

ACADEMIC ADVISING ASSESSMENT PRACTICES: A DESCRIPTIVE STUDY

by

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B.M.Ed., University of Central Oklahoma, 1994
M.S., Oklahoma State University, 2004

AN ABSTRACT OF A DISSERTATION

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Abstract

In academic courses, assessment is used to evaluate the effect of teaching on student learning. Academic advising has been viewed as a form of teaching (Crookston, 1972); therefore, it is necessary to assess the effect of academic advising on student learning. The best practices of assessment of academic achievement involve three key steps: the identification of student learning outcomes (i.e., what is assessed), the development and use of good measures of student learning (i.e., how assessment is conducted), and the use of sound professional judgment to understand the information gathered and to make changes to improve student learning (i.e., how assessment results are used). However, the assessment of academic advising is often minimal, narrow, and inconsistent. Further, when assessment of academic advising is conducted, it is most commonly a survey of student satisfaction of their advising experience (Carlstrom, 2012; Habley, 2004; Macaruso, 2007; Robbins, 2009).

The purpose of this study was to learn about the assessment practices in the profession by surveying those who conducted or were responsible for assessment of academic advising. The study found that 80% of participants had identified academic advising student learning outcomes in their situation. The most frequently reported outcome was that students would know degree requirements. A little over half of the participants who identified student learning outcomes assessed the achievement of those outcomes and student surveys were the most frequently reported measure used. Seven percent of participants reported to use three or more measures to assess student learning outcomes. Multiple measures are needed in assessing outcomes to gather comprehensive evidence of outcomes achievement. Sixty percent of participants reported they used assessment information to make decisions regarding improvement of services and student learning. The most frequently reported use of information was making revisions to the advising process/delivery outcomes. The results of the survey indicated that participants viewed advisors' belief in assessment as important to facilitating assessment of academic advising. They also viewed administrators' use of information in making decisions and changes to improve advising practices and increase student learning as important.

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Chapter 1 - Introduction

Student learning is at the core of higher education (Hu & Kuh, 2003). The role of the institution is to provide students with learning opportunities both inside and outside of the classroom that will prepare them for a globally competitive world of work. Students also share in the responsibility for creating a successful educational experience. To get the most out of college, students must be willing to devote time and energy toward educationally purposeful activities (Kuh, Kinzie, Schuh, Whitt, & Associates, 2005). Educational activities can be those that lead to learning, personal development, and student development. These are “inextricably intertwined and inseparable” (ACPA, 1996, p. 6) as post-college life is highly dependent on cognitive and affective skills. Many of these events will take place outside of the classroom setting. Maki (2004) described how “learning occurs over time inside and outside of the classroom but not at the same time for all learners or under the same set of educational practices or experiences” (p. 3). The connections made between in and out-of-class learning do lead to a more satisfying college experience (Light, 2001).

The way a college or university goes about constructing the learning environment for students can be unique to each institution. Kuh et al. (2005) found that faculty, staff, and administrators who are committed to student learning were those who documented effective educational practices. The behavior of the professionals was consistent with their espoused values. The learning environments at these colleges encouraged student participation in activities that led to successful outcomes.

A representative of the institution is usually assigned to work in a collaborative relationship with students to recognize opportunities for learning. Academic advisors are many times the professionals on campus who can offer such a connection. Advising has been identified as a key in student success (Habley, 2005) and in Light’s (2001) estimation, “good advising may be the single most underestimated characteristic of a successful college experience” (p. 81). Academic advisors offer a relationship to students described by Habley (1981) as one that, “when properly delivered, can be the most utilized one-to-one service provided on any college campus” (p. 50).

Faculty provides educationally purposeful activities in their classes by developing learning objectives to guide what and how they teach. Academic advising has been viewed by

many in higher education as a form of teaching (Appleby, 2008; Crookston, 1972; Hemwall & Trachte, 2005; Lowenstein, 2005; Melander, 2005) with the purpose of student learning and personal development (Creamer, 2000). As such, advisors provide educationally purposeful activities by developing procedures to guide students in looking beyond curricula requirements to discover opportunities that will provide a breadth and depth of educational experiences. Academic advising also serves as a learning-centered activity where students are provided opportunities to become skilled at making meaning of their learning. Melander (2005) defined advising as “an educative process centered on assisting individual students in planning, acquiring, and assessing their own educations as learners, while navigating the institution’s educational opportunities” (p. 86).

Good academic advising can enable students to add value to the college experience by promoting opportunities that will challenge and facilitate their intellectual and social development (Campbell & Nutt, 2008). The growth in students throughout the college experience fulfills the mission of the institution and exemplifies the teaching and learning process of effective advising. The advising partnership between academic advisor and student should be collaborative with each one having clearly defined roles. Together, they are able to make possible the creation of an educational plan that gives the student a road map to achieve his or her goals.

Habley (1981) described how academic advising can impact retention of students by “providing assistance in the mediation of dissonance between student expectations and the actualities of the educational environment” (p. 46). Students may be challenged by undefined or unrealistic expectations of educational or career goals and their intellectual abilities. Students may sense pressure to attend college from parents or peers without giving a thorough consideration to how the education will help them achieve their career goals. Academic advising can serve as a developmental activity to assist in the resolution of this dissonance. Advising interactions should “enable students to clarify their educational goals and relate those goals to academic offerings on campus” (Habley, 1981, p. 46).

Similar to classroom teaching, academic advising consists of a curriculum, pedagogy, and student learning outcomes. The curriculum of academic advising deals with a wide spectrum from the principles of higher education to the practical tasks of enrollment. According to the National Academic Advising Association (NACADA, 2006),

The curriculum of academic advising includes, but is not limited to the institution's mission, culture, and expectations; the meaning, value, and interrelationship of the institution's curriculum and co-curriculum; modes of thinking, learning, and decision-making; the selection of academic programs and courses; the development of life and career goals; campus/community resources, policies, and procedures; and the transferability of skills and knowledge. (para. 9)

Lowenstein (2005) explained how the advising curriculum should enable a student to create logic of one's education, connect pieces of the curriculum into a whole, develop a sense of structure on which to base choices, and relate experiences to previous knowledge.

An academic advising pedagogy includes the preparation, documentation, facilitation, and assessment of advising interactions (NACADA, 2006). It is necessary for advisors to provide activities that enable students to actively engage in the advising process. Hemwall and Trachte (2005) stated, "an effective pedagogy must acknowledge that the student's learning process, the social context, and the interaction with the advisor all affect the possibilities for learning" (p. 77). Advisors must have an understanding of student development theories as well as the variations in learning styles, multiple intelligences, gender, ethnicity, and other characteristics in order to provide a holistic approach to advising. Higginson, Levin, and White (2004) noted that good advising strategies are designed to increase students' likelihood of being empowered to meet the identified learning outcomes.

As in teaching, advisors should identify student learning outcomes and assess students' achievement of these outcomes. Appleby (2008) noted student learning outcomes can be cognitive, behavioral, or affective. Cognitive student learning outcomes consist of knowledge a student gains, such as curricula requirements or where to locate resources on campus. Behavioral student learning outcomes involve skills a student develops, including enrolling in classes or developing long-term plans to meet educational goals. Affective student learning outcomes focus on the values or appreciation a student acquires, such as how personal values relate to life goals or how academic advising contributes to one's educational experience.

Outcomes can vary from institution to institution and even within institutions. Academic advisors should be able to develop learning outcomes which can be measured and that fit the institutional mission as well as the career and educational needs of students. Martin (2007) stated that learning outcomes "need to be tailored to fit the needs of the university, college, or

departmental environment in which students function” (para. 10). Each academic advising program must first determine its mission in order to identify relevant outcomes. Advisors should identify outcomes that guide students in achieving their goals and the goals of the advising program.

Learning-centered academic advising is concerned with more than merely prescriptive activities. Lowenstein (2005) stated, “the core purpose of advising is to enhance learning” and the outcome for students is “an understanding of the overall structure and logic of their curriculum” (p. 72). The advising curriculum should include learning experiences that enable students to identify opportunities to develop interpersonal and intrapersonal competencies. Individual advising programs must create sequential learning experiences that guide students to the next level of development throughout the various stages of their academic career (Kelley, 2008). Students are then better able to see the integration between curriculum, co-curriculum, and other experiences that lead to their educational and career goals.

If advising is viewed from a learning-centered paradigm that focuses on outcomes (Campbell & Nutt, 2008), assessment must be used to understand whether or not the student learning outcomes are achieved. Use of assessment will serve to improve advising delivery as well as student learning, persistence, and success. The need for assessment of academic advising continues to be a major issue on college campuses (Nutt, 2004). Frost and Creamer (1995) were among the first to introduce the importance of assessment of advising. They noted the focus of assessment included student perception and evaluation of the advisor. The inclusion of student learning as part of the assessment process of academic advising has become a major focus today (Aiken-Wisniewski, Campbell, Nutt, Robbins, Kirk-Kuwaye, & Higa, 2010). In the Council for the Advancement of Standards (CAS, 2008) *Academic Advising Programs Standards and Guidelines*, assessment and evaluation are identified as a requirement for academic advising programs. A systematic plan is paramount to issues of accountability and to the measuring of student learning outcomes.

Campbell (2005b) noted that it is important to gather evidence from multiple sources in order to triangulate the evidence and enhance the reliability of conclusions. Campbell (2005b) also indicated that the methods used must be appropriate for the outcomes being addressed. Student evaluation of advising interactions is the most predominant form used in academic advising assessment (Habley, 2004; Macaruso, 2007); however, the wide range of outcomes an

institution may identify cannot be assessed by one measure alone, nor is it sound practice to do so. By using multiple measures advising programs can obtain complete evaluative data (Creamer & Scott, 2000; Robbins, 2009).

Mere collection of data alone does not complete the assessment process. Advising programs must use the assessment data and information to make improvements to advising programs (Campbell, 2005a). More importantly, assessment must provide advising program personnel with an understanding of how and what students are learning through their involvement in academic advising experiences. The academic advising program must provide evidence of its importance and use results to improve the process so that it continues to support and enhance student learning. As White (2006) stated, “professionals must monitor their own behaviors and constantly examine their assumptions, practices, and outcomes” (para. 12).

Based on preliminary findings from the 2011 NACADA National Survey of Academic Advising (Carlstrom, 2012), approximately 40% of participants reported to collect student satisfaction data via a survey and use that information to assess the effectiveness of advising. Approximately 17% reported that they had formally identified student learning outcomes, and only 10% reported using assessment information that measured achievement of student learning outcomes. More institutions must clearly begin assessing academic advising student learning outcomes as a matter of professionalism and to provide quality advising services to students. Those in the profession must take it upon themselves to formally identify relevant student learning outcomes and use sound methods that can accurately measure achievement of those outcomes. They cannot rely solely on satisfaction surveys as a means of improving student learning.

Need for the Study

Colleges and universities are focusing on providing data that will directly reflect student learning and development (Hoffman & Bresciani, 2010). The institutions that have implemented effective practices in assessment have clearly articulated student learning outcomes and use a systematic process to document the degree to which students accomplish these outcomes. The resulting data are used to improve advising practice and increase student learning and success. There is limited literature regarding assessment practices of academic advising student learning outcomes. In addition, there is a lack of descriptive information on the methods being used to

measure outcomes or the use of resulting data. The lack of research devoted entirely to the assessment of academic advising student learning outcomes has led to this study. There is a need for the professionals in academic advising to know the current state of assessment practices and decide where improvements can be made. Those who currently practice formal assessment can also provide the profession with data on the factors needed to facilitate the process.

Purpose of the Study

One means to facilitate a discussion on assessment of academic advising is to review the current practices in the profession. One purpose of this study was to determine the academic advising student learning outcomes the participants have identified at their institution. Another purpose was to determine the methods and measures used to assess the achievement of the student learning outcomes. Next, this study sought to determine the use of the information obtained through the assessment process. Finally, this study sought to identify factors that facilitate assessment of academic advising. Providing this information to the academic advising community will present a picture of the current state of assessment for academic advising and promote further discussion within the profession.

Research Questions

The research questions addressed by this study were:

1. What percentage of those surveyed has formally identified academic advising student learning outcomes?
2. What academic advising student learning outcomes have been formally identified?
3. What sources were used to identify academic advising student learning outcomes?
4. What percentage of those surveyed who identified academic advising student learning outcomes use formal measures to assess those outcomes?
5. What percentage of those surveyed who identified academic advising student learning outcomes use three or more formal measures to assess those outcomes?
6. For which academic advising student learning outcomes do participants use three or more formal measures?
7. What measures are used to assess academic advising student learning outcomes?

8. What percentage of those surveyed who identified academic advising student learning outcomes use assessment information to improve practice and student learning?
9. How do those surveyed who identified academic advising student learning outcomes use the assessment information to improve practice and student learning?
10. Is there an association between (a) institution type, (b) institution size, (c) institutional level of advising, (d) who advises, (e) mandatory advising for all students, and (f) existence of a formal mission statement for academic advising and the following:
 - formal identification of academic advising student learning outcomes?
 - use of formal measures to assess academic advising student learning outcomes?
 - use of three or more formal measures to assess academic advising student learning outcomes?
 - use of assessment information?
11. What advisor factors do participants view as facilitators of the assessment of academic advising?
12. What institutional factors do participants view as facilitators of the assessment of academic advising?

Definitions of Terms

Affective – “focus on personal/social awareness and adjustment that includes the identification and study of values, attitudes, and self-reflection that may be influenced by or resulting from emotions” (Aiken-Wisniewski et al., 2010, p. 60).

Assessment – “an ongoing systematic collection and review of evidence used to shape and support program and individual development” (Aiken-Wisniewski et al., 2010, p. 60).

Evaluation – “a process of examining or reviewing individuals or programs to measure performance” (Aiken-Wisniewski et al., 2010, p. 60).

Evidence – “outcomes that make it easy to see (clear) or establish proof of behavior, attitude, or external attribute” (Aiken-Wisniewski et al., 2010, p. 60).

Mission – “the statement that reflects the purpose of academic advising on campus or in an advising unit, serves as the institutional roadmap toward vision inspired goals, and affirms values of academic advising” (Aiken-Wisniewski et al., 2010, p. 61).

Multiple Measures – “several measures of the same construct” (Aiken-Wisniewski et al., 2010, p. 61).

Outcomes – “the examination of impacts, benefits, and changes of what students and advisors will know, do, and value during or after being a participant in the advising experience” (Aiken-Wisniewski et al., 2010, p. 61).

Stakeholders – “individuals or department/s who have a shared interest in academic advising” (Aiken-Wisniewski et al., 2010, p. 61).

Student Learning Outcomes – “an articulation of the learning (knowledge, skills and/or values) that students are expected to have gained from the advising process” (Aiken-Wisniewski et al., 2010, p. 12).

Limitations

Participants were obtained through their membership in the National Academic Advising Association. Participants indicated they work with assessment at their institutions and they volunteered to take part in the survey. As a result, study findings may not generalize to other advisors or administrators who work in academic advising at all institutions. The survey used in the study relied on the self-report of participants, which could be susceptible to errors of response set due to social desirability.

Chapter 2 - Review of the Literature

Assessment is a complex process. Angelo (1995) defined assessment as: an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. (p. 49)

A process of measuring student learning outcomes is a key strategy to assessment. This process requires more than the traditional episodic experience-based testing or survey to provide for understanding and improving teaching and learning within an institution (Ewell, 2000; Marchese, 1993). When institutions include systemic and collective attention to assessment they can ensure a culture dedicated to improving the quality of its education. In addition to classroom learning, assessment should also focus on the wide range of other processes that influence learning, including advising (Angelo, 1995). According to Gray (2002), all manner of learning should be valued, and authentic evaluation methods should be preferred. Assessment information must be used to provide understanding of what the program provides students, to make future decisions, to gather support for the program, and to provide ideas to others.

The topics this literature review addresses are (a) the assessment process, (b) student learning outcomes, (c) measuring student learning, (d) uses of assessment information, and (e) the needs of those who conduct assessment. A summary of the review concludes this chapter.

The Assessment Process

Assessment on college campuses is primarily driven by accreditation of outside organizations and an internal commitment to improvement (Ewell, 2009). An institution's choice to adopt assessment either for accountability purposes or for improvement purposes "will decisively influence institutional choices about what and how to assess, how to organize assessment, and how to communicate assessment results" (Ewell, 2009, p. 5). Assessment for

accountability requires establishing a standard or outcome and uses evidence to demonstrate the institution meets the standard. Kuh and Ewell (2010) noted that external reviews by accreditation organizations look at the commitment to assessment to determine an institution's dedication to quality assurance. In addition to accrediting bodies, consumers, public opinion, and legislative pressure (e.g., Texas Gen. Laws 61, 2011) all require accountability of institutions. Ewell, Jankowski, and Provezis (2010) found that institutions in states with policies requiring student learning assessment were significantly more likely to actively measure student learning outcomes than those states without such policies. These findings applied to both public and private institutions.

Institutions committed to improvement generally do so out of intellectual curiosity and desire for student success (Ewell, 2009; Maki, 2004). Ewell, Paulson, and Kinzie (2011) found faculty interest in improving their programs at the department level was the primary catalyst for conducting assessment. Maki (2004) recognized that through assessment faculty and staff will know how well they achieved their intentions of educating their students. Assessment for improvement requires detection and reporting of deficiencies in performance followed by actions to correct those deficiencies to improve performance. Faculty, staff, and administrators demonstrate their commitment to improvement by constantly referencing and taking seriously their goals for learning and providing evidence of the extent to which these goals are being achieved (Ewell, 2009).

It is important for an institution to have a campus-wide assessment effort. The assessment process calls for a shared commitment between campus leaders, faculty, staff, students, and stakeholders. "Assessment should foster conditions in which meaningful questions are raised and addressed and assessment evidence is valued and used" (Palomba & Banta, 1999, p. 14). Getty, Young, and Whitaker-Lea (2008) proposed "the involvement of many groups across campus can revitalize the entire community and make the goal of measuring outcomes across the entire student experience a reality" (p. 16). Assessment provides opportunity for dialogue to occur between faculty, student affairs staff, students, and personnel from other units within the institution. Discussions stem from the development of a common language for learning and reviewing the evidence of outcome achievement. These discussions demonstrate the commitment of faculty and staff to student success.

To achieve institutional mission and purposes, assessment must focus on programs and services outside of the formal curriculum as well. As Banta and Kuh (1998) noted, “assessment programs that focus exclusively on classroom related goals and performance cannot capture all that students learn” (p. 46). Gold, Rhoades, Smith, and Kuh (2011) proposed a system “that assesses students’ academic goals throughout the educational process and ensures that students have multiple opportunities to re-examine their goals, aided by academic advisors” (p. 8). A well-organized assessment plan that evaluates each individual unit is necessary to ensure each one is serving its purpose of student learning.

Student learning, retention, and success are common goals for most institutions. As noted by ACT (2010), assessment is performed at those institutions that have successful retention strategies. Advising units are credited for playing a part in student retention. However, they can only improve processes if they know whether or not students are meeting expectations. Assessment needs to become an integral part of advising and learning. As noted by Aiken-Wisniewski et al. (2010), assessment of academic advising will support student persistence, success, and learning. It will also serve to improve advising delivery as the practice is continually reviewed and revised.

Arguments that assessment is not worth the time or is too expensive are not sound reasons to forego the process. Banta, Hansen, Black, and Jackson (2002) stated, “through assessment findings, educators can find practices that work, so they can spend precious time working on effective activities and not waste energy on programs of little measurable value” (p. 9).

Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time (American Association of Higher Education, AAHE, 1996). As such, it should be continuous and measure student learning at various points during their educational program as well as at the conclusion. All educational opportunities provided, including academic advising, must be taken into account in the assessment process. Maki’s (2004) assessment cycle (see Figure 1) shows the relational nature of student learning outcomes with the mission, purposes, and educational objectives of the organization. The cycle of assessment can be replicated by any program regardless of whether it is institution-wide or specific to a college, school, department, or office within an institution.

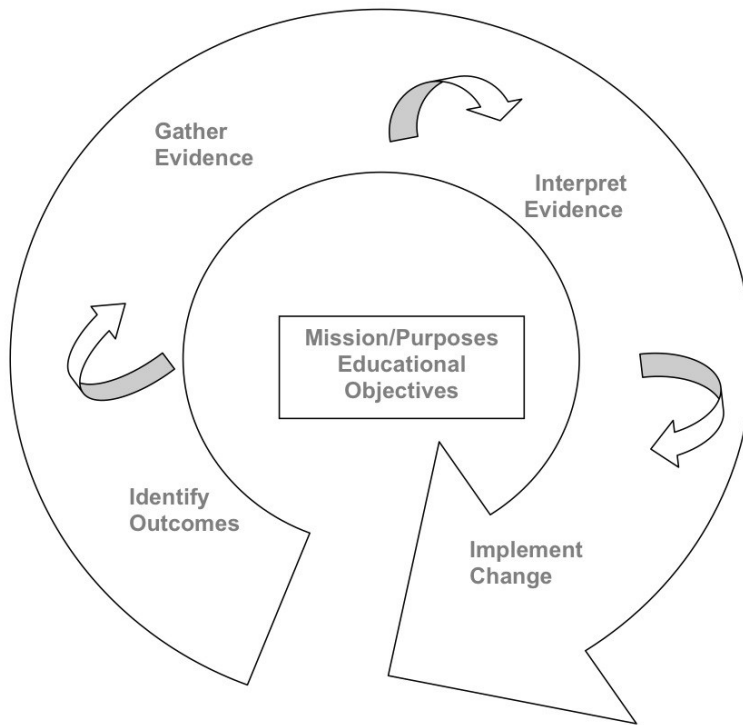


Figure 1. Maki's Assessment Cycle

Note. From *Assessing for Learning: Building a Sustainable Commitment Across the Institution* (p. 5), by P. Maki, 2004, Sterling, VA: Stylus. Copyright © 2004 by Stylus Publishing, LLC. Reprinted with permission.

Educational mission and values drive what an institution will assess and how it will do so (AAHE, 1996). Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes. Campbell and Nutt (2008) proposed that linking academic advising to the teaching and learning mission begins with a philosophy/mission for advising that is collectively developed and widely shared. Aiken-Wisniewski et al. (2010) presented a flowchart to guide the assessment of academic advising across an institution (see Figure 2). The values, vision, and mission are developed first to serve as an anchor for the program and form a foundation to guide all of its activities and initiatives (Campbell, 2008). Stakeholder support is critical to the success of the assessment plan (Robbins & Zarges, 2011).

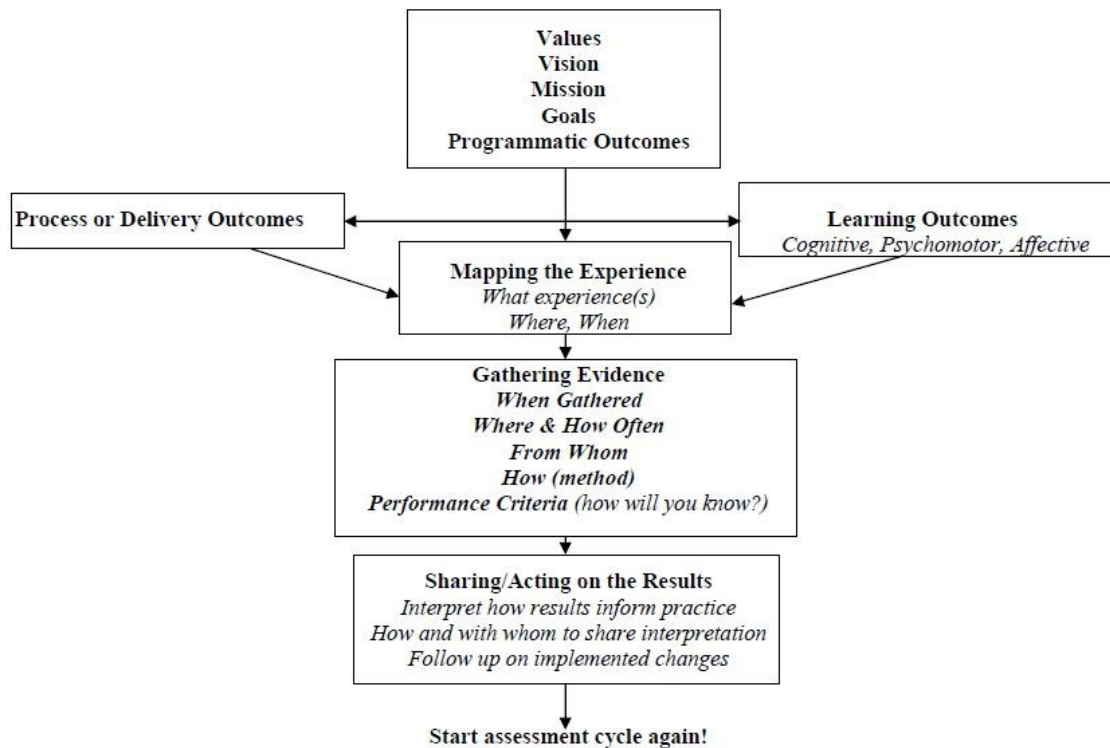


Figure 2. Flowchart of Assessment in Academic Advising

Note. From *Guide to Assessment in Academic Advising*, 2nd ed., NACADA Monograph Series No. 23, (p. 11), by S. A. Aiken-Wisniewski et al. (2010). Manhattan, KS: National Academic Advising Association. Copyright © 2010, NACADA. Reprinted with permission.

Carlstrom (2012) found that 60.3% of participants in the national survey on advising reported the presence of a formal academic advising mission statement. Those participants with an existing mission statement identified student learning outcomes of advising more than those without such a statement. Respondents from master's and doctoral degree granting institutions reported to have a mission statement more frequently than those from two-year and bachelor's degree granting institutions. Sixty-eight percent of respondents from large institutions reported to have a mission statement while 61% from medium and 58% from small institutions did so. Respondents from institutions that had mandatory advising reported to have a mission statement more than those that did not have such a statement. In advising situations where both faculty and professional advisors were used respondents reported to have a mission statement more frequently (65.7%) than those respondents from situation where only professional advisors were

used (58.3%) or where only faculty advisors were used (45.1%). Respondents who had advising at the institutional level reported to have a mission statement more frequently than those at the college, school, or division level.

Student Learning Outcomes

Once a consistent understanding of the institution's mission, values, and goals is determined, articulation of student learning outcomes is possible (AAHE, 1996; Bresciani, Zelna, & Anderson, 2004; Huba & Freed 2000; Maki, 2004; Palomba & Banta, 1999). Identifying the anticipated student learning outcomes that are important to an institution is a multi-step process that takes time and commitment. Ultimately, the outcomes should be visible for all parties involved with the program. As noted by Ewell (2009), "learning objectives must be inescapable: They are in catalogues, on syllabi, and visible in the criteria faculty use to assign grades" (p. 17). Ewell (2009) stated, "if an institution's goals for student learning are truly dominant, they must permeate the entire curriculum and be explicitly assessed at multiple points in a student's career" (p. 18).

In *Greater Expectations* the American Association of Colleges and Universities (AAC&U, 2002) asserted that an undergraduate education for the twenty-first century should be "one that produces an individual who is intentional about learning and life, empowered, informed, and responsible" (p. 25). AAC&U (2002) expounded on these to note the intentional learner is empowered through intellectual and practical skills, informed by knowledge and knowing, and responsible for personal actions and civic values. AAC&U (2007) would later add knowledge of human cultures and the physical and natural world as a fourth essential outcome for students.

In *Learning Reconsidered* (Keeling, 2004), learning was defined as "a comprehensive, holistic, transformative activity that integrates academic learning and student development" (p. 2). This work provided similar broad learning outcomes to AAC&U such as cognitive complexity; knowledge acquisition, integration, and application; humanitarianism; civic engagement; interpersonal and intrapersonal competence; practical competence; and persistence and academic achievement. These are broad overarching outcomes that each institution should adapt into outcomes relevant to its mission and goals for student learning. In their review of

outcomes assessment at colleges and universities, Kuh and Ikenberry (2009) found that most institutions had identified a common set of learning outcomes including 65% of doctoral universities and 80% of bachelor's-granting institutions. A majority of respondents representing academic programs identified student learning outcomes at the program level as well (Ewell et al., 2011).

The teaching and learning experience takes place throughout the college campus and over time. "Learning and personal development occur through transactions between students and their environments" (ACPA, 1996, p. 2). A student's environment can include the people (e.g., faculty, staff, peers) and physical spaces (e.g., residence halls, student unions, library). Student development also takes place over time and those who have progressed to upper-levels of their education may have different discussions with faculty and staff than previously. As Hester (2008) found, the changing needs of students call for different conversations. Advisors are able to meet students' needs no matter where students may be in their development.

CAS (2008) asserted, "the primary purpose of the Academic Advising Program is to assist students in the development of meaningful educational plans" (p. 3). CAS encourages advising programs to identify relevant and desirable student learning and development outcomes that are purposeful and holistic, and to provide programs and services to assist with the achievement of those outcomes. The advising program is responsible for determining the relevant outcome domains and related dimensions for its students based on its institutional mission.

According to Aiken-Wisniewski et al. (2010), the student learning outcomes of the advising experience include what students should know (cognitive outcomes); what students should be able to do (behavioral outcomes); and what students should value or appreciate as a result of participating in academic advising (affective outcomes). NACADA (2006) provided the following examples of student learning outcomes for academic advising:

- craft a coherent educational plan based on assessment of abilities, aspirations, interests, and values
- use complex information from various sources to set goals, reach decisions, and achieve those goals
- assume responsibility for meeting academic program requirements

- articulate the meaning of higher education and the intent of the institution's curriculum
- cultivate the intellectual habits that lead to a lifetime of learning
- behave as citizens who engage in the wider world around them. (para. 9)

Student learning outcomes of academic advising should be tailored to the needs of students (Martin, 2007) and should enable students to reach their educational and career goals. Keeling (2004) described how the most logical outcomes are accomplished when a plan designed by students takes advantage of learning experiences. Students' plans should also incorporate periods of reflection to help make meaning of their learning. A skilled educator or advisor can help students develop such a plan. Assessment of student learning outcomes must be conducted to measure for achievement of the outcomes.

In the most recent ACT survey on academic advising, *ACT Sixth National Survey* (Habley, 2004), there were no items related to identifying or measuring student learning outcomes. Participants who work in academic advising were posed with items on the goal achievement of the advising program. The goal participants rated highest as successfully achieved for all students was providing accurate information about institutional policies, procedures, resources, and programs. The next two highest rated goals achieved were assisting students in developing an education plan consistent with life goals and referring students to other institutional or community support services. Carlstrom (2012) found that 17% of participants in the 2011 NACADA national survey on academic advising had formally identified student learning outcomes.

Measuring Student Learning

Banta et al. (2002) found that "most who have published assessments of advising programs have focused exclusively on a single outcome: perceptions of the process" (p. 7), with student views of satisfaction being elicited frequently. Green, Jones, and Aloï (2008) observed that institutions relied primarily on locally produced student surveys. Macaruso (2007) noted that 53% of advising program directors reported to use student assessment of the program while 41% used self-assessment by an advisor or advising administrator. Twenty percent of advising

programs conducted or planned to conduct measurements of student learning outcomes. More programs clearly need to implement the measurement of outcomes, as standard student evaluations of the advisor and advising program are problematic (Robbins, 2009).

Learning is multidimensional; therefore, effective assessment must include multiple measures to assess student learning (Campbell, 2005b; Huba & Freed, 2000; Maki, 2004; Palomba, 2002a; Suskie, 2009). Creamer and Scott (2000) stated, “student satisfaction measures cannot capture long-term outcomes and may be influenced by unrealistic or uninformed expectations about the role of an advisor” (p. 344). A comprehensive assessment plan can be characterized by what Cuseo (2008) referred to as multiplicity. It “accomplishes multiple purposes (formative and summative), measures multiple outcomes (affective, behavioral, and cognitive), embraces multiple data sources (students, peers, administrators, and self) and uses multiple measurement methods (subjective and objective, psychological and behavioral, qualitative and quantitative)” (p. 383). Reliance on feedback for only one part of an assessment plan can be detrimental to an organization’s success (McClellan, 2011). Banta et al. (2002) stated, “. . . assessment evidence must reflect the level of complexity and detail of real-life tasks” (p. 6). Using collective findings of multiple measures allows for better guidance on how to convert results into improving advising efforts.

Methods and measures used in assessment should be appropriate to the questions being asked. Pike (2002) provided three principles for effective measures: (a) Measures must have content that corresponds to the student learning outcomes being assessed; (b) Assessment measures should be evaluated for reliability and validity; and (c) Scores must reflect educational experiences and not be related to non-education factors (e.g., gender, ethnicity, entering ability). This part of the assessment process can be difficult for many to endure and the efforts to continue assessment are sometimes thwarted as constructing assessment methods that are both reliable and valid is a long, difficult, and expensive process (Banta et al., 2002).

The methods used in assessment can include combinations of quantitative and qualitative methods of inquiry, direct and indirect methods of measurement, and formative and summative methods of evaluation (Robbins, 2009). Direct measures can include written exams, collections of student work, rubrics to assess student performance or portfolios, pre-test/post-test of variables leading to a desired outcome, standardized tests or inventories measuring student learning, tracking student data, and reflective essays where students demonstrate knowledge or

skills. Indirect measures may include focus groups; surveys of current students, alumni, and employers; and interviews that capture opinions or perceptions about the advising process and student learning that has occurred (Pusateri, Halonen, Hill, & McCarthy, 2009; Robbins, 2009). Institutional data may also be used as one of the multiple measures for achievement of student learning (Robbins, 2010). Data collected by the institutional research office could include data on retention rates, grade point averages, or graduation rates that are evidence of achievement of outcomes. Measures can also include advisor perceptions of student preparedness and student learning. Erlich and Russ-Eft (2011) described how outcome achievement could be measured during advising sessions by assessing student self-efficacy and self-regulated learning in academic planning. The most frequently used assessment methods at the program level were capstone experiences, rubrics, final projects, and performance assessments (Ewell et al., 2011).

Developing measures that are flexible enough to accommodate the diverse body of students is critical to assessment success. This is especially true for the students who have been the least effectively served in the past. Gold et al. (2011) proposed that most of the future growth in traditional college-aged students “will be among lower-income, first-generation students of color, immigrants, and nontraditional students” (p. 14).

As noted by Appleby (2007), some of the learning outcomes are measurable and will provide evidence of achievement by students and effectiveness of advising. Other learning outcomes are much more difficult to measure due to their abstract concepts; designing plans to assess these outcomes will be an important part of the process. Robbins (2009) described how self-evaluation performed by students could be a response to outcomes that may be difficult to measure. A student’s self-evaluation statement for the achievement of a cognitive outcome could be “I know the eligibility criteria for an internship as a result of my advising meetings.” Achievement of a behavioral outcome could be represented by the student’s statement, “I participated in the mock interviews as suggested by my advisor.” A student’s self-evaluation statement for achievement of an affective outcome might be, “I understand the importance of advising in helping me achieve my career goals.” (p. 274)

Carlstrom (2012) found 28.6% of respondents from large institutions reported to assess student learning outcomes while 19.4% from medium and 13.4% from small institutions did so. Almost 23% of respondents from doctoral degree granting institutions reported to assess student learning outcomes whereas 15% from master’s degree institutions and 13% from two-year and

bachelor's degree institutions reported the same. There was little difference reported by respondents who had mandatory advising that assessed student learning outcomes (16.4%) to those that did not assess student learning outcomes (16.3%). Respondents in advising situations where only professional advisors were used or where professional and faculty advisors were used were more likely to assess student learning outcomes (18.5%) than where only faculty advisors were used (10.6%). In advising situations that had a formal mission statement of advising respondents were much more likely to assess student learning outcomes (24.4%) than those who did not have such a statement (6.4%). Respondents in advising situations at the college, school, or division level reported to assess student learning outcomes (20.9%) more frequently than those at the institution level (16.6%) and the department level (7.1%).

Uses of Assessment Information

Upon completion of measuring student achievement of learning outcomes, results must be interpreted to decide how they can inform teaching/advising, student learning, and decision making. As Ewell (2009) stated, "colleges and universities will not only have to demonstrate sincere efforts to improve student learning but . . . report actual learning outcomes in comparative or benchmarked forms as well as being transparent about internal efforts at continuous improvement" (p. 16). Evidence from assessment results should be used to promote change that enhances the student learning experience (AAHE, 1996).

Kuh and Ikenberry (2009) found that preparing for accreditation was the most common use for student learning outcomes assessment information at the institutional level. In addition, Ewell et al. (2011) observed "the primary use of results at the program level were for program review (74%), instructional improvement (67%), and institutional accreditation (66%)" (p. 10). Macaruso (2007) reported that 27% of participants in the survey on assessment of advising modified programs as a result of assessment while 37% were not far enough into the process to have results. Blaich and Wise (2011) found that "most institutions have routinized data collection, but they have little experience in reviewing and making sense of data" (p. 12). Those responsible for assessment must receive as much preparation in the analyzing and use of information to enhance learning as they do in the identifying and measuring of outcomes.

Blimling and Whitt (1998) noted that skill is needed in using assessment methods to collect high-quality information and in effectively using the information to improve institutional practices and student achievement. It must be decided how and with whom these interpretations of assessment results will be shared to inform the teaching and learning aspect of academic advising. Maki (2004) described how using the information resulting from assessment of student learning could lead to improving the following educational practices:

- pedagogy
- instruction design
- curricular and co-curricular design
- institutional programs and services that support complement, and advance student learning
- educational resources and tools
- educational opportunities, such as internships or study abroad
- advising. (p. 3)

Aiken-Wisniewski et al. (2010) offered suggestions as to what advising units might do with the results of assessment. These included revising advising pedagogy and curricula; revising the advisor training and development program; and guiding decision making, planning, and resource allocation.

Pike (2002) recommended three general principles to follow when sharing assessment information: (a) communicate assessment results frequently, (b) know the audience with who results are shared, and (c) know the information. Using a format that most clearly presents the findings will help to increase understanding. Evidence should be provided to stakeholders that assessment information is being used to improve programs and services (Palomba, 2002a). Outcomes assessment must be ongoing and include evaluation and improvement of the assessment process itself. One suitable method of assessing the practice of assessment is through peer review. Inviting assessment practitioners from other departments, colleges, or institutions is an appropriate way to determine the strengths and weaknesses of the process. Very little is accomplished without conversations about how to improve practices so that student learning is increased.

In a literature review of how institutions promote and support the use of student assessment for educational improvement, Peterson and Vaughan (2002) found that institutional

type, control, and size were factors that contributed to assessment approaches and the support given to assessment. They also found that data collected were most often on student progress, academic plans, and satisfaction. Almost no data were collected on cognitive or affective development. Most of the assessment related to student performance was linked to admissions policies and financial policies instead of advising, activities, teaching methods, or academic resources. Little attention was given to special student populations. Green, Jones, and Aloï (2008) found less than one-half of the decisions using assessment results were to modify an educational program or service.

Carlstrom (2012) found that 10.1% of respondents in the national survey on academic advising used the data from assessment of student learning outcomes to assess the effectiveness of their advising. Respondents from doctoral institutions reported to use assessment information (15.1%) more frequently than those from master institutions (11.3%) or two-year and bachelor institutions (6%). Twenty-four percent of those from large institutions reported to use assessment of student learning outcomes results while 10.9% of those from medium-size institutions and 7.1% of those from small institutions reported doing so. Respondents whose advising situation was located at the college, school, or division level reported to use assessment information (12.6%) more frequently than respondents located at the institutional level (9.9%) or those at the department level (4.8%). Fourteen percent of respondents from advising situations where only professional advisors were employed reported to use student learning outcomes assessment information and 10.9% of those from situations where both professional advisors and faculty advised did as well. Only 2.8% of those respondents from advising situations where only faculty advised reported to use assessment of student learning outcomes results. Respondents from institutions that had a formal mission statement for academic advising reported to use student learning outcomes assessment results more frequently (14%) than those who did not have a formal statement (5.3%).

Needs of Those Who Conduct Assessment

According to Ewell (2009), assessment efforts have increased at all types of colleges and universities. However, a problem many individuals face is they do not know how to implement evidence-based continuous improvement (Ewell, 2009). A lack of knowledge about the

processes, tools, and models may prevent the implementation of assessment. A comprehensive plan that provides faculty and staff with the competencies needed should be considered. It is imperative the assessment process is viewed as a professional practice (Banta et al., 2002), as it requires high levels of education and expertise. To accomplish this, institutions need to develop a comprehensive plan that provides faculty and staff with competencies needed to conduct assessment.

In their study of assessment, Kuh and Ikenberry (2009) found that gaining faculty involvement and support was a major challenge for campuses. Macaruso (2007) observed in the survey on assessment of advising that assessment was well accepted by 28% of the participants who were involved at the institutional level and by 41% of the participants who supervised advising at the unit/department level. Faculty and staff interest in the assessment process can be a catalyst to assessment being performed. To increase interest, faculty and staff need to be central players in the process from the beginning (Gold et al., 2011). Hutchings (2010) recommended that institutions “build assessment plans around the regular, ongoing work of teaching and learning” (p. 13). The interest in maintaining local control of assessment and being able to immediately respond to challenges and problems should give cause for participation. Baker, Jankowski, Provezis, and Kinzie (2012) found that focusing efforts on specific problems or questions regarding student learning helped greater faculty ownership of assessment. Gray (2002) called for engagement of faculty in research on assessment as that puts the process under the guise of those responsible for conducting it. Similarly, Hutchings (2010) recommended that institutions “make a place for assessment in faculty development” (p. 14) and “reframe the work of assessment as scholarship” (p. 15). Another means of increasing participation would be to include contractual specifications that place assessment under the professional reward structure (Gold et al., 2011).

It is important that those responsible for the assessment process have time to devote to these efforts. Ewell et al. (2011) obtained data on survey respondents at the program level who rated more release time for faculty to engage in assessment as a factor that would advance assessment. Green, Jones, and Aloi (2008) found in their study of assessment that finding time to design and administer the assessment plan and integrating it into the daily duties of faculty and staff was a challenge. Macaruso (2007) reported that 44% of respondents in the survey of academic advising programs indicated time as a challenge in assessment. Contractual

specifications of the reward structure within institutions that only include teaching, service, and scholarship do not place a priority on time for assessment purposes. This is made more difficult by the practice of hiring adjunct and contingent faculty given the very little amount of time available to devote to assessment.

The strain on resources can be an impediment to successful assessment practices. Kuh and Ikenberry (2009) indicated that provosts identified having more expertise and finances as important to effective assessment practice. Program administrators reported that funds were needed to support faculty involvement and to provide faculty development to advance practices (Ewell et al., 2011). “A clearly defined purpose and intentionally designed means to achieve the intended purpose” (p. 13) will allow programs to have more cost-effective assessment (Swing & Coogan, 2010). Professional development was needed to allow faculty and staff to keep current on assessment practices (Kuh & Ikenberry, 2009). Better tests and more information on assessment tools were also considered as top needs (Kuh & Ikenberry, 2009) as was learning what other programs were doing in assessment (Ewell et al., 2022). Fusch (2012) found that less than 20% of institutions devoted sufficient resources to improving advising and less than 25% of advising administrators indicated that data from assessment were used to inform advisor training and development. Much improvement in assessment of academic advising is still needed.

Building a culture which values assessment was identified as critical to the assessment process (Kuh & Ikenberry, 2009). It may call for additional professional staff or a full-time coordinator or director of assessment (Green et al., 2008). Beginning the process of assessment has proven to bring about a culture change. Baker et al. (2012) found most institutions that began assessment in response to accreditation eventually shifted the focus to institutional planning and improvement efforts. A campus-wide shared commitment to assessment contributes to the institution’s mission of learning. Recognizing the importance of collaborative work within the entire institution is considered one of the best practices in assessment (Palomba, 2002b). This includes designing outcomes, assessment tools, and criteria of achievement. Best practices also include the prioritizing of learning outcomes assessment within the teaching and learning process of the institution (Green et al., 2008).

Summary

Institutions committed to improvement and student success can provide evidence of these intentions through assessment of student learning (Maki, 2004). Assessment must be a continuous process that measures students at various points during their educational program. Since academic advising is a learning-centered activity (Campbell & Nutt, 2008), the learning outcomes need to be assessed.

Institutions should identify academic advising student learning outcomes that are meaningful and serve to achieve the institutional mission (CAS, 2008). The outcomes must fit the needs of students so they are able to reach their educational and career goals (Martin, 2007). Recent studies did not determine which academic advising student learning outcomes had been identified by advising programs (Carlstrom, 2012; Macaruso, 2007).

Student learning outcomes need to be measureable and assessment must include a variety of measures. The use of single measures is problematic (Robbins, 2009) and may be influenced by unrealistic expectations of students (Creamer & Scott, 2000). Multiple measures must be used to obtain comprehensive assessment data. Current academic advising assessment practices consists of student surveys that provide perceptions of the advising process (Banta et al., 2002; Carlstrom, 2012; Macaruso, 2007).

The resulting assessment information should be used to improve advising practices as well as student learning (Palomba, 2002a). Information obtained from student satisfaction surveys of advising services does not provide for comprehensive assessment of the program or student learning (Cuseo, 2008). More advisors and administrators need training on making sense of assessment data (Blaich & Wise, 2011).

Those who conduct or are responsible for assessment must have competencies in the assessment process. Faculty and staff involvement in assessment has been a major challenge (Kuh & Ikenberry, 2009). Acceptance of participants may increase if they are given more time to conduct assessment (Green et al., 2008); resources to carry out assessment (Kuh & Ikenberry, 2009); information on the processes, tools, and models of assessment (Ewell, 2009); and reward for the practice of assessment (Gold et al., 2011).

Although assessment of academic advising has been studied, there is limited literature on the identification of student learning outcomes, the measures used to assess them, and the use of

assessment results. More research is needed to provide a picture of the current state of assessment practices to help determine where improvements need to be made.

Chapter 3 - Method

This study investigated practices in the assessment of academic advising with particular emphasis on student learning outcomes. The four main research topics in this study included: (a) student learning outcomes of academic advising, (b) measures used to assess student learning outcomes, (c) uses of assessment information, and (d) factors that facilitated assessment of academic advising. The purpose of this study was to determine what student learning outcomes have been identified, what measures participants used to assess the student learning outcomes, and how the assessment information is being used to improve student learning and academic advising practices on college and university campuses. The research questions addressed by this study were:

1. What percentage of those surveyed has formally identified academic advising student learning outcomes?
2. What academic advising student learning outcomes have been formally identified?
3. What sources were used to identify academic advising student learning outcomes?
4. What percentage of those surveyed who identified academic advising student learning outcomes use formal measures to assess those outcomes?
5. What percentage of those surveyed who identified academic advising student learning outcomes use three or more formal measures to assess those outcomes?
6. For which academic advising student learning outcomes do participants use three or more formal measures?
7. What measures are used to assess academic advising student learning outcomes?
8. What percentage of those surveyed who identified academic advising student learning outcomes use assessment information to improve practice and student learning?
9. How do those surveyed who identified academic advising student learning outcomes use the assessment information to improve practice and student learning?
10. Is there an association between (a) institution type, (b) institution size, (c) institutional level of advising, (d) who advises, (e) mandatory advising for all students, and (f) existence of a formal mission statement for academic advising and the following:
 - formal identification of academic advising student learning outcomes?
 - use of formal measures to assess academic advising student learning outcomes?

- use of three or more formal measures to assess academic advising student learning outcomes?
 - use of assessment information?
11. What advisor factors do participants view as facilitators of the assessment of academic advising?
 12. What institutional factors do participants view as facilitators of the assessment of academic advising?

Participants

Participants for the study were administrators, advisors, and other personnel who practice or are responsible for the assessment of academic advising at their institutions. All participants were from institutions that have members of the National Academic Advising Association. Some had completed the NACADA 2011 National Survey of Academic Advising and agreed to participate in follow-up studies. Others learned of the study while attending the NACADA 2011 National Conference and volunteered to participate. The remaining participants responded to the announcement of the survey delivered through the NACADA Assessment listserv. A total of 499 potential participants were invited to complete the survey. Data were collected from a total of 291 participants, which was a 58% response rate. Out of this number, 230 (46% of total prospective participants) had complete data and were used in the results.

Instrument

A national Survey on Assessment of Academic Advising was developed (see Appendix A) for this study. The online survey was comprised of four sections. Items in the first section were included to obtain demographic information on the participants, including their NACADA region, type of institution (two-year, bachelor's, master's, doctoral, or proprietary), and undergraduate enrollment size (small: less than 500 to 5,999 students, medium: 6,000 to 23,999 students, and large: 24,000 or more students). Other items were included to obtain data on the participants' advising situation: level within the institution at which the participant was involved in advising (i.e., institution wide, college, school or division within a university, or department); title/role within the institution (e.g., faculty, advisor, administrator); who advises undergraduate

students (e.g., faculty, professional advisors, graduate students, peers); whether advising is mandatory; and the existence of a formal mission statement for academic advising. The last item in section one obtained data regarding whether participants had identified and/or assessed any outcomes (response was “Yes” or “No”).

Section two was comprised of multiple levels that obtained data on specific student learning outcomes. Participants were provided with 21 items and each one presented a specific student learning outcome. The outcomes included in the survey were gleaned from the NACADA *Guide to Assessment in Academic Advising* (Aiken-Wisniewski et al., 2010), the Assessment of Academic Advising Institute (NACADA, 2011c), and the NACADA Clearinghouse. The Clearinghouse resources included *Constructing Student Learning Outcomes* (Martin, 2007), *Academic Advising Syllabi* (NACADA, 2011a & 2011b), *Assessment of Academic Advising Instruments and Resources* (NACADA, 2011d), the *Assessment of Advising Commission resources* (NACADA, 2011e), and *Student Learning Outcomes for Academic Advising* (NACADA, 2011f). The student learning outcomes were presented as groups of cognitive, behavioral, and affective outcomes as follows:

Cognitive outcomes

1. student knows the degree requirements of the college/department
2. student knows department/college policies (e.g. late withdrawal from courses, grade replacement, late adding of a course)
3. student knows about academic majors available
4. student knows how to schedule an advising appointment
5. student knows how to compute his/her GPA
6. student knows where to locate resources on campus (e.g. tutoring, career services, financial assistance)

Behavioral outcomes

7. student is able to demonstrate effective decision making skills
8. student is able to develop long-term plans to meet education goals
9. student uses an educational plan to manage progress toward degree completion
10. student engages with appropriate resources to meet individual need for academic success
11. student interprets a degree audit report for educational planning
12. student prepares questions for an advising appointment

13. student uses the online registration system to enroll in classes
14. student accesses academic advising in a timely manner

Affective outcomes

15. student values/appreciates the benefits of the general education requirements (a liberal education)
16. student appreciates how personal values relate to life goals
17. student values/appreciates how his/her academic major reflects personal interests
18. student values/appreciates having a sense of ownership of one's educational experience
19. student values/appreciates how academic advising has contributed to his/her educational experience
20. student values/appreciates the role of internships as part of his/her undergraduate experience
21. student values/appreciates the importance of interacting with faculty members

If participants answered “Yes” to identifying any one of the student learning outcomes items, they were presented with a list of measure options and asked to select all that were used to assess the student learning outcomes. The measures included in the survey were those most frequently found in the assessment of academic advising literature and also drawn and adapted with permission (see Appendix B) from the National Institute for Learning Outcomes Assessment (NILOA, 2009) national survey of provosts and chief academic officers on assessment practices. Following are the response options related to measures:

- We do not formally assess this student learning outcome,
- We informally assess this student learning outcome (e.g., talking with student in advising session),
- Written exams (e.g., new student orientation, advising sessions, orientation courses),
- Rubric to assess student work/portfolio,
- Rubric to assess direct observation of student in advising session,
- Rubric to assess reflective essays,
- Surveys/questionnaires (e.g., student satisfaction survey),
- Focus groups,
- Performance on a case study/problem,
- Exit interviews of graduating students, and

- Follow-up studies of alumni.

After identifying the measures used to assess the identified outcomes, participants were presented with options on the uses of assessment information and prompted to select all that apply. The following uses of assessment information most frequently found in the assessment literature were used in the survey:

- We do not use the assessment information gathered,
- Revise advising pedagogy,
- Revise advising curriculum,
- Revise student learning outcomes,
- Revise process/delivery outcomes,
- Evaluate individual advisors,
- Evaluate the advising unit and services.
- Lobby for new resources based on assessment results,
- Fulfill assessment mandates of institution administration, and
- Fulfill assessment mandates of institution accrediting body.

Participants were also provided a write-in section to provide any other academic advising student learning outcomes that had been formally identified. Section two ended with a field where participants were able to provide additional measures used to assess the student learning outcomes and a field to provide additional ways the assessment information was used.

The third section of the survey included an item that focused on the sources used by participants to develop academic advising student learning outcomes. Participants were asked to select from the sources, which included the *CAS Academic Advising Programs: Standards and Guidelines* (CAS, 2008), the *NACADA Statement of Core Values* (NACADA, 2005), *NACADA Concept of Academic Advising* (NACADA, 2006), *NACADA Guide to Assessment of Academic Advising*, (Aiken-Wisniewski et al., 2010), and the NACADA Clearinghouse Instruments and Resources. Other sources included the mission of the institution, the needs of students on campus, identification of services provided to students, delineated advising goals based on advising mission statement, and delineated advising objectives base on advising mission statement (Robbins, 2009).

Finally, the fourth section of the survey included 15 items to determine participants' perceptions of the importance of each activity to the facilitation of academic advising

assessment. These items were drawn and adapted with permission (see Appendix B) from the NILOA (2009) national survey of provosts and chief academic officers and the NILOA (2010) national survey of department and program heads. Ten of the items related to advisor needs (e.g., “Advisors need to feel confident in their abilities to properly conduct assessment of academic advising,” “Advisors need better measures for assessment of academic advising”) and four items related to institutional needs (e.g., “Administration needs to provide more support for the assessment of academic advising,” “Administration needs to use assessment information”). One item included related to student roles in assessment (“Advisees need to be more willing to participate in assessment of academic advising”). Response options were provided on a five-point scale that included “Very unimportant,” “Unimportant,” “Neutral,” “Important,” or “Very important.”

In September 2011, the NACADA Assessment Institute Faculty was asked to review the survey by Executive Director of NACADA, Charlie Nutt. Three experts in the field of assessment of academic advising examined the contents of the survey to judge the degree it measured predetermined objectives and the relative importance of the parts of the instrument. The faculty made suggestions for revisions and improvement (i.e., to limit question order effects, reduce number of items, item clarification, eliminating compound items, refine response options to limit missing data), and these were implemented in the survey. This review also served as a means of collecting evidence for validity (McMillin, 2012).

The survey was pilot tested in an attempt to identify problems with the survey and implementation procedures (Dillman, 2009). In November 2011, a sample of NACADA 2011 Assessment Institute participants completed and provided feedback on issues they experienced completing the survey. A total of 39 respondents provided feedback regarding the survey. The results were also reviewed for non-response problems and to determine the rate response categories were used. This feedback was used to make revisions to the survey, which included clarifying instructions and refining survey items.

Procedures

The Institutional Review Board at Kansas State University granted permission to conduct this study. Recruitment for the main survey began with an announcement (see Appendix C) to

members of the NACADA Assessment of Advising Commission listserv inviting them to register at the national conference. The survey was announced in the NACADA 2011 National Conference program as well as during the Assessment of Advising Commission meeting. A table was made available at the conference where interested parties were able to obtain more information. Information regarding the importance of the survey and the benefits to the advising profession (Dillman, 2009) was provided to potential respondents to encourage participation. Those who were interested were able to provide their name and contact information for participation in the survey. No one completed the survey at this time. The list of potential participants for this study also included participants from the NACADA 2011 National Survey of Academic Advising who indicated an interest in taking part in follow-up surveys on assessment.

The administration of the national Survey on Assessment of Academic Advising took place in February 2012. Potential participants were sent an email notification (see Appendix D) inviting them to take part in the survey. A note of introduction provided a description and the purpose of the online survey. The endorsements of Charlie Nutt, Executive Director of NACADA, and Ned Muhovich, Chair of the NACADA Assessment of Advising Commission, were included with the introduction. This was done in hopes that it would improve the rate of return and number of participants (Dillman, 2009). It was noted in the introduction that the data collected was to be used to complete research for a dissertation. A consent message was included so that when participants clicked the private URL link they gave consent to participate in the study. Participants for the main study were given three weeks to complete the survey. A follow-up email (see Appendix D) was sent after the first two weeks had passed to remind them of the survey and encourage its completion.

Hypotheses

The analyses for type of institution, size of institution, and institutional level of advising were exploratory, and therefore, no hypotheses were made. The hypotheses for the other institutional variables were as follows:

1. Advising situations where only professional advisors are used would formally identify student learning outcomes (research question 1), measure student learning outcomes (research question 4), and use assessment data (research question 8) more than advising situations where only faculty advisors are used.

2. Advising situations where advising is mandatory for all students would formally identify student learning outcomes, measure student learning outcomes, and use assessment data less than advising situations where academic advising is not mandatory.
3. Advising situations that have a formal mission statement for academic advising would formally identify student learning outcomes, measure student learning outcomes, and use assessment data more than advising situations with no mission statement.

Research Design

This study was a non-experiment design. The survey used in the study was administered using the Axio Learning online survey system. A sample of individuals who conduct or are responsible for assessment of academic advising was used. The primary purpose of this research is to better understand relationships that may exist (McMillan, 2012) between institutional variables and assessment practices, not to generalize.

Statistical Analyses

Data were collected to determine the frequencies of the following characteristics of participants' institutions: NACADA region, type of institution, size of institution, institutional level of advising, who advises, advising requirement, and the existence of a formal mission statement for academic advising. In addition, frequencies were used to present the following: the number of participants who identified each academic advising student learning outcome; the number of participants who measured each identified outcome; the number of participants who used multiple measures to assess each identified outcome; the number each measure was used to assess identified outcomes; the number of participants who used assessment information; and the number each use of information was reported. Frequencies were used to determine the sources used by participants in the development of academic advising student learning outcomes. Also, frequencies were used to provide what respondents viewed as important to improving the assessment of academic advising in their situation.

A series of Pearson's chi-square tests were conducted to examine if there were associations between (a) institution type, (b) institution size, (c) institutional level of advising,

(d) who advises, (e) mandatory advising for all students, and (f) the existence of a formal mission statement for academic advising with the following:

- formal identification of academic advising student learning outcomes
- use of formal measures to assess academic advising student learning outcomes
- use of three or more formal measures to assess academic advising student learning outcomes
- use of assessment information

Chi-square analyses were only presented if the following requirements were met: (a) no more than 20% of cells had expected counts less than 5, and (b) no cells had expected counts less than one.

Chapter 4 - Results

This study involved surveying participants who conduct or are responsible for assessment of academic advising at their institutions. Data were obtained on what student learning outcomes had been formally identified, what measures were used to assess the achievement of these outcomes, and how the assessment information was used. The outcomes, measures, and uses of assessment information included in the study's survey were those most commonly found in the assessment of academic advising literature. This study also investigated participants' perceptions of the importance of factors that could facilitate advising assessment program success. In addition, chi-square analyses were conducted to determine if there was any significant association between the institutional variables and the assessment practices of participants. The sections included in this chapter are the demographic characteristics of participants and the research question results.

Demographic Characteristics of Participants

Frequency counts provided characteristics of participants including their NACADA region, type of institution (two-year, bachelor's, master's, or doctoral), size of institution (small, medium, or large), institutional level of advising in their situation (institution wide, college, school or division within a university, or department), who in the institution advises (faculty, professional advisors, or both), whether advising is required, and whether the institution has a formal mission statement for academic advising.

The overall response rate for the survey was 46.1% ($n = 230$) out of 499 prospective participants. Results of the survey revealed the highest rate of responses came from NACADA Region 5 (19.1%, $n = 44$) and the lowest rate was in Region 8 (3.9%, $n = 9$). This is reflective of NACADA membership as Region 5 has the largest number of members according to recent data provided by NACADA and Region 8 is one of the smallest. The number of participants from all regions was proportional to the number of NACADA members in each region (NACADA, 2012). See Table 1 for the number and percent of participants from all regions.

Table 1

Number and Percent of Participants by NACADA Region

Region	<i>n</i>	%
1	28	12.2
2	30	13.0
3	25	10.9
4	19	8.3
5	44	19.1
6	17	7.4
7	28	12.2
8	9	3.9
9	10	4.3
10	20	8.7
	230	100.0

The highest percentage of participants by institution type was from public and private, not-for-profit, doctoral degree granting institutions (37.8%, $n = 87$). According to the Carnegie Foundation for the Advancement of Teaching (2010a), doctoral granting institutions represent only 1.7% of all institutions; this was a larger than expected response rate from this group. Public and private, not-for-profit, two-year institutions were the next largest group represented among the participants (24.3%, $n = 56$). The sample of two-year college participants more closely corresponds to the 29.0% of all institutions they represent. Table 2 lists the number and percent of participants by institutional type.

Institution size, based on the Carnegie Foundation classification categories, was comprised of three categories (see Table 3) including small (less than 6,000 students), medium (6,000 to 23,999 students), and large (24,000 or more students). Almost all of the participants, 83.4%, reported being from an institution with a student enrollment of less than 24,000. According to the Carnegie Foundation (2010b), small institutions make up 64.4% of all institutions as compared to 41.7% in this sample.

Table 2

Number and Percent of Participants by Type of Institutions

Type	<i>n</i>	%
Doctoral public and private	87	37.8
Two-year public and private	56	24.3
Master's public and private	50	21.7
Bachelor's public and private	29	12.6
Proprietary institutions	8	3.6
	230	100.0

Table 3

Number and Percent of Participants by Size of Institutions

Size	<i>n</i>	%
Small	96	41.7
Medium	96	41.7
Large	38	16.6
	230	100.0

The data showed about half of the participants had job responsibilities associated with undergraduate advising on an institution-wide level (53%, $n = 122$). Table 4 presents the number and percent of participants by institutional level of advising.

Table 4

Number and Percent of Participants by Institutional Level of Advising

Advising Level	<i>n</i>	%
Institution wide	123	53.5
College, school, division within the university	79	34.3
Department within college of school	28	12.2
	230	100.0

Demographic data were collected on the title or role of participants within their institution (see Table 5). Advising Director/Coordinator was the most common role of participants at their institutions (45.7%, $n = 105$). The next most frequently reported role was that of academic advisor with 21.7% ($n = 50$) of the participants indicating this. In February 2012, academic advisors made up 47% of the NACADA membership (NACADA, 2012). Only 4.7% of

Table 5
Number and Percent of Participants by Title or Role

Title/Role	<i>n</i>	%
Advising Director/Coordinator	105	45.7
Academic Advisor	50	21.7
Assistant/Associate Dean	22	9.6
Dean	12	5.2
Director, other	8	3.5
Faculty, Director/Coordinator of Advising	7	3.0
Director of Student Achievement/Development	6	2.6
Faculty	4	1.7
Academic Planning Director/Coordinator	3	1.3
Admissions Staff	2	0.9
Assistant/Associate Vice President for Academic Affairs	2	0.9
Counselor	2	0.9
Assistant/Associate Provost	1	0.4
Chair Academic Advising Committee	1	0.4
Manager of Scheduling	1	0.4
Registrar	1	0.4
Retention Specialist	1	0.4
Study Abroad Advisor	1	0.4
Vice President for Student Affairs/Dean of Students	1	0.4
	230	100.0

those responding identified themselves as a faculty advisor, which is representative of NACADA membership demographics. As of February 28, 2012, 3.6% of the total membership of NACADA identified as faculty advisors (NACADA, 2012).

Eighty-seven percent ($n = 200$) of the participants indicated having some advising responsibilities. Results indicated that 32.6% ($n = 75$) of participants represented situations where only professional advisors were used while 20.0% ($n = 46$) of participants represented situations where only faculty advisors were used. However, 45.2% ($n = 104$) of the participants indicated a split model was used in their advising situation as both faculty and staff provided advising. Table 6 presents information on who is responsible for advising in the participants' advising situation.

Table 6

Number and Percent of Participants Reporting Who Advised in Their Situation

Who Advised	<i>n</i>	%
Full-time/Part-time Professional Advisors	207	90.0
Full-time/Part-time Faculty	189	82.2
Para-professional Staff	29	12.6
Peer Advisors	24	10.4
Graduate Students	20	8.7
Counselors	4	1.7
Administrators	1	0.4
	230	100.0

The data showed that 42.2% ($n = 97$) of participants had mandatory advising for all students. A little over one third reported no requirement of advising while 22.6% ($n = 52$) indicated that advising was required depending on the situation (e.g., mandatory for new freshmen, transfer, or probationary students). The results indicated that a formal mission statement for academic advising exists in 65.7% ($n = 151$) of participants' advising situations.

Results

The data gathered from the study's survey on assessment of academic advising provided information on the academic advising student learning outcomes identified by participants, the measures used to assess the achievement of student learning outcomes, and the decisions made as a result of the information obtained through the assessment process. The results are presented by research question.

Student Learning Outcomes of Academic Advising

Research Question 1 - What percentage of those surveyed has formally identified academic advising student learning outcomes?

Results indicated that 77.8% ($n = 179$) of the 230 participants had formally identified academic advising student learning outcomes.

Research Question 2 - What academic advising student learning outcomes have been formally identified?

Results indicated that cognitive student learning outcomes, what students should know as a result of academic advising, were more frequently identified than behavioral or affective student learning outcomes. Knowing degree requirements was the most frequently reported cognitive student learning outcome, identified by 67.4% ($n = 155$) of the participants (see Table 7). This was followed by knowing where to locate resources (57.8%, $n = 133$) and knowing department/college policies (50.9%, $n = 117$).

The most frequently reported behavioral student learning outcomes, what students should be able to do as a result of academic advising, were developing long-term educational plans (44.3%, $n = 102$) and using the online registration system (43.9%, $n = 101$). Results indicated that 43.5% ($n = 100$) of participants identified using long-term educational plans as a student learning outcome. Table 8 presents the number and percent of participants who reported identification and assessment of behavioral outcomes.

Table 7

Number and Percent of Participants Who Reported Identification and Assessment of Cognitive Outcomes

SLO	Identified SLO		Assessed SLO		Used two or more measures		Used three or more measures	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Student knows the degree requirements of college/department	155	67.4	102	65.8	17	11.0	3	1.9
Student knows where to locate resources on campus	133	57.8	89	66.9	15	11.3	1	0.8
Student knows department/college policies	117	50.9	73	62.4	12	10.3	1	0.9
Student knows about academic majors available	108	47.0	62	57.4	7	6.5	0	0.0
Student knows how to schedule an advising appointment	102	44.3	49	48.0	5	4.9	1	1.0
Student knows how to compute GPA	31	13.5	18	58.1	3	9.7	0	0.0

Note: *N* = 230.

Table 8

Number and Percent of Participants Who Reported Identification and Assessment of Behavioral Outcomes

SLO	Identified SLO		Assessed SLO		Used two or more measures		Used three or more measures	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Student is able to develop long-term plans to meet education goals	102	44.3	70	68.6	18	17.6	0	0.0
Student uses the online registration system to enroll in classes	101	43.9	37	36.6	5	5.0	1	1.0
Student uses an educational plan to manage progress toward degree completion	100	43.5	57	57.0	12	12.0	1	1.0
Student interprets a degree audit report for educational planning	86	37.4	45	52.3	9	10.5	1	1.2
Student engages with appropriate resources to meet individual need for academic success	78	33.9	46	59.0	10	12.8	1	1.3
Student is able to demonstrate effective decision-making skills	58	25.2	34	58.6	7	12.1	0	0.0
Student accesses academic advising in a timely manner	53	23.0	30	56.6	4	7.5	0	0.0
Student prepares questions for an advising appointment	45	19.6	21	46.7	3	6.7	0	0.0

Note: *N* = 230.

Fewer participants identified affective student learning outcomes, what students should value or appreciate as a result of academic advising. The most frequently identified were valuing or appreciating the contributions of academic advising and interacting with faculty, both at 24.3% ($n = 56$). The number and percent of participants who reported identification and assessment of affective outcomes are presented in Table 9.

Table 9
Number and Percent of Participants Who Reported Identification and Assessment of Affective Outcomes

SLO	Identified SLO		Assessed SLO		Used two or more measures		Used three or more measures	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Student values/appreciates how academic advising has contributed to his/her educational experience	56	24.3	40	71.4	15	26.8	4	7.2
Student values/appreciates the importance of interacting with faculty members	56	24.3	29	51.8	8	14.3	2	3.6
Student values/appreciates having a sense of ownership of one's educational experience	51	22.2	28	54.9	10	19.7	2	4.0
Student values/appreciates the benefits of the general education requirements	50	21.7	31	62.0	13	26.0	7	14.0
Student values/appreciates how his/her academic major reflects personal interests	50	21.7	30	60.0	8	16.0	1	2.0
Student values/appreciates the role of internships as part of his/her undergraduate experience	39	17.0	25	64.1	15	38.5	5	12.9
Student appreciates how personal values relate to life goals	29	12.6	16	55.2	3	10.2	2	6.8

Note: $N = 230$.

Participants had identified other outcomes and provided these in the write-in section of the survey. These outcomes included student will know important dates, student will have tools and knowledge, and student will have understanding of academic standing. In addition, outcomes included student will know how advisors help guide them, student will demonstrate financial responsibility, and student will know implications of decisions.

Research Question 3 - What sources were used to identify academic advising student learning outcomes?

The most frequently reported sources used for developing outcomes were the services provided to students (66.5%), the needs of students on campus (66.1%), and the mission of the institution (62.2%). Participants were able to select more than one source. Table 10 presents the number and percent of participants who identified each source used to guide their development of student learning outcomes.

Table 10

Number and Percent of Participants Who Identified Each Source Used to Guide Development of Student Learning Outcomes

Sources	<i>n</i>	%
Identification of services you provide to students	153	66.5
Needs of students on campus	152	66.1
Mission of institution	143	62.2
NACADA <i>Core Values</i>	123	53.5
NACADA <i>Concept of Academic Advising</i>	111	48.3
CAS standards	108	47.0
Delineated advising goals based on advising mission statement	108	47.0
Delineated advising objectives based on advising mission statement	103	44.8
NACADA <i>Guide to Assessment of Advising</i>	86	37.4
NACADA Clearinghouse Instruments & Resources	85	37.0

Note: N = 230.

Participants listed other sources used in the development of academic advising student learning outcomes. These included the literature on learning-centered advising, samples of student learning outcomes from other institutions, and the NACADA Summer and Assessment Institutes.

Measures Used to Assess Student Learning Outcomes

Research Question 4 - What percentage of those surveyed who identified academic advising student learning outcomes use formal measures to assess those outcomes?

The results indicated that 57.8% ($n = 133$) of participants used formal measures to assess academic advising student learning outcomes. The three most frequently identified student learning outcomes were also the most frequently measured. Of the 155 participants who had formally identified the cognitive student learning outcomes of knowing degree requirements, 65.8% ($n = 102$) reported assessing this outcome. Of those who measured this outcome, 11% ($n = 17$) reported using two or more formal measures and 1.9% ($n = 3$) reported using three or more formal measures (see Table 7).

Formal measures were used in assessing most of the behavioral student learning outcomes (see Table 8). The outcomes measured by over one-half of the participants who identified them were developing long-term plans with 68.6% ($n = 70$) and engaging with appropriate resources (59.0%, $n = 46$).

Few participants reported to have identified affective student learning outcomes (see Table 9). However, over half of the participants who identified affective student learning outcomes used formal measures to assess the outcomes. They were also more likely to use multiple formal measures to assess these outcomes than those who measure cognitive or behavioral student learning outcomes.

Research Question 5 - What percentage of those surveyed who identified academic advising student learning outcomes use three or more formal measures to assess those outcomes?

The data indicated that 7.8% ($n = 18$) of the participants who identified outcomes used three or more formal measures to assess at least one student learning outcome. Most who used two or more formal measures did so for more than one student learning outcome.

Research Question 6 - For which academic advising student learning outcomes do participants use three or more formal measures?

The results indicated all of the student learning outcomes included in the survey were assessed by multiple (two or more) measures. However, the number of participants who reported using three or more formal measures was minimal. Only two student learning outcomes were

assessed with three or more measures by more than 10% of participants who identified those outcomes. These included appreciating the benefits of general education (14.0%, $n = 7$) and appreciating the role of internships (12.9%, $n = 5$).

Research Question 7 - What measures are used to assess academic advising student learning outcomes?

Student surveys or questionnaires were the overwhelming choice reported for measuring achievement of each student learning outcomes. The most frequently used measure to assess each type of outcome, cognitive, behavioral, and affective, was a survey. For cognitive and behavioral outcomes, direct observations and written exams were the next most common. For affective outcomes, exit interviews were the second most frequently reported choice followed by focus groups and alumni surveys.

The measure options included in the study's survey were written exams, a rubric to measure student work/portfolio, a rubric to measure direct observation, a rubric to measure student essays, student surveys/questionnaires, exit interviews, focus groups, degree audits, and course assignments. Tables 11, 12, and 13 present the number and percent of participants who reported using formal measures to assess each student learning outcome out of those who identified outcomes.

Table 11

Number and Percent of Participants Who Reported Use of Formal Measures to Assess Cognitive Outcomes

SLO	Student surveys/ Questionnaires		Direct observation		Written exams		Course assignments		Student work/ Portfolio		Focus groups		Student essays		Other	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Student knows the degree requirements of college/department (<i>n</i> = 155)	94	60.7	11	6.8	7	4.3	3	1.7	3	1.7	0	0	0	0	0	0
Student knows where to locate resources on campus (<i>n</i> = 133)	80	60.2	7	5.3	5	3.8	4	3.0	1	0.8	3	2.3	0	0	0	0
Student knows department or college policies (<i>n</i> = 117)	70	60.0	5	4.5	3	2.6	2	1.3	6	5.2	3	2.6	0	0	3	2.6
Student knows about academic majors available (<i>n</i> = 108)	60	55.6	4	3.7	1	0.9	1	0.9	1	0.9	1	0.9	1	0.9	0	0
Student knows how to schedule an advising appointment (<i>n</i> = 102)	47	46.1	2	2.0	1	1.0	1	1.0	1	1.0	2	2.0	1	1.0	5	4.9
Student knows how to compute their GPA (<i>n</i> = 31)	13	41.9	2	6.5	3	9.7	1	3.0	0	0	0	0	0	0	0	0

Table 12

Number and Percent of Participants Who Reported Use of Formal Measures to Assess Behavioral Outcomes

SLO	Student surveys/ Questionnaires		Direct observation		Written exams		Course assignments		Student work/ Portfolio		Focus groups		Student essays		Other	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Student is able to develop long-term plans to meet education goals (<i>n</i> = 102)	62	60.8	8	7.8	4	3.9	4	3.9	5	4.9	0	0	1	1.0	3	2.9
Student uses an educational plan to manage progress toward degree completion (<i>n</i> = 100)	51	51.0	8	8.0	2	2.0	2	2.0	5	5.0	3	3.0	0	0	0	0
Student uses the online registration system to enroll in classes (<i>n</i> = 101)	31	30.7	4	4.0	0	0	0	0	0	0	1	1.0	1	1.0	6	5.9
Student engages with appropriate resources to meet individual need for academic success (<i>n</i> = 78)	41	52.6	6	7.7	1	1.3	1	1.3	4	5.1	1	1.3	1	1.3	3	3.8
Student accesses academic advising in a timely manner (<i>n</i> = 53)	27	50.9	2	3.8	0	0	0	0	1	1.9	0	0	0	0	6	11.3
Student is able to demonstrate effective decision making skills (<i>n</i> = 58)	29	50.0	6	10.3	4	6.9	0	0	0	0	1	1.7	1	1.7	0	0
Student interprets a degree audit report for educational planning (<i>n</i> = 86)	41	47.7	8	9.3	1	1.2	1	1.2	11	3.5	1	1.2	0	0	0	0
Student prepares questions for an advising appointment (<i>n</i> = 45)	19	42.2	5	11.1	0	0	1	2.2	0	0	0	0	0	0	0	0

Table 13

Number and Percent of Participants Who Reported Use of Formal Measures to Assess Affective Outcomes

SLO	Student surveys/		Exit interviews		Focus groups		Alumni follow-ups		Student essays		Course assignments		Case study	
	Questionnaires		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
	<i>n</i>	%												
Student values/appreciates how academic advising has contributed to his/her educational experience (<i>n</i> = 56)	36	64.3	14	25.0	8	14.3	2	3.6	1	1.8	0	0	0	0
Student values/appreciates the benefits of the general education requirements (<i>n</i> = 50)	29	58.0	9	18.0	6	12.0	6	12.0	5	10.0	0	0	0	0
Student values/appreciates how his/her academic major reflects personal interests (<i>n</i> = 50)	26	52.0	3	6.0	3	6.0	1	2.0	5	10.0	1	2.0	1	2.0
Student values/appreciates the role of internships as part of his/her undergraduate experience (<i>n</i> = 39)	18	46.2	11	28.2	7	17.9	8	20.5	3	7.7	0	0	3	7.7
Student values/appreciates having a sense of ownership of one's educational experience (<i>n</i> = 51)	23	45.1	10	19.6	3	5.9	2	3.9	5	9.8	0	0	0	0
Student values/appreciates the importance of interacting with faculty members (<i>n</i> = 56)	25	44.6	8	14.3	2	3.6	4	7.1	1	1.8	1	1.8	0	0
Student appreciates how personal values relate to life goals (<i>n</i> = 29)	10	34.5	2	6.9	2	6.9	2	6.9	4	13.8	4	6.9	0	0

Use of Assessment Information

Research Question 8 - What percentage of those surveyed who identified academic advising student learning outcomes use assessment information to improve practice and student learning?

Results indicated that 60.0% ($n = 138$) of participants who identified academic advising student learning outcomes ($n = 179$) used information gathered from assessing those outcomes to make decisions.

Research Question 9 - How do those surveyed who identified academic advising student learning outcomes use the assessment information to improve practice and student learning?

The options presented in the survey for using student learning outcome assessment information included revising advising pedagogy, revising advising curriculum, revising student learning outcomes, revising process/delivery outcomes, evaluating individual advisors, evaluating advising unit services, lobbying for additional resources, completing an institutional mandate, and completing an accrediting body mandate. The number and percent of participants who reported how information was used as a result of assessing student learning outcomes are listed in Tables 14, 15, and 16. Column one of Tables 14, 15, and 16 presents the number and percent of participants who used assessment information by student learning outcome for cognitive, behavioral, and affective outcomes, respectively.

The most frequently reported actions taken were revising process/delivery outcomes and revising the advising curriculum. These were followed by evaluating the advising unit. Using assessment information to meet institutional or accrediting body mandates was far down the list as was revising student learning outcomes and the lobbying for additional resources.

Table 14

Number and Percent of Participants Who Reported How Information Was Used as a Result of Cognitive Outcomes Assessment

SLO	Used assessment information		Revising process/delivery outcomes		Evaluating advising unit		Revising advising pedagogy		Revising advising curriculum		Evaluating individual advisors		Institutional mandate		Accrediting body mandate		Revising student learning outcomes		Lobbying for additional resources	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
	Student knows the degree requirements of college/department (<i>n</i> = 155)	110	70.9	61	39.3	52	33.3	46	29.9	31	19.7	25	16.2	27	17.1	19	12.0	19	12.0	22
Student knows about academic majors available (<i>n</i> = 108)	75	69.4	35	32.4	37	34.3	25	23.1	30	27.8	23	21.3	17	15.7	13	12.0	12	11.1	8	7.4
Student knows department/college policies (<i>n</i> = 117)	81	69.0	42	35.5	43	36.8	29	25.2	25	21.3	25	21.3	19	16.1	17	14.2	14	11.6	23	19.4
Student knows where to locate resources on campus (<i>n</i> = 133)	91	68.4	44	33.1	43	32.3	29	21.8	34	25.6	22	16.5	24	18.0	16	12.0	17	12.8	14	10.5
Student knows how to schedule an advising appointment (<i>n</i> = 102)	61	59.8	28	27.5	26	25.5	20	19.6	19	18.6	10	9.8	10	9.8	7	6.9	7	6.9	7	6.9
Student knows how to compute his/her GPA (<i>n</i> = 31)	18	58.0	10	32.3	9	29.0	9	29.0	9	29.0	5	16.1	5	16.1	4	12.9	4	12.9	1	3.2

Note: Participants were directed to “check all that apply.” Thus, the percentages listed do not total 100%.

Table 15

Number and Percent of Participants Who Reported How Information Was Used as a Result of Behavioral Outcomes Assessment

SLO	Used assessment information		Revising process/delivery outcomes		Evaluating advising unit		Revising advising pedagogy		Revising advising curriculum		Evaluating individual advisors		Institutional mandate		Accrediting body mandate		Revising student learning outcomes		Lobbying for additional resources	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Student accesses academic advising in a timely manner (<i>n</i> = 53)	37	69.8	11	20.8	7	13.2	9	17.0	4	7.5	12	22.6	4	7.5	4	7.5	13	24.5	7	13.2
Student engages with appropriate resources to meet individual need for academic success (<i>n</i> = 78)	53	67.9	25	32.1	21	26.9	20	25.6	20	25.6	13	16.7	14	17.9	8	10.3	9	11.5	13	16.7
Student interprets a degree audit report for educational planning (<i>n</i> = 86)	56	65.1	27	31.4	26	30.2	17	19.8	26	30.2	14	16.3	12	14.0	7	8.1	12	14.0	13	15.1
Student uses an educational plan to manage progress toward degree completion (<i>n</i> = 100)	64	64.0	34	34.0	34	34.0	22	22.0	28	28.0	18	18.0	19	19.0	13	13.0	14	14.0	16	16.0
Student is able to demonstrate effective decision-making skills (<i>n</i> = 58)	37	63.0	14	24.1	17	29.3	15	25.9	15	25.9	8	13.8	13	22.4	11	19.0	8	13.8	9	15.5
Student is able to develop long-term plans to meet education goals (<i>n</i> = 102)	63	61.8	27	26.5	32	31.4	26	25.5	25	34.3	18	17.6	21	20.6	14	13.7	17	16.7	13	12.7
Student prepares questions for an advising appointment (<i>n</i> = 45)	26	57.8	9	20.0	9	20.0	8	17.8	10	22.2	3	6.7	7	15.6	6	13.3	4	8.9	2	4.4
Student uses the online registration system to enroll in classes (<i>n</i> = 101)	45	44.6	22	21.8	17	16.8	18	17.8	21	20.8	10	9.9	15	14.9	9	8.9	7	6.9	10	9.9

Note: Participants were directed to “check all that apply.” Thus, the percentages listed do not total 100%.

Table 16

Number and Percent of Participants Who Reported How Information was Used as a Result of Affective Outcomes Assessment

SLO	Used assessment information		Revising process/delivery outcomes		Evaluating advising unit		Revising advising pedagogy		Revising advising curriculum		Evaluating individual advisors		Institutional mandate		Accrediting body mandate		Revising student learning outcomes		Lobbying for additional resources	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
	Student values/appreciates the role of internships as part of his/her undergraduate experience (<i>n</i> = 39)	26	66.7	11	28.2	6	15.4	6	15.4	8	20.5	4	10.3	11	28.2	7	17.9	8	20.5	8
Student values/appreciates how academic advising has contributed to his/her educational experience (<i>n</i> = 56)	26	64.3	13	23.2	—	—	14	25.0	16	28.6	12	21.4	12	21.4	8	14.3	8	14.3	8	14.3
Student values/appreciates having a sense of ownership of one's educational experience (<i>n</i> = 51)	29	56.9	12	23.5	11	21.6	12	23.5	14	27.5	9	17.6	11	21.6	6	11.8	4	7.8	3	5.9
Student values/appreciates the benefits of the general education requirements (<i>n</i> = 50)	28	56.0	11	22.0	11	22.0	11	22.0	13	26.0	7	14.0	12	24.0	11	22.0	9	18.0	7	14.0
Student values/appreciates how his/her academic major reflects personal interests (<i>n</i> = 50)	28	56.0	11	22.0	10	20.0	9	18.0	10	20.0	6	12.0	9	18.0	7	14.0	4	8.0	5	10.0
Student appreciates how personal values relate to life goals (<i>n</i> = 29)	16	55.2	6	20.7	4	13.8	4	13.8	7	24.1	2	6.9	5	17.2	5	17.2	4	13.8	2	6.9
Student values/appreciates the importance of interacting with faculty members (<i>n</i> = 56)	10	39.3	7	12.5	7	12.5	8	14.3	8	14.3	5	8.9	9	16.1	7	12.5	2	3.6	4	7.1

Note: Participants were directed to “check all that apply.” Thus, the percentages listed do not total 100%.

Differences between Institutional Variables

Research Question 10 - Is there any association between (a) institution type, (b) institution size, (c) institutional level of advising, (d) who advises, (e) mandatory advising for all students, (f) the existence of a formal mission statement for academic advising and the following:

- *formal identification of academic advising student learning outcomes?*
- *use formal measures to assess academic advising student learning outcomes?*
- *use three or more formal measures to assess academic advising student learning outcomes?*
- *use assessment information to improve practice and student learning?*

The chi-square analyses conducted to determine if there was any association between type of institution, size of institution, or institutional level of advising and assessment practices were exploratory, and therefore, no hypotheses were made. Analyses were reported only if the number of cells met the following required specifications: (a) no more than 20% of cells had expected counts less than 5, and (b) no cells had expected counts less than one. Responses of “Do not know” and “Choose not to reply” to the institutional variables were considered as missing data. This was done due to the likelihood some participants responded “Choose not to reply” out of social desirability (McMillin, 2012) as it did not threaten their knowledge of assessment practices within their advising situation. It was considered that no pertinent information would be gained from their inclusion. Therefore, 171 participants were used in the chi-square analyses.

Type of Institution

There was not a significant association between the type of institution and formally identifying academic advising student learning outcomes, $\chi^2(4, N = 171) = 3.936, p = .415$ (see Table 17). No significant association was found between the type of institution and using formal measures to assess academic advising student learning outcomes, $\chi^2(4, N = 171) = 6.320, p = .176$. Also, there was not a significant association between type of institutions and using three or more measures to assess academic advising student learning outcomes, $\chi^2(4, N = 171) = 5.661, p = .226$. In addition, no significant association was found between the type of institution and using assessment information, $\chi^2(4, N = 171) = 3.624, p = .459$.

Table 17

Cross-tabs Analysis of Assessment Practices by Type of Institution

Assessment Practices	Type of Institution											
	Two-year (<i>n</i> = 41)			Bachelor's (<i>n</i> = 27)			Master's (<i>n</i> = 38)			Doctoral (<i>n</i> = 60)		
	% Expected	% Observed	% Difference	% Expected	% Observed	% Difference	% Expected	% Observed	% Difference	% Expected	% Observed	% Difference
Formally identified SLOs	78.3	75.6	-2.7	78.5	66.7	-11.8	78.4	78.9	+0.5	78.3	85.0	+6.7
Formally measured SLOs	60.2	58.5	-1.7	60.4	40.7	-19.7	60.3	63.2	+2.9	60.2	66.7	+6.5
Used three or more measures	8.3	2.4	-5.9	8.1	11.1	+3.0	8.2	15.8	+7.6	8.2	6.7	-1.5
Used assessment information	61.5	58.5	-3.0	61.5	48.1	-13.4	61.3	63.2	+1.9	61.3	66.7	+5.4

Note: Proprietary institutions had expected count < 5.

Size of Institution

The association between the size of the institution and formally identifying academic advising student learning outcomes was significant, $\chi^2(2, N = 171) = 7.83, p = .02$. Participants from large institutions formally identified student learning outcomes more frequently than those at medium and small institutions (see Table 18). There was no significant association between size of institution and using formal measures to assess academic advising student learning outcomes, $\chi^2(2, N = 171) = 3.564, p = .168$. Also, no significant association was found between size of institution and using three or more formal measures to assess academic advising student learning outcomes, $\chi^2(2, N = 171) = 0.241, p = .887$. In addition, there was no significant association between size of institution and using assessment information, $\chi^2(2, N = 171) = 4.496, p = .106$.

Institutional Level of Advising

There was no significant association between the institutional level of advising and formally identifying academic advising student learning outcomes, $\chi^2(2, N = 171) = 2.019, p = .364$ (see Table 19). Also, no significant association was found between the institutional level of advising and using formal measures to assess academic advising student learning outcomes, $\chi^2(2, N = 171) = 0.992, p = .609$. In addition, there was no significant association between the institutional level of advising and using three or more formal measures to assess academic advising student learning outcomes, $\chi^2(2, N = 171) = 8.171, p = .017$. No significant relationship was found between the institutional level of advising and using assessment information, $\chi^2(2, N = 171) = 1.284, p = .526$.

Who Advises

Hypothesis 1 - Advising situations where only professional advisors were used would formally identify student learning outcomes, measure student learning outcomes, and use assessment data more than advising situations where only faculty advisors are used.

This was true as advising situations where only professional advisors were used were, based on the odds ratio (Field, 2009), 2.82 times more likely to have formally identified

Table 18

Cross-tabs Analysis of Assessment Practices by Size of Institution

Assessment Practices	Size of Institution								
	Small (n = 44)			Medium (n = 84)			Large (n = 43)		
	% Expected	% Observed	% Difference	% Expected	% Observed	% Difference	% Expected	% Observed	% Difference
Formally identified SLOs	78.4	63.6	-14.8	78.3	82.1	+3.8	78.4	86.0	+7.6
Formally measured SLOs	60.2	50.0	-10.2	60.2	60.7	+0.5	60.2	69.8	+9.6
Used three or more measures	8.2	9.1	-0.9	8.2	7.1	-1.1	8.1	9.3	+1.2
Used assessment information	63.8	50.0	-13.8	61.4	61.9	+0.5	61.4	72.1	+10.7

Table 19

Cross-tabs Analysis of Assessment Practices by Institutional Level of Advising

Assessment Practices	Institutional Level of Advising								
	Institution Wide (n = 96)			College, school, division within university (n = 57)			Department within college or school (n = 18)		
	% Expected	% Observed	% Difference	% Expected	% Observed	% Difference	% Expected	% Observed	% Difference
Formally identified SLOs	78.3	78.1	-0.2	78.4	82.5	+4.1	78.3	66.7	-11.6
Formally measured SLOs	60.2	60.4	+0.2	60.2	63.2	+3.0	60.0	50.0	-10.0
Used three or more measures	8.2	11.5	+3.3	8.2	0.0	-8.2	8.3	16.7	+8.4
Used assessment information	61.4	61.5	+0.1	61.4	64.9	+3.5	61.7	50.0	-11.7

outcomes. According to Field (2009), the odds ratio is a useful measure of effect size for categorical data. The odds ratio is the odds of participants from units with only professional advisors who formally identified student learning outcomes divided by the odds of participants from units with only faculty advisors who formally identified student learning outcomes. Table 20 presents the difference between expected and observed values for who advises. There was a significant association between who advises and formally identifying academic advising student learning outcomes, $\chi^2 (2, n = 171) = 8.12, p = .017$. As hypothesized, situations with only professional advisors identified student learning outcomes more frequently than those with only faculty advisors (see Table 20).

There was no significant association between who advises and using formal measures to assess academic advising student learning outcomes, $\chi^2 (2, n = 171) = 4.135, p = .126$. However, advising situations with only professional advisors were 1.88 times more likely to measure student learning outcomes based on the odds ratio. No significant association was found between who advises and using three or more formal measures to assess academic advising student learning outcomes, $\chi^2 (2, n = 171) = 4.059, p = .131$.

There was not a significant association between who advises and using assessment information, $\chi^2 (2, n = 171) = 4.938, p = .085$. Advising situations with only professional advisors were, based on the odds ratio, 1.77 times more likely to use assessment data than situations with only faculty advisors.

Mandatory Advising

Hypothesis 2 - Advising situations where advising was mandatory for all students would formally identify student learning outcomes, measure student learning outcomes, and use assessment data less than advising situations where academic advising is not mandatory.

There was no significant association between mandatory advising and formally identifying academic advising student learning outcomes, $\chi^2 (2, n = 171) = 0.217, p = .897$. Contrary to the hypothesis, participants from institutions with mandatory advising identified student learning outcomes slightly more than those who did not have mandatory advising (see Table 21).

The association between mandatory advising and using formal measures to assess outcomes was not significant, $\chi^2 (2, n = 171) = 2.943, p = .230$. In addition, no significant association was found between mandatory advising and using three or more measures to assess

Table 20

Cross-tabs Analysis of Assessment Practices by Who Advises

Assessment Practices	Who Advises								
	Faculty (n = 37)			Professional advisors (n = 53)			Both (n = 81)		
	% Expected	% Observed	% Difference	% Expected	% Observed	% Difference	% Expected	% Observed	% Difference
Formally identified SLOs	78.4	62.2	-16.2	78.3	86.8	+8.5	78.4	80.2	+1.8
Formally measured SLOs	60.3	48.6	-11.7	60.2	69.8	+9.6	60.2	59.3	-0.9
Used three or more measures	8.1	10.8	+2.7	8.1	1.9	-6.2	8.1	11.1	+3.0
Used assessment information	61.4	48.6	-12.8	61.3	71.7	+10.4	61.4	60.5	-0.9

Table 21

Cross-tabs Analysis of Assessment Practices by Mandatory Advising

Assessment Practices	Mandatory Advising								
	Yes (n = 78)			No (n = 56)			Depends (n = 37)		
	% Expected	% Observed	% Difference	% Expected	% Observed	% Difference	% Expected	% Observed	% Difference
Formally identified SLOs	78.4	79.5	+1.1	78.4	78.6	-0.2	78.4	75.7	-2.7
Formally measured SLOs	60.2	65.4	+5.2	60.2	60.7	+0.5	60.2	48.6	-11.6
Used three or more measures	8.2	12.8	+4.6	8.2	3.6	-4.6	8.2	5.4	-2.8
Used assessment information	61.4	54.1	-7.3	61.4	62.5	+1.1	61.4	54.1	-7.3

academic advising student learning outcomes, $\chi^2 (2, n = 171) = 4.196, p = .123$. Contrary to the hypothesis, participants from institutions with mandatory advising used assessment data (79.5%) about the same as participants from institutions that did not have mandatory advising (78.6%). The association between mandatory advising and using assessment data was not significant, $\chi^2 (2, n = 171) = 1.111, p = .574$.

Formal Mission Statement

Hypothesis 3 - Advising situations that have a formal mission statement would formally identify student learning outcomes, measure student learning outcomes, and use assessment data more than advising situations with no mission statement.

As hypothesized, advising situations with a formal mission statement identified student learning outcomes (87.9%) more than those who did not have a statement (58.2%) (see Table 22). There was a significant association between having a formal mission statement and formally identifying academic advising student learning outcomes, $\chi^2 (1, n = 171) = 19.47, p = .000$. Based on the odds ratio, institutions with a mission statement were 5.24 times more likely to have identified outcomes than those without such a statement.

Advising situations with a formal mission statement used formal measures (68.1%) more frequently than those who did not have a statement (43.6%) (see Table 22). The association between having a formal mission statement and using formal measures to assess outcomes was also significant, $\chi^2 (1, n = 171) = 9.33, p = .002$. Those who had a mission statement were 2.76 times more likely to use formal measures than those who did not have a mission statement. No significant association was found between having a formal mission statement and using three or more measures to assess academic advising student learning outcomes.

As hypothesized, advising situations with a formal mission statement used assessment information (67.2%) more than those who did not have a mission statement (49.1%) (see Table 22). There was a significant association between having a formal mission statement and using assessment information, $\chi^2 (1, n = 171) = 5.19, p = .023$. Based on the odds ratio, advising situations with a mission statement were 2.13 times more likely to use assessment data.

Table 22

Cross-tabs Analysis of Assessment Practices by Mission Statement

Assessment Practices	Mission Statement					
	Yes (n = 116)			No (n = 55)		
	% Expected	% Observed	% Difference	% Expected	% Observed	% Difference
Formally identified SLOs	78.4	87.9	+9.5	78.4	58.2	-20.2
Formally measured SLOs	60.3	68.1	+7.8	60.3	43.6	-16.7
Used three or more measures	8.2	10.3	+2.1	8.2	3.6	-4.6
Used assessment data	61.4	67.2	+5.8	61.4	49.1	-12.3

Factors that Facilitate Assessment of Academic Advising

The participants in this study are involved with or responsible for conducting of academic advising assessment at their institution. They provided perceptions on the importance of factors that may facilitate assessment of advising. Examples of factors included knowledge about processes, tools, and models (Ewell, 2009); the involvement and support of faculty (Kuh & Ikenberry, 2009); time to assess outcomes (Green et al., 2008; Macaruso, 2007); resources (Fusch, 2012; Kuh & Ikenberry, 2009); and having a culture that values assessment (Kuh & Ikenberry, 2009).

Research Question 11 - What advisor factors do participants view as facilitators of the assessment of academic advising?

The need for advisors to believe that assessment of academic advising is a worthwhile endeavor was rated by 75.2% of participants as being important or very important. Approximately two-thirds of participants believed it was important or very important for advisors to have more information about tools and approaches for assessment (67.9%) and to have more information about what similar institutions are doing to assess academic advising (66.1%). The percent of participants who rated the importance of each factor is presented in Table 23.

Research Question 12 - What institutional factors do participants view as facilitators of the assessment of academic advising?

The use of assessment information by administration to make decisions and changes was rated as important or very important by 73.9% of participants (see Table 23). Also, 70.9% of participants indicated that more administration support for the assessment of academic advising was important or very important.

Factor Analysis on Advisor and Administrator Items

Exploratory factor analysis was used to determine if any of the items included in the facilitators of assessment were correlated and if they loaded on any one factor. Principal component was used for the method of extraction. Promax rotation was used to better discriminate between factors due to the loading of variables on both factors. This rotation aided in loading maximally to only one factor by providing a more interpretable cluster of factors (Field, 2009). Some items were eliminated as only those that loaded .30 or greater were retained for interpretation purposes (Stevens, 2009) and to improve construct validity. The KMO measure of sampling adequacy was .953, which is a superb value that lends confidence that “factor analysis is appropriate for these data” (Field, 2009, p. 650). This procedure, while exploratory, was a construct validation technique, and when conducted iteratively with the item analysis for Cronbach’s alpha there is evidence for construct validity and reliability.

The factor analysis revealed two potential underlying factors, advisor needs in assessment and administrator actions needed in assessment. The items on each factor are fairly correlated as each item loaded very highly onto only one factor and the correlation coefficients were $> .3$ (see Table 24). Six items loaded onto factor 1 (advisor needs) and four items loaded onto factor 2 (administrator actions). Cronbach’s alpha was used as a measure of reliability of the two scale factors. Cronbach’s α was .977 for the perceptions of advisor needs and this value could not be raised by deletion of any of the variables. Cronbach’s α for the perceptions of administrator actions was .957.

Table 23

Percent of All Participants Who Rated Importance of Each Factor as a Facilitator of Assessment

Factor	Very		Neutral	Very	
	Unimportant	Unimportant		Important	Important
Advisors need to believe that assessment of academic advising is a worthwhile endeavor.	8.3	0.9	7.4	26.5	48.7
Advisors need more information about tools and approaches for assessment of academic advising.	7.4	4.8	11.7	40.9	27.0
Advisors need more information about what similar institutions are doing to assess academic advising.	8.7	5.2	11.7	42.6	23.5
Advisors need better measures for assessment of academic advising.	8.7	4.3	13.5	38.7	26.5
Advisors need to collect better assessment data.	7.8	4.3	14.8	37.0	27.8
Advisors need more time to conduct assessment of academic advising activities.	7.8	4.3	18.3	32.6	28.7
Advisors need to know how to conduct assessment of academic advising.	7.4	4.8	18.7	35.7	25.2
Advisors need to feel confident in their abilities to properly conduct assessment of academic advising.	6.1	5.2	19.6	39.6	21.3
Advisors need to be rewarded for assessment of academic advising activities.	7.4	6.5	24.8	26.1	27.0
Advisors need to enjoy the assessment of academic advising process.	6.1	13.9	37.4	25.7	8.7
Administration needs to use assessment information to make decisions and changes.	7.4	2.2	8.3	28.7	45.2
Administration needs to provide more support for the assessment of academic advising.	6.1	3.5	11.3	30.0	40.9
Administration needs to provide staff more time for assessment of academic advising.	7.0	5.7	15.2	31.3	32.6
Administration needs to require more faculty/staff involvement in assessment of academic advising.	6.5	8.7	20.9	29.1	26.5
Advisees need to be more willing to participate in assessment of academic advising.	5.2	5.2	17.0	34.3	30.0

Table 24

Factor Loadings for Exploratory Factor Analysis Results With Promax Rotation of Assessment Facilitators

Assessment Facilitator	Factor 1 loadings	Factor 2 loadings
Advisors need to feel confident in their abilities to properly conduct assessment of academic advising	.91	.00
Advisors need to know how to conduct assessment of academic advising	.85	.11
Advisors need more information about tools and approaches for assessment of academic advising	.85	.14
Advisors need better measures for assessment of academic advising	.84	.14
Advisors need to collect better assessment data	.82	.15
Advisors need more time to conduct assessment of academic advising activities	.79	.18
Administration needs to require more faculty/staff involvement in assessment of academic advising	.00	.95
Administration needs to provide more support for the assessment of academic advising	.20	.79
Administration need to provide staff more time for assessment of academic advising	.22	.76
Administration needs to use assessment information to make decisions and changes	.25	.71

Note: Factor loadings > .3 were retained for discreet factor structure.

Examination of Factor Mean Differences for Institutional Variables

A series of analyses of variance (ANOVA) were run to examine differences in factor mean scores (advisor needs mean and the administrator actions mean) for each of the institutional variables (the type of institution, size of institution, institutional level of advising, who advises, mandatory advising, and formal mission statement). Post hoc procedures were used to explore for any differences between factor means that may exist as no specific hypotheses were made regarding means and institutional variables. The Type I error rate used for tests of significance was .05.

There was no significant effect for type of institution on advisor needs, $F(4, 225) = 0.863, p = .487$, or on administrator actions, $F(4, 225) = 0.513, p = .726$. No significant effect for size of institution was found on advisor needs, $F(2, 227) = 2.084, p = .128$ or on administrator actions, $F(2, 227) = 1.777, p = .247$. There was no significant effect for level of advising on advisor needs, $F(2, 227) = 0.197, p = .822$, or on administrator actions, $F(2, 227) = 0.277, p = .759$. No significant effect for who advises was found on advisor needs, $F(3, 226) = .394, p = .757$, or on administrator actions, $F(3, 226) = 0.683, p = .563$. There was no significant effect for mandatory advising on advisor needs, $F(2, 227) = 2.959, p = .055$, or on administrator actions, $F(2, 227) = 2.023, p = .136$. No significant association for having formal mission statement was found on advisor needs, $F(1, 228) = 0.291, p = .591$, or on administrator actions, $F(1, 228) = 1.221, p = .271$.

Summary of Results

A total of 230 academic advisors, advising administrators, and other personnel involved in advising completed a survey on the assessment practices in their advising situation. Those participants who had an existing mission statement for advising reported to be involved in assessment activities at a higher rate than participants who did not have such a statement. A majority of the participants formally identified academic advising student learning outcomes. However, more participants identified outcomes than assessed any of the outcomes. Of those who identified student learning outcomes, less than three-fourths measured any one outcome with the least assessed outcome done so by only 36.6% of participants. In addition, far fewer participants used three or more measure to assess outcomes. The results also indicated less than 15% of participants who identified student learning outcomes used multiple measures for any one outcome.

The measure most frequently used to assess student learning outcomes was a student survey. Moreover, no more than one-fourth of participants used another measure on any one outcome. Over half of the participants used assessment information to make decisions to improve academic advising services and student learning. However, more participants reported using assessment information than the number who formally measured many of the student learning outcomes. This suggests that some outcomes were not formally assessed, measured through

means not included in the survey, or informally assessed (e.g., talking with student in advising session). Participants indicated the most frequent use of information was to revise the advising pedagogy.

Chapter 5 - Discussion, Conclusions, and Recommendations

The purpose of this study was to review the current assessment practices among academic advising units. A survey, designed by the researcher, was used to gather data on the academic advising student learning outcomes identified by participants, the measures used to assess student learning, and the actions taken by the units based on the results of the assessment information. The survey was also used to assess participants' perceptions of what is important for academic advisors and administrators to better conduct assessment. Two hundred thirty participants who conduct or are responsible for assessment of academic advising completed the survey.

The research questions addressed by this study were:

1. What percentage of those surveyed has formally identified academic advising student learning outcomes?
2. What academic advising student learning outcomes have been formally identified?
3. What sources were used to identify academic advising student learning outcomes?
4. What percentage of those surveyed who identified academic advising student learning outcomes use formal measures to assess those outcomes?
5. What percentage of those surveyed who identified academic advising student learning outcomes use three or more formal measures to assess those outcomes?
6. For which academic advising student learning outcomes do participants use three or more formal measures?
7. What measures are used to assess academic advising student learning outcomes?
8. What percentage of those surveyed who identified academic advising student learning outcomes use assessment information to improve practice and student learning?
9. How do those surveyed use the assessment information to improve practice and student learning?
10. Is there an association between (a) institution type, (b) institution size, (c) institutional level of advising, (d) who advises, (e) mandatory advising for all students, and (f) existence of a formal mission statement for academic advising and the following:
 - formal identification of academic advising student learning outcomes?

- use of formal measures to assess academic advising student learning outcomes?
 - use of three or more formal measures to assess academic advising student learning outcomes?
 - use of assessment information?
11. What advisor factors do participants view as facilitators of the assessment of academic advising?
 12. What institutional factors do participants view as facilitators of the assessment of academic advising?

Discussion

Assessment is vital to the achievement of the mission statement for “without on-going assessment it is not possible to determine with any certainty that the advising program is accomplishing its stated mission” (Habley, 2005, para. 6). The mission serves as the guide to determining learning outcomes of the advising program (AAHE, 1996; Campbell, 2008; CAS, 2010; Palomba, 2002a) and it is clear from this study that this first step leads to greater assessment activities. Half of the participants reported having a formal mission statement for academic advising and they identified student learning outcomes at a higher rate than all other participants. Clear and explicitly stated purposes allows for assessment activities to work towards improving the advising program.

Participants who reported to have a formal mission statement also used formal measures to assess learning outcomes at higher rates and used three or more measures more frequently. The mission has provided a foundation that guides the activities and initiatives of the assessment program. These participants also used the resulting assessment information more often to make decisions. Carlstrom (2012) found that respondents who reported to have a mission statement were four times more likely to assess outcome achievement than those who did not have such a statement. One-third of the participants who identified student learning outcomes did not report having a mission statement for academic advising. For assessment to function successfully advising programs need to have clearly stated purposes of how it serves students and explicit objectives that the program and students should achieve.

This study originated with four purposes; the first was to examine what academic advising student learning outcomes had been identified. In addition, the second purpose was to learn what measures were used to assess student learning outcomes. Next, the third purpose was to determine how the participants used the assessment information. Finally, the fourth purpose was to examine how participants rated the importance of factors that facilitate the assessment process. These four purposes will be used as the framework for the remainder of this discussion of the results.

Academic Advising Student Learning Outcomes

The examination of survey data regarding academic advising student learning outcomes revealed that over three-fourths of those surveyed had identified student learning outcomes. This finding is greater than the 17% reported by Carlstrom (2012) who surveyed advising administrators on their assessment of advising practices. The participants of this study indicated involvement with assessment practices, which could explain the higher response rate.

Participants of this study were concerned with cognitive student learning outcomes (e.g., degree requirements, the policies of their major department or college). This is consistent with traditional advising paradigms, in which “the principal activity consists of providing information about major requirements and course availabilities” (Higginson & Levin, 2007, para. 8). These findings are similar to those from the *ACT Sixth National Survey* (Habley, 2004) as the participating advising programs rated providing accurate information about institutional programs as their highest goal. Providing information may be considered a prescriptive form of advising; however, it is necessary to give students the specifics needed to complete a degree. This student learning outcome appears to be universal in advising programs.

Some participants recognized the importance of achievement of behavioral student learning outcomes (e.g., develop long-term goals, develop and use an educational plan to manage progress toward degree completion). This is consistent with the findings of Habley (2004) who found the second highest rated goal of advising programs was assisting students in developing an education plan. Helping students create an educational plan should be the primary purpose of advising programs (CAS, 2008). This plan should be based on a student’s assessment of abilities, interests, values, and aspirations (NACADA, 2006). It allows students to engage in higher levels of thinking, such as evaluating or creating (Krathwohl, 2002), by using all of the complex

information available to them and putting together a plan that meets their academic, career, and personal goals (Hurt, 2007; NACADA, 2006). Such plans are also purposeful and holistic (CAS, 2008), providing individualized attention to each student in his or her development.

Students knowing where to locate resources on campus was another priority of some participants although fewer had identified this type of outcome. Students face difficulties in a variety of ways and academic advisors can provide students with the resources available that offer academic and personal assistance. This is consistent with Habley's (2004) finding of referring students to other support services as one of the highest rated goals of advising programs. If students know where to locate resources on campus, it can have a significant impact on retention (Cuseo, 2012).

Appleby (2007) noted that some outcomes are abstract and difficult to measure, which may be the reason few participants identified affective student learning outcomes. Advisors may believe that students appreciate the contribution of advising, but few have identified it formally. It is not clear if participants viewed these outcomes as insignificant or did not have clear means to assess them.

Student learning outcomes were more frequently identified in situations where both faculty and professional advisors were used. This collaborative work between faculty, professional advisors, and other staff is an example of best practices in assessment (Palomba, 2002b). The results indicated that greater assessment efforts existed in this environment of shared commitment to assessment which exemplifies a commitment to student success.

Participants who indicated that advising was mandatory for all students reported to formally identify student learning outcomes more frequently than those participants representing situations that did not have mandatory advising. This was not expected as mandatory advising could mean higher caseloads and more demands on time; yet, according to the results of this study, identifying student learning outcomes was still a priority for the participants. Carlstrom (2012) found that participants who reported to have mandatory advising were more likely to have identified student learning outcomes as well.

Some academic advising student learning outcomes may be universal to advising but most outcomes should be relevant to the specific advising situation. Student learning outcomes should apply to each stage of students' development through their time in higher education (Ewell, 2009). Some outcomes are achieved in the first year on campus but learning does not

stop at that point. It is important for students to know degree requirements and department/college policies (Habley, 2004) but this knowledge needs to be put into action through developing long-term plans (CAS, 2008). In addition, these plans can be used to manage progress toward degree completion in order for students to reach academic and career goals.

Measures Used in Assessing Student Learning Outcomes

The second purpose of this study was to examine the measures used to assess student learning outcomes. Less than 65% of those participants who identified most of the student learning outcomes reported to measure those outcomes and less than 15% used multiple measures for any one outcome. Advising program personnel cannot know for sure that outcomes are being achieved without assessing students for learning using measures that correspond to the outcomes being assessed (Pike, 2002).

Based on the study findings, the predominant measure used to assess outcome achievement was a student survey/questionnaire. This supports previous studies that revealed most who assessed academic advising used student satisfaction surveys (Carlstrom, 2012; Habley, 2004; Macaruso, 2007). Perceptions of the advising process can be an effective piece of assessment but they should not be the sole measure used. The risk in using only surveys for assessment purposes is that a student may not be satisfied with the advising process even if they received effective advising and achieved desired outcomes (Creamer & Scott, 2000; Robbins, 2009). Student surveys that measure outcome achievement (e.g., self-report of learning) to determine that learning has occurred are a more effective means of measuring achievement (Robbins, 2009).

Participants rarely used student work or a portfolio to measure student achievement of learning outcomes. This is surprising in light of their usefulness for tracking and demonstrating student learning that is a result of academic advising interactions (Chen & Black, 2010). Using rubrics to assess student work or performance promotes holistic assessment of student learning (Hurt, 2007). However, few participants reported the use of rubrics for assessing outcome achievement. Banta et al. (2002) explained that participants in assessment programs are often challenged with creating effective measures. This can limit the effectiveness of assessment results and lead to not making necessary improvements.

The use of three or more measures to assess student learning outcomes is described as best practice in assessment (Campbell, 2005b; Cuseo, 2008; Huba & Freed, 2000; Maki, 2004; Palomba & Banta, 1999; Robbins, 2009; Suskie, 2009) as this allows for triangulation of the evidence and enhances the validity of conclusions. The student learning that takes place as a result of academic advising is often complex and assessing the educational experiences of advising using multiple measures is as well. This is reflected by survey results which showed only 7.8% of participants used three or more measures to assess student learning. This indicated that advising units were not collecting sufficient information to provide evidence of student learning outcome achievement (Creamer & Scott, 2000; Robbins, 2009). If academic advising is to truly be a profession, advisors should be able to provide evidence that students are learning from the advising relationship.

Participants in situations where only professional advisors were used assessed the achievement of outcomes more frequently than those in situations where only faculty advised. Carlstrom (2012) reported similar results. Professional advisors are more likely to have fewer demands for research production and lighter teaching loads which leaves more time for assessment efforts. Those participants in situations where only faculty advised and in situations where both faculty and professionals advised reported to use three or more measures more than those situations with only professional advisors. Perhaps this is due to the faculty having more experience with conducting assessment.

In situations where advising was mandatory for all students, participants reported to use formal measures to assess learning more frequently than those participants representing situations that did not have mandatory advising. These results, supported by Carlstrom's (2012) findings, indicated that requiring advising for all students does not hinder assessment practices.

Participants' Use of Assessment Information

The third purpose of this study was to examine how participants used the assessment information. Assessment information can be used to correct deficiencies in advising performance that will lead to improved practices and student learning outcomes achievement (Ewell, 2009). Over one-half of the participants in this study who identified student learning outcomes indicated using the results of assessment. This was significantly different from the 27% reported by

Macaruso (2007) and the 10% reported by Carlstrom (2012). In addition, more participants reported they used assessment information on a majority of the outcomes than had indicated they used formal measures to assess those outcomes. This resulted in using information gathered through informal means. Informal assessment by an advisor during advising sessions with students can be useful if advisors directly observe expected performance level based on set criteria. Mere speculation that outcomes are achieved is likely to lead to inconsistent and unreliable data. This, in turn, may not lead to needed corrections of deficiencies in advising delivery or student learning.

The most frequently reported uses of information among participants were making changes in advising process/delivery outcomes, evaluating the advising unit, and revising advising pedagogy and curriculum. Since the student survey was the most frequently reported measure, the assessment information may have resulted in changes that increased satisfaction but not necessarily improvements in outcome achievement. Nonetheless, advising programs are using assessment information to improve practices that could lead to increased outcome achievement.

In situations where only professionals advised, participants reported to use the resulting assessment information to make changes to the advising program more than those in other types of advising situations. These findings are similar to those reported by Carlstrom (2012) in the national survey on advising; however, not all participants in that study conducted assessment. Participants from situations with only professional advisors reported to measure student learning outcomes more frequently than participants in other situations so it is reasonable they would also report to use information more frequently.

Participants at institutions with mandatory advising reported to identify and measure outcomes more frequently. However, participants in this study from institutions without mandatory advising more frequently reported to use the resulting data. Similarly, Carlstrom (2012) found institutions that did not have mandatory advising were more likely to use assessment of advising student learning outcomes information. These findings are different than expected as it would seem that those participants in situations where advising is mandatory would consider advising as an important element to student success and, as such, use resulting assessment information to improve practices.

Factors Important to the Facilitation of Assessment

The fourth purpose of this study was to examine participants' views on the importance of factors that facilitate the assessment process. For advisors, the important catalysts to the process were belief in the endeavor and having the tools and approaches needed to conduct assessment. This is consistent with Ewell's (2009) findings that knowledge about the processes and tools is needed to ensure the implementation of assessment. Faculty and staff involvement in the process was rated an important factor for participants, which supports the findings of Kuh and Ikenberry (2009). Advisors need to participate in the assessment process from the beginning as they likely know the specific issues regarding the needs of students in their advising situation (Baker et al., 2012; Gold et al., 2011). More professional development on the assessment process should be provided for faculty and staff so they are better equipped to meet the challenges of assessment and the process can become part of the professional practice of teaching and learning. Advisors should also be involved in research efforts on assessment as part of professional development (Gray, 2002) and contractual specifications (Gold et al., 2011). The success stories of assessment need to be more publicized so those in other advising programs can benefit (Palomba, 2002a).

The administrator role that was rated most important to facilitating assessment was the use of assessment information to make decisions and changes. This has been a weakness in assessment practices for many institutions (Kuh & Ikenberry, 2009). Action must be taken with the assessment results (Maki, 2004) and in effective assessment programs, the assessment information is used to improve practice and student learning (Angelo, 1995; Campbell, 2005a; Ewell, 2009; Palomba & Banta, 1999). Efforts by faculty and staff must not be wasted so a culture that values assessment can be created. The time spent organizing an assessment program must be worth the effort and this is only accomplished if the results are used for improvements.

Administrators should participate in professional development that provides them with the knowledge and skill necessary to guide the assessment program. Participants rated administrator support of and providing time for staff assessment efforts as important to the process, which was also identified in other studies as important to the assessment process (Green, Jones, & Aloï, 2008; Kuh & Ikenberry, 2009). Resources must be provided to support involvement and administer program changes. Cost-effective measures should be taken by clearly defining the purpose of the assessment program and designing the means to achieve the purpose.

Conclusions

Most of the participants had identified academic advising student learning outcomes. However, only half of the participants who identified outcomes used formal measures to assess student learning outcomes with the main form of measuring achievement of outcomes being the student survey. Moreover, few participants reported to use three or more measures to assess student learning outcomes. Without using multiple measures to assess outcomes, participants do not gather comprehensive evidence of learning outcome achievement. Participants used assessment information to evaluate advising performance and make changes to the advising programs that would improve their practice. Professional development for faculty and staff will be a critical component in the success of any assessment plan as expertise must be developed and resources made available. Administrators must use assessment information to guide decisions in making changes to improve advising practice as well as increase student retention and success.

Recommendations for Practice

Results of this study suggest the following recommendations for practice:

1. As a result of findings that the participants who indicated having an academic advising mission statement participated in assessment activities at a higher rate than those without such a statement, advising programs need to determine their mission for providing services to students. This, in turn, will guide the identification of relevant student learning outcomes (AAHE, 1996; Campbell & Nutt, 2008; CAS, 2008; Maki, 2004; Martin, 2007; Robbins, 2009). Achievement of these outcomes should enable students to be successful in reaching their academic and career goals.
2. Few of the academic advising student learning outcomes were identified by a majority of participants. As a result, advising programs should consider more student learning outcomes that are consistent with the mission of the program and meet the needs of students (AAC&U, 2002; AAHE, 1996; CAS, 2008; Gold, 2011; Keeling, 2004; Martin, 2007; NACADA, 2006).
3. Given that on average approximately half of the participants who identified outcomes actually assessed those outcomes, advisors should increase assessment efforts to provide

evidence that students are learning from the advising relationship (AAHE, 1996; Angelo, 1995; Appleby, 2007; Ewell, 2009; Maki, 2004; White, 2006). This will lead to determining areas of the advising program that are working well and those that need to be enhanced so that student learning may increase.

4. The results indicated that very few of the participants used three or more measures to assess outcomes. Assessment efforts must include using multiple measures to provide sufficient data that supports achievement of learning outcomes (Creamer & Scott, 2000; Maki, 2004; Palomba, 2002a; Robbins, 2009; Suskie, 2009). In addition, a variety of methods to measure outcome achievement should be used (e.g., exams, assignments, rubrics to measure student work/portfolios, direct observation of student performance, and reflective essays).
5. More than one-half of the participants used results of assessment and some were using information that was not gathered through formal means. Administrators must make better use of valid assessment results to improve advising practices and increase student learning (AAHE, 1996; Ewell, 2009; Palomba, 2002a). The interpretation of assessment results should be shared with all stakeholders so they are informed of the improvements needed to enhance the teaching and learning aspect of academic advising.

Recommendations for Research

Additional research in the following areas is recommended based on the results of this study:

1. A study should be used to determine the methods of measurement that are most effective in assessment. The results indicated that many who conduct assessment defer to using only one measure, the student survey, which may not lead to sufficient evidence of student learning achievement (Creamer & Scott; Cuseo, 2008; Robbins, 2009).
2. A qualitative case study should be conducted to observe how assessment improved the advising process and increased student learning. Participants in this study indicated they used assessment results but no information was gathered on how these changes improved advising programs or increased student learning. Sharing results of

- advising programs that successfully use the assessment of student learning outcomes and acting on the assessment information would be beneficial for others to observe (Palomba, 2002a).
3. A longitudinal study on advising programs that assesses the entire educational experience should be conducted. The results of this study did not provide evidence that outcomes adapted to changes in students' development (CAS, 2008; Ewell, 2009; Hester, 2008; Hoffman & Bresciani, 2010; Kelly, 2008). As students progress through their academic career, outcomes likely change and much could be learned from programs that have goals and objectives in place that assess this development (CAS, 2008; Ewell, 2009).
 4. The study should be replicated with another sample of academic advising personnel who are not NACADA members. Those not affiliated with NACADA may have implemented sound assessment practices that could provide new information.

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Appendix A - Survey on Assessment of Academic Advising

Axio Survey

2/22/12 9:19 AM

AXIO SURVEY

Survey on Assessment of Academic Advising

Survey Description

The purpose of the assessment survey is to learn: (a) what academic advising student learning outcomes are assessed; (b) what measures are used to assess the student learning outcomes; (c) how the assessment information is used; and (d) about advisors' perceptions of assessment.

Opening Instructions

Thank you for your participation!

Please answer the questions that follow about the assessment of academic advising at your current institution as accurately as possible. Responses will be reported in the aggregate and will not identify individual people or institutions in the data analysis or result sections of the study.

This survey should take approximately no more than 30 minutes to complete. If at some point you need to step away from the computer before completing the survey please leave the survey open in your browser and come back to complete the survey as soon as possible.

When you begin the survey, you are consenting to participate in the study, which has been approved by the Kansas State University Human Subjects Institutional Review Board (HSIRB) for use for one year. If you do not consent, you can simply choose not to continue at this time.

If you decide after beginning the survey that you do not wish to continue, you may abort at any time. You also may choose not to respond to a particular question for any reason. If you close the survey before completion the information you shared will be lost, as the survey software does not allow a respondent to save partially completed surveys.

Should you have any questions prior to or during the study, you can contact the primary investigator, Aaron Carlstrom, at <acarlst@ksu.edu>, or the student investigator, Keith Powers at <klpowers@ksu.edu>. You may also contact the Chair of the Human Subjects Institutional Review Board at 785-532-3224 or the Vice President for Research, Ron Trewyn, at 785-532-5110, if questions arise during the course of the study.

Thank you for your help with this important activity!

Click the 'next' button below and to the right to consent and enter the survey.

Page 1

Question 1 **** required ****

In which NACADA Region is your institution located?

- Region 1: Northeast Region (CT, MA, ME, NH, NY, RI, VT, Quebec, New Brunswick, Maritime provinces)
- Region 2: Mid-Atlantic (DC, DE, MD, NJ, PA, VA,)
- Region 3: Mid-South (KY, NC, SC, TN, WV)
- Region 4: Southeast (AL, FL, GA, MS, Caribbean)

- Region 5: Great Lakes (IL, IN, MI, OH, WI, Ontario)
- Region 6: North Central (IA, MN, MT, NE, ND, SD, Saskatchewan, Manitoba)
- Region 7: South Central (AR, KS, LA, MO, OK, TX)
- Region 8: Northwest (AK, ID, MT, OR, WA, Alberta, British Columbia)
- Region 9: Pacific (CA, HI, NV)
- Region 10: Rocky Mountain (AZ, CO, NM, UT, WY)
- Do not know
- Choose not to reply
- Other:

Page 2**Question 2 ** required ****

Which of the following best describes your type of institution?

- Public two-year institution
- Private two-year institution
- Proprietary two-year institution
- Public institution specializing in the awarding of bachelor degrees
- Private institution specializing in the awarding of bachelor degrees
- Proprietary institution specializing in the awarding of bachelor degrees
- Public institution awarding primarily bachelor's and masters degrees
- Private institution awarding primarily bachelor's and masters degrees
- Proprietary institution awarding primarily bachelor's and masters degrees
- Public institution awarding bachelors, masters, and doctoral degrees
- Private institution awarding bachelors, masters, and doctoral degrees
- Proprietary institution awarding bachelors, masters, and doctoral degrees
- Do not know
- Choose not to reply
- Other:

Page 3**Question 3 ** required ****

What is your institution's undergraduate enrollment as measured by head count?

- Less than 500
- 500-999
- 1,000-2,999
- 3,000-5,999
- 6,000-8,999
- 9,000-11,999

- 12,000-17,999
 18,000-23,999
 24,000-29,999
 30,000-35,999
 36,000 +
 Do not know
 Choose not to reply
 Other:

Page 4

You were sent this survey because you previously indicated that assessment of academic advising was conducted in **your advising situation**.

- **Your advising situation** is the institution level at which you (a) have job responsibilities associated with undergraduate academic advising, and (b) that you are knowledgeable about the specifics of undergraduate academic advising.
- Please identify **your advising situation** in question 4.
- Please use your answer to question 4 as the definition of **your advising situation** when asked about the assessment of academic advising in this survey.

For example:

- If you answered that you have job responsibilities associated with undergraduate academic advising, and are knowledgeable about the specifics of undergraduate academic advising at the institutional level...
- ...then answer the following questions about advising at your institution.

However:

- If your undergraduate academic advising responsibilities and knowledge about undergraduate academic advising is at the departmental level...
- ...then answer the remaining questions about advising within your department.

Question 4 **** required ****

What is the institutional level at which you (a) have job responsibilities associated with undergraduate academic advising, and (b) that you are knowledgeable about the specifics of undergraduate academic advising? (**Reminder:** You will use your answer the question to define **your advising situation** for the remaining question within the survey.)

- Institution wide (for the whole college or university)
 College, school, or division within a larger university
 Department within a college or school
 Other:

Page 5**Question 5 ** required ****

What is your title/role at your institution?

Characters Remaining: 200

Question 6 ** required **

Do you advise students as part of your responsibilities?

- No
 Yes
 Choose not to reply
 Other:

Page 6**Question 7 ** required ****Who *advises* undergraduate students in **your advising situation**? (select all that apply)

- Full-time faculty
 Adjunct (part-time faculty)
 Full-time professional advisors
 Adjunct (part-time) professionals advisors
 Paraprofessional advisors
 Graduate students
 Peer advisors
 Do not know
 Choose not to reply
 Other:

Page 7**Question 8 ** required ****Is advising **mandatory** each term for all students in **your advising situation**?

- No
 Yes
 It depends (provide specifics in the comments box)

- Do not know
 Choose not to reply

Further comments about your response:

Page 8

Question 9 **** required ****

Is there a formal mission statement for academic advising in **your advising situation**?

- No
 Yes
 Do not know
 Choose not to reply

Page 9

Question 10

Please select one of the following that best describes the current state of assessment in **your advising situation**.

- We have **not** identified any academic advising student learning outcomes and we do **not** assess academic advising outcomes
- We have **not** identified any academic advising student learning outcomes **but** we assess academic advising outcomes
- We are in the process of identifying our academic advising student learning outcomes **but** we do **not** assess academic advising outcomes
- We are in the process of identifying academic advising student learning outcomes **and** we assess academic advising outcomes
- We have identified academic advising student learning outcomes **but** we do **not** assess academic advising outcomes
- We have identified academic advising student learning outcomes **and** we assess academic advising outcomes

Page 10

Student Learning Outcomes articulate what students are expected to know, do, and appreciate as a result of involvement in the academic advising experience.

Question 11 **** required ****

Question 10

Is the following, or something similar, a **formally identified** academic advising student learning outcome *in your advising situation*?

"Student knows the degree curricula requirements of the college/department"

- No
 Yes
 Do not know
 Choose not to reply

 Page 11

Fill out this page only if you answered:

- [Yes](#) on question [11. Is the following, or something s... on page 10](#) .

Measures and use of information for SLO 1 "student knows the degree curricula requirements of the college/department"

 Question 12

Which of the following **methods** do you use to **assess** the student learning outcome "student knows the degree requirements of the college/department?" (**Select all that apply**)

- We do not formally assess this student learning outcome
 We informally assess this student learning outcome (e.g., talking with student in advising session)
 Written exams
 Rubric to assess student work/portfolio
 Rubric to assess direct observation of student in advising session
 Rubric to assess reflective essays
 Surveys/questionnaires (e.g., student satisfaction survey, self-report by student)
 Do not know
 Choose not to reply
 Other:

 Question 13

How do you **use the information** gathered from assessing the student learning outcome "student knows the degree requirements of the college/department?" (**Select all that apply**)

- We do not use the assessment information gathered
 Revise advising pedagogy
 Revise advising curriculum
 Revise student learning outcomes
 Revise process/delivery outcomes

- Evaluate individual advisors
- Evaluate the advising unit and services
- Lobby for new resources based on assessment results
- Fulfill assessment mandates of institution administration
- Fulfill assess mandates of institution accrediting body
- Do not know
- Choose not to reply
- Other:

Page 12

Question 14 **** required ****

Is the following, or something similar, a **formally identified** academic advising student learning outcome in **your advising situation**?

"student knows department/college policies (e.g., regarding late withdrawal from courses, grade replacement, late adding of a course)"

- No
- Yes
- Do not know
- Choose not to reply

Page 13

Fill out this page only if you answered:

- **Yes** on question **14. Is the following, or something s...** on **page 12** .

Measures and use of information for SLO 2 *"student knows department/college policies (e.g., regarding late withdrawal from courses, grade replacement, late adding of a course)"*

Question 15

Which of the following **methods** do you use to **assess** the student learning outcome *"student knows department/college policies?"* (**Select all that apply**)

- We do not formally assess this student learning outcome
- We informally assess this student learning outcome (e.g., talking with student in advising session)
- Written exams
- Rubric to assess student work/portfolio
- Rubric to assess direct observation of student in advising session
- Rubric to assess reflective essays
- Surveys/questionnaires (e.g., student satisfaction survey, self-report by student)
- Do not know

Choose not to reply

Other:

Question 16

How do you **use the information** gathered from assessing the student learning outcome "*student knows department/college policies?*" (**Select all that apply**)

- We do not use the assessment information gathered
- Revise advising pedagogy
- Revise advising curriculum
- Revise student learning outcomes
- Revise process/delivery outcomes
- Evaluate individual advisors
- Evaluate the advising unit and services
- Lobby for new resources based on assessment results
- Fulfill assessment mandates of institution administration
- Fulfill assess mandates of institution accrediting body
- Do not know
- Choose not to reply

Further comments about your response:

Page 14

Question 17 **** required ****

Is the following, or something similar, a **formally identified** academic advising student learning outcome in **your advising situation**?

"student knows about academic majors available"

- No
- Yes
- Do not know
- Choose not to reply

Page 15

Fill out this page only if you answered:

- **Yes** on question **17. Is the following, or something s...** on **page 14** .

Measures and use of information for SLO 3 *"student knows about academic majors available"*

Question 18

Which of the following **methods** do you use to **assess** the student learning outcome *"student knows about academic majors available?"* **(Select all that apply)**

- We do not formally assess this student learning outcome
- We informally assess this student learning outcome (e.g., talking with student in advising session)
- Written exams
- Rubric to assess student work/portfolio
- Rubric to assess direct observation of student in advising session
- Rubric to assess reflective essays
- Surveys/questionnaires (e.g., student satisfaction survey, self-report by student)
- Do not know
- Choose not to reply
- Other:

Question 19

How do you **use the information** gathered from assessing the student learning outcome *"student knows about academic majors available?"* **(Select all that apply)**

- We do not use the assessment information gathered
- Revise advising pedagogy
- Revise advising curriculum
- Revise student learning outcomes
- Revise process/delivery outcomes
- Evaluate individual advisors
- Evaluate the advising unit and services
- Lobby for new resources based on assessment results
- Fulfill assessment mandates of institution administration
- Fulfill assess mandates of institution accrediting body
- Do not know
- Choose not to reply
- Other:

Page 16

Question 20 **** required ****

Is the following, or something similar, a **formally identified** academic advising student learning outcome in **your advising situation**?

"student knows how to schedule an advising appointment"

- No
- Yes

- Do not know
 Choose not to reply

Page 17

Fill out this page only if you answered:

- **Yes** on question [20. Is the following, or something s...](#) on [page 16](#) .

Measure and use of information for SLO 4 "*student knows how to schedule an advising appointment*"

Question 21

Which of the following **methods** do you use to **assess** the student learning outcome "*student knows how to schedule an advising appointment?*" (**Select all that apply**)

- We do not formally assess this student learning outcome
 We informally assess this student learning outcome (e.g., talking with student in advising session)
 Written exams
 Rubric to assess student work/portfolio
 Rubric to assess direct observation of student in advising session
 Rubric to assess reflective essays
 Surveys/questionnaires (e.g., student satisfaction survey, self-report by student)
 Do not know
 Choose not to reply
 Other:

Question 22

How do you **use the information** gathered from assessing the student learning outcome "*student knows how to schedule an advising appointment?*" (**Select all that apply**)

- We do not use the assessment information gathered
 Revise advising pedagogy
 Revise advising curriculum
 Revise student learning outcomes
 Revise process/delivery outcomes
 Evaluate individual advisors
 Evaluate the advising unit and services
 Lobby for new resources based on assessment results
 Fulfill assessment mandates of institution administration
 Fulfill assess mandates of institution accrediting body
 Do not know
 Choose not to reply
 Other:

Page 18**Question 23** **** required ****

Is the following, or something similar, a **formally identified** academic advising student learning outcome in **your advising situation**?

"student knows how to compute his/her GPA"

- No
 Yes
 Do not know
 Choose not to reply

Page 19

Fill out this page only if you answered:

- **Yes** on question **23. Is the following, or something s...** on **page 18** .

Measures and use of information for SLO 5 *"student knows how to compute his/her GPA."*

Question 24

Which of the following **methods** do you use to assess the student learning outcome *"student knows how to compute his/her GPA?"* (**Select all that apply**)

- We do not formally assess this student learning outcome
 We informally assess this student learning outcome (e.g., talking with student in advising session)
 Written exams
 Rubric to assess student work/portfolio
 Rubric to assess direct observation of student in advising session
 Rubric to assess reflective essays
 Surveys/questionnaires (e.g., student satisfaction survey, self-report by student)
 Do not know
 Choose not to reply
 Other:

Question 25

How do you **use the information** gathered from assessing the student learning outcome *"student knows how to compute his/her GPA?"* (**Select all that apply**)

- We do not use the assessment information gathered
 Revise advising pedagogy
 Revise advising curriculum
 Revise student learning outcomes

- Revise process/delivery outcomes
- Evaluate individual advisors
- Evaluate the advising unit and services
- Lobby for new resources based on assessment results
- Fulfill assessment mandates of institution administration
- Fulfill assess mandates of institution accrediting body
- Do not know
- Choose not to reply
- Other:

Page 20
Question 26 ** required **

Is the following, or something similar, a **formally identified** academic advising student learning outcome in **your advising situation**?

"student knows where to locate resources on campus (e.g., tutoring, career services, financial assistance)"

- No
- Yes
- Do not know
- Choose not to reply

Page 21

Fill out this page only if you answered:

- **Yes** on question **26. Is the following, or something s...** on **page 20** .

Measures and use of information for SLO 6 *"student knows where to locate resources on campus (e.g., tutoring, career services, financial assistance)"*

Question 27

Which of the following **methods** do you use to **assess** the student learning outcome *"student knows where to locate resources on campus?"* (**Select all that apply**)

- We do not formally assess this student learning outcome
- We informally assess this student learning outcome (e.g., talking with student in advising session)
- Written exams
- Rubric to assess student work/portfolio
- Rubric to assess direct observation of student in advising session
- Rubric to assess reflective essays
- Surveys/questionnaires (e.g., student satisfaction survey, self-report by student)

- Do not know
 Choose not to reply
 Other:

Question 28

How do you **use the information** gathered from assessing the student learning outcome "*student knows where to locate resources on campus?*" (**Select all that apply**)

- We do not use the assessment information gathered
 Revise advising pedagogy
 Revise advising curriculum
 Revise student learning outcomes
 Revise process/delivery outcomes
 Evaluate individual advisors
 Evaluate the advising unit and services
 Lobby for new resources based on assessment results
 Fulfill assessment mandates of institution administration
 Fulfill assess mandates of institution accrediting body
 Do not know
 Choose not to reply
 Other:

Page 22

Question 29 **** required ****

Is the following, or something similar, a **formally identified** academic advising student learning outcome in **your advising situation**?

"student is able to demonstrate effective decision making skills"

- No
 Yes
 Do not know
 Choose not to reply

Page 23

Fill out this page only if you answered:

- **Yes** on question **29. Is the following, or something s...** on **page 22** .

Measures and use of information for SLO 7 "*student is able to demonstrate effective decision making skills*"

Question 30

Which of the following **methods** do you use to assess the student learning outcome "*student is able to demonstrate effective decision making skills?*" (**Select all that apply**)

- We do not formally assess this student learning outcome
- We informally assess this student learning outcome (e.g., talking with student in advising session)
- Written exams
- Rubric to assess student work/portfolio
- Rubric to assess direct observation of student in advising session
- Rubric to assess reflective essays
- Surveys/questionnaires (e.g., student satisfaction survey, self-report by student)
- Do not know
- Choose not to reply
- Other:

Question 31

How do you **use the information** gathered from assessing the student learning outcome "*student is able to demonstrate effective decision making skills?*" (**Select all that apply**)

- We do not use the assessment information gathered
- Revise advising pedagogy
- Revise advising curriculum
- Revise student learning outcomes
- Revise process/delivery outcomes
- Evaluate individual advisors
- Evaluate the advising unit and services
- Lobby for new resources based on assessment results
- Fulfill assessment mandates of institution administration
- Fulfill assess mandates of institution accrediting body
- Do not know
- Choose not to reply
- Other:

Page 24**Question 32 *** required *****

Is the following, or something similar, a **formally identified** academic advising student learning outcome in **your advising situation**?

"student is able to develop long-term plans to meet educational goals"

- No
- Yes
- Do not know

Choose not to reply

Page 25

Fill out this page only if you answered:

- **Yes** on question **32. Is the following, or something s...** on **page 24** .

Measures and use of information for SLO 8 "*student is able to develop long-term plans to meet educational goals*"

Question 33

Which of the following **methods** do you use to assess the student learning outcome "*student is able to develop long-term plans to meet educational goals?*" (**Select all that apply**)

- We do not formally assess this student learning outcome
- We informally assess this student learning outcome (e.g., talking with student in advising session)
- Written exams
- Rubric to assess student work/portfolio
- Rubric to assess direct observation of student in advising session
- Rubric to assess reflective essays
- Surveys/questionnaires (e.g., student satisfaction survey, self-report by student)
- Do not know
- Choose not to reply
- Other:

Question 34

How do you **use the information** gathered from assessing the student learning outcome "*student is able to develop long-term plans to meet educational goals?*" (**Select all that apply**)

- We do not use the assessment information gathered
- Revise advising pedagogy
- Revise advising curriculum
- Revise student learning outcomes
- Revise process/delivery outcomes
- Evaluate individual advisors
- Evaluate the advising unit and services
- Lobby for new resources based on assessment results
- Fulfill assessment mandates of institution administration
- Fulfill assess mandates of institution accrediting body
- Do not know
- Choose not to reply
- Other:

Page 26**Question 35** *** required ***

Is the following, or something similar, a **formally identified** academic advising student learning outcome in **your advising situation**?

"student uses an educational plan to manage progress toward degree completion"

- No
 Yes
 Do not know
 Choose not to reply

Page 27

Fill out this page only if you answered:

- **Yes** on question [35. Is the following, or something s...](#) on [page 26](#) .

Measures and use of information for SLO 9 *"student uses an educational plan to manage progress toward degree completion"*

Question 36

Which of the following **methods** do you use to assess the student learning outcome *"student uses an educational plan to manage progress toward degree completion?"* (**Select all that apply**)

- We do not formally assess this student learning outcome
 We informally assess this student learning outcome (e.g., talking with student in advising session)
 Written exams
 Rubric to assess student work/portfolio
 Rubric to assess direct observation of student in advising session
 Surveys/questionnaires (e.g., student satisfaction survey, self-report by student)
 Do not know
 Choose not to reply
 Other:

Question 37

How do you **use the information** gathered from assessing the student learning outcome *"student uses an educational plan to manage progress toward degree completion?"* (**Select all that apply**)

- We do not use the assessment information gathered
 Revise advising pedagogy
 Revise advising curriculum
 Revise student learning outcomes
 Revise process/delivery outcomes

- Evaluate individual advisors
- Evaluate the advising unit and services
- Lobby for new resources based on assessment results
- Fulfill assessment mandates of institution administration
- Fulfill assess mandates of institution accrediting body
- Do not know
- Choose not to reply
- Other:

Page 28

Question 38 **** required ****

Is the following, or something similar, a **formally identified** academic advising student learning outcome in **your advising situation**?

"student engages with appropriate resources to meet individual need for academic success"

- No
- Yes
- Do not know
- Choose not to reply

Page 29

Fill out this page only if you answered:

- **Yes** on question **38. Is the following, or something s...** on **page 28** .

Measures and use of information for SLO 10 *"student engages with appropriate resources to meet individual need for academic success"*

Question 39

Which of the following **methods** do you use to assess the student learning outcome *"student engages with appropriate resources to meet individual need for academic success?"* (**Select all that apply**)

- We do not formally assess this student learning outcome
- We informally assess this student learning outcome (e.g., talking with student in advising session)
- Written exams
- Rubric to assess student work/portfolio
- Rubric to assess direct observation of student in advising session
- Rubric to assess reflective essays
- Surveys/questionnaires (e.g., student satisfaction survey, self-report by student)
- Do not know

Choose not to reply

Other:

Question 40

How do you **use the information** gathered from assessing the student learning outcome "*student engages with appropriate resources to meet individual need for academic success?*" (**Select all that apply**)

We do not use the assessment information gathered

Revise advising pedagogy

Revise advising curriculum

Revise student learning outcomes

Revise process/delivery outcomes

Evaluate individual advisors

Evaluate the advising unit and services

Lobby for new resources based on assessment results

Fulfill assessment mandates of institution administration

Fulfill assess mandates of institution accrediting body

Do not know

Choose not to reply

Other:

Page 30

Question 41 **** required ****

Is the following, or something similar, a **formally identified** academic advising student learning outcome in **your advising situation**?

"student interprets a degree audit report for educational planning"

No

Yes

Do not know

Choose not to reply

Page 31

Fill out this page only if you answered:

- **Yes** on question **41. Is the following, or something s...** on **page 30** .

Measures and use of information for SLO 11 "*student interprets a degree audit report for educational planning*"

Question 42

Which of the following **methods** do you use to assess the student learning outcome "*student interprets a degree audit report for educational planning?*" (**Select all that apply**)

- We do not formally assess this student learning outcome
- We informally assess this student learning outcome (e.g., talking with student in advising session)
- Written exams
- Rubric to assess student work/portfolio
- Rubric to assess direct observation of student in advising session
- Rubric to assess reflective essays
- Surveys/questionnaires (e.g., student satisfaction survey, self-report by student)
- Do not know
- Choose not to reply
- Other:

Question 43

How do you **use the information** gathered from assessing the student learning outcome "*student interprets a degree audit report for educational planning?*" (**Select all that apply**)

- We do not use the assessment information gathered
- Revise advising pedagogy
- Revise advising curriculum
- Revise student learning outcomes
- Revise process/delivery outcomes
- Evaluate individual advisors
- Evaluate the advising unit and services
- Lobby for new resources based on assessment results
- Fulfill assessment mandates of institution administration
- Fulfill assess mandates of institution accrediting body
- Do not know
- Choose not to reply
- Other:

Page 32**Question 44 *** required *****

Is the following, or something similar, a **formally identified** academic advising student learning outcome in **your advising situation**?

"student prepares questions for an advising appointment"

- No
- Yes
- Do not know
- Choose not to reply

Page 33

Fill out this page only if you answered:

- **Yes** on question 44. *Is the following, or something s... on page 32 .*

Measures and use of information for SLO 12 "*student prepares questions for an advising appointment*"

Question 45

Which of the following **methods** do you use to assess the student learning outcome "*student prepares questions for an advising appointment?*" (**Select all that apply**)

- We do not formally assess this student learning outcome
- We informally assess this student learning outcome (e.g., talking with student in advising session)
- Written exams
- Rubric to assess student work/portfolio
- Rubric to assess direct observation of student in advising session
- Rubric to assess reflective essays
- Surveys/questionnaires (e.g., student satisfaction survey, self-report by student)
- Do not know
- Choose not to reply
- Other:

Question 46

How do you **use the information** gathered from assessing the student learning outcome "*student prepares questions for an advising appointment?*" (**Select all that apply**)

- We do not use the assessment information gathered
- Revise advising pedagogy
- Revise advising curriculum
- Revise student learning outcomes
- Revise process/delivery outcomes
- Evaluate individual advisors
- Evaluate the advising unit and services
- Lobby for new resources based on assessment results
- Fulfill assessment mandates of institution administration
- Fulfill assess mandates of institution accrediting body
- Do not know
- Choose not to reply
- Other:

Page 34**Question 47 **required****

Is the following, or something similar, a **formally identified** academic advising student learning outcome in **your advising situation**?

"student uses the online registration system to enroll in classes"

- No
 Yes
 Do not know
 Choose not to reply

Page 35

Fill out this page only if you answered:

- **Yes** on question **47. Is the following, or something s...** on **page 34** .

Measures and use of information for SLO 13 *"student uses the online registration system to enroll in classes"*

Question 48

Which of the following **methods** do you use to assess the student learning outcome *"student uses the online registration system to enroll in classes?"* (**Select all that apply**)

- We do not formally assess this student learning outcome
 We informally assess this student learning outcome (e.g., talking with student in advising session)
 Written exams
 Rubric to assess student work/portfolio
 Rubric to assess direct observation of student in advising session
 Rubric to assess reflective essays
 Surveys/questionnaires (e.g., student satisfaction survey, self-report by student)
 Do not know
 Choose not to reply
 Other:

Question 49

How do you **use the information** gathered from assessing the student learning outcome *"student uses the online registration system to enroll in classes?"* (**Select all that apply**)

- We do not use the assessment information gathered
 Revise advising pedagogy
 Revise advising curriculum
 Revise student learning outcomes
 Revise process/delivery outcomes

- Evaluate individual advisors
- Evaluate the advising unit and services
- Lobby for new resources based on assessment results
- Fulfill assessment mandates of institution administration
- Fulfill assess mandates of institution accrediting body
- Do not know
- Choose not to reply
- Other:

Page 36
Question 50 * required *****

Is the following, or something similar, a **formally identified** academic advising student learning outcome in **your advising situation**?

"student accesses academic advising in a timely manner"

- No
- Yes
- Do not know
- Choose not to reply

Page 37

Fill out this page only if you answered:

- **Yes** on question **50. Is the following, or something s...** on **page 36** .

Measures and use of information for SLO 14 *"student accesses academic advising in a timely manner"*

Question 51

Which of the following **methods** do you use to assess the student learning outcome *"student accesses academic advising in a timely manner?"* (**Select all that apply**)

- We do not formally assess this student learning outcome
- We informally assess this student learning outcome (e.g., talking with student in advising session)
- Written exams
- Rubric to assess student work/portfolio
- Rubric to assess direct observation of student in advising session
- Rubric to assess reflective essays
- Surveys/questionnaires (e.g., student satisfaction survey, self-report by student)
- Do not know

Choose not to reply

Other:

Question 52

How do you **use the information** gathered from assessing the student learning outcome "*student accesses academic advising in a timely manner?*" (**Select all that apply**)

We do not use the assessment information gathered

Revise advising pedagogy

Revise advising curriculum

Revise student learning outcomes

Revise process/delivery outcomes

Evaluate individual advisors

Evaluate the advising unit and services

Lobby for new resources based on assessment results

Fulfill assessment mandates of institution administration

Fulfill assess mandates of institution accrediting body

Do not know

Choose not to reply

Other:

Page 38

Question 53 **** required ****

Is the following, or something similar, a **formally identified** academic advising student learning outcome in **your advising situation**?

"student values/appreciates the benefits of the general education requirements (a liberal education)"

No

Yes

Do not know

Choose not to reply

Page 39

Fill out this page only if you answered:

- **Yes** on question **53. Is the following, or something s...** on **page 38** .

Measures and use of information for SLO 15 "*student values/appreciates the benefits of the general education requirements (a liberal education)*"

Question 54

Which of the following **methods** do you use to assess the student learning outcome "*student values/appreciates the benefits of the general education requirements (a liberal education)*?" (**Select all that apply**)

- We do not formally assess this student learning outcome
- We informally assess this student learning outcome (e.g., talking with student in advising session)
- Surveys/questionnaires of students (e.g., self-report by student)
- Focus groups
- Reflective essays
- Performance on a case study/problem
- Exit interviews of graduating students
- Follow-up studies of alumni
- Do not know
- Choose not to reply
- Other:

Question 55

How do you **use the information** gathered from assessing the student learning outcome "*student values/appreciates the benefits of the general education requirements (a liberal education)*?" (**Select all that apply**)

- We do not use the assessment information gathered
- Revise advising pedagogy
- Revise advising curriculum
- Revise student learning outcomes
- Revise process/delivery outcomes
- Evaluate individual advisors
- Evaluate the advising unit and services
- Lobby for new resources based on assessment results
- Fulfill assessment mandates of institution administration
- Fulfill assess mandates of institution accrediting body
- Do not know
- Choose not to reply
- Other:

Page 40**Question 56** *** required ***

Is the following, or something similar, a **formally identified** academic advising student learning outcome in **your advising situation**?

"student appreciates how personal values relate to life goals"

- No
- Yes

- Do not know
 Choose not to reply

Page 41

Fill out this page only if you answered:

- **Yes** on question [56. Is the following, or something s...](#) on [page 40](#) .

Measures and use of information for SLO 16 "*student appreciates how personal values relate to life goals*"

Question 57

Which of the following **methods** do you use to assess the student learning outcome "*student appreciates how personal values relate to life goals?*" (**Select all that apply**)

- We do not formally assess this student learning outcome
 We informally assess this student learning outcome (e.g., talking with student in advising session)
 Surveys/questionnaires of students (e.g., self-report by student)
 Focus groups
 Reflective essays
 Performance on a case study/problem
 Exit interviews of graduating students
 Follow-up studies of alumni
 Do not know
 Choose not to reply
 Other:

Question 58

How do you **use the information** gathered from assessing the student learning outcome "*student appreciates how personal values relate to life goals?*" (**Select all that apply**)

- We do not use the assessment information gathered
 Revise advising pedagogy
 Revise advising curriculum
 Revise student learning outcomes
 Revise process/delivery outcomes
 Evaluate individual advisors
 Evaluate the advising unit and services
 Lobby for new resources based on assessment results
 Fulfill assessment mandates of institution administration
 Fulfill assess mandates of institution accrediting body
 Do not know
 Choose not to reply

Other:

Page 42

Question 59 **** required ****

Is the following, or something similar, a **formally identified** academic advising student learning outcome in **your advising situation**?

"student values/appreciates how his/her academic major reflects personal interests"

- No
 Yes
 Do not know
 Choose not to reply

Page 43

Fill out this page only if you answered:

- **Yes** on question **59. Is the following, or something s...** on **page 42** .

Measures and use of information for SLO 17 *"student values/appreciates how his/her academic major reflects personal interests"*

Question 60

Which of the following **methods** do you use to assess the student learning outcome *"student values/appreciates how his/her academic major reflects personal interests?"* (**Select all that apply**)

- We do not formally assess this student learning outcome
 We informally assess this student learning outcome (e.g., talking with student in advising session)
 Surveys/questionnaires of students (e.g., self-report by student)
 Focus groups
 Reflective essays
 Performance on a case study/problem
 Exit interviews of graduating students
 Follow-up studies of alumni
 Do not know
 Choose not to reply
 Other:

Question 61

How do you **use the information** gathered from assessing the student learning outcome *"student values/appreciates how his/her academic major reflects personal interests?"* (**Select all that apply**)

- We do not use the assessment information gathered
- Revise advising pedagogy
- Revise advising curriculum
- Revise student learning outcomes
- Revise process/delivery outcomes
- Evaluate individual advisors
- Evaluate the advising unit and services
- Lobby for new resources based on assessment results
- Fulfill assessment mandates of institution administration
- Fulfill assess mandates of institution accrediting body
- Do not know
- Choose not to reply
- Other:

Page 44
Question 62 *** required ***

Is the following, or something similar, a **formally identified** academic advising student learning outcome in **your advising situation**?

"student values/appreciates having a sense of ownership of one's educational experience"

- No
- Yes
- Do not know
- Choose not to reply

Page 45

Fill out this page only if you answered:

- **Yes** on question **62. Is the following, or something s...** on **page 44** .

Measures and use of information for SLO 18 *"student values/appreciates having a sense of ownership of one's educational experience"*

Question 63

Which of the following **methods** do you use to assess the student learning outcome *"student values/appreciates having a sense of ownership of one's educational experience?"* (**Select all that apply**)

- We do not formally assess this student learning outcome
- We informally assess this student learning outcome (e.g., talking with student in advising session)
- Surveys/questionnaires of students (e.g., self-report by student)

- Focus groups
- Reflective essays
- Performance on a case study/problem
- Exit interviews of graduating students
- Follow-up studies of alumni
- Do not know
- Choose not to reply
- Other:

Question 64

How do you **use the information** gathered from assessing the student learning outcome "*student values/appreciates having a sense of ownership of one's educational experience?*" (**Select all that apply**)

- We do not use the assessment information gathered
- Revise advising pedagogy
- Revise advising curriculum
- Revise student learning outcomes
- Revise process/delivery outcomes
- Evaluate individual advisors
- Evaluate the advising unit and services
- Lobby for new resources based on assessment results
- Fulfill assessment mandates of institution administration
- Fulfill assessment mandates of institution accrediting body
- Do not know
- Choose not to reply
- Other:

Page 46**Question 65 *** required *****

Is the following, or something similar, a **formally identified** academic advising student learning outcome in **your advising situation**?

"student values/appreciates how academic advising has contributed to his/her educational experience"

- No
- Yes
- Do not know
- Choose not to reply

Page 47

Fill out this page only if you answered:

- Yes on question 65. *Is the following, or something s... on page 46 .*

Measures and use of information for SLO 19 "student values/appreciates how academic advising has contributed to his/her educational experience"

Question 66

Which of the following **methods** do you use to assess the student learning outcome "student values/appreciates how academic advising has contributed to his/her educational experience?" (Select all that apply)

- We do not formally assess this student learning outcome
- We informally assess this student learning outcome (e.g., talking with student in advising session)
- Surveys/questionnaires of students (e.g., self-report by student)
- Focus groups
- Reflective essays
- Performance on a case study/problem
- Exit interviews of graduating students
- Follow-up studies of alumni
- Do not know
- Choose not to reply
- Other:

Question 67

How do you **use the information** gathered from assessing the student learning outcome "student values/appreciates how academic advising has contributed to his/her educational experience?" (Select all that apply)

- We do not use the assessment information gathered
- Revise advising pedagogy
- Revise advising curriculum
- Revise student learning outcomes
- Revise process/delivery outcomes
- Evaluate individual advisors
- Lobby for new resources based on assessment results
- Fulfill assessment mandates of institution administration
- Fulfill assessment mandates of institution accrediting body
- Do not know
- Choose not to reply
- Other:

Page 48

Question 68 **** required ****

Is the following, or something similar, a **formally identified** academic advising student learning outcome in **your advising situation**?

"student values/appreciates the role of internships as part of his/her undergraduate experience"

- No
 Yes
 Do not know
 Choose not to reply

Page 49

Fill out this page only if you answered:

- **Yes** on question **68. Is the following, or something s...** on **page 48** .

Measures and use of information for SLO 20 *"student values/appreciates the role of internships as part of his/her undergraduate experience"*

Question 69

Which of the following **methods** do you use to **assess** the student learning outcome *"student values/appreciates the role of internships as part of his/her undergraduate experience?"* (**Select all that apply**)

- We do not formally assess this student learning outcome
 We informally assess this student learning outcome (e.g., talking with student in advising session)
 Surveys/questionnaires of students (e.g., self-report by student)
 Focus groups
 Reflective essays
 Performance on a case study/problem
 Exit interviews of graduating students
 Follow-up studies of alumni
 Do not know
 Choose not to reply
 Other:

Question 70

How do you **use the information** gathered from assessing the student learning outcome *"student values/appreciates the role of internships as part of his/her undergraduate experience?"* (**Select all that apply**)

- We do not use the assessment information gathered
 Revise advising pedagogy
 Revise advising curriculum
 Revise student learning outcomes

- Revise process/delivery outcomes
- Evaluate individual advisors
- Evaluate the advising unit and services
- Lobby for new resources based on assessment results
- Fulfill assessment mandates of institution administration
- Fulfill assessment mandates of institution accrediting body
- Do not know
- Choose not to reply
- Other:

Page 50

Question 71 **** required ****

Is the following, or something similar, a **formally identified** academic advising student learning outcome in **your advising situation**?

"student values/appreciates the importance of interacting with faculty members"

- No
- Yes
- Do not know
- Choose not to reply

Page 51

Fill out this page only if you answered:

- **Yes** on question **71. Is the following, or something s...** on **page 50** .

Measures and use of information for SLO 21 *"student values/appreciates the importance of interacting with faculty members"*

Question 72

Which of the following **methods** do you use to **assess** the student learning outcome *"student values/appreciates importance of interacting with faculty members?"* (**Select all that apply**)

- We do not formally assess this student learning outcome
- We informally assess this student learning outcome (e.g., talking with student in advising session)
- Surveys/questionnaires of students (e.g., self-report by student)
- Focus groups
- Reflective essays
- Performance on a case study/problem
- Exit interviews of graduating students
- Follow-up studies of alumni

- Do not know
 Choose not to reply
 Other:

Question 73

How do you **use the information** gathered from assessing the student learning outcome "*student values/appreciates the importance of interacting with faculty members?*" (**Select all that apply**)

- We do not use the assessment information gathered
 Revise advising pedagogy
 Revise advising curriculum
 Revise student learning outcomes
 Revise process/delivery outcomes
 Evaluate individual advisors
 Evaluate the advising unit and services
 Lobby for new resources based on assessment results
 Fulfill assessment mandates of institution administration
 Fulfill assessment mandates of institution accrediting body
 Do not know
 Choose not to reply
 Other:

Page 52

Question 74

Please list below any other academic advising student learning outcomes you have **formally identified?** (If you have not identified any student learning outcomes please type 'None').

Characters Remaining: 2000

Question 75

What methods do you use to assess the academic advising student learning outcomes you listed in the previous question? (If you listed 'None' in the previous question please leave this blank).

Characters Remaining: 2000

Question 76

How do you use the information gathered from the assessment measures you listed in the previous question? (If you did not list any measures please leave this blank).

Characters Remaining: 2000

Page 53**Question 77**

For each of the following indicate whether it was ("Yes") or was not ("No") used as a source to identify academic advising student learning outcomes in **your advising situation**.

1 - No | 2 - Yes | 3 - Do not know | 4 - Choose not to reply

	1	2	3	4
77.1 CAS Standards for Academic Advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77.2 NACADA Core Values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77.3 NACADA Concept of Academic Advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77.4 NACADA Guide to Assessment of Academic Advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77.5 NACADA Clearinghouse Instruments and Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77.6 Mission of institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77.7 Needs of students on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77.8 Identification of services you provide to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77.9 Delineated advising goals based on advising mission statement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77.10 Delineated advising objectives based on advising mission statement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 78

Please list any other sources you used to identify academic advising student learning outcomes in **your advising situation**.

Characters Remaining: 2000

Page 54

Question 79 * required *****

Please indicate how **important or unimportant** each of the following factors are to increasing and/or improving the assessment of academic advising.

1 - Very unimportant | 2 - Unimportant | 3 - Neutral
4 - Important | 5 - Very important

	1	2	3	4	5
79.1 Advisors need to believe that assessment of academic advising is a worthwhile endeavor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79.2 Advisors need to know how to conduct assessment of academic advising.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79.3 Advisors need to feel confident in their abilities to properly conduct assessment of academic advising.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79.4 Advisors need to enjoy the assessment of academic advising process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79.5 Advisors need to collect better assessment data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79.6 Advisors need more information about tools and approaches for assessment of academic advising.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79.7 Advisors need better measures for assessment of academic advising.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

79.8 Advisors need more time to conduct assessment of academic advising activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79.9 Advisors need to be rewarded for assessment of academic advising activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79.10 Advisors need more information about what similar institutions are doing to assess academic advising.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79.11 Administration needs to require more faculty/staff involvement in assessment of academic advising.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79.12 Administration needs to provide more support for the assessment of academic advising.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79.13 Administration need to provide staff more time for assessment of academic advising.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79.14 Administration needs to use assessment information to make decisions and changes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79.15 Advisees need to be more willing to participate in assessment of academic advising.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Closing Message

Thank you again for your responses. Please contact klpowers@ksu.edu with any questions and put "Assessment Survey" in the subject line.

- End of Survey -

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Appendix B - Permission for NILOA Survey Adaptation

Hi Keith,

My sincere apologies in the delay! Thank you for your interest and please move forward with adapting some of the survey questions. There is no need for any additional paperwork, although we are always interested to hear what you learn from the survey administration. Best of luck and let me know if we can be of any further service and again I apologize for the lapse in our communication. Have a great weekend

Best,
Natasha

Natasha Jankowski

Project Manager and Research Analyst

National Institute for Learning Outcomes Assessment (NILOA) | University of Illinois

340 Education Building, MC 708, Champaign, IL 61820

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W: www.learningoutcomesassessment.org

Appendix C - Survey Announcement

Greetings,

Are you involved with assessment of academic advising at your institution? We are preparing to follow-up the NACADA 2011 National Survey of Academic Advising with a National Survey of Assessment in Academic Advising sponsored by the Assessment Commission. Your assistance will advance the practice of assessment in our profession. Make plans to stop by Exhibit Table G to learn about contributing to this project, which will take place in February 2012. It will only take a few minutes and we can answer questions you may have. You will not be asked to complete any survey at this time.

Respectfully,

Keith

Keith L. Powers, Advisor
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Education Student and Professional Services
Kansas State University
klpowers@k-state.edu
@EduCatAdvise
785.532.5524

Appendix D - Survey Email Notifications

Initial Notification

I am contacting you because of your involvement in assessment of academic advising. You indicated an interest in participating in a follow-up study to NACADA's 2011 National Survey of Academic Advising. I would like your assistance in completing a survey on the assessment of academic advising, which has the support of the NACADA Executive Office and the Assessment of Advising Commission.

This project will help advance the profession of academic advising through the publication of the findings and presentations at NACADA conferences. The purpose of the assessment survey is to learn: (a) what academic advising student learning outcomes are assessed; (b) what measures are used to assess the student learning outcomes; (c) how the assessment information is used; and (d) about advisors' perceptions of assessment.

I truly understand the time constraints for those of us who work in academic advising. I am a full-time academic advisor in the College of Education, and a doctoral student in the Student Affairs in Higher Education program at Kansas State University. I would greatly appreciate your willingness to spend time participating in this important research. The assessment study is the focus of my dissertation, which is under the supervision of Aaron H. Carlstrom, Ph.D., Assistant Professor, Department of Special Education, Counseling, & Student Affairs, in the College of Education at Kansas State University. If you have any questions please feel free to contact me at klpowers@ksu.edu or Dr. Carlstrom at acarlstr@ksu.edu. Thank you for your assistance.

Sincerely,
Keith L. Powers

Second Notification

If you have already completed the survey on assessment of academic advising I am grateful for your participation and I thank you for your contribution. My apologies for sending you another email but some recipients had technical issues and I cannot discern who may have already completed it. You may disregard this email if you completed the survey or do not wish to participate.

If you have not take the opportunity to complete the survey or had technical issues with the previous version I wanted to offer you another chance to participate in this important study on the assessment of academic advising. The technical support staff at Axio Survey believe they have resolved the issues.

I truly understand what a busy time of year this is for those of us who work in academic advising. I am a full-time academic advisor in the College of Education, and a doctoral student in the Student Affairs in Higher Education program at Kansas State University. I would greatly appreciate your willingness to spend time participating in this important research to help advance the profession of academic advising through the publication of the findings and presentations at NACADA conferences.

The purpose of the assessment survey is to learn: (a) what academic advising student learning outcomes are assessed; (b) what measures are used to assess the student learning outcomes; (c) how the assessment information is used; and (d) about advisors' perceptions of assessment.

Sincerely,

Keith L. Powers