

**Indiana University Purdue University Fort Wayne
Program Reporting for Assessment
Assessment Report**

Program: Academic Counseling and Career Services Fall 06 Spring 07

Criterion	Y/N	Comments/recommendations
Programs have assessment plans	<u>Y</u> /N	All of the ACCS programs/workshops/activities are assessed for program improvements. Assessment is usually in the form of questionnaires or surveys.
Assessment measures are linked to program goals	<u>Y</u> /N	All assessment activities are based on unit goals
Assessment Plan Standards in Paragraph III.B.1. of SD 98-22 have been followed.	<u>Y</u> /N	The assessment report follows the recommended standards
All departments/program submitted reports	<u>Y</u> /N	All programs related to academic activities have provided assessment reports
Departments/programs use assessment for program improvements (please include examples from each program).	<u>Y</u> /N	All programs used assessment measured to review program improvements. Reports are listed below
Departments/programs base recommendations on data	<u>Y</u> /N	Assessment results are used to make program changes and improvement to services that are offered to students in ACCS
Prior year recommendations were implemented School* support for assessment requested/needed	<u>Y</u> /N	
School*-level review effective	Y/N	The Student Affairs division supports assessment

University-level support for assessment requested/needed	<u>Y</u> /N	The University supports assessment
Recommended changes to department/ program plans	<u>Y</u> /N	Changes for next year will reflect the Baccalaureate framework
Recommendations to Assessment Council	N/A	That the Mastodon Advising Center (MAC) be used in place of the Academic Counseling and Career Services (ACCS)

*includes ACCS and Honors Program
Revised and approved by the Assessment Council, February 2005

ASSESSMENT REPORT FOR ACADEMIC COUNSELING AND CAREER SERVICES

I. Indirect Measures of Learning Outcomes

Data are compiled yearly from exit surveys sent to students during the first semester after they leave ACCS and enter a major. Separate surveys were sent to Pre-Business (12 surveys returned), and Exploring students (19 surveys returned). Unfortunately Undecided students were not sent out surveys due to staff changes in the department. This will be corrected in the future. Data for this report are based on surveys collected after the Fall 2006-Spring 2007 semesters.

Summary of Exit Surveys

Based on the exit surveys given to students as they leave ACCS to declare their major, a large majority (90.2%) of these students report having a positive experience with the ACCS office. For example, most students agreed or strongly agreed with the statement that the ACCS advisors helped them learn specific information about requirements for their major, provided appropriate referrals, and that they treated the student with courtesy and respect. The survey found that while Exploring (94%) students reported knowing about services offered through ACCS, only 50 percent of those students reported attending any type of workshop, presentation or used any services that the office provided. In comparison, only 33% of the Pre-Business students responded that

they were aware of the services offered by ACCS. Of the Pre-Business students knowing about the services, only 23% reported attending some- type of workshop, presentation or career related service. The difference between the Exploring students and the Pre-Business students may be a result of the specialized programming (ASAP) directed at Exploring students at SOAR and throughout the semester.

In the survey, twenty-nine (97%) of the Pre-business and Exploring students reported meeting with an advisor at an individual advising appointment, during walk-in registration or at SOAR,. This percentage suggests that we are meeting the advising needs of our students through a variety of methods. Despite the low number of surveys respondes, the results indicate that students know their advisor and that utilizing their advisor appropriately through a variety of methods

Summary of Advising Surveys

An advising survey was created to assess the advising services in ACCS during peak advising times. For the Spring 2007 registration period 159 questionnaires were completed and returned. The questionnaire indicated that the majority of students completing the questionnaire were full-time freshmen. Students indicated that they most often saw their advisor to ask general questions, discuss changing their major or select courses for the next semester. The majority of students (N=122, 77%) indicated that they met with their advisor between one and two times during the year by making an individual advising appointment. Eighty-two percent (N=130) felt that they were prepared for their advising appointment whereas 16% (N=26) indicated that they did not know that they were to prepare in any way for their advising appointment. Students completing the questionnaire felt that their advisors were knowledgeable about course selection (N=158, 99%) and helped them select appropriate courses for their majors (N=157, 98%). Students indicated that they were very satisfied with their advisor (N=155, 97%) and would recommend their advisor to other students (N=157, 98%).

Additionally, results from the Noel-Levitz Student Satisfaction Inventory, ACCS students rated the importance of academic advising to them at a level of 6.03, and their satisfaction with the academic advising they'd received at 5.27, leaving a gap of 0.76. Comparatively, IPFW students in general rated the importance of academic advising at 6.18, while their level of satisfaction was rated at 5.04, leaving a gap of 1.14. This indicates that ACCS students are more satisfied with the academic advising they receive than their campus counterparts

The results of all surveys indicate that respondents feel ACCS advisors are knowledgeable and helpful to the students that we serve. However, our department is now interested in assessing how our students are applying the information that they gain from their advisors. MAC plans to make changes to some of its assessment tools beginning Fall 2008

II. Direct Measures of Learning Outcomes

a. **Pre-business Students** ACCS is responsible for housing Pre-Business and Exploring business students and preparing them for admission into the Business school. In the Fall of 2006, ACCS housed approximately 609 students who were classified as either BCND (students who had completed/were about to complete their Pre-Business requirements and were waiting to be sent to the Business school), PBSB (students intending to pursue a bachelor's degree in Business who were in the midst of completing their Pre-Business requirements), PBSA (students intending to pursue an associate's degree in Business who were in the midst of completing their Pre-Business requirements) or Exploring Business (students admitted conditionally to IPFW). Exploring business students must complete twelve credits and earn at least a 2.0 GPA to declare their major. A total of 128 Pre-business students met the minimum requirements to declare and were sent to the Business department during the Fall 2006 and Spring 2007 semesters.

b. **Exploring Students (formally called Guided Studies)**- Students admitted to the Exploring/Guided Studies classification are students who do not qualify for regular admission to IPFW. The advisors in ACCS are responsible for providing academic support and advising for these students. Once an Exploring student has successfully completed twelve credits hours with a GPA of 2.0, they are eligible to declare their major. If they are undecided about their major, they can declare undecided and remain in ACCS as an undecided student. Beginning the Fall 2006, Exploring students and their parents were mailed out an invitation to take part in the ASAP program. Of the 694 Exploring students only 72(10%) registered for ASAP. This program is a student success initiative designed to retain students by asking faculty members to identify students who are experiencing difficulties. This information is shared with the student in order that steps can be taken to resolve these difficulties. For purposes of monitoring

their progress, the Exploring students were coded as XASP in the Banner system.

After the Fall 2006 semester, a total of 694 Exploratory students were assessed of those students 694, 298 (42.9%) were released from the Exploring classification. Ninety-seven (13.9%) were placed on probation for the first time, and 39 (5.6%) remained on probation due to previous academic performance. Sixty (8.6%) out of the six hundred and ninety-four were academically dismissed. At the end of the Spring 2007 semester, 93 out of the 415(22.4%) students were released from the Exploring/Guided Studies status and 76 out of the 415 (18.3%) were academically dismissed.

Since instituting the ASAP program the percentage of Exploring student releases increased from 37.5% in the Fall 2005 semester to 42.9% after the Fall 2006 semester.

c. **Undecided Students-** ACCS continues to provide academic support and career counseling for its undecided students. After the Fall 2006 semester, 173 students were listed as having 60 or more credits of the 173 students 51 of the undecided students declared their majors. After the Spring 2007 semester 173 were listed as having 60 or more credits, and of those students 30 had declared.

Students who appeared to be eligible to declare their major were sent a letter recommending that they do so. Of the students who were eligible to declare and have not, a registration hold was placed on the file to encourage them to declare. The remaining undecided students appeared to be working on raising their GPA , not registered for the current semester or were just taking courses to meet requirements for degrees not offered at IPFW. The department refers to these students as dabblers.

d. **Pre-Education Students** Pre-education students are students admitted to IPFW but unable to declare Education as their major because their cumulative GPA is below a 2.0. At the end of each semester, these students' grades are reviewed to determine if they are not eligible to declare Education. By the end of Spring 2007, 1 of 39 (2%) Pre-Education students had declared her major. Students were notified by mail and encouraged to declare before the next registration period. Students who fail to declare their majors have academic holds placed on their records. The hold is designed to encourage the student to declare their major.

e. **Pre-Organizational Leadership and Supervision Students** - Pre-OLS students are students who are admitted to IPFW but are not able to declare OLS as their major until they raise their cumulative GPA to 2.0. Each semester their records are reviewed to determine if they have raised the GPA to 2.0, and subsequently are eligible to declare their major. Eligible students were notified by mail and encouraged to declare before the next registration period. By the end of this reporting period, 1 student had declared an OLS major. Students who fail to declare their majors have academic holds placed on their records.

The remaining students either are not currently attending, declared another major or were still working to raise their GPA.

g. **READMITTED Students** Readmit workshops are designed to assist readmitted students in the successful transition back into IPFW. To be readmitted into ACCS students must attend a readmission workshop, complete the readmission application, pay the \$100 application fee, and meet with an academic advisor. During the Fall 2006 semester, three readmission workshops were held with 36 students attending. Thirty-one students completed the readmission process and attended classes at IPFW. Of the thirty-one students, 7 (28%) were dismissed for a second time, and 18(72%) were eligible to continue their education at IPFW. During the Spring 2007 semester, 22 students attended a readmission workshop. Nineteen students completed the readmission process and attended classes at IPFW during Spring 2007. Of the 19 students, 13(68%) were dismissed a second time, and 6 (32%) were eligible to continue their education at IPFW.

III. Responses and Actions for Continuous Improvement

The Mastodon Advising Center, formally known as ACCS, continues to try to meet the needs of its students. Programs and services continue to be implemented and revised to help meet the educational goals of Exploring, Undecided, Pre-business students.

One improvement that has been initiated is the use of Advisortrac. Advisortrac is a web based system that allows students to schedule their own appointments at their own convenience.

The system also generates reports that will allow MAC to collect data on the number and kinds of students that make appointments and how often they make appointments. The

system will also allow for the email alert system that will assist MAC in contacting and informing students of their academic progress in a timely manner which will allow time for tutoring, advising or Instructor assistance.

-Another change based on was one of the recommendations for the Foundation of Excellence study . The Mastodon Advising Center was merged with the FYE/ CASA and now falls under the umbrella of Academic Success Center (ASC). This merger is designed to improved retention of all first year students by:

A. Helping the Exploring students:

-Based on the increase of exploring students released after the Fall 2006 semester all exploring students will be required to enrolled in the ASAP program. Their academic progress will be monitored and students will be notified about their academic progress in their classes.

-MAC will continue with the ASAP program with plans to research and implement the automatic email system (SAGE) which was added to the Advisortac system. This program will allow the instructors to trigger an email alert to the student informing them of their status in the class.

B. Helping the Undecided students:

-Collaboration among MAC and Career Services staff encourages in-house referral for both academic and career planning.

-The advisors will explore the possibility of monitoring undecided students with 30 credits and consider placing holds on students with 45 credits in order to encourage them to declare their major.

C. Helping the Pre-business students:

-The advisors in MAC continue to inform the pre-business and exploring business students of any changes in the business curriculum and encourage them to take the required courses as soon as they are eligible to register for them.

-Business and pre-business students will continued to be monitored and sent to the business departments as soon as they are eligible to declare their major.

- Based on the survey results, MAC will explore ways to encourage the Pre-Business student to take part in academic and career related programming and services.

E. Helping Readmitted Students:

- MAC offers readmit workshops each semester. The workshops are designed to provide students with information that will aid in their successful transition back to IPFW. MAC will continue to offer readmission workshops and explore ways to improve the success rates of its students

G. Continuing to improve services to MAC

-An advising survey will be given to students twice a year during registration periods. This assessment tool will be used to monitor advising services during peak periods of advising. As a way to measure learning outcomes, the survey will be modified to indicated what students are learning and how they are applying this information to their academic success.

-Students will be assigned an academic advisors as soon as they are admitted. This will allow students to make contact with their advisor and their academic department.

H.. Helping the Probationary Students-

-MAC will continue to advising students in MAC that are on probation. MAC will explore ways to assess them in increasing their GPA and allow them to declare their major.

Appendix: Exit Surveys

ACADEMIC COUNSELING AND CAREER SERVICES EXIT SURVEY

Combined Fall 2006 and Spring 2007

Business Students

Total Surveys completed and Returned 12

You have recently declared a **business** major and no longer receive advising through Academic Counseling and Career Services (ACCS) at IPFW. The Office of Academic Counseling and Career Services is constantly striving to improve services to our student population. Please evaluate our effectiveness in assisting you while you were advised in the ACCS office by circling the response that best represents our service to you

1. What will your classification be at the end of this semester?

- | | | | | |
|-------------------------------|----|-------|--------------------------|--|
| (a) sophomore (30-59 credits) | 10 | (82%) | (d) senior (90+ credits) | |
| (b) junior (60-89 credits) | 2 | (18%) | | |

2. When did you meet with an advisor? **Circle all that apply**

- | | | | |
|---|---|-------------------------------|----|
| (a) at a new student orientation (SOAR) | 1 | © during an appointment | 10 |
| (b) during walk-in registration | 1 | (d) never met with an advisor | 1 |

3. Were you aware of the variety of services that ACCS provides you as a pre-business student?

- | | | | | | |
|---------|---|-------|--------|---|-------|
| (a) yes | 4 | (33%) | (b) no | 8 | (67%) |
|---------|---|-------|--------|---|-------|

4. Did you take advantage of any of the services that ACCS provides such as: Career Counseling, career assessment, Testing, Academic or Career Workshops etc.

- | | | | | | |
|---------|---|-------|--------|---|-------|
| (a) yes | 3 | (25%) | (b) no | 9 | (75%) |
|---------|---|-------|--------|---|-------|

5. Did you ever met with a career counselor to discuss the different career options that are available in the field of business?

- | | | | | | |
|---------|---|-------|--------|---|-------|
| (a) yes | 3 | (25%) | (b) no | 9 | (75%) |
|---------|---|-------|--------|---|-------|

*** PLEASE SKIP TO # 12 BELOW IF YOU HAVE NEVER MET WITH AN ACADEMIC ADVISOR**

*** one student indicated that they had never met with an advisor.**

6. ACCS advisors encouraged you to complete any remedial or prerequisites courses that you may have needed:

- | | | | | | | |
|--------------------|---|---------|-----------------------|--------------------|---|------|
| (a) strongly agree | 5 | (45.5%) | © disagree | (e) not applicable | 1 | (9%) |
| (b) agree | 5 | (45.5%) | (d) strongly disagree | | | |

7. ACCS advisors helped you to understand the courses that you needed to qualify for admission into the business program.

(a) strongly agree	5	(45.5%)	© disagree	(e) not applicable	1 (9%)
(b) agree	5	(45.5%)	(d) strongly disagree		

8. The ACCS advisors provided appropriate referrals to services that could assist you with your success at IPFW i.e: Supplemental Instruction, Writing Center, tutoring, Career Counseling etc.:

(a) strongly agree	1	(9%)	© disagree	1 (9%)	(e) not applicable	3 (27%)
(b) agree	6	(55%)	(d) strongly disagree			

9. ACCS advisors helped you consider alternatives for majors and careers:

(a) strongly agree	1	(9%)	© disagree	2 (18%)	(e) not applicable	2 (18%)
(b) agree	6	(55%)	(d) strongly disagree			

10. ACCS advisors provided information about other services, clubs, or departments that could assist you in your career exploration.

(a) strongly agree	2	(18%)	© disagree	3 (27%)	(e) not applicable	3 (27%)
(b) agree	2	(18%)	(d) strongly disagree	1 (9%)		

11. You were treated with courtesy and respect by ACCS office staff and advisors'.

(a) strongly agree	6	(55%)	© disagree	(e) not applicable
(b) agree	5	(45%)	(d) strongly disagree	

12. What can ACCS do to improve its services?

Make student aware of class standing matters what classes you can or can not take

Make it easier to schedule an appointment

ACADEMIC COUNSELING AND CAREER SERVICES EXIT SURVEY

Exploring Student Released **Fall 2006** (old version of survey)

Total Surveys Completed and Returned 6

You have recently earned a 2.0 or higher GPA and are now eligible to declare a major. The Office of Academic Counseling and Career Services is constantly striving to improve services to our student population. Please evaluate our effectiveness in assisting you while you were advised in the ACCS office by circling the appropriate responses.

1. How many credits have you completed?

- (a) freshman 5 (0-15 credits) © sophomore (30-59 credits) (e) senior (90 + credits)
(b) freshman (16-29 credits) (d) junior 1 (60-89 credits) (f) non answer

2. What major do you plan to declare?

Biology 1

Radiography 1

BFA 1

Nursing 1

Dental Assisting 1

Communication- Media 1

3. If you are undecided about your major are you aware that ACCS provides Career Counseling?

- (a) Yes 3 (b) No 1 (c) Not applicable 3

4. Are you aware of the variety of services that ACCS provides such as Academic Workshops ,and Career Counseling?

- (a) Yes 5 (b) No 1

5. What ACCS services did you take advantage of:

Academic Workshops-many of them

Writing Center, tutoring

Career Counseling

6. Are there any additional services that you would like ACCS to provide?

No or N/A

7. When did you meet with an advisor? **Circle all that apply**

- (a) At a new student orientation (SOAR) 3 (C) During an appointment 5
(b) During walk-in registration 2 (d) Never met with an advisor

8. At SOAR were you advised in the department of your major or in ACCS?

- (a) Department of my major 4 (c) Not sure 1
(b) In ACCS (D) Did not attend SOAR 1

9. Did you learn specific information about the requirements for your major when you met with an advisor at SOAR?

- (a) Yes 4 (c) I am unsure about my major
(b) No (d) Did not attend SOAR 1

10. Have you received invitations to attend workshops, presentations, and activities related to your major or, if you are undecided, related to how to choose a major?

- (a) Yes 3 (c) Not sure 1
(b) No 2

11. Did you attend any workshops, presentations, or activities related to your major, choosing a major, or academic success?

- (a) Yes 4 (c) Not sure
(b) No 2

12. Did the advisor provide appropriate referrals to services that could assist you with your success at IPFW , e.g. Supplemental Instruction, Writing Center, tutoring, career counseling, etc.

- (a) Yes 5 (c) Not sure 1
(b) No

13. Were you treated with courtesy and respect by ACCS office staff and advisors?

- (a) Yes 6 (c) Not sure
(b) No

14. What can ACCS do to improve its services?

I think they are doing a great job already. They are very informative and helpful.

I think the advisor should go a little bit more in depth about the major that the student is wanting to go into. Don't make the info so broad

Make bingo sheets more easily obtainable

N/A____

MASTODON ADVISING CENTER EXIT SURVEY

Spring 2007

Total Surveys completed and Returned 13

You have recently declared a major and no longer receive advising through the Mastodon Advising Center (MAC) at IPFW. The Mastodon Advising Center is constantly striving to improve services to our students. Please evaluate our effectiveness in assisting you while you were advised in the MAC office by circling the response that best represents our service to you.

1. How many credits have you completed?

- (a) freshman (0-15 credits) **13 (100%)** © sophomore (30-59 credits) (e) senior (90 + credits)
(b) freshman (16-29 credits) (d) junior (60-89 credits) (f) non answer

2. What major do you plan to declare? _____

Business -Accounting Business -Marketing **3**

Civil Engineering **1**

Computer Science	1
Elem. Education	2
Human Services	1
Nursing	4
Speech and Hearing Therapy	1

3. Are you aware that IPFW offered career counseling and career assessment?

(a) Yes **13 (100%)** (b) No (c) Not applicable

4. If yes, have you utilized these services?

(a) Yes **6 (46%)** (b) No **7 (54%)**

5. When did you meet with an advisor? **Circle all that apply**

(a) At a new student orientation (SOAR) **10** © During an appointment **11**
 (b) During walk-in registration **2** (d) Never met with an advisor

6. Did you learn the specific requirements and courses needed for your major when you met with an advisor?

(a) Yes **12 (92%)** (b) No **1 (8%)** (c) Not applicable

7. Did you register for the ASAP program?

(a) Yes **1 (8%)** © I am unsure what the ASAP program is. **(54%)**
 (b) No **5 (38%)**

8. If yes, Did you take advantage of the services that the ASAP program provided, e.g. academic coaching, workshops, student activities etc.

(a) Yes (b) No **3 (23%)** © I was not unaware of any programs. **4 (31%)** (b) Did not respond **6 (46%)**

9. Have you received invitations to attend workshops, presentations, related to your academic success?

(a) Yes **9 (70%)** (c) Not sure **2 (15%)**
 (b) No **2 (15%)**

10. Did you attend the Major's fair, presentations, or activities related to choosing a major,

(a) Yes **7 (54%)** (c) I was not unaware of any programs.
 (b) No **6 (46%)**

Please circle the appropriate answer for the questions below.

1. What will your classification be at the end of this semester?

- | | | |
|-----|---------------------------|----|
| (a) | Freshman (0-29 credits) | 83 |
| (b) | Sophomore (30-59 credits) | 53 |
| © | Junior (60-89 credits) | 14 |
| (d) | Senior (90+ credits) | 5 |
| (e) | Other (specify) | 4 |

2. Are you a full-time (12 + credits) or part-time student this semester?

- | | |
|-----------------|-----|
| Full-time | 122 |
| Part-time | 29 |
| Not Registered/ | 8 |
| No response | |

3. What is your present cumulative grade point average?

- | | | |
|-----|-----------------|----|
| (a) | “A” Range | 27 |
| (b) | “B” Range | 67 |
| © | “C” Range | 50 |
| (d) | Below “C” range | 10 |
| (f) | No answer | 5 |

4. How many times have you seen an advisor during this academic year? (Circle one.)

- | | | |
|-----|-------------------|-----|
| (a) | 1-2 times | 122 |
| (b) | 3-4 times | 33 |
| © | 5-6 times | 2 |
| (d) | more than 6 times | 2 |

5. Why have you seen an advisor during the past academic year?

(Circle all reasons that apply.)

- | | | |
|-----|----------------------------------|-----|
| (a) | to discuss personal issues | 6 |
| (b) | to select courses | 128 |
| © | to discuss changing majors | 44 |
| (d) | to discuss career possibilities | 26 |
| (e) | to register | 68 |
| (f) | to ask general questions | 55 |
| (g) | to discuss academic difficulties | 16 |
| | (h) other (specify) | 7 |

6. I see my advisor

- | | | |
|-----|------------------------------|--------|
| (a) | by appointment | 150 |
| | (94%) | |
| (b) | during late walk-in advising | 2 (1%) |
| © | other (i.e. email, etc.) | 4 (3%) |
| (d) | No answer | 3 |
| | (2%) | |

7. I am prepared for my advising appointment.

- | | | | | |
|-------------|----------------------------|----------|--------|------|
| a. Yes | 130 (82%) | b. No | 3 (2%) | c. I |
| didn't know | I was to prepare anything! | 26 (16%) | | |

For the statements below, please indicate your opinion by circling the appropriate letter. If you select “c” or “d,” please elaborate in the comments section provided on this sheet.

a. strongly agree

**b. agree c. disagree
d. strongly
disagree e. not
applicable**

8. My advisor is knowledgeable about course selection.

a b
c
d
e

Strongly and Agreed 158 (99%)

9. My advisor helps me select courses appropriate for my academic goals.

a
b
c
d
e

Strongly and Agreed 157 (99%)

10. My advisor listens when I explain my concerns.

a b
c
d
e

Strongly and Agreed 152 (96%)

11. My advisor answers questions to my satisfaction.

a b
c
d
e

Strongly and Agreed 154 (97%)

12. My advisor suggests helpful solutions when I am facing academic difficulties.

(tutoring,
study
skills,
Writing
Center)

- a
- b
- c
- d
- e

Strongly and Agreed 144 (91%)

13. My advisor understands and explains IPFW policies and procedures.

(or is
willing to
seek out
the
answers)

- a
- b
- c
- d
- e

Strongly and Agreed 148 (93%)

14. My advisor understands the IPFW General Education requirements.

- a
- b
- c
- d
- e

Strongly and Agreed 157 (99%)

15. My advisor is knowledgeable about IPFW majors and degree requirements.

a
b
c
d
e

Strongly and Agreed 154 (97%)

16. My advisor helps me consider alternative majors.

a
b
c
d
e

Strongly and Agreed 126 (79%)

17. Overall, are you satisfied with the assistance you receive from your advisor?

a. Yes 155 (97%) b. No 3 (2%) C No answer
1(1%)

18. Overall, are you satisfied with the availability of your advisor?

a. Yes 155 (97%) b. No 4 (3%)

19. I would recommend my advisor to other students.

a. Yes 157 (99%) b. No 2 (1%)

Comments:

Great experience, very helpful, thanks!

Yohonna Smith was very helpful

Alison Hoff has been great in helping me choose courses and a major

Mary was awesome! A lot of stress was relieved after my visit with her

Great at what she does

Mrs Smith was very helpful and friendly! Very much helpful and I'm glad to have go her for advisor

Really cool

It is always to my benefits to come to an advising session

Thanks!

This is not my actual assigned advisor

My advisor has helped me a lot through my freshman year! And I have recommended her for other students to talk to.

The advisor that is list for me on My IPFW is never available, but the other advisor I've seen are great

She Rocks!

Very helpful

I spoke to Mary lehto about a diversity program for a class, I did not need her for an academic advising capacity. However, my OLS advisor is terrific. I do appreciate Mary's assistance even though I am not advised in the ACCS office

Great Job!

Rhonda is a great help!

Mary Lehto is Awesome!

Bob Brewer was very helpful and explains everything I didn't understand

Rhonda was very friendly and helpful As a returning adult, I find returning to school intimidating she was great a letting me know my options I wish I had an advisor like her the first time around

I am sorry she is leaving in May! I really liked her!

Bob Brewer Kicks a\$\$

Bob Brewer is the man!

Mrs. Lehto helped me feel more comfortable about the decision I had made.

Bob Brewer is very knowledgeable and helpful advisor. His caring attitude and understanding about IPFW requirements has helped me greatly in my academic career.

Thank you for all the help!

She was very helpful

She is a nice lady, She's not really my advisor but I sign up with her because she is understanding and nice. Her name is Jill Parker

He is very nice and easy to talk to. He helps a lot when you are confused about what you want to do.

Very helpful

Mrs. Lehto is doing a fantastic job

Very helpful-thanks

Bob Brewer was very professional but at the same time he relieved the stress I felt and made registering quick and easy. The concerns I had about my classes were answered and I feel great.

She's awesome, I don't think I'd been where I'm at without her. Thank you Rhonda

It was great

Great Experience! Very Knowledgeable!

She is great! Nice and helpful Thanks Mary!

Made me feel at home Thank you

Bob Brewer is an absolutely awesome advisor! Beside Meriwether, he is the only advisor who adequately listened to my needs and help me fulfilled my academic requirements in a timely manner. I really appreciate it as is reflected here.

She helped greatly with my class selections and also with my understanding of IPFW website and policies.

Bob is great

**Thank you! Please return this form to the Mastodon Advising Center in
KT 109.**