

# 2010 UH System Academic Advising Workshop Assessment Handouts

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**MAPPING**

**PRESCRIPTIVE MAPPING ASSESSMENT**  
**University College Advising**



<b>FRESHMEN PROGRAM</b>	<b>OUTCOME #1</b> Student develops a class schedule	<b>OUTCOME #2</b> Student understands CR/NC Policy	<b>OUTCOME #3</b> Student can identify interests	<b>OUTCOME #4</b> Student can identify values	<b>OUTCOME #5</b> Students understands process of decision-making
Fresh Advising Appt.					
LEAP Module Presentations					
Calling Campaign					
Spring Follow Up Emails					

<b>UNDECLARED</b>	<b>OUTCOME #1</b>	<b>OUTCOME #2</b>	<b>OUTCOME #3</b>	<b>OUTCOME #4</b>	<b>OUTCOME #5</b>
LEAP Major Exploration Modules					
Major Exploration EXPO					
Declare Your Major Campaign					
Individual Major Exploration Appt.					

# Quick Answer Advising - Survey



**University of Utah**

**Please give us your feedback by completing this form.  
We care about your university advising experience!**

Please select the option that most accurately describes you:

- |  |  |
|--|--|
| <input type="checkbox"/> Freshman (0-29 credits)                                 | <input type="checkbox"/> Junior (60-89 credits)      |
| <input type="checkbox"/> Sophomore (30-59 credits)                               | <input type="checkbox"/> Senior (90 credits or more) |
| <input type="checkbox"/> Student, but I don't know how many credit I have earned |  |
| <input type="checkbox"/> Faculty / Staff   |  |
| <input type="checkbox"/> Other (not faculty, staff or student)                   |  |

What was the topic of your question today?

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Please answer the following questions by circling YES or NO.

Were you satisfied?	YES	NO
Did you make an appointment after speaking with the Quick Answer Advisor?	YES	NO
Would you use the Quick Answer desk again?	YES	NO

Additional Comments: \_\_\_\_\_

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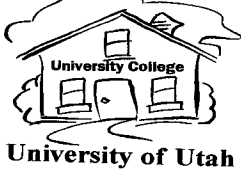
How often have you talked to the Quick Answer Advisor?

- A.) Never
- B.) 1-3 times
- C.) 4-6 times
- D.) More than 6 times

How did you talk to Quick Answer Advisor?

- A.) Phone
- B.) In-person

**Thank you for providing this feedback.**



Please give us your feedback by completing this form. We care about your university advising experience!

In what way did you interact with a University College advisor?

- I met with an advisor during a scheduled appointment [If this, continue to survey below]
I asked a question to an advisor at the Quick Answer desk [If this, continue to Quick Answer survey]
Other: [If this, continue to survey below]

What was the date of your last University College appointment (approximate if necessary)?

Did you bring a Degree Audit Report (DARS) to your appointment?

- Yes
No
I generated one online, but did not bring a physical copy
I don't know what a Degree Audit Report (DARS) is.

Which academic advisor did you see in University College today?

- Don't remember who I met with
Amy Urbanek
Darcy Posselli
Heather Crum
Jency Brown
Jennifer Merino-Moncada
John Nilsson
Leslie Park
Libby Oberg
Liz Abbott
Marilyn Hoffman
Martina Stewart
Mayumi Kasai
Natalie Brown
Richelle Warr
Sandy McLelland
Sarah Rollo
Sharon Aiken-Wisniewski
Steve Hadley
Terese Pratt
Tony Gonzales
Vickie Morgan
Victoria Trujillo
Other:

How many credits have you earned (at all institutions you have attended)?

- 0-29 credits
30-59 credits
60-89 credits
90 credits- graduation
I am working on a 2nd Bachelor Degree or pre-requisites for a graduate degree
I do not know how many credits I have earned

What are the primary reasons you are here today? (Check up to 3 reasons)

- You are required to see an advisor and/or you have a registration hold: (If so, select one of the following reasons)
Freshmen Advising
Second Year Advising
Undeclared w/60+ credits
Academic Warning/Probation
Transfer student enrolling first time
You want to discuss your general education
You need help with your schedule
You want to explore majors
You have questions about an academic policy (i.e. dropping/deleting courses, withdrawing, CR/NC, etc.)
You want to discuss transfer credit
You are participating in the Returning to the U program
You have questions concerning admission to professional school (pre-med, pre-dent, pre-law, etc)
Other

I understand how to develop an appropriate class schedule for next semester.

- Yes
No

What factors do you consider when developing a class schedule? (Check all that apply)

- The University requirements I need to fulfill
- How difficult or easy the course is expected to be
- How much time I need for work and other commitments
- How much time I will need to study for my courses
- The courses that my friends are taking
- The instructor that is teaching the course
- If the courses I want to take have any pre-requisite requirements
- Have I fulfilled the pre-requisite requirements for the courses I want to take?
- The time of day that the courses are offered
- Other (please specify) \_\_\_\_\_

**To find out if a course has any pre-requisite requirements I would: (Check all that apply)**

- Talk to my academic advisor
- Ask one of my friends
- Look in the General Catalog (printed, online, or link from class schedule)
- Call the Registration office
- Contact the instructor
- Other (please specify) \_\_\_\_\_
- Pre-requisites are not necessary so I don't look to see if a course has pre-requisite requirements

**What is the minimum number of credits required to be a fulltime student?**

- 6
- 8
- 9
- 12
- 15

**I understand the Credit/No Credit (CR/NC) grading policy:**

- Yes
- No

**I can elect to take courses CR/NC for: (Check all that apply)**

- Courses in my major
- Courses in my minor
- Some General Education and Bachelor Degree requirements
- Elective courses
- None of the above

**When can I elect to take a course CR/NC?**

- Any time
- Any time before the semester is over
- Any time before the last week of class
- Any time before the withdrawal deadline (mid-point of the semester)
- Any time before the add deadline (14<sup>th</sup> day of the semester)
- Must be elected immediately upon registering for the course

**Once CR/NC has been elected, when can I revoke CR/NC and get a grade in the course?**

- Any time
- Any time before the semester is over
- Any time before the last week of class
- Never

**Please list three of your top interests, abilities, or values:**

Interests	Abilities	Values

**Please list 3 campus resources/departments that would help you explore your interests, abilities, and/or values?**

- 1.
- 2.
- 3.

**Are you:**

- Female
- Male
- No Response

**Are you an International Student?**

- Yes
- No

**What is your race/ethnicity? (Please select the choice for which you most closely relate)**

- African-American or Black
- Asian
- Caucasian/White
- Hispanic
- Latino/Latina
- Multi-ethnic
- American Indian/Alaska Native
- Pacific Islander or Native Hawaiian
- Not Listed, Please specify: \_\_\_\_\_

**What is your age?**

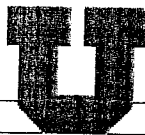
- Less than 18
- 18-20
- 21-25
- 26-30
- 31-35
- 36-40
- 41 or older

**Are you currently a full-time or part-time student? (12+ credits = full-time)?**

- Full-time
- Part-time

**Approximately how many hours a week do you work?**

- 0
- 1-10
- 11-20
- 21-30
- 31-40
- 41 or more



OFFICE OF INSTITUTIONAL ANALYSIS  
**INSTITUTIONAL SURVEYS**

**Survey of Undergraduate Student Advising at the U.  
 Autumn 2005**

**This survey is not currently active. No data will be collected.**

Please respond to all questions unless otherwise noted.

**PART 1 of 3: About Your Advising at the U.**

In what office/department did you receive your **most recent advising information**? Please Select One

When did you **most recently meet with your academic advisor**? Please Select One

How many times have you **changed your major** to date? Please Select One

How greatly have you **NEEDED** advising for each of the following while at the U. ?

How **SATISFIED** are you with the advising you received at the U. for each of the following?

**YOUR NEED**

**YOUR SATISFACTION**

Please Select One	Being able to successfully develop my class schedule for each semester.	Please Select One
Please Select One	Understanding what courses and requirements I need to complete for general education and university requirements for my degree.	Please Select One
Please Select One	Understanding what courses and requirements I need to complete for my major and minor.	Please Select One
Please Select One	Understanding how to generate and read a Degree Audit Report (DARS).	Please Select One
Please Select One	Understanding how to find my assigned registration time.	Please Select One
Please Select One	Understanding how to successfully add and/or drop a class.	Please Select One
Please Select One	Understanding how to successfully withdraw from a class.	Please Select One
Please Select One	Understanding the process of officially declaring a major and/or minor.	Please Select One
Please Select One	Understanding how to explore my options as I choose a major.	Please Select One
Please Select One	Learning about my post graduation career options.	Please Select One
Please Select One	Learning how I can continue my education after I obtain my bachelor's degree (graduate school, law school, medical school).	Please Select One

- Please Select One Learning about extracurricular activities on-campus such as ASUU, student groups, intramural athletics, campus speakers, etc. Please Select One
- Please Select One Learning about special types of academic programs and experiences, such as the Study Abroad, Undergraduate Research, and Honors Programs. Please Select One
- Please Select One Knowing how to obtain information on academic tutoring and academic strategies (test taking, test anxiety, and research writing). Please Select One
- Please Select One Knowing how to obtain financial aid and scholarships. Please Select One

### **PART 2 of 3: About Your Understanding about Advising at the U.**

Have you **planned your class schedule** for Spring semester 2006? Please Select One

What requirement type does the **Diversity course** requirement fall under? Please Select One

Which of the following would you use to **generate your Degree Audit Report (DARS)**? Please Select One

How would you **find your assigned registration time** for upcoming semester registration? Please Select One

What is the **last thing you would do when ready to officially add and/or drop a class** by the published deadline? Please Select One

What is the **last thing you would do when ready to officially withdraw from a class** by the published deadline? Please Select One

### **PART 3 of 3: About You**

What is your current **age in years**? Please Select One

What **ethnicity** do you identify with most strongly? Please Select One

What is your **gender**? Please Select One

What is your **current academic level** at the U.? Please Select One

What is your **current academic major** at the U.? Please Select One

Are you a **transfer student**? Please Select One

**Please add any comments, observations, criticisms, or questions concerning your advising experiences and/or academic advising at the U. that you would like to share with the U.'s academic advisers.** (This question is optional.)



### Rubric Development

Programmatic Goal Informing Rubric:

TEST TEST TEST
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Student Learning Outcome(s) Informing Rubric:

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← Degrees of Performance →

<b>Criterion</b> (Knowledge, Understanding, Behavior)	<b>Excellent</b>	<b>Competent</b>	<b>Needs More Info</b>	<b>Not Aware</b>
TEST TESTS				

**Decision Making/Critical  
Thinking Rubric**




Name:

ID#:

Date:

Phone:

Email:

KEY	
	1st Visit
	2nd Visit
	3rd Visit

GOALS	Emerging		Developing		Mastering	
	1	2	3	4	5	6
Student can communicate a goal	*Questions necessity and purpose of goal; unable to visualize achievability of goal; has little or no involvement in determining goal		*Visualized goal; believes goal can be achieved; actively involved in determining goal		*Demonstrates belief in achievability of the goal in multifaceted ways; initiates the goal setting process	
	*Has difficulty pinpointing and writing specifics of goal; goals are vague, general, or unfocused		*Writes focused measurable goals		*Goals are written in concise, focused, clear manner; goals relate specifically to the desired process	
	*Has little awareness of a goal's rewards or potential problems; is willing to work toward a goal with assistance		*Recognizes rewards of goal achievement; recognizes potential problems; maintains willingness to continue working toward goal		*Identifies and understands rewards to self and/or others; <i>addresses potential problems before they occur</i> ; demonstrates an intrinsic desire to successfully accomplish goal	
	*Plans and/or manages deadlines only with assistance		*Sets realistic deadlines		*Sets benchmarks for deadlines as well as goal attainment	

*Goals continued on next page...*

GOALS Continued	<i>Emerging</i>		<i>Developing</i>		<i>Mastering</i>	
	1	2	3	4	5	6
	<b>Student can re-evaluate a goal</b>	*Does not refer to goals previously made		*Refers to goals previously made		*Actively seeks out, then integrates, new information regarding desirability/achievability of goal
*Expresses little awareness of the connection between performance and/or changes in life circumstances, and achievability of goal in its current form; continues with same behaviors even when faced with evidence they are not working *Does not consider new information regarding desirability/achievability of goal			*Reflects on need to revisit goal when life circumstances change  *Reflects on need to revisit goal based on performance  *Integrates new information when it emerges regarding desirability/achievability of goal		*Mentions criteria or values by which goals should be re-evaluated (e.g. Life circumstances, performance, level of interest)	
<b>Student can refine a goal</b>	*Gives up completely when faced with setbacks; goal achievement is considered in all or nothing terms		*New information regarding achievability/desirability is actively considered and acted on when it arises		*Continuously seeks out and evaluates new information regarding achievability and/or desirability of goal, makes necessary adjustments, and continues to evaluate the revised goal (feedback loop)	
	*Shows reluctance to revisit a goal or consider any changes; continues with same behaviors even when faced with evidence they are not working  *Expresses the understanding that a goal in its current form may not be appropriate based on new information and/or circumstances, but is unable to formulate a course of action without assistance		*Utilizes feedback from performance to re-evaluate goal and makes appropriate adjustments either by changing behavior or the revising by the goal  *Demonstrates the ability to research and identify acceptable alternatives when circumstances impact the desirability/achievability of original goal		*Anticipates necessary adjustments before problems arise  *Uses benchmarks to evaluate progress and make adjustments	

Notes:

<b>Assess Options</b>	<b>Emerging</b>		<b>Developing</b>		<b>Mastering</b>	
	1	2	3	4	5	6
<b>Student can summarize and rank important values</b>	*Identifies none or few values  *Does not attempt to or fails to rank values according to importance		*Can identify and summarize some values, but still unclear on others  *Can rank some values according to importance, but still unclear on others		*Clearly identifies and summarizes values  *Can clearly rank values according to importance and reflect upon those values	
<b>Student can summarize and evaluate important abilities/skills</b>	*Identifies none or few abilities/skills  *Does not attempt to or fails to evaluate abilities/skills		*Can identify and summarize some abilities/skills, but still unclear on others  *Can evaluate some skills/abilities, but still unclear on others		*Clearly identifies and summarizes abilities/skills as well as identifies future areas of development  *Can evaluate abilities/skills and identify strengths and weaknesses	
<b>Student can summarize and rank important interests</b>	*Identifies none or few interests  *Does not attempt to or fails to rank interests according to importance		*Can identify and summarize some interests, but still unclear on others.  *Can rank some interests according to importance, but still unclear on others		*Clearly identifies and summarizes interests  *Can clearly rank interests according to importance and reflect upon those interests	
<b>Student can identify options that are consistent with values</b>	*Identifies none or few options  *Difficulty recognizing whether or not options are consistent with values		*Identifies some options  *Able to differentiate between consistencies and inconsistencies with values		*Clearly identifies options that are consistent with values  *Can evaluate and reflect on options and how they are consistent with values	
<b>Student can identify options that are consistent with abilities/skills</b>	*Identifies none or few options  *Difficulty recognizing whether or not options are consistent with abilities/skills		*Identifies some options  *Able to identify strengths in relations to options  *Able to identify limitations in relation to options		*Clearly identifies options that are consistent with abilities/skills  *Can evaluate and reflect on skills/abilities in relation to options, and identify skill development necessary to pursue options	
<b>Student can identify options that are consistent with interests</b>	*Identifies none or few options  *Difficulty recognizing whether or not options are consistent with interests		*Identifies some options  *Able to differentiate between consistencies and inconsistencies with interests		*Clearly identifies options that are consistent with interests  *Can evaluate and reflect on options and how they are consistent with interests	

**Notes:**

<b>Gathering Information</b>	<b>Emerging</b>		<b>Developing</b>		<b>Mastering</b>	
	1	2	3	4	5	6
<b>Student can identify resources to gain information</b>	*Student not aware of resources available		*Student is aware of some resources		Student is aware of multiple resources	
	1	2	3	4	5	6
<b>Student utilizes resources to gain information</b>	*Student is not engaging resources by visiting offices and collecting info		*Student has engaged some resources and gathered some info		*Student has engaged multiple resources and gathered information	
	1	2	3	4	5	6
<b>Student understands how to gather relevant information</b>	*Student is unaware of questions to ask		*Student asks some (1-3) relevant questions.		*Student has prepared a list of relevant questions and asks these questions. Information offers breadth and depth.	
	*Student does not record information		*Student records some information		*Student records lots of information	

**Notes:**

<b>Assess Outcomes</b>	<b>Emerging</b>		<b>Developing</b>		<b>Mastering</b>	
	1	2	3	4	5	6
<b>Student can communicate what success is for the options they have defined</b>	*Student cannot articulate the details of success and/or probability of success.		*Student can articulate some of the details of success and/or probability of success for the options they have defined.		*Student can clearly articulate the details of success and probability of success for the options they have defined	
	*Student must gather and evaluate much more information before they can define success and/or probability of success for options.		*Student still needs some further research to gather information about what success is for options.			
<b>Student can communicate what failure is for each option</b>	*Student cannot articulate the details of failures and/or probability of failure.		*Student can articulate some of the details of failure and/or probability of failures for the options they have defined.		*Student can clearly articulate the details of failure and probability of failure for the options they have defined	
	*Student must gather and evaluate much more information before they can define failure and/or probability of failure for options.		*Student still needs some further research to gather information about what failure is for options.			
<b>Student can evaluate the connection between identity (values, skills/abilities, interests) and how it is represented in their options</b>	*Student does not understand connection between identity (values, skills/abilities, interests) and how it is represented in their options.		*Student understands how their identity (values, skills/abilities, interests) is represented in their options.		*Student has a clear understanding of how their identity (values, skills/abilities, interests) is represented in their options.	
	*Student needs to spend more time evaluating impact of identity on options.		*Student needs to spend more time evaluating impact of identity on options. Needs to spend more time clarifying how personal identity and options relate to each other.			
<b>Student can rank options according to desirability</b>	*Student cannot rank their options. They need to return to earlier steps in the decision making process.		*Student has several clear options, but needs to solidify their rankings		*Student can decisively rank options by desirability	
<b>Student can identify what sacrifices/challenges they will face in order to get their most desirable option</b>	*Student is not aware of any personal and/or professional sacrifices required to obtain their most desirable option.		*Student has some understanding of the personal and/or professional sacrifices required to obtain their most desired options.		*Student is well informed of personal and/or professional sacrifices required to obtain their most desirable outcome.	

Notes:

# Analysis – Where /Class rank

	Department Advisor	Other Department Advisor	Athletics	Center for Disability Services	CESA	Honors	LEAP
Freshman	30.64	5.39	1.01	0.67	1.35	6.40	9.09
Sophomore	52.31	10.32	1.42	0.36	0.71	3.91	2.14
Junior	76.40	5.43	0.75	0.19	0.37	1.69	0.56
Senior	83.62	6.11	0.52	0.13	0.13	0.13	0.13

	Pre-law	Pre-med	University College Advising	Responses (#)
Freshman	0.34	4.38	40.74	297
Sophomore	0.71	3.91	24.20	281
Junior	0.19	2.06	12.36	534
Senior	0.13	2.08	7.02	769

Freshman/45% in UC & Seniors/90% in Dept

# Satisfaction/Need: Class Schedule

*How greatly have you NEEDED advising for: Being able to successfully develop my class schedule for each semester.*

66%

	Extremely Needed	Somewhat Needed	Somewhat Not Needed	Extremely Not Needed	Responses (#)
Responses (%)	25.88	39.74	20.68	13.70	1,905

	Extremely Satisfied	Satisfied	Unsatisfied	Extremely Unsatisfied	Never Received Any Advice	# Responses
Extremely Needed	25.35	44.02	16.23	10.55	3.85	493
Somewhat Needed	19.15	58.65	12.15	3.04	7.00	757
Somewhat Not Needed	12.94	60.66	7.11	2.54	16.75	394
Extremely Not Needed	15.71	29.50	3.07	1.15	50.57	261
Totals	19.00	51.29	10.92	4.62	14.17	1905

- Satisfaction at 70%
- Unsatisfied at 15%
- Never Received Any Advice at 14%



## THE ASSESSMENT CYCLE AND ACADEMIC ADVISING

Mandatory Advising Kick-off  
September 2010  
University of Utah



## Why MAP?



- ❑ Desire to improve retention rates
  - ❑ Desire to improve 4-6 year grad rate
  - ❑ Student Government campaigns focused on increased advising
  - ❑ Colleges and departments wanted interaction to happen sooner
  - ❑ "Students do not have time for optional."
- (George Kuh quote at 2007 USHE Retention Conference referring to work by Carol Twigg.) October 26, 2009
- ❑ Assessment data

## Assessment - Data Points

- ❑ Survey in 2005, 2007, & 2009
- ❑ NSSE Data
- ❑ Department Information
- ❑ Survey by ASUU
- ❑ NWCCU Accreditation Report

## The Good - Students Value Advising

- ❑ "The academic advising sessions that I attended were extremely valuable to me. They explained and described a variety of different resources to utilize, as well as, how to get involved and achieve success at the U."
- ❑ "My academic advisors have been very helpful, especially in making sure my transfer credits would properly transfer."
- ❑ "I really feel like advisors are a key element here at the University towards the success of students."

### The Need: Students Want More

- ▣ "I would like to see more information on careers and graduate schools in my field. I would like to be advised sooner as to minors that correspond with majors."
- ▣ "Advising is not actively promoted. The only thing I ever heard about any advising what-so ever was intended for freshmen."
- ▣ "My concern is that the academic advising in the dept. is constantly changing. Everytime I go in to meet with my advisor, it is a different person. It is hard to establish any kind of relationship this way."

### Technology

- ▣ "The campus info system clearly shows what classes you need through DARS."
- ▣ "I love having the web to do my planning and classes."
- ▣ "I thought there should be more reminders on the CIS to see an advisor earlier on, maybe around sophomore year to make sure a major is being decided on."

### What happened based on data?

- ▣ Catalog Year Policy
- ▣ Coordinator for Education & Development
- ▣ Technology Improvements: Advisor Meeting Panel; DARS enhancements, GPS and soon u.select
- ▣ Advising PR: Undergraduate Bulletin Section; presentation at parent's orientation; banners around campus; e-mails; participation in calling campaigns
- ▣ Mandatory Advising Program

### Next: Continue Assessment

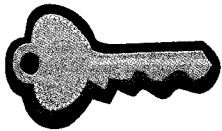
- ▣ Summer program to increase understanding of assessment from a program and campus perspective
- ▣ Offer tools and resources for departments in exchange for data
- ▣ Understand institutional patterns on enrollment, retention, & graduation
- ▣ Develop a new campus-wide survey that captures student perspective globally
- ▣ Coordinate with OBIA to obtain data on MAP for freshmen, second year, and undeclared students

# University College Advising at the University of Utah

450 Student Services Building (SSB)  
801-581-8146  
[www.sa.utah.edu/advise](http://www.sa.utah.edu/advise)



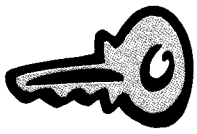
*Academic advising is a  
key to a student's success at the  
University of Utah!*



Outcome 1 – Students should be able to generate and interpret a Degree Audit Report (DARS).

**82.6% of  
respondents  
can generate  
and read a  
DARS**

- As a student increases his/her total credit hours, our survey shows that they have an increased knowledge of generating and interpreting a DARS. 75% of freshmen compared to 95% of seniors.
- University College has placed greater emphasis on the use of DARS within the Freshman Advising Program and all other first term students.
- We have posted a large sign with instructions for running a DARS near the computer work station in our lobby. Each student can generate a DARS before an appointment. Their advisor will help them to interpret the report.



## Outcome 2 – Student can develop an appropriate schedule

77.1%\* of students seen by appointment know how to build their own course schedule

\*Only 63% of our walk-in students could build their own course schedule.

**Registration is more than just 10 minutes to pick classes. It is knowing how to build a schedule based on the courses a student needs as well as creating balance appropriate to the individual student needs. It is also when the advisor and student can discuss how certain classes can relate to educational and life goals.**

**We now require a 30 minute appointment with an advisor for all advising issues.**

**Quick answers are available from an advisor located in the University College lobby area.**

## Outcome 3 – Student knows how to register



92.6 % of respondents indicated knowing how to use the CIS page

84% knew their assigned registration time

Each advisor was given an example of Campus Information System (CIS) page. Advisors are encouraged to show students where to find:

- their assigned registration dates
- how to check for holds
- check grades
- generate/view degree audit reports

## Outcome 4 – Student understands components of a degree



Based on class standing, 98.9-100% of respondents indicated that they understood the general education

Based on class standing, 89.6-98.6% of respondents indicated that they understood the Bachelor Degree requirements.

When explaining components of a degree University College advisors will distinguish between general education and bachelor degree requirements, especially with first term students.

## Outcome 5 – Student understands academic policies and procedures



89.5% understand how to add/drop courses

76.1% understand the University Withdrawal Policy

• 30 minute appointments now required when petitioning for a late or retroactive withdrawal. Advisors will cover information relevant to the policies and procedures.

• Advisors continuously review upcoming academic calendar dates and changes in policy and procedure.

68% understand the Credit/No Credit option