclared Majors	After One Year	After Two Years	After Three Years
2017	126	87%	97%	97%
2018	169	76%	95%	
2019	276	75%		
2020	207			
2021				

	Transfer Students with Undeclared Majors	After One Year	After Two Years	After Two Years
2017	12	83%	100%	100%
2018	12	100%	100%	
2019	14	79%		
2020	20			
2021				

	Beginning Freshman with Undeclared Majors	After One Year	After Two Years	After Three Years
2017	126	17	4	4

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2018	169	40	9
2019	276	68	
2020	207		
2021			

	Transfer Students with Undeclared Majors	After One Year	After Two Years	After Two Years
2017	12	2	0	0
2018	12	0	0	
2019	14	3		
2020	20			
2021				

09/07/2021 Class Climate Evaluation Page 2
SU/FA2020 Beginning Freshman

No. of responses = 1 Response Rate = % Spring 2020
Legend Question text Right pole Left pole n=No. of responses av.=Mean ab.=Abstention 25 0 50 0 25
Absolute Frequencies of answers Mean Quantile
Scale Histogram
1. Overall 1. Overall
The Academic Success Center made me feel welcome and comfortable.
1.1)
Strongly DisagreeStrongly Agree n=1 av.=5 1 0 0 0 0
My enrollment experience makes me look forward to being a student at ECU.
1.2)
Strongly DisagreeStrongly Agree n=1 av.=5 1 0 0 0 0
2. Enrollment and Advising 2. Enrollment and Advising
I was assigned to an enrollment date that was convenient for me.
2.1)
Strongly DisagreeStrongly Agree n=1 av.=5 1 0 0 0 0
The information on general education and degree requirements was clearly explained during the advisement process.
2.2)
Strongly DisagreeStrongly Agree n=1 av.=5 1 0 0 0 0
The advisor was well-informed about courses I should consider.
2.3)
Strongly DisagreeStrongly Agree n=1 av.=5 1 0 0 0 0
The advisor was able to answer questions about a specific major.
2.4)
Strongly DisagreeStrongly Agree n=1 av.=4 0 1 0 0 0

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As a result of the academic advising provided to me, I was able to create and enter my schedule for next semester.

2.5)

Strongly DisagreeStrongly Agree n=1 av.=5 1 0 0 0 0

Specific directions were provided to obtain my username and password.

2.6)

Strongly DisagreeStrongly Agree n=1 av.=5 1 0 0 0 0

SU/FA2020 Beginning Freshman

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The advisor was helpful in answering questions about creating a schedule or other issues.

2.7)

Strongly DisagreeStrongly Agree n=1 av.=5 1 0 0 0 0

Using the campus map and check sheet, I will be able to locate the offices (University Center for a photo ID and vehicle registration, Housing, Bursar, Financial Aid, Admissions, etc.) I may need to visit after the advisement process.

2.8)

Strongly DisagreeStrongly Agree n=1 av.=4 0 1 0 0 0

3. Anything else to be shared 3. Anything else to be shared

Is there anything else you would like to share with us?3.1) The evaluation will not be displayed due to low response rate.

SU/FA2020 Beginning Freshman

09/07/2021 Class Climate Evaluation Page 4

Profile

Subunit: Systems and Processes Evaluation Name of the instructor: Academic Success Center Name of the course: (Name of the survey) SU/FA2020 Beginning Freshman Values used in the profile line: Mean

1.1) The Academic Success Center made me feel welcome and comfortable.

Strongly Agree Strongly Disagree n=1 av.=5.00 md=5.00 dev.=0.00

1.2) My enrollment experience makes me look forward to being a student at ECU.

Strongly Agree Strongly Disagree n=1 av.=5.00 md=5.00 dev.=0.00

2.1) I was assigned to an enrollment date that was convenient for me.

Strongly Agree Strongly Disagree n=1 av.=5.00 md=5.00 dev.=0.00

2.2) The information on general education and degree requirements was clearly explained during the advisement process.

Strongly Agree Strongly Disagree n=1 av.=5.00 md=5.00 dev.=0.00

2.3) The advisor was well-informed about courses I should consider.

Strongly Agree Strongly Disagree n=1 av.=5.00 md=5.00 dev.=0.00

2.4) The advisor was able to answer questions about a specific major.

Strongly Agree Strongly Disagree n=1 av.=4.00 md=4.00 dev.=0.00

2.5) As a result of the academic advising provided to me, I was able to create and enter my schedule for next semester.

Strongly Agree Strongly Disagree n=1 av.=5.00 md=5.00 dev.=0.00

2.6) Specific directions were provided to obtain my username and password.

Strongly Agree Strongly Disagree n=1 av.=5.00 md=5.00 dev.=0.00

2.7) The advisor was helpful in answering questions about creating a schedule or other issues.

Strongly Agree Strongly Disagree n=1 av.=5.00 md=5.00 dev.=0.00

2.8) Using the campus map and check sheet, I will be able to locate the offices (University Center for a photo ID and vehicle registration,

Strongly Agree Strongly Disagree n=1 av.=4.00 md=4.00 dev.=0.00