

**Washington State University**  
**Academic Advising Learning Outcomes: Mapping V6**

	<b>Advisor Responsibility</b>	<b>What that means</b>	<b>How, When, &amp; Where info will be delivered</b>	<b>Method of Assessment</b>	<b>Frequency of Assessment</b>
<b>Advisors will demonstrate positive <i>Advising Relationships</i> with their students</b>	Understand advisor role in students' decision making process	Completion of advisor training of student development theory and conceptual/relational advisor training	Advisor training (i.e. career services; counseling services); Roundtable discussions; NACADA Attendance at trainings; certificates	Annual review	Annually
	Know advisees	Through transcripts; department assignment tracking; one-on-one contact with the students; e-mail and phone contacts; developed Bb space; SSCampus campaigns; OBIEE	Advising sessions; myWSU; SSCampus; departmental databases; clubs, organizations, & departmental events; data on registered, non-returns, deficient	myWSU student assignments; advising notes; # of petitions for students; identification of 30-90 cr students? Core advisor competencies	By semester; annually
	Understand and be able to explain academic calendar and cycle of semester	Demonstrated use of online catalog and websites; peer mentor supervision; ability to advise students to meet specific deadlines; College/Department/Major specific timelines	Advisor training; advising notes; peer interaction; situational evaluation; # of students who have holds released (FY students)	Knowing who is registered/registration times; # of students registered/advised as % of caseload; # student complaints;	Ongoing
	Teach students the tools for success and connect students with resources	Students should know how to use myWSU; BlackBoard; myPlanner; online catalog; Cougar Success website; transfer clearinghouse website; use of WSU email	SSC targeted campaigns; developed Bb space; use of advising notes; e-mails to WSU student e-mail; successful registration and	2 question student survey; annual evaluation	Annually

			navigation by 30-90 cr students		
	Provide timely access to advisor meetings	Communicate access possibilities; teach online appointment scheduling; through an advising syllabus; developed Bb space; myWSU; via departmental staff	# of FY advising holds at the end of the semester; access to advisors' calendars; flow of advisees through offices; # of FY holds released; ability for 30-90 cr students to make appts.	Advisors & departments set their calendar of appointments & availability to reflect the cycle of the semester; Student survey after each advising appt	Semester
	Have professional and non-judgmental interactions with students and peers	Completion of Customer Service training; conceptual/relational advisor training; professional development diversity workshops;	Advising notes; # of student complaints; quality of peer interaction; quality of student interaction	Number of complaints; number of positive comments; student survey; Annual review	Annually

	<b>Advisor Responsibility</b>	<b>What that Means</b>	<b>How, When, &amp; Where info will be gathered</b>	<b>Method of Assessment</b>	<b>Frequency of Assessment</b>
<b>Advisors will demonstrate knowledge and use of appropriate Resources</b>	Access and learn advising technology	myWSU, advisement reports, BlackBoard, SSCampus, Stellant, RONet, OBIEE;	Offices who deliver these trainings (i.e. ASCC, Registrar, ES, SSC) will keep track of those who have participated; College Liaison will track participants' training	Pre and post assessment of what is known before participating and after participating in trainings; annual review as outlined in common advisor duties;	After every training
	Utilize technology to enhance student interaction	myWSU, SSC/SSCampus, Stellant, RONet, developed BlackBoard space; OBIEE; teach advising tools to advisees	Use in advising sessions; Use with 30-90 cr students; demonstrated ability; staff meetings; ability of students to find curricular	Annual review; sampling of advisors (focus group); student survey (did your advisor do X? Can you	Annually, bi-annually

		information readily; advisor training modules	find X? Do you know how to X?) position description	
Know and support major curriculum, graduation requirements, and university and college policies and procedures	Developed advising syllabus; familiarity with online catalog, websites; awareness of advisor training options; use of advising website; awareness of advisor list serve; ability to accurately convey info to students	One-on-one student conversations; potential peer mentoring; position description & expectations; completion of basic advisor training; use of advisor notes/comments;	Annual review; pre & post training questionnaire; number and types of petitions; exceptions in myWSU; # of questions to transfer answerline; survey of students (Does your advisor know and teach you X?)	After each advisor training session; after student interaction;
Know proper channels to voice concern about process of curriculum, graduation requirements, and university and college policies and procedures	Knowledge of curriculum committees within college; knowledgeable about UAAEC/ACG/AAC/Faculty Senate functions; understand hierarchy of change; Ombudsman's office; college/department/unit protocol; ability to professional convey info to students	Advisor certification & training; WSU ACADA general meetings, website, & roundtables; ASCC website; hierarchy of change; ombudsman; petition processes; ACG Issues Sub-Committee; college procedures	Survey question for advisors after completion of advisor training section; University-wide survey question for student; ACG Issues Sub-Committee; College/Department interactions.	Bi-annually
Know about available resources for students in the campus and community	Participation in advisor certification & training; WSU ACADA general meetings, website, & roundtables; ASCC website; Transfer Clearinghouse website/answerline; make use of peer network; read advising listserve and WSU Announcements; know Cougar Success website	Demonstrate resources knowledge; provide resource information to peers; situational evaluation	Survey of advisors; pre- & post-test during training	Ongoing
Know how, when, and where and/or what to make referrals, suggestions, and direct	Participation in advisor training (i.e. career services; counseling services); Roundtable discussions; ACADA workshops; know	Accurate advising files; extensive use of advising notes; use of SSCampus campaigns;	Advisor survey question; Student survey question; survey service units of how students were referred to their service	Annually

	to alternative educational options	ASCC resources for major-changers			
	Know university structure and regulations; understand role of advisor as University representative and responsibility to same	Demonstrated use of online catalog; familiarity with academic regulations; completion of Informational advisor training module; accurate interpretation of student records; responsibility of student success and retention	Completion of advisor training; developed Bb space	Advising notes; # of petitions; use of peer network	ongoing

<b>Advisors will demonstrate NACADA Core Values through Professional Development activities</b>	<b>Advisor Responsibility</b>	<b>What That Means</b>	<b>How, When, Where Info Will be Gathered</b>	<b>Method of Assessment</b>	<b>Frequency of Assessment</b>
	WSU ACADA Certification, understand NACADA core values, participate in specialized workshops	Attending the Advising Forum, completion of mandatory advisor training; participation in ongoing advisor training College/Department/Major specific workshops, webinars	Professional Advising Statement; WSU ACADA Certification; Research & Development Committee; Departmental training options; advisor training opportunities	Annual Review, Program/Department reviews & assessments; demonstrated core advisor competencies	Annually
	Understand goal setting process and models of decision making	Participation in advisor training (i.e. career services; counseling services); Roundtable discussions; attending NACADA webinars and conferences	Attendance at trainings; certificates	Annual review	Annually
	Knowledge of Student Development theory	Completion of specific advisor training (i.e. career services; counseling services); ability to accurately interpret and apply theory;	Attendance at trainings; certificates; participation in NADACA webinars, conferences	Annual review	Annually

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	<b>Advisor Responsibility</b>	<b>What That Means</b>	<b>How, When, Where Info Will be Gathered</b>	<b>Method of Assessment</b>	<b>Frequency of Assessment</b>
<b>Advisors will demonstrate self-directed <i>Life Long Learning &amp; Community and Global Role and promote student opportunities</i></b>	Know and discuss the nature, purpose, and potential of higher education with students	Participate in advisor training modules and roundtable discussions; participate in life-long learning activities; participate in professional development; participation in university committees	Professional advising statement; advisor notes; developed Bb space; demonstrated participation in LLL	Pre & post questions during trainings; annual evaluation	Ongoing
	Know and relate the Seven Learning Goals of undergraduate education & College/Department learning goals to students educational experience	Use of website; advising syllabus; presidents teaching academy (faculty members), workshop/training/roundtable discussion; online catalog; myWSU; BlackBoard; ability to know whether students have met the University and college goals	Developed Bb space; advising notes; roundtable discussions; departmental discussions	Review of advising syllabus; advisor survey question; pre & post questions during trainings; student survey question	Annually
	Know and relate the UCORE program to students educational experience	Ability to locate the UGR website; robust advising syllabus; ability to articulate UCORE categories; accurately interpret advisement reports; use of online catalog, myWSU, SSCampus, Bb	Staff meetings; peer interactions; advisor training, developed Bb assignments for students	# of Petitions; Advisor survey question	Ongoing
	Understand goal setting process and models of decision making for students	Participation in advisor training (i.e. career services; counseling services); seek out relevant roundtable discussions; understand student development theory	Attendance at trainings; certificates; ability to articulate and apply student development theory	Annual review	Annually
	Understand advisor role in the students decision making process	Participate in advisor training (i.e. career services; counseling services) and Roundtable discussions; definition of “advisor,”	Attendance at trainings; certificates; demonstrated student success in self-directed	Annual review	Annually

	assist students in their understanding of advisor role	course-selection and registration.		
Understand and communicate resources on campus and in the community that promote students community and global role	Roundtable discussions; professional development participation; understand CCS, Study Abroad, NSE opportunities; developed Bb spaces and assignments; college and department websites	Advising notes; SSC campaigns; Bb assignments	2 question student survey; e-portfolio	Annually
Understand and know how to relate students' college experience to career choice	Attend ASCC facilitated career services workshops; use of departmental/college career services; participation in advisor training;	Advising training assessment; advising notes;	Advisor Training Assessment	At the end of required training

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