

Assessment of Academic Advising 101: An Overview

Mary Carmel Etienne

Assistant Dean & Director of Advising
La Salle University
etienne@lasalle.edu

Angela Bowlus

Director of Advising
Metro State University
angela.bowlus@metrostate.edu

Dan Chandler

Associate Director
Brigham Young University
Dan_Chandler@byu.edu

Isaiah Vance

Assistant Provost
The Texas A&M University System
ivance@rellis.tamus.edu

Overview

Assessment is not a bad word! Do you hear the term *assessment* and cringe? Do red flags fly with the thought of data collection and tracking? Assessment is a tool used to demonstrate how academic advising impacts student success and is vital to moving advising programs forward on any higher education campus.

In this [Assessment of Advising Community](#)-sponsored webinar, NACADA [Assessment Institute Faculty](#) members will look at how to apply assessment tools to show the value of your contributions and academic advising practices to your administrators, funders, supporters, and students.

The presenters will define assessment, explain its value, and describe the Assessment Cycle, including what to do with the data once you've gone through a cycle.

Focusing on the various steps of the Assessment Cycle, the presenters will take you through how assessment works and introduce you to the NACADA Assessment Institute and Assessment Pocket Guides as additional tools to help you develop and hone your assessment skills.



THE ASSESSMENT CYCLE

Robbins, R., Miller, M., and Zarges, K. (2021). Breaking Down Assessment of Academic Advising: The Assessment Cycle and Student Learning Outcomes. NACADA Pocket Guide.

References and Resources

Butler, N. (n.d.). *How to Fix the 8 Most Common Visual Content Design Mistakes*. Column Five.
<https://www.columnfivemedia.com/8-design-mistakes-ruin-your-visual-content-easy-fixes/>

French, K. (n.d.). *How to Tell a Great Story in Your Annual Report (Plus Examples)*. Column Five.
<https://www.columnfivemedia.com/7-ways-compelling-annual-report/>

Maki, P. (2017). *Real-time student assessment: Meeting the imperative for improved time to degree, closing the opportunity gap, and assuring student competencies for 21st-century needs*. Stylus.

Robbins, R., Miller, M.A., & Zarges, K.M. (2021). *Breaking down the assessment of academic advising: The assessment cycle and student learning outcomes*. NACADA: The Global Community for Academic Advising.

Robbins, R., Zarges, M.K., & Esquivel, S. (2022). *Breaking down assessment of academic advising: Gathering evidence, reporting planning, change and sustainability*. NACADA: The Global Community for Academic Advising.

Velarde, Orana. (2022, August 31). *12 Best Infographic Tools for 2022 (Full Comparison Guide)*. Visme. <https://visme.co/blog/tools-to-create-infographics/>

Zarges, K. M., Adams, T. A., Higgins, E. M., & Muhovich, N. (2018, Winter). Assessing the impact of academic advising: Current issues and future trends. *Academic Advising Re-examined*, 2018(184), 47-57.

Zarges, K., & Chandler, D. (2021) *Creating a Culture of Assessment* [PowerPoint slides].

Zoss, A. (2014, February 25). *Top Ten Dos and Don'ts for Charts and Graphs* [PowerPoint slides]. Duke University Libraries. <https://guides.library.duke.edu/datavis/topten>

Assessment of Advising 101

An Overview

Mary Carmel Etienne (La Salle University)
 Angela Bowlus (Metro State University)
 Dan Chandler (Brigham Young University)
 Isaiah Vance (The Texas A&M University System)

ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING
© 2022 - All Rights Reserved

1

Outcomes

Participants will be able to:

- Value assessment as a tool to demonstrate how academic advising impacts student success.
- Define assessment in the context of academic advising
- Identify the components of the Assessment Cycle
- Understand how to use data to make change on their campuses

ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

2

What is Assessment?

Assessment processes provide an opportunity for institutions to ensure that **significant learning** is the core experience a student has when engaged in academic advising. Keeping student learning as the central focus is the foundation of creating a **culture of academic advising focused on continuous improvement**.

-Zarges, Adams, Higgins & Muhovich, 2018

ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

3

Assessment vs. Evaluation



Assessment is

Did we accomplish what we set out to do?
 Did we achieve the intended outcomes?
 Do we know what we do well and where we can improve our services?



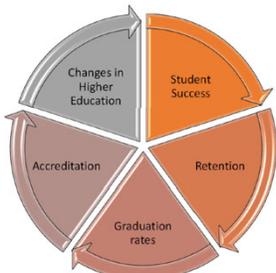
Assessment is not

Student happiness
 Episodic
 Just about measurement
 Easy or quick
 Solely an administrative process
 Evaluation of individual performance

ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

4

The Value of Advising Assessment



Zarges, K., & Chandler, D. (2021) *Creating a Culture of Assessment* [PowerPoint slides].

ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

5

Stakeholder Buy-In



Involving stakeholders, both internal and external, from **all areas tied to the advising program** including administrators, faculty, staff, and students as well as campus partners (e.g., institutional research, alumni affairs, accessibility services, athletics, and parents), is necessary to create and sustain a **culture of continuous improvement**.

- Maki, 2017

ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

6

Slide 7 features a circular diagram on the left titled "THE ASSESSMENT CYCLE" with four stages: Identify Desired Outcomes, Gather Evidence, Interpret Evidence, and Plan Based On Evidence. A central circle contains the text "Institutional and Local: Vision Mission Goals Objectives".

7

Slide 8 features the same circular diagram as slide 7. A blue arrow-shaped callout on the right contains the text "Identify Desired Outcomes".

8

Slide 9 features the same circular diagram as slide 7. An orange arrow-shaped callout on the right contains the text "Gather Evidence".

9

Slide 10 features the same circular diagram as slide 7. A dark blue arrow-shaped callout on the right contains the text "Interpret Evidence".

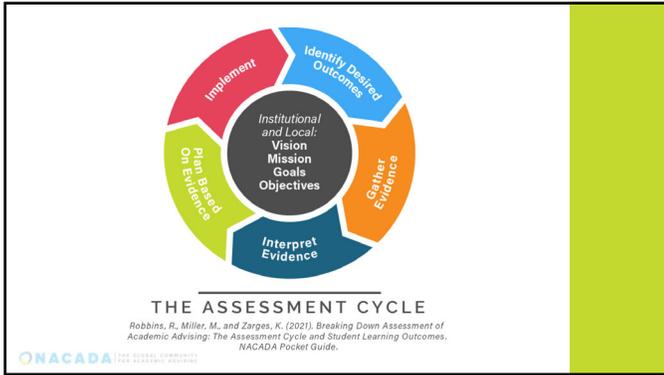
10

Slide 11 features the same circular diagram as slide 7. A light green arrow-shaped callout on the right contains the text "Plan Based On Evidence".

11

Slide 12 features the same circular diagram as slide 7. A red arrow-shaped callout on the right contains the text "Implement".

12



13

Making Change With Your Annual Report
 ANNUAL REPORT
 2022 - 2023
 ACADEMIC ADVISING CENTER

14

Craft a compelling Annual Report
 Create a culture of Assessment
 Share with your Audience

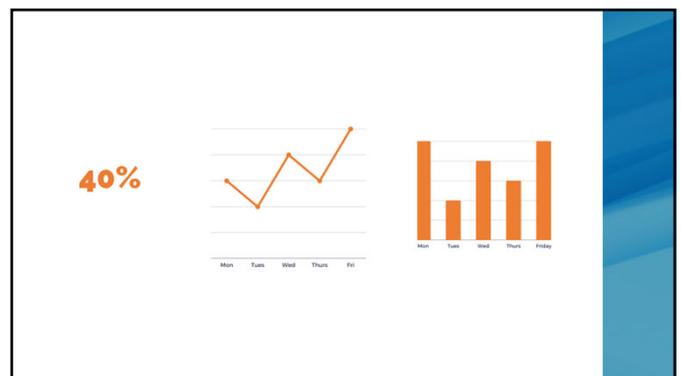
15

Craft a compelling Annual Report
 Share your story aligned with the strategic priorities of your institutions

16

Craft a compelling Annual Report
 Include data that shows impact

17



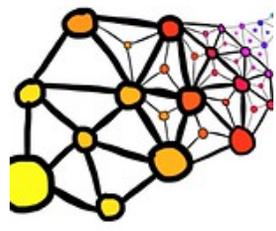
18



My advisor helped me explore my interests and connected me to campus resources

ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

19

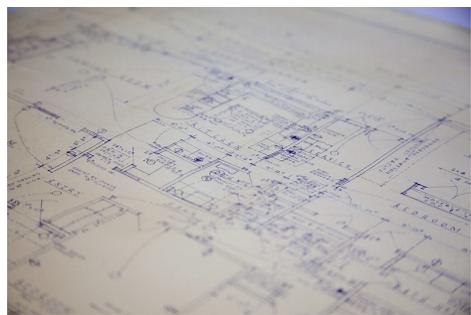


Link data to student learning outcomes to show value

"linked data" by elovors is licensed under CC BY-SA 2.0. To view a copy of this license, visit <https://creativecommons.org/licenses/by-sa/2.0/>

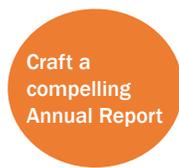
ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

20



ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING "Blueprint" by Will Soullin is licensed under CC BY 2.0. To view a copy of this license, visit <https://creativecommons.org/licenses/by/2.0/>

21



Craft a compelling Annual Report

Use data visualization and design best practices

ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

22

01 SLOPPY HIERARCHY

DON'T



DO



<https://www.columfmmedia.com/8-design-mistakes-ruin-your-visual-content-easy-fixes/>

ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

23

Don't go crazy with j£}£fifl and s£; #fl

ONACADA | THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

24

Curiosity



Create a culture of Assessment

ONACADA THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

^a href="https://www.flatiron.com/ideas/curiosity?site=curiosity&ort=Curiosity+ideas+created+by+Freepik+-+Flatiron.com/">^a href="https://www.flatiron.com/ideas/curiosity?site=curiosity&ort=Curiosity+ideas+created+by+Freepik+-+Flatiron.com/">

31



Share with your Audience

- Distribute the report in print or digitally
- Consider venues for presenting results and facilitating discussion
- Consider adapting your data for students

ONACADA THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

32

Ad Hoc Reports – Budget Requests

TEXAS A&M UNIVERSITY SYSTEMS
CENTRAL TEXAS

Department of Undergraduate Academic Advising
Budget Increase Requests for Fiscal Year 2016

New Staff: \$65,000

New Advisor A: High Importance \$32,500

- (1) College of Business specialization – 60%
- (2) East Williamson County Higher Education Center – 20%
- (3) Main Office – 20%

Justification: Due to the large number of students in COBA (~900 actively enrolled students for spring 2015), they require at least 20% FTE. With the current and projected program trends at EWCHCE, a person who specializes in COBA could also be a key advising asset at this office location.

New Advisor B: High Importance \$32,500

- (1) Central Texas College – 60%
- (2) Austin Community College for Texas State Technical College – 20%
- (3) Main Office – 20%

Justification: With the new professional advisor model, the position that was previously dedicated to CTC has since moved to the colleges, in an effort to recommit ourselves to CTC. It is crucial to have an advisor assigned to the office that we currently possess at that location. If so much time elapses without making a commitment there, then we may lose the opportunity to have an in-house advisor at our largest feeder school. The number of new Warrior Corps students that we have signed up in the last several months has also drastically declined as a result of our absence. If this trend continues, it will negatively impact potential future enrollment.

ONACADA THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

33

Ad Hoc Reports – Budget Requests

TEXAS A&M UNIVERSITY SYSTEMS
CENTRAL TEXAS

2015-2016 Budget Request Form

Department: Undergraduate Academic Advising
Budget Head: Sarah Vance, Director of Academic Advising

Strategic Plan Imperatives:
1. Academic Excellence Through Accountability and Continuous Improvement
2. Building an Environment to Foster Scholarly Achievement
3. Fostering a Sense of Community

Use ONLY 1 BUDGET CODE PER LINE. THIS FORM IS LOCKED. DO NOT USE PASTE, USE COPY, PASTE, AND DELETE.

Budget Priority	COA	Strategic Plan Imperatives	Strategic Plan Goals	Class	Amount Number	Amount Requested	Amount Available	Brief Description
1B	1	1.2.1			250000	\$32,500		Academic Advisor: Central Texas College Office (60%)
1B	1	1.2.1			250000	\$32,500		Academic Advisor: CTC (60%)
1B	1	1.2.1			250000	\$10000		One-Time OPEX Salary for Academic Advisor (CTC)
1B	1	1.2.1			250000	\$10000		Recurring Supplies & Services for Academic Advisor (CTC)
1B	1	1.2.1			250000	\$32500		Academic Advisor: Specializing in College of Business
1B	1	1.2.1			250000	\$32,500		Academic Advisor: COBA Benefits
1B	1	1.2.1			250000	\$40000		One-Time OPEX Salary for Academic Advisor (COBA)
1B	1	1.2.1			250000	\$10000		Recurring Supplies & Services for Academic Advisor (COBA)
1B	1	1.2.1			250000	\$10000		Operations & Maintenance

ONACADA THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

34

Ad Hoc Reports

Provisionally Engage Students

Strategic Imperative: Increase student retention, persistence and graduation.

Strategic Goal: Increase student retention, persistence and graduation.

Strategic Plan Imperative: Increase student retention, persistence and graduation.

Strategic Plan Goal: Increase student retention, persistence and graduation.

Strategic Plan Class: Increase student retention, persistence and graduation.

Strategic Plan Amount Number: Increase student retention, persistence and graduation.

Strategic Plan Amount Requested: Increase student retention, persistence and graduation.

Strategic Plan Amount Available: Increase student retention, persistence and graduation.

Strategic Plan Brief Description: Increase student retention, persistence and graduation.

Strategic Plan Summary: Increase student retention, persistence and graduation.

Strategic Plan Findings: Increase student retention, persistence and graduation.

Strategic Plan Recommendations: Increase student retention, persistence and graduation.

Strategic Plan Conclusions: Increase student retention, persistence and graduation.

Strategic Plan Next Steps: Increase student retention, persistence and graduation.

Strategic Plan Attachments: Increase student retention, persistence and graduation.

ONACADA THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

35

Ad Hoc Reports

Undergraduate Academic Standing Summary

At the conclusion of the spring 2017 semester 89 undergraduate students were suspended (representing 4.3% of the enrolled undergraduate student population).

- Of these students, 56 were first-time suspensions.
- Two (2) had previously sat out and returned on warning within the last year (now suspended for the second time).
- Four students completed the spring term under a Conditional Enrollment Contract.
 - None (0) are now on good standing (22.5%).
 - Five (5) met the terms of their contract, earning at least a 2.5 term GPA (12.5%).
 - Eight (8) earned a term GPA of 2.5-4.9 (30%).
 - An additional nine (9) students passed at least one course (22.5%).
 - None (0) did not earn a single passing grade in spring coursework (22.5%).
- Defining the success rate of students conditionally enrolled as "those who have moved into good standing or earned at least a 2.0 term GPA", there was an overall success rate of 35%.

Students placed on Academic Warning numbered 79 (8.8% of all undergraduates).

Students in good academic standing comprised 89.8% of the undergraduate population (n=1873), after spring 2016. 88.7% of students were in good academic standing.

Communication Plan

Suspended students have received the following communication:

- Email notification to university email account
- Hard copy sent to the home address on file
- Email notification of "important university communication" sent to personal email account on file
- Note in Degree Works

Academic Warning & Probation Students received an email notification with details regarding the meaning of their standing and an encouragement to meet with an advisor and Student Success.

Students who moved into good academic standing were sent a congratulatory email, encouraging them to continue enrollment in the fall term.

Fifteen suspended students are currently registered for summer coursework. As part of the communication campaign, they were informed that their summer enrollment would not affect.

ONACADA THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

36

Ad Hoc Reports

Verify the accuracy of student records, including the certification of documents and recommendations for improvements to the student information system (the data and processes).

Description of the Measure: Automation of the application of credit in Degree Works will continue to improve, so that fewer manual adjustments are necessary (POO - direct quantitative).

Desired Level of Performance (Target): Less than 3000 exceptions (substitutions) will be applied to student records in 2016, which would be a reduction of more than 35% from 2015.

Key Responsible Personnel: Susan Vance, Colleen Ward & Lindsay Stewart

Findings for Reduced Exceptions in Degree Works

Summary of Findings: We were able to drastically reduce the amount of substitutions necessary in the Degree Works system. Through the end of November, the total number exceptions (or substitutions) was just under 2300, so the total for the year should be well under the goal of 3000. The improvements were a combination of clearer curriculum, work with the academic departments to clarify "faculty approved" areas, and overall system improvements.

Results: Acceptable Target Achievement: Exceeded

Recommendations: Continue to improve the system, and create greater clarity of degree requirements and the application of coursework. This could be accomplished by focusing on Liberal Studies coursework and an automation of the adjustment of required elective hours.

Substantiating Evidence:

- List of all substitutions in 2016 (through November) (Adobe Acrobat Document)
- Complete list of all substitutions and adjustments that were added to the audit system.

SUMMARY OF "EXCEPTIONS" PERFORMED IN DEGREEWORKS FOR CALENDAR YEAR 2016
RECOMMENDATIONS FOR IMPROVEMENT

REPORT AND RECOMMENDATIONS CREATED BY
ACADEMIC ADVISING

ONACADA THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

37

Ad Hoc Reports

SUMMARY OF FINDINGS

As the primary repository for academic program information, improvements in Degree Works lead directly to a better understanding of degree requirements and increased student satisfaction. Because it is the university gateway for academic planning, it is important to continuously ensure Degree Works is operating as efficiently as possible.

Great progress has been made in increasing the efficiency and accuracy of Degree Works audits presented to students, faculty and staff. 4757 "exceptions" (or manual adjustments to student audits) were performed in 2015, and - due to improvements in the efficiency of the system - this number was reduced to 2016, a 59.5% reduction. Overall, the system is quite efficient, though there are still some areas that may yield more accurate, automated results.

The 2015 report identified several key areas for improvement, and a review of those areas along with an update on the continuous improvement related to those areas is outlined below.

As evidenced here, (1) support fields, (2) "no match" equivalents and (3) graduate programs offer the most opportunity for growth in 2017.

ACTION ITEMS FROM 2015 REPORT

Support Field Items 2015 #1731 2016 #1159 (66.7% reduction)

Update:

- Automated Support Field approval for **BBA Interdisciplinary Business/BIS Business Administration** (new to multi- and **BIS Mathematics** (without master certification) was accomplished in 2016, with the help of the faculty in those programs. In 2015 there were 191 manual exceptions made for support areas within these two programs; the need for such exceptions was entirely eliminated in 2016.
- Recommendations were made for potential support courses to do **BS Computer Science program** (2) support field exception in 2015, 12 in 2016, but no formal approvals were received.
- Progress was made in establishing automation for **BS Liberal Studies** (17) support field exceptions in 2015, 1012 in 2016, but a lack of clearly defined concentrations in Banner makes this difficult, since Degree Works essentially must choose which disciplines a student is pursuing based on their coursework. The department chair is aware of this need, and he plans to revise the program curriculum very soon.
- Although not requiring a support field, per se, **BAS Business Management** applies a combination of technical work experience and academic courses to fulfill a "block" requirement (68 exceptions in 2015, 129 in 2016). The application of academic credit in this requirement could be automated.

General Education Core 2015 #1676 2016 #1291 (56.7%)

Update: Academic Advising worked with Admissions to add general education core "credits" to transfer coursework in Banner, so that specific Foundational Component Courses from other Texas institutions might retain the designation assigned at that institution. Further progress could be made by improving the accuracy of articulation of course titles recorded as "no-match" (see below for more information).

Transfer Course Use ("Double-Dipping") 2015 #1620 2016 #1019 (50%)

Update: The dual use of a course was a real issue in 2015, but as a result of the presentation of the curriculum complete to enhanced the need for each manual adjustment. Matters have been included in the recent registration session for General Justice and Knowledge (the only two programs requiring a minor), and "double-dipping" is permitted for all other reasons. Not only has this aided in clarifying degree audits, but it has also greatly reduced the number of student inquiries regarding the duplicate use of courses for major and (opposed) minor requirements.

2016 DEGREE WORKS EXCEPTION DISTRIBUTION

ONACADA THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

38

Resources to Learn More

Annual NACADA Assessment Institute

Why you should attend:

- Develop a vision for advising on your campus
- Understand national resources that offer student feedback & information about advising
- Learn how to identify resources & allies in the areas of institutional Research & Institutional Planning
- Learn to connect your plan to the institutional strategic planning process
- Learn how to communicate this information to campus colleagues to generate collaboration & understanding
- Use benchmarking to document the success of your plan

ONACADA THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

39

Resources to Learn More

BREAKING DOWN ASSESSMENT OF ACADEMIC ADVISING:
The Assessment Cycle and Student Learning Outcomes

EDITORS:
Rick Bowlsby, Director of Advising, Metro State University
Mary Carmel Etienne, Assistant Dean & Director of Advising, La Salle University
Dan Chandler, Associate Director, Brigham Young University
Isaiah D. Vance, Assistant Provost, The Texas A&M University System

BREAKING DOWN ASSESSMENT OF ACADEMIC ADVISING:
Gathering Evidence, Reporting and Planning, Change and Sustainability

EDITORS:
Rick Bowlsby, Director of Advising, Metro State University
Mary Carmel Etienne, Assistant Dean & Director of Advising, La Salle University
Dan Chandler, Associate Director, Brigham Young University
Isaiah D. Vance, Assistant Provost, The Texas A&M University System

ONACADA THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

40

Assessment of Academic Advising 101: An Overview

Presenters:
Angela Bowlus, Director of Advising, Metro State University
Mary Carmel Etienne, Assistant Dean & Director of Advising, La Salle University
Dan Chandler, Associate Director, Brigham Young University
Isaiah D. Vance, Assistant Provost, The Texas A&M University System

© 2022 NACADA: The Global Community for Academic Advising
The contents of all material in this presentation are copyrighted by NACADA: The Global Community for Academic Advising, unless otherwise indicated. Copyright is not claimed as to any part of an original work prepared by a U.S. or state government official or employee as part of that person's official duties. All rights are reserved by NACADA, and content may not be reproduced, downloaded, disseminated, published, or transmitted in any form or by any means, except with the prior written permission of NACADA, or as indicated herein. Members of NACADA may download digital or other content for their own use, consistent with the mission and purpose of NACADA. However, no part of such content may be otherwise or subsequently be reproduced, downloaded, disseminated, published, or transmitted, in any form or by any means, except with the prior written permission of, and with required attribution to NACADA. Copyright infringement is a violation of federal law and is subject to criminal and civil penalties. NACADA and NACADA: The Global Community for Academic Advising are service marks of the NACADA: The Global Community for Academic Advising.

ONACADA THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING

41