NWIC

Advising Audit Report

August 30, 2016

The Advising Audit was conducted July/August 2016 with the goal of reviewing existing approaches to effective, intensive advising related to student success including:
- defined roles and responsibilities for advisors,
- evaluation of effective performance,
- professional development and recognition opportunities and
- recommended revisions to NWIC's existing advising model and approach.

The audit was conducted internally. By using a self-review process, and through recommendations from the NWIC Board of Trustees, we hoped to use our model of ongoing and continuous improvement as the basis for the audit.   One component included selecting a group of transcripts from recent students and from different advisors and reviewing course selection, repeated courses, degree plans, etc.

From this work, the advising department formulated the eight recommendations below. Additionally, an outline for a new advising website and the framework for an advising notes system were created and recommended.

Recommendation 1: Improve Advisor/Student time at Orientation
Recommendation 2: Improve Technology-Related Advising Support
Recommendation 3: Create Uniformity in Advising Across College
Recommendation 4: Create a Comprehensive Advisor Training Program
Recommendation 5: Strengthen Compensation and Training for Faculty Advising
Recommendation 6: Create Ongoing Advising Assessment Program
Recommendation 8: Review Specific Policies/Practices that Impede Effective Advising and Student Success.

An analysis of staffing needs found a 93:1 advising load for each academic advisor. Those numbers are duplicated, as students often repeat visits to advisors. This does not include phone contact or email communications, and reflects web registrations or paper registrations only.

The ideas outlined here could also benefit faculty advisors, four year department chairs, site managers, and other non-advisor positions related to student success in order to help create a cohesive and consistent advising protocol at various levels on campus. Investment of additional work and time are needed to guide, finalize and implement the recommendations put forward in this report.

Advising and the student's perception of and satisfaction with advising have a tremendous impact on persistence, graduation and feelings about the overall college experience. In looking at data related to student satisfaction, a variety of survey results echo the importance students place on advising.

NWIC's Graduate Survey 2014 shows that 87.5% of students indicated satisfaction with advising services. Ten percent of students noted dissatisfaction. The 2015 Graduate Survey showed a slight improvement in the number of students dissatisfied with advising, from ten percent to eight percent in 2015; however 2015 showed a decrease of nearly 13% (from 87.5% in 2014 to 74.5% in 2015) of students who reported satisfaction with advising.

The Noel-Levitz Student Satisfaction Inventory 2013 found that academic advising was one feature ranked among the most important to college students (6.73 out of 7), and NWIC students' satisfaction

was above the average of its national four year private counterparts (6.43 and 5.72 respectively).

Additionally, the Inventory (2013) found that the academic advisors support of student success was also ranked highly as important to our students (6.71 out of 7), and NWIC students' satisfaction was above the average of its national four year private counterparts (6.33 and 5.49 respectively).

To learn about the current state of advising on campus, the advising group met internally to review student data available. At the same time they conducted research from the websites of peer and peer institutions to learn about advising on those campuses, and to identify best practices across the field of advising. The group looked at advising from the student's point of view, considering internet resources, advising mission, goals and outcomes. Then, the group took an advisor/institutional approach identifying policy, structural, technological and training issues with the current advising system.

Advisor/Advisee Expectations

Advisor Expectations
- ✓ Assist students in accomplishing the following goals:
    - 1. Clarification of career and life goals;
    - 2. Development and understanding of a suitable educational plan; and
    - 3. Selection of appropriate courses and other educational experiences (e.g., internships, study abroad, honors, and learning assistance programs)
- ✓ Provide excellent customer service in the following ways:
    - 1. Maintain confidentiality;
    - 2. Respond both timely and appropriately to the student in appointment or walk-in advising sessions as well as in phone and e-mail dialogue; and
    - 3. Recognize and adjust to the individual needs of students
- ✓ Develop a broad knowledge of the institutional policies, regulations, programs, and procedures in order to serve as a bridge connecting students to campus resources individual to their needs
- ✓ Assist students in understanding their overall requirements, from initial evaluation of incoming credit through completion of degree
- ✓ Refer students to other appropriate staff as necessary
- ✓ Encourage students to develop self-efficacy, where they can communicate their questions, concerns, aspirations, academic interests, and curiosities

The expectation is that all advisors have and Excellent level of Knowledge, Understanding, and Behavior when advising students according to the below rubric.

	Excellent	Competent	Improving	Developing
Knowledge Ability to communicate the required courses for the major	Can delineate all requirements of the major	Can delineate most requirements for the major	Can delineate some requirements for the major	Cannot delineate any requirements for the major
Understanding Ability to	Can clearly describe	Can clearly describe many	Can clearly describe several	Cannot describe any reasons for

comprehend the reasoning behind the requirements	reasons/rational e for required courses	reasons for the required courses	reasons for the required courses	the required courses
Behavior Ability to correctly schedule/enroll in appropriate major course	Enrolls in appropriate courses to fulfill major requirements	Enrolls in several appropriate courses to fulfill major requirements	Enrolls in a few appropriate courses to fulfill major requirements	Has no appropriate courses on schedule

After the advising department met, the Dean of Students individually evaluated transcripts and reviewed course selection, repeated courses, degree plans, etc.

Student Expectations
✓ Use campus resources and services to assist you in achieving academic, personal, and career goals
✓ Schedule regular appointments to meet with an advisor each semester (be on time for appointments and cancel if necessary)
✓ Come prepared for your advising appointment with a list of questions and/or concerns and tentative schedule of classes
✓ Accept responsibility for your actions and decisions
✓ Read all NWIC e-mail
✓ Visit with an advisor in your major for requirements
✓ Keep a personal record of your academic documents (i.e.- advising forms, degree audits)
✓ Learn policies, procedures and requirements by referencing the NWIC Catalog and other on-line resources
✓ Take ownership of your education

Detail of Recommendations

Recommendation 1: Improve Advisor/Student Time at Orientation
    A. Focus on basic advising: expectations, relationships, email, systems, etc
    B. Allow more one-on-one time with advisors at an appointed registration time;
    C. Implement appointment times so advisors aren't rushing to get students registered without adequate advising;
    D. Bring laptops to orientation. Conduct a workshop on JICS and degree planning at orientation

Recommendation 2: Improve Technology-Related Advising Support
    A. Implement JICS Improvements
    a. Require students to go through JICS training (on-line training).
    B. Advising Notes System
    C. Investigate options for Prerequisite Tracking.

Recommendation 3: Create Uniformity in Advising Across College
    A. Develop a centralized Advising Website from Student, Advisor and Parent perspectives maintained by advising department;
    B. Standardize four-year departmental websites with similar formats and information categories;
    C. Adopt common perspectives across all offices;
        • Mission statement
        • Definition of Academic Advising
        • Responsibilities of students and advisors
        • Common Terms
        • Common names for advising/student services offices
    D. Create advising syllabi;
    E. Develop Advisor/Advising program—a way to educate students and others on campus about the role of advising.

Recommendation 4: Create a Comprehensive Advisor Training Program
    A. Appoint a person to oversee training (staff and faculty), advising website;
    B. Utilize NACADA for training and professional development
    C. Create a campus-wide Canvas training module for new advisors which covers Jenzebar, JICS, basic advising procedures, policy information with the goal of having all advising staff trained by 2017; allow front- line and resource office staff to access site.
    D. Update NWIC advising handbook which is more specific to each program.

Recommendation 5: Strengthen Training for Faculty Advising
    A. Create a centralized advising policy on the following:
        a. Standardize number of students per faculty advisor;
        b. Include advising in description in all new hires for faculty;
        c. Develop faculty advisor training and mentoring of new faculty advisors mentored by seasoned faculty advisors.
    B. Work with Faculty and Academic advisors to assure cohesion across campus:
        a. Assess communication sent to students regarding advising contacts to ensure that

students are directed to the correct place;
    b. Help students who know don't understand how advising works. Help them find out who advises them and what their next steps are after advising.
    c. Develop for students a comprehensive checklist of next steps once admitted (via advising syllabus).

Recommendation 6: Create Ongoing Advising Assessment Program
A. Develop a survey sent via e-mail after advising to gain student feedback; appointment management system with survey creation, tracking and tallying functionality;
B. Implement annual self-assessment by advising staff that is later compared to student assessment of staff; advising-specific assessment that is part of annual HR-required evaluation;
C. Annual survey to services offices asking for feedback on advising staff; identify those who stand out positively or negatively;
D. Solicit feedback from second chance/academic withdrawal committees about areas of miscommunication that come up in student petitions with the goal of reducing exceptions;
E. Regular survey of advising policies and processes by advisors; instrument should also attempt to identify policy gaps;
F. Guided assessment process to review unit-specific outcomes and processes that may result in specific training needs;
G. Track occurrences of the following student outcomes using advising log reviewed at weekly advisor meetings:
    a. Increased number of student/advisor encounters;
    b. Reduced number of late registrations by continuing students;
    c. Decrease "stop outs" and "drop outs" by students who indicate they have not met with an advisor;
    d. Increase number of students taking advantage of on-time/early registration;
    e. Decrease in late graduation applications;

Recommendation 7: Review Specific Policies/Practices that Impede Effective Advising and Student Success.
A. Course attendance monitoring earlier than mid-term
B. Summer enrollment tends to be lower-harder to get aid; have to take greater load than some are comfortable with;
C. Lack of master schedule - clarifying day/evening offerings, summer availability; info on how classes are offered. For example, identify programs students can expect to attend on a full- time basis with night only classes—avoid expectation vs. reality mismatches;
D. Late registration—although some students admitted that week are solid students; for other advisors have the feeling that students are set up to fail. Many students have conflicting GPA/scheduling /personal issues that may prevent success. Advisors often feel as though they are putting students in classes that would not normally be recommended if they were enrolling earlier on;
E. Admission after the first week of the quarter should be an exception situation requiring approval of the department receiving the student.

Appendix 1
Advising Website

The advising website should be a high priority on the overall NWIC site map, so that it is easy to find with minimal clicks.

- What is academic advising? [link to Mission/Concepts of Academic Advising]
- What are the goals of academic advising [link to General Outcomes]
- What you can expect from your Advisor? [advisor responsibilities with video clips by other students]
- What do advisors expect of you? [student expectations]
- Where do I go to get advised [links to all advising pages with common names]
- How do you make the MOST of your advising session? [with video clips by other students - scheduling advising appointments in advance, coming prepared with degree requirements, schedule of classes, etc, tentative schedule before meeting, JICS review, keeping track of your own progress, staying informed, etc.]
- Advisor Assessment

(student tab)

Student Resources [left hand tabs]

Getting Advised
- Academic Calendar
- Advising Offices
- Ask the advisor?
- Common Forms
- Common Terms
- Registrar's Page
- Registration Quick guide
- Transcripts
- Transfer Center
- NWIC Catalog

Academic Assistance
- Career Services
- Testing Center
- Math and Writing Center

Student Services
- Testing Center
- Student Activities
- Athletics
- Student Housing
- Disability Accommodations

Important Information

- Student Catalog
- Student Conduct Code
- Support Programs
- NWIC Student Handbooks
- Support Programs

Getting Advised
- Academic Calendar
- Advising Offices
- Common Forms
- Common Terms
- Registrar's Page
- Registration Quick guide
- Transcripts
- Transfer Center
- NWIC Catalog

Policy Library
(parent tab)
- Philosophy Statement/Mission/What is academic advising?
- General Outcomes
- What your student can expect from your Advisor [with video clips by other students]
- What advisors expect of your student [with video clip from parent]
- What is FERPA?

Student Resources [left hand tabs]

Getting Advised
- Academic Calendar
- Advising Offices location
- Hours
- Professional staff
- Faculty advisors
- Degree requirements
- Common Forms
- Common Terms
- How to Change your Major
- Registrar's Page
- Transcripts link
- NWIC Catalog

Appendix 3
Advising Evaluation

Please rate on a scale of 1 to 5 with 1 being strongly disagree and 5 being strongly agree:

Importance to me (1 being not important; 5 being very important)		My level of satisfaction with (1 being not satisfied; 5 being very satisfied)
1 2 3 4 5 NA	My advisor showed concern for my development	1 2 3 4 5 NA
1 2 3 4 5 NA	My advisor was professional	1 2 3 4 5 NA
1 2 3 4 5 NA	My advisor demonstrated knowledge about curriculum	1 2 3 4 5 NA
1 2 3 4 5 NA	My advisor was available to me	1 2 3 4 5 NA
1 2 3 4 5 NA	My advisor responded in an appropriate manner	1 2 3 4 5 NA
1 2 3 4 5 NA	My advisor was encouraging to me	1 2 3 4 5 NA
1 2 3 4 5 NA	My advisor referred me to appropriate resources as needed	1 2 3 4 5 NA

Comments:

What suggestions do you have for improving academic advising at Northwest Indian College?