

## *Chapter 13*

### **Assessment**

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In this chapter, the responses to three items are examined to better understand assessment of academic advising. One item addresses the status of a formal mission statement, which is a significant foundation for quality assessment in advising. A second item listed four assessment efforts: survey of student satisfaction of academic advising, formally identified academic advising student learning outcomes [S L Os], established academic advising program goals/outcomes, and formally identified job performance criteria of individual academic advisors. An additional option allowed respondents to indicate that at least one of these assessment tools is being developed. These efforts highlight different areas of advising important to assess students (their opinions, as well as their knowledge, skills, and behaviors), advisors, and programs. Another item lists five efforts for which data are used to assess advising effectiveness: student satisfaction of academic advising, student achievement of academic advising S L Os, student retention and persistence to graduation, academic advising unit's/program's goals/outcomes, individual academic advisor's job performance. Respondents could also indicate whether assessment plans are being developed.

This chapter is organized as follows: The Executive Summary highlights the overarching findings for the three items on assessment in academic advising, the Assessment Summary presents the overall findings for each assessment item—mission statement, assessment effort, and assessment use—in more detail than in the Executive

Summary, and the Results section, the most detailed, presents general and disaggregated results by institutional size and type, mandatory advising, advising personnel, and advising situation. See “Implications for Advising” by Sharon Aiken-Wisniewski for her thoughts about the ways these results affect academic advisors, administrators, the profession of academic advising, and future research.

The following were advising assessment questions:

Is there a formal Mission Statement for academic advising for **your advising situation**?

Which of the following efforts are currently in place in **your advising situation**? (Check all that apply).

For which of the following efforts have you **utilized data to assess** the effectiveness of advising in **your advising situation**? (Check all that apply).

### **Executive Summary of Assessment in Academic Advising**

The extent to which different components of the assessment process are used in academic advising is reviewed in this chapter. Items include questions about (a) the presence of a formal academic advising mission statement, which is an important foundation for the assessment process because it identifies the outcomes for which assessment tools need to gather data; (b) assessment efforts in place or being developed to gather data; and (c) the use of data to evaluate academic advising. The two questions about assessment efforts and uses address data collected at the levels of students, advisors, and programs. The phrase *in general* refers to a review of results without consideration for other factors, such as size of institution; this information is found in Figures 13.1, 13.4, and 13.9 and Tables 13.1, 13.7, and 13.14. The phrase *categories of institutions* refers to results reviewed in a disaggregated format for factors such as

institutional size and type, advising personnel, and degree of mandatory advising. For example, when size of institution is used to disaggregate the data, small, medium, and large institutions are compared to determine similarities or differences in terms of an advising mission statement. See Figures 13.2, 13.3, 13.5 to 13.8, and 13.11 to 13.13 as well as Tables 13.2 to 13.6, 13.8 to 13.13, and 13.15 to 13.20.

To help readers assess the meaning of the data, differences of 10% or more between categories of institutions (e.g., large vs. small institutions, advising is mandatory vs. advising is not mandatory) are labeled *notable*. For example, 66% of institutions with both full-time professional and faculty advisors, but 45% of those with full-time faculty advisors have an academic advising mission statement. This difference of 21% is equal to or greater than 10%, so it is labeled *notable*. All results are presented in tables, but bar graphs only present data that show two or more notable differences within an institutional category. For example, two notable difference emerged in the data on assessment efforts in the mandatory advising policy category, so a bar graph is provided in Figure 13.7.

Furthermore, three of the groups are comprised of samples of fewer than 50 representatives, and thus, a change in the answer of one respondent would result in a change of more than 2%. A difference found among these groups is reported only if it meets or exceeds 10% when one response is added or subtracted. For example, advising S L Os are cited by respondents from 22% of private bachelor and 10% of public bachelor institutions. However, 30 respondents came from public bachelor institutions and if one more respondent from this group had answered affirmatively about use of S L Os, the affirmative responses for public bachelor institutions would increase to 13%. Because the difference between the two groups is less than 10%, it is not labeled as *notable*. The

following three groups are comprised of sample sizes of fewer than 50 respondents, and thus, a meaningful corresponding percentage change (provided in parentheses) is associated with one altered response: public bachelor institutions ( $n = 30$ ; 3.3%), proprietary institutions ( $n = 24$ ; 4.2%), and respondents who answered at the department level ( $n = 42$ ; 2.4%). Inferences involving these groups should be made cautiously.

The results derived from responses to items on assessment efforts and uses are limited because more than 2 of 5 survey respondents did not provide answers, creating profound variability (up to 40%) across institutional categories in the nonresponse rate. These nonresponses complicate the determination of whether differences in assessment efforts and uses reflect true disparities or are artifacts related to the nonresponse rates. Therefore, the results for these two items reflect rank order as reported per disaggregated category and not percentages of institutions where each assessment effort and use are employed.

Four overarching findings emerged from the assessment data obtained in the survey. First, in general, the majority of institutions (3 of 5) surveyed have adopted a formal academic advising mission statement. In fact, except institutions with full-time faculty advisors, at least one half of institutions per category have created advising mission statements. Although notable differences emerged in the percentages of institutions with a mission statement by size and type of institution and by advising personnel, most of the differences were small. Specifically, more respondents from public master than proprietary and 2-year institutions (25 and 20%, respectively) affirmed the existence of institutional mission statements. In addition, 21% more institutions with both full-time professional advisors and faculty advisors than those with full-time faculty

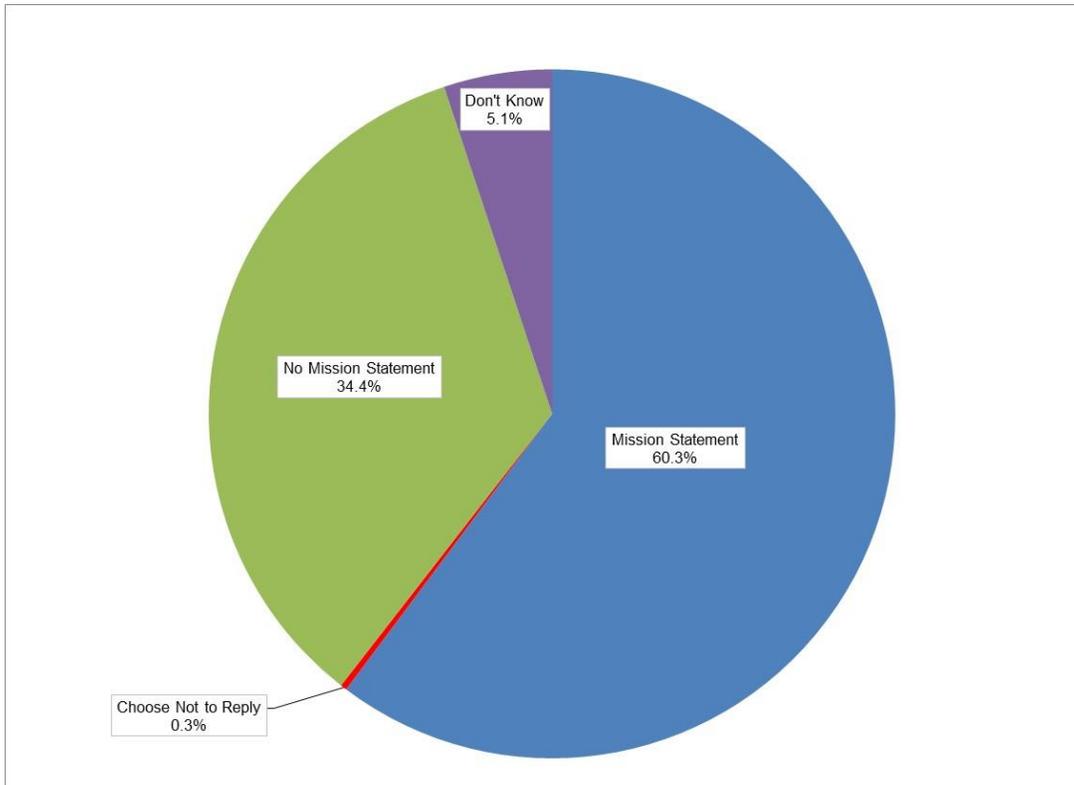
advisors reportedly have adopted a mission statement. Furthermore, in general, 1 of 20 respondents reported that they did not know if a mission statement had been created at their institution.

Second, in general, most respondents (2 of 5) reported surveying student satisfaction of academic advising as a means of assessment, and subsequently, most reported that data on student satisfaction of academic advising were used in decision making and evaluation. These most-reported assessment efforts and uses also ranked first among the disaggregated categories (with one exception).

Third, with few exceptions, the least-reported assessment effort involved formally identified academic advising S L Os. Also with few exceptions, the least-reported data used were based on student achievement of academic advising S L Os.

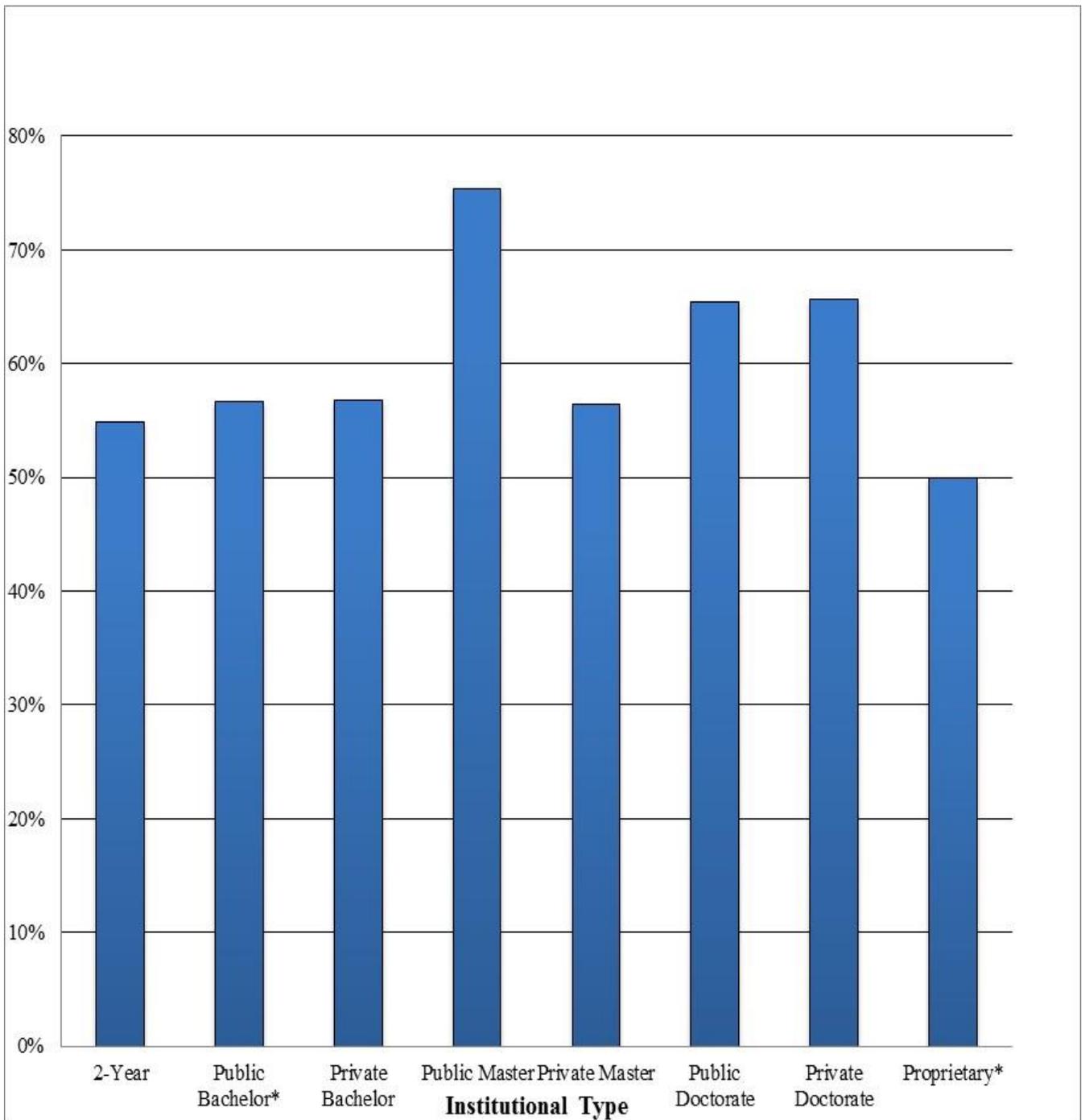
Finally, in a general trend, institutions with an advising mission statement reportedly conduct more assessment efforts and use more of each type of assessment data than those without a mission statement; however, not all differences qualified as notable. The differences were largest for assessment efforts that measured outcomes other than student satisfaction.

**Figure 13.1.** Academic advising mission statement



<b>Response</b>	<b>Percentage</b>
Mission statement	60.3
No mission statement	34.4
Don't know	5.1
Choose not to reply	0.3

**Figure 13.2.** Academic advising mission statement by institutional type

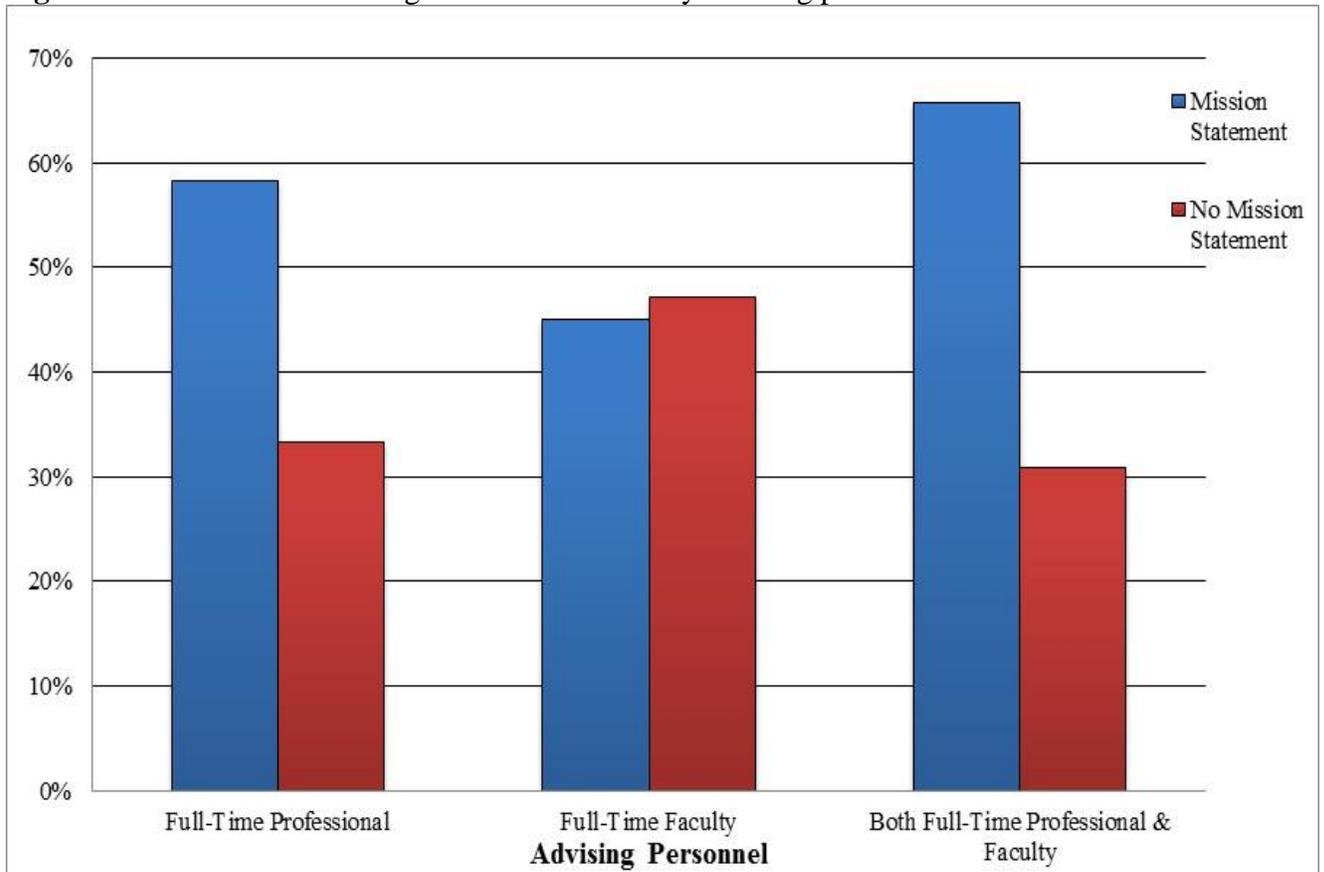


*Note.* \*Fewer than 50 institutions represented

<b>Institutional Type</b>	<b>Percentage With Mission Statement</b>
Public master	75.3
Private doctorate	65.7
Public doctorate	65.4
Private bachelor	56.8
Public bachelor	56.7
Private master	56.4
2-Year	54.8
Proprietary	50.0

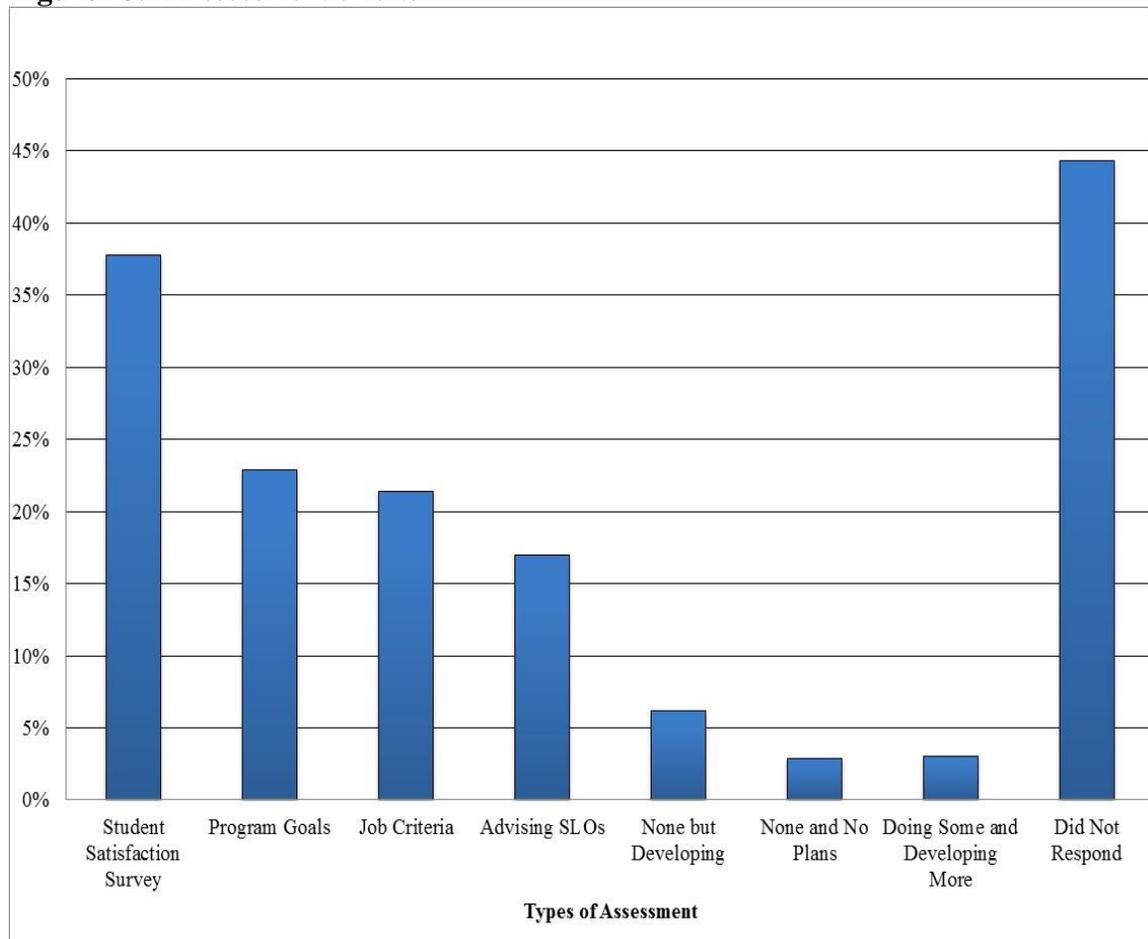
*Note.* Fewer than 50 respondents from public bachelor and proprietary institutions responded to the question.

**Figure 13.3.** Academic advising mission statement by advising personnel



Full-Time Advising Personnel	Percentage	
	With Mission Statement	Without Mission Statement
Both professional and faculty	65.7	30.9
Professional	58.3	33.3
Faculty	45.1	47.2

**Figure 13.4.** Assessment efforts

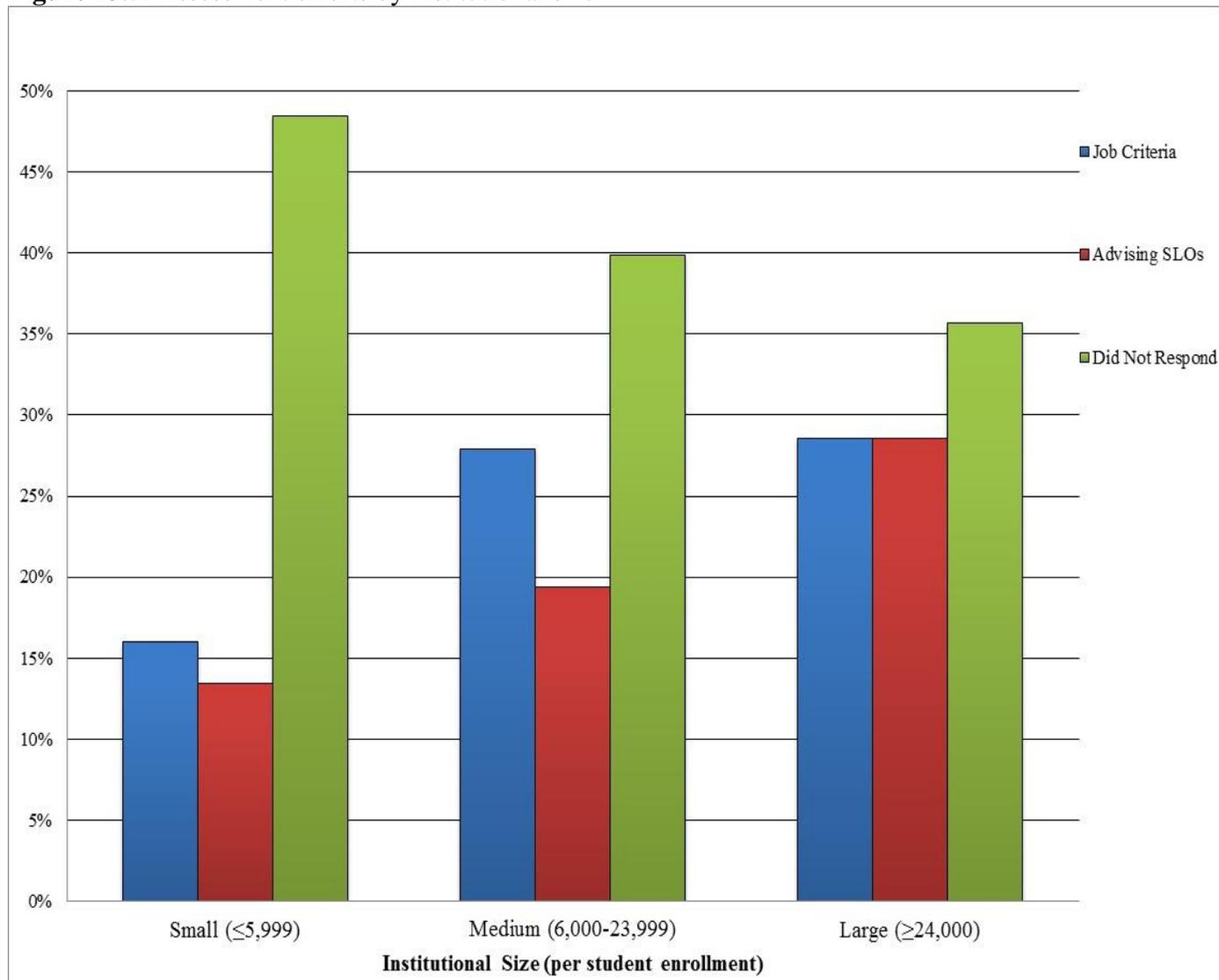


*Note.* S L O s refers to student learning outcomes.

<b>Assessment Effort</b>	<b>Percentage</b>
Did not respond	44.7
Student satisfaction surveys	37.8
Program goals	22.9
Job performance criteria	21.4
Advising S L O s	17.0
None in place but in development	6.2
Doing some and developing more	3.0
None in place and no plans to create	2.9

*Note.* S L O s stands for student learning outcomes.

**Figure 13.5.** Assessment efforts by institutional size

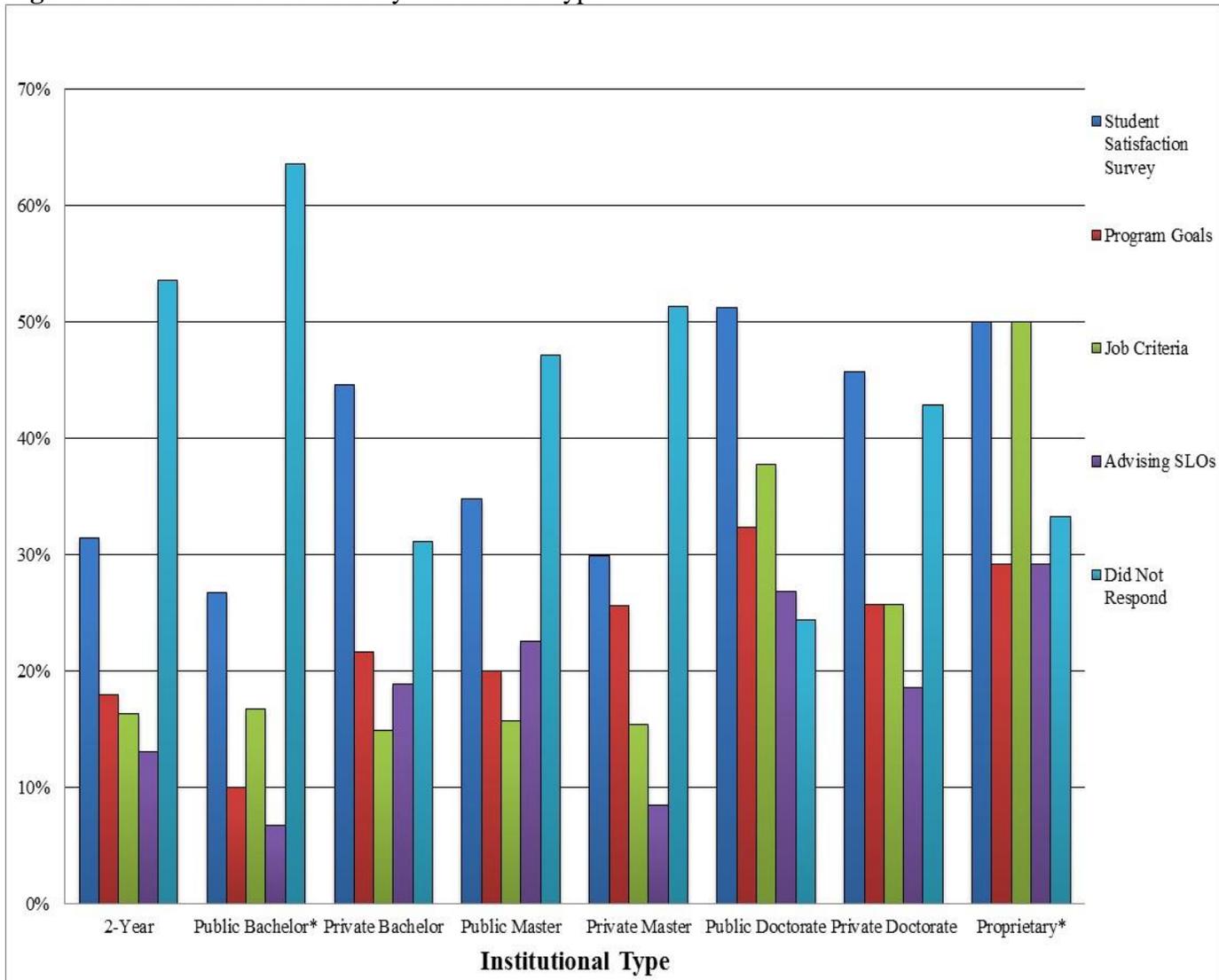


*Note.* S L O s refers to student learning outcomes.

Assessment Effort	Percentage per Institutional Size (per Student Enrollment)		
	Small (5,999 or fewer)	Medium (6,000-23,999)	Large (24,000 or more)
Did not respond	48.5	39.9	35.7
Job performance criteria	16.0	27.9	28.6
Advising S L O s	13.4	19.4	28.6

*Note.* S L O s refers to student learning outcomes.

**Figure 13.6.** Assessment efforts by institutional type

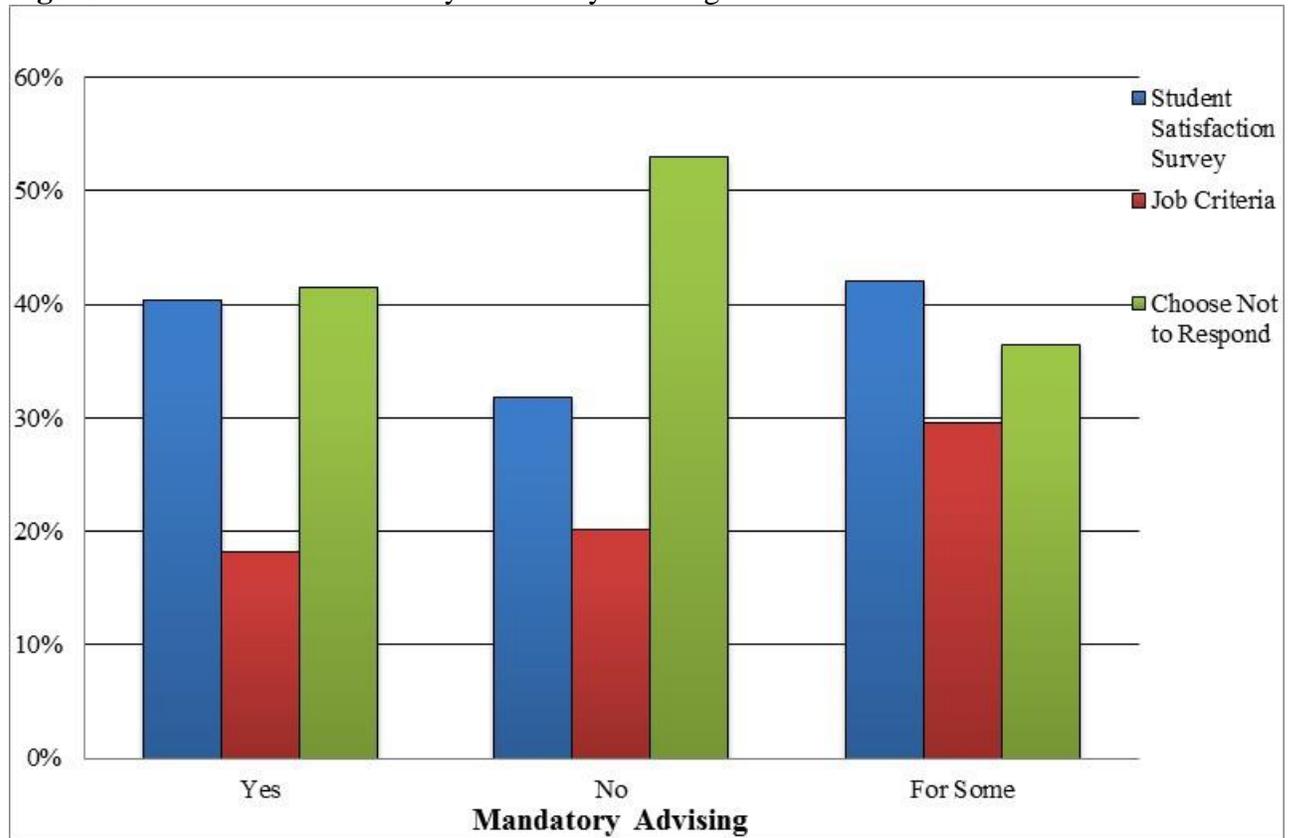


*Note.* \*Fewer than 50 institutions represented; S L Os refers to student learning outcomes.

Assessment Effort	Percentage per Institutional Type							
	2-Year	Public Bachelor	Private Bachelor	Public Master	Private Master	Public Doctorate	Private Doctorate	Proprietary
Did not respond	53.6	63.6	31.1	47.2	51.3	24.4	42.9	33.3
Student satisfaction survey	31.4	26.7	44.6	34.8	29.9	51.2	45.7	50.0
Advising S L Os	13.0	6.7	18.9	22.5	8.5	26.8	18.6	29.2
Program goals	18.0	10.0	21.6	20.0	25.6	32.3	25.7	29.2
Job performance criteria	16.3	16.7	14.9	15.7	15.4	37.8	25.7	50.0

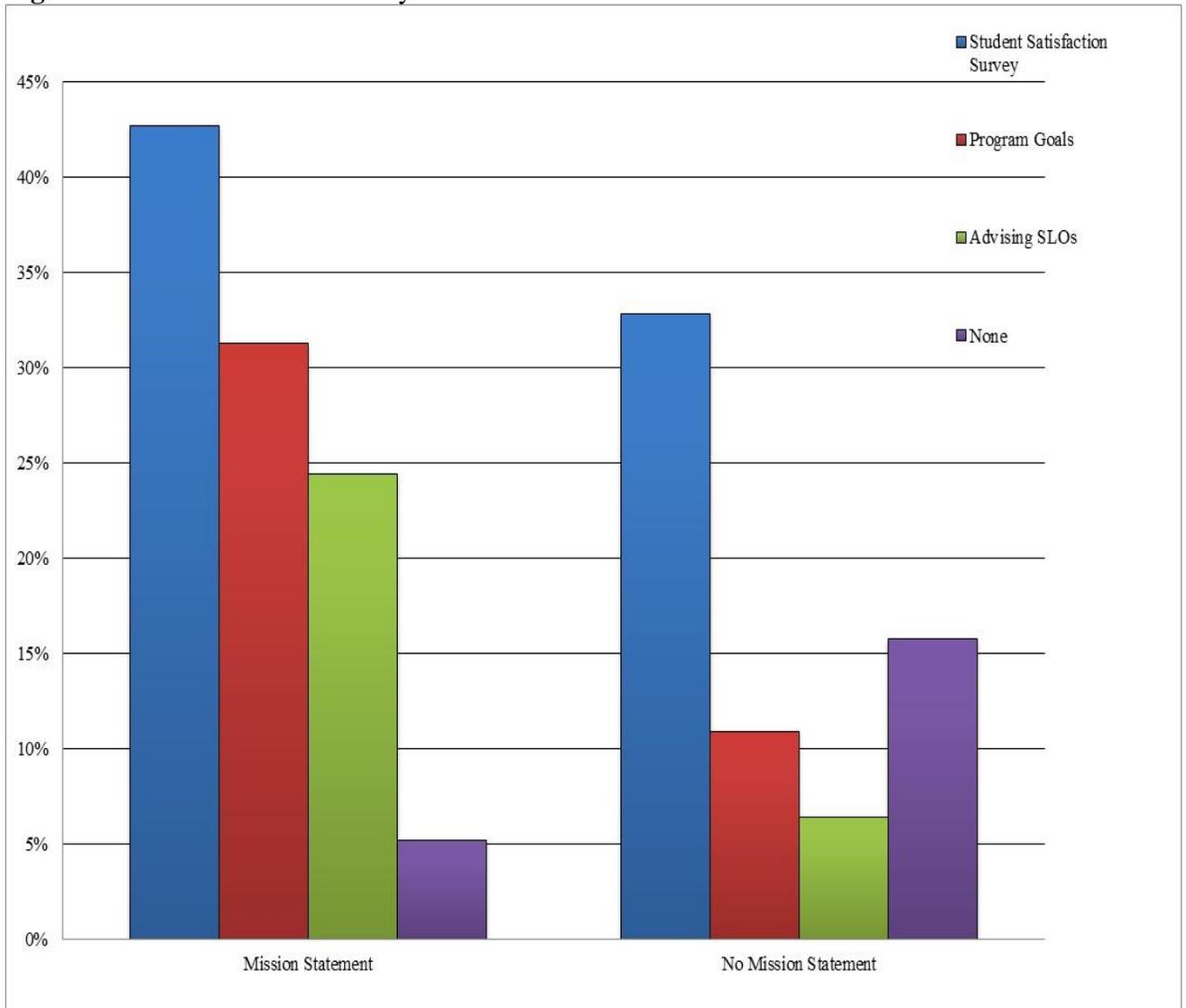
*Note.* Fewer than 50 respondents came from public bachelor and proprietary institutions; S L Os stands for student learning outcomes.

**Figure 13.7.** Assessment efforts by mandatory advising



Assessment Effort	Percentage per Mandatory Advising Policy		
	Yes	No	For Some
No response	41.5	53.0	36.4
Student satisfaction survey	40.3	31.8	42.0
Job performance criteria	18.2	20.1	29.5

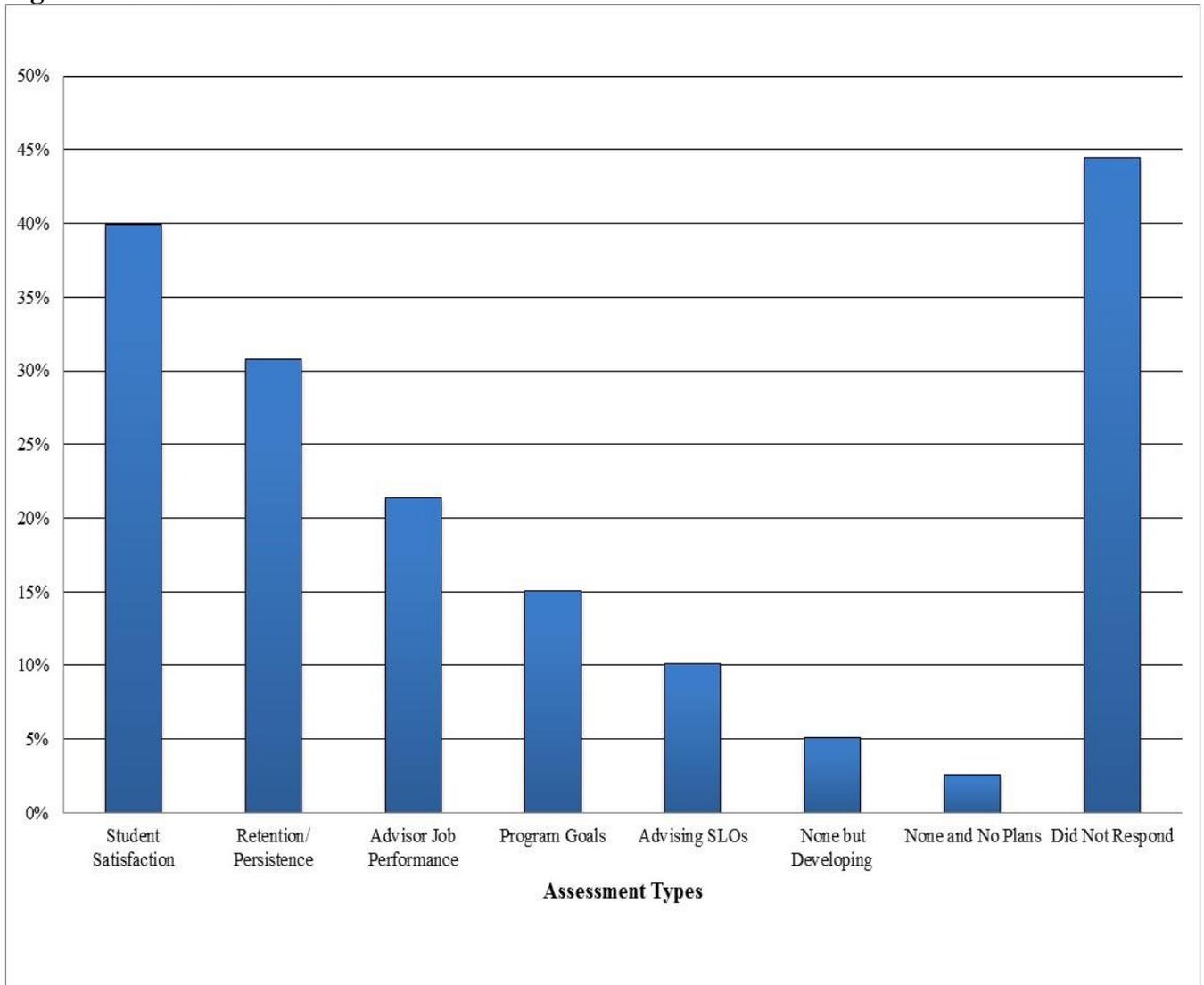
**Figure 13.8.** Assessment efforts by mission statement



*Note.* S L O s refers to student learning outcomes.

Assessment Effort	Percentage With Mission Statement	
	Yes	No
Student surveys	42.7	32.8
Program goals	31.3	10.9
Advising S L O s	24.4	6.4
None	5.2	15.8

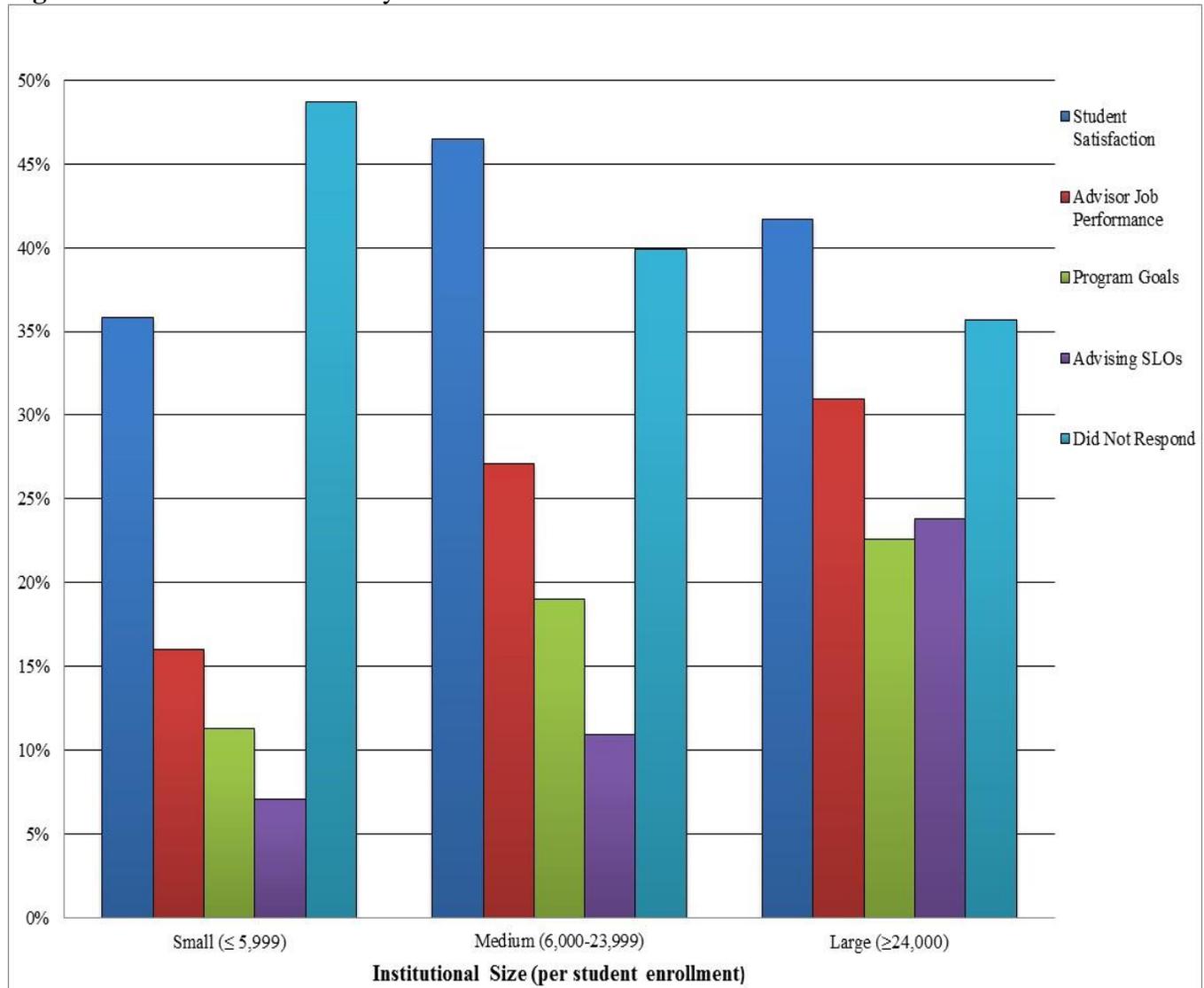
**Figure 13.9.** Assessment uses



*Note.* S L O s refers to student learning outcomes.

<b>Assessment Data Source</b>	<b>Percentage Used</b>
Did not respond	44.5
Student satisfaction surveys	39.9
Retention and persistence	30.8
Advisor job performance	21.4
Programs goals	15.1
Advising S L O s	10.1
None but developing	5.1
None and no plans	2.6

**Figure 13.10.** Assessment uses by institutional size

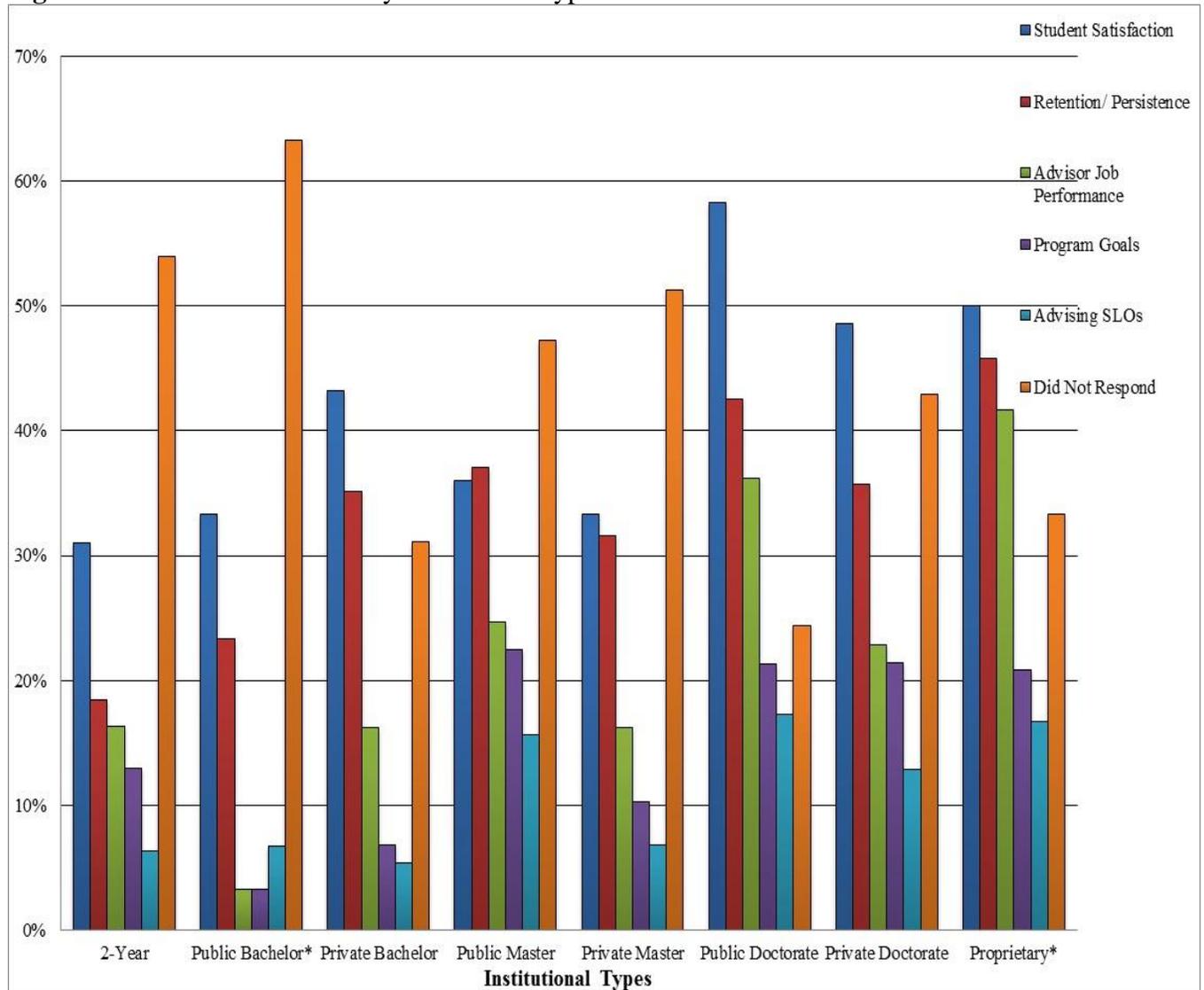


*Note.* S L O s refers to student learning outcomes.

Assessment Source	Percentage by Institutional Size (per student enrollment)		
	Small (fewer than 5,999)	Medium (6,000-23,999)	Large ( more than 24,000)
Did not respond	48.7	39.9	35.7
Student satisfaction surveys	35.8	46.5	41.7
Advisor job performance	16.0	27.1	31.0
Program goals	11.3	19.0	22.6
Advising S L O s	7.1	10.9	23.8

*Note.* S L O s refers to student learning outcomes.

**Figure 13.11.** Assessment uses by institutional type

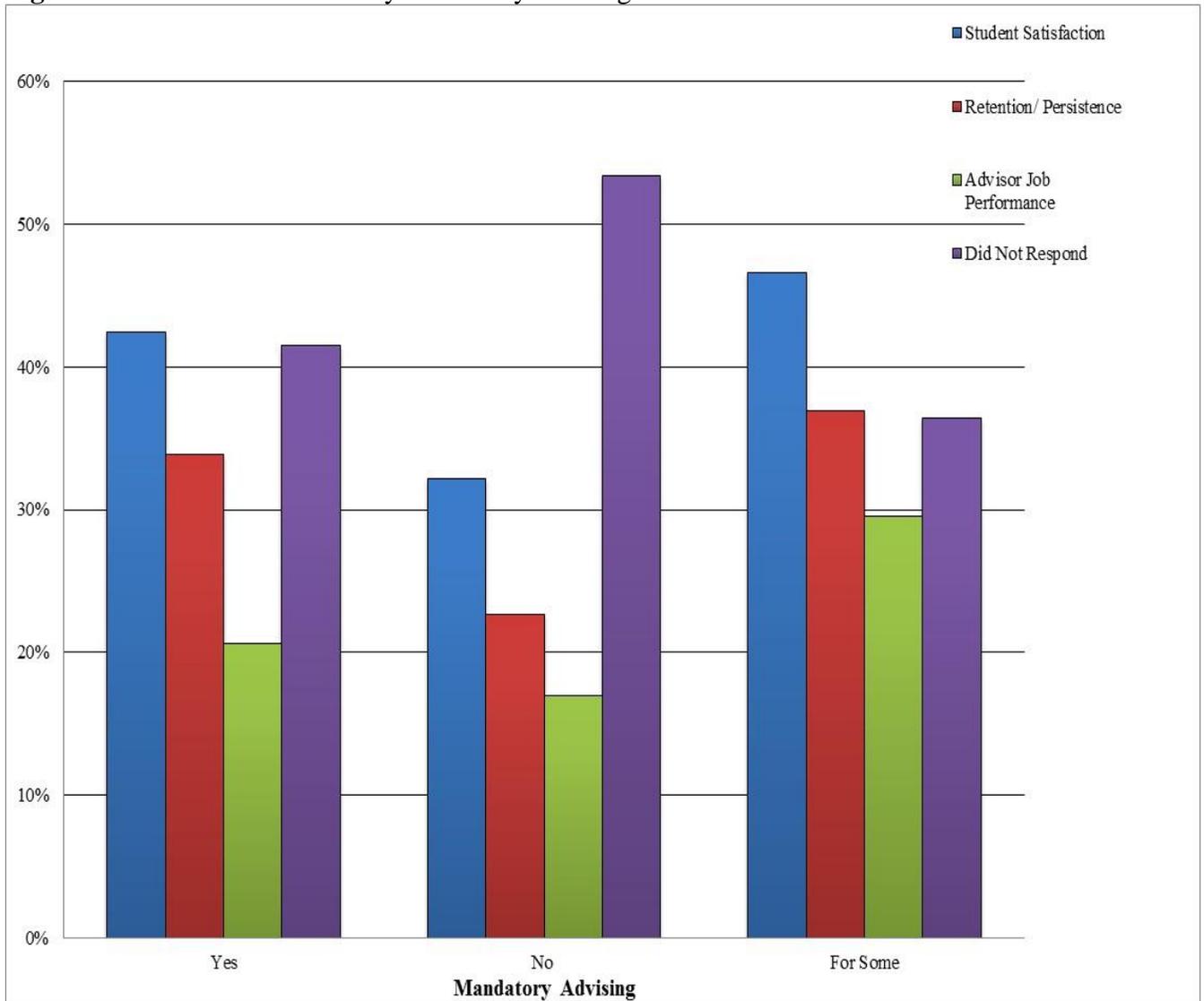


*Note.* \*Fewer than 50 institutions represented; S L O s refers to student learning outcomes.

Assessment Source	Percentage of Institutional Types							
	2-Year	Public Bachelor	Private Bachelor	Public Master	Private Master	Public Doctorate	Private Doctorate	Proprietary
Did not respond	54.0	63.3	31.1	47.2	51.3	24.4	42.9	33.3
Student satisfaction survey	31.0	33.3	43.2	36.0	33.3	58.3	48.6	50.0
Retention and persistence	18.4	23.3	35.1	37.1	31.6	42.5	35.7	45.8
Advisor job performance	16.3	3.3	16.2	24.7	16.2	36.2	22.9	41.7
Program goals	13.0	3.3	6.8	22.5	10.3	21.3	21.4	20.8
Advising S L Os	6.3	6.7	5.4	15.7	6.8	17.3	12.9	16.7

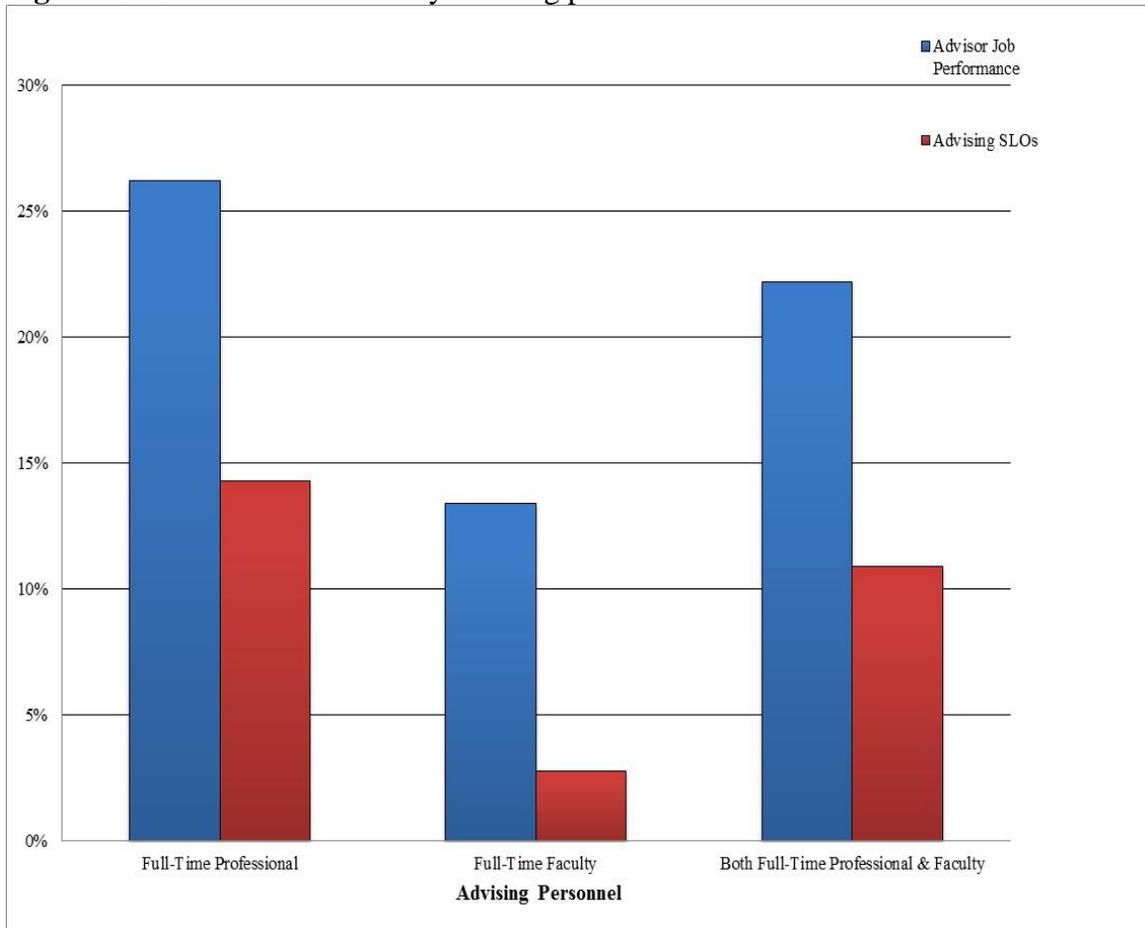
*Note.* Fewer than 50 respondents came from public bachelor and proprietary institutions; S L Os stands for student learning outcomes.

**Figure 13.12.** Assessment uses by mandatory advising



Assessment Source	Percentage per Mandatory Advising Policy		
	Yes	No	For Some
Did not respond	41.5	53.4	36.4
Student satisfaction survey	42.4	32.2	46.6
Retention and persistence	33.9	22.7	36.9
Advisor job performance	20.6	17.0	29.5

**Figure 13.13.** Assessment uses by advising personnel



*Note.* S L O s refers to student learning outcomes.

Assessment Source	Percentage Advising Personnel		
	Full-Time Professional	Full-Time Faculty	Full-Time Professional and Faculty
Advisor job performance	26.2	13.4	22.2
Advising S L O s	14.3	2.8	10.9

*Note.* S L O s refers to student learning outcomes.

## Assessment Summary

In this section, the summary of findings for each assessment question is presented separately. Both general and disaggregated findings are summarized. As in the Executive Summary, *in general* refers to a review of results without consideration for other factors such as size of institution; this information is found in Figures 13.1, 13.4, and 13.9 as well as Tables 13.1, 13.7, and 13.14. *Categories of institutions* refers to results reviewed in a disaggregated format for factors such as size and type of institution, mandated advising policy, and advising personnel; this information is found in the Figures 13.2, 13.3, 13.5 to 13.8 and Tables 13.2 to 13.6, 13.8 to 13.13, and 13.15 to 13.20.

### Mission Statement

In general, 3 of 5 institutions have adopted a mission statement, but 1 of 20 respondents did not know if their institution had embraced one (see Figure 13.1 and Table 13.1). Furthermore, most institutions across categories, except for those employing full-time faculty advisors, reportedly have implemented a mission statement.

However, the percentages of institutions with an advising mission statement notably differ by size and type of institution as well as by advising personnel (see Figures 13.2 and 13.3 as well as Tables 13.2, 13.3, and 13.5).

According to respondents, academic advising mission statements are featured at

- more large than small institutions.
- more public master institutions than six of the other institution types, with two differences exceeding 20%.
- fewer proprietary institutions than three other institution types; the difference between proprietary and public master institutions spans 25%.
- more private and public doctorate institutions than three and two other institution types, respectively.

- more institutions with both full-time professional and faculty advisors (by 21%) and those with full-time professional advisors (by 13%) than those using only full-time faculty advisors.

### **Assessment Efforts to Collect Academic Advising Data**

The findings about the efforts to collect advising data for assessment are limited because, in general, more than 2 of 5 respondents did not answer this question, and across categories of institutions the nonresponse rate ranged from 24 to 64%. Thus, differences in the percentages of respondents reporting assessment efforts may not be notable or real as they may reflect artifacts of the nonresponse rates. Therefore, in this summary section, only disaggregated findings and general trends are addressed. However, differences involving disaggregated data are included in the Results section.

In general, the most common assessment efforts, as reported by respondents, follow in descending order: surveys of student satisfaction of academic advising (more than 1 of 3 institutions), established program goals/outcomes (almost 1 of 4), formally identified job performance criteria of individual academic advisors (1 of 5), and formally identified academic advising S L Os (approximately 1 of 5). See Figure 13.4 and Table 13.7.

Three interesting general trends emerge across categories of institutions. First, surveys of student satisfaction of academic advising comprised the most common data collection effort. Furthermore, the differences between categories were relatively small (between 6 and 10% except for those reflecting disaggregation by institution type). Second, differences between three of the other five-most reported assessment efforts (program goals/outcomes, job performance criteria, and advising S L Os) varied between 7 and 11% per institutional category (with two exceptions within the institution type

category). Third, more institutions with an advising mission statement reportedly use assessment efforts of each type than do those without a mission statement. These differences were largest for the assessment tools that include measures other than student satisfaction.

### **Use of Assessment Data**

The findings about the use of assessment data are limited because, in general, more than 2 of 5 respondents did not answer this question: Across categories of institutions the nonresponse rate ranged from 24 to 63%. Thus, the differences in the percentages of assessment reports may reflect notable and real differences or reflect artifacts of different nonresponse rates. Therefore, in this summary only disaggregated findings and general trends are addressed. However, differences involving disaggregated data are included in the Results section.

In general, the most commonly used advising-related assessment data come from student satisfaction surveys of academic advising (2 of 5 institutions). Respondents indicated that the other data types were used in the following descending order: student retention and persistence to graduation (3 of 10), individual academic advisor's job performance (1 of 5), academic advising unit's/program's achievement of program goals/outcomes (approximately 1 of 5), and student achievement of academic advising SLOs (1 of 10) (see Figure 13.9 and Table 13.14). Another interesting general trend shows that institutions with an advising mission statement used program goals/outcomes data more than those without a mission statement. Furthermore, although not meeting a notable difference threshold, the findings show that more institutions with a mission statement used the other types of data than did those without a mission statement.

## Results

In this section, each assessment question is presented separately. For each item, results are presented in general and then disaggregated for size and type of institution, mandatory advising policy, advising personnel, advising situation, and mission statement (for assessment efforts and use).

### Mission Statement

**General findings.** In general, respondents indicated that 3 of 5 institutions have adopted a formal academic advising mission statement. However, 1 of 20 respondents reported that they did not know if their institution had implemented a mission statement (see Figure 13.1 and Table 13.1).

**Size of institution.** Following the general trend, data show that 3 of 5 institutions, regardless of institutional size, have created a formal academic advising mission statement. One of 20 respondents across all three size categories did not know whether their institution had adopted a mission statement.

However, the percentages of institutions with a mission statement notably differed by institutional size (see Table 13.2). Specifically, 10% more large (more than 2 of 3) than small (fewer than 3 of 5) institutions reportedly had created mission statements.

**Institutional type.** Respondents from at least one half of all types of institutions reported the existence of a formal academic advising mission statement. Approximately 1 of 20 respondents reported that they did not know if their institution had adopted a mission statement (with one exception in an institutional type category).

However, the percentages of institutions with a mission statement notably differ by type (see Table 13.3). Specifically, a mission statement has been adopted by

- more public master (3 of 4) than six of the other institution types by 10 to 25%.
- fewer proprietary (1 of 2) than three of the other institution types by 15 to 25%.
- more private doctorate institutions (2 of 3) than three of the other institution types by 10 to 16%.
- more public doctorate institutions (2 of 3) than 2-year (more than 1 of 2) and proprietary (1 of 2) institutions by 10 and 15%, respectively.

Although the finding does not qualify as a notable difference because of small sample size, an interesting statistic emerged. The most respondents (13%) who did not know if a mission statement was in place came from public bachelor institutions.

**Mandatory advising.** From among all institutions with the three identified mandatory policies, 55 to 64% reported the use of a mission statement. Approximately 1 of 20 respondents reported that they did not know if their institution had adopted a mission statement (see Table 13.4).

**Advising personnel.** Notable differences emerged in the percentages of institutions with a formal academic advising mission statement by personnel (see Figure 13.3 and Table 13.5). Specifically, 2 of 3 institutions with both full-time professional and faculty advisors and 3 of 5 with full-time professional advisors have implemented mission statements, which is more than institutions with full-time faculty advisors (approximately 1 of 2) by 13 and 21%, respectively. According to respondents, fewer than one half of institutions with full-time faculty advisors have adopted an advising mission statement.

**Advising situation.** At least one half of respondents, regardless of their advising situation, reported that their institutions had adopted a formal academic advising mission statement (see Table 13.6).

## Assessment Efforts

**General findings.** In general, the respondents indicated that surveys of student satisfaction of academic advising were the most common assessment effort in place (more than 1 of 3 institutions). They cited the following means of collecting data in descending order: established program goals/outcomes (1 of 4), formally identified job performance criteria of individual academic advisors (1 of 5), and formally identified academic advising S L Os (approximately 1 of 5). However, more than 2 of 5 respondents did not answer this question, so conclusions should be made cautiously (see Figure 13.4 and Table 13.7).

**Size of institution.** Respondents (no fewer than 1 of 3) from all three sizes of institutions indicated use of student satisfaction surveys, making it the most cited common assessment effort. However, no differences among efforts exceeded 9% within a size category. Between 36 and 49% of respondents did not answer this question.

However, the percentages of institutions where assessment efforts include job performance criteria and advising SLOs as well as those reflecting respondents who did not answer the question notably differ by institutional size (see Figure 13.5 and Table 13.8). The notable differences for assessment efforts disaggregated by institutional size show a trend in which the percentages of nonresponses exceed those of most cited efforts. Therefore, whether notable differences in assessment efforts reflect true variances related to size or whether the results come from artifacts created by the nonresponse rates remain unclear. Specifically, the following notable differences emerged from the institutional size data:

- Job performance criteria comprised part of the assessment effort at more medium and large (3 of 10) than small (1 of 5) institutions by 12 and 13%, respectively.

- Advising S L Os comprised part of the assessment efforts at more large (nearly 3 of 10) than small and medium institutions by 16 and 10%, respectively.
- More respondents from small (nearly 1 of 2) than from large (1 of 3) institutions did not answer this question (by 13%).

**Institutional type.** The most respondents per institutional type cited the student satisfaction survey as an assessment effort. Among six institutional types the differences between program goals/outcomes, job performance, and S L Os did not exceed 11%. Between 24 to 64% of respondents did not answer this question.

However, the percentages of institutions where assessment efforts include student satisfaction surveys, program goals/outcomes, job performance criteria, and advising S L Os as well as that reflect the respondents who did not answer the question notably differ by institutional type (see Figure 13.6 and Table 13.9). As with data on institutional size, the notable differences for assessment efforts show a trend in which the percentages of nonresponses exceed the percentages of most cited efforts per institutional type. Therefore, whether notable differences in assessment efforts reflect true variances related to institutional type or whether the results come from artifacts created by the response rates remain unclear. Specifically, the following notable differences emerged:

- Approximately 1 of 2 respondents cited use of student satisfaction surveys, and they came from public doctorate, proprietary, private doctorate, and private bachelor institutions by 16 to 24%, 15 to 23%, 11 to 19%, and 10 to 18%, respectively, over the third of respondents from the other institutional types who cited it.
- More respondents citing program goals/outcomes as assessment efforts came from public doctorate (1 of 3) than private bachelor, public master, and 2-year (1 of 5) as well as public bachelor (1 of 10) institutions by 10 to 22%. Fewer came from public bachelor (1 of 10) than from public doctorate (1 of 3), proprietary (3 of 10), or private doctorate and private master (1 of 4) institutions by 16 to 22%.
- More respondents citing job performance criteria as assessment efforts came from proprietary (1 of 2) and public doctorate (more than 1 of 3) institutions than all

- other institution types by 24 to 35% and 12 to 24%, respectively. Fewer came from private doctorate (1 of 4) than private bachelor and public master (more than 1 of 10) institutions by 11 and 10%, respectively.
- Fewer respondents citing advising S L Os came from private master (1 of 10) than five other institution types by 10 to 20%, and the fewest came from public bachelor (more than 1 of 20) institutions.
  - More respondents who did not answer the question came from
    - public bachelor (2 of 3) than all other institution types by 10 to 40%.
    - 2-year (more than 1 of 2) institutions than those from private doctorate, proprietary, private bachelor, and public doctorate institutions by 11 to 30%.
    - private and public master institutions (1 of 2) by 18 to 27% and 14 to 23%, respectively, than from the three institutions where it is cited the least.
    - private doctorate (more than 2 of 5) than private bachelor (1 of 3) and public doctorate (1 of 4) institutions by 12 and 19%, respectively.

**Mandatory advising.** More respondents, regardless of mandated advising policy in their situation, reported use of student satisfaction surveys. They also reported (in descending order) use of program goals/outcomes, job performance criteria, and advising S L Os. Furthermore, within each mandatory advising category, the differences between assessment efforts did not exceed 10%. Between 36 to 53% of respondents did not answer this question.

However, the percentages of institutions where assessment efforts include student satisfaction survey and job performance criteria and the ratio of respondents who did not answer the question notably differ by mandatory advising policy (see Figure 13.7 and Table 13.10). In terms of notable differences more respondents chose not to answer than selected most of the possible assessment options. Therefore, whether notable differences in assessment efforts reflect true variances related to mandatory advising policy or whether the results come from artifacts created by the response rates remains unclear.

Specifically, 10% more respondents indicated the student satisfaction survey as an assessment effort at institutions where advising is mandatory for some students (2 of 5) than where it is not mandatory (1 of 3). The job performance criteria option was cited as an assessment effort at more institutions where advising is mandatory for some students (3 of 10) than where it is mandatory for everyone (approximately 1 of 5) by 12%. More respondents from institutions where advising is not mandatory (more than 1 of 2) than where it is mandatory for all (2 of 5) or mandatory for some students (1 of 3) did not answer this question by 11 and 17%, respectively.

**Advising personnel.** Most respondents (at least 1 of 3) indicated that the student satisfaction survey is among assessment efforts in their situations. With the exception of those from institutions with full-time advisors, the differences among the affirmative responses regarding program goals/outcomes, job performance criteria, and advising S L Os did not exceed 7% within any personnel category. Between 41 and 47% of respondents did not answer this question.

However, the percentages of institutions where assessment efforts include use of job performance criteria notably differ by personnel (see Table 13.11). Specifically, 11% more respondents indicating use of job performance criteria came from institutions with full-time professional advisors (1 of 3) than from places that employ both full-time professional and faculty advisors (1 of 5). By 10%, the fewest who cited use of job performance criteria as an assessment effort came from institutions with full-time faculty advisors (1 of 10).

**Mission statement.** Respondents from institutions with and without academic advising mission statements indicated that the student satisfaction survey is part of the

assessment effort. Within each mission statement category, no differences exceeded 7% within the program goals/outcomes, jobs performance criteria, and advising SLOs categories. Nearly identical percentages of respondents (43 and 44%) did not answer this question.

However, the percentages of institutions where assessment efforts include the student satisfaction survey, program goals/outcomes, and advising SLOs, or where no assessment efforts were reported notably differ by mission statement. The overall trend shows that institutions with an advising mission statement put forth more assessment efforts than those without a mission statement, and the differences were largest among the assessment tools that do not measure student satisfaction (see Figure 13.8 and Table 13.12). Specifically, more respondents cited

- the student satisfaction survey as an assessment effort at institutions with a mission statement (more than 4 of 10) than those without one (more than 3 of 10) by 10%.
- program goals/outcomes as part of the assessment efforts at institutions with a mission statement (3 of 10) than those without one (1 of 10) by 20%.
- advising SLOs as part of assessment efforts at institutions with a mission statement (1 of 4) than those without one (approximately 1 of 20) by 18%.

**Advising situation.** More respondents, regardless of advising situation, cited the student satisfaction survey as an assessment effort, but between 28 to 55% of respondents did not answer this question. The percentages of respondents who reported the student satisfaction survey, job performance criteria, and advising S L Os, as well as that reflect those who did not answer this question notably differ by advising situation (see Table 13.13). As in previously described data summaries more respondents did not respond

than selected specific effort items. Therefore, whether notable differences in assessment efforts reflect true variances related to advising situation or whether the results come from artifacts created by the response rates remains unclear. Specifically, more respondents at the college, school, or division

- (1 of 2) than those at the institutional levels (1 of 3) cited use of a student satisfaction survey by 17%; those from departments (1 of 4) reported it least, by 11 to 28%.
- (1 of 3) than those at the institutional and department levels (approximately 1 of 5) cited job performance criteria by 13 and 15%, respectively.
- (1 of 5) cited advising S L Os than did those at the department level (more than 1 of 20) by 14%.

However, more respondents who answered from the institutional (almost 1 of 2) and department (more than 1 of 2) perspective than those from the college, school, or division viewpoint (more than 1 of 4) did not answer this question by 21 and 27%, respectively.

## Use of Assessment Data

**General findings.** In general, more respondents (2 of 5) cited the use of student satisfaction of academic advising data for decision-making and evaluation purposes than other types. The other assessment data used follow in descending order as reported by survey participants: student retention and persistence to graduation (3 of 10), individual academic advisor's job performance (1 of 5), academic advising unit's/program's achievement of program goals/outcomes (approximately 1 of 5), and student achievement of academic advising SLOs (1 of 10). However, more than 2 of 5 respondents did not answer this question, so conclusions should be made cautiously (see Figure 13.9 and Table 13.14).

**Size of institution.** More respondents from all three sizes of institutions cited student satisfaction as a source of utilized data. Approximately 3 of 10 reported the use of retention/persistence to graduation and job performance data. Within each size category the differences between citations of goals/outcomes and advising SLO data did not exceed 8%. Between 36 and 49% of respondents did not answer the question.

However, the percentages of institutions where student satisfaction, job performance, and program goals/outcomes data are used as well as where respondents who did not answer the question notably differ by institutional size (see Figure 13.10 and Table 13.15). More respondents chose not to respond than endorsed most data use options. Therefore, whether notable differences in use of assessment data reflect true variances related to institutional size or whether the results come from artifacts created by the response rates remains unclear. Specifically, more respondents from

- medium (approximately 1 of 2) than small (1 of 3) institutions reported, by 11%, use of student satisfaction data.

- medium (1 of 4) and large (3 of 10) than small institutions (approximately 1 of 5), by 11 and 15% respectively, cited use of job performance data.
- large (nearly 1 of 4) than small (1 of 10) institutions, by 12%, reported use of program goals/outcomes data.
- small (nearly 1 of 2) than large (1 of 3), by 13%, institutions did not answer this question.

**Institutional type.** Regardless of their institution type, the respondents indicated data on student satisfaction as the most commonly used with the exception of public master institutions. Those in six types of institutions reported the following data in descending order: retention/persistence to graduation, job performance, program goals/outcomes, and advising SLOs. Between 24 and 63% of respondents did not answer the question.

However, the percentages of institutions where student satisfaction, retention/persistence, advisor job performance, program goals/outcomes, and advising SLOs data are used as well as respondents who did not answer the question notably differ by institutional type (see Figure 13.11 and Table 13.16). As with the responses related to institutional size, in some institutional categories, more respondents did not answer the question than endorsed the particular data-use options listed. Therefore, whether notable differences in use of assessment data reflect true variances related to institutional type or whether the results come from artifacts created by the response rates remains unclear.

According to survey respondents, student satisfaction data are used at more

- public doctorate (nearly 3 of 5) than at 2-year (3 of 10), public (1 of 3) and private bachelor (2 of 5), and public and private master (1 of 3) institutions by 15 to 27%.
- private doctorate (nearly 1 of 2) and proprietary (1 of 2) than at 2-year (3 of 10), public bachelor (1 of 3), and public and private master (1 of 3) institutions by 13 to 18% and 14 to 19%, respectively.
- private bachelor (2 of 5) than at 2-year (3 of 10) and private master (1 of 3) institutions by 12 and 10%, respectively.

According to survey respondents, retention/persistence data are used at

- more proprietary (approximately 1 of 2) and public doctorate (2 of 5) than 2-year (approximately 1 of 5), public bachelor (approximately 1 of 4), and private master (3 of 10) institutions by 14 to 28% and 11 to 25%, respectively.
- fewer 2-year (approximately 1 of 5) than six of the other institutional types by 14 to 28%.
- fewer public bachelor (approximately 1 of 4) than public master (more than 1 of 3), public doctorate (2 of 5), and proprietary (approximately 1 of 2) institutions by 14 to 23%.

According to respondents, job performance data were utilized at more proprietary (2 of 5) and public doctorate (1 of 3) institutions than the other institutional types by 17 to 39% and 11 to 33%. However, it was cited by fewer respondents from public bachelor (1 of 30) than those from public master (approximately 1 of 4), public doctorate (1 of 3), private doctorate (approximately 1 of 4), and proprietary (2 of 5) institutions by 20 to 39%.

According to respondents, program goals/outcomes data were used at more public master (approximately 1 of 4), public and private doctorate as well as proprietary (1 of 5) than public bachelor (1 of 30), private bachelor (1 of 20), and private master (1 of 10) institutions by 11 to 20%. It was cited by more respondents from public master (approximately 1 of 4) than 2-year institutions (more than 1 of 10) by 10%. Advising S L Os data were used at more public doctorate (1 of 5) than 2-year (1 of 20) institutions by 11%.

**Mandatory advising.** According to respondents across all mandatory advising categories, student satisfaction data were commonly used. In descending order, respondents reported the following: retention/persistence to graduation, job performance,

program goals/outcomes, and advising S L Os. Between 36 and 53% of respondents did not answer this question.

However, the percentages of institutions where student satisfaction, retention/persistence, and advisor job performance data are used as well as respondents who did not answer the question notably differ by mandatory advising policy (see Figure 13.12 and Table 13.17). As with other data-use responses, many respondents did not answer the question. Therefore, whether notable differences in use of assessment data reflect true variances related to mandatory advising or whether the results come from artifacts created by the nonresponse rates remains unclear. Specifically, more respondents

- indicating that student satisfaction data are used came from institutions where advising is mandatory (2 of 5) and those where it is mandatory for some students (approximately 1 of 2) than where advising is not mandatory (1 of 3) by 10 and 15%, respectively.
- (1 of 3) indicating that retention/persistence data are used came from institutions where advising is mandatory and where it is mandatory for some students than where it is not mandatory (approximately 1 of 4) by 11 and 14%, respectively.
- (3 of 10) indicating job performance data are used came from institutions where advising is mandatory for some students than where it is not mandatory (approximately 1 of 5) by 13%.
- from institutions where advising is not mandatory (more than 1 of 2) than from where it is mandatory (2 of 5) and is mandatory for some students (1 of 3) did not answer this question by 11 and 17%, respectively.

**Advising personnel.** Across all three advising personnel categories, more respondents (approximately 2 of 5) indicated that student satisfaction data are used. The other data sources were cited in descending order: retention/persistence to graduation (approximately 3 of 10), advisor job performance, program goals/outcomes, and advising S L Os. Between 42 and 47% of respondents did not answer the question.

However, the percentages of institutions where advisor job performance and advising S L Os data are used notably differ by advising personnel (see Figure 13.13 and Table 13.18). Specifically, more respondents indicating job performance data are used came from institutions with full-time professional advisors (1 of 4) than came from institutions with full-time faculty advisors (more than 1 of 10) by 13%. In addition, more respondents citing use of advising SLOs data came from institutions with full-time professional advisors (more than 1 of 10) than from where full-time faculty members advise (more than 1 of 50) by 11%.

**Mission statement.** Respondents (at least 1 of 3) from institutions with and those without academic advising mission statements cited student satisfaction as a source of used data. They cited the following data-use options in descending order: retention/persistence to graduation (at least 1 of 4), job performance (at least 1 of 5), program goals/outcomes, and advising SLOs. Between 43 and 44% of respondents did not answer this question.

However, the percentages of institutions where program goals/outcomes data were used notably differ by mission statement (see Table 13.19). Specifically, more respondents from institutions with a mission statement (1 of 5) indicated it as a source of assessment data than did those from institutions without one (1 of 15) by 14%.

**Advising situation.** Regardless of advising situation, more respondents selected student satisfaction as utilized data, followed by retention/persistence to graduation for respondents who answered at the institutional and the college, school, or division levels; however, this order was reversed for those at the department level. Fewer indicated that

job performance, program goals/outcomes, and advising S L Os data are used for assessment. Between 28 and 49% of respondents did not answer the question.

However, the percentages of institutions utilizing student satisfaction, retention/persistence, advisor job performance, and program goals/outcomes data notably differ by advising situation. Likewise, the percentages of respondents who did not answer the question also notably differ by advising situation (see Table 13.20). The number of representatives who did not respond exceeded the number who chose a data-use option. Specifically, more respondents from the college, school, or division level reported assessment efforts than those in other advising situation categories, and they also showed a lower nonresponse rate. Therefore, whether notable differences in use of assessment data reflect true variances related to advising situation or whether the results come from artifacts created by the nonresponse rates remains unclear. According to the survey responses,

- 16% more respondents (more than 1 of 2) citing use of student satisfaction data came from a college, school, or division. More than 1 of 3 who answered from the institutional viewpoint cited use of student satisfaction data. The fewest (by 16%) who reported it answered as department representatives (1 of 5).
- by 12%, more respondents who cited use of retention/persistence data answered from the college, school, or division perspective (2 of 5) over those who answered from the institutional viewpoint (more than 1 of 4).
- more respondents who reported use of job performance data came from a college, school, or division (3 of 10) than who came from institutional and department levels (1 of 5) by 12 and 17%, respectively.
- more respondents who reported use of program goals/outcomes data came from a college, school, or division (more than 1 of 5) than came from the department level (approximately 1 of 10) by 15%.
- by 21 and 16%, respectively, more respondents from the institutional (1 of 2) and department (more than 2 of 5) levels failed to answer this question than came from a college, school, or division (more than 1 of 4).