



Academic Advising Assessment Plan

2017-18

ADVISING CENTER

COLLEGE OF EDUCATION & PROFESSIONAL STUDIES

UNIVERSITY *of* WEST FLORIDA

Academic Advising Assessment Plan – 2017/18

College of Education and Professional Studies

In alignment with *The Global Community for Academic Advising (NACADA)*¹ and the *Council for the Advancement of Standards in Higher Education (CAS)*², this academic advising annual assessment plan intends to articulate an ongoing cycle of assessment of unit activities, both at the undergraduate and graduate levels. CAS explained academic advising programs must:

- Specify programmatic goals and intended outcomes
- Identify student learning and development outcomes
- Develop manageable processes for gathering, interpreting, and evaluating data
- Employ multiple measures and methods
- Interpret and use assessment results to demonstrate accountability
- Report aggregated results to respondent groups and stakeholders
- Use assessment results to inform planning and decision-making
- Assess effectiveness and implemented changes
- Provide evidence of improvement and programs and services

NACADA provides a *concept* of academic advising, as well as a set of *core values* that guided the development of this assessment plan and direction of this academic advising program. The NACADA concept preamble states:

Academic advising is integral to fulfilling the teaching and learning mission of higher education. Through academic advising, students learn to become members of their higher education community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens of a democratic society and a global community. Academic advising engages students beyond their own world views, while acknowledging their individual characteristics, values, and motivations as they enter, move through, and exit the institution. Regardless of the diversity of our institutions, our students, our advisors, and our organizational structures, academic advising has three components: curriculum, pedagogy, and student learning outcomes.

NACADA provides a *statement of core values* to affirm the importance of advising within the academy and acknowledge the impact advising interactions can have on individuals, institutions, and society. The *core values* are not in place to dictate a method of advising, rather they are the reference points advisors use to consider their individual philosophies, strengths, and opportunities for professional growth. *Core values* explain advisors are responsible:

- To the individuals they advise
- To their institutions
- For involving others, when appropriate, in the advising process
- To higher education
- To their academic community
- For their professional practices and for themselves personally

¹NACADA. (2005). NACADA statement of core values of academic advising. Retrieved from the *NACADA Clearinghouse of Academic Advising Resources* Web site: <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Core-values-of-academic-advising.aspx>

²Council for the Advancement of Standards in Higher Education. (2015). *CAS professional standards for higher education* (9th ed.). Washington, DC: Author.

Academic Advising Assessment Plan

Part I: Purpose and Stakeholders

Purpose for Assessment Reasons for Designing an Advising Assessment Plan	Stakeholders in Process Those Affected by Process	
Improvement in Student Learning Decision-Making Needs Efficiency and Effectiveness Professional Development Budgeting	Students Professional Advisors Faculty Mentors Community	Alumni Campus Administrators Institutional Research Benefactors

Part II: Program Values, Vision, Mission, Goals, and Objectives

Values What is important?	Vision What are the aspirations?	Mission What is the purpose?	Goals What is the desired result?	Objectives What is the conclusion?
<p>The values of CEPS academic advising program are:</p> <ul style="list-style-type: none"> • Upholding advising as a profession, • Being an integral part of student success, • Using a holistic approach to advising, • Providing quality advising, • Empowering students, • Supporting needs of diverse student population, • Collaborating with other campus resources, and • Being accessible. 	<p>The vision of CEPS academic advising program is to enable students to:</p> <ul style="list-style-type: none"> • Use advising resources at UWF to enrich personal and academic development, • Expand intellectual experience, and • Ensure academic success. <p>All supported by a positive relationship between student and professional advisor. This program aspires to set the standard for advising within the University.</p>	<p>The mission of CEPS academic advising program is:</p> <ul style="list-style-type: none"> • To empower students to become decision makers, • Guide students in the evaluation of their strengths and challenges, • Facilitate the development of meaningful plans of study leading to timely and successful completion of academic programs, and • Foster professional development and growth of academic advisors. 	<p>The goals of CEPS academic advising program are:</p> <ul style="list-style-type: none"> • To utilize current and relevant best practices based on holistic advising theories, • To encourage academic advisors to expand their skills and knowledge, and • To provide intentional and coherent services for students. 	<p>The objectives of the CEPS academic advising program are:</p> <ul style="list-style-type: none"> • To be an accessible, reliable resources for students, • To maintain the professionalism required to best serve students, • To be an integral part of successfully meeting performance based metrics, and • To set the standard for UWF advising.

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Part III: Outcomes, Mapping, Gathering Evidence and Setting Levels of Expected Performance Regarding the Academic Advising Process

Academic Advising Process

Academic Advising Process Outcomes	Where the Process is to Occur (Mapping)	From Whom and When Will Evidence Be Gathered?	Where or How Will You Gather Evidence?	Level of Expected Performance
<ul style="list-style-type: none"> Academic advisors are sources for information about policy, procedure, and campus resources. 	<ul style="list-style-type: none"> Scheduled Advising Session Walk-in Advising Session Phone Advising Session Online Advising Session Advising Workshops Open House Academic Advising Syllabus 	<ul style="list-style-type: none"> Students Director of Advising Academic advising effectiveness survey 	<ul style="list-style-type: none"> Students will have the opportunity to complete an academic advising effectiveness survey each week or by accessing the center’s website at any time Office of Assessment & Strategic Planning 	<ul style="list-style-type: none"> 80% to 90% of academic advising effectiveness survey responses will either strongly agree or agree advisors encourage students to seek assistance and help connect them with campus resources 80% to 90% of academic advising effectiveness survey responses will either strongly agree or agree advisors provide accurate information about institutional and departmental policies
<ul style="list-style-type: none"> Academic advisors are professionals who take focus on student success. 	<ul style="list-style-type: none"> Scheduled Advising Session Walk-in Advising Session Phone Advising Session Online Advising Session Advising Workshops Open House 	<ul style="list-style-type: none"> Students Director of Advising After each advising session, monthly Office of Assessment & Strategic Planning annually 	<ul style="list-style-type: none"> Students will have the opportunity to complete an academic advising effectiveness survey each month or by accessing the center’s website at any time 	<ul style="list-style-type: none"> 80% to 90% of academic advising effectiveness survey responses will either strongly agree or agree advisors deal with students in a professional manner. 80% to 90% of academic advising effectiveness survey responses will either strongly agree or agree advisors treat students as individuals with unique needs and interests

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Academic Advising Process continued

Academic Advising Process Outcomes	Where the Process is to Occur (Mapping)	From Whom and When Will Evidence Be Gathered?	Where or How Will You Gather Evidence?	Level of Expected Performance
	<ul style="list-style-type: none"> ● Open House ● Academic Advising Syllabus 	<ul style="list-style-type: none"> ● Office of Assessment & Strategic Planning annually 	<ul style="list-style-type: none"> ● Office of Assessment & Strategic Planning 	<ul style="list-style-type: none"> ● 80% to 90% of academic advising effectiveness survey responses will either strongly agree or agree advisors are prepared for advising appointments ● 80% to 90% of academic advising effectiveness survey responses will either strongly agree or agree advisors are good listeners ● 80% to 90% of academic advising effectiveness survey responses will either strongly agree or agree advisors discuss options available to encourage students to make their own decisions
<ul style="list-style-type: none"> ● Academic advisors are perceived as experts about graduation requirements and timely progress toward degree completion 	<ul style="list-style-type: none"> ● Scheduled Advising Session ● Walk-in Advising Session ● Phone Advising Session ● Online Advising Session ● Advising Workshops ● Open House ● Academic Advising Syllabus 	<ul style="list-style-type: none"> ● Students ● Director of Advising ● After each advising session, monthly, and following graduation of students ● Office of Assessment & Strategic Planning annually 	<ul style="list-style-type: none"> ● Students will complete an academic advising effectiveness survey each month or by accessing the center’s website ● Office of Assessment & Strategic Planning ● Tableau reports 	<ul style="list-style-type: none"> ● 80% to 90% of academic advising effectiveness survey responses will strongly agree or agree advisors provide accurate information about UWF degree requirements ● 80% to 90% of academic advising effectiveness survey responses will strongly agree or agree advisors help evaluate progress toward graduation ● 45% to 55% of undergraduate students will graduate in 6 years

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Academic Advising Process continued

Academic Advising Process Outcomes	Where the Process is to Occur (Mapping)	From Whom and When Will Evidence Be Gathered?	Where or How Will You Gather Evidence?	Level of Expected Performance
<ul style="list-style-type: none"> Academic advisors participate in professional development opportunities 	<ul style="list-style-type: none"> Workshops Webinars Conferences Seminars/Institutes 	<ul style="list-style-type: none"> Human Resources annually Director during annual employee evaluation 	<ul style="list-style-type: none"> Annual employee evaluation Annual report 	<ul style="list-style-type: none"> 75% to 100% of CEPS advisors will maintain current NACADA membership. On average CEPS advisors will participate in at least 5 professional development opportunities annually
<ul style="list-style-type: none"> Academic advisors assign Student Educational Plans (SEP) 	<ul style="list-style-type: none"> Advising Center 	<ul style="list-style-type: none"> CEPS Advisors Each semester 	<ul style="list-style-type: none"> Tableau (Undergrads Missing SEP Plans Report) 	<ul style="list-style-type: none"> At least 90% to 100% of undergraduate students will have an active SEP. At least 90% to 100% of graduate students will have an active SEP
<ul style="list-style-type: none"> Academic advisors are accessible to students 	<ul style="list-style-type: none"> SSC Campus Email Phone Walk-ins 	<ul style="list-style-type: none"> Academic Advising Effectiveness Survey monthly SSC Campus reports annually (Students With/Without Advising Appointments – Advising Report) 	<ul style="list-style-type: none"> SSC Campus Qualtrics Office of Assessment & Strategic Planning 	<ul style="list-style-type: none"> 80% to 90% of academic advising effectiveness survey responses will either strongly agree or agree advisors are reasonably available to meet at times that are convenient to students. 70% to 80% of assigned undergraduate students will have had contact with an advisor as evident by appointment or walk-in reports; 40% to 50% of assigned graduate students will have had contact with an advisor as evident by appointment or walk-in reports

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Academic Advising Process continued

Academic Advising Process Outcomes	Where the Process is to Occur (Mapping)	From Whom and When Will Evidence Be Gathered?	Where or How Will You Gather Evidence?	Level of Expected Performance
<ul style="list-style-type: none"> Enhance advisor services to promote student retention 	<ul style="list-style-type: none"> Scheduled Advising Session Walk-in Advising Session Phone Advising Session Online Advising Session Advising Workshops Academic Advising Syllabus 	<ul style="list-style-type: none"> Director of Advising After each advising session, monthly, and following graduation of students Office of Assessment & Strategic Planning annually 	<ul style="list-style-type: none"> SSC Campus Qualtrics Office of Assessment & Strategic Planning 	<ul style="list-style-type: none"> Academic advisors will continue to monitor and provide enrollment updates. Responses from the academic advising effectiveness survey will be shared with advisors each semester. Academic advisors will continue to work with living learning community programming. Academic advisors will collaborate on release of FTIC students with the First Year Advising Center.
<ul style="list-style-type: none"> Students will be able to schedule an appointment with their advisor 	<ul style="list-style-type: none"> Initial session with departmental advisor 	<ul style="list-style-type: none"> Sophomore year for FTIC, first semester for transfer student, and first semester for graduate students 	<ul style="list-style-type: none"> CEPS Advising Center Office of Assessment & Strategic Planning annually 	<ul style="list-style-type: none"> 70% to 80% of undergraduate advising appointments are scheduled using SSC Campus; 40% to 50% of undergraduate advising appointments are scheduled using SSC Campus 90% to 95% of PINs will be released after in-person, phone, or email contact between student and advisor 80% to 90% of academic advising effectiveness survey responses will either strongly agree or agree students scheduled timely appointments with their advisors 80% to 90% of academic advising effectiveness survey responses will either strongly agree or agree students kept appointment with advisor

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Part IV: Outcomes, Mapping, Gathering Evidence and Setting Levels of Expected Performance Regarding the Student Learning Process

Student Learning Process

Student Learning Outcomes	Where Learning Takes Place	When Learning Takes Place	Who or How Will Gather Evidence	Level of Expected Performance
<ul style="list-style-type: none"> Students prepare for and actively engage with the advising process to guide their progress toward academic success 	<ul style="list-style-type: none"> Initial session with program advisor Academic syllabus 	<ul style="list-style-type: none"> Sophomore year for FTIC or first semester for transfer and graduate students 	<ul style="list-style-type: none"> CEPS Advising Center <ul style="list-style-type: none"> Tableau (Advisor Totals – Banner_Adviser Departments) Academic Advising Effectiveness Survey SSC Campus (Advisor Appointment Detail – Advisor Report) Office of Assessment & Strategic Planning annually 	<ul style="list-style-type: none"> Less than 5% of advising appointments will be “No Shows” Less than 5% of PINs will be released with “Did Not Meet” as the selected method of advising 80% to 90% of academic advising effectiveness survey responses will strongly agree or agree that students were well prepared for their advising appointment 80% to 90% of academic advising effectiveness survey responses will either strongly agree or agree advisors discuss options available to encourage students to make their own decisions 80% to 90% of academic advising effectiveness survey responses will either strongly agree or agree students were comfortable with their academic future at UWF after talking with an advisor
<ul style="list-style-type: none"> Students will use online systems to register online 	<ul style="list-style-type: none"> Initial session with departmental advisor 	<ul style="list-style-type: none"> Sophomore year for FTIC or first semester for transfer student or graduate student 	<ul style="list-style-type: none"> CEPS Advising Center Office of Assessment & Strategic Planning annually 	<ul style="list-style-type: none"> 85% to 95% of students with released PINs will register online each semester

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Part V: Sharing and Acting on the Results

Interpret How Results Will Inform the Academic Advising Process, Student Learning and Decision Making	Determine How and With Whom You Will Share Interpretations	Decide How You Will Follow-up on Implemented Changes
<ul style="list-style-type: none"> • Develop and revise the advisor training and development program • Revise academic advising annual assessment plan • Revise CEPS advising syllabus • Shape College decision making, planning, and allocation of resources 	<ul style="list-style-type: none"> • The Dean’s Office through an annual report • Students will be able to view the assessment plan on the CEPS advising website. • College planning groups through an annual report 	<ul style="list-style-type: none"> • Repeat the assessment cycle after changes have been made

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Revised by:

Date:

- Advising Center
College of Education & Professional Studies October 23, 2017

Endorsed by:

- Dean’s Office
College of Education & Professional Studies November 7, 2017
- Office of Assessment & Strategic Planning
College of Education & Professional Studies July 28, 2016

Shared with:

- University Academic Advising Council
University of West Florida November 18, 2017

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