



## **Institutional Effectiveness Plan for Career and Academic Planning Center (CAP)**

---

**Unit Name:** Career and Academic Planning Center  
**Unit Head:** Dorothy Burton Nelson  
**Unit Area:** Academic Affairs  
**Unit Type:** Educational Support  
**Reporting Period:** 3 year profile, 2001-02, 2002-03, 2003-04

---

### **Mission:**

To help students explore career, occupational, and academic options, while enrolling in classes that will fit into the majority of curriculums and will offer a balance of courses to insure success. Information provided is current, accurate and geared to the needs of college students.

### **CAP Objectives:**

To clarify and blend life and career goals with educational programs at Southeastern.  
To disseminate information on procedures involving academic advising, registration, course withdrawals, resignations, on-line courses, and declaring/changing a major.  
To refer students to appropriate campus units for enhancing persistence and improving academic performance.  
To provide distance and in-person services for student contact, efficiency and convenience.

### **Program Goals:**

Maintain documentation and evaluation of 100% of services provided in the CAP Center  
Achieve positive satisfaction ratings from 95% of all participants in the Center (faculty, staff, students)  
Positively impact student progression in chosen curriculum

### **2001-2002 Goals and Outcomes:**

Market CAP Center campus-wide and to targeted populations

- Brochures, posters, and other items designed purchased and distributed
- Target populations identified, contacted – 73% response (approximate)

Create advising handbook for advisors and students

- All CAP staff provided with Advisor's Survival Guide
- "Academic Advising for Smart People" written, published and distributed (2000+ copies)

Develop CAP Center website

- Completed and demonstrated to academic units (linked to each departmental website)
- Demonstrated in CPL 104 and 304 classes
- Information provided to area high schools (highly accessed according to high school staff attending annual "High School Counselor" luncheon)
- Posted on NACADA website for "Programs integrating Career/Life Planning and Academic Advising"

Develop program for advisor recognition in the College of Basic Studies

- Compiled student comments, provided report directly to advisor, to advisor's department head and to academic dean
- End of advising period faculty/staff appreciation (reception), provided by CAP and Dean's office
- Letter's of "thank you" to advisors from Dean and CAP Director
- Submitted proposal for stipend award – to advisor for NACADA expenses

Improve communication avenues for on-line delivery of services

- Presented on-line advising system and CAP Center website to all academic units, Council of Department Heads, Dean's Council, and to all faculty expressing individual interest
- Provided training for all requests

Provide individual and group sessions for students, on-campus and off-campus, choosing to explore college majors and occupational options

- 178 individual sessions (no change of major tracking in place)
- 13 in-center class presentations (approx. 30 students per class)
- 8 off-campus presentations (area high schools)

Provide assistance in course selection for Undecided majors

- 457 on-line advising submissions
- 503 face-to-face advising

Provide career and academic counseling to students readmitted on appeal, following academic suspension

- 237 students readmitted with condition of meeting with CAP counselor (student notified by Records and Registration)
- 71% contacted CAP (many appeals for financial aid denied)
- Students attended an average of 6.5 sessions
- 63% of attendees achieved a 2.0 and higher (strong correlation to number of visits)
- 61% achieved a 2.0 and higher the following semester

#### **Satisfaction Outcomes:**

- 97% agree (highest rating) – student satisfaction with on-line advising system (approximately 60% return rate)
- 93% highly satisfied – student survey of CAP Center services (face-to-face)
- 95% highly satisfied – advisor survey of on-line advising system
- 96% highly satisfied – advisor survey of advising resources and support in CAP Center
- 92% highly satisfied – Staff survey of CAP practices
- 94% mean evaluation of CAP Staff (all positions)

#### **Indications:**

1. CAP staff will identify strategies to improve CAP services. (completed)
2. Request will be submitted for adding survey of on-line advising to the actual process, for obtaining a higher percentage of opinion. (incomplete)
3. Request additional full-time counselor to accommodate the increase in student populations served. Goal is to limit private career counseling and advising appointments (up to 45 minute sessions) to 6 clients:1 counselor per day, to limit academic advising appointments during peak periods to 10:1 per day (during peak times, 20-30 minutes) (incomplete)
4. Request additional space and advisor-accessible computers (for privacy and confidentiality). Request that CAP faculty advisors have access to appropriate domains within Peoplesoft. Increase opportunity for faculty input into on-line systems and data use. (complete and continuing process)
5. Increase frequency of CAP staffing, asking Staff to submit ideas for improving practices and procedures. (complete and ongoing)

### **2002-2003 Goals and Outcomes:**

Increase CAP staff (reduce case loads and improve session effectiveness)

- Not approved. Will provide documentation and resubmit request for next fiscal year
- Sessions were limited to 30 minutes during first 8 weeks (readmitted students bulk of visits during that period)
- Off-site presentations reduced to 4; in-center presentation limited to 10
- No private appointments were scheduled during peak advising periods
- Faculty from Junior Division agreed to serve as "on call" when advising traffic in CAP Center increased and student waiting was more than 15 minutes

Collaborate with Department of Biological Sciences in pilot for "Pre-Biology Major" proposal

- Compiled results of "Confidence in Major" (survey distributed by Biology faculty during Freshman Orientation programs)
- Students self-reporting "low confidence in major" were contacted by CAP Center (offered career development assistance)
- 17 of 205 students reported a confidence rating of "2" or "1" (low confidence), each was contacted by email, 10 responses (not all students report reason for requesting appointment) (no change of major tracking in place)
- Session content targeted identification of student skills, necessary skills for Biological Sciences (based on research and ACT data), and skill development

Begin system of assigning CAP staff to specialty areas for Career Development and Academic Advising

- CAP counselors selected areas of interest, personal skill, and knowledge base (divisions of Humanities, Sciences, Technology, Health, Education)
- Difficulty in assigning students with "Undecided" major
- Counselors kept files and information accurate and current (based on data submitted by Academic units, such as curriculum sheets, pre-professional fields/concentrations, changes in policies, etc.) (files accessible to all staff)

Interface on-line advising system with PeopleSoft mainframe

- Programming completed in Summer 2002, first used with Undecided Students during Fall 2002
- By Summer 2003, 7 academic units incorporated system
- Faculty input resulted in system improvement (course history, comment box, standing, cum. gpa)

Improve program for students readmitted on appeal after academic suspension

- Research conducted on similar academic counseling programs, nation-wide, to determine effective strategies
- 8 step program developed, tracked, presented at local, state, and national conferences, paper written and submitted for publication
- 294 students readmitted and assigned to CAP (increase of 57 from previous year)
- 72% made contact, meeting approximately 6 sessions
- 64% achieved 2.0 and higher
- 60% achieved 2.0 and higher following semester

Continue career exploration for freshmen and sophomore students and academic advising

- 303 career counseling sessions (41% increase)
- 494 on-line advising; 523 face-to-face advising

### **Satisfaction Outcomes:**

- 95% agree (highest rating) – student satisfaction with on-line advising system (approximately 70% return rate, still email activated)
- 93% highly satisfied – student survey of CAP Center services (face-to-face)
- 94% highly satisfied – advisor survey of on-line advising system
- 97% highly satisfied – advisor survey of advising resources and support in CAP Center
- 90% highly satisfied – Staff survey of CAP practices
- 92% mean evaluation of CAP Staff (all positions)

**Indications:**

1. Additional request will be made to link on-line advising survey to actual last step in process to get a higher return rate (not complete)
2. Ask academic units to complete "Advisor Survey" of on-line system (not complete, waiting for approval from Dean of College of Basic Studies)
3. Request additional CAP staff to reduce case load of counselors (average was 40:1 for on-going private appointments; students had two-three week wait for private appointment, reduction in off-site (4) an in-center (10) presentations) (additional Summer and Fall 2003 GA temporary position provided)
4. Heavy case loads are considered as a direct impact of decreased levels of satisfaction with staff and students (increased demands on staff, less time for students)

**2003-2004 Goals and Outcomes:**

Increase training and support for on-line advising system

- 11 academic units incorporated use of on-line advising, 2 mandating student use
- Training and feedback provided on as "per request" basis

Improve database design and tracking system for determining program effectiveness

- Student Contact Log created, paper log being used while developing database
- Queries/reporting established

Include academic advising support for Transitional Studies

- All Undecided students and Transitional Studies students received face-to-face advising in CAP Center.
- TS and JD faculty posted hours to work in CAP Center with CAP staff (all day coverage, at least 4 advisors available)

Provide more in-depth, theory-based training for counseling staff

- Developmental, Sociocultural, Typological, and Needs theories targeted
- Each counselor selected, studied and taught a theoretical approach during weekly staffing (rotational basis); 6 theories covered

Provide more training for administration and interpretation of career and academic assessment instruments

- Counselors were assigned an assessment instrument; reviewed all data; administered the assessment to a fellow counselor; wrote an evaluative narrative
- Counselors selected instrument based on student intake, providing justification for choice, and documenting results in student file

Continue program for students readmitted on appeal after academic suspension

- 197 students readmitted and assigned to CAP (decrease of 97 students)
- 70% made contact, meeting approximately 6 sessions
- Currently collecting end-of-semester grade point averages

Continue career exploration for freshmen and sophomore students and academic advising

- 187 career counseling sessions (38% decrease)
- Currently collecting numbers for academic advising (on-going)

**Satisfaction Outcomes:**

(in process)

**Indications:**