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| **ADVISING ASSESSMENT****SAMPLE REPORT**Name of Department/Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Name of Report Author/s: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date of Report Submission: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Advising Model** |
| Describe the program advising model.1. When and how do students get assigned a faculty advisor?
2. Is faculty advising mandatory for students?
	1. If so, how often is it mandated?
	2. If so, by what mechanism is this enforced?
3. Is advising built into your curriculum in any way (e.g. in a course for majors)?
4. Is there large-group advising? If so, please describe the form that takes.
5. What advising resources do you provide for students (e.g. department handbook, course catalog, four-year plan, etc.)?
6. Do faculty advisors use Navigate?
	1. If so, for what purposes?
7. Do faculty advisors use the Advisement Report?
	1. If so, for what purposes?
8. What do advisors discuss with their advisees?
	1. Major or minor requirements?
	2. General Education and degree requirements?
	3. Career and graduate school plans?
	4. Other?
9. What is the purpose/goal of advising in your department?
10. What are faculty/IAS advisors expected to know and do?
11. What are students expected to know and do?
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| **Advising Loads** |
| 1. How many faculty advisors and student advisees are there in your department and program this semester?
2. What is the mean advisor load and the standard of deviation in advisor loads?
3. Is there any compensation to faculty for advising or for uneven advising loads?
4. What happens if faculty advisors do not advise students assigned to them?
5. What happens if a student is unsatisfied with their faculty advisor?
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| **Advising Assessment and Reflection** |
| **Outcomes & Objectives**What are the objectives of advising in your department/program? | **Method**How do you assess if students are meeting the objectives? | **Data/Evidence** (Do not include individual identifying information) | **Reflection**Reflect on your department/program advising model |
| Identify program specific advising objectives that can be mapped to the three University Advising Learning Outcomes (outcomes and suggested objectives available here; <http://www.uwosh.edu/accaa/advising-assessment>) | Advising data may be available from the following sources:* Navigate
* Institutional Research
* PeopleSoft
* Exit Surveys
* Other surveys developed specifically to assess advising
* Advising related course assignments
 | What do the data collected about advising outcomes tell the program about student achievement of advising outcomes?How do students perceive the quality of advising in the department? | What is working well/not working?What changes need to be made to improve student learning in advising?Are there areas the department would like help with? |
| 1. ***Students are able to locate and use academic information and campus resources***
* By mid-career students will have received information about departmental resources for student success
* By major completion students will have met with their faculty advisor at least once a year
 | Student usage data collected by department via Navigate |  |  |
| 1. ***Students are able to understand and describe graduation requirements***
* By major completion students will have discussed with their faculty advisor the value of USP/general education as it relates to their major and career/graduate school readiness
* By mid-career students will have discussed their progress toward major, minor and degree requirements and been provided with information about the role of the Methods and Capstone courses in the major and minor(s)
 | Course embedded assessment in Capstone; Student usage data collected by department via Navigate |  |  |
| 1. ***Students are able to select and plan an academic program based on research, interests, skills, values and career goals***
* By major completion students will have discussed their post-graduation plans with their faculty advisor
* By graduation students will define a post-graduation plan and have taken steps required to implement that plan
* By mid-career and major completion, students will understand the value of relationships with faculty for academic and career planning
 | Student usage data collected by department via Navigate;Senior and alumni survey; Capstone assignments |  |  |