

Assessment Report – Academic Advising

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Overview.

Academic Advising assessment efforts at present are primarily clustered around user characteristics and numbers, and student satisfaction with our workshops, events, and services. We have begun serious conversations and planning for shifting to a learning objectives/outcomes frame for understanding our work.

1. What additional assessment efforts have been made within your department since the assessment plans were completed and shared?

New initiatives in Academic Advising include the creation of a system to collect satisfaction data from students who used our drop-in advising services, and a written and web-based assessment of our Freshman Advising Day event (2010). These have both been implemented within the past year, and will be continued.

- Satisfaction Assessment for Drop-in Advising. We collect user information at the point of check-in each day, and then send to each student who came in for drop-ins an email inviting them to go to a web survey to report on their experience. We have been getting about a 15% response rate.
- Assessment for Freshman Advising Day 2010. We constructed a web-based survey for student attendees, which we emailed to them within a week after the event. We garnered a very low response rate on the web survey, and the comments that were there indicated a positive experience for the respondents. We constructed a paper survey for family/friends who attended, and gave it to them at the last group event of the day. Our response rate was high enough that we feel we have representative information. One way in which this was immediately useful was in planning for the family/friends events during Orientation Week in September.

2. What additional assessment effort(s) would you like to accomplish in the next year?

There are three areas we intend to pursue this year.

- Redesign the instrument and the process for assessing the effectiveness of Freshman Advising Day, to use for the 2011 event in May. We will not use web-based assessment.
- After completing a year of data collection on satisfaction assessment for drop-in advising, we will review the data for patterns of response and compile written comments to review with all office staff.
- We are initiating staff conversations about learning objectives for our work with students. We plan a summer staff retreat on the subject, to set the objectives and the assessment options. By Fall 2011, we want to have an “advising syllabus” in place and a plan to share that with our students. By Winter 2012, we want to have begun some assessment of these objectives.

3. What is the biggest barrier to additional assessment in your area?

The biggest barrier to additional assessment in our area is the need to balance reflection/planning/training time with direct service delivery time. With fewer staff resources and a significant increase in student headcount, we must prioritize direct service delivery, and this is an obstacle to additional initiatives in assessment or any other area.