ACADEMIC ADVISING
COLLABORATION, ASSESSMENT, & CONTINUOUS IMPROVEMENT

Katie Chaney, Lead Advisor & Assistant to the Dean
School of Humanities & Social Sciences, Indiana University East
HSS Vision & Mission Examples

- Faculty, staff and students in HSS will work together toward shared, inspired and enhanced academic experience through a coordinated advising process.

- The mission of academic advising in HSS is for engaged faculty and staff advisors to support students as they develop, pursue, and achieve academic and professional goals.

School of Humanities & Social Sciences, Indiana University East
HSS Goals & Objectives Examples

- Foster students’ academic success
  - Facilitate timely degree completion
  - Explore academic programs and campus services
  - Assist transitional students in adapting to the university culture at IU East

- Promote students’ personal and career development
  - Identify and clarify personal and career goals
  - Encourage participation in experiential learning programs and co-curricular programs
  - Promote active preparation for post-graduate professional success

- Create a pervasive advising culture
  - Enhance understanding of advising policies and procedures for all participants including faculty, staff and students.
  - Strengthen the connection between advising responsibilities and teaching and learning
  - Create and maintain a system of advising resources that is visible, accessible and user-friendly

School of Humanities & Social Sciences, Indiana University East
Figure 2. Flowchart of assessment in academic advising

Values
Vision
Mission
Goals
Programmatic Learning Objectives

Process/Delivery Outcomes

Student Learning Outcomes
Cognitive, Psychomotor, Affective

Mapping the Experience
What experience(s)
Where, When

Gathering Evidence
When Gathered
Where & How Often
From Whom
How (method)
Performance Criteria (how will you know?)

Sharing/Acting on the Results
Interpret how results inform practice
How and with whom to share interpretation
Follow up on implemented changes

Start cycle all over again!

# HSS ‘SLO’ Mapping Example

<table>
<thead>
<tr>
<th>Student Learning Outcome – What should be learned?</th>
<th>What experiences are provided for learning?</th>
<th>By when should learning occur? (First year, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand and know where to access the 4 year plan of study doc</td>
<td>NSO</td>
<td>Start of second year</td>
</tr>
<tr>
<td></td>
<td>Advising appts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FYS</td>
<td></td>
</tr>
<tr>
<td>Students will be able to identify their advisor of record and will meet with the correct advisor for registration</td>
<td>NSO</td>
<td>1\textsuperscript{st} year (school advisor) and again in 3\textsuperscript{rd} year (faculty advisor)</td>
</tr>
<tr>
<td></td>
<td>Emails</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advising appts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FYS</td>
<td></td>
</tr>
<tr>
<td>Students will know how to use the ‘enrollment shopping cart’ in SIS</td>
<td>NSO</td>
<td>1\textsuperscript{st} year</td>
</tr>
<tr>
<td></td>
<td>Advising appts</td>
<td></td>
</tr>
</tbody>
</table>

School of Humanities & Social Sciences, Indiana University East
## HSS ‘PDO’ Mapping Example

<table>
<thead>
<tr>
<th>Process &amp; Delivery Outcome – What actions are taken by advisors to deliver effective services and promote student learning?</th>
<th>Where is the process to occur?</th>
<th>What training is necessary for faculty advisors to complete this outcome?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisors effectively facilitate graduation application process</td>
<td>Advising appts&lt;br&gt;Application paperwork</td>
<td>Annual training re: graduation process and necessary paperwork</td>
</tr>
<tr>
<td>Advisors understand and assist students in navigating the SAP process via financial aid</td>
<td>Advising appts&lt;br&gt;Electronic SAP process</td>
<td>Annual training re: SAP appeal process and necessary paperwork</td>
</tr>
<tr>
<td>Faculty advisors incorporate the academic calendar into course schedules/syllabi</td>
<td>In classes&lt;br&gt;Oncourse</td>
<td>Templates provided&lt;br&gt;General advising training</td>
</tr>
</tbody>
</table>

School of Humanities & Social Sciences, Indiana University East
## HSS Examples

<table>
<thead>
<tr>
<th>Student Learning Outcome – What should be learned?</th>
<th>What experiences are provided for learning?</th>
<th>By when should learning occur? (First year, etc.)</th>
<th>From whom, when and how often will evidence be gathered?</th>
<th>Where or how will you gather evidence? (quant, qualitative, direct, indirect)</th>
<th>Level of performance expected (performance criteria)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand and know where to access the 4 year plan of study doc</td>
<td>NSO Advising appts FYS</td>
<td>Start of second year</td>
<td>Students will be asked each semester during registration</td>
<td>Survey Demos Bringing the plan to appts</td>
<td>50% of students will know where to access the plan</td>
</tr>
<tr>
<td>Students will be able to identify their advisor of record and will meet with the correct advisor for registration</td>
<td>NSO Emails Advising appts FYS</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; year (school advisor) and again in 3&lt;sup&gt;rd&lt;/sup&gt; year (faculty advisor)</td>
<td>Students will be asked as they schedule advising appointments</td>
<td>Secretary asks when students call Advisors keep track of students who contact them incorrectly Surveys Demos</td>
<td>50% of students will know 60% of students will meet with correct advisor</td>
</tr>
<tr>
<td>Students will know how to use the ‘enrollment shopping cart’ in SIS</td>
<td>NSO Advising appts UCOL appts</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; year</td>
<td>Students will be asked in first and second semester appts</td>
<td>Demos during appts</td>
<td>70% of students will be able to 30% of students will need assistance 100% is final goal</td>
</tr>
</tbody>
</table>
Gathering Evidence

Preliminary Data:
120 forms completed during Fall 2012 Advising Season (October – January)

School of Humanities & Social Sciences, Indiana University East

### Student Learning Outcomes – Assessment Tracking Form

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Needed assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student knew where to find the 4-year plan of study, online</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student brought the appropriate 4-year plan to the appointment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student knew where to find current advisor name in SIS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student demonstrated knowledge of the enrollment shopping cart in SIS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student completed registration process during appointment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:

Percentage of “Yes”
- 28%
- 18%
- 72%
- 62%
- 20%
Sharing & Acting on Results

- Interpret how results will inform the academic advising process as well as student learning and decision making
- Determine how and with whom to share interpretations
- Decide how academic advising will follow up on implemented changes

Repeat the assessment cycle after changes have been implemented!
Implications for Practice

Lessons Learned

New Directions

Closing the Assessment Loop
Resources
