

IMPLEMENTING AN ASSESSMENT OF ADVISING AT THE UNIVERSITY OF MINNESOTA, MORRIS

Implementing an assessment program at the University of Minnesota, Morris (UMM), required a rationale and strategy and broad consultation with administrators, faculty, students, and committees. UMM is known for the strength of the teaching/advising relationships between students and faculty. In 1974, a faculty task force identified the importance of assessing advising. Assessment of classroom instruction has been in place for many years. Yet, the problems inherent in assessing advising kept it at an informal level until recently. Two formal assessment tools are now in place.

Fall Semester Freshman Questionnaire

In 1999, following a review by the North Central Accrediting Association, a faculty committee developed an anonymous multiple-choice assessment of freshman advising using NACADA and other resources. This evaluation has been given annually since 1999 through the common freshman course. Almost all freshmen complete it. The results are reported to the campus community.

The faculty committee designed a second questionnaire to assess advising in the major. All aspects of the evaluation--the rationale, the process, and the reporting of results--were developed through wide consultation over two years that included the division chairs; focus groups of tenured faculty, untenured faculty, and students; the Dean; the campus Scholastic Committee and Assessment Committee.

The results of this evaluation will provide individual advisers with qualitative and quantitative feedback. Summary norms will provide UMM with an assessment of the nature of advising at the upper division level. Student confidentiality is protected, and the questionnaire responses remain the sole property of the adviser being evaluated.