

MEMORANDUM

TO: Committee on Academic Programs (CAP)

FROM: Steering Committee

RE: Assessment of Advising

DATE: September 20, 2017

Background:

In November, 2016, Steering charged the Advising and Student Support Planning Council with the development of a plan for the assessment of advising. As directed by Steering, ASSPC sought input from Associate Provost Mosen Auryan, from Academic Leaders, from the Council of Deans, and from the Faculty Senate and Student Government Executive Boards during the 2016-2017 academic year and developed a preliminary recommendation. This preliminary recommendation is attached.

Charge:

Steering asks CAP to review the assessment plan proposed by ASSPC, together with the background materials provided by ASSPC which informed their recommendation. CAP should consult with KT Elliott, 2016-2017 chair of ASSPC, if any clarification is needed. CAP should make any changes it deems necessary to the preliminary recommendation developed by ASSPC to complete Step 2 of the governance process. CAP should then proceed to Step 3 by disseminating the preliminary recommendation to the campus community and taking testimony on the recommendation in accordance with Tier III guidelines (given below), holding public fora in conjunction with Faculty and Staff Senate and Student Government meetings. Following public testimony, CAP should prepare a final recommendation and forward this to Steering.

Testimony Tier: Tier III

Timeline:

CAP should review and update these policies by the end of the Fall 2017 semester.

TCNJ Governance Processes

Step 1 – Steering issues a charge

Step 2 - Governance prepares a Preliminary Recommendation

Once the appropriate standing committee or council has received the charge, it should start by collecting data needed to make a preliminary recommendation. It should receive input from affected individuals and all relevant stakeholder groups prior to making a preliminary recommendation. For issues that have broad implications or that affect a large number of individuals, initial testimony should be solicited from the campus community at large. For some

issues, sufficient initial testimony may come from input through committee membership or solicitation from targeted constituent groups.

When, in the best judgment of the committee, adequate clarity of the principles contributing to the problem are known, a preliminary recommendation should be drafted and disseminated to the campus community.

Step 3 – The Relevant Stakeholders provide Testimony

Once a preliminary recommendation has been completed, the standing committee or council should seek testimony from the campus community. The testimony should be gathered in accordance with the Testimony Tier (see page 24) assigned to the issue by Steering.

For issues that require public testimony from the campus community, the chair of the standing committee or council should approach the president of the appropriate representative bodies to schedule the next available time slot at a meeting of that body.

Testimony should be gathered in a way that allows stakeholders to weigh in fully on the issue. Members of the standing committee or council that wrote the preliminary recommendation should be present to hear and record the testimony.

Step 4 – Governance prepares a Final Recommendation

Once the standing committee or council has received appropriate testimony, it should revise the preliminary recommendation into a final recommendation. Once the final recommendation is complete, the standing committee or council should use sound judgment to determine whether or not more public testimony is required. If, in its feedback to the original preliminary recommendation, a stakeholder representative body requests to review an issue again, the committee or council is bound to bring it back to that body. If a full calendar year has passed since the formal announcement of the preliminary recommendation, the committee must resubmit a preliminary recommendation to the campus community.

When the committee or council has completed the final recommendation, it should forward it to the Steering Committee. The final recommendation should be accompanied by a cover memo that summarizes the initial charge, how testimony was gathered and the nature of that testimony, and how the committee responded to that testimony, including a description of how the preliminary recommendation evolved as a result of testimony.

Step 5 – Steering considers the Final Recommendation

Step 6 – The Provost and/or President and Board consider the Final Recommendation

Step 7 – Steering notifies the Campus Community

Testimony Tier III – The issue requires a high degree of testimony from the campus community. The assigned council or committee should consult with

relevant individuals and groups in developing a preliminary recommendation. The completed preliminary recommendation should then be made available to the relevant stakeholder groups. Testimony should be solicited in the form of both written and oral feedback, as well as approval by the appropriate representative bodies.

Written feedback should take the form of a survey and/or email feedback. Oral feedback should take the form of public testimony at a meeting of the appropriate representative body or bodies (as identified by Steering). These meetings should be open to the general public, and publicized so that individuals not represented by that group but interested in the issue may attend. Following that meeting, the representative body may, at its discretion, issue a formal response to the preliminary recommendation, which should be sent to the relevant council or committee as well as Steering. On the completion of a final recommendation, this response should accompany the final recommendation to Steering, and it should be considered as part of Steering's final review.

For a complete description of all steps and of the other testimony tiers, see Governance Structures and Processes, 2017 Revision, pages 21 – 24.

MEMORANDUM

TO: Steering Committee

FROM: Advising and Student Support Program Council

RE: Assessment plan for advising

DATE: May 17, 2017

Background:

In November 2016, Steering charged the ASSPC with developing college-wide assessment plan for advising, as is called for in the Undergraduate Advising Policies and Practices (attachment). As the ASSPC will not exist in next year's governance structure, this report represents the ASSPC's final report on our progress on this charge, including our current recommendation and the remaining steps to be accomplished by another group in the future.

Summary of Progress:

As part of the process to develop an assessment of advising, Steering suggested that we consider several questions, discussed below, and solicit input from Associate Provost Mosen Auryan, from Academic Leaders, from the Council of Deans, and from the Faculty Senate and Student Government Executive Boards on these questions. To facilitate efficient discussions, and because the ASSPC has been discussing potential assessments of advising for several years, the ASSPC drafted our thoughts on those questions as well as a draft of a potential assessment tool. We distributed those documents to the above individuals/groups and solicited their feedback. Unfortunately, this took the remainder of the spring semester as we just received our final pieces of feedback in the first week of May.

Below, we provide our responses to the questions posed by Steering, as well as some of the relevant feedback we received. We also include some additional issues or concerns raised in our discussions and/or from our feedback that should be addressed by any assessment plan and/or implementation efforts.

We have attached our current recommendation regarding assessment of advising as well as our draft of a core assessment of advising to be used campus-wide. These documents are meant to be used as a starting point when a group designated by Steering is ready to solicit testimony from the campus regarding this assessment in the future. Below, we also outline our suggestions regarding the next steps in this process.

ASSPC responses to Steering questions:

- 1) *What is the purpose of the assessment? Is the goal to assess the advising offered by individual faculty members, to assess the effectiveness of departments in advising their students collectively, or to assess the effectiveness of advising at the College as a whole?*

ASSPC response: We view the purpose of this assessment to be two-fold. First, it should measure the success of the new advising policy in promoting a strong and holistic undergraduate advising practice here at TCNJ: are students meeting with their advisors each semester?, do those advising meetings include discussion of career goals and professional development, rather than solely focusing on registration?, etc. For this goal, we see the assessment as useful for College, School and Department level assessment of the advising policy. Second, the assessment should facilitate the identification of best practices in advising, which could be shared and encouraged campus-wide. To do this, the assessment will first allow the college to identify units that are particularly successful in their advising approaches. Those units can then share their specific advising practices so that the greater campus community can learn what advising best practices they employ.

The ASSPC consensus is that the goal of this assessment is not to assess advising on an individual level. The ASSPC has heard informally that assessment that is not at the individual level would be less useful for some academic units. For example, without knowing which advisor is being assessed, it may be difficult for the School of Education to tease out assessment of their own advising as opposed to advising by their students' advisors in their dual major. We recognize these challenges and acknowledge that a part of the original impetus to develop an advising assessment was to provide individual faculty with a way of documenting advising in their portfolios. However, we do not think that the value of such an individual-level assessment outweighs the significant challenges of initiating such an assessment. In addition, ASSPC members raised the following concerns about assessing advising at the individual level: 1) We know that the advising loads vary significantly between advisors and departments. Should this unequal distribution of advising load lead to worse outcomes on an advising assessment, that should not reflect on individual advisors. 2) The sample size for each advisor could be low so that individual level assessment may not be accurate.

Selected relevant feedback:

- Some individuals felt strongly that assessment of individual advisors is necessary or would be more helpful or effective. We understand that such an approach has recently been undertaken in the School of Business and Bill Keep indicated that there were no written or verbal complains about this approach. An alternate suggestion was to take a more informal approach, dropping the word "assessment" and keep results at the departmental or school level. The ASSPC considered those viewpoints, but still came to the unanimous consensus that assessment of individual advisors was too problematic to be feasible for the reasons described above.
- The Faculty Senate Executive Board noted that "there were also some concerns raised regarding the anonymity of advisors. In some departments, only a few

faculty members advise particular cohorts of students, so the survey results may be able to be identified with particular individuals.”

- 2) *Should students be given an opportunity to provide feedback on their individual experiences?*

ASSPC response: We suggest that asking student to complete a short survey on their advising experiences is an effective way to gather information about advising. Such a process has been used successfully by the TCNJ School of Engineering for a number of years. However, we suggest that student names and advisor names should not be collected as part of this process as we do not intend to assess advising at the individual advisor level.

We suggest including a general comment box in an advising survey to allow students to share feedback on any aspect of their advising experience, even if not specifically addressed in a survey question. We recognize that some students may discuss their specific advisor by name. Any college-wide assessment plan would need to address the collection of this information and provide a mechanism to prevent the distribution of information about any individuals. We suggest that this could be done by redacting this information prior to dissemination.

Selected relevant feedback:

Most feedback seemed to indicate that our approach of using a student survey was appropriate. A few individuals noted that there was no mechanism for assessing the student side of the advising relationship. One suggestion to address this that was presented was an SGA administered survey to ask students about whether they attended meetings with their advisors, their level of preparation for advising meetings, etc. Another suggested surveying faculty members about these items.

- 3) *Should information gathered be shared with individual advisors, departments, and deans with information identifying the advisor in question, or should data be kept only in the aggregate?*

ASSPC response: We suggest that data should only be kept in the aggregate (with the department as the smallest aggregation unit). As indicated in our response to #2 above, any information inadvertently collected about individual advisors should be redacted and not distributed.

Selected relevant feedback:

As described above, some respondents felt that assessment of individual advisors would be most appropriate. Most, however, seemed to agree with the ASSPC that analyzing at the college, school and departmental level would be helpful.

- 4) *Should a single assessment tool be developed for use by the entire campus, or should sample tools (perhaps with common elements) be developed from which individual schools might choose?*

ASSPC response: To allow us to accomplish the two goals outlined in our response to question #1: 1) assessment of the effectiveness of the advising policy, and 2) identification of best advising practices by identifying particularly successful nodes of advising on campus, we believe that it is important that a common tool be used throughout the campus. However, we recognize that some units of the college may have specific advising challenges or questions that could be better addressed in a more “personalized” assessment tool. For this reason, we suggest a core advising survey be used campus-wide to which departments or schools would be able to add a small number of questions specific to that academic unit.

In order to facilitate assessment of advising at TCNJ relative to our comparator and aspirant institutions, we strongly suggest use of the National Survey of Student Engagement (NSSE) advising module each time that NSSE is administered.

Selected relevant feedback:

- We received comments both in support of using the NSSE instrument and in agreement with the concept of a core set of questions to be adopted campus-wide with the ability to “personalize” with additional questions for each school.
- We received a number of helpful comments regarding the exact questions included in the core survey, their phrasing, etc. We incorporated many of these comments and suggestions, as well as some aspects of the Business School advising survey which we received as part of this process, as we revised the core advising survey. For example, several comments raised the point that students often make use of mentors beyond their formal academic advisor. To capture these informal advising relationships, we’ve added a question asking students to assess the effectiveness of their overall academic advising, including additional mentors and resources.

Additional Questions/Concerns Raised during this Process:

- A number of concerns were raised both by the ASSPC and by those providing initial feedback regarding logistics of implementation. This included the following questions and concerns:
 - Who will administer the survey?
 - When and how often will this be administered?
 - Who will analyze the results and how will they be disseminated?
 - How will students who have multiple advisors (either within the same school/unit or in two different schools/units) be able to submit the survey for each advisor?

The ASSPC considered these questions beyond the scope of this charge, but offered some thoughts on implementation in our final recommendation document (attached).

- A major concern raised both by the ASSPC and by those providing initial feedback was completion rates and survey exhaustion. This is a critical concern that needs to be carefully addressed in order for this assessment to be effective. Again, while addressing this concern is outside the scope of this charge, we wanted to emphatically second these concerns and share the following suggestions from our initial feedback:
 - The Business school appeared to enter students into a raffle for a gift card upon completion of this survey.
 - Another suggestion was to set up a table (perhaps in Eickhoff) encouraging students to complete the survey with prizes, candy or some kind of incentive.

- An additional logistical concern is assessment of advising by staff members who do not fall under an academic school (e.g. EOF and CSS advising). In this case, who would be responsible for “personalizing” the core survey for this class of advisers? In addition, it would be nearly impossible for data about these advisors to be anonymous as one person is often responsible for advising a particular groups of students. These logistical challenges may represent an unsolvable problem, but we hope that those implementing this assessment would attempt to do so in a way that allows assessment of these critically important advising relationships.

ASSPC Current Recommendations Regarding Assessment:

The ASSPC has outlined its current recommendations in the attachment entitled: “ASSPC recommendation on advising assessment May 2017.”

Key points include:

- Assessment data will be aggregated and compared at the departmental, school and college levels, but not at the level of the individual advisor.
- The NSSE Academic Advising Module (attached) will be used.
- A core advising survey (attached) will be used college-wide with the opportunity for schools to add a few questions to address school-specific concerns.

ASSPC Recommendations Regarding the Next Steps in this Process:

As the ASSPC will not exist in the future governance structure, our current recommendations reflect the final recommendations of this Program Council. However, we feel that this assessment is currently at the final stage of step #2 in the process outlined in the original charge from Steering (Preliminary Recommendations) and is ready for testimony from the entire campus community. At that point, the group soliciting that testimony can revise these documents and prepare the final recommendations. Please note that the current and most recent former chairs of the ASSPC (K.T. Elliott and Tracy Kress) would be happy to help with this process in any way that we can.

The strong consensus of the ASSPC, however, is that it would be counter-productive to solicit campus-wide testimony in the current campus climate. Based on the response to the assessment policy roll-out, as well as morale issues surrounding the contract situation, we would suggest waiting to solicit testimony until the campus environment allowed a more productive space for discussions of this issue. Specifically, based on input we've received across the campus community, we feel it would best to table this discussion until after a new contract is in place.

Attachments:

- Advising Assessment – Charge to ASSPC
- ASSPC recommendation on advising assessment May 2017
- ASSPC draft advising survey
- NSSE 2017 Academic Advising Module
- Collated initial feedback from stakeholders
- Undergraduate Advising Policies and Practices

ASSPC Recommendation on Assessment of Academic Advising

Background:

In November 2016, Steering charged the ASSPC with developing a college-wide assessment plan for advising, as is called for in the Undergraduate Advising Policies and Practices (attachment). Previously, in 2010-2011, the ASSPC (then the ASPC) undertook an extensive evaluation of assessment practices and experiences at TCNJ including focus groups with faculty, students and staff. The ASPC recommended in 2011 that advising be reviewed via governance and best practices implemented campus-wide and that “an instrument should be designed to quantitatively measure our success in advising.” Since 2011, the ASPC/ASSPC has been discussing and considering what this assessment might look like as part of their work on developing and soliciting testimony on the new Undergraduate Advising Policies and Practices (adopted 2016, attached). The following recommendations are based on these efforts and incorporate initial input from a variety of groups and individuals including Academic Leaders, the Council of Deans, the Associate Provost for Institutional Effectiveness, and the Executive Boards of both the Faculty Senate and Student Government. We welcome the input of the entire campus community on these preliminary recommendations so that they can be revised to best reflect the diverse perspectives and needs of everyone involved in academic advising at TCNJ.

Preliminary Recommendations:

Goal of Assessment:

The ASSPC views the goal of assessing academic advising as two-fold. First, the assessment tool(s) should measure the success of the new advising policy in promoting a strong and holistic undergraduate advising practice here at TCNJ: are students meeting with their advisors each semester?, do those advising meetings include discussion of career goals and professional development?, etc. For this goal, we see the assessment as useful for College, School and Department level assessment of the advising policy. Second, the assessment tool(s) should facilitate the identification of best practices in advising, which could be shared and encouraged campus-wide. To do this, the assessment will first allow the college to identify units that are particularly successful in their advising approaches. Those units can then share their specific advising practices so that the greater campus community can learn what advising best practices they employ.

Key Points about the Assessment Plan:

- This plan does not include assessment of advisors at the individual level. The ASSPC consensus is that the goal of this assessment is not to assess advising on an individual level. The ASSPC has heard informally that assessment that is not at the individual level would be less useful for some academic units. For example, without knowing which advisor is being assessed, it may be difficult for the School of Education to tease out assessment of their own advising as opposed to advising by their students’

advisors in their dual majors. We recognize these challenges. However, we do not think that the value of such an individual-level assessment outweighs the significant challenges of initiating such an assessment. In addition, ASSPC members raised the following concerns about assessing advising at the individual level: 1) We know that the advising loads vary significantly between advisors and departments. 2) The sample size for each advisor could be low so that individual level assessment may not be accurate.

- This plan is a hybrid between college-wide and school-level assessment.

We propose a core set of questions that form the basis of a college-wide assessment of advising. We also suggest that, in order to address school-specific concerns and challenges, schools could append a reasonable number of questions to that core survey. This would allow simultaneous assessment at the college, school and departmental level with one core tool that could be somewhat “personalized” for each school.

Preliminary Assessment Plan:

Tools:

1. Each time the National Survey of Student Engagement (NSSE) is administered at TCNJ, the NSSE advising module (attached) will be included. This will allow comparison of advising experiences at TCNJ with those nationwide.
2. The core assessment survey (attached) will be administered college-wide regularly (see below), but no more than once a year.
3. As part of the same advising survey, a small number (≤ 4) of school-specific questions can be administered simultaneously. These questions should be drafted with feedback from all stakeholders within a given school.
4. Data from the advising survey will be aggregated and analyzed at the departmental level and, for the core survey questions, data should be analyzed between departments and schools college-wide. Data will not be collected regarding individual advisors and any information regarding individual advisors that is inadvertently collected should be redacted before results are disseminated.
5. Results of these analyses will be disseminated to students via SGA and faculty/staff via Deans, department chairs and unit directors (e.g. Directors of EOF and CSS). Units with particularly strong scores should be solicited to share their approaches to advising with the campus.

Implementation:

The ASSPC suggests that implementation of this assessment be performed by the individual or unit deemed most appropriate by the Provost. The following points represent the ASSPC’s current recommendation regarding the logistics of implementation. This is somewhat beyond the scope of the original charge, but, as we have been considering this process carefully for several years, we respectfully make the following suggestions:

- The core advising survey could be administered, analyzed and results distributed to SGA, Deans, Department Chairs and unit directors by the Center for Institutional Effectiveness.

- Analyses should include comparisons between departments and schools in order to facilitate units with exemplary advising practices that can be disseminated and modeled campus-wide.
- We suggest that the core advising survey be administered approximately every 2 years, but certainly not more often than once per year.
- Students with multiple assigned advisors (e.g. double/dual majors, EOF, etc.) should complete the survey once for each advisor.
- Any comments containing names or identifying information regarding individual academic advisors should be redacted by the Center for Institutional Effectiveness before these data are aggregated and disseminated.
- Particular efforts should be made to boost completion rates. These efforts could be informed by examining best practices of units with high completion rates for the Student Feedback on Teaching.

Attachments:

- Advising Assessment – Charge to ASSPC
- ASSPC draft core advising survey
- NSSE 2017 Academic Advising Module
- Undergraduate Advising Policies and Practices

Draft Undergraduate Student Survey on Advising

General information

1. What is your major or specialization?
Provide pull down menu. Also, provide options to indicate dual/double majors here.
2. Do you have more than one academic advisor?
This question is needed so that students with only one major, but multiple academic advisors (e.g. EOF students), complete the survey for each advisor.
3. Indicate your class level.
Provide pull down menu.
4. Are you a transfer student?

Experience with your assigned academic advisor

5. How many times have you met (in person, by phone, or electronically) with your academic advisor (assigned in PAWS) per semester?
Provide pull down menu.
6. Indicate your level of agreement with the following aspects of your academic advising:
Provide Likert scale for responses (scale from strongly agree to strongly disagree and including "not applicable").
 - a. My advisor and I have meaningful discussions about my career and post-graduation plans.
 - b. My advisor provides me with helpful information about how I can graduate on time.
 - c. My advisor and I discuss which Liberal Learning courses might be most beneficial to me.
 - d. My advisor and I discuss the specific courses I will register for in the next semester including discussion of requirements for my major.
 - e. My advisor and I discuss any academic difficulties that I have experienced.
 - f. My advisor and I discuss any personal concerns that I have. (Examples might include juggling extracurricular or job commitments with academics, balancing demands of family and academics, dealing with impacts of personal illness and/or family emergencies, referrals to Counseling and Psychological Services, etc.)
 - g. My advisor has referred me to resources that could answer questions, solve problems, help to explore on/off campus opportunities, etc. (Examples might include the Center for Global Engagement, Career Center, Tutoring and Writing Center, Center for Student Success, Counseling and Psychological Services, field-specific career websites, etc.).

Overall academic advising experience

7. Please indicate your assessment of the overall effectiveness of the academic advising you have received from your academic advisor and other mentors and resources.
Provide Likert scale for responses (scale from very effective to not effective)
8. Please provide any additional comments you would like to share about your academic advising experience.

Topical Module: Academic Advising

This module examines students' experiences with academic advising, including frequency, accessibility, and types of information provided. It also asks students to identify their primary source of advice. The module complements a question on the core survey about the quality of students' interactions with academic advisors. (Similar FSSE set available.)

1. During the current school year, about how many times have you and an academic advisor discussed your academic interests, course selections, or academic performance?

0	1	2	3	4	5	6 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. During the current school year, to what extent have your academic advisors done the following?

	Very Much	Quite a bit	Some	Very little	Not applicable
a. Been available when needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Listened closely to your concerns and questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Informed you of important deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Helped you understand academic rules and policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Informed you of academic support options (tutoring, study groups, help with writing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Provided useful information about courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Helped you when you had academic difficulties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Helped you get information on special opportunities (study abroad, internships, research projects, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Discussed your career interests and post-graduation plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. During the current school year, how often have your academic advisors reached out to you about your academic progress or performance?

Very often	Often	Sometimes	Never
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. During the current school year, which of the following has been your primary source of advice regarding your academic plans? [Select one]

- Academic advisor(s) assigned to you
- Academic advisor(s) available to any student
- Faculty or staff not formally assigned as an advisor
- Online advising system (degree progress report, etc.)
- Website, catalog, or other published sources
- Friends or other students
- Family members
- Other, please specify: _____
- I did not seek academic advice this year

SEB response to ASSPC proposal

1 message

Norvell, Amanda <norvell@tcnj.edu>

Wed, Apr 5, 2017 at 10:17 AM

To: Kathryn Elliott <elliottk@tcnj.edu>

Dear KT,

Thank you for sharing ASSPC's recommendation regarding a potential assessment tool for advising. SEB has looked it over and we have a few comments we would like to pass along.

Overall, the questions themselves seem fine. It was noted that students would be asked whether they had been advised on Liberal Learning, but that there is not a comparable question regarding advice on the curriculum in the Major. At least one person remarked that discussion of career and future plans may not be applicable to all students

I find the question asking about "discussion of career/future plans" to be more applicable to junior and seniors (and may depend on the major). In my field, although I want students to be thinking about their future as teachers, I want them to focus more on learning and taking courses during their freshman and sophomore years (rather than worry about finding a job).

There were also some concerns raised regarding the anonymity of advisors. In some departments, only a few faculty members advise particular cohorts of students, so the survey results may be able to be identified with particular individuals.

A number of SEB members remarked on logistical aspects of the survey, particularly in light of the fact that the ASSPC is being dissolved. Who will administer the survey, when will students be given the survey, who will analyze the results, how will the results be disseminated?

An overarching concern was that the potential information gleaned from the survey may not outweigh the potential drawbacks. In particular, we are worried about student 'survey exhaustion'. At the present time the response rate for the college-wide Student Feedback on Teaching forms is less than 50%. Getting increased student participation in that process has been difficult. We are concerned that asking for student feedback on yet another topic will both skew the results towards individuals who are either really happy or really dissatisfied with the process, and potentially exacerbate the already low participation in the Student Feedback on Teaching. One suggestion was that the survey not be given to all students, but rather be distributed to a portion of the student body.

Best,

Amanda

advising assessment feedback...

Beyers, James <beyers@tcnj.edu>
To: elliottk@tcnj.edu

Tue, Feb 28, 2017 at 4:09 PM

Hi Kathryn,

I am emailing about the assessment of advising drafts.

First, I think this is a fine idea and a good start to the assessment.

On the survey itself (#6), I am unsure of how students in my programs (Elementary, Early Childhood, or Urban Education) would respond to the item about discussing the liberal learning curriculum. Our programs are required to prescribe certain courses for the LL curriculum in order to meet accreditation requirements. So, I am not sure how much those courses are discussed under the guise of the LL curriculum, per se. It might appear that we don't discuss it, but we do.

Also, I think it may be problematic to simply ask how often do you meet with your advisor or how often does your advisor reach out to you. We communicate regularly with our students via email with announcements and other information through advisors' and department emails. I regularly hear from students that I never got that email or no one told me about that or I just deleted it because I get too many emails. So, it would seem that there could be a sizable portion of the student population who ignores such outreach which might make it seem like we are not reaching out or communicating with them. So, it might be useful to determine if students are being offered outreach, but have chosen not to take advantage of it.

Take care,

James

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Chair, Department of Elementary and Early Childhood Education
Co-Director of the TCNJ Woodrow Wilson STEM MAT Teaching Fellowship
Associate Professor of Mathematics Education

Re: [ACADLEADERS-L] Request for input on Assessment of Advising

Elizabeth Borland <borland@tcnj.edu>
To: Kathryn Elliott <elliottk@tcnj.edu>

Thu, Mar 2, 2017 at 8:06 PM

For this question:

5. How many times have you met with your academic advisor (assigned in PAWS) per semester?
Provide pull down menu.

can you please share the pull down menu?

Also, I frequently advise students over email, and sometimes via phone, in addition to meeting face to face. I wonder if it might be appropriate to ask students to report advising other than via meetings, since a student who I advise (sometimes for an hour via phone because s/he is off campus, or via skype call from study abroad, or over time-consuming and multiple email exchanges) would say they had not met with me, but that does not mean we had not had a meaningful exchange that led the student to be advised and supported, etc.?

thanks,

Liz

On 2/28/2017 11:00 AM, Garza, Norma wrote:

Dear Colleagues,

The Advising and Student Support Program Council has been charged with developing an assessment of undergraduate advising. We would like to gather preliminary input from Academic Leaders on the attached memo and draft advising survey. I am also attaching the existing Undergraduate Advising Policies and Practices document, our initial charge from Steering and the NSSE advising module.

We would ask that you review the memo and draft survey and provide any feedback to the Chair of the ASSPC at elliottk@tcnj.edu. The ASSPC will only exist through this Spring, so we thank you in advance for your timely assistance.

Thank you,

KT Elliott
Chair, Advising and Student Support Program Council

~~~~~  
Kathryn T. Elliott, Ph.D.  
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ACADLEADERS-L mailing list

[ACADLEADERS-L@tcnjlists.tcnj.edu](mailto:ACADLEADERS-L@tcnjlists.tcnj.edu)

<https://tcnjlists.tcnj.edu/mailman/listinfo/acadleaders-l>

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**Re: [ACADLEADERS-L] Request for input on Assessment of Advising**

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**Tom Hagedorn** <hagedorn@tcnj.edu>  
To: elliottk@tcnj.edu

Wed, Mar 1, 2017 at 8:35 AM

Dear KT,

I think it is good that we assess how well advising is working. I realize the difficulties in doing assessments of individual advisors, but feel it is necessary. Based on the input I receive from faculty, students, and their parents, the primary factor contributing to good advising is whether the faculty member cares about advising. If a faculty member cares and reaches out to students, generally good advising occurs. If a student is unable to contact their advisor, then advising is much less successful. I don't see the point of trying to assess which advising practices work best if the aggregate data will contain data that is very instructor dependent.

I personally would like to see a less formalized feedback mechanism (and dropping the word assessment), so that the stakes are lower. Perhaps only the department chairs would be allowed to receive the feedback on each advisor? That way, department chairs would have objective information to help improve the advising system in their department. I don't think such individualized information should be shared with any higher administrators, except in the aggregate, as I'm concerned about how such data could be used.

Sincerely,  
Tom

On Feb 28, 2017, at 11:00 AM, Garza, Norma <garzan@tcnj.edu> wrote:

Dear Colleagues,

The Advising and Student Support Program Council has been charged with developing an assessment of undergraduate advising. We would like to gather preliminary input from Academic Leaders on the attached memo and draft advising survey. I am also attaching the existing Undergraduate Advising Policies and Practices document, our initial charge from Steering and the NSSE advising module.

We would ask that you review the memo and draft survey and provide any feedback to the Chair of the ASSPC at [elliottk@tcnj.edu](mailto:elliottk@tcnj.edu). The ASSPC will only exist through this Spring, so we thank you in advance for your timely assistance.

Thank you,

KT Elliott  
Chair, Advising and Student Support Program Council

~~~~~  
Kathryn T. Elliott, Ph.D.
Assistant Professor
Department of Biology
The College of New Jersey
2000 Pennington Road
Ewing, NJ 08628-0718
(609)771-2671
elliottk@tcnj.edu

<ASSPC memo on advising assessment Feb 2017.pdf><Advising Assessment- Charge to ASSPC.docx>
<ASSPC draft advising survey 02-27-17.pdf><NSSE_2017_Academic_Advising_Module.pdf><
NSSE_2017_Academic_Advising_Module.pdf>_____

[ACADLEADERS-L mailing list](#)
ACADLEADERS-L@tcnjlists.tcnj.edu
<https://tcnjlists.tcnj.edu/mailman/listinfo/acadleaders-l>

Re: Request for input on Assessment of Advising

Christopher Murphy <murphych@tcnj.edu>
To: elliottk@tcnj.edu

Tue, Feb 28, 2017 at 4:00 PM

Dear KT,

Thanks for the opportunity to provide some feedback. I have a couple of suggestions.

Question 5

It may be very difficult for upper-division students to come up with an average number of times per semester they have met with their advisors. I wonder if we should model the question after the NSSE question; something like "How many times did you meet with your academic advisor last semester?" or "How many times did you meet with your academic advisor this academic year to discuss your academic progress?". These forms of the question would also permit analyses that examine whether the number of meetings per semester differs with class level, which is not possible if students are asked to estimate average number of meetings per semester.

I wonder if the Likert-scale questions (Question 6) might be more specifically expressed to reveal better best practices. Setting the Likert scale to strongly agree to strongly disagree (plus a not applicable option), or to a frequency (never, sometimes, often, always), the following might be helpful:

"My advisor and I have meaningful discussions about my career and post-graduation plans"

"My advisor and I discuss the specific courses I will register for in the next semester."

"My advisor provides me with helpful information about how I can graduate on time."

"My advisor and I discuss which Liberal Learning courses might be most beneficial to me."

(I think that just helping students pick courses that fit their schedule and meet a requirement doesn't go far enough in encouraging students to make strategic choices of Liberal Learning courses.)

"My advisor has referred me to resources that could answer questions, solve problems, help to explore on/off campus opportunities, etc. (Examples might include the Center for Global Engagement, Career Center, Tutoring and Writing Center, Center for Student Success, Counseling and Psychological Services, field-specific career websites, etc.)."

To help reveal best practices not embodied in the Likert-scale questions, I wonder if it might be useful to have written-answer questions along the lines of:

What does your advisor do that you find especially helpful?

What does your advisor do that reduces the effectiveness of his/her advising?

What one thing would most improve the value of your advisor to you?

Adding a question on overall level of satisfaction with advising would permit analyses on how the answers to the specific questions above correlate with the level of satisfaction, which would allow us to better identify what advising attributes correlate with satisfaction. It might be even better to have students rate overall effectiveness, rather than satisfaction.

Finally, I wonder if Student Government would be interested in conducting a survey on whether students are adhering to best practices in terms of meeting with their advisors, coming prepared, etc. There might be some insights and improvements we could make on the student side.

Please let me know if you need any clarification.

Thanks,

Kit

Christopher G. Murphy, Ph.D.

Associate Provost for Curriculum and Liberal Learning

Green Hall 109

The College of New Jersey

2000 Pennington Road P.O. Box 7718

Ewing, NJ 08628

609-771-2965

murphych@tcnj.edu

Fwd: [DEANS-L] Request for Input from Council of Deans on Assessment of Advising

Jeffrey Osborn <josborn@tcnj.edu>
To: KT Elliott <elliottk@tcnj.edu>

Thu, Mar 2, 2017 at 3:28 AM

Hi KT,

Nice work on this!

Best,
Jeff

Begin forwarded message:

From: "Academic Affairs, academic" <academic@tcnj.edu>
Subject: [DEANS-L] Request for Input from Council of Deans on Assessment of Advising
Date: February 28, 2017 at 12:09:54 PM EST
To: deans-l@tcnjlists.tcnj.edu

Dear Colleagues:

The Advising and Student Support Program Council has been charged with developing an assessment of undergraduate advising. We would like to gather preliminary input from the Council of Deans on the attached memo and draft advising survey. I am also attaching the existing Undergraduate Advising Policies and Practices document, our initial charge from Steering and the NSSE advising module.

We would ask that you review the memo and draft survey and provide any feedback to the Chair of the ASSPC at elliottk@tcnj.edu. The ASSPC will only exist through this Spring, so we thank you in advance for your timely assistance.

Thank you,

KT Elliott
Chair, Advising and Student Support Program Council

~~~~~  
Kathryn T. Elliott, Ph.D.  
Assistant Professor  
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609-771-3080

[academic@tcnj.edu](mailto:academic@tcnj.edu)

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DEANS-L mailing list  
[DEANS-L@tcnjlists.tcnj.edu](mailto:DEANS-L@tcnjlists.tcnj.edu)  
<https://tcnjlists.tcnj.edu/mailman/listinfo/deans-l>

~~~~~  
Jeffrey M. Osborn, Dean
School of Science
The College of New Jersey
P.O. Box 7718
Ewing, NJ 08628-0718, USA

Tele: [609.771.2724](tel:609.771.2724)
Fax: [609.637.5116](tel:609.637.5116)
E-mail: josborn@tcnj.edu

Web: science.tcnj.edu
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Elliott, Kathryn &lt;elliottk@tcnj.edu&gt;

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## Advising and Student Support Program Council feedback

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Sen, Stephanie <sen@tcnj.edu>

Thu, Mar 2, 2017 at 8:13 AM

To: Kathryn Elliott <elliottk@tcnj.edu>

Hi KT,

If I understand correctly, you want input on the assessment instrument. The one from NSSE is very good, so I really would just use that. The other information you suggest (items 1-4) are useful.

Let me know if there was more feedback you were looking for.

Thanks,

Stephanie

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**Re: [ACADLEADERS-L] Request for input on Assessment of Advising**

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Steinberg, Glenn <gsteinbe@tcnj.edu>  
To: Kathryn Elliott <elliottk@tcnj.edu>

Tue, Feb 28, 2017 at 3:08 PM

KT,

I like the advising survey and the philosophy outlined in the ASSPC memo. Breaking out the information down to the department level and no lower seems very reasonable and potentially very helpful to deans and departments.

On the questions that you ask toward the end of the ASSPC memo, I would recommend administering the survey once a year. Once a semester seems to me too often. As for encouraging participation, you could put up a table outside Eikhoff Hall and stop students to ask them to complete the survey (with prizes or candy or something to give out as incentive). I suppose that faculty could also be asked to give students time to take the survey during class time, but this would be something of an imposition on faculty (and would cut into precious class time). Many faculty would probably be willing to do it, but some faculty would likely not be willing. Finally, I'm not sure that there's a way to get at the issue on congruence among multiple advisors on the survey. I expect that students will comment on that issue on their own without prompting, so I wonder if the survey necessarily needs to ask about it.

Glenn

**Glenn A. Steinberg****Professor and Chair**

Department of English

PO Box 7718 Ewing, NJ 08628-0718

609-771-2106

gsteinbe@tcnj.edu

*The faculty and staff of TCNJ are currently working without a contract. Support Higher Education! Support negotiations for a fair contract!*

On Tue, Feb 28, 2017 at 11:00 AM, Garza, Norma <garzan@tcnj.edu> wrote:

Dear Colleagues,

The Advising and Student Support Program Council has been charged with developing an assessment of undergraduate advising. We would like to gather preliminary input from Academic Leaders on the attached memo and draft advising survey. I am also attaching the existing Undergraduate Advising Policies and Practices document, our initial charge from Steering and the NSSE advising module.

We would ask that you review the memo and draft survey and provide any feedback to the Chair of the ASSPC at [elliottk@tcnj.edu](mailto:elliottk@tcnj.edu). The ASSPC will only exist through this Spring, so we thank you in advance for your timely assistance.

Thank you,

KT Elliott  
Chair, Advising and Student Support Program Council

~~~~~  
Kathryn T. Elliott, Ph.D.
Assistant Professor
Department of Biology
The College of New Jersey
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Ewing, NJ 08628-0718
[\(609\)771-2671](tel:(609)771-2671)
elliottk@tcnj.edu

ACADLEADERS-L mailing list
ACADLEADERS-L@tcnjlists.tcnj.edu
<https://tcnjlists.tcnj.edu/mailman/listinfo/acadleaders-l>

Re: [ACADLEADERS-L] Request for input on Assessment of Advising

Strassman, Barbara <strassma@tcnj.edu>
To: Kathryn Elliott <elliottk@tcnj.edu>

Tue, Feb 28, 2017 at 4:28 PM

Hello Kathryn,

Thank you to ASSPC for their work on this. I have several comments.

1-The "Topic Module" survey only asks about how many times the adviser has reached out to the student (#3). An effective relationship and one in which a student takes ownership would also have a student reaching out to the adviser. Shouldn't the survey ask about that too?

2-It is my experience that students use email or before/after class chats as a medium or time for advisement. You do not ask about that. Question #4 asks about advising sources but I am getting at something different. Some students think they can just "catch" an adviser in the hallway and that will be sufficient. Only if I press them to come see me, will they. Other students don't bother to check the websites or bulletins (documents that take faculty a great deal of time to prepare so that advising information is clear). Rather, they just dash off an email. I find myself cutting/pasting from clearly posted information or inviting students to come see. How will you gather information on this. See my point #4 below.

3-In my department, we meet individually with each student at least once/semester. This is typically in advance of registration. The "no shows" are a problem. We chase them with emails or place holds on their registration. In the end, this is almost a punishment to faculty as it means we must hold more and more time for advisement appointments and/or deal with the problem of closed classes because students waited too long to come in. Will the survey ask something about student behaviors? Question #2 asks about adviser behaviors only. My department also holds some group advisement meetings. These are typically for a specific cohort and address a specific topic. Not all students come to these meetings.

4-When will faculty be able to report their data on meeting with students? As noted in points #2 & 3 above, I could tell you who never comes in for advisement, who thinks that rules or prerequisites do not apply to them, who ignores the plan we both agree upon.

Best regards,
Barbara

----- Forwarded message -----

From: **Garza, Norma** <garzan@tcnj.edu>
Date: Tue, Feb 28, 2017 at 11:00 AM
Subject: [ACADLEADERS-L] Request for input on Assessment of Advising
To: acadleaders-l@tcnjlists.tcnj.edu

Dear Colleagues,

The Advising and Student Support Program Council has been charged with developing an assessment of undergraduate advising. We would like to gather preliminary input from Academic Leaders on the attached memo and draft advising survey. I am also attaching the existing Undergraduate Advising Policies and Practices document, our initial charge from Steering and the NSSE advising module.

We would ask that you review the memo and draft survey and provide any feedback to the Chair of the ASSPC at elliottk@tcnj.edu. The ASSPC will only exist through this Spring, so we thank you in advance for your timely assistance.

Thank you,

KT Elliott
Chair, Advising and Student Support Program Council

~~~~~  
Kathryn T. Elliott, Ph.D.  
Assistant Professor  
Department of Biology  
The College of New Jersey  
2000 Pennington Road  
Ewing, NJ 08628-0718  
(609)771-2671  
[elliottk@tcnj.edu](mailto:elliottk@tcnj.edu)

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ACADLEADERS-L mailing list  
[ACADLEADERS-L@tcnjlists.tcnj.edu](mailto:ACADLEADERS-L@tcnjlists.tcnj.edu)  
<https://tcnjlists.tcnj.edu/mailman/listinfo/acadleaders-l>



Barbara K. Strassman  
Professor & Co-Chair  
Department of Special Education, Language, & Literacy  
Education of the Deaf & Hard of Hearing Coordinator  
PO Box 7718 Ewing, NJ 08628-0718  
609-771-2805  
[strassma@tcnj.edu](mailto:strassma@tcnj.edu)

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#### 5 attachments

-  **ASSPC memo on advising assessment Feb 2017.pdf**  
182K
-  **Advising Assessment- Charge to ASSPC.docx**  
27K
-  **ASSPC draft advising survey 02-27-17.pdf**  
252K
-  **NSSE\_2017\_Academic\_Advising\_Module.pdf**  
148K
-  **NSSE\_2017\_Academic\_Advising\_Module.pdf**  
148K

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**ASSPC memo re:assessment of advising**

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**Molder, Alex** <moldera1@tcnj.edu>  
To: "Elliott, Kathryn" <elliottk@tcnj.edu>

Mon, Apr 17, 2017 at 8:27 PM

Dr. Elliot,

I spoke with my Academic Affairs Committee this evening and collected some feedback for the Undergraduate Advising Policy.

The committee likes the draft survey because the survey is not too long, asks good questions, and provides opportunity for students to provide written feedback.

There were some concerns that may or may not be within the parameters of this policy, but they seem somewhat relevant anyway:

#2 of Policy- What kind of training do new advisors receive. What kind of training to current advisors receive in response to changes in liberal learning- related/major-related curricular changes?

#5 of Policy- In what ways are advisors being held accountable for responding in a timely fashion, being communicative, etc etc. To my understanding they are not signing the same agreement students are under this policy

#8 of Policy- This seems like a crucial component of the policy that lacks specificity. While we understand that this ambiguity was most probably intentional, the committee reports that adding some kind of general statement which recognizes the responsibility of advisors to their advisees (and vice versa) would be instructive.

---  
Have you any questions about student opinions on particular parts of the policy, feel free to use me as a resource. I can gather testimony from my constituents/committee

---  
Thank you to ASSPC for putting so much great work into this! The committee was very appreciative of the steps being taken to ensure better advisement.

Best,  
Alex Molder  
SG Vice President for Academic Affairs

On Mon, Apr 17, 2017 at 3:29 PM, Elliott, Kathryn <elliottk@tcnj.edu> wrote:

Dear SGA Executive Board members,

I am the Chair of the Advising and Student Support Program Council. We previously sent a request for feedback on our memo regarding developing an assessment of advising to you (via Kevin Kim). I was not sure if that email had been received, but as we would very much appreciate your feedback, I am forwarding our message to all of you in the hopes that it will get through. (The message is below and all attachments should be attached to this message.) We would highly value and feedback you can provide from the student perspective.

Please provide your feedback at your earliest convenience, but the ASSPC will cease to exist at the end of this academic year, so we appreciate your timely attention to this matter. If you have any questions or concerns, please do not hesitate to respond.

Many thanks,  
KT Elliott  
ASSPC Chair

~~~~~  
Kathryn T. Elliott, Ph.D.

Assistant Professor
Department of Biology
The College of New Jersey
2000 Pennington Road
Ewing, NJ 08628-0718
(609)771-2671
elliottk@tcnj.edu

----- Forwarded message -----

From: **Elliott, Kathryn** <elliottk@tcnj.edu>
Date: Mon, Feb 27, 2017 at 9:21 PM
Subject: ASSPC memo re:assessment of advising
To: kimk12@tcnj.edu

[Quoted text hidden]

--
Alex Molder

Fwd: School of Business advising survey

Keep, William <keep@tcnj.edu>
To: Kathryn Elliott <elliottk@tcnj.edu>
Cc: "Palmgren, Jennifer" <palmgrej@tcnj.edu>

Wed, May 10, 2017 at 2:37 PM

Kathryn,

I apologize for my very long delay in responding to your request below. I have attached a PDF of the School of Business survey used in fall 2015. The genesis of the survey is twofold: a) continue campus-wide discussions regarding advising and b) our SGA student representatives raising advising quality as an issue they wanted to explore (they meet with me periodically). We then followed this process:

- Mary, our non-faculty advisor who works with Open Option and Transfer students and serves as a resource to students and faculty on a range of curriculum questions (e.g., changing majors, adding a major/minor, study abroad, etc.), created a draft survey, at my request, based on her years as an advisor here and at Rutgers.
- Through an iterative process we refined the draft.
- I shared and discussed the draft and process with Department Chairs. We may have tweaked a question or two but, overall, the Chairs agreed with the survey questions and process.
- We administered the survey and received a 20% response rate.
- The attached slides from our February 2016 faculty meeting summarize key results. Overall, 80% of respondents were "Satisfied" or "Very Satisfied" with their advising experience.
- At the meeting we had a very engaging conversation about the results. Faculty got a bit of a chuckle over the students' self-assessment of their own preparedness (see slide).
- You will note that the survey asks about specific faculty advisors (i.e., the primary assigned advisor and any secondary advisor they used, such as a Chair, Mary, or another faculty member). Responses regarding individual advisors was shared only with that faculty member with the following note:
 - "As I mentioned in the faculty meeting (slides attached), I have adviser specific responses from our advising survey. At the individual adviser level the "N" is small and certainly this does not constitute a representative sample. Still, it is information that we did not have. Your feedback is attached. As students had an opportunity to give feedback on two different advisers, there may be two sets of responses, one following the other. I appreciate you considering this feedback. Thank you."
- Faculty were pleased with the results and I received no written or verbal complaints about the survey itself or the approach taken. In follow-up emails faculty commented: "Thanks! It's very interesting to see advisees' views, even if the numbers are too small to offer more than anecdotal information. I like your idea of doing again; it would be great if we could do something to boost the response rate." "Bill-thanks for the feedback. As with almost everything, I promptly respond to any requests for advising help and am always available and prepared for appointments. Personally, I think that face-to-face advising has in general gone in the direction of students coming in during office hours for help with a concept or homework, which in my view has decreased in the smart phone era...That face-to-face contact seems to happen now much less than it did in the pre-smart phone era." "Thanks for forwarding the slides. Just some general comments on advising that you probably already heard. Most of these comments can be taken out of context. Our students are very bright and accounting students, in particular, have a heavy course load. Thus, they frequently ask for exceptions or course substitutions, which I will not approve because I don't want to be the cause of a student not graduating on time...I always recommend they see either Sunita, Erica/Mary, or Records & Registration and to get it in writing." [The latter comment is in reference to students reporting seeking out a second advisor. In some cases, as the comment suggests, one advisor may not be comfortable with approving certain requests, which is understandable.]

In summary, aggregate results were shared with faculty and in a later meeting with my Business Student Advisory Board (includes representatives from SGA and other student organizations). Individual results were shared only with that individual with the explicit recognition that, like qualitative comments on student course evaluation forms, comments reflect a single student's experience and are not necessarily representative of the "average" student advising experience.

I have answered you questions below in [blue](#).

Bill

Based on that conversation, I wanted to reach out to you again. The ASSPC would like to include your feedback in our report to Steering and to consider your feedback as we make our recommendations. We would greatly appreciate it if you could share:

- The business school advising assessment tool that I understand you would like to use a framework.

The business school was the first (I think) to survey students about advising, at least the first in quite some time. I reported a favorable reaction from both students and faculty. Some deans expressed interest in our approach and some did not. I think the Council of Deans pointed to this as something tried that had some measure of success, though I do not think and I certainly did not propose that all schools should adopt this approach.

- The rationale for school-based rather than college-based assessments.

Student experiences regarding curriculum and need for advising vary greatly from school to school. For example, nursing students have quite a rigid, highly sequenced curriculum with little flexibility. Humanities and Social Science students have far more room to explore, opening up new questions during advising. Education students have a

second major outside of education and, hence, duo advising, plus complications due to student teaching and other courses. Engineering and Science students have lab experiences as well as classroom experiences. Arts and Communication students can have quite open curriculum, depending on the program, and the schools relies a bit more on adjunct instructors relative to other schools. A one-size-fits-all approach to understanding the advising experience of students in these respective schools seems likely not to get to school-specific issues.

- Any other thoughts or feedback on our original memo or related issues that would help us to better include your perspective in our report and suggestions.

My recommendation at the Council of Deans was to have a few questions shared across all schools regarding the advising experience. That would help us to

talk institutionally about advising without needing to get into the specific nuances of individual schools. However, I like the school level approach for two reasons. First, it allows the survey instrument to be more finely tuned to the actual student advising experience in that school. Second, it allows faculty at the school level to engage in the process of discussing and further refining the assessment of student advising and subsequent changes in approaches to advising in a way that cannot be achieved with a campus-wide approach.

Happy to answer any additional questions and, again, sorry for the delay.

Thank you in advance for sharing your feedback with the ASSPC.

William W. Keep, PhD | Dean | School of Business - ranked nationally for undergraduate business: #36, Poets & Quants, 2016 and #35, Businessweek, 2016 | The College of New Jersey | [609-771-3050](tel:609-771-3050)

2 attachments

 **Fall_2015_Advising_Survey.pdf**
33K

 **Advising Survey Results_Faculty Meeting 2_10_16.pdf**
332K

Fall 2015 Advising Survey

Q1 Please select your class year as of fall 2015.

- Freshman (1)
- Sophomore (2)
- Junior (3)
- Senior (4)

Q2 Select your assigned academic advisor.

- Ahlawat (1)
- Becker-Olsen (2)
- Braender (3)
- Brechman (4)
- Breslin (5)
- Chiang (6)
- Choi (7)
- Domingo (8)
- Ghitulescu (9)
- Hughes (10)
- Hume (11)
- Kravtiz (12)
- Lasher (13)
- Lehr-Furtado (14)
- Leven (15)
- Lillevik (16)
- Mayo (17)
- McCarty (18)
- Michels (19)
- Miller (20)
- Mirtcheva (21)
- Monseau (22)
- Naples (23)
- Neves (24)
- Nouri (25)
- Patrick (26)
- Pelham (27)
- Prensky (28)
- Samanta (29)
- Shahid (30)
- Tang (31)
- Tucci (32)
- Vandegrift (33)
- Vincelette (34)
- Wallace (35)
- Do Not Know (36)

Q3 During the fall semester 2015, did you try to contact your assigned advisor?

- Yes (1)
- No (please explain why not in the space provided) (2) _____

If No (please explain why not ... Is Selected, Then Skip To During fall semester 2015, did you tr...

Q4 Upon trying to contact your assigned academic advisor, how responsive was he/she?

- Within 2 days (1)
- More than 2 days but within 1 week (2)
- More than 1 week (3)
- Did not receive a response (4)
- Contact was face-to-face or through a sign-up sheet (5)

Q5 Did you then meet with your assigned academic advisor?

- Yes (1)
- No (please explain why not in the space provided) (2) _____

If No (please explain why not ... Is Selected, Then Skip To During fall semester 2015, did you tr...

Q6 When you met with your assigned academic advisor, which of the following topics did you discuss (check all that apply)?

- Academic planning for registration purposes (1)
- Major requirements (2)
- Career exploration/paths for your major (3)
- Personal concerns (4)
- Academic difficulty (5)
- Previous transfer credit (if you are a transfer student) (6)
- Taking courses at another institution (7)
- Professional development/internship opportunities (8)
- Other (9) _____

Q7 After meeting with your assigned academic advisor, how satisfied were you with the guidance provided?

- Very Dissatisfied (1)
- Dissatisfied (2)
- Somewhat Dissatisfied (3)
- Neutral (4)
- Somewhat Satisfied (5)
- Satisfied (6)
- Very Satisfied (7)

Q8 During fall semester 2015, did you try to contact another faculty member, a department chair, or a School of Business staff person for academic advising?

- Yes (1)
- No (2)

If No Is Selected, Then Skip To Rate your familiarity with PAWS in re...

Q9 What motivated you to seek advising from this person?

Q10 Select the secondary academic advisor you contacted.

- Ahlawat (1)
- Becker-Olsen (2)
- Braender (3)
- Brechman (4)
- Breslin (5)
- Chiang (6)
- Choi (7)
- Domingo (8)
- Germana (9)
- Ghitulescu (10)
- Hughes (11)
- Hume (12)
- Kravtiz (13)
- Lasher (14)
- Lehr-Furtado (15)
- Leven (16)
- Lillevik (17)
- Mayo (18)
- McCarty (19)
- Michels (20)
- Miller (21)
- Mirtcheva (22)
- Monseau (23)
- Naples (24)
- Neves (25)
- Nouri (26)
- Patrick (27)
- Pelham (28)
- Prensky (29)
- Samanta (30)
- Shahid (31)
- Tang (32)
- Tucci (33)
- Vandegrift (34)
- Vincelette (35)
- Wallace (36)

Q11 When you met with this academic advisor, which of the following topics did you discuss (check all that apply)?

- Academic planning for registration purposes (1)
- Major requirements (2)
- Career exploration/paths for your major (3)
- Personal concerns (4)
- Academic difficulty (5)
- Previous transfer credit (if you are a transfer student) (6)
- Taking courses at another institution (7)
- Professional development/internship opportunities (8)
- Other (9) _____

Q12 After meeting with this academic advisor, how satisfied were you with the guidance provided?

- Very Dissatisfied (1)
- Dissatisfied (2)
- Somewhat Dissatisfied (3)
- Neutral (4)
- Somewhat Satisfied (5)
- Satisfied (6)
- Very Satisfied (7)

Q13 When you met with either your assigned academic advisor or a secondary advisor, how prepared were you for your advising appointment (brought a draft schedule, had backup course selections, and questions about topics of interest to you. etc.)?

- Not prepared (1)
- Minimally prepared (2)
- Adequately prepared (3)
- Very prepared (4)
- Extremely prepared (5)

Q14 Rate your familiarity with PAWS in regards to the following. (1= No knowledge of PAWS, 5 = Very familiar)

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)
Understanding Academic Requirements (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Registration & Searching for Classes (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating a What-If Report (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using Planner (planning for future semesters) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q15 Please check off any of the below options that you feel would improve advising at the School of Business.

- Mandatory advising meeting for all students at least once a semester (1)
- Group advising sessions prior to registration (2)
- Advising workshops on specific topics (example: PAWS Tutorial, Graduation Basics, etc.) (3)
- Other: (4) _____

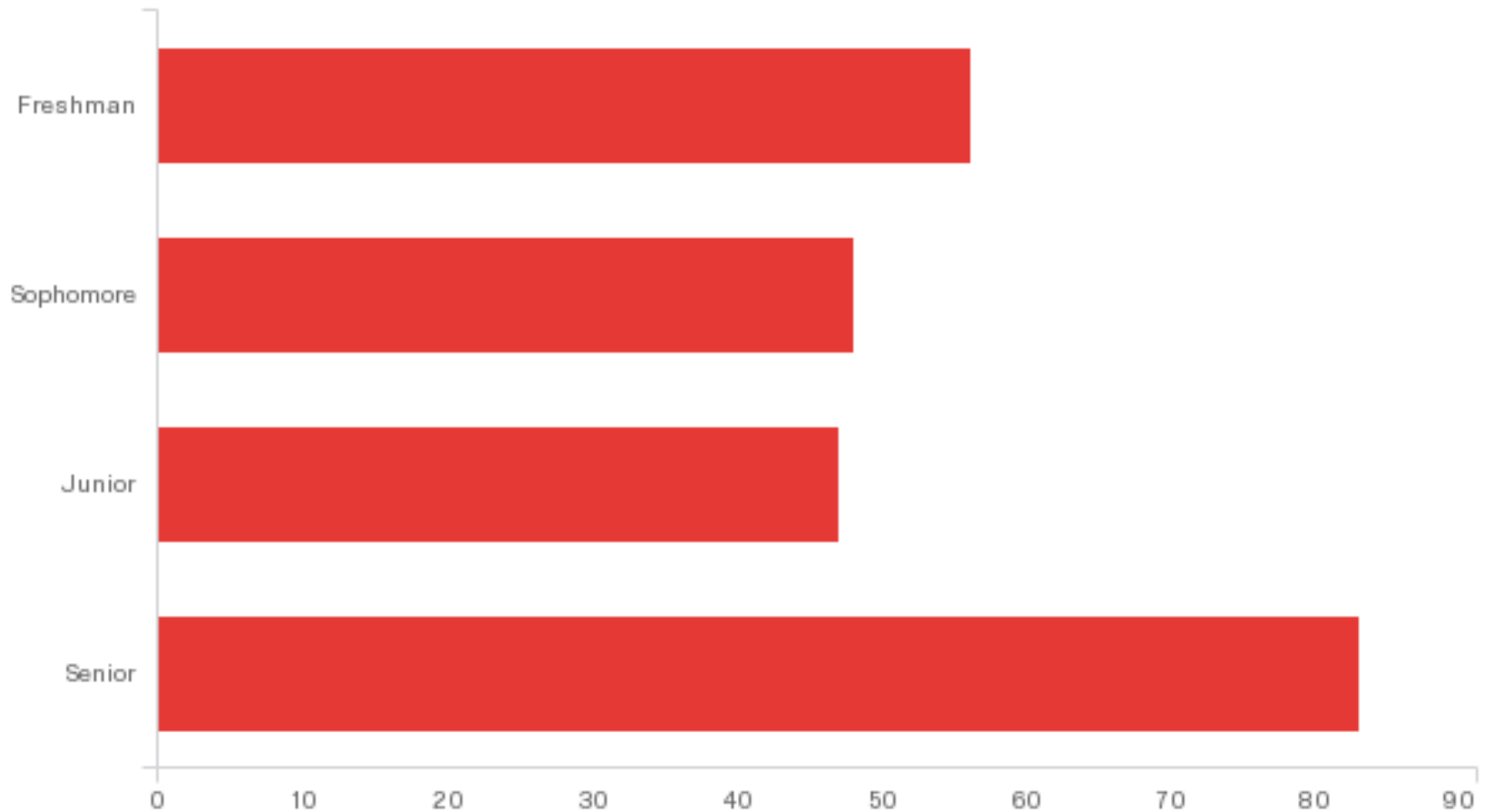
Q16 Additional comments:

Q17 If you would like to be entered into the drawing for a \$25 Barnes & Noble gift card, please provide a number we can use to text you if you win. This is optional. Should you choose to participate in the drawing, your number will only be utilized for this purpose. Answers to this survey will remain anonymous.

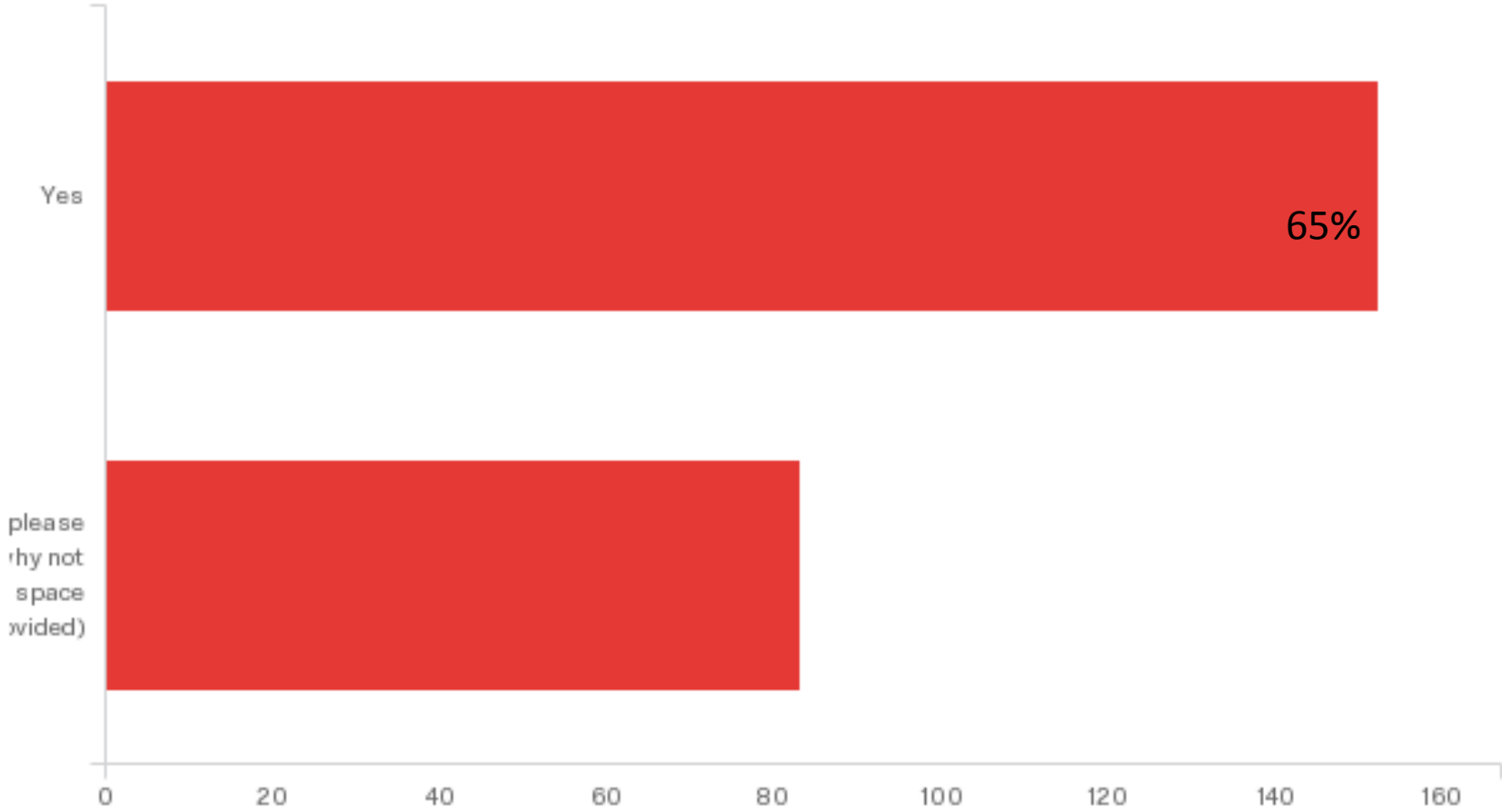
Advising Survey

- Asked about: responsiveness, topics discussed, satisfaction, second contact with advisor, preparedness and suggestions
- Asked about experience with individual faculty advisor and will provide individual responses
 - NOT a representative sample but information we did not have
- N = 236

Please select your class year as of fall 2015 (N = 234)



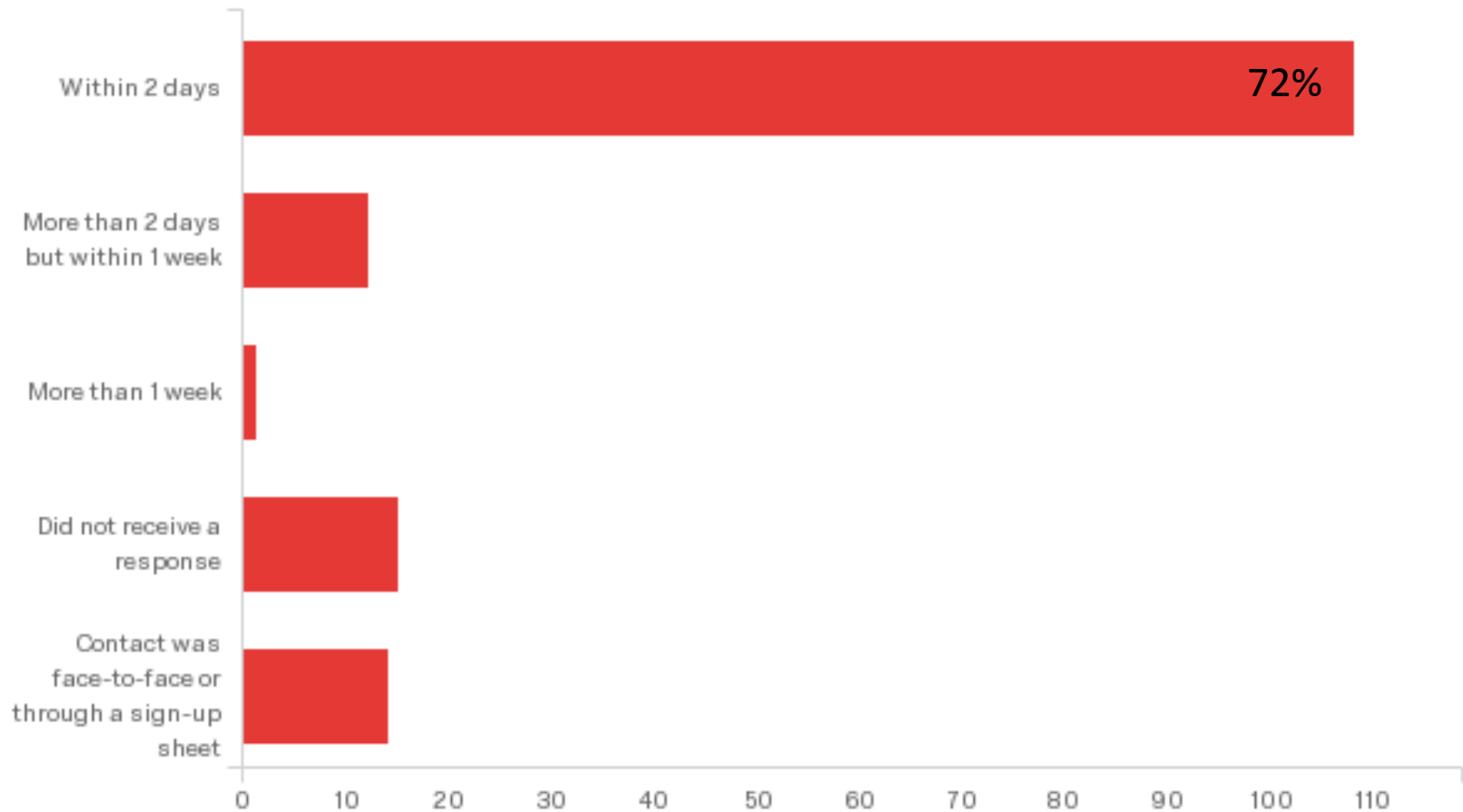
During the fall semester 2015, did you try to contact your assigned advisor? (N = 235)



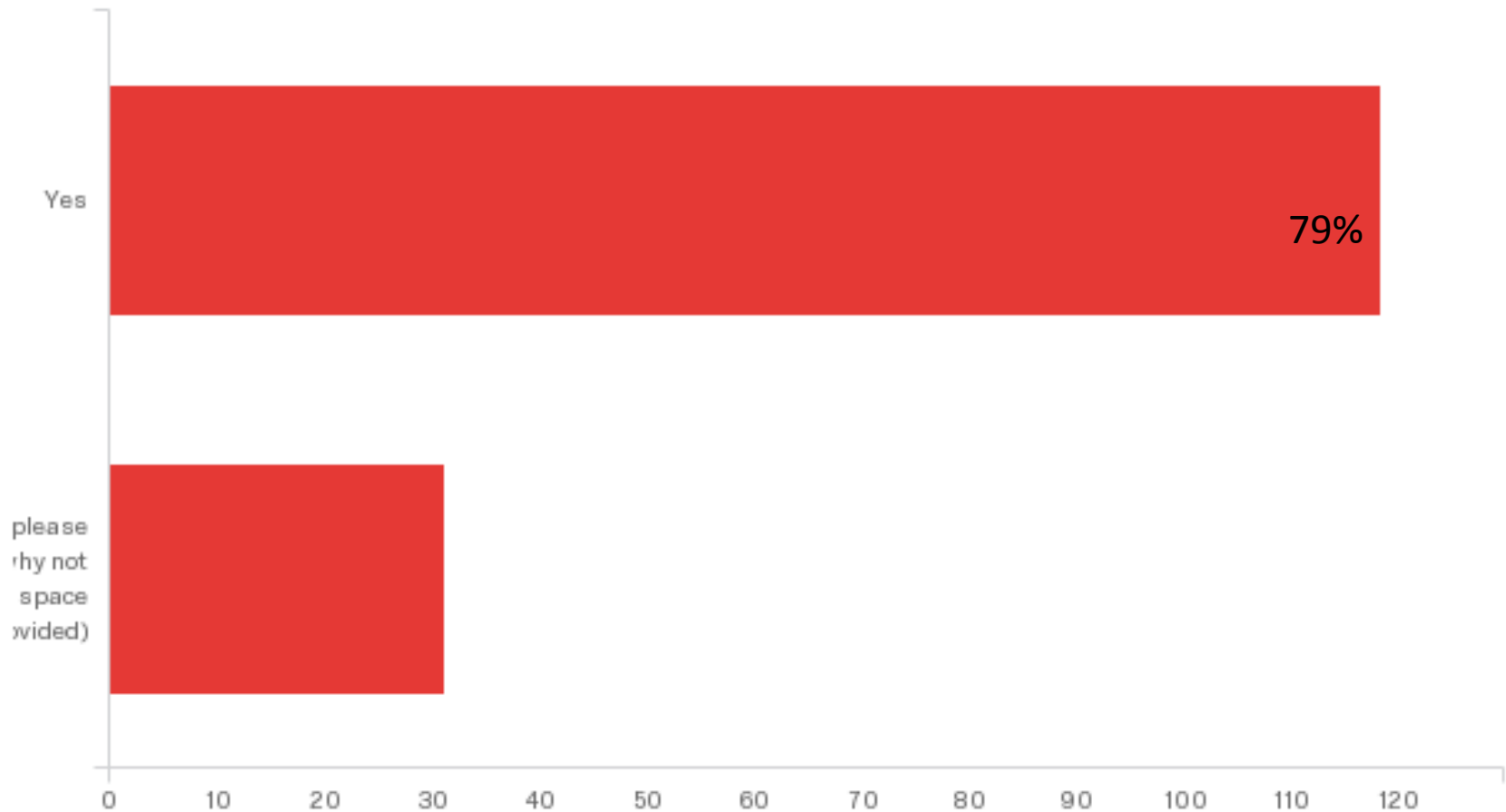
If, no.....

- I went to Erica who advised me very well on what I should do my senior year.
- I contacted her over the summer with a question she did not know the answer to. So she asked another professor in the business school and just CCed me into the email with the response. When I emailed her back, I did not receive a response.
- Talked to him once freshman year, didn't offer much help. Figured my stuff out on my own, wasn't too hard.
- It would not be helpful and she may have found it a waste of time.
- I have everything set and I've heard she's not helpful anyway
- I usually go every year, but this year I really had it all figured out... I mean, I am a senior!

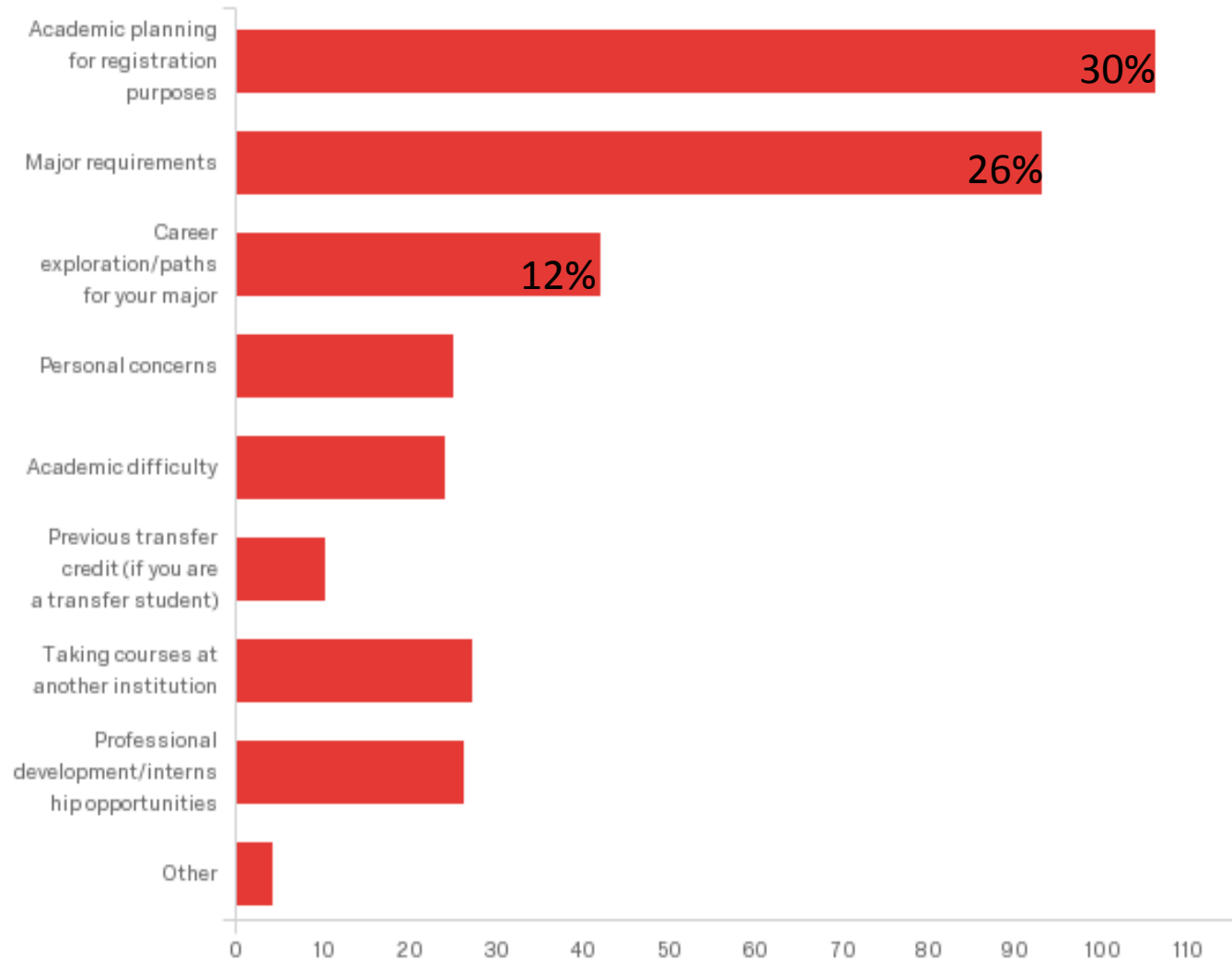
Upon trying to contact your assigned academic advisor, how responsive was he/she? (N = 150)



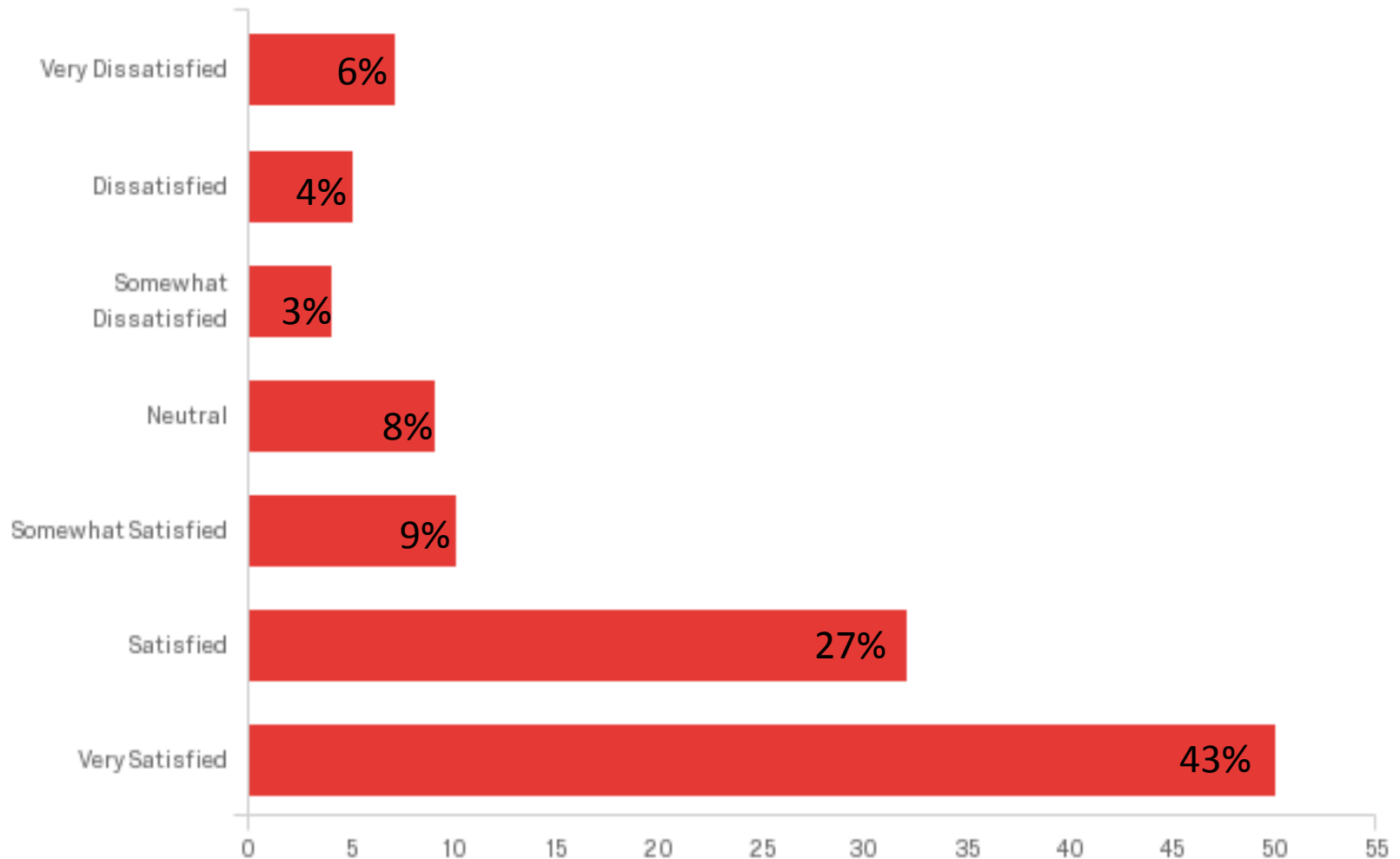
Did you then meet with your assigned academic advisor? (N = 149)



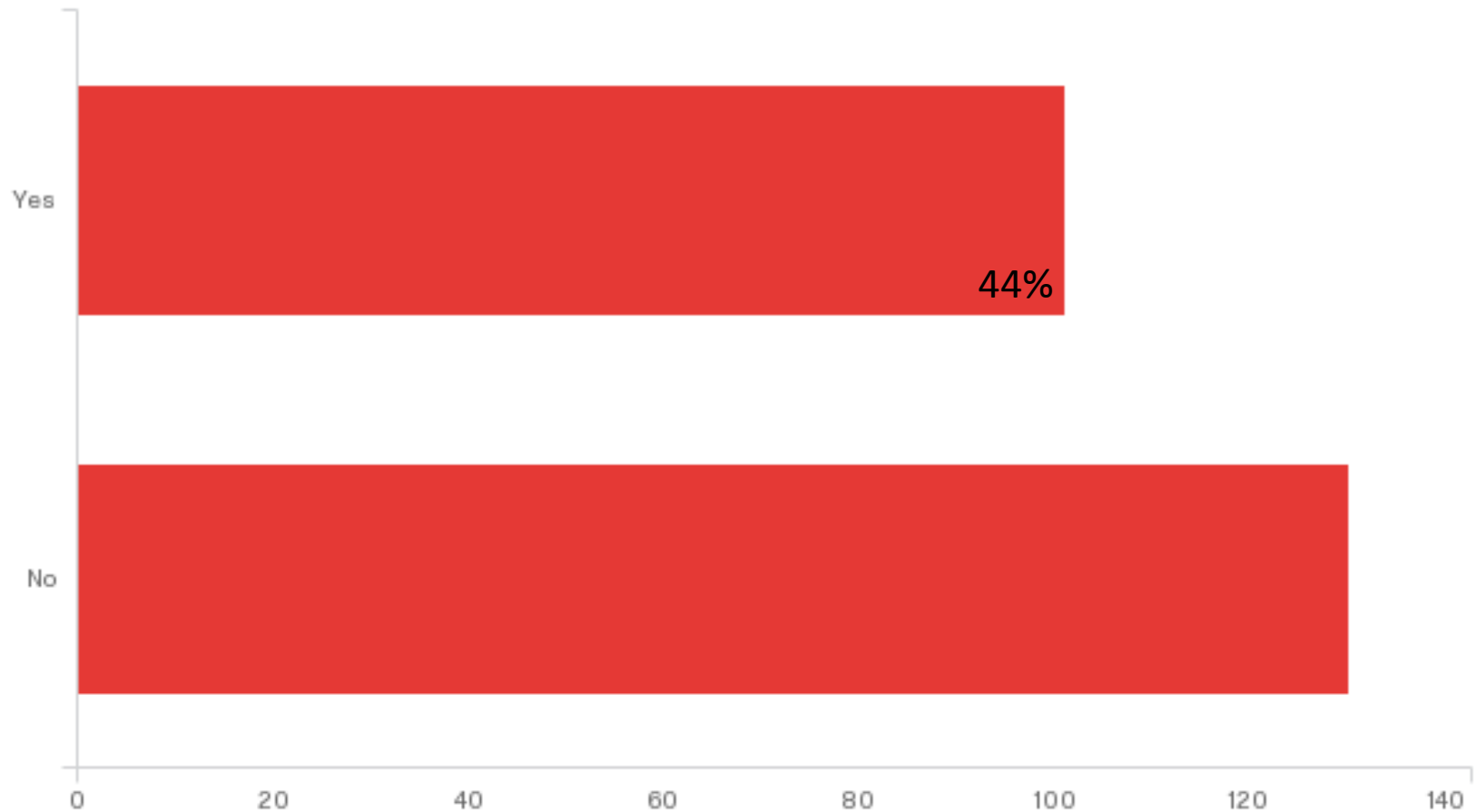
When you met with your assigned academic advisor, which of the following topics did you discuss?



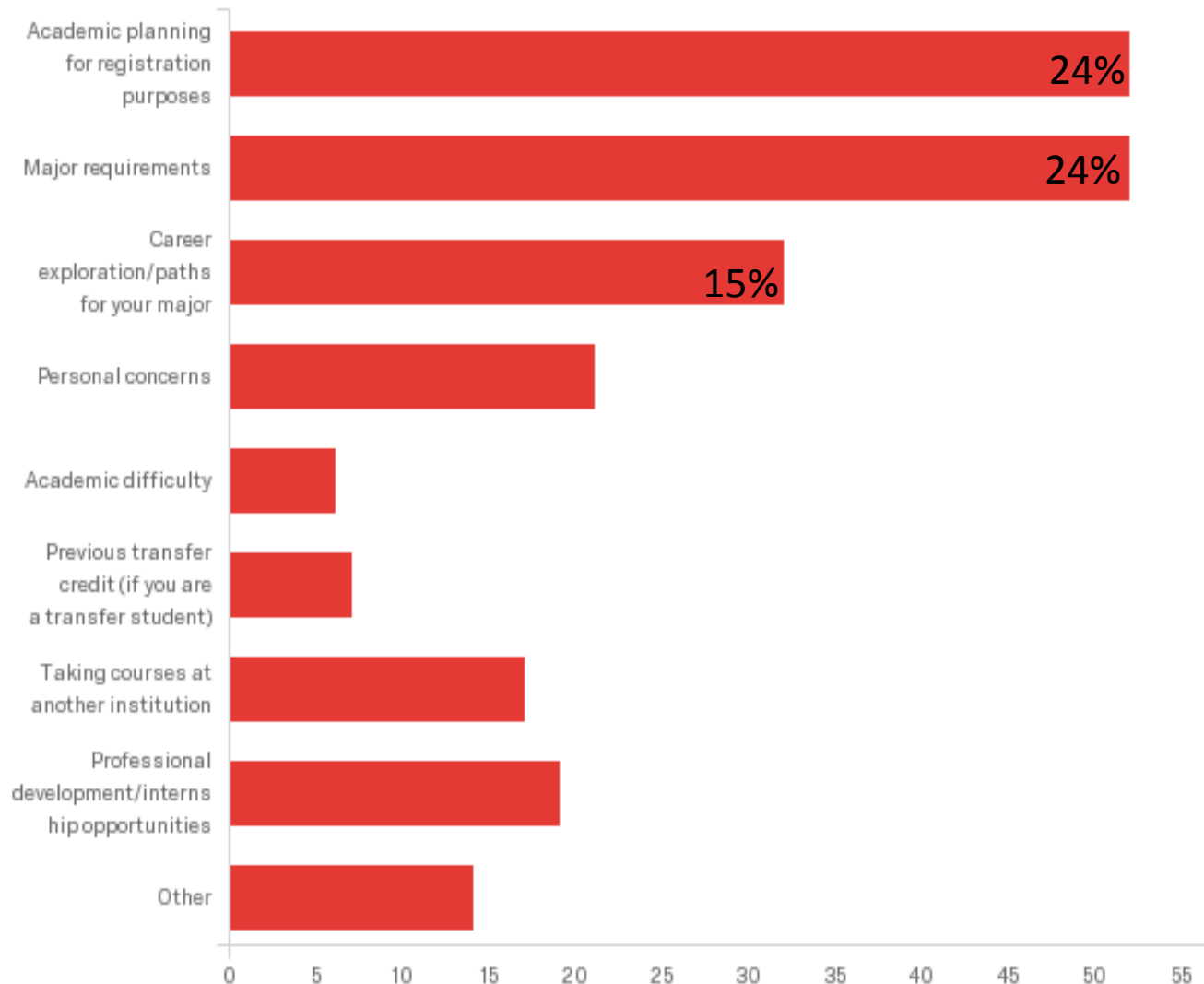
After meeting with your assigned academic advisor, how satisfied were you with the guidance provided? (N = 117)



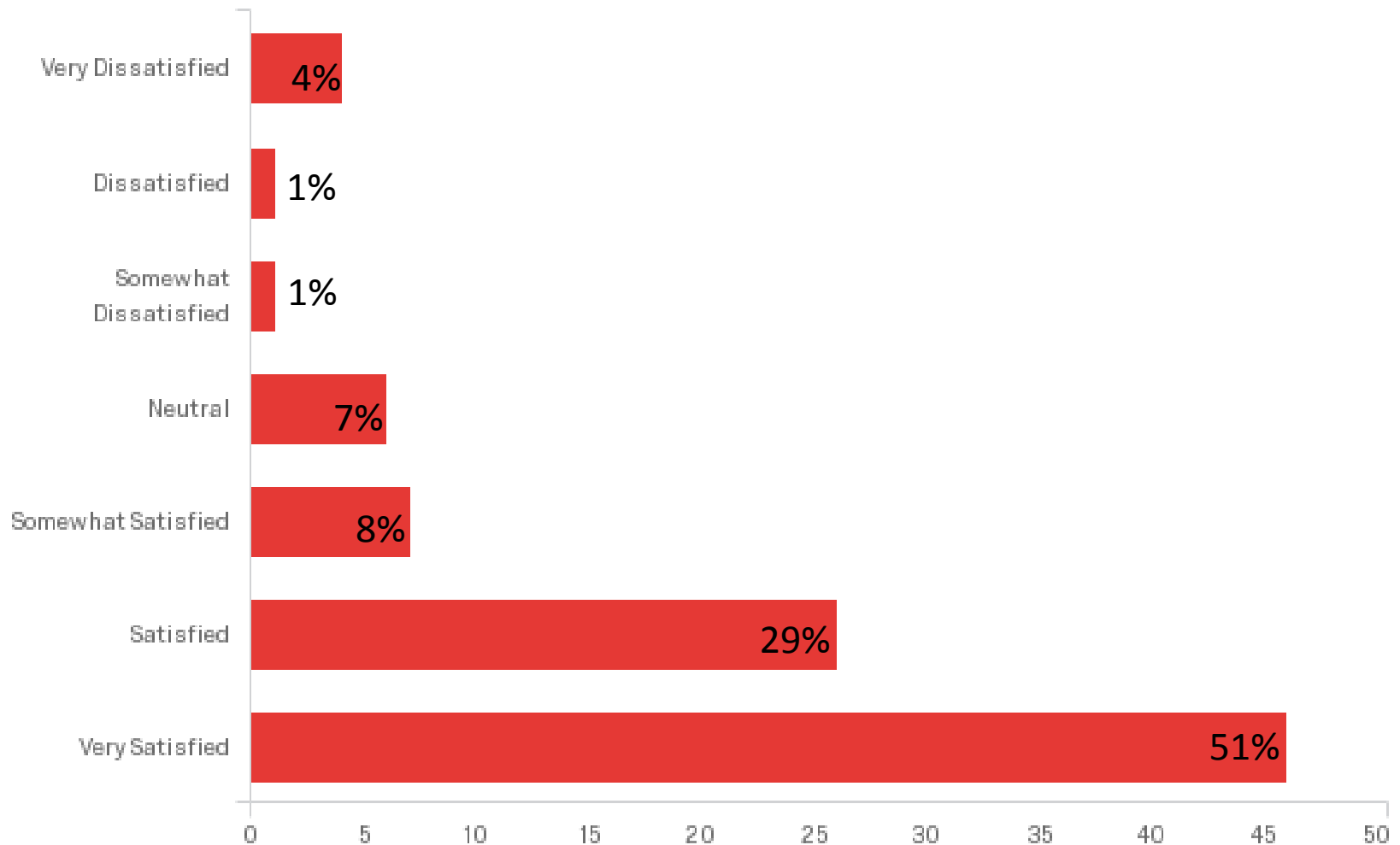
During fall semester 2015, did you try to contact another faculty member, a department chair, or a School of Business staff person for academic advising?



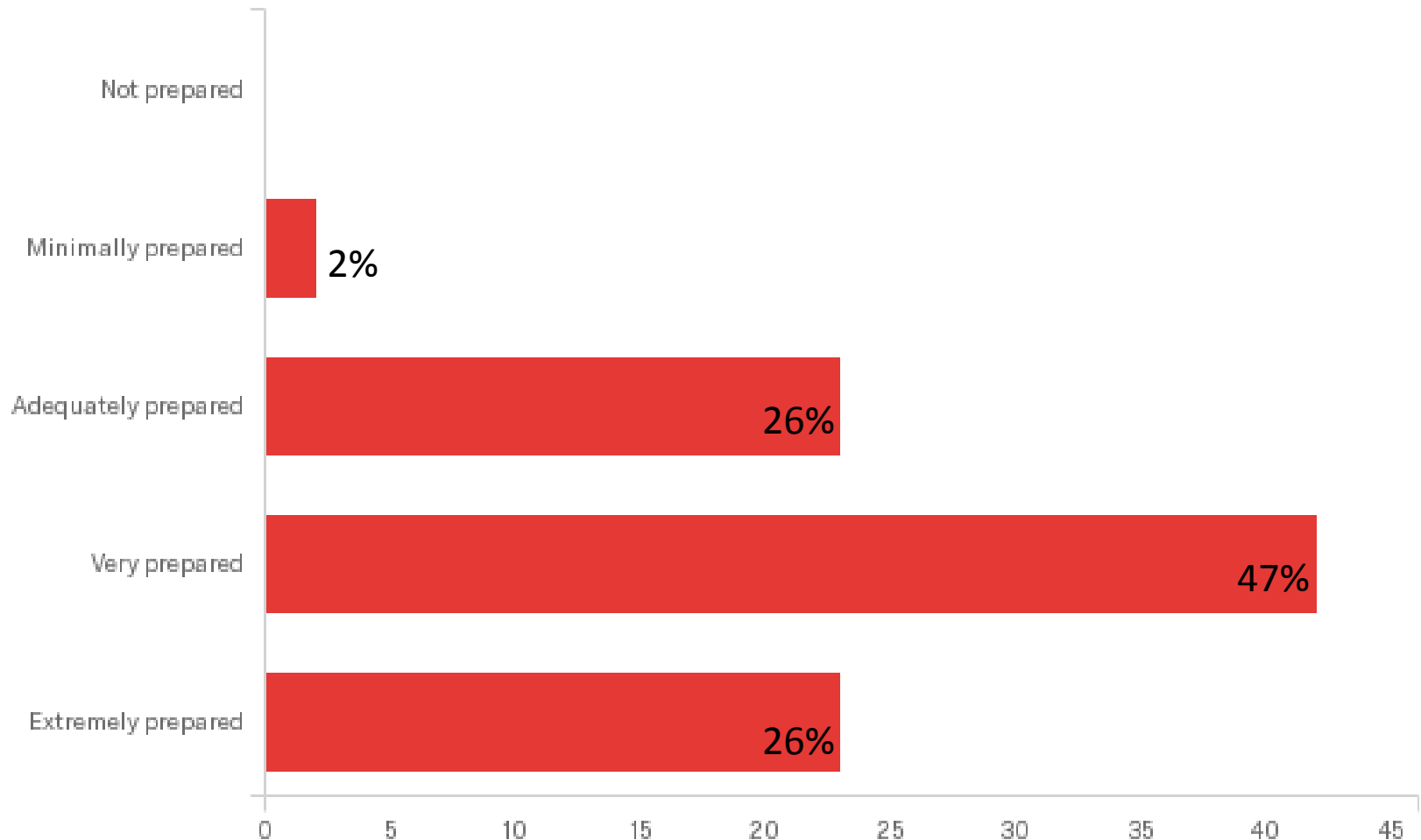
When you met with this academic advisor, which of the following topics did you discuss (check all that apply)?



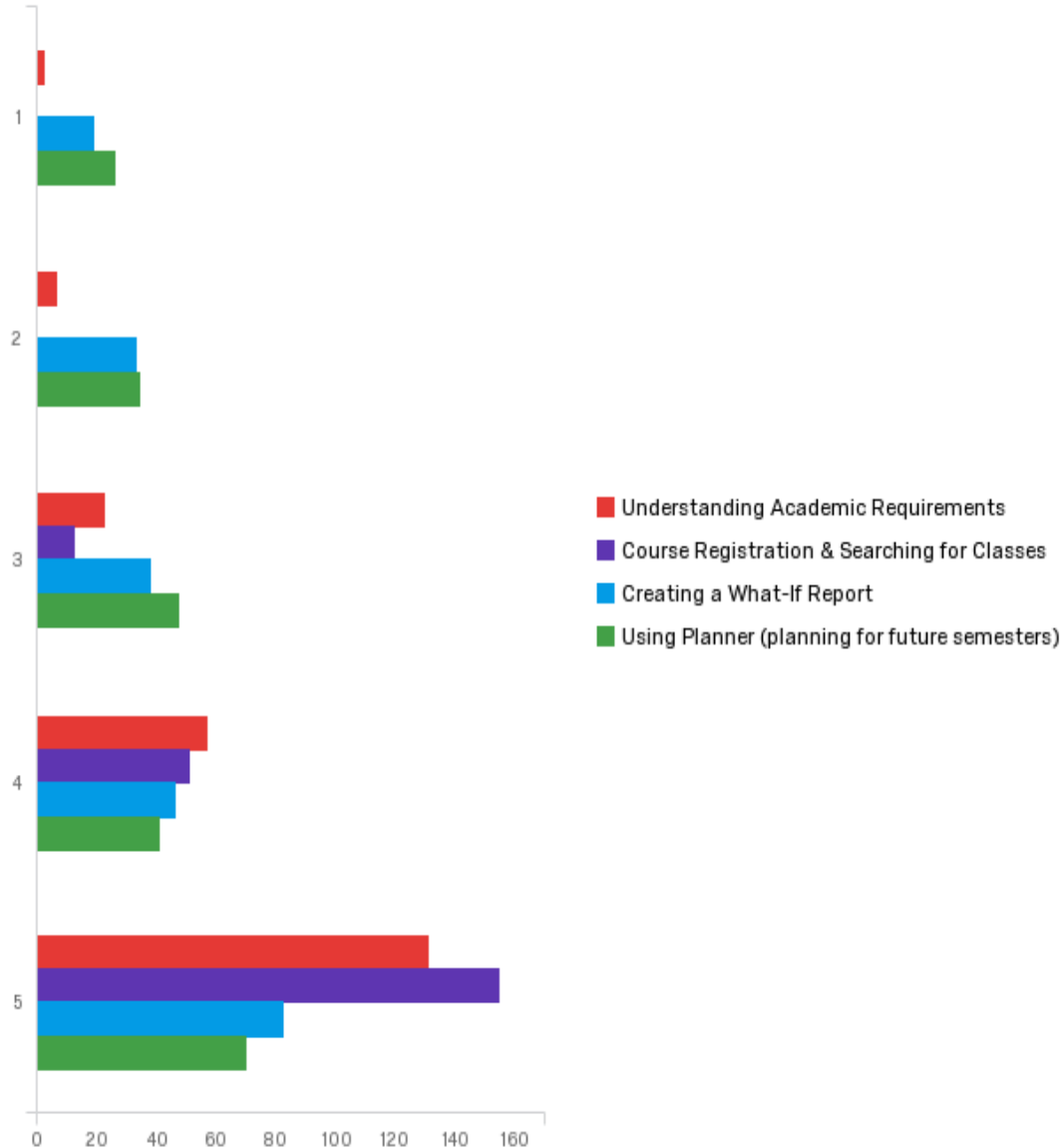
After meeting with this academic advisor, how satisfied were you with the guidance provided?



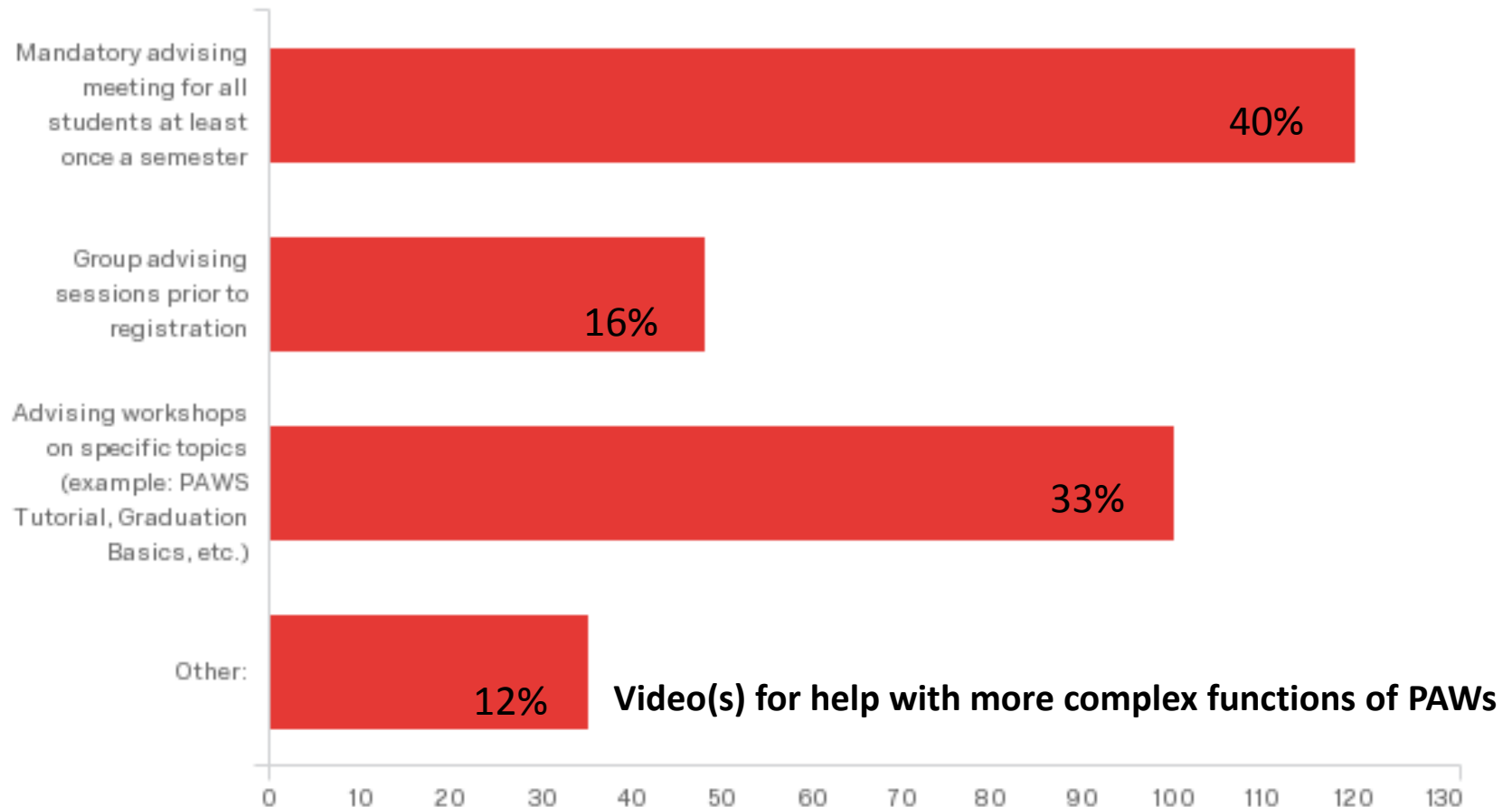
When you met with either your assigned academic advisor or a secondary advisor, how prepared were you for your advising appointment (brought a draft schedule, had backup course selections, and questions about topics of interest to you. etc.)?



Rate your familiarity with PAWS in regards to the following. (1= No knowledge of PAWS, 5 = Very familiar)



Please check off any of the below options that you feel would improve advising at the School of Business.



From a more extrinsically motivated student: providing incentive for professors and students to be genuinely interested in giving advice/receiving advice

Final (actual) Comment

- **Advisors are great!!! Extremely helpful.**