

**United Across Campuses**  
**Advisors Networking for Student Success**

*“The Changing Face of Advising”*

**Methods of Measurement &  
Assessment for College  
Academic Advising**

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- “If there’s one thing social science research has found consistently and unambiguously. . .it’s that people will do more of whatever they are evaluated on doing. What is measured will increase, and what is not measured will decrease. That’s why assessment is such a powerful activity. It cannot only measure, but change reality”
- **Linda Darling-Hammond**, *higher education research specialist for the Rand Corporation, (quoted in Hutchings & Marchese, 1990).*

# **Presentation Overview**

**Rationale and Definition of Academic Advising**

**Definition of advising**

**Session Objectives**

**Personal background**

**Advisor Qualities & Activities**

**Evaluation as Quantitative Research**

- **Understanding Data Types**
- **Basic Quantitative Evaluation Design**
- **Independent & Dependent Variables**
- **Basic Analysis of Data**

**Good Survey Design and Data Collection**

**Qualitative Approaches to Evaluation**

**Benchmarks and Metrics**

**SEEK Benchmarks & Milestones**

# What Is Academic Advising?

- Academic advising is integral to fulfilling the teaching and learning mission of higher education.
- Through academic advising, students learn to become members of their higher education community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens of a democratic society and a global community.
- Academic advising engages students beyond their own world views, while acknowledging their individual characteristics, values, and motivations as they enter, move through, and exit the institution.
- Regardless of the diversity of our institutions, our students, our advisers, and our organizational structures, academic advising has three components: curriculum (what advising deals with), pedagogy (how advising does what it does), and student learning outcomes (the result of academic advising).  
(2006)

# Session Objectives

- This session will provide an overview of program evaluation for Conference Participants with an interest in program evaluation of academic advising. This session will provide participants with an understanding of how assessment and evaluation schemes are designed and how questions are formulated. It will examine the critical distinctions between formative (process) evaluation and summative (outcomes) evaluation.
- Will touch on basic models of evaluation design, data collection, interpretation and communication of results. Also covered are establishing appropriate metrics for program goals and objectives, developing survey and questionnaire instruments for collection of relevant data, and the location and use of publicly available data in program evaluation.

# Background

## Administrative

### University of Cincinnati

- Veterans Upward Bound
- Learning Skills Center
- UC College of Pharmacy
- UC College of Medicine

### University at Buffalo

- Director EOP
- Assistant Vice Provost CADS
- Senior Associate Vice Provost of Undergraduate Education

## Faculty

### University of Cincinnati

### Wilmington College

### Northern Kentucky University

### University at Buffalo

- Associate Professor, Graduate School of Education
- Research Associate, Center for Urban Studies

# Culture of Assessment and Evaluation

Trends toward accountability and assessment at all educational levels.

- NCLB
- SUNY Campus Based Assessment
- Strengthened Campus Based Assessment
- Spellings Report...
- <http://chronicle.com/free/v53/i02/02b00601.htm>

# The Comprehensive Colleges now perceive 14 layers of assessment in SUNY:

- Student evaluations
- Peer evaluations
- External evaluations
- SUNY General Education – GEAR
- Annual departmental reviews
- Program reviews
- Middle States reviews
- NCATE reviews
- Discipline specific accreditation reviews
- The National Survey of Student Engagement
- The Student Opinion Survey
- The College Learning Assessment
- The Voluntary System of Accountability (VSA)
- Mission Review



# Qualities of Advisors That Students Seek and Value

- The specific items that comprise the content of an advisor evaluation instrument should be grounded in research on common characteristics or qualities of advisors that students seek and value. Research repeatedly points to the conclusion that students value most highly academic advisors who are seen as:
  - **(1) available/accessible,**
  - **(2) knowledgeable/helpful,**
  - **(3) personable/approachable, and**
  - **(4) counselors/mentors**
- *(Winston, Ender, & Miller, 1982; Winston, Miller, Ender, Grites, & Associates, 1984; Frost, 1991; Gordon, Habley, & Associates, 2000).*

# SELECTED/ADVISING FUNCTIONS

## *Academic Advisement*

- University Orientation
- Academic Action & Advisement
- Course Selection & Registration
- Gen. Ed Advisement
- Major Advisement & Application
- Record Audit & Review for Graduation
- Academic Liaisons and Advocacy
- Reporting
- Transfer and Grad School Assistance
- Housing Liaison
- Food Service Liaison
- Financial Aid Application Assistance
- Financial Aid Advising Assistance
- Student Accounts Advising & Intervention
- Career Advisement Assistance
- Internships & Summer Employment
- Graduate Professional School Advisement
- Student Organization Advisement/Counseling

## *Personal/Social Advisement*

- Support Liaisons and Advocacy
- University Liaisons and Advocacy
- Personal-Social Counseling/Advising
- Crisis Counseling/Intervention
- Teach University Experience Classes
- Family Contact
- Referrals to Campus\Community Support Offices

# SELECTED/ADVISING FUNCTIONS (cont'd.)

## *Advocacy*

- Nomination for Honors\Awards\Training & Job Opportunities
- Faculty Liaisons
- University Dept. Liaisons
- Support Offices/Programs Liaison
- Student Services Offices Liaison
- References\Recommendations, etc.
- Courses, Community Agencies, helping services, public safety, court

## *Classes*

- University Experience Courses

## *Workshops*

- Other University Instruction
- Special Workshops

## *Technology*

- MyUB

## *Services*

- Taurus/Bird/DARS

## *Academic*

- Early Warning Monitoring

## *Monitoring*

- Midterm Grade Review

## *and*

- Student Computer Services

## *Recognition*

- Freshman and Sophomore Class Meetings
- Academic Progress Meetings
- Celebration of Excellence
- Graduation and Commencement

# Common Program Evaluation Types

- **Process/Formative Evaluations**
- **Outcome/Summative/Impact Evaluations**
- **Cost-Benefit and Cost-Effectiveness Analyses**

# Evaluation Research Methods

- Qualitative
  - Anecdotal, Case Studies, Observation, Interview, Survey and Document Analysis
- Quantitative
  - Experiment
  - Survey
  - Cost Benefit
  - Cost Effectiveness

# Types of Quantitative Analysis

- **Descriptive**

- Frequency and Percentage Analysis
- Measures of Central Tendency
- Measures of Variation

- **Correlational** (Relationships Between Variables)

- **Group Comparisons**

- Different Groups
- Same Group/Different Times (e.g. Pre-Post)

# Variables (Measures)

- Independent Variables
  - Treatment Variables
  - Grouping Variables
  - Intervening Variables
- Dependent Variable
  - Advising Constructs
  - Goals/Objectives
  - Outcomes/Results

# **Understanding Data** **Types**

- Qualitative Data Types
- Quantitative Data Types
  - Nominal
  - Ordinal
  - Interval
  - (Ratio)



# **Questionnaire and Survey Design for Data Collection**

- Developing Demographic Measures
- Developing Outcomes Measures
- Measuring Opinions, Attitudes, Values, Beliefs, and Intended Behavior

# Validity and Reliability

- Validity
  - Measuring the constructs and characteristics that it are intended to be measured.
- Reliability
  - Measuring the constructs and characteristics in a consistent and similar manner every time.

# Sampling Methods & Designs

- Convenience Sample
- Random Sample Designs

# Sample Online Data Sources

- Chronicle of Higher Education
  - <http://Chronicle.com/>
- Diverse Issues In Higher Ed
  - <http://www.diverseeducation.com/>
- Inside Higher Education
  - <http://www.insidehighered.com/>
- Educational Policy Institute
  - <http://educationalpolicy.org/>
- Education Trust College Results
  - <http://www.collegeresults.org/>
- Post Secondary Educational Opportunity Newsletter

# Qualitative Data Examples

- **In-Depth Interviews**
- **Direct Observation**
- **Written Documents**

[SEEK Department](http://depthome.brooklyn.cuny.edu/seek/stdnt_services/benchmarks.html) Benchmarks for Success

[http://depthome.brooklyn.cuny.edu/seek/stdnt\\_services/benchmarks.html](http://depthome.brooklyn.cuny.edu/seek/stdnt_services/benchmarks.html)

# Benchmarking

Using external standards for measuring the quality and cost of internal activities and to help identify where opportunities for improvement may reside.

**Benchmarking asks the following questions:**

- How well are we doing compared to others?
- How good do we want to be?
- Who is doing it the best?
- How do they do it?
- How can we adopt what they do to our institution?
- How can we be better than the best? (Kempner, 1993)

# **Benchmarks and Metrics**

- Selecting/Developing  
Appropriate Measures
- Norm vs. Criterion Referencing  
Assessments
- Best Practices

# Useful Advising Assessment Links

- **NACADA Assessment of Academic Advising Instruments and Resources**
- <http://www.nacada.ksu.edu/clearinghouse/links/assessment.htm>
- **ACADEMIC ADVISING INVENTORY**
- Roger B. Winston, Jr. and Janet A. Sandor
- <http://www.nacada.ksu.edu/clearinghouse/links/AAI-Inventory-Master.pdf>
- Milestones and Benchmarks
- **SEEK Department Benchmarks for Success**
- [http://depthome.brooklyn.cuny.edu/seek/stdnt\\_services/benchmarks.html](http://depthome.brooklyn.cuny.edu/seek/stdnt_services/benchmarks.html)
- **Brooklyn College Benchmarks for Success**
- <http://www.brooklyn.cuny.edu/pub/departments/seek/1178.htm>
- **UB Academic Planning and Budget: Office of Institutional Analysis**
- <http://apb.buffalo.edu/facts/index.php>



# QUESTIONS?

# Lessons Learned

- Assessment approaches embody creativity, reliability, adaptability, adoptability, and validity
- Assessment requires multiple measurement over time
- Assessment is most effective when based on clear -focused goals and objectives

- Assessment approaches must “bear out” - pay attention to process
- Assessment is ongoing - thus the approach is expected to grow and mature
- Assessment approaches mandate collaboration

- Data gleaned from assessment is most useful when it can illuminate questions and/or tell a story - inform a process or approach
- Assessment is more likely to lead to improvement when it is part of a larger set of conditions that promote change

- Assessment is the respected pathway in addressing accountability (to students and other relevant publics)
- Assessment is most effective when it occurs in a repetitive, supportive and enabling environment