South Dakota State University
Assessment of Undergraduate Academic Advising Effectiveness
Summary of plan being developed by sub-committee of AAAC
March 2005 (Updated July 2005)

It is evident from several studies and documents (see references below) that there is a need to assess the quality of academic advising (performance and process) at SDSU. The desired outcomes of such assessment are to improve academic advising, improve the student experience at SDSU, increase retention, provide documentation and recognition on PSEs, and to assist in program development. A flexible assessment plan will assist the university in charting the future for undergraduate academic advising assessment at SDSU. Currently, there is no regular plan to evaluate or assess undergraduate advising and a simple, effective academic advising assessment plan is necessary to meet the needs and concerns expressed by many committees, task forces, and researchers.

Purpose

- Develop and implement a plan to assess the effectiveness of undergraduate academic advising.

Progress

- Information, data, and recommendations from several reports regarding undergraduate advising at SDSU have been reviewed.
- Strengths and weaknesses of advising at SDSU, and opportunities and threats related to assessment of advising at SDSU were delineated.
- Already in place at SDSU to facilitate assessment of advising is:
  - Statement of the “Role of Academic Adviser” in the University bulletin.
  - List of “Responsibilities of the Academic Adviser” in the University bulletin.
  - Standards of Performance related to academic advising are provided in the standards document, Excellence in Faculty Roles.
  - The mechanism for the advisor to document advising assessment exists through the PSE.
- Two assessment instruments are being developed; one is an advisor self-assessment and the other for the advisee to assess the advisor.

Tentative Process

- Evaluation of advisor completed by every student at pre-registration at least one time per year
- Advisor self evaluation held at least one time per year (e.g., spring semester or part of the PSE requirements, not required to share results with department head).
- Survey results are only given to advisor.
- Information may be shared with the department head on a voluntary basis (not required).
• Summary information on a department’s advising program will be given to each department but no individual information is included.
• Summary information on a college’s advising program will be given to each department but no individual department information is included.
• Summary information on the University’s advising program will be given to the AAAC and the Academic Council but no individual college information is included.
• Confidentiality will be maintained.

Tentative Timeline

• Feb-Apr (2005) – Develop assessment instruments (drafts to be piloted)
• Feb (2005) – Share status and obtain approval for continued development of plan, process, and instruments.
• May-June (2005) Finalize the assessment instruments for fall semester pilot.
• Sep-Nov (2005) – Pilot test the instruments.
• Fall semester (2006) – implement for the entire University, if approved, or a larger pilot group (based on results of initial pilot data)

References on Advising at SDSU

2. Erdmann, K. 2004. Faculty Advisors’ Perceptions of a Developmental Advising Model at a Midwestern Land-Grant University
South Dakota State University
Assessment of Undergraduate Academic Advising Effectiveness
Summer 2005
(Developed by sub-committee of Academic Advising Advisory Committee)

DRAFT

Academic Advising and Assessment at SDSU

Academic advising at SDSU provides the opportunity for students to engage in and take responsibility for their own personal and professional development consistent with their abilities leading to attainment of immediate and lifelong goals. Academic advising is an interactive process involving a purposeful relationship between faculty advisors and students to guide students in accomplishing academic and career goals. To facilitate and enhance this process, a systematic feedback mechanism is essential.

Strengths of Academic Advising at SDSU
- advising is recognized as an essential faculty role in the University Standards document
- advising is identified as one of the keys to student engagement, student retention and degree completion
- initial steps have been taken through the University Standards document to recognize advising workload and to evaluate advising performance annually
- technology is available to assist advisors with task advising
- many resources exist within the university to assist students with academic and social integration

Weaknesses of Academic Advising at SDSU
- Studies conducted at SDSU have shown variability in the quality of academic advising
- advising quality differs between and within departments
- there are limited meaningful rewards for advising
- advisors have had minimal training and need more
- changing general education requirements, graduation requirements, and regental policies make it difficult to effectively advise
- insufficient workload recognition is given for advising
- lack of clarity in how academic advisors are selected and advisees assigned
- student role in the advising process is not clear to all students

Opportunities related to assessment of academic advising
- elevate importance of academic advising on campus, for the Board of Regents and the people (decision makers) of South Dakota
- increased focus on the need for rewards for academic advising
- improvement of academic advising
• increased retention of students
• increased degree completion by students
• enhancement of technological tools related to advising

Threats related to assessment of academic advising
• inappropriate use of assessment data
• misinterpretation of assessment data
• increasing costs related to technological tools related to advising
• lack of resources to support assessment plan
• centralized (systemwide) mandate for assessment of academic advising
• decrease in number of faculty willing to advise

Justification for Assessment of Undergraduate Academic Advising Effectiveness

Since the inception of the Lead Forward Land Grant University (LFLG) project in 1999, the importance of undergraduate academic advising has been emphasized (see goal 1 [Excellence in the SDSU graduate] and goal 3 [Excellence in the SDSU student body] of the LFLG framework). During this same time frame the number and quality of the student body at South Dakota State University have significantly increased (Miller, 2004). At the same time the demands and expectations of the undergraduate academic advising program have increased (AEA Survey of SDSU Alumni, Hegge, 1999; Hegge, 2000).

Academic advisors are the principle contacts to assist students in the selection of courses, monitor students’ progress toward the degree requirements, provide career selection information, and to provide assistance in obtaining other student services (Academic Advising Task Force [AATF], 2001). Nationwide and locally more accountability for academic advising is being emphasized and expected (see selected sources on advising information and forms at the end of this section). The importance and value of academic advising to student retention and recruitment have been well documented (AATF, 2001). Recent reports at SDSU (Mendelson, 1992; SDSU Academic Advising Planning Group, 1996; Maras, 2000; AATF, 2001; Wicks, 2001; Erdmann, 2004; Hegge, 2004) and the SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis (included in this plan) completed by the 2004 Academic Advising Advisory Committee (AAAC) all point to the importance of quality undergraduate advising to student success and retention. In a 2001 study (Wicks, 2001) 22% of SDSU students felt their academic advising was poor, 46% of SDSU students said that their academic advisor did not know them, and 26% of the students felt they did not have anyone to talk to about academic problems.

Academic Advising Task Force (AATF)
In the LFLG process the AATF was charged to “look at strategic questions with the goal being that we want the best quality of advising on campus that we can produce.” The purpose of the AATF was “to determine the current status of academic advising relative to quality and effectiveness and make recommendations for improvement” (Miller, 2004). The relevant undergraduate advising recommendations from the AATF (see AATF final
Recommendation #1 - There must be a level of accountability for advising (including a section in the faculty performance standards).

Recommendation #2 - The recognition and reward system for academic advising must be enhanced (providing motivation and demonstration to SDSU’s faculty and students of the importance of undergraduate academic advising).

Recommendation #4 - Access to information for all students must be enhanced.

Recommendation #5 - Faculty academic advisors must only consist of individuals who are willing and able to accept the responsibility and do the job needed (departments must identify which individuals are best suited for undergraduate academic advising). Advising is more than task advising.

Recommendation #6 - The University must ensure that a welcoming environment exists for all students.

Current State of SDSU Undergraduate Academic Advising
The current state of SDSU undergraduate academic advising was recently described (Hegge, 2004). This information was compiled from analysis of many reports and other documents. The Hegge report identifies five concerns:

1. Roles and responsibilities of academic advisors, student services, departments, and central administration were not clearly defined. As new services and programs evolved (TRIO, office of disability services) the roles blurred even further, causing confusion, duplication and fragmentation of services.

2. Student satisfaction with advising has been spotty, with some departments reporting high satisfaction and others reporting varying degrees of dissatisfaction. The quality of academic advising is variable between departments.

3. Advisor investment in advising is less than optimal due to insufficient workload credit or reward structures to recognize their advising efforts.

4. Academic advisors report lack of confidence in advising students about changing general education requirements. Academic advisors are reticent to use electronic advising tools for fear of making mistakes that will impede student degree completion. Personal contact between academic advisors and students is a value that will continue at SDSU.

5. Increasing student mobility to move into and out of programs across the state causes complexities in terms of transcript evaluation, course equivalency, and transfer credit. Academic advisors are familiar with a singular linear path to degree completion that is now confounded by electronic, on-line, and academic options from other universities.
In addition to identifying academic advising concerns Hegge (2004) also listed recommendations for the SDSU undergraduate academic advising program. The recommendations include:

1. **Adopt a comprehensive advising model including task, developmental, and career mentoring advising with a core set of values and goals to guide all advising processes and services.**

2. **Clearly articulate and differentiate roles and responsibilities of individuals, offices, and services (e.g., strengthen central advising services; appoint master advisors for each college).**

3. **Shift the academic culture to enhance the importance and visibility of advising (e.g., statement from central administration placing priority on quality academic advising; make sure priority has resources, structure, policy, and evaluation changes; consistency in workload credits for academic advising across the University).**

4. **Promote frequent student contact with advisors, especially at pivotal points (e.g., departments develop strategies for early interaction; hold advisors accountable for implementing early interactions with academic advisees).**

5. **Provide multiple sequential opportunities for professional development of advisors (e.g., workshops [demonstration, practice, and clarification] on system, institutional, college, and departmental policies, procedures, regulations, and practices; workshops should include campus resources and procedures to access the campus resources).**

6. **Implement strategies for continuous assessment of advising effectiveness (e.g., develop assessment tool and a mechanism for regular evaluation of academic advisors; use advisee assessment findings for workload assignments, PSEs, and promotion and tenure decisions; ensure that quality undergraduate academic advising is included in department standards document and on every PSE where appropriate).**

7. **Integrate technology into academic advising for consistency, efficiency, and documentation.**

8. **Publicly reward outstanding academic advisors.**

**Undergraduate Academic Advising Faculty Standards**

Recent implementations and changes in the faculty standards document, Achieving Excellence in Faculty Roles [AEFR] [Academic Affairs Office [AAO], 2002], also highlight the importance and need for quality task, developmental, and career mentoring undergraduate academic advising. The LFLG framework has been included in college and department mission statements and in faculty performance standards. In Table 2 of
the AEFR (AAO, 2002) the role of faculty undergraduate advising/counseling is defined as “to identify and develop student abilities.” The AEFR (AAO, 2002) further explains undergraduate advising as follows:

Advising: The advising role is critical and essential, not only to advise students with regard to university requirements, but also to assist students in identifying and developing skills and knowledge of the chosen professional field. Advising includes helping students determine what area of studies they should pursue, which requires advisors to be mentors.

Purpose of Academic Advising: Academic advising is formal and informal guidance intended to help students investigate, identify, and accomplish individual academic and career plans (SDSU, 2004).

Role of Academic Adviser: The academic adviser role is to be a sensitive, knowledgeable, and skilled link that enhances the advisee’s relationship with the University. The academic adviser assists the student in achieving educational goals (SDSU, 2004).

Responsibilities of the Academic Adviser (from SDSU, 2004):
1. Maintain Advisee Records – keep current advisee records and personal information in accordance with confidentiality requirements.
2. Furnish Accurate Academic Information – provide advisees with correct and relevant information about university, college, and departmental graduation requirements.
3. Know Advisees – know assigned advisees and their individual educational and career goals.
4. Guide Major Program Planning – recommend courses which correspond with advisee’s academic background and educational goals.
5. Monitor Academic Decision Making – inform advisees about relevant alternatives, limitations, and possible consequences of academic decisions, including information on academic standards, appeals, and charges of academic dishonesty.
6. Refer to Campus and Community Resources - encourage and guide advisees to utilize available campus and community student help and student development resources.
7. Encourage Timely Progress Toward Degree - advocate timely planning and progress toward educational goals with prompt attention to problems.
8. Advocate Professional Responsibilities – help advisees recognize relevant institutional and/or professional responsibilities. Make recommendations to appropriate University officials when advisee behavior compromises professional and/or institutional standards to such an extent that professional disclosure is necessary.
9. Retention – support student through advising to increase probability of degree completion.
10.
Standards of Performance
Standards of performance related to the role of the undergraduate academic advisor are described in the AEFR (AAO, 2002). Performance standards are indicators/descriptors of what faculty are expected to do in their role as an undergraduate academic advisor. Examples of advising performance standards (not an all inclusive list) from the AEFR (AAO, 2002) are listed below:

In basic performance in advising the academic advisor:
- is available to students on a regular basis;
- helps students transition into the University and successfully into an academic major;
- listens to students;
- informs students of university policies and procedures;
- assists students in locating available resources;
- guides students in the selection of classes to meet academic requirements;
- communicates basic career guidance to students;
- helps students understand the role of general education in the university curriculum;
- implements the advisor role at graduate/undergraduate level as officially specified by the University; and
- writes advisee recommendations for scholarship and job placement.

In high level of performance in advising the academic advisor:
- initiates opportunities for interaction with students;
- encourages students to seek out university resources, policies and procedures to enable them to deal with situations before they become problems;
- recognizes and adapts advising techniques for students with diverse needs;
- recognizes student needs and helps them identify and seek out available support services;
- incorporates “best practices” techniques to improve advising;
- is sought out by students to serve as an advisor;
- serves as a mentor for other advisors across campus;
- provides exceptional guidance and develops a mentor relationship as an academic advisor and is sought by students as an academic advisor;
- develops information to assist advisees and makes this readily available to students and other faculty advisors;
- recognizes technology as a tool for improved advising and makes appropriate use of this resource;
- assists students in developing study skills and other techniques to improve their academic performance;
- helps students assess their skills and interests to help them obtain their personal and career goals;
- encourages students in a holistic educational approach including encouraging involvement in the University as a means of enhancing student development;
- is recognized as an outstanding advisor and provides training to other advisors;
- develops advising strategies to improve student retention;
- assists students in obtaining experience to enhance their global understanding;
is sought by graduate students as thesis/dissertation advisor and advises theses/dissertations of exceptional quality; and
- actively seeks out opportunity to enhance advising skills.

Documentation and Evaluation of Academic Advising
Two additional key steps in this process are documentation in the PSE (specific examples of how standards have been met) and evaluation (appraisal of how well an individual has met the performance standards using the documentation information). These last two pieces of the process are used by the University to: 1) enhance faculty development and growth; 2) promote and tenure faculty; and 3) identify and reward excellence (including salary enhancements).

Summary
It is evident from several studies and documents that there is a need to assess the quality of academic advising (performance and process) at SDSU. For examples, the performance standards expected of academic advisors in the AEFR, the responsibilities of advisors listed in the SDSU 2004-2005 Bulletin, the recommendations from the Hegge 2004 report, and the concern for achieving quality advising in the LFLG framework all support the need for this assessment. The purpose of such assessment is to increase retention through advising, improve the student experience at SDSU, provide documentation and recognition on PSEs, and to assist in program development. A flexible assessment plan will assist the university in charting the future for undergraduate academic advising assessment at SDSU. Currently, there is no regular plan to evaluate or assess undergraduate advising and a simple, effective academic advising assessment plan is necessary to meet the needs and concerns expressed by many committees, task forces, and researchers.

References
3. Erdmann, K. 2004. Faculty Advisors’ Perceptions of a Developmental Advising Model at a Midwestern Land-Grant University

Selected Sources (not an exhaustive list) of Advising Assessment Information and Forms

1. National Academic Advising Association (NACADA) –
   http://www.nacada.ksu.edu/index.htm; http://www.nacada.ksu.edu/Resources/
2. Advising assessment tools -
   http://www.advising.hawaii.edu/nacada/assessmentIG/advising_Assess_tools.asp
3. Assessment of Advising Commission purpose and mission -
   http://www.advising.hawaii.edu/nacada/assessmentIG/AAIG.asp
4. General assessment – institution websites and organizations -
   http://www.advising.hawaii.edu/nacada/assessmentIG/general_Assess_Eval.asp;
5. Advising projects and reports –
   http://www.advising.hawaii.edu/nacada/assessmentIG/advising_proj_reports.asp
6. Advising references and articles -
   http://www.advising.hawaii.edu/nacada/assessmentIG/references.asp;
   http://www.advising.hawaii.edu/nacada/assessmentIG/favorites.asp
7. Advising online resources -
   http://www.advising.hawaii.edu/nacada/assessmentIG/online.asp
8. Advising standards and values -
   http://www.nacada.ksu.edu/Resources/Standards.htm

Advising issues and resources -
http://www.nacada.ksu.edu/Clearinghouse/Advising_Issues/index.htm

Tentative Timeline
1. Feb-Apr (2005) – Develop assessment instruments (drafts to be piloted).
3. May-June (2005) Finalize the assessment instruments for Fall semester pilot
7. Fall Semester 2006 - implement for the entire University, if approved.
During Fall 2005, two advising related surveys were piloted: the Advisor Self-Assessment and the Advisee Assessment of Advisor. Both were available to departments that had expressed an interest in piloting the questionnaires. Departments included four from the College of Arts and Science, three from the College of Agriculture and Biological Sciences, two from the College of Engineering, one from the College of Family and Consumer Sciences and the Colleges of General Studies and Pharmacy. The Colleges of Nursing and Education did not participate in the Fall 2005 pilot.

Similar items were included on both the Advisor Self-Assessment and the Advisee Assessment of Advisor. For example, both included an item related to class selection with minor differences. The Advisor item: “I guide my advisees in the selection of classes to meet academic requirements.” The Advisee item: “My advisor guides me in the selection of classes to meet academic requirements.”

**Advisor Self-Assessment**

The on-line Advisor Self-Assessment was available during the pre-registration period in November and was completed by fifty (50) advisors. It asked advisors to reflect on their advising and rank themselves on a scale from 1 (strongly disagree) to 4 (strongly agree). Sample of items includes: “I have and keep regular office hours during each academic semester” and “I discuss career matters with advisees.” Means for the items ranged from 3.77 to 2.61. Additionally, advisors were asked to identify as “Used” or “Not Used” the screens/services available in Web Advisor, Wintegrate, and MIS IntraNet and were provided with opportunities to comment on these advising aids.
### Advisor Self-Assessment – Fall 2005
#### Advising Quality Results

<table>
<thead>
<tr>
<th>#</th>
<th>Questions Related to Advising Quality</th>
<th>Mean (4,3,2,1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I have and keep regular office hours during each academic semester.</td>
<td>3.58</td>
</tr>
<tr>
<td>2</td>
<td>My office provides an inviting place for advisees to visit.</td>
<td>3.31</td>
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<tr>
<td>3</td>
<td>My office is a confidential place for advising sessions.</td>
<td>3.58</td>
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<tr>
<td>4</td>
<td>I communicate with my advisees at least two times each semester</td>
<td>2.78</td>
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<tr>
<td>5</td>
<td>I guide my advisees in the selection of classes to meet academic requirements</td>
<td>3.77</td>
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<tr>
<td>6</td>
<td>I help my advisees understand the role of general education in the university curriculum.</td>
<td>3.38</td>
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<tr>
<td>7</td>
<td>I write recommendations for advisees for scholarships and job placement.</td>
<td>3.59</td>
</tr>
<tr>
<td>8</td>
<td>I provide appropriate accommodations and advice for my advisees with diverse or special needs.</td>
<td>3.43</td>
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<tr>
<td>9</td>
<td>I assist advisees in developing study skills or other techniques to improve academic performance.</td>
<td>2.61</td>
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<tr>
<td>10</td>
<td>I discuss midterm deficiencies or other academic problems with my advisees.</td>
<td>3.16</td>
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<tr>
<td>11</td>
<td>I discuss career matters with my advisees.</td>
<td>3.53</td>
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<tr>
<td>12</td>
<td>I am willing to discuss non-academic issues presented by my advisees that may affect their career or academic goals.</td>
<td>3.58</td>
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<tr>
<td>13</td>
<td>I know what the various campus support offices can do for my advisees.</td>
<td>3.11</td>
</tr>
<tr>
<td>14</td>
<td>I allow my advisees to make decisions for themselves.</td>
<td>3.70</td>
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<tr>
<td>15</td>
<td>I direct my advisees to the location of relevant offices as needed.</td>
<td>3.77</td>
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<tr>
<td>16</td>
<td>I help advisees evaluate or assess options when faced with new challenges.</td>
<td>3.42</td>
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<tr>
<td>17</td>
<td>I am aware of new course offerings, deadlines, program changes, and other academic policies relevant to my advisees.</td>
<td>3.25</td>
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<tr>
<td>18</td>
<td>I explore life goals as well as college goals with my advisees.</td>
<td>3.16</td>
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<tr>
<td>19</td>
<td>I assist my advisees' transition into their major.</td>
<td>3.39</td>
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<tr>
<td>20</td>
<td>I am able to understand what my advisees are saying.</td>
<td>3.43</td>
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<tr>
<td>21</td>
<td>I call my advisees by name.</td>
<td>3.43</td>
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<tr>
<td>22</td>
<td>I make advisees aware of international and diversity programs.</td>
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<td>23</td>
<td>I encourage my advisees to participate in university experiences.</td>
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<td>24</td>
<td>I encourage my advisees to be well prepared for advising sessions.</td>
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<td>25</td>
<td>I assist my advisees' transition into the university.</td>
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<tr>
<td>26</td>
<td>I keep meaningful records regarding communications with each advisee.</td>
<td>3.36</td>
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</table>

*4 = Strongly Agree, 3 = Agree, 2 = Disagree, 1 = Strongly Disagree*

Forty-one or 82% of advisors report that they use the Web Advisor course listings and class rosters. More than 50% of the respondents use Web Advisor to review advisee schedules, program evaluation, student profile, and view or end restrictions. Less that 25% use WebAdvisor to review advisees' dropped classes, test summary or registration.
Fewer advisors access Wintegrate with a high of 22% using the application to check student profiles or schedules. A smaller percentage uses the other components of Wintegrate to access student data. MIS IntraNet is the least used with only 40% of respondents accessing student transcripts.

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<th>27</th>
<th>Part of Web Advisor used regularly (check all that apply):</th>
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<td>My Advisees Program Evaluation</td>
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<td>My Advisees Register</td>
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<td>My Advisees Drop Classes</td>
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<td>My Advisees Student Profile</td>
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<td>My Advisees View/End Restrictions</td>
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<td>Class Roster</td>
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<td>Student Profile (SPRO)</td>
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<td>Student Schedule (STSC)</td>
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<td>Test Scores (TSUM)</td>
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<td>Student Academic History (TRCL)</td>
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<td>Addresses, telephone, email (ADR)</td>
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<td>I do not use MIS IntraNet</td>
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Advisee Assessment of Advisor

The Advisee Assessment of Advisor questionnaires were a paper-pencil survey that was distributed and collected during fall student advising/registration. Many departments provided a private space for students to complete the surveys immediately following the advising sessions and designated a collection point or person other than the faculty member. Returned surveys included 1,021 usable documents.

The questionnaire asked students to respond to items related to advising experiences. Sample items include: “My advisor communicates with me at least two times each semester” and “My advisor’s office is a confidential place for advising sessions.” Means for the items aggregated at the University level ranged from 4.65 to 2.39 with 5 = strongly agree and 1 = strongly disagree. Students were also asked to identify the parts of Web Advisor that they use.

In order to maintain confidentiality, each participating advisor was assigned a numeric code, known only to one designated individual within the department. Following the end of the survey window, forms were scanned and aggregate data were provided to individual advisors (if there were more than four usable documents) for consideration.

Following the pilot, the advising subcommittee reviewed the survey data and revised or rewrote items that were confusing for either the students or the faculty. For example, advisees found question 27 confusing, so it was re-written for clarity. Additionally, on the Advisee Assessment of Advisor Survey, some of the demographic items were modified to provide more useful information.
<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Mean (5,4,3,2)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>My advisor keeps regular office hours during each academic semester.</td>
<td>4.65</td>
</tr>
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<td>2</td>
<td>My advisor provides an inviting place for advisees to visit.</td>
<td>4.64</td>
</tr>
<tr>
<td>3</td>
<td>My advisor’s office is a confidential place for advising sessions.</td>
<td>4.61</td>
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<tr>
<td>4</td>
<td>My advisor communicates with me at least two times each semester.</td>
<td>4.21</td>
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<td>5</td>
<td>My advisor guides me in the selection of classes to meet academic requirements.</td>
<td>4.63</td>
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<tr>
<td>6</td>
<td>My advisor helps me understand the role of general education in the university curriculum.</td>
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<tr>
<td>7</td>
<td>My advisor has written one or more recommendations for me for scholarships and/or job placement, when requested.</td>
<td>4.07</td>
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<tr>
<td>8</td>
<td>My advisor provides appropriate accommodations and advice for my diverse or special needs.</td>
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</tr>
<tr>
<td>9</td>
<td>My advisor assists me in developing study skills or other techniques to improve my academic performance, when needed.</td>
<td>4.20</td>
</tr>
<tr>
<td>10</td>
<td>My advisor discusses midterm deficiencies or other academic problems with me, when needed.</td>
<td>4.35</td>
</tr>
<tr>
<td>11</td>
<td>My advisor discusses career matters with me.</td>
<td>4.36</td>
</tr>
<tr>
<td>12</td>
<td>My advisor is willing to discuss non-academic issues that may impact my career or academic goals.</td>
<td>4.46</td>
</tr>
<tr>
<td>13</td>
<td>My advisor knows the various campus support offices and what they can do for me.</td>
<td>4.49</td>
</tr>
<tr>
<td>14</td>
<td>My advisor allows me to make decisions for myself.</td>
<td>4.63</td>
</tr>
<tr>
<td>15</td>
<td>My advisor directs me to the location of relevant offices as needed.</td>
<td>4.58</td>
</tr>
<tr>
<td>16</td>
<td>My advisor helps me evaluate or assess options when I am faced with new challenges.</td>
<td>4.50</td>
</tr>
<tr>
<td>17</td>
<td>My advisor is aware of new course offerings, deadlines, program changes, and other academic policies that are relevant to me.</td>
<td>4.54</td>
</tr>
<tr>
<td>18</td>
<td>My advisor explores my life goals as well as college goals with me.</td>
<td>4.27</td>
</tr>
<tr>
<td>19</td>
<td>My advisor has assisted my transition into my major.</td>
<td>4.45</td>
</tr>
<tr>
<td>20</td>
<td>My advisor understands what I am saying.</td>
<td>4.57</td>
</tr>
<tr>
<td>21</td>
<td>My advisor calls me by name.</td>
<td>4.61</td>
</tr>
<tr>
<td>22</td>
<td>My advisor makes me aware of international and diversity programs.</td>
<td>4.06</td>
</tr>
<tr>
<td>23</td>
<td>My advisor encourages me to participate in university experiences.</td>
<td>4.23</td>
</tr>
<tr>
<td>24</td>
<td>My advisor encourages me to come well prepared for advising sessions.</td>
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<td>25</td>
<td>My advisor has assisted my transition into the university.</td>
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<td>26</td>
<td>My advisor keeps records regarding our communication.</td>
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<tr>
<td>27</td>
<td>I would like to change advisors.</td>
<td>2.39</td>
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</table>

5 = Strongly Agree, 4 = Agree, 3 = Disagree, 2 = Strongly Disagree
It is evident from several studies and documents (see references below) that there is a need to assess the quality of academic advising at SDSU. The desired outcomes of such assessment are: 1) to improve academic advising, 2) to improve the student experience at SDSU, 3) to increase student retention, 4) to provide documentation and recognition on faculty professional staff evaluation as related to academic advising and 5) to identify areas in need of ongoing professional development for academic advisors.

A flexible assessment plan will assist the university in charting the future for undergraduate academic advising assessment at SDSU. Currently, there is no regular plan to evaluate or assess undergraduate advising and a simple, effective academic advising assessment plan is necessary to meet needs and concerns.

**Purpose:** To develop and implement a plan to assess the effectiveness of undergraduate academic advising.

**Update on progress made:**

1. Information, data and recommendations from several reports regarding undergraduate advising at SDSU were reviewed.
2. Strengths and weaknesses of advising at SDSU and opportunities and threats related to the assessment of advising at SDSU were delineated.
3. Already in place at SDSU to facilitate the assessment of advising are:
   a. Statement of the “Role of Academic Advisor” in the University Bulletin
   b. List of “Responsibilities of the Academic Advisor” in the University Bulletin.
   c. Standards of Performance related to academic advising are provided in the standards document, *Achieving Excellence in Faculty Roles*
   d. The mechanism for the advisor to document advising assessment exists through the PSE.
4. Two assessment instruments were developed and piloted in Fall 2005.
   a. Advisor Self-Assessment – this instrument was completed by 50 academic advisors from about 10 departments. The response rate was 48% (50/104).
   b. Advisee Assessment of Advisor – this instrument was completed by 1021 students.
5. Results from the Fall 2005 pilot phase were shared with individual academic advisors.

**Overview of the process (key points)**
1. Evaluation of the advisor completed by every student at pre-registration in Spring semesters.
2. Advisor self-evaluation held one time per year (spring semester or part of the PSE requirements)
3. Survey results are provided only to the advisor.
4. Information may be shared with the department head and dean on a voluntary basis.
5. Summary information on the department’s advising program will be provided to each department but no individual information is included.
6. Summary of the college’s advising program will be given to each department but no individual department information is included.
7. Summary information on the University’s advising program will be given to the Academic Advising Advisory Committee, Academic Council and Academic Senate.
8. Confidentiality will be maintained.

Progress to Date/Tentative time line for the future:

- February-April 2005 – instrument development
- February 2005 – reported on status and obtained approval of continued work on the plan
- May – June 2005 – instrument development continued
- September – November 2005– pilot testing of the instruments (Phase 1)
- December 2005 – March 2006 – evaluated results of the pilot
- March-April 2006 – report to individuals who participated in the pilot; update instruments based on pilot data and feedback
- May – December 2006 – reassess and report on project progress
- August- December 2006 – secure needed approvals for university wide implementation
- Spring 2007 – implement for whole University (voluntary participation)

References on Advising at SDSU

2. Erdmann, K. 2004. Faculty Advisors’ Perceptions of a Developmental Advising Model at a Midwestern Land-Grant University
5. Maras, J. 2000. Summary of Research Results regarding Advising as a Retention Infrastructure designed to retain Domestic Minority Students at Predominantly White Campuses.
ADVISEE ASSESSMENT OF ADVISOR
South Dakota State University

Use the attached bubble sheet to record your responses. Choose only one response per item. Do not write your name on either this sheet or the bubble sheet.

Your advisor has already filled in their special code on the form. If you have more than one advisor, complete a separate assessment instrument for each advisor. When complete, turn in this page and your bubble sheet as directed.

Section One: Advising Quality

Please select one response for each item. Use the following Likert scale in this section:

5 = strongly agree
4 = agree
3 = disagree
2 = strongly disagree
1 = not applicable/do not know

1. My advisor keeps regular office hours during each academic semester.
2. My advisor provides an inviting place for advisees to visit.
3. My advisor’s office is a confidential place for advising sessions.
4. My advisor communicates with me at least two times each semester.
5. My advisor guides me in the selection of classes to meet academic requirements.
6. My advisor helps me understand the role of general education in the university curriculum.
7. My advisor has written one or more recommendations for me for scholarships and/or job placement, when requested.
8. My advisor provides appropriate accommodations and advice for my diverse or special needs.
9. My advisor assists me in developing study skills or other techniques to improve my academic performance, when needed.
10. My advisor discusses midterm deficiencies or other academic problems with me, when needed.
11. My advisor discusses career matters with me.
12. My advisor is willing to discuss non-academic issues that may impact my career or academic goals.
13. My advisor knows the various campus support offices and what they can do for me.
14. My advisor allows me to make decisions for myself.
15. My advisor directs me to the location of relevant offices as needed.
16. My advisor helps me evaluate or assess options when I am faced with new challenges.
17. My advisor is aware of new course offerings, deadlines, program changes, and other academic policies that are relevant to me.
18. My advisor explores my life goals as well as college goals with me.
19. My advisor has assisted my transition into my major.
20. My advisor understands what I am saying.
21. My advisor calls me by name.
22. My advisor makes me aware of international and diversity programs.
23. My advisor encourages me to participate in university experiences.
24. My advisor encourages me to come well prepared for advising sessions.
25. My advisor has assisted my transition into the university.
26. My advisor keeps records regarding our communication.
27. I would like to keep my current advisor.

Continue onto next page.
Section Two: Demographic Information

28. I am a student in the College of ______.  
1 = Agricultural and Biological Sciences  
2 = Arts and Science  
3 = Education and Counseling  
4 = Engineering  
5 = Not Applicable (see question 29)

29. I am a student in the College of ______.  
1 = Family and Consumer Sciences  
2 = General Studies and Outreach Programs  
3 = Nursing  
4 = Pharmacy  
5 = Not Applicable (see question 28)

30. The total number of college credits I have completed is:  
1 = fewer than 32  
2 = 32 to 63  
3 = 64 to 95  
4 = more than 95

31. My cumulative GPA is:  
1 = First semester freshman – GPA not available  
2 = less than 2.0  
3 = 2.0 to 2.49  
4 = 2.5 to 2.99  
5 = 3.0 to 4.0

32. My age is:  
1 = under 19  
2 = 19 or 20  
3 = 21 or 22  
4 = 23 or 24  
5 = over 24

33. How many semesters (counting the current one) has this person been your advisor?  
1 = one or two (1-2)  
2 = three or four (3-4)  
3 = five or six (5-6)  
4 = seven or eight (7-8)  
5 = more than 8

34. Would you recommend this person as an advisor?  
1 = Yes  
2 = No  
3 = Uncertain

I have used the following parts of Web Advisor:

For items 35 to 43, use the following scale:  
1 = Yes  
2 = No

35. Search for Classes  
36. Registration Time Inquiry  
37. My Restrictions  
38. Grades/Grade Point By Term  
39. Transcript Request Status  
40. My Class Schedule  
41. My Profile  
42. What's My User ID/Password?  
43. Financial Aid Status
<table>
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<tr>
<th>#</th>
<th>Question</th>
<th>2007 Institutional Results (N=1362)</th>
<th>2008 Institutional Results (N=986)</th>
<th>2007 &amp; 2008 Combined</th>
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<td></td>
<td></td>
<td>Agree/Strongly Agree Combined</td>
<td>Agree/Strongly Agree Combined</td>
<td>Agree/Strongly Agree Combined</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>1</td>
<td>My advisor keeps regular office hours during each academic semester.</td>
<td>870 63.9%</td>
<td>355 26.1%</td>
<td>1225 89.9%</td>
</tr>
<tr>
<td>2</td>
<td>My advisor provides an inviting place for advisees to visit.</td>
<td>968 71.1%</td>
<td>314 23.1%</td>
<td>1282 94.1%</td>
</tr>
<tr>
<td>3</td>
<td>My advisor’s office is a confidential place for advising sessions.</td>
<td>873 64.1%</td>
<td>383 28.1%</td>
<td>1256 92.2%</td>
</tr>
<tr>
<td>4</td>
<td>My advisor communicates with me at least twice each semester.</td>
<td>655 48.1%</td>
<td>392 28.8%</td>
<td>1047 76.9%</td>
</tr>
<tr>
<td>5</td>
<td>My advisor guides me in the selection of classes to meet academic requirements.</td>
<td>928 68.1%</td>
<td>317 23.3%</td>
<td>1245 91.4%</td>
</tr>
<tr>
<td>6</td>
<td>My advisor has written one or more recommendations for me for scholarships and/or job placement, when requested.</td>
<td>654 48.0%</td>
<td>519 38.1%</td>
<td>1173 86.1%</td>
</tr>
<tr>
<td>7</td>
<td>My advisor provides appropriate accommodations and advice for my diverse or special needs.</td>
<td>528 38.8%</td>
<td>354 26.0%</td>
<td>882 64.8%</td>
</tr>
<tr>
<td>8</td>
<td>My advisor assists me in developing study skills or other techniques to improve my academic performance, when needed.</td>
<td>424 31.1%</td>
<td>440 32.3%</td>
<td>864 63.4%</td>
</tr>
<tr>
<td>9</td>
<td>My advisor discusses midterm deficiencies or other academic problems with me, when needed.</td>
<td>465 34.1%</td>
<td>312 22.9%</td>
<td>777 57.0%</td>
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<tr>
<td>10</td>
<td>My advisor discusses career matters with me.</td>
<td>663 48.7%</td>
<td>441 32.4%</td>
<td>1104 81.1%</td>
</tr>
<tr>
<td>11</td>
<td>My advisor is willing to discuss non-academic issues that may impact my career or academic goals.</td>
<td>674 49.5%</td>
<td>456 33.5%</td>
<td>1130 83.0%</td>
</tr>
<tr>
<td>12</td>
<td>My advisor knows the various campus support offices and what they can do for me.</td>
<td>673 49.4%</td>
<td>472 34.7%</td>
<td>1145 84.1%</td>
</tr>
<tr>
<td>13</td>
<td>My advisor allows me to make decisions for myself.</td>
<td>868 63.7%</td>
<td>403 29.6%</td>
<td>1271 93.3%</td>
</tr>
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<td>14</td>
<td>My advisor directs me to the location of relevant offices as needed.</td>
<td>768 56.4%</td>
<td>442 32.5%</td>
<td>1210 88.8%</td>
</tr>
<tr>
<td>15</td>
<td>My advisor helps me evaluate or assess options when I am faced with new challenges.</td>
<td>686 50.4%</td>
<td>501 36.8%</td>
<td>1187 87.2%</td>
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2007 N=1,362; 2008 N=986 (Combined N=2,348)
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<th>#</th>
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<th>2007 &amp; 2008 Combined</th>
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</thead>
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<tr>
<td></td>
<td></td>
<td>5 Strongly Agree</td>
<td>4 Agree</td>
<td>Agree/Strongly Agree Combined</td>
</tr>
<tr>
<td>17</td>
<td>My advisor is aware of new course offerings, deadlines, program changes, and other academic policies that are relevant to me.</td>
<td>758 55.7%</td>
<td>457 33.6%</td>
<td>1215 <strong>89.2%</strong></td>
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<td>18</td>
<td>My advisor explores my life goals as well as college goals with me.</td>
<td>582 <strong>42.7%</strong></td>
<td>482 35.4%</td>
<td>1064 <strong>78.1%</strong></td>
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<td>19</td>
<td>My advisor has assisted my transition into my major.</td>
<td>730 <strong>53.6%</strong></td>
<td>409 30.0%</td>
<td>1139 <strong>83.6%</strong></td>
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<td>20</td>
<td>My advisor understands what I am saying.</td>
<td>849 <strong>62.3%</strong></td>
<td>413 30.3%</td>
<td>1262 <strong>92.7%</strong></td>
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<td>21</td>
<td>My advisor calls me by name.</td>
<td>956 <strong>70.2%</strong></td>
<td>286 21.0%</td>
<td>1242 <strong>91.2%</strong></td>
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<td>22</td>
<td>My advisor makes me aware of international and diversity programs.</td>
<td>352 25.8%</td>
<td>391 28.7%</td>
<td>743 <strong>54.6%</strong></td>
</tr>
<tr>
<td>23</td>
<td>My advisor encourages me to participate in university experiences.</td>
<td>493 36.2%</td>
<td>507 37.2%</td>
<td>1000 <strong>73.4%</strong></td>
</tr>
<tr>
<td>24</td>
<td>My advisor encourages me to come well prepared for advising sessions.</td>
<td>608 44.6%</td>
<td>548 40.2%</td>
<td>1156 <strong>84.9%</strong></td>
</tr>
<tr>
<td>25</td>
<td>My advisor has assisted my transition into the university.</td>
<td>645 47.4%</td>
<td>410 30.1%</td>
<td>1055 <strong>77.5%</strong></td>
</tr>
<tr>
<td>26</td>
<td>My advisor keeps records regarding our communication.</td>
<td>637 46.8%</td>
<td>401 29.4%</td>
<td>1038 <strong>76.2%</strong></td>
</tr>
<tr>
<td>27</td>
<td>I would like to keep my current advisor.</td>
<td>979 71.9%</td>
<td>232 17.0%</td>
<td>1211 <strong>88.9%</strong></td>
</tr>
</tbody>
</table>