

Washington State University
Academic Advising Learning Outcomes: Mapping V6

	Advisor Responsibility	What that means	How, When, & Where info will be delivered	Method of Assessment	Frequency of Assessment
Advisors will demonstrate positive <i>Advising Relationships</i> with their students	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-returners, 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 navigation by 30-90 cr students	2 question student survey; annual evaluation	Annually

Advisors will demonstrate positive <i>Advising Relationships</i> with their 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

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	Advisor Responsibility	What that Means	How, When, & Where info will be gathered	Method of Assessment	Frequency of Assessment
Advisors will demonstrate knowledge and use of appropriate Resources	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 information readily; advisor training modules	Annual review; sampling of advisors (focus group); student survey (did your advisor do X? Can you find X? Do you know how to X?) position description	Annually, bi-annually
	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

Advisors will demonstrate knowledge and use of appropriate Resources	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 listserv 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 to alternative educational options	Participation in advisor training (i.e. career services; counseling services); Roundtable discussions; ACADA workshops; know ASCC resources for major-changers	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
	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

	Advisor Responsibility	What That Means	How, When, Where Info Will be Gathered	Method of Assessment	Frequency of Assessment
Advisors will demonstrate NACADA Core Values through Professional Development activities	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

	Advisor Responsibility	What That Means	How, When, Where Info Will be Gathered	Method of Assessment	Frequency of Assessment
Advisors will demonstrate self-directed Life Long Learning & Community and Global Role and promote student opportunities	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," assist students in their understanding of advisor role	Attendance at trainings; certificates; demonstrated student success in self-directed course-selection and registration.	Annual review	Annually
	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

Advisors will demonstrate self-directed <i>Life Long Learning & Community and Global Role</i> and promote student opportunities	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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