ACADEMIC ADVISING PROGRAM ASSESSMENT: USING A RUBRIC TO BEGIN THE CONVERSATION

NACADA ANNUAL CONFERENCE, 2021
Cincinnati, Ohio

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Outline

● Review NACADA Pillars of Academic Advising
● Quality of Advising Interaction
● Introduce Rubric for Assessing Quality Interactions based on The Concept of Advising
● Application to
  ○ University of Pittsburgh
  ○ Arizona State University
  ○ Virginia Tech
  ○ Ohio State University and University of Alaska
● Implications for Program Assessment

NACADA Pillars of Academic Advising

“The mission of Academic Advising Programs (AAP) is to assist students as they define, plan, and achieve their educational goals. AAP must advocate for student success and persistence. AAP must develop and define its mission. The AAP mission must be consistent with the mission of the department, college, division, institution, and applicable professional standards. P. 6.”

NACADA’s Concept of Academic Advising, adopted in 2006, is comprised of three components: learning outcomes, and advising curriculum, and a pedagogy of critical thinking.

Academic advising, based in the teaching and learning mission of higher education, is a series of intentional interactions with a curriculum, a pedagogy, and a set of student learning outcomes. Academic advising synthesizes and contextualizes students’ educational experiences within the frameworks of their aspirations, abilities and lives to extend learning beyond campus boundaries and timeframes. (par. 10)
Rubric for Assessing Quality Interactions based on The Concept of Advising

Evaluate the degree of implementation for:
- Learning Outcomes
- Advising Curriculum
- Assessing students critical learning in development of their academic and career plans
- The quality and quantity of advisor and advisee interactions

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>0-1</th>
<th>2-3</th>
<th>4-5</th>
<th>6-7</th>
</tr>
</thead>
<tbody>
<tr>
<td>No academic advising learning outcomes are identified</td>
<td>No academic advising learning outcomes are identified but none are specifically related to the development of educational and career plans</td>
<td>Learning outcomes are identified that are specifically related to the development of educational and career plans, but there are no identified methods of evaluation</td>
<td>Learning outcomes are identified that are specifically related to the development of educational and career plans, with identified methods of evaluation</td>
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<table>
<thead>
<tr>
<th>Advising Curriculum</th>
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<th>2-3</th>
<th>4-5</th>
<th>6-7</th>
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</thead>
<tbody>
<tr>
<td>No advising curriculum is identified</td>
<td>There is a written advising syllabus, but the focus is not on the creation of academic and career plans but other topics such as advisor and advisee responsibilities</td>
<td>There is a written advising curriculum with advising topics categorized by general learning outcomes. These include students’ creation of their academic and career plans. However, the relationship between learning outcomes, activities, and methods of evaluation is not stated.</td>
<td>There is a written advising curriculum with advising topics that are associated to general learning outcomes. These are scaffolded over students’ college experiences and include students’ creation of their academic and career plans. There is an explicit relationship between learning outcomes, activities, and methods of evaluation</td>
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<table>
<thead>
<tr>
<th>Pedagogy of Critical Thinking</th>
<th>0-1</th>
<th>2-3</th>
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<th>6-7</th>
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</thead>
<tbody>
<tr>
<td>Nothing is stated for advancing critical thinking as the primary method of engaging students for academic advising</td>
<td>The importance of advancing critical thinking as the primary method of engaging students is stated. But associating critical thinking with the advising curriculum, learning outcomes, and student evaluation is not addressed.</td>
<td>The importance of promoting critical thinking as the primary method of engaging students is stated. But associating critical thinking with the advising curriculum, learning outcomes, and student evaluation is implied but not explicitly stated</td>
<td>The importance of advancing critical thinking as the primary method of engaging students is stated. The relationship of critical thinking with the advising curriculum, learning outcomes, and student evaluation is explicitly stated</td>
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Means of Delivery

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<tr>
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<th>0-1</th>
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<th>4-5</th>
<th>6-7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary reliance is on individual advising sessions</td>
<td>Primary reliance is on individual advising sessions, but workshops and use of peer or coaching advisors are also used as means of delivery</td>
<td>A balance of individual advising sessions combined with either a strong instructional presence or a first-year survey course are used as means of delivery</td>
<td>A balance of individual advising sessions combined with either a strong instructional presence in orientation, a first-year survey course, and/or other approaches that are both synchronous and asynchronous that are used within the means of delivery</td>
<td></td>
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</tbody>
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University of Pittsburgh School of Computing and Information (SCI) Rubric Score

- Learning Outcomes 4.25
- Advising Curriculum 3.5
- Pedagogy of Critical Thinking 3.1
- Means of Delivery 6.75

University of Pittsburgh SCI - Context

New Advising Center as of Fall 2019

Advisors teach 2-3 sections of FYS, ideally their own students

First Year Advising Learning Outcomes introduced in FYS course

Academic Advisor (n=4) completed rubric, average calculated

Low ratings were accompanied by statements like “this is not yet in writing but has been verbally stated” and “the theme is present...we don’t explicitly have it in our materials”

Currently developing further outcomes for second year students

Arizona State University
The College of Liberal Arts and Sciences

Rubric Score

- Learning Outcomes 3.5
- Advising Curriculum 1.5
- Pedagogy of Critical Thinking 4.0
- Means of Delivery 7.0

Arizona State University
The College of Liberal Arts and Sciences

- Fall 2018 new centralized first-year (3000+ students) and new transfer (2000 students) academic advising hubs created for The College. ASU total first-year student cohort near 15,000.
- Previous Liberal Arts and Sciences model was 19 separate department advising offices - these still exist to provide advising for all continuing students in specific majors once students transition from hubs.

Arizona State University
The College of Liberal Arts and Sciences

- 21 professional advisors teach 6 ASU 101 one-credit fall semester courses (24 students per course). These students become the assigned cohort of advisees for one full year. Learning outcomes/curriculum includes development of academic and career planning activities and assignments. Future Center in same location as advising hubs emphasizes career development and planning throughout college experience.
- Emphasis is placed on advisor to student relationship, allowing the advisors to know the story of each assigned first-year student.
ASU The College - Academic Advising Strategic Plan

GOALS

- Develop college-wide academic advising learning outcomes
  - Identify specific student touch points and learning opportunities through 2-4 years
  - Identify strategic transition plans between hubs and department advising experiences
  - Ground students vs Online students

- Develop college-wide assessment plan
  - Utilize university and college assessment strategies
  - Ground students vs Online students

- Develop college-wide academic advising syllabus

- Ensure new college academic advising training and development model identifies academic advisor learning outcomes to promote advisor connections to student learning outcomes.

Virginia Tech - Context

- Decentralized model/Centralized oversight
- Faculty and Professional Advising
- Institutional strategic plan
- Focus on closing the gap in achievement
- Academic Advising Academy
- Reward and Recognition

Virginia Tech - Rubric Score

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>3.8</th>
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<tbody>
<tr>
<td>Advising Curriculum</td>
<td>4.0</td>
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<tr>
<td>Pedagogy of Critical Thinking</td>
<td>6.5</td>
</tr>
<tr>
<td>Means of Delivery</td>
<td>6.5</td>
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<tr>
<td>Total</td>
<td>20.8/28</td>
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Virginia Tech - Advising Strategic Plan

GOALS

- Develop advising resources that promote and support equity, inclusion, and diversity.
- Establish inclusive best practices for recruiting, hiring, and retaining a diverse community of academic advisors.
- Provide guidelines for effective case management.
- Establish an academic advisor onboarding protocol.
- Enhance existing professional development opportunities that are both accessible and relevant to academic advising.

Virginia Tech - Advising Strategic Plan (continued)

- Establish an advising framework that is informed by the values and beliefs of Virginia Tech.
- Develop an effective advising communication plan.
- Incorporate appropriate advising technologies to complement, support, and enhance advising practices.

Ohio State University - Context

For an advising program that would receive a 28/28 score on the rubric, read the following article:


Exploring Majors at Ohio State University, 1999

Bibliography

- Access to documents: https://docs.google.com/presentation/d/1TcjM1neLrVAcYTNbUhxqFUtWFyRaW7HmdFSz_k/edit?usp=sharing