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A Case Study Of The Student Academic Support System: State University

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A CASE STUDY OF THE STUDENT ACADEMIC SUPPORT SYSTEM:
STATE UNIVERSITY SYSTEM OF FLORIDA

By

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ABSTRACT

In 1985, the Florida Legislature mandated the development of a computer assisted academic advisement program for the State University System. This study of the Student Academic Support System (SASS) explored the administrator and advisor viewpoints, rather than traditional student perception assessments, in order to add to the understanding of computer assisted advising as it now stands in the State of Florida.

The goal of this research was to determine the best practices of computer assisted advising throughout the State University System. Individuals who use or have responsibility for the advising system were identified in each institution in the State University System. An instrument was developed to identify the use of key components of the Student Academic Support System and interviews were scheduled.

A review of the literature and results of this study found that there were many factors that influenced the success or failure of a computer assisted advising system. Factors such as funding, administrative sponsorship from the highest levels of the institution, institutional culture, advisor computer proficiency, and the existence of alternate computer advising technologies played significant roles in the development and implementation of the mandated state computer advising system. The qualitative interviews utilized in this case study highlighted the complexities of computer assisted advising. This research studied the perceptions and practices of administrators and advisors in the 11 State Universities in Florida.

This research study documents the history of the development and implementation of computer assisted advising within the Florida State University System.

As such, this research provides insight for administrators, technology professionals, and policy makers in the field of student advisement.

Implications of this study, for the Florida State University System, show that strong administrative support and acceptance of the value of the system by advisors are necessary for successful implementation of a computer assisted advising system. Continued assessment, modification, and funding must be a priority for any institution that utilizes computer assisted advising systems. A properly implemented advising tool, such as the Student Academic Support System, results in a better informed student and a more effective sharing of information between students, advisors, and the university. Properly advised students will reach their educational goals in a timely and efficient fashion. The use of computer assisted advising was found to result in a satisfying academic experience for the advisor and to increase a student's level of satisfaction with the advising encounter.

DEDICATION

This dissertation is gratefully dedicated to my wonderful husband, sons, daughters, and friends who have supported and loved me throughout my educational endeavors. A special commemoration is added to acknowledge the support of our son Grady Thomas Hill who was lost to us before this dissertation was complete.

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Introduction

On June 16, 1982, a report was generated by a Task Force on Advisement

concerning academic advisement in the State University System of Florida. A section of

that report was the identification of problems with undergraduate advisement in the state

universities:

> Because of the variety of degree programs offered within SUS institutions, the
> complexity of coursework requirements, and the vast array of possible career
> choices open to undergraduate students, there is a continual need to improve the
> overall quality of academic advisement throughout the SUS. (p. 11)

One solution that the Task Force examined was the current state of technology in data

processing. It was recommended by the Task Force that technology be brought to bear

on the problem of academic advising within the state. The central idea was that such

technology could reduce the problems created with higher numbers of students and not

enough advisors, additional paperwork, and long lines; where at the end of a long wait

the student was met by the adviser who only had time to give hurried and hasty advice in

order to move on to the next student.

Computer assisted advising was seen as a way to make a difference for the student

in dealing with the complexities of detailed designed baccalaureate degree programs.

These contained interlocking course requirements and sequentially structured programs

of study. It was felt that the use of computer assisted advising "could turn the advisor

from a clerk into a mentor, and all universities should take advantage of it as quickly and as fully as possible (p. 17)".

<center>Purpose of the Study</center>

Since the introduction of management information systems into university settings to deal with and manage massive amounts of information, attempts have been made to use computers as advising tools. The primary purpose of this study was to review the Student Academic Support System (SASS) which is the legislative mandated advising system in the State University System in the State of Florida. This review was to learn if the SASS had proven to be the tool of choice and how it is currently being used within the State University System of the State of Florida. The secondary purpose was to compare the perceptions of the advisor (user) and the administrator of the Student Academic Support System in each institution. A close examination of answers to interview questions will allow for a better understanding of how the data administrator and end user understand and use the system.

Given the importance and increased focus on the cost and quality of advising in the state system there is a need for educational leaders to consider the major impact that computer assisted advising has had on helping students. Findings from this research could contribute to the collective knowledge of computer assisted advising and lead educational professionals to better design a more effective advising system that will improve service to all students.

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The first chapter of the dissertation presents the purpose and background of the study, as it pertains to the search for a computer assisted advising program usable by all public universities within the state. The chapter then specifies the problem of the study, describes its significance, and presents an overview of the methodology used. The chapter concludes by noting the delimitations of the study, and defining some special words and terms that may not be familiar to the reader.

Background of the Study

The College and University Systems Exchange (CAUSE) was incorporated in 1971 to address the problems associated with managing and using information resources in higher education. James L. Morgan, who was employed by the State University System of Florida, served as Secretary/Treasurer for the group. The State of Florida, along with many others educational groups, had an interest in seeking ways to better manage the massive amounts of information required in the growing areas of higher education.

In the proceedings of the 1979 CAUSE National Conference (November, 1979, Orlando, Florida), the main theme was Planning Education Information Systems for the 1980s. At that meeting, Kelly, Norman, and Echinoff presented a session titled Advisement and Graduation Information Systems. Their portrayal of the growing use of the computer as an advising tool was met with both jubilation and terror. The tools were available to empower students to be self-advised on some level. These tools could be used to free professional advisors from the repetitious and time-consuming aspects of the

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profession while forcing the advisor to change the way they advised students. Computers also brought about changes in student support structure and process. The need for posting grades and building files on individual students requires a different level of personnel than professional advising. The migration from a record keeping culture to a student service culture required change within higher education culture and norms.

Computer degree audit systems were developed as a form of academic advising in the early 1970s. A degree audit can contain the requirements of all graduate and undergraduate degree programs available within a university system. The audit is a computer generated specific academic status report for each student. Floyd published a feasibility study, <u>Computer Assisted Academic Advisement and Planning</u>, (1974). This study detailed a pilot project that was conducted using a sample of 25 student records by inputting them into an interactive computer system. The system compared each student's academic background with a databank of information that contained alternative ways to reach graduation. When the study was published, the system had been in operation for three years and was considered a success. Costs for the system were kept under a dollar per record. Such a system was labor intensive, as it required manual data entry and had to be constantly edited for input errors (1974).

In 1982, the State University System Task Force on Advisement completed a statewide review of academic advising and recommended that technology in data processing be utilized in academic advisement. Additional recommendations were made to secure funding from the state legislature to develop pilot projects at three universities within the system. However, the funding was not provided by the state legislature to set

up the pilot projects that were recommended. Several institutions in the State of Florida began to work independently to create advising systems without funding from the state.

Volume IV of the Miami-Dade Community College 1984 Institutional Self-Study was published in 1985 and contained an in-depth assessment of three different computerized systems in place within the Community College. The three systems consisted of the Advisement and Graduation Information System (AGIS), the Academic Alert System (AA), and the Standards of Academic Progress (SOAP) system. Each system had different objectives within the advising function. Writers of the self-study concluded that the systems were effective and had a positive impact on student performance. However, some of the components needed to be modified, and additional work on the systems was recommended. Each system used identical data to obtain different information about the student. This enhancement of the advising function created a duplication of effort and wasted limited resources.

<div align="center">Clarification of the Problem Statement</div>

The rapidly changing environment of management information systems and the move to a different computer environment by the University of Central Florida raises the question of currency of the Student Academic Support System (SASS). The need to understand the flexibility of the computer assisted advising system and to identify how the Student Academic Support System has been utilized by public universities within the State of Florida becomes imperative as each university searches for the best practices and process for managing larger populations of students and their corresponding information.

Each institution is constantly moving to enhance their current computer environment or to move to a totally different system that best meets their needs. This creates a need for reevaluation of the computer assisted advising system in place and empowers a search to discover if a state-wide system is in the best interest of both the universities and the students. Calverley and Shephard (2003) explained it as; "the distinct and individual needs of each educational environment, coupled with global changes being faced by Higher Education as a whole, influence the range of methods being used to encourage interaction between learners, their tutors and learning resources" (p. 206)

Student Academic Support System users should have a more complete understanding of the range of possibilities that exist in the use of computer assisted advising. This hopefully will assist in the allocation of human and fiscal resources in the state. A broad picture of the development of computer assisted advising practices within the state may open a discourse to allow recommendations regarding the future of the Student Academic Support System to flow freely within the system.

Delimitations

The boundaries of the study limits data to a single college within each university and the levels of usage within other colleges at each institution were not considered. This precludes the ability to make generalized statements about computer assisted advising usage as it would apply to the entire university. The nature and size of the study will limit the findings to an overview of the institution's usage of the Student Academic

Support System, but will allow for a more detailed examination of usage by the Colleges of Business within each university.

State universities that do not have a College of Business are identified and the overall usage of computer assisted advising was examined. The study tried to identify each institution's unique and separate approach to computer assisted advising. Due to the changing nature of computer technology, and the fast pace of institutional change in the use of technology, this study was limited to one point in time, the spring term of the 2004 year. The interview responses were based on recollections, opinions and memory, as well as actual usage by students and advisors within each institution of the Student Academic Support System. Substantiating data collected through minutes of meetings, official documents, and memoranda were dependent upon the accuracy of the reporting in these documents.

Assumptions

The following assumptions are important to this study in understanding the results:

1. It was assumed that the Student Academic Support Systems administrator and the College of Businesses advisor participating in the interview were the person most knowledgeable concerning the SASS system and how advising is done in the college.

2. It was assumed that they would give honest and accurate information about their knowledge and use of the Student Academic Support System and that the persons

interviewed were representative of the types of users within the State University

System of Florida.

3. It was assumed that there would be commonalities and differences in the use of

the Student Academic Support System within the State University System.

4. It was assumed that if the participants being interviewed did not use the Student

Academic Support System that they would respond to the interview questions

candidly and to the best of their ability from the viewpoint of what, if any,

advising system they did use.

5. It was assumed that each institution was aware of the Student Academic Support

System and its importance to the political environment of the State of Florida.

Definitions of Key Terms

Academic Advisement is a complex series of activities which are intended to

address issues related to academic matters that are often used in combination, depending

upon the personnel and resources devoted to the task.

Advisor Comment Screen displays a maximum of ten student program Advisor

Comments per screen. Comments can be hidden or placed in view on the audit.

Certification of degree program is the final certification of graduation by an

institution which indicates that a degree program has been completed and a diploma may

be issued by the University.

Computer-assisted advising is the use of computer software in an expert system

application used to make available to the student basic information that is unique to their

chosen degree program as well as information that is available to all students about curriculum and program requirements.

Course Equivalency File contains a record for each course within the institution that has undergone a conversion of its course identifier. This file also contains a record for each course transferred into an institution by a student for which the institution has determined that an equivalent course at the receiving institution exists. (SASS manual, 2001)

Degree Program Definition Maintenance Screen (DP) is the repositories of student data on the university level that enables the college files to interact with the SASS program. (SASS manual, 2001)

Edit reports are reports that can be run for management and maintenance purposes as well as state reporting of data from the Student Academic Support System.

Exceptions are petitions or substitutions allowed by the college or institution.

FACTS is the computer assisted advising system provided by State of Florida statute number 1007.28 (Appendix D) to provide interface capabilities with state universities and community colleges computer assisted advising systems.

Faculty advisors are faculty members of an institution, trained or untrained, who counsel student's on requirements for their degree program and that are acquainted with a specific professional field.

Florida Regional Data Centers (CICS) is comprised of four regional data centers established by the State University System (SUS) to provide computing services to the state universities and other educational systems within the State of Florida.

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The <u>hours to degree report</u> is required by the State of Florida from the State Universities, the report indicates the number of excess hours used to meet graduation requirements beyond the minimum. (120 semester hours)

<u>Notes function</u> is a program in the SASS system that allows advisors to put notes or comments into the individual audit of a student, which may also be called a comment file.

<u>Prerequisites' checking</u> allows the computer to check for completion of a required course prior to registration for the next class checking for substitutions and waivers granted by the colleges and recorded in the SASS system.

<u>Professional Advisor</u> is an individual trained specifically to provide service to students needing assistance in making choices about their academic careers.

<u>Program of study</u> is a curriculum planning process which details what is necessary to complete a degree program which includes both major, college and university requirements.

<u>Requirement Definition Maintenance Screen (RQ)</u> files are repositories of programs or reports of individual college's degree requirements. (SASS manual, 2001)

<u>SASS audit</u> is the output of the Student Academic Support System showing the program of study and other requirements of the degree to include the credit hours, grades and grade point averages of the students.

<u>Self-Advisement</u> takes place when a student uses resources which are available to make the ultimate choices about curriculum or degree programs with no assistance from another individual.

Split credit is the use of a single course or credit in more than one area of a degree program.

Student Academic Support System (SASS) is the state mandated computer assisted advising system in Florida for use by the State University System institutions.

Student Exception Maintenance Screen (SE) is used to create and maintain Student Program Requirements. (SASS manual, 2001)

Student Program Course Substitution Exception Screen (CS) is used to create and maintain student program course substitution exception records. (SASS manual, 2001)

Student Program Course Waiver Exception Screen (CW) is used to create and maintain student program course waiver exception records. (SASS manual, 2001)

The transfer data file is a database that contains all coursework taken at other institutions that are transferred into the current institution and are available for use by the individual colleges or schools for use in a students degree programs.

Research Questions

This study explored the following lines of inquiry in order (a) to understand the different computer assisted advising environments of each institution, (b) to determine who has and has not utilized the state mandated system, and (c) to determine if the Student Academic Support System has been internalized in the individual institutions.

The questions guiding the research were:

1. In recording the evolution of the Student Academic Support System in the 11 state universities in Florida, what commonalities or differences in the effectiveness and use of the Student Academic Support System, as defined by the Legislature, exist in the Florida State Universities?

2. What are the continuing commonalities of the system elements and how has each institution utilized or not utilized the Student Academic Support System within its own internal computer system and has each institution maintained the required state mandated functionality?

3. To what extent has professional advising within Colleges of Business in the State University System been complemented by computer assisted advising?

4. What opportunities has the linkage of the Student Academic Support System presented throughout the State of Florida to allow a student to degree shop on line via a web based computer-assisted student advising system?

5. What recommendations can be made for the continued development and use of the Student Academic Support System in the State University System of Florida?

Context

The Florida State University System, as publicized on the 2004 Florida

Department of Education website, is composed of 11 State Universities located in various

areas of the state. The goal for higher education in the State of Florida found in the

Comprehensive Development Plan (CODE) of the State University System of Florida for

1969-1980 is;

> The goal is to have a distinguished University System which will provide
> maximum educational opportunities for the citizens of Florida, without
> unnecessary duplication or proliferation, through distinguished State Universities
> that have separately designated responsibilities and which will collectively offer
> programs in all disciplines and professions at all levels. (p. 6)

In 1972, the State University System of Florida was composed of nine

universities, seven were established prior to 1970, and two were scheduled to open in

1972. The University of Florida at Gainesville, Florida State University at Tallahassee,

and Florida Agricultural and Mechanical University at Tallahassee were in existence

prior to 1960. The University of South Florida at Tampa, Florida Atlantic University at

Boca Raton, the University of West Florida at Pensacola, and Florida Technological

University at Orlando were established between 1960 and1970. Florida International

University in Miami and The University of North Florida in Jacksonville were opened in

1972. Florida Gulf Coast University in Fort Myers was added in the early 1990 and New

College of Florida in Sarasota came into the State University System in1975 when it

merged with the state system and was affiliated with the University of South Florida. It

was established as the newest and only honors college in the state system by the State

Legislature on July 1, 2001.

All 11 of the universities are general-purpose institutes of higher learning offering baccalaureate and graduate degrees in the arts and sciences, business administration and education as well as other selected degrees. By sharing a commonality in program offerings and common course numbering in these areas the transferability of coursework, among institutions can better meets the mandate in the Proviso (Chapter 85-119, Florida Laws) for the single, system-wide advisement system. A common prefix and course number assigned to similar courses within the state, allows for articulation across institutions in the advising system without the need for manual input to the Student Academic Support System.

Population

The population of the study consisted of the 11 Florida State University System Universities. Although each institution has much in common, each was given a unique role to play in the educational development of the state system of Florida. The following information was gathered from the State University of Florida Comprehensive Development Plan (CODE) (1969), the Institutional Role and Scope of Florida's Public Universities Mission Statements (1980), and Florida Fact Books from individual institutions (1997-2001). These books can be found in the University of Central Florida Library in the state documents sections.

The University of Florida in Gainesville and Florida State University in Tallahassee have similar educational goals and diverse programs of study with extensive research. The primary roles they serve are as centers for advanced graduate and

professional studies. The University of South Florida, located in Tampa, is a metropolitan institution whose research efforts were to have an orientation toward solutions of problems dealing with modern urban environments.

Florida Agricultural and Mechanical University, also in Tallahassee, was the traditional black institution in the state and has a unique status that allows them to train students to achieve leadership in the minority communities. Florida Atlantic University in Boca Raton was to experiment with new and innovative instructional media and technology. It was proposed that this experimentation with academic instructional technology would benefit the entire state.

The University of West Florida in Pensacola had a unique administrative organization to improve learning by bringing together faculty and students into a residential, collegial relationship. This would combine the structure of a large university with the environment of a small liberal arts college to form a "community of scholars" within the state. Florida Technological University in Orlando, later renamed the University of Central Florida, was to serve the region in which it was located by emphasizing the development of teaching and research programs in various technologies and applied arts and sciences. It was to include experimentation with new ways of perceiving academic concerns from a technological point of view, as it related traditional academic endeavors to the demands of Florida's space and technological community.

Florida International University in Miami had as its focus the responsibility to develop closer relations with Latin and South America with programs of inter-American studies and to focus on urban studies and affairs. The region served is multi-national and

offers many opportunities to support better understanding and relations with other

countries. The University of North Florida in Jacksonville was placed in a metropolitan

environment and its focus on commerce, local and international trade, civic affairs, and

transportation, allowed for studies of innovative governmental and organizational

functions.

Florida Gulf Coast University in Fort Myers would address emerging higher

education needs including the use of technology in the learning/teaching process and

multi-year contracts as an alternative to faculty tenure. New College in Sarasota became

the independent public honors college for the state with student progress based on

demonstrated competence and mastery rather than credits and grades. This new approach

to learning may require some adjustments to utilize the Student Academic Support

System.

The unique personality and environment of these universities had an impact on

the development of the Student Academic Support System. The structure and utilization

of the Student Academic Support System should reflect the culture and norms of the

individual institutions.

Methodology

Merriam (1988) noted that "case study research and, in particular, qualitative case study is an ideal design for understanding and interpreting observations of educational phenomena" (p. 2); this study was conducted using qualitative case study research methodology. The 11 state universities constituted a multiple case study. The researcher conducted interviews with a system administrator and a College of Business advisor from each State University. A review of archival and current data provided a history of the development of the Student Academic Support System in the State of Florida and documentation of how the system continues to be used.

The Student Academic Support System administrator and Professional Advisor were interviewed in person, using open-ended questions, which were developed based on the objectives of the Student Academic Support System, as defined by the State of Florida Legislature. The administrator of the Student Academic Support System at the University of Central Florida was asked to review and confirm the relevance of the questions.

Archival data for this study were obtained from the library, each university's mission statement, policies, strategic planning documents, and data from catalogs and marketing materials. Additional information was obtained from the State of Florida Archives and FACT Books of the State of Florida. Documents made available to the researcher from individuals who took part in the process were also used.

The research identified conditions that occurred during development and implementation of the State University System of Florida computer assisted advising

system and attempts to identify the causes of those conditions at the various institutions. The study compared and contrasted the recommendations of the literature concerning computer assisted advising to what was currently being done in Colleges of Business at State Universities in Florida.

A definition of the Student Academic Support System was obtained from the manual given to advisors by Undergraduate Studies Student Academic Support Unit (2001), at the University of Central Florida. This definition gives an overview of the degree audit system.

> A series of on-line transactions developed by the Information Resource Management Division (Standard Software Development Services) of the Board of Regents of the State University System (SUS) to support the Degree Audit System. The degree audit system is also supported by a series of VSAM files. These files define the requirements that a student must fulfill to successfully complete a degree program. Files are also used which supply the system with information regarding the student's academic history and the degree program exceptions that a student has been granted by the appropriate college/university. There are also a series of ancillary files that are used by the system to customize the system to the individual using institution's particular needs. (p. 1)

CHAPTER 2: BACKGROUND RELEVANT TO THE STUDY

Historical Background of the Study

In the 1984-85 academic years, Regent Robert Westerfeldt, along with the Florida

Student Association and others, again brought attention to the need to enhance the quality

of academic advising and to improve the management of the curriculum. The 1985

Florida Legislature appropriated funds to be used for the creation of the Student

Academic Support System (SASS), which was recommended in the 1982 Academic

Advising Task Force report. In 1985, Specific Appropriation 520 (Chapter 85-119,

Florida Laws) gave the Board of Regents the initial funding to develop a single, system-

wide, academic advisement system that would be used by each of the then nine

universities in the state system. The five components listed in the Proviso were:

1. the development of a student specific academic program
2. the interaction of the student program and the planning for course offerings by the
   faculty
3. the interaction with the student registration process
4. the replacement of counseling manuals and
5. the enhancement of transferability among the various post-secondary education
   sectors in Florida (1985, SA520)

The Concept Paper for the Student Academic Support System (1986) contains the

statement adopted by the SASS Steering Committee to delineate the scope of the project

and underlines the need for and the fundamental goal of the Student Academic Support

System:

> Students require comprehensive, accurate information and informed advice in
> order to make decisions about academic matters. The maintenance of reliable
> information in support of advisement frequently proves time-consuming and

costly, yet when not available can present a significant impediment to a productive dialogue between the student and academic advisor. For this reason, the goal for this project is to provide an information tool that will enhance the quality of advice that a student can receive from the advisor; however, the computer shall not substitute for the essential human relationship that an advisor must establish with a student. The Student Academic Support System represents an expanded commitment by the State University System to the academic well-being of all students.

The development of a statewide academic advising system to address the intent of the Proviso would take the best concepts and design of existing systems within the State University System and at other institutions in Florida and other states. The purpose would be to establish computer software which is transportable, lends itself to modification for State University System requirements, and meets other functional specifications. This system will establish file, record and data elements of the record standards to allow interfacing or linkage by any computerized record keeping system. Once the basic elements of the record system are in place, diverse alternatives of utilization to fit needs of a particular university may be developed. It should be recognized that deliverables, once identified by the steering and design committees, must receive the appropriate resource commitment by all project participants. (1986, p. 2)

The system was intended to improve the academic advising process by giving the student and the advisor standard academic information about the student. It was intended that an easy to read account of the students progress toward degree completion would enhance the student –advisor relationship by reducing the time required for routine data checking and allow for a more comprehensive and effective advising session (1986).

The system was required to be applicable to all State University System institutions while at the same time meeting individual campus needs. A flexible system was needed and three institutions were chosen to begin the process. Florida International University, The University of Central Florida and The University of South Florida were designated as participants in Phase I of the project.

The Design Support Group, established to provide staff support for the Steering Committee, was assigned tasks to facilitate the development of the Student Academic Support System. The Design Committee identified the specific functional requirements of a desirable system by surveying advising systems available within the State University System, and at other institutions in Florida and in other states to determine possible utilization. This allowed them to evaluate advantages and disadvantages of potential systems from the perspective of function and implementation time.

In order to review systems already in use, the Design Committee scheduled site visits with Florida International University, Miami Dade Community College, Florida Junior College, The University of North Florida, Georgia State University, and Miami University of Ohio. These visits allowed the committee to see systems in use by these institutions for academic advising (1986, p 23). The Design Support Group provided a direct link to the Phase I institutions concerning academic advisement requirements and to specify additional functional requirements of the system and recommend priority for development. The Group also served as liaison with the computer specialist hired for the project.

The General Appropriations Act of 1989, Specific Appropriation 58, Chapter 89-253, Laws of Florida, led to a further study in 1990 of automated advisement systems. The study focused on the registration process and the relationship between registration and an automated system for advising. That study led to the development of the Student Academic Support System (SASS) which is the focus of this study. The design of the system can be seen in the conceptual data flow chart (See Appendix C). The system is an

important component of the advising element in a student's academic career in Florida. The product of the system is an audit, which allows a visual representation of the student's progression toward the degree, which can be viewed or printed for use in the advising process. The information is generated in a series of templates that approximate the full program of study for an individual major or program plan. The ability to insert a different major code into the system, altering the template, allows students to see how they are progressing under any degree program available at the institution.

While the Student Academic Support System belongs to the State of Florida, each institution has been authorized to integrate it with the individual university's computer system. The global issues, rules and regulations of the institution and the state are supported and maintained at the institution level. Each college within a given university can maintain its own programs of study along with updates of local substitutions of courses or waivers, and advisor comments. The Student Academic Support System audit can be printed and certified at the time of graduation to show degree completion by the student. The audits can be used to generate reports for planning purposes. The main functions of the audit appear to be the provision of information to the student and a way to track progress toward a degree.

The Student Academic Support System audit system can be managed in many ways to deliver several levels of support to a student. The original data storage structures in place, within the individual institutions, played a significant role in the utilization of the system. The availability of data, in a format that could be used by the audit system, increased the functionality and speed with which the institution moved on-line with the

Student Academic Support System. Common course numbering of academic courses among the state universities and community colleges also played a significant role in allowing the data to be transferred between institutions. In 1996, the Florida Legislature passed legislation for the development of the Florida Academic Career Tracking System (FACTS) as a way to expand the availability of the statewide system. This was seen as a key piece of infrastructure that would deliver or allow access to the Student Academic Support System audit system by students from high schools as well as community colleges in the state. The student would then be able to "degree shop" the State University System (Title XLVII, Ch. 1007).

<p style="text-align:center">Literature Relevant to the Study</p>

Kuh and Hinkle (2002) bring together the two sides of the institution to create a learner-centered campus, faculty members and student affairs staff, along with professional advisors, must work closely together to arrange students' experiences in class and out-of-class into a learning environment (p. 312). The research of Chickering and Gamson (1991), deals with best practices in undergraduate education. These practices are generally effective with students as they offer seven ways that help students to learn.

1. Encourage student-faculty contact
2. Encourage cooperation among students
3. Encourage active learning
4. Give prompt feedback
5. Emphasize time on task
6. Communicate high expectations
7. Respect diverse talents and ways of learning (p. 5)

Education is seen as active, cooperative, and demanding. These practices, while geared toward faculty members, were also trying to reach campus administrators, state higher education agencies, and governmental policymakers (Chickering & Gamson, 1991).

Research by Pascarella and Terenzini indicates that the impact of college on students is cumulative; the result of many different experiences both inside and outside of the classroom and covers an extended period of time (Pascarella & Terenzini, 1991).

Another line of research by Collins and Porras (1997) indicates that high-performing organizations are mission-driven, client-centered, and have highly collaborative cultures. High-performance organizations systematically learn and adapt to change. Colleges and universities which are effective have the same characteristics as do these high-performing organizations.

Professional advisors, faculty members, and student affairs professionals are the groups that have the most student contact. Those contacts give them the most immediate, direct influence on student learning according to Kuh and Hinkle (2002).

Kuh and Hinkle give us seven conditions that characterize campuses with effective collaborative efforts between academic and student affairs

1. A focus on student success-as an institutional value, a priority, a measurable goal. Student success is defined as a combination of student satisfaction, persistence, and achievement at high but reasonable levels consistent with student background and aspirations.
2. A seamless learning environment (Kuh, 1960) that allows students' experiences inside and outside the classroom to be complementary and consistent with the institution's educational mission and values.
3. A common language that allows for the development of a lexicon that conveys common values and preferred interpretations of the meaning of daily events and institutional goals. To facilitate productive cross-functional dialogue a shared vision of learning is required.

4. Knowledge and consistent use of effective educational policies and practices. Frequent student-faculty contact, cooperation among students, use of active learning techniques, prompt feedback, time on task, high expectations, and respect for diverse talents and ways of learning.
5. Systematic collection, widespread distribution, and routine use of high-quality information about the student experience are critical.
6. Strong leadership and commitment by senior administrators for innovation and change.
7. An unwavering focus on encouraging students to profit from learning opportunities (p. 313-318).

Partnerships between academic and student affairs applaud short-term successes while staying focused on the larger, long-term goal of improving the quality of the experience for all students (Kuh & Hinkle, 2002).

An important element of an effective partnership is the ability to share information in a timely, accurate manner. In order to work effectively across institutional boundaries, a method is required that will convey common requirements and preferred interpretations of rules and regulations of the university. A common language speeds up the collaborative process and maintains an accurate flow of information to facilitate productive cross-functional dialogue (p. 314-315). The use of technology as an aid to the collaborative process can be of benefit to the administrative, teaching, and advising arms of the institution. (Kuh & Hinkle, 2002)

Gilbert and Ehrmann, in the Field Guide to Academic Leadership (2002), offer a list of gains in using technology in higher education. While their emphasis is on faculty application in such areas as (a) content, (b) access, (c) effectiveness, (d) efficiency, (e) standardization or personalization, and (f) productivity, these are the same issues that need to be addressed in academic advising. The early beginnings of interest in computer

assisted advising indicated the need for this type of focus. Bellenger and Bellenger

(1987) described benefits and disadvantages that they perceived with the use of a

computer assisted advising system. Early benefits and desirable characteristics of a

computerized advising system were seen in the following areas:

1. Time efficient-academic counselors using a computerized system are saved the time consuming effort of collecting facts about curriculum, majors, and prerequisites, and thus are able to spend more time counseling students face to face.
2. Cost reduction-the price of hardware and software has declined dramatically in recent years.
3. Job descriptions may change as a result of computer introduction, but should extend the provision of personal services to students.
4. Computerized advisement systems provide more accurate information than manually compiled systems. This diminishes information disappearance, information delay, and information distortion. (p. 54)

Disadvantages found in the computer assisted advising systems included people-oriented

problems and concerns with the lack of personal attention which can create:

1. Unfavorable reaction to the system from untrained personnel or students who felt they needed more human contact.
2. Changes in work divisions and responsibilities as more professional advisors and less clerk and secretary positions were required.
3. Informal relationships can be disrupted within the office setting and between students and advisors (p. 55-56).

Mills (1990) addressed the need for strategic planning and suggested the use of

environmental scanning in the planning model. This technique allowed all stakeholders

to become involved in the continuous planning process. Mills suggested that four

conditions need to exist for a successful plan to apply technology in a student affairs area

to be successful. Those conditions were:

1. A central authority needs to be appointed to plan and coordinate the implementation of technology for daily administrative practice.

2. Other members of the institutional community should be involved in decisions regarding the use of technology in student affairs.
3. Consideration should be given to societal developments external to the campus.
4. A strategic application of technology will likely require a considerable expenditure of funds (p. 10-12).

All research points to the danger of becoming impersonal and routine or standardized in the approach to work in the student affairs area. A computerized response should not be allowed when it is not appropriate to a particular situation. It is often the quick and easy way to respond without addressing the student's true need (Strong, 1994, p 10).

Strong in <u>Technology in Student Affairs Issues, Applications, and Trends</u> (1994) also addressed the issues of benefits when using technology in student affairs to enhance the delivery of student services, activities, and programs while increasing the overall effectiveness and efficiency of related administrative functions. His list of benefits includes the following:

1. Reduced administrative overhead costs related to maintaining files, generating reports, keeping statistics, etc;
2. Reduced number of human errors resulting in improved record accuracy;
3. Improved intra-and-inter departmental communications;
4. Improved collection and use of administrative data needed for planning, policy analyses and decision making;
5. Reduced publication costs for handbooks, brochures, course schedules, directories, calendars, forms, letters, flyers, etc. while improving their timeliness and appearance;
6. Increased speed and simplification of data collection, analyses, and report production;
7. Possible reductions in clerical and support staff needs; and
8. Increased time professional staff members may spend engaged in "high touch" activities with prospective students, students' parents, faculty, alumni, and other staff members (p. 7-10).

Strong also indicated a number of issues that could delay or slow progress toward the effective use of technology. Several of these issues are cost, selection of hardware

and software, legal and ethical questions, security of files, records and equipment, staff

development, and general resistance toward change (p. 10). The way a university handles

and maintains its student data will have a major impact on the results of any introduction

of student advising technology.

Gilbert and Ehrmann (2002) understood that there are obstacles that must be

overcome if technology is to be used effectively and appropriately on any campus. Some

of these obstacles are not fixable at the advisor level but need the attention of the highest

level of authority at the institution. Several of the obstacles that can be associated with

advising are:

1. Lack of achievable visions;
2. Lack of collaboration;
3. Changing technologies;
4. Scarcity of knowledgeable academic leaders;
5. Unavailable or unprepared professional staff;
6. Lack of support staff; and
7. Not enough time (p.331-333).

Barr and Upcraft, in New Futures for Student Affairs (1994), made the call for all

of the Student Affairs profession to join the computer and information system age and to

do so by developing computer-assisted ways of managing information about students,

services, programs, facilities, and institutions in general. This should be done by making

better use of computer technology for planning, facilities management, resource

allocation, record keeping, and other management functions. In order to do this

effectively it is important to ensure that student affairs staffs are computer literate and

update professional staff development to include technological advances. As always, it is

the responsibility of the student affairs area to serve as guardian against the

dehumanization of students and staff that can occur with the increased use of computer technology.

The delivery of advising services in a university setting is as varied as the number of people who are in a position to give information to the students. Wilbur, in the <u>Field Guide to Academic Leadership</u> (2002), indicated that the two main models for advising services are centralized, in advising centers, or decentralized throughout the institution. Centralized structures allow for consistency in the advisers' approach and training, and can offer more availability to the student.

This type of structure can cost more to operate and the advisers do not always have the expertise on particular programs to be effective. A decentralized advising structure at the department level consists of faculty and staff who work in close proximity and are more knowledgeable about the programs of study, prerequisites, and course offerings of the department. This type of structure can be operated at a lower cost to the institution but often there is not a consistent level of advising services to all students.

Professional advisors are full-time staff advisers who have advising as their main focus and are more available and committed to advising. A knowledge base of campus rules and regulations is likely to be more consistent and the professional advisor will have a more global knowledge of the institution. Faculty advisors have the advantage in that they offer a more in-depth knowledge of the particular major in their area of expertise. A combination of the two models gives the student the best of both worlds (Wilbur, 2002, pp.193-197).

As early as 1983, Spencer, Peterson, and Kramer described a computer program

that stored and matched degree requirements and student academic records. They felt

that such a comprehensive student advisement system would provide the following

information:

1. Detailed individual evaluation of all graduation requirements for each student.
2. Immediate access to information for students, faculty and administrators.
3. Immediate assessment of progress toward graduation for students.
4. All requirements for graduation stated and tracked.
5. Requirements within the major categorized.
6. Approved degree program individually tailored, inserted, and tracked.
7. Number of classes, number of semester hours, and combinations of each tracked.
8. Prerequisites for required courses listed.
9. Narrative information provided.
10. All credit, substitutions, and waivers included.
11. Instant update capability provided.
12. Each student allowed to, "shop" for a major and immediately review change of major consequences.
13. Requirements tracked as frequently as every semester, but each student tracked by date of entry into major.
14. Two or more majors capable of being tracked. As with all automation efforts, the advantages must be weighed against the disadvantages, especially since student counseling and advisement are such personal, "high touch" areas of the educational process. (p. 513-518)

In Dealing with Technology Administrative Issues (2002), Gilbert and Ehrmann

put forward a portfolio of strategies for using technology effectively. These strategies fit

well into the building of the Student Academic Support System in Florida. The first

strategy is to develop the vision: purpose, pace, and risk. By using computer technology

to increase productivity and access to advising an institution can increase communication

between the advisors and students. Information technology can then support

collaborative learning and community building between several levels of advising

(Gilbert & Ehrmann, 2002).

CHAPTER 3: METHODOLOGY

Introduction

Merriam, (1988) contended that how one defines a problem can determine how one proceeds with a study (p 63). Merriam also noted that "case study research and, in particular, qualitative case study is an ideal design for understanding and interpreting observations of educational phenomena" (p. 2). The methodology evolved as the study progressed and details were revealed over time. The study was exploratory in nature and used a multiple case study of the 11 state universities. A qualitative structured interview enabled the researcher to conduct interviews with a system administrator and a College of Business advisor from each State University. A review of the archival data available on the history of the development of the Student Academic Support System in the State of Florida helped to place the research in a proper context. The qualitative perspective emphasizes a phenomenological view; the reality in which each university accepted or dismissed computer assisted advising is inherent in the perceptions of the individuals and the culture of the institution.

The Research Context

The interviews took place from January 2004 through May 2004. The Provost of each institution was contacted by e-mail and a request was made to visit the campus and conduct interviews with two suitable individuals. Merriam (1988) defined a critical factor of conducting effective interviews to be "the potential of each person to contribute to the development of insight and understanding of the phenomenon (p. 77). Merriam

also indicated that, in order to identify such people, one had to begin with a key person who is considered knowledgeable by others and then ask that person for referrals

Permission was given and the researcher was directed to seek out certain people to begin the process to allow for the visits. At each institution, an appointment was sought with a person of authority in the advising/student support area in the College of Business and a university administrator who had oversight of the Student Academic Support System.

The population of the study consisted of 11 public universities in the State University System of Florida. As noted in Chapter 1 the state system consists of the following universities: The University of Florida, Florida State University, the University of Central Florida, the University of South Florida, the University of North Florida, the University of West Florida, Florida Agriculture and Mechanical University, Florida Atlantic University, Florida International University, Florida Gulf Coast University and New College of Florida. For purposes of confidentiality, the institutions and the people interviewed will be referred to with fictitious names. Every effort will be taken to preclude identification of any person or institution.

The sample chosen from the population to be interviewed for the study consisted of the Student Academic Support System administrator and/or Professional Advisor or Director of the Colleges of Business within each institution. If the institution did not have a College of Business, only the Data Administrator was interviewed to determine what if any type of computer assisted advising was available to the students and advisors at that institution.

Data Collection

The participants were interviewed in person, using open-ended questions, which were developed based on the objectives of the Student Academic Support System as defined by the State of Florida Legislature. The administrator of the Student Academic Support System at the University of Central Florida was asked to review and confirm the relevance of the questions. The qualitative structured interview technique enables the description of the role that computer assisted advising has played in the advising of students to be explained in the words and from the perspective of the subjects who utilize such advising tools. Merriam (1988) tells us that "interviewing is necessary when we cannot observe behavior, feelings, or how people interpret the world around them" (p. 72).

The basis for this type of inquiry can be found in the phenomenological research tradition. Phenomenology contends that what exists as reality is what is perceived by the actors in that reality (Kaplan, 1964). Archival data for this study was obtained from the library, each university's mission statement, policies, strategic planning documents, and survey instruments. Other information was obtained from the State of Florida Archives and personal documents made available to the researcher. The research identified conditions that have occurred during development and implementation of the State University System of Florida computer assisted advising system and causes of those conditions at the various institutions. The study compared and contrasted the recommendations of the literature concerning computer assisted advising to what is currently being done with the Student Academic Support System by Colleges of

Businesses in the State University System of Florida. It was necessary to consider the culture of each institution in deciding how much a computer system is used or not used in each institution.

The qualitative structured interview used in this research is a combination of the pure structured (specific questions asked of each interviewee) and semi structured (questions asked to clarify or probe an answer for additional information). This type of interview allowed for the collection of first order information (data in the language of everyday life) from the participants in order to describe the perceived meaning and role of computers in their advising or administrative roles and to enable the researcher to look at past events that are impossible to replicate (Merriam, 1988).

Interview questions were framed using the language of the system in order to ensure effective communication between the interviewer and the respondent. Each question was structured and grouped to develop the purpose of the interview and to help the respondent to see the connection between the question and the purpose of the study.

<u>Procedures Used</u>

The research questions found in Chapter 1 were reviewed to make sure that the interview questions would bring out the information needed to answer each of the five research questions. The questions were segmented into four groupings to insure an alignment between the research questions and the interview questions.

The first grouping of questions (See Appendix B-group A) dealt with the extent to which commonalities or differences emerge in the effectiveness and use of the advising

system. This grouping deals with the practical applications and uses of the Student

Academic Support System. The way a university uses the system to maintain data and

report progress to the state indicating the level or depth of usage by the institution was

answered in questions 1, 2, 4, 5, 7, 8 and 17. The use of edit reports and who has

authority to request or run those reports indicated how wide spread or how technical in

scope the reports are and how useful or cumbersome it is to use such reports was

answered in questions 2, 3, 14, and 15.

The scope of the course equivalency tables and who has responsibility for the

maintenance and updating of such tables is an indicator of the depth of information

available for the student without outside intervention was answered in questions 4 and 5.

Questions 9 and 10 dealt with the storage of transfer data by each university and

responses indicated how quickly each institution was able to use the Student Academic

Support System and how effective it was in helping students to plan for their academic

programs. Several questions, 11, 12, 14, 15, and 21 were asked to determine the depth of

usage and understanding of the language of the system in order to understand the

effectiveness of the system.

The second grouping of questions (See Appendix B-group B) was used to

determine what if any continuing commonalities of the system elements exist and how

each institution internalized the Student Academic Support System. Security access for

the advisor and the student was evaluated with questions 1 and 2. The issues associated

with access to determine ease and depth of usage were sought in questions 3, 5, and 10.

The storage capacity and levels of data along with the reports utilized by the users of the

system was reviewed with questions 6, 7, 8, and 9 to determine the extent and availability of information to the student and the advisor.

The third grouping of questions (See Appendix B-group C) sought to determine how advising has been enhanced by the Student Academic Support System. Responses to questions 4, 5, 7, 9, and 10 indicate to what extent the audit is available to all advisors, faculty and professional, as well as the student. Responses to questions 1, 2, and 3 reveal the types of information, and the timeliness of the information, which are important elements when viewed from the advising perspective.

Responses to questions 6, 7, and 8 indicate the ability to add or correct information in the system. This has a positive or negative impact on how quickly the Student Academic Support System can be seen as beneficial to the advising session. A certain level of confidence that the information is accurate must be established and maintained along with a high level of access by the student in order to show relative value to the student.

The fourth grouping of questions (See Appendix B-group D) was used to seek recommendations from the other institutions that might be of value to the University of Central Florida and to the other universities in the system. Looking at what is now available at each institution and sharing that information with the other institutions can lead to an exchange of ideas and reflections on additional ways to utilize the Student Academic Support System and was sought by questions 1, 2, 3, 7, 8, 9, and 12. Responses to questions 4, 5, 6, 10, and 11 show how the system is viewed by each

institution, which enables conclusions to be drawn about the level of support given to computer assisted advising by the top administration of the institutions.

The review of literature did not disclose a comparable evaluation of this type of interview question, so no previous instrument was available to collect data. It appeared that the popular research of advising systems looked at the system from the student user and advisor point of view. This study was looking for what the individual institutions had done with the Student Academic Support System. The interviews were conducted by the researcher and recorded using a micro cassette for transcription at a later date. Notes were taken at the time of the interview to aid in the transcribing of the tapes. Each participant was asked to sign a release form and was assured of confidentially in the final analysis of the research. Each university and individual was coded to insure confidentially.

<div align="center">Data Analysis</div>

The data from the interviews were transcribed and reviewed for correctness. It was then e-mailed to the participants for a member check of the validity of the information. Data were cross checked against historical material, when appropriate, for accuracy to increase the reliability of the information gathered by the researcher.

Once the member checks were completed, the transcripts were reviewed, edited and the analysis of the data began. Common themes and statements were sought to answer the basic research questions of the study. The transcripts were read to tentatively identify categories of responses. These responses were then reviewed to allow for a more

in-depth interpretation of the data. The data were sorted into negative and positive

responses to better understand why a computer assisted advising system might be

preferred by one type of institution over another type of institution. The universities in

the study were coded by Carnegie type and size to demonstrate the consequence of

culture and mission on the perceptions of need for computer assisted advising. Narrative

text, tables and graphs were used to display the data collected in this study.

<u>Summary of the Methodology</u>

The methods used in this qualitative study of a large progressive state university

system have been presented to detail how computer assisted advising has been

implemented and accepted by the individual institutions. The directive to implement

such an advising tool by a State Legislature can be both beneficial and detrimental

depending on the response of the institution. Each interview gave its own interpretation

of the use of such a directive in a higher educational environment.

CHAPTER 4: ANALYSIS OF DATA

Introduction

As stated in Chapter 1, the study reported here examined in detail the way the Student Academic Support System has been implemented and utilized by the universities in the State University System of Florida. The chapter is organized in terms of the five specific research questions posed in Chapter 1. They were:

1. In recording the evolution of the Student Academic Support System in the 11 state universities in Florida, what commonalities or differences in the effectiveness and use of the Student Academic Support System, as defined by the Legislature, exist in the Florida State Universities?

2. What are the continuing commonalities of the system elements and how has each institution utilized or not utilized the Student Academic Support System within its own internal computer system and has each institution maintained the required state mandated functionality?

3. To what extent has professional advising within Colleges of Business in the State University System been complemented by computer assisted advising?

4. What opportunities has the linkage of the Student Academic Support System presented throughout the State of Florida to allow a student to degree shop on line via a web based computer-assisted student advising system?

5. What recommendations can be made for the continued development and use of the Student Academic Support System in the State University System of Florida?

The interviewer asked a total of fifty-five questions in four categories of Student

Academic Support Administrators and College of Business Advisors in the State

University System of Florida.   Some of the participants have been with their institutions

since the start of the Student Academic Support System program; others have limited

knowledge of the system having joined their institutions after the SASS system was in

place. The interview questions were designed to elicit their recollections and impressions

of the evolution of the computer assisted advising system within their own university.

The same questions were asked of all participants (Interview Questions Appendix C).

With the development of new and improved computer environments within each

of the 11 State Universities, the question of how each university has evolved in dealing

with a state mandated requirement for a specific software package becomes an important

issue. Scarce resources are spent to better manage larger and larger amounts of data and

a change in the systems environment will often benefit one area or another but not all

areas equally. McCracken (2002), in her article which focused on expanding the scope of

on-line instructional delivery to include academic support systems, indicated a critical

need to "ensure that virtual learning environments are inclusive, accessible, instructive,

and responsive to changing student needs"(p. 1).

The Student Academic Support System when put in place was intended to work

within the computer environments of the then nine separate institutions. The computer

environments within these institutions influence the use of audits for programs of study to

make them accessible and inclusive. The capacity of a computer system to instruct and

be responsive to student needs through a computer-driven degree audit requires a

comprehensive computer management information system. A computer assisted advising

system was funded by the legislature and money was spent to ensure the success of this

venture but a consistent effort to implement across the state was not apparent.

The commitment of the institution to the Student Academic Support system is

evidenced by the extent to which resources, personnel, support programs and services are

utilized in the process. An inadequate or ineffective institutional response to integrating

technological capability will undermine the ongoing success of the program. As the

universities undertook the change to a computer assisted advising system, as mandated by

the state, one important element was missing. Frye (2002) identified the missing element

when he said; "the greatest responsibility for colleges and universities is to create a solid,

consistent link between the changes that are needed and the mission and basic values of

the institution" (p.14).   In reviewing the answers of the participants to the interview

questions, it becomes noticeable where commitment has been instrumental in the

management of the change to a statewide computer assisted advising system.

<u>Research Question One</u>

In chronicling the evolution of the Student Academic Support System in the 11 state
universities in Florida; to what extent did commonalities or differences emerge in the
effectiveness and use of the advising system?

The majority of the institutions in the State University System implemented some

usage of the Student Academic Support System over a period of years. In the Progress

Report on the Development and Implementation of the Student Academic Support

System (1986), Charles Reed, then Chancellor of the State University System, sent a

report to the Honorable James Harold Thompson, Speaker of the House, in which he

indicated that substantial progress had been made in the development of the system. At

that time implementation had begun at the three universities involved in the first phase of

the project.

Florida International University had begun preliminary work under a Title III

grant for designing an in-house advising system. During the 1984-85 year FIU was able

to use most of the completed work in the new Student Academic Support System.

During the same time frame, the University of Central Florida had developed the degree

audit screens and was developing a process for identification of equivalent listings for

transfer work. Program and requirement definitions are catalogue date sensitive and the

University of Central Florida had created a series of definitions to take in the period for

catalogue years 1981-82 and forward. The University of South Florida had entered

program and requirement definitions into the system and was studying their transcript

evaluation process, the elements needed in audit reports, phasing procedure, interface

issues with the system in use at that time, distribution of reports, workstations (terminals),

summary reports and maintenance and security issues (p. 28-29).

The start-up of the project was moving well but the interest from the other

institutions was mixed. The research has found that today the situation has remained the

same with progress being made in some institutions and none or little progress made in

other institutions. Of the 23 questions looking for commonalities or differences it was

found that of the 11 state universities, seven (63%) use some form of the Student

Academic Support System while three (27%) use an alternative system and one (10%)

does not at this time use computer assisted advising in any form. This finding suggests a wide variation in the use and understanding of how the Student Academic Support System can be used.

In order to maintain the confidentially of the institutions and the participants involved in the study, numbers were placed in one container, the names of the institutions in another container, and the alphabet in another container. One slip was drawn from each container and the university was then given the pseudo name associated with the combination of a number and a letter. For example, a large metropolitan research institution became 5E. The participants involved are indicted by the small letter of the alphabet. The College of Business advisor is designated with an (a) the SASS data administrator is designated with a (b).

Differences found in the ways that universities utilize the system led the researcher to examine how treatment of issues that employ the Student Academic Support System, as a basis for collection of information and for reports to the state, is an indicator of utilization of the system. A type of issue reported to the state is the *hours to degree report*. The research does not indicate that all universities use the same type of data collection with the Student Academic Support System or that the system in all cases is an effective method to report hours to degree. In some cases it is not used at all. The State of Florida has defined hours to degree as the number of credit hours required to complete a program of study. Each institution is required to identify and report how many students are over 110 or 115 percent of the hours used for degree. Examples taken from the interviews conducted with the Student Academic Support System administrators indicate

the variations in practice. The responses to one question: How do you report hours to

degree? gave first hand examples of these commonalities and differences.

"Data is generated by the Registrar's Office and then moved into SASS to run

reports."

"Hours to degree report are generated through the SASS audit; an additional

application is also used that was developed by authority of the Board of Regents."

"We just feed the Board Report the data that the state requires."

"We don't report, we are exempt."

"It is a manual process."

Special reports can be run from the Student Academic Support System to aid the

college and the universities in several ways. These management reports are referred to in

this study as special edit reports. The initial Proviso (1985, SA520) indicated five

components that would be considered in the development of the Student Academic

Support System. One of the components was the interaction of the student program and

the planning for course offerings by the faulty. The level of understanding concerning

these reports varied from (a) student audits being the only reports available from the

system to (b) management and analysis reports run by the SASS Administrators to

maintain the health of the system. It is noted that the running of such reports was in most

cases limited to the SASS Unit and not available in the colleges. In several cases, the

availability of information from the universities' student data bases was considered

sufficient for the needs of the colleges and the university. The colleges knew little of

such reports other than the student audit, and only a small number of the SASS

Administrators utilized the reports. Two questions generated illuminating comments

from the interviews relevant to these issues: Who is involved in running special edit

reports? and: Are reports run all at once or by individual colleges?

> "There is SASS data and there are different things we [the college] use the SASS
>
> data for. We can manipulate the data from the college."
>
> "Special edit reports [for the college] have to go through the SASS Director."
>
> "We don't use reports for study [for the college] but to identify anomalies or
>
> discrepancies or to resolve issues with SASS itself."
>
> "We don't distribute access to those reports university wide because you can not
>
> run them at the same time and it could create problems [with the system]."
>
> "Reports are all run through the Registrar's Office. They run the reports and they
>
> are downloaded on an Excel spreadsheet…then come over to the college and we
>
> can manipulate the information."

The same Proviso indicated that two of the five components would deal with the

transferability of credit taken at different institutions: (1) the interaction with the student

registration process and (2) the enhancement of transferability among the various post-

secondary education sectors in Florida. The State of Florida educational structure

includes 28 community colleges as well as the 11 state universities (www.myflorida.org).

Many students transfer into universities from community colleges within the state and

also from out-of-state or private institutions.

The process used by a university in dealing with transfer coursework becomes an

important issue for the student and the advisor. In order for the Student Academic

Support System to be effective in helping the student or advisor, it must be able to show how transfer work is equated and used in the current program of study.   The use of the Student Academic Support System to enhance transferability of coursework or to aid in registration can be observed by a university's use of course equivalency tables and the storage of transfer data. The responses to two questions used to identify the issues relating to course equivalency tables (files) lent a sense of the significance associated with the utilization of the Student Academic Support System: Do you have course equivalency tables? and: Who is responsible for upkeep of these tables?

"The Registrar has its [sic] own equivalency data base that is used by SASS. Students submit information to us [the advisors]. We have it evaluated by the department, and if approved, send it to the Registrar's Office."

"[We] do not use course equivalency files in SASS [it is] handled by the Registrar's Office. They have a faster system."

"Ours [course equivalency tables] are gigantic…it is actually coded on the transcript and we then carry that over with our interface to SASS."

"There are course equivalency tables in Banner that SASS reads…That process has begun [but] it is by no means complete."

"Oh yes in SASS extensively...colleges tell us about it but we maintain it."

The storage of transfer data was addressed by two questions: How far back do you store transfer data? and: Do you maintain a transfer data file?

"Indefinite but [transfer course records work] are not available after student is inactive"

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"We do have [transfer data file] on our current legacy [database]. Courses are itemized."

"We did a conversion in 1998 from legacy, our old student record system, into Banner."

"All of our records are on electronic format so they are not just microfilmed; we have their original course as well as the articulated equivalents."

"We use Northwest Regional Data Center. Our information is maintained out there. We only read what is out on the data course file and I do not maintain that."

"[Data are stored] on the Transfer File Display/Delete (TFRB) screen in Northwest where SASS accesses the data."

For a computer assisted advising system to be of use to a student it must be accessible, track student progress, and deliver accurate academic information. In order to understand the way this information is available to students or is used by advisors, a number of interview questions were asked to determine the breadth of usage by the universities. How often the data was updated and whether or not an audit is available on the web can indicate the level of usage by the institution. It was determined that seven (63%) of the institutions had some form of web service available where student information could be accessed. These seven universities allow student access to certain academic information away from campus with the use of the computer. The amount and types of information available to the student varied. Ten universities had some level of access through their individual advisors for printed copies of a standard audit. Two

interview questions elicited responses on the issues of how student data is updated and who has control of that process: Who has responsibility for updating SASS? and: Who writes the Requirement Definition Maintenance Screens (RQ) files and the Degree Program Definition Maintenance Screen (DP) files?

"I do [SASS Administrator] RQ and DP [files] are decentralized."

"Each advisor in the College of Business, we may be the only advising staff that has the privilege of doing that [updating the files]."

"I would say that the SASS Administrator has the responsibility."

"That responsibility [writing the RQ or DP files] is shared; the colleges write and maintain the requirement files for their parts of the degree program. My office [SASS Administrator] does that for the university wide requirements."

"I [SASS Administrator] maintain that. At one point we were decentralized but the person who maintained it this semester may not be here next semester."

Two interview questions addressed the use of the Student Academic Support System in the colleges or departments: How are exceptions recorded in the SASS? and: Do the advisors use the notes function?

"Updating the course subs, waiver, and advisor comments [decentralized]. It's whoever the department has authorized."

"[Exception recording] can be done on the department level. Course substitutions are done by the advisors."

"[Notes are] not in SASS but we do have a database where notes can be stored."

"Any maintenance related to curriculum [in the SASS], I [SASS Administrator] maintain."

"I did identify that feature with the advisors and we have some use of that [notes function]."

An important element of the higher education experience for some students is the transfer experience from one institution to another. The early identification of how transfer credits are going to be used in the degree program by the new university can be a pivotal element in that transfer. In order to make an appropriate decision on what courses are missing, or what prerequisites are needed, an early identification of course equivalency is an essential piece of the advising process. Each university in the state system has some type of transfer data base where transferred courses are stored. These courses are available to the colleges for substitution or waiver of requirements for their individual degree programs. The decision to allow a course taken at another institution is made at the college or department level. The Student Academic Support System has a feature that allows exceptions or waivers of degree requirements to be put in the system by the colleges should they desire to do so.

Seven (65%) of the Colleges of Business allow the professional advisors or assigned faculty advisors in the colleges to input exceptions (waivers or substitutions) to the Student Academic Support System program. University or state requirements are the purview of the central administrators in either the Student Academic Support System office or the Registrar's Office. From the answers to three interview questions, it can be observed that the process is not standardized across the state: How are exceptions

recorded in SASS? Who has responsibility for recording exceptions? and: Who has

approval for exceptions?

"Exceptions are recorded in the colleges by individual advisors."

"The advisors really are not given that authority [recording exceptions]. It has to

be the Dean's office and the Undergraduate Studies Office."

"SASS staff does actual entries [exceptions] from paper format given them by the

colleges."

"Limited to basically one advisor and the Director have that responsibility

[recording exceptions]."

"[The] Substitution screens show exceptions, waivers [exceptions] and are

[posted] by the SASS college coordinator."

Buckley (2002) said that, "interactive environments can promote active learning

as students make decisions about exploring and interpreting the content area" (p. 30).

The use of the audit as a tool to allow the student to plan for their academic program

becomes more effective as more information is available. Making the audit

understandable and offering content that relates to the program of study is valuable for

the student. Answers to one question shed light on how the Student Academic Support

System is used: How do the advisors use SASS [at the various institutions]?

"[The advisors use SASS] for auditing purposes…to verify internships or

graduate level courses."

"[The advisors use SASS] for advising. Registration, degree certification, they use

it to verify satisfactory progress."

"I think [that the advisors use SASS] both to track current degree progress as well

as to explore alternate degrees and changing majors and changing catalog years."

"It depends on the faculty advisor; some departments use the SASS others do

not."

"[The advisors keep a] hard copy of SASS in a folder for comparison with check

sheets. Students are encouraged to use the online web view of SASS."

"Advisors, I believe, use SASS on an ongoing basis to identify for students what

requirements still need to be met in their degree program."

Two questions described the process a student may use to access the Student

Academic Support System audit which speaks to the availability that the student has for

information from anywhere a computer is available: How is SASS available to the

students? and: Can the student access the SASS away from campus?

"They [the students] are able to go into the web system and pull up their own

SASS audit."

"SASS [audit] is not available to the students."

"Computers are required by each student and the audit is on the web. They can

screen print."

 "An audit is not available to students. We use a narrative evaluation."

"Sure, because it [SASS] is available on the university web page."

One area where there are commonalities in usage by several of the institutions is

using the SASS in the process of certification of degree requirements. Certification of

degree requirements is a shared decentralized process that includes both the universities

and the colleges. The college must (a) certify the program of study and (b) certify that the student has met all college requirements for the degree major or minor which may include grade point average or number of credit hours. The university certifies the state and university requirements usually through the Registrar's Office. While the final certification of the degree program is often the Student Academic Support System audit report, it is not met with the same level of confidence at each institution as can be seen from the answers to the following two interview questions: How do you certify graduation (SASS, Check sheet, memo)? and Who is responsible for certification of degree programs (centralized, or decentralized)?

> "SASS electronic files are sent to the colleges, where they are electronically certified and then sent to the Registrar's Office."

> "Once the deadline passes and applications are complete, [SASS] batch audits are run and given to the departments."

> "We use SASS to certify graduation, but it is not the beginning point or actual certifier. We go back through and look at everybody. There are certain intricacies that SASS cannot read that have to be manually checked."

> "Check sheets and SASS audits. The check sheet verifies the audit."

> "Use audits [SASS], a subset of audits."

What are the continuing commonalities of the system elements and how has each institution utilized or not utilized the Student Academic Support System within its own internal computer system and has it maintained the required state mandated functionality?

The institutions that utilize the Student Academic Support System handle the internal processes of the system in different ways. The way an institution internalized the Student Academic Support System had a significant impact on the continued use of the system for computer assisted advising. Ten of the 11 universities in the state system use either an internal computer system or the Student Academic Support system to provide students academic information. Academic information consists of programs of study, grades, grade point averages, and state mandated requirements such as hours to degree, Gordon Rule, and CLAST. Universities have requirements such as summer requirements and general education requirements for completion of the program. Student information consists of contact information, residency requirements, and personal information. All student information is protected by the Family Educational Rights and Privacy Act of 1974 (FERPA).

The State Universities all use some form of security to gain access to the Student Academic Support System or to the unique data base available at the institutions that do not use SASS. The authority necessary to obtain access to some level of entry into the system is not standard across the state and can be seen in responses to one question that the participants answered: Who determines who has access to running SASS audits?

"Final authority [for access to the SASS system] rests at the Provost level; ongoing decisions are made by the Associate Dean."

"Authority [for access to the SASS system] will come from the SASS

Administrator and the Registrar."

"We see SASS as a tool to make accessible to the faculty and staff so there is not

anyone we turn down who should have access to student records technology."

"Each college has what we call a local control, work station manager."

To determine the user-friendliness and adaptability of a computer assisted

advising system and the Student Academic Support System in particular, the researcher

sought to determine how much was involved in the way a student or an advisor might

access the system either on campus or away from campus. The relevant questions were:

How does the student gain access to their SASS audit? and: How would an advisor gain

access to the audit?

"[The student gains access to the audit] directly through signing on securely to the

[local web access]…easiest way for them [students] from anywhere."

"[The student would see] part and parcel as soon as they access their pin code.

They can view or print'"

"[The advisor can gain access by] web enabled or CICS frame over in

Tallahassee. If they are doing updates they must use CICS. The view only mode

uses the web."

Ten of the 11 institutions store data at one of the regional data centers within the

state which allows flexibility for the creative use of the data (See Table 2). Responses to

one question allowed the researcher to identify the various levels of that flexibility: How

is the audit used in registration situations?

"[The student] must look at the audit prior to viewing the registration screen."

"Prerequisites [for courses] are loaded nightly during periods of registration. The course substitutions felicitate prerequisites checking."

"Very indirectly; the program of study is sometimes checked to see if the student has a minor, but registration does not use the system [SASS]."

"We import the SASS equivalency data [from SASS equivalency files] into the [local system] to use it for prerequisites checking. We make a distinction, that if the equivalency or substitution is a college based one, then the equivalency or substitution works for registration [but] only for courses taught by the college that made that substitution."

Research Question Three

To what extent has professional advising within Colleges of Businesses in the State University System been complemented by computer assisted advising?

Professional advising is available in University Centers or centralized advising offices in the separate colleges within the universities. The research, while limited to advising in the Colleges of Business, indicates how computer assisted advising and the Student Academic Support System have complemented and enhanced (or not) advising within the state. Interviews with the participants who used some form of computer access for students to see their academic information on-line indicated satisfaction with the system. Student access eliminated the need for a student to constantly visit an advisor, it made the student better informed, and allowed for a proactive advising session rather than just time spent on an information expedition. One question allowed the

55

participants to explain how this worked in an advising session: What type of information

is given to the student on SASS?

"SASS greatly enhanced the information that [we have] at our command. The

least productive use of our time is when a student walks in and says; 'I don't

know what to take or what I need.'''

"Everything is available [on the audit], transfer credit, what is needed to meet the

degree."

"The audit literarily covers all the requirements for the degree."

"Course work, historical and local, current and transfer courses rearranged into

categories and GPA's [grade point averages], depending on departments within

categories, [are in the audit]."

The complete and detailed availability of all academic requirements for a degree

program can be easily shared with the student and can be viewed either over the web or

on hard copy. This increases the amount and quality of time that an advisor can spend

with the student. Faculty members who advise have an added benefit as they do not have

to maintain college catalogs because the audit is changed with each catalog year. The

responses to one question indicated how the Student Academic Support System is

affected by yearly changes made in the programming of the audit: How often is the

program of study updated?

"With the catalog, unless there are special revisions, the colleges are required to

keep documentation on changes out of cycle."

"Yearly, [It] coincides with the academic calendar. Legislative changes that are

mandated go into effect immediately."

"With the catalog or when there are major exceptions."

"There is a process that must be done for all changes to the curriculum to be

approved and changes are made when that is done."

Research Question Four

What opportunities has the linkage of the Student Academic Support System presented throughout the State of Florida to allow a student to degree shop on-line via a web-based computer-assisted student advising system?

The Florida Center for Advising and Academic Support (FCAAS) is the home of

FACTS.Org. Section 1007.28 F.S established the Center and the FACTS.org system

within the Florida Department of Education. The mission was to promote student success

and a K-20 seamless system. Providing a real-time online student service to allow access

to the Student Academic Support System at the individual universities allows the student,

parent or counselor to degree shop the 11 state universities. This connection to the

individual university through FACTS.org is available and useful in several cases but can

be a cumbersome transaction (www.firn.edu/doe/arm/fcaas.htm). Responses to two

interview questions in the third grouping of questions indicate both high use and some

problems associated with the FACTS system: Can a student request more than one type

of audit? and: Is the SASS audit available from the web?

"FACTS.org [away from campus] or some advisors will print for them [on

campus]."

"Through FACTS they [the student] can access a degree audit, but the SASS as

we know it [in the office] -- students don't have access to it."

"Yes, [for] degree shopping. They [students] can get a full [SASS] audit or only

missing requirements."

"Online they can get the unmet needs [SASS] audit only, but it [the production

audit] is very long and is not online."

"[The student can get an audit] through FACTS and from their advisor in the

college. Course academic history populates the audit [information from the

student data base]."

"SASS [audit] is available via the web in conjunction with the FACTS system."

Research Question Five

What recommendations can be made for the continued development and use of the
Student Academic Support System in the State University System of Florida?

Recommendations for the continued development of the Student Academic

Support System from the participants of the research clearly show an appreciation of the

computer assisted advising system in getting standard information to students. The

universities that utilize the Student Academic Support System have a better

understanding of what is possible with the system. The support given to the Student

Academic Support System Administration area (Registrar's Office, Undergraduate

Studies, or Enrollment Services) impacted the amount and type of usage of the system by

the Colleges of Business.

It becomes clear when evaluation of such a system takes place that the responsibility of the university and college is to create a consistent link between the change that is under consideration and the mission and values of the institution. In their recommendations for continued use of the Student Academic Support System, several issues were brought forward by the advisors and administrators in the State University System that would enhance the continued use of the system: Responses to one question looking for recommendations on a computer assisted advising system provided several answers: What type of computer assisted advising can be done with the audit?

"It would be beneficial if we could list a suggested recommendation of things that might provide additional opportunities for learning outside the classroom [study abroad]."

"The admissions office will not post transcripts in the student database until the student is actually admitted and we [advisors] were hoping, with the advent of automatic posting, [that] electronic transfer would speed this up in the system."

"The problem that we have is that a number of our students cannot read the audit or refuse to read it so we have not empowered them to use it without the advisor."

"The colleges don't take advantage of the management data as much as they could. Clearly they could pay closer attention to student demand."

Summary

The overall data generated by the interviews indicated a general lack of

knowledge about the Student Academic Support System by the Colleges of Business in

areas other than the audit. The Student Academic Support System did what was asked of

it, but the full potential of the system was not utilized. The lack of trained personnel in

positions of responsibility to maintain and monitor the system was perceived as an

ongoing problem for some institutions. Representatives of 3 of the 11 state institutions

made comments relating to these issues. One indicated: "There are people we could use

and things we would like to do but they are on hold due to resource issues."

A problem that surfaced was the continuity of personnel and training that would

allow for a smooth transition when individuals left the university. It appears that while

the Student Academic Support System audit is in use by 10 of the 11 universities, the

movement of personnel who understand and are able to program the system creates a

void when they leave. One individual indicated it this way. "When a person leaves and a

new person is hired, the college or university does not always look for someone who can

quickly understand the system [Student Academic Support System]."

The strength of the Student Academic Support System appears to depend on the

people who control the system. When they are knowledgeable, the system prospers and

the product of the process is a useful and important advising tool. When they leave, or

have no interest in the system, then no amount of work on the part of the advisors or

administrators can sustain the growth or use of the system. One individual interviewed

indicated "that a consultant [the Project Coordinator] was hired to set up the system but

[the Project Coordinator] was not replaced when the system was in place and when the

[the Project Coordinator] left the university the system lagged until someone was hired

five year or so later."

CHAPTER 5: SUMMARY AND DISCUSSION

Introduction

The purpose of this chapter is to present analyses of the data that were collected
for the study. Through analysis of the data, determinations were made about whether or
not significant differences existed (a) between the intent of the 1985 legislative mandate
and (b) the results found at the state universities regarding the implementation and use of
computer assisted advising in general and, specifically, the current practices at the state
universities relevant to the use of the Student Academic Support System (SASS). It is
important to remember that the State University System in Florida is composed of 11
institutions and that, although these universities all share several common elements, they
maintain separate and unique characteristics and environments.

Summary of the Results

The primary purpose of this study was to review the implementation of the
Student Academic Support System (SASS) in the State University System of Florida. A
secondary purpose was to compare the perceptions of advisors (users) and administrators
of the system in the 11 state universities. It was thought that this would allow a better
understanding of the system as it is actually being used and contribute to the collective
knowledge of computer assisted advising systems in general.

The study was a multiple case study of the 11 state universities and was
exploratory in nature. The study was to determine the use of computer assisted advising

in the Florida state system. The particular focus was to learn how the legislative mandate had been carried out in each institution. Only nine universities were involved in the initial mandate and two new universities were added to the state roster after that time. The case studies dealt with the individual universities and the reality in which each university accepted and embraced (or rejected) computer assisted advising and they relied upon observations and interviews with an advisor in each College of Business and an administrator who had responsibility for the Student Academic Support System or management of the university's information systems.

The interviews consisted of 55 questions segmented into four groupings (A, B, C and D) to insure an alignment with the research questions. Research question 1 sought to chronicle the evolution of the Student Academic Support System in the 11 State Universities in Florida and to determine to what extent commonalities or differences emerged in the effectiveness and use of the advising system. Research question 2 sought to determine the continuing common elements and how each institution internalized the Student Academic Support System within the boundaries of the computer environments unique to the institutions. Research question 3 sought to determine if the Student Academic Support System had enhanced advising and improved student access to a better quality of information in a timely manner. Research question 4 sought to determine linkages of the Student Academic Support System to other venues within the state to allow a student to degree shop the state universities and retrieve information on degree programs that might enable them to pick the correct area of study. Research question 5 was designed to elicit recommendations for continued development and use of the SASS

and to explore user opinions regarding computer assisted advising systems in general.

The recommendations were used to identify several critical issues related to computer

assisted advising as perceived by the administrators and advisors in the State University

System.

Findings

In the analysis of the interview questions, the following procedure was followed:

(1) the intent of the legislature was stated, (2) the questions related to the intent were

grouped in the instrument (A and B) and the relevant guiding research questions were

paraphrased, and (3) analysis of the responses to the questions was made to determine if

the intent of the legislature regarding the use of the computer assisted advising system

had been carried out. Tables were developed to depict pertinent data (see appendix A).

Finally, responses to question groupings C and D are discussed in an effort to determine

whether or not student advising has been enhanced by the use of computer assisted

systems and to summarize recommendations made by respondents for improvements to

benefit advisors.

The five components listed in the 1985 Proviso were: (1) the development of a

computer assisted, student specific, academic advisement program, (2) the interaction of

the computer assisted student advisement program and the planning for course offerings

by the faculty, (3) the interaction of the computer assisted student advisement program

with the student registration process, (4) the replacement of counseling manuals by the

computer assisted advisement program and, (5) the enhancement of transferability among

the various post-secondary education sectors in Florida (1982, SA520).

Research Question 1 asked: To what extent did commonalities or differences

emerge in the effectiveness and use of a computer assisted advising system? The first 23

questions (Group A) were used to determine whether or not each institution in the State

University System had developed a student specific computer assisted academic advising

system and how, and to what degree, it was being utilized. Table 1 (Appendix A) is

presented to show the distribution of responses to the questions made by the advisors and

administrators at each state university to the first grouping of questions. The questions

were designed to determine the commonalities of processes and usage of the Student

Academic Support System (SASS) among the various universities.

Requirement 1 of the Legislative Proviso (development of a computer assisted

advisement program) appears to be met at 10 of the 11 State Universities. Table 2

reveals that while 10 universities have some means of allowing the student access to

information, three use a different computer assisted advising system or have not yet

established the Student Academic Support System. It is also evident from the survey

responses that the 7 universities that have implemented the SASS have not implemented

it to the same extent.

Requirement 2 of the Legislative Proviso (using the computer assisted advisement

program tools to plan course offerings) had not been met by any university in the state

system at the time of this study. Several of the SASS administrators indicated that they

have tried to encourage the use of the management reports but that the system may not be as user friendly as other products currently available to the universities.

Requirement 3 (using the computer assisted advising system as an interface with the student registration process) and 5 (enhancement of transferability among institutions) of the Legislative proviso have been partially achieved by some universities through the use of equivalency tables and transfer files.

Equivalency tables are tables established in the Student Academic Support System to depict courses taken at other institutions that will be accepted for transfer into the current institution. Only 6 of the 11 universities have some form of equivalency tables. These appear to be limited to the common numbering of courses within the state that automatically transfer into the SASS audit. In some cases they include courses not common to the State of Florida, which the various colleges indicate can be automatically transferred into the receiving institution. Where such tables exist, students are not required to petition for such courses to be utilized in their respective programs of study.

Transfer files contain approved student transfer credits. All 11 universities have transfer data files. These files are not a part of the Student Academic Support System but are used by the system as dictated by the equivalency tables or exceptions or waiver, and are used in the computation of the excess hours report if the course is used to fulfill a requirement in the degree program. All universities in the state system allow some types of exceptions, and 7 of the 11 universities in the state system use the Student Academic Support System to record exceptions.

Requirement 4 of the Legislative proviso (replacement of the counseling manuals) does not appear to be something that falls under the purview of the Student Academic Support System Units at any of the universities.

Analysis of the data indicates that, although many institutions in the State University System have developed computer assisted academic advising systems, the universities using SASS do not use it in the same fashion beyond the basic output of the academic advising audit. The audits generated by the SASS do not contain the same levels of information for all students, nor are they used in the advising process in the same way at the various universities. The Student Academic Support System audit does appear to meet requirement 5 of the Legislative Proviso in that it does enhance the transferability among the various post-secondary education sectors in Florida.

Research question 2 asked: What are the continuing commonalities of the system elements and how has each institution internalized the Student Academic Support System? Table 2 (Appendix A) is presented to show the distribution of responses to the questions in group B by the advisors and administrators at each state university. The questions were intended to elicit evidence of the internalization of the system into the daily life of the student and to see if requirement 3 of the Legislative Proviso, the interaction with the student registration process, was in place.

The potential usefulness of any computer based system is ultimately determined by the ability of users to access the system. With universities, and other institutions handling sensitive personal information, security issues are paramount. Within Florida universities, local security issues are controlled at both the college and university level to

ensure that student records are kept in strict confidence. All of the universities maintain a strict interpretation of the Family Educational Rights and Privacy Act (FERPA) rules on security of student records. The seven institutions that use the Student Academic Support System audit as an advising tool carefully maintain security by limiting the number of people who have the ability to change information in the system. In all cases, the process involves a request to authorize a specific individual(s) from the supervisor of the Advising Office to a Dean or Associate Dean, and final access is granted by the Student Academic Support System Unit, the Registrar's Office, or the Undergraduate Studies Dean. Students are provided a personal identification number (PIN) that permits them access to the elements of the computer data base that relate to their specific educational experiences, including the Student Academic Support System. The access available to the student is through either (a) the university web page to a local web site or (b) to the state site at FACTS. FACTS or local web access is available from all but one of the state universities and the students at that institution can access the academic information with the assistance of an advisor or from the Registrar's Office. Access to view or print the audit is limited to those individuals who have security access to the student data files within the university.

The Student Academic Support System in utilized in the registration process by only 3 of the 11 universities. One university allows the registration system to be accessed only through the Student Academic Support System. This requires the student to view the SASS audit in order to continue the registration process. Another university imports the SASS data from the course equivalency table into the registration file in order to

check prerequisites for classes in which the student is trying to register. The third university uses the SASS screen as the entry point into the registration system.

Two universities train students to toggle back and forth between the Student Academic Support System file and the registration file to determine necessary course work. Four institutions use the Student Academic Support System audit as a self-advising tool only if the student wishes to use it. Two of the universities do not use the Student Academic Support System audit in any form with the registration process.

Although the interaction between computer assisted advisement and the student registration process envisioned in requirement 3 of the Legislative Proviso was limited to two universities at the time of this study, the use of the SASS as an advising tool appears to be utilized by 8 institutions (a) as an instrument of student self-advisement and (b) with interaction between the advisor and the student thereby technically meeting the advising requirements computer application at this time.

Research question 3 asked: How has advising in the various Colleges of Business been enhanced by use of the Student Academic Support System? Analysis of the responses to questions in group C indicates that the various Colleges of Business perceive the SASS audit as an advising instrument that greatly enhanced the information available to the advisors and the students.

The SASS audit contains standard academic information that includes the general education requirements, common program prerequisites, core requirements within the college, and the major requirements for the degree. University and state requirements that are shown on the audit include (a) the overall hours taken, (b) grade point averages

(overall, university, majors), (c) Gordon Rule requirements, (d) CLAST results, (e)

foreign language requirements, and (d) other requirements that are limited to the

individual institution. The SASS audit also contains notes or comments addressed to the

individual student or to the population of students at large. Advisor location, telephone

number, and special notices are placed on the audit to alert students to needed

information or problems. Specialty audits that can be used by the advisors in advising

situations with a student included (a) unmet needs (only indicates what has not been

completed), and (b) plans of study that show the student's requirement for the program in

a sequential semester by semester plan. General education requirements and common

program prerequisites are available for beginning students for the first two years of their

program. These specialty advising audits were only found by the researcher at 2 of the 8

institutions that utilize the Student Academic Advising System.

The student has web access to the audit through either the FACTS system or the

local web site of the university. It is clear from the evidence that the advisors in the

Colleges of Business find the SASS audit to be a strong, positive avenue for the flow of

information to and from the students. Once the Student Academic Support System audit

has been updated (yearly) with the catalog, it becomes a fast, easy way to access

information on the requirements for the degree and is used to introduce students to these

requirements in orientations, advisor sessions, and by mail and web sites.

The research demonstrated that at least 3 of the Colleges of Business, in the state

university system, were involved in the initial quest for a computer assisted advising

system have found them to be a successful addition to the advisor tool kit. Although the

SASS audit is available to the faculty, this research did not survey the faculty advisors. Only the professional advisors were surveyed. The research indicated that those advisors felt that, when students used SASS, they met with a better informed student which allowed for a more productive advising session. Students seemed to pay greater attention to their audits and requested an advising session if they found something on the audits they did not understand. In their opinions, use of the audit predisposes the student to seek out an advisor and increases contact with advisors.

Research question 4 asked: What opportunities for student degree shopping are available through an on-line computer assisted advising system? Table 3 (Appendix A) is presented to depict how the various universities enable student access to the Student Academic Support System (SASS). A local web site or the FACTS state web site is available at all but one of the state universities. SASS is the computer assisted advising tool used at 8 of the 11 institutions. Table 3 indicates the types of computer access to academic information on the web from the individual institutions.

The ability to degree shop universities and the programs they offer from a remote location was seen as beneficial to students. The ability to degree shop was thought to better prepare students to succeed when they entered a university within the state. The term, *degree shopping*, refers to the ability to go on-line and review the various programs available at each university and to see the actual requirements for the program of study. This allows comparisons of the programs of study with actual courses taken by the student at a different institution. A student who begins a college career at one of the 28 public community colleges in the State of Florida can go on-line and investigate the

various universities and to determine how their credits would transfer into each institution. All of the 11 state universities have utilized the Florida Academic Counseling and Tracking for Students (FACTS) web site in some way.

FACTS offers five ways to compare and shop degree requirements. First, the degree program requirements (audit) allow a student to select a degree/program offered by an institution in Florida and review course requirements. This option is available to everyone and requires no PIN/password to access the site. Second, the institutional degree/program audit compares actual academic records against the student's record at their current institution. Third, the degree/program audit also allows students to select any degree/program offered at any state institution and compare their academic records against it to determine what courses would be required if they changed to a different major in the same university. Fourth, the remote audit further allows students to compare their current records against any selected degree/program offered at a different institution in the state. Finally, the degree planning tool allows the student to compare courses they wish to take against a particular degree program at a selected institution. These all require the institutional student identification and PIN/password for access as it compares the student's actual records from the home institution (http://www.facts.org/cgi-bin/eaglec).

The depth of usage of the FACTS web site by the 11 state universities varies. One university uses the web site only to link to the home page of the institution. The other universities use a variety of the options/audits available for students. The web portals allow students to access their academic records including (a) grades, (b) course

schedules, (c) classifications, and (d) academic standing. Ten of the 11 state universities

offer some type of portal access to students.

Research question 5 asked: What recommendations were made by users and

administrators to improve the system? Table 4 (Appendix A) depicts the frequency of

recommendations from the advisors and SASS administrators at the state universities

regarding ways that the computer assisted advising system might be better utilized. The

recommendations included using the Student Academic Support System to track, or

benchmark, students to determine progress toward degree including any change in a

student's grades. Other recommendations included (a) enabling the system to include a

way to inform students about internships, (b) making the availability of study abroad

programs, clubs and organizations available to the student and (c) indicating clubs or

organizations to which the student belongs.

Posting of transfer grades prior to the student registering at an institution was seen

as a needed component of the system. This addition would eliminate, or decrease the

need for unofficial transcripts and preclude student registration in classes for which they

did not have the necessary prerequisites. Three of the 11 institutions appeared interested

in some form of virtual advising that would allow the advisor and the student to view the

Student Academic Support System simultaneously from different locations. The study

found that the Student Academic Support System as implemented in the various

universities generally met the standards found in the literature for computer assisted

advising systems.

Implications for Universities

The larger the university in size, the more likely the utilization of technology to provide students with standardized information. It was concluded that each of the original nine universities in the State of Florida that were included in the initial mandate to use the computer assisted advising system has complied in some form. The two universities added later (Florida Gulf Coast University and New College of Florida) were not required by law to participate in the mandated advising system. Both, however, are trying to use the system in some form to reach their students and to recruit prospective students.

The study has found that certain elements must be in place for implementation of the system to be effective. First, it is necessary for the university employees who utilized the system to accept and internalize the potential value of it for both themselves and the students. Without these shared understandings, the computer assisted advising system will not be utilized to its potential. Second, the administrative support for the system must be constant. Without the continued assessment, modification, and funding for the unit that has responsibility for the maintenance, the potential of the system will never be realized. Third, training should be ongoing, not only for new users but to maintain the skills of the continuing user. Students and advisors need accurate information. It cannot be over emphasized that users must have confidence in the accuracy of data in the system.

When students, who in most cases, are far more comfortable with computer technology than the majority of advisors, can be assured that the academic information

they receive via the web or direct computer linkage to the university database is accurate, they will use it. Appropriate usage makes the student a better informed advisee and allows for a more in depth, productive advising session.

A major problem that emerged from the study was the turnover of personnel who understood the Student Academic Support System and how to program the necessary elements from both the college side and the administrative side of the university. In one instance, a consultant was hired to help with the start-up of the process and, after the consultant had the student audit operational, the administration did not insure that a replacement was trained to take the system forward. A person who is able to quickly learn the system and work with the programs of study can give the student a clear and direct line to academic information from any location. If that person is the only one in the college who can program the system, or who understands how the system operates, the loss of that person can render the system virtually useless in a very short period of time. It was evident from discussions with those interviewed at the 11 state universities that, in some cases, the use of the Student Academic Support System had deteriorated when critical personnel turnovers occurred.

Communication regarding the appropriate and available uses of SASS, by both students and advisors, needs to occur throughout each institution and the sharing of best practices should occur across the State University System. Universities that use the Student Academic Support System agree that it has proven (a) to be an effective way to communicate with students and (b) to help them understand what they need to do to complete the program of study for the degree.

Assessment of the Student Academic Support System should not be limited to the operations of the SASS Administration Unit alone. It should also include how the colleges and departments use the system to communicate with the students. Management reports that are available to Department Chairs and Deans need to be evaluated and shared with advisors to help them in planning and preparing for students.

<p style="text-align:center">Recommendations</p>

Analysis of the data indicated the need for study in additional areas. As this study was confined to one college within each university, it would benefit the overall understanding of the system to include other colleges that have access to the Student Academic Support System in a similar study. Several of the Student Academic Support System administrators indicated that colleges other than the College of Business did use the audit.

An in-depth study of the FACTS system would open discussion on the need for change or adjustment of the Student Academic Support System to better meet student needs. As SASS is available to college and career counselors, as well as students and their parents through the FACTS web site (www.FACTS.org), an examination of the current state of the SASS audit and information available through FACTS would provide evidence to the universities regarding the impact that the Student Academic Support System has on recruitment through degree shopping. The Student Academic Support System is currently undergoing change as it is being readied for a move to a web-based

system. How this occurs, and how it effects the use of the system should be studied at a later time.

This study was to determine where the University of Central Florida (UCF) stands in the use of a computer assisted advising system as compared to the other institutions within the Florida State University System. The Florida system is the focus of the study but the research found that computer assisted advising can be found in some form in all institutions of higher learning across the nation. The DARS degree audit reporting system from Miami University of Ohio that was purchased by the Florida system, as the base for the Student Academic Support System, is used by more than 200 colleges and universities across the United States and Canada according to literature from Miami University. Additional research into the improvement made by that system could benefit the Florida system. The research indicated that the University of Central Florida was among the leaders in the implementation of the state mandated computer assisted advising system. The Student Academic Support System has stood the test of time and continues to be an important element of the advising function within the university.

The use of state funding as appropriated for the use of computer assisted advising requires constant vigilance to ensure the health and growth of the Student Academic Support System in the State of Florida. The reorganization of the State University System, from a central controlling Board of Regents to local control through the Board of Trustees, will require the individual institutions to accept additional responsibility for their use of a computer assisted advising system. The initial Legislative mandate was for the implementation of a computer assisted advising system. The Board of Regents

mandate required the use of the Student Academic Support System (SASS) as the mandated computer assisted advising system within the State University System. The reorganization of the State University System appears to have a negative influence on the continued application of the state-wide computer assisted advising system. There is no longer an oversight authority exercised by the Board of Regents. The need for a state wide linkage between the 11 state universities to allow students to degree shop across the state may not be viewed as important by individual institutions. The individual institutions now must deal with changes in responsibilities, funding, and new found freedom to plot their own course into the future.

This study can be used to identify areas that are available within the SASS system or that can be improved in the use of computer assisted advising within the state. There is a need for clearer communications, for an exchange of best practices, and for a quality oriented approach from the top down to make sure that the strides made by the Student Academic Support System in the past will continue into the future. The move to a web-based system by the Student Academic Support System and the linkage with the FACTS system can be seen as continuing elements of the growth and health of the SASS system.

Further research is recommended to determine how other computer assisted advising systems are being used outside the State of Florida. The growth of the DARS system may have produced additional elements that allow for different interface designs that might provide additional benefit to the current Student Academic Support System.

APPENDIX A: TABLES

Table 1: Commonalities of Process and Usage in the State University System

Universities	Excess Hrs	Certification	Edit reports	Equiv tables	Transfer	Exceptions
University 1J	x	x	x		x	x
University 2N	x	x	x	x	x	x
University 3L	x	x		x	x	x
University 4D	x	x	x	x	x	x
University 5E	x	x	x	x	x	x
University 6A	x			x	x	
University 7P	x				x	x
University 8K					x	
University 9B		x		x	x	x
University 10Y					x	
University 11C					x	

X indicates that these universities use the Student Academic Advising System (SASS) in student related processes.

Excess hours reported using SASS
Certification of graduation done using SASS
Edit reports are generated from SASS
Equivalency tables are established in SASS
Transfer data file is maintained in the student data base
Exceptions are substitutions or waivers that can be input to the SASS by advisors

Table 2: State University System Internalization of the SASS

Universities	Local Security	FACTS WEB	Regional Data Center	SASS	Local System
University 1J	x	x	x		x
University 2N	x	x	x	x	x
University 3L	x	x	x	x	
University 4D	x	x	x	x	x
University 5E	x	x	x	x	x
University 6A	x	x	x	x	
University 7P	x	x	x	x	x
University 8K	x	x	x		x
University 9B	x	x	x	x	x
University 10Y			x		
University 11C	x		x		x

X indicates that these institutions have internalized the Student Academic Advising System (SASS) in student related processes.

Local Security: Security access to the system is controlled at both the college and university level
FACTS access from the web for the computer assisted advising system
Regional Data Center storage of data
SASS audit available from a local system on the web
Local System indicates a local computer system to allow students academic information via the web

Table 3: Advising Enhanced by the Student Academic Support System (SASS)

Universities	Availability Yes	Availability No	Access-Web Yes	Access-Web No	SASS Yes	SASS No
University 1J	x		x		x	
University 2N	x		x		x	
University 3L	x		x		x	
University 4D	x		x		x	
University 5E	x		x		x	
University 6A	x		x		x	
University 7P	x		x		x	
University 8K	x		x			x
University 9B	x		x		x	
University 10Y		x		x		x
University 11C		x		x		x

X indicates the Universities where Student Academic Advising System (SASS) is considered to have enhanced advising

Availability: some form of computer assisted student information is available to student
Access-Web: some form of web based computer assisted advising system is available to student
SASS is the computer assisted advising system for student (Does not indicate level of usage)

Table 4: Future use of Student Academic Support System (SASS)

Universities	Tracking	Benchmarking	Style	Non-academic	Transfer	Needs	Virtual
University 1J	x	x	x	x			
University 2N					x		
University 3L						x	x
University 4D	x			x		x	x
University 5E	x		x		x		x
University 6A						x	
University 7P				x			
University 8K			x			x	
University 9B	x			x			
University 10Y						x	
University 11C	x	x		x		x	

X indicates that these recommendations for the Student Academic Advising System (SASS) were considered valuable for advising

Tracking student progress or change
Benchmarking to determine student progress
Style of audit as a better aid to advising
Non-academic to track student interest outside the classroom
Pre-post transfer grades to better advise new transfer student
Unmet needs audit to indicate only what is not completed
Virtual advising to allow student and advisor to view SASS on-line at same time

APPENDIX B: INTERVIEW QUESTIONS AND ANSWERS

Interview Questions and Participants Answers

A. To what extent did commonalities or differences emerge in the effectiveness and use of the advising system?

1. How do you report hours to degree?

1Ja: We report to the University and how they report, I do not know. It is done on the audit itself. It is an every year thing.

1Jb: Data is generated by the Registrar's Office and then moved into SASS to run reports.

2Na/b: We have a separate area called variable collection; it is a mirror system of SASS. When the SASS was designed we worked with the advisors who wanted to see all the courses, so if you have a requirement with one of three courses they wanted to see all three; so in production SASS there are very few closed requirement. Every semester when a cohort graduates we have a job that goes in and copies all the student exceptions, all of their records and carries it over and puts it in the variable collection area, so hours to degree is done with a different set of files. Everything else is just standard Board provided software.

3La: We report hours to degree through the use of undergraduate certification for graduation. The staff here in the College of Business does use the SASS but it is not used to certify degrees.

3Lb: The Board Report uses SASS. We have a person who does the technical parts of the hours to degree report, the student course file is referenced and compared to the degree file, and an interface is made to the student records and run through the degree audit process through a variable collection, so it does not go into production. The degree audit identifies the used courses. [The] hours to degree program is then used for the final report to the Board.

4Da: That [hours to degree report] is done out of the administration area not out of the colleges.

4Db: There is a different collection [of information] than our normal one in SASS. We have processes that are written against that collection so that we can produce our hours to degree file. It [SASS] runs audits behind the scenes for all populations, who graduated within the year, and does all the things that the state requires to indicate which courses didn't count, which did, and how many hours over the [student] was for the degree.

5Ea My understanding is that each student in the data base is recorded based upon classes they have taken per individual student. That is then combined into the total number of credit hours they have taken, and crossed over to the SASS audit which is then sent to the appropriate college for signature.

5Eb: The hours to degree report is generated through the SASS audit, with an additional application that was developed by authority of the Board of Regents.

6Aa/b: We report it [hours to degree] through an annual report using SASS screens and information that is gathered from the student data course file. We run our reports on the AS 400.

7Pa: [We] don't deal with hours to degree at all; aware of it but don't advise on it.

7Pb: Our whole system basically goes from the CICS program into SASS and we rebuild twice a week, we do nothing special as far as hours to degree. We do have some edit in there to take out the course waivers and an artificially generate hours waiver for Gordon rule, where they come in with hours that have been calculated elsewhere, it is pretty much pure data out of the student record system that is just out there. We use to run it in test and now we run it in a DB2, so we run in an alternate collection file.

8Ka: I don't know.

8Kb: We use our advising system OASIS as the base for the data. We don't use the SASS piece at all; just feed the Board Report the data that it needs. The hours to degree is not run through SASS as we were involved in writing the original ones, [reports] that became the Board Report.

9Ba: College of Business is not involved.

9Bb: Use Board Reports.

10Yb: [We] don't report, we are exempt because if student fails once or twice they are out.

11Ca: Certifying graduation is done manually, and then for hours to degree they run a report out of Banner of all students that have graduated that term. If [the students] are over the major number of 138 then it goes back to the certifying official and they look at the transcript to see what hours were used to certify the degree.

11Cb: It is a manual process, the data administrator will extract from our student record system all of the course work that the student has recorded in the student record system. The data administrator will provide lengthy reports to college advisors who will manually

go through and mark which classes counted toward the degree and leave blank those that did not; and the data administrator will take that information and code the hours to degree file accordingly and submit it

2. *Who is involved in running special edit reports?*

1Ja: I suppose it would be a University thing; it would be the Central Administration.

1Jb: Registrar's Office and Institutional Research.

2Na/b: All of that is run through Undergraduate Studies. We have a SASS Director, who reports to me and another person, they do the major part of SASS I do Business, the other person does the University wide sort of requirements.

3La: Central administration, reports are not run in the College of Business.

3Lb: We don't use SASS for those purposes, the student data base is queried to extract any information necessary.

4Da: We request reports for graduation certification, who is not eligible to be admitted to the college, and who should be applying to the college but hasn't. We [College] define the information that we want and then the program assistant in my office or the counselors request it from the administration.

4Db: There have not been [special edit reports run] under my watch but there was under my predecessor. Those programs were run by the SASS tech support person who would extract whatever the data conditions were, that were mention to her. She still does that occasionally for me; it's not more or less for study but to identify anomalies or discrepancies or to resolve issues with SASS itself

5Ea: Our Director of the Office of Student Services, are we talking special edit reports only on SASS audits? My Director of Student Services and [the person in charge of the SASS unit] run all reports out of SASS.

5Eb: [My assistant] and I run the audit, [a person from computer services] runs the edit reports and gives them back to us for review, correction or whatever. We do that every semester and in October when the file is due for the full year, that data is transferred to a single file by the Office of Institutional Research and they submit it, they are the submitting body, to Tallahassee.

6Aa/b: SASS area runs the special edit reports for the university.

7Pa: Central Administration runs all reports.

7Pb: I have an Admissions Registrar's Officers who works for me and does the majority of SASS and the major changes. We took major changes over about five years ago, if we don't do major changes, SASS doesn't run. My Registrar's Officer and I run the standard reports, we have a queuing sequence off CICS, and we do not use the report files in SASS. If there is anything special that needs to be done our programmer goes into the SASS programs and brings the stuff out. We don't use the [SASS] report functions. Some of the reports I would like to use, but in Enrollment Services we have two programmers one of those is in Kuwait now, has been for the past year, so all Enrollment Services is down to one programmer so getting additional stuff done is not going to happen.

8Ka: We don't use the SASS.

8Kb: Institutional Research runs all state reports.

9Ba: Institutional Effectiveness, [SASS Administrator] in SASS.

9Bb: The College runs the audits; otherwise SASS reports are not used.

10Yb: SASS administrator does all report, started fall 2003, prior [to that] all reports were done by South Florida [and sent to us] in Excel files.

11Ca: In our Banner system we run reports at the end of the term; once the Registrar closes the term she then runs reports for probation and suspension. Then they run a big report that deals with the Dean's list and the President's List and those lists are sent to the advisors.

11Cb: There are several people involved and it depends on what area we are speaking about. We have already talked about the hours to degree and the advisors involved in that.

3. Are reports run all at once or by individual college?

1Ja: We don't run them [reports] from the audit but we have a computer services in the college and they run many reports, many of those do run off the SASS files. Our in house computer people do that for us all the time for instances our probation program has run off SASS files since 1990. They run any number of things using SASS I guess it is correct to say we run degree certification reports from SASS as well, the best way to describe it, there is SASS data and there are different things we use the SASS data for. Yes we can manipulate the data from the college.

1Jb: When scheduled by Administration [our office runs the reports].

2Na/b: Special reports have to go through the SASS Director/staff.

3La: Reports are run by central administration and normally sent once a term, warning, probation, dismissals, grade distribution information, Dean's list once a semester.

3Lb: Both, the student data base uses FOCUS as a tool to extract the data for the most part. Web Focus is a little more user friendly, is available, and people were trained if they wanted to be in order to run reports for themselves. Departments that don't want to use it go to the Registrar's Office for reports.

4Da: They [reports] are all run by central administration with the exception of graduation certification. Everything else is very ad hoc each of the colleges would have their own needs and they would be different.

4Db: Sure they [the Colleges] run their own graduation completion reports; their own SASS batch audits.

5Ea: Individual colleges are able to run reports on their own and the institution runs reports in batches for graduation checks.

5Eb: We run them by semester, all the colleges at one time.

6Aa/b: Central Administration runs reports at one time; we had decentralized audits where the departments could run their own audits, individuals or the entire college but now we have it centralized in one place.

7Pa: Don't know.

7Pb: It depends on what the report is and what the function for the report is; a lot of the graduation stuff we run a management report for all three colleges. The graduation officer and I analyze it, we set down and go through line by line. If somebody in a department wants all their criminal justice, forensics studies majors, SASS audits for seniors I'll run that. Everything in a report, essentially, the only thing that is not centralized is the course substitution waivers and advisor comments. I do it on a semester basis the third week of the subsequent semester, I run a report, I run two copies of it and give both of them to the Dean. I meet with all of the Chairs and talk about the reports and stuff we do and encourage them to look at it the dean should look at it from a logic standpoint. I encourage the Chairs to look at it to see if we are always substituting this course for that, if so let me know and we will put it in the accept line and you don't have to worry about doing subs. Or is that an indication that you are not offering the course enough, there is some stuff that they can use it for so I set down and explain it to them and yet they use it as a standard report.

8Ka: Yes, we run reports as far as grade point averages, different levels of completion. *Is that done with a local system?* Yes

8Kb: Each college has a set of jobs that they define and request that are run for them.

9Ba: Academic action-routine reports are available on demand.

9Bb: [Reports] are run at the University level.

10Yb: Centralized.

11Ca: In our Banner system we run reports at the end of the term; once the Registrar closes the term she then runs reports for probation, and suspension. Then they run a big report that deals with the Dean's list and the President's List and then those lists are sent to the advisors.

11Cb: Data administrator will run the reports, we [computer services] support the data administrator in terms of the programming required to do that. They extract the data they don't edit the data.

4. Do you have course equivalency tables?

1Ja: No, that information comes from what you might call our course equivalency tables, but we have to [manually] list the courses.

1Jb: We do not use course equivalency files in SASS [that is] handled by the Registrar's Office they have a faster system.

2Na/b: Oh yes, huge, our are gigantic, and I think that you will find people really do course equivalency very different from institution to institution; we have a lot of stuff that is coded on our own records, so if a course is vocational or college level or anything like that it is actually coded on the transcript and we then carry that over with our interface; so SASS doesn't have to deal with that sort of weirdness
We have a table on SASS that we can go in on the menu called TL where we go in and check the equivalency? Oh yes that's standard.

3La: Yes, we have a web site for advising with equivalency as well as prerequisites information; curriculum program information is all on our web site.

3Lb: Yes, [equivalency tables are] part of SASS and as we are going through the conversion to PeopleSoft, when that takes place they will go to PeopleSoft, but we will stay with SASS for the audit.

4Da: There are course equivalency tables in Banner that SASS reads, those are in the process of being built, and lots of them are done for general education requirements. I am sure that the SASS Unit will get faster after that. Jane the one who ran SASS here forever, the lady who retired about 6 months ago, was in the process of sending out different courses and course descriptions from institutions and having us [the college] sign off on what the equivalency was and putting them back in the system, that process has begun, it is by no means complete.

4Db: Yes

5Ea: Yes, we do.

5Eb: Oh yes, in SASS? Oh yes, extensively.

6Aa/b: Yes, there is a screen for course equivalency.

7Pa: We developed some course equivalency with the Alabama schools and are working on building others.

7Pb: Technically yes, in reality no, the only course equivalency tables that we have really done, is the same course [common course number] that it in the system. The only one that we have done in the eight years that I have been doing this is this year. I have finally got the College of Business to agree to do some course equivalency on the Alabama community colleges.

8Ka: Some yes.

8Kb: Yes

9Ba: The SASS Administrator.

9Bb: Yes

10Yb: No, everything decided by individual student, AA degree accepted by block (60 hours) all reporting is done in block credit.

11Ca: Yes, we do have those in Banner and from what I understand they are in Banner through our articulation. When the transcripts come in we have an articulation coordinator over in the Admissions Office who loads the transcript and does the articulation. From what I understand, in the Banner system there is a catalog that can be established so that this data is historical, what she does is preliminary then it goes to the individual colleges. The advisor look at it and correct it, if there is something specific for

a major that is upper level course the student is contacted and ask to bring in additional information course description or syllabus and then it goes to the department. I am responsible for the articulation for the college.

11Cb: Yes we do.

5. Who is responsible for the upkeep of these tables?

1Ja: Students submit information to us we have it evaluated by the department if it is approved we send it to the Registrar's Office who puts it on their equivalency tables which is read by SASS.

1Jb: Registrar's Office

2Na/b: That is a shared thing a kid come in and they post the credit in admissions, admissions decides if it is college level credit, they are the ones who puts the codes on the transcript and after they do that it gets to Undergraduate Studies where a different person makes the liberal studies course equivalency (general education) she puts all of that stuff in and when she is done with SASS she mails the student a SASS report specially designed for transfer students highlighted in yellow to show what they need. If there is course work that is an institutional requirement these guys have to do that and we use a lot of pseudo course equivalency, we take a lot more transfer credit than UCF does. If you have a course that we do not teach but it would meet our requirement then we take it so if it is close to what we teach then we use the pseudo courses. We have all the switches to check for duplication credit turned on, we do not want them to count as duplicate credit so we use the pseudo course and in business you have even more pseudo courses.

3La: Two ways to enter information, within the advising area one of the undergraduate business advisors is our tech person for advising, Assistant Dean, in charge of Marketing, in the Dean's Office is the lead person on everything that is on the site.

3Lb: SASS Unit under Transfer Services unit which is under Enrollment Support.

4Da: SASS Unit

4Db: We have advisors that also have update ability as well but as far as maintenance and verification and those types of things the SASS Department deals with those.

5Ea: Undergraduate Studies assistant maintains the tables for general education, the college then tells her if they want specific courses in the table for college classes.

5Eb: My assistant and I, colleges tell us about it but we maintain it.

6Aa/b: We have a centralized operation right now. One of the people that run this area is out on Spring Break right now and she has the ability to run or view those screens but she is not present right now. *She just has view?* Right and some update capabilities.

7Pa: Chair would approve then send to Director who would forward to Bob to add to the tables.

7Pb: We got the course equivalency, you're talking the CE tables, and our rule is that the equivalency must be approved by the Chair person in the offering department, so in other words if it is an Accounting equivalency it must be approved by the Chair of the Accounting. She approves it I put it in.

8Ka: That would be at the university level I would say records probably.

8Kb: The Registrar's Office with the Academic Program Committee.

9Ba: Someone here in the College of Business for the college equivalencies and the University level for university courses.

9Bb: SASS Administrator

10Yb: NA

11Ca: As far as the data entry, it is a person in the Admission Office. If we have a change to the articulation worksheet I send the information to her and she enters it so only one person is updating those tables.

11Cb: There is a central office in the admissions area that deals with transfer articulation. In some cases they have been empowered to make certain decisions in terms of what to look for in English composition classes, they may be empowered to equate them to ENC 1101. However, in many other circumstances those are academic decision made by the faculty program leaders in the departments, and there is a flow of information back and forth.

6. How is SASS available to students?

1Ja: Online twenty-four hours a day…it updates everyday if they drop or add a class it will not show up until the next day.

1Jb: Online web

2Na/b: There is a web version of it on our web site and that is where I think most of them access it.

3La: Kiosk machines located in strategy places around the campus, our staff here in the College of Business tries to enforce [the policy] that if they wish to see an advisor, they need to bring the SASS report with them.

3Lb: FACTS. Org, some advisor who have access to NW [Regional Data Center] in their office will print the audit for the student.

4Da: They can access SASS through FACTS, they can go in through OASIS to FACTS, and they can pull a SASS anytime twenty-four seven from FACTS.

4Db: On the web through the FACTS statewide advising system. We are looking at some point in the near future to having our own URL for them to get to it [the SASS] here locally.

5Ea: Through the POLARIS system, they [students] are able to go into the web system and pull up their own SASS audits.

5Eb: Students can get an audit from their college, on line through the university web pages and through the Kiosk.

6Aa/b: It is not available to the students.

7Pa: On-line; central administration will print one SASS audit and mail it to each individual student when they first enter UWF.

7Pb: Through FACTS, we have it on the student web site. Actually we have a three part web. One is for prospective student, one is for current enrolled students, and one is for faculty access. The students and perspective students may access their SASS audit through the Lighthouse or Compass which are those two programs; through a pin they may see their SASS audit with no name or [identification number]. There is a FACTS guest entrance and if you want to look at the audit that is the way to do it, we have taken two students, one is a freshman and one is a junior and we move their data into the audit so you can look at it and see what it really looks like.

8Ka: SASS is not available to students at all?

8Kb: Our OASIS is available via the web, via the Northwest Data Center out of Tallahassee; but in conjunction with the FACTS system we do run SASS for degree shopping.

9Ba: FACTS.org

9Bb: FACTS or mailings.

10Yb: Not available to students uses narrative evaluation.

11Ca: Not available.

11Cb: There is an audit in Banner system, it is not usable, technical components of that system are all in place and it is quite capable of producing audits far superior to anything I have every seen, however there is no central administrative advising office that could take hold and work that through. That has been our dilemma.

7. How do you certify graduation? (SASS, check sheets, memo)

1Ja: All done by SASS, if there is an exception it is made to SASS and they are certified. When the student applies for graduation the Registrar puts the name and SS# in a database which is available to the college. We use the SASS audit in reverse as we look to see if a student is ready to graduate then we tell them they will graduate. We use the SASS to certify as well as ask why you have not filed to be certified.

1Jb: SASS-electronic files are sent to the colleges were they are certified electronically and [returned] to the Registrar's Office.

2Na/b: Graduation administratively, is a two step process; the graduation officer is based in general studies and they run a SASS reports. *Do you use the SASS report to do certification?* The Colleges do, it is like a double check. The college prints the audits; I [College of Business] usually have around 400 depending on the semester. The college runs a pre-certification the term before they graduate.

3La: In the College of Business we are averaging about 780 application for the Fall, and the Spring; for Summer the number is about 550; I have four advisors, we lost the fifth person on April 1st we divide that paperwork up evenly by the advisors and they work up the certification for graduation. It goes to the Chair of the Department for his signature on the audit, and then to the Dean's delegate.

3Lb: For undergraduate students, once the deadline passes and applications are complete, batch audits are run and given to the departments.

4Da: We use SASS to certify graduation it's the beginning point not the actual certifier; we go back through and look at everybody and make sure that even though it says all degree requirements are met, there are certain intricacies that SASS cannot read, for

instance accounting is only allowed to use only one forgiveness in the major and it can't detect that, so there are certain intricacies that have to be manually checked.

4Db: We use the SASS audit and unofficial transcripts to check for course and non course requirement; for example, the colleges certify that they have met the requirements for the degree and the registrar's office certifies that they have met all requirements like the 120 hours or whatever the number of hours that they have to satisfy.

5Ea: The audit comes from the administration offices; it is checked by the advisors and then forwarded to the Dean or Director of Undergraduate Student Services for signature.

5Eb: The final day that grades come in the student files are updated, exported to SASS and we run the SASS audit immediately, usually overnight, so they are available for the colleges to review the next morning and the colleges turn in audits as their method of certifying graduation; an audits for each student.

6Aa/b: Check sheets. We have what we call a graduation check-sheet, the student will get from their advisor and then [the person who does graduation] goes through using SASS and does a more thorough audit and then they verify whether the student has met graduation requirements. *Would it be reasonable to say that SASS audits verify your check sheets from the department?* The check sheet verifies the audit.

7Pa: Student submits graduation application to the advisor who has a checklist they go through and then they sign of on the audit; that is what I am doing now is making my SASS audit match my check sheet.

7Pb: SASS, is used to certify graduation, we have created a web site where our graduation list is on line. It is pre-formatted based on the SASS audit. The programmer was told what a university requirement was, and everything else is obviously a departmental requirements. She has it programmed where it goes through and reads the file, the output file, and if all the departmental requirements are yes, it has a yes in the departmental requirements. It is pre-formatted the same for the university and a total bannered audit on a graduation review is all on the web.

8Ka: We use a check sheet as well as each advisor uses an audit through our system.

8Kb: We have a multi step process that is done early in the term and at the end of the term we run final program of study sheets, a completed program of study in OASIS.

9Ba: Pre-certification is done using the SASS graduation audit and the student's contract.

9Bb: Use SASS audits, a subset of audits.

10Yb: Banner program, data is located [in a regional data base] in Tampa.

11Ca: At the end of the term we do a batch run of transcripts for all students that have applied for graduation, the batch transcript are run in the college. We then have a check sheet and check it manually and we have a certification sheet that we sign and it is sent back to the Registrar's Office.

11Cb: Graduation is certified by the College Deans or their designee.

8. Who is responsible for certification of degree programs? (centralized, decentralized)

1Ja: The Colleges does that, we get reports from the college and the university and then certify.

1Jb: College decentralized.

2Na/b: Decentralized, there are some limits that a graduating Dean has to run through someone else, state law stuff has to come through Undergraduate Studies.

3La: The Assistant Dean of the college, decentralized.

3Lb: College must sign usually the Associate Dean then it is sent to the Registrar's for final approval, decentralized.

4Da: Decentralized in the colleges and each college has a certifying officer.

4Db: Decentralized, starts with the college ends with the Registrar's Office.

5Ea: Decentralized, rest with each individual college.

5Eb: The colleges certify that, independently, I run checks on university requirements prior to graduation and later for the Registrar's Office so that they know who is finished, who is complete and who isn't.

6Aa/b: The students are recommended for graduation then it goes over to the registrar's office. Once the student has completed all their course work then it comes back to us for verifications of CLAST, whether or not they passed all their classes, so it's a very long process that incorporates both the individual colleges and the Registrar's office.

7Pa: The Chair does a graduation check, after the advisor has done a graduation check, and signs off on the completion of the degree program.

7Pb: The departmental requirements are done by the department, university requirements are done by a graduation officer. So it is a shared process.

8Ka: Each advisor, with final certification signed of by the Associate/Assistant Dean at the college level and the departmental level, shared.

8Kb: Who actually certifies is the college; the Registrar's office provides them the tools in which to do the final clearing of students.

9Ba: Shared-College and Registrar.

9Bb: Decentralized with final from the Registrar.

10Yb: There is a contract system with advisor/faculty and when the contract is certified the faculty begins the process for certification, decentralized as the faculty has responsibility.

11Ca: Decentralized, I am the certifying officer for undergraduate. There are two signatures [required] on the certification; the advisor (one undergraduate who is the senior advisor), signs off and I sign on the graduate side. I sign as the advisor and the Associate Dean signs as the certifying officer, so we always have two signatures.

11Cb: Question not answered.

9. How far back do you store transfer data?

1Ja: I don't know exactly but I don't think you can find one before 1980, we still have old program on the system but I don't know how they are used.

1Jb: Don't know.

2Na/b: Prior to 1985 if you had an articulated AA degree, they posted it as a lump sum, it is ok for advising but when it comes to excess credit we have a job that goes out and searches out non-posted AA's, and we have those on microfilm; the Registrar's Office has to go out and get that stuff and put it in.

3La: I don't know.

3Lb: Indefinite but the data are not available after the student is inactive unless the student is reactivated.

4Da: We did a conversion in 1998 08 from legacy into Banner, our old student record system into Banner. I'm not sure how far we go back but I am going to say 1998 08 that seems to be the magic date out there.

4Db: We have all of our records on electronic format so they are not just microfilmed or recorded, they are all in the system so since 1969. Though we may not have had students transferring in at that time, but whenever we took our first transfer student at ought one.

5Ea: Under which system, do you want Legacy or PeopleSoft? Both, PeopleSoft is now available back to about 1992, and Legacy rolls clear back into the 70's I think.

5Eb: To the early 70's.

6Aa/b: We use Northwest Regional Data Center. Our information is maintained out there. We only read what is out on the data course file and I do not maintain that. I do not know how far back.

7Pa: Not sure, I know that records are kept for five years after a student stops coming to the University. When student readmits they can be restored to SASS.

7Pb: Transfer data is stored forever; it is on our student records system. We keep SASS for two years, if they have not enrolled for two years they are taken out of the SASS data base. I have an alternate screen I can go in and put people back in for a year. If someone calls and they want to come in you e-mail me and I bring it into the next build, I rebuild twice a week.

8Ka: Don't know.

8Kb: We currently never purge data but as to when we stopped [purging data], I don't know, from 1996 we have maintained date in the system; I am not sure what the procedures were before that.

9Ba: 4 years back.

9Bb:1964-65.

10Yb: USF used to certify graduation, now it is done by the Registrar; she also puts all of the courses in the transcript.

11Ca: We opened in 1997 and we have transfer work back to then.

11Cb: We store transfer data back to the data of our opening, August of 1997.

10. Do you maintain a transfer data file?

1Ja: It is posted on the transcript and is not a SASS function. The transcript is first and whatever is on the transcript goes to the audit. The SASS does not read the transcript; the transcript has been converted to a student courses file and that is what SASS reads.

1Jb: Yes

2Na/b: Every single course that a student has every taken including their vocational welding stuff is posted on their permanent record everything has to be pulled in. We were real lucky when we first implemented SASS that we did not do any block credit everything was course by course.

3La: Yes, through the SASS office.

3Lb: Yes, we do have one on our current legacy; we have the transfer courses which are itemized along with limits.

4Da: No the college does not maintain a formalized transfer data file, 70% of our students are transfer and we do get a surprising large population of student that are our-of-state transfers so we are constantly doing evaluations of transcripts.

4Db: Yes we have their original transfer courses as well as the articulated equivalents.

5Ea: Yes we do.

5Eb: Yes we do, we have for years and years and years, probably back to the early 70's.

6Aa/b: The registrar's office handles transfer credits we only read what they put out there for us. *Does it then show up in the audit?* Yes, after is has been converted over to the university numbers and letters.

7Pa: Yes, in the TFRB screen in Northwest [regional data center] where SASS will access the data.

7Pb: The student transfers in, it the courses go into the CICS [regional data center] system and during the rebuilt we bring it in to local system. We don't bring it in as native work we bring it in as transfer work. If that equivalency is out there, one of the few out there that really works, it will work.

8Ka: If it is within the state system, yes, if it is outside the state system, no. *It does not show at all?* Sometimes it does and sometimes it doesn't, sometimes you can tell that

they can get stuff keyed in properly. It depends on what they can key in and what they can't.

8Kb: Yes

9Ba: Yes (in house) at the college level.

9Bb: In the student records system.

10Yb: Yes.

11Ca: In the admissions office they load everything on the transcript except for AS courses or TV courses that would not apply. Anything that is transferable they bring in to what we call an articulation worksheet, which is available on our [local] system. Advisors can pull that off and it is a worksheet that shows what the original course was and what it was articulated to and then we look at that to confirm that the articulation is correct.

11Cb: Course by course with the native grades articulated to either meets a requirement here or not.

11. Do you use the SASS audit for special things? (benchmarking, tracking)

1Ja: Yes, universal tracking; each major has a certain set of lower division courses that a student must take term 1,2,3,4 with certain grades and or grade point average, and if they don't stay on track for two consecutive semester they are required to change their major to something else. In the College of Business we have seven classes they must have a 3.0 grade point average in, if they don't stay on track they must find a different major

1Jb: Yes Academic Monitoring System.

2Na/b: We are starting to implement our own version of a tracking system but we call it mapping.

3La: No

3Lb: No

4Da: We use the SASS audit for a special program that runs to tell us when the student is ready to be admitted to the college. We run the BUSADM and it has our requirements and it tells us when our students are ready [to declare a major].

4Db: We are going to be moving to tracking that is something that we are actively working on now. I'd like to perhaps expand that for use in the degree process degree

certification area, to do some pre-certification to identify everybody who has met [requirements]. The colleges would have to look at and review only those who have applied who appear not to have satisfied requirements.

5Ea: We are starting to, that is one that we are starting to move into for prediction of class sizes.

5Eb: Yes we have used [the audit] for 10 or more years to review general education needs, to determine pent up demand, and how many seats we need in this or that, we do similar reports for the colleges, as they ask for them, we occasionally do queries to determine how many students are bringing in test credit and how much a program or general education is satisfied by test credit.

6Aa/b: Only to do degree certification and we use SASS for curriculum advisement if the student wants to major in FBI we give them an audit and they follow the audit.
We have Gordon Rule separated out, but freshman year courses, sophomore year, and junior year. *So you have a four year plan of study set up in the audit.* Yes, right.

7Pa: No

7Pb: Not much, we used to do it (tracking) for the Accounting fraternity but they have decided to do something else.

8Ka: No. *Do you use your own in house system to do any kind of special tracking or benchmarking of students?* At the college level you mean, no.

8Kb: Each college has a set of job that they define that do similar things but not to a great extent the business college has more define jobs than most, they request that they be created then they run them themselves.

9Ba: Yes, we have used them for NCAA athletic certification in the past.

9Bb: Some data is used to run reports.

10Yb: No

11Ca: No

11Cb: There are some statistical analysis done like grade distribution and little by little more sophisticated thing done; there has been a real effort especially at the freshman and sophomore level to improve the quality general education program.

12. Who has responsibility for updating SASS?

1Ja: The College does the updating, all the advisors have knowledge of how it is done and can do certain things but the Associate Director for Advisement has responsibility for building the programs.

1Jb: Yes Academic Monitoring System.

2Na/b: The department initiates the changes and the School of Business contacts me and I come over and they tell me what they want, and I do it. *Is there anything that the college does to update the SASS?* The colleges do the exceptions but do not do the RQ's or DP's, the request for the SASS update goes out with the request for catalog changes and the program guide along with the SASS information.

3La: Each advisor in the College of Business, we may be the only advising staff that has the privilege of doing that [updating the audit].

3Lb: SASS unit, RQ and DP, and the course equivalency as well, centralized with the exception of the College of Business who has someone who is capable to do it.

4Da: We are in the process of going through our catalog changes for 2004-2005, she [SASS person] will visit the different departments and work with us to see what we need to do for all the changes that are being made to make sure that SASS accurately reflects our degree requirements.

4Db: I make sure that the encoding happens when new programs are created, and when existing programs have to be updated or when programs need to be terminated. I do requirements as well and the other tables that are necessary to make the system run.

5Ea: On the college level, one of the advisors is responsible for writing the SASS audit as the new degree programs come in.

5Eb: It is sort of a joint project, the student database is updated overnight and computer services creates a file that is loaded to SASS every night so computer services support folks do that.

6Aa/b: *Who does the substitutions, petitions?* SASS area maintains that. At one point we were decentralized but the person who maintained it this semester may not be here next semester. S*o you went to centralization?* Right, we were decentralized but we had to go back to centralized.

7Pa: Advisors with the consent of Chairs.

7Pb: Updating the course subs, waiver, advisor comments, it's who ever the department has authorized. Student exceptions are by department control, somebody in Accounting can only do substitutions that will affect COB requirements they can not do a substitution that will affect somebody else. The lower division advising center does the stuff for General Studies, GEP. Everything else as far as building DP's or RQ's we do it.

8Ka: The advisor makes the substitutions [in our local system].

8Kb: It is a shared responsibility we allow the colleges to make changes to their program of study, any curriculum change must have approval from our faculty governance. I make the final review for faculty governance and state rules. I make the judgment in Academic Affairs.

9Ba: College

9Bb: Registrar

10Yb: NA

11Ca: That is the big issue right now, as a university the administration has not designated if it will be part of the Registrar's Office or to put it in the individual Colleges. But we [the college] are to a point now where we are telling the administration we need it [audit]; we are getting close to 6000 students so we need it [the audit]; we are in the stages of talking about it.

11Cb: NA

13. When is SASS updated?

1Ja: Any change to the student record would refresh over night, we have a test field called development and when you have it like you think you want it to be, the university runs test audits so you can self check. Once coded the university runs against all the students affected by that change, the next morning a report is generated telling me that it has been tested, and so many students went through without change and a list of the students where the audit has changed. It shows all the students that go from a + to a -, you check as many as you can but this report identifies every enrolled student who has a change.

1Jb: Daily-24 hour turnaround on data added to the file

2Na/b: Nightly

3La: Daily, as admission decisions are made they are updated by the advisors. Students can see the information over night but students are told to wait seven business days for the information to be available on the audit.

3Lb: Refreshed nightly.

4Da: Yearly with the catalog unless something special happens [then] we gave immediate relief if you will, to all of the students that would have been affected, an immediate adjustment is made to SASS.

4Db: It is pretty much ongoing we have various interfaces between SASS and the other system, we are on Banner but then you also have advisors on line making updates and modifications within the SASS environment. The interface is run overnight; there are equivalencies that aren't automatically interpreted. They may not require a petition process but that time line might not be in most cases, most of the equivalency just requires the manual update but there are those cases that are sent to the Dean's office.

5Ea: Substitution or petitions? Immediate, it is put in as soon as it gets from the final appropriate signatures to the advisor that is handling that, twenty-four to forty-eight hours, depending on how busy we are and the updates to the new degrees are generally done by May 1st.

5Eb: Nightly

6Aa/b: Weekly, we run an interface update weekly and as the departments submit information to me the SASS area updates the records.

7Pa: As soon as data is available in the system it can be seen. An e-mail is sent to the advisor to let them know that new data is in the system.

7Pb: Tuesday night and Friday night, except during pre-registration, or advanced registration for currently enrolled students. Updates are done every night a week before the first week of classes.

8Ka: That system is updated in real-time, immediately.

8Kb: Once a year for the catalog it is a more intensive process, but common course numbering makes adjustments to course titles and credit hours by semester if the proper process has been done. We have a semi-automatic refresh process where our records system can identifies courses. If it is just a title change it knows where to apply it to the program of study. If it is credit hours it requires human intervention; if it is a simple equate the computer will do it for them if they do not change the other ones it will stop their audit from working until they fix it.

9Ba: SASS is updated when the curriculum is changed or with the new catalog.

9Bb: Nightly

10Yb: NA

11Ca: NA

11Cb: NA

14. Who writes the RQ file and the DQ file?

1Ja: The College writes their own DP files and RQ files.

1Jb: College writes those files.

2Na/b: Undergraduate Studies Dean.

3La: I don't know.

3Lb: Centralized with some minor exceptions.

4Da: What are RQ files?

4Db: Our office does, SASS unit has a staff person that does all of the encoding for all of the requirements. SASS Department does it all.

5Ea: The advisor [writes the RQ files], I believe that is the advisor as well [who writes the DP files].

5Eb: That responsibility is shared, the colleges writes and maintain the requirement files for their parts of the degree programs. My office does that for the university wide requirements.

6Aa/b: SASS area writes both.

7Pa: Central Administration, it is not done in the College.

7Pb: The department does course subs and course waiver only if it affects their department, I have it coded on RQ to allow them to do their own. [Everything] was centralized until about 1997-98, up until that time everything was routed through here

even with graduation. That was when we instituted the reports at the end of the semester so they knew what was going on in their department.

8Ka: Don't know

8Kb: The equivalent on OASIS is the template. The college creates their template and the central office has final approval and that the computer understands what is being done.

9Ba: Don't know.

9Bb: Director of Academic Support System.

10Yb: The Banner support and implementation group would have responsibility.

11Ca: NA

11Cb: NA

15. How are exception recorded in the SASS?

1Ja: The advisors put exceptions into the SASS and make advisor comments.

1Jb: In the colleges by individual advisors.

2Na/b: The School of Business puts in their exceptions, but the first two years the student is in Undergraduate Studies and they do everything until the student is admitted to the college.

3La: The advisors do a credit waiver or sub it in with a fictitious name.

3Lb: Substitutions and petitions are recorded on paper forms and sent to the SASS office where they are recorded in SASS, Education/Business do some.

4Da: We would manually do that in this office; we will waive the writing requirement for no credit otherwise we do course equivalency [if the student has something that will meet the requirement].

4Db: The College can update and put in student exceptions, they can help with course equivalency.

5Ea: In our case that would be the course substitutions or waiver that is done by petition and forwarded again after final signature to the appropriate advisor.

5Eb: They are recorded at both the university level and at the college level, just as the colleges write and maintain their own requirements, they do substitutions for their requirements and my office does substitutions and waivers and such for the university requirements.

6Aa/b: Any maintenance related to curriculum I maintain.

7Pa: It can be done on the department level. Course substitutions are done by the advisors.

7Pb: In the department.

8Ka: By advisor within the departments, decentralized advising? The college has a centralized advising department.

8Kb: In all kinds of different way depending on what is being accepted, a course substitution is put straight into the program and the college can change the template to show the exception. State requirements are done through the Registrar's Office and made on the Student Record System and shows on the OASIS template.

9Ba: Substitution screen, waivers are by the SASS college coordinator.

9Bb: Split between college and registrar depending on the exception.

10Yb: NA to SASS but are reported in the current system if the faculty list it in the contract, not reported in a computer format.

11Ca: NA

11Cb: In some cases where the requirement is specific enough they will actually articulate the credit directly to a course so it is recorded for all time; sometimes when an exception is made after the original articulation is done it is kept on paper.

16. Who has responsibility for recording exceptions?

1Ja: The advisors has responsibility if it is straight forward then the advisor can make the decision, if the exception is something special then the student does a petition and two advisors review it. One person made the change, and we get a report on exceptions that are made in the system.

1Jb: College

2Na/b: Advisors really are not given that authority it has to be the Dean's Office and the Undergraduate Studies Office.

3La: The advisors go in and do a credit waiver and it shows on the SASS as a course waiver (CW) or they come up with a fictitious name and sub it in.

3Lb: SASS staff does actual entries from paper format given to them by the colleges at the advisor level.

4Da: It is in my office, three of us actually have update capability this is our SASS input sheet that we work off of to make sure SASS is correct.

4Db: The colleges do entry in the SASS.

5Ea: Limited to one advisor and the Director both have that responsibility.

5Eb: Shared, I continue to do all of the foreign language. I record them just to keep my hands in it.

6Aa/b: Any maintenance related to curriculum is maintained by SASS area. *You do not have someone to back you up.* No

7Pa: University would go to Central Administration, college requirements would go over in a memo form to Central Administration.

7Pb: It depends, if it is department rule the department has approval, the general studies go to the GEP committee and they have their own person who puts the approval in the system.

8Ka: The advisor puts in the course number and it will pull the grade over. *Where does it pull it from?* It pulls it from what was recorded in the data base. It will only show what was used.

8Kb: Shared college level and university level depending on the exception.

9Ba: Senior clerk-USPS.

9Bb: Split between College and Registrar.

10Yb: Faculty would report in paper format on student contract in file, with Registrar putting in the transcript.

11Ca: We do it in the advising file, every student has an advising file and we document it with a program sheet in the file. Usually it is done by memo; the student will write an e-mail requesting a substitution or what ever and it is then sent to us. I can do some of the basic ones. If they are in the major it goes to the Department Chair and the Department Chair responds, and it is put in the student's file.

11Cb: In general most cases are reviewed by the Deans and faculty there is a lot of features in Banner that would let the advisors record exceptions or petitions.

17. Who has approval for exceptions?

1Ja: College by college and in our college it is a petitions committee and is made up of three advisors and if they can't decide they see the Associate Dean.

1Jb: Colleges by petition can only [can only do College requirements] state requirements are handled at the Administration level.

2Na/b: Chair level if major class, in business advising office if core class.

3La: The advisors can make decisions on prerequisites, but core or courses in the major must have the approval of the Chair.

3Lb: Advisor level.

4Da: I do, now you are talking about exceptions not equivalency? Equivalencies are with the advisors, there is a review process but by in large they have authority over that, so does the certification officer as well as myself and then exceptions would come to me.

4Db: The College, at the time access is granted, Jane used to have some reports she'd run against the exceptions tables to see what the colleges are doing; to get a sense of where they should just go ahead and define an equivalency for a course. We have not done anything like that recently. Our first efforts are to get course number changes as they happen in our main student system over into SASS more timely, and to bump the course equivalency that are defined in our Banner system and look at SASS to make sure the two are synced.

5Ea: Technically it is the Dean who has allocated it to the Associate Dean who has moved it on down to the Director.

5Eb: At the university level I do and at the college level it's the Dean's office or a designee below. *Does it mean that all exceptions that are approved by the Deans are approved automatically by the university?* Oh the Colleges have total responsibility and

authority to approve their requirements but the university requirements must have my approval.

6Aa/b: *Does the approval come through the colleges, through the Dean's petitions substitutions?* Right, the person that is identified in the colleges; I don't question if they bring something over for input into the SASS system. The Dean has identified individual persons, his representative to do that.

7Pa: Chair makes program exceptions and the Dean makes core exceptions.

7Pb: Both, department has authority over their own programs and the university has final approval over general studies and university and state rules.

8Ka: If it is a course that has had prior approval the advisor can do it; if it is a never before approved course it has to go through the department Chair and then the Dean.

8Kb: All exceptions to university policy have to be seen by one of the Associate Vice Presidents who makes final approval. CLAST has its own set of rules that are in state status.

9Ba: Advisors have approval for exceptions with final approval by the SASS coordinator.

9Bb: Colleges must approve all exceptions to the program of study.

10Yb: Faculty

11Ca: Department level, I can do some as the Assistant Dean but if it is really with a change in the curriculum it goes to the Department.

11Cb: The Dean and the faculty.

18. Is authority to approve exceptions centralized or decentralized?

1Ja: Decentralized there are only three rules that we as a college can't make exceptions on, 120 hours, university grade point average, and Gordon Rule. College can do residency, general education, and other transfer courses.

1Jb: Decentralized through the college to the departments.

2Na/b: Decentralized, state law is centralized and if it is a university rule. Major and college are with the department.

3La: Decentralized

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3Lb: Decentralized to college.

4Da: Decentralized again you need to qualify that if it is the college requirement it is here if it is the university requirement is goes back to Undergraduate Studies for exception.

4Db: Through the colleges so decentralized.

5Ea: Decentralized, it starts at the Departmental level and the final signature by the Associate Dean or the Director is more of a check to make sure we are staying consistent.

5Eb: Decentralized with the some exceptions.

6Aa/b: Decentralized

7Pa: Approval is decentralized but putting it in SASS is centralized.

7Pb: Both, department has authority over their own programs and the university has final approval over general studies and university and state rules.

8Ka: Centralized

8Kb: If you are talking about substitutions within degree programs for course content, that is handled at the college if you are talking more about state status that is more centralized.

9Ba: Decentralized

9Bb: Varies by college some do others don't at all.

10Yb: Decentralized

11Ca Decentralized, we do not have a Dean of Undergraduate Studies so a lot of those issues are done by the colleges.

11Cb: Decentralized

19. How do the advisors use SASS?

1Ja: Degree certification, college probation, universal tracking, if I wanted to know how many student have completed the seven pre-professional courses; we use the data in SASS for any query that we have, along with a database of all our students and we can

query that data. No one else has the information on the core and major, the SASS files are downloaded into our database so we can use it.

1Jb: Orientation, certification for degrees and tracking.

2Na/b: A lot here is done with a lower division student audit, when the student walks in we pull that up and look at it before we talk to them. Online it is very different and does not have the students name on it, so look for an audit that looks like the one run in the office.

3La: We use it when we make an admissions decision, the student gets a SASS report with a cover letter, they are ask to bring the audit with them when they come to see an advisor. The advisor is supposed to walk the student through all 19 sections when they come for a face to face advising session.

3Lb: Advising tool accessed from web or on their computers.

4Da: They use it everyday half of their job is actually pulling up SASS and advising students the other half of their job is going through every student's records that we bring in and filling out the SASS equivalency form to make sure that how it is supposed to be reading is exactly how it is reading, and that everything is where it is supposed to be. We have 15 minute advising appointments and I think the only reason we can do that is because we have SASS.

4Db: For advising, registration, degree certification, they use it to verify satisfactory progress for Financial Aid.

5Ea: Advisor, I believe use SASS on an ongoing basis to identify for students what requirements still need to be met in their degree program.

5Eb: I think they get with the student to discuss what is missing and what they are going to do next, I know that they explain some requirements to the student if they are incomplete some will use the audit to help a student explore other degree programs. I think it is both to track current degree progress as well as to explore alternate degrees, changing majors, and changing catalog years.

6Aa/b: For auditing purposes, to verify internships, and to verify graduate level courses. *They can degree shop with it?* Yes, we do degree shopping and we also do it online we do not necessarily print a hard copy we sit down and look at it with them.

7Pa: Hard copy of SASS is kept in the folder for comparison with check sheet. Students are encouraged to use the online web view of SASS.

7Pb: Which advisor, most departments in A&S have faculty who advise. It depends on the faculty advisor; some departments use the SASS others do not. We do have professional advisors in three departments that are very proactive in the use of SASS. Audit are run in batch for graduation at the six weeks point of semester and all students who are not bannered are contacted and told to come in and see an advisor. Bannered is the statement that says 'All requirements below have been met'.

8Ka: We find out what their major is and we print what we call a program of study, we look at the transcripts to see what they have fulfilled up to this point and then we sit down with them and show them what they need to take, it's a plan.

8Kb: The advisor has to create the template so the student must see their advisor for that to be created. The advisor copies the template into the students file and then records anything that is done for the student, there are restriction built into the system and there is a record of changes.

9Ba: With transfer students, showing how the courses apply to the program.

9Bb: Some use SASS others do not, it depends on the college.

10Yb: Not at all.

11Ca: Not SASS, we do have the Banner student information system available to the advisors where they can view information on the students.

11Cb: Right now they print the transcript and do a manual check sheet. I have been involved for a number of years in trying to advance the idea of an audit; back in 1997 prior to our opening we made a key decision which was that in terms of efficiency it would be a lot easier if everyone was using a single system. We were a new institution without any students, all of our students were transfer student, and we only had a 151 freshman, all of our students were in "transition" from the USF Fort Myers programs. So in terms of how you would audit a degree from a USF catalog when the student took their coursework here and how do they meet typical requirement like residency when 45% of their coursework would be there, would they be considered a residency here from a USF prospective. These questions were constantly negotiated back and forth in some cases on program by program and the second thing was that our curriculum was not stable, there is a very set process for how curriculum is approved in an older institution; but here it was different our focus was on building buildings and hiring faculty; for things that normally have faculty input we had administrators making those decision we had very little faculty input. You depend on the stability of the departmental infrastructure, it was still in flux, the colleges changed and when the change was made it was retroactive to the beginning and so the students could not be coded accurately. The institution was in flux, it begin to stabilize more about 1999 or 2000 with the curriculum and faculty and we had processes

in place and we attempted to bring up the audit system; that was were we failed organizationally; who would support the audit system, they looked to the tech people and we tried to support the technology but we did not have the support of the Provost and the institution as a whole. We hired a consultant who had a faculty and advising background to assist us in that process and they were quite successful, they built all the audits and we were able to connect this up to the FACTS system.   For a term or two a student could go out and see, it was not beautiful, what was required for their program but what we were never able to do was to transition from the paid hired consultant to someone in the Provost office who made academic decisions and help people as they were developing their degree audits. We have been involved for the last year trying to resurrect that and just as we developed a project plan, a very detailed one with a budget and a timeline and key players, everyone agreed it would be a successful plan the one component missing was who would own it and just as we were about to answer that question, with some conversation and negotiation, the Provost announced he was leaving and we have that gap now and it is very unfortunate because our colleges advisors are out there struggling. We do have more support than every before to get this done, we have a couple of people at the Associate Vice President level who are committed to try to bring this about, the issue now is partly one of resources and we are involved in re-accreditation that takes a huge amount of effort from those areas.

20. Can the student access the SASS away from campus?

1Ja: Yes

1Jb: Yes, they can access the degree audit on the web.

2Na/b: Yes online.

3La: Yes, on the web at www.facts.org.

3Lb: Yes through FACTS.

4Da: Yes they can by going through FACTS.

4Db: Through FACTS only.

5Ea: Yes

5Eb: Sure, because it is available on the university web page POLARIS.

6Aa/b: No, not necessarily. Through FACTS they can access the degree audit but the SASS as we know it; students don't have access to it.

7Pa: Yes on the web.

7Pb: Yes, on the web.

8Ka: No, but can view their real time program of study once we create it and update it on the web, a web version of the same thing.

8Kb: Yes

9Ba: FACTS.org.

9Bb: FACTS.org.

10Yb: No, trying to work out a way to use the FACTS system for recruiting.

11Ca: Web on line, with an internal system for our students where they can view their transcripts, grades.

11Cb: No

21. Do the advisors use the notes function?

1Ja: Yes

1Jb: Yes, both hidden and to show notes for students.

2Na/b: Yes, but we do not use hidden comments; we have not been pushing that because it can show up on the audit and we do not want that to happen. We use the AC [advisor comments] heavy.

3La: Yes, the notes are used to give information about office locations and hours, mid-term changes to a program, or if an exception is made to the students file.

3Lb: Education and Business does some.

4Da: Yes we do that is how we know that a folder has been evaluated as a matter of fact, there is a comment here that tells us what the student's status is when they came into the college, how many transfer hours they have, and who did the evaluation. That is the signal when you pull the file that someone has looked at this record.

4Db: Yes the advisor comments and notes function.

5Ea: Yes they do, it is used to note request that may or may not have been denied or contract that we are using.

5Eb: Several colleges use the not function extensively both, the printed and the hidden note function. Some colleges use the printed note function as a way to track waivers and messages. Others try to use it to track, in a non-printed fashion, just contact with the student.

6Aa/b: Not in the College of Business, over in General Studies I did identify that feature with the advisors and we do have some use of that.

7Pa: Not in SASS but do have a database where notes can be stored.

7Pb: No, only one department does and College of Business does not.

8Ka: No, we don't have a note function, very limited. The system will allow me to insert lines if I am going to limit this program, if I am going to admit someone conditionally I can insert lines to make special comments.

8Kb: We actually draft notes on individual student templates and we make them visible.

9Ba: Yes-clerk put the notes in SASS for the advisors.

9Bb: Some

10Yb: No

11Ca: NA

11Cb: NA

22. Do you assign students to advisors?

1Ja: We assign them to advisors but they are free to see someone else. They are assigned by last name but not locked into that advisor. We try to send e-mails from the individual advisor. If they declare their major as freshman then we can track them through the system. Students can only be undeclared for three terms then they have to be in a major.

1Jb: Individual college decision.

2Na/b: No not in the College of Business.

3La: No we do not.

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3Lb: Depends on the unit.

4Da: No we do not the students self select.

4Db: Only in the instance of the new group called the President's Academy of Advisors for Undeclared. They are assigned to the Center for Academic Advising, it's a new initiative this is the second year of the President's Academy and we have special population like the freshmen summer institute that has designated advisors.

5Ea: No

5Eb There is a practice for first-year students being assigned to the advisors. There is no mechanism directly in the student data base that assigns students to the advisors; at the college level advising practices differ from college to college. In a number of departments there is a single advisor who handles all undergraduate students, and perhaps an advising office that does that. In other departments they are distributed among various advisors, but I think in most cases if there is not a single advisor the student often go to the person they like as opposed to anyone they may have been assigned to.

6Aa/b: They are assigned to advisors in our department depending on classification and major and last name.

7Pa: Yes in some departments, in others not in all.

7Pb: Depends on the department, we do indicate on the audit when an advisor is assigned.

8Ka: Yes, both graduate and undergraduate.

8Kb: Department decision.

9Ba: No

9Bb: No

10Yb: Yes, advisors play a very important part in the students plan; [the departments are] run more like a graduate program.

11Ca: We only have two so they can choose.

11Cb: Department issue.

23. Who has access to SASS to run audit?

1Ja: Everyone can access SASS based on their sign in and log in codes. Faculty could if they wanted to do so, they could use the web and through FACTS.org.

1Jb: Everyone-no limit, by security level in the college.

2Na/b: They have to request that authority and it is granted...we have a centralized advising office and so everyone in this office can run an audit but the departments do not need it. When they go through the request for student data access they are given access to SASS if they request it.

3La: All of the business advisors plus the SASS administration staff.

3Lb: Batch audit through SASS unit, individual audits can be run in the advising offices, departments, FACTS.

4Da: Everybody in this office, all the advisors and the support personnel.

4Db: Basic function granted to those who complete SASS Access Request Form with approval of department. Just about everybody who has access to SASS, we just make sure the controls that prints are to university printers, but they can display them on line and print them to their local printers.

5Ea: Students themselves through the POLARSIS system, peer advisors, and then staff of the Undergraduate Student Services Office. Also, two personnel within the Departments, usually the Chair and one other that they have designated.

5Eb: Faculty and advising staff as well as the student who can get their own.

6Aa/b: The majority of the people, not all departments can print their own audits. But with a simple call we can run them from the computer center. *So they can do it in the college?* It is more cumbersome if you do not have the existing technology. But those who have it run them, those who do not request them.

7Pa: Office Managers, Chairs and the Associate Dean.

7Pb: Anyone can run audits if they can do student records stuff at Northwest so if you have access at CICS you have access to the web for the component of that particular function.

8Ka: Advisors, Deans and Chairs. *Does the faculty at all?* No, I guess faculty could run an audit but they could not make changes to a program of study.

8Kb: All the advisors can view and print, all advisors have access to SASS but they don't know it.

9Ba: Advising staff and petitions clerk.

9Bb: Advisors or faculty as long as security is maintained.

10Yb: NA; transcripts are all in hard copy.

11Ca: Web is set up with student and faculty, so faculty use the web to find out information about their students. Banner is the actual database and the advisors can only access and change things in Banner.

11Cb: NA

B. What are the continuing commonalities of the system elements and how has each institution internalized the SASS system?

1. Who determines who has access to running SASS audits?

1Ja: Our College makes a request for access to various members of the office staff and it goes through the centralized college office and is forwarded to the Registrar's Office. *Does it come from your office?* No it goes out of our office to an office in the Dean's Office, departmental level can make request direct to the Registrar.

1Jb: Final authority rest at Provost level-ongoing decision made by Associate Deans.

2Na/b: There is a security officer within each academic unit that has to grant security and there is paperwork that is done and submitted to the Registrar's Office.

3La: Authority will come from the SASS Administrator and the Registrar, request made by the college are sent to the Associate Director in the Registrar area.

3Lb: Security function is based on student's records security, Chair, Director or Dean will request access to student's records and SASS through the Registrar's Office.

4Da: Security is submitted from the college, I believe it is signed by the Associate Dean and then it goes over to the SASS Unit.

4Db: SASS Administrator.

5Ea: In our case it is the Associate Dean of Undergraduate Studies, and I also then would have to say the Associate Dean of Graduate Studies.

5Eb: Well I guess my office does but we don't really, we see it as a tool to make accessible to the faculty and staff so there is not anyone we turn down who should has access to student records technology, the bigger issue is what sort of access do they need, if they want to print audit then they have to have a connected printer unless they do the web version where they can do screen prints. *Is there a security access?* Yes, while all faculty and staff can get access. In order to do substitution and waivers and those sorts of things are controlled by security access that we maintain and allocate it on the basis of recommendation from the college Deans offices.

6Aa/b: College personnel have to get permission to have the system set up on their computer; it has to come from the Dean (Direct supervisor and the Dean).

7Pa: Deans Office to Director then to Central Administration.

7Pb: Each college has what we call a local control, work station manager. I have to give security in the SASS, so once they have access to CICS then they are given access to SASS. The ability to update generally comes from the Dean or Associate Dean and controls who I give up access to.

8Ka: Assistant Dean makes the security decision.

8Kb: The director of the advising unit.

9Ba: Associate Dean

9Bb: Director of Academic Support Services.

10Yb: Security measures on student records not yet in place, (BIG) Banner Implementation Group will decide when such access is available.

11Ca: Each individual college would request that information, and then access is given, usually by the Registrar who controls who has access to the Banner system.

11Cb: I can only guess what it would be here and it would be the Registrar who would probably have control over that.

2. How does the student gain access to their SASS audit? View only? Print

1Ja: Over the internet, degree shop major and minor.

1Jb: Computers are required by each student and the audit is on the web, they can screen print.

2Na/b: Online they can get the unmet needs audit only, it is very colorful the no's are in garnet, but it is very long so the production audit is not online.

3La: When you are admitted as a student you receive a pin code, once the transfer work is keyed into the system an audit can be accessed, it may not be accurate, Code is given at orientation or with special student application.

3Lb: At orientation students are given a pin number that allows them access to SASS, view and print.

4Da: Only through FACTS.

4Db: Through FACTS and from the advisor in the college. Course academic history populates the audit, they can view and print. Personal information does not necessarily display on the audit.

5Ea: Through a web based interface, they have to put in their PID, a password that gets them into the specific web page that is just for them where they can access their own information, they can print and view.

5Eb: Directly through signing on securely to the web site, it is the easiest way for them [the students] from anywhere; if they can view on their computer they can screen print and they could go to an advising office and get a printed copy from there as well.

6Aa/b: Go out on FACTS and view it. *Can they print it as well?* Yes
Can they come in and actually pick one up? Yes, we encourage it.
If registration is coming up and you have students come in do you print an audit and let them see it and talk to them about it? Yes or they can get it by fax or from an advisors.

7Pa: Web portal only, don't know if they can print; no names or Social Security numbers.

7Pb: Part and parcel as soon as they access their pin they can view or print, it prints without their name or SS# on their account in case they walk away from a terminal. The faculty access point prints with the student name and Social Security number on it.

8Ka: View only and on the web; they can see their transcript on the web as well and can be accessed with their student identification and their own password. It is very individual to them; they can see their fees and print their own transcript. *Does this system have guest access?* It is limited to the students I think.

8Kb: All students can get to their information on the web they learn how to access that during orientation.

9Ba: FACTS.org or from the advisor – OASIS will be our new web based option.

9Bb: Copy of the audit is sent in the mail and given to the student at orientation.

10Yb: Will focus on recruitment using FACTS first, one or two years.

11Ca: Over the web, they can print or view, in order to access the information they need the student identification number and a pin number the Social Security number does not print out.

11Cb: When we bring up the system they would have capability via the web to degree audit as well as to do degree shopping and degree planning.

3. Where on campus must a student go to see the audit?

1Ja: Anywhere there is a computer.

1Jb: Kiosk, labs, dorm rooms-audits are color coded and student cannot access registration screen without first going to the audit, the catalog, and then the schedule.

2Na/b: Anywhere it is on the web.

3La: In every major building, the Student Center, and several kiosk are available to the student on campus.

3Lb: Any computer with internet or kiosk.

4Da: They can go anywhere there is a computer. We have computers all over the place, and they can walk in and ask for one at the front desk and someone will print it for them. If they have a particular challenge with that we have a huge lab right above us.

4Db: Computer labs, several available across campus.

5Ea: Kiosk, computer labs, any place where they have a computer.

5Eb: Any computer from which they can sign onto the web or an advisors office in their college or department.

6Aa/b: *Is there any place other than the advising office or central administration where they can get an audit?* We have a computer lab where they can go and log on, lots of offices around campus now have labs and students know that when they need to do anything with advisement they will go to the lab, pretty much labs now, and we send them to the media center.

7Pa: Public stations in the Registrar's building, kiosk.

7Pb: Any web enabled computer on or away from campus.

8Ka: Anywhere there is a computer terminal or from computer lab or home.

8Kb: We have several kiosk (23-30) deployed around campus, any place where computer access is available.

9Ba: Computer lab-advisors office.

9Bb: Computers on campus.

10Yb: Transcript only.

11Ca: Any computer lab or from the library and from home.

11Cb: [If we had one] they could go to any computer terminal on or of campus with the instructions given to them at orientation.

4. How would an advisor gain access to the audit? View only? Print?

1Ja: No limitation on access for advisors, they can use computer on desk or web.

1Jb: It depends on the computer and security access, or advisors are net worked on web from off campus.

2Na/b: Out of the five advisors here in the office three of them have access to update exceptions, two of those advisors are satellite advisors under Undergraduate Studies and they can view only but they don't have access to update.

3La: Everyone has their own computer access on their desk. PC/Windows XP with printer.

3Lb: Chair person or Dean of that unit would request access which is based on student access security, view and print given by Registrar's Office.

4Da: Through their computer. We are not online, if you go in as an advisor there is a shortcut on the laptop and we just sign-in and there you are in Northwest.

4Db: Through the SASS Administrator.

5Ea: From the computer on their desk or a centralized computer printer they can view or print.

5Eb: As an advisor or faculty member that classification gives them access to certain functions on the university web page, view only or print? If they have a printer connected to their computer they can screen print it.

6Aa/b: In our department [College of Business] other than a few of us, they don't have access at this time but if they need one [an audit], they can come to me or anyone who has the system on their computer.

7Pa: With security permission they can view and print. Go through the local web to the local student database.

7Pb: Web enabled or CICS frame over in Tallahassee. It depends on what they are comfortable with, if they are doing updates they must use CICS, the view only mode use the web, we can colorize it for them.

8Ka: As soon as the advisor is hired it takes about a week for the security to go through. *They get view and print and update?* Yes

8Kb: All advisors have work stations on their desk and each unit has a centralized printer, we encourage the use of FACTS.org.

9Ba: OASIS from NWRCICS [Regional Data Center].

9Bb: Supervisor would request access when advisor is hired.

10Yb: Transcript only.

11Ca: What we are trying to do in Banner is to set up a series of classes, now there is a class called advisor, and when we have a new hire as advisor then we send the information over to the Registrar's Office and they sent it to the IT department; and the advisor is sent to the support class and then they have the ability to view and update the system.

11Cb: Two ways, one would be the same web tool that the student used, now they would have to be designated as the student's advisor to get in; or through the actual student

information system there are actually some more extensive tools where they could go and do even deeper. *You mean the Banner system?* Yes, there is a great deal of tools in there to explore that type of thing.

5. *How is the audit used in registration situations?*

1Ja: Every student uses their audit to register; an e-mail is sent to tell them about their appointment time, it is not on the audit. There is a whole prerequisites check system but I don't know if it goes through SASS

1Jb: Must look at the audit prior to viewing the registration screen.

2Na/b: We do not do any prerequisites checking at registration except accounting which uses SASS for prerequisites checking. We have written a management report that is run on the first day of class and at the end of Add/Drop for accounting. The faculty makes the decision if the student can stay in the class. Prerequisites here are knowledge based if you don't have that knowledge you will not make it.

3La: Assuming the student knows how to read it; with the audit the student can self-advise, because it indicates what course work needs to be met, we are hoping that the new system will enable us to check prerequisites.

3Lb: Not used in registration.

4Da: I would think that they would not be able to registrar if they didn't have the SASS because they would not know what they had outstanding or the courses they needed. It is not as proactive as we would like for it to be; it would be nice if the student could pull up the SASS and it would say you need to take these next four courses before moving on. We are looking at a tracking system right now and it will work off the SASS. I feel pretty confident unless there is a resource issue that it will be in place, now they just look at it to see what is missing and they would have to determine what they need to take as the appropriate class when they can't get an advising appointment.

4Db: The students do use them, they look at the degree audit to see what courses they need and to meet specify requirements. I see them out in SASS session and I see them toggle or flip over to registration and OASIS. Advisors also use the SASS audit as an advising tool during registration periods when assisting students with course selection. We are looking at exploring a link between the two; we don't currently have where they can see a requirement in SASS and find out available courses. *Does registration at all access the SASS like for prerequisites checking?* Prerequisites are loaded nightly during periods of registration the course substitutions felicitate prerequisites checking.

5Ea: Again to identify which classes the student is going to need to continue progression toward their degree, also checks for other requirements such as CLAST, Gordon Rule, general education, GPA.

5Eb: One would hope that the student reviews the audit to determine the courses that are not yet taken and uses that as a basis for choosing, that certainly the intent. *How is prerequisites done in registration does it actually go into SASS and pick them up there or is in PS?* The prerequisites data in the PeopleSoft (PS) registration process they have defined the prerequisites if the student took the course at UCF then that registration system recognizes the course, but we use the SASS equivalency tables to create a series then we import the SASS equivalency data into the PS to use it for prerequisites checking. It is not just that course x is equated to course y we also make the distinction that if the equivalency or substitution is a college based one, then the equivalency or substitution works for registration only for courses taught by the college that made that substitution.

6Aa/b: A lot of our courses have prerequisites so we have to make sure that the student has the proper requirement for the classification level of certain classes. They are to bring an audit with them when they come for advisement.

7Pa: Not used in registration other than the student looking at the program.

7Pb: Alternating back and forth between the audit and registration to check what they need.

8Ka: Manual prerequisites checking.

8Kb: Very indirectly the program of study is sometimes check to see if the student has a minor but registration does not use the system.

9Ba: OASIS from NWRCICS.

9Bb: As an advising tool with the student and we are moving toward prerequisites checking.

10Yb: Not used at all.

11Ca: Registration is done manually; when the student first enters the university we look at the articulation and prepare a worksheet which is given to the student at orientation. That worksheet is updated as the student goes through, the student can keep it up themselves or an advisor will give them an updated copy. The student can register from home on the computer or come in for help. Everyone can register we don't have priority

registration if they need permits or help to select classes we have appointments or through e-mails.

11Cb: It can be used for more complex prerequisites checking.

6. How does your institution draw data into the SASS system?

1Ja: I don't know.

1Jb: From the primary college data base where transcripts are created then it goes into the SASS course file.

2Na/b: Nightly interface from student database into SASS.

3La: I don't know.

3Lb: The interface extracts from the student data base the appropriate group of students.

4Da: The SASS system I think would be fed in one of two ways, (a) transcript are sent to the admissions office and if they are out-of-state or not part of the Florida system they have to be keyed manually by an input person in the admissions office. If they are part of the Florida system they can be electronically transmitted once they are in Banner as transfer credit they will populate SASS. (b) The second way is to take classes here which go from Banner into SASS.

4Db: The interface, it creates a student space in course records and right now we don't have anything coming into SASS other than the basic course records, eventually we will have course number changes trickling over and we have the course substitution going back.

5Ea: Currently the data is going from the master course schedule, which is in both People Soft and the Legacy system, goes from there into SASS and back again. I believe that will change on July 1st.

5Eb: The courses are exported from the student data base in a designated file format, both student course data and student demographic data.

6Aa/b: We copy the data course file and the base file. We copy the information over into SASS. We call it an interface, update interface.

7Pa: Don't know.

7Pb: Interface program that brings the data in for any student that has been enrolled in the last two years, it bring their student data in from our DB2 tables which are at Northwest.

8Ka: From the Registrar's data base.

8Kb: Integrated all part of the same student data base.

9Ba: Don't know.

9Bb: Reconstructed from student data base.

10Yb: NWRCICS will be used.

11Ca: NA

11Cb: An interface with Banner, it would come in there, with no additional processes required that the normal process of the Registrar's Office.

7. Where is your data stored? (NWRCICS or local files) (Regional Data Center)

1Ja: I don't know but I think it is stored at Northwest.

1Jb: North Eastern Regional Data Center.

2Na/b: Northwest.

3La: I don't know.

3Lb: NWRCICS.

4Da: I have no idea.

4Db: NWRCICS.

5Ea: Local files.

5Eb: The original student data that is used for SASS is stored both locally on the PeopleSoft system and in the Northwest Regional Data Center in Tallahassee. We currently move the data from PeopleSoft to Northwest and then extract the file in the SASS format from Northwest. We are in the process of revision that to go directly from PeopleSoft to SASS and that will probably happen sometime over the summer.

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6Aa/b: It is stored in Northwest and we pull it over to the AS400. SASS is housed on the AS400. Once a week- we have an automated program that we can run overnight but we have not turned it on.

7Pa: Northwest, student can only see corrections to the system twice a week.

7Pb: Northwest.

8Ka: In the records office, I'm sure it is local.

8Kb: Northeast CNS computer and network services University of Florida NRDC.

9Ba: Don't know.

9Bb: NWRCICS.

10Yb: In the Banner system in Tampa, remote.

11Ca: We just moved it and it is called internet Banner.

11Cb: Central Florida Regional Data Center in Tampa (CFRDC).

8. What level of data is available for reports?

1Ja: High level of data-combination of database and SASS.

1Jb: All academic data- high level.

2Na/b: High level of academic data.

3La: High level, GPA, major, classification, etc.

3Lb: If the student has a release authority on file then within the campus all academic details on students are available.

4Da: I can see whether or not they have met the foreign language requirement whether or not they have met general education, I can see summer hours, I can see anything that is relative to their degree. I cannot see if they have any kind of personal issues or judicial issues on campus, I can not see what organizations or student activities they are involved in, it is strictly academic. I can see what their academic level and standing is but if is not specifically tied to the degree or the state requirements for the degree; you can't see beyond that.

4Db: It looks to me like they get everything, the complete degree course requirement and non course requirement, pretty comprehensive it is not specialized yet, for tracking that will be explored.

5Ea: In the PeopleSoft query system it is down to the individual record level, in the SASS system again it would be the individual system.

5Eb: We maintain active file in SASS on all students who are eligible to register, the only distinction out there. We used to only load graduate data if the student was a graduate student or undergraduate data if they are an undergraduate student, but now we load all their entire academic history. The program at the time you run the audit, if you are running a graduate or undergraduate audit, determines which courses are available for the audit.

6Aa/b: *Would you say that anything that is in the data base you can get, report files?* Yes, as I know it.

7Pa: Audits only.

7Pb: We bring everything in to fill all the fields on the audit, high level.

8Ka: I go to Institutional Research and I get most anything that I need on a student, there are not a lot of limits.

8Kb: As much as the colleges have ask for.

9Ba: Overnight/real time with substitutions.

9Bb: High level.

10Yb: Write query of student data.

11Ca: It depends on the workload usually within the week.

11Cb: Anything and everything.

9. What types of reports can be run from the SASS system?

1Ja: Centralized reports.

1Jb: Probation, Dean's list anything that is requested that is stored in the system.

2Na/b: We do a lot of admission into honor society stuff we have a report for the Business Honor Society and prerequisites reports are very popular it is very ad hoc, on demand. It is centralized because all of our management reports go into a special area where only system programmers have access and we have been granted special access.

3La: Ethic breakdown, x-number of people with x GPA's, admitted numbers can be pulled.

3Lb: Management reports, [what is] used the most is the transcript analysis write up. DP's and RQ's looking for particular information on certain students.

4Da: I would imagine it's infinite that you could pretty much design what ever you want to, we already use it to tell us who is ready to be put in the college and who is a senior not in the college. Now we need to talk about a big problem, we need it to tell us who hasn't applied to the college but wants to be, who is working toward the degree but is not in the college.

4Db: I can run using DBII tools and so we can run just about anything, how many degree programs are active, we can find how many of this major or that major is out there in the base records, we can look at the course records. *Is there any listing anywhere of the types of report available in SASS?* We have a listing of what we call management reports and in facts and they are getting ready to be converted over from our regular job schedule to a new job schedule but yes we have a list of all production jobs for SASS.

5Ea: Good question, I'm not sure that anybody really knows the full capability of it; generally it has just been used for SASS audits and growth reports. We are attempting to move it down to the ability to identify progress toward degree and to be able to predict number of seats needed per class.

5Eb: There are all sorts of reports, besides the SASS audit itself, there are all kinds of management reports to reflect on an aggregate basis, students who have or have not satisfied any particular requirement or sub requirement within it. This would for example give you how many people need ENC 1101 or ENC 1102 or conversely how many people have it. There are individual reports that can tell you how many students have completed requirement "A" and how many students haven't completed requirement "A". There are cohort reports that will tell you within a cohort how many people have or haven't completed a whole series of requirements. All of them take a batch file of audit and simply slice and dice the data in different ways to either reflect the data by an individual level, or by requirement level, or by college, there is a college completion report that tell you how many students have met degree requirements and how many haven't. *Is there any place that those management reports are spelled out?* Yes there is documentation from Standard Software. Development Services the people who do the programming of all that. *Is it available? Can I get it?* Yes we don't distribute access to

those reports university wide because you can not run them at the same time and it could create problems.

6Aa/b: *How often are reports generated? Do you run any from the SASS system?*
I don't think we have done a lot with it. We have not, the only reports we run religiously is the hours to degree excess credit report.

7Pa: Audits only.

7Pb: Management report is the only one we use. The complete and incomplete report is run every two weeks or so when we are doing graduation. Depends on the time in the semester, every other night once grades are posted we do graduation in the test side and then I can set the RG courses to not in progress so I can get a clean banner.

8Ka: I have to get someone else to run the reports.

8Kb: Each unit has provided, over the years, reports that they have designed and they have a query tool so they can invent things on their own.

9Ba: Institutional Research runs reports from the student data base it is a high level of information.

9Bb: Management reports in SASS are not used, reports that we use are generated from our local student data base.

10Yb: NA

11Ca: From Banner we get several reports over the term.

11Cb: We had several levels of reports that are possible, there are operational reports use for data validation, data checking or to look at things that are used in the departments; there are also some management information reports that are summarized totals updates; and then there is a third level of reports that are more and more available which are decision support type of reports things like dashboard-enrollment reports.

10. How often are reports generated?

1Ja: On demand.

1Jb: Semester calendar with daily report on exceptions posted by college, who has left or entered, is reported daily and new transfer admits.

2Na/b: We have a whole series of reports that we run every semester. We also do certification for upper division once a semester, lot of activity after grades are posted. Some reports come from the student data base; operational reports come entirely from the student data file. We see more of the business options reports and less through SASS.

3La: On demand as needed.

3Lb: Seldom, on demand.

4Da: As required.

4Db: We do them on demand whenever we feel like we need to look at something, the colleges do it every semester; they are running reports or either they are doing it for preplanning for scheduling to find out how many courses they need to offer.

5Ea: Audit reports are constant, daily other large scale reports such as progression toward degree reports, whether or not students are passing classes are run once a term.

5Eb: As we need them, two weeks ago I ran probably two dozen within a week because we were looking at stuff, but I haven't done anything in a couple of weeks but my assistant probably has. *But they are run by your department?* Yes

6Aa/b: Yearly, we can do them by semester but they are due on an annual basis. We actually run them by semester to make sure that everything is right but the real run is once a year.

7Pa: Audits only.

7Pb: Tuesdays and Fridays.

8Ka: When requested.

8Kb: The only advising report we run on a global basis is a report on who does not have a program of study.

9Ba: On demand.

9Bb: Ad hoc – semester.

10Yb: By term.

11Ca: On demand.

11Cb: On demand there are some reports that are generated by semester.

C. How has advising been enhanced by SASS?

1. What type of information is given to the student on SASS?

1Ja: We have it all readily available we rarely have to calculate anything for them, our probation file which runs off of SASS, greatly enhanced the information that we have at our commend. The Associate Dean has prepared an online presentation that explains how to read your audit we have a better informed student who walks in. We also have a tool that we can print out and send the student on his or her way. The least productive use of our time is when a student walks in and says that I don't know what to take, what do I need, we have those hopefully only ones. We teach them how to read the audit and use it, advising becomes more, are you in the right major, do you have an internship, have you thought about study abroad. We don't have to spend a lot of time going over checks and balances on are you on track to graduate the student looks at the audit, we look at the audit, things look great lets get on to the next topic.

1Jb: Everything needed to graduate, 4 year plan, and sequence of classes.

2Na/b: Academic information used every advising session.

3La: Everything, what they are receiving transfer credit for, what is needed to meet the degree, in-depth academic information.

3Lb: Course work, historical current and transfer courses rearranged into categories of requirements. GPA's depending on departments within categories.

4Da: SASS specifically tells them what degree requirements have been met, what degree requirements are currently in process, if they are enrolled, and what degree requirements are currently outstanding; this includes the college, university, and state requirements.

4Db: The complete course requirements, all degree requirements, exams, prerequisites for entry into majors, GPA information and other non-course requirements for the degree program.

5Ea: Courses completed, sections of courses completed, Gordon Rule, CLAST, overall GPA, UCF GPA, last 48 hours upper level GPA, last 30 hours GPA, GPA in major, GPA in departments, classes that they are currently registered for, terms in which they took the classes, where they took the classes whether or not the class is taken as a grade forgiveness, foreign language admission requirement, whether or not they are ready for graduation, all requirement met, SS# of the student, the students name, catalog year the

date the information was printed, the graduation term if it has been applied, the students address and the major, did I miss anything?

5Eb: The audit literally covers all the requirements for the degree, everything from the courses to Gordon Rule to CLAST to university credit hour requirement, summer hour, residency, everything.

6Aa/b: The grades, whether they satisfied a course, what courses they have remaining, what is outstanding.

7Pa: The program of study as it is seen in the catalog, similar to a checklist.

7Pb: An advisor will do little on degree shopping, it depends on the advisor and if they are in CICS. We don't have degree shopping on the web but the rules are so cumbersome on catalog change, one of the biggest grips with FACTS. Make it almost impossible to program at this time. High level advisors who really understand the system can do everything, the majority of the advisors can do it for course advising, GPA concerns, we wish they would look more at the university requirements. Common prerequisites, major, major related then university requirements.

8Ka: Program of study, courses, grades, all information that would pertain to their program of study.

8Kb: Osprey on line gives them the program of study; the advisor can put notes on the program of study for the student.

9Ba: FACTS.org for audit.

9Bb: Requirements and courses they have taken.

10Yb: NA

11Ca: They have access to their academic transcripts, we do not mail out grades, their grade point averages, what they are currently registered for, and any holds they might have against their registration.

11Cb: Don't have one operational at this time but we could give them anything they want, they could play with the data on their own, switch majors and see how there course work applies to a different degree program; see how well they are prepared for graduate programs, they could do what if with their schedule and check prerequisites it gives them a lot of tools to successfully self-advised.

2. How often is the program of study updated?

1Ja: With the catalog or when there are major exceptions.

1Jb: Driven by catalog.

2Na/b: With the catalog unless there are special revisions, the colleges are required to keep documentation on changes out of cycle.

3La: Can be updated on demand, main program of study is done once a year with the catalog.

3Lb: Changes are on a yearly basis with the catalog year.

4Da: Once a year unless there is a change that occurs between catalogs and then it is updated immediately.

4Db: Yearly, coincides with the academic calendar updates and then you also have the catalog and legislative changes that are mandated and go in effect immediately.

5Ea: Once a year when the catalog is changed.

5Eb: Yearly with the catalog publication of the new degree program.

6Aa/b: That is updated when I get the changes. I meet with the representatives and we identify the changes and then update the programs.

7Pa: Don't know; I think it is tied to the catalog.

7Pb: Every year, when I first came here and started doing SASS I discovered that in June when I got a copy of the catalog I had to race to get the work done and discovered that there were rules that were not being followed. Now that I have to do all the programs I start building the catalog in October and my assistant is now putting in the program changes and RQ's, colleges have no access to the RQ's or DP's. Part of it is maintaining that standard and we are much more comfortable about certifying graduation using it.

8Ka: I can't change the catalog year, but I can change the major by deleting one and a new one would be created. There is a process that must be done for all changes to the curriculum to be approved and changes are made when that is done.

8Kb: Nightly.

9Ba: Whenever there is a change that affects the program.

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9Bb: Annual catalog review.

10Yb: NA

11Ca: We pretty much adhere to the catalog year. In the earlier years we would make changes and we would try to honor that catalog or if it is a change for the better we would move the student to the new program.

11Cb: This is still in flux; they don't make changes off the term boundaries.

3. Can a student request more than one type of audit?

1Ja: Yes degree shopping, they can get a full audit or only missing requirements.

1Jb: Yes, regular audit is used to certify degree completion; the unmet requirements, and plan of study [are available].

2Na/b: Yes, on line they can do degree shopping.

3La: Yes, the students can degree shop.

3Lb: No, only the major for degree shopping.

4Da: They can go to SASS and degree shop. *Let me ask if they can pull up unmet needs audit or four-year plan of study or minor?* They can pull up minors and the unmet need is on SASS the minuses are unmet needs and are automatic as it shows minuses we don't have four-year plans. The audit that Jane built for the SASS report is very comprehensive it is everything.

4Db: Yes, they can degree shop. *What about a four year plan of study or plan of study?* No we are just started to do that, there is the unmet needs one just made available that we want to look at, and where the student can tell there non count because if they really go for the excess hours charge they will need to be able to see that, we don't have those currently but we are hoping for all of those special purpose audit and are trying to figure out how much resources it take to maintain all of that stuff.

5Ea: Not without coming into the USS office where [a different audit] can be forced for them at that point.

5Eb: No not at this point the student's audit is the degree program, the advisor might give them other versions for example, if you run an audit in another major that is not the student's major someone should probably be there to help the student understand what is going on as opposed to just let the student go off on a tangent. The advisors also have

access to a version of the audit that shows only incomplete requirements but again that sort of thinking is that there is a reason to encourage the student to see an advisor; as opposed to letting the student be totally independent.

6Aa/b: Our curriculum audit is not as thorough as the SASS audit and they can get just a curriculum audit which just checks off whether they have satisfied their curriculum and what is left of their curriculum. Now the SASS is a little more detailed were it goes into satisfying state mandated sorts of things.

7Pa: No

7Pb: Yes, on the web if they are dual majors or minors they can choose up to three audits.

8Ka: One version only.

8Kb: No

9Ba: The students can degree shop for a different major or degree using the audit.

9Bb: Yes they can generate different degrees audits from the system.

10Yb: NA

11Ca: NA

11Cb: NA

4. What information is available to the advisor on SASS?

1Ja: We have some codes that are written into the degree program and if the SASS is printed it suppresses certain information, but I can't tell you if the student would pull up the online versions whether it is hidden or not, comment can be hidden or seen.

1Jb: Same as student – via web or direct connection.

2Na/b: The online version does not get you into the transfer equivalency file.

3La: The same as what the student sees.

3Lb: Same as student.

4Da: Everything I just said, *can they see anything that the student's can't?* No. *Can they go into the SASS and see substitutions etc.?* Yes they can go behind the scene to see what the equivalency are but they are printed on the SASS report it will say ENC 1102 equals ENC 1102, the only thing not specifically stated is the exceptions it shows as being met but not how. If they come in with 60 hours we close Gordon Rule, exceptions are not spelled out.

4Db: They can see the degree programs and outlines, they have access to a lot of the behind the scene encoding that the student doesn't have, such as the history of all the course substitutions and again it will vary between who has view only and who has update security.

5Ea: The same [information] as the student [has available] plus the ability to identify other majors and catalog years.

5Eb: If the advisor has the security access not only can the advisor look at those versions of the audit but they can also look at the notes; that depend on whether or not the college has made that available.

6Aa/b: *Is there any information that is not necessarily available to the student?* Yes, what we have on SASS. We not only have the SASS system with the degree audits, but we also do registration from SASS. We also look at the classes that a student is enrolled in and we look up student information.

7Pa: I just learned about total hours earned rather than what they are enrolled in, because we only use the basics.

7Pb: What is displayed on the web is identical to what the advisor sees it all comes off the same sub program. The advisor is basically impersonating the student.

8Ka: NA

8Kb: NA

9Ba: All information is available the advisor just needs to be trained to use the system.

9Bb: Same as student.

10Yb: NA

11Ca: NA

11Cb: Admissions information, all information required to make an admission decision; all of their transcript, detail course work to the grade level, term institution taken and the articulation of the course here.

5. *What type of access does an advisor have?*

1Ja: Full access.

1Jb: View or print, posting exceptions and substitutions, each department has an undergraduate coordinator who takes care of access.

2Na/b: Everybody has view and some have update ability.

3La: They can view, update and make changes.

3Lb: With the degree audit (AO), depending on level of involvement they could have access to Student Exceptions (SE).

4Da: Read only they have no update capability at all.

4Db: Every one has the ability to print and view the audit anyone has the minimum access that is granted, based on what is granted they can pull course substitutions, advisor comments, course waivers, requirement updates, they really don't see the menu that we have. We have a special population of specialized offices within each college who do a higher level of maintenance on the audit.

5Ea: They have access to look it up, to print it, and to change two different variables i.e. catalog year and major code and they have access to put notes in.

5Eb: That depends on the way the college has designated that, I think you've got some people who have access to the complete record of comments and all and there may be others who simply have a sort of limited run or look at an audit sort of access.

6Aa/b: View, print and update schedules. There is open enrollment, open enrollment time they can update schedules. *That is where the registration attaches to it?* Yes

7Pa: They can update substitutions and waivers.

7Pb: Some advisors have the capability to make the changes on the fly. On stuff they already know they can just do it. Most departments prefer doing it that way so that when the student walks out it is done. In other departments it is written on the audit and given to the secretary and they make the change in the system.

8Ka: Full access, the only thing that an advisor does not have is access to change the template, the actual program of study.

8Kb: Total access to Oasis but some restriction to student records data by department.

9Ba: View and to add substitutions and notes.

9Bb: They can view information on the student.

10Yb: NA

11Ca: The web site is the articulation worksheet and that is the critical point.   From Banner the advisor can print an academic transcript, get academic standing, and register the student.

11Cb: Not very limited they have a great deal of access; they have also been given maintenance capability for certain things.

6. How can an advisor update the audit?

1Ja: They can go into each individual student record and make corrections. Our advisors can make individual updates to student audit but the Associate Director of Advisement is the only one who can go in and make catalog changes to the audit which changes everybody's audit.

1Jb: Anything short of the degree program.

2Na/b: Advisors do not update the audit but can do substitutions.

3La: They can put in credit waivers or course substitutions, change the program of study but cannot change the entry date, but they can do everything else.

3Lb: Through student exceptions (SE) or through the Registrar to clean up a record.

4Da: Nope

4Db: Everyone can view and print what is in the audit.

5Ea: We have it centralized with one advisor and the director comments and notes can be put in anytime.

5Eb: Well that depends if they have access as awarded by the college they can make changes, if they are authorized they can make substitution, waivers they could update or change or alter requirements but it depends on whether or not they have the access.

6Aa/b: *You don't do substitutions or petition anything like that but you do update?* No, SASS administrator does all that, but the advisor actually does registration using SASS.

7Pa: Substitutions and waivers.

7Pb: Currently the advisors have to be CICS literate, have to go through the mainframe system; that is one of thing that we've got operating in test that we talked about down in Tampa when we were there. We want to do that for the course subs and waivers to get that out on the web, we would like to do that.

8Ka: They have full access to update the audit; each updates their own student's files.

8Kb: Substitution and petitions, adding a minor plus 2+2 transfer work.

9Ba: Substitutions and notes.

9Bb: They can do exceptions and substitutions using the course substitution and waiver form.

10Yb: NA

11Ca: They can view almost everything and can have access to change.

11Cb: Advisors can register a student they have a process by which they can change a students major.

7. Is there a process available for an advisor to add information to the audit?

1Ja: Yes with comments.

1Jb: Advisor notes.

2Na/b: We use advisor comments' that is how we track our students.

3La: Not that I have seen, but they can do the advisor notes.

3Lb: Available but not highly used.

4Da: If the advisor wants anything done to that SASS audit it is put on this sheet [of paper] and is goes back through another person for review so there is a check system in place.

4Db: If they want to add any statement or comments they have to submit requests to the SASS office, there is a person who does this. Their audits are pretty much customized as some want to have things displayed differently than others. The hard coded statements are through the SASS department, advisor comments can be put in the audit on one student and is within the control of the individual user on the advisor comment screen.

5Ea: Only in the notes, again the Director and the designated advisor can change anything on the audit.

5Eb: Yes they can both add comments as well as add on additional requirements.

6Aa/b: We did have, we were decentralized, now it is back over in my area but there are people out there who request it and I train them on it, if they want to they can.

7Pa: They can add information for the student to see with the note function.

7Pb: The advisors can add information through the advisors comments.

8Ka: The comment lines.

8Kb: They can add substitutions and petitions.

9Ba: The advisor does not use comment in SASS but we do have a local system for adding comments.

9Bb: Comments.

10Yb: NA

11Ca: They can put HOLDS on students and change majors, certain things like changing grades is done by the registrar office.

11Cb: They do have the capability but they do not use it.

8. Who adds substitution or petitions to the SASS files?

1Ja: Advisors.

1Jb: Advisors.

2Na/b: Three advisors at the college level.

3La: Advisors.

3Lb: The advisors if they have access or the SASS unit.

4Da: A student would not be allowed to substitute one class for another. That is done by the advisors and is done at the write up during the evaluation.

4Db: The course substitution and waivers are through the college, we come into play if there are issues.

5Ea: The designated advisor or Director.

5Eb: People in both the college and in the University central office depending upon the level of authority and the issues involved.

6Aa/b: SASS area does, with the Dean signature.

7Pa: Advisors, one advisor per department.

7Pb: Whoever is authorized by the department; it depends on the level of the petition action and if it is done in the registrar office or the academic appeals committee it is sent to me. University level is done in my office, department levels are done externally.

8Ka: Advisors, the Department Chairs could but they normally give the files to the advisors to do it.

8Kb: Advisors.

9Ba: Clerk (USPS) for the advisors.

9Bb: Advisors and Registrar it is a shared responsibility.

10Yb: NA

11Ca: In Banner there is a screen where you can put in comments and what we have been trying to do is to manage students transferring from one college to the next. We have tried to put in Banner when a file is transferred to another college and we also have tried to put in if general education has been met. Things like that, some comments can appear on the transcript.

11Cb: Paper process in the college.

9. Does the faculty advisor have access to the audit on their computer?

1Ja: Yes but they would not know how to read it.

1Jb: Yes, limited to major specific.

2Na/b: They have access but most don't use it.

3La: No they don't, they do not advise students.

3Lb: Yes, some faculties use [the audit].

4Da: We don't have faculty advisor the faculty does not advise. We have one faculty advisor and she is in Economics Departments and she works in Arts & Sciences we share her; ours is a complete professional advising staff.

4Db: If they have computers, yes, we are looking to give them greater access with NWRCICS.

5Ea: Faculty advisor do have access but it is limited.

5Eb: Sure if they have access to the web they have access.

6Aa/b: In some departments; How *about the College of Business?*
No, the two head advisors (graduate and undergraduate) each one of them has access to it, then the two secretaries for the graduate and undergraduate division and the internship coordinator have access.

7Pa: Yes the faculty has access.

7Pb: Yes, through the web or CICS depending on their druthers.

8Ka: No, they tried to but they don't.

8Kb: Yes they do have access.

9Ba: No, there are no faculty advisors.

9Bb: Yes

10Yb: NA

11Ca: We don't have faculty advisors; we use the faculty as mentors and career advisors. Faculties have access to the system that gives them basic information about their students who are currently enrolled in their classes.

11Cb: Many faculties do have access with some security restrictions.

10. Is the SASS audit available from the web?

1Ja: Yes

1Jb: Yes

2Na/b: Yes

3La: Yes, on FACTS.

3Lb: Yes through FACTS, before FACTS became live we had a screen scrapping process but with FACTS we did away with that, looking forward to the web SASS.

4Da: Yes

4Db: It is the whole thing of waiting for resources to be freed, we have a user service request and we have an active way to do it developed it is just getting it implemented. It is currently in the development stage.

5Ea: The only way the faculty can see the students audit is if the student logs on as themselves and calls it up.

5Eb: Yes

6Aa/b: Yes

7Pa: Yes

7Pb: Yes, available from the web print and view.

8Ka: Yes

8Kb: Yes

9Ba: FACTS.org.

9Bb: Yes

10Yb: NA

11Ca: The audit is available on the web.

11Cb: A great deal of it is, but not all of it, more and more every day.

D. Recommendations

1. What types of computer advising can be done with the audit?

1Ja: Tracking, benchmarking, college probation, special advising; when a student is off track the university places a HOLD on the student file and the advisor takes it off. If you are off track two times in a row then the HOLD is not removed until you change your major. Currently only academic information is listed on the audit it would be beneficial if we could list a suggested recommendation of things on the audit that might provide additional opportunities for learning outside the classroom.

1Jb: Monitor athletics, tracking, probation problems.

2Na/b: We are doing about everything with it already we do pre grad checks, we do certification for lower division, upper division, we do all advising; transfer admissions could be done that way but the admissions office will not post transcripts in the student database until the student is actually admitted. We were hopeful, with the advent of automatic posting, electronic transfer, would speed this up in the system but it is still a few years down the line. Since Business is limited access the Director or representative must go over to admissions once a week and go through the business bucket and make the admissions decisions.

3La: We have an advising system, full electronic chat system for the student to access their records, to chat on line, co-browse with student and advisor.

3Lb: The unmet audit, still in test region would bring things down to just needs. *Do you think they would ever do a plan of study with the audit?* Yes but it would require more buy-in from the colleges.

4Da: Four-year tracking, three-year tracking, I think it could actually be, if we can get all the kinks worked out. It could be used for certification, it other words when a student is ready for graduation they could pull an audit and if it is correct it would give them an application for them to apply, that would be a great things and to allow them to degree shop within the university a little easier.

4Db: We could do a lot of stuff with the schedules of students without the student having to actively search out courses. Proposed schedules based on what they need would be nice. We actually have cyber advising going on by two of the largest areas of Arts & Sciences. In the Advising Center they are doing web advising but reference the degree outlines by going to SASS.

5Ea: We are going to try to move into instant messaging or virtual advising using the Peer Advisors. Software is being developed to handle that right now and that will allow the audit to be visible to the peer advisor, we are changing the format of the audits to work on progress toward degree, so that we are working by term. Each term the student has a recommended list of classes that they need to complete which takes into consideration the prerequisites, which should clear up some of that ambiguity.

5Eb: Well let me think at one level the capacity is just the capacity; the colleges don't take advantage of the management data as much as they could, clearly they could pay closer attention to student demand, some watch it pretty carefully and consider what is going to happen if they change their requirement and others just don't seem to pay any attention to it. There are other changes that we are currently in the middle of development of a new user interface for the audit that we think should make it easier and more comfortable for the advisors to use the audit. The functionality is not really an issue, it is the fact that the screens reflect an older approach to almost a cobalt style approach and we have been working on a windows appearing sort of interface that would allow for some drop and drag/copy and paste functions. We aren't quite there, it is not quite working properly enough to we don't want to turn something loose that is going to be more trouble or aggravating than being the solution.

6Aa/b: It is helpful especially with the young students, who do not know were they are at. They have taken some courses and they are not sure what to do next and they come empty handed so you are able to pull it up and lead them on to the next level.

7Pa: We are at a different stage; we are not using the capabilities that are already there. It has been offered but we are not using it.

7Pb: Because we use the audit for certification everything that they need for graduation is on the audit. On the web there is a click here button that will take them out to another web site that will explains updates, what are common prerequisites and it has links to the FACTS websites. They can link directly from the web, if they are in the advisors office and the advisor is using CICS they would need to use the catalog.

8Ka: At the graduate level it is a whole lot easier because you could just ask them what major or track and create that program of study and tell them to follow it. Look at it on the web and they could follow it. On the undergraduate level it gets a little more

complicated, but you could schedule the classes, it could be done without them having to come in at all.

8Kb: SASS has lots of things, but it is hard to say, SASS has the ability to put the requirements together on the fly; dynamic DP based on the students attributes.

9Ba: I would like to run reports to use for scheduling and planning.

9Bb: Student and advisor can discuss it together to make sure the student is on the right track.

10Yb: NA

11Ca: We have as a new university, limited resources; we would like to see which students need [to take] the capstone course in the business college. Right now we try to pull folders and it would be great if we could know who needs this class to help us with the schedule. An electronic degree audit system would help because the students are complaining wanting to be able to print out their degree program and sometimes they lose their program sheet and it has to be pulled and updated before they can get it. On the administrative side it would be so much more helpful to know what they have done.

11Cb: In terms of benefit to the student we are doing a lot or could do a lot with the system that we have. One area we have always talked about with some of the advisors is the ability to select students who may be benefited by certain intervention, for instance, if we knew that student with these characteristics would benefit from a time management seminar we would target that type of intervention for them. It could be targeted toward faculty of certain courses characteristics where they are better prepared so to accommodate the modes of learning not just the courses they need; these are some of the things we have always talked about being able to do as an institution. We would like to have this audit data available for program planning we are still in flux and have to make adjustments to the schedule every year lots of them, there are way to many additional, deletion and changes we would like to get on that path.

2. Have benchmarks been made available to track students?

1Ja: We have the tracking system.

1Jb: Yes to the level of monitoring.

2Na/b: That is what we are doing now.

3La: No

3Lb: Not in the audit with the exception of Education, but may be done in PeopleSoft; different software.

4Da: Define benchmarks? *We have 30 hours, 60 hours, 90 hours audits set up in SASS and I can run our students against those individual audits to see who has met the requirements.* All of our student have levels in Banner I would assume we could do that but we do not to the best of my knowledge.

4Db: We are creating them, we have to create the ones that are going to identify things that I think are going to be used in our tracking proposal, whether or not resources will be committed toward this is not known.

5Ea: No, we are in the process of doing that now.

5Eb: We done that on several occasions several of the colleges have explored that, we have not formally done that at the university yet but we will be doing that this summer with the development of the graduation on track program, we will be building special tracking audits to identify students who are in the program who have completed or not completed the semester based requirement.

6Aa/b: No

7Pa: No

7Pb: No, we tend to list the requirements in the SASS audit, at least since 1998; it is listed like in the catalog.

8Ka: I don't know, I think it has been tried but I am not familiar with all that yet.

8Kb: No – we are looking at the University of Florida so that as we move into the Banner system we can make some decisions.

9Ba: No

9Bb: No

10Yb: NA

11Ca No

11Cb: If our system was in place all of that would be available but not yet.

3. Are semester plans of study available to the student and the advisor?

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1Ja: Yes the audit is written semester by semester we use to have interactive semesters where the course would fall in the term one, two, or three now we have a sort of combination of the two, non interactive recommendations like tearing the page out of the catalog and pasting it on the audit and then we have the clusters of core and major.

1Jb: Yes

2Na/b: They have them on hard copy but not on SASS.

3La: We are not using a paper program of study, we use the SASS as the program of study, but we do not have it available other than on the web site.

3Lb: Education does that with SASS, semester based audit.

4Da: Yes on paper we are building the four-year track now I have built four degree and have more four to go we do have a curriculum sheet that we use to tell them what to take with what.

4Db: Yes, they are being developed now, only the College of Engineering, Nursing, Architecture and al the majors in Education have them now, the limited access majors that have a heavy front end pretty much forces you to follow a structure pattern.

5Ea: Yes they are available in the catalog and that is the direction we are going in the redesign of the SASS audit.

5Eb: Totally, no some departments have done that for several years others have not, it is not clear that it is desirable in all cases, if all of our students were native and started as freshman and could follow a straight four-year path that would be fine, but since they aren't and even the once that are native don't necessarily go full time every semester a program that shows 15 hours a semester doesn't fit reality for a number of students. Transfer students are an entirely different thing and they are a mess, because they may not have all the courses from the first two years that they need in order to do the last two years, it is sort of a nice idea but given our population it is not real clear that it is a universal solution. It works for example, very well in Nursing, a limited access program in which you only allow a group in the cohort to get in, and then they are locked step, there is no variation and no choice, they must take these courses in the spring and those courses in the fall; it is a very good idea but for a Sociology major, no.

6Aa/b: Yes, we have it set up that within a year you have two semesters, three actually with summer. We have it by year and, one year is actually three parts, fall, spring and summer. So we have a plan for each semester which is blocked into a year.

7Pa: Sequences sheets are on-line but are not used.

7Pb: Not on SASS, some departments have them on the web on the department sites.

8Ka: Not per semester no, we don't have it set up like that, they are allowed to take as few or as many courses as they want to take.

8Kb: Done with paper right now.

9Ba: Yes, hardcopy on paper.

9Bb: Most are available in the catalog.

10Yb: NA

11Ca: We are getting there but no, because we are so new and we offer certain courses only in the fall or in the spring it is a problem. We are finally getting something more static.

11Cb: Right now they work them out with their advisor.

4. Who holds final responsibility for the SASS audit in your institution?

1Ja: SASS administration.

1Jb: College to the Dean to the Provost.

2Na/b: It is shared between the college and the central administration, the Provost office.

3La: I don't know, the Provost of Undergraduate Studies I would think.

3Lb: Provost Office, Associate Provost in charge of academics.

4Da: Assistant Director.

4Db: I suppose the SASS Administrator.

5Ea: That all depends on what kind of change that you are talking about, if it is merely a cosmetic change it happens at the discretion of the Director or Associate Dean looking at various changes, if we are talking about substantive changes as in classes required toward the degree that has to go through University Policy and Curriculum Committee to make that change.

5Eb: I guess I do.

6Aa/b: SASS area would do that.

7Pa: Associate Vice Provost.

7Pb: Probably me, I have a SASS advisor group that meets about the third or fourth week of every semester. It is comprised of advisors from the department (professional), Associate Deans, etc.

8Ka: Associate Dean or a Dean is as high as you could go.

8Kb: We have a committee that is charged with that-OASIS Steering Committee contains all the advisors and student affairs-Oasis user group who would make recommendations for changes and the steering committee would determine that the change would not adversely affect any other element.

9Ba: SASS administration.

9Bb: Registrar.

10Yb: Provost Office.

11Ca: NA

11Cb: I think it would be shared responsibility, the IT area, my office and the Provost Office.

5. Where is that person housed?

1Ja: Provost Office.

1Jb: Academic Affairs, Provost Office.

2Na/b: President's Office.

3La: I don't know, the Provost of Undergraduate Studies I would think.

3Lb: Provost Office.

4Da: Registrar Office.

4Db: Registrar's office.

5Ea: Faculty Senate Committee that is required to approve any substantive changes in any degree program. *Who is responsible for the SASS?* Undergraduate Studies Associate Dean has responsibility.

5Eb: Undergraduate Studies which is a part of Academic Affairs.

6Aa/b: School of General Studies.

7Pa: Enrollment Services.

7Pb: Enrollment Services, I work for the Associate Vice President for Enrollment Services; we have four departments in Enrollment Services Registrar, Admission, Financial Aid and SASS. SASS is the smallest.

8Ka: In the college, Provost would be the final authority.

8Kb: Academic Affairs.

9Ba: Registrar's Office.

9Bb: Registrar's Office.

10Yb: President's Office.

11C: NA

11Cb: We are in Administrative Services; we are highly interactive and work with all the component of it to help them improve their business practices.

6. Has that authority changed since the audit was put in place?

1Ja: The rules have changed but they have always said for everyone to make up their own audit-degree shopping is why they try to standardized.

1Jb: Yes, prior to 1996 each college had final authority.

2Na/b: No

3La: Don't know.

3Lb: Back in the 80's there was a major restructure as the SASS was in the Registrar's Office under enrollment support under a different Vice President, now under Academic Affairs.

4Da: Well it was Jane and she had her own structure separate from the Registrar office so I guess that it has changed it is now rolled in as a sub underneath the Registrar's Office.

4Db: Sure, we had a person who was the frontiers person that instituted SASS at our institution and was here for thirty plus years, that was Jane, she was SASS; during this period SASS was an independent unit formerly under Undergraduate Studies and later under Student Affairs, with her retirement a national search happened but really didn't find a replacement so it was moved to the Registrar's Office. She served in a director's position; I currently serve as Associate Director.

5Ea: The same person is doing it as far as I know that has always done it but where that person is housed has changed just last year.

5Eb: No, I have bounced around a few places, but it has been me, for a while we were in the Student Development and Enrollment Services.

6Aa/b: We have had other people but I have been working on SASS all along.

7Pa: No

7Pb: An instructor in Accounting was my predecessor and really did a lot as far as writing the initial degree plans in the 94-95 time frames. She went back to faculty and I was hired at that time. In 1997 we really got started with the 120 hours rule and all the reporting started coming out then we really went to it, from there it has become institutionalized now because the students would be in rebellion if we did not have it.

8Ka: No, as far I know it has not changed for the last ten years that I have been involved with the university.

8Kb: Don't use SASS.

9Ba: Registrar's Office.

9Bb: Yes

10Yb: NA

11Ca: NA

11Cb: No it has changed several times initially the responsibility was located entirely in Student Services and when they split into Student Services and Enrollment Services the function was transferred into Enrollment Services. There was an attempt to locate it all in the Information Systems, which at the time was in Student Services and as we transferred to Administrative Services. They realized they did not want this academic responsibility in Administrative Services so there was an attempt to transfer it to the Colleges and to Planning and Institutional Performance, but it has been discussed enough to realize that this is a central support function that needs to be located near the Provost.

7. Does SASS do prerequisites checking?

1Ja: I would guess it would be from the student courses screen but it bypasses SASS altogether and does not look at the substitution made in SASS it might use both systems. It looks at a major screen and what courses you have taken.

1Jb: Prerequisite checking is done through the registration system not SASS.

2Na/b: Yes if the department want to use it.

3La: No

3Lb: No, College of Business uses it to check after the fact, not during registration.

4Da Ok we registrar through Banner and as of last term for the first time Banner could go back and read the equivalencies in SASS for prerequisites, finally yes.

4Db: It can but it can't now because our student system does not connect with it and that is where registration happens, when you have a legacy mainframe system and SASS mainframe that possibility is possible. The way our current configuration happens the best way is to have the prerequisite checking done by the student system before registration takes place by having it interface with SASS, currently we do have prerequisites checking occurring at the institution just not with SASS.

5Ea: No

5Eb: SASS doesn't, it did originally under the old system but SASS provides the substitution and equivalency data which is imported into the registration system for prerequisites checking.

6Aa/b: Yes, some majors do prerequisites checking with the SASS.

7Pa: No

7Pb: Not with registration we are just in the middle of a battle with that one, the only college that cares two hoots about prerequisites checking is College of Business (COB). We are starting to look at doing prerequisites checking as part of the registration process. COB is working on those equivalencies now.

8Ka: No, it all done by the advisor.

8Kb: Yes

9Ba: Don't know - OASIS moving to Banner.

9Bb: No

10Yb: There are no prerequisites.

11Ca: Banner has the prerequisites and when they try to register they will get a prerequisites error, so we do have that, and when complete it will have all the programs with their attributes in the system.

11Cb: Absolutely, we also do it post drop/add so that student who may have failed a course post grades entry actually. We run all the students schedules through a process that rechecks all the prerequisites because we allow in progress prerequisites, so when grades are in we turn off allow in progress, so those that do not meet the requirement are flagged.

8. Does the audit reduce student contact with the advisor?

1Ja: Yes and no, the ones who come in are better informed. It increases traffic for those who need to be seen but decreases traffic for those who know how to read their audit

1Jb: Yes, but the contact is better, it allows for early intervention.

2Na/b: We try to teach them from freshman up through, and what I have discovered is that more and more students are using the SASS report instead of the major sheet; but as far as cutting down I think it actually increases it. We made the decision at the very beginning to be very conservative with SASS so we tell people that if the SASS says yes it means yes if it says no it is a maybe; we have a lot of false negatives out there so the student will come in to see the advisor if they see a no.

3La: Yes and no, the problem that we have here is that many of our students cannot read it or refuse to read it so we have not empowered them to the point that they can use it without the advisor.

3Lb: I don't know that has not been surveyed. It would be an interesting survey.

4Da: That is hard to say without it someone would have had to come in gotten a program plan. I went through my plan and never talked to an advisor again, now if someone had mailed me an SASS report I would have looked at it and said oh I need to talk to someone. It is not very reader friendly even thorough we send instruction and we tell them all how to read it. I think most people will see an advisor once regardless, now you would think once you have this whole beautiful thing and it is updated as you take each class, but the piece that is missing is relative to what your actual plan should be.

4Db: I think it does at times, I think the way we are heading is to have a smart advising system so that student know what courses to take, how quickly they can get out, and in four years it will be design to reduce the ratio to student/advisor ratio. I have not yet seen any real stats that say that advising was negatively impacted but I would say that it was actually substituting a lot of time for those last minute people who wait and don't schedule to see an advisor.

5Ea: I would hope that it does, but we have never done any studies to verify that. *Do you think that it has changed the quality of the advising?* I don't think it has changed the quality of the advising I think it has made the advisor job easier; now it becomes quality advising because they can do it a lot quicker than if they had to sit down and check every class off.

5Eb: I don't think that it does, I don't thing that contact has ever been really good to begin with; we used the audit over the years to try to give the student an incentive to see the advisor. When we started out the only way the student could register was to get a pin code for registration, and their appointment time and those were not put on the audit so that the student had to see the advisor in the college in order to get it. Some colleges sort of handed them out without worrying about it, we gave them the hook. The other options looking at the degree program, looking at the unmet audit, are other attractive issues that the advisor can give the student that they can't get independently and that makes some sense to me.

6Aa/b: Yes

7Pa: Some with web registration but it actually speeds up quality advising.

7Pb: No

8Ka: No, it should but it really doesn't.

8Kb: They are required to see the advisor in a face to face meeting to set up the audit so it increases, as each student must meet with the advisors.

9Ba: No

9Bb: Yes

10Yb: NA

11Ca: I think it would but I think the meeting could be better spent discussing issue instead of doing paperwork.

11Cb: I think it would increase to some extent; the advisors would be much more available for the student instead of doing their hand work.

9. Are there shared programs between the colleges and the university?

1Ja: We now are sharing summer requirements so we can adjust to waive summer-general education was shared but not now.

1Jb: No

2Na/b: No we have no weirdness like that.

3La: If we do it is the University Core Curriculum and an Associate Dean has final authority over that and makes those decisions.

3Lb: Our unit is not an academic unit so we shares with all divisions and colleges.

4Da: General education is the preview of a Dean, now what courses make up that are control by the College but if the College wants to change the course they have to go through the committee but the general education still under the Dean, if we have a question we go to him.

4Db: That example is about the best one (general education in Arts & Science because they teach it and Undergraduate Studies for the university general education).

5Ea: Within SASS, yes the general education stuff is handled by the university; the major is all handled by the college.

5Eb: There are not many, at the graduate level there is a program in optics that cuts across two or three colleges so they share general sorts of responsibilities for advising, and for teaching and for the audit. Most of the programs at the undergraduate level are contained within the college, there have been movements in which a degree program bounces from one college to the other and during that time there are cooperative efforts

between the colleges. *What about GEP?* General education is essentially a university requirement but much of it is taught by the College of Arts and Science and therefore if English is going to approve a substitute for an English course no one is going to turn it of, turn it down. My assistant does most general education from here.

6Aa/b: Yes, they could share if they wanted to.

7Pa: No

7Pb: No

8Ka: We do share on prerequisites but we have to put notations in where other colleges can see why we have allowed certain prerequisites to count, so they can open it up and see the documentation.

8Kb: No, they could not work on a student in another college. [There might be] some use but very limited.

9Ba: No

9Bb: Some in certain departments are shared.

10Yb: NA

11Ca: NA

11Cb: Not really, they tend to sort of do their own thing.

10. Who was the first person to be connected to the SASS initiative on your campus?

1Ja: Don't know.

1Jb: The Provost at that time.

2Na/b: Dean of Undergraduate Studies.

3La: A person in Registration.

3Lb: I don't know. Prior person developed RQ's and DP's under a Director.

4Da: Jane Reed it was her baby.

4Db: Jane Reed.

5Ea: I have no clue; it predated me by a long time.

5Eb: David Dees

6Aa/b: School of General Studies.

7Pa: Sarah Frank.

7Pb: Staff member in Computer Science, Dean's level faculty, now retired.

8Ka: I don't know, I bet none of the advisors know that.

8Kb: Me (David Dees)

9Ba Don't know.

9Bb: A faculty member.

10Yb: Admission Office Dean looking at the FACTS/BANNER.

11Ca: NA

11Cb: Duncan McBride.

11. Where were they housed?

1Ja: Provost Office

1Jb: Presidents Office

2Na/b: I [Undergraduate Studies] was hired part-time at the University when the decision was made to write our own computer advising system so I spent a year working with the departments to design our own computerized advising system. My job shifted [when the state mandated the SASS] from programming the system to monitoring what the state was doing to make sure that they choose what would work for us so it was real easy to go into that and the Miami of Ohio was clearly the best.

3La: Registration

3Lb: Registrar's Office within Enrollment Services.

4Da: Undergraduate Studies.

4Db: She was housed in Student Affairs, initially it was Academic Affairs but to make the university more students centered the unit was created under Dr. Nixon.

5Ea: NA

5Eb: I was in the College of Arts and Sciences at that point and had been pushing, with Wade Kilbride in the College of Business, the Associate Vice President John Bolte to do something about some sort of degree audit system.

6Aa/b: General Studies

7Pa: Enrollment Services

7Pb Computer Science with the move in 1993 and it was put in Accounting – faculty full time working for Enrollment Services.

8Ka: NA

8Kb: Computer Services; currently in Academic Affairs.

9Ba: Don't know.

9Bb: College of Engineering.

10Yb: Admissions.

11Ca: NA

11Cb: He was the data administrator and he reported to the Vice President for Administrative Services.

12. How do you handle split credit? Where it might apply in more that one requirement?

1Ja: Some colleges allow some things to count twice. *Do you handle that split or is it written into the audit?* It is written into the audit.

1Jb: It falls in one area or the other and we use grouping codes 1.5/1.5 for 3 hrs. may be used in one while it is waived in the other.

2Na/b: Between Liberal Studies major requirements and other colleges there are different rules, I really like the ones that let it double count or who do not let it double count at all.

3La: It does show in the appropriate spots, but I can't tell you how it is done but it does have that capability.

3Lb: In the DP you have the grouping code blank so the RQ can share the course
A variable credit internship which the student can take for 6 or 9 hours it can be split into more than one area; it is kind of ugly but will take original course and equate to a dummy name and waive appropriate credit in the categories in other areas.

4Da: For instances your ECO 3401 applies to both stat and calculus so we look at the student's transcript and if they are missing one or the other them we apply it to the other one if they have neither we will put it into SASS and waive calculus we try to apply it so that it is most useful to their program.

4Db: Requirements are written such that the course can close out more than one requirement without giving duplicate credit, same thing with Gordon Rule and the general education requirements, the courses do exactly what there are supposed to do as it relates to the degree audit.

5Ea: I don't know, that is something that my technical people deal with.

5Eb: A course automatically can be used in multiple places in the audit; if you don't want it to happen there are ways to do that within courses used in one requirement can always be used in other requirements unless you prohibit it. Courses used in a particular sub requirement in a requirement cannot be reused within that requirement unless you specifically allow it. *You actually can program it to do that?* Yes in the way you build the degree program and the way you build the requirement.

6Aa/b: Yes, we have in our RQ and in the DP so that a course might satisfy different areas.

7Pa: Fixed at University level.

7Pb: Waiver with advisor comment.

8Ka: We double dip, we allow it to count for two places, we would waive one of the requirements, you would have to type in waived

8Kb: The Oasis system will divide up credit if it needs to be usually it is done through the EQUATE system the OASIS will see that and apply that to the audit, Equate table.

9Ba: Some can double count.

**9Bb**: Bogus courses or waivers are used in the system.

10Yb: NA

11Ca: We do it on the program sheet, we try to mark the prerequisites and post the grade and all additional requirements we have one for each major and we just pretty much fill them out.

11Cb: In Banner certain requirements can be marked as reuse so any course that meets the requirement marked as reused can be reused. A course that would meet major requirement, certain program area courses can be captured courses so that they can't be reused and that would override the reuse. It has a three nature rule so you can really model any type of these reuse requirement with those things, you can specific reuse with directionally and it works out.

APPENDIX C: CONCEPTUAL DATA FLOW CHART

CONCEPTUAL DATA FLOW: STUDENT ACADEMIC SUPPORT SYSTEM (SASS)
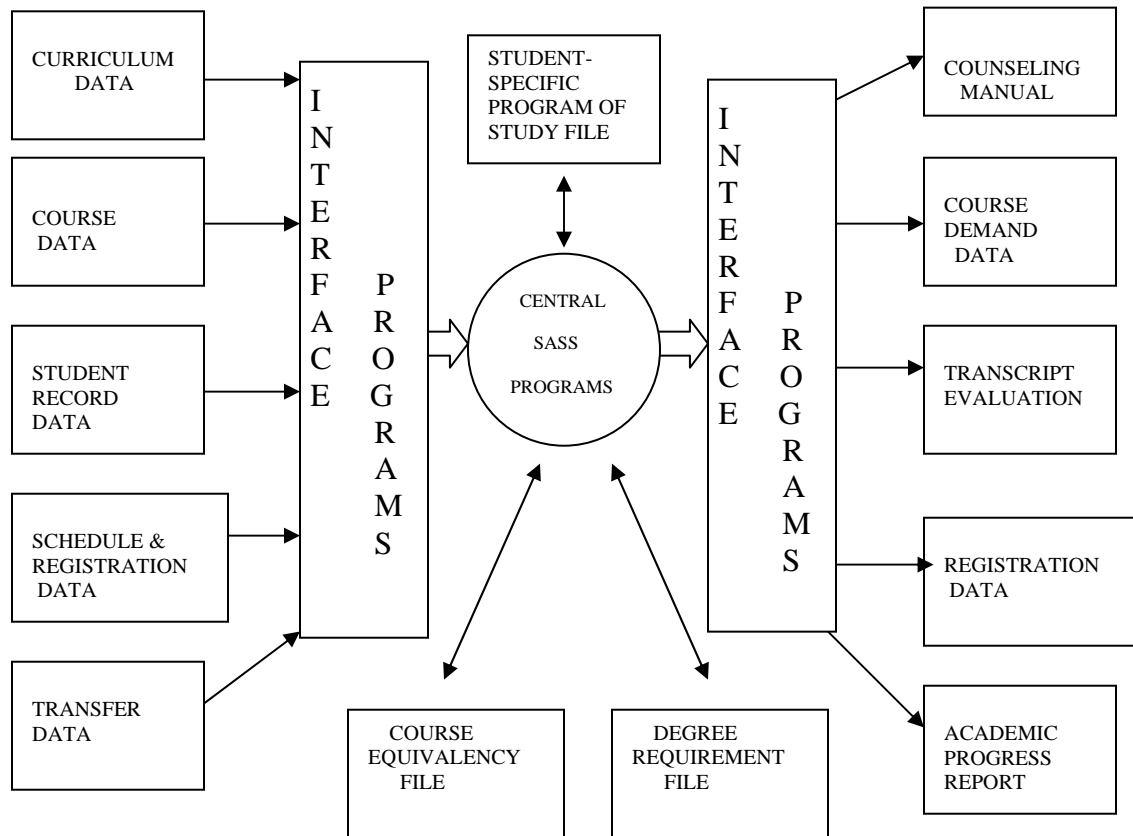
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APPENDIX D: IRB LETTER

**University of
Central
Florida**

February 12, 2004

Helen Y. Hill
P.O. Box 620685
Oviedo, FL 32762-0685

Dear Ms. Hill:

With reference to your protocol entitled, "A Case Study of the Student Academic Support System: State University System of Florida," I am enclosing for your records the approved, executed document of the UCFIRB Form you had submitted to our office.

Please be advised that this approval is given for one year. Should there be any addendums or administrative changes to the already approved protocol, they must also be submitted to the Board. Changes should not be initiated until written IRB approval is received. Adverse events should be reported to the IRB as they occur. Further, should there be a need to extend this protocol, a renewal form must be submitted for approval at least one month prior to the anniversary date of the most recent approval and is the responsibility of the investigator (UCF).

Should you have any questions, please do not hesitate to call me at 823-2901.

Please accept our best wishes for the success of your endeavors.

Cordially,

Chris Grayson
Institutional Review Board (IRB)

Copies: Dr. Doug Magann
IRB File

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APPENDIX E: CONSENT LETTER

Informed Consent Process

I, Helen Y. Hill am a student in a Doctoral Program in the College of Education at the University of Central Florida. I plan to meet with two individuals from each university during a site visit, to interview them in order to explore the use of the Student Academic Support System computer assisted advising system. All universities will not use this system the same way, if at all. The purpose of the research is to find commonalities or differences in the effectiveness and use of advising systems within the State University System of Florida.

There should be no discomforts or risks associated with this research. The knowledge gained is expected to be useful to all state institutions in the future possibilities of use or increased usefulness of the advising system. You do not have to answer any questions·you do not wish to answer during the interview. All interviews will be audio tape recorded for accuracy in reporting. No personal information will be requested as the person who is being interviewed will be coded along with the name of the institution. I will have the only access to the tapes and when the research is complete the tapes will be stored·at my home until destroyed. The person is free to withdraw his/her consent and to discontinue participation in the interview at any time without any consequence.

Should you have any inquiries concerning the procedures prior to my visit to your campus I can be reached at P.O. Box 620685, Oviedo, Florida 32762 or by telephone at 407-823-2987, or e-mail at Helen.hill@bus.ucf.edu. The interview will require about an hour to complete, longer if required to fully answer the questions. No compensation will be awarded except my heartfelt appreciation for your help.

I have read the procedure described above. I voluntarily agree to participate in the interview and I have a copy of this description.

Date: _____

Signed: _____Signed: _____
           Principal Investigator   Participant

UCF IRB
APPROVED
DATE 11 Feb 2004

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